



INNOVATIVE CLUBS
FOR **DUAL CAREERS**

Dual Career pilot program



Status
Draft
Commisioned by
European Union
Author
Stephan Hakkers Msc.

Table of contents

Introduction	4
Schematic display ICDC pilot program:	6
Summary program phases	7
1. Phase 1 (October – December 2016)	8
1.1 Drafting a document as start position	8
1.2 Covenant with partners	8
1.3 Ambassador of the Dual Career program:	10
1.4 Compose a Dual Career Team for Dual Career support and services	11
1.5 Create special room for talents at the club	13
1.6 Kick-off meeting as an official start of the program	13
1.7 Create more Dual Career awareness	13
1.8 List of selection of talents based on age and sports level	15
2. Phase 2 (January – July 2017)	17
2.1 Dual Career Team	17
Monthly evaluation in Dual Career team	17
Drafting of function and job profiles of the Dual Career team members	18
Selecting Talent of the quarter / year	18
More and better coordination between study coach and sport coach	19
Coach the Coach training sessions	20
Extra individual service or support sessions for talents	23
Periodical evaluation in Athletic Triangle	23
2.2 Dual Career Academy	25
Information evening for stakeholders of the Dual Career program	25
Workshops for talents, parents and coaches	26
Skill training hours	27
Lifestyle coaching	28
Weekly consultation hours for talents:	29
Database for digital tracking system :	30
3. Phase 3 (Augustus 2017 – December 2017)	37
Exchange between clubs (coaches and talents):	37
4. Phase 4 (January 2018 – August 2018)	38
Plan to ensure continuation of the program after the pilot phase:	38
5. Phase 5 (September 2018 – December 2018)	39
Drafting final report and dissemination:	39
Reference list	41

Introduction

The objective of the project 'Innovative Clubs for Dual Careers' (ICDC) is to develop an innovative club-based pilot programme to support Dual Careers that facilitates an optimal combination of high-quality training and education to young athletes practicing water sports, namely canoeing, rowing and swimming.

The Programme will target athletes between 14 and 21 years old, a critical age in which athletic, academic, psycho-social and professional transitions take place. In total, 100 athletes coming from the three partnering clubs will directly be involved in the testing of the pilot programme. Athletes will be supported by different experts coordinated by the Dual Career Club Manager (DCCM) as a key figure to integrate medical, psychological, educational and other support services that will be provided by clubs.

The main aim is to combine a successful educational and sporting career of athletes by bringing them the right supporting services from their own clubs, and hence contributing that at a later stage of life they keep a balance between sports training and employment. The project directly contributes to the EU Dual Careers strategy, by designing pilot initiatives, testing them, gathering lessons learned and finally disseminating them to the most relevant European audience. Actions proposed are deeply inspired and aligned with the EU Guidelines on Dual Careers.

These EU Guidelines on Dual Careers appeal to the sport sector own responsibility to contribute to the Dual Career of their sport talents. Sport organizations (confederations, federations, associations, clubs) which still have a tendency to focus on the organization of competitions should define or review their policies and require the development of dual career programs. National sport bodies could promote and support the inclusion of the concept of dual careers in the various activities of their member sport organizations, taking into account the position of athletes, a long-term strategic approach to dual career arrangements and the availability of supporting services and facilities.

A first evaluation of the EU Guidelines on Dual Careers show that the sport sector lags behind in comparison to the educational sector if it concerns implementing policy on Dual Career. The innovative character of the program lies in the focus on the sport clubs and the part they play in the general development of their young talents. Of course in close cooperation with the schools and universities in their surroundings. Normally, Dual Career services are closely related to High Performance Centres, but less at club level. Hence, an innovation coming from this project is to define sports clubs as subjects providing this sort of services to its own athletes. In this sense, it is very important to highlight that this program aims at complementing services provided by High Performance Centres, not overlapping them.

This project targets three water sport clubs, but in the phase of dissemination it is the goal to create a general program for sport clubs or sport associations that have an interest in a sound and healthy development of their talents. The evaluation further shows that the awareness on Dual Career amongst talents and their coaches and entourage is low. The programs activities seek to increase the talents, parents, coaches and other stakeholders knowledge on Dual Career.

The program is created through executing a firm Needs Assessment at the three pilot clubs. This Needs Assessment consisted of interviews with the stakeholders in and around the club, a focus group with these specialists and questionnaires for the talents and coaches. The Needs Assessment shows that the stakeholders support the importance of Dual Career and are willing to work together in creating a better talent development structure. According to the stakeholders in doing that it is essential that the evaluation and communication in the club changes. The pilot clubs want to use the program to change the ad hoc approach and problem solving method to a pre-emptive method of working. Through a strong cooperation with schools and other specialists they aim to optimize results, create a better connection to the labor market and reduce talents stress and drop-out rates.

Key research findings in Dual Career and talent development have also contributed to the program. Where this project targets the right service for sport talents, the study on minimum requirements for Dual Career services (European Commission, 2016) is essential in determining the core of the program. That research, which covered stakeholders and experts, shows that in a successful talent development program the support is adapted to the needs of the individual athlete and that such a program considers the Dual Career as part of a whole-life development plan, taking into account the well-being of the individual athlete. For that reason this program differentiates between several groups of talents and creates the possibility for individual learning and support plans. With the belief that personalized service has to be delivered to prevent pampering. To create a suitable service the athlete's development is monitored on a regular basis. In doing that model of Wylleman et. al (2012) is the point of focus and, next to the athletic development, also the development in other areas (psychological, vocational/academic, psychosocial, and personal) is included. The specialists and coaches that will form the Dual Career teams will focus on supporting the transitions talent go through in these areas. Next to that a Dual Career Academy will be established in which the talents are prepared for these transitions. The Academy's activities aim to teach the talents the right knowledge and skills to be successful in school and sport.

In creating this program not only scientific sources were consulted. Best practices in Dual Career have also been researched. To identify the best practices in Dual Career work visits have been paid to elite sport clubs / centers and educational organizations in Germany, France, Spain, England, Belgium, Slovenia and the Netherlands. The results will lead to an inspiring book for everyone that is involved in supporting a talents Dual Career.

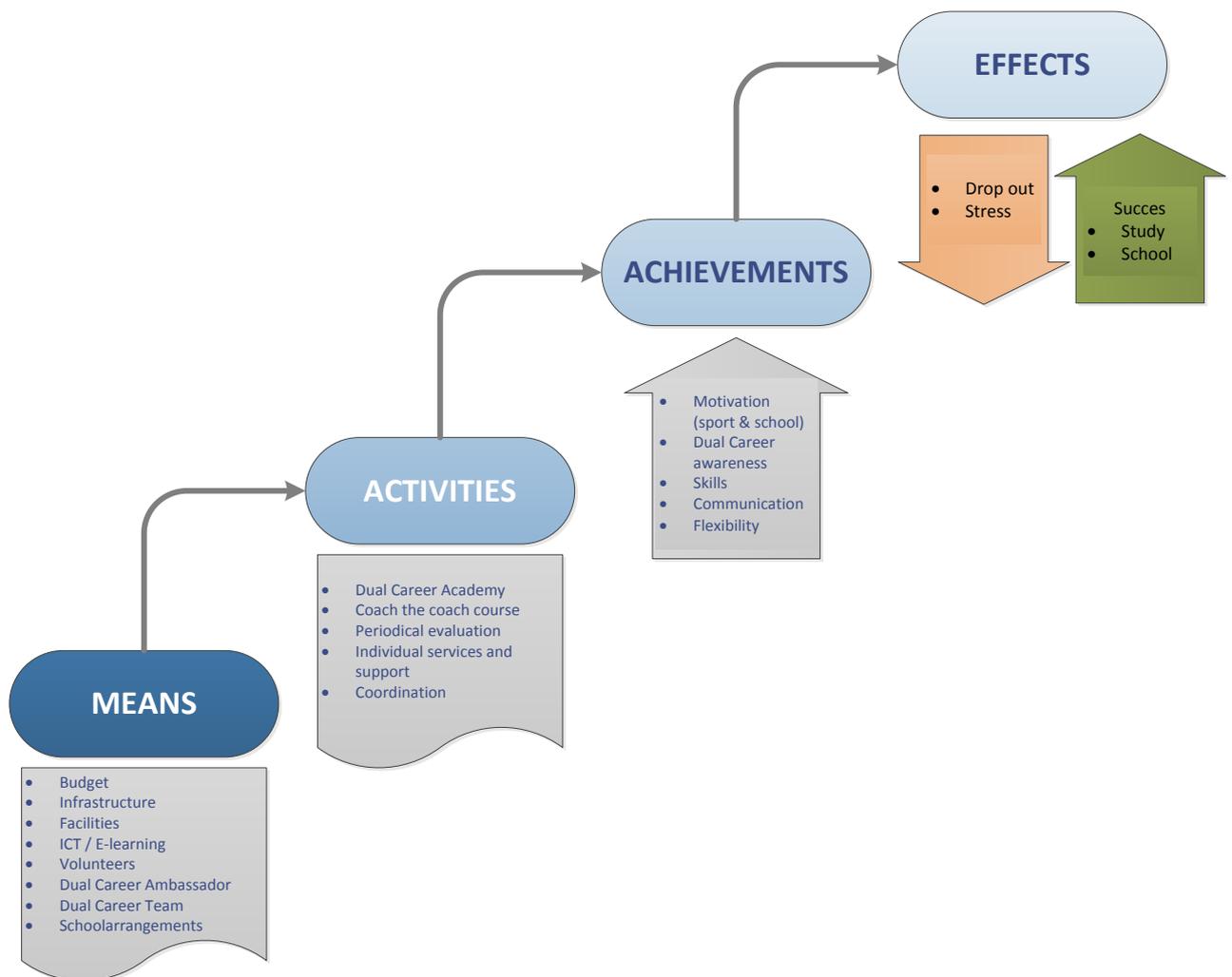
The pilot program will run for a period of 27 months and is divided in to five different phases. In the first phase the pilot clubs will implement the program. An important moment to find, not only motivated coaches, but also the right specialists for the Dual Career team. This team will be lead by the Dual Career Club Manager and it's most important tasks are to execute the activities in the program and to guide and monitor the talents. In this phase the clubs have to lay a strong foundation for the partnership with the surrounding educational institutions and companies. In phase two the execution of the program will commence and the first activities will take place. The activities are clearly not only meant for the talents, parents will also join the workshops and information meetings and they will be better involved in the evaluation within the club. Further more a coach-the-coach course will take place under guidance of the sports psychologist. The coaches and Dual Career Club Manager will be supported by the sport psychologist in their role as

