

Bachelor's thesis

Degree Programme in International Business

General management

2014

Else Suutarinen

EMPLOYMENT OF THE PROFESSIONAL ATHLETES AFTER RETIREMENT

– Case Athlete Career Programme in Finland



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

BACHELOR'S THESIS | ABSTRACT

TURKU UNIVERSITY OF APPLIED SCIENCES

Degree programme of International Business | General management

2014 | 43 + 9

Instructor Nicolas Le Grand

Else Suutarinen

EMPLOYMENT OF THE PROFESSIONAL ATHLETES AFTER RETIREMENT

The top athletes are role models and idols for their fans but only a few know what happens after the inevitable retirement from sports. The tabloids show the extreme cases of police arresting some drunk athlete, but not too many of us see the reasons behind that kind of behaviour. Not too many of us could imagine what it would be like if one false step would cause a career ending injury and force to give up on the former lifestyle, source of income and social network.

The athletes might not have long lists of work experience but they have various skills that are transferrable to work life, such as competitiveness, leadership and multitasking. Without any experience of job search the athletes require someone to support them through the application process. The Athlete Career Programme is a project by Adecco, the Olympic Committee and the Paralympic Committee with an objective of assisting athletes for a successful transfer into work life. This thesis is executed in cooperation with Adecco Finland Oy.

This thesis focuses on the athletic retirement of the professional athletes and especially on their employment after the transfer out of sports. In order to understand the challenges of athletic retirement it is important to be aware of the differences between the development phases of athletes and non-athletes. Those differences are presented and further compared with the results of the questionnaire, which was sent to Finnish professional athletes who have taken part into the Athlete Career Programme.

KEYWORDS:

Professional athlete, Employment, Career counselling, Human resource management

OPINNÄYTETYÖ (AMK) | TIIVISTELMÄ

TURUN AMMATTIKORKEAKOULU

Degree programme of International Business | General management

2014 | 43 + 9

Ohjaaja Nicolas Le Grand

Else Suutarinen

AMMATTIURHEILIJOIDEN TYÖLLISTYMINEN URHEILU-URAN JÄLKEEN

Huippu-urheilijat ovat esikuvia faneilleen, mutta harva tietää mitä tapahtuu urheilijan päätettyä uransa. Moni lukee juorulehtien julkaisemia artikkeleita poliisin pidättämisistä humalaisista ex-urheilijoista, mutta harva pysähtyy miettimään syitä tuon käytöksen takana. Harva kykenee kuvittelemaan tilanteen, jossa loukkaantuminen aiheuttaisi uran päättymisen ja pakottaisi luopumaan tutusta elämäntyylistä, tulonlähteestä sekä sosiaalisista tukiverkoista.

Ammattiurheilijoiden lista työkokemuksista ei välttämättä ole pitkä, mutta sen sijaan urheilu-ura on opettanut heille lukuisia taitoja ja ominaisuuksia, joita arvostetaan myös työelämässä. Esimerkiksi voitontahto, johtamistaito sekä kommunikointikyky ovat arvostettuja taitoja niin urheilussa kuin työelämässäkin. Työpaikan saamiseksi urheilijat tarvitsevat usein ohjausta, sillä he eivät ole mahdollisesti koskaan hakeneet töitä. Huippu-urheilijoiden uraohjelma (Athlete Career Programme) on Adecon sekä Olympia- ja Paralympiakomitean välinen yhteistyöprojekti, jonka tarkoituksena on tukea urheilijoiden sekä valmentajien työllistymistä ja urasuunnittelua. Tämä opinnäytetyö on toteutettu yhteistyössä Adecco Finland Oy:n kanssa.

Tämä opinnäytetyö käsittelee urheilijoiden eläköitymistä sekä erityisesti heidän työllistymistään urheilu-uran jälkeen. Jotta ymmärtäisimme urheilijan eläköitymiseen liittyviä haasteita, on tärkeää tiedostaa, miten urheilijan kehitys poikkeaa eri tasoilla ei-urheilijan vastaavasta. Näitä eroavaisuuksia käsitellään ja vertaillaan kyselyn tuloksiin. Kysely lähetettiin suomalaisille huippu-urheilijoille, jotka ovat osallistuneet Huippu-urheilijoiden uraohjelmaan.

ASIASANAT:

Ammattiurheilu, Työllistyminen, Uraohjaus, Henkilöstöhallinto

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LIST OF ABBREVIATIONS

ACP	Athlete Career Programme
C.H.A.M.P.S.	Challenging Athletes' Minds for Personal Success
IPC	International Paralympic Committee
IOC	International Olympic Committee
NCAA	National Collegiate Athletic Association
NOC	National Olympic Committee, which in this case refers to the Finnish Olympic Committee

1 INTRODUCTION

This thesis focuses on the retirement phase of the professional athletes and coaches. According to Kärmeniemi et al. (2013, p. 4) it is very rare that a professional athletic career would last more than 10 years. Every professional athlete has to retire at some point and the majority will retire before they turn 35 (North & Lavalley, 2004). Therefore they still have dozens of working years before the actual retirement from work life.

The athletic retirement has been widely researched after 1970s' and the programmes have been established to assist athletes and coaches in the transitions (Wylleman & Lavalley, 2004, p. 508). When researching such topics, it has to be kept in mind that every athlete and coach is an individual and reacts to the life transitions differently. Therefore the research outcomes as well as theories only show some guidelines. The levels of transitions are further explained in chapter 2.

An athlete is a person who is talented and trained in sports, games, or exercises that require physical skill and strength (Merriam-Webster, 2014). In this thesis an athlete is considered as a professional athlete, who can be described as “anyone playing a sport for money” (Career Kids, LLC, n.d.). To be more precise, this thesis focuses on elite athletes – the athletes who have the potential for competing in the Olympic Games (Farlex, 2014) – in addition to their coaches.

There are various programmes both to prepare the athletes for the inevitable end of the athletic career as well as to support them during the retirement phase. For example C.H.A.M.P.S. Life Skills Development Program by NCAA assists the student athletes to combine their studies and athletic careers, and the Player Care Foundation by the National Football League owners, NFL player Association, Pro Football Hall of Fame and NFL Alumni Association was founded to support the professional football players during the transition out of sports. This thesis focuses on the Athlete Career Programme, which is executed in cooperation between Adecco Finland Oy with the Finnish Olympic and Paralympic Committee.

The programme offers customized assistance for the athletes and coaches taking part into programmes of the Finnish Olympic and the Paralympic Committee. In addition to Olympians, many current or former athletes competing on lower levels have been assisted through the programme. Even though there are numerous researches about the athletic retirement, the actual outcomes of these programmes have not been publicly indicated and therefore there is a need for this kind of thesis.

1.1 Motivation

I became interested in this topic due to my athletic lifestyle and my background as a national level athlete. After retiring from my first sport I faced various problems due to the fact that I had dedicated next to all of my spare time to training. The transition to work life was not the hardest part, but the psychological side of ending the career in competitive sport left a huge gap in my life. Even though my experiences most likely are not in the same scale with the elite athletes', I can somehow relate to what they go through when ending their athletic career.

As I currently compete in another sport on national level and therefore have been surrounded by athletes, I have witnessed how difficult it is to retire from something that the athlete has dedicated most of his life to. Unfortunately in most cases they have been forced to end their athletic career because of an injury, which might increase the challenges of athletic retirement that are presented in chapter 2.2 (Vickers, 2013).

As a business student specialized in human resources this thesis is a great opportunity to combine my knowledge from the worlds of sport and studies to help the athletes in their transition out of sports. Therefore it was easy to choose this topic when my colleague suggested it during my professional training at Adecco Finland Oy in 2014. No research has been made to follow up the outcomes of the Athlete Career Programme (referred as ACP), therefore there was a need for this kind of thesis,

1.2 The objective of the thesis and research questions

The objective of this thesis is to compare the purposes and the results of the Athlete Career Programme and, based on the research findings, make suggestions for improvements. The target group consists of the athletes and coaches who have participated to the programme between 2004 and 2014.

The thesis is designed to answer the following questions:

1. Does the education and/or work experience before the athletic retirement improve the possibilities for employment?
2. What are the main reasons for athletic retirement?
3. How have the ACP participants benefited the most from the programme?
4. How the ACP could be improved to meet the participants' needs?

1.3 The structure of the thesis

The following chapter describes the levels of transitions that athletes typically face in their lives and focuses more closely on the retirement phase, its problems and uses the theories from the literature to explain the reasons for the complex transition. In addition the chapter seeks to explain the similarities and differences between athletes' and non-athletes' development to better understand the reasons causing possible challenges in athletic retirements.

The Athlete Career Programme by Adecco, the International Olympic Committee and International Paralympic Committee and its objectives are presented in the third chapter and further compared with the theoretical framework presented in chapter 2.

