

Gold in Education and Elite Sport

UK



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Enhancing the competences of elite student-athletes
& dual career support providers



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WP1: Most Important Competencies

1	Ability to cope with stress in sport and study	4.74
2	Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others)	4.71
3	Dedication to succeed in both sport and study	4.71
4	Perseverance during challenging times and in the face of setbacks	4.69
5	Willingness to make sacrifices and choices to succeed in sport and study	4.68



Self-discipline to manage the demands of study and sport combination more important to DC athletes in UK more compared to other countries.



WP1: Highest and Lowest Possession Competencies

<u>Highest possession Competences</u>	Score
1. Willingness to make sacrifices and choices to succeed in sport and study	4.18
2. Dedication to succeed in both sport and study	4.12
3. Ability to live independently with competent life skills (e.g. cooking)	4.10
4. Clear understanding of what it takes to succeed in sport and study	4.03
5. Perseverance during challenging times and in the face of setbacks	4.01

<u>Lowest possession Competences</u>	Score
34. Being patient about the progression of your sport and study career	3.53
35. Being prepared for the unexpected and having back up plans	3.51
36. Ability to regulate emotions in different situations	3.50
37. Assertiveness (being self-assured and acting with confidence)	3.49
38. Vision of where you want to go in life after your dual career	3.48



WP1: Biggest Difference Competencies

1	Ability to cope with stress in sport and study	1.16
2	Belief in your own ability to overcome the challenges in sport and study	1.02
3	Understanding the importance of rest and recuperation	0.94
4	Ability to use your time efficiently	0.89
5	Being patient about the progression of your sport and study career	0.87



High possession of key competencies overall including dedication to succeed in both sport and study but low possession about being patient about the progression of sport and study career. Important to take into account UK 'no compromise' policy.



WP2: Dual Career Support Providers Competencies

RANK	Biggest difference competences	IMP	POSS	DIFF
1	Ability to prepare dual career athletes for the challenges of specific transitions	4.18	3.51	0.67
2	Ability to stimulate autonomy in dual career athletes	4.47	3.84	0.63
3	Understanding the key transition phases of dual career athletes linked to the Long Term Athlete Development pathway	4.25	3.65	0.60
4	Being observant of a dual career athlete's mental health status	4.41	3.82	0.59
5	Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life	4.35	3.76	0.59



Key issue associated with duty of care. UK-wide consultation, with important implications for Dual Career Support Providers.



WP3: Focus Group

- ***Conflict between sporting and academic commitments:*** Experts emphasised the importance of a guided conversation to identify key elements and known transition points in order to provide timely 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.
- ***Relocation:*** Experts reported the importance of understanding the situation a dual career athlete faces. An emphasis was placed on developing individualised, integrated plans. They agreed that 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 also 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 universities.



WP4: Interview and Workshop

- Employability
 - The different factors that contribute to the idea of being employable have changed significantly.
 - DC athletes are a unique population as they need to maintain a wide range of skills, attitudes and capabilities across different domains while competing in competitions.
 - DC athletes are also important as they have the potential to make significant contributions to the world of work both as employees themselves.
 - Because jobs are changing so rapidly and it is nearly impossible to predict the competencies needed to succeed in even a few years, employability is not solely whether a person has the right skills or not; it's also whether they have employability potential (i.e., transition toughness).



WP4: Workshop

- 9 DC Support Providers were engaged in the workshop
- We assessed and reviewed the Performance Profiling Tool and GROW Template.
- Performance Profiling
 - Initially used the 10 Top Competencies across the project
 - Then selected personal choices from the 35 Competencies
 - Compared the approach – using Scenario #2 – to review impact
- S: The framework highlights key areas for self-assessment and self-improvement
- W: No action plan available within the template. Further guidance needed on scoring system.
- A: Could be used with a new or less experienced DCSP as an evaluation tool for personal and professional development.
- R: Not appropriate for experienced DCPS or athletes.



WP4: Workshop – Performance Profiling



Once completed, we agreed to use the GROW model referred to in Step 5 as there was no template to identify areas to work on, actions and timelines for follow up.



WP4: Workshop – GROW Model

- We reviewed the GROW model as part of Step 5 in the Performance Profiling Tool for DCSP, which we assessed first. We also considered the value of this tool when working with athletes as the GROW model, OSCAR and Egan are methodologies we use in our practice.
- S: User friendly, clear, easy to follow and model flows well . Can be used with both DCSP and DCA.
- W: No follow up stage agreed, timelines or check in for progress on actions
- A: Brings GROW methodology to life and supports the Coaching process for successful transformational conversations.
- R: Should only be used once a clear goal has been established. The DCSP remit is to enable athletes to identify their goals not force one on them. Taking time to establish the goal is the key part of the process.



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