coordinator and linking pin of the program. This course also includes skill training for coaches and talents.

In the next phase deepening will take place and will an attempt be made for the clubs to share their experiences and work towards a plan on continuing the program when the pilot phase has ended. In the last phase reports will be drafted and dissemination of the experiences and results of the pilot will take place.

The model below shows in what manner the program will contribute to a successful combination of education, training or work with sport to enable the individual talents to reach his or her full potential in life.

Schematic display ICDC pilot program:



Summary program phases

In the schedule below the programs timeline is shown, as is per phase a summary of the activities. These activities will be explained in the next chapters.

Phase 1	Phase 2	Phase 3	Phase 4
<i>Oct – Dec 2016</i>	<i>Jan – July 2017</i>	<i>August 2017 – Dec 2017</i>	<i>Jan 2018 – Aug 2018</i>
<p><u>Preparation / implementation of program:</u></p> <ul style="list-style-type: none"> • Drafting a document as start position with common vision on talent development – financial basis of implementation program • Covenant with partners (companies, schools, universities, other schools) • Ambassador for the Dual Career program • Compose a new Dual Career team (see working model) • Create special room for talents at the club • Kick-off meeting / official start of the program (end September / begin October) • Create more Dual Career awareness: <ul style="list-style-type: none"> - Media - Workshops - Information evenings - Website Club • List of selection of talents based on age and sports level <p><u>Zero-measurement</u></p>	<p><u>Dual Career team:</u></p> <ul style="list-style-type: none"> • Monthly evaluation meetings in Dual Career team (DCCM / (study) coaches and specialists) • Talent of the month and year • More and better coordination between study coach and sport coach • Coach-the-coach training sessions • Extra individual service or support sessions for talents • Periodical evaluation in Athletic Triangle (parents – school – club) • Drafting of function and job profiles of the Dual Career team members <p><u>Dual Career Academy:</u></p> <ul style="list-style-type: none"> • Information evenings for stakeholders of the Dual Career program • Workshops for talents, parents and coaches • Skill training for talents • Lifestyle coaching • Weekly consultation hour for talents with specialists / coaches <p><u>Database for digital tracking system:</u></p> <ul style="list-style-type: none"> • School results • Sport results • Motivation • Presence • Personal wellbeing • Overload / Stress • Training hours • Satisfaction 	<p><u>Continuation Phase 2</u></p> <p><u>Exchange between clubs:</u></p> <ul style="list-style-type: none"> • Learning visit at Club Natacio Banyoles for DCCM's, coaches and some talents • Evaluation phase 1 and 2 • Coach-the-coach training sessions • Qualitative monitoring 	<p><u>Continuation Phase 3</u></p> <p><u>Plan Continuation of program</u></p>
			<p>Phase 5</p> <p><i>Sep 2018 – Dec 2018</i></p> <p><u>Drafting report with conclusions</u></p> <p><u>Dissemination</u></p>

1. Phase 1 (October – December 2016)

1.1 Drafting a document as start position

One of the main conclusions of the Needs Assessment is the fact that the stakeholders at the clubs aren't in line with each other when it comes to what they expect from the pilot program and their vision on talent development. For that reason it is necessary for the club to create support for the new Dual Career program. And furthermore to, together with the stakeholders, draft a common vision on what the club feels about talent development at the club. This common vision has to, logically, fit in with the definition of talent development and Dual Career in this project. The focus group method, that was used during the Needs Assessment, can also be used to realize this common vision.

Documenting this common vision can be seen as the initiation position of the club. First the document will be used inside the club. Just to get everyone thinking on the same lines. However, the common vision has to also be expressed in the clubs surroundings, for example by means of the clubs website or during informal information evenings.

In the document the club should also pay attention to the manner in which the program can be implemented at the club. It should be clear in what way the club interprets the program. Therefore it is advisable that the club includes a financial paragraph and budget.

Motive:	Best Practice, Needs Assessment
Result:	Document as start position
Executor:	Board / Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.2 Covenant with partners

The three clubs feel a strong need to connect with the social field surrounding the club. The best practices also show a strong connection between organizations that play a major part in talents Dual Careers. It is advisable that the club lays down this connection and coordination in a covenant with schools, university, (sport) institutes, trade and industry and possible other sport clubs.

This project emphasizes on a better coordination with schools and universities. In doing this clubs should focus on the 'big fishes'. Before anything else the club should aim towards better coordination with the schools and universities their talents attend. The best practices show that clubs and sport federations try to realize this. For example, clubs can, during an intake, advice new talents to choose a specific school. The coordination with the schools should mainly concern increasing the awareness for the importance of Dual Career at the schools and universities in order to make them see themselves as partners in the process of talent development. This is an important step that all of the three clubs should make in the first phase of the project. If this step is made, a foundation will be laid to come to (further) agreements with schools and universities. In making these agreements clubs should realize that it is a two-way-street. A matter of give-and-take.

For both secondary schools and universities applies that the clubs stakeholders would like to see them to appoint a point / person of contact for the talents. In some cases such a point or person of contact already exists, without the stakeholders knowing. Sometimes it is the dean, sometimes a pedagogical mentor and in different cases the sports teacher. In their talks clubs and the schools and universities should aspire to appoint a sports coordinator for talents who can guide the talents at the school in their day to day routine of combining sports and school. At present it is to common that the talent or the coach should confer with a teacher about subjects as rescheduling an exam or giving permission for the talent being absent. This sports coordinator should be the linking pin and can be seen as the one that for the schools and universities personifies the support the Dual Career program offers and the coordination between education and sport. Thus, there will be no discussion about the question if schools support a Dual Career. It is advisable that the sports coordinator and the coaches engage in more intensive talks about programs, motivation and the results their talents achieve.

Appointing a person / point of contact is complemented by including transparent agreements on the subject of increasing the flexibility of the schools and clubs in the combination of education and sport in the covenant. Several of the best practices show that mutual effort is put into increasing this flexibility. This project should focus on a basic package for more flexibility. Postponement of exams, a customized curriculum and special leave for competitions, tournaments or training camps should be options for every talent that participates in the program. It can be noted that clubs do not experience problems with scheduling the training hours for the talents. Most of the time training can take place after school hours. For talents that attend universities this is different and more difficult. The subject of customized classes, walk-in hours or learning on distance should be addressed.

The stakeholders see a great need for decreasing the talents time needed for travel from home to school and from school to sport. It would be commendable if clubs can come to agreements with schools and universities to utilize public transport to create a better connection between the schools and training location. The possibilities to organize certain types of training at the school could be examined. This could be organized for, for example, the specific sports training of physical training, but could also for mental training or skills training. Both are an essential part of the program.

Experience has shown that a custom made approach is of importance in the Dual Career program. This custom made approach can only be realized when agreements are made in the covenant and if every stakeholder supports the Dual Career program. The covenant could also include agreements on this approach that aim to give certain talents certain arrangements, where they don't apply to other talents. For example the possibility to take exams during holidays, to take online exams or a two year period to follow the exam year. This fits the underlying principle that the Dual Career program offers different programs for different talents, based on their age and sport level.

To optimize the connection between school and education the program also introduces a study coach. This study coach is the point of contact for the talents at the club when it concerns school matters. The study coach guides the talents in their school career at the club. Weekly walk-in-hours will be organized as part of the Dual Career Academy at the club and the study coach has to be available to take part to host these hours if necessary. This study coach could be a (former) teacher from a school which is attended by talents. He could also be a member of the club, but he has to

have a strong affinity and experience in education. In the covenant agreements between schools and club on the way the presence of a study coach is organized should be included.

