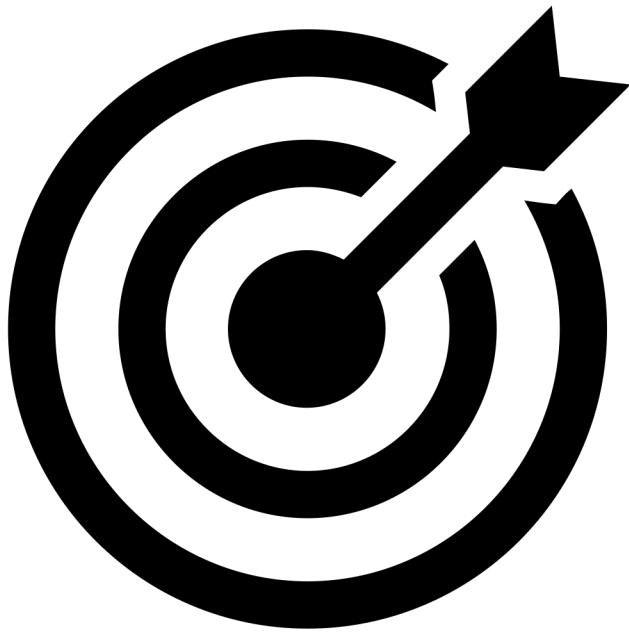


Hvordan skaber vi strategier for fremtidens bæredygtige idrætsmiljøer i Odense

Workshop 3

17/11-2021

Odense Talentudvikling



Formål: At bruge nyeste viden om dual career med fokus på udviklingsmiljøer og mental sundhed, og bruge inspirationen fra kommunens øvrige idrætsmiljøer, samt nye perspektiver på eget miljø til at forme fremtidens samspil i Odense Kommune.

