



**world
anti-doping
agency**

**GLOBAL LEARNING
AND DEVELOPMENT
FRAMEWORK (GLDF)
- *Global Skills Survey* -**

MAIN FINDINGS

*Focus on responses from
Testing Officers / Managers
(or an equivalent title)*

May 2023



Report prepared by EOSE

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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 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 first Global Skills Survey focused 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)

A second digital Global Skills Survey focusing on the role of Therapeutic Use Exemptions (TUE) Administrators and the role of TUE Committee Members was conducted in 2022.

This was followed by a third digital Global Skills Survey with a special focus on the role of Testing Officers / Managers which was carried out in March / April 2023 using the same structure and questions as the previous surveys. This was important to be able to compare the main findings with other anti-doping roles.

The survey used the same structure as the Global Surveys 2021 and 2022 and was designed through the following sections to target individual practitioners engaged in anti-doping as Testing Officers / Managers:

- > **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 for 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*

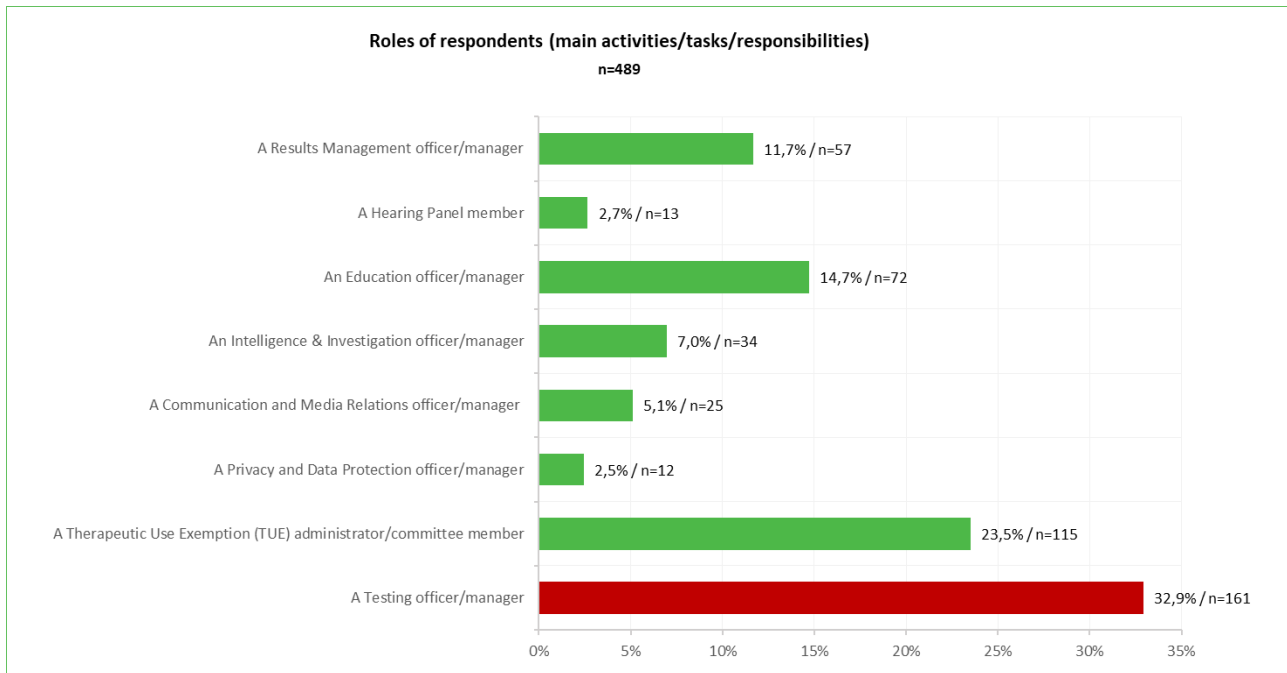
The survey has been designed using SurveyMonkey and was made available in English, French and Spanish to decrease the language barrier and create the conditions to collate contributions from all over the world.

The online survey on the role of Testing Officers / Managers was launched on January 31, 2023, for a duration of two weeks with a total of 161 valid responses collated.

This report presents a brief analysis of the main findings collated from respondents acting as Testing Officers / Managers in the anti-doping industry and who took part in the Global Skills Survey 2023. For the purpose of this report, we mainly concentrated on univariable questions and keep the same order as the one used through the survey.

2. SECTION 1 – ABOUT THE RESPONDENTS

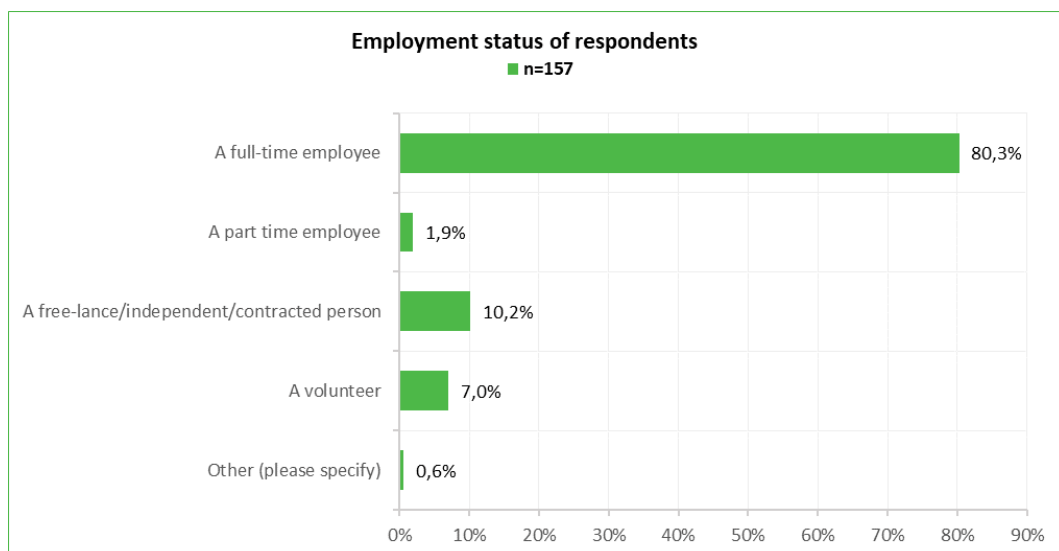
a) Role of respondents



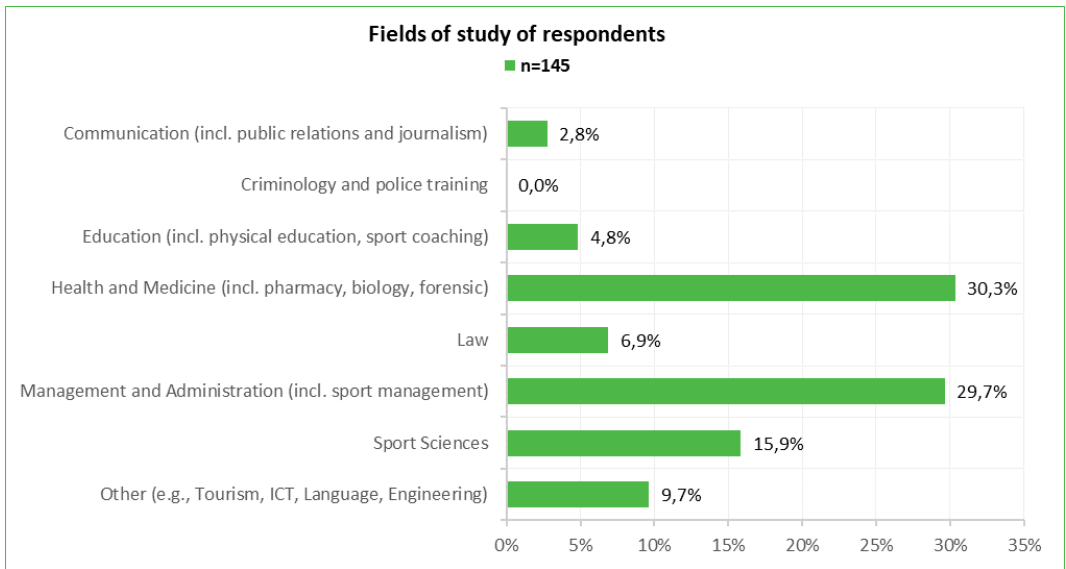
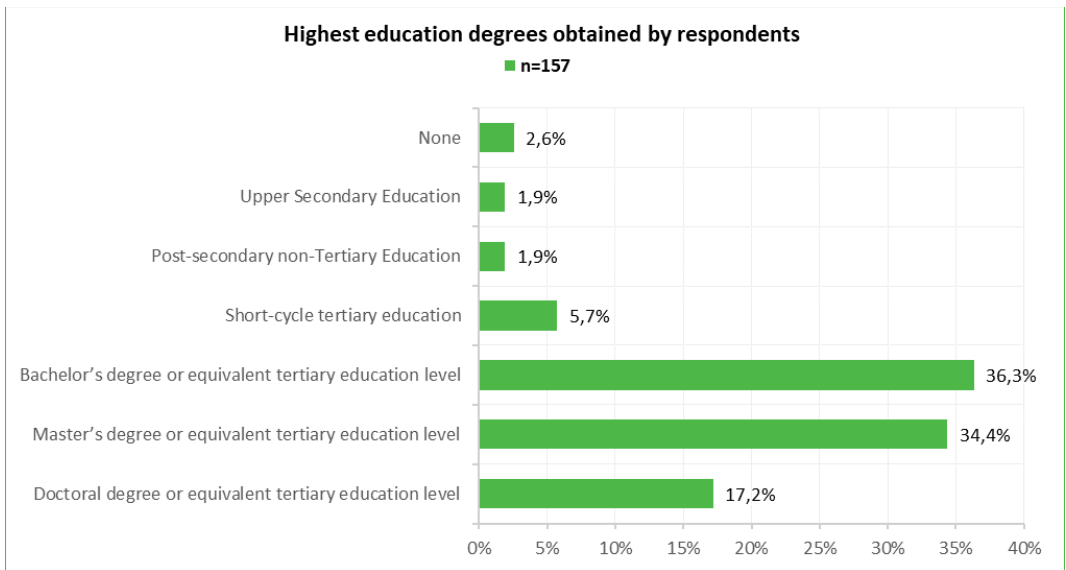
Overall, the online Global Skills Survey (2021-2023) gathered a total of 489 valid responses and this report focuses on those received from respondents acting as Testing Officers / Managers (or an equivalent title) in the anti-doping industry.

That represents a sample of 161 respondents (32.9%).

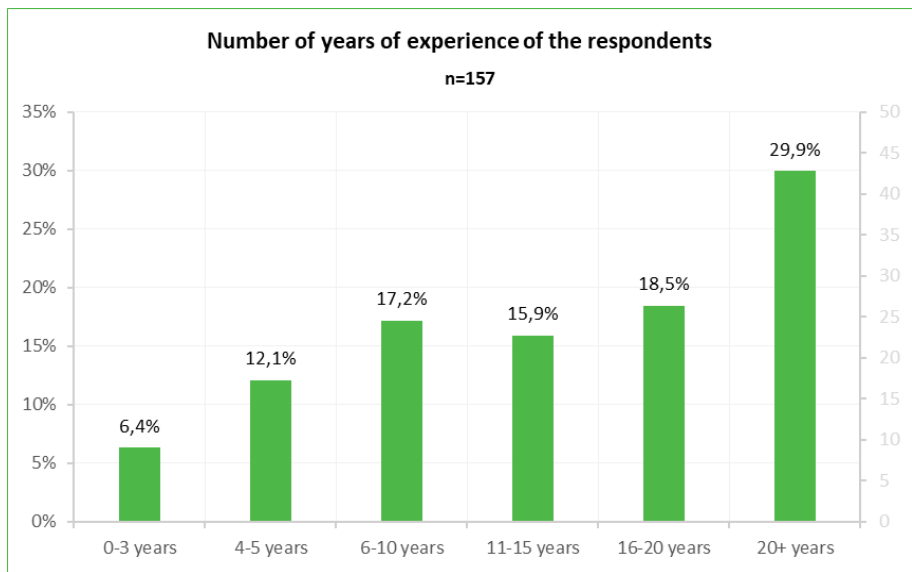
b) Employment status of respondents

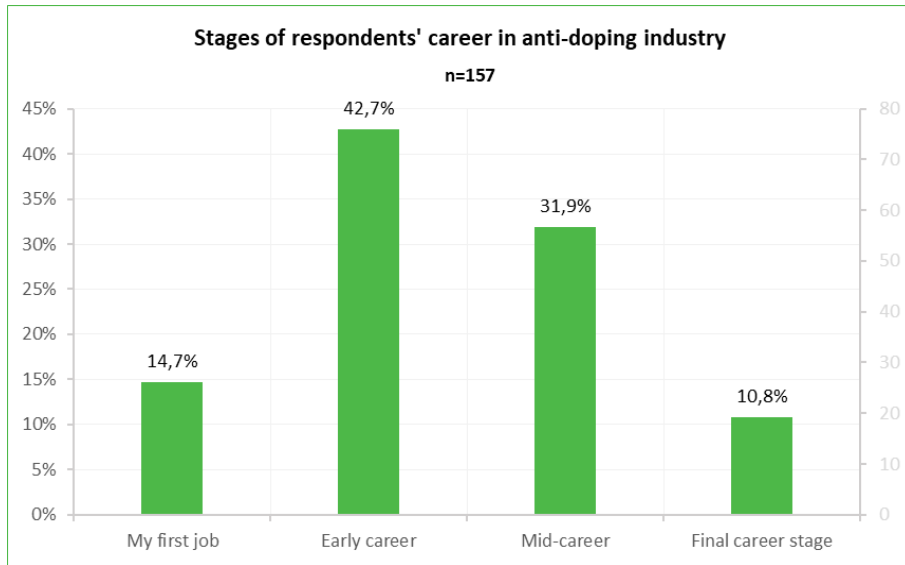


c) Highest education of respondents and in which fields

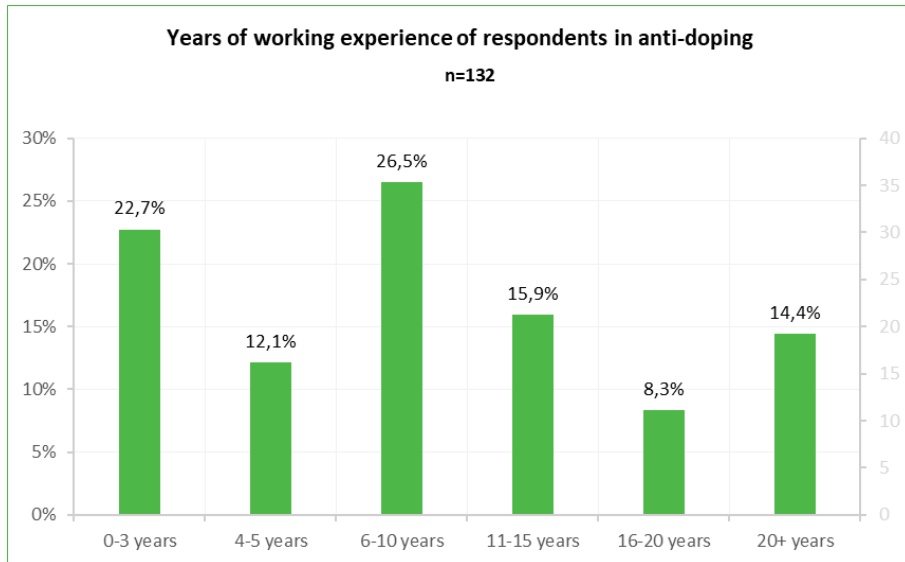


d) Years of professional experience and stage of career of respondents

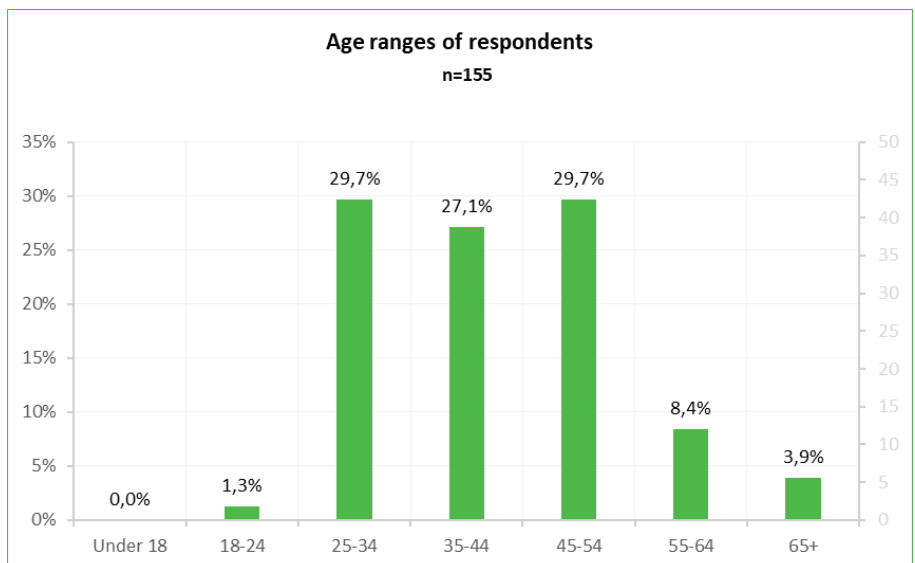
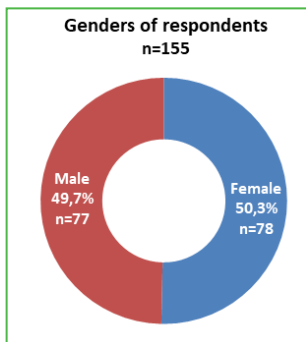




