

**INTERNATIONAL
EXPERT GROUP:**
Roman Firlus
Mehmet Omurlu
Ines Caetano



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AFTERMATCH

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MANUAL

FOR DUAL CAREER TRAINERS



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INTRODUCTION – DUAL CAREER PHILOSOPHY – GOALS AND SOCIAL VALUE

„Sport is not everything - of all athletes, only a few will have the chance to reach the top in their disciplines and, as a result, have the opportunity to make a living from sports.”

The philosophy of dual careers for athletes emphasizes the importance of integrating sports with education and professional development. This concept is grounded in the understanding that the average career of a professional athlete is short-lived, often spanning only 10-15 years, and typically ends much earlier than most traditional careers. As a result, the idea behind dual career programs is to equip athletes with the necessary skills, education, and resources to transition into life beyond sports, fostering long-term personal and professional success.

Dual careers have become a vital aspect of professional athletics, given the physically demanding nature of sports and the reality of early retirement many athletes face. These dual career programs help athletes balance their athletic pursuits with education, vocational training, and personal development, which are essential for a successful transition into life after sports. The abrupt shift from a professional sports career to retirement—often after major global events like the Olympics or the World Cup—can be overwhelming for athletes, making it crucial to have a clear plan for their post-sport life.

The Importance of Dual Career Planning

Research consistently emphasizes the need for dual career planning. Many athletes already announce their retirements after major tournaments, marking the culmination of their careers. Research and statistics consistently highlight the need for dual career planning. It is estimated that around 50% of Olympic athletes retire within four years following the Games¹, a statistic that underscores the need for comprehensive career transition support. Similarly, 20-30% of football players retire after major tournaments like the World Cup, as these events often signify the peak of their careers. For example, in 2024, around 20,000-25,000 professional athletes globally are expected to retire, with a notable increase in retirements following the Olympics and World Cup².

This data demonstrates the sheer volume of athletes entering retirement after major events and the need for structured dual career programs that allow them to plan for life beyond sports.

1 <https://www.tvinsider.com/gallery/2024-paris-summer-olympics-athletes-retiring/>

2 <https://olympics.com/athlete365/articles/a365-topic-career-plus/life-after-sport-why-athletes-need-to-prepare>

Many renowned athletes have already announced that the Paris 2024 Olympics will mark the end of their competitive careers, further highlighting the importance of dual career planning. Examples include³:

LeBron James— At 39, LeBron has indicated that while he plans to continue his NBA career, the 2024 Olympics will likely be his final Olympic appearance. He has expressed that he won't be part of the 2028 Olympics, signaling the end of his international basketball journey

Andy Murray – The British tennis star, at 37, has confirmed that the 2024 Olympics will be his final professional tennis event. Murray, a two-time Olympic gold medalist, has decided it's time to retire after a decorated career

Shelly-Ann Fraser-Pryce – The Jamaican sprinter, a two-time Olympic gold medalist, has confirmed that the 2024 Olympics will be her last competition. After years of success, she plans to focus on family and other aspects of her life

Perry Baker – The Team USA rugby player, at 38, announced that the Paris Olympics will be his last tournament, marking the end of a distinguished career in rugby sevens

Angelique Kerber – The German tennis player and three-time Grand Slam champion revealed that the Paris 2024 Olympics would be her final professional event. She has stated that after years in the sport, it's time for her to step away from competitive tennis

Following the 2024 UEFA European Championship, several high-profile football players are retiring from international football or professional careers. Some players, like Toni Kroos, have already announced that Euro 2024 will be their final tournament. Here's a summary of players who will be retiring soon after the event:

Toni Kroos (Germany, Real Madrid)⁴ - The legendary midfielder, widely regarded as one of the best of

his generation, has confirmed that Euro 2024 will mark the end of his career. After a decade at Real Madrid, during which he won numerous domestic and international titles, including four Champions League trophies, Kroos decided to retire on top.

Raphaël Varane (France, Manchester United)⁵ - After a career filled with success, including multiple Champions League and World Cup titles, Varane announced that Euro 2024 would be his final international tournament. The 31-year-old defender cited persistent injuries as the reason for his retirement

Lukas Podolski (Germany) - Podolski, a stalwart for the German national team, has already confirmed that Euro 2024 will be his farewell from international football. Known for his remarkable career, including winning the 2014 World Cup, Podolski will retire after a long career with both club and country.

Mario Gomez (Germany) - The former striker also hinted that Euro 2024 will be his last major tournament. Gomez, who was instrumental in Germany's successes over the years, is expected to retire following the competition.

These players represent the end of an era for their respective national teams and clubs, highlighting the need for well-organized dual career programs to help athletes transition smoothly into post-retirement life.

These examples highlight a common trend among professional athletes: major global events like the Olympics and World Cup serve as career milestones that often mark the end of their professional sporting lives. With many athletes reaching the peak of their careers and transitioning into retirement after these events, dual career planning is critical to ensuring that they are well-prepared for life beyond sports.

Athletes who engage in dual career programs during their active careers are better equipped to

3 <https://www.tvinsider.com/gallery/2024-paris-summer-olympics-athletes-retiring/>

4 <https://www.dw.com/en/germanys-toni-kroos-to-retire-after->

[euro-2024/a-69139165](https://www.planetfootball.com/lists-and-rankings/big-name-footballers-retiring-2024-kroos-fellani)

5 <https://www.planetfootball.com/lists-and-rankings/big-name-footballers-retiring-2024-kroos-fellani>

handle retirement. These programs allow athletes to pursue education, vocational training, and build professional networks while still actively competing. Research shows that athletes who plan ahead for their post-sport careers tend to experience better mental health and find more success in their subsequent careers⁶

For example, 60-70% of athletes retire within five years of their competitive careers ending⁷

Athletes with a dual career plan often experience smoother transitions, facing fewer challenges and greater fulfillment in their post-retirement lives.

Given these trends, it is evident that both athletes and sports organizations must prioritize dual career programs. Providing athletes with the tools, skills, and education they need to transition smoothly into new careers is crucial not only for their well-being but also for the success of sports organizations in supporting their athletes beyond the playing field. Clubs and teams that invest in dual career programs can help athletes find stability, purpose, and continued personal growth long after they retire from competitive sports.

Goals of Dual Career Programs

The main goal of dual career programs is to equip athletes with the necessary skills, education, and experiences to transition successfully into life after sports. These programs aim to achieve several objectives:

Career Stability

A primary goal is to provide athletes with an education or vocational training that allows them to secure alternative career paths once their athletic careers end. This helps mitigate the uncertainty of retirement, offering athletes a broader skillset to fall back on when they leave their sport.

Balanced Personal Growth

Dual career programs also promote balanced personal development, allowing athletes to pursue interests outside of their athletic careers. This not only fosters a more well-rounded personal identity but also reduces the risk of identity crises and mental health issues that many athletes face after retirement.

Reducing Emotional Impact

The transition from an active sports career to retirement can be a challenging emotional experience. Dual career programs help to soften the blow by preparing athletes mentally and physically for life after sports. With preparation, athletes can transition into new careers with greater ease and fewer emotional challenges.

Increased Career Success

Athletes who engage in dual career programs are better equipped to handle the challenges of life post-sport. Studies show that athletes who plan ahead for their second careers tend to be more successful and experience higher career satisfaction than those who do not.

To achieve the goal of supporting dual-career athletes, it is essential that clubs, coaches, and athletes collaborate effectively, creating a unified approach that benefits both their sports and professional development. This collaboration must be based on clear communication, mutual understanding, and shared objectives.

Firstly, clubs and federations should establish flexible training schedules and educational opportunities that allow athletes to balance both their sports careers and studies or professional work. This requires adapting training times, providing access to part-time roles, or offering online courses that can be pursued alongside athletic commitments.

Dual Career Trainers play a crucial role by understanding the unique challenges faced by dual-career

6 <https://olympics.com/athlete365/articles/a365-topic-career-plus/life-after-sport-why-athletes-need-to-prepare>

7 <https://www.london.ac.uk/news-events/student-insider/life-after-sport-what-do-athletes-do-after-retirement>

athletes. They should support athletes in managing their time effectively, helping them prioritize their health, training, education, and work. Coaches should also promote a mindset that values lifelong learning and the development of skills outside of sports.

Athletes themselves need to take an active role in balancing their dual careers. This means being disciplined with time management, setting realistic goals for both athletic and professional growth, and seeking support when needed. They must be proactive in taking advantage of the resources available, whether it's professional career counseling, mentorship programs, or networking opportunities.

Additionally, sports organizations and employers need to create environments that are supportive of dual careers. They should offer career development programs, internships, and job placements that recognize the value of an athlete's skills, even after their athletic career ends.

Finally, all parties (clubs, dual career trainer, athletes, federations, and employers) should regularly communicate and review the athlete's progress, ensuring that both sports and professional goals are being met. This ongoing dialogue ensures that the approach remains flexible and adaptable to the changing needs of the athlete.

In conclusion, the success of dual-career athletes depends on a holistic, coordinated approach where collaboration between clubs, coaches, athletes, and other stakeholders is key. By working together, they can create an environment where athletes can thrive both in their sports careers and in their professional lives, achieving their full potential in both areas.

Social Value

The social value of this project is benefiting both the athletes and society at large. These initiatives foster lifelong learning, social integration, and inspire future generations of athletes. By investing in dual careers, athletes not only secure personal growth but also contribute to the community and society through their skills, knowledge, and leadership.

Promoting Lifelong Learning

Dual career programs emphasize the value of continuous education. Athletes who engage in these programs contribute to the broader cultural understanding that learning does not stop with retirement from professional sports. This philosophy helps reduce the stigmatization of athletes as "one-dimensional" and empowers them to pursue new passions and careers.

Encouraging Social Integration

One of the challenges athletes face after retiring is social isolation. Dual career programs provide athletes with the necessary tools and networks to stay connected with society, ensuring they maintain a sense of community and purpose beyond their athletic achievements. These programs also facilitate integration into new career fields, reducing the potential for feelings of alienation post-retirement.

Inspiring Future Generations

Athletes who navigate dual careers successfully become role models for younger athletes. By balancing sports with education and other personal goals, these athletes show that it is possible to pursue both professional and personal dreams, inspiring the next generation to plan for life beyond the playing field.

This project plays a pivotal role in supporting athletes as they transition from their professional sports careers to new opportunities, ensuring that they have the tools and resources to thrive in life after sports. Research shows that nearly **50%** of athletes face difficulties adjusting to life after retirement, which often leads to emotional strain and uncertainty. By offering a comprehensive dual-career program, this project provides athletes with not only educational opportunities but also vocational training, career counseling, and mentorship to help them build successful second careers.

The importance of dual-career planning is more evident than ever, especially given the growing

number of athletes retiring following high-profile events such as the Olympics, World Cup, and other major championships. For example, **over 3,000 athletes** retire every four years following the Olympics alone, with many facing the challenge of reintegration into civilian life without adequate career planning. In this context, the project helps mitigate these challenges by equipping athletes with the skills and knowledge necessary to secure stable employment after their sports careers.

In the face of increasing retirements, sports organizations and clubs must invest in dual-career programs to ensure their athletes are well-prepared for the future. Statistics show that **70%** of athletes are interested in pursuing education or vocational training while still active in their sports, and **60%** of athletes report that career transition support would help them feel more confident in planning

for their future. This project addresses these needs by providing comprehensive support, from education to job placement, ensuring athletes are ready for the challenges of post-retirement life.

By investing in dual-career, sports organizations contribute not only to the personal well-being of athletes but also to the broader community. It helps integrate athletes into the workforce, reducing the long-term impact of their retirement and fostering a more inclusive society where athletes can continue to contribute to their communities. It reates lasting value by empowering athletes to succeed beyond their athletic careers, ensuring they remain valuable contributors to society and serve as role models for future generations. Ultimately, this initiative strengthens the social fabric by promoting continuous learning, personal growth, and professional success, both for athletes and the broader community.

1. GUIDELINES FOR DUAL CARRER OFFICERS



This step-by-step guide outlines how to conduct the necessary analysis and create a dual-career path for an athlete. These instructions are designed to help someone unfamiliar with the process implement the project from start to finish.



Graphics 1. Dual Career Officer work plan

Phase 1. Conducting an Analysis of the Organizations Needs in Relation to a Dual Career

Understand the current state of dual-career support within the organization and identify areas that need improvement or expansion.



Graphics 2. Phase 1 procedures

What to do:

1. Gather Information:

Review existing policies and programs related to athlete career development (e.g., career counseling, educational support).

Interview key stakeholders, including club management, coaches, HR personnel, and athletes, to understand their perspectives on dual-career programs.

Collect data on how many athletes are currently balancing dual careers and what support they receive (if any).

2. Conduct a SWOT Analysis:

Strengths: Identify what is working well in current dual-career support programs (e.g., flexible training schedules, educational partnerships).

Weaknesses: Identify areas where the club lacks resources or structure (e.g., limited career counseling, absence of post-retirement planning).

Opportunities: Look for potential improvements or new initiatives that could benefit the athletes (e.g., partnerships with local universities or businesses).

Threats: Identify challenges, such as budget constraints, that could limit the ability to implement or expand dual-career programs.

| SWAT ANALYSIS | |
|---------------|---------------|
| Strengths | Opportunities |
| Weaknesses | Threats |

Graphics 3 SWAT analizys for DCT

3. Benchmarking:

Research best practices from other clubs, sports organizations, or federations with successful dual-career programs.

Compare the club's offerings to industry standards and identify gaps that need to be addressed.

4. Document the Findings:

Create a report summarizing the current state of the dual-career program, including strengths, weaknesses, and potential areas for development.

Include recommendations for improvements based on the analysis.

Phase 2: Conducting an Analysis of the Athlete's Needs for a Dual Career

Assess the specific needs of one athlete in relation to balancing their athletic career with their educational or professional development.



Graphics 4 Phase 2 procedures

What do to:

1. Initial Meeting with the Athlete:

Arrange a meeting with the athlete to discuss their goals, aspirations, and interests beyond sports.

Ask about their career goals, educational background, and any professional development plans they may have.

Understand their current challenges in balancing sports with education or work (e.g., time management, emotional stress, lack of career opportunities).

2. Assess Current Skills and Resources:

Evaluate the athlete's current skills that could be applied to a post-sport career (e.g., leadership, public speaking, coaching).

Identify any current educational qualifications or work experience they may have.

Discuss their availability for education or training, considering their training and competition schedule.

3. Identify Support Needed:

Based on the conversation, determine what specific support the athlete needs (e.g., flexible study options, career counseling, mentorship).

Assess the athlete's willingness to invest time and effort into their dual-career development.

4. Create a Personal Development Plan (PDP):

Document the athlete's short-term and long-term career goals.

Develop a plan that outlines the steps the athlete needs to take to achieve these goals, such as completing an educational course, gaining professional experience, or developing certain skills.

Set realistic timeframes, taking into account the athlete's sport commitments.

Phase 3: Preparing a Dual Career Path for One Athlete

Develop a clear, actionable plan for the athlete's dual career that balances their sports commitments with professional or educational growth.



Graphics 5 Phase 3 procedures

What to do:

1. Educational and Career Pathways:

Based on the athlete's interests, research and suggest potential career paths or educational programs that align with their skills and aspirations (e.g., sports management, media, business).

Identify specific courses, degrees, or vocational training opportunities that could support the athlete's future career.

2. Flexible Scheduling:

Work with the athlete's coach and club management to create a flexible schedule that accommodates both sports training and educational commitments.

Ensure that the athlete can attend classes, complete assignments, or engage in career development activities without negatively impacting their sports performance.

3. Mentorship and Networking:

Identify potential mentors or industry professionals who can guide the athlete in their chosen career path.

Help the athlete build a network within their chosen field by connecting them with people in that industry.

4. Support Resources:

Determine the resources the athlete will need to succeed (e.g., academic tutoring, access to online courses, job shadowing opportunities).

Ensure the athlete has access to career counseling or guidance throughout their dual-career journey.

5. Document the Dual Career Path:

Create a written plan outlining the athlete's dual-career goals, the steps required to achieve them, and the support they will receive.

Include milestones and timelines to track progress.

Phase 4: Preparation of a Report on Cooperation with the Athlete and the Club



Graphics 6 Phase 4 procedures

Document and communicate the process of creating a dual-career path for the athlete, including collaboration with the club and any challenges or successes.

What to do:

1. Gather Feedback:

Meet with the athlete to review the dual-career plan. Ensure they feel confident in the path forward and address any concerns or questions they may have.

Meet with the club's management, coaches, and HR personnel to review the plan and confirm their support for the athlete's dual-career development.

2. Create the Report:

Introduction: Briefly explain the purpose of the report, which is to outline the athlete's dual-career plan and the club's role in supporting it.

Analysis of Athlete's Needs: Summarize the findings from the athlete's needs assessment, including their career goals, challenges, and required support.

Dual-Career Plan Overview: Describe the proposed dual-career path, including educational and professional opportunities, the athlete's flexible schedule, and the support structures in place.

Role of the Club: Detail the club's involvement in supporting the athlete's dual career, including flexible scheduling, mentorship, and career development resources.

Expected Outcomes: Outline the expected outcomes, such as successful academic achievement, career development, and a smooth transition after the athlete's sports career.

3. Final Review and Approval:

Present the report to the athlete, coaches, and club management for feedback.

Make any necessary adjustments based on the feedback and finalize the report.

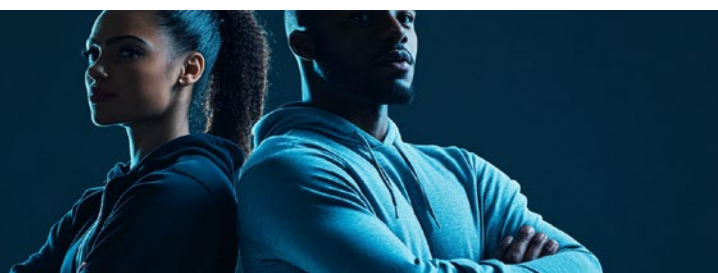
Ensure that the athlete and the club are both fully committed to the dual-career plan moving forward.

4. Distribution of the Report:

Distribute the report to relevant stakeholders, including HR personnel, educational partners, and anyone else involved in supporting the athlete's dual career.

By following these four stages, analyzing the club's needs, assessing the athlete's needs, preparing a personalized dual-career plan, and creating a final report, you will have implemented a robust dual-career program that supports the athlete's long-term success both during and after their sports career. This process ensures a comprehensive approach to balancing sports with education or professional development, helping athletes thrive in their dual careers.

2. DUAL CAREER TRAINER PROFILE



This section presents the essential skills that a dual career officer should possess to effectively support athletes in achieving a balance between their sports careers and their educational or professional development. This role requires a unique set of competencies and an approach that helps athletes manage the demands of their sport alongside their career aspirations.

A dual career trainer in sports should possess a well-rounded profile, encompassing a blend of personal qualities, specialized skills, and a deep understanding of the sports landscape. Such a coach plays a vital role in guiding athletes to navigate the challenges of balancing their athletic pursuits with educational or career aspirations. When a coach is affiliated with a specific sport, club, or federation, they can provide even more targeted support, enhancing the athlete's potential for success on multiple fronts. Here, both the coach's personal qualities and technical skills are key to building a trusting and effective relationship with the athlete.

