3.1 Dual careers I

Introduction

There are times when we notice that the athletes we are training are not performing at their best: they seem tired, unmotivated, or stressed. When this happens, it is important to investigate whether there is a sports-related factor that is impacting the athlete and which therefore needs to be dealt with. However, athletic performance can also be impacted by factors unrelated to sports, although the latter is where the problem manifests.

We must always remember that athletes are only human, and therefore, it is vital to take into account that there is a whole spectrum of non-sports-related factors that can impact an athlete's performance. When we refer to factors that are "unrelated to sports" these may be numerous and varied: for example, a romantic break-up, the birth of a first child, the death of a close relative, exam week, difficulty attending university internships, or problems related to balancing sports activities and work commitments, etc. All of these kinds of events or issues can have some kind of effect on athletes, whether on their athletic performance or on their performance in the other areas of their lives. It can also impact their psychological well-being.

Over the past few years, a lot of emphasis has been placed on the need to understand athletes holistically and to address an athlete's different areas of development (athletic, professional, education, social, psychological, and financial areas). For this reason, we must support athletes to achieve the best possible balance between their different areas of development as mentioned above.
In recent years, a lot of work has been done and a lot of emphasis has been placed on balancing an athlete's life in sports with their engagement in education, since it has been found that athletes that achieve this balance are able to better adapt better to sports retirement and have a better chance of joining the workforce and getting a better job. Furthermore, it has been shown that, although balancing sports and studies can be stressful, athletic performance improves when athletes have the ability to succeed in both of these key areas.

This unit will cover:

- What is a dual career.
- Why it is important to develop a dual career.
- The difficulties of maintaining a dual career.
- Programs and services that support and promote dual careers.

1. What is a Dual Career?

Firstly, in order for coaches to be able to support their athletes to maintain a dual career in the best way possible, it is important that they know exactly what is meant by these concepts. In sports, a "dual career" refers to a career with two main focuses: sport, plus studying or work (Stambulova, Framk and Wylleman, 2014). Furthermore, the European Commission (2012) describes a dual career as:

> The requirement for athletes to successfully initiate, develop and execute 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 life stages, such as taking up a role in society, earning an adequate income, developing an identity and a partner relationship. (p. 6)

Put another way, a dual career involves balancing a sports career with studying or a professional career and also emphasizes an athlete achieving equilibrium in their pyschosocial development.

Dual careers have become a priority in the past decade, as has been demonstrated by the popularity of this topic in European scientific literature (Guidotti, Cortis, and Capranica, 2015), and the importance accorded to them by European government authorities (for example, the European Commission), and by projects undertaken at various sports clubs to develop dual careers (for example, at FC Barcelona), as well as at universities (UCAM, for example), etc.

Even so, it is important to point out that it was high performance centers, as in the case of CAR de Sant Cugat del Vallès (located in Barcelona), which were among the first in the world to incorporate an educational institution into its facilities, with schedules adapted to make high school studies as compatible as possible with athletic training regimens. The subject discussed above can be explored in greater depth by clicking on the following link. (https://www.car.edu/formacio-integral-del-esportista/).

That is to say, we must develop an athletic environment that, in itself, facilitates dual careers. When academic and sporting institutions are physically close to one another, it saves on commuting time. Furthermore, institutes and sporting environments must work together, for example, to ensure that athletes' study schedules can adapt and be flexible to their sports activities.

Why is it important to encourage dual careers?

There is growing interest in making it possible for athletes to maintain a dual career and in creating environments that facilitate this kind of combined career path because it has been demonstrated (in scientific literature) that maintaining a dual career throughout an athletic career facilitates adaptation during retirement from sports and improves the quality of an athlete's life after they have retired from elite sports (Park, Lavallee and Tod, 2013; Torregrosa, Ramis, Pallarés, Azócar and Selva, 2015). In contrast, athletes who have focused exclusively on their athletic careers report greater difficulties during their retirement, a longer adjustment period, and a feeling of having lost their personal identity. They may also extend their athletic career, despite a steady decline in performance and professional conditions, since they have no alternatives to sport. But it is not just that. We also know that elite sport can be likened to a funnel, in which many of the athletes that do not succeed in reaching the elite level find themselves left out after having invested many years attempting to do so in their chosen sport. One example of this is a research project that followed the athletic development of over 160 talented young athletes who were national champions in their sport and category. After five years of monitoring, the results indicated the following:

- 24% of the athletes had completely left the sport in which they competed.
- 28% of the athletes were competing irregularly.
- 31% of athletes had experienced a decrease in their sporting performance and were no longer competing at the highest level.
- Only 17% of athletes succeeded in establishing themselves as elite athletes in a senior category.

Another example is a study by Grossman and Lames (2015). This study focused on football in order to learn more about the development of promising players. Among the findings:

- 45% of players quit football or gave up trying to reach the highest level.
- Less than 10% of promising under-17 players succeeded in signing a professional contract.

For these reasons, it is recommended that all athletes develop a dual career as a preventive action. This is important since it allows athletes who don't reach the elite level to have professional alternatives outside of sport and so that athletes who do reach the elite level can more easily develop a professional career after they retire from sport, with more job opportunities open to them as well as improved psychological well-being.

Some research has focused on the potential benefits that athletes experience during their athletic careers, not just afterwards. One example of this is a study conducted by Aqualina (2013), which suggests that encouraging athletes to focus on other life domains, such as studying, in addition to athletic achievements, helps to reduce stress associated with the pressure of competition. Furthermore, this helps athletes to learn skills associated with other activities (such as studying) that are useful in a sporting context (intellectual stimulation).

