

A CAREER IN HIGH SPORT PERFORMANCE AND CONSTRUCTION OF A NEW CAREER AFTERWARDS

Luiz Henrique Rezende Maciel (*Corresponding Author*)

Federal University of Lavras – UFLA

Departamento de Educação Física, caixa postal 3037

37200-000 – Lavras/MG – Brazil

E-mail: lhrmaciel@hotmail.com

Mônica Carvalho Alves Cappelle

Federal University of Lavras – UFLA

Departamento de Administração e Economia, caixa postal 3037

37200-000 – Lavras/MG – Brazil

E-mail: edmo@dae.ufla.br

Rafaella Cristina Campos

Federal University of Lavras – UFLA

NEORGS – UFLA, caixa postal 3037

37200-000 – Lavras/MG – Brazil

ABSTRACT

The construction of a career is something that is not limited by the individuality of the subjects; they are under the direct influence of society and the context in which the individual is having different experiences according to the type of work. The objectives of this theoretical essay are to discuss the process of career transition of former elite athletes to a new reality outside their professional role as sportsmen. After the theoretical review, we notice that the post-athletic career is, in most cases, linked to the previous practice of sport, even if you completely break the bond with the sport, and the sport of high-performance's direct or indirect influence in this new professional step.

Keywords: *Career, High-Performance Athletes, Transition*

1. INTRODUCTION

The construction of a career is something that is not limited by the individuality of the subjects, they are under direct influence of society and the context in which the individual is having different experiences according to the type of work. Influence from family, groups of friends, economic, social and contextual demands are often responsible for the choice and development of their professions.

Usually, a career has a defined beginning and end, from the entry into operation and ending with retirement, also regarding that people can build more than one career. In a not too distant past and probably to this day, a career is strongly influenced by family desires and expectations. From the expansion of the labor market and emergence of different fields of professional practice, there is greater flexibility in building careers, and in this sense, it can be considered to be a guiding post. In addition to the influences mentioned there is also the issue of social projection through the profession as well.

The sport according to Ericsson (2006), is divided into the stages of initiation, development and competition with the latter referring to high performance sport or work historically, is responsible for mythicizing persons socially recognized, creating idols and followed by groups of individuals inside and outside of its context. Since ancient Greece, the birthplace of modern sport where athletes were regarded as demigods, or people above others because of their physical well-developed capabilities, high physical performance, and standard body aesthetics, sought to become a sport as a profession, in which his career was built from an early age to his effective range of success.

During the development of the sports career, to start, the child or young person often does not have the awareness if he/she is planning to become a professional athlete, whether in individual or team sports. Initially many seek the sport aimed at health and even leisure. From the start of the sport practice stand out and many times develop a career in sports on the professional level. (Maciel; Moraes, 2008). Having reference to the roots

of the sport, it is understood that professional sport is one that, besides demanding great dedication and involvement, brings the athlete a salary, sponsorships, or other forms of rewards.

From the beginning and on to the present, the sport's career is built early, with certain embodiments having begun when the child is about five years old (TSUKAMOTO; NUNOMURA, 2005). Even considering that at this tender age a child has no awareness that these early years are extremely important for their professional development. It is also important to highlight that there are practitioners who meet the sport with an amateur manner, i.e. targeting physical, psychological and social benefits without having goals aimed at high performance levels, such as practitioners of academies, street runners, "soccer players" and many others.

In the insertion phase to sports, work to sports initiation, developing physical capacities in general and, at times, specifically, starting with advancing age and maturity of the practitioner for an intermediate phase eventually starting competitions. From the entry in the sports competitions, the athlete goes through different stages, culminating in the high performance sport, which focuses on achieving results in competitions that are gradually becoming more difficult and therefore requiring greater effort, commitment and dedication is at this stage that the athlete becomes professional, considering that the time dedicated to the sport reaches its apex, requiring full involvement in order to achieve excellent results. By becoming career, sports practice tends to, as has been shown, require greater commitment in time and quality, leading to situations in optimistic financial return from sponsorships, grants and salaries, however, sometimes the athlete need to have another parallel job, whether related or not to fund the sport.

Assuming that the competitive high performance sport is treated professionally, with a demand for high involvement, commitment, dedication and investment (ERICSSON, 2006), it is therefore considered as a job. To devote to a particular profession, in this case in the sporting context, building a perennial story, considering the time required to achieve high performance, an aspect that will be addressed later on, based on the precepts of Tenenbaum and Eklund (2007), understands - you build a career. After all the years of involvement in a particular job, as well as with any career, it should be considered in addition to the early stages of investment and also the time of retirement, i.e. the end of the career. In sports careers it can be defined as the development of the practitioner as an athlete, from the beginning to the high-performance level, aiming to achieve specific and predefined results (TENENBAUM; EKLUND, 2007).

