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**A psycho-educational curriculum for sport career transition
practitioners: Development and evaluation**

Thesis submitted for the degree of Doctor of Philosophy,
November 2016

Abstract

The aim of this thesis is to extend sport career transition knowledge by developing and evaluating a psycho-educational curriculum for sport career transition practitioners. Study 1 provides an extensive overview of organisational intervention programmes for sport career transition, as well as of training and development programmes for sport career transition practitioners from 19 countries worldwide. The purpose of Study 1 was to examine the following five features of sport career transition organisational intervention programmes and training and development programmes for sport career transition practitioners: 1) At the government level, which organisation is responsible for the delivery of sport career transition organisational intervention programmes? 2) What is the typical strategy of sport career transition organisational intervention programmes? 3) Which activities and events are included in sport career transition organisational intervention programmes? 4) Who is responsible for the delivery of sport career transition organisational intervention programmes? and 5) Do sporting organisations have training and development programmes for sport career transition practitioners? Findings from Study 1 were used to inform Study 2 and to supplement the literature review. According to the literature, training and development programmes for sport career transition practitioners remain scarce, while the number of sport career transition organisational intervention programmes is gradually increasing. The purpose of Study 2 was to develop and evaluate a novel psycho-educational curriculum for sport career transition practitioners. There were three stages of development and evaluation: (1) content development, (2) curriculum design and (3) curriculum evaluation. To achieve the goal of Study 2, a focus group and a two-round Delphi method were implemented. The final version of the psycho-educational curriculum is presented in Chapter 5. The purpose of Study 3 was to test a key aspect of the psycho-educational curriculum developed in Study 2

concerning 38 competences of sport career transition practitioners. A curriculum package consisting in the key parts from the overall curriculum was developed for Study 3. The findings revealed that the curriculum package positively affected the confidence of the study participants in 38 competences concerning sport career transition. This demonstrates that the curriculum is effective for the development of sport career transition practitioners, as the study participants exhibited greater confidence on all four factors—Dual Career Transition Management, Skill Transfer, Social Support, and Career Planning—when completing the curriculum package. The discussion in Chapter 7 focuses on both the theoretical and practical implications of the research, limitations and future research directions. In conclusion, the findings presented here deepen the knowledge of sport career transition in the areas of organisational intervention programmes for high performance athletes and training and development programmes for sport career transition practitioners. In addition, a novel psycho-educational curriculum for sport career transition practitioners is developed and evaluated.

Declaration

I declare that I alone composed this thesis and that it embodies the results of my own research. Where appropriate, I have acknowledged the nature and extent of work carried out by others included in the thesis.

Signed  _____

Date 23/11/2016 _____

Acknowledgements

First of all, I gratefully acknowledge the University of Stirling for supporting me through an International Impact Doctoral Scholarship that enabled me to come to Scotland for my Ph.D.

I am deeply grateful to have Professor David Lavalley as my supervisor and it was one of the best decisions in my life to do my Ph.D. under his supervision. I also wish to thank Dr Pete Coffee who has supported and supervised me throughout my Ph.D. with his kind and thoughtful advice.

My parents, Mr Yu Seon Hong and Mrs Jeong Ok Park, always support my dreams and encourage me to follow my heart. Their devotion has made my dreams all come true. My two dear brothers, Seung Han Hong and Seung Chan Hong, have unconditionally supported me as their oldest sister and they have been my closest friends. I also have a spiritual mentor, Master Shin, who has taught me how to stay true to myself and what I have to do in life, “being aware of who I am and how great I am”. I am deeply indebted to these five amazing people and I would like to dedicate my thesis to them.

It was not easy to live away from my own country without my family, friends, and one of the greatest things in Korea, “Food”. However, I am the luckiest person to have Mr B.T. and future Dr Yehwa Jin who have made my daily life fun, exciting, and meaningful. My life in Scotland has been full of laughter thanks to them.

Finally, I am so proud of you, Dr Hee Jung Hong!

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Chapter One

Introduction

1.1 Introduction

Sport career transition support is critical for high performance athletes. Such support enhances their quality of life by helping them balance sport and academic commitments during their sporting career. High performance athletes inevitably retire; when and under which circumstances is, however, difficult to predict. Regardless of the precipitating factors, retirement is a transition and it invites identity problems and coping issues (Sinclair & Orlick, 1994). Adjustment is necessary for any transition, rough or smooths (Coakley, 1983).

Research on career transition in high performance sport has gradually increased (Anderson & Morris, 2000; Kerr & Dacyshyn, 2000; Taylor, Ogilvie, & Lavalley, 2005; Lally, 2007). In 1980, McPherson reported only 20 studies on sport career transition; By 2000, Lavalley, Wylleman, and Sinclair reported more than 270 references. Bookbinder (1955) published the first study on this topic, reporting that athletes encounter psychological, interpersonal and financial issues during their athletic career. Park, Lavalley, and Tod (2012) provided a systematic review of 126 studies associated with career transition in sport from 1968 to 2010. They found that, of the 126 studies, ten were published before 1990, 48 in the 1990s and 68 from 2000 to 2010. The European Federation of Sport Psychology (FEPSAC), Sports career transitions (1997), Sports career termination (1999), International Society of Sport Psychology (ISSP) and Career Development and Transitions of Athletes (2009) have also published position statements. In 2000, the first book on this subject was published, *Career Transitions in Sport: International Perspectives* (Lavalley & Wylleman), followed by *Athletes' Careers Across Cultures* (Stambulova & Ryba) in 2013. A number of edited books include chapters on career transition: Career Transitions and Career Termination by Alfermann and Stambulova in the *Handbook of Sport Psychology* (Tenenbaum & Eklund, 2012), Career Transition among Athletes: Is There Life after Sports by Taylor and Lavalley in *Applied Sport Psychology: Personal Growth to Peak Performance* (Williams, 2009), and

Leaving Sport: Easing Career Transitions by Lavalley and Andersen in *Doing Sport Psychology* (Andersen, 2000). While a FEPSAC international special interest group began exchanging research ideas in this area (Wylleman et al., 1999) and FEPSAC published position statements on Sports Career Termination and Sports Career Transitions (Taylor, et al., 2005), FEPSAC revealed that 19% of papers at conference proceedings in 2013 emphasised this topic. Although such publications, conferences, position statements and special interest groups imply that sport career transition has become a well-described topic of study in sport psychology (Lavalley, Wylleman, & Sinclair, 1998), the broad range of transitions high performance athletes encounter during their sporting career, and the influence of such transitions on the quality of their sport, have been comparatively neglected (Wylleman, Lavalley, & Alfermann, 1999).

Research has investigated how to assist high performance athletes overcome problems and crises caused by transitions. Many high performance athletes are insufficiently prepared for retirement from high performance sport and lack the resources to succeed in career transition, rendering their transition traumatic (Anderson & Morris, 2000). Many researchers propose that national sport organisations establish career counselling programmes for high performance athletes (Anderson & Morris, 2000; Sinclair & Hackfort, 2000; Wylleman, Lavalley, & Alfermann, 1999; Taylor et al., 2005). Sporting organisations are arguably responsible for encouraging athletes to develop a balanced life and identity; sporting organisations can establish the proper environment for high performance athletes using athlete lifestyle programmes (Anderson & Morris, 2000). The current thesis provides an extensive overview of sport career transition organisational intervention programmes that assist high performance athletes in transitions, in order to show how sporting organisations worldwide are developing programmes to prepare their athletes for sport career transition.

In this thesis, key studies on adult development and social and general transition theories and models are reviewed in the context of sport career transition. The application of sport-specific career transition theories and models to support programmes for high performance athletes is investigated. Research on organisational sport career transition programmes and services is reviewed. Lastly, relevant research on the organisational level of programmes and services related to sport career transition is explored to establish the focus of the current thesis. This will facilitate an analysis of existing sport career transition organisational intervention programmes worldwide and training and development programmes for sport career transition practitioners who provide sport career transition support services to high performance athletes. Such services provide the foundation upon which a new psycho-educational curriculum for sport career transition practitioners will be developed in this thesis.

1.2 Structure of Thesis

Following this introductory chapter, a literature review of sport career transition is presented in Chapter 2. This review informs the three studies in this thesis.

Chapter 3 presents the research questions for each study and outlines how the research questions bridge the gaps among the studies. These research questions are all related to sport career transitions and the training and development of sport career transition practitioners.

Chapter 4 presents Study 1, An International Analysis of Sport Career Transition Organisational Intervention Programmes for High Performance Athletes and Training and Development Programmes for Sport Career Transition Practitioners. Sport career transition organisational intervention programmes for high performance athletes and training and development programmes for sport career transition practitioners from 19 countries are

presented. Country-specific and cross-country analyses were conducted based on the theoretical framework proposed by Lavallee, Park and Taylor (2014).

Chapter 5 presents Study 2, The Development and Evaluation of a Psycho-Educational Curriculum for Sport Career Transition Practitioners. A new psycho-educational curriculum developed based on Chapters 2 and 4, a focus group presented in this chapter, and the evaluation of the curriculum by Delphi methods, is also presented.

Chapter 6 presents Study 3, A Psycho-Educational Curriculum Package for Sport Career Transition Practitioners: A Case Study. The psycho-educational curriculum developed in Study 2 was tested with four participants in this chapter.

Finally, Chapter 7 presents a general discussion of this thesis, including a summary of the study findings, theoretical implications, implications for the training and development of sport career transition practitioners, practical implications, strengths and limitations and future research recommendations.

Chapter Two

Literature Review

2.1 Introduction

Researchers have discussed adult development and transitions following developmental processes in adults. Adult development is associated with transition; adults may experience certain challenges that expand and enhance the quality of their lives, such as entering a workforce, marrying, having one's own family, changing careers and retiring. Understanding how adults develop over time, the kinds of transition they undergo and how they cope with difficulties during transitions is important in order to comprehend the transition process in athletes, although the process may differ from general development and transitions in adults. A number of theorists have attempted to elucidate the phenomenon of sport transition by developing conceptual models and frameworks, and applying related models from fields outside sport, such as sociology and psychology (Lavalley, 2000).

In this section, four selected perspectives on adult development and transition are presented. The first is that transitions are significantly associated with age (Levinson, Darrow, Klein, Levinson, & McKee, 1978). Levinson (1986) proposes three age-linked eras of the life circle: Pre-adulthood, Early Adulthood and Late Adulthood. Each era is characterised by a transition period: Early Adult Transition, Midlife Transition, and Late Adult Transition. The second is based on the concept of the "life stage" in *Four Stages of Life* (Lowenthal, Thunher, & Chiriboga, 1975), according to which life stage is more important than chronological age. The third is that advanced by Erikson (1950), who proposed eight stages of psychosocial development: infancy (birth to 18 month), early childhood (2 to 3 years), preschool (3 to 5 years), school age (6 to 11 years), adolescence (12 to 18 years), young adulthood (19 to 40 years), middle adulthood (40 to 65 years) and maturity (65 to death). He discusses the basic conflicts or crises inherent to each stage and maintains that one must overcome the issues at each stage in order to progress to the next stage. The final perspective is that advanced by

Gould (1978), according to which adult development involves struggling to be free from the inner limitations of childhood and change in life need not be age-specific (Schlossberg, 1981).

Each perspective is useful for understanding adult development and transition. The position adopted here is that life-stage is more practical for and applicable to understanding in depth the experience of a specific individual as a result of transition, rather than the general experiences of an age group. This is not, however, to deny the importance of age-linked notions. Lowenthal et al. (1975) regard adaptation to diverse stresses throughout life as an important aspect of transition (Schlossberg, 1981), similar to the sporting career transitions individual high performance athletes face. Consistent with Gould, the present thesis regards adult development as the process of understanding oneself; what one has done and experienced (positive or negative), including one's past and childhood, rather than "struggling to be free from the inner limitations of childhood. "Understanding" could constitute an individual accepting what he has experienced, in order to move forward without struggling to overcome bad memories or occurrences in the past, the struggle of which necessitates resistance.

2.2 Social Gerontological Models and Thanatological Models

Lavallee (2000) provides a review closely related to transitions in sport, discussing the relevance of certain models and theories to sport career transition, based on the evidence available. His work has contributed to an in-depth perspective on sport career transition and to understanding how models in non-sporting areas might influence theoretical frameworks in sport career transition.

There are six Social Gerontological Models: Activity Theory, Subculture Theory, Continuity Theory, Disengagement Theory, Social Breakdown Theory and Exchange Theory.

Lavallee (2000) proposes three Thanatological models, Social Death, Social Awareness and Stage of Death.

2.2.1. Social Gerontological Models

According to Atchley (1991), the definition of gerontology is “the systematic analysis of the aging process”. Social gerontology, especially, seeks to explain the life and the activity of the individual who ages successfully. Sport theorists have proposed that some social gerontological models can be applied to the study of sport transitions (Lavallee, 2000).

Activity Theory

Activity theory refers to replacing sports activity with an athletic role (McPherson, 1980). If an athlete retires voluntarily, it is typically because he is attracted by alternatives, (Rosenberg, 1981). Activity theory might not explain athletic career transitions in general. It might, however, explain how retired athletes succeed in adapting to the transition by finding a similar activity pattern.

Subculture Theory

This subculture theory, which asserts that prolonged social interactions among individuals lead to the development of a group consciousness, assumes that people can be less active and well-adjusted during retirement even if the situation is different from overall social norms (Lavallee, 2000). According to Lavallee (2000), Rosenberg (1981) insists that subculture theory elucidates sports career termination while Gordon (1995) criticises that the athlete in transition is moving out of, and not into, the proposed subculture.

Continuity Theory

Continuity theory (Atchley, 1976) balances individual change with personal history. This theory might be useful in predicting adjustment to retirement from sport, by examining the significance of sport in the lives of athletes (Lerch, 1981). Adapting to the transition is more difficult if the athlete highly values their athletic role (Rosenberg, 1981). An athlete who does not consider his athletic role a priority will not encounter these problems during the career transition process. The relevant question, in applying continuity theory to retirement from sport, is whether athletic career transition prompts a critical re-evaluation of personal goals (Lavalley, 2000).

Disengagement Theory

In the Kansas City Study of Adult Life (Neugarten, Havighurst, & Tobin, 1961), it is proposed that an ideal balance is achieved if younger employees enter the workforce and substitute older employees, and if the two groups withdraw from each other.

Since most athletes do not leave their sports careers completely, with many attempting to remain in sports in some capacity after their skills decline, this theory might not apply to athletic career termination (Lerch, 1981). Disengagement theory does not adequately explain retirement from elite sports (Blinde & Greendorfer, 1985; Lavalley, 2000).

Social Breakdown Theory

Social breakdown theory, adapted by Kuypers and Bengston (1973), posits that the sensitivity of an individual to external evaluation depends upon his role in society. The “withdrawal cycle” demonstrates how weak high performance athletes are to external evaluation after retirement (Rosenberg, 1981). Edwards and Meier (1984) investigated the relationship between adapting to retirement from sports and socioeconomic status,

preretirement planning and health in former professional ice hockey players in North America. Their results support social breakdown theory: athletes' awareness of their declining skills as well as discord with teammates, might lead to withdrawal from sports career and an increased sensitivity to external judgement (Lavalley, 2000).

Exchange Theory

Homans (1961) developed exchange theory to explain how people reorganise their activities, and to determine how they can produce the utmost return on their energy while aging. Lavalley (2000) echoes Rosenberg (1981) that social exchange theory is one of the most salient gerontological theories applicable to retirement from sport. Other theorists consider exchange theory inapplicable to retirement from sports (Gordon, 1995; Koukouris, 1991). Consistent with Gordon (1995), Lavalley (2000) suggests that resources such as physical talent may be able to be exchanged for meaningful rewards from the sport system, but these resources are finite and their inevitable deterioration will affect the degree of control over the sport relationship.

Although many theorists have attempted to apply social gerontological theories to career transitions in sport, contemporary theorists have questioned whether social gerontological theories apply to sport career transitions because social gerontological theories inadequately describe the nature of career transition in sport (Lavalley, 2000). However, social gerontological theories contribute to better understanding how different sport career transitions from general career transition and urging the need of developing a specific model for sport career transition in order to best explain career transitions in sport.

2.2.2. Thanatological Models

Thanatology is the study of the process of death and dying (Lavalley, 2000).

Consistent with Feifel (1990), Lavalley (2000) suggests that thanatology is such a diverse area that the very mention of it as a field of study is a limitation. Three models are indicated in career transitions in sport: social death, social awareness and stage of death.

Social Death

Most attempts to equate sports career transitions with thanatology are sociological in nature (Kalish, 1966; Lerch, 1984; Rosenberg, 1984). The notion of social death (Kalish, 1966), which illustrates the psychodynamics of athletic retirement (Lerch, 1984; Rosenberg, 1984), considers loss of social function, isolation and ostracism in sport career termination. Non-fiction best describes social death, by explaining phenomena similar to sport (Lavalley, 2000).

Social Awareness

The social awareness perspective refers to the reactions of patients, families, friends and hospital staff to the death of patients in a terminal hospital (Glaser & Strauss, 1965). Four awareness contexts are developed: 1) closed awareness, 2) suspected awareness, 3) mutual pretense and 4) open awareness.

In the context of closed awareness, a terminal patient is unaware of his imminent death, while those around him are. Closed awareness could therefore apply to the situation whereby a high performance athlete is unaware of management's scheme to disengage him from the team.

In the context of suspected awareness, a terminal patient has a suspicion of his death but the people around him do not inform him. The patient's suspicion is sustained by the

continuing changes to his body. Gordon (1995) has compared this situation to that of an athlete suspicious of being disengaged from the team, based on the changing tone of the coach and team members.

In the context of mutual pretense, everyone involved in the death of a terminal patient, including the patient himself pretends not to know that the patient is going to die. In relation to sports career transitions, an athlete's retirement would not be mentioned by his coach and teammates.

In the context of open awareness, everyone around a terminal patient knows that the patient is going to die, which gives him a sense of self-control (Glaser & Strauss, 1965). Many athletes struggle to accept the fact that they are going into retirement; in the context of open awareness, however, they can start to plan their future (Lavalley, 2000).

Stage of Death

Based on a study with terminal patients in hospital, Kubler-Ross (1969) proposes five stages of death, which are applicable to career termination in sport: 1) denial and isolation, 2) anger, 3) bargaining, 4) depression and 5) acceptance. Several theorists have applied the five death stages to sport settings. Many have used this model to account for the psychological symptoms of athletes recovering from injury (Wiese-Bjornstal & Smith, 1993; Gordon, Milios, & Grove, 1991).

However, the stages terminal patients and athletes experience might well differ (Lavalley, 2000). Individuals experience the stage in different ways, consistent with the literature that death is an individual experience (Feigenberg & Shneidman, 1980; Kalish, 1966). Nevertheless, the stages of death and other thanatological models are useful for comprehending the various stages an athlete might experience after retirement (Baillie, 1993).

Thanatological models have been criticised for their inapplicability to retirement from sport. Many theoreticians doubted whether thanatological models could be generalised to this context (e.g., Gordon, 1995; Taylor & Ogilvie, 1998). Thanatological models also offer a limited social gerontological perspective; they do not focus on an athlete's developmental life span. Therefore, there is a need to develop alternative perspectives on athletic career transitions to balance empirical research and theories (Crook & Robertson, 1991).

As aforementioned in the section of social gerontological models, the literature review of social gerontological and thanatological models by Lavalley (2000) revealed that career transition in sport has characteristic features that require unique theoretical models. This encouraged researchers to develop theoretical frameworks specific to sport transition. Therefore, it was considered as important to review these two theoretical models in this thesis in order to have better understanding how sport transition-specific theories were developed and emerged. The sport transition-specific theories are reviewed here.

2.3 Sport Transition Theory

2.3.1. Modified Model of the Individual in Transition (Sinclair & Orlick, 1994)

Sinclair and Orlick (1994) developed "A Modified Model of the Individual in Transition", a modification of Charner and Schlossberg's (1986) model, in order to analyse the career transitions of individual athletes. This model considers the transition from high performance sport as personal and uniquely experienced.

Athletes retire from their sports career for different reasons, such as career-ending injuries, aging and conflicts with their coaches (Sinclair & Orlick, 1994). Regardless of the reason, retirement from sports is a transition common to all high performance athletes. All high performance athletes must transition to an area outside sports, which requires different

skills. The transition an athlete faces at a comparatively young age can cause an identity crisis and difficulty coping. Some athletes transition quickly and smoothly, while others find retirement stressful and mourn the loss of prestige, self-confidence, self-respect and competency.

Which factors determine success in transition? To answer this, Sinclair and Orlick (1994) 1) examined research and theory associated with transition in sports, 2) discussed contemporary research findings that identify characteristics related to individual adaptive transitions, 3) made transition recommendations for athletes and 4) suggested several interventions to lead the transition to positive results in the high performance sporting organisations.

Sinclair and Orlick (1994) present “A Modified Model of the Individual in Transition”. In order to analyse transitions of individual athletes: the conceptual model views transition from high performance sport as an individually perceived occurrence rather than as an event having the same impact on each individual. They describe three main factors that affect the adaptation process of transition developed by Schlossberg; these are the characteristics of (1) the transition, (2) the individual and (3) the environment. The individual experience of the transition is central to the model (Sinclair & Orlick, 1994).

Sinclair and Orlick (1994) refer to the perspectives of several researchers, as a more accurate picture may be that a multitude of behavioural patterns are associated with sport transition (Werthner & Orlick, 1986) and individuals bring their own perceptions of stress, personal resources, coping strategies, and socialization experiences to their particular transition (Schlossberg, 1981). Based on previous studies, Sinclair and Orlick (1994) suggest three factors that affect adaptation to transition: (1) an individual, (2) resources the given individual could use and (3) the type of transition the given individual faces.

Although the model proposed by Charner and Schlossberg (1986) does not make explicit a relation to athletes, Sinclair and Orlick (1994) argue that transition variables can be universally applied. Sinclair (1990) thus revised this model, yielding a more accurate sport transition framework.

In order to demonstrate how they developed the model, Sinclair and Orlick (1994) reviewed research on (1) Professional Sport, (2) Intercollegiate Sport and (3) High Performance Sport. In addition, they briefly reviewed contemporary research findings categorised by (1) Characteristics of the Transitional Athlete, (2) Planned Transitions versus Unplanned Transitions, (3) Mental Preparation for Retirement, (4) Retirement Services of Interest to Athletes, (5) Individuals sought for Professional Services and (6) Factors Associated with Positive Adjustment.

Findings

Professional Sport

Sinclair and Orlick (1994) present several conflicting perspectives on retirement from sports: retirement was not a problem as athletes were not only guaranteed second careers at the end of their sport career, but were also aware of the brevity of their sport careers and thus prepared for the transition (Sussman, 1971), Sussman's conclusions were based on "popular misconceptions" and thus did not depict the transition process accurately...many athletes do encounter and have difficulty coping with, retirement-induced stress (Coakley, 1983), the majority of professional athletes adjusted successfully to retirement but their second careers might not be as rewarding psychologically or economically (McPherson, 1978), retirement did cause some disruption in the life of the athlete but that the overall transition engendered successful patterns of coping with the disruption (Haerle, 1975), retirement from professional sports is a negative event in that the retiree will face an identity crisis, a loss of status, an

reduction in income, the need for new skills, and new roles (Hill & Lowe, 1974), the process of transition follows a predictable course consisting of stages: shock and numbness, denial, anger and resentment, and depression' (Ogilvie & Howe, 1986) and with the exception of former stars whose very names have value, the retired athlete – especially the retired minority athlete – finds himself in a business world for which he is often ill-prepared and which could hardly care less about his former meal-ticket and door-opener, the status of professional athlete (Rosenberg, 1981). Sinclair and Orlick (1994) conclude that the retirement experience of an athlete is neither definitively honourable nor problematic.

Rosenberg (1981) argues for a right to a given environment after one retires and McPherson (1978) argues that retirement should be viewed as a transition passage. However, According to Sinclair and Orlick (1994), retirement should be considered the starting point of adapting to transition; the point from which to determine a future career rather than how the athlete perceives this second career.

Intercollegiate Sport

Sinclair and Orlick (1994) present several points of view on retiring from intercollegiate sport: although the research is limited, the studies completed on interscholastic and amateur athletes do not support the notion that sport retirement is characteristically traumatic and identity shaking (Coakley, 1983), the athletes handled their loss of social recognition realistically, and did not appear to go through any trauma or identity crises (Sands, 1978), there is no evidence that athletic transition was problematic...the former athletes successfully adjusted their interests and activities after leaving college (Snyder & Baber, 1979), former athletes and non-athletes do not differ significantly in their current socioeconomic status (Dubois, 1980; Sack & Thiel, 1979) and there was little evidence to suggest these athletes experienced adjustment difficulties' (Grenndorfer & Blinde, 1985).

These outcomes imply that difficulties adapting to transition are not serious enough to distinguish athletes from non-athletes (Sinclair & Orlick, 1994).

Intercollegiate athletes might therefore not experience difficulties with adaptation to transition as they do not consider sports their full-time career as do professional and high performance athletes (Sinclair & Orlick, 1994). Therefore, the intercollegiate environment is insufficient for examining high performance sport transition.

High Performance Sport

Sinclair and Orlick (1994) review several studies on retirement from high performance sport. In their study on 163 Czechoslovakian athletes, Svoboda and Vanek (1982) concluded that retirement causes stress and this finding was confirmed by Ogilvie and Howe (1986). Orlick (1990) believes athletes are most committed during high-level competition. However, other aspects of their lives should not be overlooked. It is easier to make this career transition if the sporting career of the athlete is balance with other aspects of their life. Most of the 28 best amateur Canadian athletes in one study faced a certain degree of stress during career transition (Werthner & Orlick, 1986); these participants suggested some factors that ease the transition: having a new focus, feeling a sense of accomplishment, having been a part of a positive coaching situation, not being forced to leave sport due to injury, political or sport association problems, having adequate finances, and having supportive family and friends. Adapting to transition is like a “wave” (Werthner & Orlick, 1986): the time you spend in the down part of the wave will become shorter and less intense, a clear indication of progress and positive adaptation’. The process has also been described as an “emotional roller coaster” (Sinclair & Orlick, 1994).

Many former athletes experience the period following retirement as traumatic, owing partly to the narrowing of their identity (Botterill, 1982). Early preparation, such as learning

time management, counselling and psychological skills can ease the transition process (Botterill, 1982). Debbie Meyer, a former American swimmer and 1968 Olympian gold medalist had difficulty adapting to the world outside sport; it took almost four years for her to adapt to her new life (Kaplan, 1977). Retirement can cause athletes difficulties, ‘trigger[ing] varying degrees of emotional and physical stress’ (McLaughlin, 1981 as cited in Sinclair & Orlick, 1994).

In this section of, Sinclair and Orlick (1994) Further systematic research in high performance sport is required in order empirically to determine that comprehensively explain the transition process for athletes.

These findings also indicate a concrete need to develop a sport transition-specific model to assist athletes with transitions. Attempts have been made to develop a theoretical framework for sport career transition (Lavallee, 2000). The theories that provided the basis for contemporary theoretical models of sport transitions are reviewed in the following section.

Characteristics of the Transitional Athlete

In reference to the findings reported by Sinclair (1990), Sinclair and Orlick (1994) argue that the most important reasons of retirement 1) being tired of the circuit or lifestyle and feeling it was time to move on, 2) having achieved their goals and 3) having difficulties with the coaching staff, the coping strategies 1) finding another focus of interest, 2) keeping busy and 3) training/exercising, and the supporting networks 1) spouse/mate, 2) other family members and 3) other friends.

Most athletes in the study coped well with the transition; approximately 15% did not (Sinclair & Orlick, 1994).

Planned Transitions versus Unplanned Transitions

Planned transitions generate fewer problems than do unplanned transitions (Sinclair & Orlick, 1994). Athletes who plan their transitions typically experience fewer financial issues, fewer difficulties with the coaching staff, and less job pressure, helping them transition between careers.

Mental Preparation for Retirement

Athletes use mental preparation to plan and achieve their goals; similarly, it can be a good resource for successful transitions (Sinclair, 1990 as cited in Sinclair & Orlick, 1994). Further studies are required, but athletes could use mental preparation to their advantage in the transition process.

Retirement Services of Interest to Athletes

The retirement services the Canadian Olympic Association's Olympic Athlete Career Centre (OACC) provide are not actively utilised by athletes because they find the services undesirable, already have their own plans or are unaware of these services (Sinclair & Orlick, 1994). Athletes are interested in the following services: 1) financial assistance, 2) information on job and educational opportunities, 3) readings on how other athletes have dealt with retirement, 4) opportunities to help one learn to transfer their mental skills to a new career or interest, 5) opportunities to help one focus on finding a new career or interest, 6) a physiological and dietary detraining programme, 7) seminars with other retired athletes and 8) suggestions to help one feel more confident or competent in new surroundings (Sinclair, 1990 as cited in Sinclair & Orlick, 1994).

Individuals sought Professional Services

Athletes tend to seek sports psychologists or consultants rather than general psychologists or counsellors when they have difficulties during the transition process, which constitutes important evidence for the applied sport psychology profession (Sinclair, 1990 as cited in Sinclair & Orlick, 1994).

Factors Associated with Positive Adjustment

Certain factors make the transition process more successful: 1) planned transition (to have an opportunity to prepare and rehearse for future after retirement); 2) voluntary transition (the transition process can be more positive for voluntarily retired athletes than for involuntarily ones); 3) achieving sport-related goals (rendering athletes personally satisfied); 4) balance and options (retired athletes suggest that athletes should start planning their retirement during their sports career, combining training with preparation for their future, including pursuing educational or occupational goals) and 5) supportive environment (family and friends are an important support for athletes transitioning from sports).

These findings indicate a strong need for sport career transition support services for high performance athletes. The rationale for the current thesis is the need to investigate sport career transition programmes as a professional support service (Sinclair & Orlick, 1994). This is a main reason that Modified Model of the Individual in Transition (Sinclair & Orlick, 1994) is reviewed in this chapter in order to demonstrate the need and importance of sport career transition organisational programmes linked to Study 1 in the present thesis.

2.3.2. Analytic Model (Stambulova, 1994)

Stambulova (1994) developed two theoretical models of the sports career—a synthetic and an analytic model—based on an empirical study with 200 elite Russian athletes. To clarify the two models, Stambulova includes seven predictable crises high performance athletes typically experience during each period of their sporting career, and how athletes in crisis could utilise psychological assistance. The research proposes a possible system consisting in five parts, which offers athletes psychological assistance during every period and crisis of their sporting career. In the current thesis, the focus is on the second, analytic, model, because the model is relevant to the aims of this thesis; that is, determining the problems athletes experience during each developmental stage and how to help athletes cope effectively with such difficulties. “The Synthetic Description Model” will thus be only briefly described.

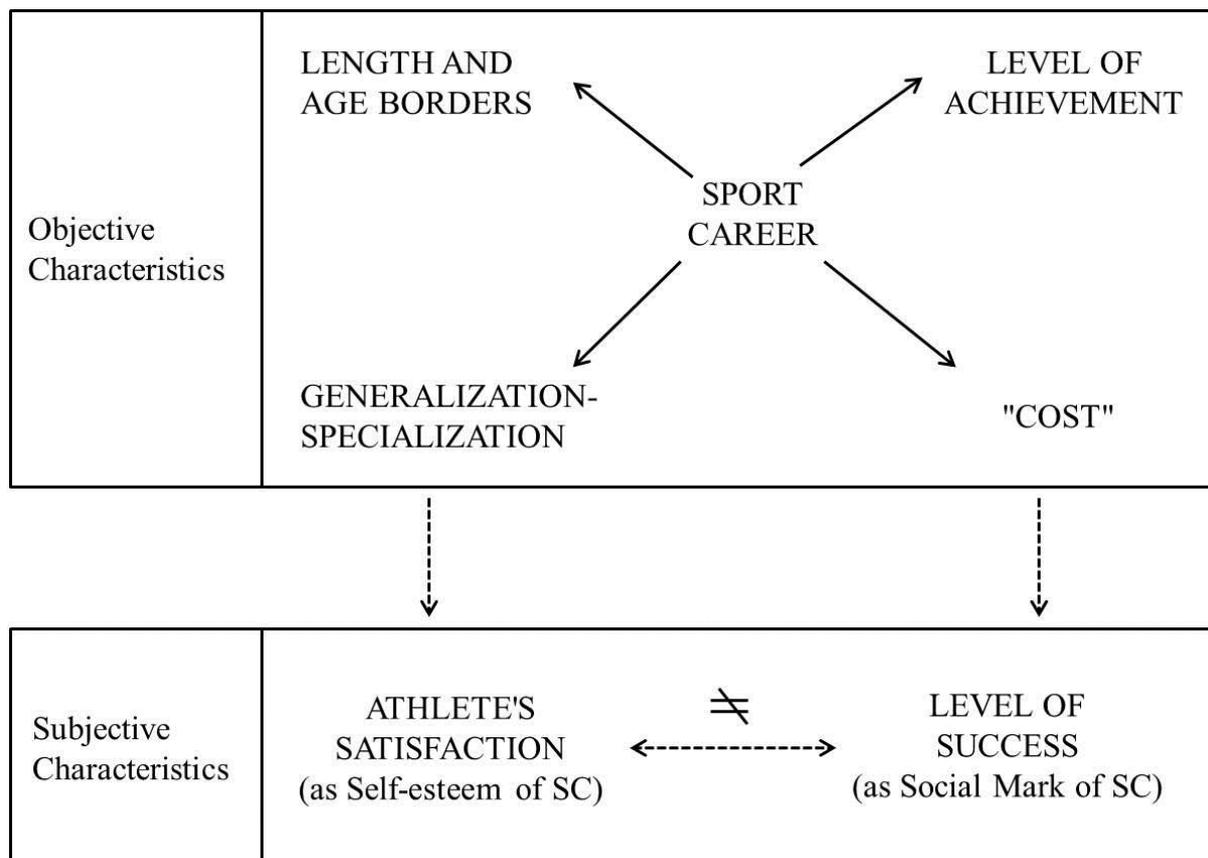
Stambulova (1994) explored why some of athletes consider their sports career a joyful experience for which they are grateful, while others experience it as painful and bitter. How do sports change an individual, and how is a sporting career organised? Stambulova (1994) defines Sport Career as the multiyear sports activity of the individual that is aimed at self-improvement and achievement in sports and calls it as SC.

Stambulova (1994) addresses two theoretical models and discusses the possible problems athletes might experience in the future, based on the results of her empirical research on SC. She considers how to assist athletes psychologically during each developmental stage, which is relevant to the current research.

Based on the pentabasis model, a conceptual model including four concepts of the same level (time, space, information and energy) and an integrative concept (substratum) (Ganzen, 1984), Stambulova (1994) presents four objective characteristics of SC: *length* (“time” of SC), *generalisation/specialisation* (“space” of SC), *level of achievement*

(information about the main results of SC), and *cost* (“energy expense” of athletes) (See Figure 1).

Figure 1: The synthetic description model of sports careers as a complex of objective and subjective characteristics (Stambulova, 1994)



The four objective characteristics of SC must be confirmed by the subjective evaluations of the athletes themselves, as well as other people (Stambulova, 1994). Athletes' satisfaction as the first evaluation is measured by contentment with their own SC. Level of success, the second assessment, describes an athlete's social reputation, including the estimations of others. It is therefore instructive to combine subjective and objective perspectives on a particular SC (Stambulova, 1994).

The Analytic Description Model

According to the analytic description model, SC can be conceptualised as a series of predictable developmental stages (See Table 1): the preparation, the start, the culmination and the finish (Ananiev, 1968). These stages are also known as the preliminary stage, the beginning of sport specialisation, intensive training in the chosen sport event and sport perfection, which is subdivisible into three periods of sports accomplishments (the ‘zone of maintenance of high sport results’; Filin, 1987). In addition, three levels of sports and three age categories in sport competitions are included in SC time periods (See Table 1).

Table 1: Different Approaches to Sports Career Periodization

| Periods of sports training | Periods of any career | Levels of sport | Age categories in sport |
|---|-----------------------|------------------------------------|-------------------------|
| Preliminary sport preparation | Preparation | Mass popular sports | Children |
| Beginning of sport specialization | Start | Amateur sports of high achievement | Juniors |
| Special training in chosen kind of sport | Culmination | Professional sports | Adults |
| Sport perfection: (a) zone of first great successes, (b) zone of optimal possibilities, (c) zone of maintenance of high sport results | Finish | | |

Crises at each stage of SC can be predicted based on research conducted with 213 Russian athletes, by interviewing them with the interview guides, “SC-1” and “SC-2”: “SC-1” represents the chronological stages of SC; “SC-2” the main aspects of sporting life (Stambulova, 1994). Athletes must overcome the problems and difficulties characteristic of each stage to maintain a successful SC. Seven crises experienced during the SC of an elite athlete are identified: (a) the beginning of sports specialisation, (b) the transition to special intensive training in the chosen sport, (c) the transition from mass popular sports to high-achievement sports, (d) the transition from junior sports to adult sports, (e) the transition from

amateur sports to professional sports, (f) the transition from the culmination to the end of the SC and (g) the ending of the SC.

Athletes may experience various crises during their careers. They might have to retire earlier than expected if they fail to cope with the new problems inherent to each SC stage. Athletes therefore need psychological assistance that considers both the nature of each crisis and the individuality of each athlete (Stambulova, 1994).

Crises in “Transition from Popular Sports to High-Achievement Sports” are closely related to those in “Transition from Junior Sports to Adult Sports”. Stambulova (1994) discussed crises in these two stages together.

Beginning of Sport Specialisation

During this stage, all issues relate to adapting to the new demands of the chosen sport. Three basic problems are encountered: (a) the lack of practical and actual information about sports, which means young athletes only consider attractive aspects of the chosen sports and overlook the fact that they are expected to train hard to master the sports; (b) the need for athletes, especially of team sports, to acquire the basic skills of their chosen sports while maintaining their physical condition, proving their capacity to keep training at high levels in their chosen sports; and (c) the need for athletes to make a good impression in their first competitive performance, despite inadequate experience, which engenders a sense of fear in young athletes during competitions.

During this stage, the abilities and motivations of young athletes are tested. Athletes can remain in their chosen sports and proceed to higher stages if they overcome the crises in the current stage; they may find an alternative sporting activity or other different types of activity if they fail to cope with the crisis.

Transition to a Special Intensive Training

During this stage, athletes start to work for results from their performance. Athletes are expected to set a more difficult goal, perform at a higher level of competition and recognise the fact that special training predominates. There are five basic challenges for athletes during this stage: (a) the need to adapt to new physical and psychological loads, such as “fear of the load” and excessive training caused by the pressure of successful results; (b) the need to reconstruct competitive training technique and solve problems related to previous kinetic habits; (c) the need to cope with the problem of particular psychological preparation for one’s sports performances caused by the growth of competitive pressure in sports competition; (d) the need to maintain a high level of results in every sports competition; (e) the need to balance sports with other interests in life, as the athlete’s sports activity demands more time and energy during this stage (Stambulova, 1994).

If athletes achieve their goals successfully, elevating them to a higher level of sports performance, this can solve the crisis. On the other hand, athletes may keep themselves motivated, either by continuing training themselves while remaining in popular sports activities or by finding a profession related to their sports activity, such as working as a coach. Many athletes leave their SC to focus more on other parts of their lives, such as new professional careers and families (Stambulova, 1994).

Transition from Popular Sports to High-Achievement Sports and Transition from Junior Sports to Adult Sports

If athletes begin high-achievement sports, this typically means they begin to participate in adult competition, regardless of their age. This is the start of their culmination of SC for the elite level of athletes. In these two stages, athletes consider sporting goals life goals and adjust themselves to new, high levels of competition (Stambulova, 1994). There are

five basic developmental tasks for athletes during these two stages: (a) the need to find the equate their sporting goals with goals in other parts of their lives; (b) the need to find their own path in sports independently, to improve his or her performance and achieve successful results; (c) the “pressure” of selection and the burden of planning a different strategy for competitions; (d) the need to win a prestigious status and power on one’s own team and among others, such as teammates, referees and spectators; and (e) problems with one’s interpersonal relationships, such as between athletes and coaches, athletes/beginners in elite level of sports and athletes/veterans at the same level, and athletes and parents. To successfully resolve crises during this stage, athletes must acquire SC experiences, mature and broaden one’s repertoire (Stambulova, 1994).

Transition from Amateur to Professional Sports

During this stage, athletes must adapt to the particular demands and rules of professional sports and make their performances attractive, dynamic and exciting, to impress their spectators. They must also train themselves independently. To resolve crises during this stage, athletes must achieve in professional competitions and earn high salaries (Stambulova, 1994).

Transition from Culmination to the End of SC

Athletes may experience this stage after five to 15 years of SC, when their performance diminishes for several reasons, such as being injured, difficulties in other aspects of their lives and the emergence of younger competitors. Athletes need personal reserves to maintain their income at the SC level. Searching for a new profession can help athletes resolve problems by investing them with self-confidence when they prepare to leave their SC (Stambulova, 1994).

The End of SC

During this stage, SC becomes an athlete's memories or history (Stambulova, 1994). There are three main challenges when athletes end their careers: 1) the need to adapt to a new status, way of life, and circle of relationships, 2) the need to force professional training and to start a new professional career while in the position of having to "catch up" with one's peers and 3) The problem of beginning one's own family or the search for new foundations to strengthen one's family (Stambulova, 1994). Therefore, athletes need to find a way to start a new profession while catching up with their peers, and might encounter difficulties when they try to start and build their own families.

As a consequence of SC crises at each stage, all crises are related to a developmental change in an athlete's social state and to his or her internal attitude towards sport activity. For example, athletes consider sport *playing a game* when starting specialised sports, *a sphere of learning* during the stage of intensive training, a way of life during the culmination of their SC, and then their profession and living. When athletes approach the end of their SC, sport becomes their history, part of their lives. Coping with crises is thus always associated with changes in the roles of sports in an athlete's life.

Stambulova (1994) bases the major ideas of the analytic and synthetic description models on empirical research on possible SC crises and SC itself. However, the findings did not confirm all prospects of the two models; rather, the research raised several new questions. Therefore, Stambulova is working on the continuous research of SC based on tasks at three levels: general (for studying general regularities of SC), specific (for studying specific characteristics) and individual (for studying the SC of individual athletes)

When Stambulova initiated the research, there was the definite need to develop a constant system of psychological assistance at each stage of SC. She provisionally describes the system as *a system of psychological support* during the SC. The system of SC

psychological support offers remedies for the different issues and problems at each SC stage and suggests five parts, which should be considered when the system is designed:

Psychodiagnostics, Psychoprophylactics, Special work on the development of young athletes, Psycho-correction and Psychological education and consultation.

Finally, Stambulova (1994) contemplates how to help athletes feel satisfied with sports and find their own identities through sport; how an athlete can last longer in their SC, how to help athletes exploit crisis periods for personal development. Psychological SC support entails dealing with these questions from the outset: from the first time children engage in sports to the last stage, when an athlete ends his career.

Here, the synthetic model was briefly reviewed. It has two characteristics: Objective Characteristics (length, generalisation/specialisation, level of achievement and cost) and Subjective Characteristics (athlete's satisfaction operationalised as self-esteem of SC and level of success as a social indicator of SC). Stambulova (1994) presents four different approaches to SC periodisation in the in analytic model: 1) periods of sports training (preliminary sport preparation, beginning of sport specialisation, special training in chosen sport and sport perfection); 2) periods of any career (preparation, start, culmination and finish); 3) levels of sport (mass popular sports, amateur sports of high achievement and professional sports) and 4) age categories in sport (children, juniors and adults). The issues athletes face are associated with developmental changes in the social state and internal attitude of athletes towards sport activity (Stambulova, 1994). Stambulova (1994) proposes how to assist athletes in transition crisis, emphasising the need to develop a continuous system of psychological assistance during each SC stage; she considers how to assist athletes during each crisis and how to help them feel satisfied with their SC.

