



GLOBAL LEARNING AND DEVELOPMENT FRAMEWORK

- First Global Skills Survey -

MAIN FINDINGS

Focus on all responses collated

September 2021



Report prepared by EOSE

TABLE OF CONTENT

1. GENERAL INTRODUCTION TO THE GLOBAL SKILLS SURVEY	3
2. SECTION 1 – ABOUT THE RESPONDENTS	4
a) Role of respondents	4
b) Employment status of respondents.....	4
c) Highest education obtained by respondents and in which fields	4
d) Years of professional experience and stage of respondents’ career.....	5
e) Years of experience in anti-doping industry	5
f) Gender and age range of respondents.....	5
g) Nationalities of respondents.....	6
3. SECTION 2 – ABOUT THE ORGANIZATION RESPONDENTS WORK FOR OR ARE ASSOCIATED WITH.....	8
4. SECTION 3 – ABOUT RESPONDENTS VALUES, SKILLS, AND FUNCTIONS.....	10
a) Most important values needed to work in anti-doping	10
b) About COMMUNICATION skills and attributes (<i>Importance and level of confidence</i>)	11
c) About LEADERSHIP skills and attributes (<i>Importance and level of confidence</i>)	12
d) About INTERPERSONAL skills and attributes (<i>Importance and level of confidence</i>).....	12
e) About SELF-MANAGEMENT skills and attributes (<i>Importance and level of confidence</i>).....	13
f) About PROBLEM-SOLVING skills and attributes (<i>Importance and level of confidence</i>)	14
g) About ORGANIZATIONAL skills and attributes (<i>Importance and level of confidence</i>)	15
h) About ICT skills and attributes (<i>Importance and level of confidence</i>).....	15
i) About WORK ETHIC skills and attributes (<i>Importance and level of confidence</i>)	16
5. SECTION 4 – ABOUT RESPONDENTS LEARNING AND DEVELOPMENT.....	18
a) Duration perceived by respondents to understand the anti-doping system, Code and Standards	18
b) Undertaken professional training in anti-doping by respondents	18
c) Potential role-specific training in anti-doping: views from respondents.....	21
d) Potential barriers to attend a role-specific training in anti-doping	23
6. SECTION 5 – RESPONDENTS VIEW ON SOME SPECIFIC STATEMENTS.....	25
7. OPTIONAL SECTION – YOUR PERSONAL INFORMATION.....	30

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1. GENERAL INTRODUCTION TO THE GLOBAL SKILLS SURVEY

The survey is part of the Global Learning and Development Framework (GLDF) initiative led by WADA's Education Department which aims to improve the learning and professional development opportunities for practitioners working in anti-doping around the world.

The ambition of GLDF is to analyze and document the values, skills and competencies that are considered essential for people working in specific roles in anti-doping. This benchmark of good practice will be used to create globally harmonized training programs, tailored to each role and the competencies they need to be successful. Currently, in the anti-doping industry, there is no specific training available and this is something WADA wishes to change and provide anti-doping practitioners with opportunities for training and professional development to support their daily work.

WADA has launched the first ever digital Global Skills Survey in the summer of 2021 to gather insight from anti-doping practitioners and be able to identify the skills needed for each role, learn more about potential skills gaps and shortages, and importantly understand the learning and development needs.

The survey was structured and designed through the following sections to target individual practitioners engaged in the anti-doping industry:

- > **Section 1 - About you:** *Position, academic and professional background, gender, nationality, age*
- > **Section 2 - About your organization:** *Type, region where established, geographical coverage, status*
- > **Section 3 - About your values, skills and functions:** *For the anti-doping industry and related your role*
- > **Section 4 - About learning and development:** *Which learning and development opportunities have you received and what are your thoughts about learning and development in anti-doping*
- > **Optional Section - Your personal information:** *possibility to complete the survey anonymously OR to complete this final section to stay in touch with the project and get involved in further consultation*

The survey has been designed using SurveyMonkey software and was made available in English, French and Spanish to decrease the language barrier and create the conditions to collate more contributions from all over the world.

It is important to underline that this first Global Skills Survey focuses ONLY on the following roles:

- > Communications and Media Relations officer/manager (or an equivalent title)
- > Education officer/manager (or an equivalent title)
- > Hearing Panel member (or an equivalent title)
- > Investigation & Intelligence officer/manager (or an equivalent title)
- > Privacy and Data Protection officer/manager (or an equivalent title)
- > Results management officer/manager (or an equivalent title)

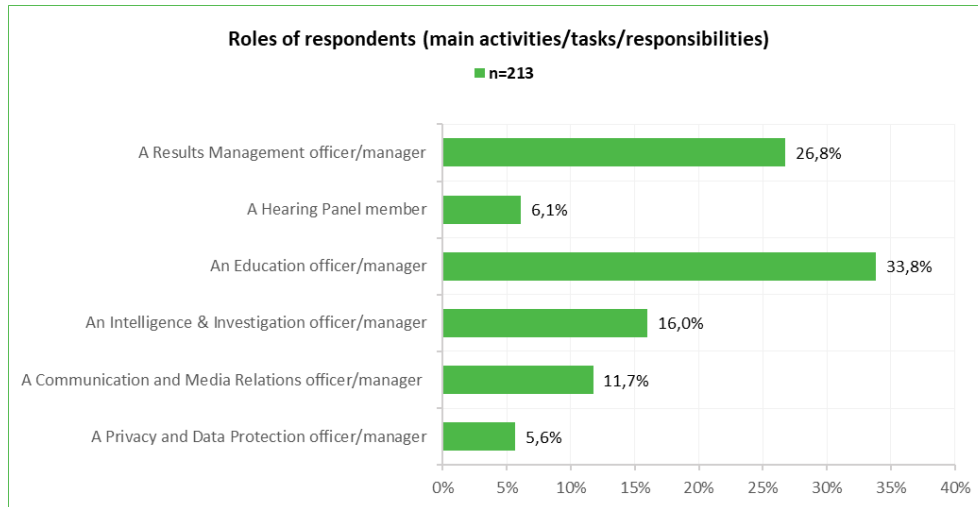
In the future, WADA will extend its GLDF work to other practitioner roles and will issue further Global Skills Surveys to gather insight and feedback for those specific roles.

The online survey was launched in August 2021 for a duration of 4 weeks and closed on 31st of August 2021 with a total of 213 valid responses collated (182 in English, 9 in Spanish and 22 in French).

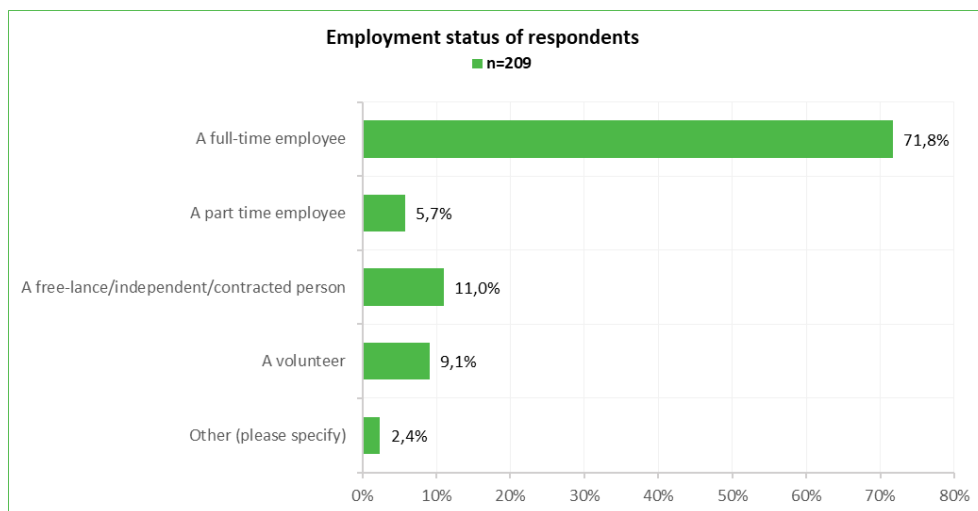
This report presents a brief analysis of the main findings collated from all respondents who participated in the Global Skills Survey whatever their role and functions in the anti-doping industry. For the purpose of this report we concentrated on univariable questions and keep the same order as the one used through the survey.

