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The Global Landscape of Athlete Career Support Offered by Olympic Movement Stakeholders.

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Abstract

The objective of the research was to provide an overview of existing athlete career support offered by Olympic Movement stakeholders, an understanding of sporting organisations' strategic direction linked to athlete career support and the exploration of how these organisations communicate with their athlete community. The literature review identified athletes continue to face challenges with their career transition, athletic identity, access to support programmes and their motivation to explore future careers. Through desktop research, 206 NOCs were sampled based on the information available on their websites regarding athlete career support. From this, 11 sporting organisations were sampled through multi-variation sampling to provide a broad, but relevant group to conduct semi-structured interviews. The results of the interviews identified that sporting organisations face barriers to communicating with their athletes, which has impacted their success in programme implementation and their understanding of their athletes' needs. It was also identified that many organisations are unable to implement programmes due to lack of strategy or resources. Finally, organisations shared a common interest in supporting their athletes and being able to hear best practices from other organisations. Findings from this research provided the IOC with a detailed action plan for future implementation and recommendations for future literature scopes.

L'objectif de la recherche était de fournir une vue d'ensemble du soutien à la carrière des athlètes offert par les parties prenantes du Mouvement olympique, de comprendre l'orientation stratégique des organisations sportives liée au soutien à la carrière des athlètes et d'explorer la manière dont ces organisations communiquent avec leur communauté d'athlètes. L'analyse de la littérature a permis d'identifier que les athlètes continuent à faire face à des défis en matière de transition de carrière, d'identité sportive, d'accès aux programmes de soutien et de motivation à explorer de futures carrières. Dans le cadre d'une recherche documentaire, 206 CNO ont été sélectionnés sur la base des informations disponibles sur leurs sites web concernant le soutien à la carrière des athlètes. À partir de là, 11 organisations sportives ont été échantillonnées par le biais d'un échantillonnage à variations multiples afin de constituer un groupe large mais pertinent pour mener des entretiens semi-structurés. Les résultats des entretiens ont montré que les organisations sportives se heurtent à des obstacles dans la communication avec leurs athlètes, ce qui a eu un impact sur la réussite de la mise en œuvre des programmes et sur leur compréhension des besoins de leurs athlètes. Il a également été constaté que de nombreuses organisations sont incapables de mettre en œuvre des programmes en raison d'un manque de stratégie ou de ressources. Enfin, les organisations partagent un intérêt commun pour le soutien de leurs athlètes et la possibilité de connaître les meilleures pratiques d'autres organisations. Les résultats de cette recherche ont permis au CIO de disposer d'un plan d'action détaillé pour la mise en œuvre future et de recommandations pour les futurs champs d'application de la littérature.

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Chapter One: Introduction & Research Objectives

Introduction

Having competed at the London 2012 Olympic Games and experiencing a difficult transition out of sport, the topic of athlete career development and transition experiences has always been a topic close to my own heart. Once I started working for the IOC in 2018, focusing on the IOC Athlete Career Programme, I was inspired and driven to understand better how the IOC could continue their impact on the global athlete community. The IOC Athlete Career Programme (ACP), now Athlete365 Career+, is an initiative that was developed in 2005. Ever since its inception, the IOC has continued to develop resources, programmes and opportunities for athletes globally to enhance their learning before, during and after their sporting careers. I am positive there is an ability to create a balance between being successful in a sporting career to then being successful in a career transition and beyond. The sporting landscape has continued to develop at a fast pace. Athletes are becoming ever more professional, rather than amateur, with some even in the position where their sport is their occupation.

The next phase of progression for the IOC is the development of an Athlete Employability Framework. The objective of this framework would be to help organisations around the world to develop athlete-specific opportunities within local businesses, and for the IOC to do the same at a global level. The need to continue to support athletes through their transition has been at the forefront of the IOC's objectives for many years and is ever present in Olympic Agenda 2020+5. To support the IOC in their mission in this area, this MEMOS project has been conducted with the aim of contributing knowledge to the development of this framework, and the thinking the IOC has in this area. By exploring the opportunities, limitations, and challenges of the IOC's key stakeholders, NOCs, OCOGs and wider sporting bodies, it may be possible to identify common themes to shape the IOC's strategic direction.

Despite the IOC's best efforts to support athletes within this area, there are many complexities and challenges that continue to exist that need to be explored further to create better solutions. The initiatives and frameworks created by the IOC, whether

this be within the Athlete Employability Framework or programmes offered on Athlete365 must be implementable by stakeholders globally to be delivered at a local level. To develop my own understanding and to develop a picture of the current situation on the ground, this research will look to explore the current environment sporting organisations find themselves in regarding athlete career development and any challenges, opportunities or limitations they currently have.

Research objectives

This research project will explore the current landscape of support offered by sporting organisations globally:

The global landscape of athlete career support offered by Olympic movement stakeholders.

In particular, the research will explore the following elements:

1. Overview of existing programmes
 - What is being offered by sporting organisations to support athlete career development?
 - Do they have the resources to be able to deliver their aspirations?
 - What would they like to be able to do if they aren't already?
2. Strategic direction
 - What is the strategy for their organisation in this area?
 - How does this affect their ability to implement support?
 - What are the opportunities or barriers?
3. Understanding their athlete community
 - Are they communicating with their athletes?
 - How are they doing so?
 - What challenges or opportunities are they experiencing in this area?

In answering the questions listed above, the project will be able to provide the IOC with a broad overview of the opportunities and challenges faced by different sporting

organisations. With this information, the IOC will be in a more informed position moving forwards to assess their athlete career development opportunities.

Chapter Two: Literature Review

Review of existing knowledge

In recent years, the available research has focused heavily on the experiences of athletes undertaking a dual-career and their transition experiences. There are many motives for this focus of research, including the knowledge that if athletes can be better supported with pursuing a dual career, it can limit the number of 'challenges' experienced by athletes in later life. Overall, there still is limited research surrounding the experiences and knowledge after the athlete has retired, specifically regarding their employability prospects. Where research has been conducted in this area, it focuses mainly on the sport movement and transition out of sport rather than athletes' access to employment. The perspectives from organisations outside of the Olympic movement stakeholders, such as companies & businesses, would contribute enormously to understanding the bigger picture of athletes' access to employment after sports.

Upon athletic retirement, it seems many organisations take little responsibility or ownership of the progress of the athlete's life after they are no longer involved within the sports ecosystem. Usually, after an athlete has declared their departure from professional sports, the support provided to the athletes is phased out. Within the British system, the support continues for three months post 'retirement', leaving minimal time to prepare athletes for their future beyond sport.