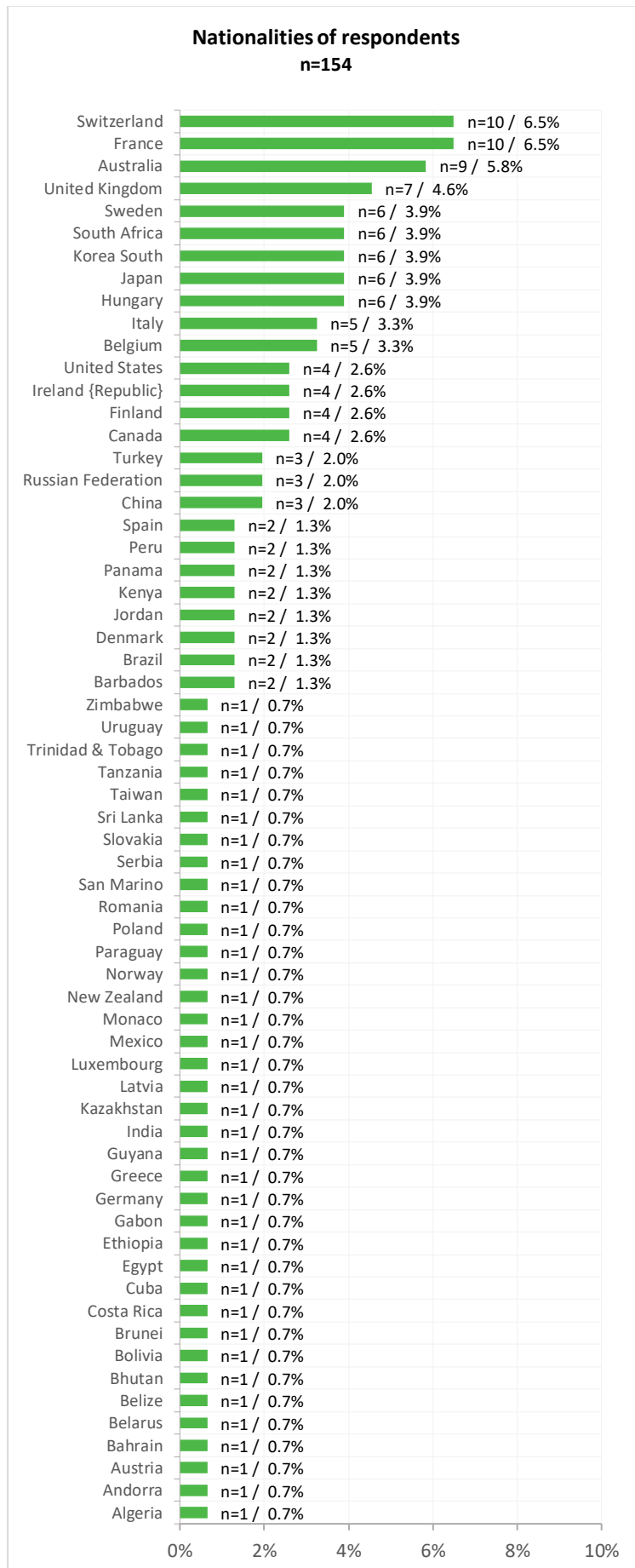
e) Years of experience of respondents in anti-doping industry



f) Gender and age range of respondents



g) Nationalities of respondents



PROFILE: TESTING OFFICERS / MANAGERS**> Number of respondents to the Testing Officers / Managers survey**

- *From the 489 responses collated through the Global Skills Surveys 2021-2023, a total of 161 were identified as Testing Officers / Managers or an equivalent position. This is the highest total of respondents from the 8 targeted roles and represents 32.9% of the total number of contributions.*

> Employment status of respondents

- *80.3% of respondents were working as full-time employees.*
- *10.2% of respondents were acting as freelance/independent persons, and 7% as volunteers. Only 1.9% were part-time.*
- *Compared to the other anti-doping roles covered in previous surveys, respondents working as Testing Officers / Managers have a lower proportion of part-time contracts, freelance positions and volunteer engagement.*

> Highest degrees obtained by respondents and in which fields

- *87.9% of respondents held a bachelor's degree or above.*
- *Of these, 36.3% of respondents (the largest proportion) held a bachelor's degree as their highest level of educational achievement; 34.4% a master's degree and 17.2% a doctoral degree as their highest achievement.*
- *5.7% had experienced short-cycle tertiary education.*
- *Health and Medicine was the most represented field of study (30.3%) followed by Management / Administration incl. Sport Management (29.7%). Sport Sciences arrived in third place with 15.9%. Thus, the largest proportion had studied health, medicine or sport sciences (46.2%).*
- *Those who ticked "other" (9.7%) have indicated other fields of study such as Language, Arts, Hospitality and Tourism, Air Transport, History, and Nursing.*
- *Compared to the other surveyed roles, more Testing Officers / Managers held a bachelor's degree and slightly more a doctoral degree as their highest level of educational achievement. Fewer held master's level degrees.*
- *Approximately the same percentage of Testing Officers / Managers studied Health and Medicine compared to other surveyed roles. Fewer studied Law and Education and far more studied Management and Administration.*

> Years of professional experience of respondents

- *Nearly two thirds of respondents (64.3%) had more than 10 years of professional experience overall and 29.9% had more than 20 years of experience which was the highest category represented by far. Only 6.4% had less than 3 years experience.*
- *38.6% had more than 10 years of experience in anti-doping and 14.4% had more than 20 years of experience in anti-doping.*

- *61.3% had less than 10 years of experience in anti-doping, 22.7% had less than 3 years experience in anti-doping.*
- *This is confirmed by the fact that 57.4% of respondents indicated being at the start or early stage of their career in anti-doping, and only 10.8% being at the final career stage.*
- *In terms of anti-doping, they appear to be significantly more experienced than those in other roles (38.6% of the Testing Officer Manager sample had more than 10 years' experience of anti-doping compared to 26.7% in other roles).*

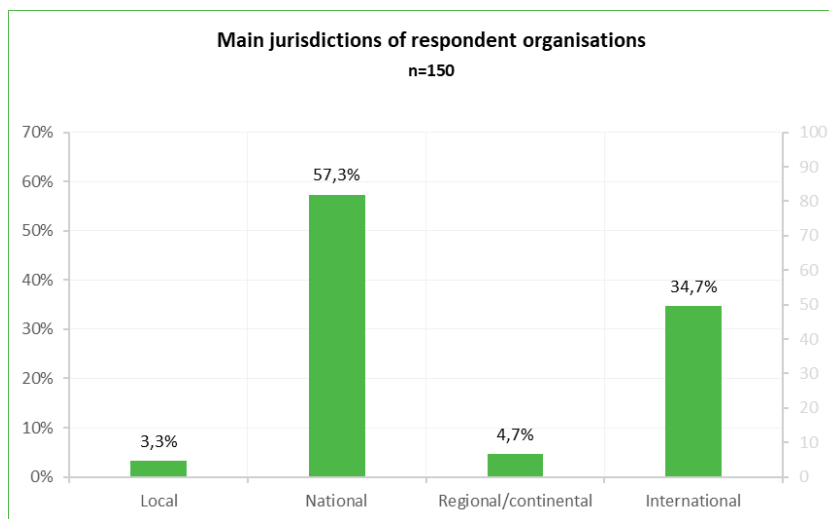
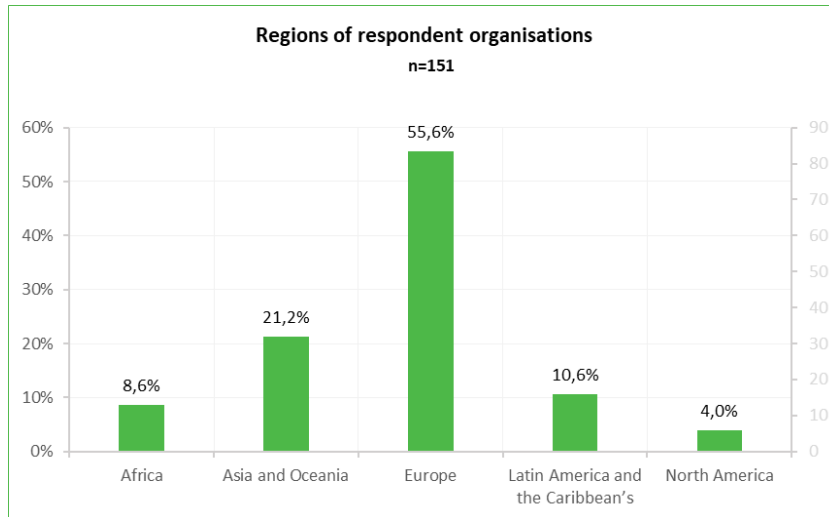
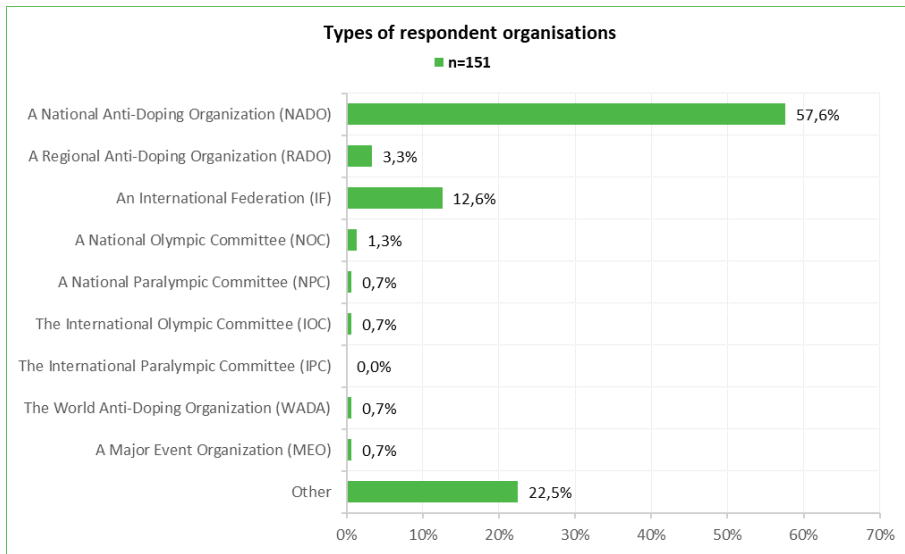
> Gender and age of respondents

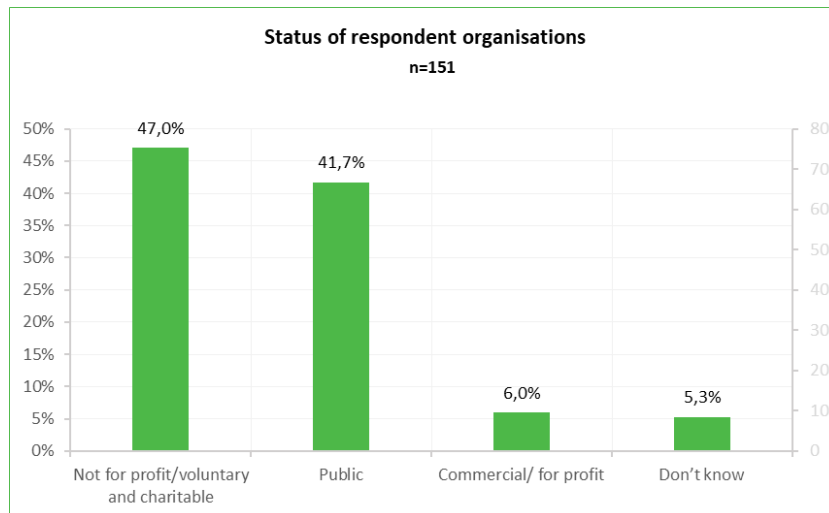
- *50.3% of respondents were female and 49.7% were men. This suggests a good gender balance in the working population of Testing Officers / Managers in anti-doping, if representative of the role globally. These findings are very similar to the other surveyed roles.*
- *42% of the respondents were 45 years or older. This is notably higher than other roles where only 35.3% fall into this age range. However, compared to other roles, there are far fewer in the 35-44 age range (27.1% compared to 37.3%) and more in the 25-34 age range (29.7% compared to 25.9%).*
- *Only 1.3% were under 25 and 12.3% were over 55. This is similar to other surveyed roles.*

> Nationalities of respondents

- *There was a high diversity of respondents with 63 different nationalities represented from all over the world.*
- *Highest representation of respondents was from Switzerland and France with 10 individual responses, followed by Australia with 9 responses and the UK with 7 respondents.*
- *This is the role which gathered the highest national diversity in terms of responses collated.*

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 Testing Officers / Managers were engaged

- The majority were from National Anti-Doping Organizations (NADOs) – 57.6%
- 12.6% were from International Sport Federations and 3.3% from RADOs
- 22.5% of respondents indicated the category “others”, but there were no examples given.
- When compared with other roles, there was a lower representation of NADOs (57.6% compared to 77.1%) and RADOs (3.3% versus 7%) and over twice as many working for International Federations.

> Regions of respondent organisations

- All 5 WADA regions were represented in the sample.
- The majority of respondents were based in Europe (55.6%) followed by Asian and Oceania (21.2%).
- This is broadly similar to other surveyed roles where 51.5% represented Europe, 22.5% Asia and Oceania.

> Jurisdiction of the organisations (focus)

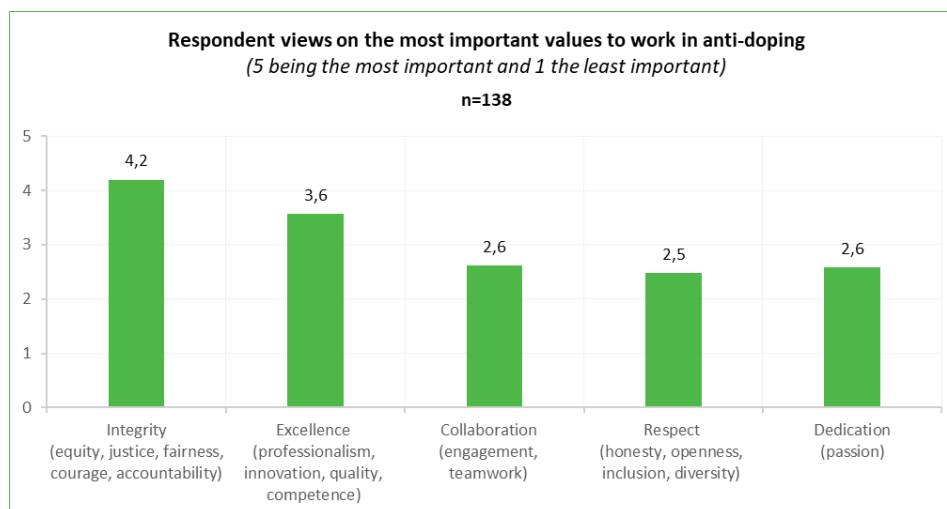
- The majority (57.3%) had a national focus and 34.7% an international focus.
- This is significantly different to other surveyed roles where 76.1% had a national focus and 12.4% an international one.

> Status of respondent organisations

- The highest category was not for profit organisations (47%) followed by public organisations (41.7%). 6% were commercial organisations.
- This is rather different other surveyed roles where there was a 53.2% representation of public bodies and 39.4% of not-for-profit and only 2% represented the commercial sector.