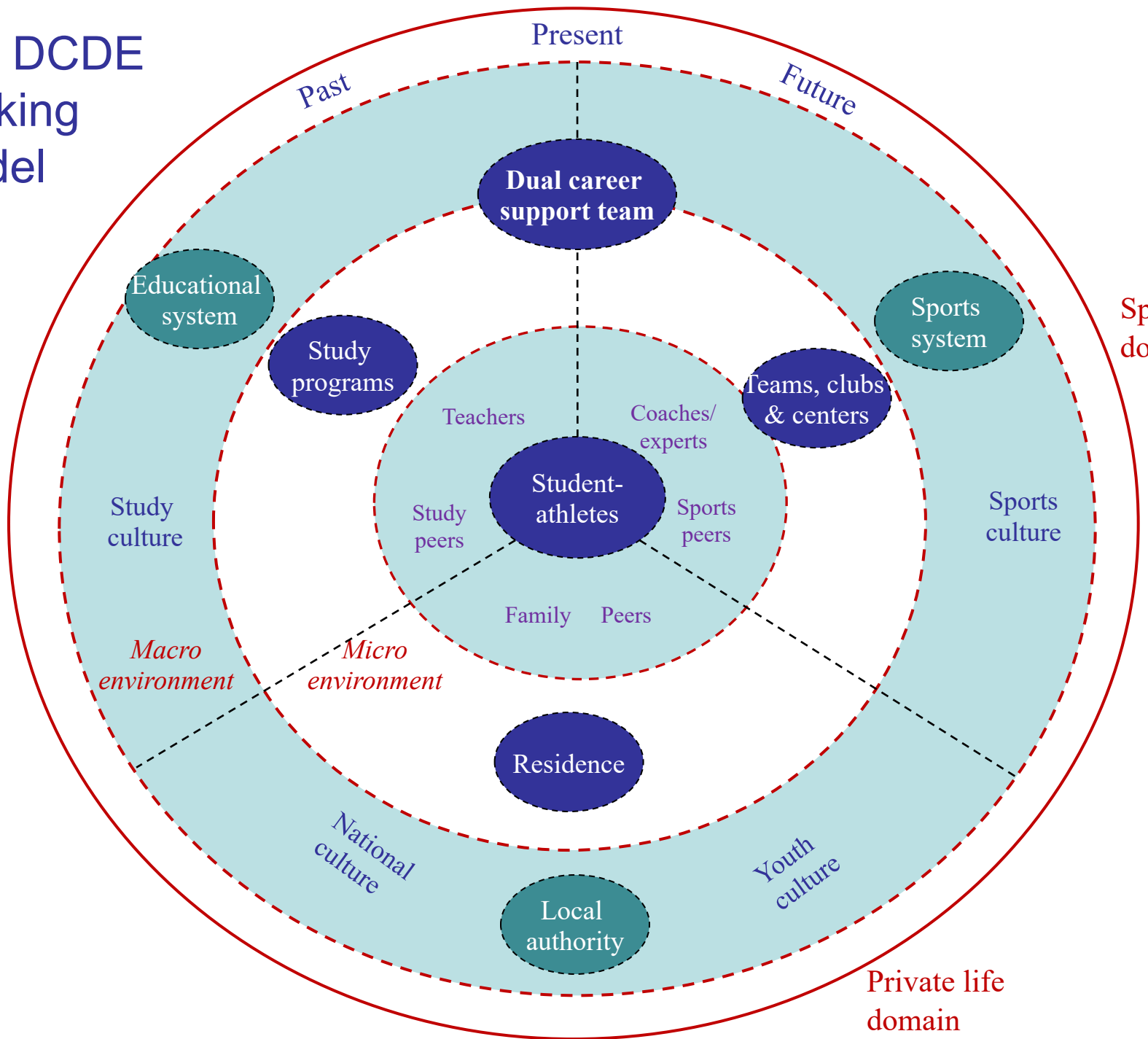
Opsummering

- Mental sundhed og præstation udelukker ikke hinanden.
- Dual career kan, når det er veltilrettelagt, øge trivsel og mental sundhed.
- Optimal dual career balance kræver personlige kompetencer og eksterne ressourcer.
- Der er forskel mellem køn og sport i forventninger til den optimale balance.

The DCDE working model

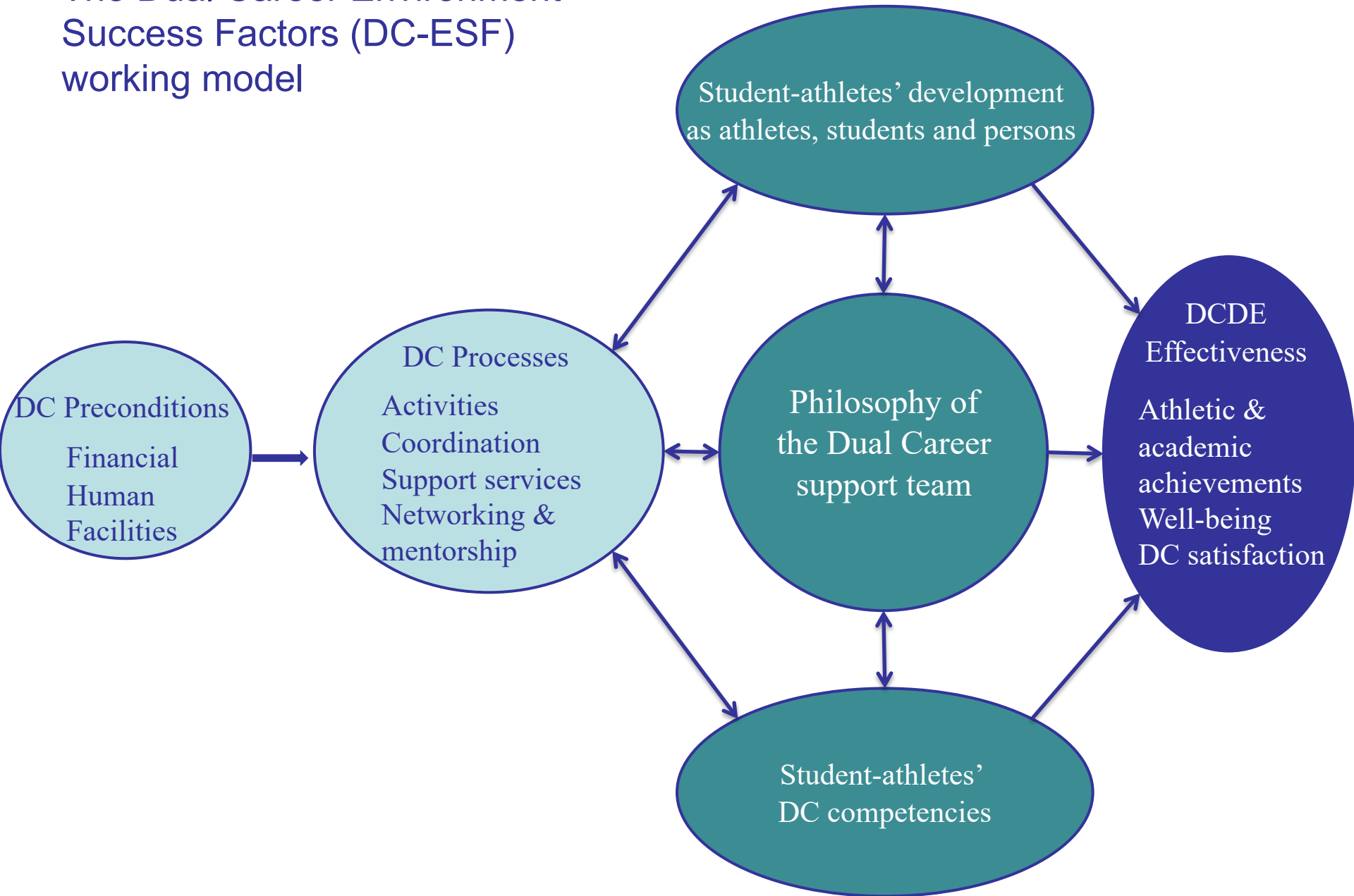
Study domain

Sports domain



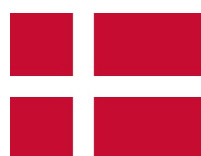
Private life domain

The Dual Career Environment Success Factors (DC-ESF) working model





At identificere ligheder (og forskelle)
mellem syv dual career
udviklingsmiljøer baseret på en cross-
case analyse af syv europæiske
lande.



