



# LIFE AFTER SPORT

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**NATIONAL REPORT TURKEY  
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## Disclaimer

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# 1 Description of the existing framework of young athletes' educational environment

## 1.1 The Definition of Career

Until recently, career is defined only with progression, but in the contemporary world of global business, it is no longer possible to define career just with progress. The concept of career encompasses an individual's experiences, practices and attitudes related to his/her job during his/her work life and is defined as the professional positions and steps of his/her experiences during his/her life (Aytaç, 2005). Career is the embodiment of one's knowledge and skills with his/her job, specialisation of an individual in his/her position, the work experience gained over time and improved business relations (Perrone, Webb & Blalock, 2005). In daily life, a career can usually be described as just a job. When the definition is analysed in terms of progress, it can be seen that it includes two basic dimensions as work and time (Waddell, 2005). Career is also defined as a process in which knowledge is gained rather than one being only promoted and progressed as a result of his/her work experiences (Bernardin, 2003). Career is the step-by-step and continuous progress of a person in any field of work over the years during which he/she can work and gains experience and develop skills (Savickas, 2002).

Career is the sequence and patterns of the individual's working roles. Traditionally, career has only been applied to people who occupy executive or professional roles but has become a more relevant concept for everyone about working positions. It is also used to imply to the upward movement and the progress on the career work roles. With a broader definition, career defines the learning and the improvement in business throughout individual's life; therefore, it includes their voluntary work and other life experiences (Torrington, Hall & Taylor, 2005.). Career is the process of gaining experiences and skills through the working years, step by step and continuously. As a result, individuals want to make more money, to assume more responsibility, status, power and dignity. While providing personal satisfaction, career also brings status and dignity. And with the development of career, a person improves their standard of living by generating more wealth and financial assets. For this reason, career is meaningful and essential for many people.

McWhiter (1997) lists career values (professional values) as progress, autonomy, authority, working for the benefit of others, creativity, economic rewards, economic

security, lifestyle, personal development, physical activity, prestige, risk, social relations and social interaction. Career values are issues that an employee sees them as essential to his or her career. These are the basic ideas of the employee about what is needed for a successful career. These enable the employee to determine his/her job and affect all career-related decisions based on his/her abilities, perception of his/her needs and personal values and (Pines and Aronson, 1988). Career values can explain career mobility. Career mobility is the tendency of employees to pursue career development in different organisations and jobs depending on the phenomenon of the knowledge economy, and accordingly, the tendency to change jobs and workplaces during their career. Zunker (2002) emphasised that during the process of development of career values, the interaction experienced in the family and the personal characteristics gained accordingly come to the forefront rather than the fundamental values of the family.

The career selection process is the result of the interaction of the individual's attitude, values and social support. The individual's adoption of a pattern of behaviour, such as choosing a career is undoubtedly the product of a holistic assessment of this behaviour. The attitude towards any behaviour or choice is established as a result of the values and beliefs of the individual to such act or preferences (Wylleman and Rosier, 2016) Ideally, a career should be a free choice to make. The career selection process is defined as a dynamic process which is continuously renewed and changed according to the results as well as the evaluation of academic success. During recent years, many countries have made arrangements emphasising the importance of career education through the scope of innovations in education. In some Asian and European countries, various perspectives on career education have been introduced, and the ones appropriate to their culture have been adopted into their national education systems.

Great importance is associated towards a 'career' as it constitutes an individual's identity, social status, and lifestyle. From the first day of working life, people want to meet their needs, to satisfy their expectations and desires, to rise by making plans for the future, to advance and to be successful. In addition to economic and social factors, psychological needs are also the basis of individuals' desire to work and earn an income in return. The individual is satisfied with his/her career to the extent that he/she can meet all these needs (McWhiter, 1997).

One of the turning points in the globalised world that will direct people's lives is the freedom to choose the profession they want and can succeed. Choosing a profession

is choosing a lifestyle for the future, and it is imperative to select the right occupation that will make a person happy. Students' knowledge of their talents and career values means that they can work in a future job which they will be satisfied. It should also be kept in mind that after starting the profession, the process will make career value even more evident. Therefore, in determining career choice, the student should aim to make the best career choice by comparing her/his abilities and values.

## 1.2 Factors Affecting Career Choice

While determining career goals, individuals are under the influence of some factors. The factors that affect individuals and the degree of these factors affect individuals may be different from each other in the career or career process they choose. The career they choose affects almost every aspect of their lives directly and powerfully. For this reason, they should analyse their characteristics, expectations, ideals, weaknesses and strengths while choosing their career. At this point, the person must know him/herself. It is possible to summarize the factors that affect the career choice of individuals as follows (Khasawneh, 2010):

- Social (environmental) Factors: While developing their ideas about the career they want to have; people are influenced by the social environment in which they are born and raised. The social history of an individual, the relationship with his/her parents, the socioeconomic level of the family and the social environment in which the individual is involved are among the main factors affecting career choice. The social class of the individual, the social status and income level of their families also have an impact on career choice. Besides, it is of great importance whether the family has the means to provide the necessary education to the young person entering the work life.
- Psychological (personal) Factors: Psychological factors that affect career choice; values, faith, attitudes, expectations or personality structures are closely related. While choosing a career, some individuals will choose the professions that will provide them with the highest income, while others will focus on a career that allows them to realize themselves and that they will be respected in society. Besides that, personality

structure is also an essential factor for career choice. Emotions, thoughts, accomplishments, psychological power that affect the formation of personality directly affect career choice. Besides, one's self-confidence strongly influences the selection of the profession at the beginning.