Every career has its duration often determined by legal and labor issues, such issues are applicable to athletes when they are hired by the clubs they represent. In the case of athletes who are not formally employed, the employment arrangements are not applied, leaving them subject to contracts with sponsors and always linked to sports federations and confederations (CONFEE, 2014). Likewise, the sporting career, in various embodiments, has a defined length, however, in this context, psychophysiological factors, namely as age progresses, the damage caused by the sports practice, amongst other consequences, lesions that when accumulated, can drive the athlete away from his/her practice. For example, due to the impact overload on her knees, gymnast Daianedos Santos had to quit gymnastics. In general, most professional athletes finalize their careers around 35 years of age. Thus, the individual must plan for their post-athletic career, considering that when he/she retires as an athlete, they are still young and will be of working age. Considering the athletic career as relatively short, when compared with other works in which one can keep active laboring until a more advanced stage of life. It is important to consider that the former athlete has possibilities of building a new career, or a new career focus after his/her initial performance in sport.

Thus, there are different possibilities for guidance and advice for the transition of careers in sport, among them the coach (or consultant career), the coach himself, the technical team athlete, his/her manager, family, all with a ability to guide you in this transition process so that it make the most of what was built over the course of his/her career in his new placement. What stands out is that, formally, there is no clear action with regard to this guidance, either, if there is any guidance during this transition process. Thus the following question/problem emerges: How is the transition between a sports athlete's careers to a new career made after success as a sportsman? Thus, the aim of this study is to discuss the transition of former athletes' careers succeed to a new reality outside their professional role as sportsmen. To this end, we intend to consider the actions of third parties in athlete outplacement; the circumstances in which this new placement has direct or unrelated to the previous one; and the ways in which former athletes deal with their professional career after their success in the sport.

This test is justified by the importance of seeking to know the factors involved with the transition of the athletic career, focusing on high-performance athletes in different individual and collective sports, since such individuals are contextually highlighted by several social, cultural and economic aspects. Furthermore, it is also justified by the scarcity of studies on sports career with attention to the time of retirement or post-athletic, since

most studies in this area has focused on directing a career as an athlete, especially in references to choices and decisions during the life of the athlete.

2. ATHLETIC CAREERS, BEFORE AND AFTER

The material selected for the construction of this revision study composed of publications in the form of full-text articles, books, dissertations and theses. The screening of these materials was carried out in the basis of national and international data (ISI, SPELL, SCIELO and Scopus), in addition to direct research in the database of journals of recognized management and classified by CAPES (RAC, RAE, O & S, READ) and also the libraries of universities and UFLA UFMG.

All these bases were selected because they are recognized by the impact in the academic environment and provide national and international work. The period determined to delimit the articles was the years 2002-2013, to ensure timeliness in addressing the issue, some previous bibliographic materials were included because they are classics or by theories being developed from issues not developed in Further studies discussed again only by them. Search words to select the material were: career (career), career building (careerconstruction), career sports (sports career),and earlyretirement (earlyretirement). The search was performed and we them have isolated by grouping terms. A literature search was performed by area of concentration in applied social sciences, humanities and health sciences (accessing Physical Education material).

The contents of this study is divided into five parts, the first will deal with the characterization and conceptualization of careers being called "Career: Differentiating and Understanding Basics"; The second topic addresses the development and also to characterize the careers of athletes titled "Sports Career: Defining Career in Sports"; The third topic will deal with the transition between sports careers and new careers named "Career Change: The Transition from Career Athletes (post-athlete)"; The fourth topic concerns aspects related to retirement in a career and is called "Preparing for Retirement: A Career in Transition"; finally, the fifth and last topic focuses on the (re) placement former athlete into a new career being called "There's still time: Building a New Career.

CAREER: Differentiating and Understanding Basics

According Kilimni (2000), the concept of a career has been changing over time, resulting in their understanding of evolution; however, always based on the notion of the trajectory that involves the progression of an individual.

To Noronha and Ambiel (2006), the career is seen as identifying with the work and differential recognition of the individual who becomes professional in a specific area and becomes recognized by the profession. When it comes to career can be inferred that it presupposes the performance of a work activity, i.e. a job.

When looking back in order to understand current phenomena with reference to what happened in the past, is that the work goes on, throughout their history, through a process of development in which, initially, was the transmission of rigid crafts, almost hereditary (ARAÚJO & SACHUK, 2007). In this case, it is understandable the issue of transfer of work and occupations of parents to children, not only in the case of family businesses that are inherited, but also of professions

In order to develop efficiently, the work emerges as an activity that should not be imposed or be a consequence of the experience of micro relationships, but rather, self-realization and social recognition (BOJORQUES, BENITEZ & SALAZAR, 2011). Historically the work has different definitions, based on the perception and / or necessity of the worker in relation to its development, although a positivist concept has been presented, there also has to be a consideration that the work is not only a means of self-realization and recognition, but also of pleasure and suffering (DEJOURS, 2004). In the case of the high performance athlete there is the concept of deliberate practice Ericsson (1996) shows that in the absence of other aspects of pleasure during practice, and this should also be considered.