The methodology chapter introduces how the research was implemented by focusing on the research techniques, the target group and the questions asked from the respondents. The fourth chapter concentrates to the actual research of athletes and coaches who have taken part to the Adecco Finland Oy's and the

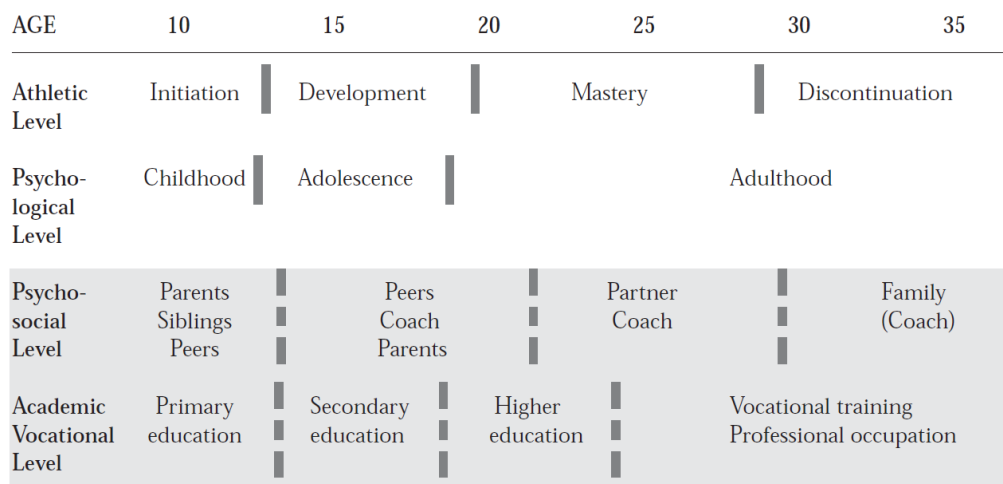
Finnish Olympic Committee's Athlete Career Programme. In addition the results are analyzed and criticized before suggesting topics for some further research.

2 LITERATURE REVIEW

Like any other career also athletic career can be divided into different parts. Literature offers multiple theories as well as ways to divide the career into steps and related theory will be presented more closely in this chapter. Wylleman's and Lavallee's (2004) model of transitions demonstrates the inevitable relation between all the four levels in athlete's life – the athletic, psychological, psychosocial and the academic vocational levels (Wylleman & Lavallee, 2004, p. 520). These levels are further explained in the following sections.

2.1 Athletic career and transitions

As we look at the figure 1, it is important to recognize that psychological, psychosocial as well as academic and vocational levels are also included in non-athletes' lives. Therefore the following sections seek to demonstrate how the athletic career disturbs the normal development in diverse ways.



Note. A dotted line indicates that the age at which the transition occurs is an approximation.

Figure 1. A developmental perspective on transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational levels (Wylleman & Lavallee, 2004).

A transition occurs, when an individual moves from one stage to another and is generally a result of event(s) (Wylleman & Lavallee, 2004, p. 509). According to Lavallee and Wylleman (2004, p. 509) the transitions can be either normative or non-normative, of which the first one represents the transition where a person exits the previous stage and moves to the next one, for example from a local sport club to a regional team. They describe the non-normative transition as something that was not planned, for example a season ending injury.

2.1.1 Athletic level

The first level in figure 1 indicates the transitions related to the athletic contexts like talent development. Two types of transitions can be identified in this level of which the first one is based on the age, for example moving from junior series to senior's league. The second type of transition on this level presents the organizational or structural changes, for example when an athlete proceeds from regional to national level. The talent development includes three stages: initiation, development and mastery following by the discontinuation. (Wylleman & Lavallee, 2004, pp. 509-510) As reminded below the figure 1, the ages when the transitions occur are only estimations and may vary individually.

Among professional athletes the initiation stage can be defined as the time in the childhood, approximately until 14 years, when the young athletes start to participate to the organized sports. On this level the talented and potential individuals are identified. (Wylleman & Lavallee, 2004, p. 510) According to a study made by Australian Sport Commission (2003) only one of three elite junior athletes succeeds to achieve the high rankings in the senior level.

According to Wylleman and Lavallee (2004, p. 510) the development stage takes place approximately from 15 to 20 years. During this phase the young athletes start to contribute more time on training and become more dedicated to the sport. In addition to those the level of specialization increases meaning that for example the training is more focused to develop the skills required in one specific sport (Wylleman & Lavallee, 2004).

The mastery or perfection stage begins approximately at 20 years when the athletes approach the highest level of their athletic career and keep developing as well as maintaining their skills. (Wylleman & Lavallee, 2004, p. 510) The athletic retirement occurs at the age of 30 - 34 in average, but the variation is quite wide: the gymnasts plan to retire at the age of 24 while the planned retirement age for shooters is 56. (North & Lavallee, 2004, p. 80) The length of the career has to be considered when defining the ages of transitions in athletic level in the figure 1.

2.1.2 Psychological level

As indicated in figure 1 the psychological development can be divided into three phases: childhood, adolescence and adulthood. According to Lavallee and Wylleman (2004, p. 511) the crucial factors for young athletes to succeed are readiness that can be divided into motivation, capability of abstract reasoning as well as the ability to understand for example responsibilities that an athlete has to be aware of. They also claim that demanding too much before the young athlete is cognitively and motivationally mature enough is likely to cause the termination of athletic career.

In this concept, motivation towards sports can be either from young athletes own interest or from parents who want their child to participate into athletic trainings. In the first case the young athlete has the readiness to practice because of his own interest to participate to the activities. It has to be kept in mind that every child has their own phase of development and therefore not all the eight-year-old children are ready to start professional training. In the latter case the parents' pressure over young athlete may lead to frustration and losing the interest since the child is not cognitively ready for what is demanded. (Wylleman & Lavallee, 2004, p. 511; Wylleman, et al., 1999, pp. 12-13)

Since the ability to understand the outcomes of performance does not develop until around 10 to 12 years, the children rely on the adults' feedback about their competences during the initiation phase (Wylleman & Lavallee, 2004, p. 511). According to a research by Benjamin Bloom in 1985 (seen in Wylleman &

Lavallee, 2004, p. 514) during the initiation phase the young athletes should be rewarded for the good efforts instead of actual results in order to maintain the child's interest towards training. The same research suggests that during the development stage, when the young athlete is more mature and understands the concept of the goal-directed training, the coach should focus more on the technical skills and stress that the progress comes through discipline and hard work. Around the age of 10 to 14 the young athletes start to be less dependent of the adults. Instead, to measure their level of performance the young athletes start comparing their abilities to their friends. During this transition the feeling of being less capable or talented than the others have been noticed to increase the possibility for termination of athletic career. (Wylleman & Lavallee, 2004, pp. 511-517)

The most important task during the adolescence is to develop a self-identity among numerous other developmental tasks young people have to confront before reaching the adulthood (Wylleman & Lavallee, 2004, p. 511). The young athletes participating in intensive high-level training often base their self-identity on athletic performance and tend to see themselves only as athletes. This so called identity foreclosure may have very negative effect on the ability to cope with transitions, especially out of professional athletic career. (Wylleman & Lavallee, 2004, pp. 511-512) These effects on the retirement transition are further discussed in section 2.2.

2.1.3 Psychosocial level

According to Hinde (1997) the relationships with other people play the most important part in human life. Therefore it is important to acknowledge the differences between social networks of athletes and non-athletes to better understand the challenges faced when the athletic career ends. The research by Chamalidis (1995, pp. 830-832) shows how athletes' social network mainly consists of the following: coaches, partners, sports' club members and parents. This so-called

athletic subculture and its problematic in the athletic retirement are further discussed in chapter 2.2.1.

It is also important to acknowledge that different subcultures take place also in non-athletes lives. According to McPherson et al. (2001) “similarity breeds connection”. They claim that for example teenagers tend to make friends with other young people behaving the same way. Similarly the individuals sharing the same interests and attitudes, such as athletes, are likely to connect. (McPherson, et al., 2001) Therefore it is normal that the athletes prefer networking with other individuals sharing similar attitudes and lifestyle. In the other hand McPherson et al. (2001) point out that this so called homophily in social networks might affect for example the attitude formation or the quality of information received.

Smith, Smoll and Smith (1989) present the concept of athletic triangle or primary family of sport, which means the close network formed between the athlete, his parents and the coach. A research by Carlsson (1988) claims that the possibility that a talented athlete makes it to the top is determined by the quality of relationships within the athletic triangle. Figure 2 indicates how females rank especially the coach much more important compared to the males.

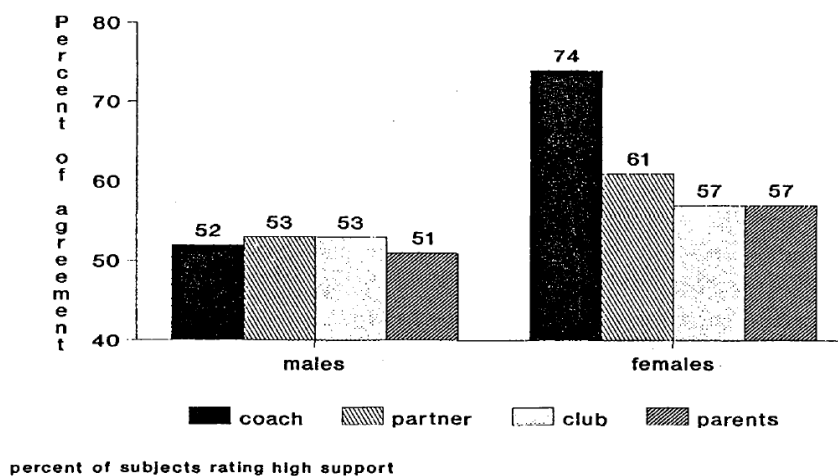


Figure 2. Agents of social support across the sport career (Chamalidis, 1995, p. 831).