The current thesis investigates how sporting organisations worldwide develop their SC transition support services, including psychological assistance, in order to assist high

performance athletes manage both their sporting and non-sporting careers. The practical perspective on SC offered by Stambulova (1994) and its implications for developing a support system is the focus of the first study of this thesis.

2.3.3. Developmental Model (Wylleman & Lavallee, 2004)

Wylleman and Lavallee (2004) proposed a developmental model on transitions encountered by athletes. They agree transitions are developmental in nature (Alfermann, 1995; Pearson & Petitpas, 1990; Wylleman, De Knop, Ewing, & Cumming, 2000) and that predictable and developmental factors determine transitions (Wylleman & Lavallee, 2004). They also focus on normative transitions, which are considered common (Petitpas, Champagne, Chartrand, Danish, & Murphy, 1997) or planned (Sinclair & Orlick, 1994) owing to their voluntariness, anticipation and predictability.

Wylleman and Lavallee (2004) conceptualised a four-layer developmental model, which takes six types of transitions into account (transitions related to athletic contexts, psychological development, social development, academic and vocational development, academic to vocational development, and financial and legal transitions) and the features of those transitions, which elucidate how transitions proceed. Financial and legal levels of transitions have recently become more apparent (Wylleman, De Knop, Maeschalck, & Taks, 2002); Wylleman and Lavallee (2004) include such transitions. A developmental model and the six types of transitions are explained in the following sections.

Transitions related to the athletic context are included in the first layer of the developmental model, and resonates with the developmental stages proposed by other researchers (Bloom 1985; Côté, 1999; Stambulova, 1994, 2000). Transitions in psychological development are included in the second layer of the model, which includes three psychological stages: Childhood, Adolescence and Adulthood. Transition in social

development is included in the third layer of the model, which describe an athlete's most influential social relationship at each stage. Transitions in academic and vocational development are included in the final layer of the model, which contains four stages that describe the level of education and occupation an athlete undergoes. Transitions at financial and legal levels are not included.

Three types of transitions relate to athletic contexts determined by age, the structural or organisational characteristics of competitive sport and athletic proficiency. Related to these three types of transitions, several researchers have proposed their own developmental stages: (a) the three stages of development classified by Bloom (1985) contain the *initiation* stage, the *development* stage, and the *mastery of perfection* stage; (b) Côté (1999) proposes the stages of sampling, specialising, investment and mastery and (c) Stambulova (1994, 2000) includes the beginning of organised sports, concentrated training in chosen organised sport, the high level of competitive and grown-up sports, transition from unpaid to paid sports, transition from the apex of competitive sports to the termination of the athletic career, and termination of the athletic career. These stages of normative transition show how important the nature of development is for sport career (Wylleman & Lavallee, 2004).

Second, athletes must be motivated and cognitively prepared for competitive sport and must develop an identity; especially young athletes who want to improve their psychological performance. Cognitive and motivated maturity is required for young athletes to progress in competitions. Young athletes might have stronger athletic identities and be more engaged at higher levels of competition during adolescence (Coakley, 1983).

Third, in terms of social development transitions, relationships with others are an integral part of life (Hinde, 1997). Coaches, parents and peers are the primary social relationships of an athlete. Interpersonal relationships among coaches, parents and peers are known as *the athletic triangle* (Smoll & Smith, 1989) or the *primary family of sport*

(Carpenter & Scanlan, 1998). Although few studies have explored the relationship between psychosocial and developmental issues in athletes, some studies indicate that the social bonds of athletes affect both during every athletic stage as well as the way in which athletes transition to a higher stage (Wylleman & Lavallee, 2004).

Fourth, with respect to transitions in academic and vocational development, conflicts may arise for student-athletes with concurrent occupations, which force them to develop both academic and athletic performance. In most countries, education until the age of 16 or 17 years is compulsory; under these conditions, athletes will undergo two different developments simultaneously (De Knop, Wylleman, Theeboom, De Martelaer, Van Hoecke, & Van Heddegem, 1999). This can lead talented athletes to end their athletic career to pursue academic or occupational preparation, or establish a profession (Bussmann & Alfermann, 1994; Greendorfer & Blinde, 1985; Koukouris, 1991; Laubach, Brewer, Van Raalte, & Petitpas, 1996; Wylleman De Knop, Menkehorst, Theeboom, & Annerel, 1993).

Fifth, in the transition from academic to vocational development, athletes will likely terminate their academic career when they begin to secure themselves financially and personally by becoming employed. This occurs in athletes who cannot depend on an income from their sport career (Wylleman & Lavallee, 2004) and need to cover their living expenses (Bussmann & Alfermann, 1994). It is important to the development of student-athletes to transition from academic to a vocational career (Wylleman & Lavallee, 2004).

Finally, in financial and legal transitions, young athletes are typically supported by their families; adult athletes are often under financial pressure to support themselves and their families, although research on the psychosocial implications of transitions related to the economy is scarce (Wylleman & Lavallee, 2004). Legal and financial transitions concern the “amateur” or “professional” status of athletes. This legal transition might alter athletic performance (Wylleman & Lavallee, 2004).

The developmental model proposed by Wylleman and Lavallee (2004) comprises four levels: athletic, psychological, psychosocial and academic vocational (See Figure 2).

Figure 2: A developmental model on transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational level (Wylleman & Lavallee, 2004)

| AGE | 10 | 15 | 20 | 25 | 30 | 35 |
|---------------------------|------------------------------|---------------------------|------------------|-------------------|--|-------------------|
| Athletic Level | Initiation | Development | | Mastery | | Discontinuation |
| Psycho-logical Level | Childhood | Adolescence | | (Young) Adulthood | | |
| Psycho-social Level | Parents Siblings Peers | Peers Coach 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.

The first layer comprises three stages and transitions established by Bloom (1985) and a discontinuation stage determined by credible researches (Lavallee, 2000; Taylor & Ogilvie, 2001; Wylleman et al., 1993, 2000). Research on high-level, Olympian athletes (Wylleman et al., 1993), elite student-athletes (Wylleman & De Knop, 1997; Wylleman et al., 2000) and talented young athletes (Wylleman et al., 1995) determined the age groups. Athletic transitions consist of four stages: (a) Initiation, which refers to transition to organised sports at the age of six to seven years; (b) Development, which represents a transition to demanding training and competitions at the age of 12 or 13 years; (c) Mastery, which means transition to the highest level of competitive sports at the age of approximately 18 or 19 years and (d) Discontinuation, the transition out of sport between the ages of 28 and 30. The age ranges

generalise across most sports, with some exceptions; for example, female gymnasts will likely end their sport career between the ages of 15 to 19 years (Kerr & Dacyshyn, 2000).

The second layer, the psychological level of the normative stages and transitions, includes the stages of childhood (up to 12 years of age), adolescence (from 13 to 18 years) and adulthood (from 19 years; Rice, 1998). As developmental tasks, psychological readiness for competitive sports is formed during childhood while self-identity is formed during adolescence (Wylleman & Lavallee, 2004). During childhood, young athletes need to be ready for organised sporting competition, an integral developmental task of childhood (Passer, 1996). During adolescence, athletes require cognitive and a motivational maturity and a sense of their own identity to handle competition (Wylleman & Lavallee, 2004). Most adult athletes decide to retire. Approximately, 90% of German track and field athletes who competed during childhood and 61.8% who competed during adolescence ended their sport career on reaching adulthood (Bussmann & Alfermann, 1994). The identity of an athlete can play an important role in making a successful transition (Wylleman & Lavallee, 2004). Former Greek and French athletes who emphasised their athletic identity experienced their transitions as more problematic than did those who emphasised it less (Chamalidis, 1995). It is therefore important for athletes to explore the developmental task of creating their own identity, to cope with sport career transitions (Wylleman & Lavallee, 2004).

Athletes might undergo changes in social development related to their athletic involvement. This is referred to in the third layer: the psychosocial level. The four stages of this layer are based on reliable empirical evidence (Hellstedt, 1995; Würth, Saborowski, & Alfermann, 2001; Bloom, 1985; Price & Weiss, 2000; Vealey et al., 1998; Wylleman et al., 1993, 1995). It is composed of four stages: (a) parents/siblings/peers, (b) peers/coach/parents/, (c) partner/coach and (d) family (coach). Those in each stage exert the greatest influence on an athlete. Especially, research has proved that athletes consider the involvement of their

parents as a significant role during their athletic career (Wylleman & Lavallee, 2004) and that the involvement of coaches become more personal while they highlight the importance of developing athletes' techniques and skills more proficiently and demand progress from their athletes by hard training (Bloom, 1985).

The stages and transition of academic and vocational levels are included in the fourth, and final, layer. This layer represents 4 stages: primary education (at the age of 6 or 7), secondary education (at the age of 12 or 13), higher education (at the age of 18 or 19) and vocational training and professional occupation which might happen right after high school but were contained in the stage following the higher education stage. In addition, the last stage of this layer could be included in the profession sports field, so this might be consonant with the athletic mastery stage especially for high performance athletes (Wylleman & Lavallee, 2004).

Wylleman and Lavallee (2004) have developed "A Developmental Model on Transitions" faced by athletes. They organised the model comprised of four layers: Athletic Level (Initiation, Development, Mastery and Discontinuation), Psychological Level (Childhood, Adolescence and Adulthood), Psychosocial level (Parents/Siblings/Peers, Peers/Coach/Parents, Partner/Coach and Family (Coach)) and Academic/Vocational Level (Primary education, Secondary education, Higher education and Vocational training/Professional occupation). Wylleman and Lavallee (2004) also discuss "Nature and Types of Transitions Faced by Athletes (Normative transitions and Nonnormative transitions" and six different perspectives of transitions (Transitions related to Athletic Contexts, Transition in psychological Development, Transitions in Social Development, Transitions in Academic and Vocational Development, Transition from Academic to Vocational Development and Transitions at Financial and Legal Levels) to present the basis notions of the model.

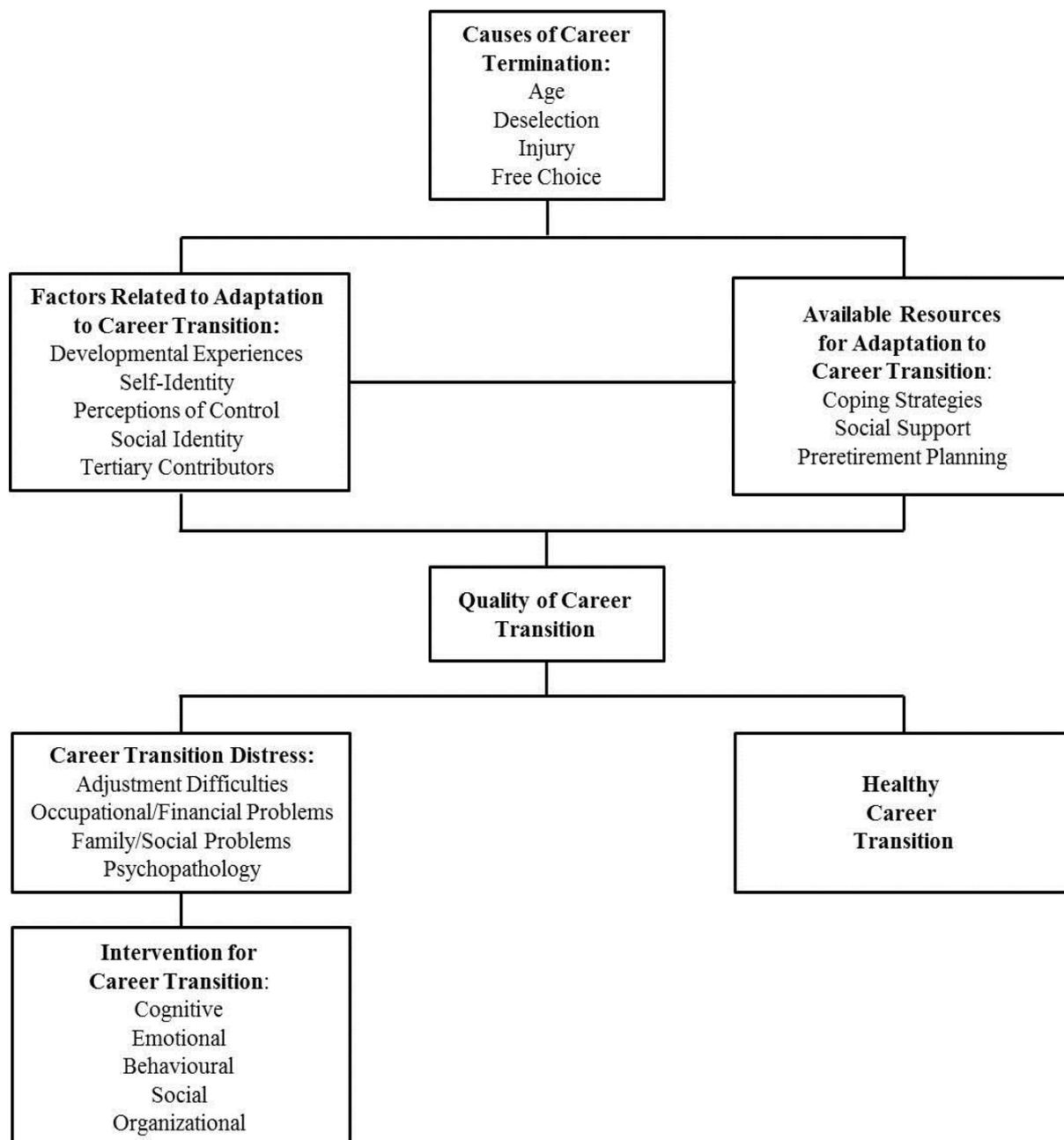
Wylleman and Lavallee's (2004) Developmental Model on Transitions plays an important role in understanding varied perspectives of athlete's transition process and can be the basis of finding a way how to specifically assist athletes in each phase of their transition when they face different types of transitions. In the beginning of this chapter, it is mentioned that the current thesis considers life-stage (Lowenthal, Thurnher, & Chiriboga, 1975) perspective as important based on the fact that Lowenthal et al. (1975) view adaptation to diverse stresses throughout life as an important key of transitions (Schlossberg, 1981), which considered as similar as the process of sporting career transitions that high performance athletes face and overcome in an individual athlete's stage of transitions in his/her sporting career. With regard to this, the current thesis considers Wylleman and Lavallee's (2004) Developmental Model on Transitions provides a specific process of transitions in sport which has affected the current thesis regarding understanding sporting transitions of high performance athletes and developing a notion how to support athletes in transitions for each stage. Wylleman and Lavallee's (2004) study is one of the key readings of the curriculum package in Study 3 (Part 1: Section 2) along with two case studies and Discussion Questions in order to give the participants an opportunity to practice resolving sport career transition issues based on A Developmental Model on Transitions.

2.3.4. Conceptual Model of Adaptation to Career Transition (Taylor, Ogilvie, & Lavallee, 2005)

Taylor et al. (2005) proposed a "conceptual model of adaptation to career transition" developed by Taylor and Ogilvie (1994), which intends to integrate the theories and empirical studies by combining perspectives of related theories, explaining previous research findings, and taking their own work with athletes into consideration; they also have presented five

stages in terms of adaptation to career transition to demonstrate the conceptual model (See Figure 3).

Figure 3: Conceptual Model of Adaptation to Career Transition (Taylor, Ogilvie, & Lavalley, 2005)



Causes of Career Termination

Taylor et al. (2005) characterise four main factors that determine career termination for athletes: age, deselection, injury and free choice.

Age

The decline in performance caused by age is a prime factor in sport career termination. Many high performance athletes end their sport career because of the decline in performance related to age (Alfermann, 1995; Allison & Meyer, 1988).

According to Taylor et al. (2005), an athlete's ability to perform at an elite level relies upon sustaining capacities at a competitive level. Performance declines with the natural deterioration in physical ability with age (Fisher & Conlee, 1979).

Aging also affects sport career termination psychologically. Athletes might be less motivated to train and perform in competitions and might be satisfied that they have achieved their athletic goals as they age (Werthner & Orlick, 1986).

Deselection

The selection process contributes to an athlete's career termination (Munroe, Albinson, & Hall, 1996). Only athletes who meet the requirement for higher competitions are selected. Only one in 10,000 student-athletes earn college scholarships and only one percent of those become professional athletes (Taylor et al., 2005). Professional sports players have, on average, a four- to five-year career (National Collegiate Athletic Association, 2003).

Injury

Injury often causes athletes to retire prematurely from sports (Allison & Meyer, 1988; Werthner & Orlick, 1986). Serious injury might also engender psychological difficulties,

including fear, anxiety, loss of self-esteem, depression and substance abuse (Ogilvie & Howe, 1982). Physical disabilities may cause various psychological and emotional problems in retired athletes, restricting them in finding new careers (Taylor et al., 2005).

Free choice

The ideal situation is when an athlete retires voluntarily, for personal, social or athletic reasons (Taylor et al., 2005), potentially deciding to pursue a different path in life (Lavallee, Grove, & Gordon, 1997).

Voluntary retirement also, however, implies various difficulties. Some athletes who decided to end their athletic career found the career transition process following retirement difficult; this might, however, be in the context of highly stressful competition or discord with a coach (Kerr & Dacyshyn, 2000).

Lavallee et al. (1997) propose nine causes of retirement, based on a study of Australian elite-amateur athletes: 1) work/study commitments, 2) lost motivation, 3) politics of sport, 4) decreased performance, 5) finance, 6) decreased enjoyment, 7) age, 8) injury and 9) deselection. The authors considered only three involuntary factors —age, injury and deselection. However, others exist. For instance, some athletes end their sport career because they are dissatisfied (politics of sport), are forced to change their priorities (work/study commitments, finance) or they become less competitive (decrease in performance) (Taylor et al., 2005).

Other Causes of Career Termination

Other factors include family reasons (Mihovilovic, 1968), conflict with coaches or the sports organisation (Werthner & Orlick, 1986) and financial issues (Lavallee et al., 1997).

Factors Related to Adaptation to Career Transition

Athletes might encounter various psychological, social, financial and occupational changes during career transition (Taylor et al., 2005). The range of those changes and how athletes view them might dictate how well athletes adapt to the career transition.

Developmental contributors

The quality of adaptation to career transition may rely upon the developmental experiences of an athlete since the inception of his athletic career. Experience influences the development of self-perceptions and interpersonal skills, which affect how an athlete adapts to career transition.

At the elite level, athletes pursue sporting excellence. As a result, they may face psychological and social dangers that limit their development. A more comprehensive approach to athletic development can be advantageous early in the life of an athlete (Pearson & Petitpas, 1990; Petitpas & Champagne, 2000). The first step in the preservation process is to convince people involved in youth sport, such as parents and coaches, that long-term individual and social development is more important than short-term athletic achievement (Ogilvie, 1987). Further, career transition will likely cause less distress if interventions are applied early in career transition (Taylor et al., 2005).

Self-identity

The manner in which athletes define their self-worth in relation to their performance and accomplishments in sports is the most salient psychological issue (Blinde & Greendorfer, 1985; Svoboda & Vanek, 1982).

Athletes with an identity limited to their sport may be ill-prepared for careers after retirement (Baillie & Danish, 1992), have limited career and educational schemes (Blann,

1985) and experience a severe loss (Werthner & Orlick, 1986). Such athletes have fewer ways of deriving meaning and satisfaction from outside sports (McPherson, 1980) and are vulnerable to the distress caused by transition (Grove, Lavalley, & Gordon, 1997).

Perceived control

Perceived control is critical to career transition (Kerr & Dacyshyn, 2000; Lavalley et al., 1997). Among the four primary causes of career transition in sport, as discussed earlier, age, deselection and injury are beyond an athlete's control (Lavalley et al., 1997). Such a lack of control might mean athletes face a frustrating, threatening situation (Blinde & Greendorfer, 1985; Brewer et al., 2000). Many Olympians and professional athletes experience a decreased sense of control over their career following retirement (Mihovilovic, 1968; Svoboda & Vanek, 1982). There is substantial evidence from clinical, social and physiological psychology that perceived control is associated with sense of self-competence (White, 1959) and self-interpretation (Kelley, 1967).

Social identity

The diversity of social identities of athletes influences how they adapt to transition in sport (Gorbett, 1985). Retirement has been conceptualised as a "loss of status" and "social identity" (Tuckman & Lorge, 1953). Many athletes consider their status as popular, although such status is fleeting (McPherson, 1980). Retired athletes might doubt their self-worth and crave public attention (Webb et al., 1998).

The ability of athletes to adopt other roles after retirement might be limited (Blinde & Greendorfer, 1985) because these athletes have only assumed particular social roles in the sports setting and tend to interact with others in the same context (Taylor et al., 2005).

Athletes with broad social identities are better able to adapt to career transition after retirement (Chamalidis, 1997; Haerle, 1975; Mihovilovic, 1968; Werthner & Orlick, 1986).

Tertiary contributors

Other factors affecting how athletes adapt to career transition include socioeconomic status (Menkehorst & Van den Berg, 1997); financial resources (McPherson, 1980; Werthner & Orlick, 1986); minority status (Blinde & Greendorfer, 1985; Hill & Lowe, 1974); gender (Coakley, 1983); health at retirement (Gorbett, 1985; Hill & Lowe, 1974); marital status (Curtis & Ennis, 1988) and demographic characteristics, such as age, competing period and level of achievement (Taylor et al., 2005).

Available Resources for Adapting to Career Transition

Several important resources for adapting to career transition include 1) coping skills (Lazarus & Folkman, 1984; Meichenbaum & Deffenbacher, 1996), 2) social support (Sarason & Sarason, 1986) and 3) preretirement planning (Parker, 1994; Pearson & Petitpas, 1990).

Coping strategies

The quality of adaptation to career transition relies upon how they react to the changes. The coping strategies of athletes may promote the process and decrease the difficulties associated with career transition (Taylor et al., 2005).

Sinclair and Orlick (1993) propose several effective coping strategies to facilitate career transition: 1) finding another focus of interest to replace sports participation, 2) keeping busy, 3) maintaining their training/exercise regimens, 4) talking with someone who listens, and 5) staying in touch with their sport and friends in their sport.

Athletes need to change their perceptions of career transition, especially in terms of self-identity, perceived control and social identity (Andersen & Williams-Rice, 1996). Other coping strategies include cognitive restructuring (Lazarus & Averill, 1972); mental imagery (Smith, 1980); self-instructional training (Meichenbaum & Deffenbacher, 1996); goal-setting (Bruning & Frew, 1987); relaxation training (Bruning & Frew, 1987; Delman & Johnson, 1976; May, House, & Kovacs, 1982); health, exercise and nutritional counselling (Bruning & Frew, 1987); assertiveness training (Lange, Jakubowski, & McGovern, 1976) and time management training (Bruning & Frew, 1987; King, Winett, & Lovett, 1986). One study demonstrated that high performance athletes typically use several coping strategies, such as acceptance, positive reinterpretation, planning, active coping and seeking social support (Grove et al., 1997).

Social support

The social networks of athletes, including their friends and acquaintances (Petitpas & Champagne, 2000), and thus their social support system (Coakley, 1983; Rosenfeld, Richman, & Hardy, 1989) are confined mainly to sport. Losing the social perspective of sport is thus often reported as difficult during the career transition process. Athletes may feel isolated, lonely and socially unsupported because of their limited social identities and lack of alternative social support systems, rendering career transition stressful (Alfermann, 1995; Blinde & Greendorfer, 1985). Athletes supported by family and friends find career transition easier than those who are not (Mihovilovic, 1968; Werthner & Orlick, 1986). Institutional support is needed for athletes during the transition process as preretirement counselling programs (Gorbett, 1985; Sinclair & Hackfort, 2000). This supports the rationale of the current study.

Preretirement planning

Preretirement planning, which will likely impact most on the quality of the career transition process (Murphy, 1995), may involve various activities, such as continuing education, occupational and investment opportunities, and social networking; as a consequence, it may influence most of the factors related to adapting to transition (Taylor et al., 2005). Preretirement planning would expand athletes' identities, for example, enhance their perception of control and their social identities. Preretirement planning is effective in making transition easier and more satisfying (Sinclair & Orlick, 1993; Perna, Ahlgren, & Zaichkowsky, 1999; Wheeler et al., 1996).

Athletes typically do not think about their retirement until it occurs (Gorely et al., 2001), causing them serious difficulties when they do end their sport career (Taylor et al., 2005). Researchers suggest several preretirement planning structures, including reading materials and workshops (Anderson & Morris, 2000), money management and long-term financial planning (Menkehorst & van den Berg, 1997).

Although incorporating preretirement planning has become part of collegiate, elite-amateur and professional organisations, few athletes use these services (Gorely et al., 2001; Sinclair & Orlick, 1993).

Quality of Career Transition

The early stages of the career transition process will influence the quality of career transition. The existence or lack of contributing factors presented in the model will affect whether athletes experience a healthy transition after retirement or distress (Taylor et al., 2005).

Evidence for distress associated with career transition for scholastic and collegiate athletes is scarce (Andersen & Williams-Rice, 1996). However, Sinclair and Orlick (1993)

show that approximately a third of elite-amateur athletes among the subjects experience serious difficulties as a result of losing the social aspect of their athletic career, occupational-educational pressures and financial issues. 70% of elite female gymnasts were distressed when they ended their athletic careers (Kerr & Dacyshyn, 2000). Other researchers also report that athletes experience substantial psychological adjustment to career transition (Lavallee, Nesti, Borkoles, Cockerill, & Edge, 2000) and that the seriousness of their difficulties depends upon alcohol, drug abuse, participating in crime and anxiety and depression following retirement (Chamalidis, 1997; Mihovilovic, 1968). Elite-amateur and professional athletes arguably experience distress because they invest their lives heavily in their athletic careers and dedicate themselves to sport (Taylor et al., 2005).

Intervention for Career Transition

There are organisational barriers to dealing appropriately with career transition crises (Sinclair & Hackfort, 2000; Thomas & Ermler, 1988) and athletes might set obstacles in their own way. A study of former elite-amateur athletes revealed that they do not consider personal counselling helpful to coping with career transition (Sinclair & Orlick, 1993).

Career transition is a complex interaction of stressors (Taylor et al., 2005), which generates certain types of distress when athletes are confronted with retirement, whether stressors are financial, social, psychological or physical. This distress has cognitive, emotional, behavioural and social components. Sports psychologists are thus arguable necessary at each stage of the intervention process (Taylor et al., 2005).

Critical to career transition is helping athletes maintain their sense of self-worth when developing their new identities, which involves adapting their views of themselves and their world in relation to their new roles (Taylor et al., 2005).

Sports psychologists can assist athletes in recovering from the emotional distress they experience during career transition (Grove, Lavalley, Gordon, & Harvey, 1998), giving them the opportunity to express doubt, concern or frustration (Gorbett, 1985).

Sports psychologists might help retiring athletes cope with the stress of the career transition process using cognitive restructuring (Garfield & Bergin, 1978), stress management (Meichenbaum & Jaremko, 1983), emotional expression (Yalom, 1980) and Shapiro and Solomon's (1995) eye movement desensitization and reprocessing (EMDR). The career transition process facilitates the athletic skills of athletes (Meichenbaum & Jaremko, 1983).

The model of coping with loss proposed by Horowitz (1986) was adapted to retirement from sport by Grove et al. (1998). The new model emphasises "a working-through process" to construct a narrative about the career ending experience, termed *account-making*. This helps athletes comprehend their career transition, allowing them to accept their retirement and inspiring them to develop new identities (Taylor et al., 2005). Previous research demonstrates that *account-making* was associated with whether athletes cope successfully with their retirement (Lavalley et al., 1997).

Sports psychologists can also assist athletes with the social aspect of career transition. This aims to help athletes to broaden their social identities and roles (Brewer, Van Raalte, & Petitpas, 2000), and expand their social networks to include individuals and groups outside sport. Wolff and Lester (1989) proposed a three-stage therapeutic process consisting in listening/confrontation, cognitive therapy and vocational guidance to help athletes cope with losing their self-identity and develop a new identity.

Sinclair and Orlick (1993) also support organisational intervention and recommend that sports organisations encourage career transition by maintaining financial aid in the short-term after retirement, maintaining contact with retired athletes and establishing a resource centre for athletes in the transition process. Sport organisations should provide opportunities

for athletes to remain involved in their sporting network and educate them as to how to apply their mental skills training to a new career (Sinclair & Hackfort, 2000).

Taylor et al. (2005) proposed a “conceptual model of adaptation to career transition” while suggesting five stages of adaptation to career transition to provide a better understanding of the conceptual model. The five stages are comprised of 1) cause of career termination (age, deselection, injury, free choice and other causes), 2) factors related to adaptation to career transition (developmental contributors, self-identity, perceived control, social identity and tertiary contributors), 3) available resources for adapting to career transition (coping strategies, social support and preretirement planning), 4) quality of career transition and 5) intervention for career transition.

The conceptual model of adapting to career transition is considered a useful, practical framework for understanding the career transition process with various perspectives and exploring how sport psychologists and related professionals can effectively assist athletes in working through the transition. Intervention at the organisational level is especially relevant to the current thesis. Lavallee, Park, and Taylor (2014) have modified the Conceptual Model of Adaptation to Career Transition originally proposed by Taylor et al. (2005). In Study 1, the model conceptualised by Lavallee et al. (2014) is used as a theoretical framework. It is hoped that the current thesis will contribute to this conceptual model.

2.4 Organisational Career Transition

2.4.1. Sample of perceptions of potential users of the Australian Athlete Career and Education Programme

Gorely, Lavallee, Bruce, Teale, and Lavallee (2001) evaluated the Australian Athlete Career and Education (ACE) Programme in terms of its content, quality, access and implementation. They present levels of use of, general satisfaction with and the suggestions of athletes for the future for this programme, using both qualitative and quantitative methods.

The Lifeskills for Elite Athletes Programme was initiated in Australia in 1989 and has merged into the Athlete Career and Education (ACE) programme in order to offer Australia's high performance athletes a national level of continuous career and education service (Australian Institute of Sport, 1995). In order to assist athletes, Australia, South Africa and the United States have developed the Olympic Job Opportunities Programme (1996), but there is little research on the quality of those programmes (Wylleman, Lavallee, & Aflermann, 1999). Gorely et al. (2001) assessed the content, quality, access and implementation of ACE by determining levels of use of the programme, identifying the perceived needs of athletes and determining overall satisfaction with the programme.

The Australian ACE Programme service consists of career planning, educational guidance, business referrals and a career transition programme. It also includes over 30 professional development workshops to help athletes meet their educational and career pursuits.

Gorely et al. (2001) used a two-phase iterative research design. They interviewed six focus groups with key sub-groups of athletes and one focus group with coaches and administrators in the first phase, and a survey instrument based on the results from the first phase in the second phase.

Levels of Use

Findings indicate that athletes use the career guidance/planning service mostly to help with school or university, professional development workshops for nutrition/cooking, time management, goal setting, and finding/establishing a job. Athletes use the career transition service least (less than one percent uses this service). Gorely et al. (2001) hypothesise that this is because athletes do not perceive career transition as necessary until they reach the point of retirement. Athletes need to be educated about the necessity of long-term career transition planning (Lavalley, Gordon, & Grove, 1997).

Athletes who use ACE services report that they use the services because “they may help my life outside sport”, “they may help my sporting career”, “a coach or administrator suggested it” (Gorely et al., 2001). Reasonable programme systems, such as low prices and the availability of ACE representatives, affected their service use. Some reported that they used the ACE programme for performance-related reasons, indicating the need for further research on this topic.

The primary reasons for not using the ACE programme were 1) lack of perceived need (“other priorities”, “using alternative resources” or “simply having no need for the ACE programme), 2) personal factors (“nothing”, “not getting around to it” and “laziness”) and 3) issues with aspects of the programme (lack of awareness of the services offered and unsuitable venues or timing of services). Personal factors might imply athletes were unmotivated to use the programme.

Gorely et al. (2001) propose how these barriers to using the programme can be overcome. First, issues with aspects of the programme can be resolved by making services available at various times, ensuring convenient locations and increasing awareness of the programme among athletes (Petitpas & Champagne, 2000). Second, lack of perceived need can be solved by targeting particular groups for current services, ensuring that athletes are

informed about the advantages of the programme and adding services to satisfy the particular needs of various athlete groups. Personal factors can be addressed using the strategies above. It can be a challenge for programmes such as the ACE to increase the personal motivation of athletes. This depends upon establishing an environment with coaches and parents that encourages socially- and personally-balanced development (Petitpas, Champagne, Chartrand, Danish, & Murphy, 1997; Taylor & Ogilvie, 1998).

Satisfaction with the Programme

Athletes were satisfied overall with the practical services and courses of the programme, specifically with goal setting and public speaking. They perceived the information as realistic and suitable, the courses as individualised and implemented at the proper level and the courses as led by a good instructor. The satisfaction of athletes with individual career guidance was also enhanced by the development of applied skills, the identification of options rather than dictating paths and the provision of support for work-related issues.

A number of factors caused dissatisfaction with the service: 1) slow responses, 2) being sent to interviews unrelated to desired careers, 3) obtaining jobs of no value for the future, 4) jobs unsuited to the required time commitments, 5) unasked-for contact from employers that jeopardised current positions, 6) not preparing athletes for referrals, 7) not caring about what the athlete did and 8) forcing athletes into jobs they did not want. Athletes reported several problems associated with dissatisfaction with the issues as a perceived lack of proactivity or follow-up activities from the ACE programme and did not believe they were adequately informed in terms of what ACE could offer them.

Developing a sense of responsibility in and offering assistance to athletes during both phases of the assessment, levels of usage and satisfaction with the programme must be balanced (Gorely et al., 2001).

Athletes' suggestions for the future

Athletes suggest several possible solutions: 1) founding regional stations that enable athletes outside big cities to take courses, 2) employing a broad range of delivery forms, 3) ensuring the credibility of advisors, 4) empathising with the individual needs and aspirations of athletes, 5) maintaining personal contact with athletes, 6) offering progressive courses and 7) maintaining a balance between allowing all athletes able to access the programme and not forcing them to employ the services (Gorely et al., 2001).

According to the findings, the present ACE Programme has a concrete foundation of use and satisfaction. Several important points are common to these types of programmes. First, career and education programmes would take advantage of clarifying the differences between helping and facilitating, and of confirming that athletes comprehend the distinction. Second, the programme would benefit from targeting and encouraging the programme courses to specific groups by providing different services in different ways. Alternative ways to access the programme should be offered: the current service provided by the ACE Programme is centralised, rendering the services inaccessible to athletes outside large cities (Gorely et al., 2001).

Gorely et al. (2001) examined the ACE Programme in terms of levels of use and satisfaction with the programme, but not its efficacy in terms of behavioural change. They demonstrated the aspects upon which sport organisational programmes such as the ACE should focus and how they can improve their current programmes. The current thesis would explore the extent to which such organisational programmes have improved in recent years.

The ACE programme, especially, is still offered to high performance athletes in Australia. Here, a comprehensive review of such organisational intervention programmes worldwide, including the ACE programme in Australia, is provided.

2.4.2. Investigation of potential users of career transition services in the United Kingdom

North and Lavalley (2004) investigated the age at which high performance athletes plan their retirement in the United Kingdom (UK), the short-term strategies of athletes for balancing their athletic career with other activities and their long-term plans for activities after retirement.

The ACE Programme was established to offer career transition services to high performance athletes in Australia (Anderson & Morris, 2000). The UK Sports Institute established its own form of the ACE Programme in 1999, the ACE UK Programme, to guide elite UK athletes in their careers, education and personal development. The programme is based upon the observation that athletes with a balanced lifestyle tend to achieve their athletic goals, cope better with injury and retirement and are more self-confident about their future following retirement (UK Sport, 1999).

ACE UK service delivery starts with an Individual Athlete Assessment used to demonstrate its educational, career and personal development value, based on the situation and needs of individual athletes: 1) Personal Development Course, 2) Education Guidance, 3) Career Planning, 4) Career Transition Support and 5) Olympic and Paralympic Employment Network (OPEN).

To evaluate how career transition programmes could be more effective, Gorely et al. (2001) examined potential users of the Australian ACE programme. Their findings indicate that the use of career transition services was less than 1% among subjects and that the reason

for this was that athletes placed a low value on career transition issues when questioned about their present perceived needs.

North and Lavalley (2004) further evaluated how career transition programmes could be more effective by examining potential users of the ACE UK programme among current high performance athletes. As described, the short- and long-term plans of elite UK athletes were explored by distributing an introductory letter, self-administered postal questionnaire and pre-paid return envelope to all 988 athletes enrolled in the ACE UK programme.

Planning retirement age

Athletes retired from sport at the age of approximately 34 years (North & Lavalley, 2004). The average retirement age varied considerably among sports. Female athletes retired considerably earlier than did male athletes. Based on these results, athletes may plan their current and post-athletic careers at approximately five-year periods and approximately 5 to 7% of high performance athletes in the UK annually consider retiring from competitive sport (North & Lavalley, 2004).

Short-term plans

North and Lavalley (2004) analysed athletes' plans for the 12 months immediately following the study, and revealed the most crucial issue to be increasing the amount of time they spend on training and competing. Short-term plans varied according to four age groups: under 21 years, 21 to 24 years, 25 to 29 years, and 30 years and over. There were considerable differences among age groups in plans to increase sport training, enter education and find a job. Younger athletes especially responded that they would increase the amount of time they spent on training and that they would enter education, while older athletes reported that they would seek a job.

The length of time before athletes plan to retire from sport (during the next 1 to 2 years, 3 to 5 years and 6 years or more) affected their plans over the next 12 months. Athletes who planned to retire during the next year or two increased the amount of time they spent training and more tended to find a job. Moreover, athletes who did not plan to retire from sport for six years or more increased the amount of time they spent training and entered education; less sought a job.

Long-term plans

53% of participants had a plan; 47% did not. 79% who planned to retire during the next year or two had plans while 23% who did not plan to retire for six years or more had plans. 21% of athletes who planned to retire in the next year or two did not have plans following retirement. Among athletes who planned to retire in the next year or two and had plans, developing a career was foremost in their minds.

Younger athletes believe they have time to plan their future before retirement (North & Lavalley, 2004; Gorely et al., 2001). Type of sport, gender and whether an athlete is able-bodied or disabled might affect age at retirement (North & Lavalley, 2004).

The age at which athletes intend to retire provides applied sport psychologists who work with athletes in career transition with useful information. Work becomes increasingly important to athletes as they progress through their athletic careers. Although most athletes were satisfied with their balance between athletic and non-athletic activities related to educational and career development, the more demanding the athletic performance circumstances, the more young athletes are affected by the environment and pursue sport only. Career transition programmes for athletes who consider their long-term career plans following retirement, are thus required.

Career transition programmes should vary according to the age at which an athlete plans to retire, and should include both short- and long-term plans (North & Lavalley, 2004). This is consistent with Gorely et al. (2001), who suggested developing programmes for specific groups. The existing findings provide an impetus for the current thesis, to explore which aspects of sport organisational programmes should be developed and enhanced and which factors have a significant impact on the implementation of such sport organisational programmes. In this thesis, organisational intervention programmes worldwide are reviewed. This will illustrate how the ACE UK has been changed and what UK sporting organisation support services currently offer high performance athletes.

2.4.3. Development athletes' career transition support programme: A case study

Park, Lavalley, and Tod (2012) explored an athlete career transition assistance programme developed by the Irish Institute of Sport (IIS) and focusing on psychological intervention strategies. The individual quality of sport career transition process and its intimate relation with life skills, identity issues and pre-transition planning has been established (Taylor & Ogilvie, 1994), as has the responsibility of national governing bodies (NGB) in assisting athletes in the career transition process (Fleuriel & Vincent, 2009). Investigating how such a programme was developed would better elucidate the attitudes of organisational staff towards assisting athletes with their career transition (Park et al., 2012). A case study was conducted on “the athlete retirement programme development of the IIS”.

The IIS was founded in 2006. Its aim is to support athletes and enhance their performance, develop successful relationships between athletes and NGB and deliver diverse NGB services. It has also offered a lifestyle programme focusing on education, career development and life skills coaching to assist athletes in enhancing their performance since

2008. In 2009, the IIS decided to establish an athlete retirement programme so that it invited 15 internal and external consultative programme development group members.

Table 2 presents the IIS interventions offered to athletes over their careers and indicates that participants perceived the need for psychological assistance to support the career transition process of athletes. As a result, the IIS established a three-stage action plan to aid the career transition of athletes linked to current programmes: pre-, immediate and post-retirement support (Park et al., 2012).

Table 2: Process and outcome matrix – Proactive and reactive support

| | Pre-retirement Support | Immediate retirement support | Post-retirement support |
|---------------------------|--|--|---|
| Development interventions | <ul style="list-style-type: none"> ·Athletes' overall life skills development ·Focusing on performance agenda ·Long-term career and financial planning ·Time management Monitoring athletes' motivation ·Considering individual differences ·Providing higher education opportunities ·Balance of life between athletic and non-athletic activities ·Developing athletes' multiple identities ·Developing athletes' social skills ·Identifying potential risk of post-sport life adjustment | <ul style="list-style-type: none"> ·Keeping positive self-image (self-esteem/self-worth) without their sport ·Building readiness for retirement ·Career coaching consultations ·Providing non-athletic career opportunities ·Post-sport career plans ·CV writing ·Interview skills ·Developing transferable skills ·Time management ·Keeping athletes' sense of control in retirement decision-making ·Analysing psychological and emotional status ·Counselling sessions with psychologists ·Using athletes' social support networks ·Mentoring | <ul style="list-style-type: none"> ·Analysing psychological and emotional status ·Counselling sessions with psychologists ·Providing opportunities for giving back ·A career in sport-showcase career options in sport ·CV writing Interview skills ·Career plans ·Using athletes' social support networks ·Athlete award ceremony |
| Potential outcomes | <ul style="list-style-type: none"> ·Sense of being supported ·Sense of competence ·Reducing concerns and worries of their future | <ul style="list-style-type: none"> ·Sense of positive self-image ·Sense of being supported ·Feeling of control over retirement ·Reducing concerns and worries of their future ·Sense of goals and directions for their post-sport lives | <ul style="list-style-type: none"> ·Sense of being supported ·Sense of competence ·Feeling of self-worth (through giving back activities) ·Sense of goals and directions for their future |

Pre-retirement programme

The pre-retirement programme was designed for active athletes, aged over 25 years. Interventions at this stage emphasised the general development of athletes, including life skills development (long-term career planning), education support (employment potential), employment support (opportunities to access flexible employment) and athlete passport review (potential risks of post-sport life adjustment). The purpose of the intervention was to develop the overall life skills of athletes, increase their competence by engaging them in activities outside athletics and identifying an individual's potential risks in adjustment following retirement.

The IIS attempted to approach athletes in the first stage of the intervention by analysing their psychological status, monitoring and encouraging the involvement of athletes in the programme by means of one-on-one sessions in order to increase the self-esteem of athletes by identifying a positive self-image and their abilities. A programme development manager observed that IIS strategies should assist athletes develop their multiple identities as balanced individuals rather than only developing their athletic identities.

Another purpose of the pre-retirement programme was to demonstrate the potential risks athletes face adapting to life following retirement and anticipating links with the next stage, the immediate retirement programme (Park et al., 2012).

Immediate retirement programme

Intervention during this stage consists in: 1) career exit support (post-sport career plans), 2) group workshops with athletes with comparable concerns and 3) counselling sessions emphasising emotional and psychological responses to the career transition process. The purpose of this programme is to establish how ready athletes are to retire, and involves

vocational and psychological readiness to help athletes maintain their positive self-image without sports by having external interests.

Part of the intervention emphasises vocational support; vocational concerns are one of the primary sources of distress following retirement (Lotysz & Short, 2004). Vocational support is offered as follows: 1) career exit consultations (e.g. assessing athletes' immediate needs), 2) career exit interviews (debriefing sessions between athletes and the IIS) and 3) career coaching consultations (e.g. identifying the career goals of athletes) (Park et al., 2012).