More sporting entities are investing time and resources into developing life skills programmes, dual career support and resources for athletes to support their future employability prospects whilst they are still recognised within the sports system. Less is less evidence to suggest sporting organisations are invested into supporting athletes, specifically in obtaining a job, either by providing work opportunities or by educating companies on the perceived value elite athletes can bring to a role above and beyond a non-athlete.

The literature review will focus on three areas integral to the athlete's journey into employment: dual career, the transition phase and specific knowledge of athlete employability.

Dual Career

Within the current literature, the research surrounding the topic of the “dual career” of athletes is ever-increasing in specificity. The term dual career can be found frequently in European literature, whereas the phrase “student-athlete” is utilised more by literature created within North America; however dual career is now internationally recognised amongst academics (Gledhill & Harwood, 2015). The term student-athlete can be referred to as an individual pursuing two careers, both student and athlete but in a cyclical combination. The term dual-career offers more flexibility in its meaning, often referring to an athlete undertaking a second career alongside their sporting endeavours but can include athletes balancing three or more identities.

Where note has been given to the increase of empirical research to the research of dual career student-athletes, the introduction of The EU Guidelines on Dual Careers of Athletes (2012) also sparked an increase of interest for organisations. The guidelines offer institutions an opportunity to implement several methodologies to support athletes pursuing a dual career. Many athletes competing at the highest level are not in a fortunate position where they can solely focus on their athletic pursuits. Many, alongside their sporting career, focus their energy on pursuits to fund their sporting career, education, or family commitments. So, although research has coined the term dual career to categorise athletes pursuing a second career alongside their sports career, the reality of the situation remains that many athletes have been doing so for many years. The challenge remains to provide athletes with the support, skills and resources to manage their lives more efficiently and focus their energy on pursuits that will support them in transitioning out of performance sports and into the workplace.

Career Transition

Although the research topic is focused on athlete employability, consideration must be given to the experiences of athletes of their transitions throughout their athletic career; this information and knowledge will help us shape a comprehensive programme that supports the athlete during and after their athletic career. To provide more context, the

term transition has been described as “an event or non-event which results in a change in assumptions about oneself and the world and thus requires a corresponding change in one’s behaviour and relationships” (Schlossberg, 1981, p.5). This review will consider the transitions during and after the athletes’ sporting careers.

A theory that dominates research on career transition is that of identity. The concept of identity relates to what an individual perceives (him or herself) (Sturm et al., 2011). For athletes pursuing a dual career, their identities are continuously developing and evolving, and interest has been given to understanding if there is a clear balance of different identities (Aquilina, 2013; Stambulova et al., 2014; Sturm et al., 2011; Watt & Moore 2001) or if we should consider how each ‘identity’ forms a whole, and it is those athletes that have a ‘whole’ identity find the transition from sport less challenging. Athletes who identify heavily with their athletic role tend to experience difficulties with behavioural changes through transition periods, especially the transition out of sport; heavily identifying with this identity is referred to as a foreclosed identity (Murphy et al., 1996). Sporting, academic, and administrative institutions should try to understand the “day-to-day” lives of athletes in order to support them more effectively (Jolly, 2008, pp.148; Lupo et al., 2015); institutions should provide a life-skills programme to support this (Aquilina, 2013; Petitpas et al., 2004). Although there has been an increase of resources and focus provided by sporting organisations to mitigate against the ‘foreclosed identity’, current research is still producing reports surrounding the difficulties athletes face during these transition phases, especially regarding the transition out of sport and its effect on athletes’ wellbeing (Coakley, 2006; Grove & Lavalley, 1997; Lavalley & Robinson, 2007).

Athletic career transition is a complex phenomenon, with each athlete’s experience, situation and environmental factors impacting the ease or difficulty of their experiences. There is limited knowledge that explores how athlete employment, both during and after their athletic careers, can impact their transition, and this should be investigated further.

Athlete Employability

Linked to the existing knowledge surrounding transition experiences and retirement of elite athletes, it is already suggested that athletes should invest in their employability throughout their athletic career (Smismans et al., 2021), although any research solely focused on the area of athlete employment is limited. Research conducted by Ling and Hong (2014) suggests that athletes who have secured a future career prospect minimises the athletes' feelings of worry about their future and allows them to focus more on their athletic training. Similar has been said for athletes undertaking a dual career, where time away from their sports building on other identities has shown the potential to increase their focus on their sporting activities (Aquilina 2013; Grove & Lavalley 1997; Stambulova et al. 2014).

It is a common assumption that athletes develop particularly enhanced life skills such as leadership, communication and determination (Miller & Kerr 2002; Paule & Gilson 2010; Zaharia 2022), but there are limited findings to suggest that these skills are easily transferred to the athletes resume (Dwyer & Gellock 2018). The interview process aims to hire the best candidate, so inferences are drawn from resumes in the first instance to assess the candidates' suitability for a role. For athletes with limited work experience, ensuring their skills and experiences from their athletic career are transferable to the resume is key for ensuring their future success in the job market (Dwyer & Gellock 2018; Smismans et al. 2021). Supporting athletes to identify their unobservable characteristics is important, and institutions supporting them should focus on initiatives to draw these out. The research conducted by Smismans et al. 2021 focused on creating the Athlete Competency Questionnaire for Employability (ACQE), which focused on supporting athletes to identify athletes' competencies to optimise their employability. Research by Zaharia (2022) identified several leadership qualities recognised by Olympians that could be transferred into the workplace.

The reality remains that employers are looking for qualifications or work experience specific to the role at hand, and the identifiable qualities of elite athletes gained from their years of participation in elite sports are not recognised by employers as equal attributes. Alongside supporting athletes to identify their skills and translate that into the resume and interview process, there needs to be a cultural shift in the recruitment process, by working with companies to identify and recognise better the talents elite

athletes can bring to the workplace. This shift will be crucial in supporting athletes with limited work experience obtaining company roles.

Athlete employability programmes

Outside of academia, a short review was undertaken to identify key global programmes focused on supporting athletes with finding and transitioning into employment. Many institutions focus on supporting athletes pursuing academia alongside their sports, but fewer have specific initiatives linked to employment. Below is a short overview of the key programmes available from literature and desktop research.

Table 1. Organisations and programmes found from desktop research focused on athlete career development.