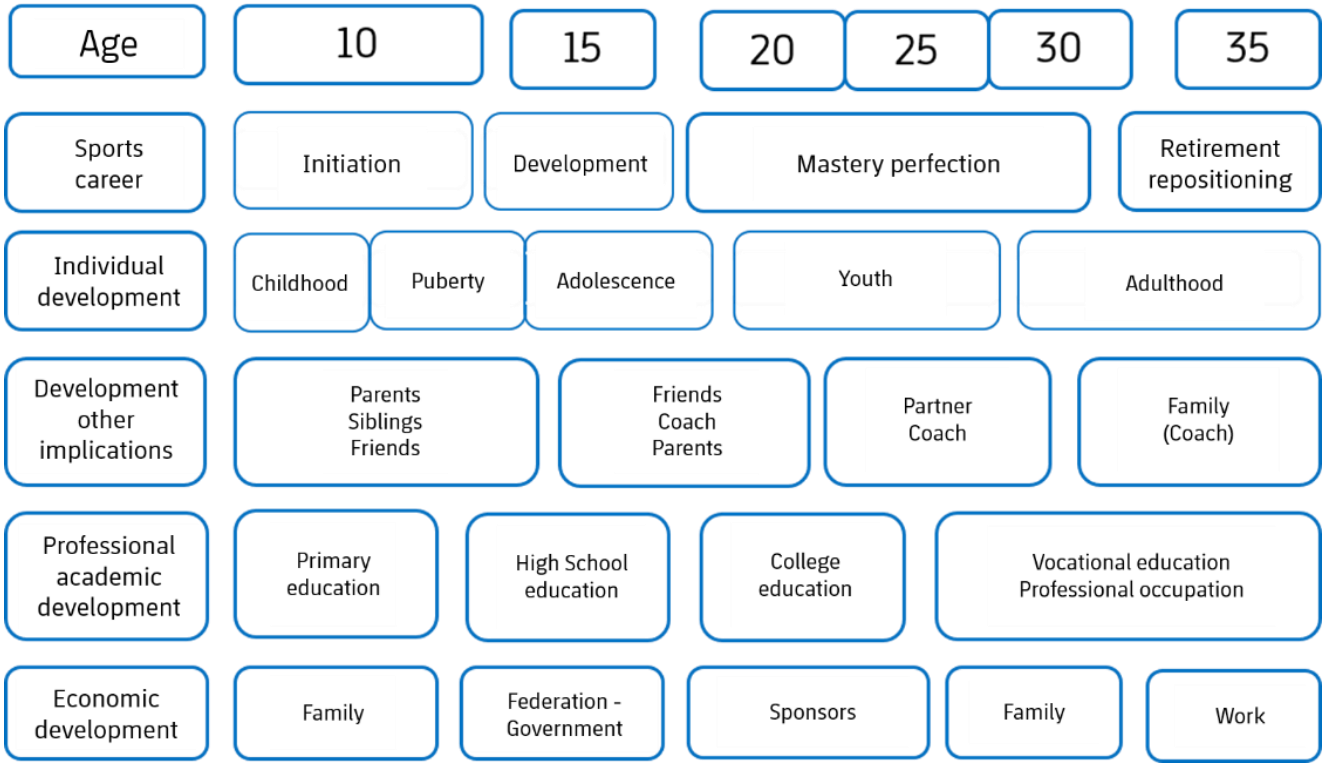
The difficulties of maintaining a dual career

Despite the benefits of maintaining a dual career, athletes report that they face many issues when trying to maintain a good balance between their sports career and studying or work. They indicate that this can become very stressful, particularly during periods that are already complicated. For example, the transition to university, the move from junior level to senior level, or moving cities in order to train and study at a sports training center or high performance center. In addition, there are occasions in which all of these situations occur simultaneously, for example, the move from junior level to senior level and the transition to university. These kinds of stages pose a difficult challenge for athletes.

The holistic model proposed by Wylleman, Reints, and De Knop (2013) provides a cross-cutting perspective to help us to understand the various challenges that athletes face at a given time and help us understand them from a holistic and global perspective. It shows us the different stages and transitions that athletes go through in terms of sport and at the individual-psychological, psychosocial (role models), educational-vocational and economic levels.

Figure 1, below, outlines the different levels of development that athletes may go through according to the Wylleman et al. (2013) holistic model.

Figure 1. Sports career development model.



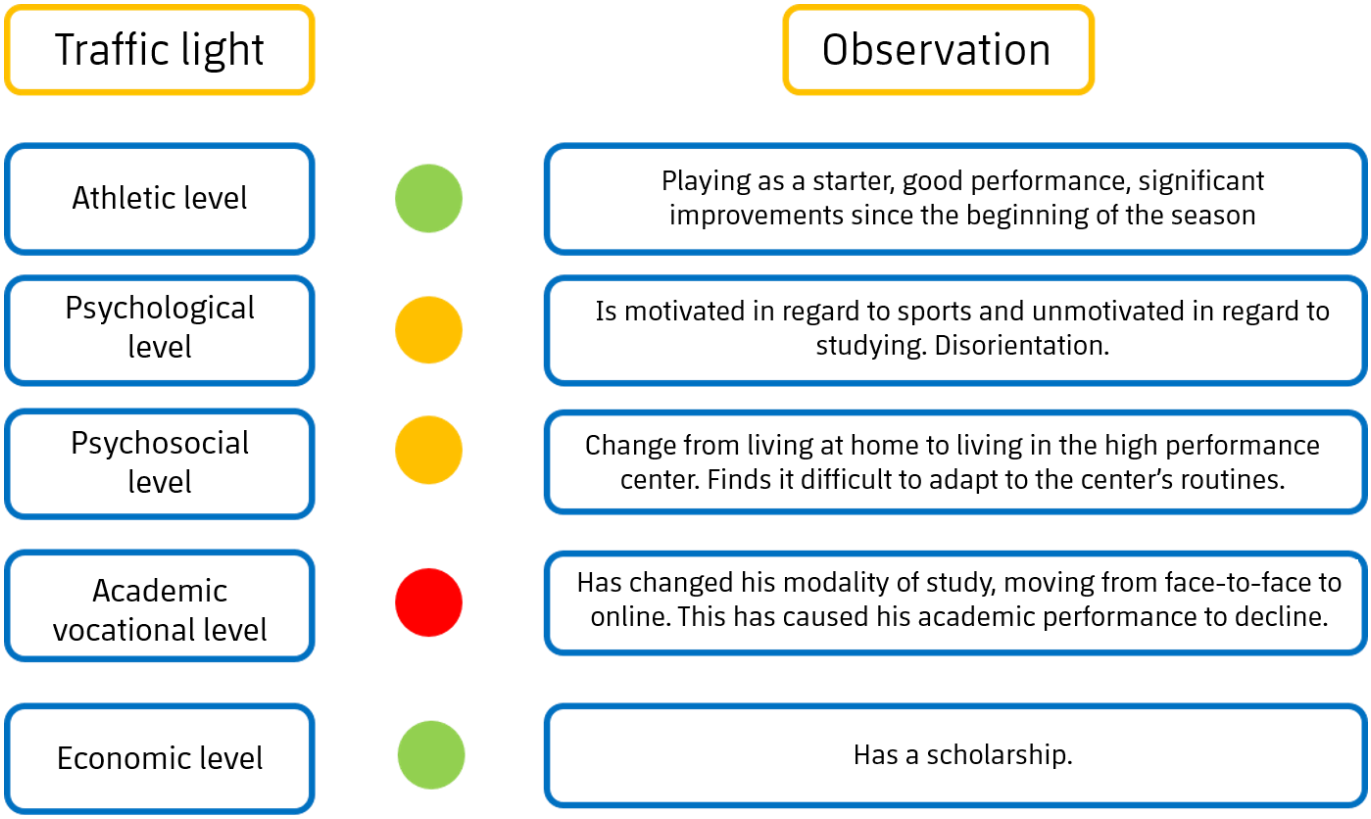
Source: Retrieved from (Wylleman and Lavalle, 2003).