To Coutinho (2009), the work is the implication of the human's strengths to an end, in and out of the place of his/her execution. This statement reinforces the construction of career through a profession that involves dedication and commitment in all phases that comprise, considering that it is dynamic and continuous, requiring large individual involvement.

The profession refers to a set of variables that have occupations, basing itself on the professionalism (KILIMNIK, 2000). This concept highlights the importance of specifying the performance in a given area, in

order to be professional means having performance and focused performance from a choice. The high performance sport professional can be considered when driven from these precepts.

In choosing the profession, the individual undergoes various influences, family, social, financial and others things, however, they should seek to develop what he/she has a greater aptitude and interest in. This choice becomes of great importance and may be taken as an established and sought goal, and when chosen, it will be developed over long years of their lives.

It is emphasized that setting these goals means to strategize and fulfill tasks previously proposed (SALMELA, 1996). In the case of professional athletes, according to Noce, Moraes and Samulski (1997), working in the establishment in pursuit of the goals is a way to "grow" through the same attainment, with every goal reached, they feel the individuals become more confident and consequently motivated to practice sports. In this context, the professional sport emerges with a more recent and current work in historical and chronological terminology.

Evolving from the rigidity imposed previously for the development of professional careers, Toni (2003) shows that the Industrial Revolution was responsible for the scarcity of work to be an inheritance and to become a choice. The author says that, since the Enlightenment, the work was associated with a vocation in this way breaking the paradigm of continuity or obligation to follow the career developed by his/her predecessors. In contrast Castel (2013) argues that the industrial revolution became more dependent on the worker and capitalism less masters of its workforces, as seen in the following text fragment:

"Let us not forget that the condition of wage, which now occupies the vast majority of the assets and that is linked to most of the protections against social risks, was for a long time, one of the most uncertain situations and also a the most unworthy and miserable at that. Someone was a waged when he was nothing and had nothing to change except the strength of his arms. Someone fell on the condition of wage when their situation was degraded: the ruined artisan, the farmer who fed no more land, the apprentice who could not get the master ... Be in the fall or condition, was employed to settle in dependence if condemned to live "the journey" to find himself under the rule of necessity "(CASTEL, 2013, p.21)

Having as basic precepts of Toni (2003) and the concept of vocation, which says that a set of skills and interests that drive the choice of the profession of a person shows that, during the phases of investment and professional specialization, the individual no longer depends on both parents, unless the financial factor is necessary. During this period, he himself is already able to make decisions about the size and the intensity of dedication and also the necessary level of commitment to be dispensed on career goals.

In context, we highlight various professions and careers, among them being the focus of this study and the athletic career. This career was considered because the athletes presented a bond of dedication to their practice and Sports Organizations, as well as contracts with clubs and / or sponsors, and financial returns responsible for the maintenance and also social inclusion through this practice. Thus, professional sports practice is understood as a labor practice.

3. A SORTS CAREER: Defining a Career in Sports

To Tenenbaum and Eklund (2007), the term "sports career" is understood as they voluntary and multi-practice of a sport activity chosen by the athlete with the goal of achieving high levels of performance in one or more sporting events. This career is built from when the individual sports practice starts and continues until his retirement as an athlete. Its duration is set according to the specificities of each modality, usually starting in the sport career and ending in early adulthood, prior to age 40 (COB, 2014). Salmela (1996) shows the high performance sport as a structured, task-oriented commitment demand and effort.

The sports career includes several phases, from start to high performance and subsequently the completion of the competitive career. Salmela (1996) shows that athletes that go through a processes of abstraction and selection, involving long periods of training and competition, socializes in the sports environment, or does not reach the high level sought and finally ceases the systematic practice of the sport. Marques and Samulski (2009) show the transitions in sport careers as a focus of their study, being the introduction to sports and the construction of the basic foundations; the initial investment in training for competitions; the participation of more expressive competitions such as regional and state events; high level competitions, i.e. national and

international events, as well as insertion in large professionalized clubs in the sport. Finally the authors present retirement in sports as their main focus of study. For the authors, it is important to consider social support to end this career. The sporting career suffers various influences throughout its development. Verardi and De Marco (2008) show that families who have an understanding of the importance and value of sports or a taste for sports practice usually are those who support the athletic career of their children, i.e. influencing the sporting career.