Organisation Name	Name of programme	Key objectives
International Olympic Committee	Athlete365 Career+	In person and online workshops with athletes to develop life skills.
The Adecco Group	Athlete Career Programme	Delivered with Athlete365 Career+, specifically focusing on employment of athletes.
LA28	Fellowship programme	Rotational employment working for the OCOG for Olympians and Paralympians.
Australian Institute of Sport	Athlete Accelerate Program	The program comprises learning modules to support women athletes pursuing career options in the sports sector workforce.
Australian Institute of Sport	EVOLVE	Support and guidance for high-performance athletes within an athlete-only virtual community.
Canadian Olympic Committee	The Game Plan	Total athlete wellness programme working with Deloitte.

Sport Ireland	Elite Athlete Friendly Employer	Sport Ireland would like to link with organisations in offering short-term employment/internship opportunities to a few elite athletes.
Athlete Career Transition	ACT	The opportunities we secure with our employer partners are exclusively for elite athletes.
Athlete Career Placement	Athlete Career Placement	Athlete Career Placement prepares you to use the skills you learned from a lifetime of sports to compete and win in the job market.
Allianz	Allianz Career Conference and talent pool	Specific conference for Athletes and talent pool to hire from for Allianz roles.

Identifying the gaps

As noted from the short desktop research conducted above to review the existing programmes, very few programmes focus on supporting athletes into employment. Alongside this, there is little information surrounding the success of these programmes in terms of the number of athletes hired or the number of companies that have engaged in the programmes. Understanding the processes of the existing athlete employment initiatives will allow us to identify the challenges and opportunities available to replicate within the Olympic Movement.

The literature review has also identified little information on existing programmes focused on athlete employability support within sporting organisations that are not listed above, making it challenging to paint a global picture of support.

Chapter Three: Methodology

To explore the existing athlete support programmes linked to athlete employability and career development offered globally, we must first understand the current landscape of support available. The research project aims to provide the IOC with examples of support offered worldwide, identifying key themes to support the IOC to implement a better strategic direction of their athlete career support. Globally, there are 206 National Olympic Committees (NOCs), each different in size, ambitions and strategies. The IOC currently supports NOCs with the delivery of Athlete365 Career+ which is utilised by NOCs who do not have the ability to provide their own career development support. Even with the promotion that this programme has via Athlete365 to NOCs, the uptake could be enhanced by understanding the current landscape within the NOCs and the challenges they face in this area.

Research question: The global landscape of athlete career support offered by Olympic movement stakeholders.

Key objectives

- Overview of existing programmes
- Organisations strategic direction
- Understanding their athlete community

To answer the questions above, both desktop research and interviews were conducted to gather relevant information to support the research objectives. As will be outlined next, the desktop research provided the opportunity to identify sporting organisations to interview and the interview provided the opportunity to gather more detail regarding the objectives.

Step 1: Desktop research

First, a scan of all publicly available information on each NOC's website related to athlete career/dual career support and any online information available from the Olympic Solidarity Department of the IOC was conducted. Due to time restrictions of the project, only online information was explored and a maximum of 15 minutes per

NOC's website resulting in around 52 hours of desktop research. Within the desktop research phase, the following information was collected where available:

- Website address
- Contact information to include name and email address (if available, specific to athlete support)
- Information related to dual-career support offered to athletes from this NOC
- Information related to athlete employment support offered to athletes from this NOC.

Desktop research proposes an opportunity to gather relevant data for the research project in a low-cost way. It does, however, present many flaws which should be acknowledged, including an assumption that the NOC presents all its available information on the website and keeps this up to date. In an ideal situation, interviews would be conducted with all 206 NOCs, but that is not feasible for this project.

Purposive sampling

After conducting the desktop research, the NOC's needed to be sampled to ensure a robust group to be interviewed. Purposive sampling is the intentional choice of a participant due to the knowledge or qualities the participant or group possesses in interest to the phenomena being explored. (Etikan et al. 2016). With the purpose of the research being able to identify key themes, challenges and opportunities linked to athlete employment support delivered globally, it is crucial to focus on these groups to provide the richest and most useful data collection. With purposive sampling, the researcher decides on the framework to discover what needs to be known and to find individuals willing to participate by virtue of knowledge or experience (Etikan et al. 2016).

Within purposive sampling, a variety of methods can be adopted; maximum variation, homogeneous, typical case, extreme/deviant case, critical case, total population, and expert sampling (Etikan et al. 2016). As the IOC is a global organisation, its remit of responsibility is wide-ranging and, to programmes linked to athlete support, consideration needs to be taken in understanding the impact globally and not specific

to a region, type of athlete or size of NOC, for example. Taking this into consideration, and to be able to assess the phenomena of interest from all available perspectives, maximum variation sampling is identified to be the most suitable method of sampling to meet the objectives of the research.

Maximum Variation Sampling (MVS)

“The idea behind MVS is to look at a subject from all available angles, thereby achieving a greater understanding” (Etikan et. al., 2016, p3). MVS is also commonly referred to as Heterogeneous Sampling and essentially involves selecting participants from a broad spectrum. By identifying the spectrum, it is then possible to select candidates for further qualitative analysis. In the case of this research project, particular interest has been identified in understanding NOCs that offer athlete employability programmes, dual career support or no athlete career support at all, as identified from publicly available information. As the IOC does not have an accurate and current database of all athlete support programmes offered in NOCs, data must be collected on all 206 NOCs to identify where on the spectrum they sit in relation to this research project.

Once the desktop research was complete, the NOCs were categorised into two categories on the spectrum.

- Information about athlete employability/dual-career support is available.
 - The NOC must refer to a unique programme of support for its athletes offered by the NOC outside of the support provided by the IOC (Athlete365 Career+).
 - National programs offered by other organisations
- No information on athlete employability or dual-career support is available/the NOC is implementing Athlete365 Career+.

After the NOCs were placed onto the spectrum identified by the researcher, the NOCs were split by continent. The reason for this split was an attempt to provide the IOC with a global picture which meets its objectives of identifying its potential impact globally.

Selection of participants for interview

To further uncover information about the phenomena of interest, qualitative interviews were conducted. To remove as much research bias as possible and provide a fair, global representation of the data collected, two interviews were to be conducted by continent. After steps 2 and 3 were conducted, the data was used to identify two different types of participants. In cases where more than one NOC is in each type, a random online generator was used to select which NOC the interview to be conducted with. Where the desktop research did not obtain contact information, I utilised the database provided by Olympic Solidarity. Where no contact information was available, or the NOC did not reply to the request to be interviewed in seven days, that NOC was removed from the sample, and the online generator was used again until a NOC was interviewed.

