Abstract

The primary purpose of this case study is to develop, implement, and evaluate a new workshop-based intervention using the Five Step Career Planning Strategy (5-SCP, Stambulova, 2010) and reflect on feedback from participants (n=17) with the aim of improving the intervention's content and structure in order to apply it to a wider population of higher-education students including student-athletes. The workshop-based intervention aimed to provide participants with opportunities to reflect on career planning and mapping while reviewing their past, present, and future in terms of both sports careers and life generally. We provide our reflections for both applied researchers and practitioners on our experience of piloting the intervention. Semi-structured interview data were collected from the participants. Analysis revealed that the workshop afforded participants with opportunities to reflect on their present and future careers. The participants also provided recommendations on how to improve future workshops. Reflections on these recommendations and on the workshop (development, implementation, and evaluation) are provided.

Key words: Athletic Career Transitions; Career Assistance for Athletes; Case Study; Educational Interventions; Five-Step Career Planning

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Context

Career development and transition research has been conducted since the 1960s, substantially increasing since the 1980s (Stambulova et al., 2009). There have been several major shifts in terms of research foci, applied theoretical frameworks, and contextual factors contributing to the development of the topic in sport psychology (Alfermann & Stambulova, 2007; Stambulova et al., 2009; Wylleman et al., 2004). One of the major shifts is that studies on the career development of athletes have evolved from research into athletic retirement to a holistic lifespan approach to both athletes' athletic and non-athletic careers (Stambulova et al., 2009; Wylleman, 2019). Thus, the key objective is now to provide career assistance to athletes, enabling them to achieve both athletic and non-athletic goals and excellence, thereby developing life-long careers (Gordon et al., 2005). As a result, studies on career assistance have emerged and been developed in applied sport psychology; these include different types of intervention and services as offered by sport psychology practitioners and Career Assistance Programmes (CAPs) (Stambulova et al., 2020).

The Five Step Career Planning Strategy (5-SCP; Stambulova, 2010) is a counselling framework which aims to assist athletes to review their past, present, and future, in terms of both sports careers and life generally, and prepare for future transitions, while adopting a holistic perspective on planning for post-sport life (Stambulova, 2010). Most significantly, the 5-SCP allows athletes to "bridge the past with the present and the present with the future, […] where the present situation is a focal point integrating the past and the perceived future in the athlete's development" (Stambulova, 2010, p. 98).The 5-SCP takes the preventive perspective on career transitions interventions and is based on the athletic career transitions model (Stambulova, 2003) and Vygotsky's socio-cultural theory (1983) while being consistent with the holistic athletic career model (Wylleman, 2019). The five steps in the framework are: (1) Step 1: Make a Framework (e.g., draw a life/timeline and mark one's year of birth and current

year); (2) Step 2: Structure Your Past (e.g., think about and identify the most important events in one's life up until the present); (3) Step 3: Structure Your Present (e.g., identify the most important aspects of one' life and rank these on three different scales of personal importance, time spent and stress level); (4) Step 4: Structure Your Future (e.g., think about and identify the most important events one wishes for/or expects over the following year, 3 years, 5 years, 10 years as well as one's whole life); and (5) Step 5: Bridge Your Past, Present, and Future (e.g., identify the most difficult/successful moments/periods in the past, how you coped with these, and what lessons you learnt; set a priority goal, identify both internal and external resources to achieve it, and make an action plan; go back to your 3 – 5 years plan and identify what you can do to prepare for the events in 3 – 5 years. Consider again whether you presently have the correct priorities). Further details of the 5-SCP process are available from Stambulova (2010).

This study forms part of a larger project on high-performance athletes' career development, management, and transitions conducted by the authors (the first author & the second author, 2021). The project was funded by the small grant which the first author secured from her institution, which aims to support activities that can benefit and impact positively on students' experiences by e.g., enhancing their employability. Since her main research interests include both athletic career transitions, defined as "an event or non-event [which] results in a change in assumptions about oneself and the world, and thus requires a corresponding change in one's behavior and relationships" (Schlossberg, 1981, p. 5) and support for dual-career athletes (i.e., those committed to both sport and study or sport and work) , a workshop-based intervention providing opportunities to reflect on career planning and mapping was developed by applying the 5-SCP (Stambulova, 2010).

