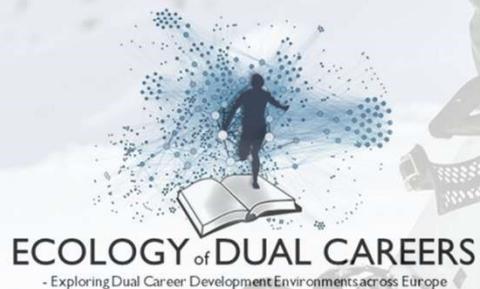




DUAL CAREER DAY

**SUPPORTING ATHLETES TO FLOURISH IN
SPORT, EDUCATION AND LIFE**



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DUAL CAREER DAY

SUPPORTING ATHLETES TO FLOURISH IN
SPORT, EDUCATION AND LIFE



Workshop 1: Exploring the Dual Career Landscape

**Emily Cartigny, Martin Eubank, Rob Morris and Colin
Allen**

Liverpool John Moores University and TASS



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Workshop aim: for practitioners to identify their dual career landscape (i.e., the dual career environments they work within and with, across the athletic lifespan) and understand the challenges this presents of dual career athlete but also the implications for the support they provide

Resources needed: big sheets of paper, marker pens, post it notes

Activity 1

- Match DCDE types with descriptions

Classification of dual career development environments



SPORT
FRIENDLY
SCHOOL



ELITE SPORT
SCHOOL



SPORT
FRIENDLY
UNIVERSITY



COMBINED
DUAL CAREER
SYSTEM



PRIVATE/PROF
ESSIONAL CLUB
PROGRAM



NATIONAL
SPORT
PROGRAM



PLAYERS
UNION
PROGRAMS



DEFENCE
FORCE
PROGRAMS



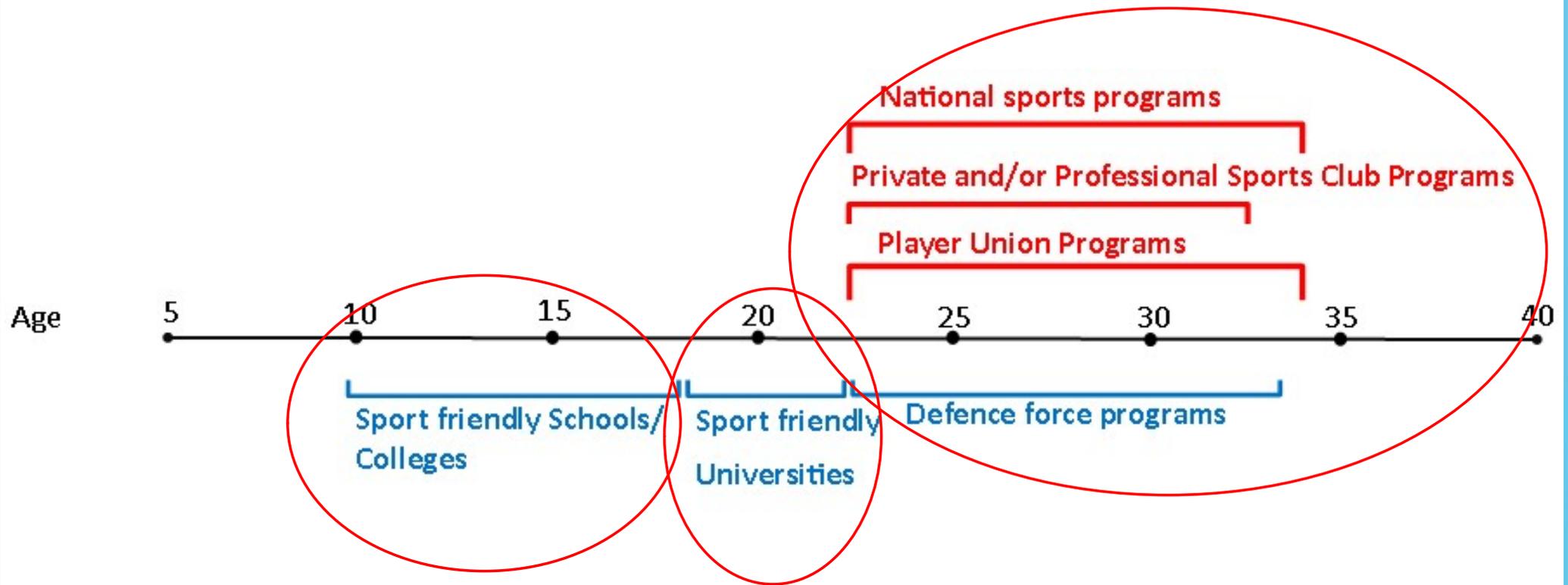
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Activity 2 (10mins)

- Identify the DCDE type that you work with
- Draw a timeline of the athletic lifespan
- Place your environment on that timeline, based on the key age, sporting and education brackets it targets
- Add the environments that dual career athletes come from and where they go on to, i.e., the DCDEs that surround yours
- Add key features of these environments – what type of support, (de)centralised, stakeholders, levels of communication between sport and education

Personal Taxonomy of DCDEs



Activity 3 (10mins)

- On post it notes identify the key challenges that some of the environment features might present
- Knowledge share of practices that support athletes to cope with these challenges

Activity 4 (10mins)

- Consider the pathway as a whole
- Consider any gaps in the pathway – early specialisation?
Discontinuation? Vocation?
- Challenges of moving from one environment to another, how does the support differ, how do we prepare DC athletes for that?
- Identify the transitions that occur during the pathway, how does the support prepare DC athletes for these?

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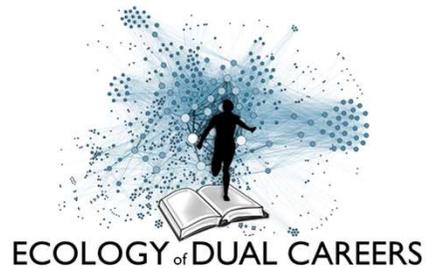
Workshop 2: What makes your DC environment effective?

Louise Storm, Andreas Kuttel and Jens Bundgaard
University of Southern Denmark and Team Denmark



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TEAM DANMARK

What makes your DC environment effective?

Working with two evidence based working models

Jens Bundgaard, Dual Career Support Provider, Team Denmark

Andreas Küttel, PhD, assistant professor, University of Southern Denmark

Louise K. Storm, PhD, assistant professor, University of Southern Denmark



SDU

UNIVERSITY OF
SOUTHERN DENMARK

Department of Sports Science and Clinical Biomechanics

WORKSHOP MATERIAL

Workshop: What makes your DC environment effective?