Athletic training on the professional level requires financial sacrifices from the families. The costs cover for example the equipment, use of the training facilities, coaches' salaries and possible training camps abroad, just to mention a few. In most cases the athlete has to succeed in sports in order to get sponsorships to ease the financial situation. The financial dependence from parents might complicate the athlete's process to be more independent. (Wylleman & Lavallee, 2004, p. 519)

Based on Chamalidis' research the social networks of athletes are almost solely inside the athletic environment. Chamalidis (1995, p. 832) claims that the social support is important during the athletic career but it is crucial to make a successful and trouble-free retirement. Losing the social networks can complicate the athletic retirement because of the feeling of being left out and lonely which may increase the risk of psychological challenges such as depression (Beamon, 2012). The problematic caused by this is further discussed in chapter 2.2.

2.1.4 Academic and vocational level

In most of the countries such as Finland the compulsory education lasts until the age of 16 to 18. Therefore the young athletes have to make important decisions between their education and athletic career. To improve the successful combination, there are 12 Finnish high schools specialized in sports (Erikoislukiot.fi, n.d.). The curriculums allow to replace some academic courses with the athletic training and enable to plan timetables to match with the athletic one. For example in the high school of Mäkelänrinne in Helsinki they have included two-hour practice from 3 to 8 times per week in the schedule to enable the professional training (Mäkelänrinteen lukio, 2013).

Combining the athletic career and education without such support from the school might be very complex as well as stressful, and might force the athlete to choose either or. According to Lavallee and Wylleman (2004, p. 517) the decision between the academic and athletic career is highly affected by the possibilities of professional-level in their sports especially for female athletes. Athletes might

prefer the education for example if the professional level does not exist in their sports.

Donald Super (Schreiner, 2012) has established a career development theory that presents the career phases an individual (non-athlete) normally goes through. While professional athletes might pause their academic development after graduation from the higher education and focus on the sports for years (Naul, 1994), the non-athletes go through the following steps: exploration, establishment, maintenance and disengagement (Brown & Lent, 2005). The exploration phase takes place from 15-24 years, when the adolescents explore to develop an occupational preference. They make decisions of their educational and vocational future such as decision of the university they will apply for or the college major they want to choose. (Pennsylvania Department of Education, 2014, p. 8) The athletes are normally still involved during this phase (Wylleman & Lavalley, 2004).

The fourth stage in Super's theory, establishment, occurs between 25 and 44 years and includes a selection and commence of work in addition to the entry-level skills' stabilization through work experience. (Schreiner, 2012). This phase is also concerned as the most productive and creative time of life (Pennsylvania Department of Education, 2014). According to North and Lavalley (2004, p. 80) the average age of athletic retirement is 34. If considered that the professional athletes will not gain any work experience before the athletic retirement, it can be assumed that they start the establishment stage a decade after the non-athletes.

According to the career development theory (Schreiner, 2012) the maintenance stage takes place between 45 and 64 years old, when the person has settled with career choice and continues to develop his skills before transitioning to the decline phase and starting to prepare himself for the retirement (Schreiner, 2012). There is no research to discuss the differences on this stage between the non-athletes and former professional athletes, but it could be assumed that the establishment stage of former athletes still continues after the age of 44.

Considering the large variation of athletic retirement ages (North & Lavalley, 2004, p. 80), the age limits of the career development stages might move significantly according to the sports. For example the gymnasts estimate their athletic retirement to the age of 24 (North & Lavalley, 2004, p. 80), when they would be able to start the establishment stage in normal schedule (Pennsylvania Department of Education, 2014). In the other hand the professional golfers estimate their retirement age to be 49 (North & Lavalley, 2004, p. 80), which would be a completely different situation to start the vocational career.

2.1.5 Financial situation

A research by Kärmeniemi et al. (2013, p. 21) presents the Finnish professional athletes' income level. According to this research the average annual income is 11 500 euros with a lot of variation: 9 percent of respondents earn more than 40 000 euros annually while 75 percent earn less than 20 000 euros of which 42 percent make less than 10 000 euros per year. The study shows how the international success has a direct correlation with the increase of annual income.

Kärmeniemi et al. (2013, pp. 21-22) have also studied the Finnish athletes' main sources of income and demonstrates the multiple sources for each individual. There is a wide variation between collective (e.g. football players) and individual sports (e.g. sprinters). According to the research 56 percent of the team players' income is salaries from work (athletic and non-athletic), 15 percent comes from their families and close ones, and 4 percent from sponsors. At the same time the individual athletes receive 23 percent of their income from sponsors, 22 percent as salaries from work, 14 percent from the families, and 14 percent as support from the Ministry of Education and Culture by Finnish government.

Table 1. The sources of income among the adult athletes €/year (Kärmeniemi, et al., 2013).

	Number of answers	Min. salary	Max. salary	Percentage of income	
				Collective sports	Individual athletes
Salaries from work (athletic and non-athletic)	547	0	55 000	56 %	22 %
Sponsors	547	0	150 000	4 %	23 %
Support from family and close ones	546	0	30 000	15 %	14 %
Athlete grant from the Ministry of Education and Culture	549	0	15 000	0 %	14 %
Study grant from the Social Institution of Finland (KELA)	549	0	10 000	10 %	8 %
Competition bonuses	549	0	75 000	6 %	8 %
Other income *	541	0	40 000	8 %	5 %
Other stipends	548	0	30 000	1 %	3 %
Grants from other foundations	549	0	6 000	0 %	1 %
Grant from the Finnish Foundation for the Promotion of Athletes' Professional Education	561	0	2 000	1 %	1 %
Unemployment benefit	549	0	7 600	0 %	0 %
Supplementary benefit	548	0	2 800	0 %	0 %
TOTAL				100 %	100 %

* Other incomes are for example the income from the club and sport federation, grants from municipality, investment income and other compensations from the Social Institution of Finland

According to the research up to 75 percent of the athletes earn less than 20 000 euros annually, and based on the table 1, of which 56 percent is salary from work. In conclusion it means that without having a job while being a professional athlete, the athlete's monthly income would be only 733 euros. That given it seems like only the 25 percent earning more than 20 000 euros annually could actually be full-time athletes. In the other hand the results are averages and therefore it is likely that some of the respondents make their living as full-time athletes while some fund their sports by working full-time.

The findings of the research by Kärmeniemi, et al. (2013) will be compared with the results of the questionnaire in chapter 4.

2.2 Athletic retirement

As shown in previous sections athletes are constantly in some kind of transition phase. However, the most visible transitions occur when an athlete starts the sport and when he or she retires from the athletics (Wylleman & Lavallee, 2004, p. 508). Many references (e.g. Vickers, 2013) compare the athletic retirement to death since the athletes have dedicated next to all of their time to the athletic training. When retiring, most of the athletes face the problem: “If you aren’t an athlete, then who are you?” (Vickers, 2013)

The loss of identity is mostly caused by the identity foreclosure (see chapter 2.1.2.), since the majority of athletes have sacrificed a lot to succeed in their athletic career. These might include financial, social, educational and vocational sacrifices, just to mention a few (Vickers, 2013). The challenges of the athletic retirement are further discussed in the following sections and compared with the theory presented in chapter 2.1.

2.2.1 Challenges

Like mentioned in section 2.1.2, the strong identity foreclosure might decrease the ability to cope with transitions (Crook & Robertson, 1991). According to multiple researches (e.g. Chamalidis, 1995) the athletes who participated in non-sport activities during their athletic career were facing less problems adjusting to transitions, especially the retirement.

In order to continue the successful training in better practice environment, athletes might have had to move far away from their family and friends (Vickers, 2013). This fact might increase the likelihood that athletes’ social network mainly consists of parents, coaches and peers (see chapter 2.1.3) (Chamalidis, 1995). Moving out from this athlete subculture might cause the feeling of being left out

(Lavallee, et al., 2004). In addition to exiting the subculture, the retired athlete has to adapt to a new lifestyle. This might be psychologically very challenging, since the athletes are used to routines (Vickers, 2013) like strict training schedules and particular meal plan. In order to help the retiring athletes in transition, they should be encouraged to identify the elements of the athletic life that gave them satisfaction and then to identify what could give them similar sense of fulfillment for example in their work life (Lally & Kerr, 2005).

Because of the multiple and significant changes, the athletic retirement can cause distressful reactions (Vickers, 2013). Anger and shock are emotional characteristics that can be commonly identified among the retiring athletes. In some cases they might show suicidal behaviours, criminal involvement or substance abuse. (Wolff & Lester, 1989; Taylor & Ogilvie, 1994) In addition to the loss of identity the retiring athletes might have psychological and emotional complications like depression and self-doubt (Wolff & Lester, 1989). According to Shahnasarian (1992) retiring athletes often struggle to identify who they are without the sports and are skeptic about their ability do anything else. He also points out that in most cases the athletic retirement cannot be predicted and the more sudden the retirement is the more severe the complications usually are. The importance of psychological support is crucial in order to avoid the increase of the number of athletes that have committed a suicide because of the depression caused by the athletic retirement (Vickers, 2013).

The vocational sacrifices the majority of professional athletes have made are for example pausing the academic or vocational development for saving time for sports (Vickers, 2013). Therefore they possibly lack lots of both social and academic skills required in work life. The athletes often struggle for example with decision-making, since the decisions concerning their schedules, time and goals have been made by others like coaches or managers (Beamon, 2008). For the majority of the athletes the idea of planning another career path while doing sports professionally means trading the athletic dreams away (Shahnasarian,

1992). Therefore athletes tend to postpone the career planning for too long usually because of the denial of the inevitable fact that one day they have to retire (Lally & Kerr, 2005).