4. SECTION 3.1 – ABOUT RESPONDENTS' VALUES

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 <<<

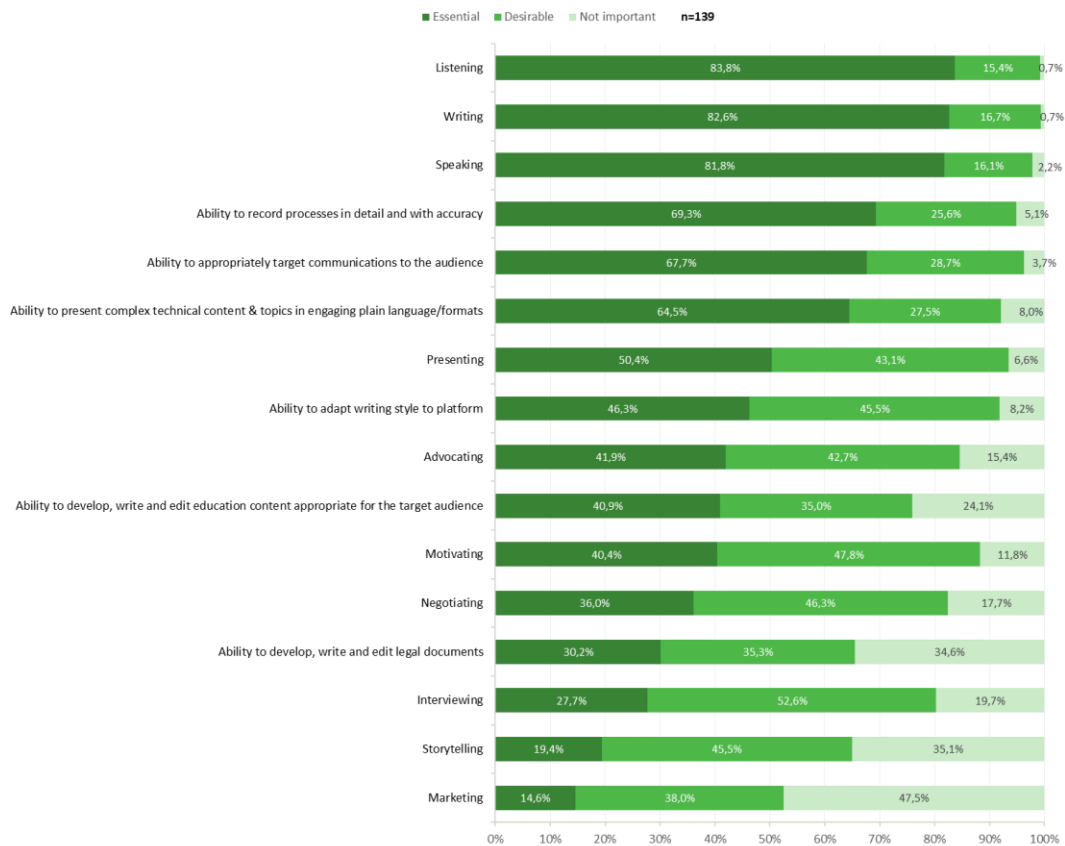
VALUES EXPRESSED BY TESTING OFFICERS / MANAGERS TO WORK IN ANTI-DOPING

- > **INTEGRITY** is considered by Testing Officers / Managers as the most important value to have to work in anti-doping, followed by **EXCELLENCE**.
- > From the proposed list of values, **RESPECT** is considered by respondents as the least important value to have to work in anti-doping.
- > In the case of other surveyed roles, **INTEGRITY** and **EXCELLENCE** both featured as the first and second most important values, but **DEDICATION** was indicated as the least important.

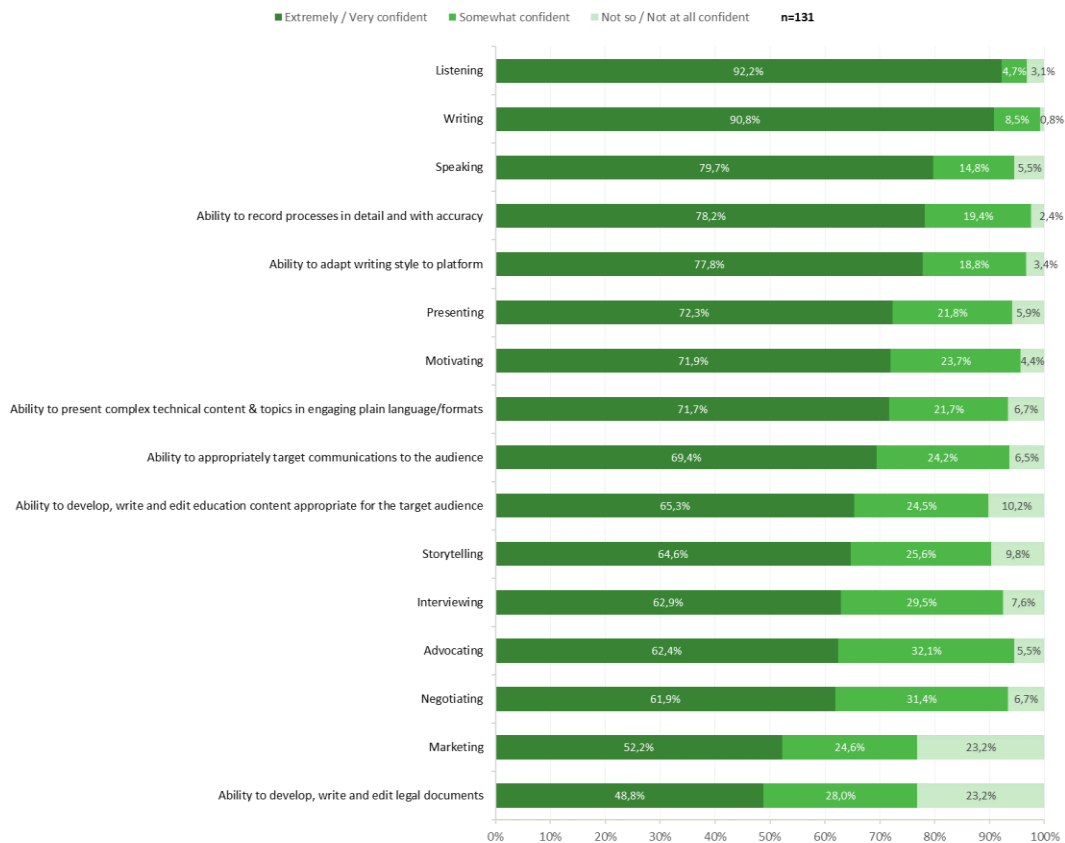
5. SECTION 3.2 – ABOUT RESPONDENTS’ SKILLS AND ATTRIBUTES

a) About COMMUNICATION skills and attributes (*Importance and level of confidence*)

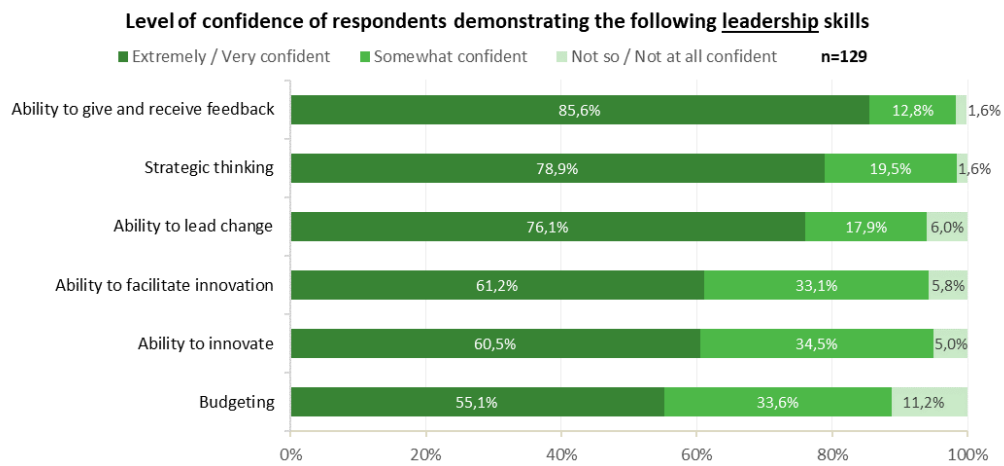
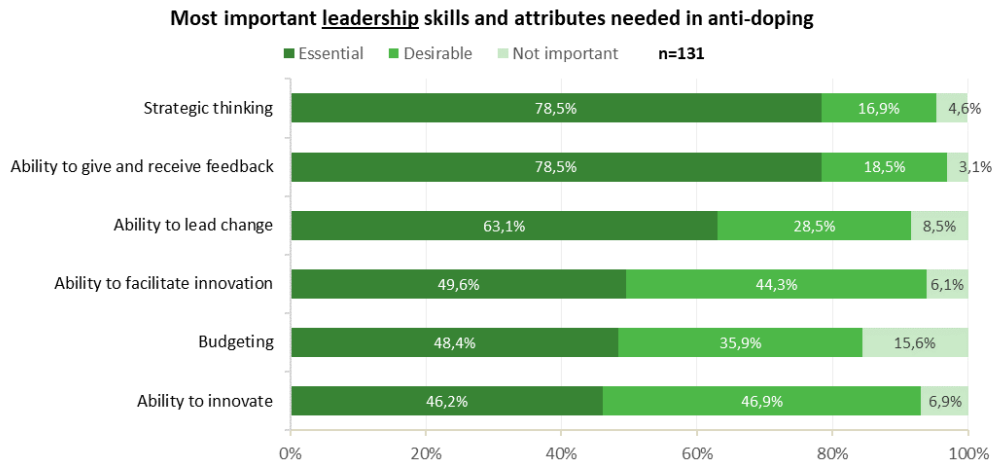
Most important communication skills and attributes needed in anti-doping



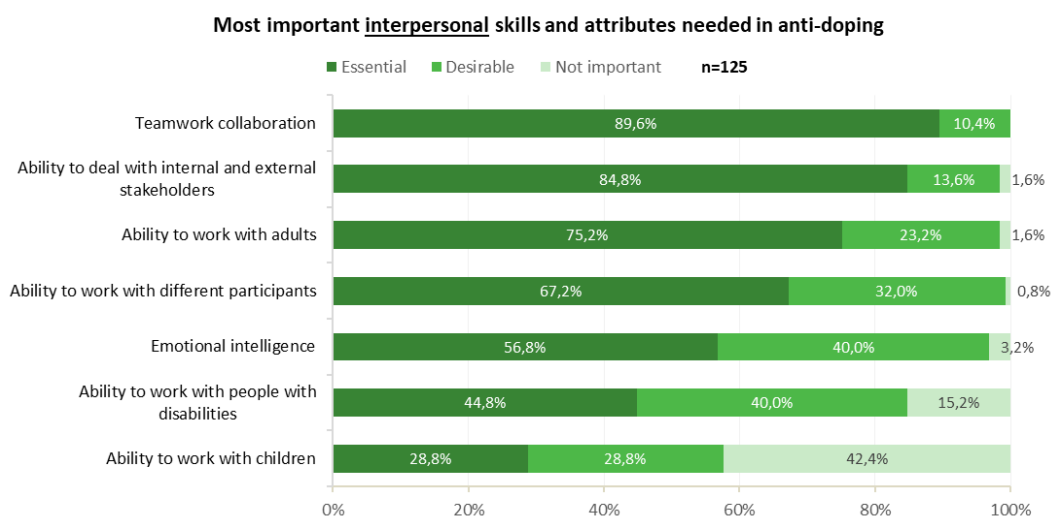
Level of confidence of respondents demonstrating the following communication skills



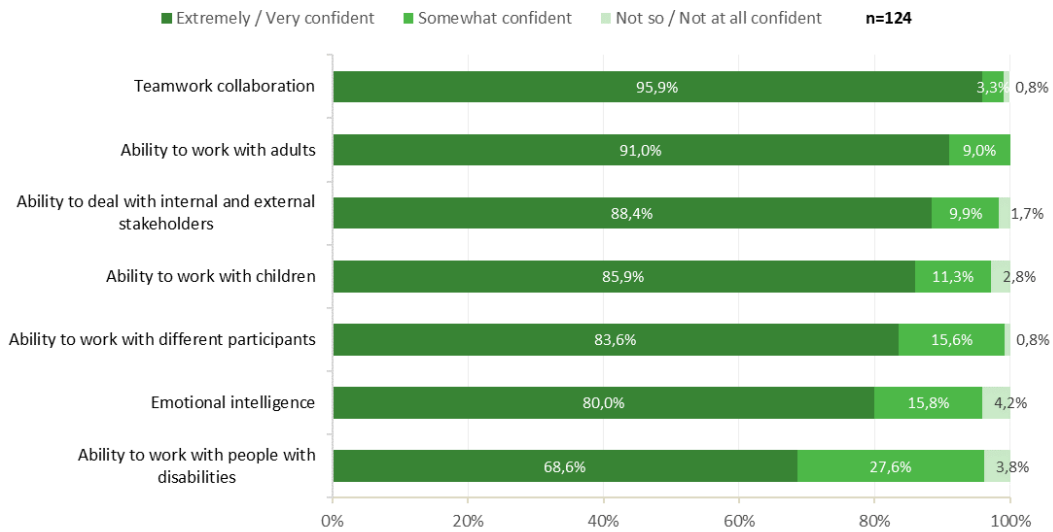
b) About LEADERSHIP skills and attributes (Importance and level of confidence)



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

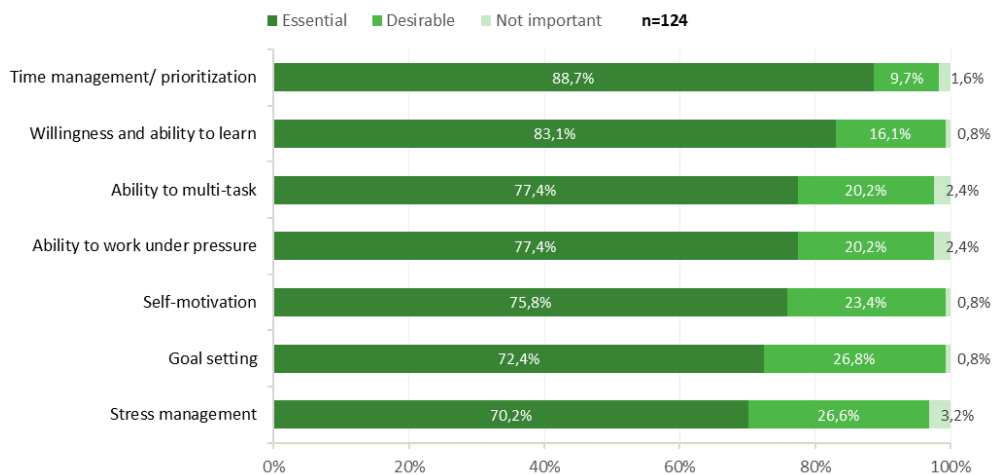


Level of confidence of respondents demonstrating the following interpersonal skills

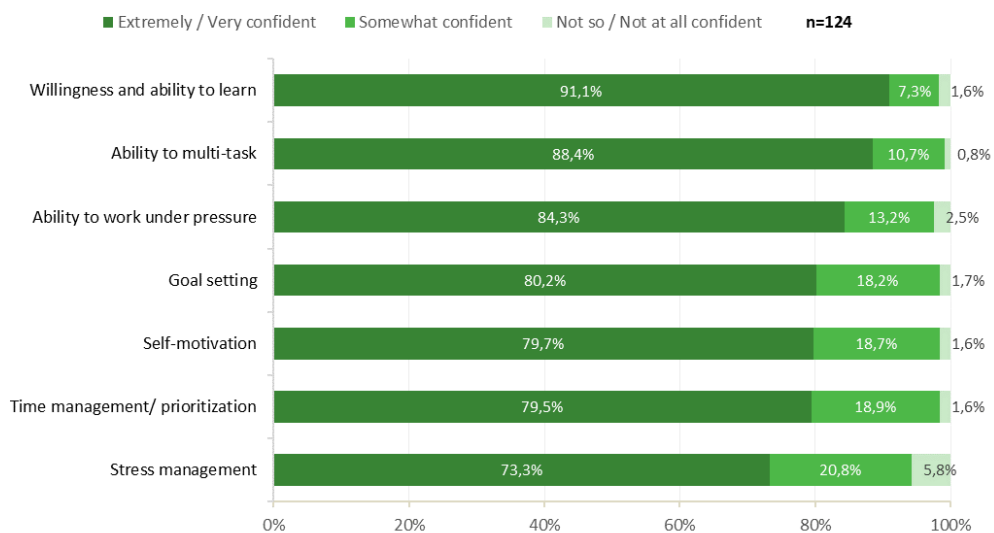


d) About SELF-MANAGEMENT skills and attributes (Importance and level of confidence)