### 1.3 Sports and Career

As in many lanes, career and career planning in sports are extremely important concepts. Elite or top-level athletes (athletes who have become professional and/or athletes competing in national teams, athletes who achieved degrees in competitions such as Olympic Games, World and European Championships) can be considered as a career in itself and can be a part of a sports career. For this reason, elite athletes are required to make career planning for both sports and education period and after. A sporting career can be an extremely rewarding one, but the transition to life after sport can be hard. Studies with athletes off the field compared individuals who have made the transition from sport into work with controlled, nonsporting equivalents (Wylleman, Alfermann, and Lavalley, 2004). Results found that athletes performed better in their job role by being more confident in their abilities to carry out broader roles in the workplace, better at identifying opportunities, taking action, and persevering until they brought about meaningful change.

"Career planning" is the process of discovering the appropriate career path and making decisions based on one's interests, abilities, personality, skills and values. As in all fields, 'career' and 'career planning' in sports are of great importance but theoretically not enough. Considering that sport has a much higher income generation potential than other fields of activity, the importance of career planning in sports is striking (Baillie, P. H. F., and Danish, S. J., 1992). The stress of it increases even more, especially in the present, where the successful athletes are becoming role models among youngsters.

Vocational education is one of the most important determinants of career. The education covers a long term of time and leads individuals to a specific area of expertise. Vocational education in sport and its impact on career should be considered separately from all other fields of activity. In addition to the academic education given within the faculties of sports sciences, there is a practical education dimension acquired throughout the life of an athlete. In this regard, it is often seen that there are divergences and conflicts in the world of sports such as school-mocked, in-

sport and out-of-sport. The ideal state, of course, is to integrate the practical knowledge with the theoretical knowledge by studying in these higher education institutions as well as doing high-level sports. In recent years, the efforts of young athletes to receive education in these schools and the ease of access to these schools are an indication of this fact.

## 1.4 Career Stages of Elite Athletes

Considering that the sports career of elite athletes generally ends by his/her 35's, being an athlete can be viewed as a career in itself. But what will happen after 35? Under normal circumstances, someone who is 35 years old has still 20-30 years to work. For this reason, people who are doing elite sports should make career planning both for the sports period and for the period following the sport. Athletic career and sports career are different concepts. When we consider sports as a profession, it will be seen that there is a crossroad after sports life, to engage in a sports-related job or a non-sports job. When it comes to sports-related jobs, coaching and professional sports management are the main things that come to mind. There are many alternatives in the case of non-sports. However, at this point, it will be seen that a sports career of the person who will turn to a non-sports job is limited to the years of competitive athletic participation. People who choose a sports-related job will continue their sports career.

## 1.5 Career Planning in Sports

Career planning is defined as the planning of a person's professional development process from a personal point of view. Within the world of sports, anyone who wants to pursue a career as a player/competitor, or an athlete needs to plan for achieving success. When it comes to career planning, the person should at least have answered the following questions:

- a) Where do I want to be in the short term (1 year)?
- b) Where do I want to be in the medium term (5 years)?
- c) What shortcomings do I have in achieving my goals?
- d) What should I do now to make my next year goal?
- e) What should I do now to achieve my goal in five years?
- f) What are my mission and vision?

## 1. 6 Dual Career in Sports

Elite athletes often face difficulties in combining sports careers with a professional career outside sports. To achieve a high level of success in sports, athletes have to continue their intensive training and competitions at home and abroad. If they like to continue their higher education or work in the labour market simultaneously, they face various difficulties and constraints. The term dual career refers to the challenge of combining a sports career with studies or work (Ryba, et. al, 2015). After several decades of studying the topic of "student-athletes" (Amara, Aquilina, & Henry, 2004), in 2012, the European Union's (EU) Education and Culture Commission developed the EU Guidelines on Dual Careers of Athletes (European Commission, 2012). This document states that the athlete's welfare is a responsibility of National Governing Bodies, educational institutions, and sport federations. Not to force talented and elite athletes to choose between education-sports or work-sports is possible not only with their motivation and responsibility but also by the creation of special arrangements. Such "dual career" arrangements should benefit athletes' careers, enable them to study and do sports, support their post-sport careers and maintain their position (Lopez de Subijana, Barriopedro, Conde, 2015). Additionally, time management is a key element in the dual career.

"Dual career" in sports is a relatively new concept in the world. However, in Turkey concept of dual career is not yet an issue raised by policy-making institutions. The main reason for the lack of regulations in this area is the lack of a stable relationship between the education system, the business and the sports system. At the same time, the lack of a legal framework or a sustainable government policy in Turkey to regulate the dual career of athletes is considered as one of the most critical deficiencies in this field.

## 1. 7 Benefits of Dual Career

Many studies on elite athletes who are actively engaged in high-level sports have revealed that most of the athletes do not have any career plans. Elite athletes who do not make the necessary career plan during the active sports period cannot meet the needs of the labour market during the post-sports period. Employers do not prefer athletes who achieved success at international levels because, if they are not adequately educated, they do not have necessary and professional skills for a non-sports career. To overcome all these problems and to reintegrate the experienced



athletes to the society, the establishment of national support and coordination mechanisms for their career should be available (North and Lavalley, 2004). The effective functioning of these mechanisms will result in an awareness of the sports system, business and education. With this awareness, programs at the national level can be developed.