In most cases the families have to make financial sacrifices in order to enable the professional training for a young athlete (see chapter 2.1.3). Because of these financial sacrifices the athletes might feel pressured to provide a good living for both themselves and their families. The sponsorships are the most common source of income for the athletes during the mastery stage, when the athletes are approaching their top level. Some top level athletes still earn money from their sponsors after the athletic retirement, but the majority of athletes will have to find new ways to make their living (Wylleman & Lavallee, 2004)

2.2.2 Employment after athletic retirement

As presented in previous section, the retired athletes may lack or think they lack some skills that are important in work life. In the other hand they have multiple valuable skills that are crucial for athletic development and also transferrable to other careers, for example: competitiveness, teamwork, leadership, multitasking, time management and communication. These skills should be identified when applying for jobs instead of focusing on the lack of some other abilities. (Wiant, 1977)

According to Chamalidis (1995) the transition into work life is easier and less stressful if the athlete has even a little experience from nonathletic activities. In addition to working or learning through internships it could be for example participating into student union activities or some school clubs. The ability to see himself as something else than an athlete helps in the transition out of athletics (Vickers, 2013).

The problematic in the athletes' vocational development is mainly the fact that in most cases they have paused their academic career because of the sports. When the retirement takes place in average age of 34 (North & Lavallee, 2004), the

athletes are at least 10 years behind from the vocational development of an average non-athlete (Schreiner, 2012). In many cases the professional athlete has never worked in his life or written a resume, which is why they do not only need the psychological support but also assistance with the practical tasks (Shahnasarian, 1992).

3 ATHLETE CAREER PROGRAMME

Based on the problematic related to the athletic retirement that is presented in the previous chapter it can be said that retiring athletes need a functioning network to support them through the transition. Therefore there are several organizations to help the athletes during the retirement phase. Some are specialized in specific sport or level, for example in USA the Player Care Foundation is targeted to the former players of the National Football League (NFL Player Care Foundation, 2014) and C.H.A.M.P.S. Life Skills Development Programme supports the athletes to complete their degrees (Chamberlain, 2012).

Athlete Career Programme is a project by Adecco Group, the International Olympic Committee and International Paralympic Committee that supports the professional athletes and coaches during the transfer into the work life. The programme was launched in 2004 and by the end of 2013 up to 15 000 athletes and coaches had been assisted in 60 different countries (International Olympic Committee, 2014). In Finland the programme has provided support for more than 320 sports professionals during the past 10 years. The contract between the parties used to be renewed for each Olympiad, but in October 2014 they revealed a wider contract that lasts until 2020. This allows more long-term oriented cooperation and the development of programme (Adecco Finland Oy, 2014).

3.1 Parties

Adecco Group is the global leader as human resource solution provider and operates in more than 60 different countries, while Adecco Finland started in 1997 and has 9 offices throughout the country. The Athlete Career Programme is a part of Adecco Group's corporate social responsibility plan. (Adecco, 2013)

The Finnish Olympic and Paralympic Committees' main responsibility is to control, manage and finance the athletes' training towards the Olympic Games. The Committees have multiple support functions for athletes, for example the Sports Academies help the athletes to combine the studies and training and offers the

Athlete career Programme service to improve the athletes' employment. For the young talents the Olympic Committee provides Sport Academies, which are regional networks including educational institutions and cooperating partners. The objective of these Academies is to help the young athletes' to successfully combine the studies and the athletic career. (Suomen Olympiakomitea, 2014; Suomen Paralympiakomitea, 2014)

The athletes training and competing under the Olympic and Paralympic Committees are entitled to take part into the Athlete Career Programme. The programme is mainly targeted to the professional athletes and coaches from Olympic and Paralympic Committees, but also gives assistance to the athletes competing on lower levels (e.g. national level) or the ones involved with a sport that is not under the Olympic Committee (e.g. floorball before 2012). The service does not cost anything to the athletes. (Adecco Finland Oy, 2014) So far only quite a small group has used the service, but the new contract including the wider cooperation with the Sports Academies will most likely improve the number.

3.2 Objectives of the programme

The main objective of the Athlete Career Programme is both to support the athletes and coaches through the transition out of sports as well as assist athletes to gain work experience while still active in athletic career. The programme focuses on three main areas: education, life skills and employment. (International Olympic Committee, 2014)

Researches show that the athletes approaching the end of the career perform better if they have a plan of the continuation after the retirement (Foster & Simmons, 2008). According to Adecco (2013) the athletes' might face some of the following challenges: the lack of degree, the lack of work experience, unawareness of how to apply and the high age to search for the first permanent job. Adecco also states that because of the support from Athlete Career Programme athletes do not have to face these problems alone.

3.3 Functions

The structure of the programme is very individual based on the athlete's or coach's demand. Some athletes only need someone to check their resumes while others require years of coaching and assistance.

As a result of the cooperation with the Sports Academies the Athlete Career Programme is now better available for the student athletes. According to the literature presented above, the athletes who have participated in non-athletic activities during their athletic career have less problems in the transition out of sports (Chamalidis, 1995) (see chapter 2.2.2). Because of the Athlete Career Programme several athletes have been able to build a successful vocational career while still competing in the Olympic Games. The programme also provides trainee programmes to gain work experience for example during off season. (International Olympic Committee, 2014)

In addition to the trainee programmes Adecco provides other services such as career counselling, assistance for writing required documents for an application, and coaching the best practices to stand out in a job interview. During the career coaching lectures the athletes have been encouraged to use for example sponsors' events for networking and to recognize the characteristics of athletes that could be transferred to work environment. (Adecco, 2013) The companies cooperating with the Athlete Career Programme, the Athlete Friendly Companies, have been informed about athletes' transferrable skills such as communication, leadership and multitasking (see chapter 2.2.2). Consequently they know to focus on those skills during the recruitment process, instead of declining the applicant due to the lack of work experience. (Adecco Finland Oy, 2014)

4 RESEARCH METHODOLOGY

This thesis focused on the athletic retirement and the employment after the athletic career and especially the education's and work experience's effects on employment. The other main focus was on the feedback of the ACP participants in order to improve the program. The Athlete Career Programme has existed in Finland since 2004 but the outcomes of programme have not been researched or measured. Therefore there was a need for this kind of research.

The mixed method was applied in the research, since both qualitative and quantitative questions were analysed (Saunders, et al., 2012, pp. 164-165). The quantitative answers are often more simple to answer and analyse but in the other hand the qualitative answers provide more detailed information and allow the respondents to present their opinions. In various sections of the questionnaire the respondent was first lead to the topic with a quantitative question and then given an opportunity to give more details and share opinions with open-ended questions.

The research was executed with an online questionnaire (see Appendix 1), which was sent to the participants of Athlete Career Program. Before sending the emails, the questions and the structure were approved by the representative of Adecco Finland Oy. The original idea was to gather the data by interviewing the respondents on the phone. However that would have been very time consuming and in addition to that it might have affected the quality of responses for example because they were be in a rush or unprepared to answer. By filling the questionnaire online the respondents were allowed to stay anonymous and take time to consider their answers. The questionnaire was designed to be easy to answer but at the same time the responses had to provide large amount of useful data. It took about 5 minutes to answer the questionnaire.

This research was designed to answer the following questions:

1. Does the education and/or work experience before the athletic retirement improve the possibilities for employment?

2. What are the main reasons for athletic retirement?
3. How have the ACP participants benefited the most from the programme?
4. How the ACP could be improved to meet the participants' needs?

4.1 Sampling

The target group consisted of the 320 professional Finnish athletes and coaches who have participated in the Athlete Career Programme since 2004. The list of ACP participants was provided by the contact person from Adecco Finland Oy, but it lacked majority of contact information and some of the existing ones were invalid. It took quite a many days to search for the email addresses, since the professional athletes' contact information is not often easily accessible because of their public status.

Altogether there were 172 email addresses, with the emails provided on the list and the ones added after the search. Unfortunately only 115 addresses were valid at the time of sending the questionnaire to the current and former athletes and coaches. The reminders were sent one and two weeks after the questionnaire was mailed for the first time on 14th of October 2014.

The active response rate can be calculated by reducing ineligible and unreachable individuals from the total number of sample and then dividing the total number of responses with the difference (Saunders, et al., 2012, p. 268), therefore:

$$\text{Active response rate} = \frac{\text{Total number of Responses}}{\text{Total number in sample} - (\text{ineligible} + \text{unreachable})} = \frac{32}{320 - 205} = 27.8$$

The actual sample of the research was 115 and the number of responses was 32. Therefore the active response rate was 27.8 percent (Saunders, et al., 2012, p. 268). The 32 answers represented 10 percent of all the 320 athletes and coaches who have taken part into the Athlete Career Programme.

One mistake was made when sending the questionnaire: not all the questions were marked as compulsory to answer. The error was corrected very soon, but

because of the error two of the respondents did not answer every question. Due to this some questions were analysed with 30 responses instead of 32.

4.2 Reliability, validity and generalization

Like mentioned before, the questionnaire was filled anonymously in order to increase the reliability. Because of the public status of many athletes it was assumed that some might refuse to answer if they had to reveal their identity. In addition to that the respondents might have provided more honest answers since the given information and feedback could be connected with their identity.

In order to increase the validity and reliability of this research the questions were carefully chosen to answer the research questions (Saunders, et al., 2012, p. 429). Like mentioned before, the questionnaire was approved by a representative of Adecco Finland Oy. It was also sent to a test group in order to ensure that the respondents understood the questions similarly.