Ecology of Dual Career Dissemination Conference
Hosted at the Vrije Universiteit Brussel, Belgium

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ECOLOGY of DUAL CAREERS

Project Partners



Universita di Ljubljana



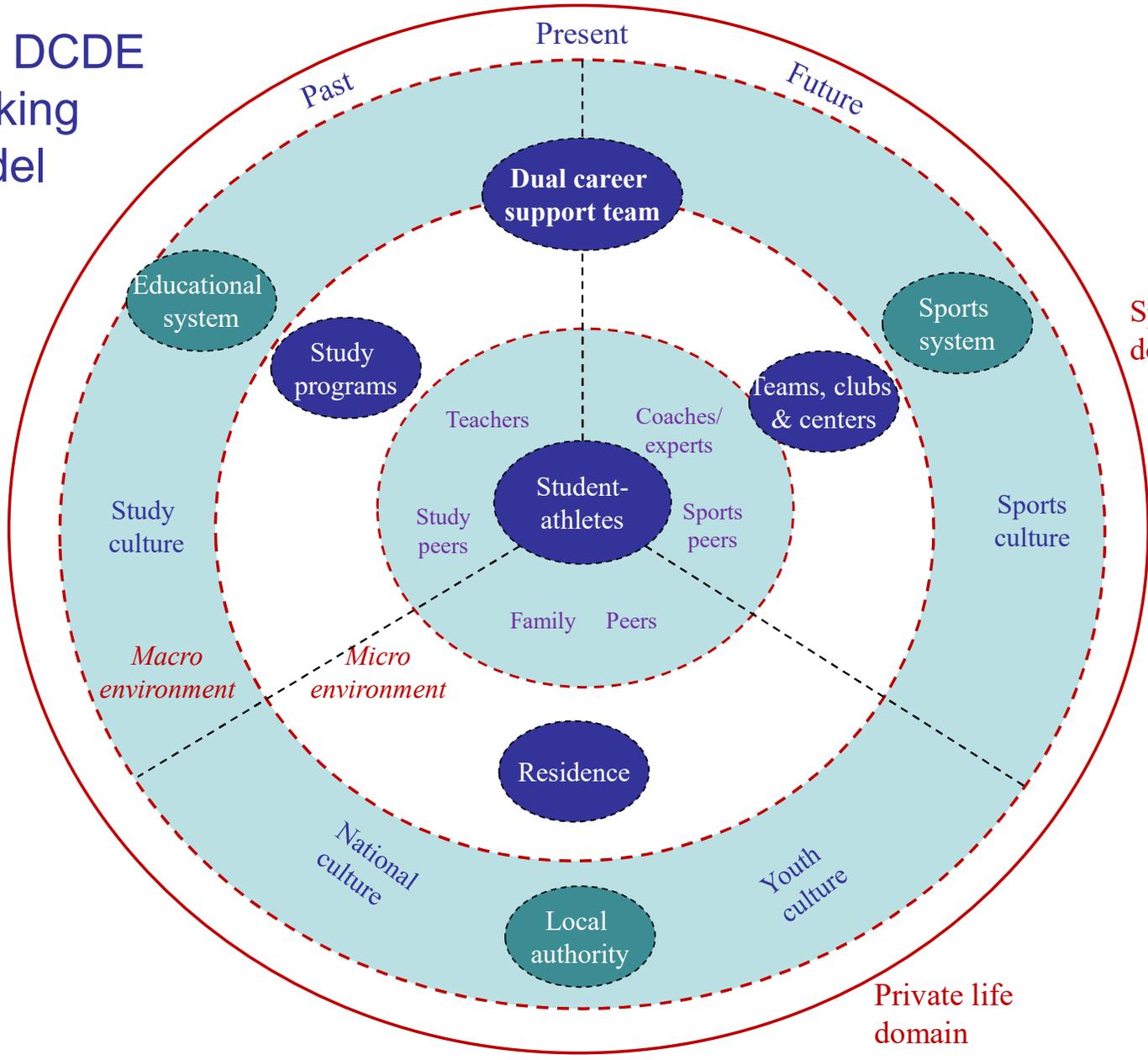
www.dualcareers.eu

On behalf of the consortium,
Louise Kamuk Storm, Andreas Küttel, Jens Bundgaard, & Kristoffer Henriksen
University of Southern Denmark