Support from the IIS and the social network of athletes are important intervention resources (Park et al., 2012). Service providers attempted to analyse and employ the social support networks of athletes. According to participants, potential positive psychological results arise, including a positive self-image, being supported and a feeling of control over the retirement decision-making.

Post-retirement programme

The purpose of this intervention is to assist already-retired athletes. The programme, called “the athlete reward programme”, focuses on post-athletic life. This intervention added other activities created for retired athletes, such as a mentorship training programme and an athlete award ceremony, to the immediate support programme.

In order to inspire retired athletes to become involved in “giving back their skills” to the next generation of Irish athletes, the IIS offered mentoring skills development opportunities. The IIS considered holding the awards ceremony for retired athletes, to honour their contributions. Park et al. (2012) illustrated the advantages of such ceremonies in the pilot programme; they help retired athletes gain closure following retirement and move on to the next stage of their lives.

The IIS programme emphasised proactive and reactive support in the development of the interventions (Park et al., 2012). IIS staff tailored interventions to athletes in different stages and used the idea of “generativity” proposed by Erikson (1950) to offer an opportunity to retired athletes to give back to sport. Generativity in post-athletic life is associated with feelings of self-worth and involvement in productive activities (Lavalley, Park, & Tod, 2010). Although giving back can benefit both athletes and the IIS, programme providers and athletes should consider whether athletes are prepared for handling their new coaching or mentoring task (Park et al., 2012).

The Zeigarnik’s (1927) effect refers to the phenomenon whereby people are likely to recall uncompleted tasks (Park et al., 2012). If an individual has high desires for a task, his uncompleted task recall rate was much higher than that of those with relatively lower desires. Harvey, Orbuch and Weber (1990) suggest that this effect is closely associated with an individual’s pursuit of mental closure on a particular event. According to Harvey et al. (1990), account-making (story-telling) processes might provide closure on uncompleted events and tasks, consistent with Grove et al. (1998).

Although there may be gaps and links between the needs and ambitions of athletes and organisational programmes, which can be furthered in future research, their study has shown the potential benefits of career transition programmes at the organisational level by investigating the programme developed by IIS (Park et al., 2012). This supports the rationale for the current thesis, that there is a need for further research on organisational programmes that support sport career transition and address the discrepancies between what athletes need and what organisational programmes provide.

2.5 Assessment of Sport Career Transition Literature

Park, Lavalley and Tod (2013) conducted a systematic review of sport career transition studies in order to identify current knowledge of the study area, future research directions, and practical implications for practitioners and sport organisations. This study greatly contributed to assessing the major findings and trends across the sport career transition in this thesis. Since the present thesis focuses on organisational interventions for both high performance athletes and sport career transition practitioners, the practical implications for practitioners and sport organisations in Park et al.'s (2013) study significantly affect the quality of the studies in the present thesis and help identify the gaps in the literature.

2.5.1. The Major Findings and Trends

First of all, Park et al. (2013)'s study demonstrates research trends in sport career transition by reviewing existing studies (a total of 126 studies) from the early stages up to 2010. As Wylleman et al. (2004) highlighted, in the early stages of investigation in the area, researchers focused on causes and consequences of athletes' retirement and then moved on to identify predictors for the quality of athletes' career transitions (Park et al., 2013). This significant change of the research trend affects the chosen theoretical framework for the present thesis, The Modified Conceptual Model of Adaptation to Career Transition (Lavalley, Park, & Taylor, 2014). Park et al. (2013) identified 19 variables related to the quality of athletes' career transitions, and the correlates were categorised into two themes as presented in The Modified Conceptual Model of Adaptation to Career Transition: Factors related to career transition (athletic identity, demographical issues, voluntariness of retirement decision, injuries/health problems, career/personal development, sport career achievement, educational status, financial status, self-perception, control of life, disengagement/drop-out, time passed

after retirement, relationship with coach, life changes, and balance of life) and available resources during the career transition (coping strategies, pre-retirement planning, psychosocial support, and support programme involvement). Therefore, the theoretical framework chosen for the current thesis is supported by a number of research areas in sport career transitions according to their systematic review.

Secondly, the findings from Park et al. (2013)'s study in terms of balancing of life while competing and athlete's support programmes were key to Study 1 in the current thesis. There were three studies that examined the effectiveness of athletes' support programme involvement (Lavalley, 2005; Selden, 1997; Stankovich, 1998) and another three studies that reported positive correlations between the balance of sporting and non-sporting lives prior to retirement and the quality of career transition (Harrison & Lawrence, 2003; Harrison & Lawrence, 2004; Kerr & Dacyshyn, 2000) identified in Park et al. (2013)'s systematic review. Although six studies are not the majority of the studies that Park et al. (2013) investigated, the studies give insight into the current thesis regarding the importance of further research in sport career transition support services.

Finally, Park et al. (2013) identify that researchers have used qualitative (55), quantitative (56), or a combination of both (15) methods to examine athletes' career transition experiences. Since various types of research designs provide different methodological advantages and limitations, Park et al. (2013) recommend future researchers build upon this research by employing diverse methods, including focus groups, case studies, and action research methods. Their implications for research methods greatly inspired the present thesis and various methods including Park et al. (2013)'s recommendations were applied to the three studies in the current thesis.

2.5.2. The Quality of the Studies conducted and their limitations

Park et al. (2013) demonstrated that the research area of sport career transition has been growing and researchers have used both qualitative and quantitative methods, and the number of studies that employed longitudinal designs has increased since 1990. Lavalley et al. (2000) reported 80 independent sample studies in their review, and the present review found 126 studies documenting the study area has grown significantly over the past 10 years (Park et al., 2013). The findings from Park et al. (2013)'s study also demonstrated that a diversification of the methodologies and a broadening of sample populations were employed in the study area. However, there is a significant gap in the sport career transition literature that Park et al. (2013) indicated which is crucial to Study 1 and 2 in the present thesis.

First of all, as Stambulova, Alfermann, Statler, and Côté (2009) noted, athletes' career transition studies have been conducted mainly in European countries, North America, and Australia. Findings from Park et al.'s (2013) review confirmed this trend: The majority of studies were conducted in Western countries (60 in North America, 45 in Europe, and 10 in Australia). Three studies had been conducted in Asia and South America, and two studies had been done in the Middle East. These findings greatly affect the design of Study 1, which investigated 19 countries worldwide. In this respect, *Athletes' Careers Across Cultures* (Stambulova & Ryba, 2013) provided an overview of athletic careers, the assistance available for high performance athletes and research in this area in 18 countries worldwide. The differences between the book and the current thesis are: 1) the present thesis focuses on sport career transition organisational intervention programmes and 2) each chapter of the book was written by the researchers in this area for each country, while in the current thesis, data was collected from the websites of each sporting organisation and the practitioners who deliver the programmes to high performance athletes. The book is also a reference for the data collected for Study 1.

Secondly, researchers (Albion, 2007; Lavalley, 2005; Petitpas, Danish, McKelvain, & Murphy, 1992; Lally, 2007; Stephan et al, 2003a) mention the role of practitioners regarding raising awareness of the need of sport career transition intervention programmes and suggestions for practitioners regarding delivering such support programmes in Park et al. (2013)'s review. However, no research has been conducted to the data of Park et al. (2013)'s study in the perspective of training and development of sport career transition practitioners. These findings were a major inspiration for Studies 1 and 2 investigating a training and development programme and developing a psycho-educational curriculum for sport career transition practitioners.

2.6 Statement of the Problem

Various studies on sport career transition have been presented in this chapter. The results of demonstrate the import of conceptual models for better understanding the transition process in sports and the necessity of systematic psychological assistance for helping athletes in the crisis of transition. Previous studies show the need for a better understanding of organisational support systems in order to inform interventions for athletes in transition.

Although numerous studies have been conducted on the career transition experience of high performance athletes, few have considered career transition support programmes run by governmental organisations. Anderson and Morris (2000) reviewed career transition programmes in countries that progressed in the mid-1990s, including Australia, Canada, the UK and the United States (US). Since the publication of this review, considerable developments have been made worldwide. Therefore, there is a need systematically to review the content of sport career transition organisational intervention programmes worldwide. The research fails to elucidate how practitioners working with athletes in these programmes are trained. Such research could help identify best practice worldwide.

Chapter Three

Research Questions

Although research on career transitions in sport has increased gradually, studies on career transition organisational interventions remain scarce.

According to Anderson and Morris (2000), few high performance athletes are sufficiently prepared to retire from high performance sport; they lack the resources to succeed in career transition and thus risk a traumatic transition. Sporting organisations are responsible for ensuring that athletes are encouraged to develop a balanced life and identity during their sports careers; Career transition programmes allow such organisations to establish an appropriate environment for high performance athletes (Anderson & Morris, 2000). Anderson (1993, as cited in Anderson & Morris, 2000) studied some of the most well recognised international sporting centres that offered career transition programmes form at the time in Australia, Canada, the UK and US. She studied these programmes via a “research tour” (she visited the four countries and interviewed selected researchers and practitioners involved in career transition programmes) owing to the limited information available publically at the time. Since her seminal study, governing bodies and sport institutes worldwide have developed sport career transition programmes to help individuals develop a professional career outside sport, as well as to achieve their sport-related goals (Lavallee et al., 2014).

In 2001, Lavallee et al. reviewed career transition organisational intervention programmes in seven countries, including Australia (Athlete Career and Education Programme, Olympic Job Opportunities Programme), Belgium (Study and Talent Education Programme), Canada (Olympic Athlete Career Centre), the Netherlands (The retiring Athlete), South Africa (Olympic Job Opportunities Programme), the UK (Athlete Career and Education Programme and Olympic Job Opportunities Programme) and the US (Career Assistance Programme for Athletes, Making the Jump Programme (Advisory Resource Centre for Athletes), Women's Sports Foundation Athlete Service, Career Transition Programme, CHAMPS/Life Skills, and Making the Jump programme (Springfield College).

Research on sport career transition programmes also started around this time. Park et al. (2013) systematically reviewed the eight studies to date on sport career transition programmes (Albion, 2007; Redmond et al., 2007; Gilmore, 2008; Goddard, 2004; Selden, 1997; Stankovich, 1998; Torregrosa, Mateos, Sanchez, & Cruz, 2007; Lavalley, 2005). These studies reveal positive associations between support programme involvement and the life skills development and career transition quality of athletes. The organisational context of career development programmes should be considered in order to assist athletes in transition (Lavalley, Gorley, Lavalley, & Wylleman, 2001). Research on sport career transition has been conducted mostly in European countries, North America and Australia (Stambulova, Alfermann, Statler, & Côté, 2009); the findings are consistent with Park et al. (2012). Sport career transition is generally confined to Western nations; data from various socio-cultural groups is required to determine how the environmental or sporting context affects the career transitions of athletes (Park et al., 2012; Stambulova & Alfermann, 2009; Stambulova et al., 2009).

The growth of sport career transition programmes for athletes has, to some extent, coincided with the growth in size and popularity of high-level competitive sports (Lavalley et al., 2001). However, research on whether sporting organisations train practitioners who support high performance athletes by delivering sport career transition intervention programmes in sporting organisations, is lacking. Practitioners are encouraged to teach retiring and retired athletes life skills that may directly help them achieve success outside the sporting domain (Petitpas & Schwartz, 1989). As demonstrated by the theoretical model, organisational intervention significantly affects quality of adaptation to athletic retirement. However, it has not been clearly identified who delivers support services to retiring and retired athletes and how practitioners are trained and developed.

Based on the intensive literature review in sport career transition, the following research questions were defined for Study 1 in order to provide a focused review of Sport Career Transition Organisational Intervention Programmes and Training and Development Programmes for Sport Career Transition Practitioners worldwide: 1) At the governmental level, which organisation is responsible for the delivery of sport career transition organisational intervention programmes? 2) What is the overall strategy of the sport career transition organisational intervention programme? 3) Which activities and events are included in the sport career transition organisational intervention programme? 4) Who is responsible for the delivery of the sport career transition organisational intervention programme? and 5) Do sporting organisations have training and development programmes for sport career transition practitioners? These research questions were examined using cross-country analysis in the theoretical framework of Conceptual Model of Adaptation to Career Transition proposed by Lavalley, Park, and Taylor (2014). Study 1 focuses on sport career transition organisational intervention programmes within Conceptual Model of Adaptation to Career Transition.

The literature review and findings from Study 1 indicate the need for training and development programmes for sport career transition practitioners. A new psycho-educational curriculum for sport career transition practitioners was developed, evaluated and tested in Studies 2 and 3.

In Study 2, the research question is, “What content should be included in a psycho-educational curriculum for sport career transition practitioners?” The results of the previous study, the literature review and competencies in the practice of a psycho-educational curriculum were coalesced here. A focus group was implemented to investigate and identify the key competencies of sport career transition practitioners. A Delphi study was conducted to

evaluate the psycho-educational curriculum developed in Study 2, to be reviewed by experts in this area.

In Study 3, the research question is, “How effective is the psycho-educational curriculum developed and evaluated in Study 2 in developing sport career transition practitioner competencies?”

Chapter Four

Study 1

An International Analysis of Sport Career Transition Organisational Intervention Programmes for High Performance Athletes and Training and Development Programmes for Sport Career Transition Practitioners

4.1 Introduction

In this chapter, Sports Career Transition Organisational Interventions¹ offered by government sporting organisations and training and development programmes for sport career transition practitioners worldwide are investigated. For the purposes of this study, practitioners are defined as people who deliver planned programmes to assist athletes in preparing for their career after sport, and include career advisors, service providers, career coaches, career counsellors, career transition advisors, dual career coordinators, project managers, support providers, life skill coaches and athlete life advisors. The aim of the study is to examine the following five features of career transition organisational intervention: 1) At the government level, which organisation is responsible for the delivery of sport career transition organisational intervention programmes? 2) What is the overall strategy of the sport career transition organisational intervention programme? 3) What are the activities and events of the sport career transition organisational intervention programme? 4) Who is responsible for the delivery of the sport career transition organisational intervention programme? and 5) Do sporting organisations have training and development programmes for sport career transition practitioners who deliver these programmes to high performance athletes? These

¹ Sports Career Transition Organisational Interventions are defined as planned programmes offered by a sporting organisation specifically designed to assist athletes in preparing for their career after sport (Lavalley et al., 2014).

research questions are examined in the theoretical framework of the Conceptual Model of Adaptation to Career Transition proposed by Lavallee, Park, and Taylor (2014, See Figure 3).

Research on career transitions in sport has gradually increased; studies on career transition organisational interventions, however, remain scarce. Many high performance athletes are ill-prepared to retire from high performance sport, lack the resources to succeed in career transition and are thus at risk of a traumatic transition (Anderson & Morris, 2000). Sporting organisations are responsible for ensuring that athletes develop a balanced life and identity during their sporting careers, and career transition programmes are the vehicle to do so, by establishing an appropriate environment for high performance athletes. Providing psychological support to athletes in transition is not under-researched but is also highly descriptive in nature: analyses have consisted mainly in profiling the extent to which athletes have used career transition services as well as the components they found most and least helpful (Lavallee, 2005; Gorely et al., 2001; North & Lavallee, 2004).

Although the number of studies on athlete lifestyle programmes (Anderson, 1993) and career development programmes (Lavallee et al., 2001) is small, there are even fewer on sport career transition programmes worldwide and none on the features of career transition organisational interventions (Lavallee et al., 2014).

Based on the findings of Anderson (1993), Anderson and Morris (2000) reviewed the results of sport career transition programmes in Australia, Canada, the UK and the US, and reported that, although published research on athletic career transition and athlete education programmes began to emerge in the early 1990s, such programmes were inadequately elaborated.

Since Anderson's (1993) seminal study, numerous sport career transition programmes have been developed by governing bodies and sport institutes worldwide to assist individuals in developing a professional career outside sport, as well as in achieving their sport-related

goals (Lavalley et al., 2014). Lavalley et al. (2001) reviewed sport career transition organisational intervention programmes in seven countries, including Australia (Athlete Career and Education Programme, Olympic Job Opportunities Programme), Belgium (Study and Talent Education Programme), Canada (Olympic Athlete Career Centre), Netherlands (The retiring Athlete), South Africa (Olympic Job Opportunities Programme), UK (Athlete Career and Education Programme and Olympic Job Opportunities Programme), and US (Career Assistance Programme for Athletes, Making the Jump Programme (Advisory Resource Centre for Athletes), Women's Sports Foundation Athlete Service, Career Transition Programme, CHAMPS/Life Skills, and Making the Jump programme (Springfield College)).

In Park, Lavalley, and Tod's (2013) systematic review, eight studies had been conducted to date specifically on sport career transition programmes (Albion, 2007; Redmond et al., 2007; Gilmore, 2008; Goddard, 2004; Selden, 1997; Stankovich, 1998; Torregrosa, Mateos, Sanchez, & Cruz, 2007; Lavalley, 2005). These studies reveal positive associations between the involvement of athletes in support programmes and their life skills and quality of career transition.

The organisational context of career development programmes is critical to assisting athletes in transition (Lavalley et al., 2001). Career transition in high performance athletes has mostly been researched in European countries, North America and Australia (Stambulova et al., 2009; Park et al., 2012). Career transition in sport research has been studied mainly in Western nations; data from various socio-cultural groups is required to identify the influence of the environmental or sporting context on the career transitions of athletes (Park et al., 2012; Stambulova & Alfermann, 2009; Stambulova et al., 2009).

The European Commission has recently developed a "Dual Careers" strategy to ensure that young sportspeople receive an education and/or professional training alongside their

sports training, with the aim of helping European athletes perform well and compete internationally, while reducing the number of school, university and sports dropouts. The quality of sports training centres and their staff should be high enough to safeguard the moral and educational development of athletes, and their professional interests (European Union Expert Group on Education and Training in Sport, 2012). Although the European Commission encourages the Member States to deliver Dual Careers to high performance athletes by developing EU Guidelines on the Dual Careers of Athletes, training programmes for Dual Careers practitioners or guidelines for training the practitioners have not been developed.

Existing studies on support programmes for high performance athletes do not clearly identify who delivers support services to high performance athletes. No research has been conducted to date that examines if and how sporting organisations train practitioners who support high performance athletes by delivering sport career transition intervention programmes in sporting organisations.

4.2 Method

The current study focuses on career transition organisational intervention programmes for high performance athletes and training and development programmes for sport career transition practitioners in different countries. Country-specific cross-country analyses were conducted, based on Lavalley et al. (2014).

Data collection was conducted between November 2013 and October 2014. Data collection was initiated by examining the International Olympic Committee and National Olympic Committee websites in order to identify relevant websites of sporting organisations offering sport career transition programmes that met the inclusion criteria: that is, that could be used to investigate the research questions stated above. Web-based data collection was

conducted first. The researcher contacted the sporting organisations to clarify information as required by requesting further information via emails, international calls, video calls on Skype, faxes and by visiting the sporting organisation and meeting with the practitioners (Centre d'alt Rendiment; CAR in Catalan, Barcelona, Spain). Data was initially collected from 23 countries; that from 19 countries was used for the final analysis (Australia, Belgium, Brazil, Canada, Denmark, France, Germany, Ireland, Japan, Netherlands, New Zealand, Russia, South Africa, South Korea, Spain, Sweden, Switzerland, UK, US). Although the four countries omitted were periodically contacted at least five times or more for each within the time of the data collection, they were omitted on the list of the data collection because they did not respond to the emails and provide insufficient information to answer the research questions on their websites.

The data collected was organised according to the research questions and sent to the practitioners to be confirmed before analysing the data.

4.3 Results

Table 3 presents a summary of sport career transition organisational intervention programmes in 19 countries, each of which is described in greater detail below:

Table 3: Organisations, Aims, Practitioners, and Contents of sport career transition organisational intervention programmes across the world

| Country | Organisation/ Programme | Aim/strategy/vision | Practitioners | Contents |
|-----------|--|---|---|--|
| Australia | <ul style="list-style-type: none"> The Australian Institute of Sport (AIS) Athlete Career and Education (ACE) programme | <ul style="list-style-type: none"> Offering constant support that will make elite athletes able to have education, vocation and personal development opportunities while doing their sporting career. | <ul style="list-style-type: none"> ACE advisers | <p>1) Career counselling and planning; 2) Personal development training courses; 3) Educational guidance; 4) Employment preparation; 5) Career referral networks; 6) Transitional support; 7) Online services; 8) Referrals; and 9) Lifestyle management.</p> |
| Belgium | <ul style="list-style-type: none"> the Belgian Olympic Committee (COIB)/The Athlete Career Programme (ACP) BLOSO/Carierebegeleiding (Topsportschools) ADEPS/Projet de vie (Dual Career) | <ul style="list-style-type: none"> BLOSO: provide a professional supervision of career transitions of elite athletes to promote their personal development with the main objective of facilitating their top sports performance. ADEPS: help athletes to combine sport and learning process and to develop life skills during their sporting career so that they are able to prepare themselves for entering labour market. | <ul style="list-style-type: none"> BLOSO: two career counsellors for “Topsport & Study” and “Topsport & Work”/“Topsport & Work” has eight HR career counsellors as partners/a sport psychologist ADEPS: four practitioners composed of two experts of the education sector, one career advisor, and one coordinator for its delivery of ‘Projet de vie’ | <ul style="list-style-type: none"> Carierebegeleiding has three pillars: Career Counselling, Education Programme, and Transition. Projet de vie: individual support (face to face) in the fields of career and personal counselling, career exploration and planning support, and financial and administrative support; 2) structural approach in each sector (compulsory education, high schools and universities, lifelong learning institutes, vocational training, and employment) related to dual career; 3) organisation of dual career events (information and rising awareness). |

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| Brazil | <ul style="list-style-type: none"> • the Brazilian Olympic Committee (BOC) • Athlete Career Programme (ACP) | <ul style="list-style-type: none"> • Supporting Brazilian elite athletes in their international education, offering relevant information, guidance, and assistance in developing a plan and preparing their post-athletic career while doing their high performance or on their professional career. • Closely working with coaches who can understand high performance environment, elite athletes' qualities and characteristics so that they can effectively help the elite athletes through the programme in terms of career development and career management. | <ul style="list-style-type: none"> • The data collected cannot determine. | <p>1) Promoting Education (Scholarships, Educational support, and Lectures and Seminars); and 2) Support for the Management of Sports Career (Coaching, Mentoring, Sport Science Support, Professional Internships and Trainee, and Job placement).</p> |
| Canada | <ul style="list-style-type: none"> • the Canadian Sport Institute Network (CSI) • Game Plan | <p>1) Offering professional services considering each athlete's personal academic and vocational needs in order to holistically improve elite athletes' development; 2) Assisting elite athletes in preparing themselves for their career transition and proactively plan for post-</p> | <ul style="list-style-type: none"> • Athlete Career Transition Advisors | <p>1) Career and personal counselling; 2) Career exploration and planning support; 3) Professional and personal development workshops; 4) Networking opportunities and events; 5) Financial planning and advising; 6) Online and electronic resources; 7) Academic advising and tutorial support; 8) Access to leadership development and public speaking programs; and 9) Individualized career advising.</p> |

athletic career so that they can achieve their high performance goals; 3) Providing an opportunity to define their post-sport life through a specific process such as short- and long-term planning, decision-making and self-exploration; and 4) Offering transition support based on each athlete's sporting phases and changes, and also professional support services in terms of education, non-sporting career and individual development.

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| Denmark | <ul style="list-style-type: none"> • Team Denmark • Career Assistance Services: 'age appropriate training concepts' (a part of the international cooperation, Athletes Career | <ul style="list-style-type: none"> • Contributing to Danish elite athletes' development by giving them an opportunity of pursuing their academic career and planning career after sport while competing on an international level. • Assisting elite athletes in career development in order to help them be able to balance between their academic career and athletic career and overcome possible transition-related | <ul style="list-style-type: none"> • A dual career coordinator | <ul style="list-style-type: none"> • All the support services are customized depending on each athlete's need and sporting stage. • For over 20-year old elite athletes, two programmes are available: 'Study4player' and 'Job4player'. |
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| | Programme organized by IOC and Adecco) | difficulties. | | |
| | | <ul style="list-style-type: none"> • Optimizing the high performance environment that can keep elite athletes motivated and prepared for both competitions and transitions. | | |
| France | <ul style="list-style-type: none"> • the National Institute of Sport, Expertise and Performance (INSEP) • A Dual Career Project | <ul style="list-style-type: none"> • Offering an optimized support to help elite athletes to reconcile their high performance and education. • Assisting elite athletes in balancing between their sporting career and education. | <ul style="list-style-type: none"> • the National Institute of Sport, Expertise and Performance (INSEP) • The data collected can't determine. | <ul style="list-style-type: none"> • Assisting in pursuing the paths for both education and vocation by analysing an elite athlete's goal and setting a long-term plan for education regarding his/her post-career after retirement. • Organising education and employment opportunities for elite athletes with orientation, expertise and counselling while building a good network with its partners such as personality and skills assessments-focused companies. |
| Germany | <ul style="list-style-type: none"> • Der Deutsche Olympische Sportbund (DOSB, The German Olympic Sports Confederation) • A Dual Career | <ul style="list-style-type: none"> • Having more sport-specific/sport-friendly schools and a better relationship with the schools (there are 41 schools) and its Partner-Universities (there are 100 universities). | <ul style="list-style-type: none"> • 36 practitioners including a Project Manager of Dual Career and Career Advisors | <p>1) Sport summit compatible internships; 2) Federal Voluntary Service; 3) Berufsförderungsdienst promotion service (BFD); and 4) Vocational training at Olympic Training Centre.</p> <p>In addition, DOSB offers 1) help-programme for elite athletes during their sporting career or after the athletic career and 2) nachsportlichen promotion that an elite athlete is asked if he/she has a plan for the career after retirement and if the answer is no, then the career advisors start to help the athlete make a plan and find a job.</p> |

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| Ireland | <ul style="list-style-type: none"> • The Irish Institute of Sport (IIS) • Performance Transition Support Programme | <ul style="list-style-type: none"> 1) Support elite athletes' sporting goals with a valuable service; 2) offer personal performance planning support; 3) promote integrated service delivery; and 4) de-stigmatize post-games planning. | <ul style="list-style-type: none"> • Support Providers | <ul style="list-style-type: none"> • Recover (a Mental Cool-Down service, Follow-up Recovery service, and Medical Check-in service) , Refocus (Lifestyle – personal planning service and Lifestyle – profile management service), and Re-energize (elite athletes can access a Performance Transition Life-skills Session Programme that covers a number of transition related topics such as CV development, job searching, interview skill development, career planning, education course planning, communication and negotiation skills). • The Performance Transition Support Programme offered an “Athlete Summit” to give the elite athletes a chance to gather with other Olympians and Paralympic athletes to have a celebration ceremony after the summer in 2012, from February to March, 2013. |
| Japan | <ul style="list-style-type: none"> • Japanese Olympic Committee (JOC) • Career Academy | <ul style="list-style-type: none"> • Helping elite athletes take courses and prepare them for getting a job after retirement • Assisting retiring and retired athletes in career development once they come to the national training centre. | <ul style="list-style-type: none"> • Staff from the JOC • Three professional counsellors | <ul style="list-style-type: none"> • In 2013, Career Academy offered four different transition services: 1) Seminars (Athletes/coaches who come to the national training centre for the training camps can ask JOC staffs organise a customized seminar such as Team Building, Communication Training, Media Training, English lessons and Mental Training); 2) Personal 1to1 career counselling; 3) Athletes' navigation (Recruiting support for the elite athletes who want to work while doing their sporting career); and 4) Other Services such as a seminar for elite athletes' parents to help them understand the |

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| Netherlands | <ul style="list-style-type: none"> • The Netherlands Olympic Committee * Netherlands Sports Confederations (NOC*NSF) • Goud op de Werkvloer (Gold on the workfloor) | <ul style="list-style-type: none"> • Assisting elite athletes in smoothly going through a transition from a high performance sporting career to career after sport by supporting the elite athletes' career development • Being associated with the European Guidelines on 'Dual Career'. 'Goud op de Werkvloer (Gold on the workfloor)' intends to offer its support in terms of study, special education/career and finding employment during the athletic career and provide timely support to its elite athletes who terminate their sporting career. | <ul style="list-style-type: none"> • Career counsellors, study coaches and topsport life skill coaches | <p>importance of career transitions (the parents can access the seminar in 5 different cities in Japan).</p> <p>1) Career Advice and Career Coaching; 2) Educational Guidance; 3) Employment and Training Agency; 4) Application and Networking Skills; 5) Time Management; 6) Personal Branding; 7) Social Media Skills; and 8) Topsport Life Skill Coaching.</p> |
| New Zealand | <ul style="list-style-type: none"> • High Performance Sport New Zealand (HPSNZ) • Athlete | <p>1) Give elite athletes an opportunity to experience developing short- and long-term planning and decision-making; 2) focus on enhancing performance in a holistic way; and 3) offer individualized</p> | <ul style="list-style-type: none"> • Athlete Life Advisors | <ul style="list-style-type: none"> • Athlete Life offers customized programme on the requisition of each elite athlete considering his/her particular background and circumstance within Athlete Life Programme guidelines. • 1) Developing Personal Leadership (Goal setting, Planning annual plans and Developing |

| | Life | support programmes in order to develop a specialized high performance condition for achieving each elite athlete's sporting goal. | | four-year detailed plans, Decision-making, Time and Energy Management, Communication and Public speaking and media skills); 2) Managing Sport Lifestyle (Relationship management, Overseas competing, Relocating, Managing change, and Professionalism); 3) Managing Finances (Your financial plan, Athlete and business streams, and Sponsorship); and 4) Managing Career and Education (Career planning, Education support, and Job preparation). |
|--------------|---|---|--|---|
| Russia | • NO | • NO | • NO | • NO |
| South Africa | • South African Sports Confederation and Olympic Committee (SASCOC) • Athlete Career Programme (ACP) | • Providing resources and train to enable athletes to develop their life skills and maximise their education and employment opportunities focusing on three fields: Education, Life Skills, and Employment. | • The data collected cannot determine. | • There are three pillars of the Athlete Career Programme: Education, Life Skills, and Employment. |
| South Korea | • Korean Olympic Committee (KOC)/Retired Athletes Support | • the KOC: to help retired athletes find a second career and provide them career training courses • The NEST Foundation: 1) train retired athletes and | • the KOC: staff and vocational counsellors • the NEXT Foundation: Sports | • the KOC:1) Mentoring Service (linking athletes to mentors who are qualified such as professors in sports, national team coaches, successful business owners and teachers in public school); 2) Employment information service (providing sports-related employment information to athlete in order to keep them |

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| <ul style="list-style-type: none"> • Portal Korea Foundation for the Next Generation Sports Talent (NEST Foundation)/Sport Career | <p>current athletes for their career development and to help them find a job in sport industry; 2) improve retired athletes' job competence to find a job in the field of sports; 3) strengthen the competence of sports administrators, coaches, women leaders; and 4) support them to be global sports talents for contribution to the advancement of Korean and global sports</p> | <p>Talent Project Team has six staff who are in charge</p> | <p>informed); 3) Vocational support service (counselling service, resume and interview preparation, certification information, career training activities and providing guidebook of employment after retirement); and 4) Educational support service (there are some institutions that the KOC officially accredited, so athletes can enrol the courses at the institutions, pay for the tuition first and can get money back from the KOC about \$600 per person annually). The KOC financially supports athletes' educational and vocational courses and plays a role in connecting athletes to proper institutions and mentors.</p> <ul style="list-style-type: none"> • The NEXT Foundation: : 1) English education programmes by level; 2) An internship programme at international sports organization; 3) Financial support for students to achieve a master's degree from abroad related Olympic studies; 4) Support for obtaining international referee qualification; 5) International sports leaders academy; 6) Women's sports leadership academy; 7) Dream Together Project(ODA project, offering an opportunity for developing countries to learn from Korea's expertise and knowhow in sports); 8) On/off-line education programme for coaches; and 9) Recruitment information in the field of sports through Sport Career website. | |
| <p>Spain</p> | <ul style="list-style-type: none"> • the Spanish Olympic | <ul style="list-style-type: none"> • OAD: help elite athletes have an opportunity of | <ul style="list-style-type: none"> • OAD: The data collected cannot | <ul style="list-style-type: none"> • the OAD: 1) Psychological Counselling, 2) Legal Counselling, 3) Scholarships granted for |

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| <p>Committee (COMITÉ OLÍMPICO ESPAÑOL)/Oficina de Atención al Deportista (OAD)</p> <ul style="list-style-type: none"> • Centre d'alt Rendiment (CAR)/the Athletes Care Service (SAE) | <p>employment both during the sporting career and near the time of retirement, help elite athlete achieve their high performance goals and smoothly go through a transition when they terminate their athletic careers, and offering a proper referral service to elite athletes as well as detecting possible needs of them.</p> <ul style="list-style-type: none"> • CAR: 1) help elite athletes integrate their education into their sporting career during in relation with CAR as well as after the relationship with CAR; 2) meet elite athletes' specific requirements with competency; 3) consider an elite athlete's personal, education and vocational background when applying support service to them; and 4) alleviate difficulties caused by transition with ongoing plans for each athlete. | <p>determine.</p> <ul style="list-style-type: none"> • SAE: delivered by mentors of residence (3 former athletes) and SAE 3 advisors (2 of them hold a degree in psychology and the other holds a degree in physical education). | <p>Training Grants Commission of the Spanish Olympic Committee, 4) Socio- sanitary aid to former athletes who gave the Athletes Commission of the Spanish Olympic Committee, 5) Proposals for the athletes themselves to improve the services provided to them, 6) Research related to athletes or the services provided and 7) Tutoring Athletes.</p> <ul style="list-style-type: none"> • the SAE: 1) Academic and professional guidance, 2) Guidance on designing a personal project, 3) Monitoring and coordination with tutoring programmes for elite athletes at the Catalan Universities, 4) Job seeking opportunities support and 5) Support in the process of withdrawal of the athletic career. | |
| Sweden | <ul style="list-style-type: none"> • The Swedish | <ul style="list-style-type: none"> • Providing customized support services based on | <ul style="list-style-type: none"> • A group of coordinators who | <ul style="list-style-type: none"> • "The High Performance Support Programme" is divided into two categories: Elite & Talent |

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| | <p>Olympic Committee (SOC)</p> <ul style="list-style-type: none"> the High Performance Support Programme | <p>each elite athlete's athletic background and requirement.</p> <ul style="list-style-type: none"> Giving elite athletes an opportunity to achieve their high performance goals on the top level. | <p>refer the elite athletes to either Adecco service providers or Sport psychology consultants in SOC</p> <ul style="list-style-type: none"> A resource team, consist of experts in different fields, is responsible for the delivery | <p>Programme and the Support Programme. In regard of the specific contents of the programme, Elite & Talent Programme offers 1) Financial support through scholarships, 2) Counselling for adjustments to work or studies, 3) Medical support, 4) Personnel resources, 5) Tests, 6) Mentor support and 7) Participation at camps and seminars. The Support programme has a team called "resource team" comprised of experts that assists elite athletes and coaches in career planning and personal development and plays a role in linking elite athlete to the up-to-date research and other on-going support services such as newly developed and tested methods, training plans and assessments related to high performance.</p> |
| Switzerland | <ul style="list-style-type: none"> Swiss Olympic the Athlete Career Programme (ACP) | <p>1) offer a customized sporting career- and work-planning during an athlete's high performance career, 2) assist elite athletes in integrating their sporting career into labour market in order to prepare for the period that they end their athletic career by offering job placement and advice in the interested areas and 3) give elite athletes a career opportunity after terminating their sporting career.</p> | <ul style="list-style-type: none"> Swiss Olympic Berufsinformationszentrum (BIZ) Adecco There is one person in charge of the career support in each sport federation; some of the practitioners are called "Career Advisor" and others are called "Head of Performance". | <ul style="list-style-type: none"> There are three parts of support within the programme: Education, Life Skills and Employment. In Education support, the elite athletes can access 1) individual counselling, 2) cantonal occupational, educational and career guidance centres, 3) school programmes for talented athletes, 4) high performance-friendly professional training and 5) top-level sport and study, which means Swiss Olympic helps student-athletes (university level) keep studying while doing their high performance by cooperating with the universities. In Life Skills support, Swiss Olympic offers 1) Career Planning—Fit for elite sport, 2) My presence as an athlete on the Internet and 3) Successful |

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| UK | <ul style="list-style-type: none"> • the English Institute of Sport (EIS), Sportscotland Institute of Sport, Sportwales and Sports Institute Northern Ireland • Performance Lifestyle | <p>1) the English Institute of Sport offers the programme to assist elite athletes in having an opportunity to develop their short- and long-term career plan with their own skills as an elite athlete with are transferable to the labour market; 2) Sportscotland Institute of Sport provides the programme to make elite athlete enable to manage both sporting career and the rest of areas in life by offering timely and customized support services according to each athlete's circumstance and encouraging them to become aware of that they are responsible for every dimension of life so that the elite athletes can improve their high performance and achieve their goals in high level of</p> | <ul style="list-style-type: none"> • Athlete Advisors | <p>Applications. In Employment support, the partner of Swiss Olympic, Adecco assists elite athletes in job search both during their athletic career and after retirement. The specific services are following: 1) consulting services, 2) labour market preparation, 3) the transferal of temporary and permanent job and 4) internships, which are all free.</p> <p>1) Integration Planning, 2) Educational Guidance, 3) Career Planning, 4) Transitional Support, 5) Training and Development Programmes and 6) Referral. In addition, Sports Institute Northern Ireland presents more detailed contents of the programme such as (a) Effective communication, (b) Coach support/development, (c) Developing sponsorship profiles, (d) Time management skills, (e) Transition management, (f) Developing effective support networks, (g) Managing finances and (h) Lifestyle during rehabilitation caused by injury.</p> |
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international competitions; 3) Sportwales offers the programme to assist elite athletes in (a) developing specialized environment for successful sporting career by providing individualized support that meets each athlete's requirement and (b) preparing the elite athletes for post-athletic life; and 4) Sports Institute Northern Ireland provides the programme to assist elite athletes in enhancing their high performance by helping them ease possible distractions, encouraging them to better prepare for post-athletic life and offering support services for career development.

US

- The U.S. Olympic Committee (USOC)
- the Athlete Career Program (ACP)

1) Help elite athletes lessen their concerns of the rest of area in life besides sport, which will make them compete better during their sporting career: 2) assist elite athletes in preparing them for the transition from the athletic career, which has them emphasize on high performance while actively competing.

- Adecco
- Career Coaches

1) Personal Career Assistance (customized planning depending on an individual's need by his/her own career coach, 2) Job placement assistance (helping elite athletes find a suitable job for each athlete according to their situation), 3) Career management seminars (5 topics are available—"Creating Your Game Plan", "Building Your Team", "Entering the Competition", "Game On! Are You Ready?" and "Can You Be Your Own Boss?"). In addition to job placement assistance, the Athlete Career Program also offers

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- Assisting talented elite athletes in finding compatible jobs with their high performance that enable them to focus on train and performance with enough time and finance status.
 - Expecting that elite athletes can have practical career experience that they can apply to when they find careers out of sport by going through the programme.
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resume development, interview preparation, professional seminars, job market research and career coaching.

Australia

The Australian Institute of Sport (AIS), Australia's government-funded high performance sport organisation, promotes Australia's global success in sport. The AIS offers an Athlete Career and Education (ACE) programme to support Australian high performance athletes by assisting them in balancing their sporting career and the rest of their lives. The National ACE programme is managed by the Australian Sports Commission (ASC), governed by a board comprised of commissioners, including former athletes, business people and journalists with expertise guiding ASC work and delivered by the National Institute Network (NIN), responsible for servicing identified high performance athletes where their daily training environment is based in that state (The Australian Institute of Sport, 2013).

The ACE programme supports high performance athletes and offers them education, vocation and personal development opportunities during their sporting career.

Practitioners called ACE advisers work directly with high performance athletes. Their responsibilities include: 1) career counselling and planning, 2) personal development programmes, 3) education guidance, 4) employment preparation, 5) transitional support, 6) online service support (such as ACE Online), 7) referrals where required and 8) helping athletes manage the balance between sporting and non-sporting pursuits

The ACE programme currently offers: 1) career counselling and planning (exploring different career paths and goals); 2) personal development training courses (training in public speaking, media, time management, financial planning and interview skills); 3) educational guidance (assisting athletes with university study options and liaison, vocational training and school); 4) employment preparation (writing résumés and applications and assisting with job searching skills); 5) career referral networks (using the wide network of ACE to assist with work experience); 6) transitional support (assisting with retirement, injury and relocation and setting goals for life after sport); 7) online services (using ACEonline to assist athletes in rural

or remote areas, and those travelling overseas); 8) referrals (referring athletes to other services (for example, psychologists, relationship counselling and financial advisers); and 9) lifestyle management (helping athletes manage the balance between sporting and non-sporting pursuits) (The Australian Institute of Sport, 2013).

Belgium

Belgium has three communities (Flemish, French- and German-speaking), which are politically autonomous based on their own official languages—Dutch, French and German and have their own ministers for sport and sport administrations. Although a national “Athlete Career Programme” (ACP) developed by the International Olympic Committee (IOC) and the International Paralympic Committee (IPC), in cooperation with Adecco Group is offered by the Belgian Olympic Committee (COIB), the ACP Belgium is complemented by a dual career project offered by BLOSO (the administration section of the Flemish Ministry of Sport) and ADEPS (the dual career department of sport administration in the French Speaking community’s Ministry).

In the Flemish community, BLOSO offers a career support service entitled “*Carrierebegeleiding (Topsportschools)*”. BLOSO’s key strategy and vision of offering *Carrierebegeleiding* is to provide professional supervision of career transitions of high performance athletes to promote their personal development, with the main objective of facilitating top sport performance. The holistic nature of career guidance aims to reconcile the different aspects (social, financial, education, work, etc.) that form part of an sporting career, taking into account the objectives provided with and for the high performance athlete (Personal communication, October 02, 2014). In the French-speaking community, ADEPS provides career support “*Projet de vie (Dual Career)*” to high performance athletes. The aim of the ADEPS career support “*Projet de vie*” is to help athletes combine sport and learning

process and to develop life skills during their sporting career, so that they are prepared to enter the labour market (Personal communication, October 23, 2014). The communities themselves fund both “*Carrierebegeleiding*” and “*Projet de vie*” (Wylleman, Reints, & De Knop, 2013).

For programme delivery, BLOSO has two career counsellors, “Topsport & Study” and “Topsport & Work”. Study counsellors assist athletes with higher education. “Topsport & Work” has eight HR career counsellors as partners trained by BLOSO to specialise in the high performance environment. For transition out of sport, BLOSO also works with a sport psychologist who specialises in the topic “retirement from sport” and a physical trainer who designs adapted training schedules for athletes (Personal communication, October 02, 2014). ADEPS has four practitioners, two experts in the education sector, one career advisor and one coordinator to deliver ‘*Projet de vie*’ (Personal communication, October 23, 2014).

“*Carrierebegeleiding*” has three pillars: Career Counselling, Education Programme and Transition. Career Counselling is delivered by collaborating with eight firms, including Adecco and the private firms. The sports psychologist, who leads “*Carrierebegeleiding*”, trains career counsellors in the high performance environment. In the Education Programme, a counsellor identifies an athlete’s particular career path after an individual counselling session and designs a personal development programme. In the Transition stage, “*Carrierebegeleiding*” offers a personal development session to prepare athletes for retirement (a total of four sessions, two hours per session) and an established network with for athletes to join. To enhance programme quality, “*Carrierebegeleiding*” assess its programme each year through an online questionnaire (Personal communication, October 14, 2014). “*Projet de vie*” offers an individual support, such as individual interviews, skills and needs assessment, building a learning process, and administrative and financial support for training plan to athletes who have a contract with the French-speaking Community’s Ministry

(currently approximately 55 athletes). These athletes have an opportunity to be reimbursed for their tuition (private tuition and virtual learning). The annual budget for this is approximately €40,000. The detailed contents of ‘*Projet de vie*’ are as follows: 1) individual face-to-face support in the fields of career and personal counselling, career exploration and planning support, and financial and administrative support; 2) structural approach in each sector (compulsory education, high schools and universities, lifelong learning institutes, vocational training and employment) related to dual career; and 3) organisation of dual career events (information and rising awareness) (Personal communication, October 23, 2014).

