

Dual Career Report

Content

- 1. Literature review of role modeling and mentoring**
 - i. The main studies carried out in the field under study**
 - ii. Emerging research questions on the topic under analysis**
- 2. Definitions**
- 3. Bibliography**



**Funded by
the European Union**

The content of this publication represents the views of the author only and is its sole responsibility. The European Commission does not accept any responsibility for use that may

Définition :

- Dual Career¹: In the field of sport, a 'dual career' involves the successful start, development and completion of a high-level sporting career within a longer-term career, linked to further education and/or employment, as well as to other critical areas at different stages of life, such as playing a role in society, securing a satisfactory income, developing one's identity and lasting relationships. A dual career usually spans a period of 15 to 20 years.
- High category athletes or “Sportif de haut niveau” (French context) :The high-level athlete is the one who holds the status according to a regulatory framework that specifies the criteria for attribution. In France, being on the ministerial list of high-level athletes allows the athlete to have access to different categories of support in terms of training, access to employment and financial aid from the State.
- High category athletes or professional (Italian context): A professional athlete is a person who performs sporting activities for a sports club in return for payment on a continuous basis, within the framework of the disciplines regulated by CONI that have recognised professionalism. The Italian sports federations affiliated to CONI that have recognised professionalism are the Federazione Italiana Giuoco Calcio (F.I.G.C.), the Federazione Pugilistica Italiana (F.P.I.), the Federazione Ciclistica Italiana (F.C.I.) and the Federazione Motociclistica Italiana (FMI), the Federazione Italiana Golf (F.I.G.) Federazione Italiana Pallacanestro (F.I.P.). From this it follows that all athletes of other sports disciplines of all levels are non-professional athletes, including those who do it for work. Those who have a contractual form and a regular and steady income are defined as top athletes but still amateurs according to the legislation (Law 91/1981). An unreasonable distinction is made between persons who are in the same position and who depend on the application of a general employment contract instead of the sports employment contract, with, among other things, a correlative limitation on health protection.

¹ https://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_fr.pdf



Literature review of role modeling and mentoring

Question : How do women in sports cope with key transition phases – especially from elementary to upper secondary school.

Introduction :

In Europe, progress on dual careers for top athletes is uneven across countries. The European Union gave an impulse in 2013 with its "EU Guidelines on dual careers for athletes. Recommendations for dual career measures in top-level sport Approved by the EU Expert Group on Education and Training in Sport at its meeting on 28 September 2012 in Poznań". These guidelines are primarily addressed to policy makers in the Member States. They are a source of inspiration for the formulation and adoption of action-oriented national guidelines on dual careers, as well as a means of drawing attention to the concept of dual careers at national level. They aim to raise awareness among governments, sport governing bodies, educational institutions and employers to create an enabling environment for dual career athletes, including an appropriate legal and financial framework and a tailored approach that takes into account the differences between sports. The promotion of dual careers for athletes is in line with several of the objectives of the Europe 2020 strategy (prevention of early school leaving, increase in the number of higher education graduates, enhancement of employability) and improves the effectiveness of sports policies by retaining more top athletes in the sports system. In France, in the run-up to the 2024 Olympic Games, the Ministry of Higher Education is committed to improving the reception and support of high-level sports students.

High-level sport is now recognised in Europe as an important factor in the sporting development of Member States. However, the demands of high performance sport are a problem for student-athletes who are trying to make their studies compatible with high performance sport in the context of a dual career. This literature review aims to identify barriers and facilitators to dual careers reported in relevant surveys conducted in Europe in recent years selected from the keywords: "drop out", "role modeling", "mentoring", "key transition phases", "motivational dynamics", "young athletes", "female athlete". To do this literature review, searches were conducted in Cairn, ResearchGate, Science Direct, Sportdiscus and PsycArticles databases between 1st september 2022 and 30 January 2022. The results allow the identification of difficulties (academic training, different transitions, economic interests, motivation, stress, sport burnout and time management) and motivational dynamics that are



Funded by
the European Union

The content of this publication represents the views of the author only and is its sole responsibility. The European Commission does not accept any responsibility for use that may

reflected in the school system, in the sport system, in both, and in particular in the dropout of young athletes.