The DCDE working model

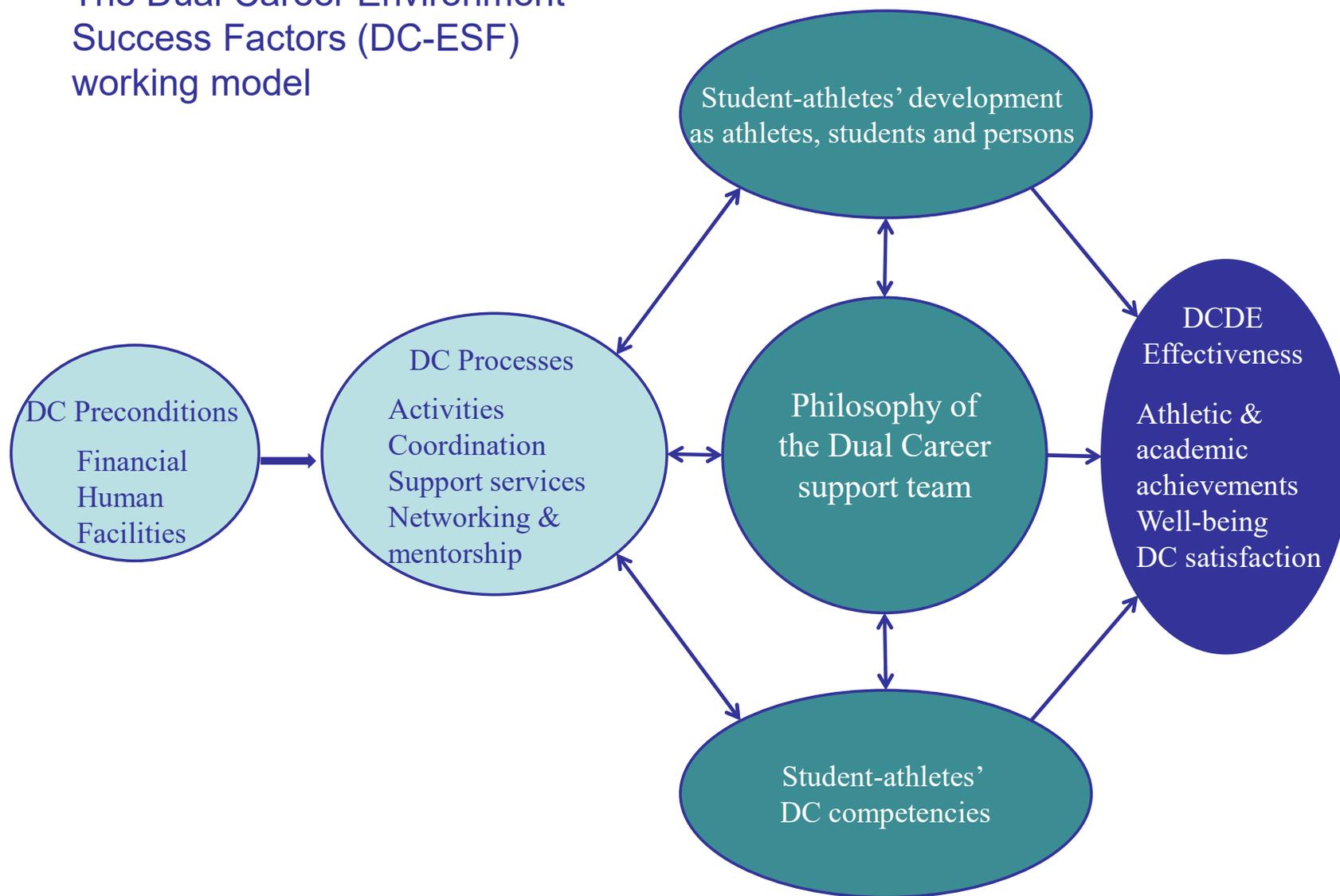
Study domain

Sports domain



Private life domain

The Dual Career Environment
Success Factors (DC-ESF)
working model



**A Holistic Ecological Approach
to Sport and Study:
The Case of a Dual Career
Development Environment in
Denmark**

AU Elitesport

ambitioner

”Sporting ambitions without losing the opportunity for higher education”

sporten.