Additional Qualities for a Successful Dual Career Trainer

Empathy – Understanding the physical, emotional, and mental challenges that athletes face is essential for creating a supportive environment. Empathy allows the coach to connect with athletes on a personal level, fostering trust and understanding.

Adaptability – The ability to adjust to the dynamic nature of an athlete's life is essential. A good coach remains flexible and responsive to changing schedules, career goals, and personal challenges, ensuring that their support remains relevant and effective.

Patience – Balancing a dual career is often a long-term process, requiring steady commitment and persistence. Patience allows the coach to guide athletes through setbacks and maintain focus on their goals over time.

Encouragement and Motivation – Athletes face intense pressure, and motivation is crucial for helping them stay committed. A coach who can uplift and encourage athletes can help them sustain their confidence and ambition through difficult periods.

Ethical Integrity – Respecting the athlete's goals, boundaries, and confidentiality is fundamental. Ethical integrity ensures that the coaching relationship remains professional and that the athlete's well-being is prioritized.

Mentorship and Coaching Skills – Strong mentorship and coaching skills are fundamental to effective dual career support. A coach must be able to provide not only structured guidance but also insights that inspire and empower the athlete to reach their potential. This includes developing the athlete's self-awareness, resilience, and decision-making skills, which are invaluable for long-term success.

Perseverance – A coach who demonstrates perseverance models an attitude of resilience that athletes can adopt. This quality is especially valuable when navigating setbacks or pursuing challenging goals.

Analytical Thinking – The ability to assess situations objectively and provide tailored advice is important. Analytical thinking enables the coach to evaluate the athlete's unique needs, set realistic goals, and anticipate potential challenges.

Cultural Sensitivity – Many athletes come from diverse backgrounds. A culturally sensitive coach

can offer more inclusive support, respecting and understanding the values, traditions, and perspectives that shape the athlete's life and career.

Visionary Perspective – A dual career trainer with a forward-looking outlook can inspire athletes to think beyond their immediate sports careers. This perspective helps athletes plan for a fulfilling life after sports, encouraging them to invest in skills that will serve them in the long term.

*Essential Skills for Success:*⁸

Time Management Coaching

One of the most challenging aspects for athletes is balancing the intense training schedules with educational or work commitments. Coaches who excel in teaching time management can have a transformative impact on an athlete's routine and stress levels.

For instance:

85% of athletes who received time management coaching reported a significant improvement in handling their daily responsibilities.

Athletes participating in structured dual career programs with time management support experienced **40% less burnout** compared to those without such guidance.

Time management coaching equips athletes to maximize their schedules efficiently, ensuring they meet both training and career or educational obligations without overwhelming stress.

Career Planning and Goal Setting

Dual career trainers are also career strategists, helping athletes set realistic, achievable career goals that align with their sports commitments and future aspirations. This guidance is especially valuable when the coach has personal experience in sports, as they can provide insights grounded in real-life challenges and transitions.

For example:

88% of athletes who worked with a coach for career planning reported a clearer vision for life after sports.

Studies indicate that **70% of athletes** felt more confident about pursuing dual careers when they had structured guidance for career goal-setting.

Effective Communication

Clear and open communication is essential for building strong relationships with athletes, as well as with other stakeholders such as educators, sports organizations, and employers. A coach must be able to effectively convey advice, provide feedback, and ensure all parties are aligned in supporting the athlete's dual career path. For example: **92% of athletes** who reported high-quality communication with their dual career trainer felt more supported in managing the demands of both their sport and education. Athletes who had strong communication channels with their coaches experienced **33% higher satisfaction** with their career progress and overall well-being.

Effective communication ensures that athletes feel understood, supported, and confident in their ability to manage both career paths.

Networking and Relationship Building

A coach with a robust network within the sports world, as well as beyond it, can open doors for athletes, connecting them with opportunities in education, internships, or post-sport careers. A strong network not only provides access to career-building resources but also helps athletes transition into new roles after their sports careers. For instance: **77% of athletes** who had a coach with strong networking abilities secured internships or educational opportunities during their sports career.

Coaches who actively help athletes expand their networks can increase their access to career opportunities by **45%**.

⁸ <https://1library.net/document/zk0lrnp-y-eu-guidelines-on-dual-careers-of-athletes.html>

Networking is an essential skill that enables coaches to bridge the gap between an athlete's sport and their future career.

Crisis Management

Dual career athletes often face unexpected challenges, such as injuries, academic difficulties, or personal issues. A coach with strong crisis management skills can guide athletes through tough situations, offering support, problem-solving strategies, and emotional reassurance. For example: **80% of athletes** who received crisis management support from their coach reported feeling more resilient and better equipped to handle setbacks. Athletes with access to crisis management coaching experienced a **30% reduction in stress** during critical moments such as injury recovery or career transitions. Crisis management allows athletes to recover quickly and continue pursuing their dual career goals with confidence.

Financial Literacy and Planning

Athletes often have irregular incomes, and managing finances is a crucial skill, particularly for those balancing dual careers. A coach with financial literacy expertise can guide athletes in budgeting, saving, and planning for their post-sport future. For example: **68% of athletes** who received financial planning assistance from their coach reported better financial stability during their career transition. Athletes who received guidance on managing finances during their sports career were **50% more likely to have a solid post-sport financial plan**.

Financial planning ensures that athletes are not only successful during their careers but also well-prepared for life after sports.

Mentorship and Coaching Skills

A successful dual career trainer also acts as a mentor, providing emotional and career guidance, motivation, and wisdom based on their own experience. Their ability to mentor and coach effectively ensures

that athletes not only meet their goals but also grow as individuals. For example: **93% of athletes** who had a mentor-like coach felt more confident in their ability to manage their dual career. Coaches who provided mentorship reported **25% higher levels of athlete satisfaction** with their dual career progress.

Mentorship is essential for providing athletes with not just technical support, but also personal guidance as they navigate their careers.

Conflict Resolution

Balancing the demands of a sports career and education or professional development can lead to conflicts—whether personal, academic, or professional. A coach must be skilled at resolving conflicts, helping athletes maintain focus on their long-term goals without letting short-term obstacles derail their progress. For example: **75% of athletes** who had a coach skilled in conflict resolution were better able to handle academic or interpersonal challenges without affecting their sports performance. Coaches who mediated conflicts effectively saw a **40% improvement** in athlete satisfaction and motivation.

Conflict resolution ensures that athletes maintain balance and composure, even during times of pressure or stress.

Adaptability to Changing Needs

Athletes' needs and circumstances change over time—whether due to changes in competition schedules, injuries, or evolving academic requirements. A dual career trainer must be flexible enough to adapt to these changes and provide timely, relevant support. For example: **85% of athletes** who had an adaptable coach were better able to transition between different phases of their career without compromising performance. Coaches who adapted their approach to athletes' needs reported a **50% higher success rate** in helping athletes manage both career paths.

Adaptability is crucial for maintaining the athlete's progression and ensuring their goals are achievable despite changing circumstances.

Visionary Perspective

A dual career trainer with a visionary perspective can inspire athletes to think beyond their sports careers and plan for long-term success in both their professional and personal lives. This forward-thinking approach helps athletes create a balanced, sustainable future that goes beyond athletic achievement. For example: **82% of athletes** who worked with a coach focused on long-term vision planning felt more prepared for life after sports. Coaches who helped athletes develop a future-focused vision saw a **35% improvement** in post-career transition success.

A visionary perspective ensures that athletes are not only successful in the short term but also set up for a fulfilling, sustainable future.

The Value of Personal Experience in Sports

If the coach has a background as an athlete, this experience can be invaluable in understanding the physical and emotional demands of sports. First-hand experience allows the coach to provide more relatable, realistic guidance that resonates with the athlete's journey. Their insight into sports culture, discipline, and the unique challenges athletes face adds credibility and relevance to their support, enhancing the athlete's trust and confidence in the process.

Overall, a dual career trainer with the right combination of qualities, skills, and personal experience can play a transformative role in an athlete's life. Through mentorship, structured guidance, and emotional support, they help athletes succeed in their dual careers, enabling them to achieve excellence in sports while preparing for fulfilling lives beyond their athletic careers.

The selection of a dual career trainer is a critical element for the success of any project aimed at supporting athletes in balancing their sports career with education or professional development. It is crucial to choose individuals who not only possess the right set of skills and characteristics but also have a deep understanding of the specific club or organization they are working with. This knowledge is vital to ensure the coach can provide tailored, relevant guidance that aligns with the unique culture and structure of the organization.

In addition to the technical and emotional support that a dual career trainer provides, their engagement with the athlete's environment plays a pivotal role. A coach who is familiar with the club's objectives, its challenges, and the dynamics within the sport can more effectively guide the athlete through their dual career journey. Their ability to leverage internal networks, provide insight into organizational expectations, and understand the nuances of a particular sport can greatly enhance the athlete's development.

Moreover, a coach's **commitment and passion** for the project are equally important. Their level of engagement with the program will directly influence how motivated and supported the athlete feels throughout their dual career. A coach who is dedicated not only to the athlete's immediate success but also to their long-term growth can help foster a deeper sense of purpose, both for the athlete and within the organization.

Thus, the choice of a dual career trainer is not simply about finding someone with the right qualifications—it is about selecting a person who can truly connect with the athlete and the organization, ensuring that the dual career program is as effective and impactful as possible. This involves selecting individuals who are deeply invested in both the athlete's personal and professional development, and who are committed to the broader goals of the sports club or federation.



3. ANALYSIS OF THE ORGANIZATION'S NEEDS

3.1 INTRODUCTION

For **dual career trainers**, understanding the organizational needs and ensuring that the appropriate support systems are in place is crucial to helping athletes balance their sports career with education and professional development. As dual career trainers, you play an integral role in helping organizations identify gaps and develop solutions that allow athletes to thrive in both areas of their lives. The two key steps:

Organizational Needs Diagnosis for Dual Career Trainers (1) and **Organization's Needs Analysis (2)** — are essential for shaping effective programs and support mechanisms. Let's explore why these steps are so important for you as a dual career trainer:

Ad 1. Organizational Needs Diagnosis for Dual Career Trainers

As a dual career trainer, you must first gain a clear understanding of the current state of the organization's support systems for athletes. This diagnosis serves as the foundation for your work and ensures that you are addressing the right issues. Here's why it's so important for you to be involved in this stage:

Assessing existing resources: Before you can recommend improvements, it's crucial to know what resources are already available. This means understanding the current programs, policies, and infrastructure that the organization has in place to support dual career athletes. As a trainer, this will give you a sense of what you can build on and what needs to be redesigned. For instance, do athletes have access to academic support? Is there mentorship available? Understanding these existing

structures will help you design more targeted and effective training and support programs.

Engaging stakeholders: You need to consult with a range of stakeholders—athletes, coaches, HR staff, and academic advisors—to gather insights into the organization's strengths and weaknesses when it comes to dual career support. As a dual career trainer, these consultations will provide you with the context for your training programs and help you understand the practical needs of athletes who are juggling their sports and educational careers. Without this understanding, you might not address the specific needs of the athletes, which could lead to ineffective support structures.

Identifying barriers and challenges: Through your diagnosis, you'll uncover the barriers that athletes face in balancing both careers—whether it's scheduling conflicts, lack of access to flexible education options, or the mental toll of managing both commitments. As a trainer, identifying these barriers early on will allow you to design training and solutions that help athletes overcome them, whether it's through time management workshops, access to career counseling, or developing flexible academic pathways.

Ad 2. Organization's Needs Analysis

Once you have a clear diagnosis of the current state, you will move to the next stage: analyzing the specific needs the organization must address in order to better support athletes. This step is critical in ensuring that the organization is equipped to provide long-term support, and it directly impacts the outcomes you are working toward as a dual career trainer. Here's why this analysis is so important for you:

Identifying gaps in support: As a dual career trainer, part of your role is to identify where the organization's existing support systems are lacking. Perhaps the organization offers some programs, but they are not tailored to the needs of dual career athletes. Maybe the organization is not aware of the importance of providing career development opportunities or psychological support for athletes transitioning to post-sport careers. You need to assess where the gaps lie so you can help the organization develop targeted strategies for improvement.

Setting clear goals: The analysis stage allows you to help the organization set clear, actionable goals based on the identified needs. For instance, if there's a lack of career development programs for athletes, one goal could be to implement career counseling sessions or internships. You'll be key in formulating these goals and determining how to achieve them. These goals will guide your training programs and help ensure that they are aligned with the organization's overall objectives for dual career athletes.

Allocating resources effectively: Based on the needs analysis, the organization may need to allocate new resources—whether it's hiring additional staff, developing partnerships with educational institutions, or providing financial support for athletes. Your role as a trainer involves guiding the organization on how to make the best use of these resources to maximize their impact. For example, if the need is for more flexible academic support, you can help suggest online courses or study programs that can fit athletes' schedules.

Developing action plans: Once the gaps are identified and goals are set, you will be involved in creating an action plan. This action plan will detail the steps necessary to implement new programs, policies, or structures that support dual careers. Whether it's developing new training modules for athletes or organizing career fairs and mentorship programs, you will play a pivotal role in ensuring that these action plans are realistic, targeted, and effective.

Evaluating and refining: Finally, after implementing changes, the needs analysis stage includes an ongoing process of evaluation. As a trainer, you will be involved in assessing the effectiveness of new initiatives and ensuring they meet the needs of dual career athletes. Feedback from athletes and other stakeholders will allow you to refine and adapt the programs you provide, ensuring that the organization's dual career support remains relevant and impactful.

Why These Steps Matter for You as a Dual Career Trainer

Both **Organizational Needs Diagnosis** and **Organization's Needs Analysis** are critical because they provide you with the tools and insights necessary to shape your training and support programs. Without these steps, you could be working in a vacuum, designing programs that do not address the actual needs of the athletes or the organization. By thoroughly diagnosing and analyzing the needs, you ensure that your work is not only impactful but also aligned with the broader goals of the organization.

In addition, these steps allow you to:

Tailor your training programs to the specific challenges and needs of the athletes.

Ensure organizational buy-in by presenting clear, data-driven recommendations to stakeholders.

Improve the overall dual career experience for athletes by addressing their practical and emotional needs.

Track the effectiveness of your work, providing a framework for continuous improvement.

By following these two steps, you will be better equipped to support the dual career athletes you work with, ensuring they have the resources and guidance they need to succeed both in their sports and in their education or professional development. These steps are not just about identifying problems they are about creating actionable solutions that lead to real, lasting change for athletes and the organization as a whole.

Organizational Needs Diagnosis for Dual Career Officers

A dual-career trainer plays a crucial role in diagnosing and addressing the organizational needs to support athletes navigating both their athletic careers and academic or professional aspirations. This process requires a comprehensive, systematic approach to fully understand the complexities athletes face in managing their dual careers. By carefully assessing these needs, trainers ensure that the organization provides a holistic support system tailored to the specific needs of each athlete. Below is a detailed framework that highlights key points, additional considerations, and actionable steps for effectively diagnosing organizational needs in dual-career management.

Understanding Dual Career Dynamics

A thorough understanding of the dual-career dynamics is essential, as it encompasses the challenges athletes face when balancing sports with their academic and career goals. Trainers need to evaluate several factors that influence how well athletes can manage both aspects of their lives simultaneously.

Assessing Education Flexibility

Conduct Interviews with Athletes, Educational Staff: Gather information on how academic schedules align with training and competition demands. For example, ask questions like, “Do athletes often miss important classes or exams due to competitions? What accommodations are currently available when this happens?”

Evaluate Flexibility Options: Investigate whether athletes have access to online courses, rescheduled exams, or additional academic support when they are away for sports. For example, some universities may offer remote submission options for assignments or extra consultation hours for athletes.

Collect Athlete Feedback on Academic Challenges: Identify if there are specific times of the

year, like exam periods, that are particularly difficult for athletes to balance with their training. Use surveys or feedback sessions to gather insights on their needs.

Compile and Report Findings: Summarize the feedback and identify any gaps in flexibility. Present recommendations to the organization, such as integrating hybrid or remote learning options or coordinating academic breaks with competition schedules.

Evaluating Career Transition Support:

Review Existing Transition Programs: Determine if the organization offers any career counseling, job placement, or internship programs for athletes nearing retirement from sports.

Interview Athletes Approaching Transition: Hold one-on-one sessions with athletes who are nearing the end of their sports careers to assess their readiness and specific needs for the next stage of their lives.

Identify External Resources: Research job placement services, vocational training, or mentorship programs that could support transitioning athletes, especially in fields related to their sports experience.

Propose Partnerships for Transition Support: If internal resources are limited, suggest partnering with local career centers, companies, or professional networks that can provide practical support to athletes in transition.

Exploring Life Skills Training

Assess Current Life Skills Offerings: Review the organization’s current life skills workshops or courses, focusing on areas such as time management, financial planning, and career development.

Identify New Training Needs: Speak with athletes to learn which additional skills they feel would help them in balancing both career and personal responsibilities. For example, some may request more training in areas like financial literacy or public speaking.

Develop New Life Skills Modules: Based on feedback, recommend additional workshops or programs, such as personal finance management, networking, or self-marketing.

Engage Industry Experts: Partner with professionals in these areas to design and deliver practical, hands-on workshops that are tailored to the unique needs of dual-career athletes.

Resources and Infrastructure

Access to Educational Institutions

Review Existing Educational Partnerships: Identify any collaborations with local universities or online platforms and assess if they meet athletes' needs for flexibility and academic support.

Evaluate Quality of Educational Resources: Check if the current partnerships offer appropriate resources and if they are tailored to athletes' schedules.

Initiate New Partnerships: If gaps exist, reach out to educational institutions that offer more suitable online or flexible learning options. Consider platforms that specialize in remote or asynchronous learning.

Monitor and Evaluate Partnership Success: Regularly check in with athletes to see if the educational partnerships are effective and make adjustments as needed.

Building Mentorship Programs

Identify Potential Mentors: Look for former athletes or professionals within the industry who have successfully balanced dual careers and may serve as role models.

Establish Structured Mentor-Mentee Pairing: Design a mentorship program with clear roles, responsibilities, and a meeting structure that ensures regular engagement.

Develop Mentor Profiles and Matching Criteria: Create profiles for mentors, highlighting their

experience and expertise, to match them with mentees based on shared interests or goals.

Collect Feedback and Adjust Program: Regularly gather feedback from both mentors and mentees to evaluate the program's effectiveness and make necessary adjustments.

Providing Financial Assistance

Audit Existing Financial Aid Options: Identify if scholarships, grants, or other types of financial support are available for athletes pursuing educational or dual-career paths.

Conduct Needs-Based Surveys: Survey athletes and their families to understand the financial barriers they face in balancing education and athletics.

Recommend Additional Financial Resources: If existing support is insufficient, suggest expanding aid options through new funding sources, sponsorships, or scholarships.

Continuously Assess Financial Needs: As the organization evolves, regularly re-evaluate the financial assistance provided to ensure it meets athletes' needs.

Communication and Collaboration

Engaging Key Stakeholders

Identify All Relevant Stakeholders: List out all individuals and groups involved in supporting dual careers, such as coaches, families, educational institutions, and sports federations.

Organize Stakeholder Meetings: Schedule regular meetings with all stakeholders to align on goals, roles, and responsibilities in supporting dual-career athletes.