Step 2: Instrument development

Drawing on the literature review, the key themes identified were used to curate the interview guide. The interview guide, as seen in Appendix A focused on exploring the key research objectives which were underpinned by the literature review. This included exploring themes around dual career, athlete career support, athlete employability and the structure of each organisation to identify a correlation between these key themes and the organisations strategic direction. The interview guide was reviewed to ensure that the questions covered the main topics of the study (Taylor 2005). Once the interview guide had been created it was reviewed to ensure that quality information would be collected through the semi-structured interview (Cridland et. al., 2015).

Step 3: Semi-structured interviews

Through the robust sampling methodology, undertaking 12 interviews provided a strong maximum variation sampling method, which included a global representation of both NOCs sitting on either side of the spectrum. As data collection through an interview can be time-consuming (Groenewald 2004), choosing an appropriate sample size was vital to ensure a suitable data pool can be collected without the time cost becoming unreasonable. As a result, within qualitative research, sample sizes are often much smaller than in quantitative methods (Mason 2010). It should also be noted that quantitative surveys were considered as part of the data collection strategy, but

this methodology was not suitable due to the level of detail required and the typical low response rate, which may have affected the amount of useful information.

Table 2. Basic outline of interview schedule

Continent	Dual Career/Athlete Employment Information is available	No information available
North America	Interview 1	Interview 2
South America	Interview 3	Interview 4
Europe	Interview 5	Interview 6
Africa	Interview 7	Interview 8
Asia	Interview 9	Interview 10
Oceania	Interview 11	Interview 12

As interviews are the most appropriate method of data collection for the second phase of data collection, there are still many limitations of this method. The researcher often directs the interviewee to answer the questions how the researcher would like to hear (Gratton & Jones 2004), resulting in the potential for less credible and honest responses. Implementing a semi-structured approach means the researcher can be consistent with the questions asked throughout the interview and explore other themes or areas should they present themselves.

Ethical procedures

Before any research can be undertaken, consideration of the ethical procedures is vital to ensure the safety of both the participant and the researcher. Before the interviews were conducted, an introductory letter and consent was provided to all participants. This outlined why the research was being undertaken and why they are being asked to participate; this is an important step as it gives the participant a background into the research you will conduct (Denscombe 1998).

Researchers must also be aware of the Data Protection Act 1998 regarding data privacy related to living, identifiable participants (Denscombe 1998). The participants were informed that their names will not be used within the research, but the NOC for which they work will be identifiable. There is a risk that although the individual may be

anonymous, the link with the information given and their role within the NOC may eventually make them identifiable to persons with knowledge of the Olympic Movement.

Chapter 4: Results and discussion

Once the methodology had been decided, the next phase was to collect and analyse the data to explore themes and how these are similar or different to those identified in the literature review. The following chapter will outline the final data collection schedule and the results of the desktop analysis and interviews, using thematic analysis to draw out the themes to help form the action plan for the IOC.

Data analysis

Desktop analysis

After the desktop analysis was completed, it was evident that many NOC's do not keep their websites up to date nor do they tend to provide information about internal programmes to the external public. After analysing 206 NOC websites, 44 had delivered an Athlete365 Career+ workshop since 2018. 24 NOC's had reference to their own programmes or initiatives focused on athletes' dual career outside of Athlete365 Career+ and 8 NOCs referenced any programme or initiative linked to athletes' future employability. Although the desktop research did not provide an enormous amount of useful information, it did provide a starting point to direct the choice of NOC, OCOG or continental association to interview through purposive sampling.

Interview selection

Utilising an online tool, by continent, an NOC, OCOG or continental association was chosen at random, based the following criteria:

- Sporting organisation referenced dual career/employability support outside of Athlete365 Career+.
- Sporting organisation did not reference dual career/employability support.

The results of this process were as follows:

Table 3. Detailed outline of interview schedule.

Continent	Dual Career/Athlete Employment Information is available	No information available
North America	Los Angeles 2028 OCOG	Bermuda NOC
South America	Chile NOC	Brazil NOC
Europe	Slovenia NOC	Switzerland NOC
Africa	Namibia NOC	Uganda NOC
Asia	China NOC	Saudi Arabia NOC
Oceania	Australia NOC	Fiji NOC

Upon contacting the above organisations for an interview, due to varying factors, both organisations from Asia were replaced through a second randomisation process as seen below. The second interview with a sporting organisation from South America was unable to be conducted due to no response from the sporting organisation.

Asia	Olympic Council of Asia	Philippines NOC
South America	Chile NOC	No response

Thematic analysis

Thematic analysis was used to code the eleven interviews undertaken. Utilising thematic analysis allowed me to build blocks of themes or patterns of meaning which helped provide the framework for analysing the interviews (Clarke et al., 2015). Throughout this process, I was able to familiarise myself with the data, create a set of codes and apply these to the data. After repeating this process several times, I was able to narrow down the relevant codes and align specific excerpts from each interview to represent each code. From this process, three key themes were identified:

1.1.1. Theme one: Organisation priorities

- Subtheme 1: Strategic direction and impact on delivery
- Subtheme 2: Athlete needs
- Subtheme 3: Barriers to create/implement programmes

1.1.2. Theme two: The barrier of communication.

- Subtheme 1: Impact on relationship/insight with athlete community
- Subtheme 2: Impact of uptake of programme(s)

1.1.3. Theme three: Sense of community.

- Subtheme 1: Best practice/knowledge sharing
- Subtheme 2: Guidance from IOC

Results

Theme 1: Organisational priorities

To support the IOC in their direction of support in athlete employability, it was key to understand the current landscape within different NOCs and their current priorities within this area of work.

Subtheme 1: Strategic direction and impact on delivery

Throughout each interview, it was evident, as expected, those organisations who had a strong direction of support from senior leadership, or a specific strategy in place were able to progress further in their development of programmes linked to athlete career support. The table below shows the positive correlation between quotes made by the sporting organisation and the positive impact of a specific strategy or passion for athlete development had on the number of programmes available.

Table 4. Overview of organisations and quotes identifying their strategic direction and the impact on their delivery.