Rådgivning og støtte



Aleter på Aarhus Universitet



Kriterier for optagelse



Dual Career på Aarhus Universitet

Sportslige toppræstationer hos danske student-athletes i 2016

Undersøgelserapport / december 2016



Team Danmark samarbejde

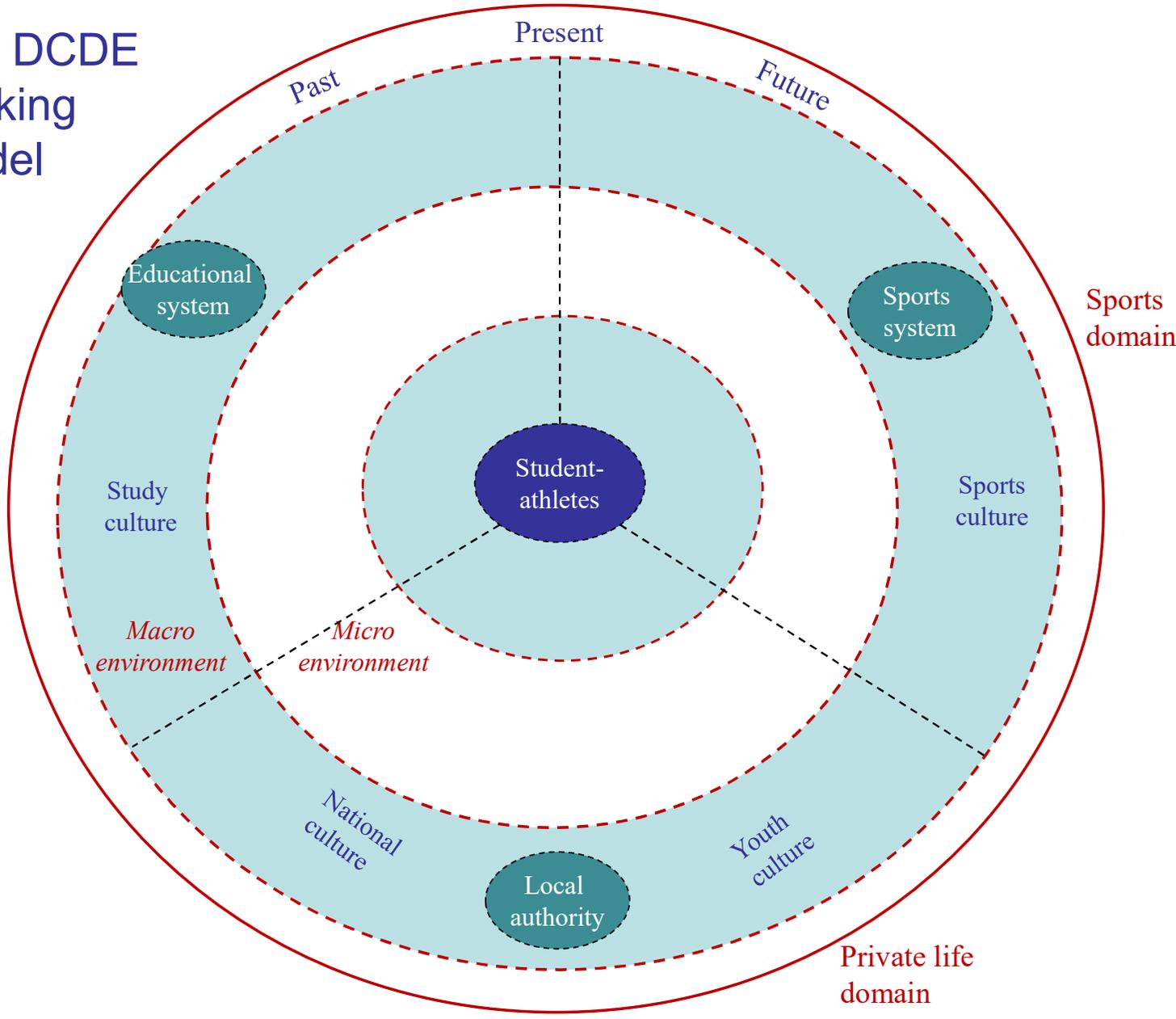


Kontakt os



The DCDE working model

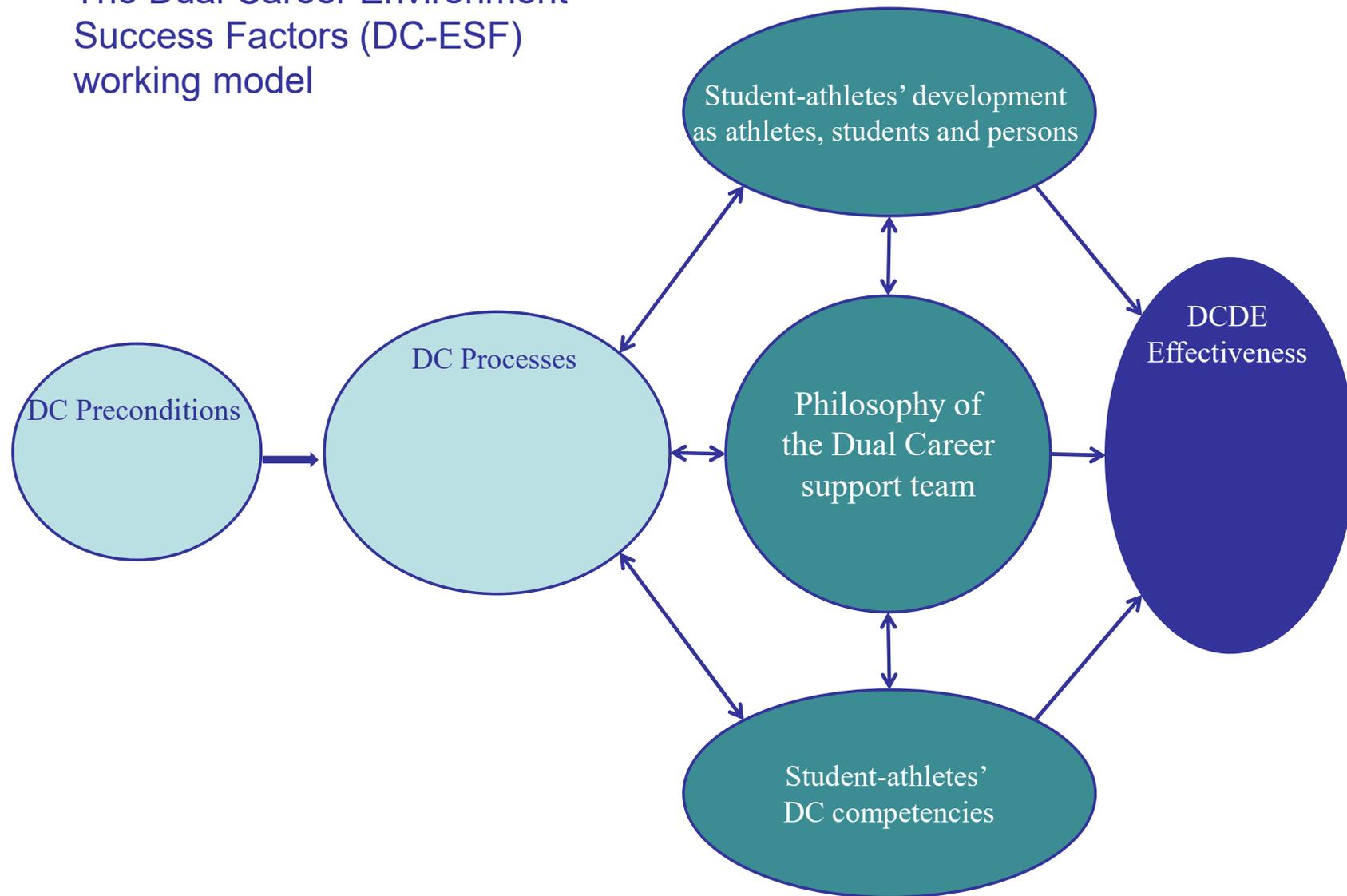
Study domain



Sports domain

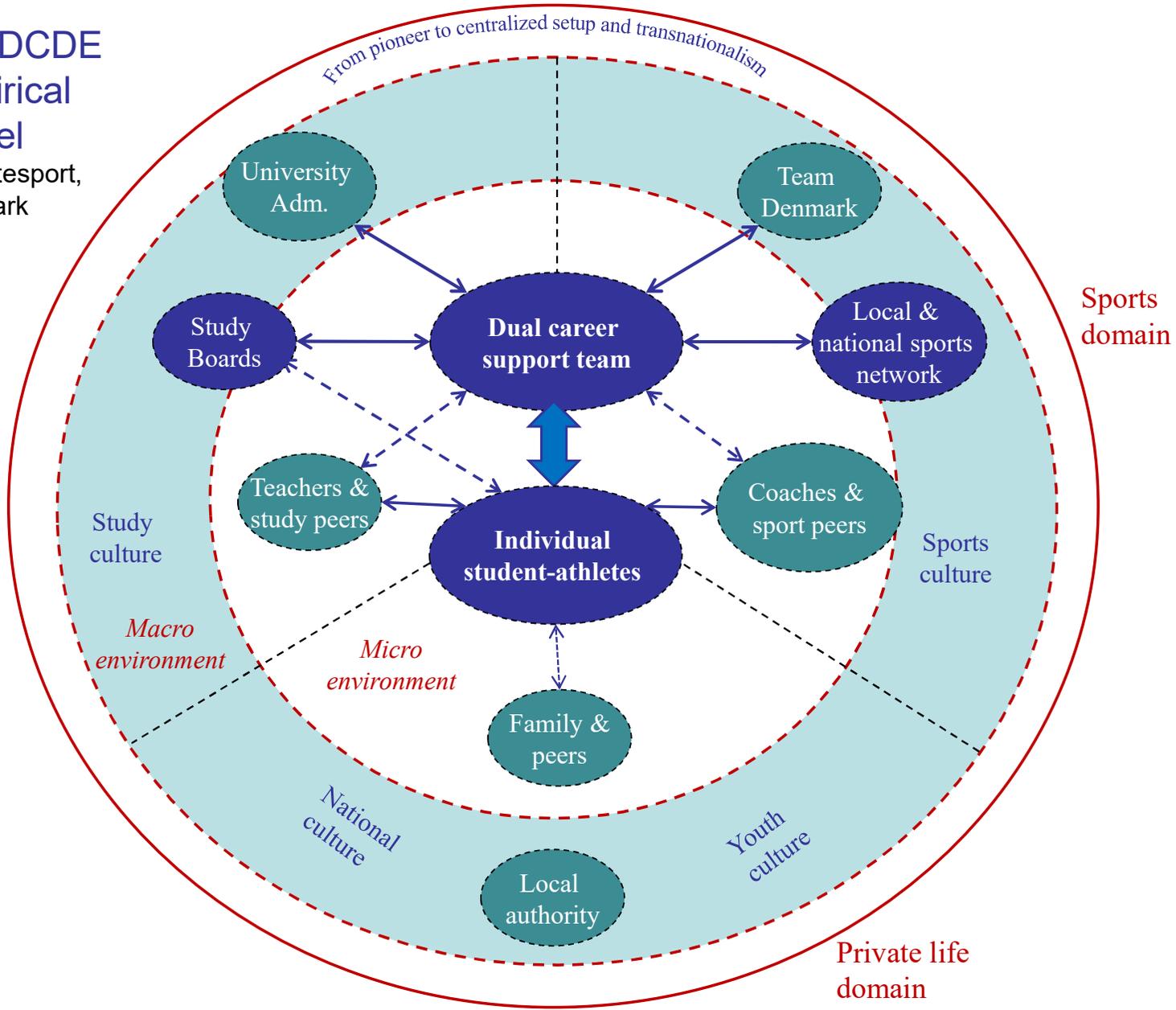
Private life domain

The Dual Career Environment
Success Factors (DC-ESF)
working model



The DCDE empirical model
AU Elitesport, Denmark

Study domain

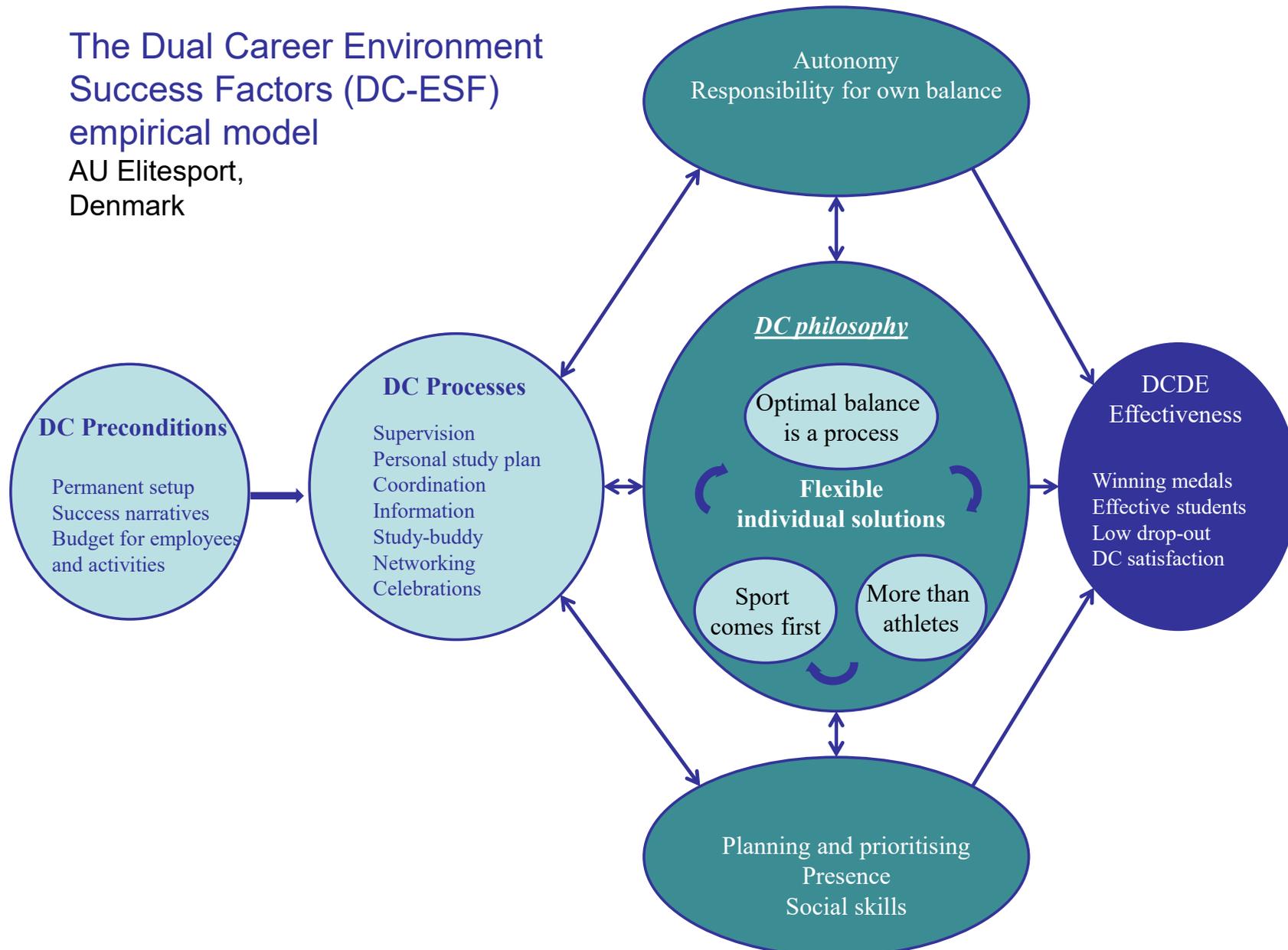


Sports domain

Private life domain

The Dual Career Environment Success Factors (DC-ESF) empirical model

AU Elitesport,
Denmark



Key features of AU Elitesport

- Flexible individual solutions, and a strong relationship between DC support team and the student-athlete.
- The optimal balance is a process.
- DC is everybody's business, but a few peoples' responsibility.
- Developing DC competences and autonomy to take responsibility.
- Mentorship - A community of narratives is a 'glue'.
- Shared DC philosophy, which integrates the sports, study and private domain.

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Workshop 3: Dual Career Development Environment Monitoring Tool