Establish a Coordinated Support Network: Create a structured plan detailing how each stakeholder contributes to dual-career support, ensuring everyone understands their role.

Promote Continuous Engagement: Encourage regular, open communication among stakeholders to ensure a cohesive and responsive support system.

Setting Up Feedback Mechanisms

Implement Regular One-on-One Check-Ins:

Schedule consistent meetings with athletes to review their progress and address any issues related to their dual careers.

Provide an Anonymous Feedback Channel: Set up an online feedback form or survey platform where athletes can share concerns without revealing their identities.

Analyze Feedback for Actionable Insights: Use feedback to identify any common issues and implement changes where necessary to enhance athlete support.

Document and Monitor Changes: Keep track of feedback over time to measure improvements and refine feedback mechanisms.

Creating Clear Policies and Guidelines

Review Current Dual Career Policies: Evaluate any existing policies to identify areas where greater clarity or detail could help athletes and staff.

Solicit Input from Athletes and Staff: Involve **organization** and other staff members in providing feedback on what policies they would like to see improved or added.

Draft Transparent and Accessible Policies: Work with the organization to create clear policies that define available resources and outline dual-career support.

Communicate Policies to Everyone: Ensure that policies are shared with all athletes and staff through meetings, email updates, and posted on an internal portal.

Mental Health and Wellbeing

Providing Psychological Support

Evaluate Existing Mental Health Services: Identify if there are current mental health professionals available who have experience in dual-career challenges.

Partner with Specialists in Athlete Wellbeing: If necessary, establish partnerships with sports psychologists who understand the unique pressures of dual careers.

Host Mental Health Workshops and Sessions: Organize regular workshops focusing on coping strategies, stress management, and resilience-building tailored to dual-career athletes.

Gather Feedback and Adapt Services: Regularly collect feedback to assess the impact of these services and make adjustments to better meet athletes' needs.

Promoting Balanced Expectations

Educate Coaches on Dual-Career Support: Conduct training sessions to emphasize the importance of balancing academic, professional, and athletic goals.

Share Case Studies on Successes: Present data or case studies on successful dual-career athletes to illustrate the benefits of balanced support.

Encourage Flexible Approaches: Work with coaches to create flexible schedules that respect both sports and educational commitments.

Monitor Athlete-Coach Relationships: Check in with athletes to ensure they feel supported by their coaches in pursuing dual-career goals.

Implementing Stress Management Programs:

Review Available Stress Management Resources: Identify current programs and evaluate if they meet athletes' needs.

Introduce Additional Stress Reduction Techniques: Offer new options like mindfulness training, breathing exercises, or time management workshops.

Collect Athlete Feedback on Effectiveness: After sessions, gather athlete feedback to see if these techniques help in managing stress levels.

Adjust Programs as Needed: Based on feedback, adapt or expand programs to ensure they continue to meet evolving needs.

For a dual-career trainer, **Educational Flexibility** and **Career Transition Support** are foundational for balancing athletic and academic responsibilities. **Resources and Infrastructure**, including financial aid, mentorship, and partnerships with educational institutions, provide essential support for athletes' dual pursuits. Strong **Communication and Collaboration** practices ensure a cohesive network, while **Mental Health and Wellbeing** resources promote resilience and balance. Finally, **Customized Training and Development** focus on flexibility and individualized support, enabling athletes to manage dual careers effectively. Each step enables trainers to build a holistic support system that adapts to athletes' needs.

3.2 ANALYSIS PROCEDURES

The purpose of this analysis procedure in this part is to assess how organizations, including sports federations, clubs, educational institutions, and other relevant bodies, currently support dual-career athletes. By identifying the existing practices, challenges, and opportunities, the goal is to create a comprehensive understanding of how organizations contribute to the balance between sports and personal development. This process involves engaging directly with key stakeholders to gather insights on the current state of dual-career support and comparing these findings across various organizations.

Through this diagnostic process, the aim is to identify strengths, weaknesses, opportunities, and threats within the dual-career system at a national level. The end result will be a detailed SWOT analysis that provides valuable insights into how the system can be enhanced, what improvements are needed, and where new opportunities might arise for developing better support structures for

athletes. This process not only helps improve the support available to athletes but also contributes to the broader goal of creating a sustainable and holistic model for dual-career development in sports.

Here's a step-by-step breakdown of the analysis procedure you provided:

Step 1: Contact Organizations

Identify organizations that are relevant to dual-career support, such as sports clubs, federations, educational institutions, and other entities that assist athletes in balancing their sports careers with education or professional development.

Reach out to the organizations through emails, phone calls, or other communication channels to request participation in your needs analysis.

Step 2: Find the Right Person for Your Diagnosis

Research and identify key individuals within these organizations who are responsible for athlete development, dual-career programs, or human resources.

This may include managers, directors, coaches, educational coordinators, or support staff who have insight into the organization's approach to dual careers.

Step 3: Set an Online/Offline Meeting

Schedule a meeting (virtual or in-person) with the identified individuals to discuss the needs and challenges organizations face in supporting dual-career athletes.

Ensure that the meeting time works for both parties and that the necessary technological tools (e.g., Zoom, Teams, etc.) are in place if it's an online meeting.

Step 4: Make the Diagnosis

During the meeting, conduct a thorough needs analysis by asking targeted questions. Focus on understanding the current support structures, challenges, and opportunities for dual-career athletes in

that organization (**Use the Survey We Prepared to Understand All the Key Elements in the Diagnosis Process of Organizations' Needs Regarding Dual Careers**)

Assess how the organization supports athletes in balancing education, training, competitions, and professional development.

Step 5: Compare Diagnoses from Different Organizations

Once you've conducted the needs analysis for several organizations, compare the responses and data you've gathered.

Look for common themes, differences, strengths, and gaps in the approaches and support systems across the different organizations.

Step 6: Prepare a SWOT Analysis for the Organisation

Based on the comparisons, prepare a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis that reflects the dual-career support system in your country.

Strengths: Highlight the areas where organizations are doing well in supporting dual careers.

Weaknesses: Identify areas where there are gaps or challenges in providing adequate support.

Opportunities: Look for areas of potential growth or improvement for dual-career programs.

Threats: Consider external factors that could hinder the development or success of dual-career support, such as limited funding, lack of awareness, or structural barriers.

By following these steps, you can conduct a thorough analysis and prepare a strategic overview of dual-career support in your country.

3.3 GOOD PRACTICES

Supporting dual careers—where athletes can simultaneously pursue education or employment alongside their sports—is essential for sustainable success and life beyond sports. With a dual-career approach, organizations, federations, and clubs can help athletes develop long-term career plans, enhance their financial stability, and improve mental well-being, as athletes feel supported both on and off the field. The benefits also extend to organizations, as supporting dual careers builds loyalty, attracts sponsorship, and contributes to a positive image in the community. Below is an overview of prominent dual-career programs in various European countries, demonstrating their scope, reach, and success.

Here is an extended and detailed overview of dual-career programs for athletes in Europe. These programs provide support to athletes balancing their sporting careers with educational or professional development, and they help athletes transition from sports to other career paths. Each organization's goals, types of athletes supported, membership data, and the year they were established are also included.

Poland

Polish Olympic Committee (PKOl) Dual Career Program⁹

Goals: Established to support Poland's elite athletes, the Polish Olympic Committee's dual-career program helps athletes combine academic education with high-level sports training. The initiative focuses on providing financial support, educational flexibility, and career counseling.

Types of Athletes Supported: The program supports athletes across a variety of disciplines, including athletics, volleyball, skiing, and gymnastics.

Membership: PKOl currently supports over 300 athletes annually in the dual-career program.

⁹ <https://olimpijski.pl/>

Establishment: The dual-career program has been operational for over 10 years, part of PKOI's long-term commitment to athletes' well-being.

Program Impact: Around 75% of athletes complete their academic studies while maintaining a career in competitive sports.

Greece

Hellenic Olympic Committee Dual Career Program¹⁰

Goals: This program helps Greek athletes manage their time between sport and education. It offers scholarships, access to educational institutions, and mentoring to ensure athletes have the flexibility to balance both aspects of their lives.

Types of Athletes Supported: Athletes in sports like swimming, gymnastics, athletics, and basketball.

Membership: Over 250 athletes are supported through this program annually.

Establishment: The Hellenic Olympic Committee's dual-career initiative has been running since the early 2000s.

Program Impact: 60% of athletes in the program successfully complete their academic qualifications while competing at an international level.

Italy

Italian National Olympic Committee (CONI) Dual Career Program¹¹

Goals: CONI's dual-career program supports athletes in achieving a balance between competitive sport and educational development. The initiative provides scholarships, career counseling, and post-sport career planning.

Types of Athletes Supported: Athletes in sports such as football, tennis, basketball, and athletics.

Membership: Over 500 athletes benefit from this program annually.

¹⁰ <https://www.hoc.gr/>

¹¹ <https://www.coni.it>

Establishment: CONI has supported dual-career athletes for over 20 years.

Program Impact: 80% of athletes successfully graduate with academic qualifications while maintaining competitive sports careers.

Portugal

Portuguese Olympic Committee (COP) Dual Career Program¹²

Goals: COP's dual-career initiative ensures athletes can pursue their education while competing at a high level in their sports. It includes scholarships, flexible schedules, and career counseling.

Types of Athletes Supported: Athletes in sports like judo, athletics, and football.

Program Impact: COP supports over 400 athletes annually, with more than 60% achieving successful academic outcomes.

Cyprus

Cyprus Sports Organization (KOA) Dual Career Program¹³

Goals: KOA supports Cypriot athletes in pursuing education or vocational training while competing in their respective sports.

Types of Athletes Supported: Athletes in track and field, football, and swimming.

Program Impact: Over 100 athletes are involved in the program, with high success in completing academic qualifications.

Slovenia

Olympic Committee of Slovenia (OKS) Dual Career Program¹⁴

Goals: The Olympic Committee of Slovenia (OKS) aims to create stable futures for athletes through

¹² <https://www.comiteolimpicoportugal.pt>

¹³ <https://cyprussports.org/>

¹⁴ <https://www.olympic.si/athletes/dual-career>

dual-career support, offering educational guidance, career counseling, and professional mentorship. The program focuses on helping athletes transition from sports to other careers successfully.

Types of Athletes Supported: OKS supports Olympic and national-level athletes across sports like skiing, basketball, and judo.

Program Impact: The OKS Dual Career Program has supported over 500 athletes, with 70% successfully transitioning into business, teaching, or sports management.

Azerbaijan

Azerbaijan National Olympic Committee (ANOC) – Dual Career Program¹⁵

Goals: The Azerbaijan National Olympic Committee (ANOC) provides comprehensive support to athletes who are balancing their sporting careers with their academic or professional development. The program offers scholarships, educational flexibility, and career counseling to athletes at both elite and youth levels.

Types of Athletes Supported: Athletes from various sports including wrestling, judo, football, and gymnastics.

Membership: The program supports around 250 athletes annually.

Establishment: The dual-career initiative has been in place for over 15 years and is a key part of ANOC's athlete development strategy.

Program Impact: Over 70% of athletes in the program continue their education while maintaining their competitive sports careers.

3.4 SUMMARY AND GOOD ADVICE

The process of diagnosing organizational needs for dual-career athletes is a comprehensive approach that aims to ensure athletes can successfully balance their athletic pursuits with academic or professional goals. It requires a deep understanding of the dual-career dynamics and the resources available to athletes. The key areas of focus are:

Understanding Dual Career Dynamics: This includes evaluating how educational flexibility, career transition support, and life skills training can help athletes manage both aspects of their careers. Flexible academic schedules and career transition programs are essential for athletes navigating post-athletic careers.

Resources and Infrastructure: Resources such as partnerships with educational institutions, mentorship programs, and financial assistance play a pivotal role in supporting dual-career athletes. It's important to evaluate whether existing resources are sufficient and identify areas for improvement.

Communication and Collaboration: Effective stakeholder engagement, regular feedback mechanisms, and clear policies are critical to ensuring all parties involved—athletes, coaches, academic staff, and families—are aligned in supporting the athlete's dual career.

Mental Health and Wellbeing: Providing psychological support, stress management programs, and balancing expectations are key in helping athletes manage the pressures of dual careers, ensuring they do not experience burnout or mental health issues.

Customized Training and Development: Trainers themselves need to be equipped with the necessary skills and knowledge to support dual-career athletes. This includes understanding the psychological challenges, career development needs, and being able to offer tailored advice to athletes.

Key Advice for Dual-Career Trainers:

¹⁵ <https://www.anocolympic.org/nocs-directory/national-olympic-committee-of-the-azerbaijani-republic/16146>

Engage with Athletes Regularly: Directly engaging with athletes through interviews, surveys, and regular check-ins is essential to understand their needs and challenges. This will help identify areas where more support is needed.

Foster Strong Educational Partnerships: Develop and nurture relationships with universities or online learning platforms that can provide flexible education options for athletes. Ensure these institutions understand the unique needs of dual-career athletes.

Promote Mentorship and Networking: A well-structured mentorship program can provide invaluable guidance to athletes. Pair them with mentors who have experience balancing dual careers and can offer practical advice for navigating both sports and professional challenges.

Integrate Mental Health Support: Prioritize mental health by offering resources such as counseling and stress management workshops. Mental health is crucial for athletes dealing with the demands of dual careers, so it's important to make these resources easily accessible.

Advocate for Financial Support: Financial assistance can ease the burden on athletes. Work to create or expand scholarship programs specifically designed to support dual-career athletes, helping them focus on both education and training.

Develop Clear Policies and Communication Channels: Ensure that athletes, coaches, and stakeholders are well-informed about the resources and support systems available. Clear, accessible policies can provide a roadmap for how to manage dual careers effectively.

Customize Training for Trainers: Invest in continuous professional development for trainers so they can better support dual-career athletes. Understanding the intersection of sports, education, and career development will enhance their ability to provide tailored guidance.

By focusing on these key areas, Dual career trainers play a crucial role in establishing and fostering

a supportive infrastructure that empowers athletes to excel in both their athletic careers and academic or professional endeavors. Dual career trainers serve as a bridge between the world of sports and the broader professional landscape, ensuring that athletes have the tools, resources, and support necessary to successfully navigate the often complex balancing act between training, competitions, education, and career development.

A well-rounded support system, created through careful attention to the needs of dual-career athletes, is not just about providing the bare minimum of resources. It's about creating an environment where athletes feel genuinely supported in every aspect of their dual career journey. Trainers must work to ensure that athletes have access to flexible education options, mentorship from experienced professionals, financial support, and most importantly, mental health resources to help manage stress and prevent burnout.

Furthermore, by advocating for and implementing clear policies and communication channels, trainers can ensure that athletes, coaches, families, and academic institutions are all on the same page, working together toward the same goals. This holistic approach helps athletes feel more confident and equipped to handle the demands of their dual careers, which in turn leads to greater success both on and off the field.

A supportive infrastructure also involves ongoing professional development for Dual career trainers themselves, enabling them to stay up to date with the best practices for managing dual careers and providing the most relevant advice and guidance. As you work to build stronger, more comprehensive support systems, they contribute not only to the success of individual athletes but to the overall strength and sustainability of dual-career programs within organizations.

In conclusion, by focusing on these key areas, Dual career trainers don't just provide short-term solutions, they build the foundation for long-term

success. This ensures that athletes are not forced to choose between their passion for sports and their future career aspirations but instead can thrive

in both areas, achieving a balance that promotes personal growth, career satisfaction, and overall well-being.



Graphics 7 Analizys procedures of organizations needs diagnosis

4. ANALYSIS OF ATHLETES' NEEDS



4.1 INTRODUCTION

For **dual career trainers**, understanding the organizational needs and ensuring that the appropriate support systems are in place is crucial to helping athletes balance their sports career with education and professional development. As dual career trainers, you play an integral role in helping athletes, balancing a sports career with education and professional development presents unique and significant challenges. Understanding these challenges and identifying the specific needs of athletes is essential for dual-career trainers to provide the right kind of support. Effective support allows athletes to thrive not only in their sport but also in their educational and professional aspirations. The two key steps for athletes in dual-career management are:

Athletes' Needs Diagnosis for Dual Career Trainers (1) and Athletes' Needs Analysis (2) are crucial in shaping strategies that help athletes succeed in both their athletic careers and their educational or professional pursuits. Let's explore why these steps are so important for athletes.

Ad. 1 Athletes Needs Diagnosis for Dual Career Trainers

A dual-career trainer is instrumental in understanding and addressing the complex needs of athletes who strive to balance their demanding athletic careers with academic or professional aspirations. The goal of a needs diagnosis is to identify the unique challenges that athletes face in managing both career paths simultaneously, and to create tailored support mechanisms that address those needs effectively. By conducting a thorough needs diagnosis, dual career trainers can ensure that athletes receive the right

guidance, resources, and encouragement to thrive in both their sports and academic/professional pursuits. Below is a detailed framework that highlights key points, additional considerations, and actionable steps for effectively diagnosing of athletes' needs in dual-career management.

EDUCATIONAL SUPPORT FOR DUAL CAREER ATHLETES

Customized Class Schedules: Identify the need for academic institutions to offer classes at times that do not conflict with

training or competition schedules. This could involve offering morning, evening, or weekend classes specifically designed for athletes.

Modular Learning: Assess the feasibility of modular courses, where athletes can take a reduced course load during their competitive seasons and increase it during off-seasons.

Semester Break Adjustments: Explore options for adjusting academic deadlines, such as extending semester breaks or allowing athletes to take exams and submit assignments at alternative times.

ACCELERATED OR DECELERATED PROGRAMS

Accelerated Programs: Determine if there's a need for programs that allow athletes to complete their studies in a shorter time frame, especially if they have a short athletic career span.

Decelerated Programs: Conversely, consider the need for athletes to extend their studies over a longer period, allowing them to balance rigorous training with education without overloading.

DISTANCE EDUCATION AND ONLINE LEARNING

Online Courses:

Comprehensive Online Programs: Evaluate the availability and accessibility of online courses or entire degree programs that allow athletes to study remotely, ensuring they can continue their education regardless of their location due to training camps or competitions.

Interactive and Flexible Formats: Ensure that online courses offer interactive components such as live discussions, virtual labs, and video lectures that athletes can access at their convenience.

BLENDING LEARNING OPTIONS:

Combination of In-person and Online Learning: Investigate blended learning models where athletes attend some sessions in person and complete other components online, providing the flexibility to accommodate their training schedules.

Virtual Tutoring and Support: Assess the need for virtual tutoring sessions and academic support services, such as online mentoring, study groups, and access to academic resources, ensuring athletes receive adequate support even when they cannot be physically present.

TUTORING SERVICES

Personalized Tutoring:

One-on-One Tutoring: Explore the provision of personalized tutoring services tailored to the specific needs of athletes, particularly in challenging subjects or during high-pressure periods like exams or major competitions.

Academic Mentors: Consider the introduction of dedicated academic mentors who understand the dual career demands and can provide continuous support throughout the athlete's academic journey.

Peer Support Programs:

Study Groups: Encourage the formation of study groups specifically for athletes, which can be more

understanding of each other's schedules and challenges, fostering a supportive learning environment.

Peer Tutors: Evaluate the potential for peer tutoring programs where older or more academically advanced athletes can help younger peers, providing both academic assistance and role modeling.