Parents routinely look for sports with which they identify themselves in their child (Samulski, 2008), thus finding a way to accomplish through the achievements of their children. Often, it is what also occurs in other careers. Imposing the practice of a particular sport is common in Brazil, where young athletes in a way are obliged to follow an opposite to the training of his/her will (Maciel, 2003).

Only when reaching adolescence or even adulthood, is where these athletes become able to choose the modality they really want to follow, often wasting time on another modality in the initiation phase or even in the investment in which the athletes are dedicated to training and focused on the specific skills of their type (ERICSSON, 2003), should then strive to double if their goal is to become an expert. This fact also occurs in other careers, however, due to the early start, this choice is slowed a bit due to the dependence that children have on parents.

This highlights the importance of technical participation and the family in the initiation of a sporting career (Maciel; Moraes, 2008). Children do not have to seek any type of activity without being properly oriented or primarily supported by parents, which is its direct link with the world and, subsequently, through the technician who is responsible for its insertion in sports life normally have access to good training structures, being only those who have family support (Marques and Samulski, 2009).

At the beginning of the sporting life, the support of family is fundamental, not only financially, but also in psychological and affective support (SALMELA; Moraes, 2003) support. This can be treated early as the time of investment and training of the individual, transferring to other careers, is like the school and university periods, all moments in which the training is being built. Marques and Samulski present, however that is not given much emphasis to the education of professional soccer players, in this case the school ceases to be a priority. From this presentation it is questionable whether such a phenomenon also occurs with athletes from other sports.

In the construction of a sports career, the social context is a big influence, since there are several factors that impact therein included in the decision, maintenance and continuity of the athlete in the sport. A striking factor is the question of the myths generated by the sport. Machado and Rubio (2008) present the greatest Olympic athlete as legacy, i.e. the person itself becomes a reference to be followed by others. It can be seen throughout history that top athletes are since ancient Greece are treated as prominent people in society, and, in current times, this even brings large financial return, in certain embodiments, such as soccer, for example, those who engage in it, get huge profits from sports management, through advertising contracts, or the sport itself with ticket sales, a factor that can stimulate sports and the search for this career.

Pires (2007) notes that the modern sports management undergoes a strong anthropological and socio-cultural involvement, i.e. relating the individual interests to the expectations and needs of their environment and should be contextualized with the sports reality. On this assumption, to analyze and understand the management structure of a modality or sporting event should focus on the organizations responsible for them. Besides the socio-cultural character of the sport, this author highlights that the sport is experiencing an economic era, i.e. the sport, which was previously was predominant in a in an integrated system of a vertical cage of social values , and today is also an integrated system of economic values. This being posted can be considered that the sport becomes a major focus of multidisciplinary interest, not to say that interest in the sport is present in other areas of knowledge beyond the Health, for example, in the Social Sciences, Sociology, Anthropology, among others. Thus, we should consider the importance of sport to society, i.e. highlighting the importance that should be given to sports careers, considering that the sport generates financial, social and cultural resources. Such benefits, when analyzed in a micro way relate to athletes and their performance through their careers, achievements and projections of individual athletes and are characterized references of its form (MACIEL; MORAES, 2008)

In addressing the sports career, it is important to characterize and differentiate the various forms since many factors, especially psychological guide the choice and the practice of one category (Samulski, 2009). In this context and generally, group the arrangements in individual and collective. First, the individual depends solely on his/her effort and commitment in order to achieve their goals; on Mondays, responsibilities are divided among the members of the teams, so the result depends on teamwork. The types of arrangements typically

indicate personality traits, roughly, individual sports athletes are more introverted and individualistic, while the collective modes are more extroverted and tend to prefer to work in teams (GALLAHUE; OZMUN, 2003).

Whatever the mode in question, athletes typically end their sports career at a young age, taking time to build a new career, whether or not directed to the sport.

4. CAREER CHANGE: The Transition of Athletic Career

Moura and Menezes (2004) discuss the decision by a profession as an important and difficult choice. This choice will determine the course of a person's life, impacting on many of its fields. The authors also present re-choosing a career as a factor too complicated involving not only the decision of the person in question, but also a whole extrinsic contribution to the individual, involving family and social environments among others.

Deciding consciously and correctly can result in having the means to develop the career efficiently and that the individual becomes able to control potential problems, such as the initial failure in an activity that will occur throughout their lives, adapting to the context and achieving professional success. Moura and Menezes (2004) present the chronological age and maturity of the individual as determining factors in choosing a career, and when it is a "conventional" career, the young man chooses his profession when deciding what to study or to work after the completion of basic education, i.e. the choice for higher education, vocational or technical profession itself, whether in one or more careers.