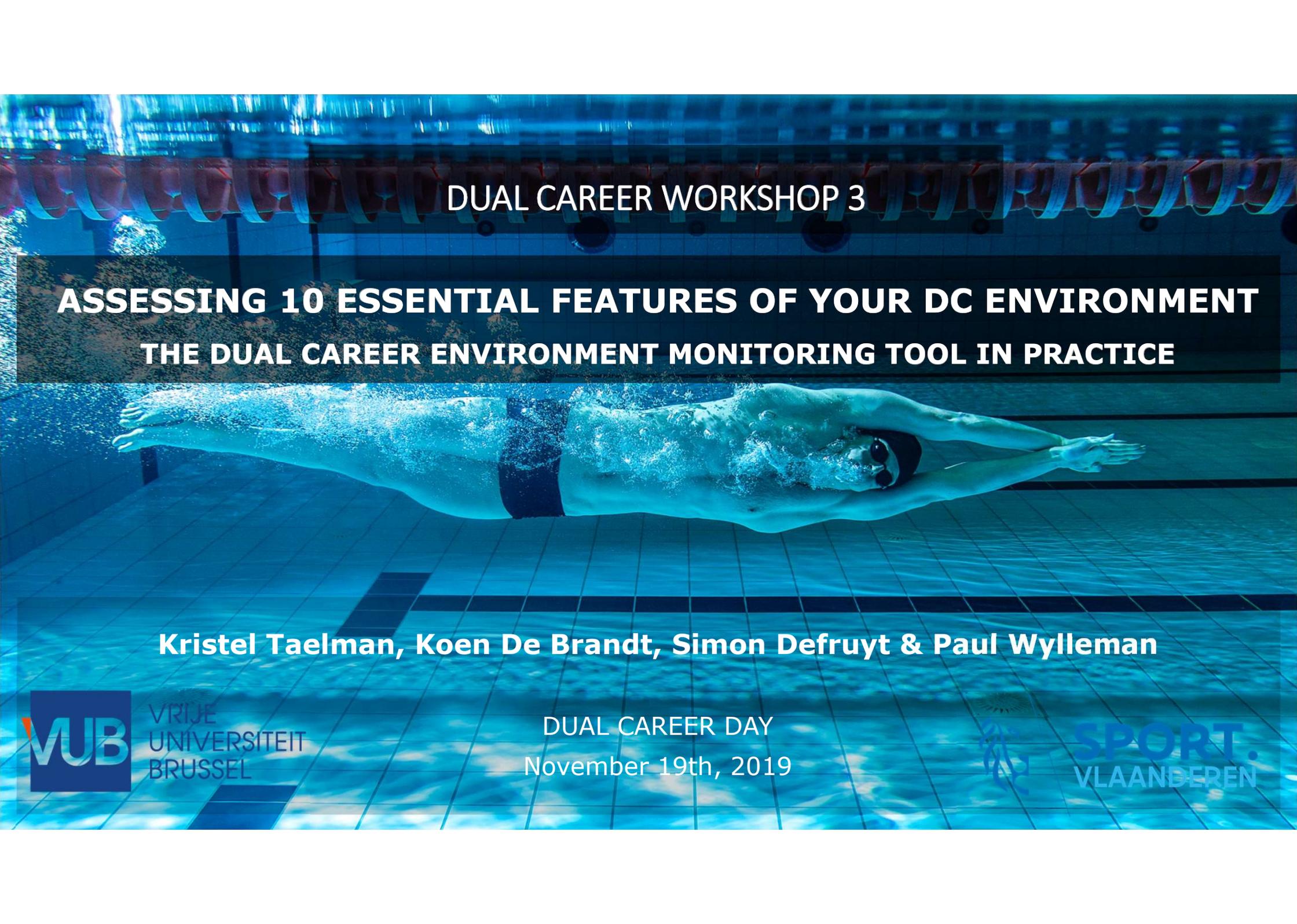
Koen De Brandt, Simon Defruyt and Kristel Taelman

Vrije University Brussels and Sport Vlaanderen



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DUAL CAREER WORKSHOP 3

**ASSESSING 10 ESSENTIAL FEATURES OF YOUR DC ENVIRONMENT
THE DUAL CAREER ENVIRONMENT MONITORING TOOL IN PRACTICE**

Kristel Taelman, Koen De Brandt, Simon Defruyt & Paul Wylleman



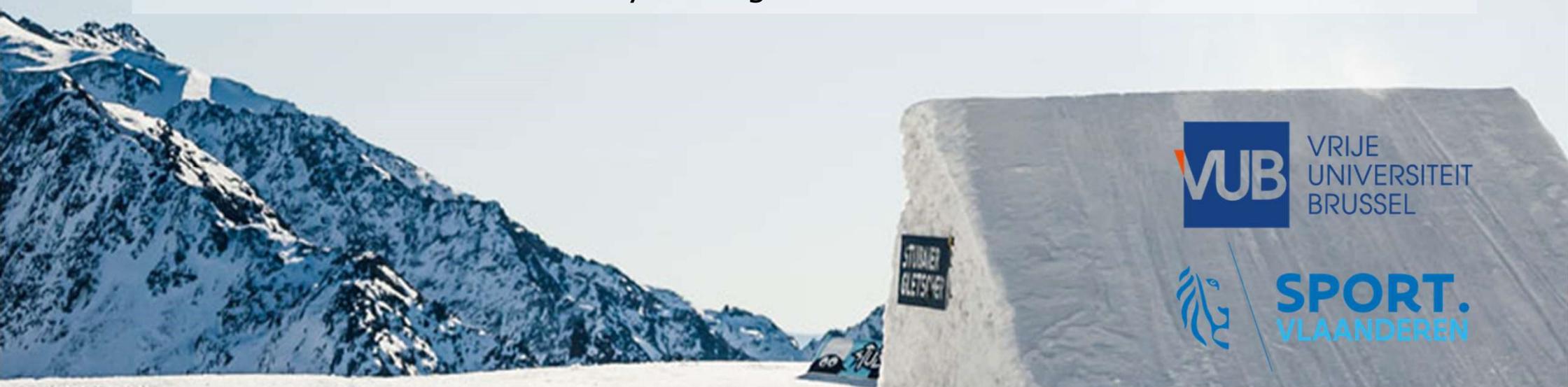
DUAL CAREER DAY
November 19th, 2019



When I leave the room, I have...



- a better understanding of the **essential features of a DC environment**
- identified my own DC environment's **main strengths, weaknesses and needs** using the DCDEM (Dual Career Development Environment Monitoring Tool)
- **shared and discussed** my findings **with others**