The respondents represented various sports, age groups and backgrounds and therefore the answers provided a general picture of all athletes and coaches. More research among the athletes and coaches from one particular sport should have been conducted in order to generalise for example that skiers have better possibility to find a job compared to ice hockey players.

5 RESEARCH ANALYSIS

The actual sample of the research was 115 athletes and coaches of whom 32 responded. The number of responses spread quite evenly: females represented 44 percent of the respondents and males 56 percent. Since some of the respondents have already retired years ago and some are still active athletes or coaches, the variety between respondents' ages was from 20 to 59 years with 85 percent locating between 30 and 44 years. Therefore the majority belongs to the age group around 34 years, which is the average age of athletic retirement (North & Lavalley, 2004).

The majority (88 %) of respondents were either active or retired athletes, while the remaining 12 percent was split evenly between coaches and others like employees of the National Olympic Committee. The respondents represent various sports, for example 25 percent were athletes, 13 percent skiers, 9 percent rowers as well as ice hockey players. Up to 84 percent of the answers represented the current and former athletes and coaches who had taken part to the Athlete Career Program. The following sections discuss the research findings and compare the results with the theory from chapter 2.

5.1 Athletic career

About one fifth of the respondents (19 %) were still active athletes or coaches while the majority (81 %) had already retired. The further questions revealed that little more than a half (54 %) of the retired athletes had stopped by the age of 30, while the rest (46 %) ended their athletic career between 31 and 40 years. According to the research by North and Lavalley (2004, p. 80) the average of planned retirement age of athletes is 34 (see chapter 2), which is little higher than the 29 years measured in this research. The Athlete Career Programme is a relatively new programme and therefore the sample is still quite narrow compared to North and Lavalley's 475 respondents. It is possible that with more responses the average age would have been closer to the North and Lavalley's number.

The reasons for athletic retirement (see Figure 3) varied a lot among the respondents but there were two reasons chosen in most of the answers. The other one was a vocational career (38 %), which is a normative and planned reason for retirement, while the other reason, health issues (38 %), are a non-normative and unplanned reason (see chapters 2.1 and 2.1.1). It could be assumed that the older athletes would prioritize the vocational career. However, the research reveals that two thirds of the ones choosing the work life over athletic career were less than 30 years old at the moment of retirement. The health issues consisted of career ending injuries and other health related reasons for retirement, such as illnesses. According to Shahnasarian (1992) the more unplanned and sudden the end of athletic career is the more difficult it is for the athlete to cope with the transition (see chapter 2.2.1).

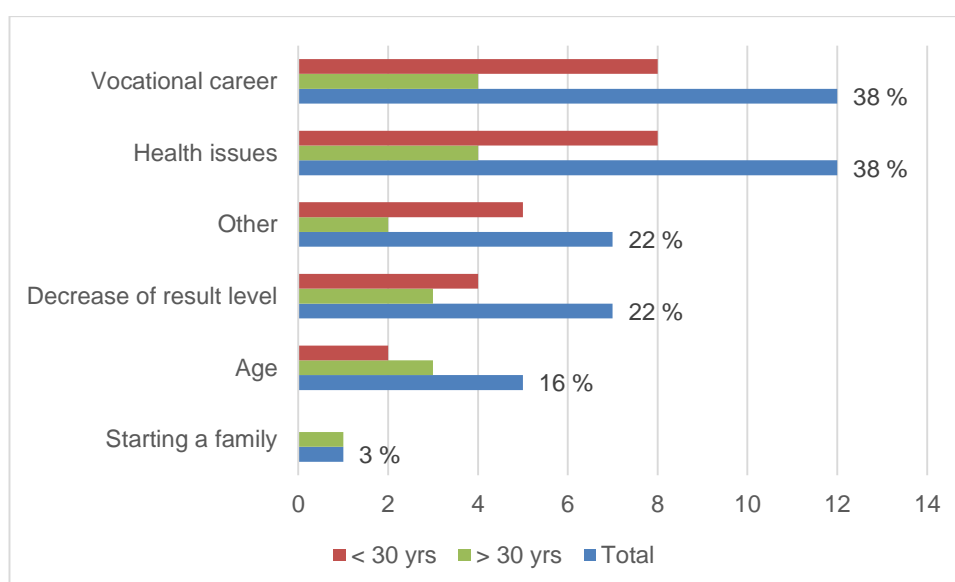


Figure 3. The reasons for athletic retirement.

The other reasons mentioned by the respondents consisted of two different causes: lack of motivation and the financial situation. According to Wylleman and Lavallee (2004, p. 511) the motivation might come from outside, for example if the parents want their child to succeed in sports (see chapter 2.1.2). The lack of young athlete's own motivation might cause the career end when growing apart from the parents. That could be one explanation for young athletes retiring for vocational career. In addition to that some minor injuries and a decrease of result

level might reduce the motivation while the vocational career and starting a family might force the athlete to prioritize work or family over the sports.

According to a study made by Australian Sport Commission (2003) only one of three elite junior athletes succeeds to achieve the high rankings in the senior level. Therefore the vocational career might be more attractive option if the young athlete feels like he/she is not talented enough to reach the very top or the professional level does not exist in their sports (see chapter 2.1.4) (Wylleman & Lavallee, 2004, p. 517). In the other hand the research by Kärmeniemi et al. (2013) point out the poor financial situation among the Finnish athletes. Therefore some athletes might choose the vocational career to ensure better income level.

5.2 Academic and vocational career

According to Lavallee and Wylleman (2004, p. 517) the young athletes might be forced to choose between studies and the athletic career. Based on the questionnaire this is not the case among the ACP participants, since only one of the respondents had not continued the academic development after the elementary school. The majority (67 %) hold at least bachelor's degree. The fact that up to 76 percent of the retired athletes have graduated during their athletic career disagrees with the claim by Lavallee and Wylleman (2004).

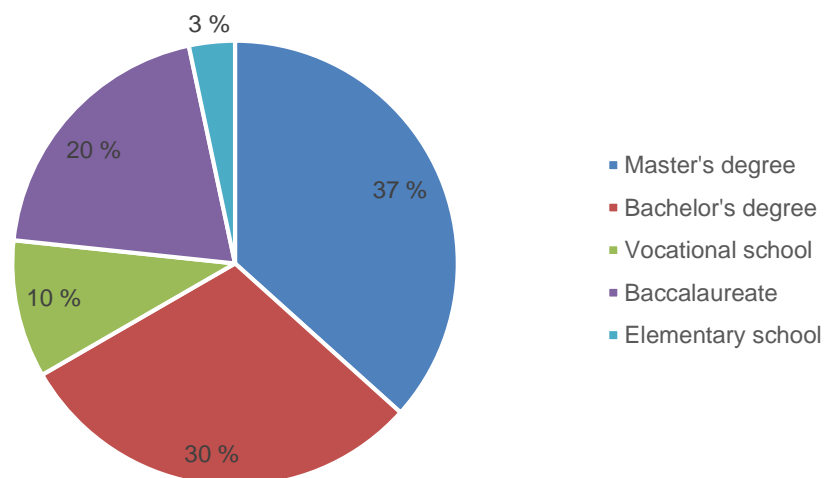


Figure 4. The highest completed degree of the ACP participants.

The research shows a correlation between the participation percentage and the highest completed degree level: 91 percent of the master graduates had taken part to the ACP, while less than 56 percent of the ones with bachelor's degree had been involved with the programme. The high interest among the master graduates might be caused by more specific positions they will apply for. There might be less open vacancies with more complex recruitment processes and lots of qualified applicants. Therefore the former athletes might require support to be well prepared in order to succeed in their possibly first real job interview.

Up to two thirds of the ACP participants had started the program at least one year before the athletic retirement. This result supports Foster and Simmons' (2008) statement that retiring athletes perform better during their last athletic years if they have clear plans for the life after the retirement. In addition to that multiple studies show that the transition out of sports is less complex with good pre-retirement planning (Foster & Simmons, 2008; Wylleman & Lavalley, 2004).

The respondents were asked about their work experience before the athletic retirement. The part-time jobs were combined to correspond the full-time job (about 40 hours per week). The average of the responses was less than 1.5 years of vocational experience with 63 percent reporting to have been working for less than one year. Even though the average retirement age of this research is lower compared to the one presented by North and Lavalley (2004), the years of work experience still support Shahnasarian's (1992) statement that the athletes are years behind the non-athletes when comparing the vocational development (see chapters 2.1.4 and 2.2.2).

The financial situation of the Finnish professional athletes is presented in table 1 (see chapter 2.1.5). According to Kärmeniemi et al. (2013) the median of athletes annual income in 2012 was 11 500 euros. The results of the questionnaire show that 94 percent of the respondents earned less than 50 000 euros annually and their average of annual income level was about 15 000 euros. Six percent of respondents earned annually more than 55 000 euros, but because of the lack of the exact amounts these responses were not included in the average. When comparing the findings it has to be taken into consideration that Kärmeniemi et al.

had about 550 responses against the 32 of this thesis, which might affect the reliability of the results.

