The development and evaluation of training modules for dual career support providers: A European pilot

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Abstract

The specific objectives of this study were: (a) to develop three evidence-based training modules for dual career (DC) support providers and (b) to implement and evaluate these training modules in four different countries. Two studies were executed to achieve these objectives. In the first study, three focus groups were conducted with a blend of DC experts, DC novices and former DC athletes working as DC support providers. Based on the focus groups' outcomes, three training modules were finalised to be implemented within the European context: "DC support providers' self-assessment and development of competencies", "Empowerment of DC athletes", and "Ethical principles for DC support providers". In the second study, the modules were implemented in Belgium, the Netherlands, Spain and Sweden, reaching in total 41 DC support providers. Based on feedback forms completed by the participants and teachers, and follow-up interviews with the participants, thematic analyses were conducted to provide an overview of the process and outcome evaluations of these modules. Finally, these evaluations were used to optimize the modules and make recommendations for DC support providers and other DC stakeholders.

Key Words: Continuing development, lifelong learning, elite sport, education, dual career support

Executive Summary

A substantial body of research reveals that combining elite sport with other life domains (e.g., education, work, and social activities) is uneasy and might require special suppport to dual career (DC) athletes (Bruner, Munroe-Chandler, & Spink, 2008; Conzelmann & Nagel, 2003; Stambulova & Wylleman, 2015). DC athletes face a set of challenges at the athletic, psychological, psychosocial, academic/vocational, financial and legal developmental levels (Wylleman, in press), which often forces them to rely on DC support providers to successfully manage their DC pathway. DC support is currently promoted at the European level (European Commission, 2012), at national policy level (e.g., Swedish national DC guidelines for the university level, 2018), as well as by elite sport organisations and educational institutions (Wylleman & Rosier, 2016).

The growing number of DC studies has also contributed to better circumstances for DC athletes (European Commission, 2012; Guidotti, Cortis, & Capranica, 2015). Especially the recent foci on empowerment and competency development of DC athletes (e.g., De Brandt et al., 2017b; Brown et al., 2015) and on optimizing DC support programmes (e.g., López de Subijana, Barriopedro, & Conde, 2015, Hardcastle, Tye, Glassey, & Hagger, 2015) contribute to a proactive and evidence-based optimizing of the DC athletes' internal and external resources. Recent applied research projects, like the 'Gold in Education and Elite Sport' (GEES) project, the 'Ecology of Dual Career: Exploring Dual Career Development Environments across Europe' (ECO-DC) project, the 'Mind The Gap' project and the 'Be a Winner In elite Sport and Employment before and after athletic Retirement' (B-WISER) project, enhance the field of DC support in an evidence-based manner with quality research and best practices behind their recommendations. Despite the growing interest in DC support research and accumulation of evidence-based instruments and best practices, no specific training programmes for DC support providers have been developed up to date. This gap was planned to be addressed in this project. As such, the specific objectives of this research project were: (a) to develop three evidence-based training modules for DC support providers and (b) to implement and evaluate these training modules in four different countries.

To develop the modules, the researchers used focus groups blending DC experts (*n*=5), DC novices (*n*=4) and former DC athlete working as DC support providers (*n*=2). During these focus groups, three training modules were developed: "DC support providers' self-assessment and development of competencies", "Empowerment of DC athletes", and "Ethical principles for DC support providers".

The training modules were then implemented and evaluated in four countries: Belgium, the Netherlands, Spain and Sweden. To evaluate the modules, paper-and-pencil feedback forms were provided to both the DC support providers and the teachers of the modules. Their feedback was complemented by in-depth follow-up interviews with the participants to gain insights in the impact of the modules on their professional development.

The process evaluation of the modules revealed that a major strength and success ingredient of all modules related to the participants' continuous engagement in the dynamic interactions between theory/research, (self-)assessment, exercises, case analyses, and experience-based exchange. Teachers reflected on the importance of their preparation and expertise, as every module required some tailoring to the local context, the specific group, and to the strengths and personal style of the teacher.

Participants and teachers agreed that the theoretical and practical content of all modules was interesting, solid and engaging, and that these also added value to their professional development. However, for all modules, they felt that time was often too short to discuss everything into depth and achieve deeper professional development influences as was planned. Nation- and module-specific findings and discussions were described in the module outlines, results and conclusions of this research report.

Based on all the feedback, the three modules were finalized. The final modules all had a similar build-up: (a) an introductory exercise, (b) theory with an applied value for the DC support providers, (c) (self-)assessment on a questionnaire to raise self-awareness and self-knowledge, (d) interactive exercises with cases or the exchange of experiences, and (e) wrap-up with a link to a personal development plan.

The first finalized module, "DC support providers' self-awareness and self-development", aims at increasing self-awareness, self-knowledge and self-efficacy in DC support providers. This is crucial, as researchers within other fields of sport practitioners (e.g., sport psychologists, coaches) have illustrated that self-reflection and continuing professional development are crucial within the competitive world of elite sport (e.g., Moen & Federici, 2013; Tod, Hutter, & Eubank, 2017).

The second finalized module, "Empowerment of DC athletes" aims at increasing DC support providers' awareness of the importance of empowerment and at enhancing their capability to enhance DC athletes' competencies. This is important, not only because DC support providers themselves perceive that their empowerment competencies need to be developed most (Defruyt et al., 2018), but also because DC research suggest that enhancing DC athletes' competencies proactively is becoming increasingly important (e.g., De Brandt et al., 2018; Gomez, Bradley, & Conway, 2018; Kim et al., 2017; McKenna & Dunstan-Lewis, 2004).

Finally, the third finalized module, "Ethical principles for DC support providers", aims at enhancing (critical) ethical thinking in DC support providers. This is relevant, as the hybrid nature of DCs is quite challenging and requires DC support providers to make difficult ethical decisions on a regular basis within the increasingly unethical elite sport environment (Pink, Lonie, & Saunders, 2018; Whysall, 2014).

In sum, the current study contributes to a further professionalization of DC support practice with the developed and optimized evidence-based training modules that might become a basis for developing more extensive training programmes for DC support providers and further development of (content exchanging) networks. As the pool of DC support providers is limited, researchers and practitioners are encouraged to adapt the current modules to the needs of other DC support stakeholders (e.g., parents, coaches) or career support providers engaged in vocation support for athletes.

Introduction

During the last decades, competing in elite sport has become increasingly challenging as a consequence of the 'global sporting arms race' (De Bosscher, Bingham, & Shibli, 2008). The increasing sport challenges make it difficult for athletes to combine elite sport with other domains such as education, work, or social life (Bruner, Munroe-Chandler, & Spink, 2008; Conzelmann & Nagel, 2003). Despite these challenges, more athletes are combining elite sports with education (i.e. engage in a dual career), which is made possible by the growing support of national policies, elite sport organisations and educational institutions (Wylleman & Rosier, 2016). To ensure that athletes do not need to sacrifice one of both domains (i.e., education or elite sport), it is crucial to guarantee and invest in adequate, sustainable and competent dual career (DC) support (European Commission, 2012). With the current study, we aim to contribute directly to the enhancement of the quality of DC support, by developing and evaluating training modules for those working with DC athletes (i.e. DC support providers).

Over the past decades, research and practice in DC shifted from a descriptive and reactive approach (i.e., focusing on describing the problems and transitions of the DC pathway; e.g., Alfermann, Stambulova, & Zemaityte, 2004; Cecić Erpič, Wylleman, & Zupančič, 2004) to a promotive, proactive approach (i.e. a focus on the development of resources for both the DC athletes and their support; e.g., Aquilina, 2013; Stambulova, Alfermann, Statler, & Côté, 2009). The general aim of this study – developing and evaluating training modules for DC support providers – directly originates from the latter proactive approach, aiming at further developing the quality of DC support.

Below we will first focus on the background of the DC athletes, the challenges they typically encounter, and the holistic and the developmental perspective on their DC. Secondly, we will provide an overview of what is known on the DC support that is provided already and illustrate how the current study's objectives directly emerge from the current status of research and practice in DC support.

Research background

The DC pathway from a holistic and developmental perspective

The combination of elite sport and education, also called a dual career (DC), "encapsulates the requirement for athletes to successfully initiate, develop and finalize an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or work as well as other domains which are of importance at different stages of life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a partner relationship" (European Commission, 2012, p. 6). Although this DC can be quite challenging an requires athletes and their environment to cope with multilevel transitions and challenges, research and practice illustrated that succesfully going through a DC is attainable. A succesful DC has been described as the "combination of sport and studies that helps student-athletes achieve their educational and athletic goals, live satisfying private lives and maintain their health and well-being" (Stambulova et al., 2015, p.12). The European Commission (2016) described a similar conceptualization of a successful DC: "a successful combination of education, training or work with sport can enable an individual to reach his or her full potential in life" (p. 9).

To approach and interpret a DC adequately, it is important to understand the holistic and developmental nature of the DC pathway. From a *holistic perspective*, research has illustrated that athletes are not only confronted with challenges and transitions at the academic and athletic level, but also at the psychological, psychosocial and financial level. A transition is hereby defined as "an event or a non-event which results in a change in assumptions about oneself and the world and, thus, requires a corresponding change in one's behaviour and relationships" (Schlossberg, 1981, p. 5). Transitions occur at different levels of development and interact with the development of the challenges and transitions in other levels constantly and reciprocally. How athletes cope with the requirements of these transitions and challenges on the different levels, will impact if and how successful they will progress through their DC pathway (see figure 1; Wylleman & Rosier, 2016). Below, we discuss the most common challenges that DC athletes are confronted with throughout their DC.

Transitions and challenges of a DC

At *athletic level*, all athletes face the junior-senior transition (e.g., Stambulova, Franck, & Weibull, 2012). The competitive level and consequently also the training load increases substantially in this period, with a lot of athletes not being able to cope with these increasing demands. Indeed, two out of three athletes are not able to cope with the junior-senior transition successfully (Australian Sports Commission, 2003; Bussmann & Alfermann, 1994).

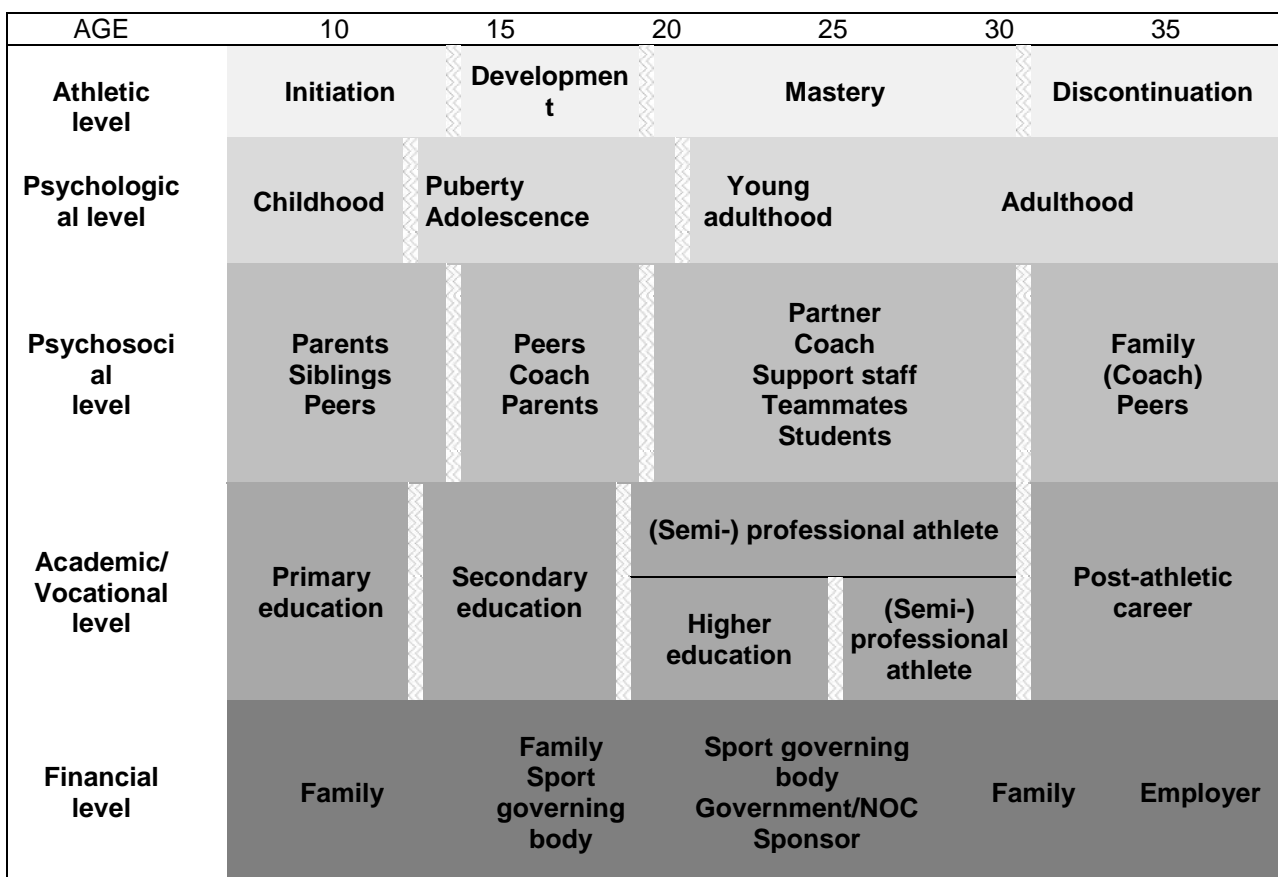| AGE	10	15	20	25	30	35
Athletic level	Initiation	Development		Mastery		Discontinuation
Psychological level	Childhood	Puberty Adolescence		Young adulthood	Adulthood	
Psychosocial level	Parents Siblings Peers	Peers Coach Parents		Partner Coach Support staff Teammates Students		Family (Coach) Peers
Academic/ Vocational level	Primary education	Secondary education	(Semi-) professional athlete / Higher education	(Semi-) professional athlete		Post-athletic career
Financial level	Family	Family Sport governing body	Sport governing body Government/NOC Sponsor		Family	Employer

Figure 1. The HAC model (Wylleman & Rosier, 2016).

Challenges at *psychological level* include, amongst others, developing an own identity, coping with unexpected situations, higher expectations and pressure. Developing an own identity has been proven to be an important and difficult challenge for DC athletes. Although engaging in a DC can have multiple advantages in the development of a secure identity (Aquilina, 2013; Mateos, Torregrosa, & Cruz, 2010), athletes have reported several challenges in the dual nature of their identity development as a DC athlete. Especially because of time limitations and consequently missing out a lot of lessons, several DC athletes have reported that they did not perceive themselves as students (Burlot, Richard, & Joncheray, 2016; López de Subijana, Barriopedro, & Conde, 2015). Moreover, the junior-senior transition, described in previous paragraph, often brings along multiple psychological challenges. Athletes must cope with unexpected situations, are under more severe pressure, need to adapt their expectations realistically, and definitely need to step out of the comfort zone (MacNamara, Button, & Collins, 2010).

At the *psychosocial level*, the most relevant possible challenges include dealing with a non-supportive environment, adapting to new social environments, and being able to cope with time limitations that put pressure on the opportunities for social contact. Not all stakeholders are in favour of athletes engaging in a DC, with especially unsupportive sport environments having been articulated as a concern (C. Ryan, Thorpe, & Pope, 2017). Often, coaches think of a DC as a possible distraction for the athletes and consequently lack interest and empathy for their academic development (Cosh & Tully, 2015; Defruyt et al., 2017a). As during their DC, many athletes need to relocate (e.g., into student housing), they are also faced with challenges like leaving the home environment (e.g., family, friends) and having to blend into a new psychosocial environment (e.g., students, new teammates; Brown et al., 2015; De Brandt et al., 2017a). Finally, time constraints are often perceived by DC athletes as a limitation on their social possibilities. Whereas going out and having drinks with peers is a part of many students' life, DC athletes often need to miss out these social activities (De Brandt et al., 2017a).

At the *academic level*, it is well-established that the transition from secondary education to higher education brings along a lot of academic challenges and difficulties for athletes. For example, DC athletes need to get used to the less structured and less pampering environment of higher education in searching for an optimal and dynamic balance between academic and social priorities (Harrison & Lawrence, 2004; Petitpas, Brewer, & Van Raalte, 2009). Moreover, DC athletes often identify a high workload in terms of the academic work while they perceive a lack of organizational support from the university. Because of this less-structured environment and high workload, athletes' self-care is crucial in this transition to prevent a depletion in physical and mental energy (Tekavc, Wylleman, & Cecić Erpič, 2015).

From a *vocational perspective*, the main challenge DC athletes face is to find the time to engage in vocational activities next or after their DC (Cosh & Tully, 2015). As athletes often prefer to focus on elite sports and/or their studies, and as employers are often not as flexible as an athletic career requires, athletes combining elite sport with work are rather scarce. Nevertheless, gaining vocational experience during the elite sport career can be an important factor that enables DC athletes to develop a healthy identity, helps them to cope with the transition to the post-athletic career and avoids the negative effects of occupational delay (Wylleman & Rosier, 2016). The latter has been shown to be a relevant problem for athletes, as even if DC athletes acquire a degree in higher education, the lack of experience within their field and the non-active

status of the degree for several years might cause their knowledge and competencies to be outdated by the time they look for a job within the field of their degree. This occupational delay often causes DC athletes to have a competitive disadvantage in comparison with non-athletes, which could be avoided by already gaining experience during the athletic career (Wylleman & Rosier, 2016).

Finally, at the *financial level*, although many DC athletes can rely (partly) on the financial support of their parents, some of them are confronted with financial challenges as well. For example, the payment requirements of tuition fees and accommodation expenses might lead DC athletes to engage in vocational activities while studying and competing (i.e. engage in a 'triple career; Torregrosa, Ramis, Pallarés, Azócar, & Selva, 2015; Wylleman, Rosier, De Brandt, & De Knop, 2016).

From a transitional perspective, research revealed that the transitions athletes will face throughout their DC pathway are not only normative in nature (i.e. predictable and anticipated in nature like the junior-senior transition) but also non-normative (Wylleman, Alfermann, & Lavallee, 2004). These non-normative transitions do not occur in a set plan or schedule but are the result of unpredictable and often involuntary events in the DC athlete's life. Examples of these non-normative transitions include an injury at the athletic level, the relocation of a friend at the psychosocial level, a depression at the psychological level, failing a subject at the academic level, or an unexpected financial setback at the financial level (Wylleman & Lavallee, 2004).

Advantages of a DC

As illustrated above, a DC pathway can be quite challenging, with both normative and non-normative transitions and consequent challenges impacting the DC development of athletes. However, if these challenges are coped with adequately, a DC in higher education can be very rewarding. Indeed, research shows that there are several potential multilevel advantages of pursuing a DC pathway (Wylleman & Rosier, 2016). At *athletic level*, DC athletes encounter intellectual stimulation and develop competencies during their DC, which they can transfer from the academic level to the elite sport level and vice versa (e.g., De Brandt et al., 2017b; Hardcastle, Tye, Glassey, & Hagger, 2015). At the *psychological level*, pursuing a DC can positively influence their sense of perspective, as education brings along alternative pursuits to the stressful periods in elite sport (Aquilina, 2013). Moreover, engaging in a DC has been articulated as positively influencing the athletes' healthy identity development, as it withholds them from focusing too much on their athletic identity. This is important, as only engaging in the athletic domain, might result in 'identity foreclosure', the process by which athletes do not show any exploratory behaviour outside of elite sport, which may negatively influence the development of resources necessary to cope with other (future) multilevel transitions (Aquilina, 2013; Mateos, Torregrosa, & Cruz, 2010; McQuown Linnemeyer & Brown, 2010). Moreover, several DC athletes have reported an increased self-confidence and well-being due to the DC pathway (Geraniosova & Ronkainen, 2015; Tekavc et al., 2015). From the *psychosocial perspective*, DC athletes report that getting to know new people through their educational pathway is enriching and renewing for their social lives (Brown et al., 2015). From a *vocational perspective*, a DC is perceived as important as a diploma provides a safety net and enhance job prospects during and beyond the athletic career (Tekavc et al., 2015; Wylleman & Rosier, 2016). This investment does not only lead to enhanced career opportunities, but can also aid and/or prepare athletes to cope with the multilevel challenges of the transition to the post-athletic career (Torregrossa et al., 2015).

Internal and external resources contributing to a successful DC

Above, we provided an overview of the challenges, transitions and potential benefits DC athletes encounter, which was the main line of DC research in the past few decades. Although this line of descriptive and reactive research and information was important, recent research and practices in DC have recognized that it is important to shift to a more proactive approach. To attain the advantages of a DC mentioned above and in order to avoid that athletes need to choose between elite sport and studies or drop-out from their DC prematurely (Reints, 2011), it is crucial that DC athletes develop sufficient internal resources and make use of their external resources optimally to cope with the multilevel challenges of the DC pathway (Brown et al., 2015).

Internal resources. DC athletes need to develop and possess internal resources that help them to cope with the multilevel DC challenges and transitions. As such, several researchers provided an overview of the competencies that are important to manage a DC successfully, mainly adopting a qualitative perspective (e.g., Brown et al., 2015; MacNamara & Collins, 2010; Stambulova, Engström, Franck, Linnér, & Lindahl, 2015). A variety of approaches has been used to get a better view on DC competencies and how these can be enhanced, with most of the studies adopting a holistic lifespan perspective (e.g., Aquilina, 2013; Brown et al., 2015; Debois, Ledon, & Wylleman, 2015; MacNamara & Collins, 2010; Tekavc et al., 2015), and others relying on a holistic ecological approach (Larsen, Alfermann, & Christensen, 2012), discursive psychological approach (Cosh & Tully, 2014) or on the social acceleration theory (Burlot et al., 2016).

In a recent study conducted by De Brandt et al. (2017b), a quantitative competency framework for DC athletes was developed and validated. Competencies were hereby conceptualized as knowledge, skills, attitudes and experiences (Hunter, 2004). The findings of this study showed which competencies are crucial for a DC and results also illustrated which competencies need to be developed most in DC athletes. Moreover, in another study, these DC competencies were hold against specific challenging scenarios, showing which competencies were relevant for which specific challenging situations. Findings showed that it is important to adopt a context- and scenario-specific approach in DC athletes' competency development. However, "DC management" competencies, which reflect day-to day planning and management skills within the DC, were found important regardless of the specific situation, underscoring the importance of this competency factor (De Brandt et al., 2017a).

External resources. DC support for athletes can arise in many different forms and be delivered by a lot of different stakeholders. Family, sport stakeholders (e.g. coach, manager) and academic personnel (e.g., teachers/professors, study counsellors) are important sources of interpersonal DC support (European Commission, 2016). Moreover, on a macro level, sport stakeholders (National Olympic Committees, national sport federations and/or sport clubs, EU athlete organizations) and educational organisations should cooperate to support the DC pathway of athletes as well (European commission, 2012, 2016; Reints, 2011). The support of these organisations is related to the national and international policies. National and international policies have an impact on how these forms of support are organized and on how the DC athlete could make use of it. For example, DC athlete support rules are explicitly and clearly stated in Australia (EAFU), Canada (CIS), New Zealand (HPSNZ),

and the United States (NCAA). In Europe, there are few specific agreements regulating DC paths on a national and/or international level, often leaving the DC support up to the goodwill of the stakeholders at the meso and micro level. Only a few Member States in Europe have a national well-organized DC system with formal rules (Aquilina & Henry, 2010; European Commision, 2016). As such, the EU aimed at enhancing the DC support all over Europe by making recommendations at the national and international level (European Commision, 2012, 2016).

In these documents and the research literature (e.g., Geraniosova & Ronkainen, 2015; López de Subijana et al., 2015; Ryan et al., 2017), the importance of competent DC support (programmes) are heavily emphasized and are encouraged to be further profesionalized. Benefits of well-established professional DC support include health-related benefits, developmental benefits, social benefits, enhanced future employment prospects, performance benefits and benefits related to adaptation to life after sport (European Commission, 2012; Torregrossa et al., 2015; Maier, Woratschek, Ströbel, & Popp, 2016). Contrary, a lack of adequate DC support might lead to elite athletes dropping out prematurely (Reints, 2011).

Following the recommendations and interest in professionalizing DC support, several researchers have focused on DC support providers and DC support programmes. A DC support provider is defined as "a professional consultant, related to an educational institute and/or an elite sport organisation – or certified by one of those – that provides support to elite athletes in view of optimizing their DC" (Wylleman, De Brandt, & Defruyt, 2017, p. 18).

Research about DC support providers has been approached from many perspectives: some researchers focused on structural and practical support towards DC athletes (e.g., Borggrefe & Cachay, 2012; Pavlidis & Gargalianos, 2014), whereas others used environmental approaches to focus on DC support (e.g., Henriksen, Stambulova, & Roessler, 2010; Pummell, Harwood, & Lavallee, 2008). Most of the DC support literature focused on evaluating support programmes from the DC athletes' perspectives (e.g., López de Subijana et al., 2015, Hardcastle et al., 2015; Laureano, Grobbelaar, & Nienaber, 2014; Ryan & Chambers, 2015). However, focus on the internal resources of DC support providers themselves, and the development and/or evaluation of training for the DC support providers was often neglected.

Recently, researchers have focused on the competencies DC support providers require to provide qualitative supports towards DC athletes by developing a quantitative competency framework. Six competency factors were found important for DC support providers: (1) Advocacy and cooperation competencies, (2) Reflection and self-management competencies, (3) Organisational competencies, (4) Awareness of DC athletes' environment, (5) Empowerment competencies, and (6) Relationship competencies (Defruyt et al., 2017b). In a follow-up study, these competency factors were linked to specific job requirements of DC support providers, providing insight in the task-specific importance of these competency factors (Defruyt et al., 2017a). The competency framework that was developed and validated in these studies, can be used by practitioners for development and evaluation purposes in the field of DC support providers.