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

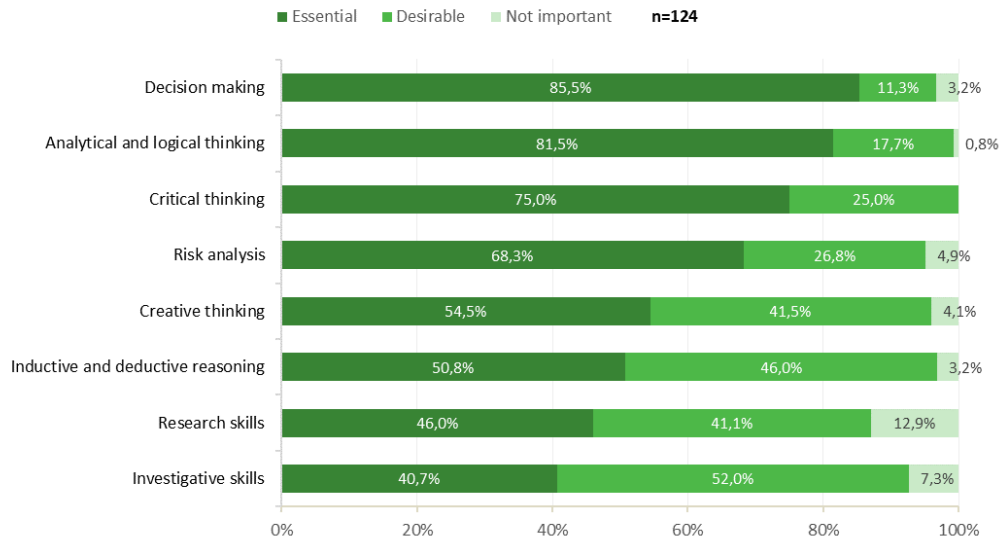


Level of confidence of respondents demonstrating the following self-management skills

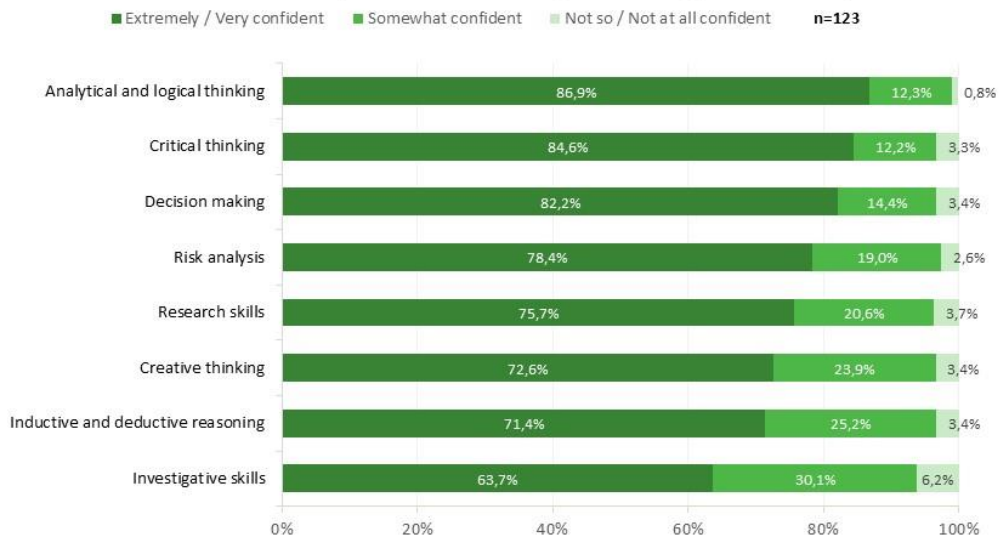


e) About PROBLEM-SOLVING skills and attributes (*Importance and level of confidence*)

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

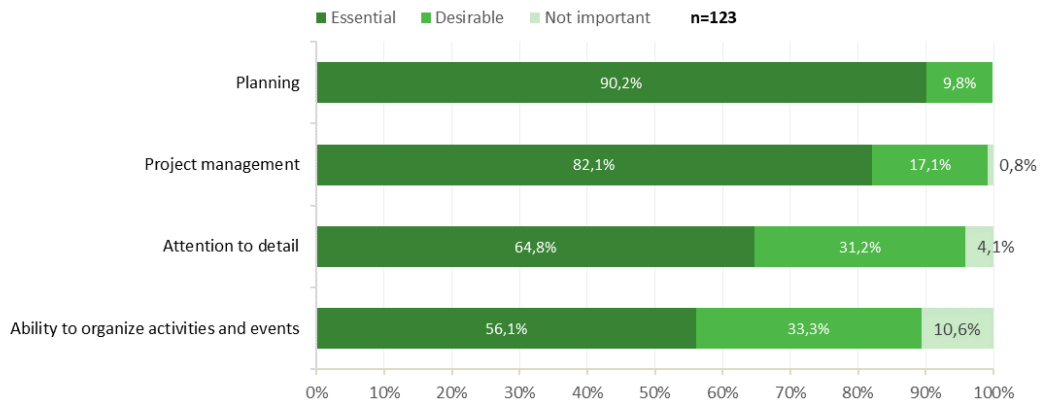


Level of confidence of respondents demonstrating the following problem-solving skills

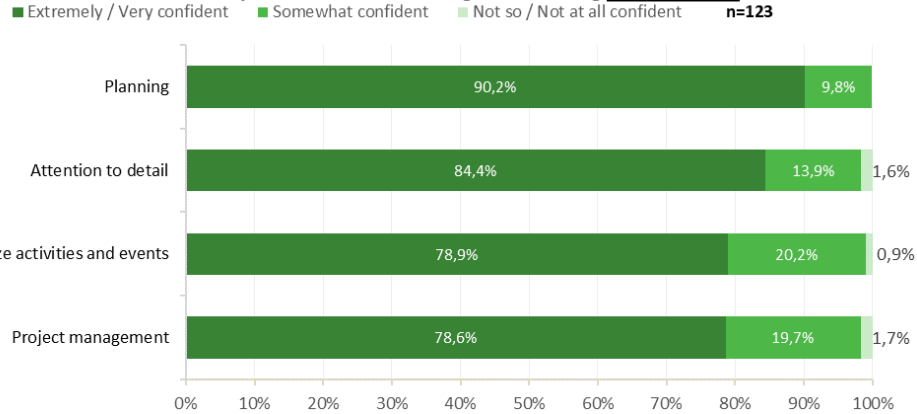


f) About ORGANIZATIONAL skills and attributes (*Importance and level of confidence*)

Most important organizational skills and attributes needed in anti-doping

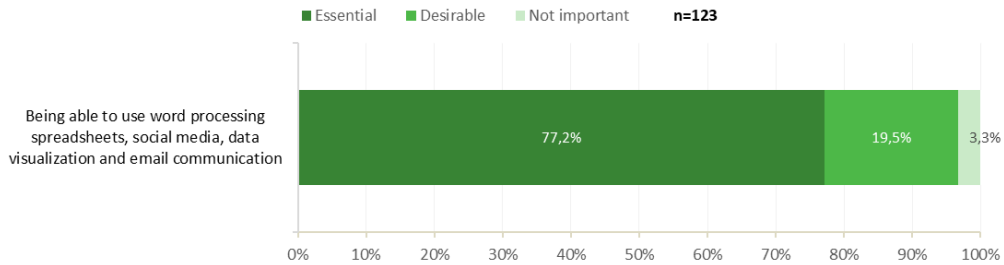


Level of confidence of respondents demonstrating the following organizational skills

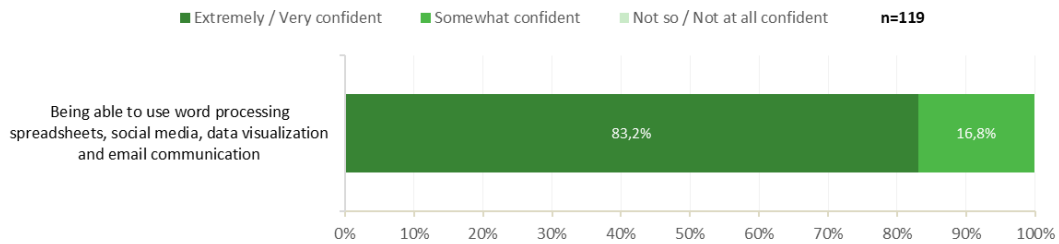


g) About ICT skills and attributes (Importance and level of confidence)

Importance of ICT skills and attributes in anti-doping

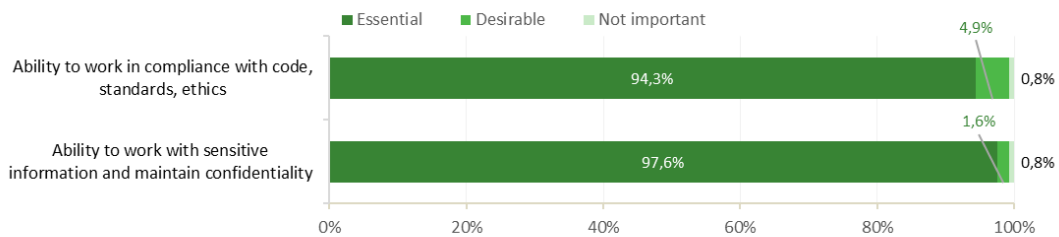


Level of confidence of respondents demonstrating the following ICT skills

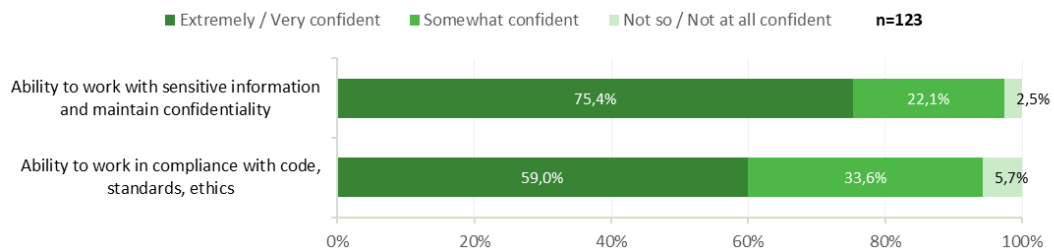


h) About WORK ETHIC skills and attributes (Importance and level of confidence)

Importance of work ethic attributes in anti-doping



Level of confidence of respondents demonstrating the following work ethic attributes



>>> MAIN FINDINGS AND HIGHLIGHTS <<<

SKILLS AND ATTRIBUTES		
3 skills and attributes identified by respondents as most important (+ least important one)	<i>Respondents = TUE Administrators/Committee Members</i>	3 skills where respondents claimed to have most confidence (+ weakest one)
<ol style="list-style-type: none"> 1. Listening 2. Writing 3. Speaking ... 16. Marketing 	<p>COMMUNICATION <i>(List of 16 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Listening 2. Writing 3. Speaking ... 16. Ability to develop, write and edit legal documents
<ol style="list-style-type: none"> 1. Strategic thinking 2. Ability to give and receive feedback 3. Ability to lead change ... 6. Ability to innovate 	<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 multi-task ... 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. Investigating skills 	<p>PROBLEM SOLVING <i>(List of 8 skills & attributes)</i></p>	<ol style="list-style-type: none"> 1. Analytical and logical thinking 2. Critical thinking 3. Decision making ... 8. Investigating skills
<ol style="list-style-type: none"> 1. Planning 2. Attention to detail 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. Planning 2. Attention to detail 3. Ability to organize activities / events 4. Project management

- > There is a quite high level of consistency between the level of importance and the level of confidence highlighted by respondents in demonstrating the different skills / attributes in their role of Testing Officers/Managers.
- > Most of the listed skills and attributes judged extremely or very important by respondents in their role of Testing Officers/Managers are those which received the highest level of confidence in demonstrating them. Similarly, in most cases those skills with a low level of importance were also those which received the lowest level of confidence from respondents.

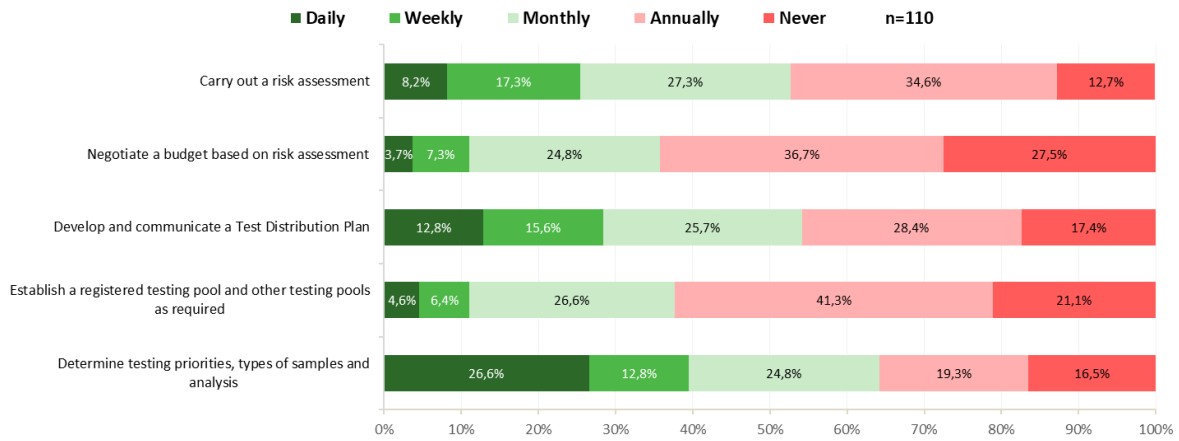
And this was the case for the following:

- Communication skills and attributes
 - Leadership skills and attributes
 - Interpersonal skills and attributes
 - Problem solving skills and attributes
 - ICT skills and attributes
- > In these cases, there would appear to be no significant skills gaps which might highlight training needs.
 - > In the case of **Self-Management Skills**, it is notable that Time management/prioritisation was identified as the most essential skill (88.7%), whereas respondents placed it second to last in terms of confidence (79.5%). This may indicate a training need.
 - > In the case of **Organisational Skills**, Project management was identified as the second most important skill (82.1%) but was placed last (78.6%) in terms of confidence. This may indicate a training need.
 - > In the case of **Work Ethic Skills and Attributes**, there are notably lower levels of confidence compared to levels of importance for Ability to work with sensitive information and maintain confidentiality (97.6% *essential* versus 75.4% *extremely confident*) and Ability to work in compliance with code, standards, ethics (94.3% *essential* versus 59% *extremely confident*). This may suggest the need for regular updating/refreshing training or briefing.

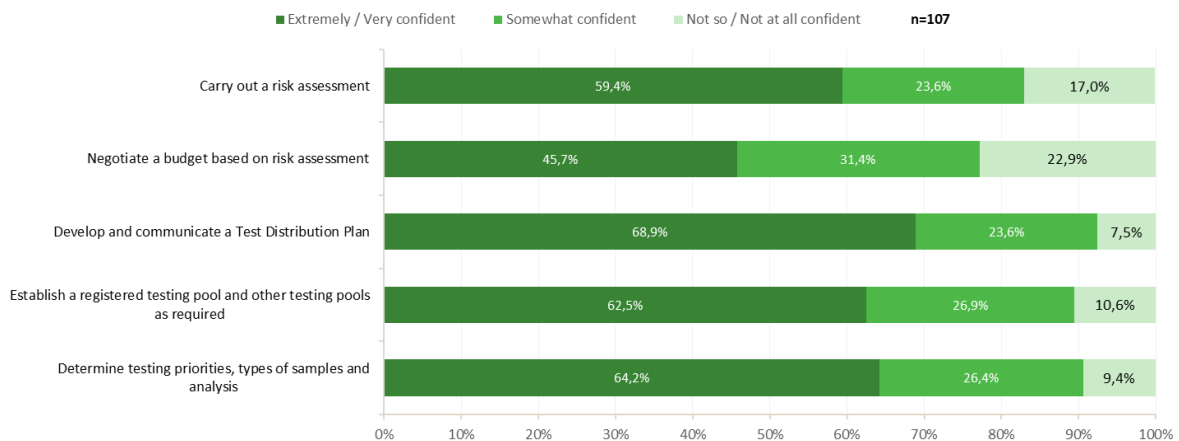
6. SECTION 3.3 – ABOUT RESPONDENTS’ FUNCTIONS

a) MAIN FUNCTION 1: Plan an effective testing program (Frequency, level of confidence, and training need)

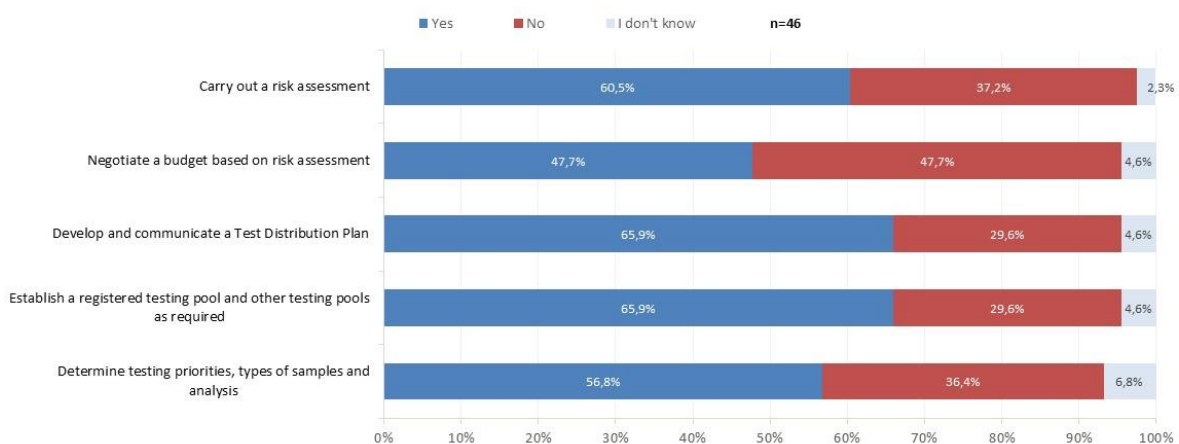
How often do respondents acting as Testing Officers/Managers perform these functions?