Building on the previous model, this resource may be useful for the professionals who accompany athletes in their dual careers. It is a simple, highly visual tool that enables us to indicate, using a traffic light, how the athlete is doing in the different areas of their life. Thus, we can see, at a glance, if the athlete needs help or is doing well. The following colors are used:

- Green means that the situation is under control.
- Yellow means that there are some difficulties that may become a problem in the future if they are not dealt with.
- Red means that there is a problematic situation and that it is already causing the athlete significant distress.

Next, we will present an example using this resource, along with observations that briefly describe the athlete's situation.

Figure 2: Sports traffic light



Source: Prepared by the author.

In this example, we see an athlete whose dual career is in urgent need of support. Specifically, she needs help to familiarize herself with the new virtual platform, catch up on her studies, and be more independent and disciplined. If the situation remains unchanged, beyond the distress that she experiences, and the lack of academic motivation, a potential outcome is that she could decide to quit her studies or sport. Furthermore, she needs support to determine why it has been so hard for her to adapt to the center and to identify what actions might help improve her current situation.

As for her education, it has been found that the overlapping of periods of high academic or athletic workloads – such as a final exam week occurring simultaneously with competitions – can be a stressor. The same is true when the athlete is absent from classes for long periods of time, due to extensive competitive periods or other time spent with the team away from one's usual environment.

For example, in Spain, López de Subijana, Barriopedro, and Conde (2015) found that Olympic athletes believe that there are obstacles to accessing

and combining education and sport. In cases where the athletes are not yet regarded as elite, and – as we mentioned above – are also making the transition from junior to senior levels, the difficulties can be even more significant. There are a lot of areas for improvement when it comes to managing dual careers, both in professional sports and at the Olympic level as well.

In this respect, the skills that athletes themselves posses to make progress in their dual careers, as well as the support they receive from their environment (coaches, teachers, classmates, etc.) will be very important factors in maintaining their commitment to both sport and studying and not deciding to quit one of them.

Balancing a sporting career with professional work is also becoming a priority, as demonstrated by European research (for example, B-Wiser) or by the partnerships that exist between businesses that support athletes to gain short-term or part-time employment.

B-Wiser, which stands for *Be a Winner In Sport and Employment before and after Athletic Retirement*, is a project that is part of the Erasmus + program, with participating partners from six European countries, including universities, athletic centers and companies that work in the field of employment. Its objective is to provide the member states of the European Union with information, tools, and best practices to improve the employability and employment of elite athletes during the various stages of their careers.

We also know that athletes very often balance their athletic career with part-time work and work related to the world of sports, so that while sports is a priority for them, at the same time, they develop professionally, earn money, and gain experience. Pallarés, Azocar, Torregrosa, Ramis and Selva (2011) classify this type of career as a **convergent career**, and athletes very often take on the role of coaches at clubs in order to balance this with their athletic careers.

Dual careers (whether they balance sport and studies or sport and work), are more recommendable than linear careers (in which athletes exclusive participate in sport).

Programs and services that support and promote dual careers

In terms of implementation, a growing number of projects are being developed and implemented to support dual careers and the athletes that pursue them. In this respect, it is important to emphasize the different services available for high-level athletes in Spain that support athletes to engage in dual careers and help them to prepare for the various athletic and non-athletic transitions that they may experience (such as the transition to university or retirement from sport, for

example). These types of programs support athletes by offering them information, guidance and advice so that they can make their academic goals compatible with their athletic objectives, among other elements. One of the programs we would like to highlight is outlined below.

- **Comprehensive Athlete Care Service (Servei d'Atenció Integral a l'Esportista, SAIE) (**https://www.fcbarcelona.es/es/noticias/783722/)

  "The Comprehensive Athlete Care Service is part of Barcelona Football Club's Masía 360 Project. It is designed to ensure that athletes receive individual and personalized care from the first day that they arrive at the Club." This care is organized around several focal points. They are discussed below:

  - Academic support: A team of professionals, teachers, and educational psychologists are made available to the athlete to help him balance sport and study.