Stambulova (2010) provides consultants' reflections on the implementation of the 5-SCP; these helped the authors design an intervention based on the framework investigating the

potential value of the 5-SCP to not only athletes but also wider constituencies, e.g., students at higher education institutions. There are four specific points from Stambulova (2010) which we take into account: 1) The 5-SCP can be applied to athletes of any age while working better with those aged over 17, 2) the 5-SCP may be used to develop not only a sport-specific strategy but also one suitable for all those planning their careers and at "a career crossroads" (p. 102), 3) career consultants can prepare for 5-SCP implementation by self-practicing the framework, and 4) the 5-SCP is "a preventive educational intervention tool that assumes that clients are free from clinical concerns" (Stambulova, 2010, p. 102). These features were considered when designing the workshop in order to develop a career planning intervention accessible by all who require planning their careers or career transitions (Stambulova, 2010). Nevertheless, student-athletes were mainly targeted at the initial stage, as the framework was developed for them specifically and has been used for athlete-clients. However, the authors were motivated to promote the workshop to other constituencies within the authors' institution due to the timeframe set by the grant and its conditions (e.g., benefits a wider range of students).

Emma (pseudonym for review; the first author) works as a lecturer in sport and completed her PhD in sport psychology focusing on the topics of athletic career transitions and athletes' dual careers. She has coordinated modules dealing with these topics as well as a work-based module offering placements to students in order to enhance their employability. There are two principal ways of understanding the value and meaning of employability to students of higher education (Campbell et al., 2019). First, employability is considered as an attribute of individual graduates in order to obtain employment (Harvey, 2000). Second, employability can be framed as sets of skills, knowledge and understanding that allow graduates to secure employment and manage their long-term careers and lifelong learning (Yorke, 2006). Recently, though, a third view of employability has emerged, positioning it as a key component of the higher education curriculum (Bennett, 2018; Smith et al., 2018). This view stresses that

employability may be viewed as a critical component of curriculum design and pedagogical practice in higher education rather than as an 'add-on' (Campbell et al., 2019). The first author takes the third view and has designed her work-based module accordingly. As part of this process, a workshop based on the 5-SCP has been developed and delivered across different cohorts over the last two academic years. Based on these experiences, the pilot workshop-based intervention has been developed. The details of the procedure and its intention are discussed in the following section. Stephen (pseudonym for review; second author) who has conducted the larger project with Emma and who has worked in higher education for more than 30 years, acted as a 'critical friend' for the purposes of designing the pilot intervention and analysing the semi-structured interview data. Emma and Stephen are from the same higher education institution in the U.K. where the case study was conducted.

Both authors value research which can influence practice; we position ourselves within a constructivist paradigm (Glen & Lavallee, 2019), which supports individuals constructing new knowledge while interacting with their existing knowledge, thus embracing both sensory input as well as new 'information'. This approach, therefore, can be considered as a contextual and active process (Vygotsky, 1978). In this regard, we adopt pragmatist epistemology with constructivism as our ontological approach (e.g., Glen & Lavallee, 2019; Glen et al., 2020). It was expected that individuals who participated in the workshop-based intervention would be able to construct meaning out of the intervention's content and apply what they had learnt to their own practice of planning, managing, and developing their careers. The aim of our case study, therefore, is to develop, implement, and evaluate a new (2-hour long) workshop-based intervention based on the 5-SCP and reflect on the participants' feedback with the aim of improving the intervention's content and structure in order to apply it to a wider population of students in higher education including student-athletes. Accordingly, our research questions are (1) What are the benefits/positive aspects of the workshop? and (2) What improvements

might enhance the quality of the workshop? The case study was funded by a small grant provided by the authors' institution; this influenced the design and development of the intervention. First, both authors agreed on an intervention of 2 hours duration after considering participants availability and attention span. We initially planned to recruit student-athletes only; these are accustomed to lectures of 2-hours' duration. To attract the target population and make the workshop more engaging, we decided to invite two retired Olympians to share 'their (relevant) stories'; these had assisted the authors with the larger project. The 5-SCP is intended for delivery over 3 hours on a one-to-one basis via one or two counselling sessions (Stambulova, 2010). However, following the first author's participation in the 5 SCP workshop delivered by Professor Stambulova and her team to her own students, it was considered that we could at least introduce the 5-SCP and provide an opportunity for engagement with it, which participants might then apply to their own career development and planning in a workshop of one hour's duration To overcome any shortcomings caused by the shorter timeframe, a worksheet including tables, figures and guidance examples was provided at each stage to help participants save time and focus on formulating their own stories and answers. Further details are discussed in the following section.