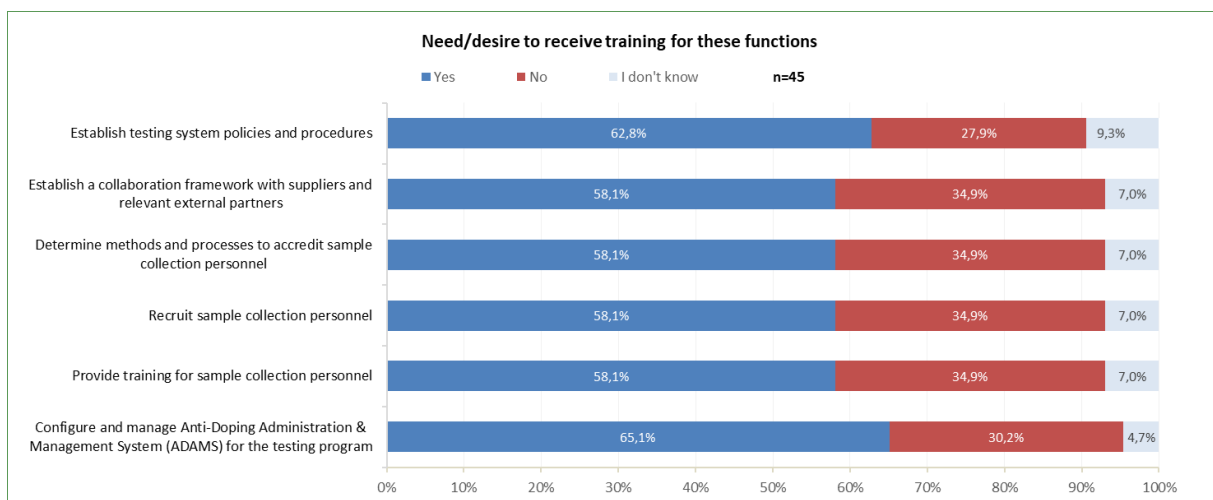
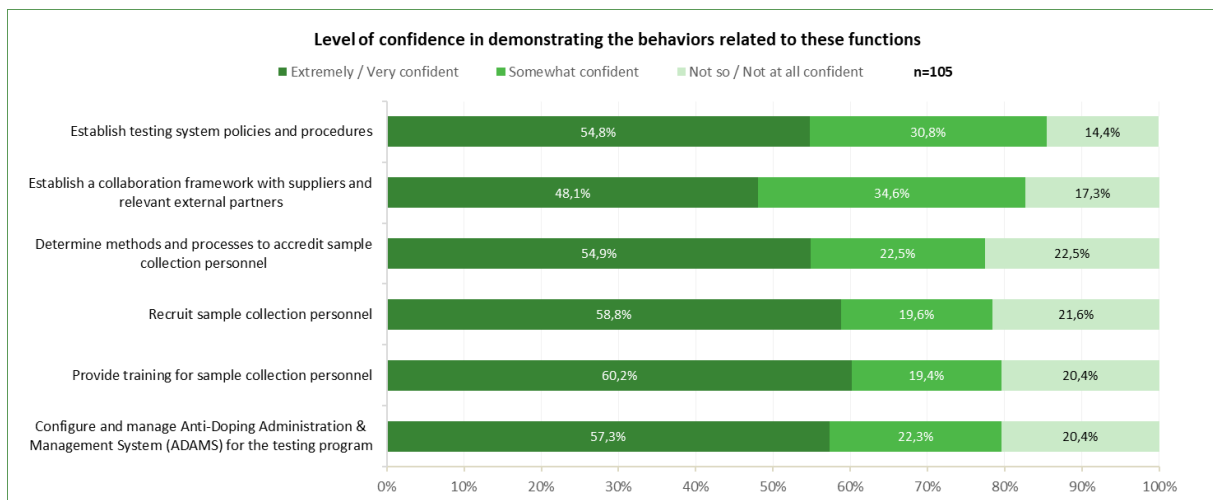
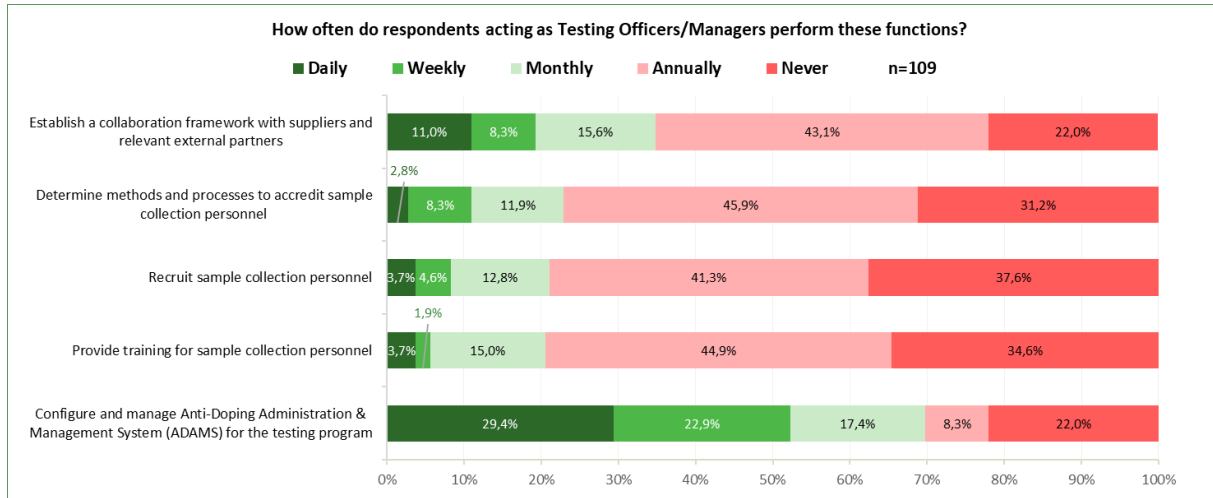
Level of confidence in demonstrating the behaviors related to these functions



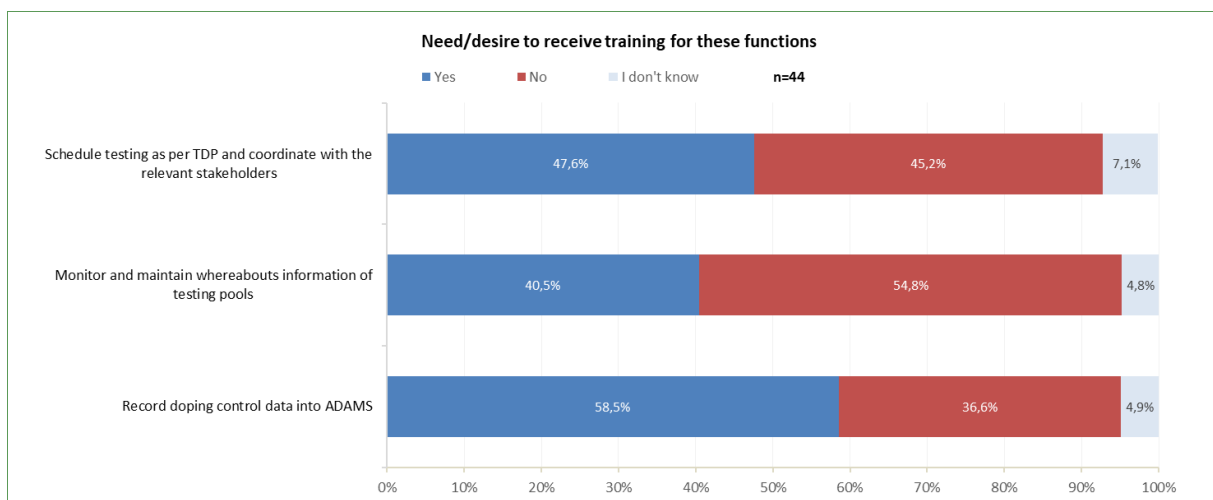
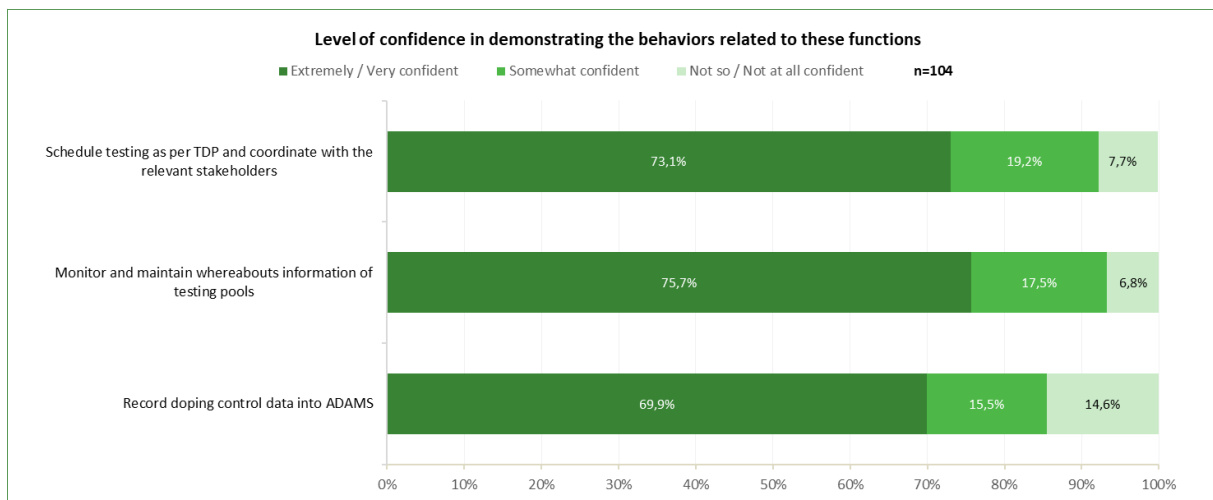
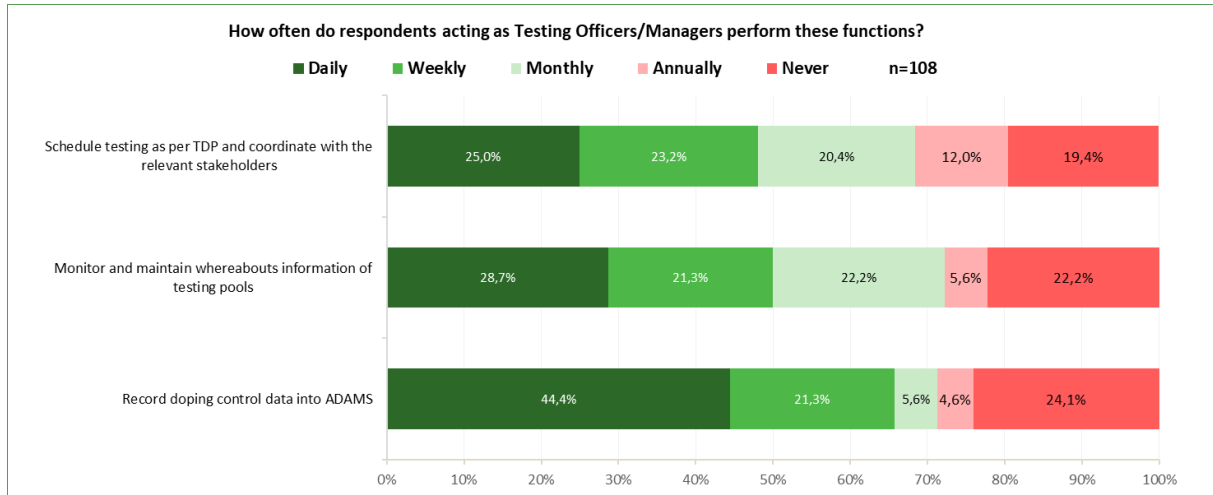
Need/desire to receive training for these functions



b) MAIN FUNCTION 2: Organise resources for the planned testing program (Frequency, level of confidence, and training need)

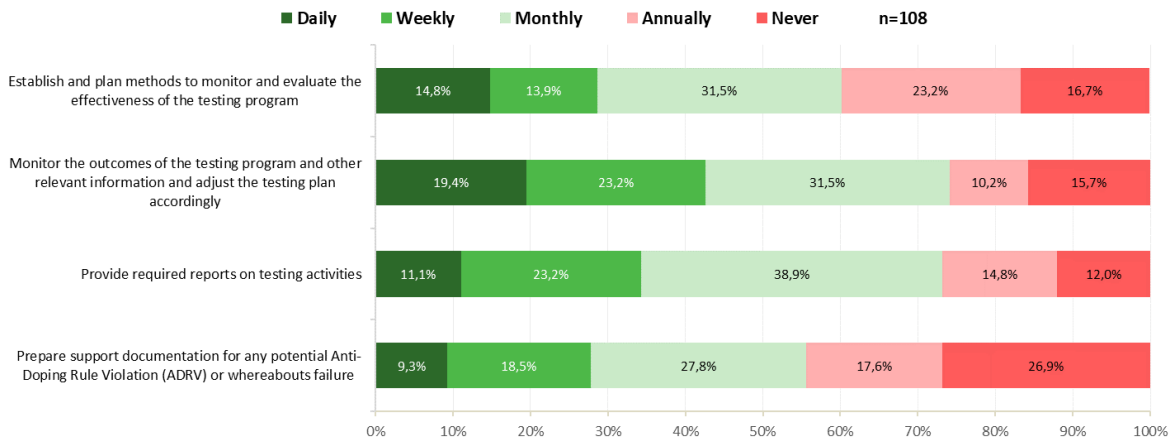


c) MAIN FUNCTION 3: Manage and coordinate the implementation of a testing program (Frequency, level of confidence, and training need)

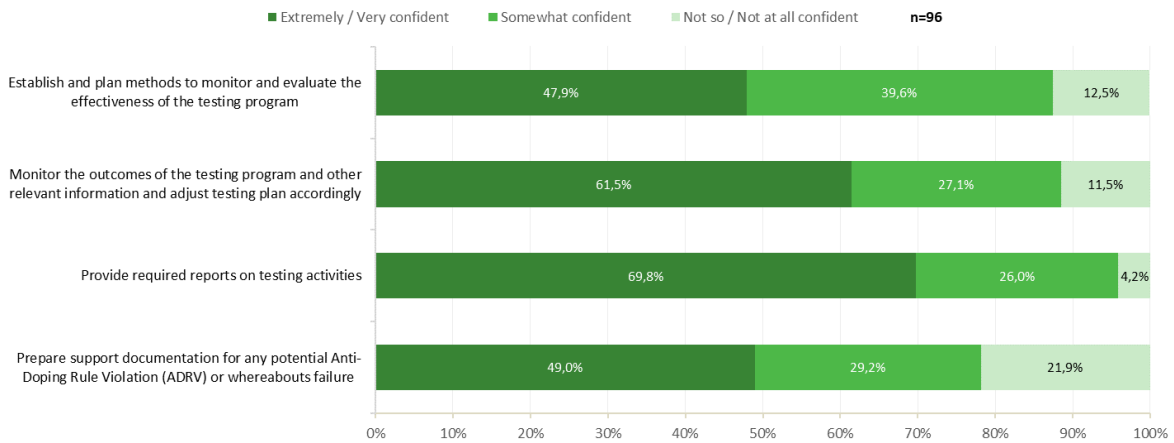


d) MAIN FUNCTION 4: Monitor and manage the outcomes of the testing program (Frequency, level of confidence, and training need)

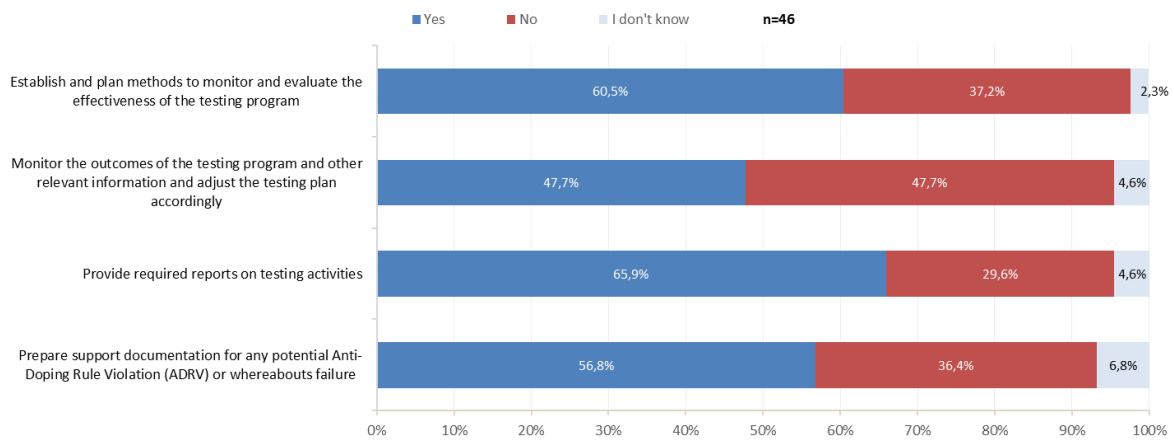
How often do respondents acting as Testing Officers/Managers perform these functions?