The programs to be developed will provide benefits in the following areas:

- Health-Related Benefits (balanced lifestyle, reduced stress level, increased healthy living);
- Developmental Benefits (personal identity development, better conditions for improving life skills);
- Social Benefits (positive social impacts, improved peer and human relations);
- Post-Sport Life Adaptation (improved career/post-sport retirement planning, shortened adaptation process, prevention of identity crisis)
- Benefits for Future Employment Expectation (high employability, easy access to work).

## 2 Identification of learning needs and obstacles of young athletes

### 2.1 Dual Career in the Turkish Context

Research reveals that in Turkey individuals' career choices are primarily based on their family and social environment as well as their socio-economic status and factors. The cultural structure of the society and the norms, values, beliefs etc. that shape this cultural structure are also prominent factors in career choice in our country. Among these factors, family seems to be the determining factor in an individual's career choice. Research show that families try to realize their own wishes and dreams through their children's' selections. Rather than forwarding and supporting their children to what wish, they tend to motivate them according to their own decisions.

The social environment factor, which is identified as one of the factors related to the reasons for starting sports, stands at an important point in terms of athletes' careers. The positive support of the family members and physical education teachers enable

athletes to spend time more effectively and efficiently. Meaning, they can focus on sporting activities as well as don't neglect their education which in the end will lead to career development. It is often difficult for athletes to plan and carry out training in a highly competitive environment. Training programs and competitions in different countries and cities prevent Turkish athletes from continuing their formal education. It has been demonstrated by various scientific studies that a well-planned and applied education can increase the self-confidence of the athletes, prevent them from falling into the future anxiety and contribute to their success even in sports. When the athletes' training plan is being prepared, the education phenomenon can be handled as formal and informal. Formal education results in a defined qualification, while informal education helps the individual to gain experience and skills, even if it does not result in a defined qualification. It is very important that the athletes choose relevant educational institutions which are particularly interested and supporting sport and enable athletes to continue to their education. However, the establishment of the balance between sports and education is a difficult phenomenon in the Turkish context. To make a right selection of the educational institution, guidance should be given to the athletes. Additionally, access to information sources about educational institutions should be facilitated. The expectations of the education institution in which the athlete intends to join, should be clearly communicated to the athlete. Tools that can develop effective communication with their educational institution should be provided to the athletes. Flexible learning environments, such as distance learning or massive open online lectures, should be offered to athletes. Guidance mechanisms should be developed on what athletes should pay attention to if they intend to receive education abroad.

In 2013, the Turkish government released the "National Youth and Sport Policy Paper." This paper involves governments' sport and youth-related policies and strategies. According to this paper, the main aims of sports policies are summarized below:

- To encourage people of all ages to participate in sporting activities, ensuring that healthy generations are raised,
- To enable sports facilities to host amateur sports branches,
- To ensure that physical education and sports lessons are rearranged in accordance with the new education system in coordination and cooperation with the Ministry of Education,

- To identify and educate talented children and young people, train and support them to become successful elite athletes on the international scene,
- To establish analysis centres within the scope of the fight against doping and inform athletes about the harmful effects of doping,
- To take necessary precautions to prevent violence and unethical behaviours in sports,
- To develop projects for the participation of disabled citizens in the sport, make sports facilities suitable for the use of disabled people, and support disabled sportspeople and their families,
- To organize Olympic games, Paralympic games and other prestigious international sporting events in Turkey (Gençlik ve Spor Politikası Belgesi, 2013).

Although the age at which children begin sport varies among the branches, it is very important for each child to be exposed to sports early, to acquire basic sporting qualities at a young age, to prepare for elite sport in the future through physical fitness.

For the development of elite sports, the following strategies were considered:

1. Increasing the quality of experts and qualified technical staff,
2. Performing a general sport talent scan across the country and preparing a sportive potential map,
3. Raising elite athletes,
4. Offering awards for achievements and the development of incentive programs.

For raising elite athletes, the government tends to provide necessary support, such as coaches, nutritionists, conditioners, masseurs, sports physicians, sports psychologists so that elite athletes can achieve success in international competitions. In addition to these opportunities, providing financial means, materials, facilities and scientific support for the athletes during the preparation period is also considered essential.

As we have seen above, the Turkish Government identified its' goals and strategies for elite sports development. However, there are no clear policies to secure a dual career of student-athletes except providing them some rights like offering a position to world-class athletes in governmental sport institutions. As dual career of athletes in

Turkey is not structurally supported by laws and regulations, athletes in Turkey have to fight very hard to for achieving a successful career after sports. As athletes are dedicating the most valuable years of their life to sport, they seek a return and security for their future. Turkish regulation allowing high performance athletes to become physical education trainers, provides them a feeling of confidence. On the other hand, there are no “Career Assistance Programs” (CAP) which are officially secured by the government regulation. CAP’s are aiming to prepare the athletes for a healthy lifestyle before, during, and after the peak sport performance phase.

## 2.2 Identification of learning needs and obstacles & Challenges and opportunities

In order to identify learning needs and obstacles of Turkish student-athletes a comprehensive survey was conducted. In addition to this, we collected data through in-depth interviews from 10 former athletes.