The 26 retired athletes and coaches were asked about their current income level and the average was about double compared to the average during the athletic career (30 600 €). The ones earning more than 55 000 euros annually (8% of respondents) were not included in the average due to the lack of more precise amount of the annual income. There was no correlation between the income levels during and after the athletic career. Neither did the work experience before the athletic retirement affect the income level after the athletic career. However a clear correlation between the degree and annual income level can be identified: on master level the average was 39 000 euros, on bachelor level about 26 000 euros and the vocational school graduates earned 25 000 euros in average. No equivalent research was found to compare these results.

To measure the ACP's influence on the athletes' income level, they were asked if their financial situation had improved after the programme with the scale from 1 to 5 (1 = strongly disagree, 5= strongly agree). The average of the results was 2.58 with wide deviation between the responses. The most popular answer was "strongly disagree" (38 %) but in the other hand 35 percent of respondents chose the options "agree" or "strongly agree". No clear correlation can be found between the response and some other indicators.

The respondents were asked to choose up to three fields or forms of activity that described their current position the best. Up to 31 percent of all respondents had a work that was somehow related to sports and training. Some were working as coaches or members of the support team (e.g. physical therapist or masseur) while others used their knowledge of athletic career in sports federations. Besides the coaching and consulting the entrepreneurship was chosen the most times (12.5 % each). According to multiple sources (e.g. Wiant, 1977) the athletes have multiple skills that are important both for athletic career and entrepreneurship, such as competitiveness, multitasking and communication. These skills will most likely improve the athletes willingness to start their own business as well as increase the possibility to succeed.

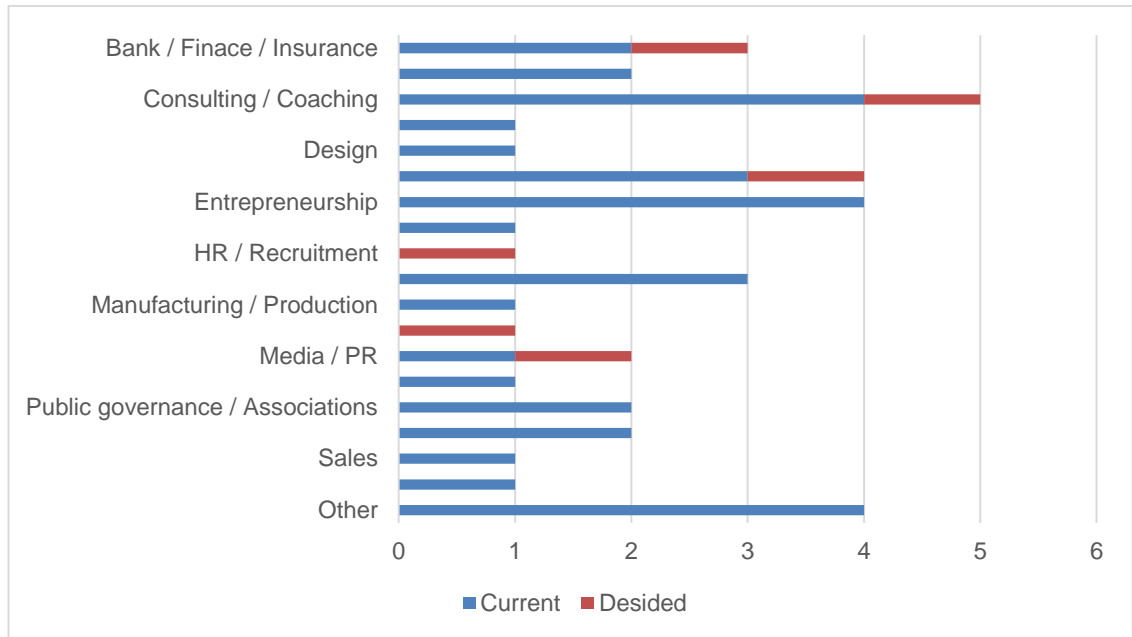


Figure 5. The fields of activity. In case of unemployment the preferred field of activity is showed with colour red.

According to Chamalidis (1995) the transition into work life is easier and less stressful if the athlete has even a little experience from nonathletic activities (see chapter 2.2.2). The problematic includes for example identity foreclosure and falling behind from the normal academic and vocational development. Based on the results of this questionnaire, the Finnish athletes do not have notable problems, since most of them have an academic degree and/or experience from work life.

5.3 Feedback about Athlete Career Programme

The objective of Athlete Career Programme is to improve the athletes' employment during and after the athletic career (International Olympic Committee, 2014). Up to 84 percent of the respondents had participated to the programme and were asked to assess the execution and outcomes of the ACP. Since the results are based on respondents' subjective opinion the result might vary between different sample groups.

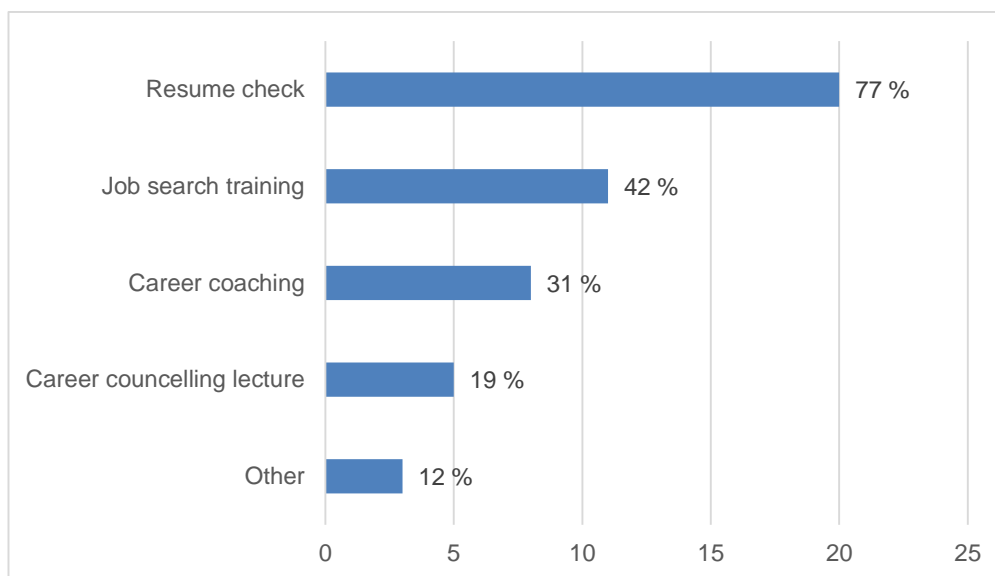


Figure 6. The forms of assistance received from the Athlete Career Programme.

The content of Athlete Career Programme differs based on participants' needs and desires (see chapter 2.3.3). Half of the respondents had benefited from multiple forms of assistance. As shown in the figure 6 the most used service, that 63 percent of the ACP participants had utilized, was the assistance with writing a resume. The most used combination (38 %) was the resume check added to the job search training. These results support Shahnasarian's (1992) claim that many professional athletes have never applied for a job or written a resume and therefore they need the assistance with the practical tasks (see chapter 2.2.2).

5.3.1 The availability and accessibility

The Athlete Career Program should be easily available in order to make it simple to access for the athletes and coaches. Since participation to the programme is voluntary and free, no one can be forced to participate. To measure the participants' opinion about the availability and accessibility, they were asked to rate the following claims: "I was well informed about the Athlete Career Programme" and "It was easy to access to the programme". The scale was from strongly disagree (1) to strongly agree (5). The accessibility was rated with the average of 3.08 with all the responses located between 2 and 4. Based on this result the athletes and

coaches could be more informed about the support system available for them. The majority of participants (58 %) had heard about the programme from the Olympic/Paralympic Committee or from the associations operating under those. Nineteen percent of the participants had heard about it straight from Adecco while the other 23 percent learned about it from other sources such as from teammates or online.

When asked if the programme was easy to access, the average of results was 3.63. Reaching the athletes and coaches, being available and making the programme easier to access could be improved by the organizing parties. It has to be reminded that these results are each athlete's or coach's opinions are therefore very subjective.

5.3.2 Positive feedback

The average of the overall grades for the Athlete Career Programme was 5.88 with scale from 1-10. To better understand the factors behind the grading the respondents were asked about the aspects they were satisfied with the programme. Clearly the most important aspect with 71 percent of answers was the individual and professional counselling combined with the ability to see the situation from the athlete's or coach's point of view. As presented in the literature review, the athlete's self-identity, social relationships and lifestyle are often built around the sports (Vickers, 2013; Wylleman & Lavallee, 2004; Chamalidis, 1995)(see chapter 2.2). It is crucial to understand the situation of the retiring athlete or coach to be able to offer right kind of counselling and support.

Even though the majority of participants disagreed with the claim that they found a job because of the ACP, they were still very pleased with the support they were offered. Due to the individual counselling the participants have gained more self-confidence for job search, and more importantly learned to use their athletic success such as championships as an asset instead of concentrating to the lack of work experience. Couple of the respondents mentioned that the other career

counselling services (e.g. from the university) did not have the understanding for athletes' special needs.

5.3.3 Suggestions for improvement

According to the research 88 percent of the ACP participants were employed after the programme but disagreed with the claim "I got the job with the help from the Athlete Career Programme". With the scale from 1 (strongly disagree) to 5 (strongly agree) the result was only 1.67. The respondents were asked for suggestions for improvement in order to develop the programme to better respond to the participants needs. Also the respondents who had not participated to the Athlete Career Programme were asked about their wishes concerning the career counselling. The wishes were very similar with the suggestions for improvement.