    Classrooms are provided so that students have a dedicated place to study, whether with a learning support teacher or alone, depending on their academic needs. "For competition travel lasting at least a week, a learning support teacher is included on the trip so that they can help athletes to keep up with their classes and complete all of the tasks that they have been assigned in school. In addition, Masía 360 has, for example, a cooperation agreement with the Spanish Football Federation, whereby every player in the national youth system who has to stay overnight in a hotel prior to a game, follows a defined study program, to minimize the impact of the tournament on their education. They also connect via Skype with their teachers in Barcelona so that they can provide them with any educational support they may need.

We also know that universities offer a variety of support options to athletes juggling their university studies and athletic careers. For example, there are places reserved at universities for high-level athletes, and a dual career advisor may also be available to them at the university.

At universities, a dual career advisor can help athletes plan their academic calendar, make decisions about course enrollment, and request changes in exam dates when they conflict with matches or

training schedules. However, one of the greatest problems that we have identified is the lack of coordination between universities and athletic environments. For this reason, we believe that coaches can play a key role by acting as agents that help athletes to initiate and maintain a dual career. The SAIE at Barcelona FC has formed agreements with participating universities where club athletes study, so that universities can better understand the needs of athletes and make arrangements that can better support a balance between sport and study, as not all of the club's athletes are recognized as high-level athletes under current legislation, despite the fact that they train for the same number of hours and compete at the highest level.

- Tutoring support: From the day of their arrival at the club to the day that they leave or retire, athletes receive comprehensive support.

  This support is holistic, meaning that tutors assist the athlete in various areas of development; in fact, providing support for dual careers is one of their most important tasks. Tutors help athletes develop skills and competencies that enable them to better manage their dual careers. This includes providing them with time management and study skills, offering them planning tools, and educating them so that they can use these tools independently. SAIE also focuses on work and the development of healthy habits so that athletes achieve the best possible athletic and academic performance. For example, they help students become aware of their habits and the influence that these have on the different areas of their development. Lastly, they provide guidelines and suggestions so that athletes might improve in this area. From the moment that athletes arrive at the Club, the Comprehensive Athlete Care Service's Tutoring Support Department offers comprehensive support to athletes. The tutor is the go-to person for the players throughout the entire season. There is a tutor on each team who supports players as they integrate into the Club, improve performance, and monitors every area of their life: studies, family, vocation, athletic monitoring and providing support in response to any difficulties that may come up (difficulties related to family or sports, injuries, academic difficulties, etc.). This service is not only focused on FC Barcelona's athletes, but also provides support to families, responding to any concerns they may have while their child is with the club and

maintaining regular contact with the athletes' families in order to provide general support and to reinforce the work they are doing with the athletes. This is because, during the season, athletes work closely with the tutor on objectives related to different areas of their life, with the objective of improving and developing themselves as a person in a comprehensive manner. Often, these objectives are associated with a dual career, for example, finding and pursuing academic courses that are motivating and compatible with sport, developing improved study habits, etc. This individualized support, together with group tutoring sessions held with them team and the cooperation between the tutor and the coaches, makes it possible to work with individuals in a holistic manner that incorporates their many dimensions. Tutors have also accompanied athletes to university open days or helped them to register themselves at university, in cases in which this has been necessary.

- Psychological Support Service: Support is provided to the athlete in order to meet individual needs that may come up over the course of the season. This service may be requested by the family, the coach, the club's medical services, or the tutor. At the beginning of the season, when the athlete and his family arrive at the club, the Psychological Support Service – in conjunction with the Tutoring Support Department – conducts an initial interview that identifies areas where the tutor can support the athlete throughout the season.

- Family and Environment Care Service: Tools and resources are offered to families that can support them as they raise their children in sporting and competitive environments such as FCB. This service provides training across a wide variety of topics, including nutrition, sleeping habits, social media, etc. The goal of all of these sessions is to ensure that athletes also have the support they need from their families, since families have a major impact on the development of an athlete's habits, their studies, and their well-being.

- Post-Retirement Service for Professional Athletes: This service works closely with the athlete before,

during, and after their retirement to ensure that an athlete feels prepared for retirement and that there is a stable transition. The athlete is assisted in gaining professional experience in order to facilitate their transition to the job market.

Conclusion

In this unit, we have explained what a dual career is and shown that it is important that athletes maintain a dual career in order to improve their well-being and adaptation when they retire from sports. We have also illustrated some of the difficulties that athletes experience when balancing a dual career and, lastly, we have explained how support services function and how dual careers are developed at FC Barcelona.

3.2 Dual careers II

Introduction

For years now, an emphasis has been placed on creating environments that foster dual careers for athletes. By this we mean that athletes should have access to support, academic and athletic institutions within close distance, flexible teachers and the option of adjusting their university schedules and internships. However, much more emphasis has been placed recently on enabling athletes to develop the skills to manage their dual careers in the most independent way possible and on being able to put these skills into practice as needed. In this unit, we will discuss the skills that athletes need to develop in order to maintain a successful dual career and how coaches can help them through simple, practical action.

The areas we will explore are:

- Competencies athletes need for dual careers.
- What coaches can do to support athletes with their dual careers.

Competencies athletes need for dual careers

In this section, we will describe the objectives and the principal findings of the "Gold in Education and Elite Sport" project. This is a pioneering project in Europe, and various prestigious European universities have participated in the project alongside innovative and prestigious organizations in the field of sports (high performance centers, national Olympic committees, etc.).

The table below shows the organizations that took part in the project.

Table 1: Athletic organizations

Country	University	Sports Center
Belgium	Vrije Universiteit Brussel	Sport Vlaanderen
The Netherlands	Windesheim University	Dutch Olympic Committee
United Kingdom	Loughborough University	Talented Athlete Scholarship Scheme (**TASS**)
Scotland	University of Stirling	Sportscotland Institute of Sports
Sweden	Halmstad University	Swedish Sports Confederation
Poland	Gdansk University (GUPES)	Centraly Olsodak Medicine Sportjek Polonia (COMS)
Catalonia	Universitat Autónoma de Barcelona	Centre d'Alt Rendiment de San Cugat (CAR)
Slovenia	University of Ljubljana	Olympic Committee of Slovenia
Italy		Olympic Committee of Italy (CONI)
France		National Institute of Sports, Experience and Performance

Source: Prepared by the author.