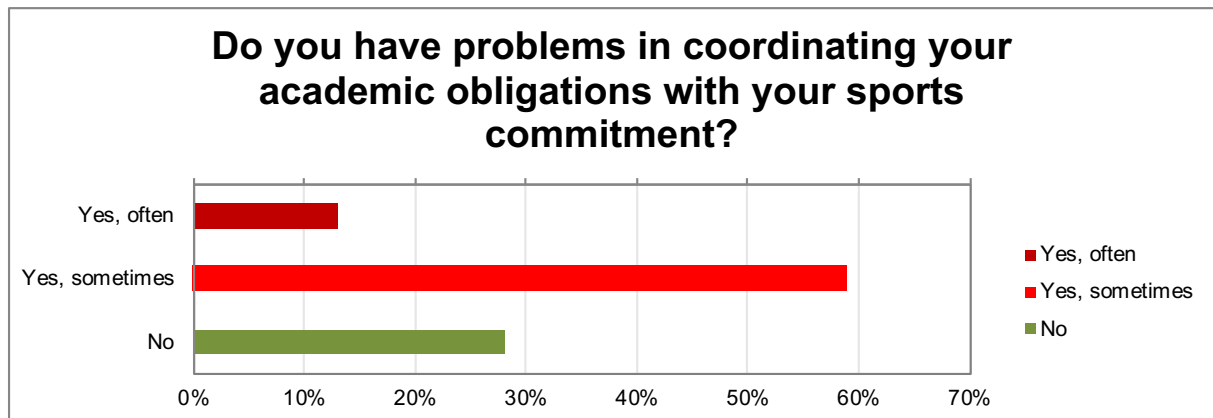
### Findings of Survey with the Student-athletes

17 of surveyed young athletes (53,12%) were female whereas 15 of them (46,88%) were male. The youngest of the respondents was 13 years old and the oldest 18. The average age of the athletes was 16-and-a-half. Four different sports including tennis, basketball, table tennis and volleyball representative in the questionnaire. On average, the respondents have been actively doing sports for more than 7 years. All of the respondents train more than 3 times a week, whereas the great majority (97%) trains at least once every day.

⇒ One interesting finding is that more than half of the respondents had to change their school at least once in the past. They have declared the following reasons for this act:

- Scholarship availabilities
- Team change (transfer)
- Unqualified education
- Family mobilisation
- To get a better availability for training.

⇒ As seen below the majority of the Turkish athletes had/are having difficulties in combining their sport activities with their school obligations.



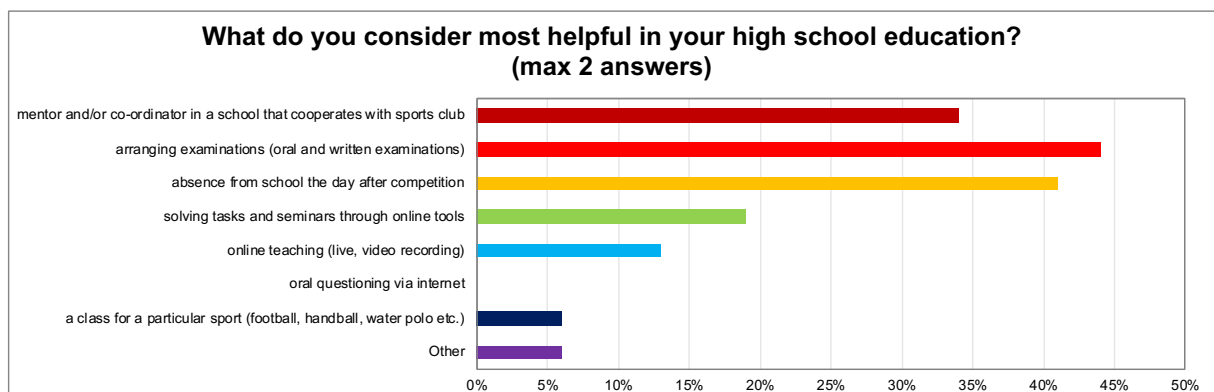
⇒ Despite facing with these problems, 60% of the respondents think that they can deal with and overcome these difficulties.

⇒ As a result of their sport activities 75% of the respondents miss their lessons regularly.

⇒ More than 80% of the respondents think that they receive support in the process of developing a dual career. However, most of this support comes from their parents or coaches. This is an expected finding, when we consider the social status and bonds of Turkish athletes.

⇒ 93,75% of the respondents think that a better communication / collaboration between the coach and other significant people such as: family members, school staff, would help you develop a dual career.

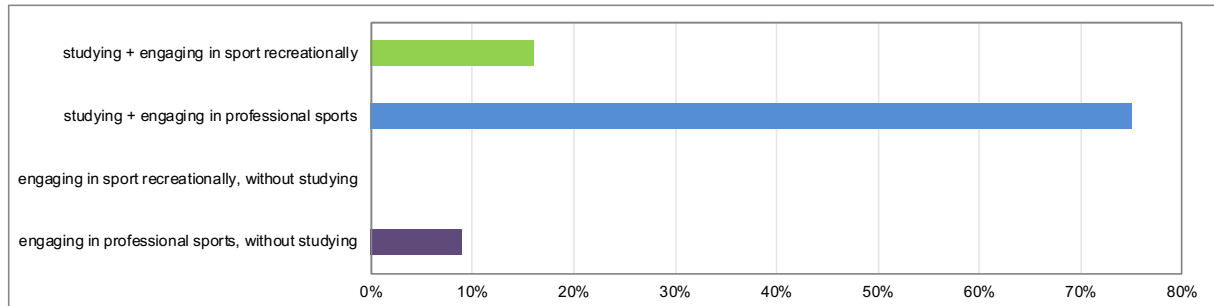
⇒ The respondents find the following tools helpful for their high school education.