Apart from study coaching the program should address the issues of mental coaching, lifestyle coaching and skills training. Schools and universities, for example the sports faculty, can be seen as a partner when it comes to these types of coaching / training. Perhaps the school psychologist or sports psychologist can play a part in the program. It is advisable that the partners in talent development come to agreements on this subject and lay these down in the covenant.

The program aims to prepare the talents for the labour market and to increase their employability potential. This will be addressed in the workshops and skill training that will be organized for especially the older talents. Some of those already combine their sports career with a job. For, amongst things, this reason it is of importance to involve trade and industry in the new Dual Career program. That will offer opportunities for sponsoring, but perhaps also for internships for the talents of the clubs. A workshop on the connection to the labour market will be included for the older talents in the program. If talents complete the Dual Career program with success they can include this in their resume. If the covenant is adopted such an accreditation has more value.

Motive:	Best Practice, Needs Assessment, Key research findings
Result:	Covenant with partners
Executor:	Board / Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.3 Ambassador of the Dual Career program:

The ambassador for the Dual Career program has to be the embodiment of the program. He or she could be a former talent of the club with a successful sports and school career. He or she could also be found outside of the club, but has to have a strong affiliation with the goals of the program and should recognize him- or herself in the program. The ambassador can play a part in the realization of the covenant. The ambassador should have a stimulating effect within as well as outside of the club and is, especially because of his or her past, able to make the needed connections and carry out the importance of the program. He or she can furthermore play a part at the official kick-off of the program and in workshops and information evenings that are organized as part of the Dual Career Academy. The club should use the success story of the ambassador as a marketing tool, put it on the website and bring it to the attention of the media.

Motive:	Best Practice, Needs Assessment
Result:	Appointing of a Dual Career Ambassador
Executor:	Board / Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.4 Compose a Dual Career Team for Dual Career support and services

A team of specialists forms the core of the program. The coach and Dual Career Club Manager have a coordinating and managing role and part of the program is to train them in the skills needed to do just that. They will be supported in the execution of the program and support of the talents by a number of specialists. These professionals are members of the clubs or will be added to the team from outside the club.

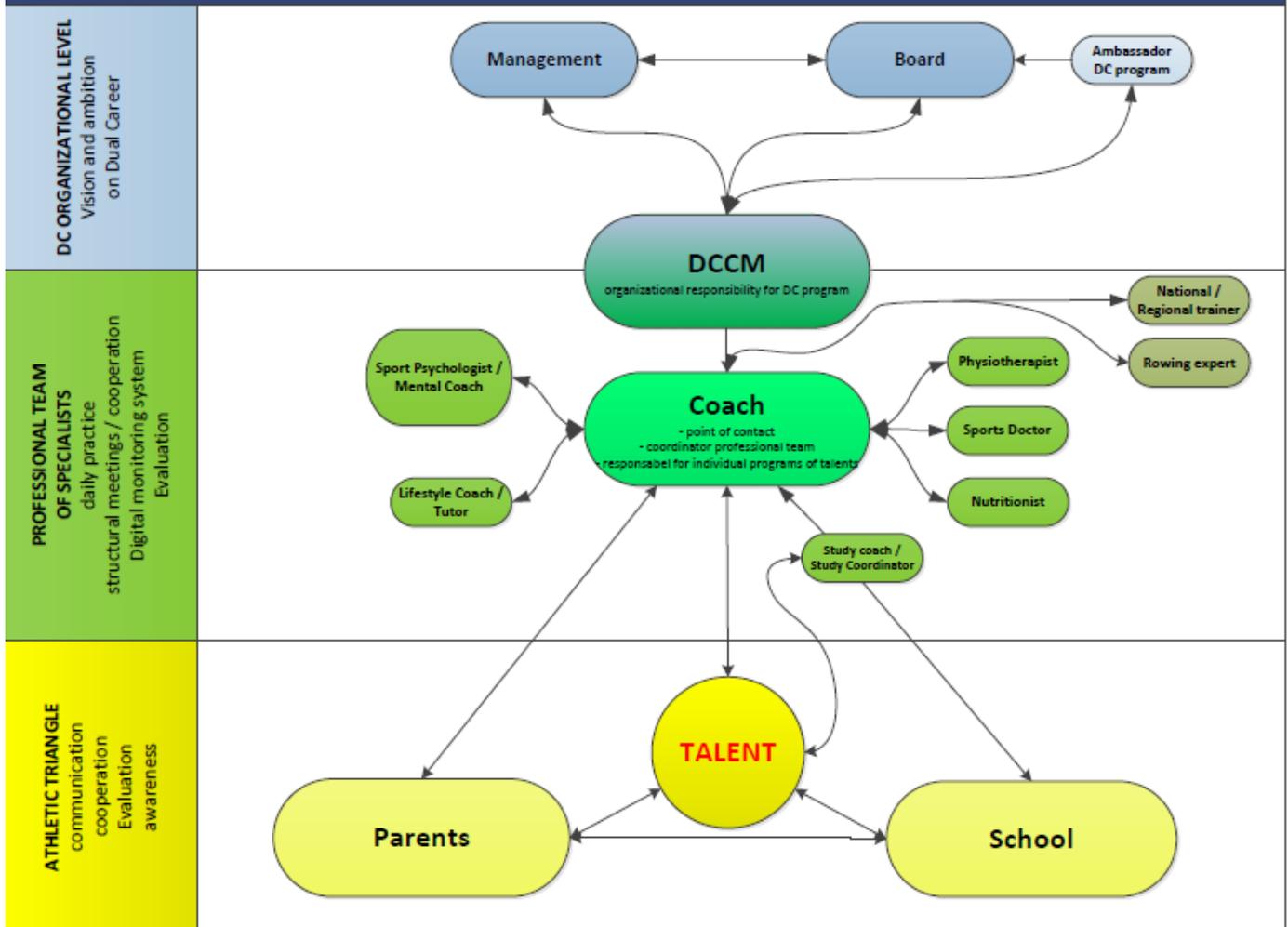
The stakeholders at the club feel adding a sports psychologist has an absolute added value. This sports psychologist will support the talents as well as the coaches and has to take care of incorporating an external view in the club. He or she will play an important part in the skill training and specific workshops / training sessions that are part of the Dual Career program. When monitoring the talents the sport psychologist will pay attention to the personal well being of the talents.

Attention also has to be paid to the physical condition of the talents and this will be realized by adding a sports doctor, sports physiotherapist and nutritionist to the team. These experts will play a crucial role in the workshops and monitoring of talents as well.

The Dual Career team will meet monthly to monitor and evaluate the talents. These meetings will be prepared and coordinated by the coaches and Dual Career Club Manager. It is not always necessary for the entire team to be present at these monthly meetings. This depends on the agenda, on which subjects will be discussed. The agenda is drafted by the Dual Career Club Manager. It is advisable to schedule the meeting on a fixed day and time every month. Minutes are drafted of each meeting by the Dual Career Club Manager.

The coach will function as the coordinator in the Dual Career Team. He or she is responsible for the individual program of each talent that takes part in the program. Therefore, it is of importance that the coach stays in close contact with the other specialists in the team. These specialists support the coach in the execution of the program by giving their input and guiding the talents if necessary. The Dual Career Program aims to develop a pre-emptive method of working in stead of a problem solving one. And it is because of that aspect that the role of the specialists in the Dual Career Team is of great importance. In the program the specialist not only support and guide the talents, but also especially the coaches. In the coach-the-coach training a heavy appeal is made to the sports psychologist. It is of extra value if the sports psychologist can practice on the job coaching.

Model for Innovative Clubs for Dual Career



In the organizational field the coach and Dual Career Team will be supported by the Dual Career Club Manager. It is his responsibility that the coach and Dual Career Team can operate properly and that the program is executed in the club in the correct manner. This manager forms the linking pin between the board / management of the club and the Dual Career Team. The coaches in their turn are the linking pin between the Dual Career Team, the parents and the school.

In the execution of the program a digital database system is used by the experts to report their findings concerning the talents. The school, parents and talents will be asked to fill out questionnaires on a regular basis. The answers will be included in the database system. It is the responsibility of the Dual Career Club Manager to keep the database system up to date.

Motive:	Best Practice, Needs Assessment
Result:	Implementation of Dual Career Team
Executor:	Board / Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.5 Create special room for talents at the club

A special room should be created at the club, in which talents can eat, meet each other and work together. This should be a save place where talents can feel it really is their place. This can be achieved by letting talents and coaches participate in the creation of this room.

Talents parents express that they think it is important that their children can have their dinners at the club. Therefore, cooking facilities, a microwave oven and refrigerator should be available for the talents. To be able to do work at the club, the room should have several work stations, at which talents can join in working together on school or sports assignments. The room can also be used for the weekly working hours at the club. Specialists from the Dual Career team will be present during these working hours to support the talents in their field of expertise.

In the ideal situation the room should offer the talents possibilities to relax. This can stimulate the bond between talents. For example, there could be a football table, pool table, game corner or area for yoga or sport mindfulness.