Brazil

In 2011, the Brazilian Olympic Committee (BOC) launched its *Athlete Support Programme* through the Brazilian Olympic Institute, to assist Brazilian high performance athletes in preparing for a post-sport career after retirement.

The primary goal of *the Athlete Support Programme* is to support Brazilian high performance athletes in their international education, offering relevant information, guidance and assistance in developing a plan and preparing their post-athletic career during their high performance or professional career. The programme strategy is to work closely with coaches who understand the high performance environment and the qualities and characteristics of high performance athletes, so that they can guide high performance athletes in career development and management.

The findings did not reveal whether specific practitioners deliver *the Athlete Support Programme*.

The *Athlete Support Programme* offers the following content: 1) promoting education (scholarships, educational support and lectures and seminars); and 2) sports career management support (coaching, mentoring, sport science support, professional internships

and trainee, and job placement) (Brazilian Olympic Committee, 2014; Personal Communication, August 15, 2014).

Canada

The Canadian Sport Institute (CSI) network, in cooperation with the Canadian Olympic and Paralympic Committees, runs a national career transition programme for high performance athletes, entitled “*Game Plan*”. *Game Plan* is designed to assist high performance athletes focus on their high performance career without any concerns about transition difficulties and supports them in proactively planning their education and post-sport careers. This programme was designed for 1400 development athletes (Training to Compete: Athletes choose one specialised sport and start training to compete at the highest level of competition), 600 performance athletes (Training to Win: Athletes maximise their performance by focusing on winning medals and podium performances as full-time athletes) and 100 transition athletes (Active for Life: Athletes continue training to stay active, healthy and fit, rather than for competitions) (Personal communication, February 12, 2014).

Game Plan 1) offers professional services for the personal, academic and vocational needs of individual athletes, in order holistically to improve their development; 2) assists high performance athletes prepare for career transition and proactively plan their post-athletic careers so that they can achieve their high performance goals; 3) provides an opportunity to define their post-sport life through a specific process, such as short- and long-term planning, decision-making and self-exploration; and 4) offers transition support based on the individual sporting phases and changes of each athlete, as well as professional support services in terms of education, non-sporting career and individual development (Personal communication, February 12, 2014).

Athlete Career Transition Advisors are hired through the CSI Network. Career Transition Advisors are required to understand the unique environment of high performance and high performance athletes in need of career transition support. They also require professional knowledge of career development and counselling skills (Personal communication, February 12, 2014).

Game Plan offers the following content: 1) career and personal counselling, 2) career exploration and planning support, 3) professional and personal development workshops, 4) networking opportunities and events, 5) financial planning and advising, 6) online and electronic resources, 7) academic advising and tutorial support, 8) access to leadership development and public speaking programmes and 9) individualised career advising (Personal communication, February 12, 2014).

Denmark

“Team Denmark” is the Danish government sporting organisation that heads the career transition programme, *Career Assistance Services: age appropriate training concepts*. The programme forms part of the international cooperation, Athletes Career Programme organised by IOC and Adecco (Team Denmark, 2013; Personal communication, May 21, 2014).

The key strategy of Team Denmark is to contribute to the development of Danish high performance athletes by providing them with an opportunity to pursue their academic career and planning their career after sport while competing internationally. The programme emphasises assisting high performance athletes in career development in order to help them balance their academic and athletic careers and overcome transition-related difficulties. The programme optimises the high performance environment, motivating and preparing athletes for both competitions and transitions (Personal communication, May 21, 2014).

A dual career coordinator heads the programme and is involved in its delivery (Personal communication, May 21, 2014).

Support services are customised to the needs and sport career stage of each athlete. There are, however, three main initiatives according to the age of high performance athletes. Between the ages of 13-16, high performance athletes can take specialised sports classes at public schools, which are organised to put motivated athletes in the same class, integrating morning sporting training sessions into the regular school schedule. Between the ages of 16-20, high performance athletes can access the Team Denmark high school programme, during which time they can spend four years at high school rather than three, in order to finish their secondary education while training for their sport. For +20-year-old high performance athletes, two programmes are available: “*Study4player*” and “*Job4player*”. These were developed by the football and handball professional sporting organisations, in coordination with Team Denmark. *Study4player* is designed to assist high performance athletes combine their academic career with high performance by advising them on athlete-friendly universities that provide flexible schedules for student-athletes, helping them plan their academic careers and developing networks with other high performance athletes. *Job4player* aims to make athletes aware of the transferability of their competencies and skills to the labour market. The soccer and handball player unions launched these programmes in Danish and their support services were primarily developed for professional athletes in the organised sports. Team Denmark partners with some universities to offer specialised counselling services for high performance athletes (Personal communication, May 21, 2014).

France

In France, career transition support is offered through a “*Dual Career Project*” developed by the Sports Ministry through the National Institute of Sport, Expertise and

Performance (INSEP) and each sport federation. In addition, 18 local institutes of sport organised by a network of INSEP offer a pilot programme controlled by the Sports Ministry. The key strategy and vision of *Dual Career Project* is to support high performance athletes in reconciling their high performance and education, in balancing their sporting career and education. INSEP plays a key role in implementing the services and each sport federation delivers Paths of Excellence in Sport (PES), established in 2009 to help high performance athletes prepare for international competitions and the foundation for implementing the *Dual Career Project* (Personal communication, July 28, 2014).

PES programme content includes the evaluation, identification and preparation of French high performance athletes in a well-coordinated organisation. INSEP offers assistance in pursuing both education and vocation by analysing the goals of individual athletes and setting long-term education goals to facilitate their post-retirement careers. INSEP provides education and employment opportunities for high performance athletes with orientation, expertise and counselling while building a good network with its partners, such as personality and skills assessment-focused companies. In addition, INSEP has coordinated a National Network for French Elite Sport to share all resources related to career assistance and support on a national scale (Personal communication, July 28, 2014).

Germany

Der Deutsche Olympische Sportbund (DOSB, the German Olympic Sports Confederation) offers a *Dual Career* programme in which eligible athletes can access services across 19 Olympic Training Centres in Germany working with Career Advisors (Personal communication, May 15, 2014).

The programme strategy is to have more sport-specialised, sport-friendly schools and a better relationship with the 41 schools and their 100 partner universities. To offer effective

guidance and decision support during school hours, DOSB offers “taster placements” in business, “Top sport compatible short internships” for student athletes and “Job board” for active and former athletes (Personal communication, May 15, 2014).

There are 36 practitioners including a Project Manager of Dual Career and Career Advisors at every Olympic Training Centre, in charge of delivering the *Dual Career* programme (Personal communication, May 15, 2014).

The *Dual Career* programme currently offers: 1) sport summit compatible internships, 2) federal voluntary service, 3) Berufsförderungsdienst promotion service (BFD) and 4) vocational training at the Olympic Training Centre. DOSB also offers 1) a help-programme for high performance athletes during or after their athletic career and 2) nachsportlichen promotion: a high performance athlete is asked whether he has a plan for his career after retirement; if the answer is no, career advisors help the athlete plan and find a job (Personal communication, May 15, 2014).

Ireland

The IIS heads service delivery to NGBs and high performance athletes, including: 1) sports science coordination and delivery, 2) sports medicine coordination and delivery, 3) athlete career and performance lifestyle support, 4) elite coach development and education and 5) performance Systems development. The IIS offers a ‘*Performance Transition Support Programme*’ as part of their Athlete Career and Performance Lifestyle Support (The Irish Institute of Sport, 2013; Personal Communication, April 5, 2014).

The key strategy and vision of the *Performance Transition Support Programme* is to: 1) support high performance athletes’ sporting goals with a valuable service, 2) offer personal performance planning support, 3) promote integrated service delivery and 4) de-stigmatise post-game planning (IIS, 2013).

“Support Providers” from the life skills team are the practitioners who directly deliver the programme in association with both the performance psychologist and performance director. The programme is delivered collaboratively (IIS, 2013; Personal Communication, April 5, 2014).

A variety of support services in the *Performance Transition Support Programme* are developed to help high performance athletes recover, refocus and re-energise after competition. Recover encompasses 1) a mental cool-down service (giving the elite athlete an opportunity to be relieved of the pressure of competing within five days of performance); 2) a follow-up recovery service (sports psychologists help high performance athletes “unpack” their competition experience within one month of the competition) and 3) a medical check-in service (the medical team checks the health condition of the elite athlete within two months of the competition). Refocus encompasses 1) lifestyle – personal planning service (making high performance athletes aware of their current situation, what they want to do in the future and how to achieve this post-sport career) and 2) lifestyle – profile management service (providing professional advice about dealing with agents, media and sponsorship). Re-energize involves high performance athletes accessing a Performance Transition Life-skills Session Programme on various transition-related topics, such as CV development, job searching, interview skill development, career planning, education course planning, and communication and negotiation skills. The *Performance Transition Support Programme* also offers an “Athlete Summit”, where high performance athletes gather with other Olympians and Paralympians for a celebration ceremony (IIS, 2013).

Japan

In Japan, there is the sport career transition programme for Olympians called Career Academy offered by the Japanese Olympic Committee (JOC). The programme was formally

referred to as the “JOC Second Career Project”, but Career Academy was established along with a national coaching academy and junior high performance athlete academy when a national training centre was built in 2008. High performance athletes can only access the Career Academy through the national training centre in Tokyo. There is no support system like the Career Academy outside Tokyo (Personal communication, July 5, 2014).

The key strategy and vision of Career Academy is to help high performance athletes take courses and prepare them to find a job after retirement. It also assists retiring and retired athletes in career development at the national training centre (Personal communication, July 6, 2014).

JOC staff runs the programme; however, no specific roles are defined, such as career advisor or career coach for the programme. Career Academy currently employs three professional counsellors who are not former athletes, and an expert in high performance environments (Personal communication, July 6, 2014).

In 2013, Career Academy offered four different transition services: 1) seminars (athletes/coaches who come to the national training centre for the training camps can ask JOC staff to organise a customised seminar on, for example, team building, communication training, media training, English lessons or mental training); 2) one-on-one career counselling; 3) athlete navigation (recruiting support for high performance athletes who want to work during their SC); and 4) other services, such as a seminar for high performance athletes’ parents to help them understand the importance of career transitions (the parents can access the seminar in five different cities in Japan) (Personal communication, July 6, 2014).

Netherlands

The Netherlands Olympic Committee * Netherlands Sports Confederations (NOC*NSF) delivers a support service for Dutch high performance athletes. NOC*NSF

works with Randstad (Randstad Career Coaching) and UWV (the Dutch authority for social benefits) to offer the “*Goud op de Werkvloer (Gold on the workflow)*” programme for high performance athletes (NOC*NSF, 2013; Personal communication, April 4, 2014).

The aim of *Gold on the workflow* is to help high performance athletes transition smoothly from a high performance sporting career to a career after sport, by supporting their career development. Its vision of career transition support is consistent with the European Guidelines for *Dual Career*. *Gold on the workflow* intends to offer its support in terms of study, special education/career and finding employment during the athletic career, providing timely support to high performance athletes who terminate their sport career (NOC*NSF, 2013; Personal communication, April 4, 2014).

NOC*NSF runs the programme through an Olympic Network including career counsellors, study coaches and topsport life skill coaches. Randstad, a partner of NOC*NSF since 1997, offers services to young, talented athletes, providing them with work experience opportunities while they train at the highest level, and is connected with *Gold on the workflow*. It also offers social support to athletes through Stichting Sport & Zaken (Sport & Business foundation) and partners with Rabobank en/of Ernst & Young to support high performance athletes financially. NL Sporter—the Dutch trade union for athletes—offers individual coaching and legal advice (NOC*NSF, 2013; Personal communication, April 4, 2014).

The *Gold on the workflow* programme consists in eight content areas: 1) career advice and career coaching, 2) educational guidance, 3) employment and training agency, 4) application and networking skills, 5) time management, 6) personal branding, 7) social media skills and 8) topsport life skills coaching (NOC*NSF, 2013; Personal communication, April 4, 2014).

New Zealand

“High Performance Sport New Zealand (HPSNZ)”, a government-funded public organisation now called “Crown owned entity”, was founded in 2011 (Personal communication, July 14, 2014). The Athlete Life Team at HPSNZ is in charge of delivering *Athlete Life*, which provides sport career transition support to carded athletes identified by the HPSNZ and national sport organisations as eligible for performance services offered by HPSNZ. Although all support services are run through four categories (Athlete Performance Support Services, Performance Enhancement Grants, Prime Minister's Athlete Scholarships and Prime Minister's Athlete Gold level Scholarship), the majority of services for high performance athletes are offered through the Athlete Performance Services. The combined group of the Athlete Life Team and its psychologists run *Athlete Life* (HPSNZ, 2013; Personal communication, July 14, 2014).

The key strategy and vision of *Athlete Life* is to 1) provide high performance athletes with an opportunity to experience developing short- and long-term planning and decision-making, 2) enhance performance holistically and 3) offer individualised support programmes in order to develop a specialised high performance conditions to achieve individualised sporting goals. *Athlete Life* helps each elite athlete maximise his/her performance and minimise issues, affecting high performance (High Performance Sport New Zealand, 2013; Personal communication, July 14, 2014).

Athlete Life Advisors are practitioners who deliver services directly to carded athletes. Each carded athlete is assigned a personal advisor. Athlete Life Advisors work with high performance athletes, coaches and other National Sports Organisations to optimise their support services and allows high performance athletes to access the established HPSNZ network. HPSNZ has an external network of career, employment, education, sponsorship, financial planning and media professionals to which to refer high performance athletes for

specific issues (High Performance Sport New Zealand, 2013; Personal communication, July 14, 2014).

Athlete Life offers individual athletes customised programme content based on their background and circumstances within Athlete Life Programme guidelines. Carded athletes can access the programme at all centres in New Zealand (Auckland, Waikato, Offshore, Wellington, Christchurch, Wanaka and Dunedin). Full-time practitioners work at the centres in Waikato and Auckland, and coordinate with part-time practitioners and some contractors who cover Wellington and the South Island. *Athlete Life* offers four main support services for the carded athletes: 1) developing personal leadership (goal setting, planning annual plans and developing four-year detailed plans, decision-making, time and energy management, communication and public speaking and media skills); 2) managing sport lifestyle (relationship management, overseas competing, relocating, managing change and professionalism); 3) managing finances (your financial plan, athlete and business streams and sponsorship); and 4) managing career and education (career planning, education support and job preparation). *Athlete Life* administers a 15-factor plus profiling test for Olympian athletes; a HPSNZ psychologist discusses the results with the athletes. The programme also assists carded athletes in job preparation, self-exploration and decision-making, in partnership with Adecco, the Olympic Sponsor. Adecco helps high performance athletes write their CV, prepare for job interviews and create a labour market network. *Athlete Life* assists high performance athletes with health issues with additional medical treatments. Programme support is officially provided to athletes for six months after terminating their athletic career, although support can be extended depending on circumstances (HPSNZ, 2013; Personal communication, July 14, 2014).

Russia

There are no government-funded career transition programmes for Russian high performance athletes at this time. However, there was a state-funded laboratory called “Psychological services for high performance athletes” affiliated with the All-Russian Sport Research Institute in Moscow from 2007 to 2012. It provided a wide range of services, including career support services covering athletic and non-athletic development and related issues. The laboratory was closed in 2012 and replaced by “the state programme aimed at socio-professional adaptation of high performance athletes terminating their athletic careers” (Personal communication, March 21, 2014). However, a specific programme project has not yet been developed.

Although there is no national sport career transition support programme in Russia, there is a non-profit charitable organisation called “the Russian Olympians Foundation” that helps high performance athletes complete their athletic career and encourages them to continue their sport career after retirement by offering financial support and professional training opportunities. The Russian Olympians Foundation considers high performance athletes ideal potential contributors to the development of sport in Russia, able to apply their high performance experience to their professional career related to physical culture and sport. The primary objectives of the organisation are to 1) offer optimised support for Russian sports movement, 2) provide material support for high performance athletes, coaches and experts on the Russian Olympic team; 3) contribute to maintaining, developing and strengthening the Olympic movement; 4) promoting successful results and accomplishments in Olympic games; 5) providing support for Olympic medal winners, their coaches and the members of the Russian Federation and 6) promoting the development of sporting organisations in Russia by offering material aid (Russian Olympians Foundation, 2013).

Since Russia does not have a career transition programme on the government level sporting organisation, the data collected cannot be used to evaluate the contents and describe the practitioners involved in the programme.

South Africa

The South African Sports Confederation and Olympic Committee (SASCOC) offers the *Athlete Career Programme* (ACP) developed by the International Olympic Committee (IOC). The *Athlete Career Programme* is part of the Team Preparation and Academy Systems Unit of the High Performance Department in SASCOC.

Since the *Athlete Career Programme* delivered by SASCOC is based on and influenced by the global programme offered by IOC, the strategy and vision of the programme is to provide resources and training for athletes to develop their life skills and maximise their education and employment opportunities, focusing on three fields: education (providing tools and guidance for athletes to excel in educational pursuits), life skills (helping athletes develop personal skills) and employment (supporting high performance athletes with their transition to the labour market) (SASCOC, 2013; Personal communication, October 21, 2014).

Practitioners who deliver the *Athlete Career Programme* are called service providers (Personal communication, October 21, 2014). The SASCOC member who provided the data from this country did not further elucidate the role of practitioners.

The programme content—education, life skills and employment—is also based on the IOC ACP programme. Under education, the ACP supports both a formal and informal structured education. The former results in a recognised qualification; the latter does not necessarily result in a qualification, but athletes are trained in useful experiences and skills. In terms of informal education, IOC has recently launched the IOC Athlete MOOC (Massive

Open Online Course), an online education platform for athletes. The content includes short courses on interesting topics, including nutrition, sport and technology and athlete career transition, with new courses added monthly. Athletes can learn how to choose the most appropriate educational institution and balance sport and education. Under life skills, athletes are educated about the value of their sports skills to other areas of their lives. New life skills are developed, which benefit both their development as an athlete and their life beyond sport. They can learn how to speak to the media, be a good public speaker, improve their problem solving skills, set Specific, Measurable, Achievable, Relevant, Time-related (SMART) goals, network effectively and manage their finances. Under employment, athletes are guided in identifying their interests and skills and how to make the transition from world class competition to the workplace. The focus is on supporting athletes in identifying their own abilities and improving their potential opportunities for jobs, internships or training placements; discovering who they are, preparing them for the transition and preparing them for the workplace (IOC, 2013; SASCOC, 2013; Personal communication, October 21, 2014).

South Korea

Two affiliated organisations in the Ministry of Culture, Sports and Tourism. The Korean Olympic Committee (KOC), a government-affiliated department, and the Korea Foundation for the Next Generation Sports Talent (NEST Foundation) both provide sport career transition programmes for high performance athletes in South Korea. The KOC runs a “*Retired Athletes Support Portal*” website offering information on career development courses, job placement, career path counselling and mentoring. The “Athlete Rights Promotion” department of the KOC is responsible for the “*Retired Athletes Support Portal*”. The NEST Foundation provides career development programmes and financial support, such as English education, workshop and internship for retired athletes, sports administrators,

international referees and women in sports. It also provides recruitment information in sports through the Sport Career website. A Sports Talent Project Team is responsible for the programme in the NEST Foundation (KOC, 2013; NEST Foundation, 2013; Personal communication, February 4, 2014; Personal communication May 29, 2014).

The key strategy and vision of KOC is to help retired athletes find a second career and provide them career-training courses. The focus is employment in any industry. The NEST Foundation offers the career transition programme in order to 1) train retired athletes and current athletes in career development and to help them find a job in the sporting industry, 2) improve the job competence of retired athletes to find a job in sports, 3) strengthen the competence of sports administrators, coaches and women leaders and 4) support them as global sports talents and contributors to Korean and global sports (Personal communication, February 4, 2014; Personal communication May 29, 2014).

KOC staff and vocational counsellors and the employment support company contracted with the KOC deliver the programme. In the NEST Foundation, the Sports Talent Project Team has six staff in charge of the programmes (Personal communication, February 4, 2014; Personal communication May 29, 2014).

The KOC programme content includes 1) a mentoring service (linking athletes to qualified mentors such as professors in sports, national team coaches, successful business owners and public school teachers); 2) an employment information service (providing sports-related employment information to athletes to keep them informed), 3) a vocational support service (counselling service, résumé and interview preparation, certification information, career training activities and a guidebook on employment after retirement) and 4) an educational support service (there are some institutions with which the KOC is officially accredited; athletes can enrol for courses at these institutions, pay the tuition and claim the approximately \$600 per person annually back from the KOC). The KOC finances educational

and vocational courses and connects athletes to proper institutions and mentors. The NEST Foundation offers 1) English education programmes by level; 2) an internship programme at international sports organisation; 3) financial support for students to achieve a master's degree from abroad related Olympic studies; 4) support obtaining an international referee qualification; 5) international sports leaders academy; 6) women's sports leadership academy; 7) the Dream Together Project (ODA project, offering an opportunity for developing countries to learn from Korea's sporting expertise); 8) on- and offline education programme for coaches and 9) recruitment information in sports through the Sport Career website (Personal communication, February 4, 2014; Personal communication May 29, 2014).

Spain

The Spanish Olympic Committee (COMITÉ OLÍMPICO ESPAÑOL) offers *Oficina de Atención al Deportista (OAD)* and the High Performance Centre (HPC) (in Catalan, Centre d'alt Rendiment, CAR) — a public organisation with its own legal requirements functioning as a commercial organisation — provides the *Athletes Care Service (SAE)*. SAE is a service that 1) assists high performance athletes in preparing for their athletic career, education and vocational career, free of charge; 2) offers transition support to high performance athletes who need professional advice and 3) helps high performance athletes design an education plan financially supported by the Secretary General of Sport situated in CAR of Sant Cugat (Personal communication, April 23, 2014; Personal communication May 29, 2014).

The *Oficina de Atención al Deportista (OAD)* programme provides high performance athletes with employment opportunities both during their sporting career and at retirement. It offers customised support for high performance athletes, helping them achieve their high performance goals and transition smoothly when they terminate their athletic careers. The aim

of OAD is to offer a proper referral service to high performance athletes as well as to detect their possible needs. The key strategy and vision of *SAE* is to 1) help high performance athletes integrate their education into their sport career during as well as after their relationship with *CAR*; 2) meet the specific requirements of high performance athletes; 3) consider the personal, educational and vocational background of individual athletes when offering them support services and 4) alleviating difficulties caused by transition with ongoing plans for each athlete (Personal communication, April 23, 2014; Personal communication May 29, 2014).

The Comité Olímpico Español and Consejo Superior de Deporte deliver the OAD. Three former athlete resident mentors and three *SAE* advisors (two of whom hold a degree in psychology and the other in physical education) deliver the *SAE* (Personal communication, April 23, 2014; Personal communication May 29, 2014).

The *OAD* programme content includes 1) psychological counselling, 2) legal counselling, 3) scholarships granted by the Training Grants Commission of the Spanish Olympic Committee, 4) socio-sanitary aid to former athletes on the Athletes Commission of the Spanish Olympic Committee, 5) proposals for high performance athletes to improve the services provided to them, 6) research on athletes or services provided and 7) tutoring athletes. *SAE* services are customised according to the athletic stage and requirements of each athlete: 1) academic and professional guidance, 2) guidance designing a personal project, 3) monitoring and coordination with tutoring programmes for high performance athletes at Catalan universities, 4) job seeking opportunities support and 5) support during the process of withdrawing from an athletic career (Personal communication, April 23, 2014; Personal communication May 29, 2014).

Sweden

In 2005, The Swedish Olympic Committee (SOC) developed the “*High Performance Support Programme*” to support high performance Swedish athletes. The programme is divided into two categories: Elite & Talent Programme and the Support Programme (SOC, 2013).

Its key strategy and vision is to customise support services based on the individual background and requirements of high performance athletes. The services provide athletes with the opportunity to achieve their high performance goals at the highest level. All athletes are given the opportunity to access this support. Their performance, however, determines whether they are selected for the support service. Athletes must therefore demonstrate their improved performance to the federations and meet the requirements to obtain continued, enhanced support services.

A group of coordinators refer athletes to Adecco service providers or SOC Sport psychology consultants, who deliver the programme. The coordinators are the main practitioners. A resource team of experts in different fields delivers the support programme. Since the SOC support services form part of the national federation Olympic Games commitment, each federation is responsible for the delivery of the support services (SOC, 2013).

The *High Performance Support Programme* is divided into two categories, the Elite & Talent Programme and the Support Programme. The programme content of the Elite & Talent Programme offers 1) financial support through scholarships, 2) counselling for adjustments to work or studies, 3) medical support, 4) personnel resources, 5) tests, 6) mentor support and 7) participation in camps and seminars. The support programme has a “resource team” comprised of experts who assist high performance athletes and coaches in career planning and personal development and plays a role in linking high performance athletes with up-to-date

research and other ongoing support services, such as newly-developed and tested methods, training plans and assessments related to high performance (SOC, 2013).

Switzerland

Swiss Olympic offers *Athlete Career Programme* cooperating with Adecco in Switzerland to support high performance athletes. The programme is a part of the athletes- and career support of Swiss Olympic, which is based in the department of “High Performance” of Swiss Olympic. The *Athlete Career Programme* was designed for high performance eligible to participate in Olympic Games, the World and European Championships and have the potential to participate the international competitions (Swiss Olympic, 2013; Personal communication April 10, 2014).

The key strategy and vision of *the Athlete Career Programme* is to 1) offer a customised sporting career- and work-planning during an athlete’s high performance career, 2) assist high performance athletes integrate their sport career into the labour market in order to prepare for the period during which they end their athletic career by offering job placement and advice on relevant careers and 3) provide high performance athletes with career opportunities once they have ended their sporting careers (Swiss Olympic, 2013).

In terms of support delivery, 1) Swiss Olympic provides individual counselling sessions, 2) Berufsinformationszentren (BIZ) offers counselling services and 3) Adecco offers consulting services in order to prepare high performance athletes for their next career after retirement and to offer them job placement. There is one person in charge of career support in each sport federation; some practitioners are called “Career Advisors” and others “Head of Performance”. Swiss Olympic updates all members of the national team and the practitioners in each sport federation on career service news (Swiss Olympic, 2013).

There are three aspects to the programme: education, life skills and employment. In Education support, high performance athletes can access 1) individual counselling; 2) cantonal occupational, educational and career guidance centres; 3) school programmes for talented athletes; 4) high performance-friendly professional training and 5) top-level sport and study. Swiss Olympic thus helps student-athletes at a university level to keep studying while performing competitively, by cooperating with the universities. In Life Skills support, Swiss Olympic offers 1) career planning—fit for elite sport, 2) my presence as an athlete on the Internet and 3) successful applications. In Employment support, the partner of Swiss Olympic, Adecco assists high performance athletes in job search both during their athletic career and after retirement. Services include 1) consulting services; 2) labour market preparation; 3) the transferal of temporary and permanent job and 4) internships, all of which are free (Swiss Olympic, 2013; Personal communication April 10, 2014).

UK

Since 2009, the English Institute of Sport (EIS) has managed the *Performance Lifestyle* programme in the UK. England, Scotland, Wales and Northern Ireland offer the same concept of “*Performance Lifestyle*” support service nationwide. Programme content depends upon the specific needs of each country through their own sporting organisations—the EIS, Sportscotland Institute of Sport, Sportwales and Sports Institute Northern Ireland (EIS, 2013).

The key strategy and vision of *Performance Lifestyle* is as follows: 1) the EIS aims to assist high performance athletes with developing their short- and long-term career plans with their own skills as a high performance athlete, which are transferable to the labour market; 2) Sportscotland Institute of Sport enables athletes to manage both their sporting career and the other areas of their lives by offering timely and customised support services according to the

circumstances of each athlete, making them aware that they are responsible for every dimension of their lives so that they can improve their performance and achieve their goals at the international level; 3) Sportwales assists high performance athletes in (a) developing specialised environment for successful sporting career by providing individualised support that meets the requirements of each athlete and (b) preparing high performance athletes for post-athletic life; and 4) Sports Institute Northern Ireland assists helps athletes perform better by minimising distractions, encouraging them to prepare better for post-athletic life and offering support services for career development (EIS, 2013; Sportscotland Institute of Sport, 2013; Sportwales, 2013; Sports Institute Northern Ireland, 2013).

Athlete Advisors in each institution deliver *Performance Lifestyle* (EIS, 2013; Personal communication, April 11, 2014). *Performance Lifestyle* divides high performance athletes into three categories to offer timely support to 1) aspiring full-time athletes who require extra income to support their training by having a flexible and part-time job while pursuing high performance aspirations, and 2) full-time athletes eager to develop future career plans for post-athletic life (athletes in this category spend most of their time training and competing and do not have enough time to prepare themselves for life after sport) and 3) transition athletes planning to terminate their athletic career and transition to a new career after retirement. The programme content of *Performance Lifestyle* includes 1) integration planning, 2) educational guidance, 3) career planning, 4) transitional support, 5) training and development programmes and 6) referral. Sports Institute Northern Ireland presents more detailed programme content, including (a) effective communication, (b) coach support/development, (c) developing sponsorship profiles, (d) time management skills, (e) transition management, (f) developing effective support networks, (g) managing finances and (h) lifestyle during rehabilitation caused by injury (EIS, 2013; Sportscotland Institute of

Sport, 2013; Sportwales, 2013; Sports Institute Northern Ireland , 2013; Personal communication, April 11, 2014).

US

The US Olympic Committee (USOC) and its partner, the Adecco Group, developed *the Athlete Career Program (ACP)* to meet the needs of career support services among American high performance athletes (Team USA, 2013).

The key strategy and vision of the *ACP* is to 1) help high performance athletes minimise concerns about areas in their lives besides sport, allowing them to compete better during their SC; 2) preparing high performance athletes to transition from the athletic career, emphasising high performance while competing. The *Athlete Career Program* also assists talented high performance athletes to find jobs compatible with their high performance, which enables them sufficient time and finance to focus on training and performance. The *ACP* expects that high performance athletes have practical career experience that they can apply when they find careers outside sport by going through the programme (Team USA, 2013).

Adecco, the global leader in Human Resources services and official partner of USOC is responsible for delivering the programme. “Career Coaches” are the practitioners who deliver the programme directly to high performance athletes (Team USA, 2013; Personal communication May 29, 2014).

ACP programme content and services include 1) personal career assistance (customised planning depending of an individual’s need by his/her own career coach, 2) job placement assistance (helping high performance athletes find a job suited to their situation), 3) career management seminars (five topics are available—“Creating Your Game Plan”, “Building Your Team”, “Entering the Competition”, “Game On! Are You Ready?” and “Can You Be Your Own Boss?”). In addition to job placement assistance, the *ACP* offers résumé

development, interview preparation, professional seminars, job market research and career coaching (Team USA, 2013).

Table 4 summarises the training and development programmes for sport career transition practitioners in 19 countries, each of which is described in greater detail below.

Table 4: Training and development of practitioners providing Sport Career Transition Organisational Intervention Programmes

| Country | Training and Development |
|----------------|--|
| Australia | <p>Must hold a graduate certificate in career counselling or equivalent qualification</p> <p>Take an athlete-specific course and learn how to work in their area by mentors</p> <p>The AIS holds an annual internal conference for professional development purposes</p> |
| Belgium | <p>BLOSO trains the career counsellors who are from different firms outside of BLOSO</p> <p>There is no specific training programme for practitioners in ADEPS</p> |
| Brazil | <p>No training programme for sport career transition organisational intervention programme practitioners</p> |
| Canada | <p>Working on designing an externally accredited post-graduate certificate programme for training its practitioners aiming at launch in January 2015</p> |
| Denmark | <p>No training programme for sport career transition organisational intervention programme practitioners</p> |
| France | <p>No training programme for sport career transition organisational</p> |

| | |
|--------------|---|
| | intervention programme practitioners |
| Germany | No training programme for sport career transition organisational intervention programme practitioners |
| Ireland | An informal and internal multi-disciplinary training programme for psychology, medicine and lifestyle support practitioners |
| Japan | A plan to develop a certification programme for people who want to become a professional Career Advisor |
| Netherlands | No training programme for sport career transition organisational intervention programme practitioners |
| New Zealand | No internally developed training programme Externally take the counselling course and go through life coaching programme |
| Russia | No training programme for sport career transition organisational intervention programme practitioners |
| South Africa | It cannot be determined with the data collected |
| South Korea | No practitioner-specific training programme KOC staff members voluntarily participate in seminars, workshops, or conferences In the NEST Foundation, the practitioners can apply for some courses designed for elite athletes such as foreign language learning courses, study abroad and International sport professional course |
| Spain | No training programme for sport career transition organisational intervention programme practitioners |
| Sweden | ‘Applied sport psychology certification was established in 2011 Two advanced levels of applied sport psychology courses have been |

| | |
|-------------|---|
| | developed |
| Switzerland | No training programme for sport career transition organisational intervention programme practitioners |
| UK | A training programme on Career Coaching offered by a company called 'Management Futures' In Wales, the practitioners take 1) Talented Athlete Lifestyle Support (TALS) Level 3 1st4Sport Certificate, 2) Mentoring in Sport (20 Credit Level 6 Module, University of South Wales), 3) Coaching & Mentoring (ILM L7) and 4) Athlete Career Transition (20 Credit Level 6 Module, University of South Wales) |
| US | All the staff involved in the programme go through special training offered by USOC Adecco provides a two day workshops that trains each practitioner of the workshops over two day period then after the practitioners learn the materials |

Australia

Practitioners who offer career transition support are called either Athlete Carer Education (ACE) Advisers or Personal Excellence Advisers (Australian Institute of Sport, 2014). Practitioners in this role must hold a graduate certificate in career counselling or an equivalent qualification. All practitioners are also required to complete an athlete-specific course and learn how to work in this area, guided by mentors. ACE advisors are also trained in referring athletes when they face an issue that transcends their professional knowledge. The Australian Institute of Sport (AIS) holds an annual internal conference for professional development purposes (Personal Communication, March 3, 2014).

Belgium

BLOSO (the administration section of the Flemish Ministry of Sport) employs general career counsellors to support high performance athletes in transition. These practitioners often do not have experience working with a high performance population. As a result, BLOSO conducts in-house training to help practitioners understand high performance sport environments (Personal communication, October 14, 2014). There is no specific training and development programme for practitioners in ADEPS (dual career department of sport administration in French Speaking community's Ministry) but each staff member gains access to the training programme of the civil servants of the French-speaking Community's Ministry (Personal communication, October 23, 2014). No development for training and development programme for sport career practitioners has been identified.

Brazil

There is no training and development programme for sport career practitioners working with high performance athletes on career transition issues in Brazil (Personal Communication, August 15, 2014).

Canada

There was no training and development programme for sport career practitioners working with high performance athletes in Canada on career transition issues at the time of the data collection. The Canadian Sport Institute Network was, however, designing an externally accredited postgraduate certificate programme to train its practitioners; the launched was aimed for January 2015 (Personal Communication, 25 March, 2014).

Denmark

Team Denmark has systematically developed the programme to support high performance, education and career development in high performance athletes; however, there is no specific training and development programme designed for practitioners who deliver sport career transition services (Personal Communication, September 16, 2014).

France

In France, specific training and development programme for sport career does not currently exist. However, the National Institute of Sport, Expertise and Performance (INSEP) refers high performance athletes who ask for career transition support to the most suitable practitioner with the best competence, depending on the needs of the athlete (Personal Communication, July 28, 2014).

Germany

There is no training and development programme for sport career working with high performance athletes on career transition issues in Germany (Personal communication, May 15, 2014).

Ireland

The IIS offers an internal multi-disciplinary training programme to psychology, medicine and lifestyle support practitioners (Personal communication, April 25, 2014).

Japan

There was no training and development programme for sport career practitioners working with high performance athletes on career transition issues in Japan at the time of data

collection. The Japanese Olympic Committee (JOC) is, however, planning to develop a certification programme for people who want to become a professional Career Advisor. Candidates will be required to understand the high performance environment and career education, and have a background in psychology (Personal communication, July 6, 2014).

Netherlands

NOC*NSF has recognised the need to train its practitioners who deliver the career transition programme to high performance athletes. However, there is no developed training and development programme for sport career practitioners to date. NOC*NSF is discussing this with Randstad, especially in order to train the Topsport Life Skill Coaches (Personal communication, April 4, 2014).

New Zealand

Practitioners who offer career transition support through HPSNZ are called Athlete Life Advisors. They have all completed either the career counselling for high performance athletes graduate diploma course at University of Victoria in NSW, Australia (this course is no longer available) or “A diploma in career counselling” at Auckland University of Technology in Auckland. In addition, the practitioners have completed a sport-specialised life-coaching programme called Coaching for Significance (Personal communication, February 19, 2014).

Russia

No training and development programme for sport career practitioners working with high performance athletes on career transition issues in Russia were identified.

South Africa

No training and development programme for sport career practitioners working with high performance athletes on career transition issues in South Africa were identified.

South Korea

KOC staff members voluntarily participate in seminars, workshops and conferences related to supporting retired athletes; KOC finances these activities. NEST Foundation practitioners can apply for courses designed for high performance athletes, such as foreign language learning courses, study abroad and an international sport professional course. There are also general and regular training sessions for all staff at the organisation. Practitioners can receive advice and counselling from the experts, who have worked in the fields of career development, career counselling and the labour market, and an advisory panel related to the specific area (Personal communication, February 4, 2014; Personal communication May 29, 2014).

Spain

No training and development programme for sport career practitioners working with high performance athletes on career transition issues was identified in Spain (Personal communication May 23, 2014; Personal communication May 29, 2014).

Sweden

Applied sport psychology certification was established in 2011, based on the criteria, knowledge and competence of developed certifications to deal with career transition issues. Two advanced applied sport psychology courses have been developed at Halmstad University and the Swedish School of Sport and Health Sciences in Stockholm. Halmstad University

offers career transition support services to high performance athletes, including career planning, lifestyle management, life skills training and social networking. Since 2002, the Swedish School of Sport and Health Sciences has adopted a medical approach to transitional issues, including, for example, cognitive-behavioural perspectives (Personal communication March 21, 2014).

Switzerland

No training and development programme for sport career practitioners working with high performance athletes on career transition issues was identified in Switzerland (Personal communication April 10, 2014).

UK

The Performance Lifestyle Advisors complete a training programme on Career Coaching offered by a company called “Management Futures”. In Wales, practitioners complete 1) Talented Athlete Lifestyle Support (TALS) Level 3 1st4Sport Certificate, 2) Mentoring in Sport (20 Credit Level 6 Module, University of South Wales), 3) Coaching & Mentoring (ILM L7) and 4) Athlete Career Transition (20 Credit Level 6 Module, University of South Wales). In Scotland, there is an annual staff development conference (Personal communication, December 11, 2013; Personal communication, April 11, 2014).

US

All staff involved in the career transition programme undergo special USOC training in order to improve their skills depending on their work experience in this area and their specialties, considering the experience and the background of the practitioners. Adecco provides a two-day workshop that trains each practitioner. The instructors of Adecco have

practitioners work as a team, delivering material and then observing and providing feedback to practitioners (Personal communication, May 9, 2014; Personal communication, May 29, 2014).

4.3.1. Cross-Country Analysis for sport career transition organisational intervention programmes worldwide

Question 1: At the government level, which organisation is responsible for delivering a sport career transition organisational intervention programme?

The findings indicate that the National Olympic Committees in each country are responsible for the delivery of the majority (11 countries) of sport career transition organisational intervention programmes (Brazil, Belgium, Germany, Japan, Netherlands, South Africa, South Korea, Spain, Sweden, Switzerland and the US). Ten countries (Australia, Belgium, Canada, Denmark, France, Ireland, New Zealand, South Korea, Spain, and the UK) have sporting organisations responsible for sport career transition programmes independent of their National Olympic Committees.

Three countries (Belgium, South Korea and Spain) have more than two different sport career transition programmes, respectively, offered by the National Olympic Committees and the other sporting organisations in one country. The UK has four different sporting organisations (the EIS, SportsScotland institute of Sport, Sportwales and Sports institute Northern Ireland) based in each home country. Belgium has two different sporting organisations (BLOSO and ADEPS) independent of the Belgian Olympic Committee based on each community in Belgium (BLOSO: Flemish-speaking community and ADEPS: French-speaking community); in Spain, Centre d'alt Rendiment (CAR) is a sporting organisation located in Catalonia and funded by the Catalan federation, which offers this programme to Catalan athletes.

With regard to EU countries (Belgium, Denmark, France, Germany, Ireland, Netherlands, Spain, Sweden and the UK), *Dual Careers* developed by the EU is implemented in Belgium (ADEPS), Denmark (Team Denmark), France (INSEP), Germany (DOSB) and the Netherlands (NOC*NSF; *Gold on the workflow* is delivered in association with Dual Careers).

11 National Olympic Committees offer sport career transition programmes for high performance athletes (Brazil, Belgium, Germany, Japan, Netherlands, South Africa, South Korea, Spain, Sweden, Switzerland and the US). Among the 11 National Olympic Committees, five countries (Brazil, Belgium, South Africa, Switzerland and the US) offer the Athlete Career Programme developed by the International Olympic Committee; the rest of the countries run different programmes: Germany (Dual Careers), Japan (Career Academy), Netherlands (Gold on the work floor), South Korea (Retired Athletes Support Portal), Spain (Oficina de Atención al Deportista) and Sweden (the High Performance Support Programme).

Question 2: What is the general strategy of a sport career transition organisational intervention programme?

Most programmes focus on assisting athletes in balancing their sporting career with the other areas in their lives by offering educational, vocational, personal development, career development and life skills support services. However, the programmes of New Zealand, Sweden and the US also emphasised that they intend to help athletes enhance their high performance as a result of their involvement in the programmes.

In terms of whether a programme is proactive or reactive, all the programmes are proactive except for the programme in South Korea. This is because the career transition programmes offered by the KOC and the NEXT foundation in South Korea are designed only for retired athletes. This finding is consistent with the perspective the specific needs of

athletes should be supported proactively owing to the importance of pre-transition planning and life skills development (Gilmore, 2008; Park et al., 2012; Wylleman, Alfermann, & Lavallee, 2004). Offering proactive support services during the early stages of the retirement process might effectively assist athletes; practitioners can assist athletes with strategies tailored to their current stage in the retirement process (Park et al., 2012).

Question 3: What are the contents of a sport career transition organisational intervention programme?

A majority of sport career transition organisational intervention programmes offer career counselling in the form of psychological support, career planning, academic advices and job preparation.

High performance athletes require customised support services (Petitpas & Champagne, 2000; Park, 2012). 13 sporting organisations from 12 countries reviewed here offer tailored support services (Australia, Belgium, Canada, Denmark, France, Germany, Japan, New Zealand, Spain, Sweden, the UK (Sportscotland and Sportwales) and the US) as part of their sport career transition organisational intervention programmes. Although the remaining sporting organisations did not specifically mention that they offer a customised service, their support service can be considered tailored, as practitioners work closely with individual athletes and offer what the athlete needs within the programme resources.

Since high performance athletes need to train in different environments depending on their training schedule, they are not always available to access offline programmes. Petitpas and Champagne (2000) argued that the use of online inventories, job search resources and Internet career information during intervention programmes not only enhances workshop offerings, but also provides information to participants about how to access career information at other sites after completing the sport career transition programme. Five

sporting organisations from four countries offer online support services (Australia, Canada, South Africa and South Korea (both the KOC and the NEXT foundation) because high performance athletes often travel to train and compete.