There were two ideas repeating in the majority of the suggestions: earlier involvement and more companies involved offering possibilities for practical training or part-time job. According to multiple researches (e.g. Chamalidis, 1995) the athletes who participated in non-sport activities during their athletic career were facing less problems with adjusting to transitions, especially the retirement. Due to the involvement to non-sport activities such as work the risk of identity foreclosure can be minimized. These findings support the ACP participants' need for career counselling earlier during their athletic career.

Despite the good results of employment and education after the athletic career, many of the respondents pointed out that an active athlete could work part-time. Therefore the other main suggestion for improvement was that the ACP would offer placements for practical training, trainee-programmes and part-time jobs. Based on the responses working for example 20 hours weekly would both gain more work experience and improve the athletes' financial situation without disturbing the athletic career.

The third most suggested improvement was better information about the program. If the athletes were more aware of the program they could get involved earlier during their career, which would decrease the problem presented above.

6 CONCLUSION

6.1 Research findings

The objective of this thesis was to compare the purposes and the results of the Athlete Career Programme and, based on the research findings, make suggestions for improvements.

The first research question examined if the education and vocational experience before the athletic retirement improve the possibilities of employment after the athletic career. The results do not show any correlation between the level of education and employment. In the other hand there was a correlation between the level of education and annual income: the higher degree the respondent held the more he/she earned annually. The responses also demonstrate that the ones with higher education seemed to need more support during their transfer to work life.

The second question measured the main reasons for athletic retirement. Understanding why and when the retirement normally takes place helps to provide right kind of assistance at the right time. According to the responses the average age of retirement is 29 but it is very individual and can vary with decades. The most common reasons for the athletic retirement are health issues and vocational career. The injuries and other health issues cannot be planned unlike the decision to choose work life over sports. The vocational career might be chosen over the athletic one for example because of the poor financial situation or the lack of professional level.

The objective of the other two research questions was to measure the beneficial aspects as well as the aspect that should be improved in the Athlete Career Programme. Based on the responses one of the most important beneficial aspect was the individual and professional support provided with understanding the athletes' needs. In the other hand the respondents had a demand for company contacts as well as possibilities for trainee programmes and part-time jobs.

The Athlete Career Programme is relatively new programme and was established only 10 years ago. While doing this thesis, the Finnish Olympic and Paralympic Committees signed a new contract with Adecco Finland Oy in October. The renewed contract already responses to some of the suggested improvements. Probably the most significant change was the wider cooperation with regional Sports Academies, which means that the programme will reach also the young athletes.

Like mentioned in the research methodology, the contact information of the Athlete Career Programme participants was out of date. From my point of view it would be important to do some follow up after the participation. Also some of the respondents were suggesting for some kind of follow up system. The former participants could be asked to mentor the younger ones and share their experiences, since the success stories could motivate some other athletes struggling with similar problems. This kind of networking could also provide additional value to the Athlete Career Programme, since the athletes could possibly help developing the programme in the right direction. The athletes could also increase the awareness of the programme by using their athletic connections to share information.

6.2 Suggestions for further research

Due to the limitations of bachelor's thesis' length, this research provides quite a narrow insight of the topic. Therefore there are various subjects for further research.

One of the suggestion for improvement of the Athlete Career Programme was the support earlier during the athletic career. It could be researched how the earlier involvement would affect for example athletes' income level as well as the employment. In addition to that it could be researched how combining the vocational career to athletic one affects the athletic performance. International Olympic Committee (2014) have presented individuals who have been able to build a vocational career while successfully competing in the Olympic Games. It would be

interesting to research how they manage and balance the double career as well as how the two careers affect each other.

Another suggestion for improvement of ACP was to make it more available and easier to access. It would be useful to research how the target group would be reached the best way possible. In addition to that the research could investigate what kind of trainee programmes or part-time jobs the athletes wish to attend during their athletic career.

There are various researches about the psychological aspects of the athletic retirement but the correlation between the success during the athletic career and after it could be studied further. For example it would be interesting to know if the Olympians tend to work in managerial positions. It would be also interesting to gather more detailed information from specific sports to have better understanding of the needs of different kinds of athletes. For example the differences between individual and collective athletes could be further researched.

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Appendix 1: Questionnaire

Athlete Career Programme - Huippu-urheilijoiden uraohjelma

Athlete Career Programme eli Huippu-urheilijoiden uraohjelma on Olympia- ja paralympia-komitean sekä Adecco Oy:n yhteistyöprojekti, jonka tarkoituksena on tukea urheilijoiden ja valmentajien työllistymistä ja urasuunnittelua. Ohjelma käynnistyi syksyllä 2004 ja tällä hetkellä siihen on osallistunut jo 320 urheilijaa ja valmentajaa.

Huippu-urheilijoiden uraohjelman kohderyhmänä ovat Olympia- ja paralympiakomitean ohjelmien piirissä olevat yksilö- ja joukkuelajien urheilijat ja valmentajat. Olympia- ja paralympiaurheilijoiden lisäksi ohjelmaan on osallistunut lukuisia alemmilla tasoilla kilpailleita entisiä ja nykyisiä urheilijoita sekä valmentajia. Projektista hyötyvät erityisesti urheilu-uransa päättämistä pohtivat urheilijat, mutta se tarjoaa palveluja myös esimerkiksi opiskeleville ja opintojaan suunnitteleville urheilijoille.

Athlete Career Programme -uraohjelmaan pohjautuvan "Employment of the professional athletes after retirement" -opinnäytetyöni tarkoituksena on tutkia ammattiurheilu-uran päättämiseen liittyviä haasteita sekä mahdollisia ratkaisuja. Tämän kyselyn tarkoituksena on selvittää ohjelmaan osallistuneiden kokemuksia sekä kartoittaa heidän työllisyystilannettaan ohjelman jälkeen. Pyrimme kehittämään Huippu-urheilijoiden uraohjelmaa vastausten perusteella, jotta voisimme tarjota juuri urheilijoiden ja valmentajien tarpeisiin sopivaa ohjausta.

Kyselyyn vastaaminen kestää noin 5 minuuttia. Muistathan tallentaa vastauksesi kyselyn lopusta löytyvällä "Lähetä" -painikkeella. Vastaukset käsitellään nimettömästi.

Ystävällisin terveisin,

Else Suutarinen

International Business / Turun Ammattikorkeakoulu

else.suutarinen@saunalahti.fi

Perustiedot

Sukupuoli* _

- Nainen
 mies

Ikä*

Korkein suoritettu tutkinto*

Valmistumisajankohta

Kuukausi	Päivä	2014
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Urheilu-ura

Urheilulaji* _

- | | |
|---|---|
| <input type="radio"/> Alppihiihto | <input type="radio"/> Paini |
| <input type="radio"/> Ammunta | <input type="radio"/> Painonnosto |
| <input type="radio"/> Cheerleading | <input type="radio"/> Pikaluistelu |
| <input type="radio"/> Freestyle | <input type="radio"/> Purjehdus |
| <input type="radio"/> Golf | <input type="radio"/> Pyöräily |
| <input type="radio"/> Hiihto | <input type="radio"/> Ratsastus |
| <input type="radio"/> Hiihtosuunnistus | <input type="radio"/> Ringette |
| <input type="radio"/> Jalkapallo | <input type="radio"/> Salibandy |
| <input type="radio"/> Jousiammunta | <input type="radio"/> Soutu |
| <input type="radio"/> Judo | <input type="radio"/> Squash |
| <input type="radio"/> Jääkiekko | <input type="radio"/> Sulkapallo |
| <input type="radio"/> Karate | <input type="radio"/> Suunnistus |
| <input type="radio"/> Koripallo | <input type="radio"/> Taekwondo |
| <input type="radio"/> Käsipallo | <input type="radio"/> Taitoluistelu |
| <input type="radio"/> Lentopallo | <input type="radio"/> Triathlon |
| <input type="radio"/> Lumilautailu | <input type="radio"/> Uinti |
| <input type="radio"/> Melonta | <input type="radio"/> Voimistelu |
| <input type="radio"/> Miekkailu | <input type="radio"/> Yleisurheilu |
| <input type="radio"/> Muodostelmaluistelu | <input type="radio"/> Muu: <input type="text"/> |
| <input type="radio"/> Mäkihyppy | |

Roolisi* _Mikäli olet toiminut useammassa roolissa, valitse se, jossa olit Athlete Career Programme -uraohjelmaan osallistuessasi.

- Urheilija
- Valmentaja
- Muu:

Organisaatiosi* _

- Olympiakomitea
- Paralympiakomitea
- Muu:

Kilpailetko edelleen ammattimaisesti?* _

- Kyllä
- En

Sivu 5/16

Lopettamisvuosi* _Milloin lopetit ammattiuurheilu-urasi?

Lopettamisen syy* _Voit valita useita vaihtoehtoja

- Loukkaantuminen
- Työura
- Perheen perustaminen
- Ikä
- Muu:

Työkokemuksesi ennen urheilu-uran päättämistä* _Osa-aikaisuuksien ja kausitöiden osalta arvio täysistä työvuosista

Teitkö urasuunnitelmia ennen urheilu-urasi lopettamista?* _

- Kyllä
- En

Jos kyllä, niin minkälaisia? Esimerkiksi koulutuspaikan haku, työnhakuvalmennus, urasuunnittelu, yms.

Vuositulo urheilu-uran aikana* Palkka, apurahat, sponsoritulot, mainostulot, yms.

Vuositulo urheilu-uran jälkeen* Palkka, apurahat, sponsoritulot, mainostulot, yms.