theory
practice

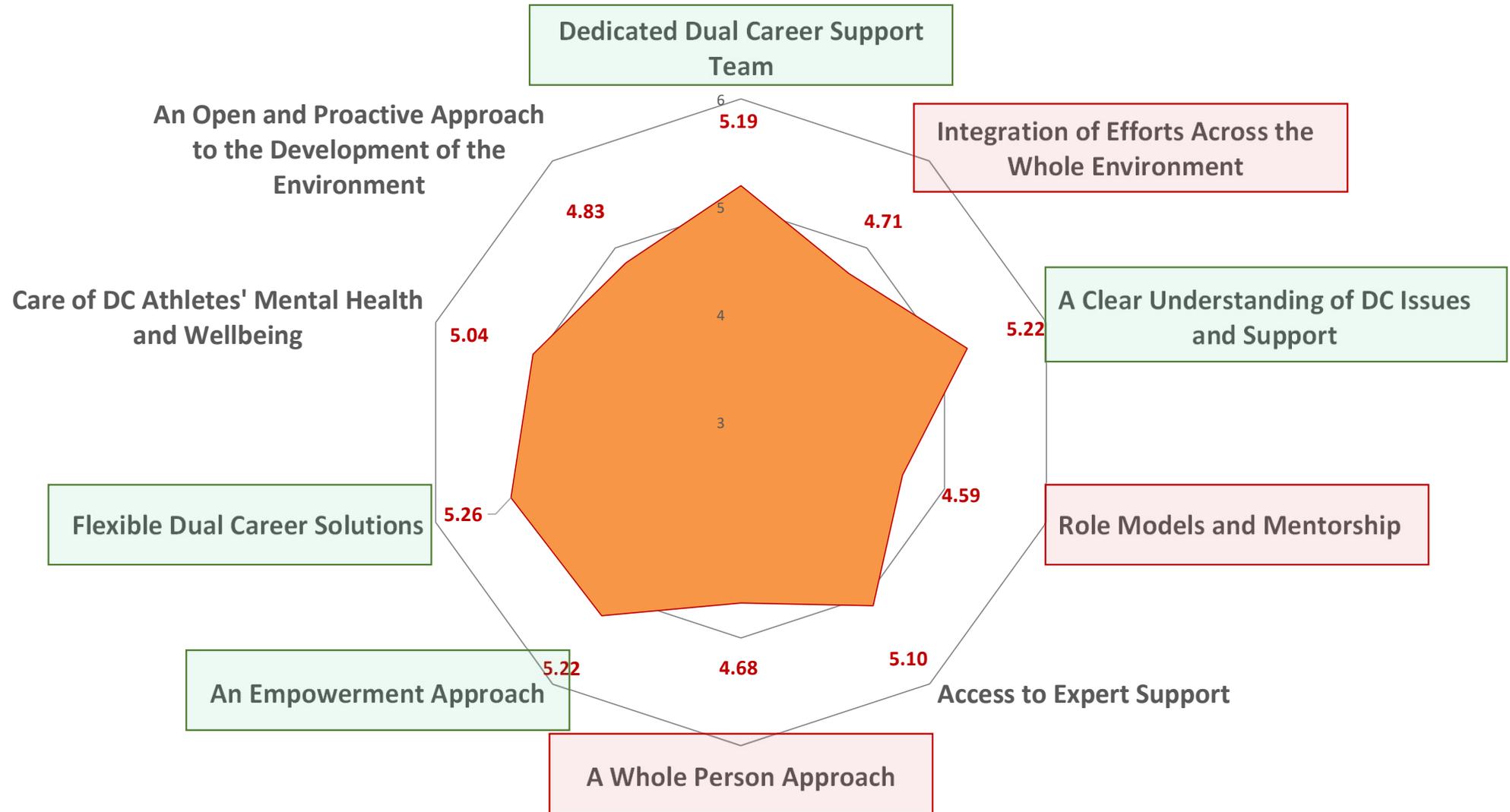
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graph TD; theory --- practice; practice --> theory; theory --> practice;
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STEP 1: EVALUATE YOUR OWN DC ENVIRONMENT USING THE DCDEM (10')

1. Take your laptop or iPad
2. Open the Excel-file and go to the first tab 'Questionnaire'
3. Think of your own DC environment
4. Answer the 50 statements with 1 (Very Strongly Disagree) - 7 (Very strongly agree)

- In case a statement is not applicable: LEAVE THE CELL BLANK!
- In case your DC environment is a multi-sport environment, you can pick one specific sport OR think about the environment as a whole

FLEMISH DC ENVIRONMENTS (N = 132)



FEATURES OF SUCCESSFUL DCDEs	DESCRIPTOR	OPPOSITE POLES
<p>DEDICATED DC SUPPORT TEAM</p>	<ul style="list-style-type: none"> • Designated team (or person) responsible for coordinating sport and study domains with specific the specific function of ensuring facilitation of (successful) sport and study. The team provide one central entry point so that the DC athletes know where to go for support. 	<ul style="list-style-type: none"> • Multiple contact points leave DC athletes uncertain about who to approach when they need assistance with DC issues. DC athletes are sent to multiple people in the system and feel no one has overall responsibility and can really help.
<p>INTEGRATION OF EFFORTS ACROSS THE WHOLE ENVIRONMENT</p>	<ul style="list-style-type: none"> • Coordination and communication across the sport and study domains. Representatives of the domains (e.g., coaches, teachers, DC support team) have on-going communication about solutions to DC athletes' challenges. Micro- and macro-levels are linked through formal or informal networks. 	<ul style="list-style-type: none"> • Lack of communication. Conflicting interests. DC athletes experience contradicting priorities in daily life - for example, when coaches advise athletes to primarily focus on their sport and teachers on their studies.

FEATURE	ITEMS/STATEMENTS	ITEM	FEATURE
A WHOLE PERSON APPROACH	...people from one domain take an interest in athletes' other domains (e.g., sport experts have an interest in athletes' education or work)	4,81	4,68
	...some people in the environment do not care what happens outside their domain (e.g., sport experts do not have an interest in athletes' education or work)	4,14	
	...there is a recognition that sport, study or work, and private lives are compatible	4,98	
	...dual career athletes are valued beyond their athletic skills or performance	5,10	
	...dual career athletes can develop a life outside of sport, including hobbies, education and/or work	4,28	
AN EMPOWERMENT APPROACH	...dual career athletes can make decisions about their own dual career	5,36	5,22
	...the development of dual career competencies (e.g. time management) are supported	5,08	
	...the development of career planning competencies are supported	4,93	
	...dual career athletes are ignored when key decisions are made regarding their own dual careers	5,40	
	...dual career athletes are supported to develop independence	5,29	

STEP 2: REFLECT ON YOUR DCDEM PROFILE (8')

1. Take your time to go through the 3 tabs
2. Think about the main **strengths** & **weaknesses** of your DC environment
3. Where do we need to optimize? Where do we need to **focus** on?
4. Which **concrete actions** can we take to optimize a feature?

- You can use the paper to write down & structure your thoughts

STEP 3: DISCUSS YOUR FINDINGS (15')

1. Pick a partner!
2. Introduce your DC environment **(5')**
 - Name, location and type of DC environment
 - Your role in the DC environment
 - Key partners and stakeholders
3. Pick one environment to discuss in-depth (peer-coaching) **(10')**
 - What are the main **strengths** & **weaknesses** of your environment?
 - Where do you need to **focus** on?
 - Which **concrete actions** can you take to optimize this feature?