Henriksen et al., 2020; Kiens & Larsen, 2020; Korhonen et al., 2020;
Linnér et al., 2020; Nikander et al., 2020

Holistic Structure

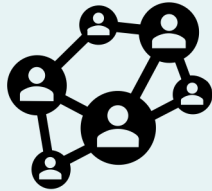
Descriptors

Opposite Poles

Dedicated DC support team



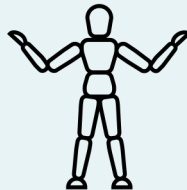
Integrated efforts



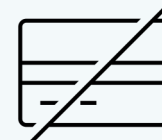
Understanding and support from the environment



Rolemodels and mentorship








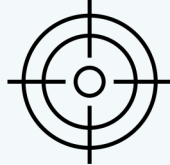



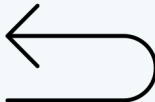
Access to expert support



Holistic Structure

	Descriptors	Opposite Poles
Dedicated DC support team	Designated team (or person) responsible for coordinating sport and study domains. One central entry point. Helping student-athletes manage their DC is everybody's business (e.g., coaches, teachers), but the responsibility to coordinate lies with the support team.	Multiple contact points leave DC athletes uncertain about who to approach for assistance with DC issues. DC athletes are sent to multiple people in the system and feel no one has overall responsibility.
Integrated efforts	Coordination and communication across the sport, study and private domains. Coaches, teachers, family, DC support providers etc. have on-going communication. Micro and macro levels are linked through networks. Student-athletes experience concordance in daily life.	Lack of communication. Conflicting interests. DC athletes experience contradicting priorities in daily life - for example, when coaches advise athletes to primarily focus on their sport and teachers on their studies.
Understanding and support from the environment	Opportunities for DC athletes to focus on the sport and study at different times. Family, coaches, teachers, peers and others understand, acknowledge, and support the athletes' dedication to combining sport and study.	Lack of understanding of the demands involved in pursuing a dual career. Academic staff considers sport as a barrier to education. Sport staff and teammates consider studies as a barrier to sport performance.
Rolemodels and mentorship	The presence of persons who DC athletes can be guided by in the form of direct mentorship or observational learning. Opportunities to learn from other DC athletes. Inspirational narratives from other DC athletes.	Impermeable boundaries between DC athletes across sports or across levels of sport or education. Athletes regard other athletes as rivals and are unwilling to share. Successful DC stories are not told for inspiration.
Access to expert support	Access to experts and services, such as nutrition, physiotherapy, sport psychology, and medical services (through the sport or study domain). DC support team knows how to help the DC athletes get access when needed.	No access to experts. DC athletes who need expert support do not know how to get this help.

Shared Dual Career Philosophy

	Descriptors	Opposite Poles
A whole person approach		
An empowerment approach		
Flexible DC solutions		
Care of DC athlete's mental health and wellbeing		
An open and proactive approach to the development of the environment		

Shared Dual Career Philosophy

	Descriptors	Opposite Poles
A whole person approach	Acknowledgement that all domains influence DC athletes' lives. Developing the athletes holistically. People from one domain take an interest in the athletes' experiences, challenges, and learning in the other domains.	People in the sport domain see the athletes as athletes, and people in the study domain see students as students.
An empowerment approach	Opportunities for DC athletes to develop competencies and resources to manage their own dual career and become autonomous. Increasing empowerment of the athletes.	Focus only on sport and study specific skills and not on DC competencies. Excessive control. No active involvement of DC athletes in key decisions regarding their own DCs.
Flexible DC solutions	Recognition that DC athletes require individualized solutions, including sport and / or academic flexibility. Education based DCDEs allow for extra focus on sport when needed. Sport based DCDEs allow for extra focus on education when needed.	Dual career initiatives and services are fixed. Support services are not appropriately contextualized to the different sport and to the needs of individual athletes. Academic and sport staff compete for the limited time DC athletes have.
Care of DC athlete's mental health and wellbeing	Dual careers are managed in a socially responsible manner. Recognition of responsibility for athlete wellbeing. Ethical conduct guidelines and support systems (e.g., referral systems) are embedded in policies.	No recognition of responsibility for athletes' mental health. Gladiator philosophy that sport is hard, and athletes should toughen up. Staff colludes when they learn of inappropriate practices. No policies in place.
An open and proactive approach to the development of the environment	Dual career support providers engage in on-going development of their environment and their own competencies through e.g., further education, reading scientific literature, on-going evaluation of services, visits to other DCDEs, and involvement in research projects.	Lack of time for on-going professional development and evaluation. There may be knowledge sharing within the team but no expansion of horizons. Seeing other DCDEs as rivals.



ECOLOGY of DUAL CAREERS

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