Level of confidence in demonstrating the behaviors related to these functions

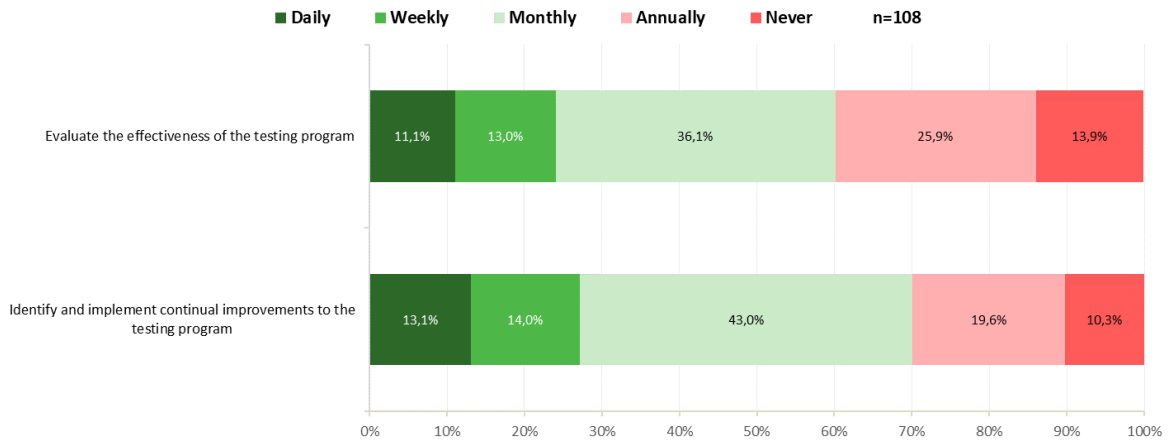


Need/desire to receive training for these functions

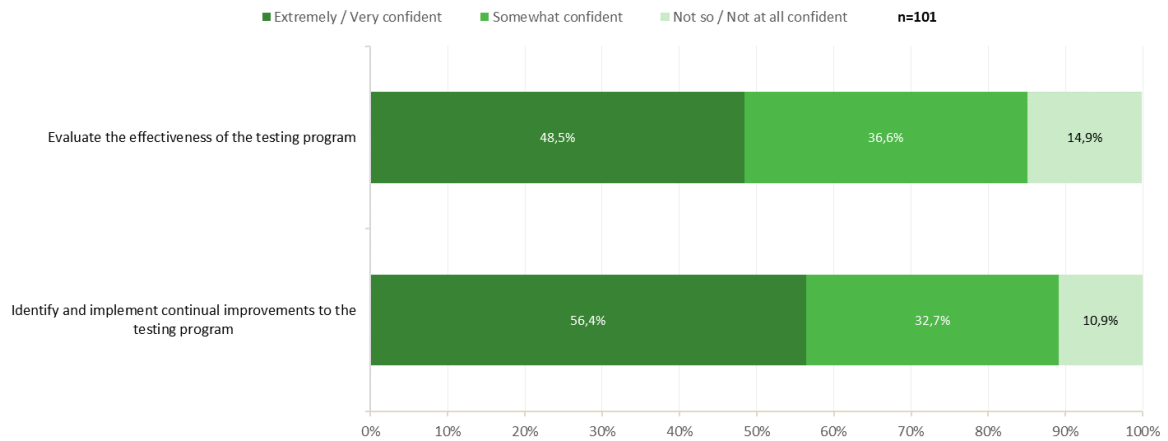


e) MAIN FUNCTION 5: Evaluate and continually improve the testing program (Frequency, level of confidence, and training need)

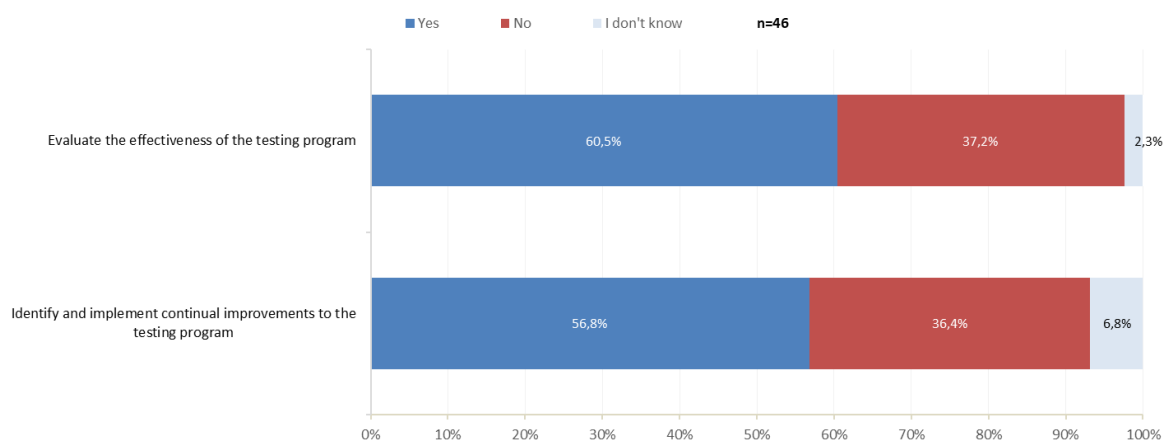
How often do respondents acting as Testing Officers/Managers perform these functions?



Level of confidence in demonstrating the behaviors related to these functions



Need/desire to receive training for these functions



>>> MAIN FINDINGS AND HIGHLIGHTS <<<

MAIN FUNCTIONS PERFORMED BY TESTING OFFICERS/MANAGERS	
Frequency of performance	<p>Plan an effective testing program</p> <p>From the 5 sub-functions, “<i>Determine testing priorities, types of samples and analysis</i>” appeared to be the one mainly performed on a daily basis by the respondents.</p> <p>Of the other 4 sub-functions the largest percentage of respondents indicated they performed these functions on an annual basis.</p> <p>The sub-function “<i>Negotiate a budget based on risk assessment</i>” appeared to be the one less frequently performed by respondents, mainly on an annual basis (36.7%). It is notable that 27.5% (the highest percentage under this main function) indicated that they never performed this sub-function in their role.</p>
	<p>Organise resources for the planned testing program</p> <p>4 of the 5 sub-functions appeared to be mainly performed on an annual basis (all over 41%).</p> <p>The exception is “<i>Configure and manage Anti-Doping Administration and Management System (ADAMS) for the testing program</i>” where 29.4% reported performing this daily and 22.9% said they did so weekly.</p> <p>However, it is important to note that between 22% and 37.6% said they <u>never</u> performed the sub-functions listed here which is the highest for any of the main functions across the survey as a whole.</p>
	<p>Manage and coordinate the implementation of a testing program</p> <p>The 3 sub-functions listed under this main function were all carried out by more than a quarter of the respondents on a daily basis.</p> <p>The sub-function most frequently carried out on a daily basis (44.4%) was “<i>Record doping control data into ADAMS</i>”. It is notable that while it is the most frequently performed sub-function, it is also the one where the highest percentage of respondents reported it was never done (24.1%).</p> <p>Of all the main functions, the sub-functions listed here appear to be more frequently performed daily and weekly and least frequently performed annually.</p>
	<p>Monitor and manage the outcomes of the testing program</p> <p>Of the 4 sub-functions listed under this main function, the largest percentage of respondents said this was done on a monthly basis (between 31.5% and 38.9%) which is higher than that for any of the other main functions on a monthly basis.</p> <p>The sub-function which appears to be least frequently performed is “<i>Prepare support documentation for any potential Anti-Doping Rule Violation or whereabouts failure.</i>” 26.9% said this sub-function was never performed.</p>
	<p>Evaluate and continually improve the testing program</p> <p>Of the two sub-functions listed under this main function, the largest percentage said this was performed on a monthly basis (36.1% and 43%).</p>
	<p>General comment on frequency of sub-function performance by the respondents</p> <p>When compared with the other roles covered in the Skills Surveys, it is notable that in the case of Testing Officers/Managers there are significantly higher percentages of respondents who say the sub-functions are never carried out. Given that the structure and content of the Professional Standards were designed by testing experts and are closely based on the WADA Code and Standards, this would bear closer exploration.</p>
Level of confidence	<p>General comment about the level of confidence of respondents in demonstrating the behavior related to the main functions:</p> <p>Considering all of the 5 main functions, the highest levels of confidence are shown for “<i>Manage and coordinate the implementation of a testing program</i>” (average of all sub-functions reported as Not so/Not at all confident 9.7%) and “<i>Monitor and manage the outcomes of the testing program</i>” (average of all sub-functions reported as Not so/Not at all confident 12.5%).</p> <p>The main function with the lowest level of confidence is “<i>Organise resources for the planned testing program</i>” (average of all sub-functions reported as Not so/Not at all confident 19.4%).</p>

	<p>Extremely/Very Confident: (4 sub-functions for which most confidence was claimed for Testing Officers/Managers)</p> <ul style="list-style-type: none"> > <i>Monitor and maintain whereabouts information of testing pools</i> – 75.7% Extremely/Very confident (Function 3) > <i>Schedule testing as per TDP and coordinate with relevant stakeholders</i> – 73.1% Extremely/Very confident (Function 3) > <i>Provide required reports on testing activities</i> – 69.8% Extremely/Very confident (Function 4) > <i>Develop and communicate a Test Distribution Plan</i> – 68.9% Extremely/Very confident (Function 1) <p>Not Confident/Not at all Confident: (4 sub-functions for which the least confidence was claimed for Testing Officers/Managers)</p> <ul style="list-style-type: none"> > <i>Negotiate a budget based on risk assessment</i> – 22.9% being not so/not at all confident (Function 1) > <i>Determine methods and processes to accredit sample collection personnel</i> – 22.5% being not so/not at all confident (Function 2) > <i>Prepare support documentation for any potential Anti-Doping Rule Violation (ADRV) or whereabouts failure</i> – 21.9% not so/not at all confident (Function 4) > <i>Recruit sample collection personnel</i> – 21.6% not so/not at all confident (Function 2) <p>Each of these may indicate training priorities.</p>
Training needs / desire	<p>General comment about the training needs / desire to receive training for Testing Officers/Managers:</p> <p>There is a moderately high level of desire / need for training indicated by the respondents acting for all functions and sub-functions of the role. Overall, the percentage of respondents indicating their need and desire to take part in a training related to the above functions and sub-functions is around or above 50%. These are shown below for each <u>main function</u>.</p> <ul style="list-style-type: none"> > <i>Function 1: Plan an effective testing program (average across all sub-functions 59.4%)</i> > <i>Function 5: Evaluate and continually improve the testing program (average across all sub-functions 58.7%)</i> > <i>Function 4: Monitor the outcomes of the testing program (average across all sub-functions 57.7%)</i> > <i>Function 2: Organise resources for the planned testing program (average across all sub-functions 50.4%)</i> > <i>Function 3: Manage and coordinate the implementation of a testing program (average across all sub-functions 48.9%)</i> <p>It is notable that the function which was identified as having the lowest level of confidence – Organise resources for the planned testing program – only comes 4 out of 5 for training need/desire, which could bear closer exploration</p> <p>Below we identify the top 4 <u>sub-functions</u> for which need/desire for training was indicated, and the bottom 4 sub-functions for which the training needs and desire were indicated.</p> <p>Highest desire/needs for training: (sub-functions with the highest desire/needs for Testing Officers/Managers)</p> <ul style="list-style-type: none"> > <i>Develop and communicate a Test Distribution Plan</i> – 65.9% yes (Function 1) > <i>Establish a registered testing pool and other testing pools</i> – 65.9% yes (Function 1) > <i>Provide required reports on testing activities</i> – 65.9% yes (Function 4) > <i>Configure and manage Anti-Doping Administration and Management System (ADAMS) for the testing program</i> – 65.1% yes (Function 2) <p>Lowest desire/needs for training: (sub-functions with highest percentage of NO desire/needs for training)</p> <ul style="list-style-type: none"> > <i>Monitor and maintain whereabouts information of testing pools</i> – 54.8% of NO (Function 3) > <i>Negotiate a budget based on risk assessment</i> – 47.7% of NO (Function 1)

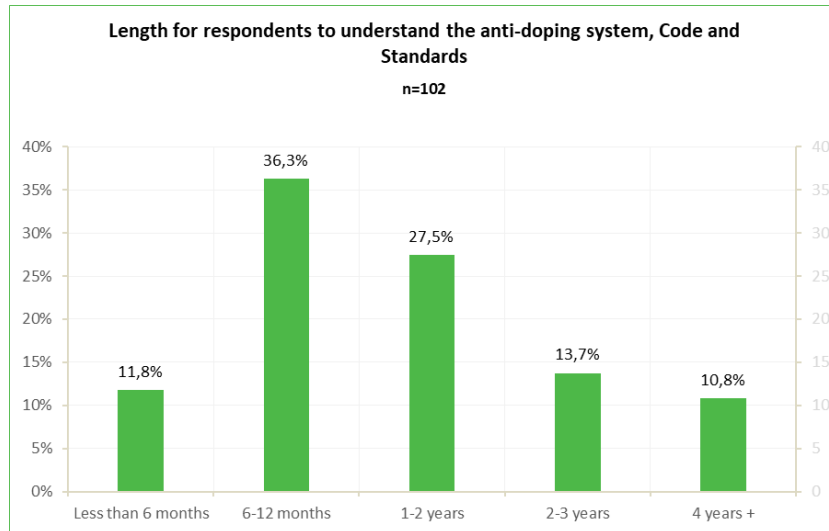
> *Monitor the outcomes of a testing program and other relevant information and adjust the testing plan accordingly* – 47.7% of NO (Function 4)

> *Schedule testing as per TDP and coordinate with relevant stakeholders* – 45.2% of NO (Function 3)

It is notable that *Negotiate a budget based on risk assessment* had been identified as the sub-function where respondents felt the least confident, it is also one of the top 4 for the lowest desire/need for training.