The Case

A workshop was developed incorporating both presentations from two retired Olympians (one female, one male) and the 5-SCP (Stambulova, 2010). These Olympians had already participated in the larger project (the first author & the second author, 2021), and they contributed to the workshop by sharing lessons from their athletic careers and experiences of transitioning out of sport. In this regard, they acted as the participants' mentors. Research has highlighted the importance of mentoring in career development (Crocitto et al., 2005); this need not necessarily be long-term but might be temporary, reflecting the changing nature of careers, organisations, and circumstances (Baugh & Sullivan, 2005). Thus, it was expected that the

involvement of role models who could act as mentors, such as the Olympians, would be beneficial for the participants. The Olympians had experienced career development, transitions, and termination and had unique experiences of achieving goals. Both Olympians had trained at the authors' institution; they were keen to contribute to the workshop when they learned of it during the larger project. We considered, therefore, that we could add considerable value to the workshop with the Olympians' contribution. Prior to designing the workshop, several meetings were held with the Olympians exploring their experiences of career development, management, and transitions as high-performance athletes at the highest level. The invitation to the Olympians reflects Erikson's (1950) concept of 'generativity', which is "primarily the concern in establishing and guiding the next generation" (Erikson, 1950, p.267), and provides opportunities for retired high-performance athletes to pass on their experiences, skills, and knowledge to active athletes to the mutual benefit of both (Park et al., 2012). Lavallee et al. (2010) demonstrated some possible benefits of generativity in terms of retired athletes adjusting their lives after sport by e.g., embracing feelings of self-worth and becoming engaged in productive activities. The concept of generativity and its benefits were discussed with the Olympians and motivated their participation in the workshop.

Participants

First, as described in the previous section, the two Olympians participated in the workshop as mentors. Since both Olympians are high-profile athletes, their identities are coded as Jessica and Lewis to protect their confidentiality. Jessica is a female Olympian, who competed at two Olympics, winning a bronze medal; Lewis is a male Olympian, who completed at three Olympics, winning a silver medal. Following institutional ethical approval, participants were recruited based on the first author's network and were informed that the workshop formed part of a research project. Snowball sampling was also facilitated (Noy, 2008). Participant selection reflected both the constraints imposed by the research funder; e.g.,

specific timeframe, a focus on students, including student-athletes, at higher education institutions, and Stambulova' s (2010) assertions that: 1) The 5-SCP can be applied to athletes of any age but especially those aged over 17, and 2) the 5-SCP may be used to develop not only a sport-specific strategy but also one suitable for all those planning their careers or at "a career crossroads" (p. 102). Purposive sampling was initially applied by using the first author's network (Etikan et al., 2016). Subsequently, both snowball (Noy, 2008) and convenience sampling (Etikan et al., 2016) were applied. Seventeen individuals participated in the study: student-athletes from three different sports (n=5), students studying sport or psychology (n=9), a sport development coordinator/sport psychologist working with student-athletes within sport clubs (n=1), a career assistance programme advisor working with student-athletes via a national programme (n=1), and a student-athlete scholarship programme coordinator (n=1). It was considered that differing personal perspectives might enhance the study reflecting Stambulova' s (2010) assertion that the 5-SCP is not 'just for athletes' but might be used for career planning generally. Seven participants were female and ten males.

Since participants were recruited by utilising the first author's networks (e.g., her students, her research contacts and her institution) within the limited timeline imposed by the grant, they were supportive and engaged with the project throughout the workshops; this resulted in a friendly and supportive environment. While the first author planned to recruit two groups of participants – student-athletes and non-athletes – from within her institution, at the initial stage, the promotion of the case study to separate groups of students in general, and student-athletes in particular, was unsuccessful due to the difficulty of recruiting sufficient participants out of semester. The plan was amended in order to complete the workshops within the imposed timeline; as a result, each group of participants was of mixed composition. Three practitioners who work for the same institution as the authors or who work closely with the institution, in particular its performance sport department, (a sport development

coordinator/sport psychologist working with student-athletes within sport clubs, a career assistance programme advisor working with student-athletes via a national programme, and a student-athlete scholarship programme coordinator) were invited as they were keen to provide feedback from a practitioners' point of view and we considered that their insights would be beneficial to the evaluation of the intervention. Although we did not analyse their data separately, their feedback was similar to that of other participants. Thus, common themes and insights across the data from all participants are presented.