DC support projects and best practices

Although the concept of evidence-based practitioner is widely acknowledged as important in different domains (e.g. medicine, Brush & Halperin, 2016; psychology Rodolfa et al., 2005), the challenge remains to bridge the gap between research and

practice in many fields, including the DC support field. The use of research findings to implement and optimize the current practices in the field is crucial in this regard. Several DC support projects and evidence–based practices have tried to close this gap and aimed at professionalizing the DC support field. A non-exhaustive overview of these practices and/or projects is provided below:

GEES project: The Gold in Education and Elite Sport (GEES) Project was a 2-year project (2015-2016) and was co-funded by the Erasmus+ Sport programme of the European Commission. The project was coordinated by Vrije Universiteit Brussel (VUB) and INSEP and brought together a consortium of 40 internationally renowned DC researchers and expert practitioners from 17 research and elite sport institutions from 9 EU Member states (Belgium, France, Italy, the Netherlands, Poland, Slovenia, Spain, Sweden, the UK). The main impact of the GEES project on the DC support practice came from three main outputs: (a) the Dual Career Competency Questionnaire for Athletes (DCCQ-A; De Brandt et al., 2017b): a competency framework for athletes that can be used by athletes and their support providers to gain insight in the competencies needed for a DC, (b) the Dual Career Competency Questionnaire for Support Providers (DCCQ-SP; Defruyt et al., 2017b): a competency framework for DC support providers that can be used for self-assessment and evaluation purposes, (c) an overview of methods and instruments that can be used by DC support providers to develop their own and the athletes' competencies. Several types of methods and instruments are hereby provided: intake/data collection, intervention, follow-up. Some of the methods/instruments can be used in working with DC athletes, whereas other methods/instruments are purely intended to enhance the professional working and self-reflection of the DC support providers. All these outputs were brought together in the 'Handbook for Dual Career Support Providers' (Wylleman, De Brandt, & Defruyt, 2017), which can be consulted online.

B-WISER project: 'Be a Winner In elite Sport and Employment before and after athletic Retirement' (B-WISER) is a 2-year project (2017-2018) and is co-funded by the Erasmus+ Sport programme of the European Commission. Coordinated by VUB, 13 partner organisations from six EU Member States (i.e., Belgium, Germany, Italy, Slovenia, Spain and Sweden) and 8 expert organisations aim at optimizing the (dual) career support for active and former elite athletes. More specifically, it provides (dual) career support providers with: (a) insight in the existing structures and measures on the support of 'elite sport and employment', (b) an overview of the competencies that athletes require to combine 'elite sport and employment ', and/or the competencies they require to successfully make the transition from elite sport to the labour market at the end of their elite sports career, (c) Insight in the perceptions of employers regarding the added value and/or problems of employing active and/or former athletes (d) evidence-based practices that can be implemented and evaluated by (dual) career support providers.

Mind the Gap project: 'The Mind the Gap project is a 3-year project (2018-2020) and is co-funded by the Erasmus+ Sport programme of the European Commission. The project is coördinated by FIFPro and the VUB (research part) and aims at enhancing DC support for football players by: (a) providing quality research findings (i.e. a review of research literature of career support in team sports, an overview of best practices, an overview of internal resources support providers and players need and how these can be enhanced); (b) creating a structural environment at national and European level

that enables DC support providers to increase the ability of professional players to adapt to a DC and life after sport; (c) creating a technological environment that support providers can use to enhance the dual and post-athletic career needs of professional players; (d) building long-term capacity of support services for DC and transition needs of professional players.

ECO-DC: _The_ 'Ecology of Dual Career: Exploring Dual Career Development Environments across Europe' (ECO-DC) is a two-year project (2018-2019) and is co-funded by the Erasmus+ Sport programme of the European Commission. Adopting an ecological approach, this research project aims at enhancing the DC support by (a) developing a comprehensive understanding of the DC development environments (DCDEs) across Europe, and (b) providing guidelines for the development and optimization of DC support environments. To achieve these aims, the project will (a) identify and classify the different types of DCDEs and define criteria to measure their effectiveness and efficiency; (b) identify factors that influence the effectiveness and efficiency of DCDEs; (c) develop and test tools aimed at assisting stakeholders when checking the current status of their DCDE; (d) provide implementation guidelines to DC stakeholders, including DC support providers.

Next step: Need for training and education

As illustrated above there is a great amount of research and applied material that could be used to educate and further professionalise DC support. However, at this point, structural and evidence-based training for DC support providers is almost non-existent. A recent study of Hong and Coffee (2017) focused on developing and testing training modules for sport career transition practitioners. Although further professionalizing and educating DC support providers is crucial (European Commission, 2012, 2016), to our knowledge, their study is the first and only one that specifically targets the training of career support practitioners of athletes. As stated in their study "No research has been conducted to date that examines if and how sporting organisations train practitioners who support high-performance athletes by delivering training and development programmes in sporting organisations" (Hong & Coffee, 2017, p. 288). Moreover, research shows that there is a clear lack of and need for training programmes for DC support providers (Wylleman, De Brandt, & Defruyt, 2017).

Objectives of the current study

As such, the current study focused on the development and evaluation of training modules for DC support providers. The general aim was to contribute to the practice of DC support provision by demonstrating how the quality of support to DC athletes can be optimized in an evidence-based manner. Consequently, the specific objectives of this study were: (a) to develop three evidence-based training modules for DC support providers and (b) to implement and evaluate these training modules in four different countries.

Training modules: rationale, key information sources consulted and objectives

The training modules that were developed during this project cover three main topics: DC support providers' competencies, empowerment of DC athletes and ethics. The rationale behind these topics, the key information sources consulted and the objectives of these modules are explained below. After choosing the main topics, the specific content of and form of delivery was decided upon during the focus groups of this project (more information on the procedure of the focus groups in methodology).

DC support providers' self-assessment & development of competencies

❖ Rationale: this topic was chosen as the first module topic, as it covers the basics of the profession of a DC support provider. Reflecting on the own roles and competencies required and to what extent these are possessed, is the basis of all education programmes. As DC support providers come from a lot of different educational backgrounds, it is important to set the stage for a framework that allows for specification of the required competencies for the DC support provider profession. Moreover, as so far, formal and structural education for DC support providers was lacking, it is crucial that DC support providers are encouraged to think about their professional role(s), develop their professional competencies and formulate process goals. Within this topic, they can do the latter based on (a) competencies that are relevant within their professional role, (b) well-thought self-reflection and self-assessment. Finally, by starting from self-assessing their competencies, the stage is set to further develop specific competency factors in the following modules and/or through other channels.

❖ Key information sources consulted: Three main frameworks were suggested from the start to be included for this specific module:
  ➢ GEES Handbook (Wylleman, De Brandt, & Defruyt, 2017): methods and instruments related to the self-reflection and self-development of DC support providers were suggested to be included in the training module.
  ➢ DCCQ-SP (Defruyt et al., 2017b): as this is an evidence-based framework and questionnaire for DC support providers, it was suggested to use it as the basis for the self-reflection of the DC support providers. They could assess the competencies both on importance within their job, and possession, allowing them to see the developmental needs related to their own specific job requirements.
  ➢ 5-step Career Planning Strategy (5-SCP; Stambulova, 2010): to make the step from the self-assessment, to concrete process goals, the 5-SCP seemed a good method. Especially step 5B of this Career Planning Strategy was deemed interesting to formulate process goals based on the self-evaluations made before/during the training session.

❖ Objectives of this module:
  ➢ Increase self-awareness and self-knowledge of DC support providers' competencies.
  ➢ Exchange of experiences and cases to increase DC support providers' competency development and self-efficacy.
  ➢ Implement the lessons learned in practice and enhance future lifelong learning by making a personal development plan (PDP).

Empowerment of DC athletes

❖ Rationale: this was chosen as the second module topic for several reasons. First, research shows that DC support providers in Europe perceived the biggest educational need for empowerment competencies (Defruyt et al., 2017b). Moreover, empowerment competencies were found to be the most relevant competencies for several job requirements of DC support providers (Defruyt et al., 2017a). Secondly, the shift from a reactive to a proactive approach in DC support research and practice automatically puts the importance of empowerment to the front. A proactive approach requires DC support providers to be able to enhance competencies of DC athletes, as this is crucial to shift from the problem-solving, reactive approach to the empowering, proactive approach where athletes take responsibility to face the multilevel challenges in their DC pathway themselves. Thirdly, the amount of research and practical material about empowering DC athletes has increased exponentially the last years, providing many opportunities to educate DC support providers on this topic.

❖ Key information sources consulted:
  ➢ GEES Handbook (Wylleman, De Brandt, & Defruyt, 2017): many methods and instruments related to empowering DC athletes were suggested to be included in the training module. Moreover, as an intake sets the stage for the empowerment philosophy in supporting DC athletes, the intake methods and instruments can be used in this session as well.
  ➢ DCCQ-A (De Brandt et al., 2017b): as this is an evidence-based framework and questionnaire for DC athletes, it was suggested to use it as the basis for the empowerment of DC athletes. In the training sessions, DC support providers could learn how they could use the DCCQ-A as a starting point to assess DC athletes' competencies and empower them to develop own process goals regarding their DC competency development.
  ➢ 5-step Career Planning Strategy (5-SCP; Stambulova, 2010): to make the step from the self-assessment, to concrete process goals for DC athletes, the 5-SCP seemed a good method. Especially step 5B of this methodology was deemed interesting to formulate process goals based on the self-evaluations made before/during the support of DC athletes.

❖ Objectives of this module
  ➢ Increase DC support providers' awareness of the importance and possibilities for intakes with DC athletes.
  ➢ Increase knowledge of DC support providers regarding the competencies that are important for DC athletes.
  ➢ Teach DC support providers how they can assess and enhance competencies in DC athletes.

Ethical principles for DC support providers

❖ Rationale: this topic was chosen for four reasons. First, it was one of the priority fields of research of the IOC. More information on this, can be found in the next chapter. Secondly, although ethical principles exist for many kinds of practitioners within the sport field (e.g., sport psychologist, sport coaches), specific guidelines and education for the field of DC support is lacking. As DC entails an ambiguous field where stakes of the organisations (e.g., education institution vs. sport organisation) can conflict, the importance of ethical principles and education for DC

support providers increases. Third, safeguarding the safety, integrity and holistic well-being of all athletes is and should be a priority in all circumstances. Finally, the recent addition of the legal developmental level to the Holistic Athletic Career model illustrates the growing importance (both for the athletes and support providers) of complying with regulations and legislation, which is often directly related to the field of ethics (Wylleman, in press).

- ❖ Key information sources consulted:
  - ➢ GEES Handbook (Wylleman, De Brandt, & Defruyt, 2017): Some ethical principles about DC can be extracted for this handbook, as it emphasizes an empowering, ethical approach towards DC support.
  - ➢ Ethical principles in sport psychology: as in sport psychology, a lot of work has already been done around ethical behaviour, the official ethical principles could be used as an inspiration. Especially the following documents were found relevant: (a) AASP ethical principles and standards, (b) ISSP code of ethics; (c) Fepsac position statement #9 ethical principles. Using the GEES Handbook and DC experts, these principles could then be tailored to the context of DC support providers.
- ❖ Objectives of this module:
  - ➢ Provide an overview of main ethical principles for DC support providers.
  - ➢ Develop a critical mind-set and enhance decision-making in working with ethical dilemmas as a DC support provider.

Academic significance

Summarizing the previous section, we believe that the current project will contribute to the academic knowledge in many ways. Below we first illustrate how the current research project builds on the current state of the art research, and secondly, we illustrate how it is innovative.

The current research project builds on the DC research in general, that has become extremely relevant since several years. Indeed, research about DC has grown due to the societal and practical importance of the topic (European Commission, 2012; Guidotti et al., 2015). Moreover, the current research project builds on the research direction that has been favored the past few years, which is the proactive approach. By focusing on development and enhancement, rather than adopting a problem-oriented, describing approach, we support the claim that DC support research and practice could make a difference in making the DC pathways of athletes valuable life experiences rather than a burden. The recent focuses on empowerment and competency development of DC athletes (e.g., De Brandt et al., 2017b; Brown et al., 2015) and on evaluating/optimizing support programmes (e.g., Hardcastle et al., 2015) illustrate that this proactive line of research is relevant and valuable nowadays. Moreover, the current research tries to build on the recommendations made with regard to cultural and cross-national research in DC, as the current study tries to incorporate general findings of four European countries (Belgium, the Netherlands, Spain and Sweden), but also provides nation-specific findings. As such, we aim at providing generalizable findings, without neglecting the cultural and contextual specificity of DC support (Stambulova & Ryba, 2014). Finally, the current research builds on the competency frameworks the DCCQ-A (De Brandt et al., 2017b) and the DCCQ-SP (Defruyt et al., 2017b). By integrating these within training modules, we pursue the natural evidence-based flow of further validating these frameworks to bring them closer to practice. By then evaluating the focus groups and the modules, we aim to attain an added value on both the practical and fundamental research level.

The current study does not only build on the state of the art research in DC, it is also renewing. Whereas previous research mainly focused on the DC athletes' experiences and resources (e.g., Brown et al., 2015; De Brandt et al., 2017b) or on evaluating support programmes for DC athletes (e.g., Lopez de Subijana et al., 2015), this study is one of the first ones that develops and evaluates training programmes specifically for DC support providers (Hong & Coffee, 2018). Research and policy clearly emphasize that the quality of DC support is important (e.g. European Commission, 2012; Defruyt et al., 2017b), so the current study aims at providing scientific insight in how research and practice could enhance the competencies of DC support services themselves.

As the current study aims at directly impacting the development of (future) formal education for DC support providers, the academic significance goes further than pure scientific impact. With this study, we hope to set the stage for future projects and initiatives that enhance the educational opportunities for DC support providers, as these are currently non-existent and/or lacking an evidence-based basis.

Impact on the priority fields of research

Current research impacts two priority fields of research of the IOC directly. The first priority field that current research project addresses is *'Athletic performance, academic career and employment – Analysis of interactions and impacts between the three areas activities in elite athletes'.* Our main subjects within this research project are the DC support providers. Specific to this population is that they all work in the direct interaction sphere of athletic performance, academic career and vocational development leading up to (future) employment. By developing, implementing and evaluating training modules for these crucial support figures, we tried to improve the DC athlete's athletic performance, academic career and employment (in)directly.

Moreover, by being one of the first to focus on the DC support providers themselves who are directly in this interaction, this study paved the way for evidence based-education that is linked directly to these three area activities, rather than keeping expertise separated between the sports field, academic field and employment field. Finally, by implementing and evaluating the modules, we also got insight into the impact the modules have on the professional development of DC support providers, which helps to optimize support for the athletic, academic and employment domains of athletes.

The second priority field which the current research project addresses is *Sport ethics and integrity education - Analysis of effective means and methods to ensure sports ethics and integrity rules and principles are effectively conveyed and applied in sport governing bodies.* One of the three modules that was developed and evaluated, specifically focused on ethical principles and ethical thinking for DC support providers. The impact on this priority field was apparent both in the development phase of the project and in the evaluation phase. In the development phase of the modules, focus groups with DC experts were used to develop an evidence-based pool of ethical principles for DC support providers. Moreover, within the focus group, the ways of teaching these ethical principles was optimized to ensure that these ethical principles and ethical thinking in DC support are effectively conveyed and applied. In the second phase, by evaluating the modules and considering the feedback of participants from sport governing bodies, educational institutions etc., we could analyze if and how these ethical principles can be applied more efficiently and effectively within DC contexts.

Methodology

Research paradigm

This current research project was developed and conducted against the background of a pragmatic research paradigm. Our main aim was to provide practical solutions to applied problems and research questions, within the European context of DC support providers. As such, we don't pretend to provide answers that would fit more traditional realist views, being that there would be one absolute reality that can be objectively measured and should be true regardless the context or moment in time (Giacobbi, Poczwardowski, & Hager, 2005).

Instead, we start from an ontological relativism perspective, with the focus to provide practical knowledge and content that has a value within that certain context and that aims at being valuable and being construed through social interactions within that specific (national) context. Nevertheless, by conducting the research and implementations within different national contexts, we look to search for common ground within in the field of DC support in order to develop and optimize training modules that reflect a practical truth and have a practical value within the context of DC support (Creswell, 2014).

Study I: Development of the modules

Sampling and Participants

Participants were selected using criterion sampling (Suri, 2011). As we wanted to develop modules that were specific to the context of DC, all the participants had to be linked to DC directly. However, in line with our epistemological orientation (i.e. acknowledging that knowledge and input is socially construed), multiple types of participants were chosen to be included in the study to search for convergence and/or different opinions between different participant profiles. The first and most important group consisted of DC experts (5 participants).

To be included as a DC expert, participants had to meet all of the following requirements: (a) have practical experience with top-level (i.e. Olympic) athletes as a DC support provider for at least 15 years, with a DC support provider being defined as "a professional consultant, related to an educational institute and/or an elite sport organisation – or certified by one of those – that provides support to elite athletes in view of optimizing their DC" (Wylleman, De Brandt, & Defruyt, 2017, p. 18), (b) have scientific experience as DC and/or sport science researcher of at least 15 years, (c) have at least 5 scientific peer-reviewed publications directly linked to DC.

A second group that was included in the focus groups were the DC novices (4 participants). This was done for two reasons: (a) as the biggest group that would receive the training modules would be DC novices, it seemed important to integrate their perspectives, (b) as the mean age of the DC experts was quite high, it was important to integrate the perspectives of younger, less-experienced DC support providers to avoid cohort-effects. To be included as a DC novice, participants had to meet the following inclusion criteria: (a) currently working as a DC support provider since one up to five years, and/or (b) currently working as a DC researcher for one up to five years.

Finally, a third group that was selected for this focus group, consisted of former DC athletes working as a DC support provider (2 participants). These participants were selected to include the perspective of DC athletes themselves and could contribute to the focus group through their practical experience both as an athlete and as a DC support provider. Inclusion criteria for this group consisted of: (a) having been a DC athlete in higher education, and (b) currently working as a DC support provider since at least 1 year.

As such, at total of 11 participants participated in the focus groups. All participants were from European Member States: three Belgian participants, two Swedish participants, one British participant, one Italian participant, one French participant and three Spanish participants.

Procedure

In preparation of the focus groups, the head researcher prepared a main draft outline for the three education modules. This encompassed a main structure of the modules with a proposition of the main parts of each module. To develop these module structures, the researcher used the research literature and other guiding DC documents (see earlier in "Training modules: rationale, key information sources consulted and objectives").

A pool of eight DC experts, six DC novices and three former DC athletes working as a DC support provider were contacted through mail to participate in a two-day gathering with three focus groups. During this first contact, participants were provided with a background of the project and the topic of study, informed about the aim of the focus groups, invited to participate, and informed about the duration, place and time of the focus groups. They were asked to attend all three focus groups, because (a) all the focus groups were about developing DC support material and thus within their field of competency and (b) from a practical view, it made more sense to attend all of them or none, because of the long distance for most of the participants. Based on their availability, five out of eight DC experts, four out of six DC novices and two out of three former DC athletes working as a DC support provider agreed to participate within the focus groups.

With institutional ethical approval, the focus groups were conducted at the end of September 2017 in Brussels, Belgium. Before the start of every focus group, participants signed an informed consent that clearly explained the goals of the focus groups, with the reassurance that their identities would not be disclosed ant that their specific personal input would not be made public. The focus groups were led by the head researcher who developed the general first drafts of the modules and who was a (co-)author of the competency frameworks that would be used within the modules. As such, the moderator was familiar enough with all the material to ensure efficient and clear focus group moderation and to be sure that he could place comments and feedback in perspective and ask the relevant questions. Before starting the focus groups and to encourage group interactions and optimize the general atmosphere, the facilitator ensured that everyone was free to add comments, ask questions, elaborate on others' ideas. At the other hand, some clear rules were presented by the facilitator as well to ensure that the focus groups could be efficient and that participants would be respectful towards each other. As such, the moderator tried to install a climate of trust where everyone could feel safe to share opinions and ideas. Permission was given by the participants to film and audio-record the focus groups.

Breaks approximately every 50 minutes were included to assure enough rest and recuperation for the participants and to provide the focus group moderator with the opportunity to summarize earlier parts of the focus groups. The focus group for the module 'DC support providers' self-assessment & development of competencies' lasted 115 minutes, the focus group about 'empowerment competencies' lasted 145 minutes, and the module 'Ethical principles for DC support providers' lasted 105 minutes. In a summarizing focus group of 35 minutes, the final outline and structure of the three modules (and which one should be delivered first) was decided upon.

Data collection

Focus group discussion was chosen as the preferred data collection technique for several reasons. First, focus groups allow to integrate a variety of perspectives, which was necessary to develop modules that would suit different types and backgrounds of DC support providers. Secondly, focus groups allow participants to interact and thus go into discussion or elaborate on the ideas of others. Thirdly, focus groups allowed for the content to be developed and discussed through social interactions, which was in line with our ontological orientation.

All the focus groups followed the same semi-structured approach. First, the proposition for the main structure of the focus group was presented by the facilitator to the participants. Participants could then (a) approve with or criticize the proposition, and then (b) suggest an alternative structure and/or (c) provide alternative/additional main parts. The facilitator's role was just to facilitate the discussion and listen carefully to all the feedback and propositions. Based on these discussions, the facilitator made up a new proposition for a structure of the module during the break and presented this new proposition. The participants then discussed this new outline until they came to a final agreement. Based on this final agreement, participants than 'filled up' the main structure, which means that the facilitator went through each part of the main structure and asked for input. For example, if one part was about an exercise with cases, the focus group leader asked the participants for input for cases. This structure was repeated for the development of each module.

Data analysis

As mentioned in the data collection section, part of the data analysis already took place during the focus groups, as in between parts it was necessary to already provide short summaries as a facilitator. The focus groups were audio-recorded and filmed. The latter was to be sure that the transcribers could know who was talking at each point and if necessary could interpret non-verbal language in the discussions. Consequently, the full focus groups were transcribed verbatim.

The transcriptions were analysed through several steps. This process was quite unique as the aim was to develop modules based on the focus groups, rather than provide a summary of the focus groups. In a first phase, the immersion phase, the transcriptions were read several times to get familiar with the data and gain insight in the structures of the modules and the opinions of the participants. In a second phase, the main researcher wrote down the structure of the modules that participants agreed upon during the focus groups. In a third phase then, the researcher deductively integrated the content for each part in the module outlines, analysing the sub-parts thematically or just integrating the didactic material. If a main part consisted of cases, then these were integrated into the module outline (and if there was any doubt about

the details of the case, participants were contacted by the main researcher to further explain). When specific subparts or themes conflicted between participants, the researcher integrated both views into the module outline.

To ensure that the analyses (i.e. the outline of the modules) reflected the focus groups, 3 DC experts involved in the focus groups, 1 DC novice and 1 former DC athlete working as a DC support provider provided in-text feedback on the final module structure and main content. Moreover, where conflicting content was still a problem, they could provide their preference to make a final choice. Moreover, to make the modules as qualitative as possible, they also added additional material were necessary and/or possible (e.g., cases, methods, tools).

Finally, specific additional measures were taken for the development of the 'ethical' module. Two external experts in the fields of ethics provided feedback on this module from their theoretical and experience background. This was important as the focus groups consisted of participants that were experts in DC, but only some of the participants had experience in working with ethics. The ethics experts provided their feedback on the ethical principles and general outline of the module, which was integrated in the finalization of the module. See Figure two for a visual overview of the analysis process.
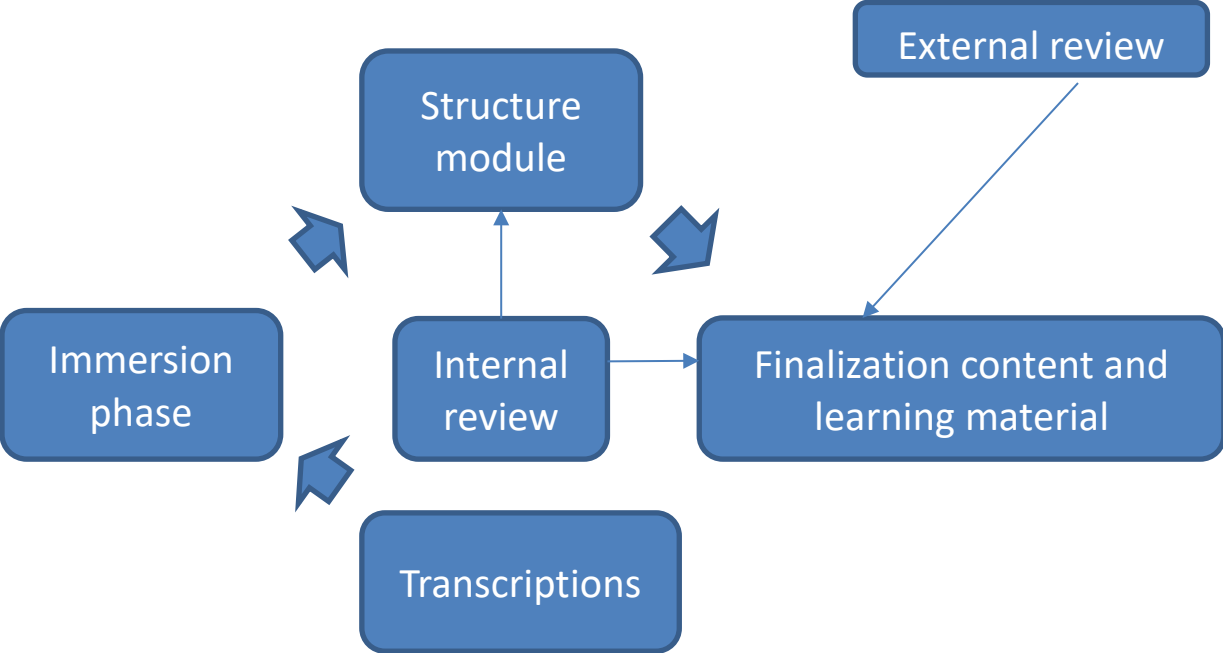
Figure 2. Overview of the analysis process

Study II: Implementation and evaluation of the modules

Participants

With regard to the participants of the modules, it was decided that optimally, each module should include 6 up to maximum 15 participants. Optimally, the participants had to be a mix of more experienced (i.e. experience of more than 5 years as a DC support provider), novice (i.e. experience of less than 5 years) and possible future DC support providers (e.g., students sport management, sport psychology). In the end, a total of 41 participants from four countries (Belgium, the Netherlands, Spain and Sweden) participated in the modules. In Table 1, the distribution regarding gender and employment type of the participants is presented per country.