Question 4: Who is responsible for the delivery of a sport career transition organisational intervention programme?

14 sporting organisations from 13 countries have specific practitioners for their programmes: Australia (ACE advisors), Belgium (BLOSO: two Career Counsellors and a sport psychologist inside of the organisation and eight Career Counsellors as partners outside of the organisation, ADEPS: two experts of the education sector, one career advisor, and one coordinator), Canada (Athlete Career Transition Advisors), Denmark (a Dual Career Coordinator), Germany (a Project Manager and Career Advisors), Ireland (Support Providers), Netherlands (Career Counsellors, Study Coaches and Topsport Life Skills Coaches), New Zealand (Athlete Life Advisors), Spain (CAR: the Mentors of residence and SAE Advisors), Sweden (A group of coordinators and a resource team), Switzerland (a Career Advisor and a Head of Performance), the UK (Athlete Advisors) and the US (Career Coaches). Two Asian countries (Japan and South Korea) do not have specific practitioners for their programmes; staff from other sporting organisations (JOC, KOC and the NEXT foundation) delivers their programmes to high performance athletes. Unfortunately, data collected on practitioners who deliver the programmes directly in the rest of programmes in other countries (Brazil, France, South Africa and Spain (OAD)) was insufficient to determine who exactly is involved in the delivery of sport career transition organisational intervention programmes. Adecco, a global leader in Human Resources services, is closely involved in the delivery of the sport career transition programme in Sweden, Switzerland, and the US.

4.3.2. Cross-Country Analysis for training and development programmes for sport career transition practitioners worldwide

Question 5: Do the sporting organisations identified in Study 1 have training and development programmes for sport career practitioners who deliver its programme to athletes?

Seven sporting organisations have developed an explicit training programme for practitioners who deliver sport career transition organisational intervention programmes: Australia, Belgium (BLOSO), Ireland, New Zealand, Sweden, the UK and the US. Four sporting organisations support sport career practitioner development by providing courses and internal conferences/workshops: Australia, New Zealand, South Korea and the UK (Scotland). Of these, the Australian institute of Sport (Australia) and the Swedish Olympic Committee (Sweden) require their practitioners to hold a certification that qualifies them for their career as a sport career transition organisational intervention programme practitioner. Two organisations (Canada and Japan) reported plans for a certificate programme.

4.4 Discussion

As aforementioned, Anderson and Morris (2000) investigated the athlete lifestyle programmes from Australia, Canada, the UK and the US based on visiting sporting centres. Lavalley et al. (2001) studied 11 career development programmes in seven countries. Compared to those results, 21 programmes from 18 countries included in the current study (Russia was the exception) are implemented at present. Ten countries (Australia, Belgium, Canada, Denmark, France, Ireland, New Zealand, South Korea, Spain and the UK) have their own sporting organisations, which are responsible for career transition programmes independently of their National Olympic Committees. According to Anderson and Morris (2000), sporting organisations should ensure that athletes develop a well-rounded approach to

life, one that encourages them to expand their identity beyond sport. Athlete lifestyle programmes can allow sporting organisations to establish the best environment for athletes. 89% of sport career transition organisational programmes in the current study offer proactive career transition programmes; only two programmes from South Korea provide reactive programmes. Researchers in sport career transition (Gilmore, 2008; Wylleman et al., 2004; Park et al., 2012) have emphasised proactive interventions. However, longitudinal studies (Douglas & Carless, 2009; Lally, 2007) indicate that athletes demonstrate changes in their degree of athletic identity and require time to adjust to their post-sport lives; therefore, to assist athletes in sport career transition, practitioners must provide both proactive (career planning, education in transferable skills) and reactive (coping with emotions, supporting the identity reformation process) programmes support (Park et al., 2012).

Researchers have frequently examined coping strategies employed by athletes during the career transition process but none how sport psychologists can support athletes in developing effective coping strategies (Park et al., 2012). Sport psychologists are often the source of psychological services for retired athletes (Lavalley & Andersen, 2000). In their study of a sport career assistance programme for high performance athletes, Petitpas, Danish, McKelvain, and Murphy (1992) argue that the task of counsellors (practitioners) providing support for athletes in transition is to ensure that they feel understood before any attempts are made to “fix their problem” by psychological testing or a workshop on résumé writing. A regular support group for athletes can ameliorate the emotional impact of many transitions. In the current study, eight countries provide psychological support as a counselling service: Australia, Belgium, Ireland, South Korea, Spain, Sweden, Switzerland and the UK. However, most programmes adopt a career counselling approach in order to identify the educational or vocational interests of high performance athletes before advising them on career transition. Life development interventions before an event use enhancement strategies (Lavalley, 2005);

those during an event employ supportive strategies (Danish et al., 1993, 1995). The real void for many athletes is emotional support; counsellors working with athletes need to provide opportunities for them to share their feelings (Petitpas et al., 1992).

Balancing training and competition with recovery from physical and mental exertion is one thing; balancing sporting endeavours with the other demands of life is another (Fricker, 2013). The need to balance aspirations in life supersedes both—from short-term aspirations of sporting success, to longer-term aspirations of a career outside of (or beyond) sport, family and social activities. High performance training centres worldwide use the services of professionals who assist athletes in developing plans, and reviewing and refining these in the course of the athlete's career. A key aspect of the professionally addressing the needs of athletes is tailoring the approach to each individual. There are opportunities for the professional development of ACE advisers. In Australia and the UK, qualifications can be obtained from recognised tertiary institutions. Research has also become important, particularly to establish whether interactions between advisers and athletes are effective and, if necessary, to change behaviour for the better, so that educational and vocational objectives are met. Early work in this area is reassuring. Further evaluation will assist in refining the practice of advisers. Price, Morrison, and Arnold (2010) claim that sporting organisations and coaches should support the development of athletes as a whole person and encourage engagement in non-sporting pursuits to enhance sporting performance, career longevity and wellbeing.

Apart from South Korea and Japan, where the sporting organisation staff delivers career transition programmes as opposed to specific practitioners, 13 countries have specific practitioners for their programmes. Approximately 70% of the countries in this study assign specialised practitioners to their programmes. Park et al. (2012) suggest that, if practitioners are aware of changes in how ready athletes are for retirement, their emotional and

psychological responses and the coping strategies used during these stages, might help them employ appropriate strategies during each stage of the process. They also state that providing information and educating athletes and coaches about the benefits of pre-retirement planning might encourage athletes to become involved in intervention programmes or pre-retirement planning while actively competing. Reints and Wylleman (2013) claim that stakeholders (e.g. national Olympic committees, international sports federations and universities) lead this field by acknowledging the significance of athletic retirement and the challenges faced by retiring and retired athletes. This could be done via an awareness-creating campaign, aimed at athletes and coaches and involving all other stakeholders (parents, lifetime partners, businesses and actors in the labour market). Such a campaign should, in the first instance, address the major concern of athlete service providers that they will be unable to reach all athletes, their coaches and their families and friends on the significance of the athletic retirement and the need for career support services. They also state that the campaign should promote and encourage providers of career development programmes to optimise currently available career support services by focusing on an idiosyncratic, holistic and lifespan approach as advocated in the developmental model of Wylleman and Lavallee (2004).

Proactive interventions are required to assist athletes in career transitions. Practitioners must therefore identify the needs of athletes at particular stages of their sport career transition process (Wylleman et al., 2004). Practitioners may need to examine coach-athlete relationships and consider enlisting the support of the coaches (Park et al., 2012). They also may need to employ different kinds of assistance to support these young athletes as they withdraw from their sport, such as helping them minimise feelings of failure and self-disappointment by establishing a positive self-image and self-confidence.

In addition, many athletes did not participate in career transition intervention programmes, even when they had the opportunities (Albion, 2007; Lavallee, 2005). Previous

studies have emphasised how athletes resist such programmes while actively competing and attributed this attitude to their perception that involvement would distract them from their performance. Practitioners need to educate such athletes on the importance of pre-transition planning and life skills development (Park et al., 2012).

The current thesis proposes that sport career transition practitioners play an important role in making high performance athletes aware of the support services and involving coaches, athletes' parents and academic advisors as well as high performance athletes themselves in sport career transition organisational intervention programmes. The findings of this study show that sport career practitioners work closely with high performance athletes while treating them as individuals and contacting people close to athletes to manage both their sporting and non-sporting careers.

International comparisons of career transition programmes remain nascent. In this study, it is hoped that areas of convergence have been identified, leading to a more systematic understanding. By selecting comparable career transition organisational intervention programmes, the current study reviews programmes worldwide, characterising their similarities, differences and difficulties, so that sporting organisations and practitioners might improve sport career transition organisational intervention programmes. Although a large number of career transition organisational intervention programmes have been investigated in this chapter, countries not included here may have developed unique programmes.

There is a paucity of research on practitioner training programmes. This topic could attract attention from researchers, sporting organisations, stakeholders and practitioners themselves, as practitioners are the ones who closely work with high performance athletes, a major reason why they deliver such programmes effectively. More attention should be paid to designing a training and development programme for sport career practitioners who deliver sport career transition organisational intervention programmes. Although this chapter

investigates a large number of training and development programmes for sport career practitioners, it is possible that countries excluded from this study might have developed their own practitioner-specialised training and development programmes that fit the criteria of the current study.

Chapter Five

Study 2

The Development and Evaluation of a Psycho-Educational Curriculum for Sport Career Transition Practitioners

5.1 Introduction

In this chapter, a psycho-educational curriculum for sport career transition practitioners is developed and evaluated. A curriculum was initially developed based on an extensive literature review in the area of sport career transitions, the results of the previous study in this thesis and a focus group in the current study. An expert panel evaluated the curriculum using a two-round Delphi method. Finally, a psycho-educational curriculum for sport career transition practitioners is presented.

The growth of sport career transition organisational intervention programmes for athletes has, to some extent, coincided with the growth in size and popularity of high-level competitive sports (Lavalley et al., 2001). Petitpas and Schwartz (1989) maintain that practitioners are encouraged to teach retiring and retired athletes life skills that may directly help them achieve success outside the sporting domain. Although the sport psychology literature contains a number of articles that describe sport career transition programmes (e.g. Petitpas et al., 1992; Werthner & Orlick, 1986), little has been written addressing the practical considerations of providing such services at an organisational level (Petitpas & Champagne, 2000). No research has been published on a training and development programme for sport career practitioners who deliver sport career transition organisational intervention programmes. This could be significant given the amount of research focusing on high performance athletes (Park et al., 2013), who often require career transition organisational intervention programmes and the services provided by practitioners.

Evaluation of the ACE Programme revealed that athletes desired more empathy in response to their specific needs and wishes; there was a strong request that practitioners be more pro-active in initiating individualised contact with athletes (Lavallee et al., 2001). A general aim of support services could be to assist and guide athletes in multi-formats; for example, 'one-on-one' or group counselling, written information and skills enhancement programmes, in order to manage their career development and maximise their potential in the different domains of daily life (Wylleman et al., 1999). These findings indicate that sport career transition practitioners, such as ACE advisers, are required to handle many transition issues and be prepared to assist high performance athletes in many aspects of support services, such as counselling, managing contacts, career/education planning and referral. This is consistent with the findings from Study 1 in Chapter 4.

One psychological challenge faced by retiring athletes is a changing social environment. Athletes may lose contact with individuals who were significant to them during their athletic career. Research has shown that athletes who experience retirement transition as difficult cite the loss of their support system as the most significant cause of adjustment problems (Erpič, Wylleman, & Zupančič, 2004). Park et al. (2013) presents a systematic review of eight studies on sport career transition programmes (Albion, 2007; Redmond et al., 2007; Gilmore, 2008; Goddard, 2004; Selden, 1997; Stankovich, 1998; Torregrosa, Mateos, Sanchez, & Cruz, 2007; Lavallee, 2005); these demonstrated positive associations between support programme involvement and life skills development in athletes, and the quality of their career transition. As discussed in Study 1, 18 of 19 countries offered sport career transition organisational intervention programmes to high performance athletes. Although some of the sporting organisations have specialised practitioners to deliver the programmes, however, general staff at other

organisations deliver the programmes. Some sporting organisations offer opportunities for career development for sport career transition practitioners, such as completing an athlete-specific course and learning from mentors to work in this area (e.g., Australia), an informal, internal multi-disciplinary training programme for psychology, medicine and lifestyle support practitioners (e.g., Ireland); independently completing a counselling course and life coaching programme (e.g., New Zealand); participating in general seminars, workshops or conferences offered by the Korean Olympic Committee (e.g., South Korea); a training programme on Career Coaching offered by a company called Management Futures (e.g., U.K.) and special training offered in the US by the USOC, a two day workshops offered by Adecco. In terms of certification, practitioners in some countries must hold a graduate certificate in career counselling or an equivalent qualification to work (e.g., Australia). At the time of this study, there were also plans to develop certification schemes in Canada, Japan and Sweden. However, there is as yet no training and development programme specifically designed for sport career transition practitioners. There is thus a need to develop a training and development programme for sport career transition practitioners in order to offer better support services to high performance athletes during sport career transitions.

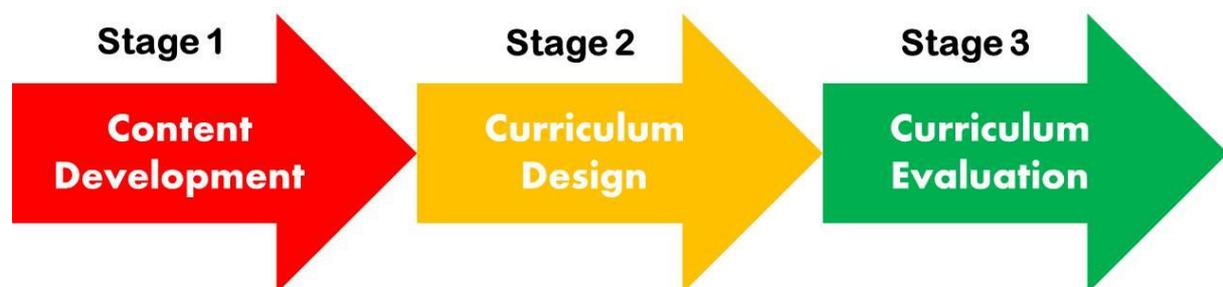
Research on the development and evaluation of curricula for practitioners in sport is limited. Gordon, Potter, and Ford (1998) developed a psycho-educational curriculum for Sport-Injury Rehabilitation Personnel (SIRP). Based on the literature on sport-injury rehabilitation practitioners, emotional and behavioural issues that hindered outcomes revealed the importance of psychology in the treatment. Sport-injury rehabilitation personnel are well positioned to inform, educate and assist, not only with the physical but also with psychological consequences of injury (Gordon et al., 1998). Gaps in SIRP training programmes in psychology and implications of research on the psychological aspects of sport

injuries for practitioners are described (Gordon et al., 1998). Practitioners received no specialist training in psycho-educational processes and it was concluded that more information on and experience with psycho-educational processes is required in this type of training (Gordon et al., 1998). This is similar to the current study, which aims to develop a training and development programme for sport career transition practitioners based on evidences from the previous study. Following the development of the psycho-educational curriculum, Potter (2003) evaluated a communication skills training programme for physiotherapists, “Influence the interaction: Advanced communication skills for physiotherapists”. This programme was based on the existing literature and the findings of two previous studies by Potter (2003), which determined that physiotherapists require better communication skills and knowledge.

In the theoretical framework for adaptation to sports career transition proposed by Lavallee et al. (2014), five interventions are proposed to assist high performance athletes overcome retirement crisis: cognitive, emotional, behavioural, social and organisational interventions. This study focuses on organisational interventions in order to advance theory and knowledge in this area and assist sport career transition practitioners and sport organisations in their responsibility to support athletes in transition. Developing such a curriculum will bridge a gap in the literature, as did Study 1, which identified the lack of specific training and development programmes for sport career transition practitioners worldwide. The current study aims to contribute to the career development of sport career transition practitioners by offering a well-developed, specialised curriculum. The delivery quality of these programmes worldwide can be enhanced to support high performance athletes in making more positive career transitions. The present study is designed to strengthen relevant theories by expanding the organisational intervention aspect of Lavallee et al.’s (2014) model. Cultural adaptation of internationally-recognised theoretical frameworks on

career development and transition and the development of culturally-relevant frameworks and research instruments should be encouraged in the field of sport psychology (Stambulova et al., 2009). It has been established that the balance between current and anticipated future demands in their sporting career, the holistic view of an athlete, the significance of the transition from junior to senior sport and the main factors that affect how an athlete adapts to their life after sport (retirement planning, voluntary termination, multiple personal identity, availability of social support and active coping strategies) should be emphasised (Stambulova et al., 2009).

In the current study, three stages are proposed to demonstrate how the content of the psycho-educational curriculum was developed, designed and evaluated:



5.2 Stage 1: Content Development

5.2.1. Method

Focus group

A focus group was conducted to identify the key competencies of sport career transition practitioners in order further to inform curriculum content. Four participants were sport career transition practitioners at the UK National Institute of Sport, with experience ranging from 4 years to 18 years. The experts were asked to identify competences of sport

career transition practitioners especially when they provide support services for dual career² athletes challenged by a conflict between sporting and academic commitments and relocation. In order to collect sufficient data from the focus group, the time and the place were arranged to accommodate experts.

Questions were sent to them in advance via email to allow them to prepare their answers regarding their experience when they faced two specific situations as follows:

- Situation A: The person is about to start a challenging study year with exams that conflict with a crucial competitive phase. They want to successfully do both.
- Situation B: The person has to make a decision to leave home and their family to relocate for their sport and/or studies. The person has to adapt to a new social environment and manage this with less family support.

They were also encouraged to answer the questions using the following framework with questions and answers:

- Situation: What was the specific situation you experienced?
- Task: What did the dual career athlete expect from you? What did you feel was your specific role in supporting the person?
- Action: What did you do to help him/her? How did you do this? What methods did you use? What instruments did you use?
- Result: What was the result of your intervention? How did the dual career athlete cope with this scenario? How did you cope with this scenario?

The two situations and framework applied in this study were developed by the “Gold in Education and Elite Sport” (GEES) project funded by the European Union’s Erasmus + Sport Program, which involves a consortium of internationally renowned dual career researchers

² "Dual careers" in sport encapsulates the requirement for athletes to successfully initiate, develop and finalise 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 (EU Guidelines on Dual Careers of Athletes, 2012)

and practitioners. This procedure was decided by the sufficient discussions with a leading expert in this area who is also involved in the GEES project considering the similarity between the objectives of this study and the project and credibility of the framework developed by dual career experts.

The experts agreed for the focus group to be audiotaped and a time limit was set for each person for each question. Audiotaped data was then transcribed for analysis. The focus group for the current study received ethical approval.

5.2.2. Results

Conflict between sporting and academic commitments

Experts emphasised the importance of a guided conversation to identify key elements in order to provide timeous support to athletes. Support consisted in adjusting academic and sporting commitments by working closely with university and sporting staff. This approach enables dual career practitioners to develop an integrated plan for dual career athletes. Dual career athletes should focus on one commitment at a time, use career planners and wellbeing diary to monitor athletes' feelings, and engage in guided conversation, open-ended questions, listening and story-building.

Table 5: A conflict between sporting and academic commitments

| Meaning unit | Person | Quote/Narrative |
|---|---------------|---|
| To have a conversation with athlete to understand and identify his/her concerns about academic and sporting commitments | 1 | |
| Discuss a competition plan with his/her personal coach | 1 | |
| Contact his/her academic advisor to have the advisor aware of the athlete's sporting commitment plan | 1 | We then pulled in the coach, her personal coach who is also a national coach. Just so that everyone has an understanding what's come up. We, pro, coach produced the competition plan |

| | | |
|--|---|--|
| To help the athlete prioritise his/her commitments | 1 | <p>for next year so we are aware of the events coming up. We then forwarded that to her academic advisors so they are aware of it. So that just for me that help me understand that she has an awareness of what her priorities are and naturally what that will do so, turn up and pull out of events she is not sure what her priority is or should be and in that stage that starts to connect buddy who she knows is because you are not aware of what the priority is or you are free to make a decision, or so we can go into that self-exploration so the end of the day she will have a career plan.</p> |
| Co-institute with University | 1 | <p>It has been set up Scotland as Queen Mary University is part of what we call co-institute. So they have signed up as one of co-institutes here which means they will, they agreed to provide element of flexibility within the educational path for the athlete so part of my roles to remind the university of they signed up to this policy.</p> |
| To identify possible complex and adjust the both academic and sporting commitments by working closely with university and sporting staff | 2 | <p>We looked at that university programme, looked into swimming programme, we discussed with swimming coaches and university to trying to identify what key complex is going to be and trying to find solutions in or around them which meant changing a little bit of time table and in terms of also changing the competition training boards, and also we meant, we knew there is going to be times out of university, times out of study. So we had to plan developed and essentially the main reason we were doing that also working around the framework that is already set up working with the sport staff was critical to that understanding and actually planning what the key point would be academically from the sporting perspectives.</p> |
| To identify the whole schedule in detail and develop integrated plan. | 3 | <p>What did we do, well, we sat down, we looked to the whole schedule, we looked to the competitive commitment, sailing, training commitments we looked to what school expected ... We looked to this whole schedule and quite a lot of detail and did integrated plan that and looked to how we could best prepare. These meetings took place very early on September time, a year before. So we had a quite long period time come up with, time management, skills, and I encouraged her to try consider, what other experiences she has and what skills to transfer into the situation</p> |
| To encourage athlete to share | 3 | <p>I encouraged her to speak to other athletes on</p> |

| | | |
|---|---|--|
| experience with other athletes and manage his/her feelings. | | sailing programme because lots of them have very similar scenarios and we brought all that information back together and reflected on it as a group with both mom and the athlete. We also set up her own well-being diary that she worked on with her S&C coach. She would see him more regularly and that's for her own well-being because she has never really reflected on how she was feeling before, just continue training. So we just used the very simple set up like emoticons and some figures which are useful and helping her to monitor her feelings on how fatigue she was. |
| To identify an ability to combine both academic and sporting commitment and prioritise the commitments | 4 | |
| A policy developed to enable practitioners to integrate and manage both academic and sporting commitments | 4 | |
| Multidisciplinary and integrated work with university and sporting staff | 4 | it's also that multidisciplinary the ability to really closely, was the ability to work with your physical strength coach, working with coach working with nutrition using diary monitoring, electronically received report every day to see how is that athlete |
| To apply theoretical framework to practice | 4 | An approach we will be using is coaching and mentoring model approach so that ability with athlete is resourceful. The different model is here Oscar's model, to be honest with you, I think it's the ability to adapt, I don't think you have to stick to the script. I think it's your ability to, you might say, one element of a conversation for longer because it's important. |
| Methods etc. (specifically mentioned) | | |
| Career Planners | 1 | In order to help her, what I would do was use such a tool I normally use a lot is we call career planners so we have a plan that identifies all her sporting commitments academic commitments |
| Well-being diary to monitor athletes' feelings | 3 | |
| Guided conversation, opening questioning, listening, and story building | 4 | The process work that you have with a person that you meet for the first time, that's the interesting part, there is the true craftsmanship in the guidance profession... I think we are in dangerous running trying to create one model to fit all... sure there is a site called the method bank, but this is to easy, it's the knowledge, the |

skill, the craftsmanship is in being able to manage the person and what happens in the room, to create trust, a relationship, and if this does not work it does not matter how many exercises and such you come with

Relocation

Experts reported the importance of understanding the situation a dual career athlete faces. Two emphasised the importance of profiling dual career athletes in order to develop individualised, integrated plans. All agreed a relocation-checklist is critical for dual career athletes to be aware of what they need, what they should expect from their relocation and for what they should prepare before they are relocated. All agreed it is important for dual career athletes to stay in touch with others like themselves, as well as to have strong relationships with parents, sporting staff and the university. The specific methods they use are a behavioural competency questionnaire, relocation checklist, time lining, mentoring, wellbeing diaries, profiling, relocation checklists, guided conversation and key development models.

Table 6: Relocation

| Meaning unit | Person | Quote/Narrative (when applicable) |
|---|---------------|--|
| Have a discussion in depth and detail to identify athlete's status and needs and plan ahead | 1 | Getting an understanding from him well as to what research he's done and what he knows about local, if he knows anyone in local area. Understanding his social group at home and how fixed and tight he was in his social groups and how often he was to meeting new people down here. |
| Financial Planning for relocation | 1 | We had sit down, do bank budget and financial planning elements could afford to move down here. If he did how are we you know, where was the financial going to coming from, how much would it cost. We did in detail budget which went through every single aspect of there's quite few things to cope ensuring that the money they would have coming in from. So based on his circumstance how much money he will get from here, how much money he will get from money students that was the involved coaches because coaches have made the decision on that and period when he would be able to afford to live to |

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| To identify life skills that athletes and give them an opportunity to practically learn the skills | 1 | <p>move down to Edinburgh. Because living in Edinburgh is more expensive. And he was quite comfortable and parents were very comfortable. They knew that they can afford to do and that wasn't obviously very good to be left high and drive to come down here.</p> <p>If I am identifying life skills, they are requiring, so we've done shopping workshop with them, we've given them budget, put them into a group, identify meals they can cook within the budget for 4 people, they went to the shop, they bought all the food, and come back, cooked the food themselves, and the serve it, eat it. And that's, you learn so much from doing that, that's identifying who are the good cook within there, you know, the actual group, you can see naturally who is ready from the group. So moving forward to nice to see like who do the people come arise like to be the front, also help identify where the, as I see, where the difference.</p> |
| To profile the athlete's background and personal situation and plan for relocation in advance | 2 | <p>One of the athletes that was identified wasn't on the programme but was to be on the programme. So, first part, identified who is going to be coming or allow to be coming, who wasn't coming and there was then a nomination of athlete. So, that point, it's up to myself to profile the athlete. He would not allow to be someone from another sport, one of their practitioners, but this was given to me. I was myself met with him. The first part was really just to profile of the athlete. We normally do a profile just understand their current situation.</p> |
| To identify the requirements for both sport and academic study and prepare for other options available for the athlete just in case he doesn't meet the requirements | 2 | <p>Second thing is I spoke about just there, if he doesn't get the degrees, or doesn't get the requirement university. What are other options? And we have got about 3 or 4 other options that we try to help him to understand.</p> <p>As it stands at the particular point, he knows what his first choice academic course would be but we still waiting for the result to come back. The sport understands what his first choice would be. And both parties understand some other options would be available. If the results aren't met, there's short-term solution for him to come down to in terms of stay in and around Stirling.</p> |
| To give the athlete an opportunity to experience things in a new area and have him familiar with the new setting of life | 2 | <p>For a lot of conversations around that, but since making the decision and applying to come to Stirling University, consistent times and quite a lot of time spent down to Stirling to understand the social setting, understand what the group</p> |

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|--|---|---|
| To have a guided conversation in order to identify the coping strategies that the athlete can apply to. | 3 | wants, understand the area. It was all guided conversation and coaching, discussion around, you know, what to use from the previous experiences how is that benefit you when you are away from family and friends, what coping strategies are you going to use. |
| Social support, staying in touch with the athlete and encouraging the athlete to stay in touch with friends and family | 3 | I had a lot of opportunities to stay in touch with her over Skype, email, and I do proactively sort of contact her and a number of times, lots of positive messages coming back. |
| To engage the staff concerned in the relocation process and offer integrated support | 4 | For me throughout this example, the engagement of people was absolutely crucial all the way through. So Scottish performance team, so that would be performance lifestyle, coach, physio, and nutrition, strength and conditioning all of that physiology understanding what we were doing here to support the athlete moving into a GB programme where they would have their markers and their processes, their engagement and for the athletes feel part of that decision-making process. |
| To engage parents and university in the relocation process to make them enable to fully understand athlete's situation | 4 | And how to look at making connection across, from the university's perspectives as well it is really important to engage with university, so there are aware, and part of that in that stage, so part of that engagement with university was raising awareness, the raising awareness up the tree to the principal. So parents were involved. You've got the athlete, you've got the athlete working around so It's just that sense of helping with cope out, understanding what are the keys concerned. The biggest concern was leaving a very supportive family home for the athlete. Parents were saying we know you can do it I'll be right here, and the athlete can look and go back to how I do it. |
| Profile athletes using athlete transition model | 4 | so in terms of, started that process for me, we use, started that process we used performance lifestyle that can athlete profile which gives the ability to kind of look at the demographic, your aspiration, your background, and where you are going, the profile has been built using the athlete transition model. So is that a view of where you are, what do you see coming, and out of that |
| Build a strong relationship with athlete, parents, and university | 4 | that for me as well is strength and relationships is really important to build strong relationships with athlete and the parents very quickly. So had the ability to build strength and relationships and part of those relationship building has been present. physically be in the |

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|---|---|--|
| Stay in touch with athlete, enabling the athlete to express his/her concerns, making practitioners approachable | 4 | <p>room. Physically being in the room with parents, with the athlete, physically being in the room with the athlete and coaches in Scotland, physically being in the room with university</p> <p>I'll keep in touch with, touch base point, you don't just let them drop out, let them go on with it, it's like staying in touch, you agreed how to stay in touch, you agreed when to touch base plan, I think the best way you are working on with athletes, touch first. That's why for us to have an ability to have an empowering, strength, and initial consultation is based on the depth of your report you have with your athlete.</p> <p>The fact that there's the person to go to, to just talk about the difficulties of dealing with is really important. So it's like social impact. That, what makes the athlete feel better might be the people around that makes her feel better and this athlete in particular scenario, for athletes to feel comfortable to come and say I'm really struggling here. That definitely makes difference.</p> |
| Methods etc. (specifically mentioned) Behavioural competency questionnaire | 1 | <p>So the actual tools we used within Judo I developed what I call behavioural competency questionnaire and it's just mind based on, usual working with Judo and working with the coaches and the other service providers and it's just to pull out key behavioural competency that we feel that athletes would require in order to survive and centralise programme. So the short questionnaire and we really looking at the athlete's self-awareness what are they aware of, how good are they at communicating, how confident are they to have the conversation upfront because for me it was balancing that line between not creating dependency but from a duty of key prospective ensuring that I'm giving them support required and sometimes they do require a lot of hand holdings to start with to just get them. So that questionnaire helps me as it covers the entire the spectrum.</p> |
| Relocation checklist | 1 | <p>we have relocation checklist to go through all different elements so we relocating things to look at so we went through that. In that, that's more for mem, that's more for the athletes to get them thinking. Because I'm not going to tick everything there in it. My personal view, I like to give athletes to room and space to experience things themselves and learn from themselves. We can have identified things we can have a chat but</p> |

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|------------------------|---|---|
| Time lining | 1 | for me and part of it they have to go and experience it and I'll understand how they learn to do that. So we did checklist so we can see is it of the things you have to look at and then put away. I do, tool, I use often is timeline. I like using timeline for work. Timeline with action start working from A to B. It's kind of like you can more where I'm now and where I'm going to, how you get there. But actually have them work through further it's similar had a physically work through. For me it's quite illuminating exercise for them and me because they believe they understand what's required but as work through and help them identify things they might not necessarily have I've thought about. We also set up weekly checking with athletes which is very important for me that athletes check with me every week but I do that away from my office. |
| Mentoring | 1 | We put new athletes coming into the program we put we set up with a mentor. Always put with senior athletes or more mature athletes. And that's just help as a mentor. |
| Well-being diary | 1 | And the other saying is that the guys mentioned that the well-being diary is very very important at the stage. And we have key marks within athlete monitoring if the centre alert to see that they're not sleeping well, they're emotionally down or they're stressed from that, out of rhythm, the mentors also feedback into us, feedback into coach, so mentor athletes are key. |
| Profiling | 2 | |
| Relocation checklist | 4 | |
| Guided conversation | 4 | maybe I'd, talk about listening to the conversation, what's the story that is going on and picking up some of the blind spots coming out of that. That's the type of conversation to guide with. That's why having a conversation around the relocation plan, having the key players involved really helps. So there's no miscommunication. That's an engaged communication and then what can it actually happen is really strong and requires involvement. |
| Time lining | 4 | So time line is a great tool, it's integrated tool, they can highlight where the trouble points, that can be whatever, where is everything 5 at 5, This ability to be able to say this is happening and that is happening and you can plan for those moments ahead coming in time. |
| Key development models | 4 | Wylleman and Lavallee's, Egun's, and Oscar's |

5.3 Stage 2: Curriculum Design

5.3.1. Method

A curriculum was initially developed based on the following five themes that emerged from the literature review, the previous study and focus group (each theme is expanded in the subsections below): Career Transitions in Sport, Sport Career Transition Management, Sport Career Transition Counselling, Sport Career Transition Professional Practice and Research Skills. These five themes were reviewed and confirmed that they were appropriate and valid by a leading expert in this area and a series of discussions were implemented with him to ensure the credibility and validity of the method.

5.3.2. Results and Discussion

Themes

Career Transitions in Sport

Park et al. (2013) state that the interest in sport career transition is growing at different levels of sport and various groups associated with sport, as indicated by research and by popular accounts over the years of this issue of professional athletes adjusting to life after sport. As a result, the sport organisations of countries worldwide have developed transition programmes designed to assist athletes adjust from high- to former high-performance athlete. Transition programmes must address the needs rather than the wants of athletes (Sinclair & Hackfort, 2000).

Introducing life skills programmes to high performance athletes early in their careers arguably minimise the anxiety characteristic of a professional sport career, while preparing them for a smoother, less traumatic transition from high performance sport (Anderson & Morris, 2000). Sport organisations expend more effort on helping athletes enter the

organisational structure than helping them exit (Sinclair & Hackfort, 2000). The demands of competitive sport have increased over the years; as has interest in sport career transition issues in athletes (Grove et al., 1998). As a result, the sports organisations of several countries have developed sport career transition programmes designed to assist high performance athletes adjust from being a high- to a former high-performance athlete.

Sport Career Transition Management

A programme that aims to broaden the scope of athletic and personal skills and knowledge might encourage broader thought outside sport, thereby helping talented sports performers adopt a more balanced approach to life, and possibly even maximise their sporting potential (Anderson, 1999). Balancing training and competition with recovery from physical and mental effort is less challenging than balancing sporting endeavours with other life demands. High performance training centres worldwide use the services of professionals who assist athletes in developing plans and reviewing and refining these during the course of the athlete's career. A tailored approach to each individual is key.

As identified in Study 1, most programmes focus on assisting athletes in managing their sporting career and other areas of their lives by offering educational, vocational, personal development, career development and life skills support services.

Sport Career Transition Counselling

As identified in Study 1, apart from a specific psychological support service, nine of 19 countries provide counselling services to athletes in transition. However, most programmes adopt a career counselling approach in order to identify the educational or vocational interests of high performance athletes before advising them on their career transition. Life development interventions occurring before an event use enhancement strategies; those occurring during an event employ supportive strategies (Danish et al., 1993, 1995). Many athletes report the lack of emotional support from such programmes (Petitpas et al., 1992).

Park et al. (2012) suggest several practical implications for sport psychologists and advisors working with athletes in transition based on their systematic review of sport career transition related studies. Quality of sport career transitions and programme involvement were significantly and positively related. Practitioners should provide athletes with both proactive (e.g., career planning, education in transferable skills) and reactive (e.g., coping with emotions, supporting the identity reformation process) support programmes (Park et al., 2012). Petitpas, Brewer and Van Raalte (1996) argue that career development programmes should be multidimensional and include enhancement, support and counselling components. Follow-up counselling or individual sessions are often an ideal adjunct to the single workshop format because they allow participants time to discuss their individual needs (Petitpas & Champagne, 2000).

Sport Career Transition Professional Practice

Recently, graduate certificates in athlete career and education management have been developed. Seven sporting organisations have developed explicit training and development programmes for practitioners who deliver sport career transition organisational intervention

programmes: Australia, Belgium (BLOSO), Ireland, New Zealand, Sweden, the UK and the US. Four offer an opportunity that assists practitioner development by providing courses and internal conferences/workshops: Australia, New Zealand, South Korea and the UK (Scotland). Amongst these sporting organisations, the Australian institute of Sport (Australia) and the Swedish Olympic Committee (Sweden) require their practitioners to hold a qualification as a sport career transition organisational intervention programme practitioner. Two organisations (Canada and Japan) plan to develop a certificate programme. The results establish the need for a specialised psycho-educational curriculum for sport career transition practitioners and for professional practice.

Research Skills

Research Skills was included as an exploratory theme at the development stage. Understanding and appreciating research skills can assist practitioners in their work with athletes in transition (Stambulova et al., 2009).

Curriculum Content

Based on the results of Study 1, as well as the literature review, the content for the curriculum was structured as a series of programmes for postgraduate study. The initial psycho-educational curriculum for sport career transition practitioners developed for the evaluation phase is presented in Table 7. The curriculum is comprised of six sections: 1) Summary of the curriculum, 2) Aims of the curriculum, 3) Intended learning outcomes, 4) Modules, 5) Module details and 6) Core texts of the curriculum.

Table 7: The initial psycho-educational curriculum design for sport career transition practitioners developed for the evaluation phase

Section 1. Summary of the curriculum:

The Postgraduate Diploma/Postgraduate Certificate MSc in Sport Career Transition Management programme is a highly specialised curriculum designed for individuals who are interested in a career as a sport career transition practitioner. Students are expected to understand the process of career transition throughout athletes' sporting career within organisational high performance sport environments and acquire both academic and practical approaches and application in order to effectively offer sport career transition support to high performance athletes and coaches.

Section 2. Aims of the curriculum:

1) The aims of Postgraduate Diploma are following:

- The programme aims to prepare students who are intending to become a practitioner in sport career transition with expertise in this area.
- The programme aims to develop an ability to apply contemporary theory, research and practice to sport career transition profession.
- The programme aims to understand the high performance environment and sport career transitions across sporting career of high performance athletes and coaches.

2) The aims of Postgraduate Certificate are those three mentioned above and following:

- The programme aims to prepare students who are intending to become a practitioner in sport career transition with expertise in this area.
- The programme aims to develop an ability to apply contemporary theory, research and practice to sport career transition profession.
- The programme aims to understand the high performance environment and sport career transitions across sporting career of high performance athletes and coaches.
- The programme aims to acquire research methods and have students able to apply the research methods they learn to practice.
- The programme aims to provide an opportunity to have professional practice experience in sport career transition.

3) The aims of MSc in Sport Career Transition Management are those five mentioned above and following:

- The programme aims to prepare students who are intending to become a practitioner in sport career transition with expertise in this area.
- The programme aims to develop an ability to apply contemporary theory, research and practice to sport career transition profession.
- The programme aims to understand the high performance environment and sport career transitions across sporting career of high performance athletes and coaches.
- The programme aims to acquire research methods and have students able to apply the research methods they learn to practice.
- The programme aims to provide an opportunity to have professional practice experience in sport career transition.
- The programme aims to demonstrate the ability to undertake and write-up an independent research project.

Section 3. Intended learning outcomes:

Knowledge and Understanding

On successful completion of these programmes, students should be able to demonstrate knowledge and understanding of

- Primary theories and key research of sport career transitions
- Sport career transition intervention programmes across the world and the process of delivering the programmes to athletes
- A multidimensional knowledge of psychological skills, strategies, and techniques in order to assist athletes in career transitions
- The psychological needs for athletes' career transitions

Subject-specific skills and other attributes

- Apply a range of assessment methods in order to develop individualised plans of career transition for athletes
- Apply key sport career transition theories and research to practice in delivering career transition support service
- Counselling and consulting skills within high performance setting
- Advanced communication skills in order to build a network with relevant sporting organisations, educational institutions, individual athletes, sponsors and media

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- Acquire qualitative and quantitative research skills
- Develop a sense of team work
- Manage individual learning process and development
- Employ IT as an effective learning and communication tool
- Achieve effective oral, electronic, and written communication
- Develop both critical and creative thinking

Section 4. Modules:

| Postgraduate Certificate (60 credits) | Postgraduate Diploma (120 credits) | MSc in Sport Career Transition Management (180 credits) |
|---|---|---|
| Semester 1 | Semester 2 | Semester 3 |
| <ul style="list-style-type: none"> • Career Transitions in Sport (20 credits) • Sport Career Transition Management (20 credits) • Sport Career Transition Counselling (20 credits) | <ul style="list-style-type: none"> • Research Methods (20 credits) • Sport Career Transition Professional Practice (40 credits) | <ul style="list-style-type: none"> • Dissertation (60 credits) |

Section 5. Module details:

| | | |
|-------------------|-------------------------------------|--|
| Semester 1 | Career Transitions in Sport | <ul style="list-style-type: none"> • Adult Development • Schlossberg's Model of Human Adaptation to Transition • Social Gerontological Models and Thanatological Models • Sport Career Transition Theories • Key Research in Sport Career Transition • Sport career transition organisational intervention programmes |
| | Sport Career Management | <ul style="list-style-type: none"> • Dual Careers in High Performance sport • Athlete career development in high performance • Assessing sport career and customised career planning • Time management/Goal setting • Media management and public speaking • Financial planning and advising • Case studies of individualised and specialised career management • Personal Lifestyle planning • Transferrable Life skills for life after sport • Networking and relationship skills • Communication skills • Career/Life Coaching • Facilitate Online sport career management |
| | Sport Career Transition Counselling | <ul style="list-style-type: none"> • An introduction to Psychopathology • Mentoring • Mental training • Models of Counselling Psychology (Psychodynamic, Cognitive Behavioural, and Client-Centred/Humanistic approach) • Career counselling in sport psychology |

| | | |
|-------------------|--|---|
| | | <ul style="list-style-type: none"> • Build career referral networks • Practice counselling |
| Semester 2 | Research Methods | <ul style="list-style-type: none"> • <u>Quantitative analyses</u>: correlation, regression, multiple regression, independent <i>t</i>-tests, dependent <i>t</i>-tests, and ANOVA • <u>Qualitative analyses</u>: groups, interviews, ethnography, observational studies, content analysis, and grounded theory |
| | Sport Career Transition Professional Practice | <ul style="list-style-type: none"> • Participate in field work at first hand with individual or team athletes |
| Semester 3 | Dissertation | <ul style="list-style-type: none"> • Complete a research project based on the knowledge and practical experience from the programme |

Section 6. Core texts of the curriculum:

- Lavalley, D., Kremer, J., Moran, A., & Williams, M. (2012). *Sport psychology: Contemporary themes* (2nd ed.). Basingstoke, UK: Palgrave Macmillan.
- EU Guidelines on Dual Careers of Athletes
- Sotiriadou, P. & Bosscher V.D. (2013). *Managing High Performance Sport*. Oxon, UK: Routledge.
- Stambulova, N.B. & Ryba, T.V. (2013). *Athletes' Careers Across Cultures*. East Sussex, UK: Routledge.
- Katz, J., & Hemmings, B. (2009). *Counselling skills handbook for the sport psychologist*. Leicester: The British Psychological Society.

5.4 Stage 3: Curriculum Evaluation

5.4.1. Method

Design

A two-round Delphi method was chosen to evaluate the initial psycho-educational curriculum developed for this study. Delphi methods are employed to explore an area of future thinking that goes beyond what is currently known or believed (Iqbal & Pison-Young, 2009). In addition, the reliability and validity of the study is improved if an initial group of

experts produces the items. Panellists form the lynchpin of the Delphi, and clear inclusion criteria should be applied and outlined as a means of evaluating the results and establishing the potential relevance of their study to other settings and populations. The number of panellists depends greatly on the topic area as well as on the time and resources at the researchers' disposal (Iqbal & Pison-Young, 2009). In general, a varied panel is considered best in producing a valid questionnaire and individuals who might provide a minority or differing perspective should be actively recruited to the panel (Linstone & Turoff, 2002). Panellists are often recruited via letter e-mail or snowballing (asking panellists to pass on invitations to other relevant individuals; Iqbal & Pison-Young, 2009). This method was chosen for this study by sufficient discussions with a leading expert in this area along with investigating a variety of methods including Delphi method in order to find the best fit to this study and ensure the credibility and validity of the method.