⇒ 50% of the athletes think that they've been put in a position to choose between sport performance and fulfilling education, whereas the other half thinks the reverse. The ones who think that they are under pressure declared generally the following statements:

- Financial difficulties (needs)
- To secure his/her future
- Professionalising in one field (being better than average in two things)
- Risks/difficulties of professional sports (injuries, stress etc.).

⇒ The respondents made the following selections when they are asked how they prefer to have your sports and study organized.



⇒ 46,87% of the respondents have an interest in enrolling in a training program (coach, referee or umpire) and continuing your career in sport. From those, the great majority considers becoming coach, secretary of a club (secretary, administrator), secretary in alliance (national alliance, community alliance) or sports psychologist.

⇒ One of our key findings is that 75% of the Turkish athletes thinks that there isn't a context to encourage the development of a dual career for athletes in Turkey. This finding is suitable with our literature research findings which declares that Turkish education or sport systems doesn't officially support dual careers of student- athletes.

⇒ Former athletes mentioned the following reasons to finish their athletic careers:

- Health issues
- Economic issues
- Age
- Lack of support
- Educational priorities

None of the former athletes mentioned family issues as a reason to finish their athletic career which is very consistent with the finding that the student-athletes receive most of the support from their families.

⇒ Both of the periods during high school and university seem to be difficult for former athletes. Again, their families are the most supportive in the process of developing a dual career, followed by the coaches. Institutions like the school or club showed only rare support.

⇒ The former athletes mentioned the following statements to describe their difficulties:

“After all-day classes, going to the practices and to experience the same cycle the next day. Trying to achieve full performance at this hectic pace in order to do the both successfully.”

“It was hard to manage and follow the classes in an efficient way due to the hectic programme of trainings, games and the away games.”

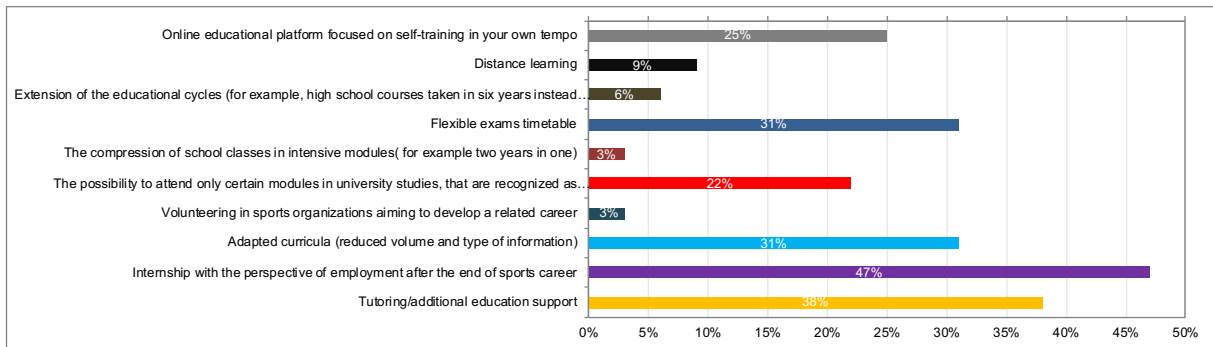
“High school education programme and sports career was not supportive to each other. This situation created the problems such as tiredness and not being able to do the homework on time due to the times of my training and the intensity of my training schedule.”

“It was a problem to deal with the tiredness during the hectic training programmes. Taking the exams immediately, after the targeted races, by the teachers who are not supportive was destroying my working motivation.”

“To specify the problem in general; the problem was non-existing coherent education and the sports policy of the state. For example, not being able to participate to the tournaments and the training camps due to the concern of the attendance situation of the classes.”

“I believe that sports should be done as a professional career after high school term. Getting no financial benefits from the sports during this term was the hardest part of being an athlete.”

⇒ Student-athletes find the following tools supportive for developing a dual career.

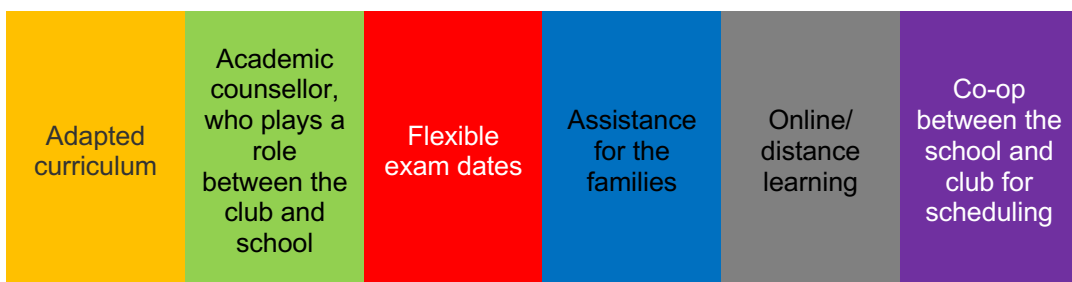


On the other hand, former athletes declared the following tools for developing a dual career:

- Online educational platform focused on self-training in your own tempo
- Extension of the educational cycles
- Flexible exams timetable
- The possibility to attend only certain modules in university studies, that are recognized as certified competencies
- Volunteering in sports organizations aiming to develop a related career
- Tutoring/additional education support.

However, interestingly some of them found these tools not useful, mostly possibly they don't have any idea what these tools exactly are.