2. SECTION 1 – ABOUT THE RESPONDENTS

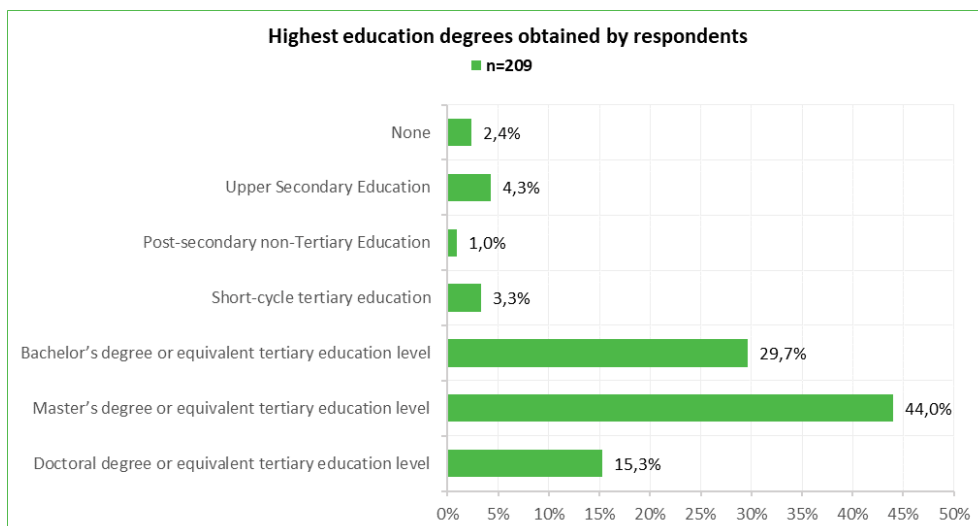
a) Role of respondents

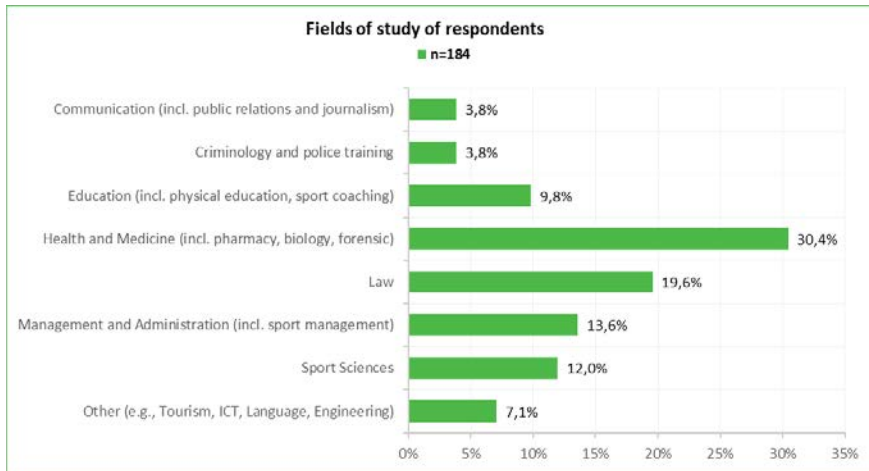


b) Employment status of respondents

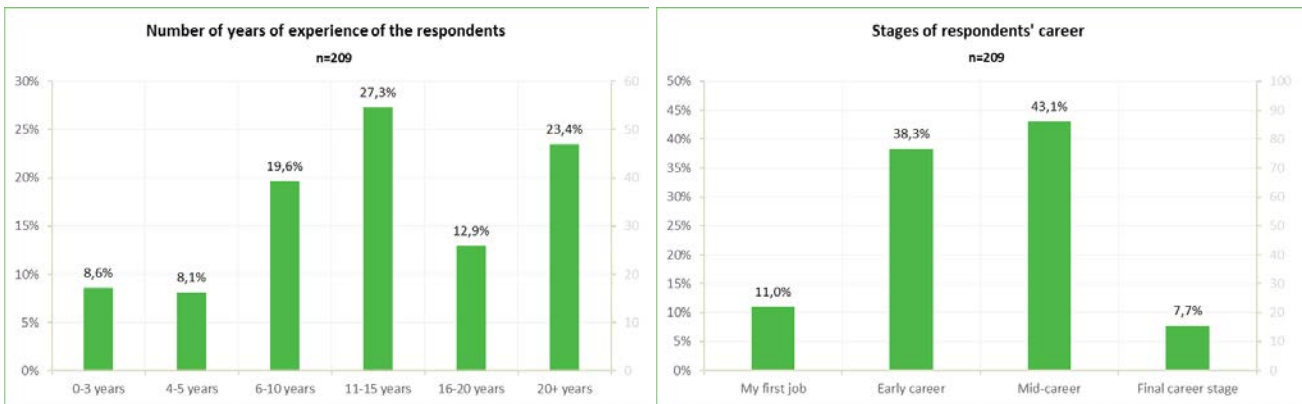


c) Highest education obtained by respondents and in which fields

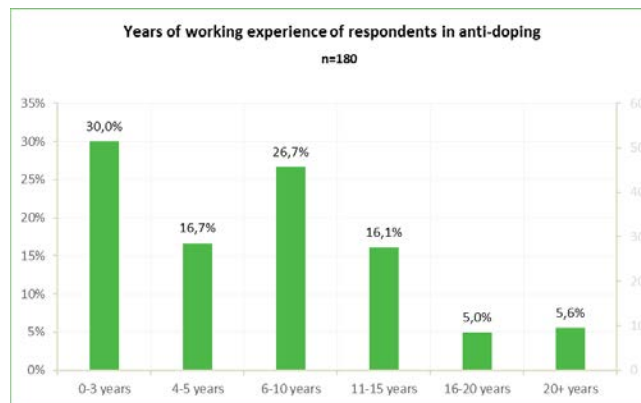




d) Years of professional experience and stage of respondents' career



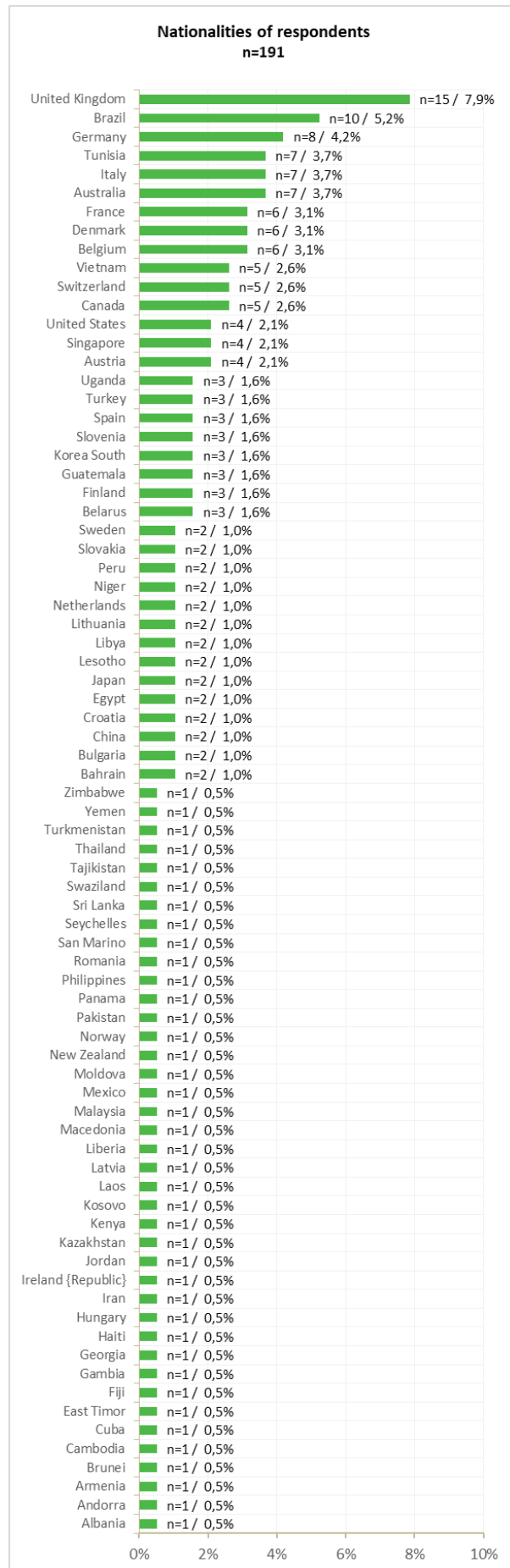
e) Years of experience in anti-doping industry



f) Gender and age range of respondents



g) Nationalities of respondents

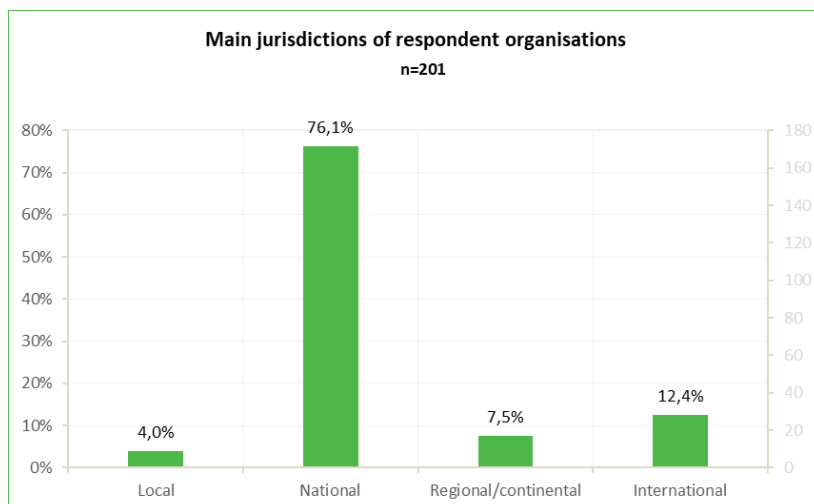
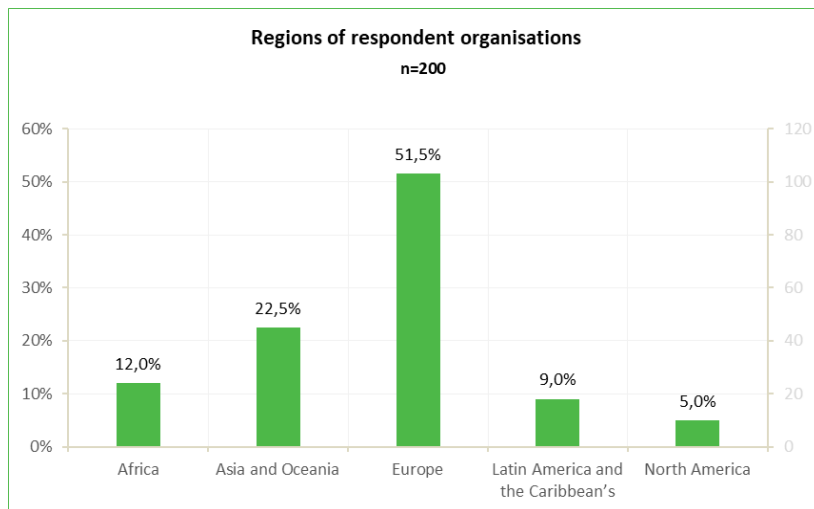
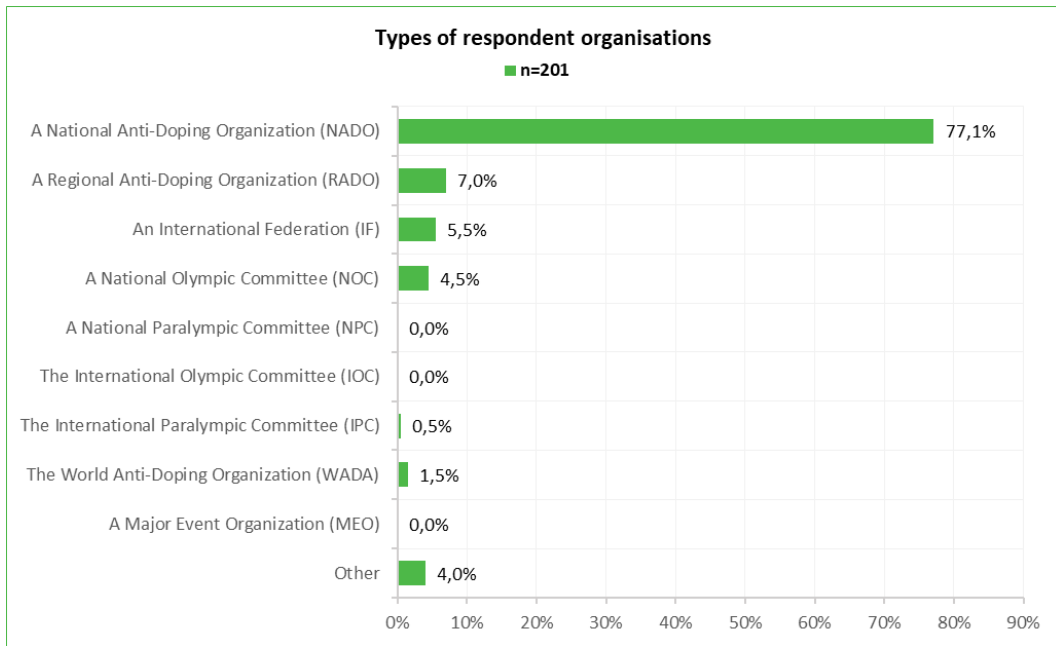


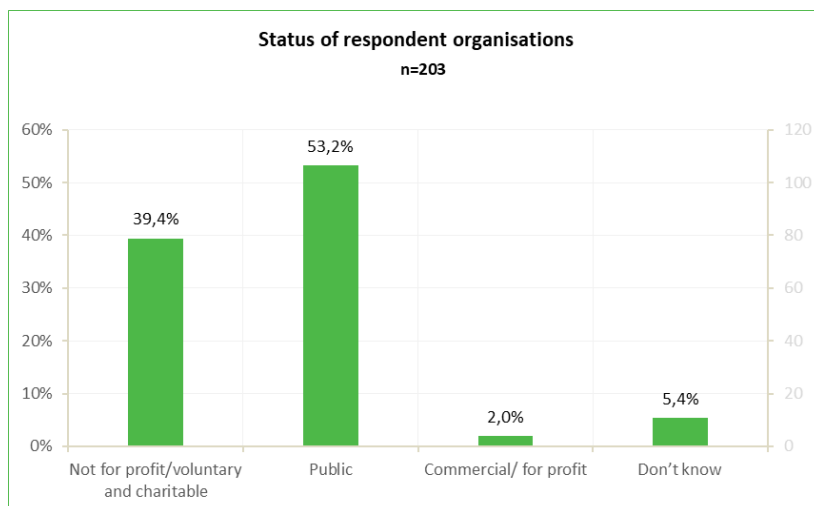
>>> MAIN FINDINGS AND HIGHLIGHTS <<<

PROFILE OF RESPONDENTS

- > Roles / Functions of respondents
 - 33.8% were Education Officers / Managers
 - 26.8% were Results Management Officers / Managers
 - 16% were Intelligence & Investigation Officers / Managers
 - 11.7% were Communication and Media Relations Officers / Managers
 - 6.1% were Hearing Panel members
 - 5.6% were Privacy and Data Protection Officers / Managers
- > Employment status of respondents
 - 71% of respondents working as full-time employees
 - 9.1% of respondents acting as volunteers
- > Highest degrees obtained by respondents and in which fields
 - 89% of respondents with a minimum of a Bachelor degree or higher degree
 - 44% of respondents with a Master degree (largest proportion of responses)
 - Health and Medicine was the most represented field of study (30.4%) followed by Law (19.6%) and Management / Administration incl. Sport Management (13.6%)
 - Only 2.4% of respondents with no degree
- > Years of professional experience of respondents
 - 63.6% of respondents had more than 10 years of professional experience in their field and 23.4% had more than 20 years of experience
 - But only 26.7% had more than 10 years of experience in anti-doping
 - 30% (the largest proportion) had less than 3 years of experience in anti-doping
- > Gender and age of respondents
 - 48.2% of respondents were female and 51.8% were men which can be seen as good gender balance achieved by the industry
 - 72.6% of respondents were over 35 years old
 - The largest proportion (37.3%) were in the 35 – 44 years age band
 - Only 1.5% of respondents were less than 25 years old
- > Nationalities of respondents
 - High diversity of respondents with no less than 77 different nationalities represented
 - From all over the world
 - Top 3 in terms of numbers per nationalities: UK (15 respondents) / Brazil (10) / Germany (8)

3. SECTION 2 – ABOUT THE ORGANIZATION RESPONDENTS WORK FOR OR ARE ASSOCIATED WITH





>>> MAIN FINDINGS AND HIGHLIGHTS <<<

PROFILE OF RESPONDENT ORGANISATIONS

- > Type of organisations in which were engaged respondents
 - *A large majority were from a National Anti-Doping Organization (NADO) – 77.1%*
 - *Only 4.4% from NOCs and 5.5% from IFs*