INSTITUTIONAL SUPPORT AND POLICIES:

Athlete-Specific Academic Advisors:

Dedicated Advisors: Propose the appointment of academic advisors who specialize in working with athletes, helping them navigate their academic careers while managing their sports commitments.

Liaison with Coaches: Suggest a formal liaison role where academic advisors work closely with coaches to coordinate schedules, ensuring that academic and athletic commitments are balanced effectively.

Flexible Attendance Policies:

Attendance Accommodations: Advocate for flexible attendance policies that recognize the unique challenges faced by athletes, such as excused absences for competitions, with provisions for making up missed work.

Assignment Extensions: Recommend policies that allow for extensions on assignments and projects when athletes are away for competitions or training camps, reducing stress and allowing them to focus on both areas effectively.

RESOURCE AVAILABILITY:

Access to Study Spaces:

Quiet Study Areas: Ensure that athletes have access to quiet study spaces, both on campus and in training facilities, where they can focus on their studies in between training sessions.

Technology Access: Provide necessary technological resources, such as laptops, Wi-Fi access, and educational software, ensuring that athletes can continue their education seamlessly, even while traveling.

Specialized Academic Workshops:

Time Management Workshops: Offer workshops that focus on time management skills tailored for athletes, helping them balance the demands of their dual careers.

Study Skills Development: Develop programs to enhance study skills, including strategies for efficient learning, test-taking, and handling academic stress, specifically designed with the athlete's schedule in mind.

FEEDBACK AND CONTINUOUS IMPROVEMENT:

Regular Feedback Mechanisms:

Athlete Surveys: Implement regular surveys to gather feedback from athletes about the effectiveness of the educational support they receive, identifying areas for improvement.

Focus Groups: Organize focus groups with athletes to discuss their educational needs and challenges in detail, ensuring that the support systems evolve in line with their requirements.

Monitoring Academic Progress:

Tracking Systems: Develop systems to track the academic progress of athletes, enabling early intervention if they are struggling to balance their dual commitments.

Continuous Dialogue: Encourage a continuous dialogue between athletes, academic staff, and coaches, ensuring that any issues are addressed promptly and support is adjusted as needed.

CAREER GUIDANCE FOR DUAL CAREER ATHLETES

CAREER COUNSELING SERVICES

Specialized Career Counselors:

Dedicated Counselors for Athletes: Assess the availability of career counselors who specialize in working with athletes, understanding their unique

career trajectories and the challenges they face in transitioning from sports to another profession.

Athlete-Specific Career Planning: Evaluate how career counselors create personalized career plans tailored to the athlete's strengths, interests, and post-sport ambitions, ensuring that the transition is smooth and well-guided.

One-on-One Career Counseling:

Individual Sessions: Explore the importance of offering one-on-one counseling sessions that allow athletes to discuss their career concerns, aspirations, and options in a private and supportive environment.

Regular Check-ins: Determine the need for regular follow-up sessions to reassess and adjust career plans as athletes progress through different stages of their sports careers.

CAREER TRANSITION PROGRAMS

Transition Workshops and Seminars:

Career Transition Workshops: Identify the need for workshops that prepare athletes for the transition from sports to another profession, covering topics such as resume building, interview skills, and job search strategies.

Networking Seminars: Evaluate the effectiveness of seminars that connect athletes with industry professionals, providing opportunities to build networks and learn from others who have successfully transitioned out of sports.

Internship and Work Experience Opportunities:

Partnered Internships: Assess the availability of internship programs in collaboration with businesses, where athletes can gain work experience in fields of interest while still competing, easing the transition when they retire from sports.

Shadowing Programs: Consider the implementation of job shadowing opportunities where athletes can observe professionals in their desired career fields, gaining insights and making informed decisions about their future careers.

EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

Skill Development Programs:

Professional Skills Training: Evaluate programs that provide training in essential professional skills such as communication, leadership, project management, and financial literacy, helping athletes build competencies relevant to their future careers.

Technical Certifications: Explore the availability of courses or certifications that equip athletes with technical skills in specific areas like IT, marketing, or business, making them more competitive in the job market.

Educational Partnerships:

University and College Programs: Assess partnerships with educational institutions that allow athletes to pursue degrees or certifications aligned with their career goals, offering flexible study options that fit their training schedules.

Continuing Education: Determine the availability of continuing education opportunities, such as evening classes, online courses, or executive education programs, that support lifelong learning for athletes.

PSYCHOLOGICAL SUPPORT DURING CAREER

TRANSITION

Mental Health Services:

Transition Counseling: Analyze the importance of providing mental health support specifically focused on the emotional and psychological challenges athletes face during career transitions, such as identity loss, anxiety, or depression.

Resilience Training: Evaluate programs aimed at building resilience, helping athletes cope with the uncertainties and pressures of transitioning to a new career.

Peer Support Groups:

Support Networks: Investigate the formation of peer support groups where athletes can share

experiences, challenges, and advice with others undergoing similar transitions, fostering a sense of community and mutual support.

Mentorship Programs: Consider the implementation of mentorship programs where retired athletes mentor those currently transitioning, providing guidance, reassurance, and practical advice based on their own experiences.

CAREER RESOURCES AND TOOLS

Career Development Portals:

Online Career Platforms: Examine the availability of online platforms dedicated to career development for athletes, offering resources such as job boards, career assessments, and educational materials.

Personalized Career Resources: Evaluate the provision of resources tailored to athletes' specific career paths, such as industry-specific guides, resume templates, and interview preparation tools.

Alumni Networks and Industry Connections:

Athlete Alumni Networks: Assess the effectiveness of alumni networks that connect current and former athletes, facilitating mentorship, job opportunities, and professional connections.

Industry Partnerships: Explore partnerships with industries that actively seek to hire former athletes, recognizing their unique skills such as discipline, teamwork, and leadership.

CONTINUOUS CAREER DEVELOPMENT:

Career Pathway Programs:

Structured Career Pathways: Evaluate programs that offer structured career pathways, helping athletes progress from entry-level positions to more advanced roles within a chosen industry.

Dual Career Mentorship: Investigate ongoing mentorship programs that continue to support athletes as they advance in their post-sports careers, ensuring sustained professional growth and development.

Life-Long Career Support:

Alumni Services: Assess the availability of lifelong career services for retired athletes, ensuring that they have access to career counseling, job placement services, and professional development throughout their post-sports life.

Career Milestone Celebrations: Consider implementing programs that celebrate career milestones of former athletes, such as promotions or business achievements, to recognize their continued success beyond sports.

FEEDBACK AND PROGRAM IMPROVEMENT:

Regular Feedback Mechanisms:

Career Counseling Feedback: Implement regular feedback surveys for athletes who have used career counseling services, identifying strengths and areas for improvement in the support provided.

Transition Program Evaluations: Conduct evaluations of transition programs to measure their effectiveness in helping athletes secure meaningful employment and adapt to new careers.

Adaptation to Changing Needs:

Evolving Career Support: Ensure that career guidance programs remain adaptable to the changing needs of athletes, incorporating new trends in the job market and emerging career paths.

Data-Driven Improvements: Use data collected from feedback and outcomes to continuously improve career guidance services, ensuring they remain relevant and effective.

FINANCIAL SUPPORT FOR DUAL CAREER ATHLETES

ASSESSING FINANCIAL STABILITY

Income Sources:

ATHLETIC EARNINGS:

Professional Contracts: Assess the stability and adequacy of income athletes earn from their professional contracts, including salaries, bonuses, and performance incentives. Understand how these earnings fluctuate depending on the athlete's performance, injuries, or career stage.

Competition Prizes: Evaluate the reliability of income from competition winnings, noting that such earnings can be unpredictable and vary greatly depending on the level of success in competitions.

Endorsements and Sponsorships: Analyze the role of endorsements and sponsorship deals as a significant source of income. Determine how these deals are affected by the athlete's public profile, performance, and marketability.

NON-ATHLETIC INCOME:

Part-Time Employment: Investigate the prevalence and necessity of part-time employment among athletes, particularly for those who do not earn sufficient income from sports alone. Understand the impact of such jobs on their ability to balance training, competition, and education.

Investments and Savings: Assess the financial literacy of athletes regarding investments and savings. Examine whether athletes are making long-term financial plans, such as retirement savings, and how they manage their finances during their athletic career.

Family Support: Consider the extent to which athletes

rely on financial support from their families, especially during the early stages of their career or while they are pursuing education alongside sports.

IDENTIFYING THE NEED FOR SCHOLARSHIPS

Academic Scholarships:

Sports Scholarships: Explore the availability and accessibility of sports scholarships that cover tuition fees, living expenses, and other educational costs.

Determine how these scholarships are awarded and the criteria athletes must meet to maintain them.

Merit-Based Scholarships: Assess the opportunities for athletes to obtain academic scholarships based on their academic achievements, which can provide financial support if athletic scholarships are not available.

Need-Based Scholarships: Examine the availability of scholarships awarded based on financial need, helping athletes from lower-income backgrounds afford their education while pursuing their sports careers.

Hybrid Scholarships:

Dual Career Scholarships: Investigate programs that offer scholarships specifically designed for dual career athletes, which support both their academic and athletic endeavors. These may provide additional resources like mentoring, career counseling, and academic tutoring.

Flexible Scholarships: Evaluate the potential for scholarships that offer flexibility in terms of eligibility and duration, allowing athletes to take time off from their studies for competitions or training without losing their financial support.

SPONSORSHIP OPPORTUNITIES

Corporate Sponsorships:

Individual Athlete Sponsorships: Analyze the availability and scope of corporate sponsorships that provide financial support to individual athletes. Understand how athletes can attract and maintain sponsorships through their performance, personal brand, and engagement with fans.

Team and Club Sponsorships: Examine the role of team and club sponsorships in supporting athletes, particularly in sports where individual sponsorships are less common. Assess how these sponsorships contribute to the financial well-being of athletes and what portion of the funds directly benefits them.

Event Sponsorships: Investigate the opportunities for athletes to earn income through sponsorships tied to specific events or competitions, and how these deals can supplement their regular earnings.

In-Kind Sponsorships:

Equipment and Gear: Assess the value of in-kind sponsorships that provide athletes with free or discounted equipment, apparel, and other essential gear. Understand how these sponsorships can reduce out-of-pocket expenses for athletes.

Service Sponsorships: Explore the availability of sponsorships that offer services such as travel, accommodation, nutrition, and medical care, which are critical for athletes' performance and can alleviate financial burdens.

EMPLOYMENT OPPORTUNITIES

Part-Time Employment:

Flexible Jobs: Evaluate the availability of part-time jobs that offer the flexibility needed for athletes to balance work with their training and competition schedules. These might include roles within the sports industry or positions that provide relevant experience for their post-sports careers.

On-Campus Jobs: For student-athletes, assess the opportunities for on-campus employment, which may offer convenience and understanding of their dual commitments, such as roles in athletic departments, tutoring, or research assistance.

Internships and Work-Study Programs:

Paid Internships: Investigate the availability of paid internships that provide financial support while offering valuable work experience in the athlete's field of interest. These programs should be flexible enough to accommodate the athlete's training and competition schedule.

Work-Study Programs: Explore work-study programs designed specifically for student-athletes, which combine part-time work with academic study, helping them earn money while gaining professional experience.

Post-Sport Career Opportunities:

Career Transition Support: Assess the programs available to help athletes transition from sports to other careers, providing employment opportunities or training that aligns with their skills and interests. These might include job placement services, networking events, and career fairs targeted at athletes.

Entrepreneurship Support: Evaluate initiatives that support athletes in starting their own businesses post-retirement, offering financial grants, mentorship, and business training that leverage their experience and network gained during their sports careers.

FINANCIAL PLANNING AND LITERACY

Financial Literacy Programs:

Budgeting and Money Management: Assess the availability of financial literacy programs that teach athletes essential skills such as budgeting, saving, and managing debt. These programs can help athletes make informed financial decisions throughout their careers.

Investment and Retirement Planning: Investigate the support provided to athletes in understanding investment opportunities and planning for retirement. This includes advice on managing earnings, diversifying income streams, and preparing for life after sports.

Financial Advisors:

Dedicated Financial Advisors: Explore the role of financial advisors who specialize in working with athletes, offering tailored advice on managing earnings, taxation, and long-term financial planning. Assess how accessible these services are to athletes at different levels of their careers.

Workshops and Seminars: Consider the importance of workshops and seminars on financial planning, designed to educate athletes on topics such as investing, tax planning, and wealth management, ensuring they have the knowledge to secure their financial future.

Ongoing Financial Assessment:

Regular Financial Reviews: Evaluate the need for regular financial check-ins with athletes to assess their financial stability and address any emerging concerns, such as unexpected expenses or changes in income.

Emergency Financial Support: Explore the availability of emergency funds or grants for athletes facing sudden financial hardships, ensuring they have a safety net during challenging times.

MONITORING AND SUPPORT SYSTEMS

MENTORSHIP PROGRAMS

Peer Financial Mentorship: Investigate the potential for peer mentorship programs where more financially experienced athletes mentor younger ones, offering guidance on managing finances and making smart financial decisions.

Alumni Networks: Assess the role of alumni networks in providing ongoing financial support and advice to retired athletes, helping them navigate financial challenges after their sports careers have ended.

FEEDBACK AND CONTINUOUS

Improvement:

Regular Feedback Mechanisms:

Surveys and Focus Groups: Implement regular surveys and focus groups with athletes to gather feedback on the financial support they receive, identifying areas for improvement and gaps in current support systems.

Financial Support Program Evaluations: Conduct evaluations of financial support programs to ensure they are effectively meeting the needs of dual career athletes, and make adjustments based on athlete feedback and evolving financial challenges.

Adaptation to Changing Needs:

Evolving Financial Programs: Ensure that financial support programs remain flexible and adaptable to the changing needs of athletes, including shifts in the sports industry, economic conditions, and individual career stages.

Data-Driven Improvements: Use data from financial assessments and athlete feedback to continuously improve financial support systems, ensuring they remain relevant and effective in supporting dual career athletes.

PSYCHOSOCIAL SUPPORT FOR DUAL CAREER ATHLETES

MENTAL HEALTH SERVICES

Access to Professional Counseling:

Sports Psychologists: Evaluate the availability and quality of sports psychologists who specialize in working with athletes. These professionals focus on the unique pressures athletes face, such as performance anxiety, competition stress, and injury recovery.

General Mental Health Counselors: Assess the presence of general mental health counselors who can address broader psychological issues like depression, anxiety, and personal problems unrelated to sports.

Confidentiality and Trust: Analyze the level of confidentiality maintained in mental health services, which is critical for athletes who may be hesitant to seek help due to concerns about privacy or stigma within the sports community.

On-Demand Mental Health Support:

Hotlines and Crisis Support: Explore the availability of 24/7 hotlines or crisis support services that athletes can access during emergencies or when they are unable to attend in-person counseling sessions.

Telehealth Services: Evaluate the accessibility of telehealth options, allowing athletes to receive mental health support remotely, which is particularly important for those frequently traveling for competitions.

COPING STRATEGIES FOR STRESS AND BURNOUT

Stress Management Programs:

Workshops and Seminars: Assess the effectiveness of workshops and seminars that teach stress management techniques, such as mindfulness, meditation, breathing exercises, and time management skills. These programs help athletes handle the pressures of competition, training, and balancing a dual career.

Individualized Stress Management Plans:

Explore the implementation of personalized stress management plans tailored to the unique needs of each athlete. These plans could include a combination of physical activities, relaxation techniques, and professional counseling.

Burnout Prevention Programs:

Early Identification of Burnout: Investigate how programs identify early signs of burnout in athletes, such as chronic fatigue, decreased performance, and loss of motivation. Early intervention is crucial in preventing severe burnout.

Recovery and Rest Protocols: Assess the availability of structured recovery programs that emphasize the importance of rest, sleep, and mental downtime. These protocols should be integrated into the athlete's training regime to prevent burnout.

Education on Burnout: Analyze educational programs that inform athletes, coaches, and support staff about the causes, symptoms, and prevention of burnout. Understanding the risks can lead to proactive measures to maintain well-being.

IDENTITY MANAGEMENT AND TRANSITION SUPPORT

Athletic Identity Development:

Identity Exploration Workshops: Evaluate workshops and programs that encourage athletes to

explore their identities beyond sports, helping them develop a well-rounded self-concept that includes personal interests, skills, and values outside of athletics.

Support for Emerging Identity Challenges:

Investigate the support provided to athletes who struggle with identity issues, particularly those who experience an identity crisis when facing retirement, injury, or underperformance. This might include counseling or peer support groups focused on identity management.

Transition Support Programs:

Career Transition Counseling: Assess the availability of counseling services that specifically address the challenges athletes face when transitioning out of sports. These services should focus on helping athletes redefine their identity and find purpose in a new career or life phase.

Retirement Planning: Evaluate the effectiveness of retirement planning programs that help athletes prepare for life after sports, including developing new goals, exploring new interests, and establishing a new sense of identity.

Post-Retirement Mentorship: Explore mentorship programs that connect retiring athletes with those who have successfully transitioned out of sports, providing guidance and emotional support during the identity transition process.

SOCIAL SUPPORT NETWORKS

Peer Support Groups:

Group Therapy and Support Networks: Analyze the effectiveness of peer support groups or group therapy sessions that allow athletes to share their experiences, challenges, and coping strategies with others who understand the unique pressures of a dual career.

Athlete-Led Initiatives: Explore initiatives where athletes themselves lead support groups or wellness programs, fostering a sense of community and shared understanding among peers.

Family and Friends Involvement:

Family Education Programs: Assess programs that educate athletes' families and close friends about the psychological challenges their loved ones face. This helps build a strong support system that can offer encouragement and understanding during difficult times.

Inclusion of Family in Therapy: Evaluate the involvement of family members in therapy sessions when appropriate, to address issues that may arise from family dynamics or external pressures.

PREVENTATIVE MENTAL HEALTH MEASURES

Mental Health Screening:

Regular Psychological Assessments: Investigate the use of regular mental health screenings to monitor the psychological well-being of athletes. These assessments can help identify issues early and provide timely intervention.

Pre-Competition Mental Health Checks: Evaluate the implementation of mental health checks before major competitions, ensuring that athletes are mentally prepared and addressing any anxiety or stress that could affect performance.

Mental Health Education:

Workshops for Coaches and Staff: Assess the training provided to coaches, trainers, and support staff on recognizing

signs of mental health issues in athletes. Educated staff can play a crucial role in early identification and referral to appropriate services.

Athlete Mental Health Literacy: Explore programs aimed at increasing athletes' awareness and understanding of mental health issues, reducing stigma, and encouraging them to seek help when needed.

INTEGRATION WITH PHYSICAL HEALTH

PROGRAMS:

Holistic Health Approaches:

Mind-Body Programs: Evaluate the integration of mental health and physical health programs, such as yoga, tai chi, or other mind-body exercises that promote both physical fitness and mental relaxation.

Nutrition and Mental Health: Assess the role of nutrition in mental health programs, ensuring that athletes receive guidance on how diet can impact their mood, energy levels, and overall psychological well-being.

Injury Recovery Support:

Mental Health Support During Injury: Investigate the support provided to athletes during injury recovery, focusing on how mental health services are integrated with physical rehabilitation. Injuries can be a significant source of stress and anxiety, and comprehensive support is crucial.