Motive:	Best Practice, Needs Assessment
Result:	Special room for talents
Executor:	Board / Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.6 Kick-off meeting as an official start of the program

At the end of September 2016 the clubs will organize a kick-off meeting for which all the stakeholders are invited. During this meeting the program will be explained to the talents, parents, other members schools, universities and companies. The Dual Career ambassador will be presented and he or she can share his or her experiences and explain why the program is of importance. The meeting can also be used to present the Dual Career team to all people involved . Media presence should be considered. If clubs work together in organizing this meeting that can work inspiring.

Motive:	Best Practice, Needs Assessment
Result:	Kick-off meeting (sep / okt 2016) for official start of program
Executor:	Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.7 Create more Dual Career awareness

Another objective of the program is the improvement of the awareness of stakeholders on Dual Career. Clubs should try to achieve this in different manners. By talking to the clubs stakeholders and explain the vision of the club, why the club embraces the new program and what the program consists off and as a result of that the stakeholders awareness on the subject of Dual Career will increase. The program should aim especially on the talents schools / universities and parents.

The program will start officially with a kick-off meeting at the club. This start is a perfect opportunity to explain the concept of Dual Career and the importance of it to all invited. The talents should not be over looked, because not all of them are clear on the reason they participate in the program and on their motivation to do so.

In the programs continuation specific information evenings and workshops are planned to involve the schools / universities as well as the parents and inform them about the Dual Career program. The clubs stakeholders feel that especially the schools have little understanding for the Dual Career of their talents. Therefore an information evening will be organized at the school where the definitive program and club's methodology can be explained to teachers and other staff of the school. The school has to realize that the club isn't just focused on the talent's athletic development, but because of the program now chooses a more holistic approach of talent development and that the club wants to work with the school on this. This meeting will be planned every year at the schools and universities that join in the covenant mentioned earlier.

The parents of talents are invited for the information evenings at the club as well as for the workshops. The information evenings are especially meant for giving information from the club to the parents and to increase the communication between club and parents. Parents can use these evenings to get answers on general questions about the program or the clubs method. The workshops are organized by specialists from the team or other experts and focus on a specific theme that is of importance to a talents Dual Career. In organizing these workshops clubs can cooperate with other sport clubs or federations.

The Dual Career program should be prominently mentioned on the clubs website. For example through means of a interactive sub page, on which the club can explain the Dual Career program and can report on program activities. Presentations from the workshops can be uploaded to the clubs website. The ambassador can be presented and he or she can explain why he or she has devoted him or herself to the program.

Increasing the awareness on Dual Career can also be achieved by use of the media. The media can be invited at the signing of the covenant or the presentation of the Dual Career team. The ambassador can give an interview to a newspaper or his or her message can be filmed and dispersed through social media. These are chances to emphasize the importance of Dual Career, but also to show that these are the clubs at which a talent can develop him or herself in a sound way.

Motive:	Needs Assessment, Key research findings
Result:	Information evenings, workshops, extra information on website, actions in media to increase DC-awareness
Executor:	Dual Career Club Manager
Coordinator:	Dual Career Club Manager

1.8 List of selection of talents based on age and sports level

For a talent to participate in the Dual Career program the following selection criteria have been drafted:

- Talents are of the age between 14 and 21 y old. Provide for an as good as equal division in the different age groups. A (14-15 y old), B (16-18 y old), C (19 -21 y old);
- Talents are attending primary or secondary schools, vocational education or university;
- The talents are divided according to their sport level. 1. Top level 2. Talent level;
- Motivation for school and sport is essential when participating in the program;
- A minimum of 90 % of training sessions have to be attended to by the talents. This has to be evaluated every six months;
- There has to be a minimum of 8 training hours a week or a minimum of 4 training sessions a week.

These selection criteria should be maintained strictly as for it to be clear if a talent can or can not participate in the program. They should also be monitored during the program. If, for example, a talents motivation for attending training sessions lacks or he or she misses a number of training sessions during a period, the talent can be excluded from the program. In the end it is the decision of the Dual Career Club Manager if a talent can or can not participate in the program.

In October 2016 each club has to have a list of talents that meet the mentioned criteria and will participate in the program in 2017. However, the club can decide to let talents that don't officially participate in the program join in program activities. That also applies to talents that join the club in 2017. These new talents can, subsequently, officially join the program from January 2018. That also applies to talents that reach the age of 14 in 2017. Talents that reach the age of 22 in 2017, cannot participate in the program in 2018.

This means that the three clubs should draft a list at the end of 2016 and at the end of 2017 on which talents are listed that officially participate in the program in 2017 and 2018. On this list name, date of birth, sport, coach, school, address, contact information and sport level should be included. Through age and sport level (international, national or regional) talents will be divided into six different groups. This differentiation in groups will make it possible to differentiate the activities offered in the program.

Name of group:	Age:	Sport level:
A1	19-21 y old	International level
A2	19-21 y old	National level Regional level
B1	16 – 18 y old	International level National level
B2	16 – 18 y old	Regional level
C1	14-15 y old	International level National level
C2	14-15 y old	Regional level

Motive:	Needs Assessment, Best Practice
Result:	List with selection of talents
Executor:	Dual Career Club Manager
Coordinator:	Dual Career Club Manager

2. Phase 2 (January – July 2017)

2.1 Dual Career Team

Monthly evaluation in Dual Career team

The Dual Career Team will meet monthly led by the Dual Career Club Manager. This manager will plan this meeting and prepare the agenda. It is advisable to plan this meeting at a fixed moment every month.

In these meetings the progress of the program and the development of the talents will be evaluated. In the end the Dual Career Team is responsible for detailing and executing the activities like workshops and skill training in the Dual Career Academy. It depends on the subjects on the agenda which team members will take part in each specific meeting. Thus, the Dual Career Club Manager has the chance to make these meetings as effective as possible, as they are based on themes that are of importance at a specific moment in the program. The entire team should meet at least three times each year. In February as a start and preparation of the new season. In May for a mid-term and review or evaluation, in order to create the possibility to make adjustments in the programs of talents. The final evaluation will take place in October as closing of the season. The outcome of the evaluation moments serves as input for the discussions in the Athletic Triangle. During these structural evaluation moments between coach and support team the talents development is the point of focus. The talents social and psychosocial development should also be addressed (Elling, Reijgersberg, Hakkers, 2013). The attendance and minutes of the meetings should be registered.

Month:	Topics:	Participants:
Januari	Preparation information evening Preparation workshop / skill training Results on school	
Februari	Start of the season Different test results Preparation of start meetings (parents, school, coach, talent) Preparation workshop / skill training	All team members
March	Goals of the season (sport and school) Coordination in planning school and sport Preparation of information evening Preparation workshop / skill training	
April	Preparation workshop / skill training	
May	Mid-term evaluation Results on school and in sports Preparation of mid-term evaluation meetings (parents, school, coach, talent)	All team members
June	Preparation information evening Preparation workshop / skill training	
July	Results mid-term evaluation meetings Results on school and sports	
Augustus	Preparation workshop / skill training	
September	Preparation information evening Coordination in planning school and sport	

Month:	Topics:	Participants:
Oktober	Results on school and in sports Preparation of mid-term evaluation meetings (parents, school, coach, talent) Preparation workshop / skill training	All team members
November	Results mid-term evaluation meetings Preparation closing meeting of the year	
December	Preparation workshop / skill training Preparation information evening Choosing talent of the year	

During the program an evaluation and monitoring database will be used in order that the team members can record the development of the talents. The coach, specialists and talents will fill out short questionnaires, on the bases of which can be concluded how a talent is doing. The questionnaires will address motivation for school and sport, psychosocial wellbeing, experiences on the subject of a work overload or stress and their satisfaction about the combination of school and sport. Next to that the tool can also be used to register school and sport results and number of training hours.

Motive:	Needs Assessment, Best Practice
Result:	Monthly agenda and documentation of Dual Career team meetings, monitor and control of talent development and execution of the program
Executor:	Dual Career Club Manager
Coordinator:	Dual Career Club Manager

Drafting of function and job profiles of the Dual Career team members

In the second phase the pilot program will be executed. In this phase it will become clear how the formation of the Dual Career Team will have taken shape. During this phase the teams will have to make arrangements on the cooperation and responsibilities in the pilot program. Together with the Dual Career Club manager, AUAS will draft function and job profiles. These profiles should increase the uniformity and structure in the execution of the pilot program.

Motive:	Best Practice, Needs Assessment
Result:	Document with function and job profiles
Executor:	AUAS / Dual Career Club Manager
Coordinator:	AUAS

Selecting Talent of the quarter / year

Each quarter the Dual Career team will choose a 'talent of the quarter'. This election will take place in the months March, July, October and December parallel to the Dual Career Teams evaluation moments. If so desired the club can create a commission that organizes the election. The choice is based on the subjects that are the points of focus in the program. Besides the results in sport, the club will include motivation, commitment, development and school results. Not only champions should be chosen, but also talents that show development in other fields that are of importance to Dual Career.

The talent of the quarter will receive a platform on the clubs website. The club will explain the reason for nomination and the talent him or herself can explain why he or her was successful in a specific development or how he or she reached a result. Next to that a profile of the talent will be included and the talent will be asked what he or she thinks of the program. This item on the website can be shared through the social media the club uses. Thus, the program will receive more attention and the fact that the clubs view is broader than only sport results will become clear.