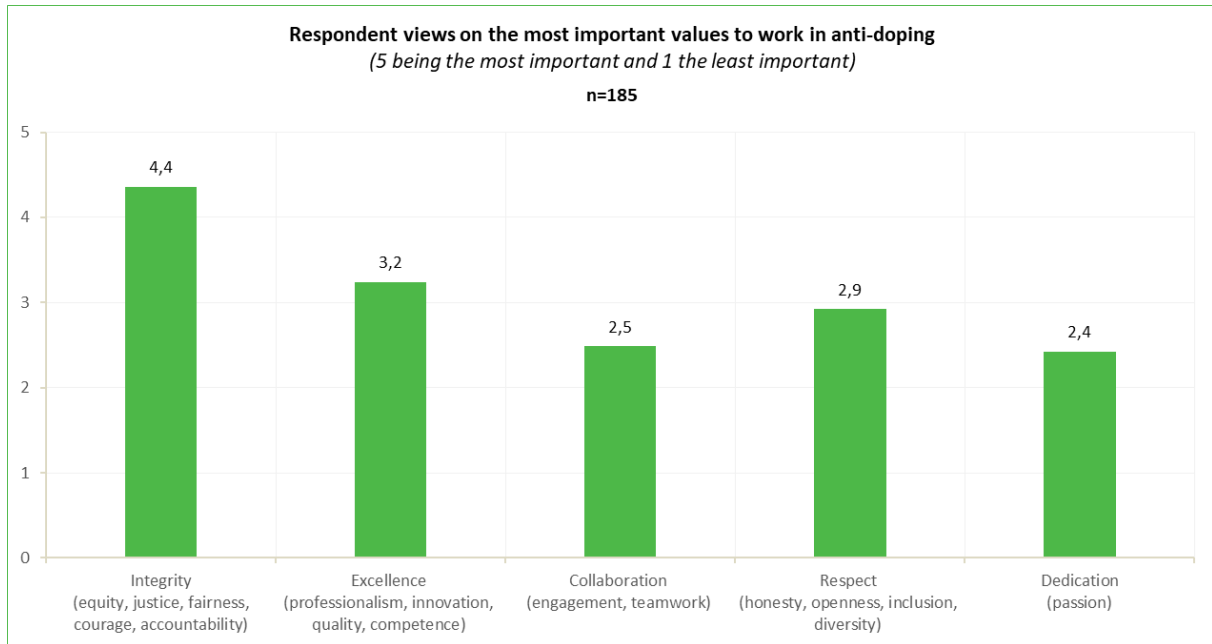
- > Jurisdiction of the organisations (focus)
 - *76.1% had a national focus which is in correlation with the types of organisations*

- > Status of respondent organisations
 - *A majority were public organisations (53.2%) followed by not for profit / voluntary (39.4%)*
 - *Only 2% were from commercial organisations*

- > Regions / Localisation
 - *All continents were represented in the contributions to the Skills Survey but a majority of respondents were engaged in an organisation located in Europe (51.5%) followed by Asia / Oceania (22.5%), Africa (12%), Latin America and the Caribbeans (9%), and North America (5%).*

4. SECTION 3 – ABOUT RESPONDENTS VALUES, SKILLS, AND FUNCTIONS

a) Most important values needed to work in anti-doping



Note:

Integrity (equity, justice, fairness, courage, accountability) We strive to protect the rights of all athletes in relation to anti-doping, contributing to the integrity in sport. We adhere to the highest ethical standards and avoid improper influences and conflicts of interests that undermine our independence and unbiased judgement. We develop policies, procedures and practices that reflect justice, equity, fairness and integrity. We are courageous and we do what is necessary to protect clean athletes and the integrity of sport even when the choices are difficult and/or the actions are unpopular. We are accountable for our actions, including our mistakes and treat them as opportunities to learn.

Excellence (professionalism, innovation, quality, competence) We conduct our work with dedication and the highest standards of professionalism and quality. We strive to be agile, innovative and develop practical solutions for the implementation of our anti-doping programs. We build on best practices and share our learnings with others to enhance the work of all. We take responsibility for our professional development and continuous improvement to ensure we are competent in our functions.

Collaboration (engagement, teamwork) We collaborate with stakeholders and the broader anti-doping community to find common ways to foster clean sport. We seek out the athlete perspective they are the stakeholders and are most impacted by anti-doping policies and activities. We achieve our mission by fostering an open and collaborative environment where every team member is heard and is valued.

Respect (honesty, openness, inclusion, diversity) We strive to be inclusive and represent the diversity of our stakeholders. We respect the beliefs, values, differences, and unique perspectives of those we work with We strive to listen attentively to our stakeholders. We are honest with ourselves and with others.

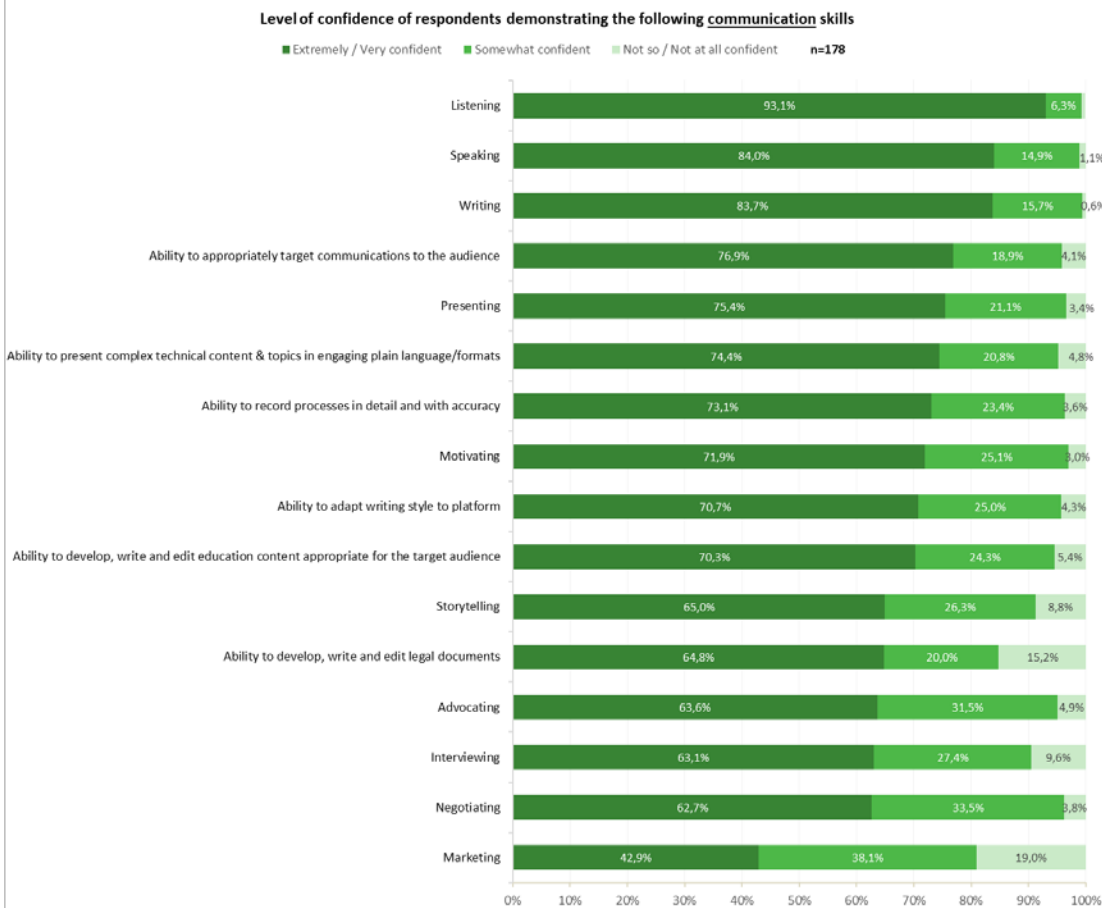
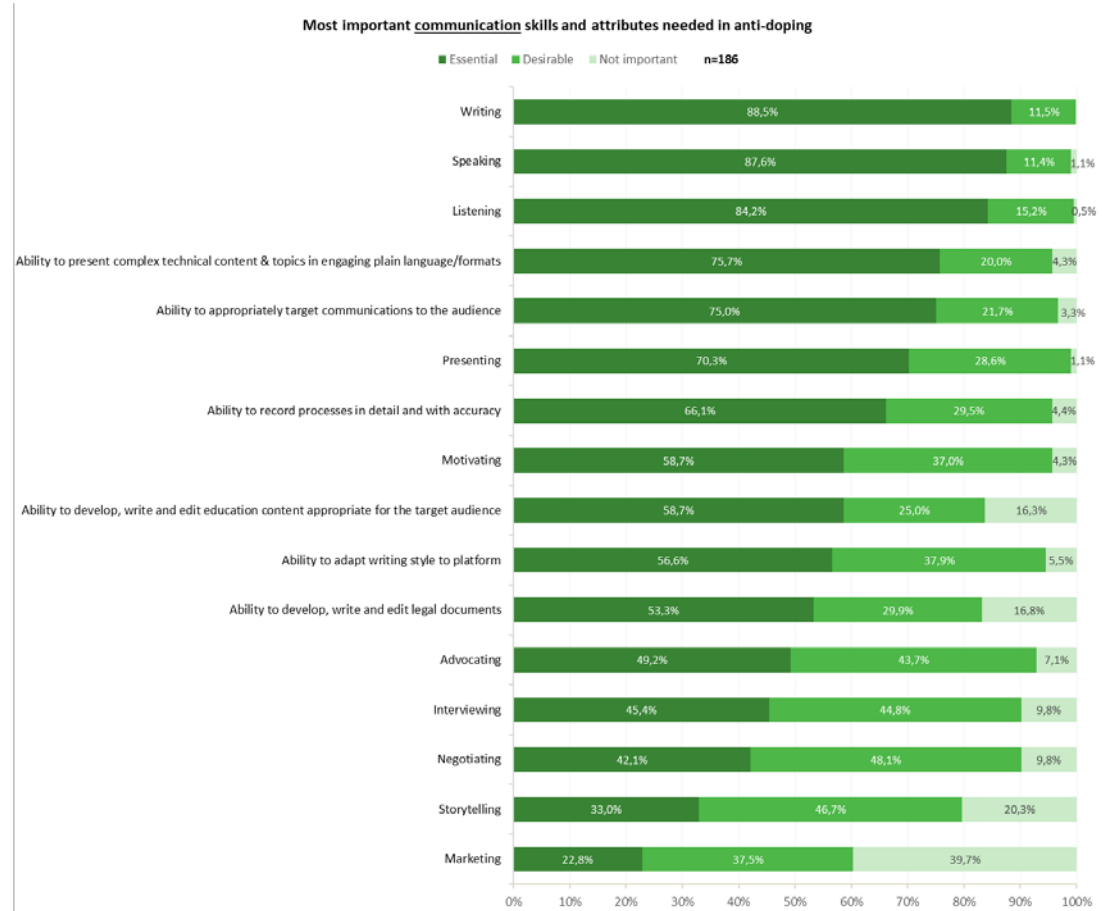
Dedication (passion) We take pride in protecting clean sport. We are energized by a clear sense of purpose. We are motivated by our contributions to fostering a clean sport environment. We are committed to the values of clean sport and passionate about protecting them.

>>> MAIN FINDINGS AND HIGHLIGHTS <<<

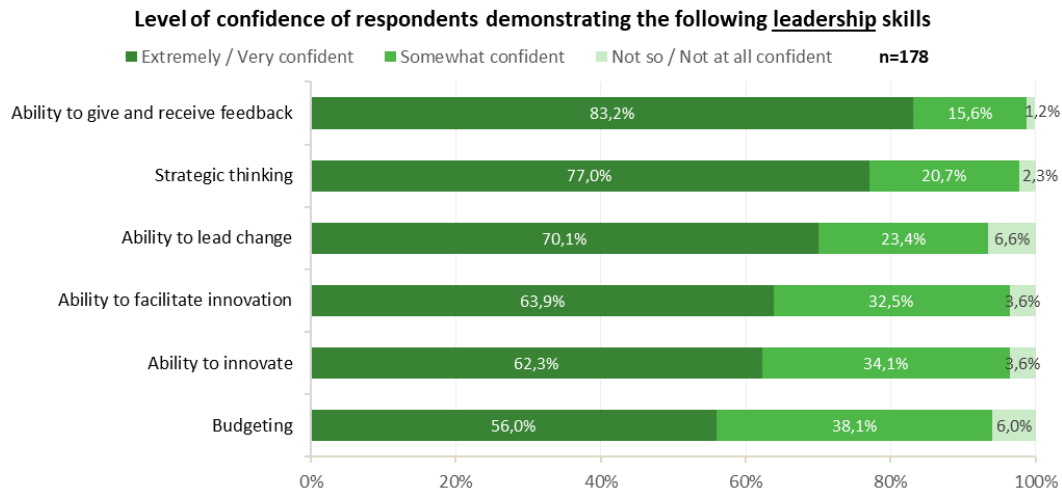
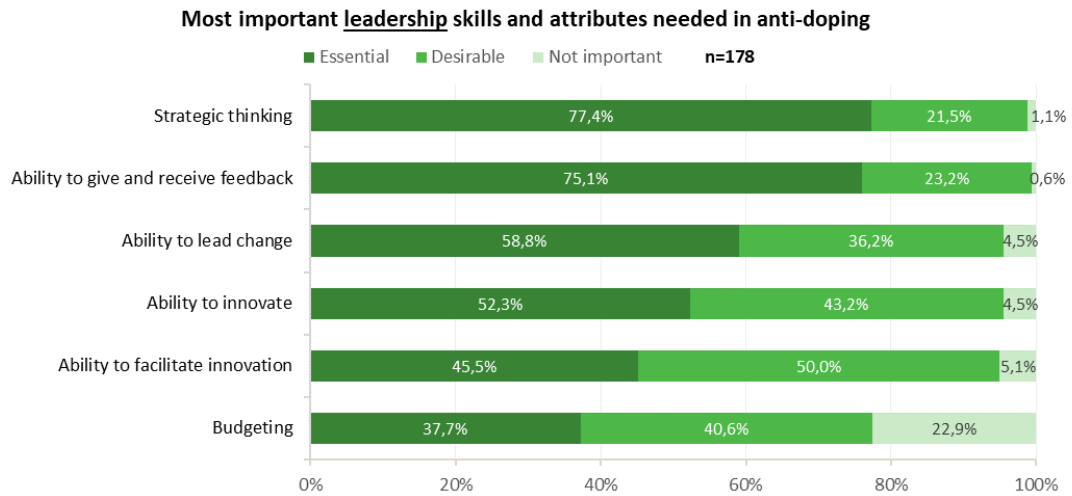
VALUES EXPRESSED BY RESPONDENTS TO WORK IN ANTI-DOPING