Rehabilitation Counseling: Explore the availability of counseling services specifically for injured athletes, addressing the psychological impact of injury, fears about returning to competition, and the loss of athletic identity.

CONTINUOUS IMPROVEMENT AND FEEDBACK

Regular Feedback Mechanisms:

Athlete Feedback on Mental Health Services: Implement regular surveys or interviews with athletes to gather feedback on the mental health services provided, identifying strengths and areas for improvement.

Program Evaluations: Conduct evaluations of psychosocial support programs to measure their effectiveness in improving athletes' mental health and well-being, using this data to make informed adjustments.

Adaptation to Emerging Needs:

Updating Programs Based on New Research:

Ensure that psychosocial support programs are regularly updated based on the latest research in sports psychology and mental health, adapting to the evolving needs of athletes.

Customizing Support for Different Sports: Consider the unique mental health challenges associated with different sports, and tailor support programs accordingly. For example, team sports may require different approaches compared to individual sports.

ADDRESSING SPECIFIC MENTAL HEALTH CHALLENGES

Performance Anxiety:

Anxiety Management Programs: Explore the availability of specialized programs aimed at helping athletes manage performance anxiety, including techniques such as visualization, relaxation training, and cognitive-behavioral therapy.

Pre-Competition Rituals: Assess the effectiveness of pre-competition rituals or routines that help athletes reduce anxiety and focus on their performance.

Depression and Mood Disorders:

Support for Affected Athletes: Investigate the support systems in place for athletes struggling with depression or other mood disorders, ensuring they receive appropriate care and are not left to cope alone.

Peer and Mentor Support: Evaluate the role of peer and mentor support in helping athletes manage mood disorders, providing a sense of community and understanding.

Substance Abuse Prevention:

Education and Awareness: Assess the programs designed to educate athletes about the risks of substance abuse, particularly in relation to coping with stress, pain, or performance pressure.

Support for Recovery: Explore the availability of support services for athletes struggling with

substance abuse, including counseling, rehabilitation programs, and peer support groups.

This detailed diagnosis of psychosocial support for dual career athletes highlights the critical need for comprehensive mental health and well-being services that address the unique challenges faced by athletes. By providing robust support systems, athletes can maintain their mental health, manage stress and burnout, and successfully navigate the complexities of their dual careers.

TIME MANAGEMENT

BALANCING TRAINING AND COMPETITION

Training Regimens:

Schedule Planning: Athletes usually follow a well-defined training schedule set by their coaches. This schedule includes daily training sessions, strength and conditioning workouts, technique drills, and recovery periods.

Prioritization: Key aspects such as peak performance periods, recovery needs, and skill development are prioritized in their schedules.

Competition Preparation:

Pre-Competition Planning: Athletes allocate specific times for competition preparation, including mental conditioning, strategic planning, and studying competitors.

Travel Arrangements: Competitions often require travel, so athletes plan travel logistics well in advance, including booking flights, accommodations, and managing time zones to adapt to new schedules.

Tools and Strategies:

Calendar Apps: Using digital calendars (e.g., Google Calendar, Outlook) helps athletes track training sessions, competitions, and recovery periods. These tools can also send reminders and alerts.

Time-Blocking Techniques: Athletes use time-blocking to allocate specific time slots for different activities (e.g., training, rest, preparation). This helps maintain focus and organization.

Performance Tracking Apps: Apps like Strava or TrainingPeaks allow athletes to monitor their training progress and adjust their schedules as needed.

INTEGRATING EDUCATION

Academic Schedules:

Class Scheduling: Athletes often need to align their class schedules with their training sessions. This requires effective planning to ensure they can attend classes without missing training.

Study Time: Balancing study sessions with rigorous training demands careful time management. Athletes may need to study during off-hours or travel times.

Tools and Strategies:

Study Groups: Joining study groups or engaging in collaborative learning can help manage academic workload and make efficient use of available time.

Academic Advising: Working with academic advisors to create a flexible study plan that accommodates training and competition schedules.

Online Courses: Enrolling in online courses can offer more flexible learning options, allowing athletes to manage their education around their training and competition schedules.

MANAGING WORK COMMITMENTS

Work Responsibilities:

Part-Time or Flexible Work: Many athletes work part-time or have flexible job arrangements to accommodate their training and competition schedules.

Time Management at Work: Balancing work responsibilities with athletic commitments requires good time management skills, including prioritizing tasks and managing work hours effectively.

Tools and Strategies:

Task Management Tools: Tools like Trello or Asana help athletes organize work tasks and deadlines, making it easier to manage and prioritize work commitments alongside athletic duties.

Communication: Clear communication with employers about the athlete's training and competition schedule ensures mutual understanding and flexibility.

Productivity Techniques: Techniques like the Pomodoro Technique or the Eisenhower Matrix can help manage work tasks more effectively.

ENSURING PERSONAL WELL-BEING

Rest and Recovery:

Rest Periods: Scheduling adequate rest and recovery periods is crucial for avoiding burnout and injury. Athletes need to balance intense training with rest and sleep.

Self-Care: Time management also involves allocating time for self-care activities such as relaxation, hobbies, and socializing.

Tools and Strategies:

Sleep Tracking Apps: Apps like Sleep Cycle help athletes monitor their sleep patterns and ensure they get adequate rest.

Wellness Apps: Apps like Calm or Headspace offer mindfulness and relaxation techniques to manage stress and enhance overall well-being.

Routine Building: Establishing a consistent daily routine that includes training, work, study, and rest helps in maintaining a balanced life.

LEVERAGING TECHNOLOGY AND SUPPORT

SYSTEMS

Technology Integration:

Wearable Technology: Devices like fitness trackers and smartwatches provide real-time data on training, health metrics, and recovery, helping athletes make informed decisions about their schedules.

Virtual Coaching: Access to virtual coaching platforms allows athletes to receive guidance and feedback remotely, saving time and enhancing flexibility.

Support Systems:

Coaching and Mentoring: Engaging with coaches and mentors who understand the demands of both

athletic and personal life can provide valuable support and advice on time management.

Family and Friends: A strong support network of family and friends can help with emotional support and practical assistance, such as managing household responsibilities.

SWAT ANALYZYS

Strengths

Comprehensive Facilities: Athletes may have state-of-the-art training facilities and equipment that meet most of the athletes' needs.

Academic Support: There might be well-established academic services tailored specifically for student-athletes, such as tutoring, counseling, and academic advising.

Financial Support: Availability of scholarships, grants, and financial aid that reduce the financial burden on student-athletes.

Mental Health Resources: Access to mental health services that are designed to address the unique pressures faced by student-athletes.

Nutritional and Medical Support: Adequate access to nutritional guidance and medical care, including physiotherapy and injury prevention programs.

Career Development: Programs that offer career development opportunities and life skills training to prepare athletes for life after sports.

Weaknesses

Limited Access to Facilities: If athletes report insufficient access to training facilities during off-hours, this could be a significant weakness.

Gaps in Academic Support: Challenges with scheduling classes or exams around training and competition could indicate weaknesses in academic support systems.

Financial Stress: If athletes experience financial stress despite available scholarships, this could

suggest gaps in financial support or the need for additional resources.

Inadequate Mental Health Services: Reports of insufficient mental health resources or difficulty accessing them could highlight a weakness in this area.

Nutritional Gaps: Lack of access to comprehensive nutritional guidance or issues with the quality of available options could be a weakness.

Career Uncertainty: If athletes feel unprepared for careers outside of sports, this could indicate a need for more robust career development resources.

Opportunities

Enhanced Facility Access: Improving access to training facilities, especially during off-hours, could significantly boost athlete satisfaction and performance.

Tailored Academic Support: Developing more flexible academic support that better aligns with athletic schedules could enhance student-athlete success.

Expanded Financial Resources: Increasing financial support, such as stipends or grants, could reduce financial stress and allow athletes to focus more on their training and studies.

Strengthened Mental Health Programs: Expanding mental health services and ensuring they are easily accessible could improve overall athlete wellbeing.

Comprehensive Nutrition Programs: Introducing or enhancing nutrition programs that provide personalized guidance could lead to better performance and health outcomes.

Advanced Career Development: Creating more opportunities for career development and networking, particularly with alumni, could help athletes transition smoothly into post-athletic careers.

Threats

Burnout and Overtraining: Limited access to facilities could lead to overtraining during available hours, increasing the risk of burnout and injury.

Academic Challenges: Inadequate academic support could lead to academic underperformance or increased stress, jeopardizing both academic and athletic careers.

Financial Instability: Insufficient financial resources might force athletes to seek part-time work, distracting them from their training and studies.

Mental Health Crisis: Gaps in mental health services could lead to increased stress, anxiety, and depression among student-athletes, affecting their overall performance and wellbeing.

Injury Risk: Insufficient medical and nutritional support could lead to a higher incidence of injuries, negatively impacting athletic performance and careers.

Career Uncertainty Post-Athletics: Without adequate career development support, athletes might struggle to find employment after their sports careers end, leading to long-term financial and professional challenges.

4.2 ANALYSIS PROCEDURES

The purpose of this analysis procedure is to assess how a dual-career trainer can support an athlete in balancing their sports career with other paths of personal development, such as education, professional work, or other personal life aspects. By understanding the current practices, challenges, and opportunities, the trainer aims to create a comprehensive approach that helps the athlete manage two parallel careers effectively. This process involves direct collaboration with the athlete to gather information about their current situation and identify areas that require additional support. The goal of this approach is not only to improve the balance

between sports and personal development but also to create a sustainable and holistic model for supporting dual-career development. As a result of this process, the dual career trainer will prepare an individualized support plan that helps the athlete succeed both in sports and in other areas of life.

Through this diagnostic process, the aim is to identify strengths, weaknesses, opportunities, and threats within the dual-career system at a national level. The end result will be a detailed SWOT analysis that provides valuable insights into how the system can be enhanced, what

improvements are needed, and where new opportunities might arise for developing better support structures for athletes. This process not only helps improve the support available to athletes but also contributes to the broader goal of creating a sustainable and holistic model for dual-career development in sports.

Here's a step-by-step breakdown of the analysis procedure you provided:

Step 1: Contact Organizations

Identify athletes who are currently balancing or have previously balanced a sports career with education or professional development. These athletes may come from different sports disciplines and levels. Reach out to athletes through emails, phone calls, or social media channels to request their participation in your needs analysis, ensuring that they understand how their insights will contribute to improving dual-career support.

Step 2: Find the Right Person for Your Diagnosis

Research and identify athletes who have experience with dual-career programs or have faced challenges in balancing their careers. Look for those who may be at different stages of their athletic careers, as their perspectives may vary.

This may include professional athletes, semi-professionals, or those in the process of transitioning from a sports career to another professional or academic path. Consider athletes who are open to sharing

their experiences, challenges, and needs related to dual-career support.

Step 3: Set an Online/Offline Meeting

Schedule a meeting (virtual or in-person) with the identified individuals to discuss the needs and challenges organizations face in supporting dual-career athletes.

Ensure that the meeting time works for both parties and that the necessary technological tools (e.g., Zoom, Teams, etc.) are in place if it's an online meeting.

Step 4: Make the Diagnosis

During the meeting, conduct a thorough needs analysis by asking targeted questions. Focus on understanding the current support structures, challenges, and opportunities for dual-career athletes in that organization (**Use the Survey We Prepared to Understand All the Key Elements in the Diagnosis Process of Organizations' Needs Regarding Dual Careers**)

Assess how the organization supports athletes in balancing education, training, competitions, and professional development.

Step 5: Compare Diagnoses from Different Organizations (their Athletes)

Once you've conducted the needs analysis for several organizations, compare the responses and data you've gathered.

Look for common themes, differences, strengths, and gaps in the approaches and support systems across the different organizations.

Step 6: Prepare a SWOT Analysis for Your Country

Based on the comparisons, prepare a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis that reflects the dual-career support system in your country.

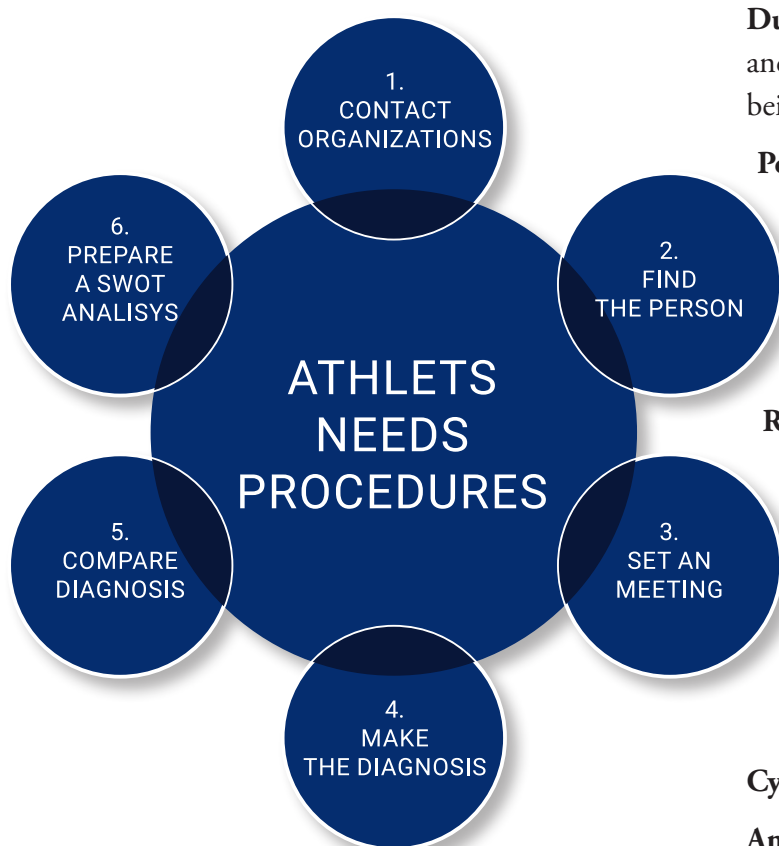
Strengths: Highlight the areas where organizations are doing well in supporting dual careers.

Weaknesses: Identify areas where there are gaps or challenges in providing adequate support.

Opportunities: Look for areas of potential growth or improvement for dual-career programs.

Threats: Consider external factors that could hinder the development or success of dual-career support, such as limited funding, lack of awareness, or structural barriers.

By following these steps, you can conduct a thorough analysis and prepare a strategic overview of dual-career support in your organization.



Graphics 8 Analizys procedures of athletes needs diagnosis

4.3 GOOD PRACTICES

This chapter explores best practices for supporting dual careers in sports, presenting selected examples of athletes from various countries. While these examples highlight effective strategies, it is

important to note that there are certainly many more initiatives worldwide that contribute to helping athletes balance their sports careers with education and professional development. Each approach offers valuable lessons, and collectively, they demonstrate the diversity and richness of resources available to help athletes thrive in multiple domains of their lives.

Poland

Agnieszka Radwańska (Tennis)¹⁶

Dual Career Success: Graduated from high school and took business and management courses while being a top tennis player.

Post-Sport Career: Involved in tennis coaching and running her own business, including a tennis academy.

Portugal

Rui Costa (Cycling)¹⁷

Dual Career Success: Completed his education while competing as a professional cyclist.

Post-Sport Career: Works in cycling administration and has been involved in organizing major cycling events.

Cyprus

Andreas Karo (Football)¹⁸

Dual Career Success: Completed a business management degree while playing professional football.

Post-Sport Career: Transitioned into a career in business and coaching.

¹⁶ <https://www.sport.pl/tenis/7,64987,30959999,takie-wyksztalcenie-ma-agnieszka-radwanska-wielki-powod-do.html>

¹⁷ <https://www.procyclingstats.com/>

¹⁸ <https://www.uefa.com>

Italy

Federica Pellegrini (Swimming)¹⁹

Dual Career Success: Graduated in psychology and pursued business courses while dominating the pool.

Post-Sport Career: Works as a TV personality and in sports management.

Azerbaijan

Ruslan Alekperov (Wrestling)²⁰

Dual Career Success: Studied physical education while excelling as a wrestler.

Post-Sport Career: Became a coach and sports ambassador for Azerbaijan.

Greece

Katerina Stefanidi (Pole Vault)²¹

Dual Career Success: Graduated from Stanford University while being a top pole vaulter.

Post-Sport Career: Works in mental health advocacy and athletics promotion.

Spain

Mireia Belmonte (Swimming)²²

Dual Career Success: Studied physiotherapy while achieving success in swimming.

Post-Sport Career: Works in swimming promotion and has a business career, including sponsorships and media engagements.

4.4 SUMMARY AND GOOD ADVICE

Diagnosing the needs of dual-career athletes is a vital process to ensure that they receive the right support

to balance their sporting ambitions with their academic or professional aspirations. This diagnosis involves understanding the unique challenges that athletes face in managing both careers and identifying the resources and programs that can help them navigate these complexities effectively. Key areas of focus in the athletes' needs diagnosis include:

Time Management and Flexibility: Dual-career athletes need flexible schedules that accommodate training, competitions, and academic or work commitments. Understanding how athletes manage their time and offering tailored solutions such as flexible training hours or academic accommodations is crucial.

Academic and Career Support: Athletes often need additional guidance in pursuing education or professional development alongside their sports careers. Identifying access to educational resources, career counseling, and vocational training can ensure they are well-prepared for both their current athletic career and life after sports.

Mental Health and Wellbeing: Balancing two demanding careers can lead to stress, burnout, and mental health challenges. Diagnosing the psychological support needs of athletes and providing access to counseling services, stress management workshops, and peer support can ensure their emotional well-being.

Social Support and Networking: Athletes require a strong support network, including coaches, teammates, family, and mentors. Understanding how these relationships affect their ability to manage both careers and offering networking opportunities or mentorship programs can provide critical guidance and emotional support.

Financial Assistance: Financial stress is a significant barrier for many dual-career athletes. Identifying the financial needs of athletes, including scholarships, stipends, or assistance for educational costs, can alleviate pressure and allow athletes to focus on their dual careers without financial distraction.

¹⁹ <https://www.federicapellegrini.it/>

²⁰ <https://www.org/article/azerbaijan-stuns-3-wrestlers-finals-wrestleufa>

²¹ <https://katerinastefanidi.com/>

²² <https://www.rafanadalacademy.com/>

Key Advice for Dual-Career Trainers

Working with Athletes:

Foster Open Communication with Athletes:

Encourage regular discussions with athletes to help them articulate challenges in balancing their dual careers. Open communication allows trainers to identify potential issues early and offer practical solutions. It's important that athletes feel comfortable sharing their struggles related to both sport and academics or work, so they don't become overwhelmed.

Encourage Utilization of Support Resources:

Advise athletes to actively use available resources such as academic advisors, mental health professionals, and career coaches. By recognizing the full spectrum of support services, athletes can receive the necessary help in navigating the complexities of their dual careers.

Guide Athletes in Time Management: Dual-career athletes often struggle with balancing training, competition schedules, and academic or professional commitments. As a trainer, help athletes develop strong time management skills by offering strategies for organizing their days effectively. Introduce tools like planners, digital calendars, or task management apps to help them stay on top of their schedules.

Help Set Realistic, Achievable Goals: Assist athletes in setting clear, realistic goals for both their athletic and academic or professional careers. Overcommitting can lead to burnout, so trainers should help athletes understand their limits and avoid setting themselves up for failure.