Participants

In the Delphi method, expert panel members are selected to maximise expertise (Ziglio, 1996). In this study, eight expert panel members were recruited from different countries. The selection criteria for panellists were as follows: 1) having researched and published in the area of sport career transition for at least five years (minimum two panellists), 2) having provided sport career transition support service for sporting organisations for at least five years (minimum two panellists), 3) having competed or recently retired from competing at an international level as a high performance athlete (minimum two panellists) and 4) having worked for at least five years in this area as a career transition expert outside sport (minimum one panellist). The panel in this study included two researchers (one female, one male), three sport career transition practitioners (two females, one male), two high performance athletes (one current male and one retired female), and one career coaching

expert from outside sport (female). At the time of the study, participants were based in Australia, Ireland, New Zealand, South Korea and the UK. All panel members were invited to participate in this study.

Procedure

There were two rounds in this study. All panel members were assured anonymity and confidentiality.

Round 1

In the first round, the panel members were provided with a copy of the curriculum included in Table 7. They were also asked to comment on each part of the curriculum anything else (See Table 8).

Table 8: The comment boxes for the participants in Round 1

| Number | Question |
|---------------|--|
| 1 | Do you think the 'Summary of the programme' delivers key points of the programme and presents a clear picture? Please provide any opinions on this. |
| 2 | Do you think the 'Aims of the curriculum' are clear and appropriate for the different levels of postgraduate study? Please provide any opinions on this. |
| 3 | Do you think the 'Intended learning outcomes' outline what would be expected? Please provide any opinions on this. |
| 4 | Do you think the 'Module titles' are appropriate? Please provide any opinions on this. |
| 5 | Do you think the details of individual Modules provide appropriate content for a postgraduate curriculum for sport career transition practitioners? Please provide any opinions on this. |
| 6 | Do you think the 'Core texts' are appropriate for a postgraduate curriculum for sport career transition practitioners? If you have other suggestions on this, please provide them. |
| 7 | If you have any other comments apart from those above, please provide them. |

Round 2

In the second round, the panel members were asked to provide both quantitative and qualitative data and were given 1) a revised curriculum; 2) the details for six modules developed based on feedback from the first round (Career Transitions in Sport, Sport Career Transition Management, Sport Career Transition Counselling, Research Methods, Sport Career Transition Professional Practice and Dissertation) and 3) the Expert Review Likert Questionnaire comprised of seven sections (Programme outline, Career Transitions in Sport, Sport Career Transition Management, Sport Career Transition Counselling, Research Methods, Sport Career Transition Professional Practice and Dissertation), in which members could comment on each section (See Table 9).

Table 9: Expert Review Questionnaire

| | | | | | | |
|--|-------|----------------|-----------|-------------------|----------|-------------------|
| 1. The Programme Outline of a postgraduate curriculum for sport career transition practitioners | | | | | | |
| Q1. Do you think the Programme Outline that is revised after Round 1 provides a clear picture of the overall programme? | | | | | | |
| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
| | | | | | | |
| Comment: | | | | | | |
| | | | | | | |
| 2. Career Transitions in Sport | | | | | | |
| Q2. Do you think the module detail of Career Transitions in Sport is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | |
| | | | | | | |

| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
|-----------------|-------|----------------|-----------|-------------------|----------|-------------------|
| | | | | | | |
| Comment: | | | | | | |

3. Sport Career Transition Management

Q3. Do you think the module detail of Sport Career Transition Management is comprised of appropriate and relevant contents that achieve its learning outcomes?

| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
|-----------------|-------|----------------|-----------|-------------------|----------|-------------------|
| | | | | | | |
| Comment: | | | | | | |

4. Sport Career Transition Counselling

Q4. Do you think the module detail of Sport Career Transition Counselling is comprised of appropriate and relevant contents that achieve its learning outcomes?

| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
|-----------------|-------|----------------|-----------|-------------------|----------|-------------------|
| | | | | | | |
| Comment: | | | | | | |

5. Research Methods

Q5. Do you think the module detail of Research Methods is comprised of appropriate and relevant contents that achieve its learning outcomes?

| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
|----------------|-------|----------------|-----------|-------------------|----------|-------------------|
| | | | | | | |

Comment:

6. Sport Career Transition Professional Practice

Q6. Do you think the module detail of Sport Career Transition Professional Practice is comprised of appropriate and relevant contents that achieve its learning outcomes?

| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
|----------------|-------|----------------|-----------|-------------------|----------|-------------------|
| | | | | | | |

Comment:

7. Dissertation

Q7. Do you think the module detail of Dissertation is comprised of appropriate and relevant contents that achieve its learning outcomes?

| Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly disagree |
|----------------|-------|----------------|-----------|-------------------|----------|-------------------|
| | | | | | | |

Comment:

8. Any other comments

Q8. If you have any other comments apart from those above, please provide them.

Analysis*Round 1*

Thematic analysis was conducted on the data collected from the eight panel members as well as on the results from Study 1 and the literature review. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) in data as well as for organising and describing data (Braun & Clarke, 2006). This method can also be used to interpret various aspects of the research topic (Boyatzis, 1998). Thematic analysis is the method best suited to establish the relationships among the findings from Study 1, the literature review and the data from the current study.

Round 2

After collecting feedback from all panel members, both quantitative and qualitative methods of analysis were performed. The overall percentage of each section of the Likert scale was calculated. Thematic analysis was used to analyse the open-ended questions in Round 1.

5.4.2. Results and Discussion

Round 1

In the first round, participants were asked to comment on each section of the programme outline of the psycho-educational curriculum for sport career transition practitioners developed in this study. The Round 1 open-ended questionnaire was sent to participants via email with a deadline for return via email. Six themes were identified from the feedback in Round 1: 1) understand high performance environment; 2) assist in balancing sporting career and non-sporting career; 3) transitional support; 4) psychological support: counselling, consulting and mentoring services; 5) provide customised programmes and 6) qualification for a sport career transition practitioner.

Understand High Performance Environment

Panel members emphasised the need for a more comprehensive understanding of the high performance environment as a prerequisite for becoming a sport career transition practitioner. One member highlighted the importance of understanding high performance policy and systems in an organisational context in order effectively to design and conduct sport career transition interventions. Another suggested a wide range of requirements, including culture, schedules/training timetables, coach expectations, agent influence, travel demands, age of entry and average athlete lifespan. Since these opinions are considered another key point of understanding high performance environments, they are added to the details of the programme.

Sport career transition differs from career transition because it occurs in a high performance setting. It is therefore important for sport career transition practitioners to understand the high performance environment in order to offer support services to high performance athletes, as established in Study 1.

A literature review of career transition in sport indicates that emotional, social, financial and occupational factors interact as an individual's response to career transition emerges (Lavallee, 2000; Ogilvie & Taylor, 1993). Each athlete deals with these factors in a highly individual manner, influenced by the reasons for the transition, developmental experiences and coping resources influencing the overall quality of adjustment.

Assist in Balancing Sporting Career and Non-Sporting Career

There is a module in the curriculum specifically related to assisting in balancing sporting and non-sporting careers. The Sport Career Management module covers Dual Careers in High Performance sport, Athlete Career Development in High Performance, High Performance Sport Policy and Systems, Manage sponsorship, Media management and public speaking, and Facilitate Online sport career management.

The sport career transition organisational intervention programmes across 19 countries in Study 1 emphasise assisting high performance athletes in balancing sporting and non-sporting careers. To help high performance athletes establish a balanced life while competing during and after retirement, sport career transition practitioners assist high performance athletes in pursuing education and vacation. At this point, it is important that practitioners build a relationship with athletes and a network with all parties concerned in order to provide timely, well-ordered support service.

Well-designed career and education programmes offer the potential for the athlete to achieve a more balanced life perspective (Anderson, 1999; Hawkins & Blann, 1993). Improving life balance may benefit mental health, and thus training (Price, Morrison, & Arnold, 2010). In their study, 'An Investigation of Potential Users of Career Transition Services in the United Kingdom', North and Lavallee (2004) demonstrate that the ACE UK programme is based on the notion that athletes with a balanced lifestyle are more likely to achieve their sporting goals, cope better with problems such as injury and retirement and have

more confidence in their future after sport (UK Sport, 1999). According to one member, building a rapport with high performance athletes is crucial to gaining their trust and access to them, as well as to building a network with their key influencers, including coaches, parents and agents/managers. Appropriate networks and resources facilitate a more streamlined transition from sport (Anderson, 1999). A lack of specific information and having only ad hoc liaisons with institutions arguably limit the support the programme can provide (Lavallee et al., 2001). An evaluation of the Australian ACE programme revealed a strong desire for ACE advisers to be more pro-active in initiating individualised contact with athletes. Although there are variables more central to assisting high performance athletes balance their sporting and non-sporting careers, such as transitional support, psychological support and customised programme support, these points are discussed separately below.

Transitional Support

The panel members indicated that transitional support for high performance athletes is a crucial part of support services. With regard to this, one of the panel members in this study who is currently a high performance athlete at an international level stated:

The word 'Transition' often makes people think about retirement out of competitive sport only. Maybe it would be a good idea to highlight the many and complex 'changes' that take place throughout a high performance sports career. It may be useful in the summary to explain the notion of transition as change rather than just retirement.

As discussed in Study 1, high performance athletes experience transitions, including retirement, and sports career transition practitioners deliver programmes that assist athletes in transitions. Since transitions can affect the performance of athletes and other areas in their

lives, sports career transition practitioners should be aware of the process of each transition, possible issues caused by the transition, and how to deal with transitional challenges.

Now that more countries recognise the human need to support athletes in moving smoothly and quickly through the transition process, more effective transition programmes have emerged. To be effective, sport career transition programmes must ensure that they provide services based on the needs rather than the wants of athletes—a distinction often overlooked (Sinclair & Hackfort, 2000). Helping athletes cope with career transitions is a commonly encountered issue for applied sport psychologists (North & Lavalley, 2004; Murphy, 1995). One panel member believed it is necessary to explain “Sport Career Transition” in the module outline, for those unfamiliar with the terminology. Although the programme was designed for those interested in pursuing a career in sport career transition, it is important to clarify this concept. Another noted the importance of sport career transitions experienced by athletes, warning that most conceptualise such transition only as retirement, whereas athletes may face a variety of transitions during their sport career (Wylleman & Lavalley, 2004).

In the current study, all types of transitions faced by high performance athletes, as proposed by Wylleman and Lavalley (2004), were considered in the development of the current psycho-educational curriculum for sport career transition practitioners.

Psychological Support: Counselling, Consulting and Mentoring

Panel members added their ideas to the initial module details of Module Outline Round 1. Among these ideas, “Mental Training”, “Dealing with abrupt career end”, “Self-reflection” and “Build career referral networks” are listed in the module details under the Sport Career Transition Counselling module.

As indicated in Study 1, most countries offer psychological support, such as career counselling, consulting and mentoring. Although these psychological support services are offered by sport psychologists or the equivalent through referrals by practitioners, practitioners feel the need to possess knowledge on psychological support in general and to have an opportunity to learn the basic skills through a systematic training programme to offer better support service to athletes, also identified in Study 1.

Many researchers consider psychological support one of the most important support services. Life-skill programmes for athletes can include career counselling that helps athletes identify an area of interest for a post-sport career and guides them towards appropriate training for jobs in that field (Anderson & Morris, 2000). A study of existing operational career programmes offered through the major USA professional league baseball, hockey and basketball associations concluded that there was a need to provide seminars and individual counselling to help athletes identify the personal strengths, interests and skills that would assist them in planning future careers and life education (Blann & Zaichkowsky, 1986, 1987, 1988, 1989, 1992 in Anderson, 1999). Blann and Hawkins (1993 in Anderson, 1999) report that (a) counselling could be highly valuable both during and after the athlete's sporting career and (b) athletes are generally more aware of the need for career development than are their coaches. Sport psychology can enhance both performance and personal excellence by fostering life skills (Danish, Petitpas, & Hale, 1993, 1995). Higher mentoring scores are positively correlated with intimacy levels among athletes and the demands athletes make on the mentoring process during career transition (Lavalley, Nesti, Borkoles, Cockerill, & Edge, 2000; Perna et al., 1996). Lavalley et al. (2000), who propose a mentoring strategy for such practitioners, also state that research in a number of settings outside sport has documented the benefits of such a paradigm (Burke, McKeen, & McKenna, 1993; Chao, Walz, & Gardner, 1992; Noe, 1988). Several sport psychologists have suggested mentoring as a possible way to

help athletes cope with the career transition process (Danish et al., 1993; Jackson, Mayocchi, & Dover, 1998; Perna et al., 1999). In the psycho-educational curriculum proposed here, sport career transition counselling is one of six modules. Mentoring is included under the module on sport career transition counselling.

Provide customised programmes

One panel member noted that sport career transition practitioners require systems knowledge of the high performance environment. Another panel member indicated that it might be valuable to consider building a case study portfolio. This is regarded as good practice for sport career transition practitioners, to organise and provide customised programmes. Three panel members mentioned that a distance learning option, such as an online course, would increase the value of such a programme in the context of sporting careers, since athletes travel often to train and compete.

As established in Study 1, a number of countries offer customised programmes for individual athletes, as athletes require support specific to the stage of their career, their sport, their personality, their sporting goals and their current status. Although the programmes in Study 1 have structured, systematic programme outlines, they are sufficiently flexible to offer individualised programmes for athletes. To provide tailored programmes, sport career transition practitioners need to understand high performance environments and familiarise themselves with existing customised programmes.

As with other aspects of programme planning, programme content should be based on the needs of a particular group (Petitpas & Champagne, 2000). Intervention programmes should first analyse the career pattern of athletes as well as their potential for social, occupational and psychological adjustment to retirement (McPherson, 1980 as cited in Anderson, 1999). The idiosyncrasies of a sport or sports group, such as the type of sport and

the nature of the competitive events in which athletes participate, as well as the structural aspects of the programme, including group size, programme format, scheduling and required versus voluntary participation, should be considered (Lavallee et al., 2001; Petitpas & Champagne, 2000). Therefore, it is considered important for sport career transition practitioners to be aware of how important a tailored programme is and to learn how to organise such a programme for high performance athletes. The psycho-educational curriculum developed in this study provides a session of sport career assessment and customised career planning under the module of Sport Career Management.

Qualification for a sport career transition practitioner

According to the panel members, developing a postgraduate curriculum for sport career transition practitioners requires a well-timed scheme and meets the needs of current sport career transition practitioners. One panel member noted the necessity of clarifying what an individual would be qualified as on completing each course. This point is added to the module outline better to understand the programme.

Only one country (Australia) in Study 1 requires sport career transition practitioners to hold a graduate certificate in career counselling or an equivalent qualification. An applied sport psychology certification was established in Sweden in 2011. Six (Australia, Ireland, New Zealand, South Korea, the UK and the US) of 19 countries offer courses to assist practitioners in career development, but do not have psycho-educational curricula for training such practitioners.

The education officer of the United States Olympic Education Centre (USOEC) spent much time attempting to deal with the daily problems student-athletes face, such as time scheduling and tutoring. The position lacked a framework for counselling and education programmes to educate and facilitate personal development for athletes (Anderson & Morris,

2000). Lavalley et al. (2001), in their study of the ACE programme in Australia, demonstrated that training opportunities and supervised practice for ACE staff are provided through a Graduate Certificate in Athlete Career and Education Management developed by Victoria University, Australia. The training of staff in this area has recently seen the development of a graduate certificate in athlete career and education management (Anderson & Morris, 2000). However, as established in Study 1, none of the 19 countries has a psycho-educational curriculum for sport career transition practitioners. The curriculum proposed here is thus expected to contribute to career development and training for sport career transition practitioners worldwide.

Round 2

In the second round, the panel members were asked to review the revised programme outline of the curriculum and the details for each module. The mixed-method quantitative and qualitative measures, a Likert-type scale and an open-ended questionnaire, were administered to participants. The Round 2 questionnaire was sent to eight panel members via email with a deadline for returning it via email, as in Round 1. Two themes emerged from the feedback during Round 2: employability and subject-specific content.

Results of Likert Scale Questionnaire

Participants were asked to provide their opinion on the programme outline and six module details with Likert Scale. 87.5% of members responded 'Agree' to Question 1, whether the programme outline revised after Round 1 provides a clear picture of the overall programme; 12.5% responded 'Agree somewhat'. To Question 2 (Do you think the module detail of Career Transitions in Sport is comprised of appropriate and relevant content that achieves its learning outcomes?), 50% responded with 'Strongly Agree', 37.5% with 'Agree'

and 12.5% of them chose 'Agree somewhat'. To Question 3 (Do you think the module detail of Sport Career Transition Management is comprised of appropriate and relevant content that achieves its learning outcomes?), half participants responded with 'Strongly Agree', the other half with 'Agree'. To Question 4 (Do you think the module detail of Sport Career Transition Counselling is comprised of appropriate and relevant contents that achieve its learning outcomes?), 87.5 % responded with 'Agree', the remainder with 'Agree somewhat'. To Question 5 (Do you think the module detail of Research Methods is comprised of appropriate and relevant contents that achieve its learning outcomes?), half the members responded with 'Agree somewhat', 37.5% with 'Agree' and the remainder with 'Strongly Agree'. To Question 6 (Do you think the module detail of Sport Career Transition Professional Practice is comprised of appropriate and relevant contents that achieve its learning outcomes?), 37.5% responded with 'Agree', 37.5% with 'Undecided', 12.5% with 'Strongly Agree' and 12.5% with 'Agree somewhat'. To the final question (Do you think the module detail of Dissertation is comprised of appropriate and relevant contents that achieve its learning outcomes?), 75% responded with 'Strongly Agree' and the remainder with 'Agree somewhat' (See Table 10).

Table 10: Results of Likert Scale questionnaire in Round 2

| Likert Scale | Strongly Agree | Agree | Agree somewhat | Undecided | Disagree somewhat | Disagree | Strongly Disagree | Total |
|---|----------------|-------|----------------|-----------|-------------------|----------|-------------------|-------|
| Q1. Do you think the Programme Outline that is revised after Round 1 provides a clear picture of the overall programme? | | | | | | | | |
| N | 0 | 7 | 1 | 0 | 0 | 0 | 0 | 8 |
| % | 0 | 87.5 | 12.5 | 0 | 0 | 0 | 0 | 100 |
| Q2. Do you think the module detail of Career Transitions in Sport is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | | | |
| N | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 8 |
| % | 50 | 37.5 | 12.5 | 0 | 0 | 0 | 0 | 100 |
| Q3. Do you think the module detail of Sport Career Transition Management is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | | | |
| N | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 8 |
| % | 50 | 50 | 0 | 0 | 0 | 0 | 0 | 100 |
| Q4. Do you think the module detail of Sport Career Transition Counselling is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | | | |
| N | 0 | 7 | 1 | 0 | 0 | 0 | 0 | 8 |
| % | 0 | 87.5 | 12.5 | 0 | 0 | 0 | 0 | 100 |
| Q5. Do you think the module detail of Research Methods is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | | | |
| N | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 8 |
| % | 12.5 | 37.5 | 50 | 0 | 0 | 0 | 0 | 100 |
| Q6. Do you think the module detail of Sport Career Transition Professional Practice is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | | | |
| N | 1 | 3 | 1 | 3 | 0 | 0 | 0 | 8 |
| % | 12.5 | 37.5 | 12.5 | 37.5 | 0 | 0 | 0 | 100 |
| Q7. Do you think the module detail of Dissertation is comprised of appropriate and relevant contents that achieve its learning outcomes? | | | | | | | | |
| N | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 8 |
| % | 75 | 0 | 25 | 0 | 0 | 0 | 0 | 100 |

In the second round, the panel members chose Strongly Agree (31.25%), Agree (50%) or Agree somewhat (18.75%) on seven of the eight questions. However, opinions were divided on the Sport Career Transition Professional Practice section: Strongly Agree (12.5%), Agree (37.5%), Agree somewhat (12.5%) and Undecided (37.5%). Although more than half the panel members agreed that the module detail of Sport Career Transition Professional Practice is comprised of appropriate and relevant content that achieves its learning outcomes, it is worth noting the opinions of three members who chose 'Undecided'. One noted that the lack of references left him unassured. A detailed reference list has thus been added to the module. Another two members queried the details of fieldwork procedures; for example, 'Are the practice opportunities with the same organisation for all ten sessions or with ten different organisations?', 'Will the professional practice opportunities be created by the University, or are the students required to source their own?', 'Do students choose where they work or with whom they will work?', and 'Are they responsible for organising this?' The answers to these questions were added to the Sport Career Transition Professional Practice module. A reference list, which can be adjusted depending on session content at programme delivery, has been added.

Overall, the eight panel members valued the curriculum developed in this study highly. Some commented that they would like to take the curriculum. Although the curriculum was designed based on the data collected from 19 different countries and was modified based on the feedback from panel members from five countries, the curriculum might have to be adjusted according to the particular characteristics of individual countries. Park et al. (2012) and Stambulova and Alfermann (2009) agree that more cultural studies in career transition are required to investigate how sport systems and environmental contexts affect the career transitions of athletes.

Employability

According to the feedback for Round 2, panel members agree that this psycho-educational curriculum for sport career transition practitioners will enhance the development of sport career transition practitioners. One panel member emphasised the importance of clarifying why those who pursue a job in this area need to complete the curriculum developed in this study. Two others suggested making the curriculum introduction more appealing and detailed in order to give people a clear picture of the curriculum and encourage them to adopt it. The overview was modified accordingly.

All the implications of the literature (Park et al., 2012), including career planning, transferable skills, coping with emotions, supporting the identity reformation process, adjusting to post-sport lives, coach-athlete relationships, self-image and self-confidence are covered under the modules of Sport Career Transition Management and Sport Career Transition Counselling in the psycho-educational curriculum in this study. The curriculum developed in this study is a successful outcome. One panel member, a researcher in this area and a former sport career transition practitioner, said:

I think back on my development as an athlete lifestyle advisor – this MSc presents an excellent training and development opportunity for any aspiring practitioner. I also feel the MSc provides credibility and support for the establishment of athlete career transition advisors as legitimate support providers in a high performance support context.

Subject-specific contents

This curriculum was designed for sport career transition practitioners who require career development and for those pursuing a job in this area. However, some of the participants insisted that high performance coaches should be included in this target population, as they

exert a significant influence on high performance athletes. According to one panel member, a sport career transition practitioner, '[t]here may be a number of hurdles to get through i.e. CEOs, performance directors, coaches, parents other significant others to work through before getting to the delivery stage with an athlete'.

Since this curriculum is a product, some panel members considered the need for marketing this curriculum more actively, not only to encourage people who are likely to complete it but also to convince those who employ sport career transition practitioners that it is essential for practitioners to improve their skill and enhance the quality of delivery of sport career transition organisational intervention programmes. The panel members who emphasise the importance of marketing this curriculum suggest 1) highlighting the pioneering nature of this curriculum in this area and 2) making the description more informative and dynamic across all the overviews for each module and the outline of the curriculum as a whole. The overviews have thus been reworded accordingly, and elaborated upon. The following study tests the curriculum with selected participants interested in this area.

High performance athletes occupy a complete "Ecosystem", which includes their coach, peers, administrators and sporting federation (Monsanson, 1992), who must be involved in any proposed career plans for individual athletes (Anderson, 1999). Both sporting organisations and coaches need to support the development of athletes as balanced individuals and encourage them to engage in non-sporting pursuits in order to enhance their wellbeing (Price et al., 2010). Educating athletes and coaches about the benefits of pre-retirement planning might be helpful in encouraging athletes to become involved in intervention programmes or pre-retirement planning while actively competing (Price et al., 2010). Pre-retirement planning benefits career transitions in athletes (Alfermann et al., 2004 in Price et al., 2010). However, the current findings suggest that athletes and coaches are relatively unaware of the need for pre-retirement planning while actively competing (Park et al., 2012).

Based on the literature, it is appropriate to include coaches as a target of the psycho-educational curriculum developed here. It is important for them to become more aware of the importance of being involved in such sport career transition programme or support services offered by sporting organisations.

5.5 Conclusion

The present study aimed to develop a new psycho-educational curriculum for sport career transition practitioners based on the results from the previous study, as well as on the literature review, and to evaluate such a curriculum. The initially developed psycho-educational curriculum was evaluated employing the two round Delphi method in order to enhance the quality of the curriculum. Eight panel members were invited to participate in this study by providing feedback from the two rounds of the Delphi method. Thematic analysis of their comments and quantitative analysis of the Likert-type scale from Round 2 were performed. The details of each module were modified based on the feedback from the panel members and the analysis in Round 2. The final version of the psycho-educational curriculum with the details of all modules is in Appendix A. The theme of Research skills was applied to the modules as Research methods and Dissertation to explore whether these academic modules can form part of the curriculum. However, the modules were removed in the final version of the curriculum, as they were not considered essential to these practitioners.

In Round 1, six themes were identified: understand high performance environment; assist in balancing sporting career and non-sporting career; transitional support; psychological support: counselling, consulting, and mentoring; provide customised programmes and qualification for a sport career transition practitioner. In Round 2, two themes were identified: employability and subject-specific content. On analysis of data gathered using the Likert-type scale, panel members selected Strongly Agree (31.25%), Agree (50%) or Agree somewhat

(18.75%) in seven of the eight sections. However, the opinions of the experts differed on the module of Sport Career Transition Professional Practice: Strongly Agree (12.5%), Agree (37.5%), Agree somewhat (12.5%) and Undecided (37.5%). Nevertheless, the members agreed that the psycho-educational curriculum is expected to contribute to career development and training for sport career transition practitioners. One member, a high performance athlete, said, '[th]e courses look incredibly high quality and ambitious in the detail and best practice they intend to deliver to the students. It looks great! I would like to be on this course! Well done.'

The psycho-educational curriculum can be adapted to different countries, depending on sport policy, sporting organisations, culture and special needs. However, it is recommended that the structure and key content of the psycho-educational curriculum are retained, as these were developed based on data from previous study from 19 countries worldwide and on the existing literature on this topic.

The present study contributes to the theoretical framework of the Conceptual Model of Adaptation to Career Transition by strengthening the Organisational Intervention aspect. Since the curriculum was designed mainly for practitioners working in sporting organisations, the career development of the practitioner by the curriculum is expected to enhance the delivery quality of organisational intervention support services. This will affect Healthy Career Transition of high performance athletes within the theoretical framework of the Conceptual Model of Adaptation to Career Transition. One of the objectives of providing support services is to assist high performance athletes in managing their career development and optimising their potential in other aspects of their lives by providing multi-format support services such as counselling, written information and skills enhancement programmes. The psycho-educational curriculum provides an opportunity to acquire the knowledge and practical skills considered important in the literature. Anderson and Morris (2000) insisted

that sporting organisations have a responsibility to assist high performance athletes in balancing their sporting and non-sporting careers. As this curriculum was developed based on the aspect of organisational intervention in the Conceptual Model of Adaptation to Career Transition theoretical framework, it is expected to attract attention from sporting organisations worldwide. Practical implications for practitioners, such as providing both proactive and reactive support, examining the coach-athlete relationship, helping athletes reduce negative feelings induced by their sporting careers ending and improving self-image and self-confidence (Park et al., 2012). These implications are included in the details of the psycho-educational curricula modules for sport career transition practitioners in this study.

Since this represents a first attempt at designing a curriculum in this field, it must be evaluated and potentially adjusted to be a better fit for potential applicants worldwide. Some of the modules in the final version will therefore be tested in the next study. Delivery of the curriculum will take the form of blended learning, completing modules online and having a residential week during a semester. The campus-based residential week is comprised of workshop-based activities. Therefore, some modules that can be designed for workshops will be tested in the next study.

Chapter Six

Study 3

A Psycho-Educational Curriculum Package for Sport Career Transition Practitioners: A Case Study

In this chapter, a study with the aim of testing the psycho-educational curriculum for sport career transition practitioners developed and evaluated in the previous study, is presented. The research question is: “How effective is the psycho-educational curriculum developed and evaluated in Study 2 in developing sport career transition practitioner competencies?” To answer this question, a psycho-educational curriculum package consisting of one part of the overall curriculum was developed for the current study.

6.1 Method

6.1.1. Design

The present study is designed as a One-Group Pretest-Posttest Design. Pretest-Posttest designs are widely used in behavioural research, primarily for the purpose of comparing groups and/or measuring change (Dimitrov & Rumrill, 2003). The most common evaluation research design is a Pretest-Posttest design in which subjects are not randomly assigned to groups (Kenny, 1975). The One-Group Pretest-Posttest Design is a commonly-used study design. A single pre-test measurement is taken, an intervention implemented and a post-test measurement taken. The pre-test measurement frequently serves as the “control” period (Harris et al., 2006). A One-Group Pretest-Posttest Design was chosen for this study by sufficient discussions with a leading expert in this area along with investigating a number of methods including One-Group Pretest-Posttest Design in order to find the best fit to this study and ensure the credibility and validity of the method.

6.1.2. Participants

There were four participants (two males, two females). The main inclusion criterion was an interest in developing sport career transition competencies. Three participants hold either Masters or Ph.D. degrees in sport psychology and are interested in a career related to sport career transition. The last participant is currently a sport career transition practitioner. Each participant is considered as a case in this study.

6.1.3. Procedure

Participants were invited to complete 38 competencies questionnaire to gauge their confidence in the given competencies. 38 competencies were developed combining the findings from the previous study, Study 2, and the findings from the “Gold in Education and Elite Sport” (GEES) project funded by the European Union’s Erasmus + Sport Program, which involves a consortium of internationally renowned dual career researchers and practitioners. Nine countries from the North, East, South and West of Europe contribute through institutions such as Universities, Sports Institutes or National Olympic Committees. The aim of GEES is to boost the employability of athletes by optimising their competencies and the development of the services supporting them. The findings from GEES resulted in examining the competencies athletes require to manage dual careers and the competencies practitioners require to help them do so. This procedure was decided by the sufficient discussions with a leading expert in this area who is also involved in the GEES project considering the similarity between the objectives of this study and the project in order to increase the credibility and validity of the current study. 38 competencies are presented in Table 11.

Table 11: 38 competences for sport career transition practitioners

| Competences | |
|-------------|---|
| 1 | Dedication to succeed in both sport and study |
| 2 | Perseverance during challenging times and in the face of setbacks |
| 3 | Ability to make your own responsible choices with regard to your study and sport career |
| 4 | Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others) |
| 5 | Awareness of your strengths, weaknesses and capabilities |
| 6 | Being curious to explore career plans outside elite sport |
| 7 | Ability to prioritize what needs to be done |
| 8 | Willingness to make sacrifices and choices to succeed in sport and study |
| 9 | Clear understanding of what it takes to succeed in sport and study |
| 10 | Vision of where you want to go in life after your dual career |
| 11 | Ability to focus on here and now, without being distracted |
| 12 | Ability to create individualised routines (for sport and study) |
| 13 | Belief in your own ability to overcome the challenges in sport and study |
| 14 | Belief that study and sport can positively complement each other |
| 15 | Being prepared for the unexpected and having back up plans |
| 16 | Ability to be flexible and change plans if necessary |
| 17 | Ability to regulate emotions in different situations |
| 18 | Ability to use your time efficiently |
| 19 | Ability to plan conscientiously in advance |
| 20 | Ability to set realistic goals in sport and study |
| 21 | Ability to critically evaluate and modify your goals when needed |
| 22 | Being patient about the progression of your sport and study career |
| 23 | Understanding the importance of rest and recuperation |
| 24 | Ability to collaborate with support staff in study and sport (e.g. coach, teacher, support provider...) |
| 25 | Eagerness to listen and learn from others and past experiences |
| 26 | Asking advice to the right people at the right time |
| 27 | Assertiveness (being self-assured and acting with confidence) |
| 28 | Ability to negotiate (in order to stand up for your own interests) |
| 29 | Ability to maintain relations with important others |
| 30 | Ability to adapt well to new situations |
| 31 | Ability to spend and manage their own money |
| 32 | Ability to live independently with competent life skills (e.g. cooking) |
| 33 | Ability to make social contacts with peers in study and sport |
| 34 | Ability to put sport and study performances in perspective |
| 35 | Ability to resolve conflicts |
| 36 | Ability to use setbacks in sport and/or study as a positive stimulus |
| 37 | Having knowledge about your career options in study and sport |
| 38 | Ability to cope with stress in sport and study |

Subsequently, a curriculum portal for this study (www.dualcareertransition.com) was introduced to participants, where they can work through the curriculum package developed for this study. Six sections of the curriculum were investigated in this study: Introduction, Part 1 (Key Readings and Video Resources), Part 2 (Case Study), Part 3_Section1 (Writing a dual career athlete CV), Part 3_Section2 (Dual Career SWOT Analysis) and Part 3_Section3 (Dual Career SWOT strategies guideline). Each post is password-protected so that only participants can review the posts. Although the curriculum package was designed to provide an opportunity to develop key skills to assist dual career athletes in the transition over approximately a one-week period, participants were given two weeks to work through the six sections of the curriculum package. Participants were then invited to complete the same questionnaire they did at the outset.

6.1.4. Analysis

Participants completed the competencies questionnaire before and after completing the psycho-educational curriculum package on the curriculum portal for this study (www.dualcareertransition.com). 38 competencies are categorised as four factors for analysis: Dual Career Transition Management, Skill Transfer, Social Support and Career Planning. These competencies and four factors were identified by the GEES (2015) meeting report. A comparative analysis was performed on the pre- and post-questionnaires participants completed by calculating the means of each competency and factor.

6.2 Results and Discussion

The mean of each competency was calculated for pre- and post-test to determine the difference between pre- and post-test. This facilitates a clear demonstration of how much the confidence of the participants increased and how effective the curriculum package is. The differences between the pre- and post-test competencies scores are presented in Table 12.

Table 12: The results of pre- and post-test competences questionnaire

| | Case 1 | | Case 2 | | Case 3 | | Case 4 | | total | | Mean | | SD | |
|----|--------|------|--------|------|--------|------|--------|------|-------|------|-------|-------|---------|----------|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 1 | 3.2 | 5.0 | 8.9 | 9.3 | 8.3 | 6.3 | 6.8 | 9.2 | 27.2 | 29.8 | 6.8 | 7.45 | 2.55734 | 2.14554 |
| 2 | 3.6 | 4.9 | 7.4 | 9.5 | 9.3 | 8.8 | 8.0 | 9.0 | 27.2 | 29.2 | 6.8 | 8.05 | 2.55734 | 2.12053 |
| 3 | 4.4 | 5.2 | 5.3 | 9.3 | 6.9 | 6.4 | 7.4 | 8.7 | 24.0 | 29.6 | 6.0 | 7.4 | 1.39284 | 1.927 |
| 4 | 6.2 | 5.7 | 6.0 | 9.7 | 4.8 | 9.1 | 7.0 | 9.3 | 24.0 | 33.8 | 6.0 | 8.45 | 0.90921 | 1.85023 |
| 5 | 7.4 | 7.5 | 8.8 | 9.6 | 7.1 | 8.4 | 5.0 | 9.0 | 24.0 | 34.5 | 6.0 | 8.625 | 1.39284 | 0.89582 |
| 6 | 4.9 | 7.6 | 6.9 | 9.6 | 1.1 | 9.9 | 6.2 | 8.9 | 19.1 | 36.0 | 4.775 | 9.0 | 2.58634 | 1.02307 |
| 7 | 6.6 | 7.8 | 6.9 | 9.6 | 4.7 | 9.5 | 6.5 | 8.5 | 24.7 | 35.4 | 6.175 | 8.85 | 0.99791 | 0.85829 |
| 8 | 5.2 | 6.0 | 5.1 | 8.6 | 7.1 | 9.3 | 6.6 | 9.0 | 24.0 | 32.9 | 6.0 | 8.225 | 1.00333 | 1.51079 |
| 9 | 7.4 | 7.0 | 5.2 | 9.8 | 4.8 | 9.2 | 6.2 | 9.0 | 23.6 | 35.0 | 5.9 | 8.75 | 1.16046 | 1.21518 |
| 10 | 4.2 | 7.0 | 6.2 | 9.7 | 3.6 | 8.9 | 6.4 | 8.3 | 20.4 | 33.9 | 5.1 | 8.475 | 1.40949 | 1.13835 |
| 11 | 5.8 | 5.9 | 5.5 | 9.6 | 7.2 | 7.6 | 4.9 | 8.5 | 24.0 | 31.6 | 6.0 | 7.9 | 0.90921 | 1.56418 |
| 12 | 5.3 | 5.0 | 5.0 | 9.7 | 7.0 | 6.7 | 5.7 | 9.1 | 23.0 | 30.5 | 5.75 | 7.625 | 0.88129 | 2.17773 |
| 13 | 4.4 | 5.7 | 4.7 | 9.5 | 6.4 | 9.6 | 6.8 | 9.3 | 24.7 | 34.1 | 6.175 | 8.525 | 0.99791 | 1.888746 |
| 14 | 5.7 | 6.1 | 3.1 | 9.5 | 7.5 | 9.7 | 5.8 | 9.2 | 22.1 | 34.5 | 5.525 | 8.625 | 1.81544 | 1.69583 |
| 15 | 6.3 | 6.4 | 3.8 | 9.5 | 1.4 | 9.3 | 4.7 | 7.6 | 16.2 | 32.8 | 4.05 | 8.2 | 2.04695 | 1.47196 |
| 16 | 6.9 | 6.1 | 3.0 | 9.6 | 5.2 | 9.7 | 4.9 | 8.5 | 20.0 | 33.9 | 5.0 | 8.475 | 1.59792 | 1.67407 |
| 17 | 4.8 | 6.7 | 4.6 | 9.6 | 5.3 | 9.6 | 5.2 | 7.9 | 24.0 | 33.8 | 6.0 | 8.45 | 1.00333 | 1.41539 |
| 18 | 3.5 | 6.2 | 8.2 | 9.1 | 8.8 | 9.0 | 6.0 | 8.4 | 26.5 | 32.7 | 6.625 | 8.175 | 2.40607 | 1.35247 |
| 19 | 4.5 | 6.4 | 6.2 | 9.3 | 5.0 | 7.0 | 4.7 | 8.5 | 20.4 | 31.2 | 5.1 | 7.8 | 0.76158 | 1.33417 |
| 20 | 6.0 | 7.1 | 8.4 | 9.8 | 7.9 | 9.2 | 7.5 | 8.7 | 29.8 | 34.8 | 7.45 | 8.7 | 1.03441 | 1.15758 |
| 21 | 6.0 | 7.0 | 8.1 | 9.7 | 7.9 | 8.9 | 7.8 | 8.8 | 29.8 | 34.4 | 7.45 | 8.6 | 0.97468 | 1.14018 |
| 22 | 5.4 | 7.8 | 4.7 | 9.6 | 7.3 | 9.7 | 8.0 | 9.3 | 23.6 | 36.4 | 5.9 | 9.1 | 1.16046 | 0.88318 |
| 23 | 5.7 | 7.6 | 5.8 | 8.4 | 6.9 | 7.8 | 4.8 | 9.2 | 23.2 | 33.0 | 5.8 | 8.25 | 0.86023 | 0.7188 |
| 24 | 4.9 | 5.5 | 4.2 | 9.8 | 8.6 | 8.8 | 8.0 | 9.3 | 25.7 | 33.4 | 6.425 | 8.35 | 2.19754 | 1.94336 |
| 25 | 5.7 | 6.4 | 4.9 | 9.8 | 6.5 | 5.7 | 7.9 | 9.3 | 25.0 | 31.2 | 6.25 | 7.8 | 1.27932 | 2.05102 |
| 26 | 5.4 | 7.3 | 4.9 | 9.6 | 6.7 | 5.2 | 6.8 | 9.3 | 23.8 | 28.4 | 5.95 | 7.85 | 0.94692 | 2.04042 |
| 27 | 6.5 | 5.8 | 4.8 | 9.7 | 6.9 | 8.8 | 7.2 | 9.4 | 23.0 | 33.7 | 5.75 | 8.425 | 0.88129 | 1.78955 |
| 28 | 6.5 | 6.6 | 6.2 | 9.6 | 8.2 | 8.4 | 7.4 | 8.9 | 22.1 | 33.5 | 5.525 | 8.375 | 1.81544 | 1.2816 |
| 29 | 6.5 | 6.4 | 8.4 | 9.7 | 7.6 | 9.3 | 7.5 | 8.8 | 30.0 | 31.2 | 7.5 | 8.55 | 0.77889 | 1.47986 |
| 30 | 5.0 | 6.8 | 4.3 | 9.7 | 7.2 | 9.0 | 6.5 | 8.9 | 23.0 | 34.4 | 5.75 | 8.6 | 1.33292 | 1.25167 |
| 31 | 4.5 | 4.9 | 5.3 | 7.5 | 8.3 | 9.1 | 3.9 | 9.3 | 22.0 | 30.8 | 5.5 | 7.7 | 1.95278 | 2.03306 |
| 32 | 4.4 | 5.1 | 4.9 | 6.5 | 0.7 | 4.2 | 6.5 | 9.6 | 16.5 | 25.4 | 4.125 | 6.35 | 2.45272 | 2.36432 |
| 33 | 5.2 | 5.6 | 5.0 | 9.6 | 8.2 | 5.9 | 6.8 | 9.4 | 25.2 | 30.5 | 6.3 | 7.625 | 1.50111 | 2.17006 |
| 34 | 5.6 | 6.1 | 4.9 | 9.7 | 6.7 | 6.8 | 7.0 | 9.2 | 24.2 | 31.8 | 6.05 | 7.95 | 0.97468 | 1.7673 |
| 35 | 5.5 | 5.7 | 6.3 | 8.6 | 1.5 | 7.3 | 6.1 | 9.3 | 19.4 | 30.9 | 4.85 | 7.725 | 2.25906 | 1.58403 |
| 36 | 6.7 | 5.7 | 3.5 | 9.6 | 8.4 | 9.3 | 7.8 | 9.6 | 26.5 | 34.2 | 6.625 | 8.55 | 2.40607 | 1.90526 |
| 37 | 3.9 | 5.6 | 4.2 | 9.8 | 3.9 | 9.1 | 6.5 | 8.9 | 18.5 | 33.4 | 4.625 | 8.35 | 1.25797 | 1.8735 |
| 38 | 5.1 | 7.0 | 6.2 | 9.6 | 8.0 | 9.1 | 5.7 | 9.3 | 20.4 | 35.0 | 5.1 | 8.75 | 0.76158 | 1.18462 |

Results in Table 12 are organised according to the four cases; in Table 13 according to the four factors. In all cases, differences between pre- and post-test scores on all factors were positive and significant, indicating that the curriculum package effectively assists participants in enhancing their confidence in Dual Career Transition Management, Skill Transfer, Social Support and Career Planning.

In Case 1 (Participant 1), confidence was increased most on Factor 4, Career Planning, followed by Social Support, Dual Career Transition Management and Skill Transfer. In Case 2 (Participant 2), confidence was increased most in Career Planning, followed by Skill Transfer, Social Support and Dual Career Transition Management. In Case 3 (Participant 3), confidence was increased most on Career Planning, followed by Dual Career Transition Management, Skill Transfer and Social Support. In Case 4 (Participant 4), confidence was increased most on Career Planning, followed by Dual Career Transition Management, Skill Transfer and Social Support.

Results indicate that all of participants have greater confidence across the four factors after completing the psycho-educational curriculum package.

In the pre-test stage, participants had most confidence on Social Support; post-test, on Career Planning. Although confidence on Career Planning increased most in all participants, participants differed on the remaining three factors. Table 14 presents the overall rank, indicating that the confidence of all participants increased least on Social Support and that there was a negligible difference between Dual Career Transition Management and Skill Transfer.