- > **INTEGRITY** is considered by respondents as the most important value to have to work in anti-doping (68% of respondents considered as most important)
- > From the proposed list of values in the survey, **DEDICATION** is considered by respondents as the least important one to have to work in anti-doping (42.6% of respondents considered it as less important)

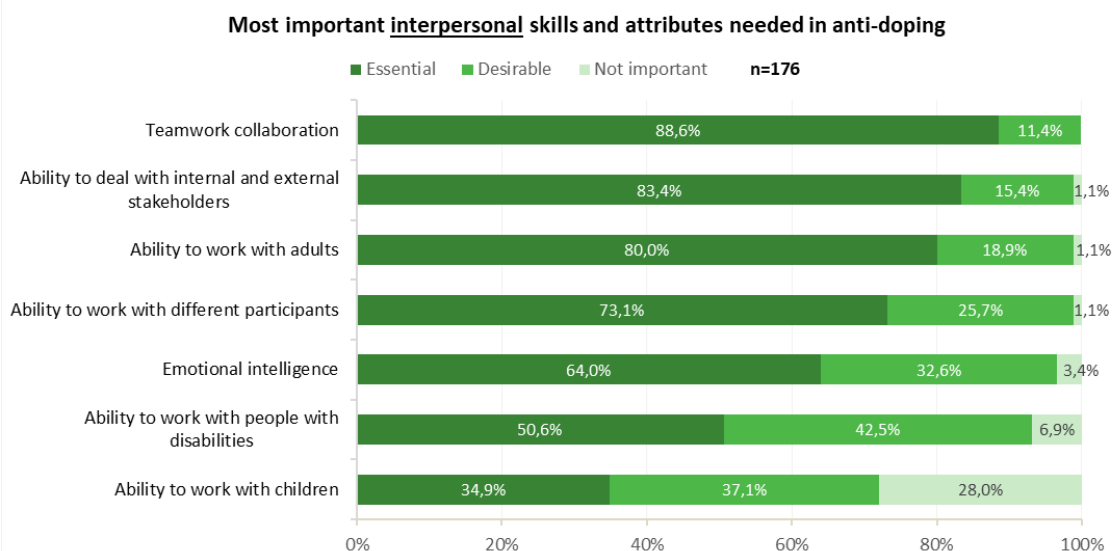
b) About COMMUNICATION skills and attributes (Importance and level of confidence)



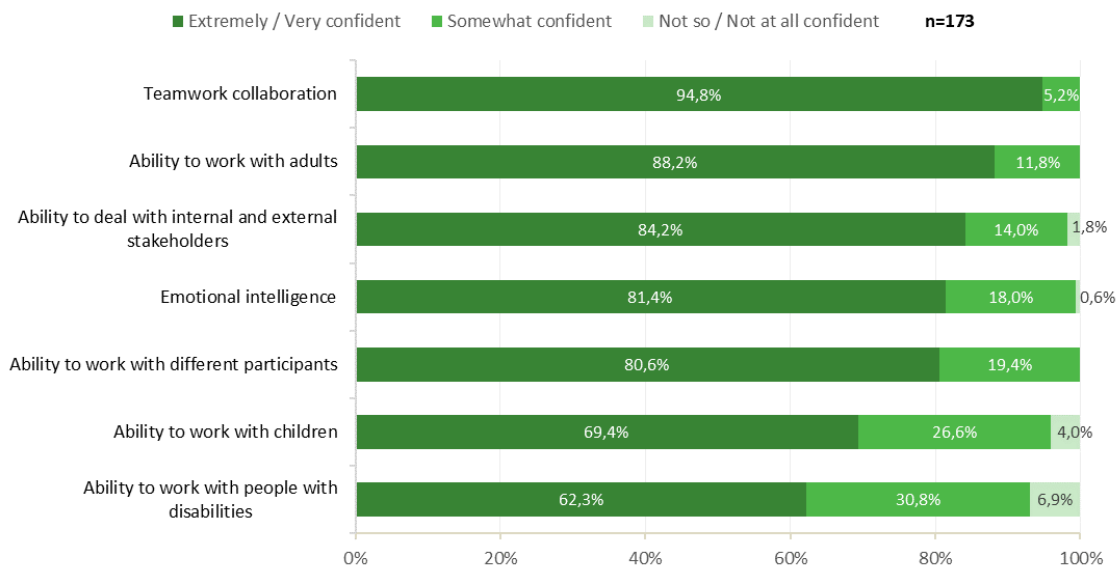
c) About LEADERSHIP skills and attributes (Importance and level of confidence)



d) About INTERPERSONAL skills and attributes (Importance and level of confidence)

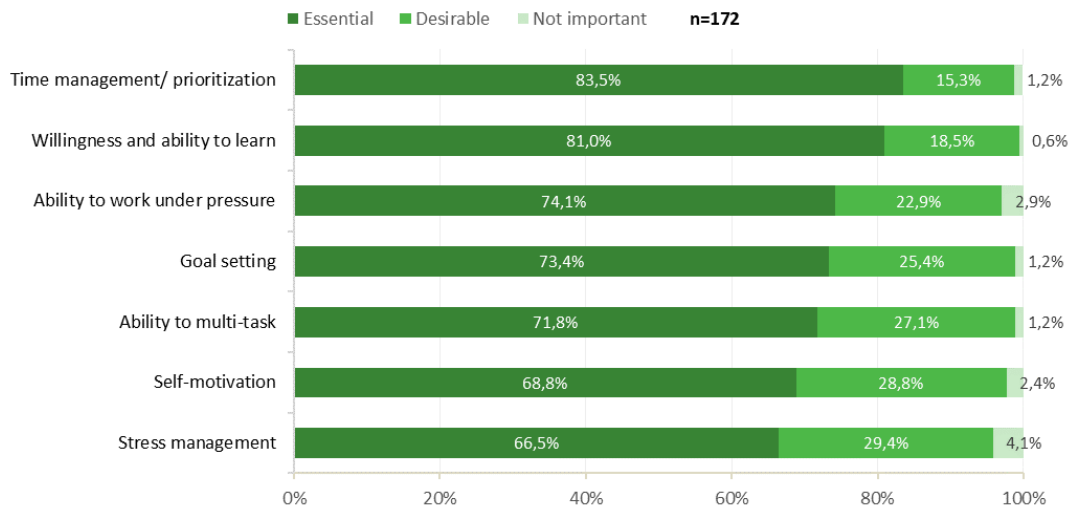


Level of confidence of respondents demonstrating the following interpersonal skills

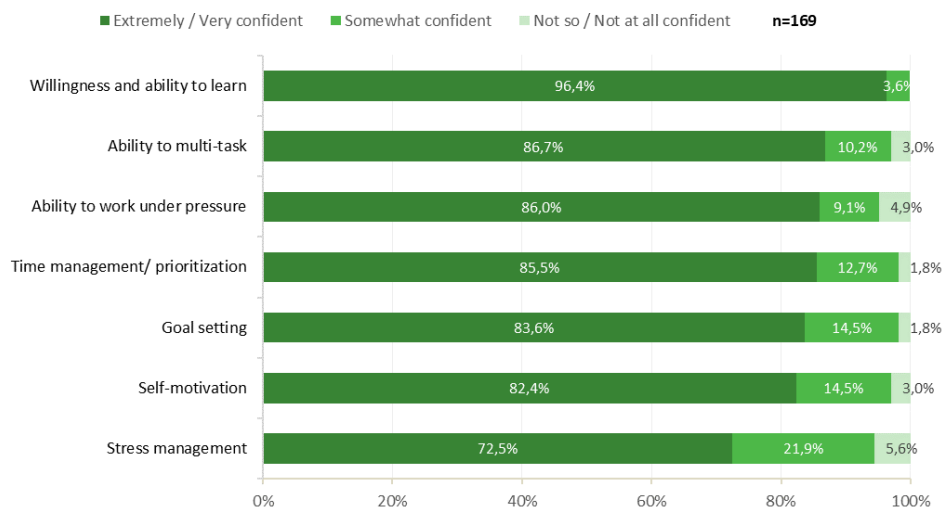


e) About SELF-MANAGEMENT skills and attributes (Importance and level of confidence)

Most important self-management skills and attributes needed in anti-doping

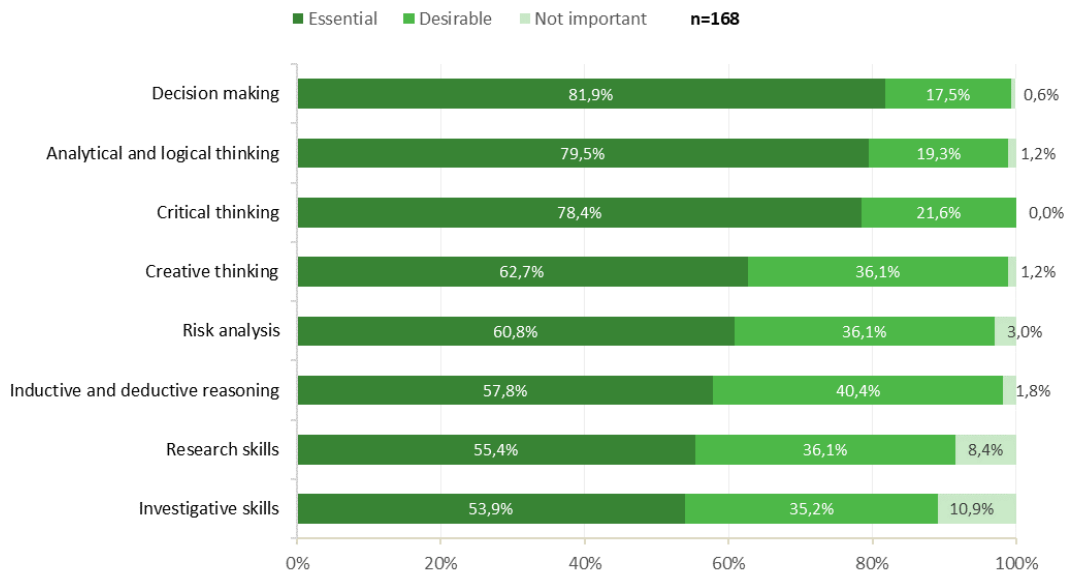


Level of confidence of respondents demonstrating the following self-management skills

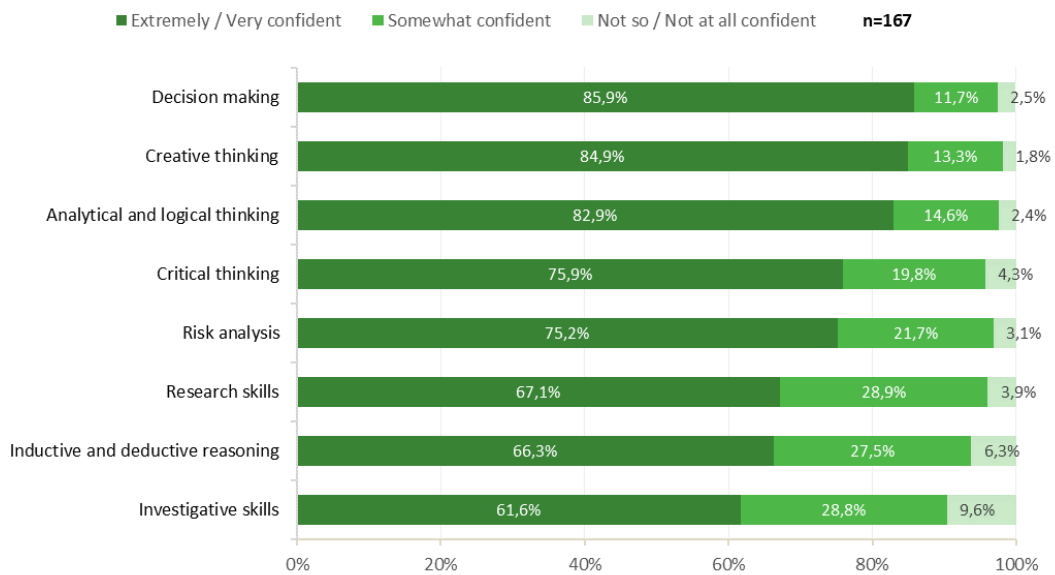


f) **About PROBLEM-SOLVING skills and attributes (Importance and level of confidence)**