I. The main studies carried out in the field under study

Dual careers have become an important topic in recent years in research laboratories. The motivational dynamics that drive athletes to pursue these dual careers and the causes of drop-outs have particularly stimulated interest in this topic. The scientific literature dealing with the reconciliation of high performance sport and academic studies focuses most often on the factors that promote academic or athletic performance. However, recent research has highlighted the interrelationship between academic and athletic domains and the counter-productivity of shifting from one domain (academic or athletic) to another (J. Bonni and M. Cloes, 2021).

The scientific literature on dual careers highlights various reasons for young athletes to abandon their careers:

- difficulties related to normative transitions (Catherine Theunissen, Nathan Bolaers and Marc Cloes)
- difficulties related to non-normative transitions (such as injury)
- the interest (economic in particular) in pursuing a dual career
- motivational variables
- resources useful for the dual career

The obstacles to the academic and sporting success of NHS athletes lead us to examine the motivational dynamics that lead them to pursue a dual career project. To do this, it seems necessary to look at the variables likely to influence academic and sporting performance. In this respect, the scientific literature highlights factors internal to the (sports) students that favour academic performance and others that favour sports performance. Among them, it appears that motivational dynamics can particularly influence the results obtained, both at academic and sporting level (Aquilina, 2013; Graczyk et al., 2017; Stambulova & Wylleman, 2019).

Most of the research currently undertaken on dual projects is based on the developmental model of career transitions (Wylleman & Lavallee, 2004). These studies have highlighted that athletes face different types and nature of transitional phases throughout their sporting lives (Wylleman & Lavallee, 2004; Wylleman et al., 2013; Wylleman & Rosier, 2016). A holistic developmental model of the transitions that athletes face has thus been developed by these



authors. It highlights that these transitions are not only related to the sport context, but also to those that occur within the athlete's psychological, social, academic, professional, financial and legal development.

Age	10	15	20	25	30	35
Athletic Level	Initiation	Development	Mastery	Discontinuation		
Psychological Level	Childhood	Adolescence		Adulthood		
Psycho-social Level	Parents Siblings Peers	Peers Coaches Parents	Partner Coach	Family (Coach)		
Academic Vocational Level	Primary education	Secondary education	Higher education	Vocational training Professional occupation		

Note: A dotted line indicates that the age at which the transition occurs is an approximation.

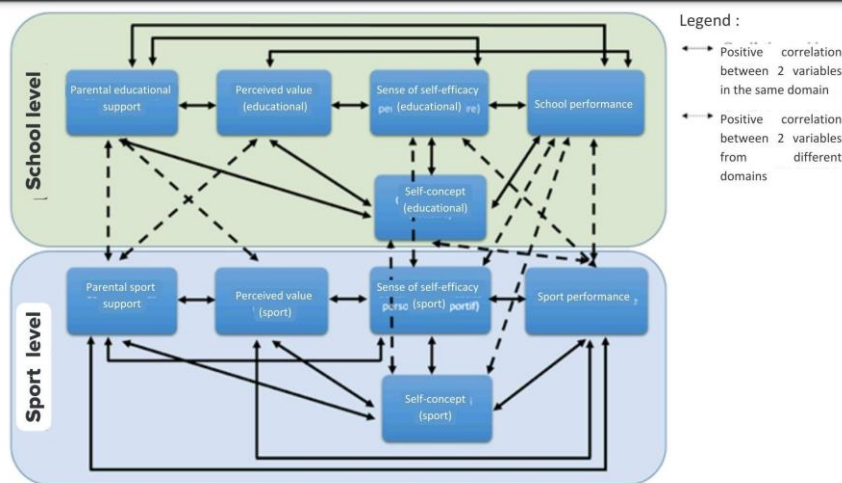
Wylleman & Lavallee's (2004) developmental perspective on transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational levels.