⇒ The student-athletes made the following suggestion as supportive tools for developing a dual career:



⇒ Almost all the former athletes (9) works in the sport industry fulfilling roles as coach, manager or agent. Half of the former athletes found both their education background and sports background useful for getting their jobs.



## 4. Good Practices

As earlier declared, there are some only specific institutions including high schools or universities, which are providing some valuable opportunities to student-athletes. Dual career of student-athletes is not structurally supported and secured by centralised regulations. That is why, we tend to analyse good practices from different countries. These are listed below.

South Australian Sports Institute (SASI) - Athlete Wellbeing and Engagement	
Country	Australia
About the Organization/program	Established in 1982, the South Australian Sports Institute (SASI) was Australia's first state sports institute. It is a division of the Office for Recreation, Sport and Racing in the South Australian Government. SASI identifies, develops and supports athletes with the potential to perform at the highest national and international levels of sport. The institute works with sporting partners to conduct world-class intensive coaching and training programs and individual scholarship programs. Delivering leading edge scientific and technical support, SASI supports the holistic development of athletes, coaches and staff.
Services Provided	<b>Pathways</b> <ul style="list-style-type: none"> <li>• Empowering athletes' understanding of their values, skills and preferences</li> <li>• Acknowledging the changing world of work and employers' expectations</li> <li>• Developing goals and a plan to achieve non-sporting aspirations</li> </ul>
	<b>Lifestyle Management</b> <ul style="list-style-type: none"> <li>• Balancing the commitments of sport, education and life</li> <li>• Understanding athlete identities, their brand and presence in person, online and on paper</li> <li>• Supporting life outside of sport, so athletes are better positioned for optimising performance</li> </ul>
	<b>Educational Guidance</b>

	<ul style="list-style-type: none"> <li>• Assist in the navigation and understanding of educational pathways across all levels (Primary, Secondary, Tertiary)</li> <li>• Advocacy and liaison with schools and key stakeholders to ensure adequate support is available for student athletes</li> <li>• Access to resources and key contacts to inform athletes and significant others of educational opportunities</li> </ul>
	<p><b>Employment Preparation</b></p> <ul style="list-style-type: none"> <li>• Career information and resources to improve labour market awareness</li> <li>• Assist in Resume and cover letter development</li> <li>• Guidance through job search, application processes and interviewing skills</li> </ul>
	<p><b>Transitional Support</b></p> <ul style="list-style-type: none"> <li>• Providing services and resources to assist with non-selection, retirement, injury and relocation</li> <li>• Navigating and adjusting to the challenges of significant life circumstances</li> <li>• Understanding and planning for life outside and after sport</li> </ul>
Stakeholders	Athletes, coaches & supporting staff, parents
Source	<a href="https://sasi.sa.gov.au/expertise/personal_excellence_pe">https://sasi.sa.gov.au/expertise/personal_excellence_pe</a>



The athlete wellbeing and engagement system created and supported by the Australian Institute of Sport (AIS) has the following vision and mission:

- Australian athletes can learn, thrive and contribute to the community during their time engaging in high-performance sport and life afterwards.
- To lead and support Australia's sporting industry to understand that a successful high-performance culture includes athletes finding the right balance between wellbeing, engagement in activities outside of training and competition and the requirements of elite sport.

The AIS has been working closely with Australian University Sport (AUS) and 40 of Australia’s universities as part of the Elite Athlete Friendly University (EAFU) program, which supports student athletes to achieve their academic goals while pursuing an elite sporting career. SASI, which operates under the umbrella of AIS, focusses not only athletes but also the coaches, supporting staff and the parents. There are more than ten documents and other sources provided on the official website of SASI including Universities Careers Guide, Good Careers Guide, Australia’s career information & exploration service and Job Outlook – Make your career a reality.

Loughborough University - Performance lifestyle support	
Country	UK
About the Organization/program	Loughborough has been named the best university in the world for sports-related subjects in the global 2019 QS higher education league table. It is the third year running that the University has topped the prestigious table, cementing its position as the world leader for sport. Known for our outstanding contribution to the world of sport for over 60 years, Loughborough brings together exceptional athletes, facilities, coaching and research expertise with extensive partnerships with major sports organisations. “Performance Lifestyle is a personalised support service specifically designed to help each athlete create the unique environment necessary for their success.” (UK Sport). The Performance Lifestyle team at Loughborough aim to support development and empower student-athletes to obtain the highest possible level of performance both during their Loughborough journey and beyond.
Services Provided	The services holistic approach often takes a reflective stance, providing the opportunity to review goals and plan components of academic, sporting and wider life; the ultimate aim is to enhance performance by maximising opportunities. The baseline offer consists of a number of one-

hour meetings each academic year with a Performance Lifestyle Mentor. These sessions are one-to-one and offer the opportunity for reflection with professionals experienced in supporting student-athlete ambition.

### **Academic Support**

Below are examples of the ways of academic support:

- Lecture Capture – The University aims to capture as many lectures as possible for retrospective online viewing. They are able to make additional requests, especially to support athletes away on international duty.
- Assessment Flexibility - If a student finds him-/herself with an international sporting commitment or major games trial event that clashes with an assessed element of his/her academic programme assessment flexibility can be accessed. The options if a clash occurs would normally consist of moving the deadline, sitting an assessment remotely or taking a first attempt in the Special Assessment Period
- Stretch Degrees - University recognises that the time commitment as individuals reach or strive to reach senior international level or equivalent in their sport alongside a world class educational programme will not come without challenges. If a point is reached where proactivity and effective planning cannot support individuals' goals then a stretched degree programme may be a suitable option. The performance lifestyle team will support the student-athletes with the consideration and most effective implementation of the stretch.