In the case of athletes, as previously mentioned, the involvement with the sport and the choice of modality occur early, very early, and, in some ways, this involvement occurs from the age of five (NUNOMURA; TSUKAMOTO, 2009). Thus, the initial decision often arises from a will which involves momentary pleasure of the child in relation to sport and also a personal achievement, often even involving a realization of parents and relatives of the child. Thus, from what has been presented, it is suggested that the choice of a post-athletic career is a striking and constitutive factor of subjectivity of the individual.

The athletes' career changes after their performance comes loaded with peculiarities, including the fact that at the end of a high performance athletic career, the individual who experienced success should be (re) directed to start. To Pahl (1997), success is a cultural phenomenon that involves aspects related to personal fulfillment, acceptance by social groups, construction of identity, and subjectivity of the individual. The author presents different styles of success, which nevertheless converge on the importance of balance and, especially, of coping with the oscillations that occur on the way to your fingertips and maintenance.

Often, success is not the hardest thing. Every day, people become successful, both in business and in sport, but that, however, cannot sustain the success achieved for long. In the case of sports, an excellent result is not always in continuity, since it depends on factors related to the athletes who were successful, but also that lost, since for one needs to lose in order to for the other to win. Considering that there are similar high performance levels of training and development (SALMELA, 1996), the victory will be achieved by different players in the same group. Thus, Pahl (1997) discloses the success neurosis implied as a negative in the search for Success in this case by considering the success of athletes. This author proposes that success is important in all careers, considering that it serves as an indicative parameter of a good personal investment in the career in question. However, oscillations occur naturally and are obtained by individuals who can successfully deal with such variations in order to maintain a balance during their career, avoiding negative moments of anxiety.

Success is constitutive of self-identity, therefore, you should not consider only achieving success as positive. Dealing with a Loss in positive and mature way is of great importance to the construction and consolidation of personality and also of subjectivity.

Thus, after dealing with a successful sports career, they must catch keeping it or seeking it incessantly, after all, no athlete trains to lose, the ex-athlete must be geared to the new career. The social and psychological baggage of sports will be of great importance and will serve as a differentiator in the new career to be developed by the post-athlete. It is very important for the athlete to have a career in his/her mind as it ends as another begins, i.e. retirement comes for the sports career as a new profession begins, related or unrelated to the sports. This aspect, because while he/she retires as an athlete, the individual still has time, and often the need to develop a new career, in some cases even a new profession, and the athletic career ending usually as a young adult (IBGE, 2013).

Post-athlete: Guy played a sports career in a particular sport reaching the high yield, i.e. taking a deliberate and extensive practice with on average 10,000 hours of practice or 10 years dedicated to this mode (ERICSSON, 2006), and at present no longer athlete.

5. PREPARATIONS FOR RETIREMENT: A Career Transition

Rodrigues, Ayabe, Lunardelli and CANEO (2005) describe present retirement as a natural step in a professional life in which the individual terminates their employment activities as a function of age. For the authors, retirement is a process in which workers tend to be seen as old and therefore no longer productive, it means to be "unnecessary" for the current model of a capitalist society.

In context, one should consider that the developed career is a long and enduring one, occupying the youth and adult life of the individual. In Brazil, labor laws determine, in a simplified and generalized form that men retire at age 65 and women at 60 years of age (INSS 2013). However, in the athletic career that reality cannot be applied, since the initiation occurs in childhood and the culmination of performance (high output) in the youth or young adult, ending this career, around 35 years of age (IBGE, 2013), the case-then is an early retirement, since the start is too early. Ericsson (2006) shows that, to achieve high performance, the athlete must deliberately focus on his/her practice for at least 10 years or 10,000 hours of practice.

Anyways, it is very important to know and understand the factors involved with retirement, with it being seen as a completion career and working life of a person or as a transition to a new phase or a new professional career. For Rodrigues *et. al* (2005), retirement is seen as a transition phase, which creates uncertainty in the individual aspects of anxiety that can trigger processes that may cause significant psychological imbalance. Related to retirement with advancing age, factors such as aging, consequences in appearance, physical conditions, as well as the autonomy of the individual are highlighted, however, thinking of retirement as a transition, what stands out most is the insecurity in the construction of a new career or opportunity to enter into a new labor market in view of all the years of investment and dedication to a previous activity (Rodrigues et al., 2005).

Costa and Soares (2009) present the etymological analysis of the word retirement from two central ideas. The first relates to withdraw from the labor room, where the individual must depart from; the second refers to the idea of jubilation, or award for time spent on an activity. In both situations, when considering career retirement in sports, one can understand that ideas are reasonable, considering that in the first case, at the end the competitive life, the athlete moves away from this reality, and in the second case when he/she reaches the high performance level, the former athlete that has benefited from years of physical and psychological development, certainly will be transferred to a new activity, not considering the financial and social gains through sports.