7. SECTION 4 – ABOUT RESPONDENTS’ LEARNING AND DEVELOPMENT

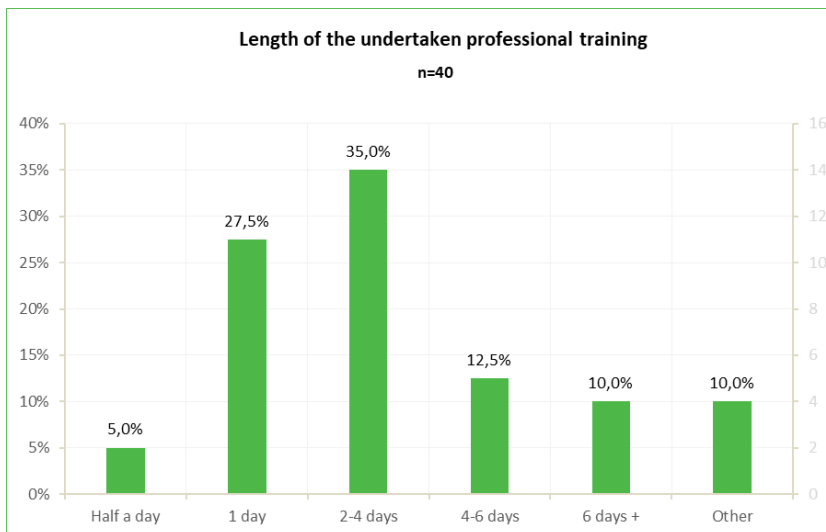
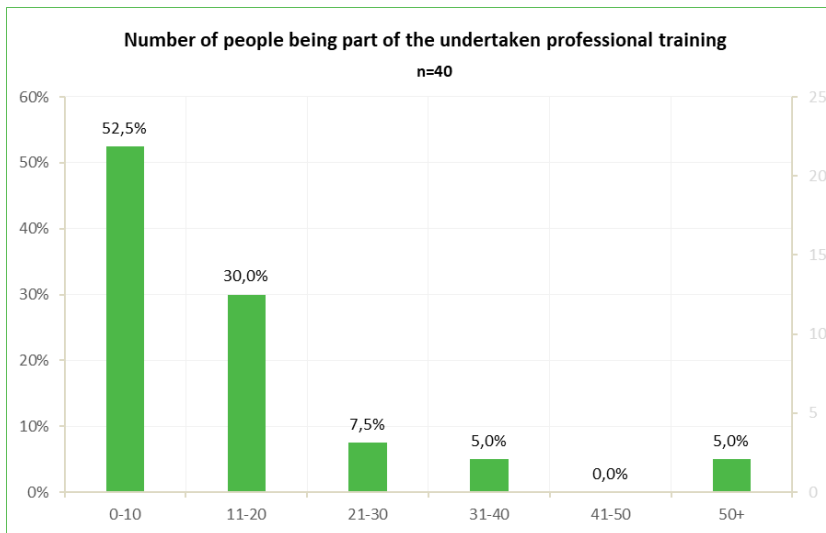
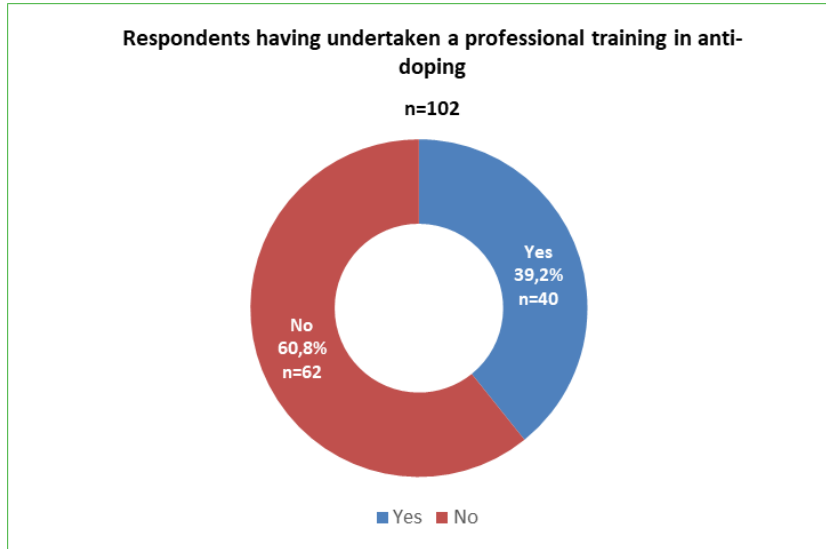
a) Length of time perceived by respondents to understand the anti-doping system, Code and Standards

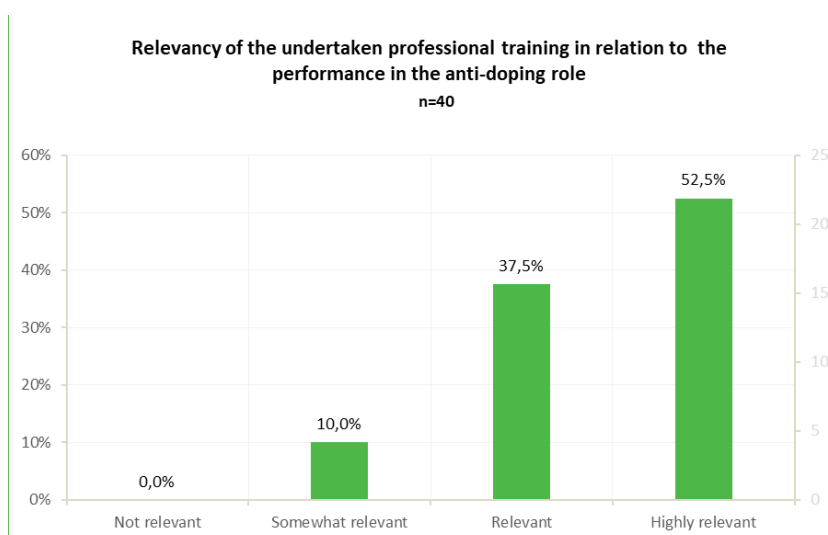
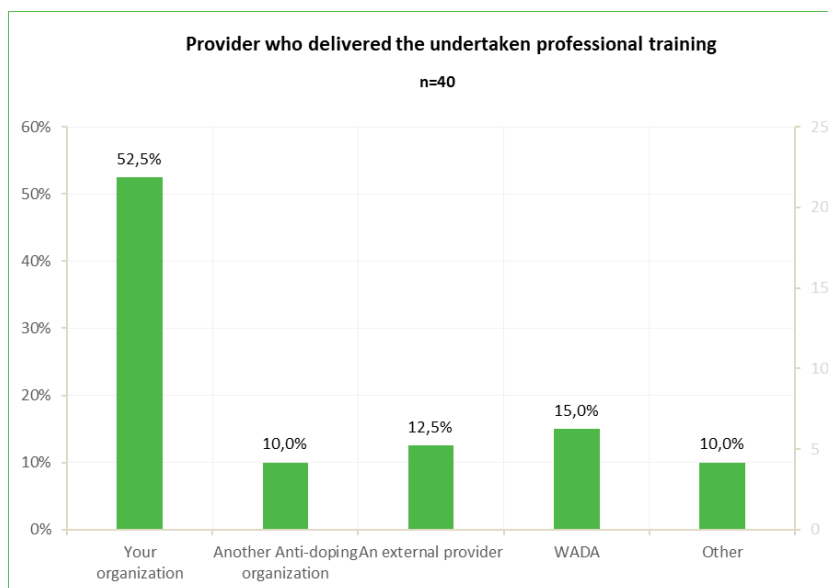


> >>> MAIN FINDINGS AND HIGHLIGHTS <<<

- > Just under one half (48.1%) of respondents indicated their feeling that it takes no more than 1 year to understand the anti-doping systems, Code and Standards of anti-doping and a further 27.5% no more than 2 years.
- > Only 11.8% thought it took less than 6 months.
- > Compared to previous surveys, fewer Testing Officers/Manager respondents felt it took less than 6 months to understand the anti-doping system (22% for other roles) with more Testing respondents mentioning 6-12 months and 1-2 years. There were also more Testing respondents selecting 2-3 years and 4 years+.

b) Undertaken professional training in anti-doping by respondents





>>> MAIN FINDINGS AND HIGHLIGHTS <<<

RESPONDENTS HAVING TAKEN PART IN A PROFESSIONAL TRAINING

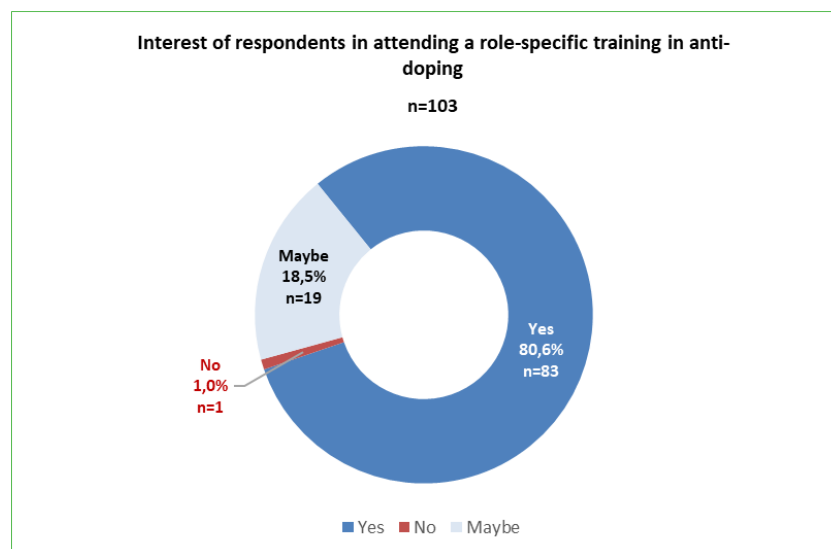
- > Only 39.2% of respondents indicated they have taken part in professional training on anti-doping. This means that more than a half have never been trained in anti-doping – this is similar, but slightly higher when compared to other roles (37.7% having been trained).
- > Format of professional training undertaken by respondents were as follows:
 - **Size:** the largest proportion (52.5%) took part in training with less than 10 participants; about 5% took part in training with more than 30.
 - **Duration:** 35% of respondents took part in training of 2 to 4 days; 27.5% took part in training of 1 day and 5% in a training of half a day. 22.5% were involved in training with a length of more than 4 days.

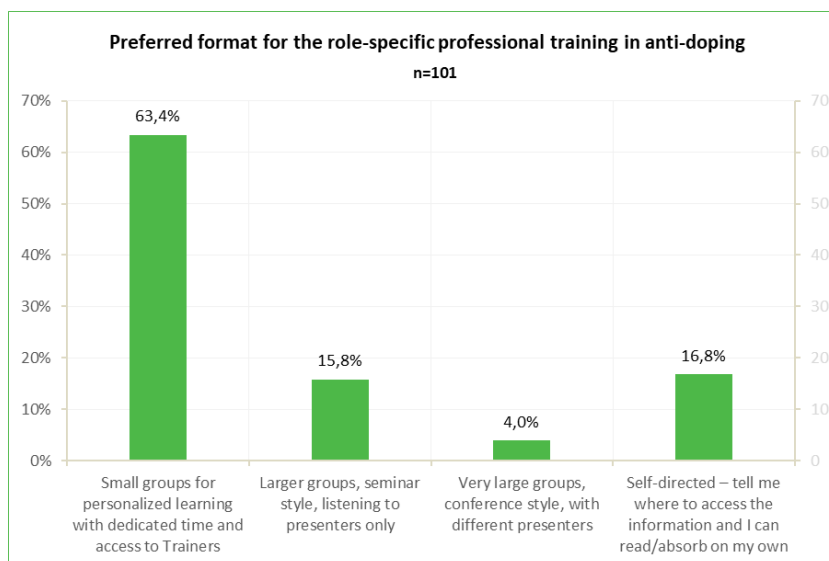
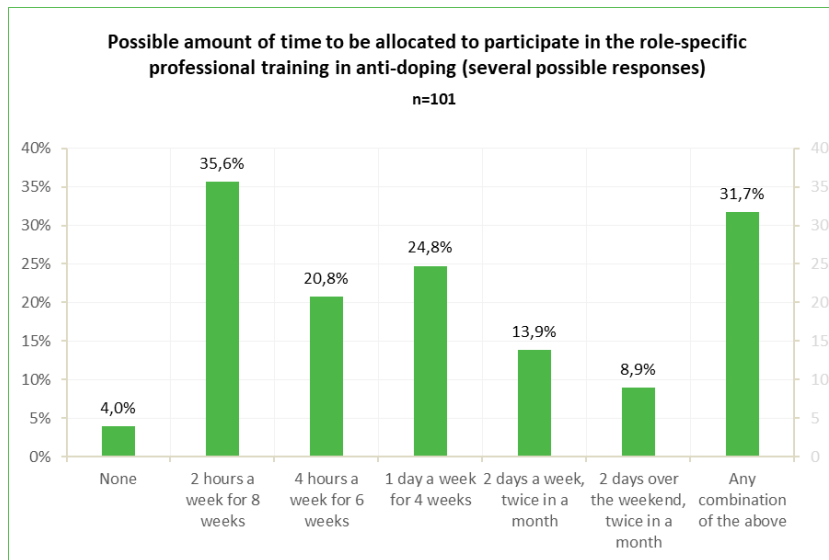
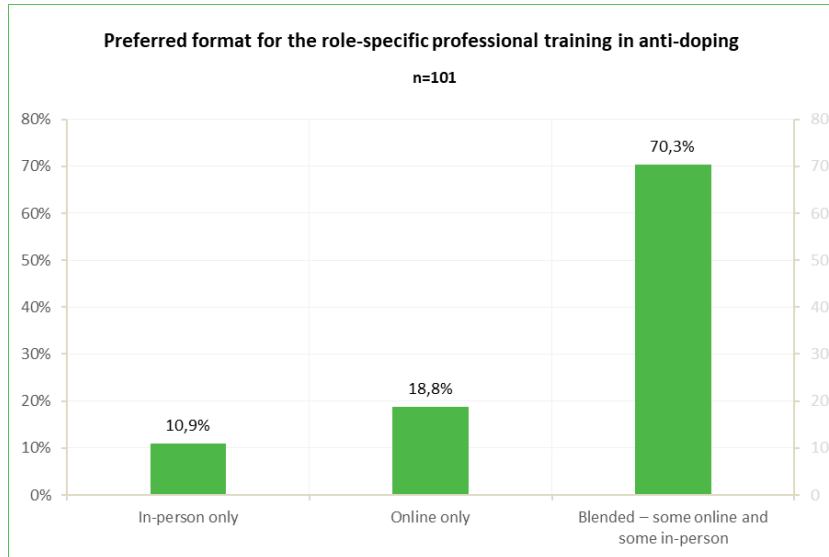
- In terms of **delivery**, the biggest proportion of training was delivered by the respondents' own organisations (52.5%) followed by WADA (15%), External providers (12.5%) and other anti-doping organisations (10%).
- Delivery: those who ticked "others" (10%) mentioned the American Association for Laboratory Accreditation (A2LA) as the delivery of the training.
- When compared to the findings of other surveys, almost the same percentage of Testing Officers/Managers have taken part in professional training in anti-doping. However, more have taken part in training consisting of less than 10 participants and fewer in groups of more than 30.
- Compared to other surveyed roles, the duration of training for Testing Officers/Managers appears to be shorter. In the composite findings for other roles, 57.1% selected 2-4 days. Only 8.9% took part in training of 1 day. 28.6% took part in training of more than 4 days.
- Compared to other surveyed roles, far more of the Testing sample received training from their own organisation (52.5% compared to 32.1% for other roles) and far fewer from WADA (15% compared to 32.1% for other roles).

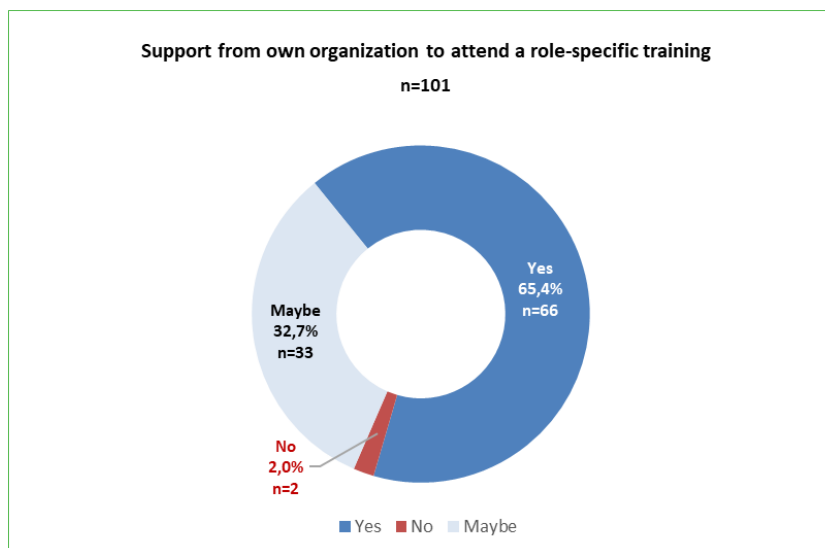
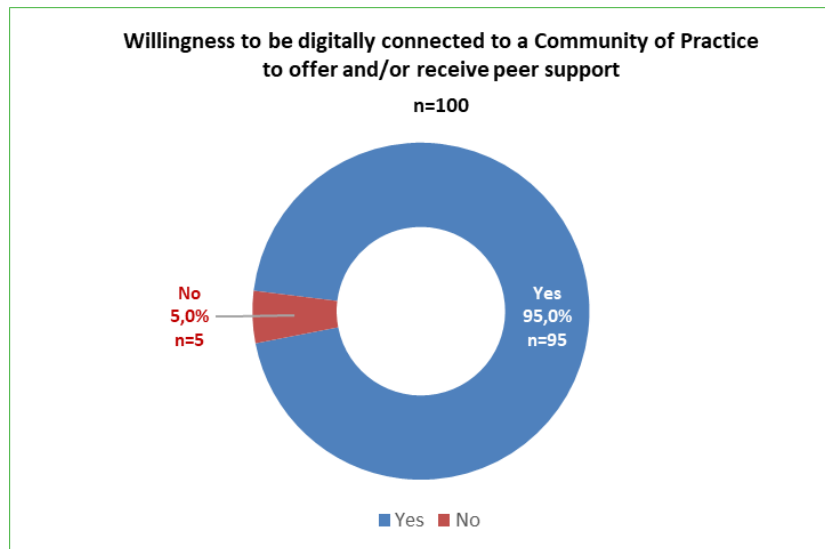
> Relevancy of the training

- 37.5% of respondents who took part in training indicated that it has been relevant to their performance in their own role/function in anti-doping and 52.5% described their training as highly relevant.
- This is similar when compared to other roles where 33.3% selected relevant and 59.6% highly relevant.