The psycho-educational curriculum for sport career transition practitioners developed in Study 2 covers all four factors but the curriculum package designed in the current study is a part of the complete curriculum, which focused largely on career planning, especially in Part 3. This is considered a main reason for the differences in results. With regard to the role

of practitioners, researchers emphasised the need to provide proactive interventions to assist athletes with career transitions. In order to do so, practitioners need to identify the needs of individual athletes at specific stages during their career transition (Wylleman et al., 2004). For active athletes with negative perceptions of support programme involvement, practitioners need to provide education related to the importance of pre-transition planning and life skills development (Park et al., 2012). Career development programmes provide athletes with an introduction to career planning and development by focusing on their values and exploring their interests, career awareness and decision-making skills, CV preparation, interview experience, techniques and job search strategies (Lavallee et al., 2001). These indicate that competencies in Career Planning are crucial for sport career transition practitioners. However, the pre- and post-test questionnaire differences on the remaining three factors were similar. The majority of career transitions and athlete life skill programmes focus on lifestyle management and on the development of transferable skills to assist individuals in making the transition from life in sport to a post-sport career (Wylleman et al., 2004). Transition programmes should be multidimensional and include enhancement, support and counselling components (Petitpas et al., 1996). Practitioners should be encouraged to teach retiring and retired athletes life skills that help them achieve success outside sport (Petitpas & Schwartz, 1989).

Table 13: The results organised by the four factors

Factor 1: Dual Career Transition Management

| No. | Case 1 | | Case 2 | | Case 3 | | Case 4 | | total | | Mean | | SD | |
|-----|--------|------|--------|------|--------|------|--------|------|--------------------|------|----------------|--------------|------------------|-----------------|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 1 | 3.2 | 5.0 | 8.9 | 9.3 | 8.3 | 6.3 | 6.8 | 9.2 | 27.2 | 29.8 | 6.8 | 7.45 | 2.55734 | 2.14554 |
| 3 | 4.4 | 5.2 | 5.3 | 9.3 | 6.9 | 6.4 | 7.4 | 8.7 | 24.0 | 29.6 | 6.0 | 7.4 | 1.39284 | 1.927 |
| 4 | 6.2 | 5.7 | 6.0 | 9.7 | 4.8 | 9.1 | 7.0 | 9.3 | 24.0 | 33.8 | 6.0 | 8.45 | 0.90921 | 1.85023 |
| 7 | 6.6 | 7.8 | 6.9 | 9.6 | 4.7 | 9.5 | 6.5 | 8.5 | 24.7 | 35.4 | 6.175 | 8.85 | 0.99791 | 0.85829 |
| 8 | 5.2 | 6.0 | 5.1 | 8.6 | 7.1 | 9.3 | 6.6 | 9.0 | 24.0 | 32.9 | 6.0 | 8.225 | 1.00333 | 1.51079 |
| 9 | 7.4 | 7.0 | 5.2 | 9.8 | 4.8 | 9.2 | 6.2 | 9.0 | 23.6 | 35.0 | 5.9 | 8.75 | 1.16046 | 1.21518 |
| 12 | 5.3 | 5.0 | 5.0 | 9.7 | 7.0 | 6.7 | 5.7 | 9.1 | 23.0 | 30.5 | 5.75 | 7.625 | 0.88129 | 2.17773 |
| 14 | 5.7 | 6.1 | 3.1 | 9.5 | 7.5 | 9.7 | 5.8 | 9.2 | 22.1 | 34.5 | 5.525 | 8.625 | 1.81544 | 1.69583 |
| 18 | 3.5 | 6.2 | 8.2 | 9.1 | 8.8 | 9.0 | 6.0 | 8.4 | 26.5 | 32.7 | 6.625 | 8.175 | 2.40607 | 1.35247 |
| 19 | 4.5 | 6.4 | 6.2 | 9.3 | 5.0 | 7.0 | 4.7 | 8.5 | 20.4 | 31.2 | 5.1 | 7.8 | 0.76158 | 1.33417 |
| | | | | | | | | | MEAN and SD | | 5.9875 | 8.135 | 1.388547 | 1.606723 |
| | | | | | | | | | Difference | | +2.1475 | | +0.218176 | |

Factor 2: Skill Transfer

| No. | Case 1 | | Case 2 | | Case 3 | | Case 4 | | total | | Mean | | SD | |
|-----|--------|------|--------|------|--------|------|--------|------|--------------------|------|----------------|--------------|-------------------|------------------|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 2 | 3.6 | 4.9 | 7.4 | 9.5 | 9.3 | 8.8 | 8.0 | 9.0 | 27.2 | 29.2 | 6.8 | 8.05 | 2.55734 | 2.12053 |
| 5 | 7.4 | 7.5 | 8.8 | 9.6 | 7.1 | 8.4 | 5.0 | 9.0 | 24.0 | 34.5 | 6.0 | 8.625 | 1.39284 | 0.89582 |
| 11 | 5.8 | 5.9 | 5.5 | 9.6 | 7.2 | 7.6 | 4.9 | 8.5 | 24.0 | 31.6 | 6.0 | 7.9 | 0.90921 | 1.56418 |
| 13 | 4.4 | 5.7 | 4.7 | 9.5 | 6.4 | 9.6 | 6.8 | 9.3 | 24.7 | 34.1 | 6.175 | 8.525 | 0.99791 | 1.888746 |
| 17 | 4.8 | 6.7 | 4.6 | 9.6 | 5.3 | 9.6 | 5.2 | 7.9 | 24.0 | 33.8 | 6.0 | 8.45 | 1.00333 | 1.41539 |
| 22 | 5.4 | 7.8 | 4.7 | 9.6 | 7.3 | 9.7 | 8.0 | 9.3 | 23.6 | 36.4 | 5.9 | 9.1 | 1.16046 | 0.88318 |
| 27 | 6.5 | 5.8 | 4.8 | 9.7 | 6.9 | 8.8 | 7.2 | 9.4 | 23.0 | 33.7 | 5.75 | 8.425 | 0.88129 | 1.78955 |
| 28 | 6.5 | 6.6 | 6.2 | 9.6 | 8.2 | 8.4 | 7.4 | 8.9 | 22.1 | 33.5 | 5.525 | 8.375 | 1.81544 | 1.2816 |
| 36 | 6.7 | 5.7 | 3.5 | 9.6 | 8.4 | 9.3 | 7.8 | 9.6 | 26.5 | 34.2 | 6.625 | 8.55 | 2.40607 | 1.90526 |
| 38 | 5.1 | 7.0 | 6.2 | 9.6 | 8.0 | 9.1 | 5.7 | 9.3 | 20.4 | 35.0 | 5.1 | 8.75 | 0.76158 | 1.18462 |
| | | | | | | | | | MEAN and SD | | 5.9875 | 8.475 | 1.388547 | 1.4928876 |
| | | | | | | | | | Difference | | +2.4875 | | +0.1043406 | |

Factor 3: Social support

| No. | Case 1 | | Case 2 | | Case 3 | | Case 4 | | total | | Mean | | SD | |
|-----|--------|------|--------|------|--------|------|--------|------|-------------------------------|------|------------------|----------------|--------------------|------------------|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 23 | 5.7 | 7.6 | 5.8 | 8.4 | 6.9 | 7.8 | 4.8 | 9.2 | 23.2 | 33.0 | 5.8 | 8.25 | 0.86023 | 0.7188 |
| 24 | 4.9 | 5.5 | 4.2 | 9.8 | 8.6 | 8.8 | 8.0 | 9.3 | 25.7 | 33.4 | 6.425 | 8.35 | 2.19754 | 1.94336 |
| 25 | 5.7 | 6.4 | 4.9 | 9.8 | 6.5 | 5.7 | 7.9 | 9.3 | 25.0 | 31.2 | 6.25 | 7.8 | 1.27932 | 2.05102 |
| 26 | 5.4 | 7.3 | 4.9 | 9.6 | 6.7 | 5.2 | 6.8 | 9.3 | 23.8 | 28.4 | 5.95 | 7.85 | 0.94692 | 2.04042 |
| 29 | 6.5 | 6.4 | 8.4 | 9.7 | 7.6 | 9.3 | 7.5 | 8.8 | 30.0 | 31.2 | 7.5 | 8.55 | 0.77889 | 1.47986 |
| 30 | 5.0 | 6.8 | 4.3 | 9.7 | 7.2 | 9.0 | 6.5 | 8.9 | 23.0 | 34.4 | 5.75 | 8.6 | 1.33292 | 1.25167 |
| 33 | 5.2 | 5.6 | 5.0 | 9.6 | 8.2 | 5.9 | 6.8 | 9.4 | 25.2 | 30.5 | 6.3 | 7.625 | 1.50111 | 2.17006 |
| 35 | 5.5 | 5.7 | 6.3 | 8.6 | 1.5 | 7.3 | 6.1 | 9.3 | 19.4 | 30.9 | 4.85 | 7.725 | 2.25906 | 1.58403 |
| | | | | | | | | | MEAN and SD Difference | | 6.103125 | 8.09375 | 1.39449875 | 1.6549025 |
| | | | | | | | | | | | +1.990625 | | +0.26040375 | |

Factor 4: Career Planning

| No. | Case 1 | | Case 2 | | Case 3 | | Case 4 | | total | | Mean | | SD | |
|-----|--------|------|--------|------|--------|------|--------|------|-------------------------------|------|--------------|------------|------------------|----------------|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 6 | 4.9 | 7.6 | 6.9 | 9.6 | 1.1 | 9.9 | 6.2 | 8.9 | 19.1 | 36.0 | 4.775 | 9.0 | 2.58634 | 1.02307 |
| 10 | 4.2 | 7.0 | 6.2 | 9.7 | 3.6 | 8.9 | 6.4 | 8.3 | 20.4 | 33.9 | 5.1 | 8.475 | 1.40949 | 1.13835 |
| 15 | 6.3 | 6.4 | 3.8 | 9.5 | 1.4 | 9.3 | 4.7 | 7.6 | 16.2 | 32.8 | 4.05 | 8.2 | 2.04695 | 1.47196 |
| 16 | 6.9 | 6.1 | 3.0 | 9.6 | 5.2 | 9.7 | 4.9 | 8.5 | 20.0 | 33.9 | 5.0 | 8.475 | 1.59792 | 1.67407 |
| 37 | 3.9 | 5.6 | 4.2 | 9.8 | 3.9 | 9.1 | 6.5 | 8.9 | 18.5 | 33.4 | 4.625 | 8.35 | 1.25797 | 1.8735 |
| | | | | | | | | | MEAN and SD Difference | | 4.71 | 8.5 | 1.779734 | 1.43619 |
| | | | | | | | | | | | +3.79 | | -0.343544 | |

4 Cases and 4 Factors

| | Factor 1 | | | Factor 2 | | | Factor 3 | | | Factor 4 | | |
|----|----------|------|---------------|----------|------|---------------|----------|--------|-----------------|----------|------|---------------|
| | Pre | Post | Difference | Pre | Post | Difference | Pre | Post | Difference | Pre | Post | Difference |
| C1 | 5.2 | 6.04 | + 0.84 | 5.62 | 6.36 | + 0.74 | 5.4875 | 6.4125 | + 0.925 | 5.24 | 6.54 | + 1.3 |
| C2 | 5.99 | 9.39 | + 3.4 | 5.64 | 9.29 | + 3.65 | 5.475 | 9.025 | + 3.55 | 4.82 | 9.64 | + 4.82 |
| C3 | 6.49 | 8.22 | + 1.73 | 7.41 | 8.93 | + 1.52 | 6.65 | 7.375 | + 0.725 | 3.04 | 9.38 | + 6.34 |
| C4 | 6.27 | 8.89 | + 2.62 | 6.6 | 9.02 | + 2.42 | 6.8 | 9.1875 | + 2.3875 | 5.74 | 8.44 | + 2.7 |

Table 14 presents the competence rankings for each factor. The biggest differences between pre- and post-test scores were observed on career planning, followed by Skill Transfer, Dual Career Transition Management and Social Support. Participants were most confident on Factor 3, Social Support and least confident on Factor 4, Career Planning, at the outset. They were equally confident in Factor 1 (Dual Career Transition Management) and Factor 2 (Skill Transfer) when completing the first competency questionnaire. However, inverse results were observed on the second questionnaire. The final results from the second questionnaire show that participants are confident on all competencies on completion of the psycho-educational curriculum.

The results suggest that the psycho-educational curriculum contributes to the career development and improvement of sport career transition practitioners once they complete the entire psycho-educational curriculum, which the current study intends to demonstrate, beginning with the research question, “How effective is the psycho-educational curriculum developed and evaluated in Study 2 in developing sport career transition practitioner competences?” The curriculum package contributes to developing and enhancing the 38 competencies, which strongly indicates its efficacy in developing sport career transition practitioner competencies.

However, the sample was small, which limits the generalisability of the results. Future research with a bigger sample or that allows sport career transition practitioners to complete the curriculum is required.

The current study enriches the sparse literature on training programmes for practitioners who deliver such programmes. Researchers should explore ways that practitioners might apply their research findings in work with athletes (Wylleman et al., 2004). It is hoped that the current study will contribute to the development of sport career transition practitioner competences.

Table 14: The Rank of the factors

| Rank | No. | Factors | Total | | Mean | | Difference | SD | |
|------|-----|--------------------------|-------|------|-------|-------|--------------|---------|----------|
| | | | Pre | Post | Pre | Post | | Pre | Post |
| 1 | 6 | Career Planning | 19.1 | 36.0 | 4.775 | 9.0 | 4.225 | 2.58634 | 1.02307 |
| 2 | 15 | Career Planning | 16.2 | 32.8 | 4.05 | 8.2 | 4.15 | 2.04695 | 1.47196 |
| 3 | 37 | Career Planning | 18.5 | 33.4 | 4.625 | 8.35 | 3.725 | 1.25797 | 1.8735 |
| 4 | 38 | Skill Transfer | 20.4 | 35.0 | 5.1 | 8.75 | 3.65 | 0.76158 | 1.18462 |
| 5 | 16 | Career Planning | 20.0 | 33.9 | 5.0 | 8.475 | 3.475 | 1.59792 | 1.67407 |
| 6 | 10 | Career Planning | 20.4 | 33.9 | 5.1 | 8.475 | 3.375 | 1.40949 | 1.13835 |
| 7 | 22 | Skill Transfer | 23.6 | 36.4 | 5.9 | 9.1 | 3.2 | 1.16046 | 0.88318 |
| 8 | 14 | DC Transition Management | 22.1 | 34.5 | 5.525 | 8.625 | 3.1 | 1.81544 | 1.69583 |
| 9 | 35 | Social Support | 19.4 | 30.9 | 4.85 | 7.725 | 2.875 | 2.25906 | 1.58403 |
| 10 | 9 | DC Transition Management | 23.6 | 35.0 | 5.9 | 8.75 | 2.85 | 1.16046 | 1.21518 |
| 11 | 28 | Skill Transfer | 22.1 | 33.5 | 5.525 | 8.375 | 2.85 | 1.81544 | 1.2816 |
| 12 | 30 | Social Support | 23.0 | 34.4 | 5.75 | 8.6 | 2.85 | 1.33292 | 1.25167 |
| 13 | 19 | DC Transition Management | 20.4 | 31.2 | 5.1 | 7.8 | 2.7 | 0.76158 | 1.33417 |
| 14 | 7 | DC Transition Management | 24.7 | 35.4 | 6.175 | 8.85 | 2.675 | 0.99791 | 0.85829 |
| 15 | 27 | Skill Transfer | 23.0 | 33.7 | 5.75 | 8.425 | 2.675 | 0.88129 | 1.78955 |
| 16 | 5 | Skill Transfer | 24.0 | 34.5 | 6.0 | 8.625 | 2.625 | 1.39284 | 0.89582 |
| 17 | 4 | DC Transition Management | 24.0 | 33.8 | 6.0 | 8.45 | 2.45 | 0.90921 | 1.85023 |
| 18 | 17 | Skill Transfer | 24.0 | 33.8 | 6.0 | 8.45 | 2.45 | 1.00333 | 1.41539 |
| 19 | 23 | Social Support | 23.2 | 33.0 | 5.8 | 8.25 | 2.45 | 0.86023 | 0.7188 |
| 20 | 13 | Skill Transfer | 24.7 | 34.1 | 6.175 | 8.525 | 2.35 | 0.99791 | 1.888746 |
| 21 | 8 | DC Transition Management | 24.0 | 32.9 | 6.0 | 8.225 | 2.225 | 1.00333 | 1.51079 |
| 22 | 32 | - | 16.5 | 25.4 | 4.125 | 6.35 | 2.225 | 2.45272 | 2.36432 |
| 23 | 31 | - | 22.0 | 30.8 | 5.5 | 7.7 | 2.2 | 1.95278 | 2.03306 |
| 24 | 24 | Social Support | 25.7 | 33.4 | 6.425 | 8.35 | 1.925 | 2.19754 | 1.94336 |
| 25 | 36 | Skill Transfer | 26.5 | 34.2 | 6.625 | 8.55 | 1.925 | 2.40607 | 1.90526 |
| 26 | 11 | Skill Transfer | 24.0 | 31.6 | 6.0 | 7.9 | 1.9 | 0.90921 | 1.56418 |
| 27 | 26 | Social Support | 23.8 | 28.4 | 5.95 | 7.85 | 1.9 | 0.94692 | 2.04042 |
| 28 | 34 | - | 24.2 | 31.8 | 6.05 | 7.95 | 1.9 | 0.97468 | 1.7673 |

| | | | | | | | | | |
|----|----|--------------------------|------|------|-------|-------|--------------|---------|---------|
| 29 | 12 | DC Transition Management | 23.0 | 30.5 | 5.75 | 7.625 | 1.875 | 0.88129 | 2.17773 |
| 30 | 18 | DC Transition Management | 26.5 | 32.7 | 6.625 | 8.175 | 1.55 | 2.40607 | 1.35247 |
| 31 | 25 | Social Support | 25.0 | 31.2 | 6.25 | 7.8 | 1.55 | 1.27932 | 2.05102 |
| 32 | 3 | DC Transition Management | 24.0 | 29.6 | 6.0 | 7.4 | 1.4 | 1.39284 | 1.927 |
| 33 | 33 | Social Support | 25.2 | 30.5 | 6.3 | 7.625 | 1.325 | 1.50111 | 2.17006 |
| 34 | 2 | Skill Transfer | 27.2 | 29.2 | 6.8 | 8.05 | 1.25 | 2.55734 | 2.12053 |
| 35 | 20 | - | 29.8 | 34.8 | 7.45 | 8.7 | 1.25 | 1.03441 | 1.15758 |
| 36 | 21 | - | 29.8 | 34.4 | 7.45 | 8.6 | 1.15 | 0.97468 | 1.14018 |
| 37 | 29 | Social Support | 30.0 | 31.2 | 7.5 | 8.55 | 1.05 | 0.77889 | 1.47986 |
| 38 | 1 | DC Transition Management | 27.2 | 29.8 | 6.8 | 7.45 | 0.65 | 2.55734 | 2.14554 |

| Rank | Factors | Mean of Difference |
|------|--------------------------|--------------------|
| 1 | Career Planning | 3.79 |
| 2 | Skill Transfer | 2.4875 |
| 3 | DC Transition Management | 2.2475 |
| 4 | Social Support | 1.990625 |

Chapter Seven

Discussion

7.1 Introduction

This thesis focused on the development and evaluation of a psycho-educational curriculum for sport career transition practitioners. The main purpose was to develop a curriculum to enable sport career transition practitioners to develop their knowledge and skills when they provide support services to high performance athletes. To achieve this goal, three studies were conducted.

Study 1 investigated sport career transition organisational interventions offered by governmental sporting organisations and training and development programmes for sport career transition practitioners worldwide. The aim of the study is to examine the following five features of sport career transition organisational intervention programme: 1) At the government level, which organisation is responsible for the delivery of sport career transition organisational intervention programmes? 2) What is the overall strategy of the sport career transition organisational intervention programme? 3) What are the activities and events of the sport career transition organisational intervention programme? 4) Who is responsible for the delivery of the sport career transition organisational intervention programme? and 5) Do sporting organisations have training and development programmes for sport career transition practitioners who deliver its programme to athletes? This study provides an overview of different sport career transition organisational intervention programmes worldwide, examining the similarities and differences of programmes and thereby providing useful insights into developing and improving a sport career transition organisational intervention programme. The study also presents the results of an analysis of training and development programmes for sport career transition practitioners from 19 countries and indicates that there is a need to develop a specific training and development programme for sport career

transition practitioners as only a few sporting organisations developed some programmes as a form of requiring certification and providing related workshops, courses and sessions.

Based on the findings from Study 1 and the literature review, a psycho-educational curriculum for sport career transition practitioners was developed and evaluated in Study 2, by means of a focus group and a two-round Delphi method. The final version of the psycho-educational curriculum was presented in Appendix A with the details of four modules: Career Transitions in Sport, Sport Career Transition Management, Sport Career Transition Counselling and Sport Career Transition Professional Practice.

Study 3 was conducted to test the psycho-educational curriculum for sport career transition practitioners developed and evaluated in Study 2 with the research question, “How effective is the psycho-educational curriculum developed and evaluated in Study 2 in developing sport career transition practitioner competencies?” To answer this question, a psycho-educational curriculum package consisting of one part of the overall curriculum was developed for the current study and the study was designed as a One-Group Pretest-Posttest Design. The findings from this study demonstrate that the curriculum enhanced the confidence of the participants in 38 competencies of sport career transition practitioners.

The results from three studies have a number of significant theoretical and practical implications and provide a crucial indication of future research directions.

7.2 Theoretical Implications

Study 1 revealed that sport career transition organisational intervention programmes have been developed worldwide. Leung, Carre, & Fu (2005) showed that tangible support from national organisations mediates the quality of athletes’ career transitions, and participants who had such opportunities when seeking a career after retiring from sport (e.g., funding) experienced a relatively healthier transition than athletes who did not receive

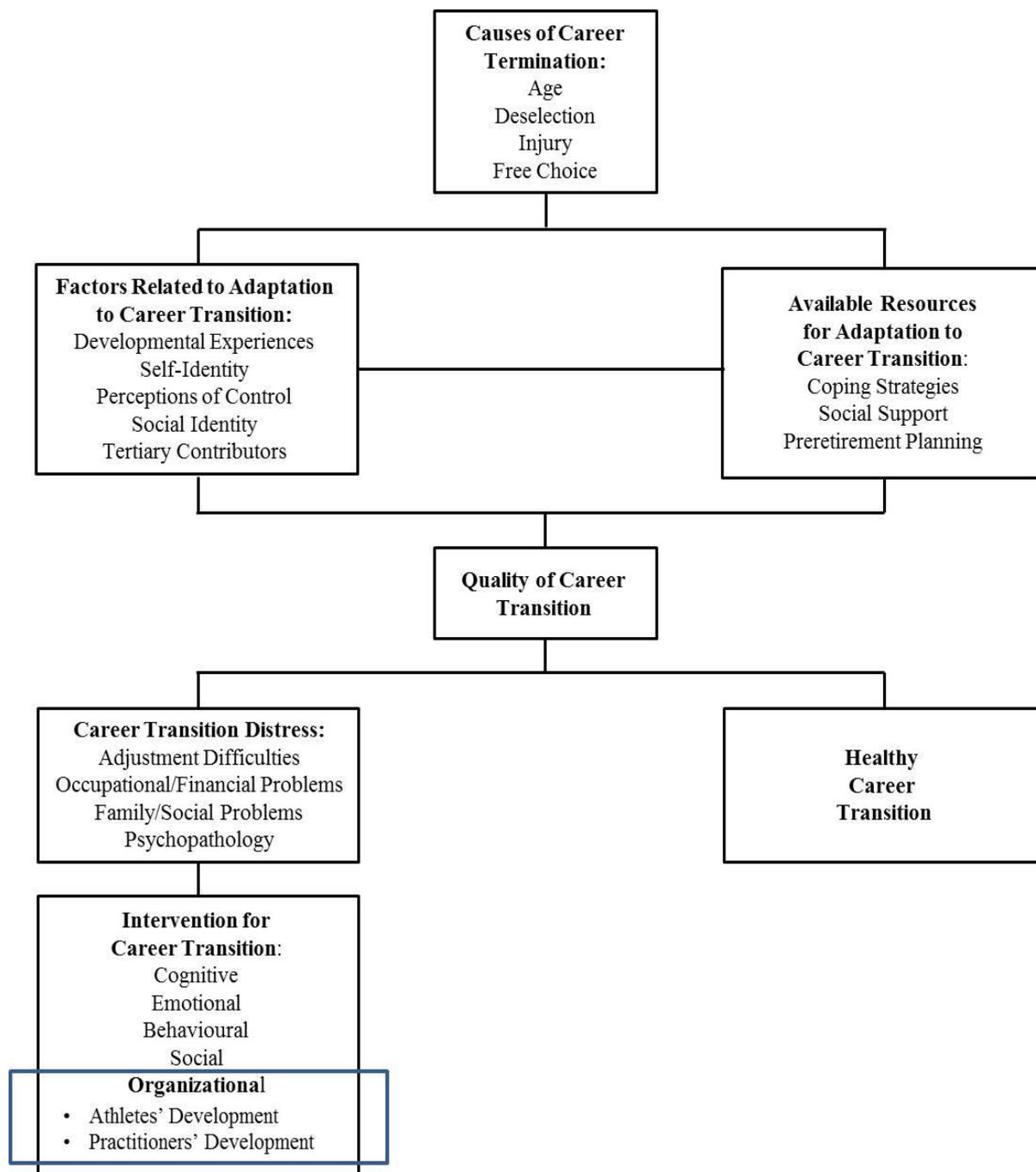
organisational support. Eight studies have been conducted specifically on sport career transition programmes (Albion, 2007; Redmond et al., 2007; Gilmore, 2008; Godard, 2004; Selden, 1997; Stankovich, 1998; Torregrosa, Mateos, Sanchez, & Cruz, 2007; Lavallee, 2005). In Study 1, sport career transition organisational intervention programmes were identified in 19 countries, indicating that these are considered essential to government sporting organisations in order to support high performance athletes. The results of the thesis provide support for the following theoretical implications: (a) the organisational context of sport career development programmes should be taken into account in order to assist athletes in transition (Lavallee et al., 2001), (b) sporting organisations have a responsibility to ensure that athletes are encouraged to develop a balanced life and identity during their sporting careers (Anderson & Morris, 2000) and (c) the organisational intervention is one of the integral factors of Healthy Career Transition in the theoretical framework proposed by Lavallee et al. (2014): the Conceptual Model of Adaptation to Career Transition.

The findings from Study 1 demonstrate that no research has been conducted to date that examines if and how sporting organisations train practitioners who support high performance athletes by delivering sport career transition intervention programmes in sporting organisations. It is hoped that this study will provide the impetus for further theoretical research on this topic.

The findings from Study 2, supported by Study 3, highlight the importance of development and training sport career transition practitioners, which indicates that sporting organisations for whom they work are responsible for facilitating the training and development of their sport career transition practitioners as well as their high performance athletes (Blann & Zaichkowsky, 1986; Blann, 1992; Anderson, 1999). This provides rich insight into sport career transition from a multitude of perspectives, and focusing both on high performance athletes and sport career transition practitioners.

These findings contribute to modifying the Conceptual Model of Adaptation to Career Transition (Lavalley et al., 2014) by strengthening the organisational intervention perspective. A modified Conceptual Model of Adaptation to Career Transition is proposed in Figure 4.

Figure 4: A Modified Conceptual Model of Adaptation to Career Transition by the current thesis



7.3 Implications for sport career transition interventions

Career transition in sport research has been examined mainly in Western nations, which have claimed the need to collect data from various socio-cultural groups in order to identify the influence of environmental or sporting contexts on career transitions in athletes (Stambulova & Alfermann, 2009; Stambulova et al., 2009). However, Study 1 identified that governmental sporting organisations across 19 countries worldwide offer their high performance athletes sport career transition organisational interventions and provide an overview of each programme regarding which governmental sporting organisation offers, what the aim is, what the contents are, and who delivers the interventions. This contributes to an extensive understanding of sport career transition interventions and enabling other researchers to replicate sport career transition organisational intervention programmes worldwide.

In Study 2 a psycho-educational curriculum for sport career transition practitioners who deliver sport career transition organisational intervention programmes to high performance athletes was developed. The rationale for this is that practitioners are considered a key part of the quality of programme delivery. The results contribute significantly to a different aspect of sport career transition interventions literature, by elucidating how sport career transition practitioners develop their skills and are trained in order to provide their support services to high performance athletes, as the majority of the literature has focused on athletes to the exclusion of practitioners. The findings from Study 2 and 3 indicate that the psycho-educational curriculum for sport career transition practitioners significantly affects the development of practitioners. These present key implications for sport career transition interventions concerning the aspect of development and training of sport career transition practitioners in order to enhance the quality of sport career transition intervention delivery.

7.4 Practical Implications

A number of practical implications emerge from the findings reported here. Several researchers in this area (Berry, Poortinga, Segall, & Dasen, 2002; Si & Lee, 2007) propose that studying cultural similarities and differences can help test the reliability and validity of current knowledge and theories and provide practical implications, such as offering pertinent and applicable support in applied work (Andersson, Carlsen, & Getz, 2002). The results obtained in Study 1 provide an overview of all the programmes in 19 countries, as well as the details of each programme. Also, the country-specific cross-country analyses of all the programmes are presented so that researchers, sport career transition practitioners, government sporting organisations and other interested persons or parties can extend their knowledge and adapt the programme, developing new programmes or improving current programmes in applied work based on theory- practice based and updated resources demonstrated in this thesis.

The findings in Study 1 on the training and development programmes for sport career transition practitioners have important implications for how sporting organisations train their practitioners. The results of Study 1 thus offer a practical perspective on how sporting organisations train sport career transition practitioners worldwide, which provides insight into the need to develop and train sport career transition practitioners.

The results from Studies 2 and 3 have practical implications in that the psycho-educational curriculum has the potential to assist sport career transition practitioners in improving their competencies. The development of a new psycho-educational curriculum for sport career transition practitioners might therefore increase awareness of the training and development of sport career transition practitioners and contribute to enhancing the delivery quality of sport career transition support services. Park et al. (2012) propose several practical

implications for practitioners: 1) practitioners need to provide athletes with both proactive (career planning, education in transferable skills) and reactive support (coping with emotions, supporting the identity reformation process) programmes; 2) practitioners need to examine coach-athlete relationships and consider using the support of coaches to assist athletes with career transitions and 3) practitioners need to employ different kinds of assistance to support young athletes as they withdraw from their sport; for example, helping them reduce feelings of failure or self-disappointment by building a positive self-image and self-confidence. Study 2 demonstrated that these practical implications are reflected in the psycho-educational curriculum developed in this thesis. The findings in Study 3 provided evidence that the curriculum increases the confidence of participants in 38 competencies in practice. The curriculum therefore provides essential, empirical content for the development of sport career transition practitioners.

Based on these findings from the current thesis, there is great potential for the psycho-educational curriculum to make a great contribution to encouraging sporting organisations and educational institutions to develop their training and development programmes and enhance practitioners' competences by adopting the curriculum. In addition, the curriculum has great potential to be applied to other performance domains such as Dance and Military training. The sport career transition organisational intervention programmes investigated in Study 1 and the psycho-educational curriculum for sport career transition practitioners designed in this thesis focuses on the perspective of sport. However, practitioners who support or train dancers and practitioners who are in charge of training military have the similarity with sport career transition practitioners in the aspect of supporting individuals who are involved in specialised physical activity and need of career transition support services. The curriculum was especially developed based on the global need identified in the international study in this thesis. Therefore, the studies in the present thesis can be applied to

these performance areas with an amendment depending on the nature of each performance domain.

7.5 Strengths and Limitations

The present thesis has three main strengths, evident in the contribution of all the studies. First, Study 1 identified sport career transition organisational intervention programmes from 19 countries and provided an overview of each programme reflecting the literature that career transition in sport has been researched mainly in Western nations; data from various socio-cultural groups is required in order to identify how the environmental or sporting context influences career transitions in athletes (Stambulova & Alfermann, 2009; Stambulova et al., 2009). Second, Study 1 also provides a new perspective on sport career transition, providing an overview of training and development programmes for sport career transition practitioners who work with and deliver sport career transition support services to high performance athletes. High performance sport has entered an era in which it will be increasingly challenged to adopt a more socially responsible attitude towards athletes (Blann, 1992). Sporting organisations need, therefore, to be encouraged to “do the right thing” by promoting an environment in which a holistic approach to development of athletes is achieved (Anderson, 1999). There is thus a need to develop a training and development programme for sport career transition practitioners, and this could constitute one of the main approaches for sporting organisations to enhance the quality of sport career transition services. Last, the development and evaluation of a new psycho-educational curriculum for sport career transition practitioners represents a significant contribution. Evidence is reported that the curriculum positively and significantly affects how confident participants are in 38 competencies related to sport career transition, which indicates that the curriculum can be the

cornerstone of developing a psycho-educational curriculum to support the development of sport career transition practitioners.

This Ph.D. has several limitations, which affect all three of its component studies. The data was limited in that some aspects of data collection depended upon the cooperation of the sporting organisations in Study 1. This study could provide an overview of sporting career transition organisational intervention programmes from more countries, including at least four more countries in Asia, Europe and South America. Government sporting organisations in these countries, however, did not respond, and the information collected from the websites and books was insufficient to answer the research questions. Although Study 1 investigated a large number of career transition organisational intervention programmes and training and development programmes for sport career transition practitioners worldwide, there is also the possibility that some countries have developed their own unique programmes with different perspectives. Study 3 was conducted in order to test the final version of the psycho-educational curriculum developed and evaluated in Study 2. The full version of the curriculum could not be tested owing to time limits. A key part of the curriculum was therefore selected and designed as the curriculum package in Study 3 in order to test the curriculum in a time-effective way. The psycho-educational curriculum developed in Study 2 represents the first attempt to design such a programme. There was difficulty outlining and conceptualising the curriculum, which subsumed considerable time. Although the curriculum was carefully developed based on the literature and the previous study, the content of each module might require modification depending on the sport policy, sporting organisations, culture and special needs of the country in which it is used. As several researchers have suggested (Berry et al., 2002; Si & Lee, 2007), exploring cultural similarities and differences could assist in testing the reliability and validity of existing knowledge and theories and lead

to practical implications, such as providing suitable and appropriate support in applied work (Park et al., 2012).

7.6 Recommendations for Future Research

The key findings from the three studies in this thesis provide a number of research directions with a strong possibility of attracting considerable attention from researchers in this area.

First, the findings from Study 1 point to the potential value of an international analysis of both sport career transition organisational intervention programmes and training and the development of practitioners. There is a possibility that new programmes for high performance athletes and training and development programmes for sport career transition practitioners have been developed since Study 1 was conducted. It would be worth adding more findings of each programme to the findings from the study in this thesis, to expand knowledge and provide an up-to-date overview of each programme for researchers, practitioners, athletes, coaches, sporting organisations and people or educational institutions interested in this area. Second, the development and evaluation of a psycho-educational curriculum for sport career transition practitioners in Study 2 represents another key research direction. The curriculum developed in Study 2 might need to be adjusted when applied in a different country or at a different educational institution. Future research should investigate specific training and development programmes for sport career transition practitioners based on the psycho-education curriculum in this thesis concerning sport policy, sporting organisations, culture and the specific requirements of sporting organisations or educational institutions. Last, the findings from Study 3 create another key research direction. Although the findings from Study 3 identified that the curriculum package is effective for the development of sport career transition practitioners, the full version of the psycho-educational

curriculum for sport career transition practitioners needs to be tested to enhance the reliability and validity of the results. In addition, future research could develop another version of a curriculum package to replicate Study 3. Such studies would enhance the quality of the psycho-educational curriculum and contribute to vitalising the research area and field of sport career transition.

7.7 Conclusion

This thesis has contributed to the sport career transition literature and applied work in this area by (1) providing an overview of a broad range of sport career transition organisational intervention programmes for high performance athletes and training and development programmes for sport career transition practitioners; (2) offering a new perspective on sport career transition, focusing on not only high performance athletes but also sport career transition practitioners; (3) presenting a psycho-educational curriculum for sport career transition practitioners and (4) providing a number of strong possibilities for future research.

The key aim of this research was to contribute to the literature on sport career transition and to develop and evaluate a psycho-educational curriculum that sporting organisations and educational institutions can apply to practice worldwide. The findings suggest several directions for improving sport career transition organisational intervention programme delivery. This empirical study will hopefully enable sporting organisations and educational institutions relating to sport career transition to apply this new theoretical knowledge and practical psycho-educational curriculum in order to support both high performance athletes and sport career transition practitioners.

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Appendix A: The Final Version of the Psycho-Educational Curriculum for Sport Career Transition Practitioners

Section 1: Summary of the curriculum:

The Postgraduate Certificate/ Postgraduate Diploma in Sport Career Transition Management programme is a highly specialised curriculum designed for individuals who are interested in a career as a sport career transition practitioner who supports athletes experiencing transitions throughout their sport career including preparing for life after sport. Students are expected to understand the process of career transitions that high performance athletes go through during their sporting career. In addition, students acquire both academic and practical approaches and application in order to effectively offer sport career transition support to high performance athletes by learning the specific skills such as Time management/Goal setting, Career/Life Coaching, and Mentoring.

Section 2: Aims of the curriculum:

1) The aims of Postgraduate Certificate are following:

- Provide the knowledge and skills required for students to pursue a career in sport career transitions with high performance athletes.
- Develop an ability to apply contemporary theory, research and practice to sport career transition profession.
- Understand the high performance environment and sport career transitions across sporting career of high performance athletes and coaches.

2) The aims of Postgraduate Diploma are those three mentioned above and following:

- Provide an opportunity to have professional practice experience in sport career transition.

Section 3: Intended learning outcomes:

Knowledge and Understanding

On successful completion of these programmes, students should be able to demonstrate knowledge and understanding of

- Primary theories and key research in sport career transitions
- Sport career transition intervention programmes across the world and the process of delivering the programmes to athletes
- The psychological needs for athletes' career transitions
- A multidimensional knowledge of psychological skills, strategies, and techniques in order to assist athletes in career transitions
- High performance sport policy and systems and High performance environment: culture, schedules/training timetables, coach expectations, agent influence, travel demands, age of entry, and average athlete life span.

Subject-specific skills and other attributes

- Apply a range of assessment methods in order to develop individualised plans of career transition for athletes
- Apply key sport career transition theories and research to practice in delivering career transition support service
- Counselling and consulting skills within high performance setting
- Advanced communication skills (e.g. relationship and rapport building skills) in order to build a network with relevant sporting organisations, educational institutions, individual athletes, sponsors and media
- Develop an ability of targeting and marketing sport career transition support services

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- Develop an ability to work within a multi-disciplinary team
- Manage individual learning process and development
- Employ IT as an effective learning and communication tool
- Achieve effective oral, electronic, and written communication
- Develop both critical and creative thinking
- Acquire problem-solving and public speaking/presenting skills
- Enhance self-reflection

Section 4: Modules

| Postgraduate Certificate in Sport Career Transition Management (60 credits) | Postgraduate Diploma in Sport Career Transition Management (60 credits) |
|---|--|
| Semester 1 | Semester 2 |
| <ul style="list-style-type: none"> • Career Transitions in Sport (20 credits) • Sport Career Transition Management (20 credits) • Sport Career Transition Counselling (20 credits) | <ul style="list-style-type: none"> • Sport Career Transition Professional Practice (60 credits) |

Section 5: Module details

| | | |
|-------------------|-----------------------------|---|
| Semester 1 | Career Transitions in Sport | <ul style="list-style-type: none"> • Career Transition Theories and Models <ol style="list-style-type: none"> 1) Adult Development 2) Schlossberg's Model of Human Adaptation to Transition 3) Social Gerontological Models and Thanatological Models • Sport Career Transition Theories and Models <ol style="list-style-type: none"> 1) Sinclair and Orlick's (1994) Modified Model of the Individual in Transition 2) Stambulova's (1994) Analytic Model 3) Wylleman and Lavallee's (2004) Developmental Model 4) Taylor, Ogilvie, and Lavallee's Conceptual Model of Adaptation to Career Transition (2005) • Key Research in Sport Career Transition • International Sport Career Transition Organisational Intervention Programmes |
| | Sport Career Management | <ul style="list-style-type: none"> • Sport Career Transition Management <ol style="list-style-type: none"> 1) Dual Careers in High Performance sport 2) Athlete Career Development in High Performance 3) High Performance Sport Policy and Systems 4) Manage sponsorship 5) Media management and public speaking 6) Facilitate Online sport career management • Life management |

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| | | <ol style="list-style-type: none"> 1) Assessing sport career and customised career planning 2) Personal Lifestyle planning 3) Financial planning and advising <ul style="list-style-type: none"> • Transferrable Life skills for life after sport <ol style="list-style-type: none"> 1) Time management/Goal setting 2) Relationship and rapport building skills • Case studies of individualised and specialised sport career management |
| | Sport Career Transition Counselling | <ul style="list-style-type: none"> • Counselling Psychology Theories and Models <ol style="list-style-type: none"> 1) An introduction to Psychopathology 2) Models of Counselling Psychology: Psychodynamic, Cognitive Behavioural, and Client-Centred/Humanistic approach 3) Career counselling in sport psychology 4) Basic knowledge of mental health • Provide Support Services <ol style="list-style-type: none"> 1) Mentoring 2) Mental training 3) Dealing with abrupt career end 4) Self-reflection 5) Build career referral networks • Measurement tools in general <ol style="list-style-type: none"> 1) The Career Beliefs Inventory 2) The Career Factors Inventory: Theory and Applications • Measurement tools in sport career transition <ol style="list-style-type: none"> 1) Athletes' Retirement Decision Inventory |

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| | | <ol style="list-style-type: none"> 2) Retirement Sports Survey 3) British Athletes Lifestyle Assessment Needs in Career and Education (BALANCE) Scale 4) Athlete Retirement Questionnaire 5) Australian Athletes Career Transition Inventory 6) Professional Athletes Career Transition Inventory 7) Blue print, special purpose tool: Developing Career Management Competencies 8) Athletes' kit and videos from IOC <ul style="list-style-type: none"> • Practice counselling |
| Semester 2 | Sport Career Transition Professional Practice | <ul style="list-style-type: none"> • Sport Career Transition Support Service Provider Presentation <ol style="list-style-type: none"> 1) How to provide a support service in a multi-disciplinary work setting 2) Challenges for providing sport career transition support services • Professional Practice in Sport Career Transition |

Section 6: Core texts and resources across the programme:

- European Commission. (2015, July 22). EU Guidelines on Dual Careers of Athletes. Retrieved from http://ec.europa.eu/sport/policy/societal_role/dual_careers_en.htm
- Lavalley, D. (2000). Theoretical perspectives on career transitions in sport. In D. Lavalley, & P. Wylleman (Eds.), *Career transitions in sport: International perspectives* (pp. 1-27). Morgantown, WV: Fitness Information Technology.
- Lavalley, D., & Wylleman, P. (2000). *Career transitions in sport: International perspectives*. The United States of America: Fitness Information Technology.
- Lavalley, D., Kremer, J., Moran, A., & Williams, M. (2012). *Sport psychology: Contemporary*

themes. London, UK: Palgrave Macmillan.

- Katz, J., & Hemmings, B. (2009). *Counselling skills handbook for the sport psychologist*. Leicester: The British Psychological Society.
- Petitpas A., Champagne, D., Chartrand, J., Danish, S., & Murphy, S. (1997). *Athlete's guide to career planning*. Champaign, IL: Human Kinetics.
- Sotiriadou, P., & De Bosscher, V. (2013). *Managing high performance sport*. UK: Routledge.
- Stambulova, N. B., & Ryba, T. V. (2013). *Athletes' careers across cultures*. East Sussex: Routledge.