Table 1. Gender and employment type of participants

	Gender		Employment as DC support provider	
	Male	Female	Full time	Not full time
Belgium	2	5	1	6
the Netherlands	3	7	4	6
Spain	4	11	8	7
Sweden	5	4	0	9
Total	14	27	13	28

The participants were quite diverse in terms of their type of employer. They worked as a DC support provider for a regional organisation (6), performance centre (6), university (5), elite sport school (3), private organisation (3), university college (2), secondary education school (2), governmental organisation (2), Olympic commission, or they worked independently (2). Six of the participants were students. The mean age, experience and working hours/week of the participants are presented in Table 2.

Table 2. Mean age, experience and working hours of the participants

	Age (years)		Experience (years)		Working hours/week	
	M	SD	M	SD	M	SD
Belgium	31,86	6,72	2,17	3,96	14,50	18,20
the Netherlands	39,78	9,30	4,83	4,69	21,56	15,19
Spain	39,00	10,26	8,99	8,21	30,14	13,94
Sweden	28,33	10,20	1,11	1,56	4,69	6,78
Total	35,34	10,31	5,09	6,53	17,65	16,21

The teachers of the modules had to (a) be involved in the development of the modules (and thus know the education material well), and (b) had to have experience of at least 3 years of providing lessons and/or workshops in DC.

Procedure

The outlines of the training module were distributed to all teachers several weeks before the modules. The head researcher was available for questions and support, in case of problems of/questions from the teachers. Not all three modules were conducted in all four countries, because of practical concerns. The distribution of where the modules were executed is presented in Table 3.

Table 3. Modules conducted in the different countries

	Module 1 DC support provider	Module 2 Empowerment	Module 3 Ethics
Belgium	X	X	X
the Netherlands		X	X
Spain	X		X
Sweden	X		X
# countries	3	2	4

Participants received an invitation from the university of that specific country with the practical information, aims and schedule of the modules. Within this invitation, participants were informed that participation was free of charge. They were informed that the modules were only pilots and that as such, they would be asked to fill in a feedback form after the module. Moreover, they were informed that they would be invited for a short follow-up interview approximately one month after the module.

With institutional ethical approval, all modules were conducted in March 2018. Before the start of every module, participants signed an informed consent that clearly explained the goals of the modules and with the reassurance that their identities would not be disclosed and that their feedback would not be made public in relation to their person. The modules were then conducted in line with the general outline (see Annex 4-6 for the module outlines that were implemented). Participants and teachers were asked to provide their feedback directly after the module in a paper-and-pencil feedback form, without first consulting each other to avoid group thinking and to encourage their own critical thinking. On average, DC support providers needed 10 minutes to fill in the form, whereas teachers needed 15 minutes on average.

Approximately one month after the modules, participants were contacted again by the researchers for a short follow-up interview. These interviews lasted 5 minutes on average.

Data collection

A paper and pencil feedback form was provided to the participants directly after the module. The main objectives of these forms were to (a) get feedback that could help to optimize the modules (process evaluation) and (b) get insight in if and how the participants expected the modules to impact their professional development (Outcome evaluation). Regarding the process evaluation, the participants shared their view on the strengths, possible improvements, duration and satisfaction of the modules. The outcome evaluation focused on the expected impact of the module on their professional development (i.e. usefulness for professional development, take home messages, plans for implementation). The full feedback form can be found in Annex 1.

The teachers were also asked to fill in a feedback form. The main objectives of these forms were to (a) get feedback that could help to optimize the modules (process

evaluation) and (b) get their views on the attainment of the objectives of the modules (Outcome evaluation). For the process evaluation, they shared their views on the strengths, possible improvements, and tips for other teachers (how they dealt with difficulties, the key elements in providing the module and important aspects in preparing the module). For the outcome evaluation, the teachers were asked if they felt that the objectives where met and why (not). The full outline of this feedback form can be found in Annex 2.

A follow-up interview was conducted with all the participants approximately three weeks after the modules. This interview aimed to gain insight in the perceived impact of the modules on their professional development. The outline of this follow-up interview can be found in Annex 3.

Data analysis

Thematic analysis using Nvivo 10.2.1 was used to analyse all the qualitative measures from the feedback forms of both the teachers and participants and for the follow-up interviews of the participants. Thematic analysis was preferred as it allows to see patterns of meaning in the answers of the participants without being tied to one specific theoretical background (Braun, Clarke, & Weate, 2016). We used a step-by step approach in analysing the data: (a) we started with the reading and re-reading of the answers to get familiarized with the data, (b) we provided codes with specific labels for specific data segments, and (c) we clustered the codes into themes (Braun & Clarke, 2006). For the quantitative data, descriptive statistics using SPSS 25 were conducted. Based on these evaluations, the modules were again contextualized and optimized for future use (see Annex 8-11 for the optimized modules and education material).

Methodological rigor

From our ontological orientation, one can expect that knowledge and content building is not theory-free. As such, the interpretative process of developing and evaluating the modules can be assumed to be influenced by own assumptions, values and experiences (Braun & Clarke, 2013). To avoid that the assumptions, values and experience of the main researcher had too much impact, critical friends (cf. Smith & McGannon, 2017) and a reflective journal (Tufford & Newman, 2012) were used throughout the process. In the reflective journal, the head researcher tried to keep track of his assumptions and possible values influencing the process. The critical friends systematically provided a critical voice on these assumptions, theoretical foundations and values of the head researcher. This was done both in the development of the general outline (before the focus groups), in the analyses of the focus groups, in the finalization of the modules, and in the analyses of the evaluation of the modules.

Results

Study I: Development of the modules

The main and only aim of this part of the research project was to develop three education training modules for DC support providers. As such, the end-results of study I are the outlines of these three modules. As these are quite extensive, we chose to present these in the annex parts (See Annex 4-7).

Study II: Implementation and evaluation of the modules

Presentation structure results

With the results of study II, the research project aimed at (a) providing an overview of the process feedback which would help to optimize the three modules (process evaluation), and (b) get a first insight in the impact that the modules could/would have on the professional development of the participants (outcome evaluation). An overview of what aspects these evaluations will encompass, can be found in Figure 3.
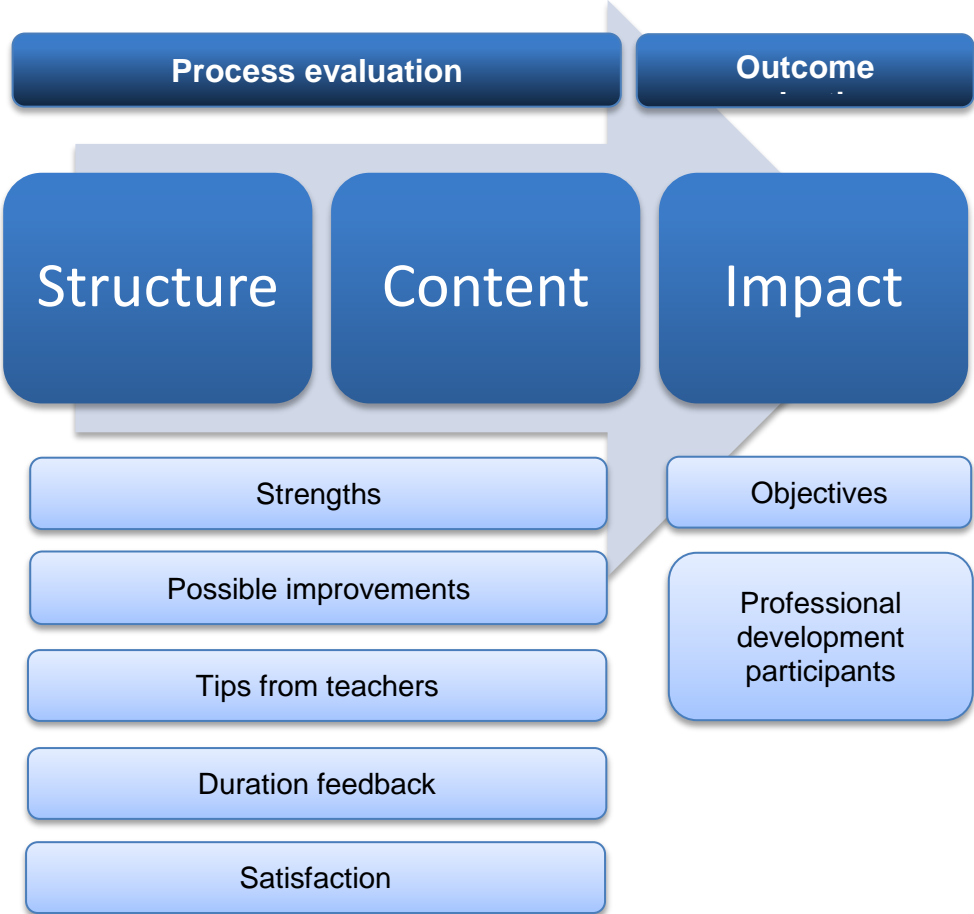

Figure 3. Presentation structure results

Module 1: DC support providers' self-assessment & development of competencies

Process Evaluation

The process evaluation consists of a qualitative part and a quantitative part. The qualitative part, which are the strengths, possible improvements and tips from teachers are provided in Table 4 and Table 5.

Table 4. Perceived strengths and possible improvements for module 1.

	Structure		Content	
Strengths	*Build-up* ➢ Balance of theory, cases and experience-based discussions ➢ Clear structure and build-up *Interaction* ➢ Exchange of experiences ➢ Exchange of opinions ➢ Interaction and networking opportunities *Participants* ➢ Variety of backgrounds of participants	T B P P P P	*General strengths* ➢ Evidence-based foundation *Specific parts* ➢ Insight in DC roles and competencies ➢ The self-reflection parts with possibility to exchange with other participants ➢ Link from self-reflection to personal development plan *Specific tools/exercises* ➢ Interesting cases ➢ Use of the DCCQ-SP and the visual overview of the competencies	B P B B B B

Possible improvements	*Restructuring suggestions*
	➢ Start with a case as an introduction
	➢ Move the PDP to a later phase (if multiple modules)
	➢ Move theoretical scenarios part further up the module
	➢ Make discussion of the PDP longer, give participants opportunity to exchange about their PDP
	➢ Let them prepare module at home so timing can be used optimally
	  ✓ If experienced enough, let them fill in questionnaire
	  ✓ Let them prepare part(s) of the theory
		P
		
		P
		
		T
		
		B
		
		B
			Suggested additions
			➢ Add cases to illustrate importance of competency development as DC support provider
			➢ Add part explaining the 'bigger picture': status of DC support in own/other countries
			➢ Add more tips and tools on competency development
			➢ Add list of factor structure DCCQ-SP
			➢ Add result sheet of main GEES findings to compare with own profile
			➢ Add more interactive material (e.g., PowerPoint, videos)
			Suggestions to change
				P
				
				P
				
				B
				
				T
				
				T
				
				B

✓ Ask them to send difficult situations before	➢ Reformulation case questions to STAR methodology	T
Participants	➢ Change the PDP format	B
➢ Match participants for the exercises based on their complementary (NOT the same!) profiles/developmental needs T	➢ Difficulties to discuss tasks DC support providers and structure these within DCCQ-SP	T
	➢ DCCQ-SP survey was a bit long	P
➢ Expand the scope to career support providers, coaches etc. P	➢ Online version of questionnaire would be an added value	B
	Suggestions to leave out	
	➢ Leave question *'how can you enhance learning experiences in your daily practice?'* out of final reflections	T

P = participants' perspectives; T= teachers' perspectives; B = both teachers' and participants' perspectives.

Table 5. Tips from teachers for module 1

Additional tips from teachers, for the future teachers

Good preparation
➢ Be well-prepared for the introduction part, as you need to be able to structure their answers within the DCCQ-SP structure: good knowledge of the DCCQ-SP is crucial.
➢ Make sure you know the cases and format of PDP well.
➢ Be practically prepared for the completion of the DCCQ-SP (e.g., computer if necessary).
Timing
➢ Try to be dynamic, but still structured with the timing: empower the participants by providing them a time frame, but at the same time you need to be flexible as a teacher (e.g., in case of interesting discussion).
Teacher's team
➢ To provide this module to more than 6 participants, having multiple teachers is recommended. A clear role division is important if you are with multiple teachers.

Regarding the duration of the module, none of the participants felt that this module took too long, whereas 12 participants found the module perfect in duration and 7 participants would have liked to have a longer module about this topic. The country-specific findings of the duration feedback can be found in Table 6.

Table 6. Country-specific participants' feedback on the duration of module 1

Country	Too short	Perfect	Too long
Belgium	4	3	0
Spain	2	4	0
Sweden	1	5	0
TOTAL	7	12	0

Finally, from a quantitative perspective, all average satisfaction scores were between "satisfied' and "very satisfied". The specific scores for the different satisfaction measures per country can be found in Table 7 and 8.

Table 7. Satisfaction measures for first module (1/2)

Country	Content of the module	Instructional methodology	Learning material used	Expertise of the 'teacher'
Belgium	4,29	4,43	4,00	4,57
Spain	4,67	4,40	4,33	5,00
Sweden	4,00	4,00	4,00	4,67
TOTAL	4,32	4,28	4,11	4,72

Average scores of participants' feedback on the question *"To what extent were you satisfied with the following aspects of the module?"* (1 - Very dissatisfied, 2 - Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 - Satisfied, 5 - Very satisfied)

Table 8. Satisfaction measures for first module (2/2)

Country	Cooperation with other participants	Relatedness-supportive climate	Competence-supportive climate	Autonomy-supportive climate
Belgium	4,71	4,86	3,57	3,86
Spain	5	4,83	4,5	4,83
Sweden	4,83	4,33	4,5	4,17
TOTAL	4,84	4,68	4,16	4,26

Average scores of participants' feedback on the question *"To what extent were you satisfied with the following aspects of the module?"* (1 - Very dissatisfied, 2 - Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 - Satisfied, 5 - Very satisfied)

Outcome evaluation

Professional development

Below we will discuss the feedback of participants on the influence the module had on their professional development. We linked their feedback to the objectives of our module.

Objective 1: Increase self-awareness and self-knowledge of their DC support provider competencies

- ✓ Gained self-knowledge through self-reflection:
    "It has helped me to be aware about my competencies, valuing my strengths and my needs to improve."
- ✓ More insight in own role as a DC support provider.
- ✓ Importance of further developing some specific competencies (e.g., cooperation, organisation):
    "If we ask our athletes for order and planning, we must also have it in our work."
- ✓ Awareness of importance self-reflection and self-development:
    "Reflecting on and developing own competencies is as important as working for and with DC athletes."
- ✓ I invite students to discuss my DC support provider role and boundaries of this role.

Objective 2: Exchange of experiences and cases to increase DC support providers' competency development and self-efficacy

- ✓ Gained insight in general DC support provider roles, and (social) responsibilities.
- ✓ Gained self-confidence and self-efficacy:
    "I feel empowered through the contact I got with the other participants, feels nice."
- ✓ Gained motivation.
- ✓ Further development of a network through participation.
- ✓ Learned to use several tools to enhance own competencies.
- ✓ Awareness of importance to keep exchanging cases and reflections with colleagues.
- ✓ Importance of individual approach in working with DC athletes.
- ✓ Gained insight in others' perspectives through cases:
    "Yes, because with the cases and the space to share them, I was able to know other perspectives."

Objective 3: Implement the lessons learned in practice and enhance future lifelong learning by making a personal development plan (PDP)

- ✓ Make and follow-up the PDP:
    "Yes, absolutely! I take with me my plan, which I will follow-up regularly. I have several things that are reasonable to execute already this year. A few things in my PDP came about in the exchange with other

> *participants (without explicit connection to the module content) and a few through the educational content."*

✓ Intention to take PDP to evaluations within organisation.
✓ Implement structural moments for self-reflection and self-development with colleagues.
✓ Intention to consult research literature more regularly.
✓ Share the current knowledge with colleagues.

Objectives evaluated by teachers

All teachers felt that the objectives were reached. One teacher doubted about the third objective, suggesting to change this objective for future modules. The proposed new objective was: *"Stimulate implementation of lessons learned in practice and enhance future lifelong learning by making a personal development plan (PDP)".* The module objectives can be found in Table 9.

Table 9. Evaluation objectives of module 1

Objectives	Teachers' opinions
Increase self-awareness and self-knowledge of their DC support provider competencies	3/3
Exchange of experiences and cases to increase DC support provider's competency development and self-efficacy	3/3
Implement the lessons learned in practice and enhance future lifelong learning by making a personal development plan (PDP)	2,5/3

Module 2: Empowerment of DC athletes

Process Evaluation

The process evaluation consists of a qualitative part and a quantitative part. The qualitative part, which are the strengths, possible improvements and tips from teachers are provided in Table 10 and Table 11.

Table 10. Perceived strengths and possible improvements for module 2.

	Structure		Content	
Strengths	*Build-up*		*General strengths*	
	➢ The well-balanced variation between theory, cases and experience-based exchange	B	➢ The strong research-based foundation in combination with the practical usability	P
			➢ Provides specific information and resources to empower athletes	P
	Interaction		➢ Innovative research and tools for DC support	P
	➢ Possibility to exchange opinions and experiences	P	*Specific parts*	
			➢ Relevant cases	B
			➢ The combination of the example profiles with the cases	B
			➢ The use of role playing with the cases	B
			Specific tools	
			➢ The DCCQ-A is interesting to work with	P
Possible improve- ments	*Restructuring suggestions*		*Suggested additions*	
	➢ Let them prepare module at home so time can be used optimally	B	➢ Add definitions in the introduction (e.g., empowerment)	B
	✓ Let them prepare part(s) of the theory		➢ Add cases	T
	✓ Ask them to send/bring own cases		➢ Add examples of how the cases could be 'solved'	B
	✓ Let them try to fill in the DCCQ-A as well just to experience it		➢ Tailor some of the content to the types of DC support providers (i.e. more differentiation)	P
	➢ In the introduction: let participants make the mind maps themselves in subgroups	T	➢ Add some more original exercises and teaching methods	B
			➢ Add some empowerment methods and tools	B
			➢ Add interactive material (e.g., video about importance of empowerment)	T

➢ More time needed for the discussion of the cases	B	*Suggestions to change* ➢ Both a part about how results of GEES can be used and how the DCCQ-A can be used T
➢ Empowerment modules should be delivered in multiple modules, as it is so important and so much information can be shared and exchanged	B	➢ Make sure that the link between the intake and empowerment is clear T *Suggestions to leave out* ➢ Less about the intake P
Participants ➢ Expand the scope to career support providers involved in employment support	P	➢ A bit less theory about GEES findings P
➢ Invite DC athletes, it can add a lot of value to have their perspectives AND to let them participate in the role play (enhances the credibility of the role play)	T	

P = participants' perspectives; T= teachers' perspectives; B = both teachers' and participants' perspectives

Table 11. Tips from teachers for module 2

Additional tips from teachers, for the future teachers
Good preparation ➢ Make sure you know the cases and format of PDP well. ➢ Make sure you know the factor structure and results about DCCQ-A. *Timing* ➢ Try to be dynamic, but still structured with the timing. *Teacher's team* ➢ Ideally, you have one teacher that has more expertise in practice and one that has a better scientific background. *Other suggestions* ➢ Let the participants think along in theory parts, involve them. ➢ Motivate them for role playing, as in this module, it is very valuable.

Regarding the duration of the module, opinions differed between participants, with three participants feeling the module was too short, six participants perceiving the module as perfect in duration and 6 participants thinking it was too long. The country-specific findings of the duration feedback can be found in Table 12.

Table 12. Country-specific participants' feedback on the duration of module 2

Country	Too short	Perfect	Too long
Belgium	0	5	1
The Netherlands	3	1	5
TOTAL	3	6	6

The participants were again asked to rate their satisfaction on several measures. The specific scores for the different satisfaction measures per country can be found in Table 13 and 14.

Table 13. Satisfaction measures for second module (1/2)

Country	Content of the module	Instructional methodology	Learning material used	Expertise of the 'teacher'
Belgium	4,33	4,50	4,17	4,50
The Netherlands	3,78	3,22	3,56	4,22
TOTAL	4,00	3,73	3,80	4,33

Average scores of participants' feedback on the question *"To what extent were you satisfied with the following aspects of the module?"* (1 - Very dissatisfied, 2 - Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 - Satisfied, 5 - Very satisfied*)*

Table 14. Satisfaction measures for second module (2/2)

Country	Cooperation with other participants	Relatedness-supportive climate	Competence-supportive climate	Autonomy-supportive climate
Belgium	4,83	4,83	3,50	4,00
The Netherlands	4,00	4,11	3,67	3,67
TOTAL	4,33	4,40	3,60	3,80

Average scores of participants' feedback on the question *"To what extent were you satisfied with the following aspects of the module?"* (1 - Very dissatisfied, 2 - Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 - Satisfied, 5 - Very satisfied*)*

Outcome evaluation

Professional development

Below we will discuss the feedback of participants on the influence the module had on their professional development. We linked their feedback to the objectives of this module.

Objective 1: Increase DC support providers' awareness of the importance and possibilities for intakes with DC athletes.
- ✓ Raised awareness about the role of a DC support provider in intakes.
- ✓ Adaptations of current intake procedure within the organisation.
- ✓ Awareness of the importance of an individualised approach (based on intake).
- ✓ The importance of giving athletes responsibility of own pathway.

Objective 2: Increase knowledge of DC support providers regarding the competencies that are important for DC athletes
- ✓ Raised awareness of importance competency-enhancing approach:
  > *"In the guidance of DC athletes, it becomes more important to focus on competency development, which is also the case in the elite sport and vocational career."*
- ✓ Gained insight in what competencies are important and how these can be related to specific situations.
- ✓ Share gained knowledge with colleagues.
- ✓ Use knowledge to adapt current objectives within organisation regarding competency development of pupils/students.

Objective 3: Teach DC support providers how they can assess and enhance competencies in DC athletes
- ✓ Got to know tools that I (will) apply in assessing and enhancing competencies of DC athletes:
  > *"It was very nice to get to know and learn how to work with such concrete tool that has a scientific background "*
- ✓ More insight in how specific cases can be approached.
- ✓ Intention to systematically introduce competency development of DC athletes into practice (e.g., to organize more workshops for DC athletes).
- ✓ Discussion of both positive sides and developmental needs of competencies with DC athletes (I.e. importance of a positive psychologic approach).
- ✓ Use of the DCCQ-A in practice.

For some of the more experienced participants, the module was not impacting their professional development, but rather a good confirmation of how they were working already. As stated by one of the participants:
> *"I am working full-time on this daily, making conscious choices in my behaviour. So it was not very innovative."*

Objectives evaluated by teachers

All teachers felt that the objectives were reached. Nevertheless, both teachers doubted about the third objective, as they felt that the duration of the module was too short to really impact the last objective on the long term. The module objectives can be found in Table 15.

Table 15. Evaluation objectives of module 2

Objectives	Teachers' opinions
Increase DC support providers' awareness of the importance and possibilities for intakes with DC athletes	2/2
Increase knowledge of DC support providers regarding the competencies that are important for DC athletes	2/2
Teach DC support providers how they can assess and enhance competencies in DC athletes	2/2

Teacher Belgium: *"Maybe the enhancement of competencies could be trained more (i.e. more tools) to achieve this final objective."*

Teacher the Netherlands: *"Empowerment also requires a longer breath. Several sessions could be given to guide participants in this area (for example 3x3hours). Participants must have been given time between workshops to apply it. Empowerment can only be strengthened by changing your own actions with respect to the athlete."*

Module 3: Ethical principles for DC support providers

Process evaluation

The process evaluation consists of a qualitative part and a quantitative part. The qualitative part, which are the strengths, possible improvements and tips from teachers are provided in Table 16 and Table 17.

Table 16. Perceived strengths and possible improvements for module 3.

	Structure		Content	
Strengths	*Build-up*		*General strengths*	
	➢ The well-balanced variation between theory, cases and experience-based exchange	B	➢ Clear information about ethics	P
			➢ Applying ethics specifically to the DC domain is innovative	P
	➢ Good structure and build-up, starting from ethical principles going to cases	B	➢ The module challenges some of the ('unethical') habits DC support providers have	T
	➢ The timing of the different parts is adequate	T		
	Interaction		*Specific parts*	
	➢ Exchanging experiences is valuable in this module	P	➢ The cases are relevant and it is enriching to discuss them with other participants	B
	➢ Exchanging opinions and debating for the right thing to do in ethical dilemma's	P	➢ The possibility to reflect on own ethical behaviour, engage in self-analysis	P
	Participants		*Specific tools*	
	➢ The diversity of participants adds value to the discussions	P	➢ The list of ethical principles is valuable	P
			➢ Role playing the cases was insightful	P
Room for improve-ment	*Restructuring suggestions*		*Suggested additions*	
	➢ Let them prepare the module at home so time can be used optimally	B	➢ Addition of ethical principles (E.g., Gender aspect)	B
	✓ Let them prepare part(s) of the theory and/or cases		➢ Add something about the DC support provider vs. organisation interaction	P
	➢ Suggestion to go to cases a bit faster (less about ethical principles)	B	➢ Add contextual information (e.g., legislation within national context, support structures for ethics within country)	B
	➢ Discussion of self-assessment on ethical principles in groups	P		
	➢ Focus on the most relevant cases deeply,	P	➢ Add realistic cases from other perspectives (e.g.,	B

	Code		Code
rather than discussing too many non-relevant cases		not only higher education, gender cases)	
➢ Go back to the PDP at the end of this module as well to ensure follow-up	B	➢ Add examples of how the cases could be 'solved'	B
➢ Discussing ethics and cases should be done periodically	B	➢ Add information on the constructivist epistemological background of the module	B
➢ Need for more time to discuss in depth and do role plays	B	➢ Add interactive material (e.g., video about importance of ethical behaviour)	B
➢ Suggestion to develop teach the teacher modules	T	➢ Add the possibility to discuss their experiences rather than fictive cases	B
➢ Need for more breaks because of the intensity of the topic	T	➢ Add information of how role play should look like in cases	T
Participants		*Suggestions to change*	
➢ Let participants discuss cases in several groups (not the same group for the whole module)	P	➢ In discussing the cases, two different groups could get the role of defending a specific conflicting principle to then come to a debate between the groups	P
➢ Try to make subgroups based on diversity in opinions and backgrounds	P		
External speaker			
➢ Suggestion to invite a guest speaker that can explain the national contextual information of the specific country	B		

P = participants' perspectives; T= teachers' perspectives; B = both teachers' and participants' perspectives

Table 17. Tips from teachers for module 3

Additional tips from teachers, for the future teachers
Good preparation ✓ For this module, it is important that as a teacher, you prepare yourself to have contextual knowledge about the support structures and legislation available on ethics. *Timing* ✓ Allow flexibility in timing, as the experience of your participants will finally decide how long you can discuss cases and how deep you can go into some topics. ✓ Provide enough time to discuss the cases. *Teacher's team* ✓ Ideally, you have one teacher that has more expertise in practice and one that has a better scientific background about ethics. *Participants*

✓ If you invite DC support providers to follow this module, take into account that having a diverse group with regard to experience AND background is an added value.
✓ A number of around 9 participants (that can then be divided into 3 subgroups) is/was optimal

Regarding the duration of the module, only one of the participants felt that this module took too long, whereas 19 participants found the module perfect in duration and 14 participants would have liked to have a longer module about ethics in DC. The country-specific findings of the duration feedback can be found in Table 18.