Workshop Content and Duration

As discussed in Context, the authors modified this to delivery over 2 hours in order to fit the Olympians' availability and other conditions which required to be met (e.g., participants' attention span, available venues, timeline set up by the grant). The 2-hour long workshop featured two parts. First, the retired Olympians each delivered a 20-minute presentation followed by a 20-minute question and answer session. Their presentations were structured around their Olympic experiences, lives as athletes, mistakes and lessons from athletic careers, and life after sport. The second (1 hour) part of the workshop practiced the 5-SCP strategy (Stambulova, 2010). The 5-SCP is "a framework for a dialogue between a consultant and an athlete-client" (Stambulova, 2010, p. 98), which indicates use in one-to-one sessions. The first author, however, attended the B-wiser (Be a Winner in elite Sport and Employment before and after athletic Retirement, a 2-year project co-founded by the European Union's Erasmus+ Programme) conference at the Vrije Universiteit Brussel in December 2018 where she attended a 5-SCP workshop delivered by Professor Stambulova. While Professor Stambulova suggested that the session may take about 3 hours on a one-to-one basis, the first author found the workshop beneficial and engaging because group members could share their insights despite the relatively short timeframe (45 – 50 minutes). Following this workshop, the 5-SCP was piloted with a group of 20 sport studies students and adapted for group use. Due to the shortened

time of 2 hours, a worksheet including tables and figures, required to be dtrawn by participants, and guidance examples were provided to save time; this worked well in the pilot session. Since the nature of some activities might be considered as confidential (e.g., identifying challenging personal experiences), participants were advised to only share their insights/stories when they felt able to do so. More importantly, the guidance examples were the first author's own; this encouraged participants to be open to sharing their own. Thus, the students provided positive feedback on the pilot session, viewing it as a good opportunity to explore their past, present and future and to share experiences with other classmates, learning from one another. Stambulova (2010) recommended career consultants prepare for 5-SCP implementation by self-practice; in addition to practicing for the pilot session, the first author prepared for the case study by applying her own career planning and providing her own examples (see Appendix 1). A worksheet based on the framework was developed and provided to participants. The adapted 5-SCP was delivered immediately following the Olympians' presentations. The participants were given an opportunity to share their thoughts and stories, responding to each step of the 5-SCP, and, following the workshop, they participated in semi-structured interviews.

Evaluation and Data Analyses

All participants presented on time and worksheets provided details of what would be discussed. As the 5-SCP is "a preventive educational intervention" (Stambulova, 2010, p. 102), the workshop's educational purpose was highlighted, and ex-post feedback solicited. Participants were contacted after the workshops to arrange individual interviews and to gather feedback. An interview guide was used to ensure consistency and was developed from the research questions and literature review (e.g., Lavallee, 2005; Park et al., 2012). The interview guide covered: (a) Familiarity with the topic of career planning (i.e., Have you previously been interested in the topic of career planning? If so, could you please tell me why? If not, could you please tell me why not?); (b) Benefits/positive aspects of the workshop (i.e., What were the

benefits/positive aspects of the workshop for you? Could you please tell me why?); (c) Areas for improvement (i.e., what areas do you think they need to be improved?); and (d) Any additional comments (i.e., What other thoughts do you have on the workshop?). All participants completed in-person interviews. On request, three interviews each involved two participants (participants 9 and 10, 12 and 13, and 16 and 17 respectively). Data collection was conducted in May and completed in October 2019. Interviews lasted for between 23 and 84 minutes (M= 43.38, SD= 16.21). To identify participants' reflection on the workshop, thematic analysis (Braun & Clarke, 2006) was applied; this enables researchers to identify meaningful patterns across qualitative data sets (Braun et al., 2016). We analysed the interview data using a deductive approach, focusing principally on benefits/positive aspects and areas for possible enhancement of the workshop. We followed Braun and Clarke's (2006) six-phases of thematic analysis: each interview was audio recorded and transcribed (phase 1); the first author read and re-read the transcripts several times to familiarise herself with the data while making a note of initial codes (phase 2 and 3); the initial codes were categorised into themes (phase 4); the themes were discussed by both authors in order to define and finalise them (phase 5); and the themes were presented in such a way as to both provide participants' reflection on benefits/positive aspects as well as areas for improvement (phase 6). To ensure the methodological rigor and trustworthiness of the qualitative data analysis, the authors held several meetings to review each phase and the findings by theme (Morris et al., 2017). The checklist developed by Braun et al. (2016) was also used; this promotes "a thorough and systematic process and highlight the importance of the active role of the researcher" (p.17). During each process included in the check list (i.e., Transcription, Coding, Analysis, and Report writing), the first author kept a research diary to ensure a self-critical and reflexive approach to the case study and documented the analytical procedures, in order to develop an