According to Roberts et al. al (2005) Costa and Soares (2009), there is preparation for retirement programs in the field of psychological performance that can also be accessed and addressed in social sciences, considering that these programs are of great importance to environment organization and people management. Thus, it is emphasized that the preparation for retirement is something that should be treated in a natural way and expected to be in a regular career or in the case of shorter careers. Second, you should be focused on the new placement or preparation for the development of a new career.

6. THERE'S STILL TIME: Constructing a New Career

Considering that the athletic career of elite athletes has a beginning and early end, according to the aspects presented and discussed here, attention should be paid to the fact that by ending the life of an athlete, the individuals are still in their productive age. Such placement is presented due to the fact that the average retirement age of athletes is 35 years old (IBGE, 2013), while the retirement age in other professions is around 60-65 years old (INSS, 2013)

Thus, attention is focused on the issue of the transition from post-sport career of an athlete's life, or what will be the new ex-career. Marques and Samulski (2009) show that athletes generally plan well their sports career, however, not in regard to their education. The authors report that little emphasis is given to their future professional career, but in most cases, the new career is connected with the sport practiced. This placement highlights the lack of preparation or no projection or concern for high-performance athletes to his professional career after sport, or possibly also by the fact that the high demand of involvement with the sport can come to take the athlete's focus for future needs, such as, academic training and subsequent professional qualification outside the practice of the sport in question.

To act in the same sport, the individual needs to be enabled through training gained from undergraduate degree in Physical Education or related courses, considering that the profession is regulated since 1998 (CONFED, 2014), which is not the case for athletes, who need not attend any level of Basic Education or Higher Education. Thus, the athlete throughout his career should also devote his/her focus to a vocational training after their life as an athlete, as it is possible to build a new career after sport.

In this sense we highlight the role of the consultant's career professionally indicated to aid in the definition, as well change and develop as new careers in the transition processes (BALASSIANO et al., 2004). However, there is no clear evidence of this presence in the middle of which that role is supposed to be played and comes from the team members own role (Marques and Samulski, 2009). There is no right place to build a career, but the keen ability to learn to read the market in which it is inserted or intended for insertion, considering the skills one possesses (BALASSIANO, VENTURA SOURCES and SON, 2004) and also the importance of both developing them as an acquisitions and new skills.

Regardless of the new career that will be created or joined, the important thing is to take advantage of the skills developed during the sports career, whether directly or indirectly related to sports, for example, seizing control of stress developed by high performance sports. Samulski (2009) comments that athletes (former athletes) have better emotional self-control, self-motivation, and commitment to perform tasks which they propose when compared to individuals who did not have sport experience. Thus, skills acquired or developed through sport are quite desirable in the new career, whatever it may be.

7. FINAL CONSIDERATIONS

This article aimed to understand the process of career transition of former athletes of professional success to a new reality out of His/her role as sportsmen/women. Specifically, it was aimed to investigate the actions of third parties in former athletes' outplacement; determine whether, when and in what circumstances this new placement has direct or unrelated to the previous one; and known as the former athlete handles his professional career after the success in the sport.

According to the construction of this theoretical essay it was noticed that the post-athletic career is always linked to the previous practice of sport, even if you completely break the bond with the sport.

The practice of a new career then can be linked to two stages: at first, the ex-athlete remains in sports, but in others, when the individual fits into this phenomenon, according to the survey of literature, one realizes that he/she spent his life as an athlete with complete identification with the exercise of the activity, and also that there was planning and building of other skills within the area of performance, adjacent to the practice of the athlete. Usually the ex-athlete who retires after this activity, chooses to exercise activities as a physical trainer or coach (among others), and have somewhat of an 'advice' during sports practice for other training activities within the same area if they did earnestly after retirement. It was noticed in accordance with the literature, that sports athletes who practiced individual and / or small team's sports remained constant in this behavior. We can infer, with some caution that former athletes who had sole accompaniment of a professional (ex: technical) level or a team, to promote technical and personnel apparatus for sport performance, continued in other activities in the same area.

Secondly, there are athletes who after retiring, do not exercise any activity or work that relates to the sport before exercised. According to the literature this phenomenon occurs with the professional identification of athletic activity exercised before, and also in how the career is conducted, culminating in retirement. After evaluating this theory it was found that athletes who did not remain in the area, untied themselves from the sport, normally for two reasons. The first reason can be stated as the lack of preparation in building an athletic career that prepares for life without the sport, i.e. many former athletes who did not remain in the sports field did not construct or prepared technical personnel, the very apparatus that allowed them to remain in the sporting life in other activities (technical and physical trainer for example). The literature indicates that this phenomenon is recurrent because of the load demands and stress are so great as a developing elite athlete, that little thought in his/her life after retirement resulting in training by day and the other at home.