Table 18. Country-specific participants' feedback on the duration of module 3

Country	Too short	Perfect	Too long
Belgium	2	5	0
The Netherlands	4	3	0
Spain	5	10	0
Sweden	3	1	1
TOTAL	14	19	1

The participants were again asked to rate their satisfaction on several measures. The specific scores for the different satisfaction measures per country can be found in Table 19 and 20.

Table 19. Satisfaction measures for third module (1/2)

Country	Content of the module	Instructional methodology	Learning material used	Expertise of the 'teacher'
Belgium	3,86	4,29	3,86	3,57
The Netherlands	4,29	3,86	3,57	4,33
Spain	4,60	4,60	4,07	4,93
Sweden	4,00	4,40	4,00	4,40
TOTAL	4,29	4,35	3,91	4,45

Average scores of participants' feedback on the question *"To what extent were you satisfied with the following aspects of the module?"* (1 - Very dissatisfied, 2 - Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 - Satisfied, 5 - Very satisfied)

Table 20. Satisfaction measures for third module (2/2)

Country	Cooperation with other participants	Relatedness-supportive climate	Competence-supportive climate	Autonomy-supportive climate
Belgium	4,86	4,71	4,14	4,29
The Netherlands	4,14	4,14	4,00	3,71
Spain	4,87	4,73	4,53	4,13
Sweden	4,20	4,40	4,40	4,60
TOTAL	4,62	4,56	4,32	4,15

Average scores of participants' feedback on the question *"To what extent were you satisfied with the following aspects of the module?"* (1 - Very dissatisfied, 2 - Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 - Satisfied, 5 - Very satisfied)

Outcome evaluation

Professional development

Below we will discuss the feedback of participants on the influence the module had on their professional development. We linked their feedback to the objectives of the ethics module.

Objective 1: Provide an overview of main ethical principles for DC support providers
- ✓ Insight in colleagues' ethical dilemmas and reasoning in these dilemmas.
- ✓ Knowledge of the ethical principles.
- ✓ Knowledge of what ethics means and in what situations it becomes especially relevant.
- ✓ I will use the ethical principles in my daily practice.
- ✓ Make use of support structures and/or supervisors in case of serious ethical dilemmas.
- ✓ Awareness of limitations is something to consider.
- ✓ Empowering DC athletes is an important next step.

Objective 2: Develop a critical mind-set and enhance decision-making in working with ethical dilemmas as a DC support provider
- ✓ Awareness of the importance of ethical thinking and behaviour:
    > *"You need to understand the importance of ethics. You need to understand the consequences of the decisions you take and consider them deeply."*
- ✓ Awareness about the fact that ethics is not a matter of black or white:
    > *"I learnt that in most cases this is not black or white and that different important ethical aspects may contradict each other."*
- ✓ Know how to deal with ethical dilemmas systematically.
- ✓ Enhanced ethical "competencies".
- ✓ Detection of ethical dilemmas will go faster:
    > "*This information and module will help me to identify ethical dilemmas faster, which will help me to react adequately*"
- ✓ I learned that discussing ethical dilemmas with others on a regular basis is crucial (e.g., also including role plays and case discussion).
- ✓ Develop ethical principles and a plan to cope with ethical dilemmas specific to the organisation.
- ✓ Will further do research on contextual and legislation aspects of ethical dilemmas.
- ✓ Think critically in ethical dilemmas (i.e. awareness of the possible consequences of unethical behaviour).

Other influences (unrelated to the objectives):
- ✓ By meeting other people and talking about ethical dilemmas, you feel you're not alone in it.
- ✓ Helps to expand network.
- ✓ Provides confidence.
- ✓ Raised awareness of where and how I can be supported with ethical dilemmas.

✓ The module helped me to change my way of approaching DC athletes structurally and proactively. I now (will) provide more information of my ethical boundaries to the athletes directly:

> *"Make an information template with the ethical instructions I need to follow, and bring to every client I meet in my work. So the client will get the information both verbally and on paper."*

For some of the more experienced participants, the module was not really innovative, but rather a good confirmation of how they were working already.

Objectives evaluated by teachers

All teachers felt that the objectives were reached. The module objectives can be found in Table 21. One teacher doubted about the first objective, as within the Belgian context, the legislation and (new) support structures have an important impact in how DC support providers should approach ethical dilemmas. Although ethical principles were provided, the lack of this contextual information gave him (and the participants) the feeling that crucial information related to the topic was missing. As stated by the teacher:

"However, because of the lack of contextual information, participants left the module with a lot of questions. Although this resulted in the attitude to do something with this in the future (which is good for sure), participants would benefit from more practical information and structure to implement their ethical behaviour more systematically within their practice."

Table 21. Evaluation objectives of module 3

Objectives	Teachers' opinions
Provide an overview of main ethical principles for DC support providers	3/4
Develop a critical mind-set and enhance decision-making in working with ethical dilemmas as a DC support provider	4/4

Conclusions

The overarching aim of the current project was to contribute to the practice of DC support provision by demonstrating how the quality of support to DC athletes can be optimised in an evidence-based manner. Therefore, this project developed and evaluated training modules for DC support providers in a European context. Below we highlight the main strengths and limitations of the project, discuss the major project findings, and list some recommendations.

Strengths of the Project

First, the development of the training modules itself can be considered a major strength of this project. As mentioned by Hong and Coffee (2017), there was a clear need for research that enhances the professional development of career assistance practitioners and DC support providers. This is the first project that specifically focused on developing training modules for DC support providers in order to stimulate educational institutions and sport organisations in different European countries to invest in the professional development of DC support providers.

Second, this research project is the first in the field of sport practitioners to describe the development, implementation, evaluation and optimisation of training modules. While previous studies have described how education programmes could be evaluated and optimised (e.g., Hutter, Pijpers, & Oudejans, 2016), the current research took a step back and provided a complete overview of the development of the training module. This all-encompassing approach can be considered a second major strength of this project. Furthermore, we believe that the pragmatic approach (Giacobbi, et al., 2005) and relativist ontology (Creswell, 2014) used in this project, contributes to an optimization of DC training opportunities and provides an example of how more modules can be developed, implemented, and evaluated in a similar evidence-based manner.

Third, the systematic, evidence-based and thorough process followed to develop the modules, as well as the wide range of expertise involved, can be considered other major strengths of this project. In all phases (i.e. development, implementation, evaluation and optimisation of the training modules), researchers, applied practitioners and some former athletes contributed and acted as "critical friends" to raise the standards of the modules.

Fourth and final, we consider the identification of a common structure for training modules across different European countries as a strength of this project. Despite the difference in DC structures and regulations across European Member States (Aquilina & Henry, 2010), this project identified a common structure for a training module that, with small adjustments (e.g., contextualisation of cases and ethical principles), can be implemented across European Member States, regardless of their DC system. Furthermore, we expect that, using the contextualisation tips added in the final modules, non-European countries can also use these modules to train their DC support providers.

Limitations of the Project

First, given that this is the first project that specifically focused on developing training modules for DC support providers, we could not make useful comparisons with previous studies developing DC training modules. This can be considered a limitation of the project, and we therefore suggest that future studies focusing on the development of training modules in DC support make comparisons with our work.

Second, approaching from a more traditional realist perspective, the current project measured DC support providers' satisfaction about the training modules, but did not measure the impact of the modules on other potential users (e.g. feasibility of implementation within existing sport or educational organisations; eventual impact on the development of athletes and support providers). Given that these kind of measures are difficult to obtain in such a short period of time, we suggest that future projects implementing training modules include both short and long-term measures of impact, effectiveness and efficiency.

Third, the limited amount of end-users (i.e., active athletes benefiting from DC support) involved in the current project can also be considered a limitation. Because almost all DC practitioners and researchers involved in the development of the modules are experts in their field it can be assumed that they are well aware of the needs and competencies of DC athletes. Nevertheless, we recommend that future studies include more end-users in their evaluations to directly study the feasibility, attractiveness, quality and potential impact of the modules.

Discussion of the Findings in Relation to the Specific Objectives

The specific objectives of this study were: (a) to develop three evidence-based training modules for DC support providers and (b) to implement and evaluate these training modules in four different countries.

Development of three evidence-based training modules for DC support providers

The development of the training modules through focus groups (which is described under the methodology of study 1) resulted in three quality training modules for DC support providers. We believe that this objective was attained, but next to the obvious output (i.e. the evidence-based modules), we want to elaborate on the additional positive side-effects of the focus groups. The used process of the focus groups in combination with diverse profiles of the participants not only contributed to quality training modules but also resulted in a perceived added value to the participants' professional development. For example, the participants reflected that the focus groups on their own were training modules in DC. More experienced DC support providers elaborated on their knowledge and further developed content through interaction with the other participants. The novice DC support providers hereby provided a critical voice in how some assumptions and knowledge should be communicated to novices, resulting in interesting learning experiences for the experts. The novice DC support providers gained competencies by just listening to the DC experts and through active participation in the focus groups.

Implementation and evaluation of the training modules in four different countries

The implementation and consequent evaluation of the training modules resulted in many insights that helped to optimize the modules' content, structure, and teacher recommendations. Some of these insights were relevant to all modules and contexts, whereas some others where specific to the module and/or context. Below we start with discussing the most important general insights followed by module-specific and nation-specific insights.

General insights of the project. The general structure of all three modules was similar and seen as an added value by both the participants and teachers in all modules and/or nations. More specifically, the dynamic blend of small parts of theory/research, (self-) assessment exercises, case analyses, and experience-based exchange was found very useful.

   Another general insight was the importance of the preparation and expertise of the teachers. Although the modules are described in detail, every module needs some tailoring to the national context, the specific group, and strengths of the teacher. Consequently, in the final versions of the modules, flexibility was left for contextualisation, modification, and contribution by the teachers. Therefore, national and/or European networks of the DC teachers stimulating their dialogues and exchange can be a good idea for the future.

   The modules' participants and teachers agreed that the content and exercises of all the modules were interesting, solid, engaging, and added value to their professional development. However, they felt that time was often too short to discuss into depth everything that was planned and achieve deeper professional development outcomes. One suggested solution was the use of preparatory homework (e.g., reading about theory, prepare own cases, fill in the questionnaire online). Moreover, as a solution for the limited time during the modules, participants suggested to organise periodical follow-up sessions themselves to further exchange information and further work on the tools they learned during the sessions (e.g., self-reflection, discuss empowerment tools, ethical case discussion), installing a kind of competence constellation (Johnson, Barnett, Elman, Forrest, & Kaslow, 2013).

   Finally, another important point was relevant to the number of modules taught during one day. Regardless of the topics, doing two modules up to 4 hours each during one day was found too tiring. The modules are intense, and as such, one module of 4 hours a day was perceived as optimal by both the participants and the teachers.

Module-specific insights. All module-specific findings can be found in the results directly and/or in the adaptation of the modules (see Annex 8-11). Nevertheless, below we discuss the most important module-specific insights. Regarding the first module about DC support providers' self-assessment and development of competencies, the role of the personal development plan (PDP) was found to be crucial. More specifically, it was found that some DC support providers perceived it difficult to already make up a PDP based on only one module of 4 hours. Moreover, the current template was not optimal, which resulted in an update of the PDP version (see annex 9). Finally, it was suggested that teachers support the participants in the development of their PDP by providing more time to develop it at the end of the module and encourage them to update it during the next modules (based on the new insights).

Regarding the empowerment module, the most important remark was about the introduction. The empowerment philosophy should be explained and defined more into depth. Clear definitions of what empowerment means, an explanation of what competency enhancement encompasses and how this is linked with the intake, should be provided.

Finally, regarding the ethical module, all participants liked to discuss the cases with colleagues and found these discussions very enriching. However, participants and teachers felt that, where ethics interfered with national legislation, clear knowledge about this legislation was necessary. At least, an overview of the national stakeholders (i.e. the support structures) and policies navigating the DC practitioners in searching solutions in ethical dilemmas, should be made available to the participants.

Nation-specific insights. One would want to compare the satisfaction scores between countries and statistically relate these scores to other variables. However, from our pragmatic approach, we feel that comparing the countries on how specific independent variables (e.g., duration of the module, experience of the teacher) influence the outcomes of the module (e.g., professional development, satisfaction score) would be confusing (Creswell, 2014; Giacobbi, et al., 2005). More specifically, from our pragmatic and relativist perspective we focus on providing insights in what can work in the DC context in general and what is national context-bounded, and should therefore be further adapted (Stambulova & Ryba, 2014). As such, rather than providing "black or white" answers and content, we acknowledge that teaching these DC modules requires different "shades of grey", which we tried to integrate in the modules. Within the final outline of the modules, we defined "black and white" or general parts (based on research background, focus groups and/or clear common feedback by participants and teachers of all countries). But where the context and social interaction became more relevant, we tried to enable teachers to choose their "shade of grey" based on the information available and interaction within their national context.

Recommendations

As the current training modules went through several evidence-based optimization processes, we believe that these can be used in a more structural way in the DC support field in Europe. As such, we encourage future research/applied projects to structurally implement these modules within the field of DC. However, to teach these modules, one should (a) gain insight in the theory and knowledge background of the modules, (b) be prepared to make correct decisions in relation to the influence of contextual factors on the content and way of providing the module. As such, teachers should be prepared accordingly (e.g., by teach-the-teacher preparation modules). Moreover, future projects are encouraged to develop institutional education opportunities for DC support providers in which the current modules could be seen as a foundation.

The modules give the DC support providers knowledge, tools, and the chance to exchange opinions and experiences with colleagues. However, to really impact the quality of DC support provision, it is crucial that DC support providers develop their PDP and follow it in a structural manner. Optimally, DC support providers can organize regular interactions with internal and/ or external colleagues where they might reflect on their competency development and practice, exchange empowerment methods and tools, and/or discuss ethics-related cases/experiences, further establishing a communitarian approach in professional development (Johnson et al., 2013). As the

development and sustainability of (inter)national DC networks is important, we hope that the current study will encourage and help new (inter)national DC networks to be content-exchanging and adding value to the professionalization of DC support (Capranica et al., 2015).

The current project specifically focused on DC support providers, defined as "professional consultants, related to an educational institute and/or an elite sport organisation – or certified by one of those – that provide support to elite athletes in view of optimizing their DC" (Wylleman, De Brandt, & Defruyt, 2017, p. 18). However, the impact of DC support providers is highly dependent of the influence of other entourage members as well. One of the recommendations for DC entourages in the IOC advanced Olympic research programme of Knight and Harwood (2015) was the following: "Identify specific roles for entourage members to support athletes' dual careers but encourage support to be provided in an integrated manner" *(p. 76)*. To ensure such integrated approach, it is crucial that (at least part of) the entourage speaks the same language and understands the DC challenges, required competencies (both of the support environment and athletes) and ethical principles at the basis of supporting DC athletes. As such, we encourage future DC projects to use (parts) of the current modules and develop (and pilot-test) information sessions and training programmes for other DC entourage members (e.g., coaches, parents, tutors) as well.

The transition to the post-athletic career can be still problematic for DC athletes. Career support for athletes' vocational development is crucial in this regard, but it lacks evidence-based follow-up measures and tools. Consequently, we believe that the current modules could be (partly) tailored to these professionals as well, especially with the recent material being developed in this field (e.g., a competency framework of athletes' competencies that could be transferred from the athletic field to the vocational field; B-WISER, 2018).

In conclusion, we do hope that this project is the first in a row of subsequent projects working on bridging the existing gap between DC research and practice.

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Annexes

Annex 1: feedback form for participants

a) General impressions

1. What were the main strengths of the module?

2. Areas of improvement:

   • What would you suggest to improve in the module content? How?

   • What would you suggest to improve in the module delivery? How?

3. Was the module useful for your professional development? Why (not)?

4. What concrete 'take home messages' do you take with you from this module?

5. How are you thinking to implement the learned lessons in your work?

6. Other remarks/suggestions?

b) Specific feedback

To what extent were you satisfied with the following aspects of the module?

	1	2	3	4	5
Educational content of the module					
The instructional methodology (e.g., lecturing, group discussions, role play)					
The learning material used (e.g., slides, video's, tools, questionnaire)					
The expertise of the 'teacher'					
The cooperation with other participants during the module					
Relatedness-supportive climate (I.e. did the modules provide you the opportunity to socially connect with the other participants and/or teacher?)					
Competence-supportive climate (I.e. did the modules make you feel competent and/or helped you to develop your competencies?)					
Autonomy-supportive climate (i.e. did the modules provide you the opportunity for self-direction and choice?)					

1 - Very dissatisfied, 2- Dissatisfied, 3 - Nor dissatisfied, nor satisfied, 4 – Satisfied, 5 - Very satisfied

What did you think about the duration of the module? (put a circle around the option that applies)

Duration	Much too short	Too short	Perfect	Too long	Much too long
Please explain:					

Annex 2: feedback form for teachers

1. What were the main strengths of the module?
2. Areas of improvement:

   - What would you suggest to improve in the module content? How?
   - What would you suggest to improve in the module delivery? How?

3. Overall, do you feel this module achieved its objectives?

   - *If Yes*: please explain?
   - *If not:* Would you change the objectives? How?
   - *If not:* What would you change to meet the objectives?

4. What aspects of the module were difficult for you to provide? How did (or didn't) you resolve these difficulties?
5. What are/were key elements in how you should provide the module?
6. Did you feel prepared to provide the modules? How could this preparation be improved?
7. Other remarks/suggestions

Annex 3: Follow-up interview with participants

1. Have you tried to implement aspects/lessons learned of the modules?
   yes/no
2. If no: Why not?
3. If yes, please
   a. Give examples of how you implemented the module aspects/lessons learned
   b. For each example please reflect on how well it worked and why it (did or did not) work well

Annex 4: Module one as used in implementation

Dual career support providers' (DCSPs') self-assessment & development of competencies

Aims	• Increase self-awareness and self-knowledge of their DCSP competencies
	• Exchange of experiences and cases to increase DCSP's competency development and self-efficacy
	• Implement the lessons learned in practice and enhance future lifelong learning by making a personal development plan (PDP)
Target group:	• A group of 6 up to 10 DCSPs
	• Optimally, the group should be a mix of more experienced DCSPs and novices
Timing	
	Four hours

Short summary and timing	1. Roles/duties/function/responsibilities/tasks	Ca. 30 min
	2. Self-assessment using the DCCQ-SP	Ca. 45 min
	3. From self-awareness to the start of a personal development plan (PDP)	Ca. 30 min
	4. BREAK	Ca. 15 min
	5. Cases & Experiences	Ca. 90 min
	6. Feedback to personal development plan (PDP)	Ca. 30 min

Specific content

1. Roles/duties/function/responsibilities/tasks

1.1 Introduction

Everyone introduces him/her-self. Example questions:
- Leisure?
- Educational background?
- Professional background?
- Employer?
- (Elite) sport background?
- Expectations of the module
- **Their roles/responsibilities/tasks as a DCSP?**

You end the introduction with asking them: how would you define a dual career support provider?

1.2 Discussion /exchange

After having defined a DCSP and having discussed (to some extent) their own roles, you can now discuss and further summarize all the (possible) roles/responsibilities of a DCSP. As a module leader, you try to put their answers into the structure that you have in mind from forehand. More specifically, without putting the titles up you put their answers in (possibly up to) 6 categories.

Reflection & Self-management	Advocacy and cooperation	Organizational	Empowerment	Awareness of DC athlete's environment	Relationship

2. Self-assessment using the DCCQ-SP

2.1 Short explanation

After having discussed the different responsibilities/roles/tasks you can start discussing the 6-factor structure, and explain the DCCQ-SP structure starting from the roles/tasks they mentioned themselves and the structure that you already had put down (see table above). You shorty explain the questionnaire and how they should fill it in.

2.2 Self-assessment of their competencies

To make sure that the questionnaire and the items are understood in the right way, you let them fill in the questionnaire in the class (and not before the module). Depending on the availability of computers and/or personal preference as the module leader, you have two options to make them score themselves:
- Paper and pencil. In this case, they need to calculate their factor scores themselves (with the help of a calculator).
- Using an excel file. In this case, the excel file calculates the excel scores and makes a visual representation automatically.

2.3 Identify strengths and needs

After the self-assessment, you explain how they should interpret the results, by discussing the example below. Most important points here:
- A discrepancy between importance and possession (with high importance, but low possession), reflects a clear development need.
- The scores are self-reflections, so if possession scores are lower than a colleague, this doesn't necessarily reflect a less competent DCSP.

Example
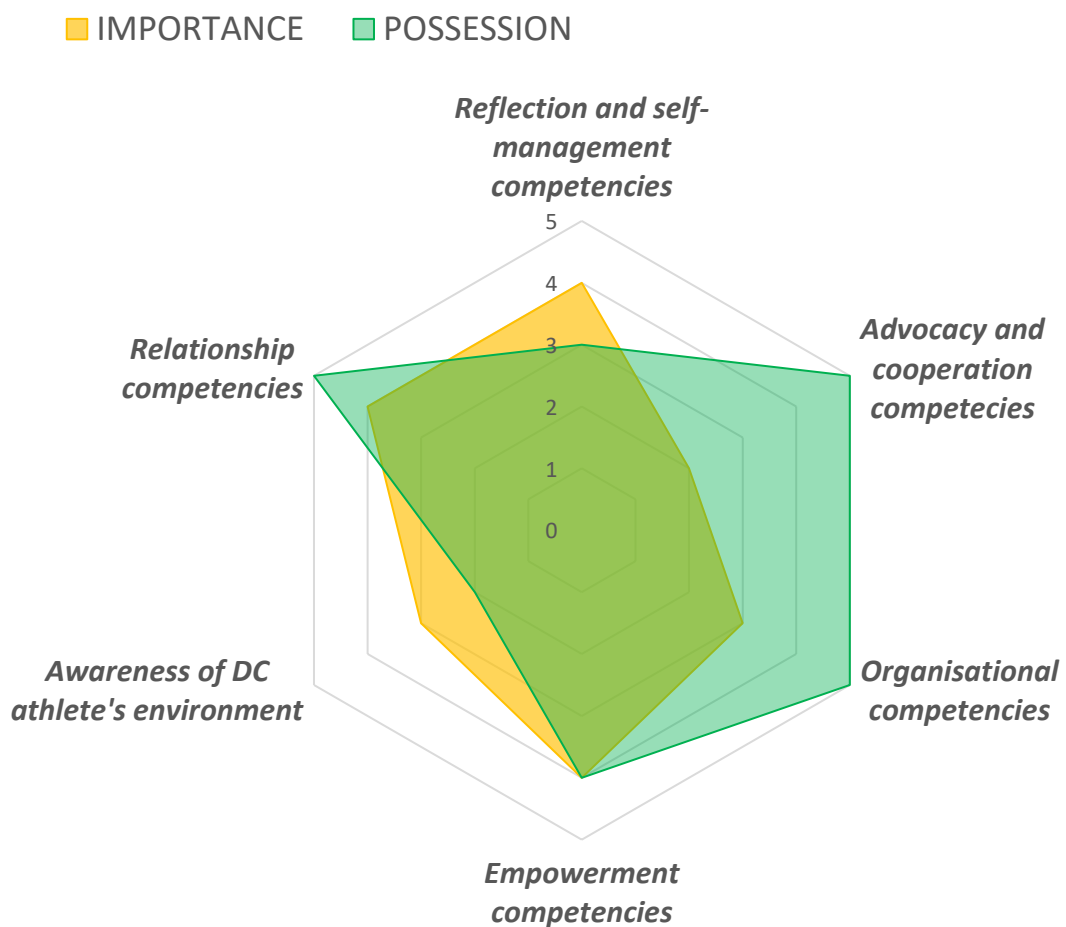
3. From self-awareness to the start of a personal development plan (PDP)`

3.1 Discuss strengths & needs

After having completed the questionnaire, it's time to discuss the results in subgroups (of ca. 3 participants). Every participant discusses his/her personal results, using the following questions:
- Strengths
  - What are your strengths (high possession)?
  - Can you provide us with some examples?
  - How did you develop these strengths?
- Need to develop
  - What competencies do you want/need to develop (high discrepancy between importance and possession)?
  - Can you provide us with some examples of difficulties you have regarding these competencies?
  - What could be a reason that you possess these competencies to a lesser extent?
  - What aspects of these competencies are *controllable? ->* possibility to develop…
  - What aspects of these competencies are *incontrollable*? -> Possibility to accept…
  - Can some of the less possessed competences be compensated by your strengths?