The goals of the project were as follows:

1. Identify the competencies that student-athletes consider important, those they possess, and those that they needed (to develop) in order to successfully manage their dual careers.
2. Identify the competencies that dual career advisors consider important, those they possess and those that they needed to develop in order to optimize the support that they provide to athletes.
3. Identify, develop and evaluate the tools and methods used by student-athletes and dual career advisors to improve their competencies.

In this respect, it is important to define two ideas as they were defined in the proposal.

These ideas are:

- Competencies: by competencies associated with dual careers, we mean the amalgam of knowledge, attitudes, skills and experience that allows athletes to optimally combine their studies and their athletic careers.

- Dual career advisor: "A professional consultant, related to an educational institute and/or an elite sport organization – or certified by one of the latter – that provides support to elite athletes in view of optimizing their dual career/combination of elite sport and education." (Wylleman, et al., 2017, p. 18)

In order to put this proposal into practice, experts in dual careers developed a questionnaire that was sent to student-athletes with dual careers, aged between 15 and 25. That is to say, athletes that were in the development and mastery stages, according to the model put forth by Wylleman et. al. (2013). Of the more than seven thousand athletes to which the questionnaire was sent, 4,196 athletes in various European countries responded. This is a relatively large sample that increases the value of this research project.

Table 2, below, presents a list of the 38 competencies that made up the questionnaire. From this list, the student-athletes had to say to what extent they considered that competency important and to what extent they possessed it.

Table 2: Competencies

Competencies associated with mental strength	Assertiveness (being self-assured and acting with confidence).
	Belief in your own ability to overcome the challenges of combining sport and study.
	Ability to cope with stressful situations in sport and study.
	Awareness of your strengths, limitations, and personal challenges.
	Perseverance during challenging times and in the face of setbacks.
	Being patient about the progression of your sporting career and studies.
	Ability to regulate your emotions in different situations.
	Ability to set realistic goals in sport and study.
	Ability to focus on the here and now without becoming distracted.
	Ability to critically evaluate and modify your goals when necessary.
	Ability to use setbacks in sport and/or study as a positive stimulus.
	Ability to negotiate (in order to stand up for your own interests).
Competencies related to dual career management	Ability to use your time efficiently.
	Willingness to make sacrifices in order to succeed in sport and study.
	Ability to prioritize what needs to be done.
	Ability to make your own decisions in regard to your studies and your sporting career.
	The belief that studying and sport can mutually complement each other.
	The self-discipline to manage the demands of balancing sport and studying.
	A clear understanding of what it takes to succeed in sport and study. Vision.
	Ability to create personalized routines (for sport and studying).
	Ability to plan conscientiously in advance.
Competencies associated with social intelligence and adaptability	Understanding the importance of rest and recovery.
	Ability to adapt well to new situations and environments.
	Ability to maintain relationships with others important to me.
	Ability to interact with academic or athletic support staff (coaches, teachers, tutors, etc.).
	Eagerness to listen and learn from others and from past experiences.
	Ability to resolve conflicts.
	Asking advice from the right people at the right time.
	Ability to make and maintain contacts with one's academic and sporting peers.
	Ability to put sport and academic performance into perspective.

Competencies associated with career planning	Ability to be flexible and to change plans if necessary.
	Being prepared for the unexpected and having backup plans.
	Having knowledge of your career options in study and sport.
	Vision of where you want to go in life both during and after your dual career.
	Being curious about exploring career plans outside of elite sport.
Other	Ability to manage your own money.
	Ability to live independently and associated skills (cooking, cleaning, etc.).

Source: adapted from Wylleman et al., 2013.

As we have seen, there are different types of competencies for dual careers. De Brandt, Wylleman, Torregrosa, Defruyt and Van Rossem (2017) have defined them in the following way:

- **Mental strength** competencies are those competencies that athletes use to effectively cope with and face the adversity, pressure, and emotions that come with a dual career.

- **Dual career management** competencies are related to an athlete's abilities to organize themselves and to balance and commit themselves to the elevated requirements and demands of elite sport and education.

- **Social intelligence and adaptability** are associated with interpersonal and learning competencies that are necessary for the establishment and maintenance of an environment conducive to having a dual career.

- **Career planning** competencies involve acquiring habits for a dual career and being flexible when facing unexpected events that may occur, both during and after a dual career.

In regard to the dual careers of elite student-athletes in Europe, the main findings indicated that the competencies that needed the most development were as outlined below.

Table 3: Competencies to develop

Ability to cope with stressful situations in sport and study.
Assertiveness (being self-assured and acting with confidence).
Ability to use time efficiently.
Ability to use setbacks in sport and/or study as a positive stimulus.
Being patient about the progression of your sporting career and studies.
Belief in your own ability to overcome the challenges of combining sport and study.
Understanding the importance of rest and recovery.
Ability to focus on the here and now without becoming distracted.
Perseverance during challenging times and in the face of setbacks.
Ability to regulate your emotions in different situations.

Source: retrieved from Wylleman et al. (2013)

Athletes' responses indicated a large difference between the importance that they gave each of these competencies and the level that they felt that they actually possessed. Thus, these are competencies that they believe they most need to successfully develop their dual careers, but, at the same time, these same competencies are the ones that they believe themselves to be the least skilled in.

These are the competencies that we must help athletes to develop so that they can better maintain their dual careers, without resorting to quitting either their studies or their sport.

As we have explained above, the role of dual career advisors is to help athletes balance their athletic and academic activities. They may work in full-time in high performance centers (for example, the Athlete Care Service) or at sports clubs (for example, FC Barcelona's Service for Comprehensive Athlete Care, part of its Masía 360 program).