Sporting Organisation	Is there an overarching strategy and vision for the support offered in this area?	Can you outline the current support you have in place, if any, for athletes to support their dual career & employment opportunities?
Australian Olympic Committee	“Senior leadership are definitely passionate about this space”	<ul style="list-style-type: none"> • “For active athletes, majority of them get access to day-to-day service through their sport and the Australian Institute of Sport” • “We aligned with Athlete365 and use LHH to deliver... they work one on one with a mentor and get access to a job search platform and a cohort.... They can have a sort of community group that they work through what they’re all experiencing”. • “We provide an opportunity for 40 Olympians to participate in a two-day course providing governance education for those who are keen to participate on a board... it’s a specific qualification and we are in our fourth year of running that”
Olympic Council of Asia	“We decided that part of the strategy should be focused on support for athletes after retirement... and now we have a newly formed athlete department, and the next step will be supporting athletes ourselves	<ul style="list-style-type: none"> • “Athlete Centre Project fund and this fund is for athlete committees to implement different activities to support their athletes and their athletes committee. So educational seminars, workshops... They use this budget which is the \$3000 to implement projects related to dual carrier to educate their athletes. In terms of CV, in terms of networking, in terms of support, in terms of guidance” • “A lot of NOC's did implement such projects on their national level to educate athletes away from career... they invited experts from their own to support this”

	on the ground as a continental organisation".	<ul style="list-style-type: none"> • "Now it's about the entourage to educate them for them to support the athletes."
Swiss Olympic Committee	"The previous strategy will change in the near future. Part of our goal is to work with the schools and our Swiss Olympic labels"	<ul style="list-style-type: none"> • "We already have some tools, for example, to write your CV or also to extract maybe your soft skills from your sport career" • "And then every team, every time you doing a training camp, then you can be paid by the army... lots of sports are doing it" • "It stopped with Adecco, two years ago and now we have a sports job platform offering a job in the sports industry in Switzerland. But it's not specific for former athletes. It's really open for everybody who wants to support to, to work in a federation"
Slovenian National Olympic Committee	"It's in our constitution that the President of this pillar is an athlete, it has to be an Olympian... If we can manage to make our own department, we can make our own rules and maybe take two or three steps further for the athletes".	<ul style="list-style-type: none"> • "Everyone that has a world or Olympic medal Can ask for a refund for all studies for the cost of the study... it's an internal budget." • "We had a fantastic career project that lasted for five years, around €7 million big. Around 80 to 100 athletes and they get a job for three years." • "We have a project every year, before it was a Erasmus Plus project, but then we evolved it and let's say customized it to our needs. It's called a certificate for athletes' friendly education. 24 high schools and 20 universities are involved in this programme." • "They actually have a sports coordinator who takes care of the athletes on the high level, and he manages their schedule of the education, he's talking directly with the athlete. An athlete says medicine, OK, medicine and he said OK, look, this university for example, is really good."

LA28 Organising Committee		<ul style="list-style-type: none"> • “We got a state tuition bill passed in California so that Team USA athletes could play in the US and pay about half of the tuition fees of the state university if you lived in that state.” • “What we're doing is we're bringing in for Olympians or Paralympians every six months for a one-year rotation, like two different six-month rotations, two different departments.”
Namibia Olympic Committee	“We are finally and the first time since I'm involved in the NOC, are we looking at a strategy cause up to now, there was nothing ever.	<ul style="list-style-type: none"> • “And I'm happy to say that athletes support is an overarching vision. So that is the ultimate aim is to keep the athlete in mind and not only seeing the athlete as the athlete, but also as a human. And how are we going to try and, you know, assist this, this person behind the athlete, not only during the career but also afterwards and.” • “So we've done since I'm involved two of those athlete career plus programs which focuses on the athletes balance in life and how to take it further to transition basically after sport.”
Philippine Olympic Committee	“Yes, it is included in our strategic plan and in our terms of reference.”	<ul style="list-style-type: none"> • Every year we try to hold the Athlete 365 Career+ Workshops. A lot of our workshops support the athletes for out of sport aspects of their life as well. These include seminars on Financial Management, Athlete Branding, Media and Public Speaking, Leadership.

It is important for senior leadership in organisations to identify “key success activities”; effective implementation requires a coordinated approach (Olson et al., 2005). The role of the board also plays a key part in the strategic direction of an organisation (Ferkins et al., 2005). It was evident that the sporting organisations that had a directive from senior leadership had more support to focus their resources towards this area of work.

Organisations that didn't identify a clear strategy or enough resources were limited in their ability to create resources or programmes for athlete career development. Lack of strategy didn't prevent some organisations in their projects linked to athlete career development, such as Chile. However, it was identified that if senior management set KPI's for athlete career development, it would allow employees the space and resources to be able to develop and implement meaningful programs.

Table 5. Overview of organisations and quotes identifying their limited strategic direction and the impact on their delivery.

Sporting Organisation	Is there an overarching strategy and vision for the support offered in this area?	Can you outline the current support you have in place, if any, for athletes to support their dual career & employment opportunities?
Bermuda Olympic Committee	"It's not implemented in the strategic plan at all. And I would say that it's not an NOC priority, but it doesn't mean that it wouldn't be undertaken in sort of an ad hoc way."	<ul style="list-style-type: none"> • "The only thing we have done, that we haven't done in a long time was before Career+, IOC Athlete Career Programme... athletes didn't understand what it was"
Chile Olympic Committee	"I don't have that much of a plan, a strategy... we look a lot of what are the IOC recommendations for athletes. So sometimes that is like the target we take out."	<ul style="list-style-type: none"> • "The workshops for the Career+, I did it last year again, like here in, in the NOC and I have to convince everyone like, please go trying to be a good thing for you and my strategy last year was go directly to the coaches and like talk with them and tell them this is an important thing."

Fiji Olympic Committee	<p>“The large majority of our NFs are run solely by volunteers, so athlete career support is not seen as a priority amongst bigger day-to-day challenges our sport administrators face such as finding enough money to run the tournaments and maintain their player bases and equipment.”</p>	<ul style="list-style-type: none"> • “I didn’t know that Career+ existed or that this type of career support was available to athletes in Fiji until now.” • “None that I know of. I know that we have sporting scholarships for universities abroad available, but not work & sports opportunities.”
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Regardless if the sporting organisation had a strategy, desire, or ability to implement projects linked to athlete career development, the one outstanding aspect that was noticeable for every organisation was the ‘need’ to implement programmes of athlete career development. Each organisation expressed different concerns about what their athlete population was experiencing, some of these related to challenges with income, unemployment and barriers linked to athlete urgency and access to support.