If possible, for each subgroup there is a module leader (if multiple module leaders are available) moderating this discussion. If this is not possible, the module leader appoints a more experienced DCSP as moderator in each group.

3.2 First steps towards PDP

After and based on the discussion on their strengths and needs, every DCSP gets 15 minutes to write down some aspects in the three first parts of their PDP (SEE TEMPLATE).

4. BREAK

5. Cases & Experiences

The participants will be asked to share challenging situations they experienced as a DCSP where they need one of the following competencies (or a combination of them):
- Relationship competencies
- Advocacy and cooperation competencies
- Organizational competencies

Additionally (or if there are only novices in the field) you might present them with one/multiple cases (see below).

As a module leader, you start from a general **discussion** of the experience/case and a general way of approach. Possible questions for the participants are
- What is/was your GOAL in this situation?
- What are the possible options you could go for to reach this/these goal(s)? (brainstorm session with everyone)
- What did/would you do? What will you do first? Why?

Then, if some aspects of the case are especially complex and interactive of nature, you can make the participants participate in a **role play.** You can let the participants select the cases they think are most interesting to role play. The participants can be divided in different groups (of 2/3 persons) and each group plays specific aspects of a different scenario/experience:
- If possible: with a *video-tape* that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

Possible cases

*NOTE: These cases just serve as a basis and are described in general terms, but should be **contextualized** to the situation of your country and even the specific situation of the participants. Also, it's up to the module leader to select the right scenarios and/or experience (you don't need to use all of them).*

Case 1: A member of the dual career athletes' support environment (i.e. the coach) doesn't support the athlete to engage in a dual career. During informal conversations with both sides, you received the following information:

- *Coach's perspective:* The coach has several reasons why he doesn't want the athlete to engage in a dual career in higher education:
  - ✓ In his secondary education, the player already missed some of the training sessions as he's often confused and his planning was poor. Especially in exam periods, the athlete has been absent a few times from training without notifying the coach.
  - ✓ An important season is coming for the team (some of the important players left and it's the first time that they're in danger

of relegation) and although he's young, he's one of the key players of the team;

  ✓ The coach thinks that higher education will bring too much distractions on a social level, as he knows that the player is a social, going out person and might get in touch with the 'wrong' friends.

- *Athlete's perspective*: The athlete wants to start higher education, especially because he's looking forward to a new social environment. He doesn't know what field of study to engage in and because of the pressure of his coach he thinks about not engaging in higher education.

Case 2: You identify a need to refer a DC athlete for additional professional help. You want to help her by referring on the right manner to the right person. You're quite sure that the athlete has an eating disorder, but as you don't have any background in clinical psychology, you don't feel comfortable to work on this with the athlete. You know a really good clinical psychologist, but the athlete doesn't feel like re-establishing a trusting relationship with another support provider (she has had so many psychologists already). Her parents want to force her to go clinical help as they are really worried about her mental and physical health, but she refuses to see anther 'professional' support provider.

Case 3: DC athletes have fallen behind on engaging for the education module 'X'. Now suddenly they need to go to America for 4 weeks for an important tournament. They ask the professor to postpone their deadline for their assignment, but the professor refuses this. As a DCSP, you received the following information from the different stakeholders involved:

- *Professor:* The past few weeks, they didn't show any engagement (they only were in the half of the lessons and although these are non-obligatory, everyone knows that these are important lessons). Moreover, they received the task from the start of the academic year (one month ago), so they should have planned this more carefully.

- *DC athletes:* It's one of the hardest study years for the students, with 4 assignments in the same semester and although the study counsellor warned them for the workload of the first semester, they didn't expect this. Moreover, they didn't expect that their team would be qualified for the tournament in America, putting extra pressure on their schedule as well.

- *Coach:* His players don't get the flexibility they deserve and need, although the University 'pretends' to be supportive for DC athletes. In an angry call, he mentioned that he thinks that the support services for DC athletes are 'an empty box' and that it's disgrace the university calls themselves to be 'athlete-friendly'.

Case 4: The coach and parents have a completely different view on the dual career of a DC athlete that will start his first year in higher education. As a DCSP, you received the following information from the different stakeholders involved:

- *Parents perspective:* The parents want the athlete to focus on her studies and see her sport as a leisure time activity. They feel that she should take all study points and don't waste time.
- *DC athletes' perspective:* optimally the DC athlete would like to find a balance, which would be to take up 60% of the study points, but at the other hand she's afraid of the constant pressure that her parents AND her coach will put on her if she takes up 60%, and that's why she's thinking about choosing one of both (sports or school).
- *Coach perspective:* The coach feels she should prioritize sport and take up under half of study points, as one of her previous athletes quitted elite sport after having had a burnout and stress-related problems due to (in her opinion) the heavy combination of elite sport and education.

Case 5: A new coach was recently appointed in the elite sports team. He has a clear 4-year-plan in preparation of the next Olympics. As a DCSP, you received the following information from the different stakeholders involved:

- *The coach* has a clear vision and plan. However, he needs more training hours from the DC athletes and this will directly influence the amount of time that the students can use for their studies. Moreover, as he's got another job next to his coaching, he has a really tight schedule, but is prepared to give the extra hours of training in light of his 4-years plan.
- *The school* is prepared to provide this extra time, but expect some returns, with clear communication and regular meetings with the coach being one of the main points of attention, as they want to keep sure that the DC athletes are followed-up well from a holistic perspective.
- *The parents* are in general OK with the proposition, but are afraid that the new regulations will interfere with their own spare time, as they will need to be more flexible regarding their sons'/daughters' schedules.

Case 6: A new coach was recently appointed in the elite sports team. He has a clear 4-year-plan in preparation of the next Olympics. As a DCSP, you received the following information from the different stakeholders involved:

- The coach needs to know everything of his athletes from a holistic perspective, to be sure that he's making the right plan. He wants to know for sure if one of his older players will continue until the next Olympics and expects that you as a DCSP will keep him informed.
- One of the older players is not sure when he will retire, but so far he has told the coach that he 'probably' will continue until the next Olympics. However, he's postponing the decision and has trusted you as a DCSP that he's thinking about starting a job as a marketer in 2 years' time.

Case 7: Some of the elite Athletes study in a 'regular' educational institution. You as a DCSP need to maintain the relation with all the educational coordinators of the different 'regular schools. Although they have the obligation to help elite athletes, some of these coordinators don't know anything about elite sport

athletes. As a DCSP, you received the following information from the different stakeholders involved:

- Athletes involved in the schools: some of the athletes complained that they don't feel supported by their school.
- You as a DCSP have the feeling that your mails are often neglected by some of the educational coordinators, they never want to have proactive communication and they only comply with the minimal requirements that are mentioned in the law;
- The educational coordinators have the feeling that elite athletes are being advantaged unrightfully and want that all their students are equal. Moreover, they think elite sports is 'elitism' and has no added value for society.

Case 8: As a DCSP, you received the following information from the different stakeholders involved:

- A parent recently contacted you that she was worried about her daughter. Although she was elected as a 'success story' of the educational institution, being successful both in elite sports and taking all study points in education as well, she feels that it's too much and sooner or later she will crash.
- The daughter acknowledges that she had a really pressured year, but feels that it was worth it after receiving all the positive reinforcement for her exceptional year. Moreover she doesn't want to look weak now by diminishing her study points, although the sport year will be even more intense with several important tournaments. She feels that her mother is being overprotective again.

(These cases can be also used for the ethical module to discuss it from an ethical point of view).

6. Feedback to personal development plan (PDP)

Participants get 15 minutes to further add information to their PDP.

Based on the whole day, a final discussion takes part with the participants, with the main questions:
- What do you take from today? What did you learn?
  - About yourself?
  - About your role as a DCSP?
- How can you enhance learning experiences more in your daily practice?
- How can you make sure you will follow-up on your PDP and lifelong learning?
  - E.g., Discuss PDP with mentors, regular inter-vision with colleagues
  - E.g., Share PDP with your employer to
    - help your employer to become aware of your competency development and roles/responsibilities;
    - to receive support of your employer in following up on the PDP.

Annex 5: Module two as used in implementation

Module 'Empowerment of DC athletes'

Aims	• Increase DCSPs awareness of the importance and possibilities for intakes with DC athletes • Increase knowledge of DCSPs regarding the competencies that are important for DC athletes • Teach DCSPs how they can assess and enhance competencies in DC athletes
Target group:	• A group of 6 up to 10 DCSPs • Optimally, the group should be a mix of more experienced DCSPs and novices
Timing	Four hours

Short summary and timing		
	1. Philosophy	Ca. 30 min
	2. Intake	Ca. 50 min
	3. The Dual Career Competency Questionnaire for Athletes (DCCQ-A)	Ca. 20 min
	4. BREAK	Ca. 15 min
	5. Working with the DCCQ-A	Ca. 45 min
	6. Increase self-awareness in DC athletes	Ca. 40 min
	7. Personal development plan (PDP)	Ca. 40 min

Specific content

1. Philosophy

1.1 Empowerment philosophy

Discussion with the participants about empowerment. The following questions can be used to lead this discussion:
- What does empowerment mean?
- Why should we empower elite athletes?
- How should athletes be empowered?
- What is a 'holistic' perspective? How can you adopt a holistic perspective as a DCSP?

Put the answers on a blackboard in a MindMap. Based on their answers you formulate a summary and explain the holistic empowerment philosophy.

1.2 Importance of enhancing competencies

In this part you explain the importance of the development of DC athletes' competencies with the DCSPs within the 'holistic empowerment' philosophy. Consequently, you can discuss how you could convince DC athletes that self-development (of competencies) is important. After the discussion, a few videos can be showed that support the importance of empowerment and competency development with the double aim of a) enhancing the awareness for the DCSPs; b) providing the DCSPs with videos that they can use in their work with DC athletes.

https://www.youtube.com/watch?v=L08wNizulOY

2. Intake

In this part, you will discuss with the DCSPs the intake with DC athletes. To start this part, you ask them the following questions:
- What are the goals of an intake?
  o Establish a trust-based relationship, make a link
  o Gather background information
  o A first insight in the personality
  o A first insight in environmental aspects
  o …

Then, you let the DCSPs exchange experiences for each for these goals (you can make sub-groups and make them discuss 1 or 2 goals):
- How do (or would if less experienced) you do this?
- Where do you encounter difficulties with this goal? How could you solve these?

Finally, depending on the questions/problems, you provide them with more information on one/some of the intake tools in the GEES Handbook for DCSPs (make sure as a DCSP you know what the tools are and how they can be used in an intake).

3. The Dual Career Competency Questionnaire for Athletes (DCCQ-A)

In this part, the DCCQ-A will be explained to the DCSPs. First of all, a short PowerPoint is provided, explaining the items and factors of the DCCQ-A. Ideally, you let them actively reflect on the items by asking them which items/factors they feel are the most important for the DC athletes they work with and compare this with what the athletes themselves see as the most important competency items and/or factors.
Consequently, DCSPs are asked how this questionnaire/framework could be used in practice. Answers might include:
- As a formative self-evaluation tool in working with athletes (which they will receive more information about in the next part of the module);
- On a group-level to
  o See developmental needs (in sub-populations);
  o Advocate importance of developing competencies in DC athletes;
  o Develop strategic plans and learning goals.

- In communication/marketing to have a recognizable and uniform language in talking about DC competencies;
- …
4. Break
5. Working with the DCCQ-A

In this part of the module you help the DCSPs to experience how they could use the DCCQ-A in working with athletes. In order to do this in an interactive and realistic way, 3 cases (with specific competency profiles) are introduced to the DCSPs. The participants get to work in different groups and each group chooses a different case. For each case, they start with thinking and answering the following questions:

- How can his/her results (i.e., the individual profile) be interpreted, also considering the background information you have about the DC athlete?
- What are the DC athletes' stronger points?
- What competencies does he/she need to develop?
- Can some of the strong competencies compensate for the competencies that need to be developed?
- …

The cases with profiles

NOTE 1: The case themselves should be tailored to the context of your country and participants. However, below they are described in a general way as a basis.

NOTE 2: Please make sure that you have printed the full competency list (divided into the different factors) so the participants have a good overview of the DCCQ-A.
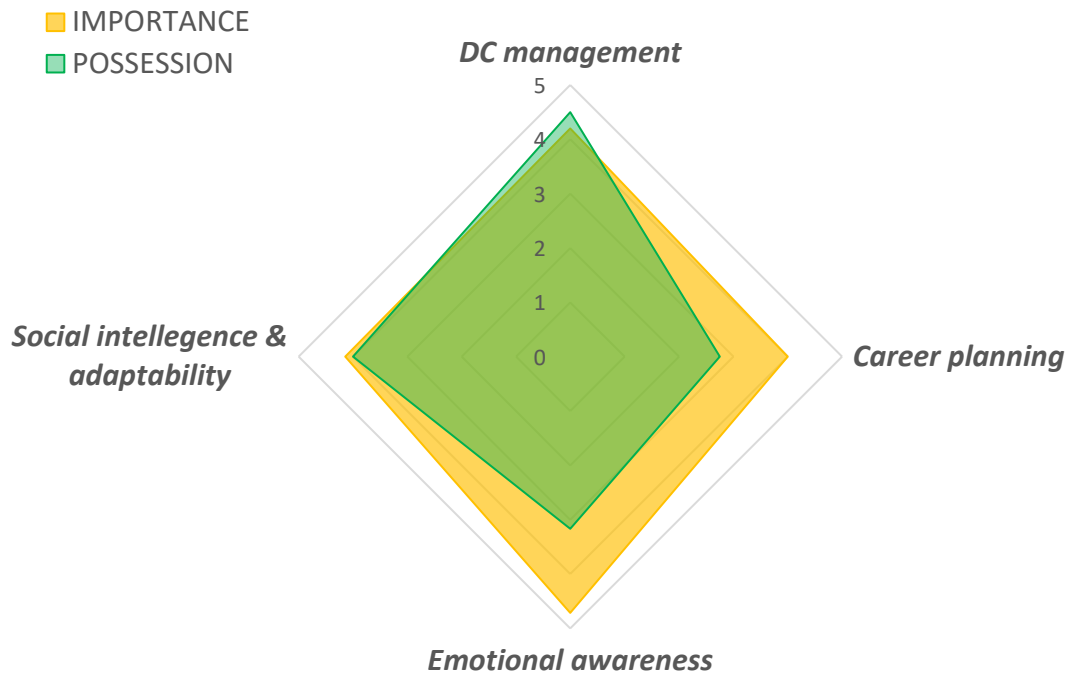
CASE 1

Andy is 21 years old and plays basketball in first division. Since this year, he plays for the first team, which is quite a difficult adaptation. The training hours have increased and the level is quite high for Andy, so he doesn't get a lot of playing minutes for the first team.

His field of study is sports sciences and he's currently in his first master. Andy took all his study points every year, but feels that now it's really hard because of the increased pressure from his sport schedule. Previous years, he managed to do everything efficiently and could combine everything, but now he feels it's too much and is really stressed. This stress is apparent both in the sport and education domain (especially because of the time pressure and the fear of failing in both).

He likes all aspects of his education, but has no clue on what he wants to do after his education. On a social level, Andy has not that many friends, but makes sure that he sees his friends enough, by planning it in time and making sure that it fits within his schedule.

His (self-evaluation) competency profile look as follows:
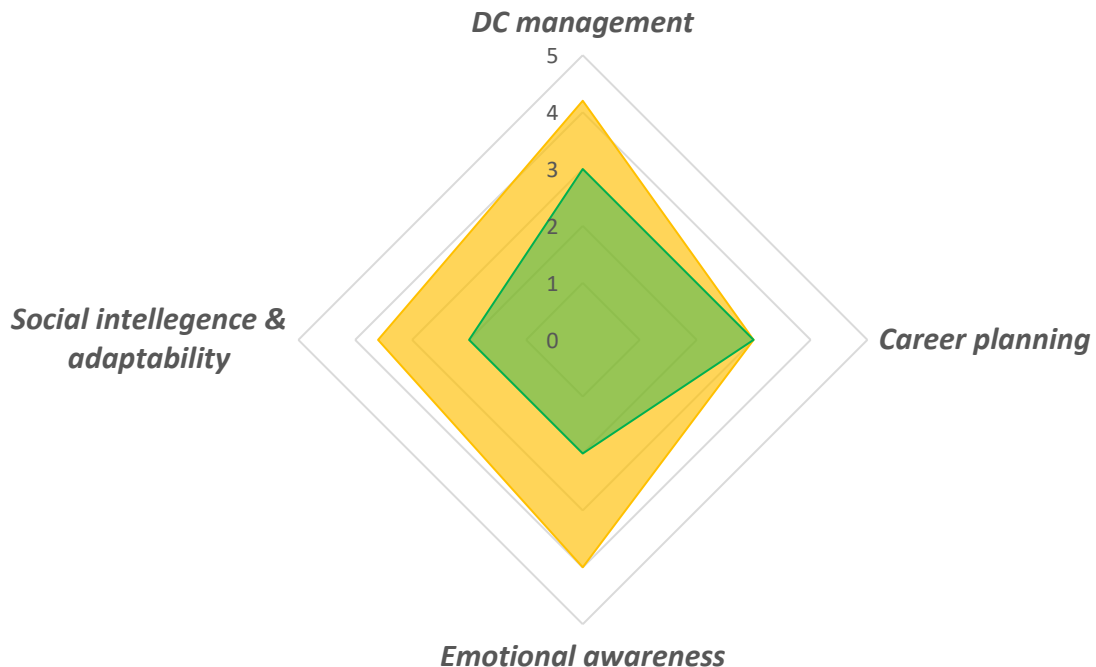

CASE 2

Anna is 18 years old and is a professional gymnast. She's one of the best gymnasts in Europe and hopes to get a medal in the Olympics in 3 years.

She started in the first bachelor of Economic sciences 2 months ago. When you discussed her planning in the beginning of the academic year, you noticed that she had an impressive well-developed integrated sport and study schedule (with different colours, built-in reserve time, specific timing of different studying moments). Moreover, she's always perfectly on time for the appointments with you and always communicates her required study flexibilities in time and proactively.

So far she's not enjoying university and is doubting to quit her studies already, although she still dreams of becoming a financial consultant in the firm of her father after her gymnast career. She says that she has some friends in university, but she doesn't really feel part of the group because she misses a lot of lessons for het sporting program. Moreover, she's doubting her own study competencies and is really afraid to fail her exams. Lately, she has been feeling so stressed that it also influences her sport level.

Legend:
- IMPORTANCE (yellow)
- POSSESSION (green)

Axes: DC management, Career planning, Emotional awareness, Social intellegence & adaptability
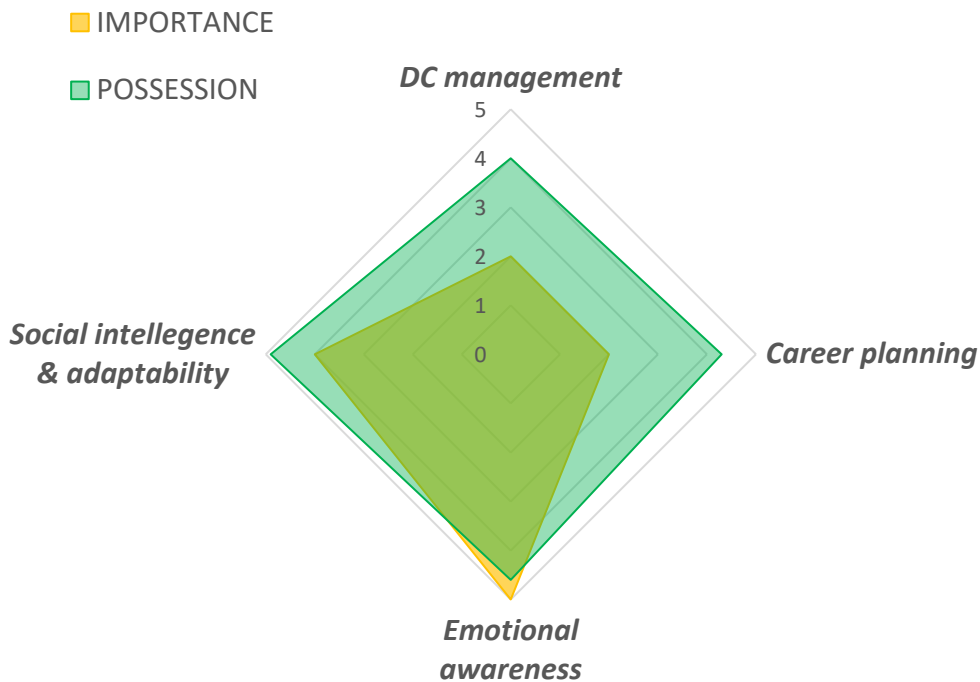
Case 3

Jan is 20 years old and is a football player in first division of the national league. This season, because of an injury of one of the experienced players, Jan was put into the first team and plays every game. Moreover, he's receiving a lot of praise, because he scored 8 goals in 10 games, which is not bad at all for a striker of his age.

In university, Jan follows communication sciences. Jan always looks self-confident and social, but he's often too late on his appointments with you and sometimes forgets to fill in his study flexibilities. Although the first years went quite good, he failed 3 out of 4 subject in the first semester of this academic year. Moreover, he's less involved as he used to be (not attending the lessons anymore, asking less questions to you as a DCSP).
You recently called him and he said that everything was going great, but that the failed exams were just bad luck because of the busy sport schedule during the exams (he didn't expect that they would have qualified for the cup, so didn't expect the extra games during the week).

In fact, Jan would prefer to quit his studies and just focus on football, but his parents oblige him to continue his education.
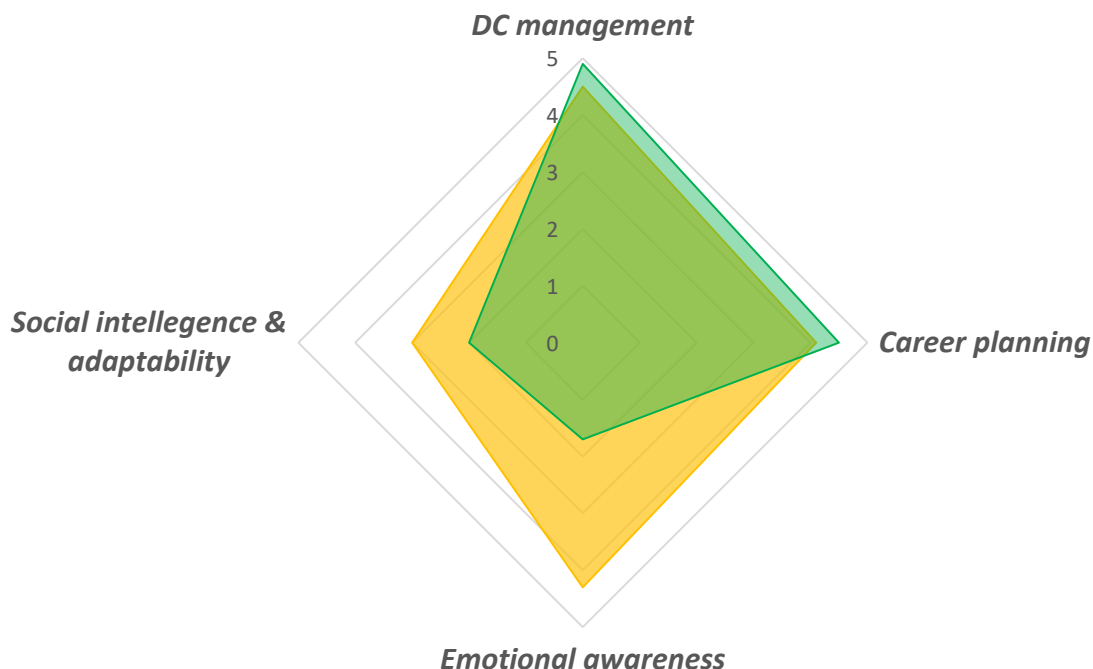
Case 4

Juan is 16 years old and is a handball player. Although he's successful in his sports and studies, he's unhappy. He feels really lonely and feels that he doesn't have that many friends. One of the reasons for this might be that Juan is quite perfectionist and when others are less perfectionist, he tends to be rude and even aggressive. For example, in training or in games, when other don't give their 100%, Juan starts yelling at them. In some cases, it even happened that Juan started a fight with some of his team mates.

He cannot accept failure, which makes it difficult for him to put things into perspective. Also, when he gets a group assignment with some classmates, Juan is quite bossy and sometimes loses his temper, because he wants to succeed every course with at least 85% and can't stand that some of 'these losers' will cost him points. Regarding his study pathway, Juan is convinced that he will go for engineering, as he loves the sciences and wants to work as an engineer for sure.

After working in small groups on the cases, the DCSPs get together to exchange experiences of working with the cases and try to formulate 2 to 3 principles of analysing and interpreting the individual profiles.

6. Self-awareness

In this part, we want to make the DCSPs exchange how they could enhance the self-awareness of the DC athletes. The groups will be asked to further discuss their cases and profiles. More specifically, they will discuss the following questions within their subgroups:

- How would you discuss this profile with the DC athlete based on the identified interpretation principles (with the aim of increasing DC athletes' self-awareness)?
  - How can you introduce the positive psychology in the discussion with the DC athlete?
  - How can you confront the DC athlete in case of 'over-confidence' or social desirability?
  - What questions can you expect from the DC athlete?

Then you can make the participants participate in a **role play** to 'discuss' the profile with the DC athlete:
- If possible: with a ***video-tape*** that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

7. Personal development plan (PDP)

In the last part of the module, the participants think about how they can help the DC athlete to take the step from self-awareness to actual impact and self-development. The use of a PDP with DC athletes will be discussed here, again in the different subgroups and specific for the cases. The template of the PDP they used in the DCSP module, can be discussed here as well (discussing how it could be used in working with athletes). The following questions will be discussed:
- How would you make the step from self-awareness to a PDP concretely?
- How can you optimize the chance that the DC athlete uses his increased awareness and PDP in actual self-development (i.e., behavioural change)?
- How could you follow-up on this?