audit trail. This was shared with the second author who acted as a critical friend (Brown et al., 2018; Marshall & Rossman, 2006).

Findings

Most participants were familiar with the topic of career planning and the importance of preparation for career development and transitions, being either student-athletes or having a sport background (e.g., former student-athlete, sport studies students, professional working with student-athletes). Only two participants (11 and 16) were unfamiliar with the topic. These participants, psychology (participant 11) and sport psychology (participant 16) students respectively, however, believed that the workshop was relevant to their career planning and development. Themes identified from the interviews are presented in Table 1.

Table 1. Themes identified from the interviews

Evaluation of the workshop	Superordinate themes	Themes
Benefits/Positive aspects	Lessons learned from retired Olympians	Valuable lessons shared by the two Olympians
		Different lessons and approaches on the same topic from the two Olympians
	Made you think	A framework to provide an opportunity to think about one' life in general and careers
		Encouragement to think about what was not explored by individuals previously
	Not only for student-athletes but for all	Content of the workshop fitting and benefiting anyone
		Potential use of design and structure of the workshop for other populations

Areas for improvement	More Time to Listen to Others and Prepare for the Interactive Workshop	Limited time for further discussion between the participants
		Potential benefits of listening to other participants
		Need more time to explore one's experiences and plans
	After care sessions	More should be included on different topics
		Need for follow-up sessions

Lessons learned from retired Olympians

All participants found the Olympians' presentations valuable viewing them as containing valuable life lessons, e.g., dealing with challenges and barriers at each career stage including career termination, overcoming these challenges and barriers, and lessons learned from the Olympians' experiences. The hands-on lessons from the Olympians' athletic careers were viewed by participants as especially valuable to their own career development and transitions: "they were very honest sharing their challenges and barriers, their first-hand experience. It was a good opportunity for students to listen to them" (Participant 5). It was considered as impressive how the Olympians had transitioned out of sport and how difficulties had been overcome: "their career finished earlier than usual [..] how they were trying to figure out their post career was unique and a good lesson for us" (Participant 11). It was regarded as beneficial and interesting to hear two different stories and approaches. For instance, while both Olympians were successful and had an opportunity to have high incomes at their young age, one was cautious about spending money and the other was not. These distinctive experiences have their own lessons, which were each shared with the participants: "when I asked them a question in the Q & A session, their answers were different, they had different approaches. So,

I learned different lessons" (Participant 17). It was also found that the ex-post question-and-answer session was enjoyable and insightful giving participants additional insights into the Olympians' career development and transitions which were not discussed in the presentations.

Both Olympians mentioned the mistakes which they had made managing finances. This was considered as helpful with the Olympians providing different and engaging examples in a very honest and open manner. For instance, Participant 9 and 10 highlighted how they had been impressed by Lewis recounting his financial mistakes.

> I found what Lewis said very interesting. At a young age, you had a lot of money to spend, no one controls you. To spend money in a right way is difficult at that age. Keep it and save it for future, which was important. It is hard for young people to understand when they are young (Participant 9).

Made you think

The second part of the workshop allowed participants to practice the 5-SCP. The Olympians' session enabled participants to reflect on their own performances, encouraging them to think about their own experiences in terms of making decisions on career paths and future plans. For instance, Participant 14 suggested that,

> it helped us think what's really important to us, what do we want to do, you just keep doing thing without thinking, listing priority, how much you spend on it, […] It really helped me critically think about what I am doing, what changes I can make to improve things.