Subtheme 2: Athlete needs

Sporting organisations expressed concern with what happens to athletes upon retirement, “*we’ve seen what has happened when people retire without a game plan*”. As the research indicated, athletes who have not explored other identities, or do not have a plan for life after sport will experience difficulties in the transition phase out of sport (Coakley, 2006; Grove & Lavalley, 1997; Lavalley & Robinson, 2007). External

pressures related to income also identified as challenges faced by athletes in one country, *“athletes are really thinking like I need to do good in this competition because if not, I'm going to lose my money, or I need to do well because I need to get the money.”* Research has identified that high total income during the sports career shows a statistically significant negative effect on the transition quality for athletes (Kuettel et. al., 2017) due to the pressures of needing to continue to perform well to secure their financial stability.

In Namibia, they do not have the sporting infrastructure for athletes to earn any revenue from their sporting career, meaning they are required to work a second job alongside their sporting career, *“Our minimum wage is very low, and we have a large population on or below the poverty line. We also have a population of less than a million, so our spectator base for local sports is not big enough for our players to earn wages”*. Similarly, one country doesn't have the business infrastructure, meaning even when athletes need to earn revenue or study alongside their sport to move into employment can't. *“In my country, unemployment is huge. I mean I heard just over the weekend that the newest figures are close to 60% unemployment in my country. So, it's yeah to have a job these days here or even you have the qualifications, or you know you did the studies you probably won't even get a job no matter what you study it's concerning.”* Even if there was an increase in employment opportunities globally, some countries where athletes are based would not have the infrastructure to provide opportunities to athletes.

Subtheme 3: Barriers to create/implement programmes

Areas such as athletes' urgency to facilitate their own development, without their “hands being held”, were identified as key barriers to athletes accessing support. *“It's the frustrating thing with athletes is they need their handheld. And I mean I think people keep trying to do these digital solutions for athletes and what really works for them is people...they're used to being coached and told what to do by a coach and having all this feedback and to translate that into a platform that's halfway across the world that no one's holding them accountable.”* Research suggests that athletes who are in control of their development and their transition process experienced a more positive

transition out of sport (Webb et al., 1998) so it should be investigated further whether athletes want or desire to participate in athlete employment programmes.

An additional barrier from many organizations was the lack of education or support from coaches to allow time for athletes to experience knowledge outside of their training environment to support them with a positive transition from sport, *“One point also is to focus on not only the athletes but the coach and their parents if they have any... To educate, or maybe to give the information in another way to the to these key actors to help us reach to the athletes.”* Pearson et al. (1990) suggested that we need to educate athletes, their parents, and coaches on transition, which was also emphasized through research conducted by Stambulova et al., (2009) that helping athletes with career transition should be a primary concern for coaches and athletes' parents. One barrier to involving coaches and parents in the career development of an athlete might be their relationship with that individual, or the perceived impact identity exploration outside of sport might have on the coach-athlete relationship. The inclusion of coaches and athletic personnel in retirement planning should ultimately be the athlete's decision and is dependent on how they perceive that relationship (Esopenko et al., 2020).

To summarise the first theme identified, it is clear to see the correlation between the support offered to athletes in different countries links to the level of priority their organization has to support athlete career development programmes. With that said, some organisations have passionate individuals driving this area forwards, but they ultimately face the challenge of the lack of resources or senior leadership support.

Theme 2: The barrier of communication

The second theme that was drawn out of the thematic analysis is centred around communication. All the sporting organisations that were interviewed expressed challenges around communicating with their athlete population. It was evident to see that even organisations with the strategic directive to implement programmes to support athletes were struck with the challenge of getting the information to their athletes.

Subtheme 1: Impact of uptake of programme(s)

For some organisations, they explained they don't communicate directly with the athletes and that information is disseminated down through the national federations. *"The NOC usually communicates to its athletes via federations. So if there's a members' meeting, we always invite the athletes' representatives to the members' meetings where the Federation's President, SG will come. But it doesn't always trickle down to the athletes. Somehow the information gets blocked, and the athletes' commission uses social media platforms to connect. But I do believe that's still a challenge."*

Even in the case where organisations are communicating directly with their athletes, they don't feel the information is being absorbed by their athlete groups, making the process of showing uptake of programmes challenging. *"We don't as a NOC communicate directly with athletes that way at all...When I think of the fact that I think the IOC even has Career+ we know about it, it's on Athlete365, we put those out to athletes and I know I don't know of any that have said, yeah, we've done this."* There is also a challenge that a lot of information is being sent to athletes from a variety of organisations, from their foundations, their Olympic committees, and the IOC. With all of these communication streams, the organisations interviewed raised concerns that their message was being lost amongst competing priorities. *"I send a lot of mail but I know they don't read it", "Athletes are receiving so much information, we haven't figured out the most effective way of communicating our programmes or the right time to deliver the information".*

Although it is important to acknowledge the positive direction organisations such as NOCs, IFs, NFs and the IOC are taking to support athletes, the challenge that has been created now is that there is an information overload and it has become complicated for athletes to decipher where to find information, what is relevant to them and who they should go to for what information. Some organisations stressed that the messaging surrounding the support from Athlete365 was not clear, *"For athletes who are not Olympians, then they don't think they are allowed to go on the IOC web page*

because it's, I don't know, it just says it's only for few people you know.”, which meant the potential impact the programmes under the Athlete365 umbrella may not be as high than if it were better ‘explained’ to different athlete populations. An additional challenge some organisations identified with providing information to their athletes, and the access available through the IOC was languages. *“We have three different languages, which is not helping”*. A similar experience in another country expressed, *“The IOC have a lot of things. It's the language. It's a big barrier for us. Here... most people do not speak English. So, every time when there is an opportunity to, I don't know, take a scholarship in something, or do a program or the business accelerator, or the now there's the mentorship programme, everything is in English and our athletes cant access that information.”* If athletes can’t read or engage with the content available from the IOC, this will undoubtedly have an impact on the programme success rate.

Subtheme 2: Impact on relationship/insight with athlete community

Another challenge faced by many of the organisations was that they didn’t have the ability to communicate with their athletes, even if that was within their remit. *“The biggest challenge honestly speaking at the beginning is to connect with athlete committees because I didn't have data in my hand”*. Without basic details of how to reach their athletes, it creates two big challenges. The first is knowing any information about the athlete community, making it challenging to tailor the messaging. The second potential challenge is that organisations are not able to reach their athletes to share what programmes they may have created. *“You can have the best support and the best information if you don't go to the athletes or if the athletes don't come to you then it's quite useless. We have many different databases... most athletes are not so proactive, and I think it's a challenge to engage more people in this”*.