Jérémy Bonni and Marc Cloes drew on the above theoretical contributions to establish a model that illustrates the relationships that can exist between variables relating to the same or different domains (academic and sports). Ten separate variables, derived from the theoretical models mentioned above, are included in the model: academic/sport performance; academic/sport self-efficacy (SEP); academic/sport self-concept; perceived value of schooling/favourite sport; and parental academic/sport support. The model thus attempts to show possible positive correlations between school variables and school performance, between sport variables and sport performance, but also between school and sport variables, between school/sport variables and performance in the domain that differs from the variable in question, and between school and sport performance.



Funded by
the European Union

The content of this publication represents the views of the author only and is its sole responsibility. The European Commission does not accept any responsibility for use that may



In terms of so-called 'academic' transitions, since studies focus more on the dual career of NHS in higher education and on the transition between secondary and higher education, it seems relevant to our work to focus on the phases of transitions and the difficulties and sources of motivation encountered by NHS between primary and secondary education and during secondary education. During the transition from primary to secondary school, not only do the intensity, class levels and topics of study change, but young athletes are also faced with more choices, changes and responsibilities in the academic and social world of adolescence. For example, Newman and colleagues (Newman, Lohman, Newman, Myers, & Smith, 2000) found that the transition to high school creates significant tension for young adolescents, which is associated with changes in maturity, changes in the family system, and changes in the nature of peer relationships.

Research in recent years has helped to identify several variables that may play a determining role in the motivational dynamics of a top athlete; and hence her performance. However, very few studies have looked at the motivational dynamics generated by peers, and in particular mentors and role models. A study by Paul Wylleman, Marie-Christine Verdet, Marc Lévêque, Paul De Knop and Kistof Huts highlights the ways in which parents can assist elite (young) athletes in their sporting and academic careers and after school, illustrated in each phase of the athlete's sporting career. They conclude that parents should play a proactive role in providing support, without pressuring or pushing the athlete. He also notes that there is a need for the sports world (coaches, sports federations) to realise that parents must be included rather than excluded from the sports development and academic career of their daughter or

Kommenterede [1]: Therefore, the following factors hinder the continuation of sporting activity during adolescence: "Schoolwork and home responsibilities (lack of time due to increased workloads in school, the pressure of parents to perform well at school, increased responsibilities at home); parental expectations (encouragement for different subjects, focus on achieving high grades, working part-time); changes in leisure activities (preference for other leisure activities)" pag 6 from file:///C:/Users/Gestione8/Desktop/fpubh-09-743935.pdf

Kommenterede [2]: For sure, thank you !!

Kommenterede [3]: @equipe@geacoop.org i can not see the document as its a link from your computer desktop

Kommenterede [4]: sorry this one: <https://www.frontiersin.org/articles/10.3389/fpubh.2021.743935/full>

son. Parents also find themselves playing a crucial role in enabling their children to combine high school studies with high performance sport, with Wylleman et al. identifying them as "active agents" who provide the necessary organisation for their children to progress in training and competition. Thus, during the secondary transition, the role of the coach is fundamental (Wylleman et al., 2004) in the sense that he or she will be decisive in giving young athletes the opportunities to develop athletically while meeting the demands of school. The elite sporting background of parents is also a variable in the success of young athletes (Lotte Stausgaard Skrubbeltrang, David Karen, Jens Christian Nielsen & Jesper Stilling Olesen).

Another interesting aspect that we would like to address seems to be the potential gender differences and the abandonment of the high performance career by girls. There is an unacceptably high dropout rate from sports, as athletes advance through their education. The dropout rate is particularly notable for girls. The Physical Activity Factsheets for the 28 European Union Member States of the WHO European region (2018)² provides data showing a decline in sports practice for girls compared to boys at the beginning of adolescence. In Italy the same trend is observed with the level of physical activity for boys between 8 and 9 years old is of 83% and the number for girls is 81%, whereas the statistics between 11 and 15 years old shows an important decrease with 15% for boys and only 8% for girls). A barometer made in 2019 by the association Attitude Prévention/Irmes shows that, in France, from 6 to 11 years old, 70% of girls practice sport and between 12 and 17 the practice decreases of almost 20%³.