However, some dual career advisors may only perform these duties on a part-time basis, as they may also be university professors who, in addition to their usual teaching duties, provide assistance to elite athletes who are enrolled in their university programs. In these cases, they provide guidance and adjust academic schedules so that it will be easier for athletes to balance their studies with their athletic commitments.

Although coaches are not dual career advisors, it is important that they understand how important dual careers are in their athletes' lives – both at the present and in the future – as well as the extensive authority and influence that they can have over the athletes that they train. Thus, they

must work to positively influence athletes so that they can balance their dual careers in a satisfactory manner.

Thus it is important for coaches to work on developing the competencies outlined above. By doing so, coaches can help their athletes to develop these same competencies, which will be very useful to them in combining these activities in the best way possible and, thus, in feeling more comfortable in both academic and athletic environments.

What coaches can do to support athletes with their dual careers

We will describe ten actions that coaches can take to make it easier for athletes to maintain their dual careers.

1. First, it is very important that coaches have a clear understanding of their athletes' study commitments. Knowing which classes they are taking and where (so they know if they are close or far from the sports training facilities), their schedules, etc. This not only has the positive effect of making the athlete feel valued beyond the athletic sphere, but also means the coach has access to useful information that will help him understand what his athletes are experiencing and what factors, other than sports-related factors, may be impacting them at any given time. It also helps to build a positive relationship between a coach and their athletes. To do this, it is important to hold an initial meeting at the beginning of the season to discuss these topics and also to ask each athlete to prepare a schedule with all of their daily activities for the week (classes, training sessions, travel, meals, sleep, study time, leisure time, etc.).

2. Second, coaches, working together with their athletes, must define what the athletic objectives will be in the short-, medium-, and long-term. This helps athletes to stay motivated and focused in terms of sport. At the same time, athletes should be asked to use the same strategy that they have utilized with the coach to set educational objectives. Afterwards, they should share these objectives with their coach so that coaches know what the athletes' expectations are across both areas. In this way, athletes can assess whether their objectives are realistic and improve both their experience and their chances of maintaining a dual career in a healthy manner.

3. Third, coaches should help athletes identify (as far ahead as possible) dates where exams may conflict with matches or competitive periods of the season, as well as with overnight trips. Sometimes, athletes are unable to get organized because they don't know the dates of potential tournaments or championships in advance. Their participation or non-participation in said

championships depends on their performance in previous qualifying events. Sometimes, coaches don't want to say this so that athletes don't assume they have a guaranteed place. In these situations, the coach also doesn't want the athletes take it easier beforehand or get frustrated if they don't end up being selected. On the other hand, sometimes it is the federations themselves that have not defined the specific dates for matches, but in these cases, it is important to work from previous experience in order to have an estimate until the exact dates are made public.

4. Fourth, coaches can ask their athletes how they are doing academically or what their other developmental interests are, beyond sport. This is most relevant when athletes are still young, however it is also important to do with older athletes. The very action of coaches asking about this demonstrates their interest and the value that they place on athletes successfully developing a dual career. In addition, coaches can take the opportunity to acknowledge the effort that athletes invest in balancing their sports career with their studies – in the case that they are responsible and successful student-athletes. And, in the case that they are not, coaches can encourage athletes to develop themselves outside of their athletic career, while also encouraging them to improve their academic performance.

5. Fifth, coaches should be strict about punctuality, not just in regard to the time that training sessions start, but also in regard to the time that they end. Sometimes, athletes know what time a session starts but not what time it will finish, since this depends on the training that the coach has planned and, depending on how it goes, the coach may decide to extend the session in order to practice or review some aspects that need more work. In these cases, extending training sessions may affect an athlete's physical health by increasing injury risk, and it may also affect the athlete's prior organization or planning for studying or attending class.

6. Sixth, whenever possible, it is important that coaches ask about athletes' availability before scheduling a meeting outside of training hours. In this way a coach demonstrates that they respect other developmental areas and time commitments that are also important to athletes, such as, for example, studying or social or family life. If it is not possible to ask about availability, the coach should inform their athletes as far possible in advance, so that they will have time to reorganize their agendas and cancel any activities that clash with the scheduled meeting. If this relates to scheduling an extra training session, or any other activity, we recommend following the same guideline.

7. Seventh, there are occasions when – for circumstantial reasons – coaches spend more time with their athletes than they normally do. One example of this is overnight sporting trips. On overnight trips, athletes are used to missing multiple days of school and having to make up any missing work upon their return. Having an accumulation of missed work, or missing classes during the week(s) can have an impact, both in terms of feeling stressed about not having made up the missed material but also due to feeling discouraged about one's studies. Therefore, coaches can reserve time on the daily schedule for studying, during which time they can encourage athletes to use an allocated available room or location in order to do their homework or study. They can also ask athletes to draw up a schedule that includes everything they must do each day – for the duration of the sports trip – and support this by monitoring whether the athlete has been accomplishing all their set tasks.

8. In connection with the eighth action proposed, whenever it is possible and the facilities where practice is held allow for it, it is important that coaches try to arrange for a quiet place that is suitable for study (desks and chairs). Whenever such a space is available, it should be proposed that the athletes study there before training, or afterwards. This type of support is important, above all for athletes whose personal logistics make it more advantageous for them to go straight from their academic center to the training center, instead of stopping at home first. In this way, they can make better use of their time, since they would otherwise waste it making unnecessary trips from one place to another.

9. Another point that it is not always possible to address, though it is highly recommended that it be addressed as soon as possible, is to discuss, as quickly and as far in advance as possible, what their sporting future holds. That is to say that if an athlete has a scholarship, let her know whether that scholarship will remain available in the coming seasons, whether it will be subject to renewal or whether the club that they play for is going to release her, etc. It can be very useful for athletes to know this information, especially during the years that they must make important choices about their studies or even about where to live. For example, when they have to register at university for the first time. Having this information enables athletes to enroll at a distance-learning university or at a brick-and-mortar university, to choose to take more or fewer courses, to either take more career-oriented courses which are more difficult to combine with athletic activities or less career-oriented courses that are more easily combined with athletic activities.