Build and Strengthen Support Networks: Help athletes establish a support system that includes mentors, fellow athletes, coaches, and family members. A strong network provides emotional support, practical advice, and guidance from individuals who understand the dual-career journey.

Prioritize Mental Health and Wellbeing: Emphasize the importance of mental health for dual-career athletes. Help athletes understand that managing

mental well-being is essential for success in both their sport and academic or professional life. Encourage relaxation, stress management techniques, and regular mental health check-ins to maintain a healthy mindset.

Guide Financial Planning and Support: Financial stress can be a major barrier for dual-career athletes. Help them create a solid financial plan that includes utilizing scholarships, grants, and sponsorships. Financial stability allows athletes to focus on their athletic and academic responsibilities without added stress.

By following these key pieces of advice, dual career trainers can provide athletes with the essential support and guidance needed to thrive in both their athletic and academic or professional endeavors. These strategies go beyond just helping athletes balance their responsibilities; they empower athletes to develop critical life skills that will serve them well both during their sports career and long after it ends. By fostering open communication, encouraging effective time management, helping athletes set achievable goals, and promoting mental health, trainers help athletes create a solid foundation for success.

The holistic support provided by Dual career trainers ensures that athletes don't feel isolated in their dual-career journey. Instead, they are surrounded by a network of mentors, resources, and emotional support, which significantly reduces the stress of juggling multiple roles. This support also helps athletes navigate the complexities of transitioning into post-sport careers, preparing them to successfully move into academic, professional, or entrepreneurial roles.

These strategies not only help athletes perform at their best in their sport but also help them prepare for a fulfilling and successful future. By working together to create a comprehensive support system, dual-career trainers contribute to the long-term well-being, personal growth, and career satisfaction of athletes. Ultimately, trainers play a crucial role in ensuring that athletes can balance their passion for sports with their aspirations for a prosperous life after athletics, offering them the tools to thrive in both areas simultaneously.

5. DESIGNING A DUAL CAREER PATH IN ACCORDANCE WITH INDIVIDUAL NEEDS



5.1 INTRODUCTION

Designing a dual career path in accordance with individual needs is a crucial aspect of supporting athletes in their holistic development. This process involves creating a tailored approach that balances an athlete's sporting ambitions with their educational or vocational pursuits, ensuring long-term success both on and off the field²³. The concept of dual careers recognizes that athletes are not just performers in their respective sports but individuals with diverse aspirations, talents, and potential beyond their athletic endeavors²⁴.

A well-designed dual career path takes into account the unique challenges faced by athletes, such as time constraints, travel demands, and the physical and mental toll of high-level competition²⁵. It also considers the athlete's personal goals, academic interests, and career aspirations outside of sports. By aligning these factors, a dual career path can help athletes develop transferable skills, maintain a balanced lifestyle, and prepare for life after their sporting career²⁶.

The importance of individualization in this process cannot be overstated. Each athlete's journey is unique, influenced by factors such as their sport, competitive level, educational background, and personal circumstances²⁷. Therefore, a one-size-fits-all approach is inadequate. Instead, dual career support must be flexible, adaptive, and responsive

to the evolving needs of each athlete throughout their sporting and academic/vocational journey²⁸.

By focusing on designing dual career paths that cater to individual needs, we can create a supportive environment that empowers athletes to excel in their sport while simultaneously preparing for a successful transition to life after competitive athletics. This approach not only benefits the athletes themselves but also contributes to the broader societal goal of developing well-rounded individuals who can make significant contributions in various fields beyond sports.

5.2 ANALYSIS PROCEDURES

Designing a dual career path that aligns with an athlete's individual needs requires a comprehensive and systematic approach. The following procedures outline the steps necessary to create an effective and personalized dual career plan:

1. Initial Assessment and Data Collection

The first step in designing a dual career path is to gather comprehensive information about the athlete. This process should include:

Personal Background:

Collect demographic information, family background, and personal interests.

Assess the athlete's values, motivations, and long-term life goals.

23 <https://pmc.ncbi.nlm.nih.gov/articles/PMC8880749/>

24 https://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf

25 <https://pmc.ncbi.nlm.nih.gov/articles/PMC10229064/>

26 https://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf

27 <https://pmc.ncbi.nlm.nih.gov/articles/PMC10229064/>

28 <https://pmc.ncbi.nlm.nih.gov/articles/PMC8880749/>

Athletic Profile:

Evaluate the athlete's current performance level, training requirements, and competition schedule.

Identify the specific demands of their sport, including travel commitments and peak performance periods.

Educational/Vocational Status:

- Determine the athlete's current educational level or vocational training.
- Assess academic performance, learning style, and educational aspirations.

Skills and Competencies:

- Conduct a comprehensive skills assessment, including both sport-specific and transferable skills.
- Identify areas of strength and potential areas for development.

Support Network:

- Map out the athlete's existing support network, including family, coaches, and mentors.
- Evaluate the level of support available from educational institutions and sports organizations.

2. In-depth Interview and Goal Setting

Following the initial data collection, conduct a detailed interview with the athlete to:

Clarify Career Aspirations:

- Explore the athlete's short-term and long-term career goals, both in sports and beyond.
- Discuss potential career paths and educational options that align with their interests.

Identify Challenges and Barriers:

- Discuss potential obstacles to achieving a successful dual career.
- Explore the athlete's concerns and perceived limitations.

Set SMART Goals:

- Work with the athlete to set Specific, Measurable, Achievable, Relevant, and Time-bound goals for both their sporting and academic/vocational pursuits.
- Ensure goals are aligned with the athlete's values and long-term aspirations.

3. Resource and Opportunity Analysis

Conduct a thorough analysis of available resources and opportunities:

Educational Options:

- Research flexible learning options, distance education programs, and institutions with athlete-friendly policies.
- Identify potential scholarships or financial aid opportunities.

Career Development Opportunities:

- Explore internship programs, part-time work options, or volunteer opportunities that align with the athlete's interests and schedule.
- Investigate mentorship programs or networking events in the athlete's field of interest.

Support Services:

- Identify available support services, such as tutoring, counseling, or career guidance.
- Evaluate the accessibility and relevance of these services to the athlete's needs.

4. Time Management and Schedule Analysis

Conduct a detailed analysis of the athlete's current time commitments and potential schedule:

Training and Competition Schedule:

- Map out the athlete's training regime and competition calendar.
- Identify peak periods and potential conflicts with academic or vocational commitments.

Academic/Vocational Time Requirements:

- Assess the time demands of potential educational or vocational paths.
- Consider exam periods, project deadlines, or work commitments.

Recovery and Personal Time:

- Ensure adequate time for rest, recovery, and personal activities.
- Consider the importance of maintaining a balanced lifestyle.

5. Stakeholder Consultation

Engage with key stakeholders to ensure a comprehensive and supportive dual career plan:

Coaches and Sports Organizations:

- Discuss the dual career plan with the athlete's coach and sports organization.
- Seek their input on how to best balance sporting commitments with other pursuits.

Educational Institutions:

- Consult with academic advisors or career counselors at potential educational institutions.
- Explore possibilities for flexible learning arrangements or special considerations for athletes.

Employers or Industry Representatives:

- If relevant, engage with potential employers or industry representatives to discuss career pathways and requirements.
- Explore possibilities for flexible work arrangements or internships that accommodate sporting commitments.

6. Risk Assessment and Contingency Planning

Conduct a thorough risk assessment and develop contingency plans:

Identify Potential Risks:

- Consider scenarios such as injury, changes in sporting performance, or academic challenges.

- Assess the potential impact on the athlete's dual career path.

Develop Mitigation Strategies:

- Create strategies to address potential risks and challenges.
- Ensure the dual career plan is flexible enough to accommodate unexpected changes.

Establish Review Points:

- Set regular intervals for reviewing and adjusting the dual career plan.
- Identify triggers that would necessitate an immediate review or adjustment of the plan.

7. Personalized Dual Career Plan Development

Based on the collected information and analyses, develop a comprehensive and personalized dual career plan:

Create a Detailed Timeline:

- Develop a timeline that integrates sporting, educational/vocational, and personal milestones.
- Ensure the plan spans both short-term (1-2 years) and long-term (5+ years) horizons.

Outline Specific Actions and Responsibilities:

- Clearly define the actions required to achieve each goal.
- Assign responsibilities to the athlete and supporting stakeholders.

Incorporate Support Mechanisms:

- Detail the support services and resources that will be utilized.
- Outline how and when these support mechanisms will be accessed.

Establish Monitoring and Evaluation Procedures:

- Define key performance indicators for both sporting and academic/vocational progress.
- Establish regular check-in points and methods for tracking progress.

8. Plan Presentation and Agreement

Present the personalized dual career plan to the athlete and key stakeholders:

Conduct a Comprehensive Review:

- Walk through the plan with the athlete, ensuring they understand and agree with all aspects.
- Encourage questions and clarifications.

Seek Commitment:

- Obtain formal agreement from the athlete and key stakeholders.
- Ensure all parties understand their roles and responsibilities.

Finalize Documentation:

- Provide a written copy of the dual career plan to the athlete and relevant stakeholders.
- Ensure all necessary forms and agreements are completed and signed.

9. Implementation and Ongoing Support

Begin implementing the dual career plan with ongoing support and guidance:

Regular Check-ins:

- Schedule regular meetings with the athlete to discuss progress and challenges.
- Maintain open lines of communication with coaches, educators, and other stakeholders.

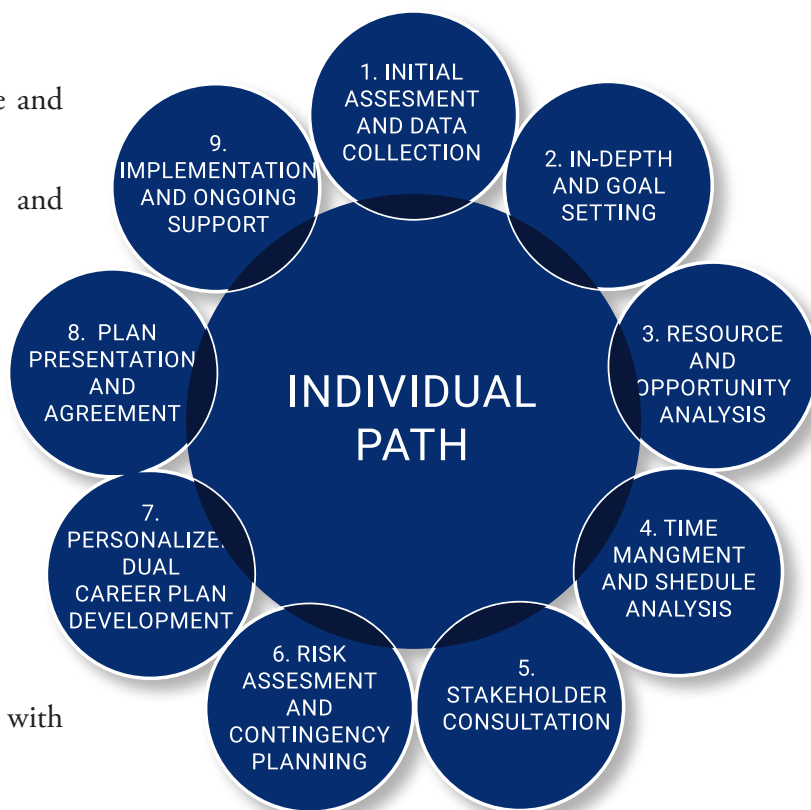
Provide Ongoing Support:

- Offer continuous guidance and support as the athlete navigates their dual career path.
- Be prepared to provide additional resources or interventions as needed.

Flexibility and Adaptation:

- Remain responsive to changing circumstances or new opportunities.
- Be prepared to adjust the plan as needed to ensure continued alignment with the athlete's evolving needs and goals.

By following these comprehensive procedures, dual career trainers can ensure that they are designing a tailored and effective dual career path that truly meets the individual needs of each athlete. This systematic approach not only increases the likelihood of success in both sporting and academic/vocational pursuits but also prepares athletes for a fulfilling life beyond their competitive sporting career.



Graphics 9 Individual pathway analysis procedures

5.3 GOOD PRACTICE

Here are some European organizations known for supporting athletes in pursuing dual careers according to individual needs, along with examples of successful athletes who have benefited from such models:

EISE (European Institute for Sport & Education), Portugal

EISE offers a comprehensive dual-career support framework for athletes across Europe, focusing on

career development, education, and personal life skills. This organization is particularly effective in helping athletes transition into post-sport careers, offering tailored services based on individual needs, from mentoring to job placement.

Example Athlete: Nani, a former professional footballer from Portugal, took advantage of EISE's resources to plan for his career beyond football, ensuring a smooth transition into a successful post-sport business career²⁹.

Dual Career Network Italy (DCNI), Italy

DCNI is a comprehensive support system in Italy, designed to help athletes manage both their sports careers and educational or vocational paths. The network is known for its personalized programs that cater to athletes' specific academic needs and sports training schedules. DCNI also partners with universities and vocational schools to provide flexible learning opportunities.

Example Athlete: Federica Pellegrini, Olympic swimmer, successfully balanced her intense training with her studies, supported by DCNI's structure, ensuring her success both in sports and in her academic life

Polish Sport Institute, Poland

The Polish Sport Institute offers specialized programs that support athletes in balancing their education and high-performance sports careers. The Institute provides tailored guidance on managing dual careers, offering resources for academic and professional growth. In addition, the organization works closely with universities to provide athletes with flexible study options that accommodate their training schedules.

Example Athlete: Michał Kwiatkowski, professional cyclist, is a prime example of an athlete who navigated dual careers with the help of the Polish

Sport Institute, excelling both in academics and in international competitions

Consejo Superior de Deportes (CSD), Spain

CSD is a government organization in Spain that supports athletes in balancing their academic and sporting commitments. Through partnerships with universities and educational institutions, CSD provides athletes with the opportunity to pursue higher education while receiving elite-level sports training. The program is designed to foster the development of both professional athletes and their academic careers.

Example Athlete: Rafael Nadal, tennis superstar, has benefited from the guidance and support of CSD, which helped him juggle his academic pursuits while reaching the peak of professional tennis

Cyprus Sports Organisation, Cyprus

Offers tailored support programs for athletes, allowing flexible educational pathways alongside sports training.

Example Athlete: Apostolos Christou, swimmer, was able to continue his academic education while training for international competitions with the help of the Cyprus Sports Organisation, demonstrating the value of flexible dual-career opportunities

Slovenian Athlete Career Support Program, Slovenia

This program, supported by the Slovenian Olympic Committee, helps athletes balance sports careers with education and future career goals. This comprehensive support system allows athletes to pursue both sports and higher education without sacrificing one for the other.

Example Athlete: Tina Maze, Olympic skier, balanced her world-class skiing career with academic interests, aided by the Slovenian Athlete Career Support Program

²⁹ https://uaare.dge.min-educ.pt/sites/default/files/2023-01/2023.01.09_HANDBOOK_DCJA.pdf

National Sports Federation of Azerbaijan, Azerbaijan

The Azerbaijan National Sports Federation provides comprehensive dual-career support for athletes, including educational programs, career guidance, and flexible study options. These services are tailored to the specific needs of athletes, ensuring they can maintain their competitive sports careers while also preparing for life after sport.

Example Athlete: Kamran Mammadov, a successful wrestler, benefited from dual-career support in Azerbaijan, enabling him to excel in both his athletic endeavors and educational pursuits

5.4 SUMMARY AND GOOD ADVICE

Designing a dual career path that aligns with the unique needs of individual athletes is a fundamental strategy in ensuring they can effectively balance their sporting ambitions with educational or vocational pursuits. This approach not only equips athletes with the tools needed for life beyond their sports careers but also enriches their current experiences by fostering personal growth, enhancing their skill set, and broadening their perspectives. A thoughtful dual career strategy can transform an athlete's life, ensuring they are prepared for the future while maintaining focus on their current athletic goals.

To summarize:

Individualization is Key: A Tailored Approach to Each Athlete's Journey

Each athlete is on their own unique path, and their dual career plan must reflect their specific circumstances, aspirations, and challenges. Some athletes may have a strong desire to pursue higher education, while others may lean toward vocational training or entrepreneurship. The key is to create personalized plans that take into account their individual talents, passions, and the demands of their sports careers. A one-size-fits-all approach is ineffective, as it fails to address the varying levels of time commitment, physical demands, and mental focus required by different sports. Tailoring dual career plans helps

athletes navigate these challenges while also preparing them for a successful transition into other areas of their lives once their sporting careers conclude.

Comprehensive Support Systems: A Collaborative Effort

For dual career programs to be effective, they must involve a comprehensive network of support. This means collaboration between sports organizations, educational institutions, employers, and family members. Sports organizations play a vital role in promoting the dual career pathway, providing logistical support, and offering flexibility in training and competition schedules. Educational institutions, in turn, need to offer flexible learning schedules and resources to accommodate athletes' travel and training commitments. Employers can offer part-time roles or internships designed around the athlete's training schedule, ensuring a smooth transition into a professional career after retirement from sports. Finally, the athlete's family members are often the unsung heroes of this journey, offering emotional and practical support, helping athletes manage the stresses of balancing multiple responsibilities. By bringing all these parties together, a robust support system can be built, making dual career paths a viable and successful option for athletes.

Skill Transferability: Maximizing the Value of Sports Experience

Athletes often underestimate the value of the skills they acquire in sports that can be transferred to non-sporting careers. These skills include teamwork, leadership, discipline, time management, resilience, and the ability to perform under pressure. Recognizing the full potential of these transferable skills is crucial for enhancing an athlete's employability in fields outside of sports. For instance, a basketball player who has spent years managing team dynamics, overcoming setbacks, and staying focused under pressure can bring these abilities into leadership roles in business, coaching, or community outreach programs. Dual career programs should emphasize the importance of recognizing these transferable skills, which will give athletes a competitive edge in their post-sport careers.

Regular Monitoring and Flexibility: Adapting to Changing Needs

A successful dual career path requires continuous assessment and adjustments to ensure it remains relevant to the athlete's evolving needs. This includes reviewing academic progress, personal development, and the balancing act between training and education. Athletes' priorities may shift over time; for instance, the demands of peak competition may require them to reduce academic commitments temporarily, or they may experience an injury that impacts their career trajectory. Regular monitoring allows for early identification of potential problems, ensuring that the plan remains flexible and adaptable to these changes. Flexibility is key, as it allows the dual career path to evolve with the athlete, ensuring they do not feel locked into a rigid framework that could hinder their performance in either domain.

Empowerment through Education: Broadening Horizons

One of the most powerful tools for ensuring future success beyond sports is education. Encouraging athletes to pursue formal education while actively participating in their sports careers is vital for their long-term development. Education provides athletes with the knowledge, critical thinking skills, and confidence to make informed decisions, whether they are managing finances, building a business, or contributing to their community in meaningful ways. Furthermore, education can help athletes transition into leadership positions in the sports industry or any other sector they choose to pursue after their athletic careers end. By fostering a culture of lifelong learning, dual career programs equip athletes with the mental tools they need to excel in any field, not just sports.

Strategies for Future Success in Dual Career Initiatives

To ensure that dual career initiatives are sustainable and effective, the following strategies should be implemented:

Fostering Partnerships between Sports Bodies and Educational Institutions:

Building strong partnerships between sports organizations and educational institutions can lead to the creation of more flexible learning opportunities specifically tailored for athletes. These partnerships can result in innovative educational models, such as online courses, part-time degree programs, and scheduled breaks to accommodate athletes' peak training or competition periods.