### **Anti-doping**

Clean sport values are of uppermost significance at Loughborough University. The students are the next generation of elite sportspeople, future coaches and sports practitioners our belief is that embedding the right values now will support the next generation of athletes too. In December 2015 Loughborough became the first university to achieve the highest possible recognition within the UK Anti-doping (UKAD) education institution accreditation process. The accreditation process and subsequent partnership with UKAD has allowed us to continue enhancing our clean sport education programme in both quality and quantity.

### **Transition Readiness**

In partnership with Phaidon International Loughborough University has created a number of workshops focusing on transition into the professional world. The sessions run twice a year and focus on CV development, interviews and networking skills. The University also boasts the UK's largest university careers fair, with over 250 exhibitors present.

### Leadership Development Programme

This programme is accessible to those student-athletes identified by their Head Coach as displaying outstanding leadership. The programme consists of a number of cross sport workshops targeting core leadership skill progression. Guest speakers are incorporated into the programme to provide specialist insight and increase student exposure to different leadership styles and reflections. The sessions focus on the effectiveness of communication, reflecting in depth on linguistic content, style, body language, dealing with conflict and optimising feedback processes.

Leading students gain the opportunity to develop empowerment skills to aid team performance on and off the field/court, which are also invaluable for leadership roles post athletic careers. Students attending this programme have the chance to join the Performance Sport Athlete Committee (PSAC). PSAC provides an opportunity to represent their sport at a strategic level feeding into both the Student Sport Senate and Loughborough Sport Performance Director.

In addition to the aforementioned, the Performance Lifestyle team also offer squad level workshops on communication, time management, goal setting and planning amongst other subjects.

Stakeholders

Student-athletes

Source

<https://www.lboro.ac.uk/sport/performance/performance-support/performance-lifestyle/>

## KPMG Sports Advisory: Personal Development Programme

Country

International

About the Organization/program

KPMG LLP is a leading UK provider of tax, audit and advisory services. KPMG is a UK limited liability partnership, employing 14,000 people in 22 offices across the country. KPMG focuses on clients' big issues and opportunities by providing innovative approaches and deep expertise to deliver real results. KPMG in the UK is part of a global network of member firms operating in more than 150 countries. The independent member firms of the KPMG network are affiliated with KPMG International Cooperative

("KPMG International"), a Swiss entity. Each KPMG firm is a legally distinct and separate entity.

KPMG is working collaboratively with sporting bodies to support and educate their athletes, coaches and managers via bespoke lifestyle workshops and programmes. The KPMG approach is about working with athletes throughout their sporting careers, with the focus on increasing both on field performance, personal development, welfare and overall well-being. KPMG's positioning is unique by including a performance related element and combining this with education and personal development. By doing this the PDP programme connects to every athlete regardless of where they are in the career trajectory.

## Services Provided

### **Personal awareness & mindset development**

The first interactive workshop presented by KPMG experts and retired athletes covering a variety of topics. Discussing the financial and personal demands faced by professional athletes with personal experiences shared by the retired athletes. Mindset awareness and the decision-making process during and after a sporting career are also focused upon.

### **Changing room to board room**

The second interactive workshop developed to examine the personal skill-sets within athletes and how these can be utilised during transition from a professional sports environment into business. The process of decision making under pressure is observed to distinguish the thought process and rational thinking between individuals during interactive tasks.

### **Personal and career development portal**

Each participant is provided with a secure online portal transferring the PDP into a flexible learning platform. Online materials and workshops covering mindset, personal and business skills sit alongside a discussion portal for participants. KPMG learning specialists are available to share progress and answer questions, providing a connection point to the online content.

### **KPMG Mentors/entrepreneurial programme**

KPMG Mentors is an initiative aimed at supporting current and transitional athletes wishing to start their own business, by helping them navigate through various stages of the business lifecycle. The topics covered during dedicated monthly hours are: Getting to know the business, the

	<p>Business Plan, the Offering, Finance, Strategy Marketing, Investors, Growth, Exit Game, Mentoring qualities and tips.</p> <p><b>Employment and employability</b></p> <p>For those with the requisite appetite and skills, KPMG support their personal development towards gaining the relevant skill-sets that contribute towards employability. Alongside this, there will be opportunities to meet KPMG staff or those within our network to discuss career motivations, the world of work and much more.</p> <p><b>Coaches and families</b></p> <p>With the expectations of both coaches and parents increasing on a daily basis, KPMG have established a programme for enhanced coach personal development, parental understanding and a format for sharing both experiences and methods to support the person during and after their sporting career. The KPMG PDP allows coaches the opportunity to hold an extended reach point to the athlete in a confidential manner while facilitating a clear communication function for the wider team. With data analytics being at the forefront of the sport the portal offers performance retrieval on all participants at the click of a button. Through the KPMG PDP portal, parents and families can share experiences with others while gaining a better understanding and preparation of what is ahead for them all as a family unit.</p>
<b>Stakeholders</b>	Athletes, coaches, families, teams and clubs
<b>Source</b>	<a href="https://home.kpmg/content/dam/kpmg/uk/pdf/2019/05/prepare-for-tomorrow.pdf">https://home.kpmg/content/dam/kpmg/uk/pdf/2019/05/prepare-for-tomorrow.pdf</a>

Other programmes generally focus on preparing for life after sport, and as such are only for athletes nearing their retirement or those who have just retired. However, the KPMG approach is significantly different in the way it addresses the challenge of preparing for life after sport, regardless of how far away that may be. The research underpinning this programme shows improved performance and outcomes both on and off the field for athletes engaged in personal development programmes. By translating these findings into their personal development programmes, KPMG are enabling improved outcomes for not just individuals, but also clubs and teams.