Step 3: Structure Your Present of the 5-SCP was most mentioned and appreciated by participants. In Step 3, participants were asked to rank the main aspects of their lives (e.g., study, sport, family, friends and personal development) on three different scales: personal importance, time spent, and stress level (see Appendix 1). Once participants ranked these aspects, they were asked to reflect by asking themselves, "Do you devote enough time to your

priorities (i.e., the most important areas)?", "How stressful are your priority areas?", and "Why?" This task involved participants realising what their priorities were for their lives generally. Participant 11, who was about to graduate and valued her career highly, noted,

> The activity made me realise what my priority was. Career is important, but I realised what else could be more important for me. This reduced my stress so much. Now I have to apply for a job, but it made me think I have other important things to consider in my life.

In Step 4, participants were asked to think about and record the most important future events they wished for or expected (within the following year and the next 3, 5, and 10 years; see Appendix 1). It was suggested that Step 4 provided a good opportunity to think about future plans which otherwise participants would not have considered until they actually had to make decisions; that might be at a relatively late career stage. However, there were also concerns that this step was difficult for participants since they had not thought about long-term career plans but only about what they should do presently. For instance, Participant 9 remarked, "it is hard to think about future, 3 years, 5 years, my answer will be I don't know. I am now very concerned about my job after graduation. I am not sure what job I will have even next year". Additionally, participants also appreciated the environment and ambience as one of the workshop's positive aspects even when they struggled to find their own answers in some steps (e.g., step 3 or 4): "it was very open and honest environment, no judgement […] I think we all collectively created a good setting, nice balance" (Participant 5). It was appreciated that the first author's inclusion of her own career planning and personal examples helped participants to 'open-up' with their own stories: "the examples encouraged people to open themselves […] genuinely thinking and sharing, feeling safe to share their stories too" (Participant 8).

Not only for student-athletes but for all

The 5-SCP was designed for athlete clients, but its potential applications go beyond them; the present case study investigated different perspectives to give dynamic insights (Stambulova, 2010). Participants argued that the workshop would be beneficial to all required to plan their future careers: “it was very well structured, and it can be beneficial for anyone” (Participant 15). Participants believed that the Olympians’ experiences and insights would be relevant and beneficial to individuals regardless of whether or not they were student-athletes. Participant 7 noted that, “Financial advice is important for everyone, not only for athletes. Anyone will want to hear”. He wished that he had heard the Olympians’ contributions earlier, thus enabling him to think about his finances and career earlier in order to better prepare for life after graduation. Additionally, participants 6 and 10 recommended delivering the workshop to students at higher-education institutions. Participant 8 remarked that the workshop’s interactive nature, and its inclusion of ‘real’ stories, would be more helpful than traditional lectures and would make people more engaged.

More Time to Listen to Others and Prepare for the Interactive Workshop

Participants were given the opportunity to share their own examples and stories and discuss their insights into each 5-SCP task. A wish for more discussion time was expressed by participants. Listening to other participants and their insights into career planning based on each individual’s unique experiences, was as valuable as listening to the Olympians. Participant 14 remarked, “I found it very interesting to listen to others’ experience. If we had more time, I would be interested in listening to others more”. While participants were aware of the time limitations, they made valuable suggestions in terms of encouraging people to share their stories and including more opportunities to listen to others. Although each group was relatively small (7 to 10 people), some participants stated that they would have been more comfortable with (even) smaller groups (e.g., 4-5 people): “some people will be open up more within a small group as the story can be very personal” (Participant 11). Others suggested the facilitator

could also encourage more passive participants to discuss the issues or share their thoughts. Although it was appreciated that some individuals are more talkative than others, more active participants would make the discussions more engaging.

It was also suggested that there should be more time to prepare for the interactive workshop session. The participants suggested that it would be beneficial to be informed in advance about the content of the second part of the workshop to enable them to more fully prepare for the discussions, in particular Steps 4 and 5, it being considered that these required more ex-ante reflection. For instance, Participant 16 noted,

> I have never participated in such workshop including a lot of interactive activities before. I was a bit shy so couldn't share my thoughts or stories much during the workshop… but if I knew that there would be such interactive activity, I would take some time to prepare for that. Some people are just shy and need more preparation to speak out.