Promoting Awareness Early in Athletes' Careers:

Encouraging young athletes to start thinking about dual careers early in their sporting journeys is essential. By promoting the benefits of pursuing education or vocational training alongside sports from a young age, athletes can develop the mindset that a successful career beyond sports is achievable. This proactive approach can help athletes avoid the sudden realization that they need to plan for life after sports when they reach the end of their careers.

Encouraging Mentorship Programs:

Mentorship is an invaluable resource for athletes navigating dual career paths. By connecting younger athletes with experienced professionals who have successfully balanced sports and education or other careers, mentorship programs can provide guidance, motivation, and practical insights. These programs can also help build a strong community of athletes who support each other in their dual career journeys.

Support for Post-Career Transitions:

Dual career programs should also include support systems that help athletes transition out of their sports careers when the time comes. This could involve career counseling, job placement assistance, and networking opportunities to help athletes find fulfilling work in other sectors.

By embracing these strategies and focusing on the unique needs of each athlete, dual career initiatives can help athletes not only succeed in their sports but also build fulfilling careers and lives beyond their athletic achievements. This holistic approach to athlete development ensures that their journey extends far beyond the playing field, preparing them for lifelong success in any field they choose to pursue.

6. FINAL REPORT

6.1 PROCEDURES FOR CREATING THE FINAL REPORT

The primary purpose of this report is to identify, analyze, and address the needs of both the organization (such as a sports club, federation, or academy) and the athletes within it. This in-depth analysis is designed to create a comprehensive dual career path that is tailored to meet the unique needs of each athlete, while also aligning with the strategic goals and resources of the organization. The ultimate aim of the report is to provide a well-rounded, actionable strategy that enhances the support systems available to athletes, enabling them to successfully balance their sports careers with education, professional development, and other aspects of life.

The dual career trainers plays a critical role in this process by thoroughly investigating all aspects of the organization's operations, policies, and resources. This includes not only assessing how the organization currently supports dual careers, but also identifying potential gaps or inefficiencies that may limit its effectiveness. Additionally, the trainers closely examines the needs of individual athletes, gathering insights on their specific challenges, aspirations, and goals as they navigate the demanding balance between professional sports and their educational or career pursuits.

In analyzing both the organization's current capabilities and the individual needs of athletes, the coach aims to design a dual career pathway that is both sustainable and customized. This path should offer the flexibility, resources, and support required for athletes to succeed in both their sports careers and alternative

professional or educational pathways. By doing so, the report will propose enhancements to existing systems, suggest innovative strategies to meet the emerging needs of athletes, and recommend new models for supporting their transition into post-sport careers.

Ultimately, this analysis will create clear and structured pathways for athletes to follow, ensuring that they have the guidance, tools, and resources they need to thrive not only in their athletic endeavors but also in their broader career aspirations. The recommendations provided will serve as a roadmap for the organization to improve its dual career support systems, leading to more satisfied athletes, enhanced organizational performance, and better long-term career outcomes for those involved.

Scope of the Report

The report focuses on three key stages:

Analyzing the Organization's Needs: Understanding the organization's current offerings, resources, and strategies for supporting dual careers.

Analyzing Athletes' Needs: Assessing the needs of athletes in managing their dual careers, based on their challenges, aspirations, and feedback.

Designing a Dual Career Path: Creating a tailored dual career plan for athletes, ensuring it fits their individual needs and aligns with organizational goals.

Each section is designed to build upon the previous one, providing the organization with insights into how to improve its support for dual careers and offering actionable recommendations for the athletes themselves.

Conclusion and Recommendations

The conclusion should recapture the most important insights drawn from the analysis of both the organization's and athletes' needs. Here, the focus is on summarizing the findings that have been uncovered through the research and diagnostic steps. These findings will set the foundation for the actionable recommendations that will follow.

Organization's Needs: A brief summary of the gaps and areas for improvement within the organization, such as lack of sufficient resources, inadequate dual career support systems, or challenges in the current support structure.

Athletes' Needs: A summary of the main challenges athletes face in balancing their careers, such as time constraints, inadequate career counseling, or lack of personalized dual career pathways.

The key findings should provide a clear picture of both the organizational and athlete requirements, allowing the organization to understand the gaps and areas where improvements are necessary.

Strategic Recommendations for the Organization

Based on the SWOT analysis, the recommendations for the organization should be focused on the following aspects:

Enhancing Resources: If the organization lacks the necessary resources to support dual careers, recommend actions to increase financial support, access to educational programs, or partnerships with universities and businesses that can provide work opportunities for athletes.

Improving Support Systems: Propose improvements to existing systems, such as mentorship programs, flexible learning schedules, and better career counseling services. These improvements should be aimed at addressing the gaps identified in the needs analysis.

Building Long-Term Strategy: Suggest how the organization can create a long-term strategy for dual career support, aligning it with broader organizational goals and athlete development. This could include setting up partnerships with other organizations or institutions, or integrating dual career support into the organization's overall vision for athlete development.

Recommendations for Athletes

The recommendations for athletes will focus on how they can make the most of the dual career support systems in place, including:

Balancing Sport and Career Development: Provide practical advice on how athletes can manage their time effectively, incorporating study, work, and personal development alongside their training schedules. Suggest tools or strategies for time management and stress reduction.

Utilizing Available Resources: Encourage athletes to take full advantage of educational opportunities, career coaching, and internships offered by the organization or external partners. Stress the importance of utilizing these resources to enhance both their sporting and career prospects.

Planning for the Future: Guide athletes on how to plan for their transition from sport to a post-sport career, advising them on potential career paths, networking opportunities, and skills development during their athletic careers.

Follow-Up Actions

Improvement Areas for the Organization

Once the dual career pathways are designed and implemented, the career trainer will return to the organization to present the findings, including specific areas that need to be improved. These improvements could be organizational, structural, or resource-based and will serve as a guide to enhance the dual career support system further. The key elements to be addressed will include:

Expanding Resource Allocation: For instance, more funding for educational programs or additional staff to provide career guidance and mentorship.

Enhancing Athlete Support Mechanisms: This could include developing new support structures such as job shadowing, internships, or career counseling specific to the needs of athletes.

Pathway Recommendations for Athletes

In addition to organizational recommendations, the career coach will provide athletes with clear guidance on how they can best navigate their dual career pathways. The coach will outline the steps athletes can take to manage both their athletic and professional development:

Actionable Steps: Encourage athletes to follow a personalized action plan that includes both immediate steps (e.g., signing up for a course or internship) and long-term goals (e.g., transitioning into a full-time career after sport).

Ongoing Monitoring: Suggest ways the athletes can track their progress, including periodic check-ins with mentors or career counselors.

By focusing on these follow-up actions, the dual career trainer ensures that the organization and athletes are prepared to implement the new dual career paths effectively.

Outcome of the Work

Ultimately, the result of this work will be the development of a comprehensive, holistic dual career support model that brings mutual benefits to both the organization and the athletes. For the organization, this model will provide a clear and actionable roadmap for enhancing and refining its dual career offerings. It will enable the organization to address current gaps in resources, support structures, and athlete development programs, ensuring that the dual career pathway is not only sustainable but also

effectively integrated into the broader organizational goals.

By aligning athlete development with organizational strategy, the organization will be better equipped to attract and retain top talent, improve its reputation within the sports community, and contribute to the overall well-being and success of its athletes.

On the athletes' side, the dual career support model will provide access to personalized and tailored career development pathways that cater to their unique needs, aspirations, and challenges. Recognizing that every athlete's journey is different, this model will allow athletes to balance their sport commitments with their educational or professional goals in a way that is both manageable and fulfilling. With access to customized guidance, mentorship, and resources, athletes will be empowered to build meaningful careers beyond their sporting endeavors, helping them transition seamlessly into other professional pursuits once their athletic careers come to an end. This will not only improve their overall well-being but will also provide them with a sense of security and purpose, knowing that they have a clear path forward in both their athletic and personal development.

The expected outcome of this dual career support model is a significant improvement in the future career prospects of athletes, ensuring they are equipped with the skills, qualifications, and experience necessary to succeed in the workforce or further their education. As a result, athletes will feel more confident and supported in their dual career pursuits, leading to higher levels of satisfaction, reduced stress, and a better work-life balance. This, in turn, will result in increased motivation and improved performance both on and off the field.

Moreover, the creation of such a supportive and structured dual career system will strengthen the relationship between the organization and its athletes. As athletes see that their personal and professional growth is a priority for the organization, their loyalty and commitment to the club or

federation will be enhanced. This relationship will foster an environment of trust, respect, and collaboration, creating a more positive and productive organizational culture. In the long term, the benefits of this model will extend beyond the athletes themselves, positively impacting the organization's overall performance, its ability to attract top talent, and its standing within the sports industry.

In conclusion, by addressing the needs of both the organization and the athletes through a well-designed dual career support model, this initiative will not only improve individual outcomes but will also contribute to the creation of a more robust, sustainable, and athlete-centered environment within the organization. The result will be a win-win scenario for both the athletes and the organization, ensuring long-term success and a more positive legacy for both parties.

6.2 TEMPLATES OF FINAL REPORTS

Final Report Template for Dual Career Support Mode

1. INTRODUCTION

Purpose

The goal of this report is to analyze and assess the dual career needs of both the organization and the athletes within it. This report presents the findings of this analysis, designed to provide a tailored dual career support pathway that benefits both the athletes and the organization.

Scope

This report includes a detailed examination of:

- The organization's current dual career support systems
- The individual needs of athletes balancing sports and professional development
- Actionable recommendations for creating a more effective dual career model

2. ANALYSIS OF THE ORGANIZATION'S NEEDS

Current State of Dual Career Support

Overview of the organization's dual career resources and support systems.

Identification of gaps in existing structures

Analysis of the organization's ability to meet the diverse needs of athletes

SWOT Analysis:

Strengths: [List strengths of the organization regarding dual career support]

Weaknesses: [List weaknesses in current systems]

Opportunities: [Opportunities for improvement or external collaboration]

Threats: [Challenges that may affect the implementation of dual career pathways]

3. ANALYSIS OF ATHLETES' NEEDS

Key Challenges Faced by Athletes

Time Management: Balancing sports, education, and other professional development

Personalized Career Paths: Lack of individualized plans that align with each athlete's aspirations

Career Counseling: Insufficient career guidance tailored to dual career pursuits

Resource Access: Limited access to resources for career development outside of sports

SWOT Analysis for Athletes:

Strengths: [Key attributes of athletes, such as determination, skills, motivation]

Weaknesses: [Key challenges faced by athletes, e.g., lack of balance]

Opportunities: [Potential opportunities for athletes, such as access to education or networking]

Threats: [External factors affecting athlete dual careers, such as financial instability]

4. DESIGNING A DUAL CAREER PATHWAY

Customized Pathways

Individual Career Plans: Tailored support to meet athletes' personal and professional goals

Education & Professional Development: Creating clear paths for academic and career advancement alongside sports

Integrated Support Systems: Building flexible systems that can adapt to the needs of athletes at different career stages

Key Features of the Dual Career Support

Model:

Career Counseling: Personalized advice and mentorship for athletes in balancing their dual careers

Time Management Strategies: Tools and workshops to help athletes manage both careers effectively

Resource Accessibility: Ensuring athletes have access to educational programs, career transition resources, and personal development opportunities

5. CONCLUSION AND RECOMMENDATIONS

Summary of Key Findings

Organizational Needs: [Summary of gaps identified in the organization's dual career offerings]

Athlete Needs: [Summary of the primary challenges faced by athletes in balancing careers]

SWOT Analysis Recap

A summary of the SWOT analysis that helps guide recommendations for improvements.

Actionable Recommendations

For the Organization:

Increase investment in career support services

Develop formal dual career pathways

Improve communication channels for athletes seeking career guidance

For Athletes:

Encourage proactive planning and goal setting

Increase participation in career workshops and counseling

Access networking and internship opportunities outside of sport

6. IMPLEMENTATION PLAN

Timeline

Short-term goals: [Immediate changes to be made]

Mid-term goals: [Steps to implement dual career pathways]

Long-term goals: [Strategic vision for sustained athlete success in dual careers]

Key Stakeholders

[List the key individuals or groups responsible for implementing the recommendations, e.g., coaches, management, athlete support teams, etc.]

Appendix (If Needed)

Survey Results: Summary of data collected from athletes or organizational leaders

Resources: Additional resources or reading material for both the organization and athletes

References: Any studies or documents referenced in the report

7. SUMMARY AND GOOD ADVICE FOR DUAL CAREER TRAINERS



Dual career trainers play a pivotal role in helping athletes balance their sports career with their education and professional development. Their work extends beyond just training physical skills; they also equip athletes with the tools and knowledge to transition smoothly into life after sports. As athletes face early retirement due to the short lifespan of their professional careers, the importance of a dual career path becomes ever more critical. A well-rounded dual career plan involves not only academic or vocational education but also psychological support, mentorship, and skill-building opportunities.

The primary aim of dual career trainers is to provide personalized guidance that aligns with each athlete's needs, helping them prepare for a sustainable and fulfilling life after sports. The success of dual career planning requires a combination of continuous support, regular career assessments, flexible education options, and networking opportunities.

In designing an athlete's career path, trainers must understand that career transition is a complex process, influenced by the athlete's stage in their sporting career, health status, personal interests, and ambitions. This holistic approach helps ensure a successful and seamless transition, preventing the mental health challenges many retired athletes face, such as loss of identity or post-sport depression.

Good Advice for Dual Career Trainers

Personalized Career Planning

Every athlete has unique needs, aspirations, and challenges, making it crucial for you to offer individualized career guidance. By understanding each athlete's personal goals, strengths, and interests,

trainers can tailor education, training, and job placement strategies to fit their specific needs.

Early Preparation is Key

The earlier dual career planning starts, the better the outcome for athletes. Athletes should be encouraged to engage in education and vocational training alongside their sports careers, so they are not caught unprepared when their athletic careers end.

Emphasize Lifelong Learning

You should promote a culture of lifelong learning. Encouraging athletes to continuously engage in educational opportunities, whether through formal schooling or online courses, ensures they develop skills that will serve them beyond sports. A focus on personal development and adaptability helps athletes stay competitive in new fields after retirement.

Foster Mental Health and Well-being

Transitioning from professional sports to life beyond the field can be emotionally challenging. You should integrate mental health support into their programs, helping athletes deal with issues like identity loss, anxiety, and the psychological impact of retirement.

Provide Networking Opportunities

One key aspect of career transition is helping athletes build networks in industries outside of sports. You should facilitate connections between athletes and professionals in different sectors, creating opportunities for mentorship, internships, and job placements. Research highlights that strong professional networks are crucial in helping athletes secure fulfilling careers after sports³⁰.

Support Career Flexibility

³⁰ University of London, "Dual Career Programs and Athlete Development," 2024.

You should help athletes design flexible career paths that can accommodate both their athletic commitments and future ambitions. Whether that involves part-time education or remote work opportunities, trainers should encourage athletes to balance their sports commitments with gaining experience in their chosen field. This flexibility allows athletes to smoothly transition without sacrificing their current performance.

Utilize Athlete-Specific Resources

Dual career programs should take advantage of resources specific to athletes, such as career counseling, internships with sports organizations, or professional training in areas like sports media, coaching, or sports management. Tailored resources ensure that athletes develop a professional portfolio that highlights their sports experience and transferable skills, making them more attractive candidates in the job market.

Incorporate Family and Support Systems

The support of family and friends is critical to an athlete's transition. You should involve the athlete's family in the process, offering counseling and guidance on how they can support the athlete's transition. Research underscores that athletes with a solid support system are more likely to succeed in life after sports, as they benefit from emotional stability and shared decision-making³¹.

Track Progress and Adapt Programs

You should regularly assess an athlete's progress and make necessary adjustments to their career plans. Continuous evaluation ensures that the athlete remains on track and that their program evolves in response to changing interests, health, and market conditions. Regular check-ins help identify challenges early and allow for timely interventions to keep the athlete's goals aligned.

Create a Strong Post-Career Community

One of the best ways to support retired athletes is to build a network of alumni who can offer advice

and guidance to newer retirees. You can facilitate ongoing relationships between past and current athletes, creating a sense of community that helps ease the post-retirement process. These alumni can provide mentorship, share experiences, and help guide younger athletes as they make their own transitions.

These strategies, supported by research, helps you to address athletes' diverse needs and prepare them for successful post-sport careers. This integrated approach makes it easier for athletes to balance sports and career planning, ensuring long-term stability and fulfillment.

In conclusion, dual career programs are an essential component in the holistic development of athletes, helping them prepare for life beyond their professional sports careers. The nature of sports, characterized by early retirement and physical demands, necessitates that athletes transition into second careers with adequate support, both in terms of education and emotional well-being.

³¹ PLOS, "Impact of Dual Career Planning on Mental Health," 2024.



ANNEXES

TOOLS FOR DUAL CAREER TRAINER

I. Understanding Dual Career Dynamics

1. How effective are the organization's current strategies in supporting employees or athletes in managing dual careers? (1 - Not Effective, 4 - Neutral, 7 - Very Effective)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
2. How well do the current policies facilitate work-life balance for those pursuing dual careers? (1 - Very Poorly, 4 - Neutral, 7 - Very Well)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
3. How supportive is the organization's culture in helping employees balance dual career commitments? (1 - Not Supportive, 4 - Moderately Supportive, 7 - Very Supportive)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
4. How significant are the challenges employees face when balancing dual careers within the organization? (1 - Not Significant, 4 - Moderately Significant, 7 - Very Significant)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
5. How sufficient are the current flexible work arrangements to support dual career needs?

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
6. How beneficial would new programs or policies be in better supporting dual career employees? (1 - Not Beneficial, 4 - Moderately Beneficial, 7 - Very Beneficial)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
7. How valuable would partnerships with educational institutions or sports organizations be in enhancing dual career support? (1 - Not Valuable, 4 - Moderately Valuable, 7 - Extremely Valuable)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
8. How likely are external factors (e.g., economic downturns, regulatory changes) to impact the organization's ability to support dual careers? (1 - Not Likely, 4 - Somewhat Likely, 7 - Very Likely)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
9. How damaging could a lack of dual career support be to employee retention and satisfaction? (1 - Not Damaging, 4 - Moderately Damaging, 7 - Very Damaging)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
10. What specific challenges do dual career employees face that the organization could better address?
11. How could the organization improve its policies to better support dual career employees?
12. What additional resources or initiatives would enhance the support for dual career employees?
13. In what ways can the organization better integrate dual career dynamics into its strategic planning?