Module 1. CAREER TRANSITIONS IN SPORT

Overview

This module will provide opportunities to understand key research, theories, and models of both career transitions in general and career transition in sport. By learning key research, theories, and models students can have deeper understanding and specialised knowledge that will help them translate theory to practice in the field. Students will have opportunities to exchange their understanding and opinion on important topics, which will allow them to make sure what they learn from each session. At the end of the module, students will produce an assessment with regard to sport career transition organisational intervention programmes utilising their acquired knowledge from the module and presenting their own ideas on designing a sport career transition organisational intervention programme.

Learning Outcomes

By the end of the module you will have had the opportunity to:

- 1) Present your understanding of career transitions
- 2) Present your knowledge of sport career transition theories, models, and key research in the area.
- 3) Critically analyse contemporary sport career transition organisational intervention programmes across the world.

Assessment

Essay (100%): Students are required to submit an essay at the end of the module focusing on one sport career transition organisational programmes and presenting their own ideas that can be applied to the chosen programmes.

| Delivery | | | |
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| Session | | Topics | Resources |
| 1 | Introduction & Assessment Briefing Career Transition Theories and Models I. | 1) Adult Development | <ul style="list-style-type: none"> Levinson, D. J. (1986). A conception of adult development. <i>American psychologist</i>, 41(1), 3. |
| 2 | Career Transition Theories and Models II. | 2) Schlossberg's Model of Human Adaptation to Transition 3) Social Gerontological Models and Thanatological Models | <ul style="list-style-type: none"> Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. <i>The counseling psychologist</i>, 9(2), 2-18. Lavallee, D., Kremer, J., Moran, A., & Williams, M. (2012). <i>Sport psychology: Contemporary themes</i>. London, UK: Palgrave Macmillan. |
| 3 | Summary of Career Transition Theories and Models Sport Career Transition Theories and Models I. | Review the key points of Career Transition Theories and Models 1) Sinclair and Orlick's (1994) Modified Model of the Individual in Transition 2) Stambulova's (1994) Analytic Model | <ul style="list-style-type: none"> Sinclair, D. A., & Orlick, T. (1994). The effects of transition on high performance sport. In D. Hackfort (Ed.), <i>Psychosocial issues and interventions in elite sports</i> (pp. 29-55). Frankfurt, Denmark: Lang. Stambulova, N. B. (1994). Developmental sports career investigations in Russia: |

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| | | | A post-perestroika analysis. <i>The Sport Psychologist</i> , 8(3), 221-237. |
| 4 | Sport Career Transition Theories and Models II. | <p>3) Wylleman and Lavallee's (2004) Developmental Model</p> <p>4) Lavallee, Park, and Taylor's Conceptual Model of Adaptation to Career Transition</p> | <ul style="list-style-type: none"> • Wylleman, P., & Lavallee, D. (2004). A developmental perspective on transitions faced by athletes. In M. Weiss (Ed.), <i>Developmental sport psychology</i> (pp.507-527). Morgantown, WV: Fitness Information Technology. • Taylor, J., Ogilvie, B., & Lavallee, D. (2005). Career transition among elite athletes: Is there life after sports? In J. M. Williams (Ed.), <i>Applied sport psychology: Personal growth to peak performance</i> (5th ed, pp. 595-615). Columbus, OH: McGraw-Hill. |
| 5 | Summary of Sport Career Transition Theories Key Research in Sport Career Transition I. | <p>Review the key points of Sport Career Transition Theories</p> <p>1) Read through the selected key research in sport career transition</p> <p>2) Summarise the key points of each research</p> | <ul style="list-style-type: none"> • Lavallee, D. (2005). The effect of a life development intervention on sports career transition adjustment. <i>Sport Psychologist</i>, 19(2), 193-202. • Park, S., Lavallee, D., & Tod, D. (2013). Athletes' career transition |

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| | | 3) Develop a group discussion question about what future research should consider | <p>out of sport: a systematic review. <i>International Review of Sport and Exercise Psychology</i>, 6(1), 22-53.</p> <ul style="list-style-type: none"> • Wylleman, P., Alfermann, D., & Lavallee, D. (2004). Career transitions in sport: European perspectives. <i>Psychology of sport and exercise</i>, 5(1), 7-20. |
| 6 | <p>Key Research in Sport Career Transition II.</p> <p>Group Discussion</p> | <ol style="list-style-type: none"> 1) Read through the selected key research in sport career transition 2) Summarise the key points of each research 3) Develop a group discussion question about what future research should consider | <ul style="list-style-type: none"> • Grove, J. R., Lavallee, D., & Gordon, S. (1997). Coping with retirement from sport: The influence of athletic identity. <i>Journal of applied sport psychology</i>, 9(2), 191-203. • Ryba, T. V., Stambulova, N. B., Ronkainen, N. J., Bundgaard, J., & Selänne, H. (2015). Dual career pathways of transnational athletes. <i>Psychology of Sport and Exercise</i>, 21, 125-134. • Debois, N., Ledon, A., & Wylleman, P. (2015). A lifespan perspective on the dual career of elite male athletes. <i>Psychology</i> |

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| | | | <p><i>of Sport and Exercise, 21</i>, 15-26.</p> <ul style="list-style-type: none"> • Park, S., Lavalley, D., & Tod, D. (2012). The development of an athlete career transition programme: A case study. <i>QMiP Bulletin, 13</i>, 11-19. • Grove, J. R., Lavalley, D., Gordon, S., & Harvey, J. H. (1998). Account-making: A model for understanding and resolving distressful reactions to retirement from sport. <i>Sport Psychologist, 12</i>(1), 52-67. |
| 7 | <p>Summary of Key Research in Sport Career Transition</p> <p>International Sport Career Transition Organisational Intervention Programmes I.</p> | <p>Review the key points of Key Research in Sport Career Transition</p> <p>Sport Career Transition Organisational intervention programmes across the world</p> | <ul style="list-style-type: none"> • Anderson, D., & Morris, T. (2000). Athlete lifestyle programs. In D. Lavalley & Wylleman, P. (Eds), <i>Career transitions in sport: International perspectives</i> (pp. 59-80). Morgantown, WV: Fitness Information Technology. Petitpas, A., & Champagne, D. (2000). Practical considerations in implementing sport career transition programs. <i>Career Transitions in Sport: International Perspective</i> |

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| | | | <p>(pp.81-94). Morgantown, WV: Fitness Information Technology.</p> <ul style="list-style-type: none"> • Mayocchi, L., & Hanrahan, S. J. (2000). Transferable skills for career change. In D. Lavallee & P. Wylleman, (Eds.) <i>Career transitions in sport: International perspectives</i> (pp. 95-110). Morgantown, WV: Fitness Information Technology. • Ryba, T.V., & Stambulova, N.B. (2013). Turn to a culturally informed career research and assistance in sport psychology. In N.B. Stambulova & T.V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 1–16). East Sussex, UK: Routledge. • Chambers, T., Gordon, S., & Morris, T. (2013). Athletes' careers in Australia: From retirement to education and beyond. In N. B. Stambulova & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 17–30). East Sussex, UK: |
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| | | | <p>Routledge.</p> <ul style="list-style-type: none"> • Wylleman, P., Reints, A., & De Knop, P. (2013). Athletes' careers in Belgium. A holistic perspective to understand and alleviate challenges occurring throughout the athletic and post-sport career. In N. B. Stambulova, & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 31–42). East Sussex, UK: Routledge. • Schinke, R. J., Cummings, J., & Bonhomme, J. (2013). Athletes' careers in Canada: Four decades of research and practice. In N. B. Stambulova, & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 53-64). East Sussex, UK: Routledge. An International Analysis of Sport Career Transition Organisational Intervention Programmes |
| 8 | International Sport career transition organisational intervention programmes II. | Sport Career Transition Organisational intervention programmes across the world | <ul style="list-style-type: none"> • Lavalley, D., Nesti, M., Borkoles, E., Cockerill, I., & Edge, A. (2000). Intervention strategies for athletes in transition. In |

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| | <p>Group Discussion</p> | | <p>D. Lavalée & P. Wylleman (Eds.), <i>Career transitions in sport: International perspectives</i> (pp. 111-130). Morgantown, WV: Fitness Information Technology.</p> <ul style="list-style-type: none"> • Sinclair, D. A., & Hackfort, D. (2000). The role of sport organization in the career transition process. In D. Lavalée, & P. Wylleman (Eds.), <i>Career Transitions in Sport: International Perspectives</i> (pp. 131-142). Morgantown, WV: Fitness Information Technology, Inc. • Alfermann, D., & Preis, F. (2013). Athletes' careers in Germany: Research and assistance programs. In N. B. Stambulova, & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 103–114). East Sussex, UK: Routledge. • Torregrosa, M., & González, M. (2013). Athletes' careers in Spain: Professionalization and developmental |
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| | | | <p>consequences. In N. B. Stambulova, & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 185–196). East Sussex, UK: Routledge.</p> <ul style="list-style-type: none"> • Stambulova, N., & Johnson, U. (2013). Athletes' careers in Sweden: Facilitating socialization into sports and re-socialization upon retirement. In N. B. Stambulova, & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 197–208). East Sussex, UK: Routledge. • Park, S., Lavalley, D., & Tod, D. A. (2013). Athletes' Careers in the United Kingdom and the Republic of Ireland: Differences in the Evolution of Research and Support Programs between the Two Neighbor Nations. In N. B. Stambulova, & T. V. Ryba (Eds.), <i>Athletes' careers across cultures</i> (pp. 209–221). East Sussex, UK: Routledge. • An International Analysis of Sport Career Transition |
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| | | | Organisational Intervention Programmes |
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| 9 | Summary of International Sport career transition organisational intervention programmes Report on proceeding of Essay I | Review the key points of International Sport career transition organisational intervention programmes | |
| 10 | Report on proceeding of Essay II | | |

References

- Debois, N., Ledon, A., & Wylleman, P. (2015). A lifespan perspective on the dual career of elite male athletes. *Psychology of Sport and Exercise*, 21, 15-26.
- Grove, J. R., Lavallee, D., & Gordon, S. (1997). Coping with retirement from sport: The influence of athletic identity. *Journal of applied sport psychology*, 9(2), 191-203.
- Grove, J. R., Lavallee, D., Gordon, S., & Harvey, J. H. (1998). Account-making: A model for understanding and resolving distressful reactions to retirement from sport. *Sport Psychologist*, 12(1), 52-67.
- Lavallee, D. (2000). Theoretical perspectives on career transitions in sport. In D. Lavallee, & P. Wylleman (Eds.), *Career transitions in sport: International perspectives* (pp. 1-27). Morgantown, WV: Fitness Information Technology.
- Lavallee, D. (2005). The effect of a life development intervention on sports career transition adjustment. *Sport Psychologist*, 19(2), 193-202.
- Lavallee, D., Kremer, J., Moran, A., & Williams, M. (2012). *Sport psychology: Contemporary themes*. London, UK: Palgrave Macmillan.
- Lavallee, D., & Wylleman, P. (2000). *Career transitions in sport: International perspectives*. The United States of America: Fitness Information Technology.
- Levinson, D. J. (1986). A conception of adult development. *American psychologist*, 41(1), 3.
- Park, S., Tod, D., & Lavallee, D. (2012). The development of an Athlete Career Transition Support Programme: A case study. *The British Psychological Society*, 13, 11-19.
- Park, S., Lavallee, D., & Tod, D. (2013). Athletes' career transition out of sport: a systematic

review. *International Review of Sport and Exercise Psychology*, 6(1), 22-53.

- Ryba, T. V., Stambulova, N. B., Ronkainen, N. J., Bundgaard, J., & Selänne, H. (2015). Dual career pathways of transnational athletes. *Psychology of Sport and Exercise*, 21, 125-134.
- Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The counseling psychologist*, 9(2), 2-18.
- Sinclair, D. A., & Orlick, T. (1994). The effects of transition on high performance sport. In D. Hackfort (Ed.), *Psychosocial issues and interventions in elite sports* (pp. 29-55). Frankfurt, Denmark: Lang.
- Stambulova, N. B. (1994). Developmental sports career investigations in Russia: A post-perestroika analysis. *The Sport Psychologist*, 8(3), 221-237.
- Stambulova, N.B. & Ryba, T.V. (2013). *Athletes' Careers Across Cultures*. East Sussex, UK: Routledge.
- Taylor, J., Ogilvie, B., & Lavalley, D. (2005). Career transition among elite athletes: Is there life after sports? In J. M. Williams (5th Eds.), *Applied sport psychology: Personal growth to peak performance* (pp. 595-615). Columbus, OH: McGraw-Hill.
- Wylleman, P., Alfermann, D., & Lavalley, D. (2004). Career transitions in sport: European perspectives. *Psychology of sport and exercise*, 5(1), 7-20.
- Wylleman, P., & Lavalley, D. (2004). A developmental perspective on transitions faced by athletes. In M. Weiss (Ed.), *Developmental sport psychology* (pp.507-527). Morgantown, WV: Fitness Information Technology.

Module 2. SPORT CAREER TRANSITION MANAGEMENT

Overview

This module will provide opportunities to understand sport career management and acquire key skills to assist high performance athletes in balancing between sporting career and non-sporting career. The module will focus on Sport Career Transition Management, Life Management, and Transfer Life Skills for life after sport, and students will have opportunities to exchange their understanding and opinion on important topics, which will allow them to make sure what they learn from each session. At the end of the module, students will produce an assessment with regard to sport career transition management skills utilising their acquired knowledge from the course and presenting their own ideas on developing a tailored sport career management programme.

Learning Outcomes

By the end of the module you will have had the opportunity to:

- 1) Present your understanding of sport career transition management.
- 2) Acquire the sport transition management skills covered in the module and develop an ability to apply the skills to designing a sport career transition programme.
- 3) Design an individualised sport career transition support programme.

Assessment

Presentation (100%): Students are required to give a talk at the end of the module regarding developing a customised programme for a given hypothetical athlete based on the sport career management skills that they learn from the module.

Delivery

| | Session | Topics | Resources |
|---|--|--|---|
| 1 | <p>Introduction & Assessment Briefing</p> <p>Sport Career Transition Management I.</p> | <ol style="list-style-type: none"> 1) Dual Careers in High Performance Sport 2) Athlete Career Development in High Performance 3) High Performance Sport Policy and Systems | <ul style="list-style-type: none"> • European Commission. (2015, July 22). EU Guidelines on Dual Careers of Athletes. Retrieved from http://ec.europa.eu/sport/policy/societal_role/dual_careers_en.htm • Stambulova, N., Alfermann, D., Statler, T., & Côté, J. E. A. N. (2009). ISSP position stand: Career development and transitions of athletes. <i>International Journal of Sport and Exercise Psychology</i>, 7(4), 395-412. • Wylleman, P., De Knop, P., Verdet, M.-C., & Cecic-Erpic, S. (2006). Parenting and career transitions of elite athletes. In S. Jowett, & D. Lavallee (Eds.), <i>Social psychology of sport</i> (pp. |

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| | | | <p>233-247). Champaign, IL: Human Kinetics.</p> <ul style="list-style-type: none"> • De Bosscher, V., De Knop, P., Van Bottenburg, M., & Shibli, S. (2006). A conceptual framework for analysing sports policy factors leading to international sporting success. <i>European sport management quarterly</i>, 6(2), 185-215. • De Bosscher, V., De Knop, P., Van Bottenburg, M., Shibli, S., & Bingham, J. (2009). Explaining international sporting success: An international comparison of elite sport systems and policies in six countries. <i>Sport Management Review</i>, 12(3), 113-136. |
| 2 | Sport Career Transition Management II. | <p>4) Manage sponsorship</p> <p>5) Media management and public speaking</p> <p>6) Facilitate Online Sport Career Management</p> <p>7) Develop a group discussion question about what sport career transition management skills can be added to the list.</p> | <ul style="list-style-type: none"> • Stoldt, G.C., Dittmore, S.W., & Branvold, S.E. (2012). <i>Sport public relations: Managing stakeholder communication</i> (vol. 2). Champaign, IL: Human Kinetics. • Hutchins, B. (2011). The acceleration of media sport culture: Twitter, telepresence and online messaging. <i>Information, Communication & Society</i>, 14(2), 237-257. • Danish, S. J., Petitpas, A. J., & Hale, B. D. (1993). Life development intervention for athletes life skills through |

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| | Group Discussion | | <p>sports. <i>The Counseling Psychologist</i>, 21(3), 352-385.</p> <ul style="list-style-type: none"> • Jones, M. I., & Lavalley, D. (2009). Exploring the life skills needs of British adolescent athletes. <i>Psychology of Sport and Exercise</i>, 10(1), 159-167. |
| 3 | Summary of Sport Career Transition Management | Review the key points of Sport Career Transition Management | |
| | Life management I. | 1) Assessing sport career and customised career planning | |
| 4 | Life management II. | 2) Personal Lifestyle Planning 3) Financial planning and advising 4) Develop a group discussion question about what life skills can be added to the list | |
| | Group Discussion | | |
| 5 | Summary of Life management Transferable | Review the key points of Life Management | <ul style="list-style-type: none"> • Locke, E. A., & Latham, G. P. (1985). The application of goal setting to sports. <i>Journal of sport psychology</i>, 7(3), 205-222. • McKnight, K., Bernes, K., Gunn, T., Chorney, D., Orr, D., |
| | | 1) Time management/Goal setting | |

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| | Life skills after sport I. | 2) Relationship and rapport building skills I. | & Bardick, A. (2009). Life after sport: Athletic career transition and transferable skills. <i>Journal of Excellence</i> , 13, 63-77. |
| 6 | Transferable Life skills after sport II. Group Discussion | 3) Relationship and rapport building skills II. 4) Develop a group discussion question about what transferable life skills can be added to the list | <ul style="list-style-type: none"> • Danish, S. J., & Nellen, V. C. (1997). New roles for sport psychologists: Teaching life skills through sport to at-risk youth. <i>Quest</i>, 49(1), 100-113. • Jowett, S., & Timson-Katchis, M. (2005). Social networks in sport: Parental influence on the coach-athlete relationship. <i>Sport Psychologist</i>, 19(3), 267. |
| 7 | Summary of Transferable Life skills after sport Case studies of individualised and specialised sport career management I. | Review the key points of Transferable Life skills after sport | Materials from sporting organisations that have sport career transition organisational intervention programmes |
| 8 | Case studies of individualised and specialised sport career | | Materials from sporting organisations that have sport career transition organisational intervention programmes |

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| | management II. | | |
| | Group Discussion | | |
| 9 | Summary of Case studies of individualised and specialised sport career management | Review the key points of Case studies of individualised and specialised sport career management | |
| | Presentation I | Design an individualised programme for a given hypothetical athlete based on the sport career management skills that they learn from the module. | |
| 10 | Presentation II | Design an individualised programme for a given hypothetical athlete based on the sport career management skills that they learn from the module. | |

References

- Danish, S. J., Petitpas, A. J., & Hale, B. D. (1993). Life development intervention for athletes life skills through sports. *The Counseling Psychologist*, 21(3), 352-385.
- Danish, S. J., & Nellen, V. C. (1997). New roles for sport psychologists: Teaching life skills through sport to at-risk youth. *Quest*, 49(1), 100-113.

- De Bosscher, V., De Knop, P., Van Bottenburg, M., & Shibli, S. (2006). A conceptual framework for analysing sports policy factors leading to international sporting success. *European sport management quarterly*, 6(2), 185-215.
- De Bosscher, V., De Knop, P., Van Bottenburg, M., Shibli, S., & Bingham, J. (2009). Explaining international sporting success: An international comparison of elite sport systems and policies in six countries. *Sport Management Review*, 12(3), 113-136.
- European Commission. (2015, July 22). EU Guidelines on Dual Careers of Athletes. Retrieved from http://ec.europa.eu/sport/policy/societal_role/dual_careers_en.htm
- Hutchins, B. (2011). The acceleration of media sport culture: Twitter, telepresence and online messaging. *Information, Communication & Society*, 14(2), 237-257.
- Jones, M. I., & Lavallee, D. (2009). Exploring the life skills needs of British adolescent athletes. *Psychology of Sport and Exercise*, 10(1), 159-167.
- Jowett, S., & Timson-Katchis, M. (2005). Social networks in sport: Parental influence on the coach-athlete relationship. *Sport Psychologist*, 19(3), 267.
- Locke, E. A., & Latham, G. P. (1985). The application of goal setting to sports. *Journal of sport psychology*, 7(3), 205-222.
- McKnight, K., Bernes, K., Gunn, T., Chorney, D., Orr, D., & Bardick, A. (2009). Life after sport: Athletic career transition and transferable skills. *Journal of Excellence*, 13, 63-77.
- Stambulova, N., Alfermann, D., Statler, T., & Côté, J. E. A. N. (2009). ISSP position stand: Career development and transitions of athletes. *International journal of sport and exercise psychology*, 7(4), 395-412.
- Stoldt, G.C., Dittmore, S.W., & Branvold, S.E. (2012). *Sport public relations: Managing stakeholder communication* (vol. 2). Champaign, IL: Human Kinetics.
- Wylleman, P., De Knop, P., Verdet, M.-C., & Cecic-Erpic, S. (2006). Parenting and career transitions of elite athletes. In S. Jowett, & D. Lavallee (Eds.), *Social psychology of sport* (pp. 233-247). Champaign, IL: Human Kinetics.

Module 3. SPORT CAREER TRANSITION COUNSELLING

Overview

This module will provide opportunities to understand career counselling both in general and in sport contexts based upon counselling psychology theories and models. By learning key theories and models in this area and practicing counselling, students can have deeper understanding and specialised knowledge that will make them able to apply work in the field in future. Students will have opportunities to exchange their understanding and opinion on

important topics, which will allow them to make sure what they learn from each session. At the end of the module, students will produce an assessment with regard to sport career transition counselling utilising their acquired knowledge from the course and profiling case studies.

Learning Outcomes

By the end of the module you will have had the opportunity to:

- 1) Present your understanding of career counselling and career counselling in sport psychology
- 2) Present your knowledge of models and theories of counselling psychology
- 3) Present your understanding of measurement tools both in general and in sport career transition.
- 4) Critically analyse a chosen case study and apply the analysis to practice in a role play session
- 5) Demonstrate psychological skills that can be used for providing support services and reflect your own career transition counselling skills that you learn from the module

Assessment

Essay (100%): Students are required to submit a case study profile including analysing a chosen case study of counselling an athlete, how to apply the analysis of the case study to role play, and practice counselling with an individual sport athletes.

Delivery

| | Session | Topics | Resources |
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| 1 | Introduction & Assessment Briefing Counselling Psychology Theories and Models I. | <ol style="list-style-type: none"> 1) An introduction to Psychopathology 2) Models of Counselling Psychology: Psychodynamic, Cognitive Behavioural and Client-Centred/Humanistic approach | <ul style="list-style-type: none"> • Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). (2003). <i>Handbook of counselling psychology</i>. London: Sage. • Barker, C., Pistrang, N., & Elliot, R. (1994). <i>Research Methods in Clinical and Counselling Psychology</i>. Chichester, U.K.: John Wiley & Sons. • Palmer, S., Dainow, S., |

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| | | | <p>& Milner, P. (Eds.). (1996). <i>Counselling: the BAC counselling reader. Introduction to part one.</i> London: Sage.</p> |
| 2 | <p>Counselling Psychology Theories and Models II.</p> <p>Group Discussion</p> | <p>3) Career counselling in sport psychology</p> <p>4) Basic Knowledge of mental health</p> <p>5) Develop a group discussion question about how to apply the theories and models to field work</p> | <ul style="list-style-type: none"> • Katz, J., & Hemmings, B. (2009). <i>Counselling skills handbook for the sport psychologist.</i> Leicester: The British Psychological Society. • Murphy, S. M. (1995). Transitions in competitive sport: Maximizing individual potential. In S. M. Murphy (Ed.). <i>Sport Psychology Interventions</i> (pp. 331-346). Champaign, IL.: Human Kinetics. • Watson, N. J., & Nesti, M. (2005). The role of spirituality in sport psychology consulting: An analysis and integrative review of literature. <i>Journal of Applied Sport Psychology, 17</i>(3), 228-239. • Stambulova, N. (2010). Counseling athletes in career transitions: The five-step career planning |

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| | | | <p>strategy. <i>Journal of sport psychology in action</i>, 1(2), 95-105.</p> <ul style="list-style-type: none"> • Jorm, A. F. (2000). Mental health literacy: Public knowledge and beliefs about. <i>British Journal of Psychiatry</i>, 177, 396-401. • Marsella, A. J., & White, G. (Eds.) (1982). <i>Cultural conceptions of mental health and therapy</i>. Boston: Reidel. • Khanin, I. L. (Ed.). (2000). <i>Emotions in sport</i>. The United States: Human Kinetics. • Peluso, M. A. M., & Andrade, L. H. S. G. D. (2005). Physical activity and mental health: the association between exercise and mood. <i>Clinics</i>, 60(1), 61-70. • Morgan. W. P. (1985). Selected psychological factors limiting performance: A mental health model. In D. H. Clarke, & H. M. Eckeri (Eds.), <i>Limits of Human Peforinance</i> (pp.70-80). Champaign. IL: Human Kinetics. Raglin, J. S. |
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| | | | <p>(1990). Exercise and mental health. <i>Sports Medicine</i>, 9(6), 323-329.</p> <ul style="list-style-type: none"> • van Raalte, J. L., Brewer, D. D., Matheson, H., & Brewer, B. W. (1996). British athletes' perceptions of sport and mental health practitioners. <i>Journal of Applied Sport Psychology</i>, 8(1), 102-108. |
| 3 | <p>Summary of Career Transition Theories and Models</p> <p>Provide Support Services I.</p> | <p>Review the key points of Counselling Psychology Theories and Models</p> <ol style="list-style-type: none"> 1) Mentoring 2) Mental training 3) Dealing with abrupt career end | <ul style="list-style-type: none"> • Grove, J. R., Lavalley, D., Gordon, S., & Harvey, J. H. (1998). Account-making: A model for understanding and resolving distressful reactions to retirement from sport. <i>Sport Psychologist</i>, 12(1), 52-67. • Bloom, G. A., Durand-Bush, N., Schinke, R. J., & Salmela, J. H. (1998). The importance of mentoring in the development of coaches and athletes. <i>International Journal of Sport Psychology</i>, 29, 267-281. • Perna, F. M., Zaichkowsky, L., & |

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| | | | <p>Bocknek, G. (1996). The association of mentoring with psychosocial development among male athletes at termination of college career. <i>Journal of Applied Sport Psychology</i>, 8(1), 76-88.</p> <ul style="list-style-type: none">• Lough, N. L. (2001). Mentoring connections between coaches and female athletes. <i>Journal of Physical Education, Recreation & Dance</i>, 72(5), 30-33.• Jones, R. L., Harris, R., & Miles, A. (2009). Mentoring in sports coaching: A review of the literature. <i>Physical Education and Sport Pedagogy</i>, 14(3), 267-284.• Patrick, T. D., & Hrycaiko, D. W. (1998). Effects of a mental training package on an endurance performance. <i>Sport Psychologist</i>, 12, 283-299.• Mamassis, G., & Doganis, G. (2004). The effects of a mental training program on |
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| | | | <p> juniors pre-competitive anxiety, self-confidence, and tennis performance. <i>Journal of Applied Sport Psychology</i>, 16(2), 118-137. </p> <ul style="list-style-type: none"> • Nideffer, R. M. (1985). <i>Athletes' guide to mental training</i>. Champaign, IL: Human Kinetics. • Vealey, R. S. (2007). Mental skills training in sport. In G. Tenenbaum, & R. C. Eklund (Eds.), <i>Handbook of sport psychology</i> (3rd ed.). Hoboken, NJ: Wiley. • Slagter, H. A., Lutz, A., Greischar, L. L., Francis, A. D., Nieuwenhuis, S., Davis, J. M., & Davidson, R. J. (2007). Mental training affects distribution of limited brain resources. <i>PLoS biology</i>, 5(6), 138. • Alfermann, D., Stambulova, N., & Zemaityte, A. (2004). Reactions to sport career termination: a cross-national comparison of German, Lithuanian, and Russian athletes. <i>Psychology of sport and</i> |
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| | | | <p><i>exercise</i>, 5(1), 61-75.</p> <ul style="list-style-type: none"> • Lavalley, D., & Andersen, M. (2000). Leaving sport: Easing career transitions. In M. Andersen (Eds.), <i>Doing sport psychology</i> (pp. 249-260). Champaign, IL: Human Kinetics. • Lavalley, D., Grove, J. R., & Gordon, S. (1997). The causes of career termination from sport and their relationship to post-retirement adjustment among elite-amateur athletes in Australia. <i>Australian psychologist</i>, 32(2), 131-135. • Wippert, P. M., & Wippert, J. (2008). Perceived stress and prevalence of traumatic stress symptoms following athletic career termination. <i>Journal of Clinical Sport Psychology</i>, 2(1), 1-16. • Swain, D. A. (1991). Withdrawal from sport and Schlossberg's model of transitions. <i>Sociology of Sport Journal</i>, 8(2), 152-160. |
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| | | | <ul style="list-style-type: none"> • Butt, J., & Molnar, G. (2009). Involuntary career termination in sport: A case study of the process of structurally induced failure. <i>Sport in Society, 12</i>(2), 240-257. |
| 4 | <p>Provide Support Services II.</p> <p>Group Discussion</p> | <ol style="list-style-type: none"> 4) Self-reflection 5) Build career referral networks 6) Develop a group discussion question about which psychological skill can be added to the list | <ul style="list-style-type: none"> • Cropley, B., Miles, A., Hanton, S., & Niven, A. (2007). Improving the delivery of applied sport psychology support through reflective practice. <i>Sport Psychologist, 21</i>(4), 475. |
| 5 | <p>Measurement tools in general</p> <p>Measurement tools in sport career transition I.</p> | <ol style="list-style-type: none"> 1) The Career Beliefs Inventory 2) The Career Factors Inventory: Theory and Applications 1) Athletes' Retirement Decision Inventory 2) Retirement Sports Survey 3) British Athletes Lifestyle Assessment Needs in Career and Education (BALANCE) Scale | <ul style="list-style-type: none"> • Krumboltz, J. D. (1994). The career beliefs inventory. <i>Journal of Counseling & Development, 72</i>(4), 424-428. • Chartrand, J. M., & Nutter, K. J. (1996). The career factors inventory: Theory and applications. <i>Journal of Career Assessment, 4</i>(2), 205-218. • Fernandez, A., Stephan, Y., & Fouquereau, E. (2006). Assessing reasons for sports career termination: Development of the |

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| | | | <p>Athletes' Retirement Decision Inventory (ARDI). <i>Psychology of Sport and Exercise</i>, 7(4), 407-421.</p> <ul style="list-style-type: none"> • Alfermann, D., Stambulova, N., & Zemaityte, A. (2004). Reactions to sport career termination: a cross-national comparison of German, Lithuanian, and Russian athletes. <i>Psychology of sport and exercise</i>, 5(1), 61-75. • Lavalley, D., & Wylleman, P. (1999). Toward an instrument to assess the quality of adjustment to career transitions in sport: The British Athlete Lifestyle Assessment Needs in Career and Education (BALANCE) Scale. In V. Hosek, P. Tilinger, & L. Bilek (Eds.), <i>Psychology of sport and exercise: Enhancing the quality of life</i> (pp. 322-324). Prague, Czech: Charles University. |
| 6 | Measurement tools in sport career transition II. | <p>4) Athlete Retirement Questionnaire</p> <p>5) Australian Athletes Career</p> | <ul style="list-style-type: none"> • Sinclair, D. A., & Orlick, T. (1993). Positive transitions from high |

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| | Summary of Measurement tools both in general and sport career transition | <p>Transition Inventory</p> <p>6) Professional Athletes Career Transition Inventory</p> <p>Review the key points of Measurement tools</p> | <p>performance sport. <i>Sport Psychologist</i>, 7, 138-138.</p> <ul style="list-style-type: none"> Hawkins, K. & Blann, F. W. (1993). <i>Athlete/coach career development and transition</i>. Canberra: Australian Sports Commission. Blann, F. W., & Zaichkowsky, L. (1989). National Hockey League and Major League Baseball players' post sports career transition surveys. <i>Final report prepared for the National Hockey League Players' Association, USA.</i> |
| 7 | Practice counselling I. | <p>Choose one of the case studies and critically analyse it</p> <p>Write a short report and present it</p> | |
| 8 | Practice counselling II. | <p>Role play based on your own report</p> | |
| 9 | Practice counselling III. | <p>Practice counselling with an individual sport athlete</p> | |
| 10 | Practice counselling IV. | <p>Practice counselling with a team sport athlete</p> | |
| <p><u>References</u></p> <ul style="list-style-type: none"> Alfermann, D., Stambulova, N., & Zemaityte, A. (2004). Reactions to sport career termination: a cross-national comparison of German, Lithuanian, and Russian athletes. <i>Psychology of sport and</i> | | | |

exercise, 5(1), 61-75.

- Barker, C., Pistrang, N., & Elliot, R. (1994). *Research Methods in Clinical and Counselling Psychology*. Chichester, U.K.: John Wiley & Sons.
- Blann, F. W., & Zaichkowsky, L. (1989). National Hockey League and Major League Baseball players' post sports career transition surveys. *Final report prepared for the National Hockey League Players' Association, USA*.
- Bloom, G. A., Durand-Bush, N., Schinke, R. J., & Salmela, J. H. (1998). The importance of mentoring in the development of coaches and athletes. *International Journal of Sport Psychology*, 29, 267-281.
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- Chartrand, J. M., & Nutter, K. J. (1996). The career factors inventory: Theory and applications. *Journal of Career Assessment*, 4(2), 205-218.
- Copley, B., Miles, A., Hanton, S., & Niven, A. (2007). Improving the delivery of applied sport psychology support through reflective practice. *Sport Psychologist*, 21(4), 475.
- Fernandez, A., Stephan, Y., & Fouquereau, E. (2006). Assessing reasons for sports career termination: Development of the Athletes' Retirement Decision Inventory (ARDI). *Psychology of Sport and Exercise*, 7(4), 407-421.
- Grove, J. R., Lavallee, D., Gordon, S., & Harvey, J. H. (1998). Account-making: A model for understanding and resolving distressful reactions to retirement from sport. *Sport Psychologist*, 12(1), 52-67.
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- Jones, R. L., Harris, R., & Miles, A. (2009). Mentoring in sports coaching: A review of the literature. *Physical Education and Sport Pedagogy*, 14(3), 267-284.
- Jorm, A. F. (2000). Mental health literacy: Public knowledge and beliefs about. *British Journal of Psychiatry*, 177, 396-401.
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- Khanin, I. L. (Ed.). (2000). *Emotions in sport*. The United States: Human Kinetics.
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- Lavallee, D., Grove, J. R., & Gordon, S. (1997). The causes of career termination from sport and their relationship to post-retirement adjustment among elite-amateur athletes in Australia. *Australian psychologist*, 32(2), 131-135.

- Lavalley, D., & Wylleman, P. (1999). Toward an instrument to assess the quality of adjustment to career transitions in sport: The British Athlete Lifestyle Assessment Needs in Career and Education (BALANCE) Scale. In V. Hosek, P. Tilinger, & L. Bilek (Eds.), *Psychology of sport and exercise: Enhancing the quality of life* (pp. 322-324). Prague, Czech: Charles University.
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- Lough, N. L. (2001). Mentoring connections between coaches and female athletes. *Journal of Physical Education, Recreation & Dance*, 72(5), 30-33.
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- Marsella, A. J., & White, G. (Eds.) (1982). *Cultural conceptions of mental health and therapy*. Boston: Reidel.
- Morgan, W. P. (1985). Selected psychological factors limiting performance: A mental health model. In D. H. Clarke, & H. M. Eckert (Eds.), *Limits of Human Performance* (pp.70-80). Champaign, IL: Human Kinetics.
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- Nideffer, R. M. (1985). *Athletes' guide to mental training*. Champaign, IL: Human Kinetics.
- Palmer, S., Dainow, S., & Milner, P. (Eds.). (1996). *Counselling: the BAC counselling reader. Introduction to part one*. London: Sage.
- Patrick, T. D., & Hrycaiko, D. W. (1998). Effects of a mental training package on an endurance performance. *Sport Psychologist*, 12, 283-299.
- Perna, F. M., Zaichkowsky, L., & Bocknek, G. (1996). The association of mentoring with psychosocial development among male athletes at termination of college career. *Journal of Applied Sport Psychology*, 8(1), 76-88.
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- Stambulova, N. (2010). Counseling athletes in career transitions: The five-step career planning strategy. *Journal of sport psychology in action*, 1(2), 95-105.

- Swain, D. A. (1991). Withdrawal from sport and Schlossberg's model of transitions. *Sociology of Sport Journal*, 8(2), 152-160.
- Van Raalte, J. L., Brewer, D. D., Matheson, H., & Brewer, B. W. (1996). British athletes' perceptions of sport and mental health practitioners. *Journal of Applied Sport Psychology*, 8(1), 102-108.
- Vealey, R. S. (2007). Mental skills training in sport. In G. Tenenbaum, & R. C. Eklund (Eds.), *Handbook of sport psychology* (3rd ed.). Hoboken, NJ: Wiley.
- Watson, N. J., & Nesti, M. (2005). The role of spirituality in sport psychology consulting: An analysis and integrative review of literature. *Journal of Applied Sport Psychology*, 17(3), 228-239.
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Module 4. SPORT CAREER TRANSITION PROFESSIONAL PRACTICE

Overview

This module will provide opportunities to practice what they learn regarding providing sport career transition support service in sporting organisations, sport teams, and individual athletes for ten sessions in the module while making their own portfolio. At the end of the module, students will give a short presentation based on their portfolio and submit the work.

Learning Outcomes

By the end of the module you will have had the opportunity to:

- 1) Build up the first-hand experience in providing sport career transition support services
- 2) Develop a network with practitioners, athletes, and coaches who work with
- 3) Demonstrate your ability to develop portfolio work based on your own experience from professional practice and present the work by critically analysing the portfolio

Assessment

Portfolio work (100%): Students are required to submit a portfolio after finishing their professional practice during the sessions.

| <u>Delivery</u> | | | |
|------------------------|---|---|------------------|
| Session | | Topics | Resources |
| 1 | Introduction & Assessment Briefing Sport Career Transition Support Service Provider Presentation | 1) How to provide a support service in a multi-disciplinary working setting 2) Challenges for providing sport career transition support services | |
| 2 | Professional Practice in Sport Career Transition I. | Practice and Portfolio work | |
| 3 | Professional Practice in Sport Career Transition II. | Practice and Portfolio work | |
| 4 | Professional Practice in Sport Career Transition III. | Practice and Portfolio work | |
| 5 | Professional Practice in Sport Career Transition IV. | Practice and Portfolio work | |
| 6 | Professional Practice in Sport Career Transition V. | Practice and Portfolio work | |
| 7 | Professional Practice in Sport Career Transition VI. | Practice and Portfolio work | |
| 8 | Professional Practice in Sport Career Transition VII. | Practice and Portfolio work | |

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| 9 | Professional Practice in Sport Career Transition VIII. | Practice and Portfolio work | |
| 10 | Portfolio Presentation and submission | Give a presentation and submit your portfolio from the practice | |

4. How confident are you in your own ability to assist athletes in their **self-discipline to manage the demands of their study and sport combination (e.g. work independently without the supervision of others)?**

Not at all Confident |-----| Very Confident

5. How confident are you in your own ability to assist athletes in their **awareness of their strengths, weaknesses and capabilities?**

Not at all Confident |-----| Very Confident

6. How confident are you in your own ability to assist athletes in their **being curious to explore career plans outside elite sport?**

Not at all Confident |-----| Very Confident

7. How confident are you in your own ability to assist athletes in their **ability to prioritize what needs to be done?**

Not at all Confident |-----| Very Confident

8. How confident are you in your own ability to assist athletes in their **willingness to make sacrifices and choices to succeed in sport and study?**

Not at all Confident |-----| Very Confident

9. How confident are you in your own ability to assist athletes in **establishing a clear understanding of what it takes to succeed in sport and study?**

Not at all Confident |-----| Very Confident

10. How confident are you in your own ability to assist athletes in their **vision of where they want to go in life after their dual career?**

Not at all Confident |-----| Very Confident

11. How confident are you in your own ability to assist athletes in their **ability to focus on here and now, without being distracted?**

Not at all Confident |-----| Very Confident

12. How confident are you in your own ability to assist athletes in their **ability to create individualised routines (for sport and study)?**

Not at all Confident |-----| Very Confident

13. How confident are you in your own ability to assist athletes in their **belief in their own ability to overcome the challenges in sport and study?**

Not at all Confident |-----| Very Confident

14. How confident are you in your own ability to assist athletes in their **belief that study and sport can positively complement each other?**

Not at all Confident |-----| Very Confident

15. How confident are you in your own ability to assist athletes in their **being prepared for the unexpected and having back up plans?**

Not at all Confident |-----| Very Confident

16. How confident are you in your own ability to assist athletes in their **ability to be flexible and change plans if necessary?**

Not at all Confident |-----| Very Confident

17. How confident are you in your own ability to assist athletes in their **ability to regulate emotions in different situations?**

Not at all Confident |-----| Very Confident

18. How confident are you in your own ability to assist athletes in their **ability to use their time efficiently?**

Not at all Confident |-----| Very Confident

19. How confident are you in your own ability to assist athletes in their **ability to plan conscientiously in advance?**

Not at all Confident |-----| Very Confident

20. How confident are you in your own ability to assist athletes in their **ability to set realistic goals in sport and study?**

Not at all Confident |-----| Very Confident

21. How confident are you in your own ability to assist athletes in their **ability to critically evaluate and modify their goals when needed?**

Not at all Confident |-----| Very Confident

22. How confident are you in your own ability to assist athletes in **being patient about the progression of their sport and study career?**

Not at all Confident |-----| Very Confident

23. How confident are you in your own ability to assist athletes in their **understanding the importance of rest and recuperation?**

Not at all Confident |-----| Very Confident

24. How confident are you in your own ability to assist athletes in their **ability to collaborate with support staff in study and sport (e.g. coach, teacher, support provider)?**

Not at all Confident |-----| Very Confident

25. How confident are you in your own ability to assist athletes in their **eagerness to listen and learn from others and past experiences?**

Not at all Confident |-----| Very Confident

26. How confident are you in your own ability to assist athletes in their **asking advice to the right people at the right time?**

Not at all Confident |-----| Very Confident

27. How confident are you in your own ability to assist athletes in their **assertiveness (being self-assured and acting with confidence)?**

Not at all Confident |-----| Very Confident

28. How confident are you in your own ability to assist athletes in their **ability to negotiate (in order to stand up for their own interests)**?

Not at all Confident |-----| Very Confident

29. How confident are you in your own ability to assist athletes in their **ability to maintain relations with important others**?

Not at all Confident |-----| Very Confident

30. How confident are you in your own ability to assist athletes in their **ability to adapt well to new situations**?

Not at all Confident |-----| Very Confident

31. How confident are you in your own ability to assist athletes in their **ability to spend and manage their own money**?

Not at all Confident |-----| Very Confident

32. How confident are you in your own ability to assist athletes in their **ability to live independently with competent life skills (e.g. cooking)**?

Not at all Confident |-----| Very Confident

33. How confident are you in your own ability to assist athletes in their **ability to make social contacts with peers in study and sport**?

Not at all Confident |-----| Very Confident

34. How confident are you in your own ability to assist athletes in their **ability to put sport and study performances in perspective?**

Not at all Confident |-----| Very Confident

35. How confident are you in your own ability to assist athletes in their **ability to resolve conflicts?**

Not at all Confident |-----| Very Confident

36. How confident are you in your own ability to assist athletes in their **ability to use setbacks in sport and/or study as a positive stimulus?**

Not at all Confident |-----| Very Confident

37. How confident are you in your own ability to assist athletes in their **knowledge of their career options in study and sport?**

Not at all Confident |-----| Very Confident

38. How confident are you in your own ability to assist athletes in their **ability to cope with stress in sport and study?**

Not at all Confident |-----| Very Confident

-----**Thank you for completing the questionnaire.** -----