After care sessions

It was suggested that post-workshop sessions would be valuable for career planning, management, aspects of transition such as financial management, networking, social support, and mental health management. As a result of this being emphasized by the Olympians, the participants were interested in learning more about managing their finances. "After care workshop would be very helpful […] additional workshop on how to manage finance as part of workshop package" (Participant 13).

The participants were motivated to develop networking opportunities as a result of Lewis' advice to better prepare for future employment. This might appropriately be the subject of an aftercare session: "Lewis mentioned that networking was very important for him in securing his current job. I would appreciate any opportunity to meet people in the field developing some networks" (Participant 4). Regarding social support, Participant 6, a student-

athlete, stated that student-athletes sometime struggled to balance sporting commitments with social lives. She had experienced difficulties in managing invitations to social events. Participant 2, who works with student-athletes at a higher education institution, emphasized the importance of student-athletes developing strong social support networks. Both these participants suggested that after-care sessions, focusing on the development of social networks and support, would be beneficial to not just student-athletes but students generally. Lastly, participants 3 and 5, a career assistance programme advisor and a student-athlete scholarship programme coordinator respectively, emphasised that mental health management should be embedded in after-care sessions. This reflected the Olympians' emphasis on mental and psychological skills during transition and thereafter.

Reflections

In this case study, we developed, implemented, and evaluated a new workshop-based intervention based on the 5-SCP (Stambulova, 2010) in order to improve its content and structure so that it might be applied to a wider population of higher-education students including student-athletes. Furthermore, it was hoped that the case study might help develop a future evidence-based support programme/intervention that might be accessed both by athletes of all levels and non-athletes planning careers or experiencing career transition (Stambulova, 2010).

Participants' feedback showed that both parts of the workshop – the retired Olympians' presentations and 5-SCP activities – were educational and beneficial. While the feedback from the retired Olympians was not collected in interviews, the first author held two debrief sessions with them following each of the workshops. Here are the first author's reflections on the debriefing sessions based on her notes taken at the time:

In the first debriefing session, Jenny and Mark (pseudonym) were very pleased to complete the first workshop and told me that they enjoyed it very much. At the same time, they asked me if I thought it went well because they were not sure if what they did was what I expected. They also provided their insights on their own performance within the workshop, e.g., what went well, what could have been done better, reactions from the participants. I assured them that I thought it went better than I expected, in particular as regards participant engagement. They emphasized that it was a good experience for them to share their experiences and lessons learned from their athletic careers with the participants. I ensured that they would meet the time limit (20 minutes) for their presentations to have a bit more time for the Q& A session. In the second debriefing session, both seemed more satisfied with the second workshop in terms of the flow of their presentations and the extra time for the Q & A session, this allowed them to share their experiences and thoughts further. They also stressed that they really enjoyed the delivery of the workshop and would like to experience it again if another opportunity was given. It was also very pleasing that the workshops were beneficial not only for the participants but also for the Olympians.

Thus, inviting the Olympians to the intervention proved to be beneficial to both participants and Olympians themselves. The Olympians had already participated in the more extensive project led by the authors and had discussed the generativity concept (Erickson, 1950); this helped them when sharing their experiences. The workshops provided opportunities for retired athletes to present lessons learned from their athletic careers and for participants to learn from these, thus creating mutual benefits to each constituency (Park et al., 2012). The Olympians' presentations were appreciated by participants and were considered a crucial component of the workshops. Their narratives were seen as honest and educational and provided valuable lessons on career planning, management, and transitions. The Olympians

448 acted as mentors to the participants and facilitated their reflections on career planning and
449 development. This supports arguments that mentoring, including that of a temporary nature
450 (Baugh & Sullivan, 2005), plays a crucial role in career development (Crocitto et al., 2005).
451 However, two participants (4 and 6) also suggested that it would be good to hear from athletes
452 at lower levels who had been required to terminate their sporting careers without achieving
453 their planned goals. They considered that lower-level athletes' experiences might exhibit
454 greater similarities to other populations as, in one sense, the Olympians' experiences might be
455 regarded as atypical. This might be considered for inclusion in further research or workshops.