At the end of the year the club will choose a talent of the year, who will be honored at the closing meeting in December. A picture of the talent will be displayed at a special place in the club. It would be of value if the school of the talent also pays attention to the fact that this talent was chosen as the talent of the year.

Athletes are used to selection and winning and loosing. This selection is meant to be a encouragement award and to motivate all the clubs talents.

Motive:	Best Practice
Result:	Item on website with selection talent of the month / year to motivate talents and to increase DC-awareness
Executor:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

More and better coordination between study coach and sport coach

An important aspect of the program is more and better coordination between school and sport. The covenant between clubs and schools will have to address this widespread need for more coordination. Initially the coordination will mainly have a practical character. Schools and clubs should be informed of each others schedules and share these with each other. Thus, activities in sport and school can aligned and an annual schedule can be drafted. In this annual schedule exam periods can be rescheduled due to, for example, training weeks of important tournaments and the arrangement that the school will not plan exams on Mondays can be included.

The sport coach will speak to the person at the school who has the best view on the talents development at school. The club will ask this person to use the evaluation tool three times a year and register the development at school (results, motivation, behavior and attitude). Striking matters can be discussed in the monthly Dual Career team meeting.

For the coordination between school and club the study coach is the central figure. He or she can be a teacher at a school (for example the school the most talents attend to) or a member of the club with educational experience. The study coach will guide the talents at the club in combining their school and sport during weekly walk-in-hours at the club and, therefore, will be well informed about the developments of the talents and problems they experience at school or at the club. This person will be able to support the talents in their choice for a specific study or subsequent education. The study coach is a member of the Dual Career team.

The coordination between school and sport should also be an important subject during the evaluation meetings in the Athletic Triangle. Two or three times a year parents, school (study coach,

sports coordinator or mentor), coach and talent will meet to discuss goals and development with each other. The sport coach will draw up a report of these meetings and share this with the school and other members of the Dual Career team. Vice-versa it would be good if the school also shares its evaluations of the talents with the club.

Alongside this practical coordination, schools and clubs should also coordinate on issues relating to the content of the program. Workshop subjects can be trained at the club as well as the school. Sport mindfulness can, for example, be practiced during physical education and time-management during counselling hours. School and club should come to arrangements to make this possible. In addition to this, specialists from schools or universities can participate in organizing the workshops.

Motive:	Best Practice
Result:	Sharing annual schedules and evaluation reports to get more and better coordination between school and club
Executor:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

Coach the Coach training sessions

The work model shown above shows the crucial role of the coach. He or she is the linking pin in the new program. The program recognizes this changing role of the coaches. A special coach-the-coach course will be used to support the coaches in their tasks in the new program. Moreover, it is advisable that the Dual Career Club Manager also takes part in this coach-the-coach course.

The coach-the-coach course will commence during the seminar in Amsterdam at the end of 2016. Therefore, all coaches, sports psychologists and Dual Career Club Managers should be present at this seminar. The main focus of the coach-the-coach course lies on teaching the coaches and the Dual Career Club managers the necessary knowledge and skills to execute their changing position and role in the program correctly. The course consists of a didactic method, in which they will learn, in a structured manner, to incorporate self-regulation skills in their work as trainer/ coach or manager. This method will also be used in the skill training for talents and can be used in the evaluation moments in the program. At the end of the course the coaches will be able to obtain a certificate as ZIP-coach (self-regulation in sports practice). During the first meeting in Amsterdam the ZIP-method will be explained. It is the intention that, during the follow-up of the coach-the-coach course, the coaches will be supported by the clubs own (initial) sports psychologist. A plan for his support will be drafted during the meeting in Amsterdam in cooperation with the HAN University of Applied Sciences sport psychologist. This expert will be the secondary psychologist in this course and will be able to support the sports psychologists with implementing the ZIP-method at the three clubs.

At the start meeting in Amsterdam a personal development plan will be made by and for the coaches. Researches from the project “Gold in Education and Elite Sports” will address the most important competences of coaches for Dual Career programs. During the meeting a review will be done on how well the coaches score on these competences and how these competences can be improved during the coach-the-coach course. The program aims to improve the coaches’ and Dual Career Club Managers competences to enable them to support and guide their talents in the pilot program. Their personal development plan should be regularly evaluated and monitored.

After the kick-off meeting the coach-the-coach training sessions will continue at their own club with the support of experts in and around the Dual Career Team, especially the sports psychologist and his or her network. In total the program will consist of 9 training activities and 1 optional activity for the coaches and Dual Career Club Managers.

Training:	Month:	Activity:	Trainer:
1	Dec '16	<u>Self-regulation in sport practice:</u> <ul style="list-style-type: none"> - How self-regulation leads to better performance - The self-regulation web: skills - Self-regulative behavior - Realistic goal setting skills - Evaluation and Monitoring of skills and talent development (holistic approach) - Working on self-regulation during training - Working on self-regulation during conversations / evaluations 	Sport psychologist HAN University of Applied Sciences
2	Dec '16	<u>Important competences for Dual Career coaches and support providers:</u> <ul style="list-style-type: none"> - Introduction on Dual Career competences (coaches and talents) - Self-evaluation / Personal development plan - Important scenarios in Dual Career - Key research findings on Dual Career 	Researchers of project Gold in Education and Elite Sports
3	Jan '17 (or Nov '16)	<u>Managing of a Dual Career Team:</u> <ul style="list-style-type: none"> - Coordination of and working together with several specialists - Creating and maintaining the overview - Managing a process and planning - Dealing with conflicts - Negotiating techniques (to be able to address structural problems and/or injustice in the chain of command) 	External expert
4	Mar '17	<u>Communication and Relationship in Athletic Triangle:</u> <ul style="list-style-type: none"> - Communication techniques - Developing a safe learning environment 	Sports psychologist of DC-team.
5	May '17	<u>Follow-up of ZIP-method:</u> In the period jan – april 2017 the coaches will work on their Personal Development Program in which the ZIP-method will be an important part. Every coach will schedule at least one training session and evaluation conversation in which the coach uses the ZIP-method. That means, he will work on the self-regulatory skills of the athletes in three phases, like the method prescribes. The clubs sports psychologist and coach will prepare this training session and evaluation meeting. The sports psychologist will evaluate the activities and discuss this evaluation with the secondary sports psychologist. It is advisable that these training sessions and evaluation meetings be recorded, in order that these recordings can be used for evaluation and intervision.	Sports psychologist of DC-team (primary) and Sports psychologist HAN University of Applied Sciences (secondary). First evaluation by the primary sport psychologist and subsequently intervision via videoconferencing.

Training:	Month:	Activity:	Trainer:
6	June'17 - Okt'17	<p><u>Follow up meeting at one location with exchange of coaches/ DCCM's (and talents):</u> During the exchange between the three clubs coaches, DCCM's and talents, next to the other activities mentioned in the program, there will be a follow-up on the coach-the-coach course. This part of the meeting will be led by the clubs local sports psychologist. During this follow-up meeting attention will be given to:</p> <ul style="list-style-type: none"> - Monitoring personal development plan coaches / Dual Career Club Managers - Intervention by coaches - Discussing video recordings, experiences and scenarios - On the job coaching 	DC teams sports psychologists will prepare the meeting together and will discuss which actions for monitoring and evaluation have to be taken. Optional is the support of the HAN University of Applied Sciences sports psychologist..
7	Dec '17	<p><u>Motivation of talents:</u></p> <ul style="list-style-type: none"> - Motivational coaching (Inspiration: m-factor) - Selfdetermination theory - Intrinsic and extrinsic motivation - Measuring motivation 	Sports psychologist of DC-team
8	Jan'18	<p><u>Supporting Athlete's well being</u></p> <ul style="list-style-type: none"> - Reducing stress - Guiding important transitions in Dual Career - Optimizing athletes environment 	Sports psychologist of DC-team Sports doctor of DC-team
9	Apr / May '18	<p><u>Follow-up of ZIP-method:</u> In the period jan – april 2018 the coaches will work on their Personal Development Program in which the ZIP-method will be an important part. Every coach will schedule at least one training session and evaluation conversation in which the coach uses the ZIP-method. That means, he will work on the self-regulatory skills of the athletes in three phases, like the method prescribes. The clubs sports psychologist and coach will prepare this training session and evaluation meeting. The sports psychologist will evaluate the activities and discuss this evaluation with the secondary sports psychologist. It is advisable that these training sessions and evaluation meetings be recorded, in order that these recordings can be used for evaluation and intervention.</p>	Sports psychologist of DC-team (primary) and Sports psychologist HAN University of Applied Sciences (secondary). First evaluation by the primary sport psychologist and subsequently intervention via videoconferencing.
Optional	Sep '18	<p><u>Final training session at each pilot club:</u></p> <ul style="list-style-type: none"> - Follow-up ZIP-coach - Coaching on the job - Evaluation personal development plan (final measurement competences) - Securing ZIP-method at the club - Examination ZIP-coaches 	Sports psychologist of HAN University of Applied Sciences Sports psychologist of DC-team

The training workshops will be offered to the talents coaches and the Dual Career Club Managers. It is recommended that, in addition, the coaches are offered one on one support and on the job training.