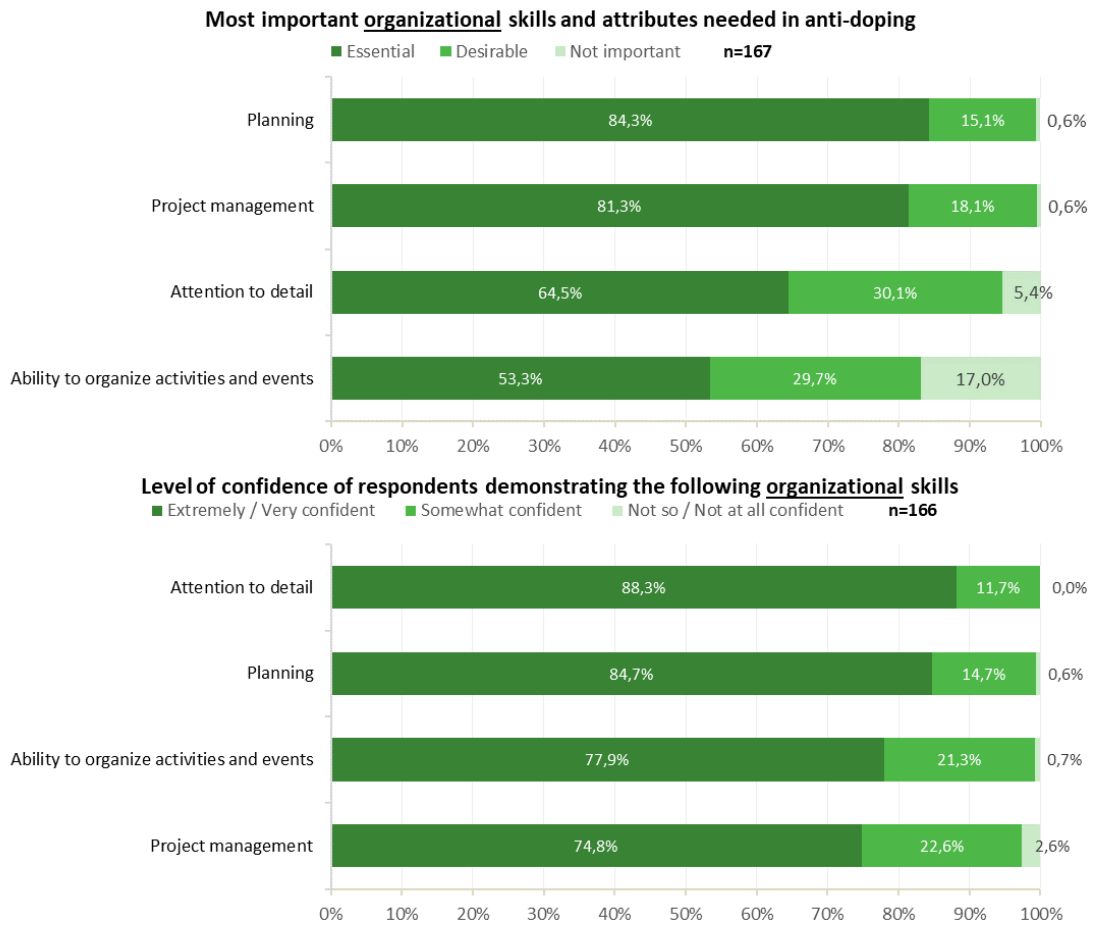
Most important problem-solving skills and attributes needed in anti-doping



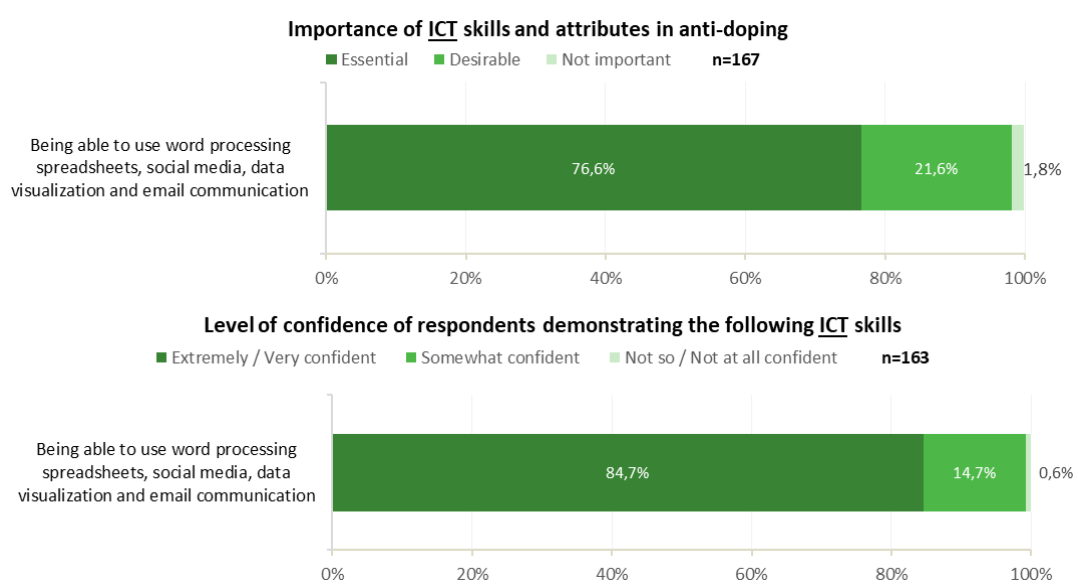
Level of confidence of respondents demonstrating the following problem-solving skills



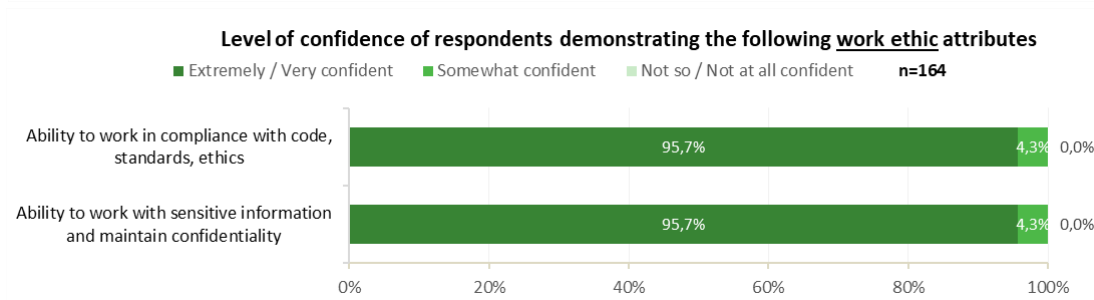
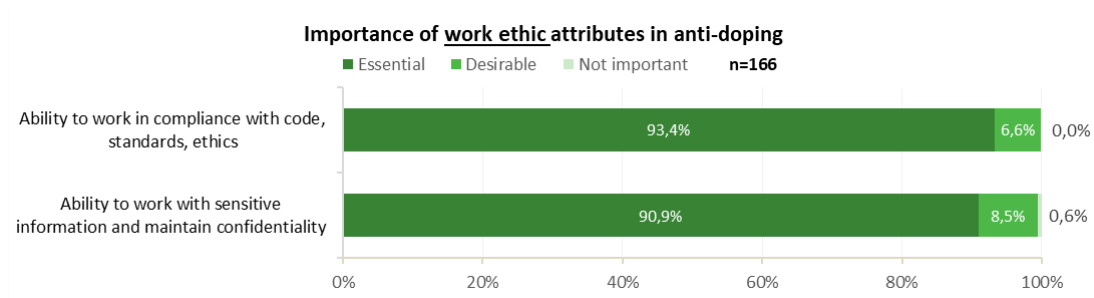
g) About ORGANIZATIONAL skills and attributes (Importance and level of confidence)



h) About ICT skills and attributes (Importance and level of confidence)



i) About WORK ETHIC skills and attributes (Importance and level of confidence)



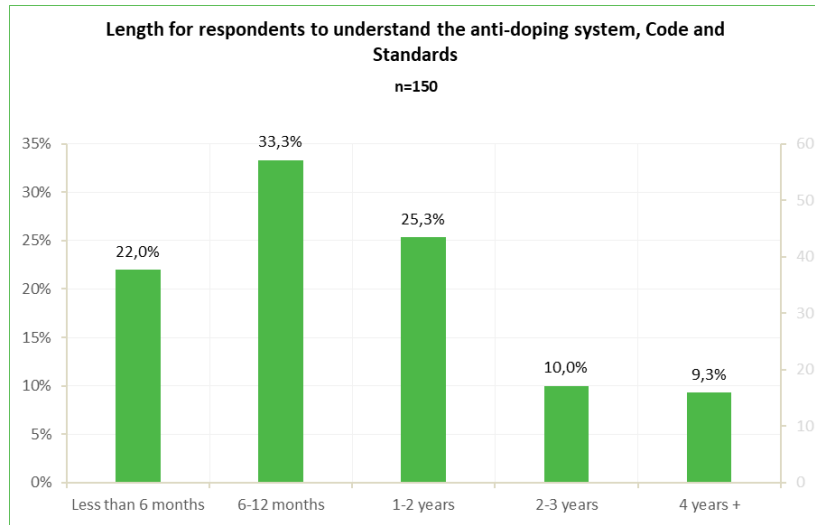
>>> MAIN FINDINGS AND HIGHLIGHTS <<<

SKILLS AND ATTRIBUTES		
3 skills and attributes identified by respondents as most important (+ least important one)		3 skills where respondents claimed to have most confidence (+ weakest one)
<ol style="list-style-type: none"> 1. Writing 2. Speaking 3. Listening ... 16. Marketing 	<p>COMMUNICATION <i>(List of 16 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Writing ... 16. Marketing
<ol style="list-style-type: none"> 1. Strategic thinking 2. Ability to give and receive feedback 3. Ability to lead change ... 6. Budgeting 	<p>LEADERSHIP <i>(List of 6 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Ability to give and receive feedback 2. Strategic thinking 3. Ability to lead change ... 6. Budgeting
<ol style="list-style-type: none"> 1. Teamwork collaboration 2. Ability to deal with internal and external stakeholders 3. Ability to work with adults ... 7. Ability to work with children 	<p>INTERPERSONAL SKILLS <i>(List of 7 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Teamwork collaboration 2. Ability to work with adults 3. Ability to deal with internal and external stakeholders ... 7. Ability to work with people with disabilities
<ol style="list-style-type: none"> 1. Time management/ prioritization 2. Willingness and ability to learn 3. Ability to work under pressure ... 7. Stress management 	<p>SELF-MANAGEMENT <i>(List of 7 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Willingness and ability to learn 2. Ability to multi-task 3. Ability to work under pressure ... 7. Stress management
<ol style="list-style-type: none"> 1. Decision making 2. Analytical and logical thinking 3. Critical thinking ... 8. Investigative skills 	<p>PROBLEM SOLVING <i>(List of 8 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Decision making 2. Creative thinking 3. Analytical and logical thinking ... 8. Investigative skills
<ol style="list-style-type: none"> 1. Attention to detail 2. Planning 3. Project management 4. Ability to organize activities / events 	<p>ORGANIZATIONAL <i>(List of 4 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Attention to detail 2. Planning 3. Ability to organize activities / events 4. Project management

- > High level of consistency between the level of importance and the level of confidence in demonstrating the skills – no major gap underlined except perhaps for Project Management.
- > ICT and work ethic skills and attributes: rated highly important and high level of confidence as well.