Again, you can make the participants participate in a **role play** to 'make a PDP' with the DC athlete:
- If possible: with a ***video-tape*** that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

Completely at the end of the session, you can ask the DCSPs what they learned from the module. Also, you could suggest that they reflect on how they could integrate the 'learned lessons' of this module within their own PDP.

Annex 6: Module three as used in implementation

Module 'Ethical principles for dual career support providers (DCSPs)'

Aims	• Provide an overview of main ethical principles for DC support providers
	• Develop a critical mind-set and enhance decision-making in working with ethical dilemmas as a DCSP
Target group:	• A group of 6 up to 10 DCSPs
	• Optimally, the group should be a mix of more experienced DCSPs and novices
Timing	
	Four hours
Short summary and timing	1. Importance of ethical conduct Ca. 30 min
	2. Presentation of ethical principles Ca. 45 min
	3. Self-assessment on ethical questionnaire Ca. 30 min
	4. BREAK Ca. 15 min
	5. Cases with ethical dilemmas Ca. 90 min
	6. Integration of ethical thinking into practice Ca. 30 min

Specific content

1. Importance of ethical conduct

At the start of the module, participants are asked to reflect on the questions:
- What do you understand under ethical behaviour?
- Why is it so important to behave ethically?
- What are possible consequences of unethical behaviour?
- Can you provide your own case examples?

If no local cases are provided, you can use 1-2 cases from below and ask them to reflect on the cases with the following questions:
- Are the decisions made in these cases ethical? Why (not)?
- What are the consequences for the different stakeholders in this case?

Case 1

A DC athlete doesn't meet the requirements to start an education module (she didn't pass an exam that is necessary to be accepted for the module). Although not legal, the DCSP advocates to the school commission to allow her for the education module, because she has had a difficult period on personal level and the DCSP feels that she needs this to get in a positive emotional state again. Moreover, for her sport schedule, it's crucial that she can do this module now and not next year (in an Olympic year). The school allows this and indeed, the student benefits from it and becomes happy and highly motivated again (both in school and in sport). However, other students think it's not fair and complain to the director about the decision. In the end, some of the students also bully the DC athlete because a) they think that she 'bribed' the board of the school and b) the fact that she's almost never in the lessons.

Case 2

A DC athlete wants to take all study points in a year that will be very demanding on a sport level and that is the most difficult year of the education on an educational level. As a DCSP you know from experience that it's almost impossible and that it will have a lot of adverse consequences on the well-being of the DC athlete (both on athletic level and on psychological level). You want to respect the athlete's choice, but at the other hand you know it will harm him. So, in the end, you provide the athlete with the free choice, and he chooses to go for it anyway. One year later, the athlete dropped out from education AND elite sports and suffers from a severe depression.

Case 3

A new coach was recently appointed in the elite sports team. He has a clear 4-year-plan in preparation of the next Olympics. As a DCSP, you received the following information from the different stakeholders involved:
- The coach needs to know everything of his athletes from a holistic perspective, to be sure that he's making the right plan. He wants to know for sure if one of his older players will continue until the next Olympics and expects that you as a DCSP will keep him informed.
- One of the older players is not sure when he will retire, but so far, he has told the coach that he 'probably' will continue until the next Olympics. However, he's postponing the decision and has trusted you as a DCSP that he's thinking about starting a job as a marketer in 2 years' time.

As you have a close relationship with the coach, you provide him with this information. Based on this information, the coach decides to talk to the player about it and decides not to select him until he makes his final decision. The player is furious that you shared this information with the coach and furious about the decision, so he refuses to play for the team anyway, as he feels that his trust was violated and that he shouldn't be forced to make a career decision so quickly.

Note: Please, if necessary, tailor these cases to your national context.

2. Presentation ethical principles

Main ethical principles are being presented to the participants here. The following documents were used (and should be acknowledged) to formulate these ethical principles in the DC context: a) AASP ethical principles and standards, (b) ISSP code of ethics; (c) Fepsac position statement #9 ethical principles.

1. ***Principle A: Competency***
   - Strive for the highest standards
   - Be responsible to develop competencies and need for continued education
   - Be aware of your limitations -> only act within boundaries of your expertise

2. **Principle B: Consent & Confidentiality**
   - Deliver DC services in the context of a defined professional relationship or role
   - Clearly inform DC athletes about intended aims and procedures
   - Don't share information with other stakeholders without the prior consent of the DC athletes concerned
   - Discuss the relevant limitations on confidentiality (e.g., regarding drugs abuse, violence) with DC athletes and stakeholders with whom you work.

3. **Principle C: Integrity**
   - Be honest, fair, and respectful of others
   - Avoid improper and potentially harmful multiple relationships and conflicts of interest;
   - Be sensitive to the sub/cultural norms in which you practice or research.

4. **Principle D: Social responsibility**
   - DCSPs should consult with, **refer to, and cooperate** with other professionals and institutions to best serve the interests and needs of DC athletes;
   - DCSPs should be sensitive to real and ascribed **differences in power** between themselves and others, and they do not exploit or mislead other people during or after professional relationships;
   - DCSPs are also concerned about the ethical **compliance of their colleagues'** professional conduct.

5. **Principle E: Empowerment of DC athletes**
   - DC support services should aim at helping DC athletes to (self-)develop their competencies and personal growth <-> pampering;
   - Flexibilities (e.g., missing out lessons, postponing examinations) should be provided by DCSPs if, and only if:
     - The DC athlete him-/her-self wants this;
     - In line with (policy or organizational) regulations;

- These are required by the DC athlete to pursue a DC in a responsible way <-> not just as a favour;
- It doesn't hinder personal growth (e.g., pampering).

6. Principle F: resolution of ethical conflicts
- Personal commitment to act ethically;
- Ask advice from uninvolved and objective advisors or peers familiar with ethical issues <-> confidentiality;
- Discuss ethical problems with your immediate supervisor(s) <-> if uninvolved.

The participants are being asked to reflect on these principles with the following questions:
- If you would need to choose one ethical principle (above all), what would you choose?
- Are all of these principles controllable? Or do some of them also depend on your environment/context? Which ones?

3. Self-assessment on ethical questionnaire

Please rate how often you follow the following ethical considerations on the following scale:

1 - Never
2 - Rarely
3 – Sometimes
4 – Often
5 - Always

Competency
- I strive for the highest standards
- I know my limitations and act according to my expertise
- I keep investing in my self-development

Consent and confidentiality
- I clearly inform DC athletes about what they can(not) expect from the start regarding my dual career services
- I only share information about DC athletes to other stakeholders in case of prior consent of the DC athlete
- I inform DC athletes I work with about situations I'm not bound to confidentiality

Integrity
- I'm respectful for others
- I'm honest to others
- I avoid potentially harmful conflicts of interests

Ethical conflicts
- I'm committed to resolve ethical conflicts adequately
- I ask advice from (uninvolved) experts in case of possible ethical issues
- I discuss ethical issues with my (uninvolved) supervisor

Social responsibility
- I'm able to refer DC athletes to other professionals if necessary
- I don't exploit possible power differences
- I try to serve social policy to advocate the rights of DC athletes
- I take responsibility (e.g., confrontation) if another colleague doesn't comply with ethical principles

Empowerment of DC athletes
- I aim at helping DC athletes to self-develop their competencies
- I don't make decisions for DC athletes but support them to take their own best possible choices

,
After having completed the questionnaire, it's time to discuss the results in subgroups (of ca. 3 participants). Every participant discusses his/her personal results, using the following questions:
- Strengths
  - What are your strengths regarding ethical conduct?
  - Can you provide us with some examples?
  - How did you develop these strengths?
- Ethical issues
  - What ethical principles are less implemented?
  - Can you provide us with some examples of difficulties you have regarding these ethical principles?

4. BREAK

5. Cases with ethical dilemmas

In this part, the DCSPs will receive specific complex ethical cases that they will discuss and/or role-play. With this part, we want to a) show the DCSPs that not all the ethical discussions are black or white; b) show how ethical cases can be discussed and/or resolved in an interactive and critical way.

The cases might come from:
a) The cases in the DCSP module (discuss these cases again but now from an ethical perspective): SEE DCSP MODULES;
b) New cases: SEE BELOW;
c) Own cases/experiences of the DCSPs shared during the module.

Additional ethical cases

Case 1: As a DCSP you are appointed by the National Olympic Committee to support athletes in a holistic way regarding their dual career. In two-year time, the Olympic Games are coming and the NOC has high expectations regarding the performance of Anja, a 27 years old DC athlete that is in her last year of her sociology studies. Anja has revealed to you that her boyfriend, who is 31, is starting to get impatient about having a baby. Moreover, she always said that she wanted to have a baby from the moment that she graduated. Although she knows this would mean that she'd miss out the next Olympic Games, she shares to you that she's 80 % sure that she will go for the baby, but she doesn't want to share this with the NOC yet as you never know how things turn out.

The High-Performance Manager of the NOC, that hired you as a DCSP, now comes to you and asks if you have any updates on Anja. He reveals that he's really optimistic about her medal chances on the next Olympics and that the NOC will even raise the financial resources for her to be able to prepare as good as possible. You as a DCSP feel obliged to mention something, but at the other hand, you don't want to break the trust-based relationship with Anja.

Case 2: Sophie, a 14-year old female gymnast is performing well in sport, but has poor study results. Moreover, she is known at school as 'difficult to handle' and she had some fights with some other students. As a dual career support provider of the elite sport school, you are being asked to help her to improve her study results and social behaviour, because although her sport results are good, she will be kicked off the elite sport school if she doesn't improve her behaviour and study results.

After a really long and difficult conversation, Sophie reveals to you that she's scared of her father, because he can be quite demanding and even aggressive when it comes to her sporting career. When you ask her why she is scared of her father and if her father also hurts her on a physical level, she starts crying and begs you to stop asking about it and never to mention this to <u>anyone</u>, because she's scared of her father's reaction.

So at one hand, you want to inform the school so they can take into account her situation (to make sure she doesn't get thrown out of the school). You also want to know more about the situation and confront the father or even involve youth services to protect Sophie. However, in the end you also want to consider the Sophie's will, as she begged you to never mention this to anyone else…

Case 3: Jasper is a 17 years old basketball player, who is an outgoing and social, but sometimes nonchalant guy. Now, he suddenly says to you that he has been taking a performance enhancing drug in the exam period, that has been recommended by a friend of him to study better. Although he knows it's on the doping list, he beliefs that there shouldn't be a problem as he only uses it for study purposes. In the way that he tells it to you, you notice that he has no clue of the troubles he might be in (he's almost proud that he found a manner to study harder).

As a DCSP of the sport federation, you signed a charter that you would directly share any information related to drug-taking behavior of athletes. So at one hand, you want to provide this information directly to your boss to be in line with the document that you signed. At the other hand you don't want to ruin Jasper's career. Jasper had a heavy injury the past few months and was (although he's talented) only just selected again for the funding of the sport federation. Sharing this with your boss would mean that he would be thrown of the financial program for sure, and this would mean the end of the career for Jasper as he's still (mentally) recovering from the injury. Moreover, Jasper is really focused on his sport and to be thrown out of the program will most probably results in heavy mental problems.

Questions that can be asked with the cases:
- What ethical principles are in conflict in this case?
- How would you resolve this ethical issue? Why?
- Is there one solution for this case? Why (not)?

Then you can make the participants participate in a **role play** to further go into specific ethical issues and possible solutions:
- If possible: with a *video-tape* that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

6. Integration of ethical thinking into practice

Participants get 15 minutes to further add information from this ethics module to their personal development plan (PDP).
Based on the whole day, a final discussion takes part with the participants, with the main questions:
- What do you take from today? What did you learn?
  - About yourself?
  - About your role as a DCSP?
- How can you communicate with athletes about ethics?
  - E.g., in an intake or in specific cases
- How can you include ethical principles more in your daily practice?
  - E.g., Regular discussions with mentors and relevant stakeholders
  - E.g., Share ethical profile with your employer to:
    - help your employer to become aware of your main ethical principles;
    - receive support of your employer in following up on ethical principles.

Annex 7: Personal Development Plan (PDP) as used in the implementation

Personal Development Plan (PDP; from the Five-Step Career Planning Strategy, Step 5B; Stambulova, 2010)
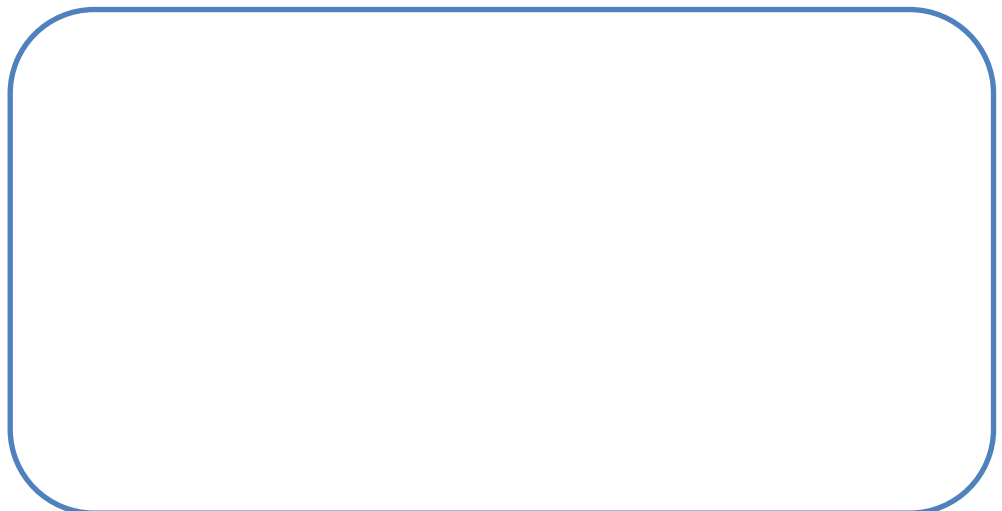
1. <u>**Goals**</u>

Please set specific short term goals for your professional development (for the nearest six months /one year period)?

2. <u>**Analysis of resources and barriers (both internal and external)**</u>

A. Resources

Internal resources: What competencies can help you to achieve these goals?

External resources: Who or what might support you with these goals?

B. Barriers

Internal barriers: What competencies should be developed more to achieve these goals?

External barriers: What external factors might be barriers to achieving these goals?

3. Action plan (= strategies to proceed)

If based on the resource/barrier analysis the goals look realistic, they are approved, and the action plan (i.e., what to do to reach the goals) is designed. What will you specifically do to achieve these goals?

4. Reflections on previous experiences

Which previous experiences can be helpful in realization of the PDP?

Stambulova, N. (2010). Counseling athletes in career transitions: The five-step career planning strategy. *Journal of Sport Psychology in Action, 1,* 95–105. doi: 10.1080/21520704.2010.528829

Annex 8: Module one after evaluation

Module dual career (DC) support providers' self-assessment & development of competencies

Aims	• Increase self-awareness and self-knowledge of the DC support providers' competencies.
	• Exchange of experiences and cases to increase DC support providers' competency development and self-efficacy.
	• Stimulate implementation of lessons learned in practice and enhance future lifelong learning by making a personal development plan (PDP).
Target group:	• A group of 6 up to 10 DC support providers
	• Optimally, the group should be a mix of more experienced DC support provider and novices
Timing	Four hours (or more if possible) Multiple sessions if possible

Short summary and timing	1. Roles/duties/function/responsibilities/tasks	Ca. 30 min
	2. Self-assessment using the DCCQ-SP	Ca. 45 min
	3. From self-awareness to the start of a personal development plan (PDP)	Ca. 30 min
	4. BREAK	Ca. 15 min
	5. Cases & Experiences	Ca. 90 min
	6. Feedback to personal development plan (PDP)	Ca. 30 min

Remarks regarding timing:

- Try to be dynamic, but still structured with the timing: empower the participants by providing them a time frame, but at the same time you need to be flexible (e.g., in case of interesting discussions).
- Timing could be rearranged if parts of the theory and self-reflection can be done by the participants at home in preparation of the modules. In this situation, more time can be used for cases, exchange and the PDP.

Specific content

1. Roles/duties/function/responsibilities/tasks

- *Introduction*

Everyone introduces him/her-self. Example questions:
- Leisure?
- Educational background?
- Professional background?
- Employer?
- (Elite) sport background?
- Expectations of the module

You end the introduction with asking them: how would you define a dual career support provider?

- *Discussion /exchange*

After everyone introduced themselves and after having defined a DC support provider, you can now discuss all the (possible) roles/responsibilities of a DC support provider. As a module leader, you try to put their answers into the structure that you have in mind from forehand. More specifically, without putting the titles up you put their answers in (possibly up to) 6 categories.

Reflection & Self-management	Advocacy and cooperation	Organizational	Empowerment	Awareness of DC athlete's environment	Relationship

Differentiation

- If the DC support providers are rather unexperienced, it could be useful to start from one or two cases, rather than from their own role description. Based on the cases, the participants can reflect on the competencies they would need to manage the cases successfully. The module leader could then again write down all answers in the structure of the competency framework. You can choose one (or more) of the cases of part 5 of the current module for this.
- Another case can be presented as well, to illustrate the importance of self-development and self-reflection, which is the main topic of this module:

Carl is 35 years old, and is a DC support provider for already more than 10 years. He is really motivated, and wants to give his very best for all DC athletes. Carl is quite perfectionistic, and on average, works 50 hours/week, often to the detriment of his personal life. Although he loves his job, he has been really tired the last few months, with some aspects bothering him already for a long time.

He knows that self-development is important, but due to the constant pressure, workload, and willingness to do the very best for DC athletes, he never had the chance to structurally make time for self-reflection and self-development. The fact that Carl constantly emphasizes the importance of self-reflections to his athletes, but can't find the time to do his himself, frustrates him and gives him feelings of guilt as he "doesn't practice what he preaches". Moreover, he gets the feeling that his boss is only bothered with the output and results, but not about his personal development, and as such, carl prioritizes the output as he wants to just be sure that his boss is pleased with his work. The latest few weeks, Carl didn't feel like working and he starts worrying as he recognizes some symptoms of a burn-out within his daily work.

2. Self-assessment using the DCCQ-SP

2.1 Short explanation and theory

After having discussed the different responsibilities/roles/tasks you can start discussing the 6-factor structure, and explain the DCCQ-SP structure starting from the roles/tasks they mentioned themselves and the structure that you already had put down (see table above). You shorty explain the questionnaire and how they should fill it in. Moreover, you present the background of the GEES project and the main results that were found there.

Optimally, you can send an outline with the main theory and background of the GEES project and the DCCQ-SP specifically to the participants before the module. In this way, you can just answer the questions they have on this part, rather than presenting everything extensively.

Differentiation

If the DC support providers are novices or even students (possible DC support providers of the future), it might be important to give them more theory/background than just the GEES findings. Especially the national context of the DC support that is delivered should then be included for the participants (this information can optimally be sent to them before the module). This information should consist of:

- The national main regulations regarding DC support;
- The main DC support structures and responsibilities within the country, both in secondary and higher education;
- Overview of important research articles related to DC and DC support that is applicable to the participants' context (e.g., team vs. individual sport, central vs. decentral system).

2.2 Self-assessment of their competencies

Depending on the availability of computers and/or personal preference as the module leader, you have three options to make them score themselves:

- Paper and pencil. In this case, they need to calculate their factor scores themselves (with the help of a calculator).
- Using an excel file. In this case, the excel file calculates the excel scores and makes a visual representation automatically.
- Online with an online link. Advantage of this option is: it saves time to have more exchanges in the module AND you have their scores/profiles before the module (which allows you to prepare tailor-made feedback and pair the subgroups for the exercises based on their profiles). Possible disadvantage is that participants might not understand some of the competency items. To overcome this problem, you might ensure them that they can contact you if some of the aspects of the online questionnaire are not clear.

2.3 Identify strengths and needs

After the self-assessment, you explain how they should interpret the results, by discussing the example in the slides. Most important points here:

- A discrepancy between importance and possession (with high importance, but low possession), reflects a clear development need.
- The scores are self-reflections, so if possession scores are lower than a colleague, this doesn't necessarily reflect a less competent DC support provider.

3. From self-awareness to the start of a personal development plan (PDP)

3.1 Discuss strengths, needs and difficult situations

After having completed the questionnaire, it's time to discuss the results in subgroups (of ca. 3 participants). To support the discussion, the full list of competencies within the factor structure should be provided to the participants. Moreover, a sheet with the main results of the GEES project could be provided to enable the participants to compare their scores with the general European scores (or optimally, if your country was involved in the GEES project, even with the national scores). Every participant discusses his/her personal results, using the following questions:
- Strengths
    - o What are your strengths (high possession)?
    - o Can you provide us with some examples?
    - o How did you develop these strengths?
- Need to develop
    - o What competencies do you want/need to develop (high discrepancy between importance and possession)?
    - o Can you provide us with some examples of difficulties you have regarding these competencies?
    - o What could be a reason that you possess these competencies to a lesser extent?
    - o What aspects of these competencies are *controllable? ->* possibility to develop…
    - o What aspects of these competencies are *incontrollable? ->* Possibility to accept…
    - o Can some of the less possessed competences be compensated by your strengths?

If possible, for each subgroup there is a module leader (if multiple module leaders are available) moderating this discussion. If this is not possible, the module leader appoints a more experienced DC support provider as moderator in each group.

3.2 First steps towards PDP

After and based on the discussion on their strengths and needs, every DC support provider gets 15 minutes to write down some aspects in the first parts of their PDP (See template ANNEX 11). If the discussions at that point of the module, were not as valuable as expected, then the introduction towards the PDP should be postponed to the end of the module. It doesn't make sense to start making a PDP if the participants did not get the feeling that they had learning experiences up to that point.

4. BREAK

5. Cases & Experiences

The participants receive a short presentation on a situation–specific approach on competency development from the GEES project. Then, subgroups of 2 or 3 persons can be made. The subgroups can be made based on the competency profiles, where complementary profiles could be matched. For example, someone high on empowerment competencies and low on organisation competencies could be matched with someone high on organisation competencies and low on empowerment competencies. The participants are then asked to share challenging situations they experienced as a DC support provider, where they especially get the feeling that they lack the competencies necessary to solve these issues. It could be interesting to ask participants BEFORE the module to think about such challenging situations and send them to you, as this will save time AND will enable you to prepare the scenarios as a module leader. Additionally (or if there are only novices in the field) you might present them with one/multiple cases (see below).

Participants can then go into peer coaching about the challenging situations and/or cases. For their coaching, they could use the coaching methodology they prefer (e.g., GROW, STAR-R, semi-structured …). Some questions that could be used in discussion of their challenging situations or cases:
   - o Situation: What is the problem at hand? Which working issues can you identify?
   - o Task: What is your task? What do you think the dual career stakeholder wants in this situation? Is this reasonable?
   - o Action: What did/do you do in that situation?
   - o Result: What is/was the result?
   - o Reflection: What competencies as DC support provider are important to possess in this situation? How can you develop these? How could you approach the problem differently/better?

Then, if some aspects of the case are especially complex and interactive of nature, you can make the participants participate in a **role play.** You can let the subgroups of participants select the cases they think are most interesting to role play.

   - If possible: with a *video-tape* that is played for the whole group afterwards and that then can be discussed with the whole group.
   - If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

Possible cases

NOTE: These cases just serve as a basis and are described in general terms, but should be **contextualized** *to the situation of your country and even the specific situation of the participants. Also, it's up to the module leader and/or the subgroups to select the right scenarios and/or experiences (you don't need to use all of them).*

Case 1: A member of the dual career athletes' support environment (i.e. the coach) doesn't support the athlete to engage in a dual career. During informal conversations with both sides, you received the following information:

- *Coach's perspective:* The coach has several reasons why he doesn't want the athlete to engage in a dual career in higher education:
  - ✓ In his secondary education, the player already missed some of the training sessions as he's often confused and his planning was poor. Especially in exam periods, the athlete has been absent a few times from training without notifying the coach.
  - ✓ An important season is coming for the team (some of the important players left and it's the first time that they're in danger of relegation) and although he's young, he's one of the key players of the team;
  - ✓ The coach thinks that higher education will bring too much distractions on a social level, as he knows that the player is a social, going out person and might get in touch with the 'wrong' friends.

- *Athlete's perspective*: The athlete wants to start higher education, especially because he's looking forward to a new social environment. He doesn't know what field of study to engage in and because of the pressure of his coach he thinks about not engaging in higher education.

Case 2: You identify a need to refer a DC athlete for additional professional help. You want to help her by referring on the right manner to the right person. You're quite sure that the athlete has an eating disorder, but as you don't have any background in clinical psychology, you don't feel comfortable to work on this with the athlete. You know a really good clinical psychologist, but the athlete doesn't feel like re-establishing a trusting relationship with another support provider (she has had so many psychologists already). Her parents want to force her to go clinical help as they are really worried about her mental and physical health, but she refuses to see anther 'professional' support provider.

Case 3: DC athletes have fallen behind on engaging for the education module 'X'. Now suddenly they need to go to America for 4 weeks for an important tournament. They ask the professor to postpone their deadline for their assignment, but the professor refuses this. As a DC support provider, you received the following information from the different stakeholders involved:

- *Professor:* The past few weeks, they didn't show any engagement (they only were in the half of the lessons and although these are non-obligatory, everyone knows that these are important lessons). Moreover, they received the task from the start of the academic year (one month ago), so they should have planned this more carefully.

- *DC athletes:* It's one of the hardest study years for the students, with 4 assignments in the same semester and although the study counsellor warned them for the workload of the first semester, they didn't expect this.

Moreover, they didn't expect that their team would be qualified for the tournament in America, putting extra pressure on their schedule as well.

- *Coach:* His players don't get the flexibility they deserve and need, although the University 'pretends' to be supportive for DC athletes. In an angry call, he mentioned that he thinks that the support services for DC athletes are 'an empty box' and that it's disgrace the university calls themselves to be 'athlete-friendly'.