The organisations that had managed to create traction and communicate effectively with their athlete communities had been able to do so through a variety of factors such as software like Salesforce, budget and human resources. These organisations can share information with their athletes and have developed learnings from what messaging works and when to create maximum impact. *“So Salesforce manages our*

data, and we use their e-mail system dashboard to communicate to our alumni. It's really easy for us to track the message and understand more about our athlete alumni community." Similarly, for the LA28 organising committee, *"One of the things with Salesforce is when you send the athlete an e-mail, you can attach it to their records. So it's really cool. Like I remember I was looking for somebody who was asking me a question about an athlete. I could see that they'd applied for a job and that they'd worked with a career coach on a resume."* Having the ability to learn more about your athlete population and track the traction of the messaging is a huge factor in being able to tailor programmes and assess the impact of the programmes being implemented.

Finally, the size of the organisation made an impact on how effective their communication is with their athletes. *"We know who they are. We know where they are. We have a WhatsApp group, so it's easier in my country, I guess, because we're so small. We only have 57 or 58 Olympians up to now. So, it's much easier to, you know, stay in contact with a small group like that."* For other organisations such as In one organisation, their support is aimed at a much larger group of athletes, *"So it's about maybe... 2500 athletes or yeah, it could go more if you could take the younger ones, then it's already like, yeah, a great big number, but not they're not all coming to us."*

To summarise the second theme, overall organisations are facing challenges with communicating with their athlete population. Without the database, the mechanism to share information, or the human resource to manage this process, it is recognised that this proves to be a challenge for organisations to even begin communicating with their athletes. In addition to this, other complexities such as languages and access to IOC's content have identified that IOC should consider further how they can become more accessible to a bigger population. The IOC also has the Athlete365 database, which may include useful information on athletes that may be useful to share with different organisations.

Theme 3: Sense of community

The final theme identified through the analysis was the desire for the sporting organisations to contribute to the community of other organisations, or better understand how they can learn from others working within this area.

Subtheme 1: Best practice/knowledge sharing

Many organisations felt it was their responsibility to support the whole Olympic movement as they are able to share expertise and resources with less-resourced organisations. *“I feel like what would be great is if for those who sees who are able to be able to share what they are doing. With those NOC's and those Olympians who come from smaller, less resourced and less funded NOC's to be able to tap into those offerings and so being able to centralize on a hub per se.”* One organisation explained how they provide their athlete development resources to other NOCs to help support the development of athletes in the region. Similarly, another wanted to be able to share their knowledge with others, *“I think I would love to share the knowledge I have and the experience from the last two, three years”*.

In all organisations, it was identified that there is a need for a platform, or an ability to share and collaborate with other organisations what is happening globally in athlete career development. *“Maybe we can find some easier way to find what other NOCs are doing in this topic.”* However, if there was a platform for this, organisations need to be able to relate to the different content areas and take away what is possible within their own social and economic context, *“And also for me, it is interesting to maybe get to know also what country is similar to we are doing so that we can take some actions or do similar things. Because for me to try to do what the United States or Canada or, I don't know, France, it's impossible.”*

Subtheme 2: Guidance from IOC

Other organisations expressed that the IOC could be doing more to support organisations globally, *“Most countries won't don't have the capability of doing this as*

we have done. And the more the IOC gets their act together and delivers some of these programs globally, the better for the athlete community globally. And I think education is the piece that's harder to deliver globally because every country has so many different standards. What's paid for, and what isn't, the education piece is too complicated. But the career piece isn't". Similarly, the ability for organisations to easily tap into what is available from the IOC, including both materials and human resources and make it relevant to their athlete community was raised as a request, *"I think if we could somehow Piggy Back on the IOC resources, human resources and they have a whole athlete department if NOC's could and I think they can already to a certain degree you know tap into a lot of assistance there should they have workshops just guidance help you know what to present".* Alongside the previous theme earlier that identified the IOC resources needed to be accessible in more languages, the ability for organisations to understand what resources they can use and tap into what is available to them would support organisations with fewer resources to develop their own content.

To summarise the final theme identified through the analysis, sporting organisations globally are wanting to support the Olympic movement in this area. They are showing a desire and urgency to support their athlete community which shows that the movement is moving in a positive direction. The challenge for many organisations is not knowing what support is available to them from the IOC or learning from other nations what is being implemented and what information can be shared across organisations for the greater good of athlete development.

Chapter Five: Conclusion and Recommendations

Conclusion

Following the data analysis, recommendations can be made for the IOC to support sporting organisations in their pursuit of athlete career development. Initially, the guiding thoughts to the research objective were focused on understanding what programmes were implemented by different organisations and how could these be enhanced by the IOC's delivery. However, after undertaking the research, it was clear that some sporting organisations were not in a financial, or well human resourced

position to even create a database or communicate effectively with their athlete population.

The research objectives are summarised below:

Overview of existing programmes

The desktop research and in-depth semi-structured interviews provided a comprehensive picture of the programmes being implemented by different sporting organisations globally. Only a few organisations had developed their own tailored athlete career support programmes, and these organisations were financially supported and physically resourced to do so. Unsurprisingly, organisations that did not deliver any form of support, or who only utilised Athlete365 Career+ workshops were those that had limited or no resources to develop programmes on their own. Regardless of if an organisation delivered their own programmes, or utilised IOC's, there was a consistent passion to support athletes in this area.

Organisations strategic direction

The research aligned with the literature review in the sense that organisations that had a general interest or strategy to support their athlete community in this area were able to do so more effectively than those that couldn't. Across all organisations, there was a desire to increase the support available to athletes, which included sharing best practices and resources so under-resourced organisations could benefit from well-resourced programmes.

Understanding their athlete community

Across all organisations, there was a clear desire to understand more about their athlete community. Many organisations, even when well-resourced with a clear strategic direction, faced challenges with communicating with their athlete population. The barriers to this were two-fold. First, many didn't have the platform or means to communicate with their athletes and secondly, even when organisations had the ability to do this, athletes were not well engaged in their offerings.

With this summary in mind, the following recommendations in the form of an action plan outlines to the IOC some recommendations for future thinking and support to sporting organisations.

Recommendations

Table 6. Overview of action plan for the International Olympic Committee.