5. SECTION 4 – ABOUT RESPONDENTS LEARNING AND DEVELOPMENT

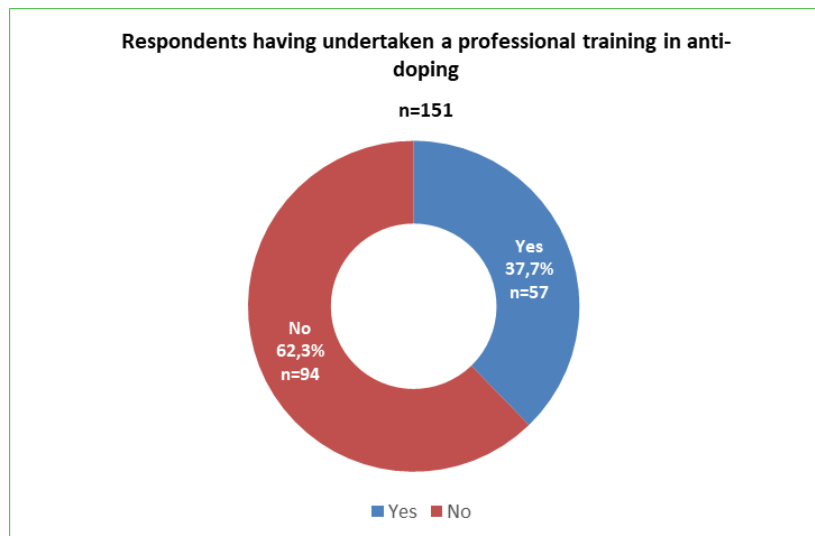
a) Duration perceived by respondents to understand the anti-doping system, Code and Standards

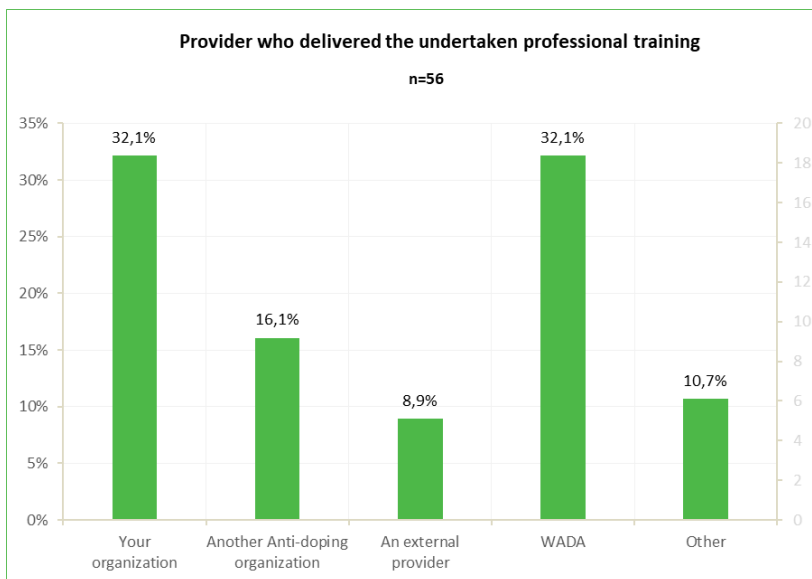
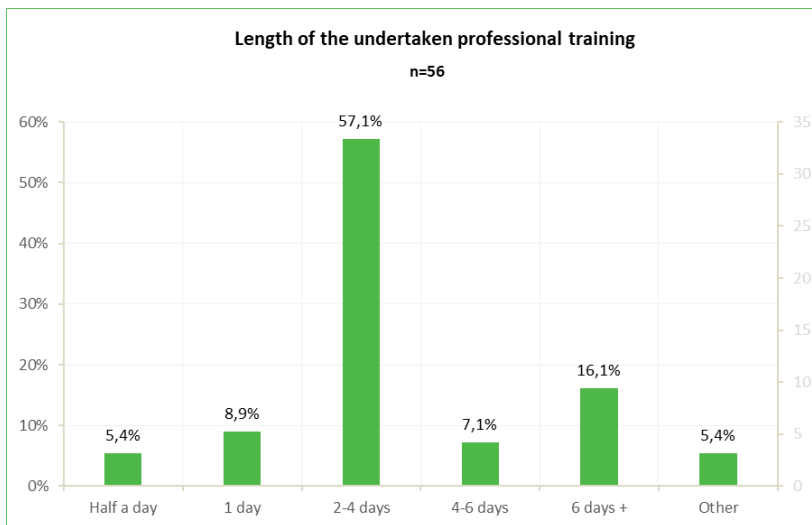
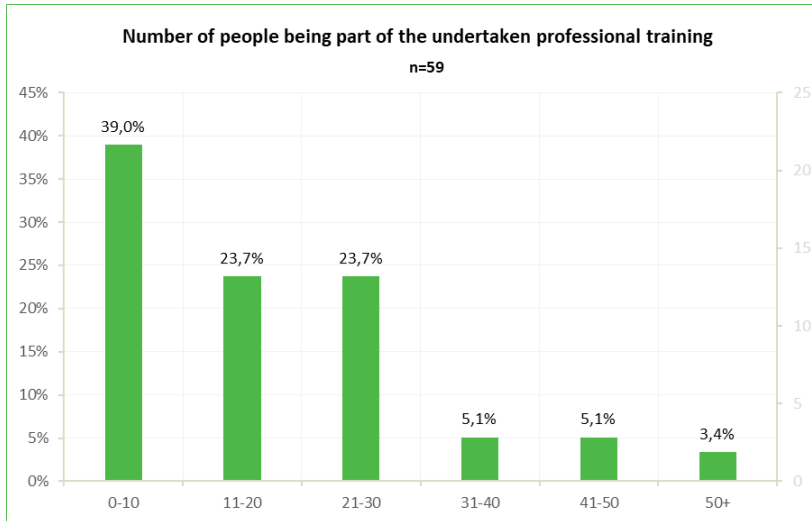


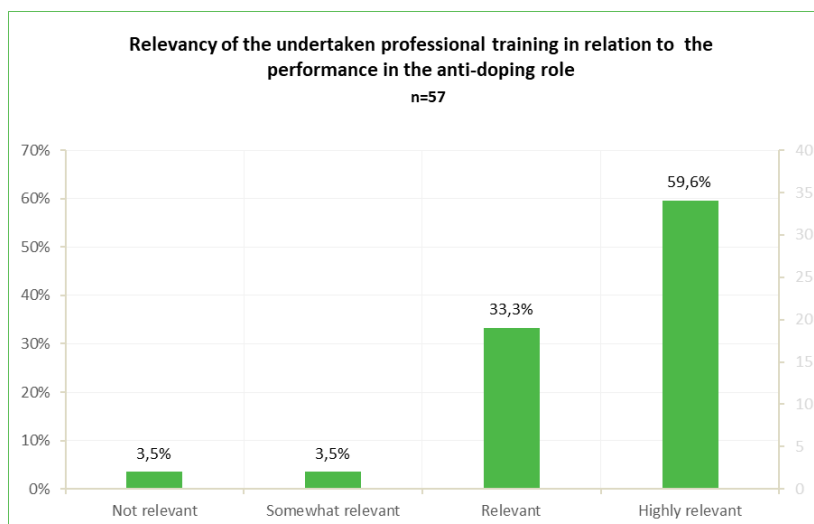
> >>> MAIN FINDINGS AND HIGHLIGHTS <<<

- > More than half (55.3%) of respondents indicated their feeling that it takes less than 1 year to understand the anti-doping systems, Code and Standards (80.6% think it less than 2 years)
- > At the opposite end, 19.3% of respondents thought it takes at least 2 years and 9.3% more than 4 years to understand the listed elements of anti-doping.

b) Undertaken professional training in anti-doping by respondents





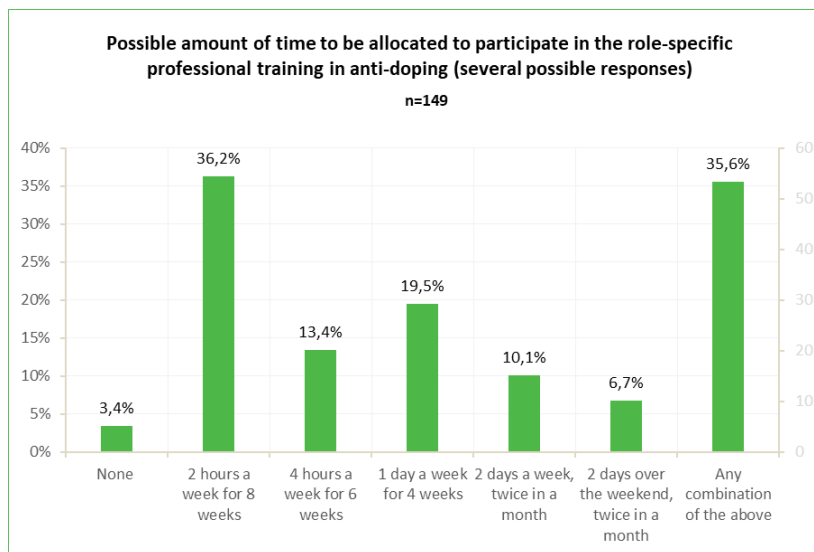
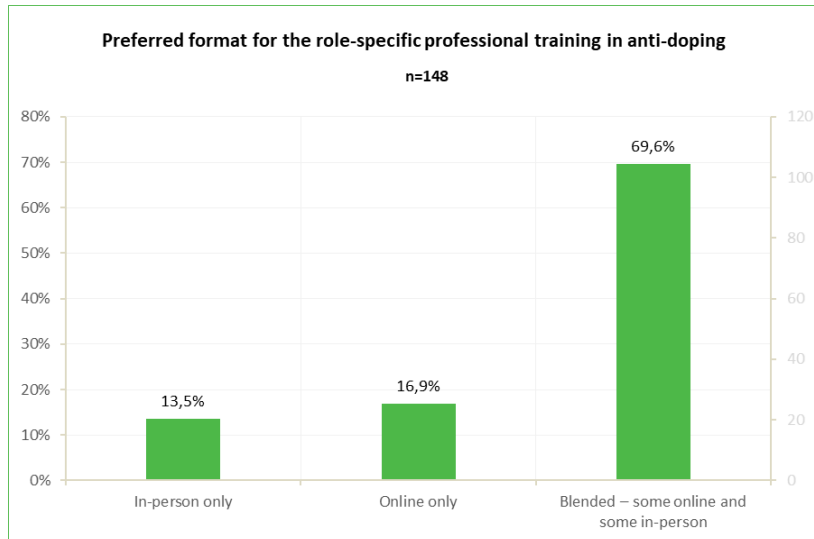
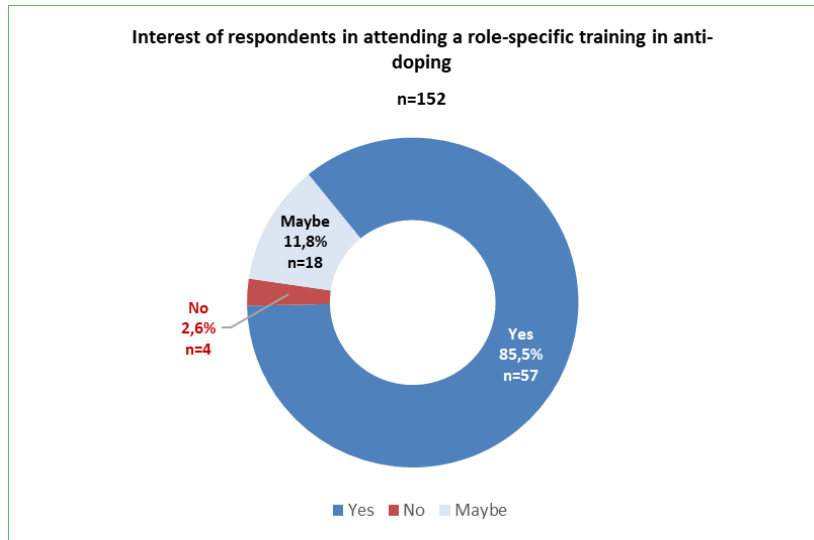