456 Some participants highlighted a lack of opportunities to learn from (retired) Olympians'
457 experiences of career development, termination, and transition, including various life lessons.
458 In this respect, the intervention provided a unique opportunity for the participants to learn how
459 to plan and reflect on their careers. The second part of the workshop – 5-SCP activity – was
460 also considered as valuable. It gave participants an opportunity to contemplate their past,
461 present, and future and the links between them for the purpose of career planning (Stambulova,
462 2010). Participants also suggested that one of the positive aspects of the 5-SCP is its application
463 and accessibility to all, not just elite athletes, as suggested by Stambulova (2010). In particular,
464 the 5-SCP may be valuable to athletes of lower levels who may have limited access to resources;
465 it is more accessible than programmes of sport governing bodies/organisations which feature
466 stringent eligibility criteria. Since extant support programmes and resources are available only
467 to higher-level athletes (Hong & Coffee, 2018), athletes of lower levels may face greater
468 transitional difficulties. The distinctive experiences of such athletes, therefore, might usefully
469 be considered when designing future workshops. There are therefore implications for applied
470 researchers and practitioners as well as educators at higher education in terms of developing
471 accessible resources using the 5-SCP. However, as discussed, it was challenging to cover each
472 step in-depth within the time allocated as the workshop was designed for a 3-hour delivery over

one or two counselling sessions (Stambulova, 2010). This was suggested as an area for improvement, *'More Time to Listen to Others and Prepare for the Interactive Workshop'*. As the leader of the second part of the workshop (practice of 5-SCP), the first author also considered that participants needed more time for thinking and discussion in order to realise the benefits of the 5-SCP fully. However, some participants noted that it might not be easy to recruit participants for a 3 hours-long workshop due to the greater time commitment required. For instance, Participant 7 thought that "it will be a bit difficult … you would lose attention. two hours was good. If they are very interested in the contents, they will try to get more information and further instruction after the workshop". Many participants appreciated the workshop's interactive character with engagement between the Olympians and participants, between the 5-SCP facilitator and participants, and between different participants. This highlights the importance of facilitators/practitioners creating a supportive and friendly environment to facilitate the interactive part of the workshop. Interactive workshops have been used in other domains such as medical studies and have been successfully associated with improving knowledge and confidence in medical interns (e.g., Fischer & Arnold, 2008). Hales and Hawryluck (2008) also found in their interactive workshop-based study that "ample time for peer-to-peer discussions, and feedback from workshop facilitators and actors" (p. 247) should be provided. Ekengren et al. (2021) also indicated in their recent intervention case study that a small group or pair discussions can be "[a] more effective approach for self-reflections, self-awareness, and listening to and learning from others", (p. 19). Smaller focus or discussion groups might encourage more frank discussions. To improve delivery of interactive workshops, it is worth considering whether the duration of, and time allocation across, workshops might be enhanced. Participants' likely attention spans, however, may need to be considered as most of those who highlighted the short time available for the discussion and Q & A sessions also suggested that concentration may be hard to maintain in workshops of more than 2 hours. In

this regard, the provision of *'After care sessions'* was an insightful suggestion by participants. Future interventions might, therefore, consider including after-care sessions and topics not covered by the present study, e.g., financial management, networking, social support, and mental health management. Given that many participants would have valued more time for discussion, a 1-hour workshop may have been too short to reap the full benefits of the 5-SCP. To at least partially overcome this perceived deficiency, the outline or worksheet of the 5-SCP might be provided to participants in advance so that they could prepare more fully for the discussions. This was also recommended in Stambulova (2010); "it is also possible to use the whole 5-SCP as "homework" with mature athletes and review it during the single session" (p. 102), because of athletes generally struggling to talk about their future plans during the workshop. In this regard, it can be suggested that participants team up in pairs to discuss Step 5 ("Bridge your past, present, and future") before meeting again for the after-care session on a topic of choice (financial management, social network, how to deal with social media/time management etc.).

While this case study collated the perspectives of a diverse set of participants, future workshops might be delivered to more diverse constituencies, e.g., students generally, particularly those facing immediate 'transitions' and those exploring post-graduation career options. In that event, it might be worthwhile for future research to involve successful non-sport individuals from other sectors (e.g., business, entertainment, finance) to provide broader perspectives on career development and transitions. It would also be beneficial to involve successful alumni representing these sectors; such individuals might act as mentors and role models. Future studies should consider targeting interventions to specific populations (e.g., undergraduate students, master's students, lower-level athletes, retired athletes). Case studies on higher-education students would provide additional evidence on the 5-SCP's potential for embedding in career planning, development and employability courses.

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