The literature also indicates that injuries and compulsory clearances repel former athletes remaining in other activities within the sport. This is because of the abrupt way the athletic career is interrupted without foresight and without preparation, meaning there is revulsion about staying in the practice of sports, even in other activities other than the athlete. Moreover, the lack of financial preparation has been implicated in a large scale in the literature. Many athletes, especially in popularized sports with big teams, live life to the extreme, including financial costs without any further preparation. So when they depart from the sport, there is no recourse left to appeal.

This theoretical paper discusses building a career for former athletes and their professional life after retirement from the sport practiced. After looking at the researched literature, where despite being a growing issue in discussion, there are still gaps in that will need to be filled to give strength to this area of study. The weakness of this article is in its exploratory theoretical perception that indicates a field of work in the near future.

REFERENCES

- Agresti A., Finlay B. (1999). *Statistical Methods for the Social Sciences*. Third Edition. New Jersey: Prentice Hall, 643 p.
- Alencar E. (1998). *Metodologia de pesquisa social e diagnóstico participativo*. Lavras: UFLA/FAEPE.
- Araújo R. R., Sachuk M.I. (2007). Os sentidos do trabalho e suas implicações na formação dos indivíduos inseridos nas organizações contemporâneas. *Revista de Gestão da USP*, São Paulo, v. 14, n.1, p. 53-66, janeiro/março.
- Balassiano M., Ventura E. C. F., Fontes Filho J. R. (2004). Carreiras e Cidades: existiria um Melhor Lugar para Se Fazer Carreira? *RAC*, vol.8, nº3. p.99:116.
- Bardin L. (1995). *Análise de conteúdo*. Lisboa: Edições 70.
- Bauer M. W., Gasell G. (2011). *Pesquisa Qualitativa com Texto, Imagem e Som: Um Manual Prático*. Editora Vozes. 9ª Ed. RJ: Petrópolis.
- Bogdan R. C., Biklen S. K. (1994). *Investigação qualitativa em educação*. Porto: Porto Ed. 335 p.
- Bojorques A. M., Benitez C. C. N., Salazar E. M (2011). Congruencia entre Intereses, Aptitudes y Elección de Carrera. *Asociación Mexicana de Profesionales de la Orientación*. México. Secretaria de Orientación a Distancia. *REMO*. V.8, n.21, p.32-39.
- Castel R. (2013). *Carrier and Management For Athletes*. Cambridge University Press, NY, 14-58.
- (2014) Comitê Olímpico Brasileiro. Disponível em <http://www.cob.org.br> <Acesso em 12 de janeiro de 2014>.
- (2014) Conselho Federal de Educação Física – CONFEF. Carta Brasileira de Educação Física. Disponível em <http://www.confef.org.br> <Acesso em 03 de janeiro de 2014>.
- Costa A. B, Soares D. H. P. (2009). Orientação Psicológica para a Aposentadoria. *Revista Psicologia: Organização e Trabalho*. V. 9, n. 2, pp. 97-108, julho/dezembro.
- Coutinho M. C. (2009). Sentidos do trabalho contemporâneo: as trajetórias identitárias como estratégia de investigação. *Cadernos de Psicologia Social do Trabalho*, vol. 12, n 2, PP. 189- 202.
- Dejours C. (2004). Subjetividade, trabalho e ação. São Paulo: *Revista Produção*, v.14, n. 3, p. 27-34.
- Ericsson K. A. (2003). Development of elite performance and deliberate practice: An update from the perspective of the elite expert performance approach. In: Starkes J. L., Ericsson K. A. (2003). *Expert Performance in Sports*. Human Kinetics, p. 49-83.
- Ericsson K. A., Charness N., Feltovich P. J., Hoffman R. R. (2006). *The Cambridge handbook of expertise and expert performance*. Cambridge University Press, NY, 901p.
- Gallahue D. L., Ozmun J. C. (2003). *Compreendendo O Desenvolvimento Motor: Bebês, crianças, adolescentes e adultos*. São Paulo: Phorte Editora, 641p.
- Godoy A. S. (1995). Pesquisa qualitativa: Tipos fundamentais. *Revista de Administração de Empresas*, São Paulo, v. 35, n. 3, p. 20-29, maio/jun.
- (2013) Instituto Brasileiro de Geografia e Estatística – IBGE. Banco de Dados Agregados. Sistema IBGE de Recuperação Automática– SIDRA. Disponível em <http://www.ibge.gov.br> <Acesso em 18 de dezembro de 2013>.
- (2013) Instituto Brasileiro de Seguridade Social – INSS. Boletim Estatístico da Previdência Social. *Data Prev.*, 13 (8). Disponível em <http://www.previdenciasocial.gov.br> <Acesso em 27 de dezembro de 2013>.
- Lakatos E. M., Marconi M. A. (2001). *Fundamentos de metodologia científica*. São Paulo: Atlas, 4ª ed. 288p.
- Laville C., Dionne J. (1999). *A construção do saber*. Belo Horizonte: UFMG. 340 p.
- Machado R. P. T., Rubio K. (2008). O Atleta como Maior Legado Olímpico. In: RUBIO, K. (org.) *Megaeventos esportivos, legado e responsabilidade social*. São Paulo: Casa do Psicólogo, pp. 161-170.
- Maciel L. H. R. (2003). Crianças e Adolescentes no Esporte. *Lavras: Revista Ethos*, v.1, p. 11-2.
- Maciel L. H. R., Moraes L. C. C. A. (2008). Investigação da expertise de treinadores de ginástica aeróbica brasileiros usando análise de protocolo. *Revista Iberoamericana de Psicología del Ejercicio y el Deporte*. Sevilla, España: Facultad de Formación del Profesorado. Vol. 3, n. 2, pp. 241-258.
- Marques M. P., Samulski D. M. (2009). Análise da carreira esportiva de jovens atletas de futebol na transição da fase amadora para a fase profissional: escolaridade, iniciação, contexto sócio-familiar e planejamento da carreira. *Revista Brasileira de Educação Física e Esporte*. São Paulo. v.23, n.2, p.103-19, abr./jun.
- Martins G. A., Theophilo C. R. (2009). *Metodologia da Investigação Científica para Ciências Sociais Aplicadas*. 2ª Ed. São Paulo: Atlas, 247p.
- Moura C. B., Menezes M. V. (2004). Mudança de Opinião: Análise de um Grupo de Pessoas em Condição de Re-escolha Profissional. *Revista Brasileira de Orientação Profissional*. Londrina. Vol. 5, n. 1, pp. 29-45.
- Noce F., Moraes L. C. C. A., Samulski D. M. (1997). Fatores motivacionais para a prática do judô. In: Greco P. J., Samulski D. M., Júnior E. C. (Org.). *Temas Atuais em Educação Física e Esportes*. Belo Horizonte: Minas Gerais: Imprensa da UFMG, v. 1, p. 125-144.
- Noronha A. P. P., Ambiel R. A. M. (2006). *Orientação Profissional e Vocacional: Análise da Produção Científica*. PSICO-USF. Vol.11, nº1. p.75:84.