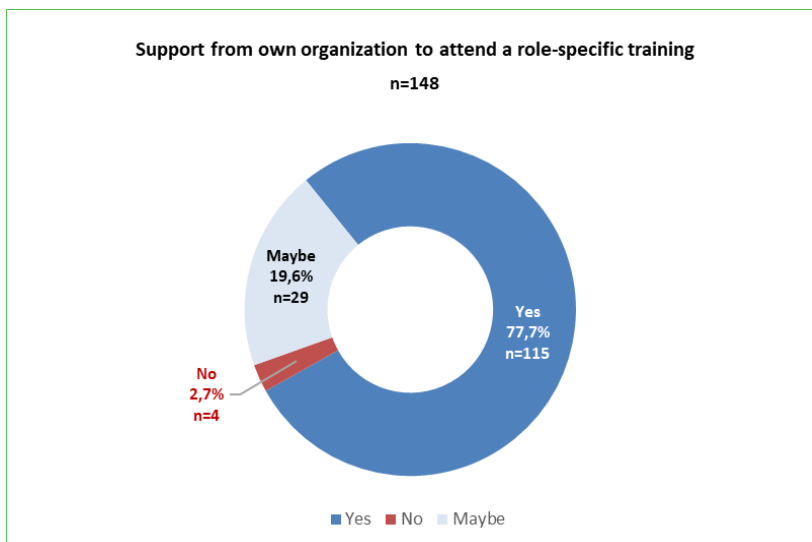
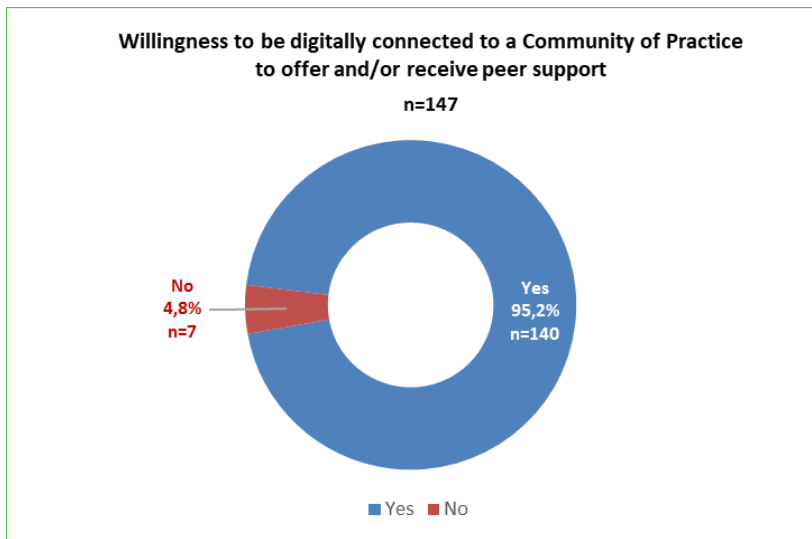
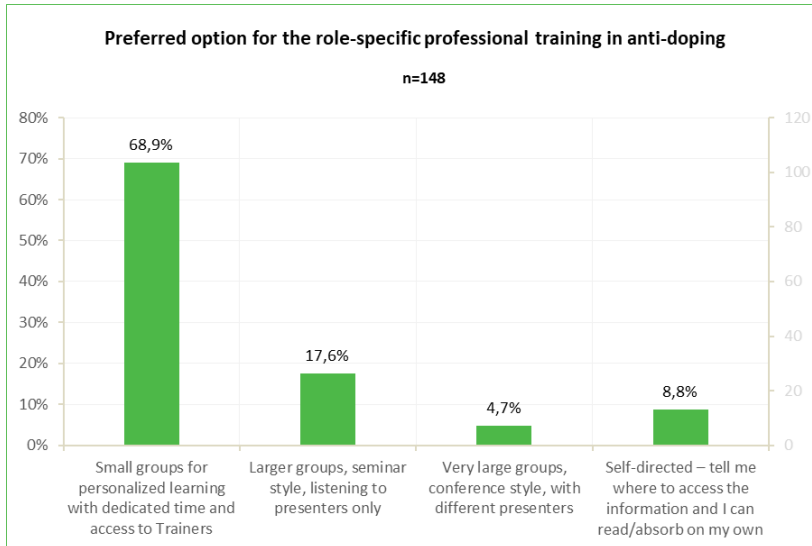
>>> MAIN FINDINGS AND HIGHLIGHTS <<<

RESPONDENTS HAVING TAKEN PART IN A PROFESSIONAL TRAINING

- > Only 37.7% of respondents have taken part in a professional training on anti-doping (which means 62.3% have never been trained in anti-doping)
- > Format of professional training undertaken by those who responded to the survey:
 - *Size: the largest proportion (39%) took part in training with less than 10 participants; groups of 11-20 participants and 21-30 participants were also significant (23.7% in both cases); only about 14% took part in training with more than 30 participants.*
 - *Duration: more than half of respondents (57.1%) took part in training of 2 to 4 days; 23.2% took part in training longer than 4 days and only 14.3% a day or less of training*
 - *In terms of the delivery partner, most training was delivered by the industry itself with an even split between WADA and the respondents' own organisation (32.1%); 16.1% identified 'other anti-doping organisations'; only 8.9% 'external providers'*
 - *Delivery: those who ticked "others" (5.4%) mentioned the following providers: the Council of Europe, a combination between NADO and WADA, and a university*
- > Relevancy of the training
 - *92.9% of respondent who took part in a training underline that it has been highly relevant or relevant to help them progressing in their own role/function in anti-doping*

c) Potential role-specific training in anti-doping: views from respondents



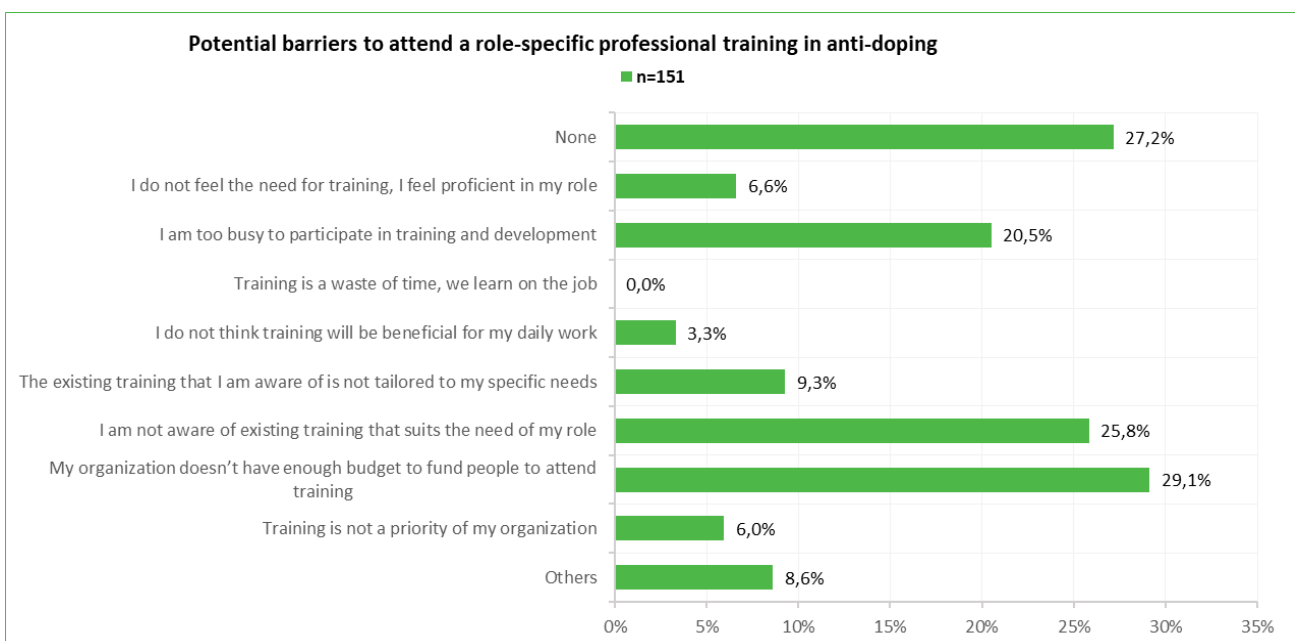


>>> MAIN FINDINGS AND HIGHLIGHTS <<<

INFORMATION ABOUT POTENTIAL ROLE-SPECIFIC PROFESSIONAL TRAINING

- > An overwhelming majority of respondents showed an interest in attending role-specific training (85.5%) and only 2.4% are not interested
- > Preferred options for the training:
 - **Format:** the majority of respondents favoured blended learning with some online and some in-person sessions (69.6%)
 - **Duration:** the largest proportion of respondents preferred 2 hours a week for 8 weeks (36.2%) but 35.5% of respondents indicated that any option would be appreciated for the training
 - **Delivery method:** a large majority of respondents (68.9%) prefer the delivery of their training through small groups of participants for personalized learning; 22.3% showed preference for large or very large seminars or conferences with presenters; 8.8% favoured self-directed learning
- > A very large majority (95.2%) expressed a willingness to be connected to a Community of Practice which offered peer support
- > To the question about the support from their own organisation to take part in such role-specific training, 77.7% of respondents believe that it will not be a problem and they will get the support from their employer/organization.

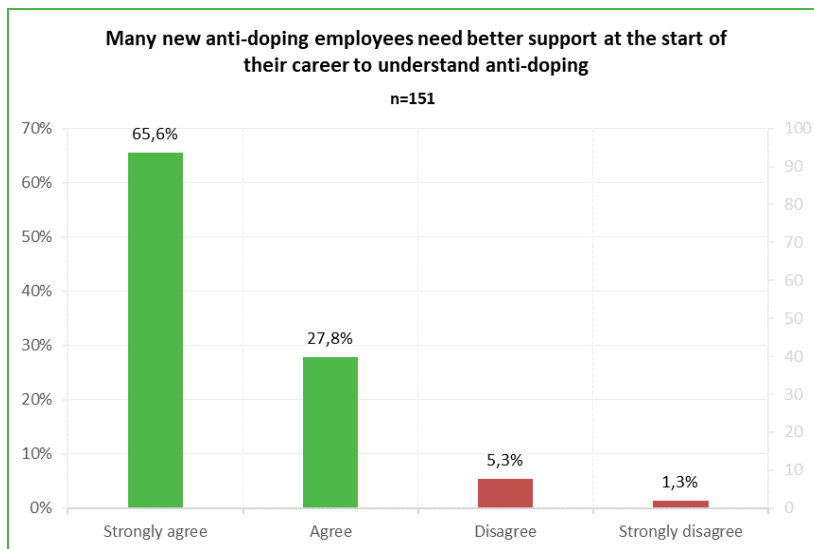
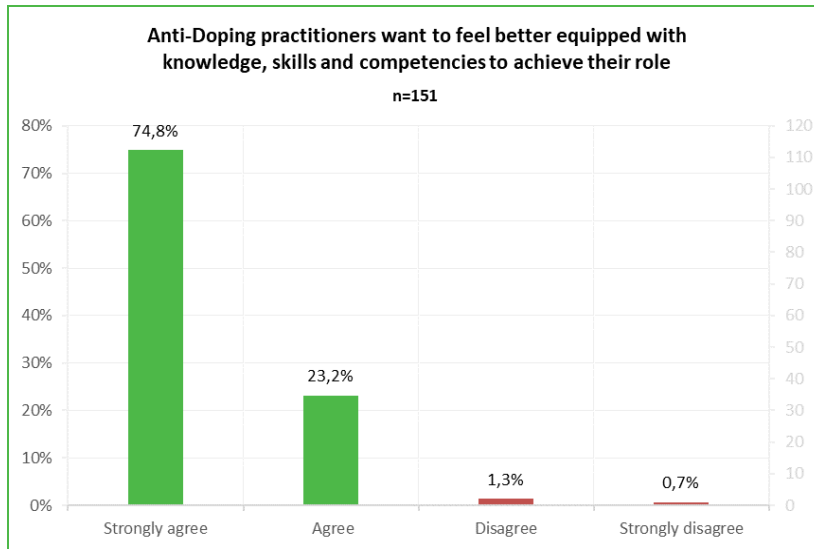
d) Potential barriers to attend a role-specific training in anti-doping

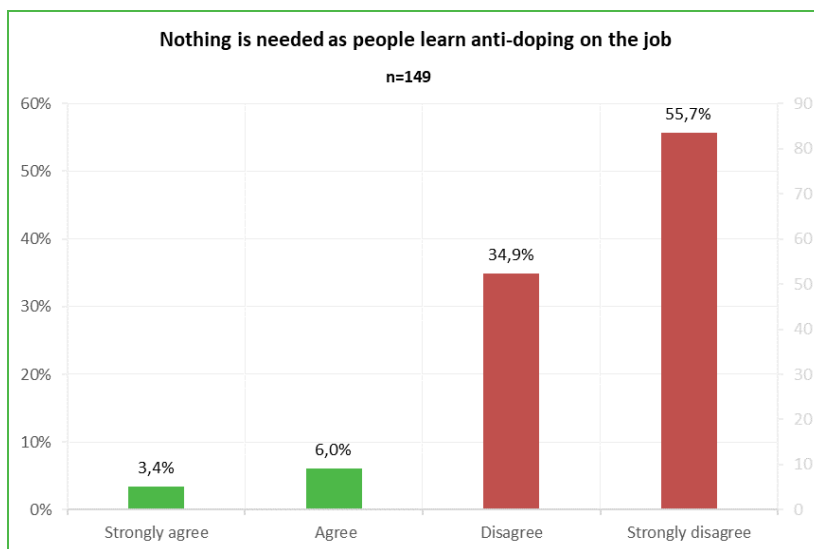
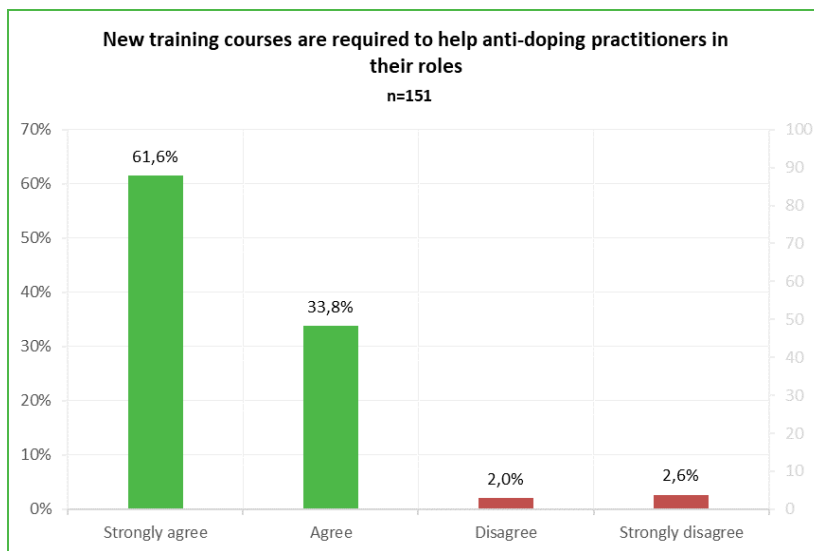
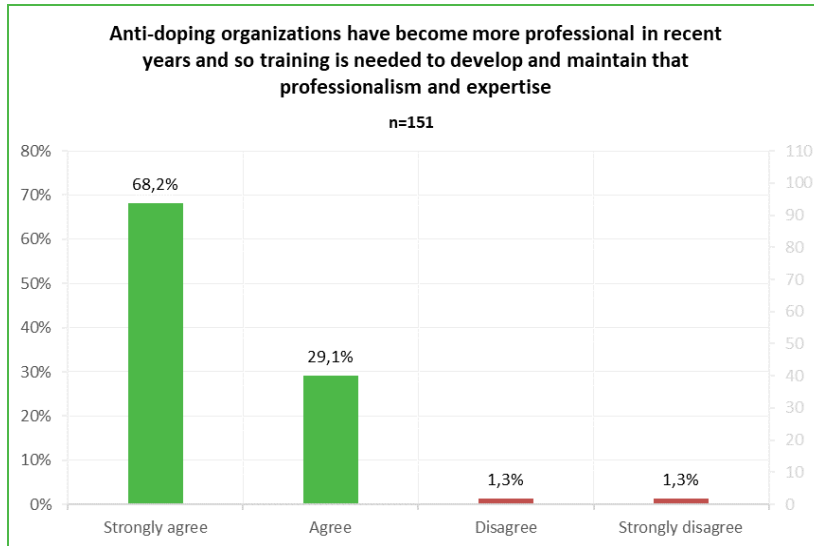