10. In conclusion, throughout the season, coaches should emphasize the importance of habits and unseen kinds of training. In doing so, they attach importance to rest, to recovery, to getting enough sleep, etc. This is a crucial issue, since many athletes who maintain dual careers may sacrifice hours of sleep and rest (which may put their health at risk) to study or to get work done on academic assignments. Over the long term, when athletes get fewer hours of sleep, both their academic and athletic performance will decline, which may lead to frustration and a lack of motivation, as well as feelings of exhaustion and a desire to quit one of the two fields of activity (athletic or academic), believing that they have neither the resources nor the energy to handle both. In addition, when people are sleep-deprived, it also has an effect on their mood, and they become more susceptible to irritability and to feeling negative emotions.

The points we have discussed here are just some examples of actions that coaches can take to support and encourage their athletes' dual careers. Clearly, in order for this to be put into action, communication between the coach and their athletes must flow freely. If coaches only attend training sessions, conduct the session and leave, it will be difficult them to have an impact on athletes' dual careers or on other matters that are important to them. That is why it is necessary to hold regular meetings with athletes to discuss these topics and others matters that are important to athletes, such as their athletic progress and what is expected of them.

The fact sheets developed by the "Gold in Education and Elite Sport" project are included below. These fact sheets and resources are created by professionals and experts to support athletes' dual careers. They are also easy to use and help to facilitate communication between coaches and athletes. We will include a small selection here, but more can be found at (GEES HANDBOOK p. 158-161)

Firstly, we provide the script for a very thorough interview that is used by INSEP Paris with that center's athletes. Coaches can adapt this guide to their needs by selecting only the questions they consider to be important, so that the interview need not be too long.

INSEPv interviews: Interview guide for high-level athletes enrolled at the performance center. Diagnostic interview. See annex (Author's translation. Retrieved from Bouchetal, Leseur, Debois 2006).

Educational pathway: See annex. (Author's translation. Retrieved from Bouchetal, Leseur, Debois 2006).

Specific information: See annex (Author's translation. Retrieved from Bouchetal, Leseur, Debois 2006).

The interview recommended by CAR Sant Cugat's Athlete Care Service may also be useful.

Individualized athletic context: **See annex.** (Author's translation based on EU Guidelines on Dual Careers of Athletes, (2012).

Another tool that may work very well is the integrated schedule. Coaches can ask their athletes to make up an integrated schedule that includes all of their daily activities to help them get themselves organized. This, in turn, also informs coaches about their athletes' non-athletic workload and time commitments and may encourage a deeper sense of empathy between coaches and their athletes.

Figure 4: Example of task distribution.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6h-7h							
7h-8h							
8h-9h							
9h –10 h							
10h-11h							
11h-12h							
12h-13h							
13h-14h							
14h-15h							
15h-16h							
16h-17h							
17h-18h							
18-19h							
19h-20h							
20h-21h							
21h- 22h							
22h-23h							

Principal areas of mastery	Activity	Schedule color
Essentials	Sleep	
	Nutrition	
	Transportation	
Education	Classes	
	Study	
	Exam	
	Reserve	
Sports	Training	
	Match	
	Tournament	
	Doctor (physiotherapist, doctor)	
Free time	Leisure activities	
	Social activities	
	Rest / recovery	
---	---	---

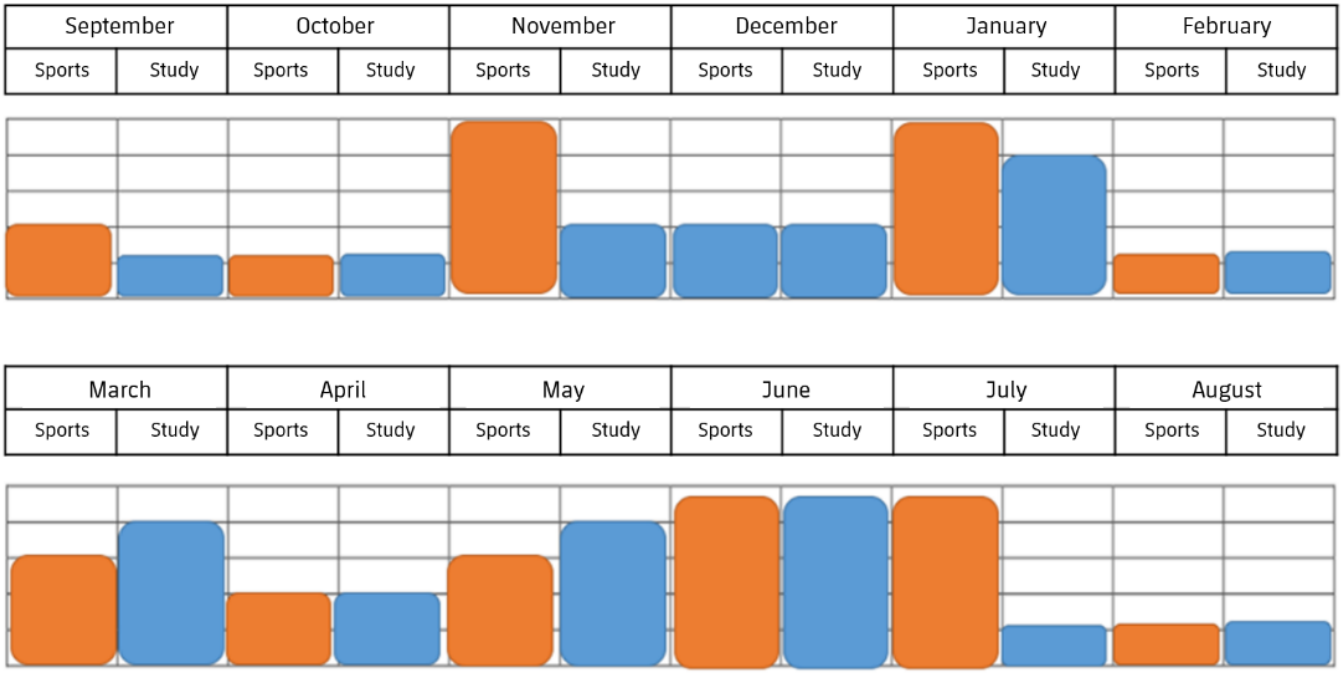
Source: EU Guidelines on Dual Careers of Athletes, (2012).