Sivu 6/16

Työ ja urheilu

Työskenteletkö urheilun ohella?*_

- Kyllä
 En

Työkokemuksesi vuosina*_Osa-aikaisuuksien ja kausitöiden osalta arvio täysistä työvuosista

Vuositulosi*_Palkka, apurahat, sponsoritulot, mainostulot, yms.

Sivun 6 jälkeen
Jatka seuraavalle sivulle

Sivu 7/16

Athlete Career Programme - Huippu-urheilijoiden uraohjelma

Athlete Career Programme eli Huippu-urheilijoiden uraohjelma on Olympiakomitean ja Adecco Oy:n yhteistyöprojekti, jonka tarkoituksena on tukea urheilijoiden ja valmentajien työllistymistä ja urasuunnittelua.

Oletko osallistunut Athlete Career Programme -uraohjelmaan jossain muodossa?*_

- Kyllä
 En

Sivu 8/16

Athlete Career Programme

Minkälaista ohjausta sait ohjelman aikana?*_Voit valita useita vaihtoehtoja. Halutessasi voit kirjoittaa tarkennuksia "Lisätietoja"-kohtaan.

- CV:n tarkistus
 Työnhakuvalmennus
 Urasuunnittelu
 Uraohjausluento
 Muu:

Milloin osallistuit Athlete Career Programme -uraohjelmaan?*_Mikäli yhteistyö on kestänyt useita vuosia, valitse aloitusvuosi.

Oletko työllistynyt Athlete Career Programme -uraohjelman jälkeen?*_

- Kyllä
 En

Työtilanne

Työllistymisen ajankohta*

Kuukausi	Päivä	2014
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Toimiala / Tehtävä* Valitse 1-3 työtäsi parhaiten kuvaavaa toimialaa/tehtävää.

- | | |
|---|--|
| <input type="checkbox"/> Asennus/Huolto | <input type="checkbox"/> Matkailuala |
| <input type="checkbox"/> Asiakaspalvelu/Palvelu | <input type="checkbox"/> Media/Viestintä |
| <input type="checkbox"/> Henkilöstöhallinto/Rekrytointi | <input type="checkbox"/> Myyntitehtävät |
| <input type="checkbox"/> Hotelli- ja ravintola-ala | <input type="checkbox"/> Ostotehtävät/Hankinta |
| <input type="checkbox"/> IT/Tietoliikenne | <input type="checkbox"/> Pankki/Rahoitus/Vakuutus |
| <input type="checkbox"/> Johtotehtävät | <input type="checkbox"/> Rakennusala |
| <input type="checkbox"/> Julkishallinto/Järjestöt | <input type="checkbox"/> Suunnittelu |
| <input type="checkbox"/> Kauneudenhoito/Hyvinvointi | <input type="checkbox"/> Taloushallinto/Tilintarkastus |
| <input type="checkbox"/> Kiinteistöala | <input type="checkbox"/> Tekniikka |
| <input type="checkbox"/> Konsultointi/Valmennus | <input type="checkbox"/> Teollisuus/Tuotanto |
| <input type="checkbox"/> Koulutus/Opetus | <input type="checkbox"/> Terveystieteet/Sosiaaliala |
| <input type="checkbox"/> Kulttuuri/Humanistinen ala | <input type="checkbox"/> Toimistotyö |
| <input type="checkbox"/> Lainopillinen ala | <input type="checkbox"/> Tutkimus/kehitys |
| <input type="checkbox"/> Liikenne/Kuljetus/Logistiikka | <input type="checkbox"/> Vienti/Tuonti |
| <input type="checkbox"/> Luonnontiede/Maa- ja metsätalous | <input type="checkbox"/> Vähittäis- ja tukkukauppa |
| <input type="checkbox"/> Lääketeollisuus/Farmasia | <input type="checkbox"/> Yrittäjyys |
| <input type="checkbox"/> Markkinointi/Mainonta | <input type="checkbox"/> Muu: <input type="text"/> |

Minkälaisessa asemassa/tehtävässä työskentelet?* Ammatinimike tai lyhyt kuvaus tehtävästä

Sivun 9 jälkeen

Siirry sivulle 11 (Athlete Career Programme -uraohjelma)

Työnhaku

Opiskeletko?*_

- Kyllä
- En

Jos KYLLÄ, mitä opiskelet?

Kiinnostavat toimialat ja tehtävät*_Valitse 1-3 kiinnostavinta toimialaa/tehtävää.

- | | |
|---|--|
| <input type="checkbox"/> Asennus/Huolto | <input type="checkbox"/> Matkailuala |
| <input type="checkbox"/> Asiakaspalvelu/Palvelu | <input type="checkbox"/> Media/Viestintä |
| <input type="checkbox"/> Henkilöstöhallinto/Rekrytointi | <input type="checkbox"/> Myyntitehtävät |
| <input type="checkbox"/> Hotelli- ja ravintola-ala | <input type="checkbox"/> Ostotehtävät/Hankinta |
| <input type="checkbox"/> IT/Tietoliikenne | <input type="checkbox"/> Pankki/Rahoitus/Vakuutus |
| <input type="checkbox"/> Johtotehtävät | <input type="checkbox"/> Rakennusala |
| <input type="checkbox"/> Julkishallinto/Järjestöt | <input type="checkbox"/> Suunnittelu |
| <input type="checkbox"/> Kauneudenhoito/Hyvinvointi | <input type="checkbox"/> Taloushallinto/Tilintarkastus |
| <input type="checkbox"/> Kiinteistöala | <input type="checkbox"/> Tekniikka |
| <input type="checkbox"/> Konsultointi/Valmennus | <input type="checkbox"/> Teollisuus/Tuotanto |
| <input type="checkbox"/> Koulutus/Opetus | <input type="checkbox"/> Terveystieteet/Sosiaaliala |
| <input type="checkbox"/> Kulttuuri/Humanistinen ala | <input type="checkbox"/> Toimistotyö |
| <input type="checkbox"/> Lainopillinen ala | <input type="checkbox"/> Tutkimus/kehitys |
| <input type="checkbox"/> Liikenne/Kuljetus/Logistiikka | <input type="checkbox"/> Vienti/Tuonti |
| <input type="checkbox"/> Luonnontiede/Maa- ja metsätalous | <input type="checkbox"/> Vähittäis- ja tukkukauppa |
| <input type="checkbox"/> Lääketeollisuus/Farmasia | <input type="checkbox"/> Yrittäjyys |
| <input type="checkbox"/> Markkinointi/Mainonta | |

Sivun 10 jälkeen
Jatka seuraavalle sivulle

Athlete Career Programme -uraohjelma

Vastaa seuraaviin väittämiin valitsemalla mielipidettäsi vastaava numero asteikolla 1 - 5 . (1 = Täysin eri mieltä, 5 = Täysin samaa mieltä)

Athlete Career Programme -uraohjelmasta tiedotettiin hyvin

1 2 3 4 5

Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä
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Uraohjelmaan oli helppo päästä

1 2 3 4 5

Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	---------------------

Uraohjelma vastasi odotuksiani

1 2 3 4 5

Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	---------------------

Sain työpaikan Athlete Career Programme -uraohjelman avulla

1 2 3 4 5

Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	---------------------

Taloudellinen tilanteeni on parantunut Athlete Career Programme -uraohjelman jälkeen

1 2 3 4 5

Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä
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Sivun 11 jälkeen
Jatka seuraavalle sivulle

Palaute

Mihin olit tyytyväinen Athlete Career Programme -ohjelmassa?*_

Kehitysehdotuksia*_Esimerkiksi: Mitä pitäisi lisätä? Mihin et ollut tyytyväinen?

Minkä yleisarvosanan antaisit Athlete Career Programme -uraohjelmalle?*_

1 2 3 4 5 6 7 8 9 10

Heikko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erinomainen
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Sivun 12 jälkeen

Siirry sivulle 14 (Yhteydenotto)

Uraohjelmat

Oletko saanut muuta uraohjausta tai työnhakuvalmennusta?*_

- Kyllä
 Ei

Jos KYLLÄ, mistä ja minkälaista?

Minkälaista ohjausta tai tukea toivoisit saavasi työuran ja koulutuksen suhteen?*

Esimerkiksi CV:n tarkistus, työnhakuvalmennus, urasuunnittelu, uraohjausluento, yms.

Oletko kiinnostunut Athlete Career Programme -uraohjelmasta?*_

- Kyllä
 En

Sivun 13 jälkeen
Jatka seuraavalle sivulle
Sivu 14/16

Yhteydenotto

Haluatko meidän ottavan sinuun yhteyttä ura-asioihin tai työnhakuun liittyvissä asioissa?* _

- Kyllä
 En

Sivun 14 jälkeen
Siirry sivulle 16 (Kiitos!)

Sivu 15/16

Yhteystiedot

Nimi* _

Puhelinnumero* _

Sähköpostiosoite* _

Sivun 15 jälkeen
Jatka seuraavalle sivulle

Sivu 16/16

Kiitos!

Kiitos vastauksestasi. Muistathan lähettää lomakkeen alta löytyvällä painikkeella.

Lisätietoja Athlete Career Programme - Huippu-urheilun uraohjelmasta:

Virpi Ojakangas / Adecco Finland Oy

+358 (0) 50 386 9862

virpi.ojakangas@adecco.fi

http://www.adecco.fi/adecco-yrityksena/yhteiskuntavastuu/acp_uraohjaus.aspx