# IOC / The Adecco Group / IPC - Athlete365 Career+

Country	International
About the Organization/program	<p>The Adecco Group is the world’s leading provider of HR services and solutions, powering the world of work through a portfolio of category-leading brands; delivering up-skilling, temporary staffing, permanent placement, career transition and talent development. The Adecco Group is an official partner of the International Olympic Committee supporting athletes all over the world to reach their potential beyond sport. Through cooperation with the International Olympic Committee (IOC) launched in 2005 and the International Paralympic Committee (IPC) launched in 2007, the Adecco Group has been supporting more than 45,000 athletes worldwide.</p> <p>The goal of the partnership with the IOC is to deliver the Athlete 365 / Career+. This programme supports athletes in achieving life-long success in education, life skills, and employment. It enables athletes to integrate into the workforce and give them the chance to benefit from a dual-career and transition successfully from sport into the world of work. Career + has three delivery channels: online offers, IOC outreach workshops and country programmes with The Adecco Group. Through the online channel, Adecco offers career-advice sessions – on limited number basis – with experts from The Adecco Group. Athletes will get help better understanding their interests, build their CV and receive career development support.</p>
Services Provided	<p><b>Choosing the right educational institution</b></p> <ul style="list-style-type: none"> <li>• How to choose your educational institution.</li> <li>• How to build a good relationship with your educational institution.</li> <li>• How to make your studies flexible.</li> <li>• What to consider if an athlete is thinking of studying abroad.</li> <li>• The benefits of studying abroad.</li> </ul> <p><b>Managing education and sport</b></p> <ul style="list-style-type: none"> <li>• How to manage your time effectively.</li> <li>• How to overcome procrastination.</li> <li>• How to make the most of study time.</li> <li>• How to study while travelling.</li> </ul> <p><b>Outreach Programme</b></p> <p>Designed to provide guidance to a broad number of Athletes, the Outreach programme offers in-person group sessions with a very dynamic</p>



and hands-on approach. These workshops are used as the first step to create awareness and education about their future transition to life after sport and are typically delivered by members of a local Athletes' Commission, Olympians and/or Adecco managers. The content of the workshops is focused on the areas of education, life skills and employment.

An Outreach workshop comprises a series of 6-8 modules that can take place in one day or over a series of days depending on the time available. The module length typically ranges from 1 hour to 2.5 hours. The workshops are progressive in their sequence beginning with a module on self-discovery and goal setting with more practical modules focusing on CV building, networking, dual career and interview skills among others.

**Key information:**

- 1-2 days workshops.
- Groups of 20–40 Athletes.
- Range of ages: 16 to 35 approximately.
- Over 9,000 Athletes reached since 2009.
- Over 100 different NOCs.
- 5 continents.
- Financial support to NOCs through the Olympic Solidarity "Athlete Career Transition" programme.

**Topics Covered**

Some of the topics covered in the Outreach workshop are:

- Who I am? Behavioural discovery
- Dreams to results
- Game Plan
- Networking
- CV/résumé
- Interviewing
- Translating sports to business language
- Social media
- Dual Career
- Entrepreneurship

**Stakeholders**

Athletes

**Source**

<https://www.olympic.org/athlete365/career/>

## 5. Conclusions

Promoting a dual career for the athletes is critically important not only for the sport industry but also for the labour. Studying is the key to success in life. But the athletes need to find the right balance between training and learning balance between training and learning, which is a consistently challenging phenomenon. The findings of our research reveal that in Turkey, getting the proper education and developing a dual career remains as a responsibility of the athletes. For achieving this goal, athletes are mostly supported by their families and coaches. This means that rather than being institutional this is an individual system. Choosing the right educational institution, which supports the athletes for a dual career has great importance. After that time management plays a critical role for obtaining the balance. One of the major difficulties which students-athletes are facing with is the complexity of time management; it is quite tough for athletes to combine an average of 15-25 hours training a week with regular schooling. As a result, student-athletes will inevitably lose their development potential in either one or both fields. Additionally, pressures of financial stability which increase in time, forces athletes eventually to choose education rather than sport. As a result of growing pressures, many countries developed elite sport and study programmes to provide student-athletes with a balanced and flexible approach to academic and sporting commitments. However, Turkey is still not one of these countries.

Sport in Turkey has gained greater salience as a government policy concern during the past decade. There is a direct government involvement in every discipline, level and area of sport. The incompatibility of the Turkish education system with sport creates a dilemma for young people keen on developing mind and body. Thinking about the general sport system in Turkey, which is highly centralised and state-dependent, for supporting dual career of athletes we need a state/NSA-centric regulation. There should be a direct mandate towards the schools, which provides flexible opportunities for student-athletes.

Students-athletes act in a very complex environment of people and institutions. These include parents, coaches, counsellors, photoresists, psychologists, school instructors and principals as well as clubs, schools and government institutions. In order to create an efficient dual career path for student-athletes, all relevant stakeholders should be on the same page to act in coordination together.

## 6. References

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