Motive:	Best Practice, Needs Assessment, Key research findings
Result:	Coach the Coach training sessions
Executor:	AUAS / Sports psychologists
Coordinator:	AUAS

Extra individual service or support sessions for talents

At the start of the season the new seasons goals will be determined. To achieve these goals it can be necessary to, next to training and competitions, invest in additional support by the Dual Career teams specialists. This form of support should be provided by the club and is always arranged by way of the Dual Career Club Manager.

In February several tests will be done to determine the physical and mental condition of the talents. These tests will be executed by the sports doctor, the physiotherapist and the sports psychologist. The outcome of these tests can lead to additional individual courses and support of the specialists. For example in case of overweight or a lack in self confidence.

The goal of the Dual Career Academy is to increase the talents knowledge and skills regarding a successful Dual Career. The subjects of the workshops will be practiced during sport training hours. There is, of course, the possibility that an individual talent needs more information / clarification, practice or coaching from the specialists during training hours or competitions. This additional individual service can be given during the weekly walk-in-hours. Another option is the use of online tools on, for example, mental coaching.

The result of the individual courses will be discussed during the Dual Career teams monthly meetings.

Motive:	Needs, Assessment, Best Practice, Key research findings
Result:	Customized individual sessions supported by specialists for extra individual support in Dual Career
Executor:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

Periodical evaluation in Athletic Triangle

The interpersonal relationships between the parent, coach and school are often referred to as the Athletic Triangle (Wylleman, 2000). The Athletic Triangle is a clear statement that firmly places the athlete in the center of this model. See also the working model in paragraph 1.4. This working model is a great example of all specialists that need to positively collaborate in the environment of the talents to stimulate the development of the talents. The best programs have a committed and interactive collaboration between all parties involved (Robinson, 2010). Coaches and parents need to understand and consider relationship components such as, mutual trust, belief, support,

cooperation and communication that accumulate and contribute towards an increased level of performance success and satisfaction of the talents (Jowett & Cockerill, 2003).

At the age of 14 to 21 a talent experiences several developments and transitions (Wylleman, De Knop, Reints, 2013). The program aims to guide the talent through these developments and transitions in the best way possible. For that reason the program pays special attention to these important transitions. In the evaluation meetings not only short term goals will be discussed, but also the long term will be a subject to discuss with the talent and his or her parents. What does the talent him- or herself want? And what suites the talent best? The transitions the talents go through during the pilot program can either be predictable or normative (e.g. from secondary school to university, from junior to senior level competition) as well as less predictable or non-normative (e.g. injury, changing coaches or partners) (Samuel & Tenenbaum, 2011). It is of importance that the pilot program prepares the talents for the predictable and normative transitions. Especially the talents from group B will experience these predictable and normative transitions. These talents face the transition to the senior competition, will either choose a career in elite sports or not and will choose for a subsequent education or work. For this reason, extra attention for these transitions will have to be paid in the evaluation meetings for this group in November. Many rowing talents choose to go to university after their secondary education. It is advisable to support these rowers during their first year at university on, especially, the subject of time-management and organizing activities. It is also of importance to inform these freshmen about the possibilities the university offers. The coach and the study coordinator at the university play an important part in doing this.

The basic thought in giving support to talents is to increase the talents own responsibility for his or her development. The program represents a pedagogical sound talent development and this subject should, therefore, be a fixed subject on the agenda of the monthly Dual Career team meetings and in meetings with talents, parents and school.

Parents often are kept at a distance (Elling, Reijgersberg, Hakkers, 2013) and should be involved in evaluation moments. Because of that reason evaluation meetings for parents, school, coach and talent are planned in March and November. During these meetings the talents development can be discussed and goals for the next period can be set. Subjects that must be addressed during these meetings are:

- Athletic development;
- Performance (level);
- Work load in sports;
- Selection / deselection;
- Motivation (school and sport);
- Schedule sports program and school program;
- School results;
- Personal wellbeing;
- Social development.

The outcome of the questionnaires in the evaluation and monitoring database could be used as input for these meetings.

Because of the fact that the talents in the groups A1 and B1 follow the most intensive program, in June an extra evaluation moment is planned especially for these talents. The club can also address the subjects above during the information evenings.

Motive:	Needs, Assessment, Best Practice, Key research findings
Result:	Structural evaluation meetings to monitor and control talent development and increase communication and coordination between stakeholders
Executor:	Coach
Coordinator:	Dual Career Club Manager

2.2 Dual Career Academy

Information evening for stakeholders of the Dual Career program

The programs main goal is to involve the most important stakeholders in the program and to increase the Dual Career awareness of the partners. For that reason information evenings are organized at which the club can explain aspects of the program and the activities that take place within the program.

Information evening:	Participants:	Purpose:
Kick-off meeting	DCCM DC-team DC-ambassador Parents Talents School Board Companies	<ul style="list-style-type: none"> - Sharing the vision on talent development; - Explaining the concept of Dual Career; - Explaining the importance of Dual Career; - Explaining the Dual Career program; - Introducing the Dual Career team; - Presenting the partners Covenant.
Information-evening at schools	DCCM Coaches DC-ambassador Study coach School staff	<ul style="list-style-type: none"> - Sharing the vision on talent development; - Explaining the concept of Dual Career; - Explaining the importance of Dual Career; - Explaining the Dual Career program; - Coordination between school and sport.
Meeting with parents at the club	DCCM DC-team Coaches Parents Lifestyle coach	<ul style="list-style-type: none"> - Explaining the start and course of the season; - Discussing the seasons schedule; - Discussing goals; - Explaining planning and method evaluation meetings; - Explaining the concept of lifestyle coaching; - Explanation of an experienced lifestyle coach (Olympic federation or elite sports centre) - Explaining how lifestylecoaching will be organized at the club; - Explaining buddy-system.
Information-evening about doping at the club	Doping-expert DCCM Coaches Parents (A & B) Talents (A & B)	<ul style="list-style-type: none"> - Explaining doping free sport; - Explaining Ant-doping regulations; - Explaining doping list; - Explaining medication and dispensation; - Explaining supplements, drugs en contaminated meat; - Explaining method doping control.

Closing meeting of the year at the club	DCCM DC-team DC-ambassador Parents Talents School Board Companies	<ul style="list-style-type: none"> - Looking back on the year; - Evaluation activities program; - Sharing experiences pilot clubs; - Election talent of the year; - Closing of the year.
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Motive:	Needs Assessment, Best Practice, Key research findings
Result:	Structural information evenings to increase DC awareness and inform stakeholders
Executer:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

Workshops for talents, parents and coaches

A lot happens in the life of young talented athletes. Not only an increase in training hours and competitions, but also more homework and long hours at school. Elite sports demands a high degree of autonomy and a lifestyle that contributes to reaching the goals and a satisfactory combination of school and sport. We should not assume that the athletes possess those skills on their own. Therefore, the Dual Career Academy focusses on increasing the talents knowledge and skills.

Every two months the club will organize a workshop in which one of the programs important subjects is highlighted. These workshops are organized by the Dual Career teams own specialists or experts from other organizations. Talents, parents and coaches will attend the workshops to enlarge their knowledge of Dual Career and to enable the talents to put this knowledge into practice during their training or competitions. At home guided by their parents and during their training and competitions by their coach. During the workshops the specialists can distribute a factsheet with tips and tricks regarding the subject. Talents, coaches and parents can use these factsheet for future reference.

The schedule of workshops is tuned in to the seasons planning. The workshops are of a practical nature, to enable the talents to put the newly gained knowledge into practice at home, at the school or at the club. At the club the talents learn to put the theory into practice during their skill training hours. These hours are lead by the specialist or expert concerned.