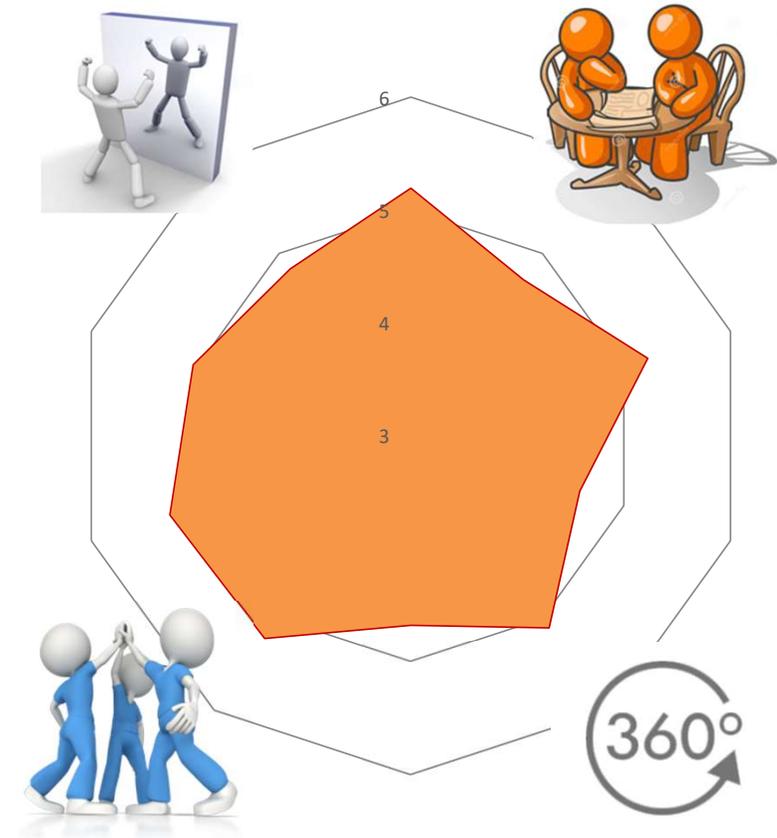
- Try to come up with concrete examples of real-life situations
- Coach: Listen... and feel free to provide examples of your environment

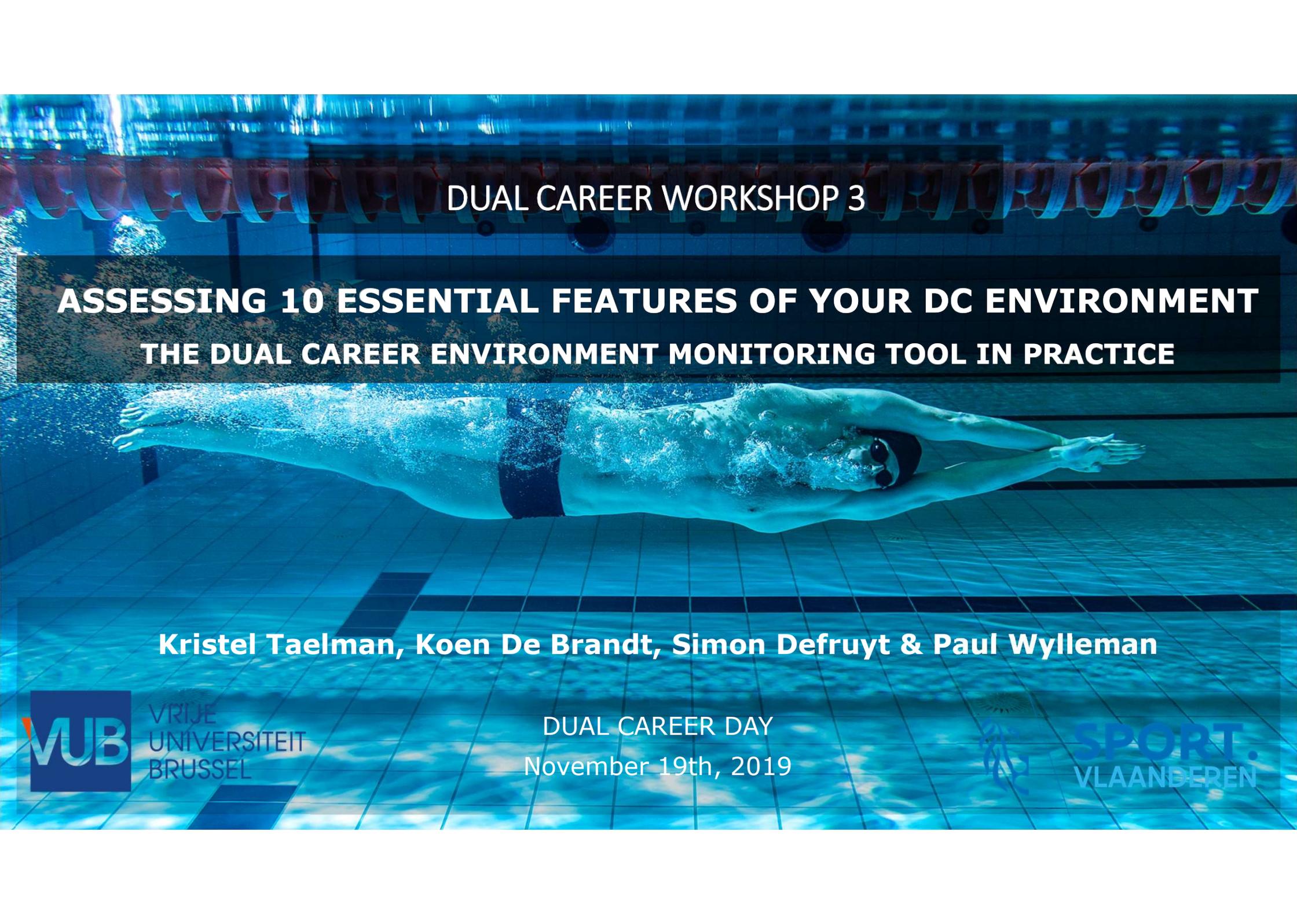
STEP 4: WRAP-UP (5')

1. Would you **use the DCDEM** in your environment?
2. **How** would you use it?

Some potential avenues

- The 10-feature structure as an evidence base to structure and operationalize your work within the DC environment
- Self-assessment/reflection
 - Identify strengths-weaknesses-needs
- To facilitate conversations between DC stakeholders
- 360°: compare views within the DC environment
- Analyze the needs on a group level taking into account multiple DC stakeholders' opinions
- Develop a strategic plan



A photograph of a swimmer in a pool, viewed from above. The swimmer is in a streamlined position, moving from left to right. The water is clear blue, and the pool floor is visible with lane lines. A lane rope is visible at the top of the frame.

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