The study by Aurélie Ledon and Nadine Debois is interesting for our subject because they aim to identify the similarities and singularities/specificities, according to gender, of the successful careers of high-level athletes, as well as the modalities of choice made by these athletes with reference to the "push-pull" model developed in work psychology (Schultz, Morton, & Wercherle, 1998). This study highlights the fact that male and female athletes share common personal characteristics: harmonious passion for their sport, optimistic nature, self-determination in career choices, ability to step back during difficult transitions. However, they also reveal that these sportsmen and women have some singularities: the period of career cessation seems more delicate for men than for women; the period of reconversion is also quite different: sportsmen think more about a professional reconversion whereas sportswomen envisage a reconversion after their career through a motherhood status combined with a professional status. Fatherhood and motherhood are experienced differently. Fatherhood appears to be a source of well-being and a driving force contributing to the

Kommenterede [5]: Do you have some datas form Denmark ?

² https://www.euro.who.int/__data/assets/pdf_file/0005/382334/28fs-physical-activity-euro-rep-eng.pdf

³ <https://www.assurance-prevention.fr/donnees-chiffrees/activite-physique-sportive-femmes>



athlete's personal development. Motherhood is sometimes more difficult to manage. It is punctuated by elements that are both supportive and constraining and is made up of choices. The motivational dynamics and choices related to transitions are therefore not identical for both male and female athletes. A survey of the consequences of career breaks among Danish elite athletes (Karin Moesch, Cecilie Mayer, Anne-Marie Elbe) correlates gender and career breaks. The study shows that women reported more often than men that they had ended their careers for family reasons. There are a variety of intrapersonal, interpersonal, environmental and political barriers limiting women and girls' participation in sport and recreation. These barriers do not change with age, hindering the development of excellence in sport.

II. Emerging research questions on the topic under analysis

We therefore found that the dropout rate was higher among girls, and that it was particularly high between the ages of 12 and 20, at the transitions from elementary to secondary school and from secondary school to university. How can we prevent these girls from dropping out?

While parents and coaches are identified as having key roles in young athletes' transitions, the role of mentoring and role models (via other peers) in helping athletes through these key transitional phases has received little attention in the literature. In light of this issue, this study will focus on the following research question: To what extent are role models and mentors motivational variables for young high performance athletes in the conduct of their dual careers?

It is important to show girl students relevant and powerful role models of successful women in sport, rebuilding a different narrative of women in sport and increasing girls awareness of cultural and social bias that affect the mainstream description of women in sport career (athletes, but also coaches, sport manager, sport business, etc) by media and institutions. Role models have been identified as one important element in the construction of adolescent identities and future careers : "Adolescents often look to adults in order to determine appropriate and acceptable behavior, as well as to identify models of who they want to be like" (Hurd, Zimmerman, & Xue, 2009, p.777). The concept of mentoring and role models is very developed in the United States. There, the notion of role model is very strong for girls but also for boys.



Role models play a particularly important role in the lives of women due to a lack of female role models in nontraditional careers. The New Eurobarometer on sport and physical activity⁴ shows that nearly eight in ten Europeans (78%) agree that female role models among managers, athletes, officials and coaches are inspiring more women and girls to follow their example. Slightly more than one in ten (12%) disagree with this statement. In Europe, this model does not yet exist and studies on the subject are rare. A research conducted in Finland on 18 youth athletes on the impact of role models in their identity and sport career construction concluded that youth athletes are inspired by athlete role models whose lives are not completely constituted by performance narratives of elite sport. The two types of role models that emerged from the interviews were elite athletes and family members. The research also stated that role models could be incorporated into career counselling with athletes to support identity development and exploration of future selves.

There is no current research detailing the benefits for young female athletes in dual careers in Europe⁵.

Using a specific population of female student athletes aged 12 to 20 in Denmark, France and Italy, the main objective of this research is to better understand the role of mentors and role models in the conduct of the dual career project of these young athletes.

The aim of this project is to reduce the dropout rate amongst female athletes in talent development programs, through increased cooperation between the key persons surrounding the athletes. We aim to strengthen the competency in the environment surrounding the athletes, to reduce dropout caused by affectable factors. We will investigate and test: a collected, coordinated and focused effort from the actors surrounding the athletes will reduce the affectable dropout from sports.