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 (80.6%) with only 1% of respondents saying they are not interested and 18.5% saying maybe.
- > Compared other roles, the Testing Officer/Manager sample showed slightly less interest in role specific training (80.6% compared to 85.5%).
- > Preferred options for the training:
 - **Format:** the majority of respondents favoured blended learning with some online and some in-person sessions (70.3%). Only 18.8% preferred online only and 10.9% in-person.
 - **Duration:** the largest proportion of respondents preferred 2 hours a week for 8 weeks (35.6%), but it is interesting to note that 31.7% of respondents indicated that any option for training would be appreciated. The next highest preference expressed by the respondents was for delivery through 1 day a week for 4 weeks (24.8%).

- **Delivery method:** a majority of respondents (63.4%) preferred the delivery of their training through small groups of participants for personalised learning; 16.8% favoured self-directed learning; and a similar proportion of respondents showed preference for large groups / seminar style (15.8%).
 - These findings were very similar to the samples from other roles.
- > A very large majority (95%) expressed a willingness to be connected to a Community of Practice which offered peer support, and this is very similar to the other roles surveyed.
 - > To the question about the support from their own organisation to take part in such role-specific training, 65.4% of respondents believe that it will not be a problem and they will get the support from their employer/organization. Only 2% felt that they will not get the support from their own organisation. The remaining 32.7% of respondents indicated “Maybe” and it might be interesting to explore the main reasons for such doubts.
 - > This is different to survey findings for other roles where 77.7% felt their organisation would support them and only 19.6% were unsure.

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

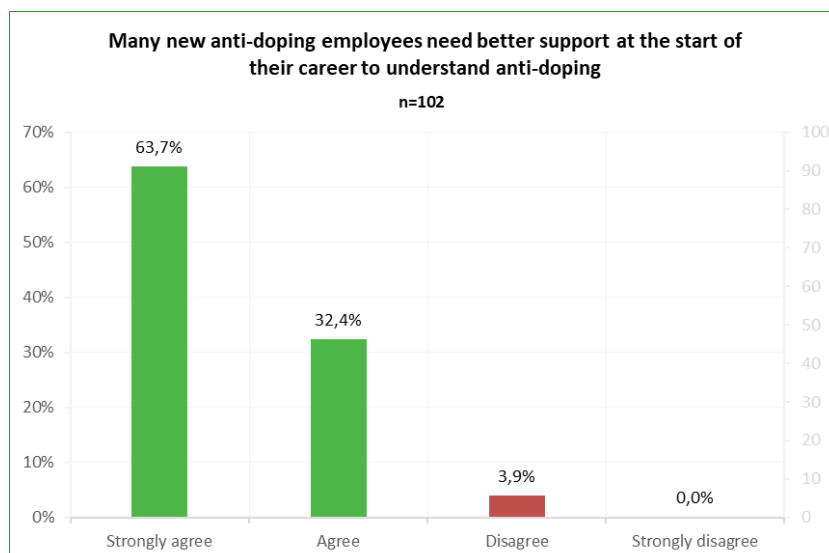
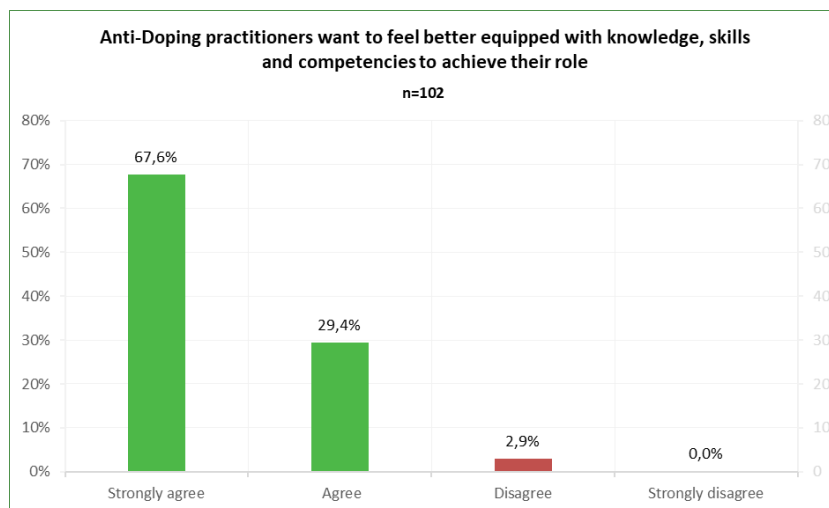


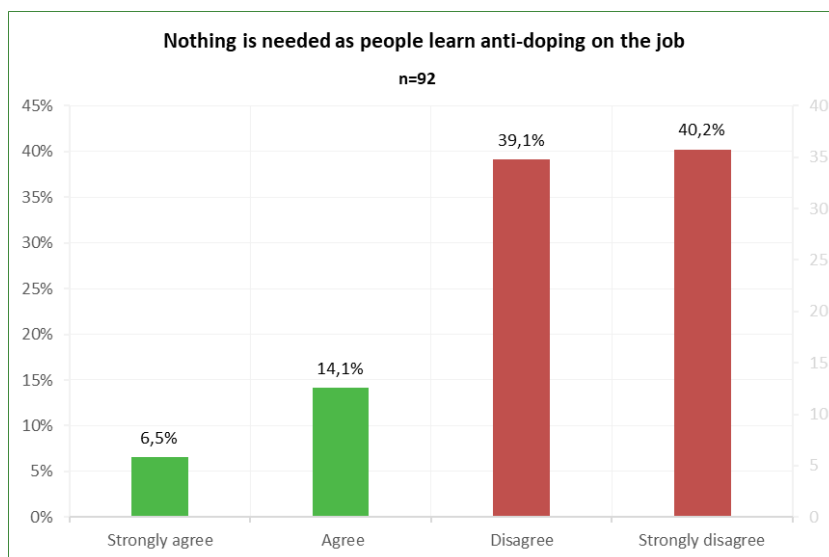
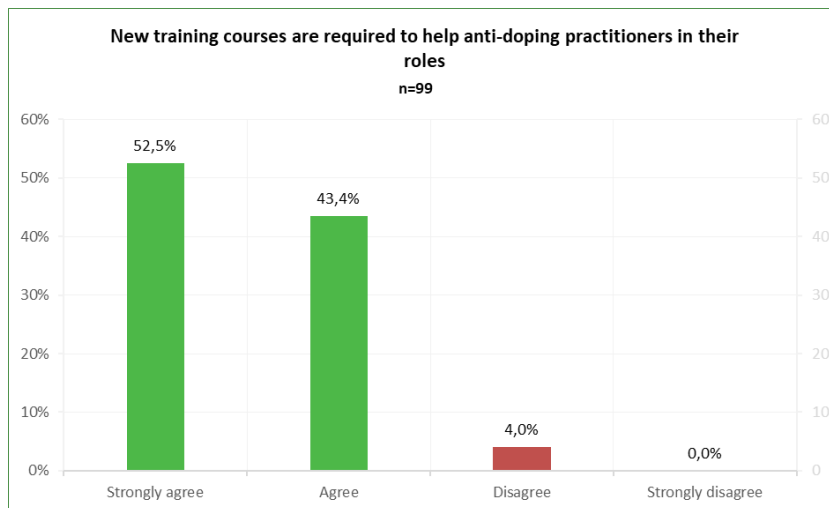
>>> MAIN FINDINGS AND HIGHLIGHTS <<<

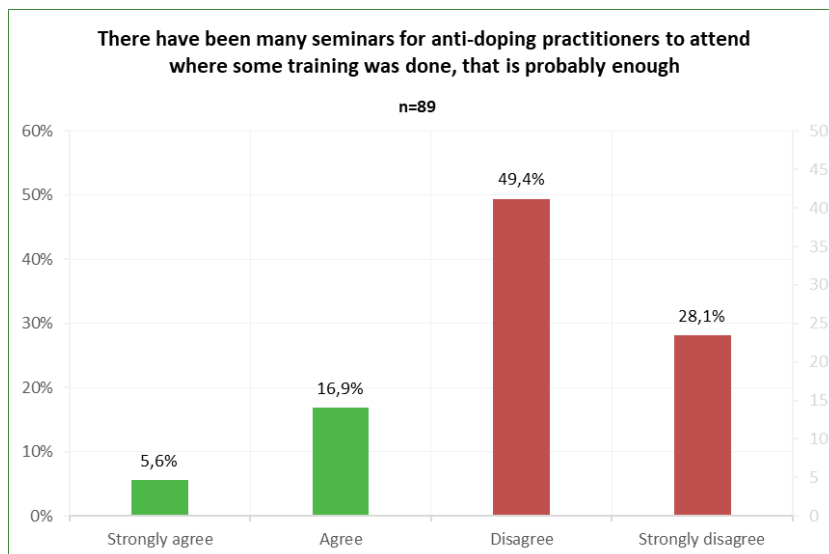
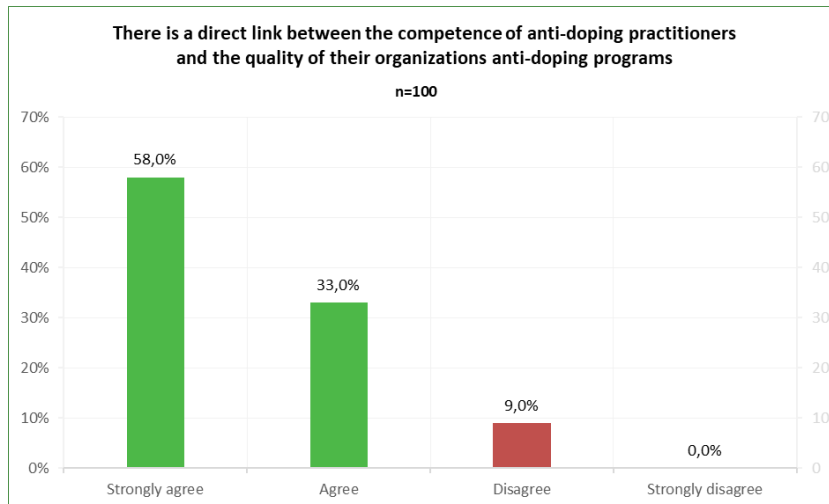
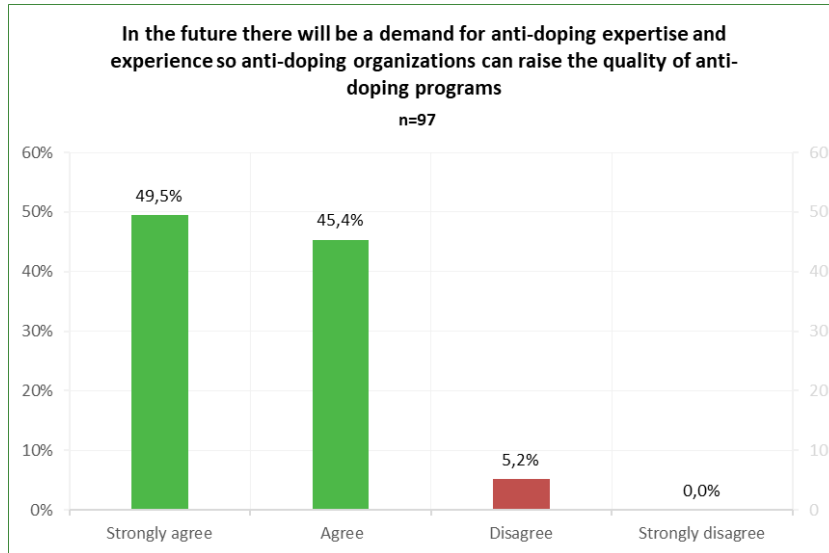
- > 21.6% of respondents do not see any barriers to attending role-specific training in anti-doping.
- > Where respondents identified barriers to taking part in training the following top 3 potential barriers were underlined from the suggested list:
 - 1. Lack of awareness**
I am not aware of existing training that suits the need of my role – 36.3%
 - 2. Lack of time**
I am too busy to participate in training and development – 32.4%
 - 3. Lack of budget**
My organisation does not have enough budget to fund people to attend training – 30.4%

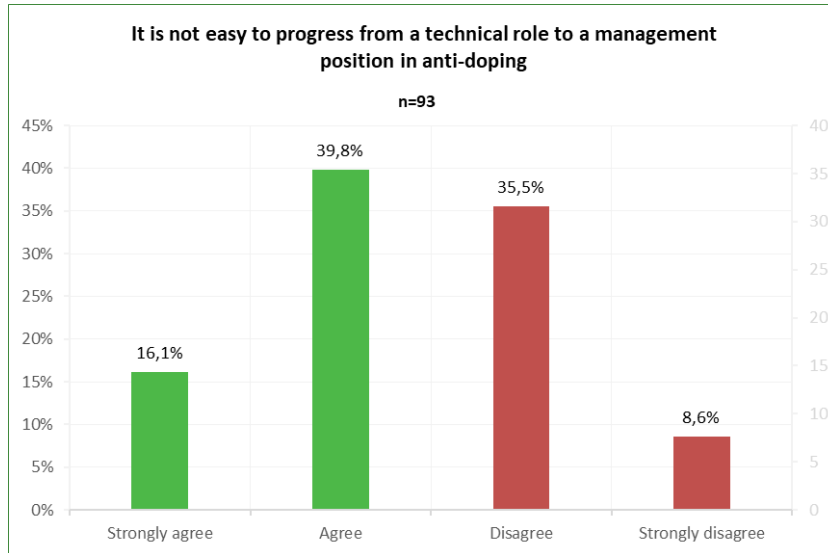
- > There are differences when compared to the other surveyed roles. The overall sample selected the same three top barriers, but *I am not aware of existing training that suits the need of my role* was only selected by 25.8%, perhaps suggesting that fewer training opportunities for Testing Officers/Managers are available or known about.
- > No-one said the training is a waste of time and this was the same for the whole sample.
- > Where respondents mentioned other barriers not included in the list, they mentioned:
 - Geographical issues (no training available in the geographical area or proposed training too far away)
 - Lack of availability – *for example if delivered outside office hours, family obligations will make the training very complicated*
 - Personal reasons (inconvenient time-table, not available every day)
 - Problem of language barriers (English mainly)
 - The cost of the training for the organisation and/or the individual
 - Training offers do not always meet the individual needs and expectations (not relevant)

8. SECTION 5 – RESPONDENTS’ VIEWS ON SOME SPECIFIC STATEMENTS ABOUT ANTI-DOPING









MAIN FINDINGS AND HIGHLIGHTS

The following infographics show the difference between respondents 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



97.0%



3.0%

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



96.1%



3.9%

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



97.0%



3.0%

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



95.9%



4.1%

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



20.6%



79.4%

- 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



94.9%



5.1%

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



91.0%



9.0%

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



22.5%



77.5%

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



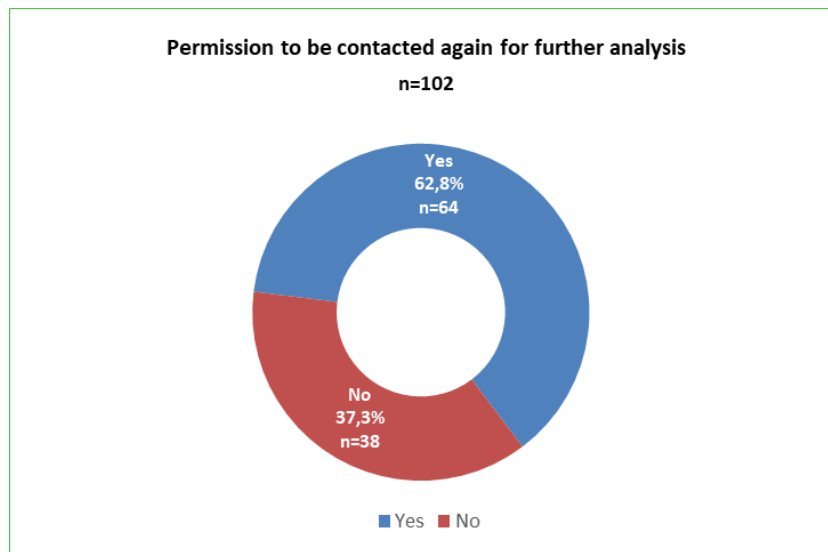
55.9%



44.1%

Respondents indicated their level of agreement/disagreement with the above statements.

9. OPTIONAL SECTION – YOUR PERSONAL INFORMATION



Due to reasons of confidentiality, EOSE does not have access to the contact details of the respondents who have agreed to be contacted again for further analysis.