Month:	Workshop:	Trainer:	Participants:	Content of workshop:
01-2017	Goal-setting skills	Sports Psychologist	Talents A+B+C Parents A+B+C Coaches	Realistic goal-setting skills Practicing setting goals Setting SMART goals Explaining ZIP-method Baseline measurement important competences for Dual Career
03-2017	Preparation and prevention	Sports doctor Sports physio	Talents A+B+C Parents A+B+C Coaches	Injury prevention Match preparation Mental preparation Results medical and physical tests

Month:	Workshop:	Trainer:	Participants:	Content of workshop:
05-2017	Nutrition: the basis to perform	Nutritionist	Talents B+C Parents B+C Coaches	Nutritional habits and behaviour Sport nutrition
09-2017	Mindfulness in sport	Sports psychologist	Talents A+B+C Parents A+B+C Coaches	Concentration / Visualization; Coping with emotions; Distress; Relaxation; Mindfulness; Coping with stress in sports and school.
11-2017	How to motivate myself?	Sports psychologist	Talents A+B+C Parents A+B+C Coaches	Internal motivation; External motivation; Motivation strategies.
01-2018	Self-regulation	Sports psychologist	Talents A+B Parents A+B Coaches	Self-regulation skills ZIP-method Realistic goal setting skills
03-2018	Time-management	Expert in time-management	Talents A+B+C Parents A+B+C Coaches	Importance of competences needed for planning Scenarios Dual Career Pro-active planning Long term planning Drafting elite sports and study plans Focal points Time-management Priority matrix
05-2018	High-performance behaviour or follow-up Mindfulness in sport	Sports psychologist DC-Ambassador Lifestyle coach	Talents A1 + B1 Parents A1 + B1 Coaches	<i>To follow</i>
09-2018	Employability training / networking	Expert in employability training and networking	Talents A Parents A Coaches	Increase players' understanding of the labour market Cross-cutting skills (team building, leadership, strategy, competition, self-improvement spirit, etc.) Self-marketing Negotiation tactics Drafting skills for CVs or jobs applications

Motive:	Needs Assessment, Best Practice, Key research findings
Result:	Workshops to increase the competences of stakeholders and the DC-awareness
Executor:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

Skill training hours

Talents will meet every two months during the skill training hours. During these skill training hours the talents are supported by the specialist or expert that lead the workshop on the specific subject. Talents can practice with each other with the guidance of the specialist or expert and learn to

master the skills. The Dual Career Team specialists can choose to offer the concerned skill training hours to differentiated groups. A number of workshops are in itself meant for a specific group of talents. But, for example, skill training on the subject of time-management or motivation can be offered differentiated to age and / or sports level.

During the skill training the following generic skills (GEES, 2016) will have to be addressed and trained in the workshops. These are transferable skills that talents can use in combining school and sport.

- Perseverance during challenging times and in the face of setback;
- Understanding the importance of rest and recuperation;
- Ability to cope with stress in sport and study;
- Dedication to succeed in both sport and study;
- Belief in your own ability to overcome the challenges in sport and study;
- Ability to prioritize what needs to be done;
- Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others);
- Willingness to make sacrifices and choices to succeed in sport and study;
- Ability to use your time efficiently;
- Belief in your own ability to overcome the challenges in sport and study.

The skill training hours will be used to increase the talents self regulation abilities. Self regulation is, according to Jonker (2011) an important factor and predictor of success in sports. Potentially it is possible to coach the talents in these skills during training and competitions. The ZIP-method teaches the coaches how to put self-regulation skills into practice during training and coaching sessions.

Motive:	Needs Assessment, Best Practice, Key research findings
Result:	Skill training hours to increase the competences of talents
Executor:	Dual Career Club Team (and other experts)
Coordinator:	Dual Career Club Manager

Lifestyle coaching

Elite sports demands a specific lifestyle. The program addresses this subject in the form of lifestyle coaching. Knowing what your goals are, motivation and discipline form the basis in achieving results in elite sports. For young talents it can be difficult to stay focused on their goals and tasks. Especially if they have to combine practicing elite sports with school or university, if they are away from home often and they have to work with different coaches and specialists. Talents can use all the help they can get. It also is of importance to teach the talents to be an elite athlete, how they can deal with their talent and the people that will play an important part in doing that. In the program the personal development of talents will be stimulated by means of lifestyle coaching and paying attention to (among others):

- Ability to cope independently;
- Increasing the ability to solve problems independently;
- Gaining understanding of their behavior / the way they act and the consequences;
- Being responsible for their own behavior, actions and choices;

- Managing their own lives;
- Bringing structure to the talents day to day lives.

The programs lifestyle coaching will mainly focus on the elder talents and the talents that (will) practice elite sports. The talents in groups A1 and B1. The talents in group A1 will be supported by a lifestyle coach / tutor, who is appointed by the club. Depending on the number of talents in group A1 the club can appoint one or more lifestyle coaches / tutors. These lifestyle coach(es) / tutor(s) can be the clubs more experienced elite athletes (older than 21 years old) or former elite athletes. In their turn, the talents in group A1 can support the talents in group B1. Thus, a buddy system is created for the talents in group B1. The question which talents will be linked to each other in this buddy system needs special attention. The lifestyle coaching offers the opportunity to pay extra attention to the transitions the talents go through. Once a year a meeting will take place during which the lifestyle coach / tutor and the buddies will discuss the lifestyle coaching themes mentioned above with the talents. The lifestyle coaching should be approachable and informal in nature. Talents in other groups should be eligible for lifestyle coaching. Precisely for this reason, it is meaningful to let the lifestyle coach(es) / tutor(s) play an active part during the weekly walk-in hours. That will make it possible to support the talents on this subject during those weekly walk-in hours.

Motive:	Needs, Assessment, Best Practice, Key research findings
Result:	Customized individual sessions supported by specialists for extra individual support in Dual Career
Executor:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

Weekly consultation hours for talents:

The Dual Career Club Manager will plan weekly walk-in hours on a fixed moment during the week. Once every month the consultation hour will be replaced by a specific workshop or skill training session. These walk-in hours are meant to offer the talents additional support in their Dual Career if needed and to offer the talents the opportunity to address problems or ask questions to the Dual Career Teams specialists. The talents can decide if they want to use the consultation hours or not. The underlying thought is that by doing this talents will learn to take control and to be responsible for their program in school and sports. These walk-in hours are especially suited to coach and support talents individually.

It is of importance to point out the benefits and possibilities of these consultation hours to the talents and their parents. If the weekly schedule with consultation hours is communicated in the club in time, these hours can contribute to prevention and they will supply useful information for the evaluation in the Dual Career Team. It is advisable to involve the schools and talents in detailing these weekly walk-in hours. It can, for example, be useful to let the study coach play a more prominent part during busy or important school periods. The Dual Career Teams study coach can come from a school, but could also be a club member with a strong educational background. It is up to the Dual Career Club Manager and his team to draft a schedule for the weekly consultation hours. In coordination with the team the manager can anticipate on what will be of importance to the talents at a specific moment.

An example for a schedule for the first three months:

Week:	Specialist:	Activity or focus:
1	Sports psychologist	Workshop goal setting skills for talents, parents and coaches
2	Sports physiotherapist	Preparing for physical and medical tests
3	Study coach	Resuming school / Planning school
4	Lifestyle coach(es) / Tutor(s)	Explaining and planning lifestyle coaching and buddy-system
5	Sports psychologist	Skill training on goal setting skills (talents divided in groups A,B,C)
6	Study coach	Preparing for school exams
7	Sports psychologist	Coaching
8	Sport coach	Planning and preparing evaluation meetings
9	Sports doctor / Sports physiotherapist	Workshop prevention and preparation for talents, parents and coaches
10	Study coach	Coaching
11	Sports psychologist	Coaching
12	Lifestyle coach(es) / Tutor(s)	Lifestyle coaching

Motive:	Needs Assessment, Best Practice, Key research findings
Result:	Schedule with weekly consultation hours
Executor:	Dual Career Club Team
Coordinator:	Dual Career Club Manager

Database for digital tracking system :

According to Elling et. al (2013) a transparent signaling structure is of importance to a pedagogical sound talent development in Dual Career Programs. If problems are identified at an early stage, long term consequences can be prevented. A database for monitoring and evaluating the program itself, created by IRS, will facilitate the this. This monitor and evaluation is focused on the programs goals and because of that can be used as a digital tracking system for the talents.

To monitor talent development different questionnaires for talents, coaches and parents are used. For example, profile of Mood States and the RESTQ are used to create insight in the talents personal wellbeing, overload and stress. Also questions will be asked about their motivation for sports and school. Research on talents by Von Heijden et. al (2012) shows that their motivation for school lags behind their motivation for sports. A low motivation for school often is a predictor that a talent will have to go to a lower school level and, thus, deserves additional attention in the program.

The program focuses on the further improvement of skills that are of importance to a successful Dual Career. At the start of the program the talents will be asked on their scores on these

competences. During the program the competences will be measured again several times to enable the Dual Career team to stay in control.

The programs final goal is reducing the drop-out rate, improving the results in school as well as sports and to satisfy the parents, talents and coaches on clubs talents Dual Career. For this reason these results should be part of the digital tracking system. The club has to coordinate with the schools to make the schools evaluation part of this system. The database should also be accessible for the specialist to enable them to register their assessments and evaluations.