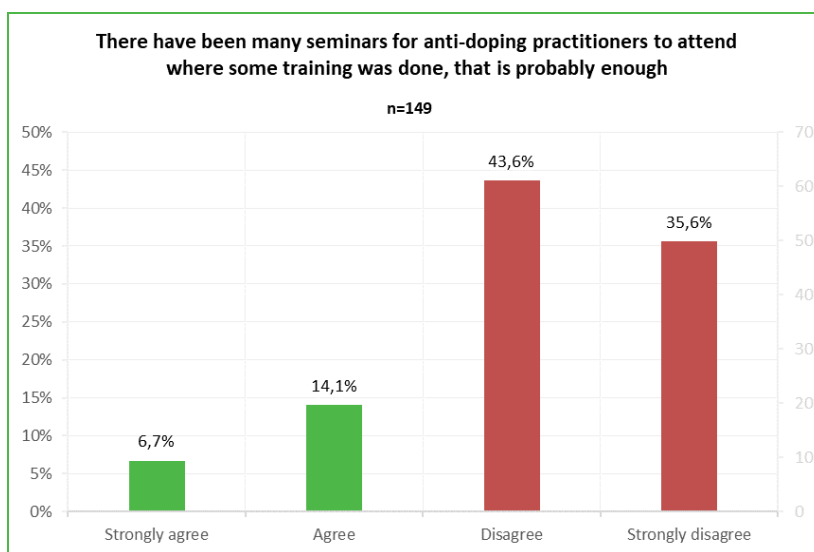
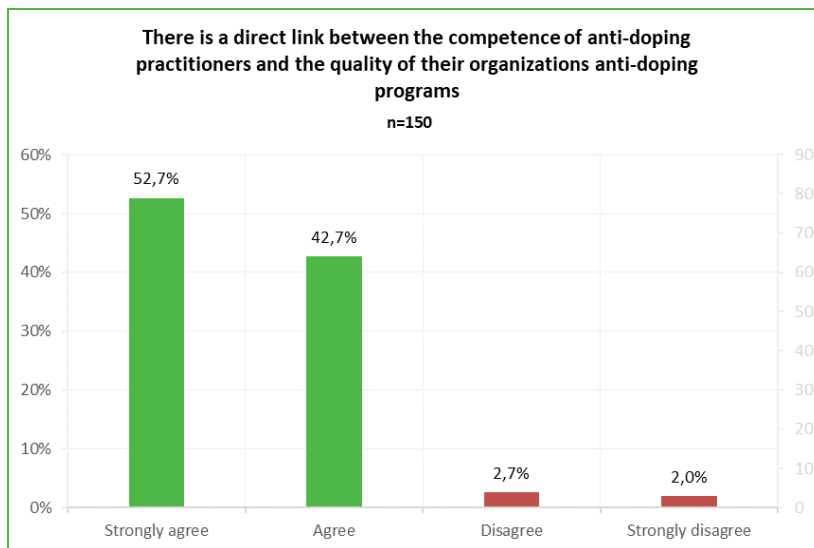
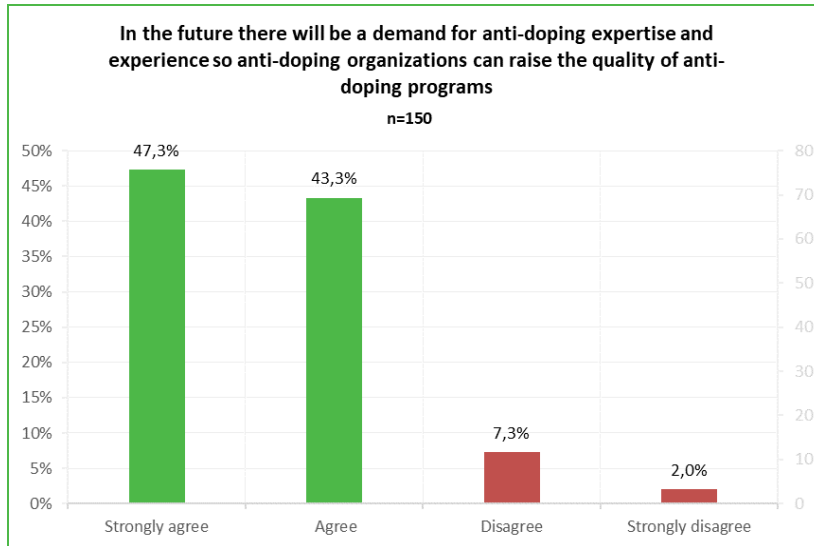
>>> MAIN FINDINGS AND HIGHLIGHTS <<<

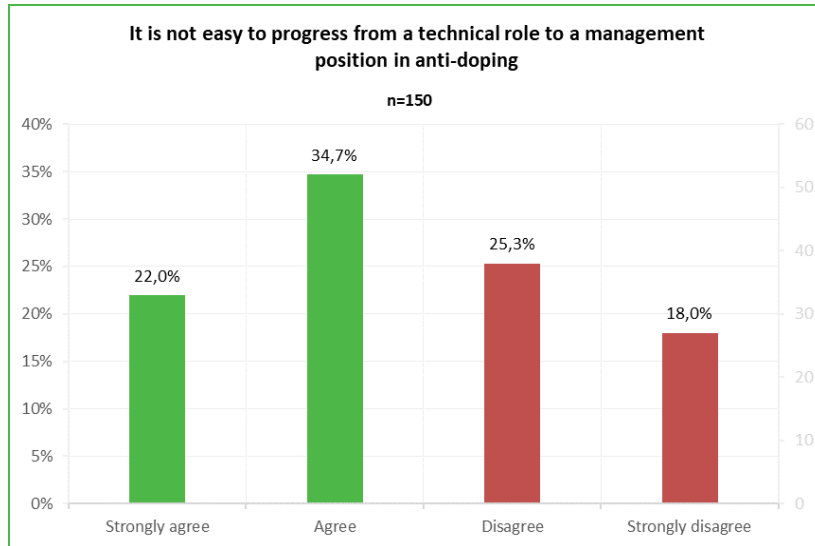
- > 27.2% of respondents do not see any barriers to attending role-specific training in anti-doping
- > Where respondents identified barriers to taking part in training the following top 3 potential barriers the suggested list above are:
 - 1. Budget**
My organization doesn't have enough budget to fund people to attend training – 29.1%
 - 2. Lack of awareness**
I am not aware of existing training that suits the need of my role – 25.8%
 - 3. Lack of time**
I am too busy to participate in training and development) – 20.5%
- > Only 3.3% thought that that training would not be beneficial for their daily work.
- > Where respondents mentioned other barriers not included in the list the following were mentioned:
 - *A new pandemic situation related to Covid-19,*
 - *Potential lock-down,*
 - *Problem of language barriers,*
 - *The model/form of the training not in line with availabilities*

6. SECTION 5 – RESPONDENTS VIEW ON SOME SPECIFIC STATEMENTS









MAIN FINDINGS AND HIGHLIGHTS

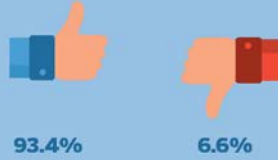
The following infographics show the difference between those who either strongly agree or agree with the statements (insert thumbs up) and those who disagree or strongly disagree (insert thumbs down).

VIEWS ON SOME SPECIFIC STATEMENTS RELATED TO ANTI-DOPING

- Anti-Doping practitioners want to feel better equipped with knowledge, skills and competencies to achieve their role



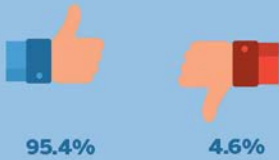
- Many new anti-doping employees need better support at the start of their career to understand anti-doping



- Anti-doping organizations have become more professional and so training is needed to develop and maintain that professionalism and expertise



- New training courses are required to help anti-doping practitioners in their roles



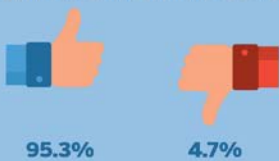
- Nothing is needed as people learn anti-doping on the job



- In the future there will be a demand for anti-doping expertise and experience so anti-doping organizations can raise the quality of anti-doping programs



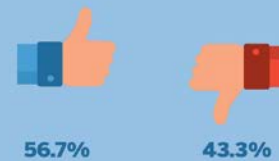
- There is a direct link between the competence of anti-doping practitioners and the quality of their organizations anti-doping programs



- There have been many seminars for anti-doping practitioners to attend where some training was done, that is probably enough

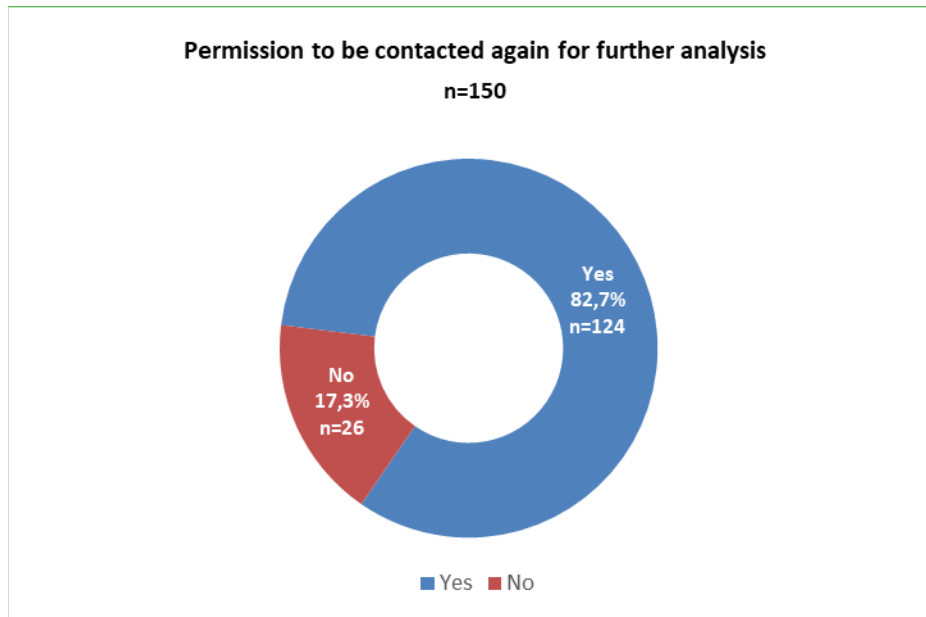


- It is not easy to progress from a technical role to a management position in anti-doping



Respondents indicate their agreement/disagreement with the above statements.

7. OPTIONAL SECTION – YOUR PERSONAL INFORMATION



Due to confidentiality purpose, EOSE do not have access to the contact details of the respondents who have agreed to be contacted again for further analysis. WADA holds this information.



**WORLD
ANTI-DOPING
AGENCY**

play true