II. Resources and Infrastructure

1. How well does the organization leverage its existing resources to enhance productivity and employee satisfaction? (1 - Very Poorly, 4 - Neutral, 7 - Very Well)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. How competitive is the organization's infrastructure compared to industry standards? (1 - Not Competitive, 4 - Average, 7 - Highly Competitive)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. How critical are the current resource or infrastructure gaps in affecting organizational performance? (1 - Not Critical, 4 - Moderately Critical, 7 - Extremely Critical)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. How often do resource constraints lead to missed opportunities or unmet goals? (1 - Rarely, 4 - Occasionally, 7 - Very Frequently)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

5. How impactful would investments in new infrastructure or resources be for the organization's competitive edge? (1 - Not Impactful, 4 - Moderately Impactful, 7 - Highly Impactful)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

6. How beneficial would partnerships or collaborations be in expanding or improving infrastructure? (1 - Not Beneficial, 4 - Moderately Beneficial, 7 - Very Beneficial)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

7. How severe could the impact of economic constraints or natural disasters be on the organization's resources and infrastructure? (1 - Not Severe, 4 - Moderately Severe, 7 - Extremely Severe)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

8. How risky is it to maintain outdated infrastructure without investing in new resources? (1 - Not Risky, 4 - Moderately Risky, 7 - Very Risky)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

9. What improvements could be made to the resources available to dual career employees?

.....

10. How can the infrastructure be enhanced to better support dual career employees?

.....

11. What additional tools or technologies would be beneficial for facilitating remote work?

.....

12. What specific accessibility issues do dual career employees face with the current support resources?

.....

III. Communication and Collaboration

1. How effective are the current communication tools and practices in promoting collaboration?

(1 - Not Effective, 4 - Neutral, 7 - Very Effective)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. How well does leadership foster a collaborative culture within the organization?

(1 - Very Poorly, 4 - Neutral, 7 - Very Well)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. How often do communication breakdowns occur that affect team coordination or project outcomes? (1 - Never, 4 - Occasionally, 7 - Very Frequently)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. How challenging are the communication barriers faced by different departments?

(1 - Not Challenging, 4 - Moderately Challenging, 7 - Extremely Challenging)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

5. How much could new tools (e.g., project management software, communication platforms) improve communication and collaboration?

(1 - Not Much, 4 - Moderate Improvement, 7 - Significant Improvement)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

6. How effective would training programs be in improving employees' communication skills?

(1 - Not Effective, 4 - Moderately Effective, 7 - Very Effective)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

7. How likely are remote work or hybrid models to pose challenges to communication and collaboration? (1 - Not Likely, 4 - Somewhat Likely, 7 - Very Likely)

8. How significant could the impact of cultural or generational differences be on communication effectiveness? (1 - Not Significant, 4 - Moderately Significant, 7 - Very Significant)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

9. What communication barriers do dual career employees experience, and how can they be addressed?

.....

10. How can the organization improve collaboration among dual career employees?

.....

11. What changes would enhance the effectiveness of current communication tools for dual career employees?

.....

12. In what ways can the organization increase transparency regarding support for dual career employees?

.....

IV. Mental Health and Wellbeing

1. How effective are the current mental health and wellbeing initiatives in reducing stress and improving overall employee wellbeing? (1 - Not Effective, 4 - Moderately Effective, 7 - Very Effective)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. How committed is the organization's leadership to promoting mental health and wellbeing? (1 - Not Committed, 4 - Moderately Committed, 7 - Highly Committed)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. How significant are the gaps in the current mental health support system?

(1 - Not Significant, 4 - Moderately Significant, 7 - Very Significant)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. How difficult is it for employees to access mental health and wellbeing resources?

(1 - Not Difficult, 4 - Somewhat Difficult, 7 - Very Difficult)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

5. How valuable would new mental health programs (e.g., mindfulness workshops, peer support networks) be in supporting employees? (1 - Not Valuable, 4 - Moderately Valuable, 7 - Extremely Valuable)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

6. How impactful would partnerships with external organizations be in enhancing mental health and wellbeing offerings? (1 - Not Impactful, 4 - Moderately Impactful, 7 - Very Impactful)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

7. How likely are external factors (e.g., societal stigma, economic stress) to hinder the effectiveness of mental health initiatives? (1 - Not Likely, 4 - Somewhat Likely, 7 - Very Likely)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

8. How severe could the consequences be if mental health and wellbeing are not adequately addressed in the organization? (1 - Not Severe, 4 - Moderately Severe, 7 - Extremely Severe)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

9. What additional mental health resources or programs would better support dual career employees?

.....

10. How can the organization improve its approach to stress management for dual career employees?

.....

11. What changes could be made to increase the accessibility of mental health resources?

.....

12. What strategies could enhance the organization's support for maintaining a healthy work-life balance?

.....

V. Customized Training and Development

1. How effectively does the organization offer customized training and development programs that support dual career paths? (1 - Not Effective, 4 - Moderately Effective, 7 - Very Effective)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
2. How do employees rate the relevance and quality of training and development opportunities specifically designed for dual career employees? (1 - Very Poor, 4 - Fair, 7 - Outstanding)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
3. How effective are the training programs in supporting dual career employees in advancing their careers? (1 - Not Effective, 4 - Moderately Effective, 7 - Very Effective)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
4. How well do the training programs align with both organizational goals and the career development needs of dual career employees? (1 - Not Aligned, 4 - Moderately Aligned, 7 - Perfectly Aligned)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
5. How would you rate the positive feedback received from employees regarding the relevance and quality of training programs for dual career situations? (1 - Very Negative, 4 - Neutral, 7 - Very Positive)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
6. How significant are the gaps or weaknesses in the organization's current training and development programs for dual career employees?
 (1 - Very Significant, 4 - Moderately Significant, 7 - Minimal)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
7. How much do employees in dual career situations feel there is a lack of training or support?
 (1 - Very Much, 4 - Moderately, 7 - Not At All)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
8. How well do current training programs address the unique challenges faced by dual career employees? (1 - Not Well, 4 - Moderately Well, 7 - Very Well)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
9. How accessible and inclusive are the current training and development programs for dual career employees? (1 - Not Accessible, 4 - Moderately Accessible, 7 - Fully Accessible)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
10. How problematic are barriers such as scheduling, location, or other logistical issues in preventing dual career employees from participating in training programs?
 (1 - Very Problematic, 4 - Moderately Problematic, 7 - Not Problematic)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
11. How valuable would introducing new training programs or development opportunities be in better supporting dual career employees and aligning with organizational goals?
 (1 - Not Valuable, 4 - Moderately Valuable, 7 - Extremely Valuable)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

12. How important is it to integrate emerging trends or skills (e.g., work-life balance strategies, remote work training) into future training programs for dual career employees?

(1 - Not Important, 4 - Moderately Important, 7 - Extremely Important)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

13. How effectively could the organization use technology to offer more customized and flexible training options for dual career employees? (1 - Ineffectively, 4 - Moderately Effectively, 7 - Extremely Effectively)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

14. How beneficial would it be to incorporate external certifications or training opportunities that support dual career paths? (1 - Not Beneficial, 4 - Moderately Beneficial, 7 - Extremely Beneficial)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

15. How much could partnerships with educational institutions or professional organizations enhance training offerings for dual career employees? (1 - Not at All, 4 - Moderately, 7 - Significantly)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

16. How significant are external threats (e.g., budget constraints, competitive market demands) in affecting the organization's ability to provide effective training and development for dual career employees? (1 - Very Significant, 4 - Moderately Significant, 7 - Minimal)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

17. How likely are economic constraints or budget cuts to impact the organization's ability to provide effective training for dual career employees? (1 - Very Likely, 4 - Moderately Likely, 7 - Very Unlikely)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

18. How likely is it that failing to update training and development programs will result in competitive disadvantages, particularly for dual career employees? (1 - Very Likely, 4 - Moderately Likely, 7 - Very Unlikely)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

19. How risky is it for the organization to not address evolving skill needs and challenges faced by dual career employees? (1 - Very Risky, 4 - Moderately Risky, 7 - Not Risky)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

20. How likely is it that inadequate training and development opportunities could affect employee turnover, particularly among dual career employees? (1 - Very Likely, 4 - Moderately Likely, 7 - Very Unlikely)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

21. What additional training or development opportunities would better support dual career employees?

.....

22. How can the organization improve the alignment of training programs with the career goals of dual career employees?

.....

23. What barriers do dual career employees face in accessing training and development programs?

.....

24. What feedback mechanisms would enhance the effectiveness of training programs for dual career employees?

.....

Athlete's Needs Survey



I. Time Management and Balancing Sports with Academics

1. How would you rate your ability to manage your time between training and academics and work?

(1 - Very Poor, 4 - Neutral, 7 - Excellent)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. Do you feel you have enough time for rest and recovery between your training and academic responsibilities? (1 - Not Enough Time, 4 - Adequate Time, 7 - Ample Time)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. How supported do you feel by your university in terms of flexibility with your academic schedule?

(1 - Not Supported, 4 - Moderately Supported, 7 - Fully Supported)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. How do you cope with the pressure of balancing high-level sports and education? Please describe

.....

5. What resources would help you manage your time better?

.....

6. Are there any gaps in support for managing your schedule, particularly during peak competition seasons? If so, what are they?

.....

7. How effectively does the program help you plan your time to avoid conflicts between sports and academic responsibilities? (1 - Very Ineffective, 4 - Neutral, 7 - Highly Effective)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

8. What strategies do you use to maintain high performance in both your athletic and academic responsibilities?

.....

9. Do you find that being a student-athlete helps you develop better organizational and time management skills? How so?

.....

10. Do you find it challenging to maintain a balance between sports and academics? Why or why not?

.....

II. Academic Support

1. Do you think your university offers sufficient academic support such as tutoring, extra classes, or consultations? (1 - Not Sufficient, 4 - Neutral, 7 - Highly Sufficient)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. How tailored are the academic services (advising, counseling, tutoring) to meet the unique needs of student-athletes? (1 - Not Tailored, 4 - Moderately Tailored, 7 - Highly Tailored)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. How well does the program facilitate networking opportunities that could lead to internships, job placements, or further educational opportunities? (1 - Very Poorly, 4 - Neutral, 7 - Very Well)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. Do you have sufficient opportunities to connect with alumni or professionals in your field of interest? (1 - Not Sufficient, 4 - Neutral, 7 - Very Sufficient)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

5. What are the biggest challenges you face in education due to your involvement in sports?

.....

6. Do you benefit from any scholarship programs or financial aid specifically designed for student-athletes? If so, do you find them adequate?

.....

7. Have you ever faced challenges with scheduling classes or exams that conflict with your training or competition schedules? If so, how was this handled?

.....

III. Psychological and Emotional Support

1. Do you feel you have emotional support from coaches, family, or friends?

(1 - No Support, 4 - Moderate Support, 7 - Strong Support)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. How often do you use the mental health or wellness services provided?

(1 - Never, 4 - Occasionally, 7 - Very Frequently)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. Do you have access to mental health resources that address the pressures and stresses unique to student-athletes? (1 - No Access, 4 - Some Access, 7 - Full Access)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. Do you utilize psychological or counseling services to help manage the stress associated with balancing sports and academics? Why or why not?

.....

How do you handle setbacks or failures both in sports and in your academics?

.....

IV. Access to Facilities and Equipment

1. Do you feel that the current training facilities meet your needs as an athlete?

(1 - Not Adequate, 4 - Adequate, 7 - Very Adequate)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. Do you feel that the current training equipment meets your needs as an athlete?

(1 - Not Adequate, 4 - Adequate, 7 - Very Adequate)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. Do you feel that your environment (university, sports club) provides all the tools necessary for both your athletic and academic development? (1 - Not at All, 4 - Somewhat, 7 - Completely)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. How accessible are the training facilities outside of regular hours? Do you have enough access to practice and train as needed?

.....

5. Are there any specific resources or equipment that you lack which would help enhance your performance or training?

.....

V. Financial and Material Support

1. Do you feel you have sufficient financial support to meet the demands of life as a student-athlete?

(1 - Not Sufficient, 4 - Neutral, 7 - Highly Sufficient)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. Are you satisfied with the financial support available for student-athletes, including scholarships, grants, and stipends? (1 - Not Satisfied, 4 - Neutral, 7 - Highly Satisfied)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. Do you need to take on additional work to cover the costs associated with education and sports? If so, how does this impact your responsibilities and performance?

.....

4. Do you experience financial stress that affects your ability to perform well academically or athletically? Please describe.

.....

Are there any additional financial resources or support systems that you think would benefit student-athletes?

.....

VI. Personal Achievements and Skills

1. How would you assess the collaboration between you and your coaches in balancing sports and academic responsibilities? (1 - Very Poor, 4 - Neutral, 7 - Excellent)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. What do you consider to be your greatest strengths as a student-athlete, both academically and athletically?

.....

3. Can you share a recent achievement in your sport or academics that you're particularly proud of?

.....

4. What skills have you developed through your experience as a student-athlete that you believe will benefit you in your future career?

.....

5. How do you stay motivated and disciplined in both your sports and academic pursuits?

.....

6. How do you adapt to new challenges or changes in your sports training or academic workload?

.....

7. What are the key lessons you've learned from being a student-athlete and how have they strengthened your overall capabilities?

.....

8. In what ways have you used feedback from coaches, professors, or peers to improve your performance and results?

.....

9. Do you think other students, faculty, or university staff understand your needs and challenges as a student-athlete?

.....

VII. Support Systems and Resources

1. Do you feel you have strong support from your family or friends that helps you succeed?

(1 - No Support, 4 - Moderate Support, 7 - Strong Support)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. How effective is the communication between you and your academic advisors or professors in ensuring your academic success? (1 - Not Effective, 4 - Neutral, 7 - Highly Effective)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. Do you have access to adequate nutritional guidance and resources that align with your training and performance goals? (1 - No Access, 4 - Some Access, 7 - Full Access)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. Do you feel there is enough support for maintaining your physical health, including nutrition, hydration, and recovery strategies? (1 - Not Enough, 4 - Adequate, 7 - More than Enough)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

5. How do your coaches and teammates contribute to your success and development as an athlete?

.....

6. What resources (e.g., training facilities, academic services, financial aid) do you find most beneficial in helping you achieve your goals?

.....

7. How accessible are medical and physiotherapy services for injury prevention and treatment?

.....

VIII. Career Development and Future Plans

1. Do you believe you have access to the necessary resources and contacts to build a career after your sports career ends? (1 - Not at All, 4 - Somewhat, 7 - Completely)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

2. Does your university or sports organization offer mentoring programs or internships that could assist in career development beyond sports? (1 - No Support, 4 - Moderate Support, 7 - Strong Support)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

3. How well does the program support your long-term career aspirations both within and outside of sports? (1 - Very Poorly, 4 - Neutral, 7 - Very Well)

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4. What are your future plans after your sports career ends? Do you feel that your university and coaches help you in achieving these goals?

.....

5. Are there opportunities for career development and life skills training that prepare you for life after sports?

.....

6. Do you feel prepared for a career outside of athletics? What additional resources or support would help you feel more confident?

.....

7. What experiences as a student-athlete have significantly contributed to your growth as a person?

.....



SUMMARY SHEETS

| ORGANIZATION'S NEEDS - SUMMARY | | | |
|-------------------------------------|---------|-------------|----------|
| TOPIC | RESULTS | CONCLUSIONS | COMMENTS |
| Understanding Dual Career Dynamics | | | |
| Resources and Infrastructure | | | |
| Communication and Collaboration | | | |
| Mental Health and Wellbeing | | | |
| Customized Training and Development | | | |
| FINAL CONCLUSIONS | | | |
| | | | |

| ATHLETE'S NEEDS - SUMMARY | | | |
|---|---------|-------------|----------|
| TOPIC | RESULTS | CONCLUSIONS | COMMENTS |
| Time Management and Balancing Sports with Academics | | | |
| Academic Support | | | |
| Psychological and Emotional Support | | | |
| Access to Facilities and Equipment | | | |
| Financial and Material Support | | | |
| Personal Achievements and Skills | | | |
| Support Systems and Resources | | | |
| Career Development and Future Plans | | | |
| FINAL CONCLUSIONS | | | |
| | | | |

| INDIVIDUAL PATH - SUMMARY | | | |
|--|---------|-------------|----------|
| TOPIC | RESULTS | CONCLUSIONS | COMMENTS |
| Initial Assessment and Data Collection | | | |
| In-depth Interview and Goal Setting | | | |
| Resource and Opportunity Analysis | | | |
| Time Management and Schedule Analysis | | | |
| Stakeholder Consultation | | | |
| Risk Assessment and Contingency Planning | | | |
| FINAL CONCLUSIONS | | | |
| | | | |

FINAL REPORT OF DCT

Athlete's Name: _____
Sport Discipline: _____
Date of Preparation: _____
Dual Career Officer: _____

1. Analysis of Organizational Needs

Key Organizational Needs:

- _____
- _____
- _____

Identified Barriers:

- _____
- _____
- _____

Available Support Resources:

- Scholarship programs: _____
- Training facilities: _____
- Specialists (e.g., psychologist, career counselor): _____

2. Analysis of Athlete's Needs

Objective of the Analysis: (Identify the individual goals and needs of the young athlete related to sports and educational development).

Sports Goals:

- Short-term: _____
- Long-term: _____

Educational Goals:

- Short-term: _____
- Long-term: _____

Identified Strengths of the Athlete:

- _____
- _____
- _____

Identified Challenges or Needs:

- _____
- _____
- _____

Comments:

3. Preparing the Athlete's Development Pathway

Objective of the Action Plan:

(Develop a schedule and plan of actions enabling balanced sports and educational growth).

Key Actions:

1. Sports Training:

- Weekly schedule: _____
- Intensity: _____
- Main training goals: _____

2. Education:

- Chosen education format (e.g., in-person, online, individualized learning path): _____
- Learning schedule: _____
- Additional educational support: _____

3. Psychological and Mental Support:

- Frequency of meetings with a psychologist: _____
- Techniques for mental resilience: _____

4. Time Management and Recovery:

- Plan for rest and recovery: _____
- Stress management techniques: _____

5. Additional Activities:

- Building networks (e.g., participation in events, workshops): _____
- Developing interests outside sports: _____

Comments:

4. Final Conclusions and Recommendations

Summary of Analysis and Actions:

(Provide an overall assessment of the career pathway, goal achievement, and progress made).

- _____

Recommendations for Future Actions:

- _____

Review and Evaluation Plan:

- Next progress review: _____
- Frequency of plan updates: _____

Signature of the Dual Career Officer: _____

Date: _____

Attachments:

- Detailed schedule for training and education.
- Reports from consultations (e.g., with a psychologist, dietitian).
- Results of tests or progress evaluations.

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The AFTERMATCH 2.0 Reload project and the partnerships created to achieve the goals of the project are designed to indicate the possibilities of using (transfer) acquired skills during a sports career to the labour market.

We also implement good examples in the field that the dual career of an athlete is a philosophy of strategic action, in which skills and competences are acquired in real time and the effects of these actions from the labour market level will be possible to use at a later time. A sports career is, in a sense, an investment that an athlete can benefit from on an ongoing basis, but will also be able to benefit from it after the end of his career, i.e. acquired skills and competences on the labour market.

The goal of AFTERMATCH 2.0 Reload project is preparation of a systemic solution supporting a dual career in sports associations:

A common training model will be designed, drawing on the partners' previous experience and the Erasmus project results database.

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Project partners:



Towarzystwo Sportowe
Iron Man (Poland)



UCAM Universidad
Católica San Antonio
de Murcia (Spain)



Sport Evolution
Alliance
(Portugal)



InterMediaKT
(Greece)



Forcoop CORA
Venezia (Italy)



MMC Management
Center (Cyprus)



Modern Youth
Public Union
(Azerbaijan)



Polski Związek
Towarzystw
Wioślarskich (Poland)