⁴ <https://europa.eu/eurobarometer/surveys/detail/2668>

⁵ <https://doi.org/10.1016/j.psychsport.2019.101562>



Bibliography

Bonni J., Cloes M., (2021), La double carrière menée par les étudiants sportifs. La double carrière menée par les étudiants sportifs. Dans quelle mesure les domaines scolaire et sportif sont-ils liés ? *ORBi : Detailed Reference*. <https://orbi.uliege.be/handle/2268/261655>

Déas, A. (2015). Sophie Javerlhiac, La reconversion des sportifs de haut niveau. Pouvoir et vouloir se former. *Lectures*. <https://doi.org/10.4000/lectures.17362>

Duffey K, Barbosa A, Whiting S, Mendes R, Yordi Aguirre I, Tcymbal A, Abu-Omar K, Gelius P and Breda J (2021) Barriers and Facilitators of Physical Activity Participation in Adolescent Girls: A Systematic Review of Systematic Reviews. *Front. Public Health* 9:743935. doi: 10.3389/fpubh.2021.743935

Hurd, N. M., & Zimmerman, M. A. (2011). Role Models. *Encyclopedia of Adolescence*, 2399-2404. https://doi.org/10.1007/978-1-4419-1695-2_230

Ledon, A. (2008, 26 mars). *Caractéristiques du déroulement des carrières réussies d'athlètes de haut niveau : éléments de comparaison des dynamiques de parcours selon le genre*. Archive ouverte HAL. <https://www.hal.inserm.fr/INSEP/hal-03313526v1>

Moesch, K., Mayer, C., & Elbe, A. (2012b). Reasons for Career Termination in Danish Elite Athletes : Investigating Gender Differences and the Time-point as Potential Correlates. *Sport Science Review*, 21(5-6), 49-68. <https://doi.org/10.2478/v10237-012-0018-2>

Ryba, T. V., Ronkainen, N. J., Douglas, K., & Aunola, K. (2021). Implications of the identity position for dual career construction : Gendering the pathways to (Dis)continuation. *Psychology of Sport and Exercise*, 53, 101844. <https://doi.org/10.1016/j.psychsport.2020.101844>

Skrubbeltrang, L. S., Karen, D., Nielsen, J., & Olesen, J. S. (2020). Reproduction and opportunity : A study of dual career, aspirations and elite sports in Danish SportsClasses. *International Review for the Sociology of Sport*, 55(1), 38-59. <https://doi.org/10.1177/1012690218789037>



Theunissen, C. (2019, 1 juillet). Analyse de la transition entre l'enseignement secondaire et l'ensei. . . <https://journals.openedition.org/ejrieps/969>

Wylleman, P., Alfermann, D. & Lavallée, D. (2004). Career transitions in sport : European perspectives. *Psychology of Sport and Exercise*, 5 (1), 7-20. DOI : 10.1016/S1469-0292(02)00049-3

Wylleman, P., Reints, A., & De Knop, P. (2013). A developmental and holistic perspective on athletic career development. In P. Sotiradou, & V. De Bosscher (Eds.). *Managing high performance sport* (pp. 159-182). Routledge

Wylleman, P., & Rosier, N. (2016). Holistic perspective of the development of elite athletes. In M. Raab, P. Wylleman, R. Seiler, A.-M. Elbe, & A. Hatzigeorgiadis (Eds.). *Sport and exercise psychology research: From theory to practice* (pp. 270-288). Elsevier.

Usefull plateforms :

Website dedicated to the Dual Career (University of Brussels)
<https://dualcareertools.com/>

IOC: Dual Career Athlete 365
<https://olympics.com/athlete365/what-we-do/career/dual-career/>



**Funded by
the European Union**

The content of this publication represents the views of the author only and is its sole responsibility. The European Commission does not accept any responsibility for use that may



**Funded by
the European Union**

The content of this publication represents the views of the author only and is its sole responsibility. The European Commission does not accept any responsibility for use that may