- Nunomura M., Tsukamoto M. H. C. (2009). Fundamentos das Ginásticas. Jundiaí: Fontoura, 240p.
- Pahl R. (1997). Depois do Sucesso: Ansiedade e Identidade. São Paulo: Editora UNESP, 252 p.
- Patton M. Q. (1980). Qualitative evaluation methods. Beverly Hills, CA: Sage. 381p.
- Pires G. (2007). Agôn – Gestão do Desporto. Portugal, Porto: Porto Editora LDA. 351p.
- Rodrigues M., Ayabe N. H., Lunardelli M. C. F., Canêo L. C. (2005). A Preparação para a Aposentadoria: O Papel do Psicólogo frente a esta Questão. Revista Brasileira de Orientação Profissional. Londrina. Vol. 6, n. 1, pp. 53-62.
- Samulski D. M. (2009). Psicologia do Esporte: Conceitos e novas perspectivas. 2ª Ed. Barueri: Editora Manole, 400p.
- Salmela J. H. (1996). Great Job Coach! Getting the edge from proven winners. Ottawa: Potentium, 229 p. 1996.
- Salmela J. H., Moraes L. C. C. A. (2003). Development of expertise: The role of coaching, families and cultural contexts. In: Starkes J. L., Ericsson K. A. Expert Performance in Sports. Human Kinectis, p. 275-293.
- Samulski D. M. (2008). Psicologia do Esporte: Conceitos e Novas Perspectivas. 2a Ed. São Paulo: Manole, 512p.
- Simon H. A., Chase W. G. (1973). Skill in chess. American Scientist, 61, p.394-403.
- Tenenbaum G., Eklund R. C. (2007). Handbook of Sport Psychology. Third Edition. New Jersey - USA: John Wiley & Sons.
- Tesch R. (1990). Qualitative research analysis types and software tools. New York: Falmer Press. 329 p.
- Toni M. (2003). Visões sobre o trabalho em transformação. Sociologias, Porto Alegre, ano 5, n° 9, jan/jun, p. 246-286.
- Tsukamoto M. H. C., Nunomura M. (2005). Iniciação esportiva e infância: um olhar sobre a Ginástica Artística. Revista Brasileira de Ciências do Esporte: Campinas, v. 26, n.3, maio, p159-176.
- Verardi C. E. L., De Marco A. (2008). Iniciação esportiva: a influência de pais professores e técnicos. Arquivos em Movimento. Rio de Janeiro, v.4, n.2. p. 102-123.