Action	Outcomes	Timeframe	Resources
Provide resources/education to sporting organisations to facilitate effective communication with their athletes.	Organisations will be empowered to understand their athlete community better, disseminate IOC programmes with better success and would support a wider opportunity than just athlete career development.	October 2023 – October 2024. Development of platform with Salesforce - 6 months Dissemination of training/software - 6 months	Utilisation of pre-built programming used by LA 2028 and AOC would be more cost-effective. Human resource required to drive implementation through Olympic Solidarity. If NOC unable to implement due to resourcing, IOC to help facilitate.
Re-introduction of the community of athlete support administrators to share best practices.	Organisations can take away information relevant to them, and bigger organisations are in a position to support smaller organisations. IOC used to have an in-person forum but could be an online version to be cost-effective.	October 2024 onwards.	Budget and human resources are required if an in-person forum were to return. Thought thinking into how sessions can be productive and how information can be shared/made relatable to all.
Education of athletes entourage	Education would minimize the barrier to athletes accessing	September 2024 onwards.	Utilise the Olympic Solidarity arm that

on the opportunities related to athlete career development.	programmes of support offered by their own sporting organization or by the IOC.		works on entourage education programmes.
Introduction of mandate or continued recommendation that sporting organisations should focus their strategy on athlete career development.	Without continued strategic direction from the IOC, organisations will not place athlete career development at the heart of their strategy. IOC can stress the importance through previous research around the importance of athlete career support. IOC could use an incentive programme to support the implementation of these strategies.	September 2024 onwards.	Work on a document/mandate that sporting organisations can commit to to enhance/ensure sporting organisations are putting resources towards this area.
Expand the offering of Athlete365 career initiatives in more languages.	Increase the uptake and success of programmes such as Athlete365 Mentoring to a wider group of athletes.	Already being conducted by IOC but increase focus on this for the mentoring project.	Monetary resource required for translation.
Increased research with companies, private sector, sporting organisations.	Continuous understanding of the landscape to help athletes in the workplace. Research would allow IOC to expand relationships with the private and corporate sector and build opportunities for athletes.	September 2023 onwards.	Consultant/education specialist to create relationships with companies and conduct ground research.

Limitations

As with all research projects, there are several limitations that should be acknowledged.

1. **IOC as a supporter, not investigator:** Although many of the sporting organisations interviewed were open about their position on athlete development programmes, those who were not able to support athletes in this area were less open to sharing the reasons behind why this was the case with me. This could have been down to how the questions were phrased, or a level of disappointment that they do not have the resources to do so. If the IOC is to take the position that they will support all NOCs, then a strong and open relationship with each of them needs to be facilitated.
2. **Small sample size:** The desktop research exercise was conducted to support the identification of the interviewees. However, the desktop research for many organisations proved inconclusive as their websites were not up to date or they did not provide any public information regarding their support for athletes. Although an attempt was made to provide a global picture of support, interviewing only 11 countries only touched the surface in this area.
3. **Working with external stakeholders:** To provide a richer picture, it would be necessary to interview private and public sector companies to understand their position on hiring ex-athletes. In doing so, it would create a richer understanding from their perspective which could suit the increased hiring of athletes across a wider variety of companies.

Although useful to undertake the research project, it was evident that the level of understanding and support provided by sporting organisations in this area is vastly different across the sporting landscape. The support offered was primarily driven because of the organisation's strategic direction, which opened the door for organisations to focus resource, both human and budget towards the personal

development of their athletes. With that said, organisations who did focus on this area were still not focusing specifically on the employment of their athletes. The only two organisations interviewed doing this is LA 2028 and the Australian Olympic Committee. This isn't to say that others are focusing primarily on this, but from the desktop research and the interview process, it's safe to assume not many organisations have the capacity or ability to do so.

It was also identified that many organisations do not have the understanding or resources to see how they can support their athlete population in employability. Without the tools or resources to effectively understand their athletes' needs, or to even be able to begin a conversation with them, it makes it challenging to see how they would be able to support their athletes with specific athlete employability programmes. The IOC needs to continue its focus on the initial basic development of career programmes for organisations that fall into this category whilst simultaneously developing more advanced programmes for organisations who are ready to take the next steps in their athlete career development support. In addition, for some organisations, it is not within their scope or remit to implement athlete career support as other organisations take on this role within their sporting structures.

Implications for future research

To enhance the thinking in this area further, research should be conducted with organisations, outside of the immediate Olympic sporting organisations, that have an interest in supporting athletes in their career development. This could include corporate Olympic sponsors, agents, and career development organisations to understand from their perspective how and why they are interested/already supporting in this area. Future research should also investigate the specific area of athlete employability. As seen in the literature review, it is evident athletes still have challenges with the transition out of elite sport and the limited research being conducted on specific employment opportunities and the athletes' and employers' perspective is leaving a potential gap to shape the future direction for sporting organisations.

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Appendix

General demographic questions

1. Role in the organisation
2. How long have you worked for this organisation?
 - a. How long has this role been in place?
 - b. Do you work in a team? How big is the team?
3. What does your role entail?
4. How many athletes would you say you are engaging with across the organisation?

Athlete Career Support

1. Is there an overarching strategy and vision for the support offered in this area?
 - a. Is this seen as a priority for the organization by Senior Leadership?
 - b. If yes why, if not, why not?
2. Can you outline the current support you have in place, if any, for athletes to support their dual career & employment opportunities?

If support is available

- a. How have these opportunities expanded/grown over time?
- b. How many athletes are being supported in these programs?
- c. Is there a criteria for these athletes to access support?
- d. How are you evaluating the impact of these programs?

If no support is currently available

- a. What would you like to offer to your athletes?
 - b. What is the biggest need for your organisation/athletes in this area?
 - c. What is preventing you from offering this support?
-
2. What challenges, if any, have you faced with implementing any programs/strategies?
 - a. Do athletes/would athletes engage fully with the opportunities you are/would provide?
 - b. How are you keeping them engaged/is there a communication strategy?

3. What tools do you use to communicate with athletes (email/social media/in-person)?
4. How big is the team of resources (both human resources and budget) attributed to athlete support?
5. Have you engaged with any of the career support of other organisations to support your ambitions such as the IOC has offered in the past (Career+ etc)
 - a. If no, why not
 - b. If yes, how, why and did you see an impact?
6. Whose responsibility do you see it is to support athletes to find employment opportunities?
7. Anything else you would like to share on this topic.