Motive:	Needs Assessment, Best Practice, Key research findings
Result:	Customized individual sessions supported by specialists for extra individual support in Dual Career
Executor:	Dual Career Club Manager / IRS
Coordinator:	IRS / AUAS

Period:	Monthly Dual Career Meetings	Information evenings	Workshops	Coach-the-coach training sessions for coaches and DCCM	Skill training or work hours	Evaluation in Athletic Triangle
10-2016	Kick-off meeting (entire team)	Kick-off meeting				
11-2016	Regular monthly meeting (flexible agenda by DCCM)	Information-evening at schools			4 weekly work hours	
12-2016	Regular monthly meeting (flexible agenda by DCCM)			Realistic goal-setting skills / self-regulation in the sport practice & Important competences for coaches and Dual Career providers	4 weekly work hours	
01-2017	Regular monthly meeting (flexible agenda by DCCM)		Goal-setting skills (A/B/C)	Managing of a Dual Career team	Workshop: goal setting skills 3 weekly work hours	
02-2017	Start season (entire team)	Meeting with parents at the club (A/B/C) Uitleg definitief programma, planning en lifestyle coaching			Skill training: goal setting skills 3 weekly work hours	Medical tests Physical tests Sport tests
03-2017	Regular monthly meeting (flexible agenda by DCCM)		Preparation and Prevention (A/B/C)	Communication and relationship in Athletic Triangle	Workshop: preparation and prevention 3 weekly work hours	Evaluation meetings / Start of the season (A/B/C)

04-2017	Regular monthly meeting (flexible agenda by DCCM)				Skill training: prevention and preparation 3 weekly work hours	Meetings for Lifestyle Coaching (A1/B1)
05-2017	Evaluation (entire team)		Nutrition: the basis to perform (B/C)	Follow-up for ZIP-coaching	Workshop: nutrition (B/C) 3 weekly work hours	
06-2017	Regular monthly meeting (flexible agenda by DCCM)	Information-evening about doping (A1/B1)			Skill training: nutrition (B/C) 3 weekly work hours	Mid-term Evaluation meetings (A1/B1)
07-2017	No program activities due to summer planning					
08-2017						
09-2017	Regular monthly meeting (flexible agenda by DCCM)		Mindfulness in sport (distress / relaxation) (A/B/C)		Workshop mindfulness in sport 3 weekly work hours	
10-2017	Evaluation (entire team)	Meeting with parents at the club (A/B/C)		Follow up meeting at one location with exchange of coaches, DCCM's (and talents)	Skill training: mindfulness in sport 3 weekly work hours	Medical tests Physical tests Sport tests

11-2017	Regular monthly meeting (flexible agenda by DCCM)	Information-evening at schools	How to motivate myself? (A/B/C)		Workshop: how to motivate myself? 3 weekly work hours	Evaluation meetings / End of the season (A/B/C) Extra attention for transitions
12-2017	Finish season (entire team)	Closing meeting of the season with all stakeholders		Motivation of talents	Skill training: how to motivate myself? 3 weekly work hour	
01-2018	Regular monthly meeting (flexible agenda by DCCM)		Self-regulation skills (A/B/C)	Supporting Athlete's well being	Workshop: self-regulation skills 3 weekly work hours	
02-2018	Start season (entire team)				Skill-training: self-regulation 3 weekly work hours	Medical tests Physical tests Sport tests
03-2018	Regular monthly meeting (flexible agenda by DCCM)		Time-management (A/B/C)		Workshop time-management 3 weekly work hours	Evaluation meetings / Start of the season (A/B/C)

04-2018	Regular monthly meeting (flexible agenda by DCCM)	Meeting with parents at the club (A/B/C)		Follow-up for ZIP-coaching	Skill training: time-management 3 weekly work hours	Meetings for Lifestyle Coaching (A1/B1)
05-2018	Evaluation (entire team)		High-performance behavior (A1 /B1)		Workshop: High-performance behavior (A1/B1) 3 weekly work hours	
06-2018	Regular monthly meeting (flexible agenda by DCCM)	Information-evening about ???			Skill training: High-performance behavior (A1/B1) 3 weekly work hours	Mid-term Evaluation meetings (A1/B1)
07-2018	No program activities due to summer planning					
08-2018						
09-2018	Regular monthly meeting (flexible agenda by DCCM)		Employability training / networking (A)	Final training ZIP-method session at each pilot club	Workshop employability training / networking (A) 3 weekly work hours	

10-2018	Evaluation (entire team)	Meeting with parents at the club (A/B/C)			Skill training employability training / networking 3 weekly work hours	Medical tests Physical tests Sport tests
11-2018	Regular monthly meeting (flexible agenda by DCCM)					Evaluation meetings / End of the season (A/B/C)
12-2018	Finish season (entire team)	Closing meeting of the season / project with all stakeholders Present (first) results				

3. Phase 3 (Augustus 2017 – December 2017)

In phase 3 of the program the activities and method from phase 2 are continued. In addition the three clubs will organize an exchange together in this phase.

Exchange between clubs (coaches and talents):

The three pilot clubs will organize an exchange together at one of the venues of the clubs. The Dual Career Club Managers, coaches and several talents will be invited for this exchange. The exchange serves several project goals, but can, above all, be seen as a perfect opportunity for the clubs to witness on site how other partners deal with dual careers services. Athletes will also have the opportunity to know each other, train together and test the facilities and supporting services from their counterparts, building team spirit and europeanness. The visiting clubs talents can join in a regatta that can be organized by the hosting club.

Besides that the Dual Career club Managers and coaches will have the possibility to discuss their experiences until then during an intervision meeting. This intervision meeting will be led by the clubs sports psychologist or the HAN Universities secondary sports psychologist. Thus, the intervision meeting will be a part of the coach-the-coach course. During this meeting the personal development plans, progress and recordings or feedback reports of assessed evaluation meetings or training / coaching sessions can be addressed. During the meeting a next measurement of the coaches and Dual Career Club Managers competences and skills is executed and their personal development plan can be adjusted if necessary.

IRS can use the exchange to execute the qualitative monitoring and evaluation. The Dual Career Club Managers, coaches and talents can be interview during this activity.

Motive:	Needs Assessment, Key Research findings
Result:	Exchange at venue of pilot club
Executor:	Dual Career Club Manager
Coordinator:	Dual Career Club Manager

4. Phase 4 (January 2018 – August 2018)

In phase 4 of the program the activities and method from phase 2 are continued. In addition the pilot clubs will have to draft a plan to ensure the continuation of the program.

Plan to ensure continuation of the program after the pilot phase:

In this phase, the three pilot clubs have to work on drafting a plan to ensure the continuation of the program. This plan can be a logical follow-up on the covenant that has already been drafted at the start of the program. It is important to create support from the stakeholders in and around the club. Already in the first phase, when drafting the covenant, the issue of extra financial support form, for example, company's (perhaps sponsors), (local) government or sport federations, can be addressed. In this fourth phase the club can use the research findings to convince their network of the importance of continuing with the Dual Career program at the club.

The clubs can use this phase to prepare for the next cycle of two years. On the basis of, amongst others, the outcome of the pilot program, the clubs can make an substantiated choice to continue with successful activities and components of the program.

The three pilot clubs can use their experience in the previous phases to draft a new budget that is needed to continue the program. Clubs can work together in doing this.

Motive:	Needs, Assessment
Result:	Plan to ensure continuation of the program
Executor:	Dual Career Club Team
Coordinator:	AUAS

5. Phase 5 (September 2018 – December 2018)

Drafting final report and dissemination:

A Comprehensive evaluation will take place every five months following the indicators system agreed on the Activity 2.5. A final evaluation at the end of the Pilot Program will include all the intermediary evaluation reports and consolidate them into a final evaluation report.

Besides the permanent monitoring of the Program, an exhaustive evaluation will take place every five months following the indicators system agreed on the Activity 2.5 and collected by the monitoring system that will be put in place. A final evaluation at the end of the Pilot Program will include all the intermediary evaluation reports and consolidate them into a final evaluation report.

Generally speaking the evaluation will serve three different purposes:

- Implementation - improving the performance of activities and the effectiveness of how they are delivered and managed;
- Institutional strengthening - improving and developing capacity among project participants and clubs involved;
- Learning - how to better design and implement the pilot model. The emphasis on learning underlines a key feature of evaluation that is consistent with the needs of deriving positive lessons for the future from problems or even failures as well as from success;

In this particular context the evaluation will allow a reframing of the model (if necessary) before starting with the proper implementation. In this sense, the approach requested is a goal-based one (evaluating achievement of goals and objectives), but, at the same time it will lead to understand what works (has worked) what is not (has not) in order to draw important learning points and inform next actions accordingly. The main question is therefore, how to extract information from interventions with the objective to “learn what works” and to re-use this information in new interventions for better or at least equally good results. By learning what works and what does not, what it is doing right and what it is doing wrong, project leader or organization management are empowered to act in an informed and constructive way. The purpose of learning is to make changes where necessary, and to identify and build on strengths where they exist. Learning also help to understand and to make conscious assumptions which have been done at the project planning stage in a constant mode of action-reflection-action.

Finally, it is also worthy to stress that evaluation will include self-evaluations made by athletes, allowing them the opportunity to express their needs and experiences.

Elaboration of a report of policy recommendations that will gather main findings and conclusions of the project contributing towards the improvement of the EU Dual Careers strategy. The goal is to help policy makers in the EU Member States when designing actions and initiatives in the field of dual careers, by bringing to the debate conclusions based on empiric and tested evidences. Another relevant audience will be European clubs and other sporting bodies interested in adopting similar approaches.

An international seminar with the presence of European policy makers (EC and Member States) and main relevant stakeholders will be organized to present the Best Practices Guidebook, the Pilot Program and the Report of policy recommendations. This seminar, in order to ensure the widest European relevant audience possible, will be organized in Brussels, hosted by the Delegation of Catalonia to the EU. It will also be the final conference of the project, and will host the 7th and last Steering Committee.

Motive:	Not applicable
Result:	Final report
Executor:	Project team
Coordinator:	Project leader

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