Case 4: The coach and parents have a completely different view on the dual career of a DC athlete that will start his first year in higher education. As a DC support provider, you received the following information from the different stakeholders involved:
- *Parents perspective:* The parents want the athlete to focus on her studies and see her sport as a leisure time activity. They feel that she should take all study points and don't waste time.
- *DC athletes'* perspective: optimally the DC athlete would like to find a balance, which would be to take up 60% of the study points, but at the other hand she's afraid of the constant pressure that her parents AND her coach will put on her if she takes up 60%, and that's why she's thinking about choosing one of both (sports or school).
- *Coach perspective:* The coach feels she should prioritize sport and take up under half of study points, as one of her previous athletes quitted elite sport after having had a burnout and stress-related problems due to (in her opinion) the heavy combination of elite sport and education.

Case 5: A new coach was recently appointed in the elite sports team. He has a clear 4-year-plan in preparation of the next Olympics. As a DC support provider, you received the following information from the different stakeholders involved:
- *The coach* has a clear vision and plan. However, he needs more training hours from the DC athletes and this will directly influence the amount of time that the students can use for their studies. Moreover, as he's got another job next to his coaching, he has a really tight schedule, but is prepared to give the extra hours of training in light of his 4-years plan.
- *The school* is prepared to provide this extra time, but expect some returns, with clear communication and regular meetings with the coach being one of the main points of attention, as they want to keep sure that the DC athletes are followed-up well from a holistic perspective.
- *The parents* are in general OK with the proposition, but are afraid that the new regulations will interfere with their own spare time, as they will need to be more flexible regarding their sons'/daughters' schedules.

Case 6: A new coach was recently appointed in the elite sports team. He has a clear 4-year-plan in preparation of the next Olympics. As a DC support provider, you received the following information from the different stakeholders involved:
- The coach needs to know everything of his athletes from a holistic perspective, to be sure that he's making the right plan. He wants to know for sure if one of his older players will continue until the next Olympics and expects that you as a DC support provider will keep him informed.

- One of the older players is not sure when he will retire, but so far he has told the coach that he 'probably' will continue until the next Olympics. However, he's postponing the decision and has trusted you as a DC support provider that he's thinking about starting a job as a marketer in 2 years' time.

Case 7: Some of the elite Athletes study in a 'regular' educational institution. You as a DC support provider need to maintain the relation with all the educational coordinators of the different 'regular schools. Although they have the obligation to help elite athletes, some of these coordinators don't know anything about elite sport athletes. As a DC support provider, you received the following information from the different stakeholders involved:
- Athletes involved in the schools: some of the athletes complained that they don't feel supported by their school.
- You as a DC support provider have the feeling that your mails are often neglected by some of the educational coordinators, they never want to have proactive communication and they only comply with the minimal requirements that are mentioned in the law;
- The educational coordinators have the feeling that elite athletes are being advantaged unrightfully and want that all their students are equal. Moreover, they think elite sports is 'elitism' and has no added value for society.

Case 8: As a DC support provider, you received the following information from the different stakeholders involved:

- A parent recently contacted you that she was worried about her daughter. Although she was elected as a 'success story' of the educational institution, being successful both in elite sports and taking all study points in education as well, she feels that it's too much and sooner or later she will crash.
- The daughter acknowledges that she had a really pressured year, but feels that it was worth it after receiving all the positive reinforcement for her exceptional year. Moreover she doesn't want to look weak now by diminishing her study points, although the sport year will be even more intense with several important tournaments. She feels that her mother is being overprotective again.

(These cases can be also used for the ethical module to discuss it from an ethical point of view).

Differentiation:
- With less experienced DC support providers, peer coaching might be difficult. In that case, it might be useful to present a few tools of the GEES handbook to the participants before the cases. Consequently, the DC support providers can use the cases to get to know and apply these tools.

6. Feedback to personal development plan (PDP)

Participants get 15 minutes to further add information to their PDP.

Based on the whole day, a final discussion takes part with the participants, with the main questions:
- What do you take from today? What did you learn?
  - About yourself?
  - About your role as a DC support provider?
- How can you make sure you will follow-up on your PDP and lifelong learning?
  - E.g., Discuss PDP with mentors, regular intervision with colleagues
  - E.g., Share PDP with your employer to
    - help your employer to become aware of your competency development and roles/responsibilities;
    - to receive support of your employer in following up on the PDP.

This part of the module is important and should be discussed with them into depth, as this is the crucial point where participants might decide (no to) implement some of the lessons learned into their practice.

Annex 9: Personal Development Plan (PDP) after evaluation

Personal development plan (From the Five-Step Career Planning Strategy, Step 5B; Stambulova, 2010).

Follow the step-by-step instruction and fill in your reflections in the table on the next page.

1. Goals
What do you want to achieve in your professional role and development as a Dual Career Support Provider? Formulate your goals (e.g., for the next 6 or 12 months).

2. Analyze your resources and barriers (internal and external)

   a) **Resources**
Internal resources: What personal strengths or competences do you have that can help you achieve your goals?

External resources: Who or what around you might help you achieve your goals?

   b) **Barriers**
Internal barriers: What are your personal weaknesses or internal factors and competences you need to develop more to achieve your goals? Think about how you can overcome them.

External barriers: What external factors (e.g., people or factors around you) might act as a barrier for you to achieve your goals? Think about how you can overcome them.

3. Actions plan (= your strategies to proceed)
If based on the resource/barrier analysis the goals look realistic, they are approved, and the action plan (i.e., what to do to reach the goals) is designed. What will you specifically do to achieve these goals? When will you do this/When should this be done? Think about how you best can use your resources and at the same time compensate for your barriers and use lessons learned from previous experiences (se step 4 below).

4. Reflections on previous experiences
Which previous experiences do you have that can be helpful in realizing your PDP?

5. Optional: Determine the date of when to update your PDP

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Reference

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Stambulova, N. (2010). Counseling athletes in career transitions: The five-step career planning strategy. *Journal of Sport Psychology in Action, 1,* 95–105. doi: 10.1080/21520704.2010.528829

1. Your goals	2A. Your resources (internal/external)	2B. Your barriers (internal/external)	3. Your Action plan – What you should do	3. Your timeframe	4. Your previous experiences

Annex 10: Module two after evaluation

Module 'Empowerment of DC athletes'

Aims	• Increase DC support providers awareness of the importance and possibilities for intakes with DC athletes. • Increase knowledge of DC support providers regarding the competencies that are important for DC athletes. • Teach DC support providers how they can assess and enhance competencies in DC athletes.
Target group:	• A group of 6 up to 10 DC support providers • Optimally, the group should be a mix of more experienced DC support providers and novices • SUGGESTION: Invite DC athletes, it can add a lot of value to have their perspectives AND to let them participate in the role playing (enhances the credibility of the role playing as it becomes "real" coaching then).
Timing	Four hours (or more if possible) Multiple sessions if possible

Short summary and timing		
	1. Philosophy	Ca. 30 min
	2. Intake	Ca. 50 min
	3. The Dual Career Competency Questionnaire for Athletes (DCCQ-A)	Ca. 20 min
	4. BREAK	Ca. 15 min
	5. Working with the DCCQ-A	Ca. 50 min
	6. Self-awareness	Ca. 45 min
	7. Personal development plan (PDP)	Ca. 30 min

Remarks regarding timing:

• Try to be dynamic, but still structured with the timing: empower the participants by providing them a time frame, but at the same time you need to be flexible (e.g., in case of interesting discussions).
• Timing could be rearranged if parts of the theory and reflection can be done by the participants at home in preparation of the modules. In this situation, more time can be used for cases, exchange and the PDP.

Specific content

1. Philosophy

    a. Empowerment philosophy

Discussion with the participants about empowerment. The following questions can be used to lead this discussion:
- What does empowerment mean?
- Why should we empower elite athletes?
- How should athletes be empowered?
- What is a 'holistic' perspective? How can you adopt a holistic perspective as a DC support provider?

Put the answers on a blackboard in a MindMap. Based on their answers you formulate a summary and explain the holistic empowerment philosophy.

Instead of doing this in full group and making the minMap yourself, you could divide them in subgroups and 'empower' the participants to make their own MindMap within their subgroup. This could be done on a big sheet with three tranches starting from empowerment in the centre (What? Why? How?).

    b. Importance of enhancing competencies

In this part you explain the importance of the development of DC athletes' competencies with the DC support providers within the 'holistic empowerment' philosophy. Consequently, you can discuss how you could convince DC athletes that self-development (of competencies) is important. After the discussion, a few videos can be showed that support the importance of empowerment and competency development with the double aim of a) enhancing the awareness for the DC support providers; b) providing the DC support providers with videos that they can use in their work with DC athletes.

https://www.youtube.com/watch?v=L08wNizulOY

Interview videos and interactive material from European DC athletes explaining the importance of empowerment from own experiences will be developed soon. However, depending on the group of participants, the depth of the modules, and national context, it might be interesting to invite the participants to make such movies themselves. These videos are not only interesting for their own development, but also to increase awareness of own DC athletes towards the importance of developing their competencies and self-regulation. The development of tailor-made movies that fit to the context of the participants themselves is crucial in this regard, so that's why giving the participants themselves the assignment to do this could be additionally valuable. You end this part with some theory and definitions about empowerment. See slides for definitions and theory.

2. Intake

In this part, you will discuss with the DC support providers the intake with DC athletes. To start this part, you ask them the following questions:
- What are the goals of an intake?
    - Establish a trust-based relationship, make a link
    - Gather background information
    - A first insight in the personality
    - A first insight in environmental aspects
    - Establish clear rules and manage expectations in line with empowerment philosophy
    - …

Then, you let the DC support providers exchange experiences for each for these goals (you can make sub-groups):
- How do (or would if less experienced) you do this?
- Where do you encounter difficulties with this goal? How could you solve these?
- How can you install the empowerment approach with the DC athlete from the intake?
-

A slide can then be presented with an outline of how the intake could install an empowerment approach from the start. Finally, depending on the questions/problems, you provide them with more information on one/some of the intake tools in the GEES Handbook for DC support providers (make sure as a DC support provider you know what the tools are and how they can be used in an intake).

3. The Dual Career Competency Questionnaire for Athletes (DCCQ-A)

In this part, the DCCQ-A will be explained to the DC support providers. First of all, a short PowerPoint is provided, explaining the items and factors of the DCCQ-A. Ideally, you let them actively reflect on the items by asking them which items/factors they feel are the most important for the DC athletes they work with and compare this with what the athletes themselves see as the most important competency items and/or factors. Consequently, DC support providers are asked how this questionnaire/framework could be used in practice. Answers might include:
- As a formative self-evaluation tool in working with athletes (which they will receive more information about in the next part of the module);
- On a group-level to
    - See developmental needs (in sub-populations);
    - Advocate importance of developing competencies in DC athletes;
    - Develop strategic plans and learning goals.
- In communication/marketing to have a recognizable and uniform language in talking about DC competencies;
- …

Differentiation

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- o The theory part of the PowerPoint can be sent to the participants as well, with the question to prepare this before the module. This will allow the module leader to save time. Instead of explaining everything, the focus leader could then focus on answering specific questions from the prepared participants.
- o Participants can be asked to fill in the DCCQ-A before the module, thinking about how one of the DC athletes they work with would fill it in. The profiles they fill in at home can then be used for discussion (both to help interpret the DCCQ-A and to work with cases). Complementary and if possible, they could also ask this DC athlete to complete the DCCQ-A as well.

4. Working with the DCCQ-A

In this part of the module you help the DC support providers to experience how they could use the DCCQ-A in working with athletes. In order to do this in an interactive and realistic way, cases (with specific competency profiles) are introduced to the DC support providers. The participants get to work in different groups and each group chooses a different case. For each case, they start with thinking and answering the following questions:
- How can his/her results (i.e., the individual profile) be interpreted, also considering the background information you have about the DC athlete?
- What are the DC athletes' stronger points?
- What competencies does he/she need to develop?
- Can some of the strong competencies compensate for the competencies that need to be developed?
- …

Optimally, the participants are asked to send their own cases before the module. As suggested above, they could also complete the competency profile of the athlete of that specific case (and ask the athlete to do the same), and then discuss this real-life case.

The cases with profiles

NOTE 1: The case themselves should be tailored to the context of your country and participants. However, below they are described in a general way as a basis.
NOTE 2: Please make sure that you have printed the full competency list (divided into the different factors) so the participants have a good overview of the DCCQ-A.
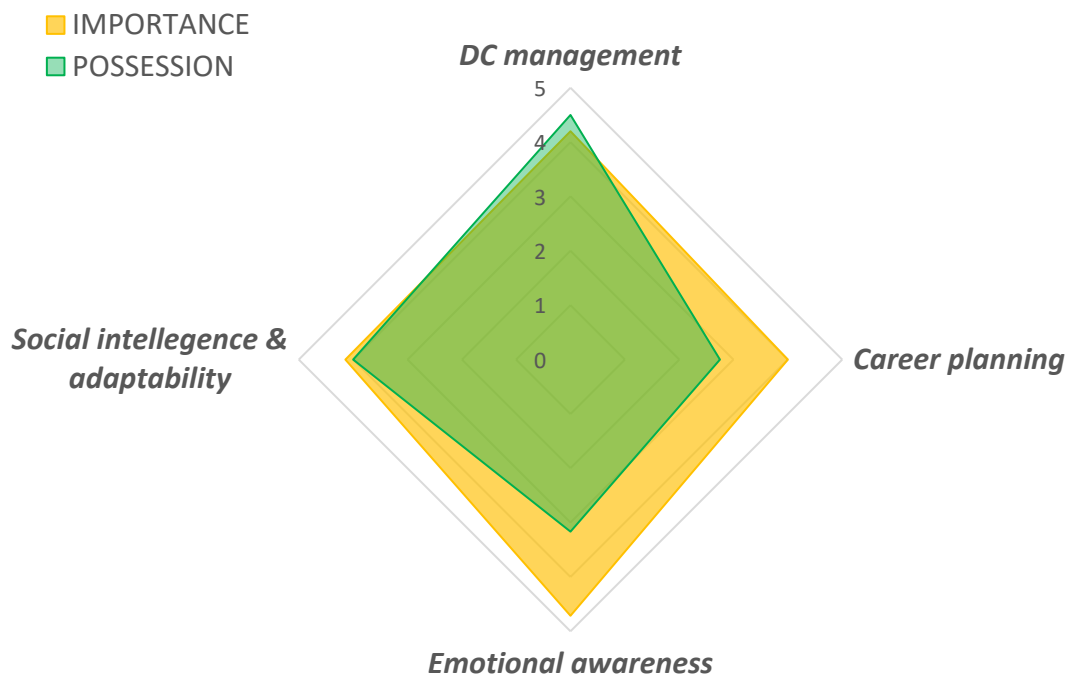
CASE 1

Andy is 21 years old and plays basketball in first division. Since this year, he plays for the first team, which is quite a difficult adaptation. The training hours have increased and the level is quite high for Andy, so he doesn't get a lot of playing minutes for the first team.

His field of study is sports sciences and he's currently in his first master. Andy took all his study points every year, but feels that now it's really hard because of the increased pressure from his sport schedule. Previous years, he managed to do everything efficiently and could combine everything, but now he feels it's too much and is really

stressed. This stress is apparent both in the sport and education domain (especially because of the time pressure and the fear of failing in both).

He likes all aspects of his education, but has no clue on what he wants to do after his education. On a social level, Andy has not that many friends, but makes sure that he sees his friends enough, by planning it in time and making sure that it fits within his schedule.
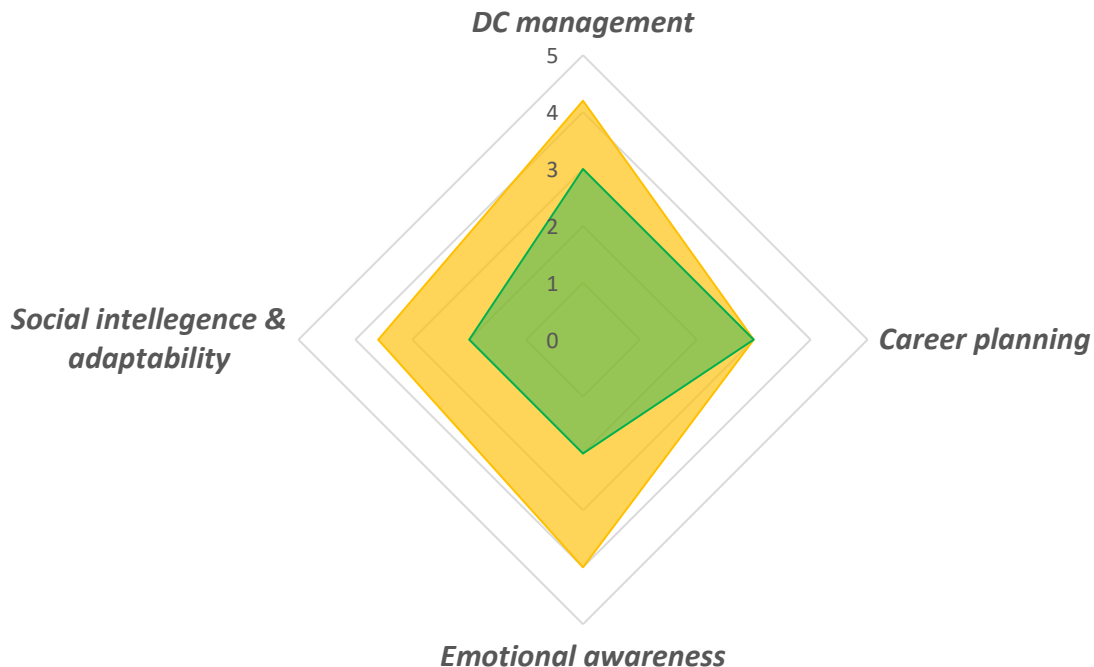

CASE 2

Anna is 18 years old and is a professional gymnast. She's one of the best gymnasts in Europe and hopes to get a medal in the Olympics in 3 years.
She started in the first bachelor of Economic sciences 2 months ago. When you discussed her planning in the beginning of the academic year, you noticed that she had an impressive well-developed integrated sport and study schedule (with different colours, built-in reserve time, specific timing of different studying moments). Moreover, she's always perfectly on time for the appointments with you and always communicates her required study flexibilities in time and proactively.
So far, she's not enjoying university and is doubting to quit her studies already, although she still dreams of becoming a financial consultant in the firm of her father after her gymnast career. She says that she has some friends in university, but she doesn't really feel part of the group because she misses a lot of lessons for het sporting program. Moreover, she's doubting her own study competencies and is really afraid to fail her exams. Lately, she has been feeling so stressed that it also influences her sport level.

IMPORTANCE
POSSESSION

DC management

Career planning

Emotional awareness

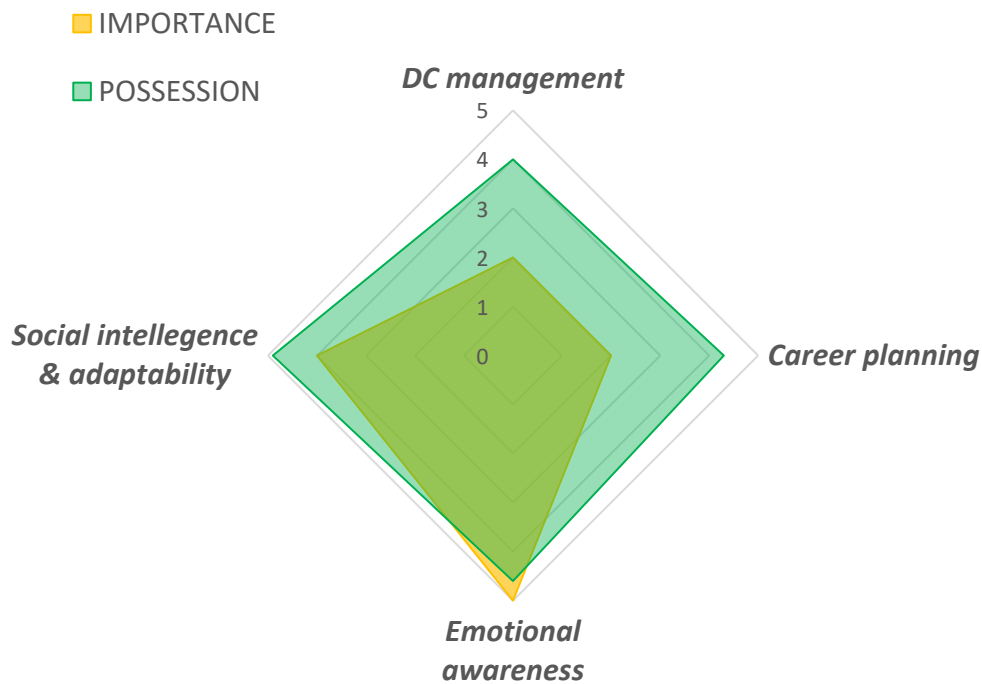*Social intellegence & adaptability*

Case 3

Jan is 20 years old and is a football player in first division of the national league. This season, because of an injury of one of the experienced players, Jan was put into the first team and plays every game. Moreover, he's receiving a lot of praise, because he scored 8 goals in 10 games, which is not bad at all for a striker of his age.

In university, Jan follows communication sciences. Jan always looks self-confident and social, but he's often too late on his appointments with you and sometimes forgets to fill in his study flexibilities. Although the first years went quite good, he failed 3 out of 4 subject in the first semester of this academic year. Moreover, he's less involved as he used to be (not attending the lessons anymore, asking less questions to you as a DC support provider).

You recently called him and he said that everything was going great, but that the failed exams were just bad luck because of the busy sport schedule during the exams (he didn't expect that they would have qualified for the cup, so didn't expect the extra games during the week). In fact, Jan would prefer to quit his studies and just focus on football, but his parents oblige him to continue his education.
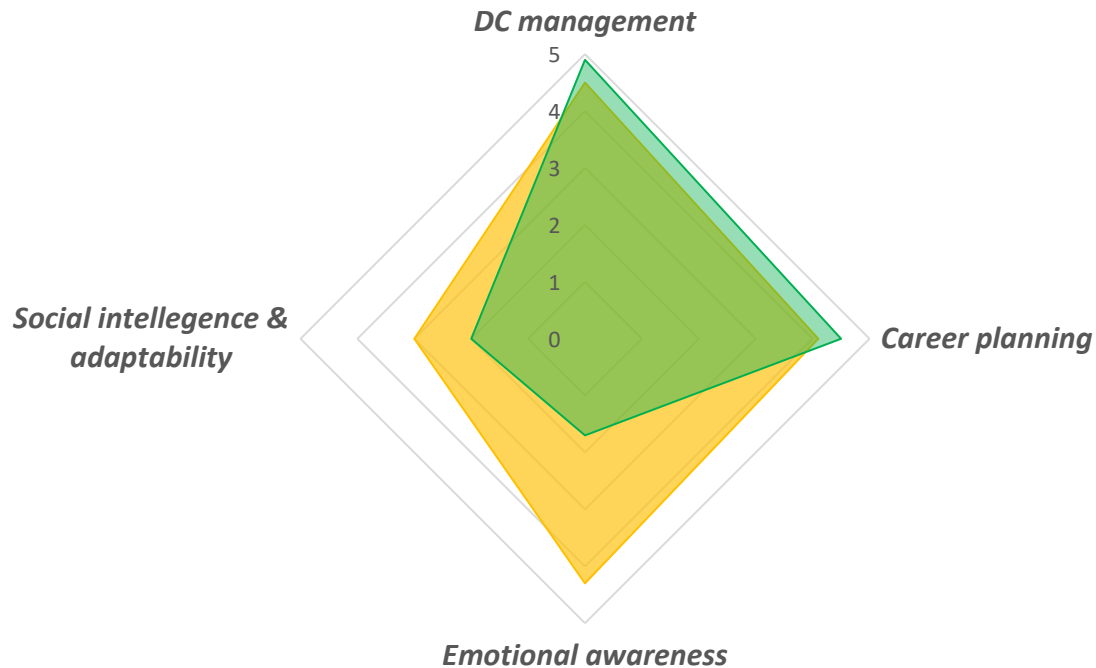
Case 4

Juan is 16 years old and is a handball player. Although he's successful in his sports and studies, he's unhappy. He feels really lonely and feels that he doesn't have that many friends. One of the reasons for this might be that Juan is quite perfectionist and when others are less perfectionist, he tends to be rude and even aggressive. For example, in training or in games, when other don't give their 100%, Juan starts yelling at them. In some cases, it even happened that Juan started a fight with some of his team mates.

He cannot accept failure, which makes it difficult for him to put things into perspective. Also, when he gets a group assignment with some classmates, Juan is quite bossy and sometimes loses his temper, because he wants to succeed every course with at least 85% and can't stand that some of 'these losers' will cost him points. Regarding his study pathway, Juan is convinced that he will go for engineering, as he loves the sciences and wants to work as an engineer for sure.

Legend:
- IMPORTANCE (yellow)
- POSSSESSION (green)

Radar chart axes: DC management, Career planning, Emotional awareness, Social intellegence & adaptability. Scale 0 to 5.

Case 5

Shania is 16 years old and a great talent in the 100 metres sprint. Within her age category, she is top 5 in the world. Currently she's a great student (getting good results), great athlete and a very popular girl (she has a lot of friends and is loved by many). Although everything seems to be going perfect, she revealed to you that this is not the case.

Although her results in all aspects of life look perfect, she feels uncertain about herself. Her parents are going through a divorce, and she has a lot of fears of losing everything (the good results, her friends…). She's struggling with her school planning, always doing things very last minute. Because she's so talented, this always worked out, but this creates a lot of stress for her and now that things are going worse on a personal level, she has the feeling everything is getting too much, but feels she can't change her 'postponing' attitude because she always did it like this.

She also reveals to you that she has a lot of stress, which is reflected in some obsessive-compulsive behaviour (e.g., feeling if the door is closed 10 times, compulsive thinking etc.). Because of these problems, she has a great interest in (sport) psychology, and is sure that she wants to follow this course in higher education.

Her stress and problems are starting to be reflected in injuries as well, with lower back pain coming up the last few months. She comes to you for advice.