In conclusion, we present a tool that is very useful for planning an entire season. It is helpful because the coach and athletes can use it to indicate the times during the season that will have the heaviest athletic and academic workloads. This helps athletes to identify their most busy and least busy moments throughout the season, so that they can see when they will have to study further in advance.

On the calendar, when the five boxes are checked, this indicates that the workload is very high. Whereas when fewer boxes are checked, this means that the load is lighter. Loads can be related to exam weeks in

relation to study or matches, travel for away matches, medical screenings, etc., in relation to sport. It is important to do this at the beginning of the season and to review it regularly. In the image that we have included, the athletic load is in orange and the academic load in blue. In this case, we can see that the months of November, May and June may be highly stressful for the athletes, as they have an elevated load in both areas. They will not have a lot of time to study or get organized during this period. Thus, it is important that everyone is aware of this from the first months of the season.

Figure 17: Example of a weekly schedule



Source: EU Guidelines on Dual Careers of Athletes, (2012).

Conclusion

In this unit we have learned about 10 competencies that are crucial for athletes who are developing dual careers. It is important that athletes develop these 10 competencies so that they can perform as well as possible both in sports and in their studies and can, in addition, better manage the stress of combining both of these activities. We also outlined list of actions that coaches can take to support their athletes who are managing dual careers and to improve athlete-coach communication. Lastly, we provided some tools so that coaches can provide support to their athletes and so that they might make the support they provide more effective.

References

Aquilina, D. (2013). A Study of the Relationship Between Elite Athletes' Educational Development and Sporting Performance. *The International Journal of the History of Sport*, 30, pp. 374–392. http://dx.doi.org/10.1080/09523367.2013.765723.

Bouchetal Pellegri, F., Leseur, V., Debois, N. (2006). Carrière sportive, projet de vie. INSEP: Paris.

De Brandt, K., Wylleman, P., Torregrosa, M., Defruyt, S. & Van Rossem, N. (2017). Student-athletes perceptions of four dual career competencies. *Revista Psicología del Deporte, 26*(4), pp. 28-33.

EU Guidelines on Dual Careers of Athletes, (2012).**GEES Handbook for Dual Career Support Providers (DCSPs)**

Guidotti, F., Cortis, C., & Capranica, L. (2015). Dual Career of European Student-Athletes: a Systematic Literature Review. *Kinesiologia Slovenica*, 20, pp. 5–20.

López de Subijana, C., Barriopedro, M., & Conde, E. (2015). Supporting dual career in Spain: Elite athletes' barriers to study. *Psychology of Sport and Exercise*, 21, http://dx.doi.org/10.1016/j.psychsport.2015.04.012

Pallarés, S., Azócar, F., Torregrosa, M., Selva, C. & Ramis, Y. (2011). Modelos de trayectoria deportiva en waterpolo y su implicación en la transición hacia una carrera profesional alternativa. *Cultura, Ciencia y Deporte, 7*(6), pp. 93–103. http://dx.doi.org/http:// doi.org/10.12800/ccd.v6i17.36

Park, S., Lavallee, D. & Tod, D. (2012). Athletes' career transition out of sport: a systematic review. *International Review of Sport and Exercise Psychology*, 6, pp. 22–53. http://dx.doi.org/10.1080/1750984X.2012.687053

Stambulova, N. & Wylleman, P. (2014). Dual career development and transitions. *Psychology of Sport and Exercise*, 21, pp. 1-3.

Stambulova, N., Franck, A., & Weibull, F. (2012). Assessment of the transition from junior-to-senior sports in Swedish athletes. International Journal of Sport and Exercise Psychology, 10, 79-95. http://dx.doi.org/10.1080/1612197X.2012.645136

Torregrosa, M., Ramis, Y., Pallarés, S., Azócar, F., Azocar, F. & Selva, C. (2015). Olympic athletes back to retirement: A qualitative longitudinal study. *Psychology of Sport and Exercise*, 21, pp. 50–56. http://dx.doi.org/10.1016/j.psychsport.2015.03.003

Wylleman, P., De Brandt, K. & Defruyt, S. (Eds.). (n.d.). *GEES Handbook for dual career support providers*. Retrieved from https://kics.sport.vlaanderen/topsport/Documents/170301_GEES_Handbook_for_dual_career_support_providers.pdf

Wylleman, P., Reints, A. & De Knop, P. (2013). A developmental and holistic perspective on athletic career development. In P. Sotiaradou & D. B. V. (Eds.), *Managing high performance sport* (pp. 159–182). New York, NY: Routledge.

Wylleman, P., & Lavalle, D. (2003). A development perspective on transitions faced by athletes. In M. Weiss (Ed.), Development Sport Psychology. Morgantown, WV: Fitness Information Technology.

European Commission y Directorate-General for Educational & Culture (2013). EU Guidelines on Dual Careers of Athletes. Luxembourg, Luxembourg: Publications Office of the European Union. http://dx.doi.org/10.2766/52683

Vanden Auweele, Y., De Martelaer, K., Rzewnicki, R., De Knop, P. & Wylleman, P. (2004). Parents and coaches: A help or harm? Affective outcomes for children in sport. In Vanden Auweele, Y. (Ed.), *Ethics in youth sport* (pp. 179–193). Leeuwen, Belgium: Lannoo Campus.