

**Title:** Typologies of dual career in sport: A cluster analysis of identity and self-efficacy

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**Main Theme:** Academic and Athletic Identities

**Secondary Theme(s):** Dual Career Pathway

**Aims:** The aim of this study was to explore the patterns of identity and self-efficacy shown in different dual career athletes.

**Method:** A sample of 116 dual career athletes gave their responses to a questionnaire that asked about the career identity (i.e., the value they place on their role as a student or in work), athletic identity (i.e., the value they place on their role as an athlete) and self-efficacy (i.e., their confidence in their ability to achieve their goals in sport, education or work). The participants represented 42 different sports, including competition level that ranged from an Olympic level to a national or international level. All participants had combined sport with either school (n = 64), higher or further education (n = 99) or a vocation, occupation or business (n = 18), including 9 participants who had combined their sport with all three, school, university and work.

**Results and Practical Implications:** The results showed three different types of dual career athlete, according their identity and self-confidence towards they two careers: (a) athlete-students who indicate a sporting pathway and an increased focus towards their sporting career; (b) dual career athletes who indicate a parallel dual career pathway and equal focus between their sporting and educational or vocational careers and; (c) student athletes who

indicate an educational/vocational pathway and increased focus on their educational or vocational careers.

For practitioners, it is important to recognise these three types of dual career athlete and adapt your support based on the individual's own approach towards their dual career. An athlete-student are more likely to prioritise their athletic career to the detriment of their career goals. These individuals will require support to prepare in advance for their post-sport career (e.g., part-time study and distance learning techniques), but are likely to require the most support in their transition out of sport (e.g., support with a changing identity and starting a new career). The parallel dual career athletes will aim to achieve both career and sporting goals, however, this pathway requires substantial amounts of support and flexibility from sport and education/vocation organisations. Finally, a student-athlete suggests a reduced commitment to competitive sport. This pathway is problematic for sport because it signifies a potential loss of future talent from sport, rather than a continued sporting development that could enable late developers to succeed. It is important, therefore, for practitioners and sporting organisations to understand the typologies of dual career athlete that they support and how best to support their career decisions, including the continuation of sport.

TASS have produced this lay summary. The full article is available (permissions may apply): <https://www.tandfonline.com/doi/abs/10.1080/02640414.2020.1835238?journalCode=rjsp>  
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