■ IMPORTANCE

■ POSSSESSION
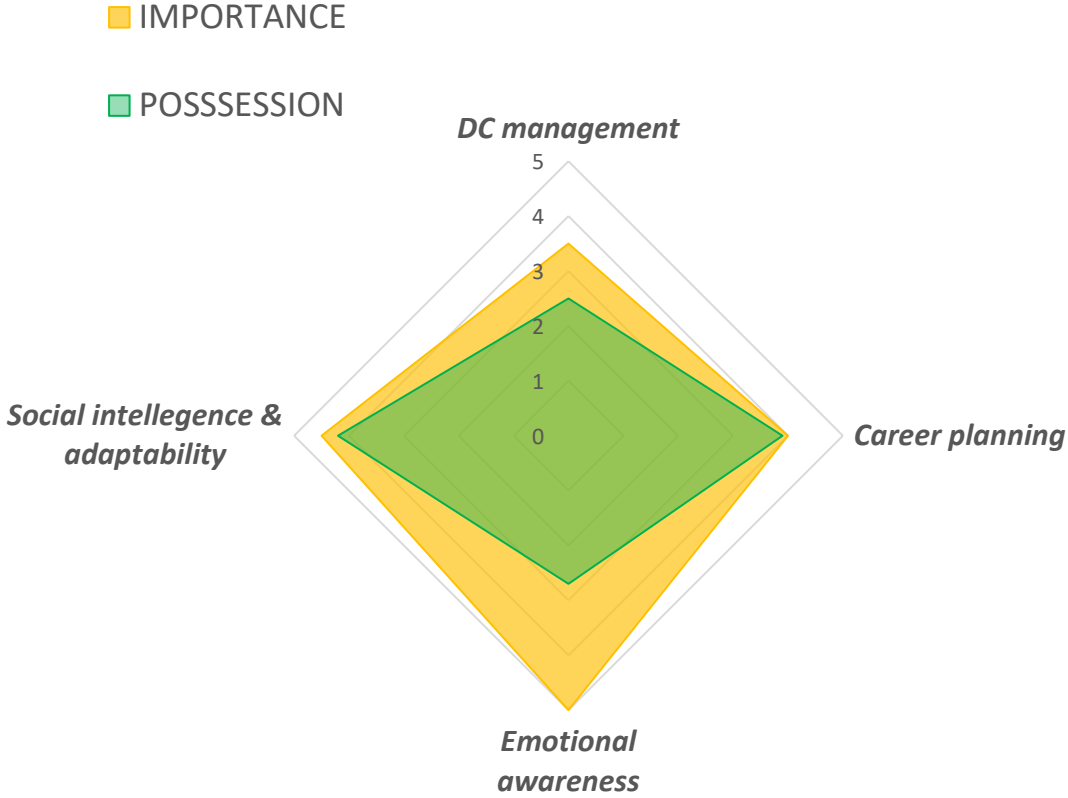
Case 6

Louis is a 17 years old hockey player at the elite sport school. He has a lot of confidence on all fields of development. He's a sociable guy, with a lot of friends and decent grades. Nevertheless, he has been struggling with injuries for quite a while now, which frustrates him a lot. This frustration start to be reflected in some bullying behaviour, accidents with teachers and fight with friends.

In a personal conversation, Louis explains to you that his dream was to become world class hockey player, but that he lost believe in this dream due to all the injuries. Moreover, his plan B, which was becoming a lawyer in the sports domain doesn't feel that attractive anymore because he is disgusted about the elite sport domain. Instead of empathy and help, the only thing Louis perceives to receive is criticism on his injuries and the feeling that others are trying to take his place. As such, everything he'd thought to become is getting less appealing or unreachable suddenly, bringing along serious existential doubts about his future. The constant stress about this brings down his motivation to recover from the injury.
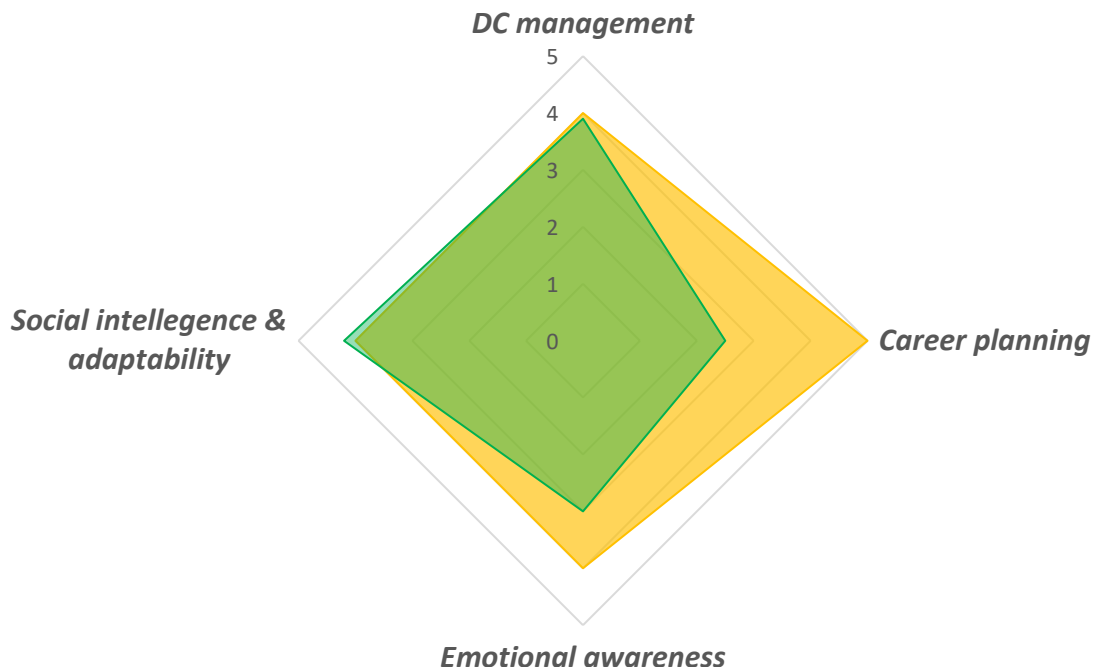
After working in small groups on the cases, the DC support providers get together to exchange experiences of working with the cases.

5. Self-awareness

In this part, we want to make the DC support providers exchange how they could enhance the self-awareness of the DC athletes. The groups will be asked to further discuss their cases and profiles. More specifically, they will discuss the following questions within their subgroups:

- How would you discuss this profile with the DC athlete (with the aim of increasing DC athletes' self-awareness)?
    o How can you introduce the positive psychology in the discussion with the DC athlete?
    o How can you confront the DC athlete in case of 'over-confidence' or social desirability?
    o What questions can you expect from the DC athlete?

Then you can make the participants participate in a **role play** to 'discuss' the profile with the DC athlete:

- If possible: with a ***video-tape*** that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

6. Personal development plan (PDP)

In the last part of the module, the participants think about how they can help the DC athlete to take the step from self-awareness to actual impact and self-development. The use of a PDP with DC athletes will be discussed here, again in the different subgroups and specific for the cases. The template of the PDP they used in the DC support provider module, can be discussed here as well (discussing how it could be used in working with athletes). The following questions will be discussed:
- How would you make the step from self-awareness to a PDP concretely?
- How can you optimize the chance that the DC athlete uses his/her increased awareness and PDP in actual self-development (i.e., behavioural change)?
- How could you follow-up on this?

Again, you can make the participants participate in a **role play** to 'make a PDP' with the DC athlete:
- If possible: with a ***video-tape*** that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

Differentiation:
- With less experienced DC support providers, it might be useful to present a few tools of the GEES handbook to the participants. Consequently, the DC support providers can use the cases to get to know and apply these tools in enhancing the competencies of DC athletes. As this might take additional time and can be very valuable to apply on a regular base, it is suggested to divide the module in several (periodical) modules. The main module could be the starting point, and then follow-up modules can be implemented to discuss cases and try to apply tools from the Handbook. Every few months, a new tool could be introduced and trained in this way.

Completely at the end of the session, you can ask the DC support providers what they learned from the module. Also, you could suggest that they reflect on how they could integrate the 'learned lessons' of this module within their own PDP.

Annex 11: Module three after evaluation

Module 'Ethical principles for dual career (DC) support providers'

Aims	• Provide an overview of main ethical principles for DC support providers. • Develop a critical mind-set and enhance decision-making in working with ethical dilemmas as a DC support provider.
Target group:	• A group of 6 up to 10 DC support providers • Optimally, the group should be a mix of more experienced DC support providers and novices
Timing	Four hours (or more if possible) Multiple sessions if possible

Short summary and timing		
	1. Importance of ethical conduct	Ca. 30 min
	2. Presentation of ethical principles	Ca. 30 min
	3. Self-assessment on ethical questionnaire	Ca. 30 min
	4. BREAK	Ca. 15 min
	5. Cases with ethical dilemmas	Ca. 120 min
	6. Integration of ethical thinking into practice	Ca. 30 min

Remarks regarding timing:

- Try to be dynamic, but still structured with the timing: empower the participants by providing them a time frame, but at the same time you need to be flexible (e.g., in case of interesting discussions).
- Timing could be rearranged if parts of the theory and self-reflection can be done by the participants at home in preparation of the modules. In this case, more time can be used for cases, exchanges and the PDP.
- The topic of ethics can be quite intense, with personal and heavy matters being discussed. As such, it can be necessary to include some additional break(s) if you notice that energy gets down or things get too emotional.

Specific content

1. Importance of ethical conduct

At the start of the module, participants are asked to reflect on the questions:
- What do you understand under ethical behaviour?
- Why is it so important to behave ethically?
- What are possible consequences of unethical behaviour?
- Can you provide your own case examples?

If no local cases are provided, you can use 1-2 cases from below and ask them to reflect on the cases with the following questions:
- Are the decisions made in these cases ethical? Why (not)?
- What are the consequences for the different stakeholders in this case?
- How would you act in this case?

Case 1

A DC athlete doesn't meet the requirements to start an education module (she didn't pass an exam that is necessary to be accepted for the module). Although not legal, the DC support provider advocates to the school commission to allow her for the education module, because she has had a difficult period on personal level and the DC support provider feels that she needs this to get in a positive emotional state again. Moreover, for her sport schedule, it's crucial that she can do this module now and not next year (in an Olympic year). The school allows this and indeed, the student benefits from it and becomes happy and highly motivated again (both in school and in sport). However, other students think it's not fair and complain to the director about the decision. In the end, some of the students also bully the DC athlete because a) they think that she 'bribed' the board of the school and b) the fact that she's almost never in the lessons.

Case 2

A DC athlete wants to take all study points in a year that will be very demanding on a sport level and that is the most difficult year of the education on an educational level. As a DC support provider you know from experience that it's almost impossible and that it will have a lot of adverse consequences on the well-being of the DC athlete (both on athletic level and on psychological level). You want to respect the athlete's choice, but at the other hand you know it will harm him. So, in the end, you provide the athlete with the free choice, and he chooses to go for it anyway. One year later, the athlete dropped out from education AND elite sports and suffers from a severe depression.

Case 3

A new coach was recently appointed in the elite sports team. He has a clear 4-year-plan in preparation of the next Olympics. As a DC support provider, you received the following information from the different stakeholders involved:
- The coach needs to know everything of his athletes from a holistic perspective, to be sure that he's making the right plan. He wants to know for sure if one of

his older players will continue until the next Olympics and expects that you as a DC support provider will keep him informed.

- One of the older players is not sure when he will retire, but so far, he has told the coach that he 'probably' will continue until the next Olympics. However, he's postponing the decision and has trusted you as a DC support provider that he's thinking about starting a job as a marketer in 2 years' time.

As you have a close relationship with the coach, you provide him with this information. Based on this information, the coach decides to talk to the player about it and decides not to select him until he makes his final decision. The player is furious that you shared this information with the coach and furious about the decision, so he refuses to play for the team anyway, as he feels that his trust was violated and that he shouldn't be forced to make a career decision so quickly.

➢ Note: Please, if necessary, tailor these cases to your national context.

2. Presentation ethical principles

Main ethical principles are being presented to the participants here. These ethical principles were inspired by the following documents and adapted to the DC context by DC experts:
➢ AASP ethical principles and standards
➢ ISSP code of ethics
➢ Fepsac position statement #9 ethical principles

1. *Principle A: Competency*
- Strive for the highest standards
- Be responsible to develop competencies and need for continued education
- Be aware of your limitations -> only act within boundaries of your expertise

2. **Principle B: Consent & Confidentiality**
- Deliver DC services in the context of a defined professional relationship or role
- Clearly inform DC athletes about intended aims and procedures
- Don't share information with other stakeholders without the prior consent of the DC athletes concerned
- Discuss the relevant limitations on confidentiality (e.g., regarding drugs abuse, violence) with DC athletes and stakeholders with whom you work.
- Limitations of support and confidentiality originating from your responsibilities towards your employer, should be clearly shared with the DC athlete from the start.

3. **Principle C: Integrity**
- Be honest, fair, and respectful of others
- Avoid improper and potentially harmful multiple relationships and conflicts of interest;
- Be sensitive to the sub/cultural norms in which you practice or research;

4. **Principle D: Social responsibility**

- DC support providers should consult with, **refer to, and cooperate** with other professionals and institutions to best serve the interests and needs of DC athletes;
- DC support providers should be sensitive to real and ascribed **differences in power** between themselves and others, and they do not exploit or mislead other people during or after professional relationships;
- DC support providers are also concerned about the ethical **compliance of their colleagues'** professional conduct.
- DC support providers should also enhance gender equality, providing DC support in light of objective criteria. They should avoid gender-related discrimination in their DC support and/or cooperation with others.

5. Principle E: Empowerment of DC athletes
- DC support services should aim at helping DC athletes to (self-)develop their competencies and personal growth <-> pampering;
- Flexibilities (e.g., missing out lessons, postponing examinations) should be provided by DC support providers if, and only if:
  - The DC athlete him-/her-self wants this;
  - In line with (policy or organizational) regulations;
  - These are required by the DC athlete to pursue a DC in a responsible way <-> not just as a favour;
  - It doesn't hinder personal growth (e.g., pampering).

6. Principle F: resolution of ethical conflicts
- Personal commitment to act ethically;
- Ask advice from uninvolved and objective advisors or peers familiar with ethical issues <-> confidentiality;
- Discuss ethical problems with your immediate supervisor(s) <-> if uninvolved.

The participants are being asked to reflect on these principles with the following questions:
- If you would need to choose one ethical principle (above all), what would you choose?
- Are all of these principles controllable? Or do some of them also depend on your environment/context? Which ones?
- Can some of these principles conflict with each other? In what kind of situation(s)?

Addition

If the DC support providers are not familiar with the ethics topic and legislation surrounding ethics, it might be important to give them more background than just the ethical principles. Especially the national context of the ethical support that is delivered should then be included for the participants. This information should consist of:
- The national legislation documents and background information on topics related to ethics;
- The main support structures and responsibilities for ethics within the country.

As this is quite practical and/or technical information, this could be sent to the participants before the modules. On the other hand, if within the national context, the ethical support in sports is well-established by one (or more) organisations, it might be interesting to invite a guest speaker as well to explain their working, so participants can get familiar with how and when they can cooperate with the organisations that could possibly support them with ethical dilemmas.

3. Self-assessment on ethical questionnaire

Please rate how often you follow the following ethical considerations on the following scale:

1 – Never
2 – Rarely
3 – Sometimes
4 – Often
5 - Always

Competency
- I strive for the highest standards
- I know my limitations and act according to my expertise
- I keep investing in my self-development

Consent and confidentiality
- I clearly inform DC athletes about what they can(not) expect from the start regarding my dual career services
- I only share information about DC athletes to other stakeholders in case of prior consent of the DC athlete
- I inform DC athletes I work with about situations I'm not bound to confidentiality

Integrity
- I'm respectful for others
- I'm honest to others
- I avoid potentially harmful conflicts of interests

Ethical conflicts
- I'm committed to resolve ethical conflicts adequately
- I ask advice from (uninvolved) experts in case of possible ethical issues
- I discuss ethical issues with my (uninvolved) supervisor

Social responsibility
- I'm able to refer DC athletes to other professionals if necessary
- I don't exploit possible power differences
- I try to serve social policy to advocate the rights of DC athletes
- I take responsibility (e.g., confrontation) if another colleague doesn't comply with ethical principles

Empowerment of DC athletes
- I aim at helping DC athletes to self-develop their competencies

- I don't make decisions for DC athletes but support them to take their own best possible choices

After having completed the questionnaire, it's time to discuss the results in subgroups (of ca. 3 participants). Every participant discusses his/her personal results, using the following questions:
- Strengths
  - o What are your strengths regarding ethical conduct?
  - o Can you provide us with some examples?
  - o How did you develop these strengths?
- Ethical issues
  - o What ethical principles are less implemented?
  - o Can you provide us with some examples of difficulties you have regarding these ethical principles?

4. BREAK
5. Cases with ethical dilemmas

In this part, the DC support providers will receive specific complex ethical cases that they will discuss and/or role-play. With this part, we want to a) show the DC support providers that not all the ethical discussions are black or white; b) show how ethical cases can be discussed and/or resolved in an interactive and critical way.
To introduce them to the shades of greyness of ethics, a slide on the relativist ontological position nature of ethics will be presented to them.

The cases might come from:
  d) The cases in the DC support provider module (discuss these cases again but now from an ethical perspective): see cases of other module;
  e) New cases: SEE BELOW;
  f) Own cases/experiences of the DC support providers shared during the module. Optimally, the participants can be asked to send their ethical dilemma cases to the module leader before the module. This will enable you to prepare the cases and/or select the most relevant ones. Of course, it is important to ask if they are willing to share their cases with the other participants (and a case databank) from the start. The development of a case databank from these additional cases could be extremely valuable in this regard.

Additional ethical cases

Case 1: As a DC support provider you are appointed by the National Olympic Committee to support athletes in a holistic way regarding their dual career. In two-year time, the Olympic Games are coming and the NOC has high expectations regarding the performance of Anja, a 27 years old DC athlete that is in her last year of her sociology studies. Anja has revealed to you that her boyfriend, who is 31, is starting to get impatient about having a baby. Moreover, she always said that she wanted to have a baby from the moment that she graduated. Although she knows this would mean that she'd miss out the next Olympic Games, she shares to you that she's 80 % sure that she will go for the baby, but she doesn't want to share this with the NOC yet as you never know how things turn out.

The High-Performance Manager of the NOC, that hired you as a DC support provider, now comes to you and asks if you have any updates on Anja. He reveals that he's really optimistic about her medal chances on the next Olympics and that the NOC will even raise the financial resources for her to be able to prepare as good as possible. You as a DC support provider feel obliged to mention something, but at the other hand, you don't want to break the trust-based relationship with Anja.

Case 2: Sophie, a 14-year old female gymnast is performing well in sport, but has poor study results. Moreover, she is known at school as 'difficult to handle' and she had some fights with some other students. As a dual career support provider of the elite sport school, you are being asked to help her to improve her study results and social behaviour, because although her sport results are good, she will be kicked off the elite sport school if she doesn't improve her behaviour and study results.

After a really long and difficult conversation, Sophie reveals to you that she's scared of her father, because he can be quite demanding and even aggressive when it comes to her sporting career. When you ask her why she is scared of her father and if her father also hurts her on a physical level, she starts crying and begs you to stop asking about it and never to mention this to <u>anyone</u>, because she's scared of her father's reaction.

So at one hand, you want to inform the school so they can take into account her situation (to make sure she doesn't get thrown out of the school). You also want to know more about the situation and confront the father or even involve youth services to protect Sophie. However, in the end you also want to consider the Sophie's will, as she begged you to never mention this to anyone else…

Case 3: Jasper is a 17 years old basketball player, who is an outgoing and social, but sometimes nonchalant guy. Now, he suddenly says to you that he has been taking a performance enhancing drug in the exam period, that has been recommended by a friend of him to study better. Although he knows it's on the doping list, he beliefs that there shouldn't be a problem as he only uses it for study purposes. In the way that he tells it to you, you notice that he has no clue of the troubles he might be in (he's almost proud that he found a manner to study harder).

As a DC support provider of the sport federation, you signed a charter that you would directly share any information related to drug-taking behavior of athletes. So at one hand, you want to provide this information directly to your boss to be in line with the document that you signed. At the other hand you don't want to ruin Jasper's career. Jasper had a heavy injury the past few months and was (although he's talented) only just selected again for the funding of the sport federation. Sharing this with your boss would mean that he would be thrown of the financial program for sure, and this would mean the end of the career for Jasper as he's still (mentally) recovering from the injury. Moreover, Jasper is really focused on his sport and to be thrown out of the program will most probably results in heavy mental problems.

Case 4: Tessa is 15 years old and a great talent with regard to figure skating. She comes to you with the question if it would be possible to miss out some lessons for an

important tournament in Canada. As a dual career support provider, one of your roles within the school is to decide if and how athletes can get some flexibilities to go to big tournaments, but this always needs to be approved by the director. Your boss, the director of the school, is a funny man, but sometimes engages in sexist behaviour and jokes, for example making jokes about how women "should do the dishes and men should drink more beers'.

As Tessa's question was similar to a request of Sven, a 14 years old gymnast, you propose the same arrangements to the director. To your surprise, however, he refuses the flexibilities for Tessa (and not for Sven). You think that this is a pure gender-based decision and don't think it is a fair decision. However, discussion with the director didn't help anything, he didn't give you any acceptable reasons for the denial of the flexibilities. You think this is unfair, but at the other hand you don't want to risk losing your job, because you know that your boss is quite strict and wants everyone to respect his authority.

(Note: this case can easily be adapted to the university context as well by changing the age, and changing the director into professor)

Case 5: Johnny is a 19 years old football player, and started his first bachelor this year. Although he's smart enough to be an excellent student without too much loss of energy, and although there are many flexibilities in the university, his coach doesn't support the fact that he's studying.
He's always making nasty remarks towards Johnny, which leads Johnny to think about quitting his studies. You are the DC support provider of the national football federation/ sport governing body and heard about the problems.
Johnny seems reluctant to talk to the coach about the matter because 'he's not open for reasoning, he's so stubborn'. You as a DC support provider are doubting if and how to approach the problem. Convincing Johnny to talk to the coach, talking to the coach yourself (but that is difficult as you get paid by the federation and you don't want to offend the coach), or accepting that Johnny would like to quit.

Case 6: Maria is 17 years old and in her last year of secondary education. She's already one of the best swimmers of the country, and could achieve world class level if everything goes well. However, Maria revealed to you that she is completely sick of swimming. She doesn't like it anymore at all, she HATES everything that comes with it. She's sure that it's not just a phase, she doesn't enjoy any part of it anymore and she actually never liked it in the first place. What kept her going so far were expectations and pressure of the parents. Although she's sure she wants to quit, she feels that this is not possible, because she is afraid of how her parents and coach would react, especially because they have put so much effort and money in her development as an athlete.
Moreover, next year, Maria wants to study art sciences, something she knows her parents won't agree with, because it is too 'abstract' and does not provide her with many job opportunities. Maria asked not to tell anything about all this, but you feel that things are getting too much for her and that she might get into a serious depression.
However, you are actually paid by the sport federation for you job as DC support provider, so you're a bit afraid that if she leaves, your boss will get angry because in the end, you get paid to enhance athletes' performances through a holistic way, not to

move them away from sport. Next week, there is the annual meeting with Maria, her parents, the coach, you and the high-performance manager to discuss her future.

➢ Note 1: Please, if necessary, tailor these cases to your national context.
➢ Note 2: Let participants discuss cases in several groups (not the same group for the whole module) AND try to make subgroups based on diversity in opinions and backgrounds.

Questions that can be asked with the cases:
- What ethical principles are in conflict in this case?
- How would you resolve this ethical issue? Why?
- Is there one solution for this case? Why (not)?

Then you can make the participants participate in a **role play** to further go into specific ethical issues and possible solutions:
- If possible: with a *video-tape* that is played for the whole group afterwards and that then can be discussed with the whole group.
- If not possible with videotaping, in groups of 3 with one observer who gives feedback (and then switch roles…).

Suggestions:
- We suggest to the teacher to let the participants focus on one or two cases (rather than all of them) to add depth, insights and value to the discussion, rather than discussing them all superficially.
- Teachers could prepare the 'answers' on the cases above or the cases that were sent by the participants before the module themselves. By doing this, you can present this after the participants presented their answers to compare how they solved it themselves. If clear mistakes were made, this will provide the participants with 'better' solutions. Where multiple solutions co-exist, this might provide participants with other options and lines of reasoning. Both cases and the "Answers" to the cases depend heavily on national and organisational context (support structures and legislation) and should therefore be changed (for cases) and be prepared (for the answers) by the teachers themselves.

Differentiation:
In discussing the cases, it might be interesting to let two subgroups take a different perspective/right answer on the case. They could then especially focus on why their answer should be the right answer (prepare this in subgroups) and then come to a debate between subgroups.

6. Integration of ethical thinking into practice

Participants get 15 minutes to further add information from this ethics module to their personal development plan (PDP).
Based on the whole day, a final discussion takes part with the participants, with the main questions:
- What do you take from today? What did you learn?
  o About yourself?
  o About your role as a DC support provider?

- How can you communicate with athletes about ethics?
  - E.g., in an intake or in specific cases
- How can you include ethical principles more in your daily practice?
  - E.g., Regular discussions with mentors and relevant stakeholders. This is an important point to make to the participants. It might be interesting to engage in regular discussions and exchange of ethical dilemmas and cases with colleagues. The module is just a starting point, and should optimally be followed-up by bottom-up initiatives and networking activities by the participants. This is especially important because the module and case discussions on their own are too short to provide many learning moments, and should therefore be followed-up on a regular basis.
  - E.g., Share ethical profile with your employer to:
    - help your employer to become aware of your main ethical principles;
    - receive support of your employer in following up on ethical principles.

This part of the module is important and should be discussed with them into depth, as this is the crucial point where participants might decide (not to) implement some of the lessons learned into their practice.