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ELIT-in Erasmus+ 590520-EPP-1-2017-1-ES-SPO-SCP

**Integration of elite athletes into the labour market through the valorization of
their transversal competences**

www.elit-in.net

ELIT-in: Information and Guidelines to improve the transition of Elit Athletes to the Labor market through Training in Skills ac- quired through theSport

**Tested and revised by the Focus Group organized by Fundação do Desporto
(ANNEX 1)**

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What is the aim of these guidelines?

This information pack provides an overview of the stage of an athlete's career at which he/she transitions into the labour market.

Athletes often tend to focus exclusively on making a career for themselves in professional sport and, in some cases, for one reason or another, pay no attention to "officially recognised" training, academic qualifications and vocational courses.

The skills, abilities, attitudes and values developed by athletes during their careers are not "officially recognised" and do not tend to receive the same recognition outside of their sporting field, less still in the labour market (unless the athletes remain active in their sporting discipline: club, federation, sports journalism, sponsors, etc.).

By and large, an athlete's career is relatively short. As they dedicate so much time to their sport over such an extensive period of their lives, particularly during their youth, they prioritise training and competition over other facets of their lives.

However, when they retire from professional sport and enter the labour market, the transition is not always straightforward. Moreover, retirement is often enforced (through injury, failure to find a team or lack of competition). Athletes must be given support as they embark on this complicated transitional period so that they are able to cope with any occupational difficulties and psychological or social problems that they tend to face following retirement from their sporting discipline.

90% of elite-level athletes cannot make a living from sport or live comfortably on their career earnings following retirement. As a result, they are forced to make a career change and require assistance as they seek to adapt to their new role.

The value and interest of this information pack, which is based on the ELIT-in project between 2017 and 2020, have been validated at joint meetings involving business people, sports administrators and athletes.

Who is this target audience of this information pack?

Establishing a commitment from all the agents involved in achieving common goals is very important. We are referring to:

Sporting federations

Trainers and coaches

Specialist and technical sports centres

Private and public administrators and managers

Journalists, business people

Individual athletes and their families

Educational institutions

The positive and balanced input of all the above will help to make a success of the project.

What are the aims of the ERASMUS+ ELIT-in project?

In view of the above, the general aim of the ELIT-in project is to shed light on, and provide a suitable response to, the difficult situation faced by athletes following retirement from their sporting careers.

The primary objective of the Project was therefore to assess and appraise the skills that athletes claim to have developed during their sporting careers. The Project also sought to examine the necessary skills that employers look for in employees (which can serve as a basis to prepare a special training program) independent of, or supplementary to, the officially-recognised and specific training required for such and such a position.

What is currently being done in Europe in this field?

Some entities, foundations, associations and institutions (public and private) have already introduced initiatives which not only recognise the skills developed by elite-level athletes, but also facilitate their transition into the labour market.

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Different programs on this subject are currently being produced in various countries involved in the ELIT-in project, and have also been added to the document entitled “*The Best Practices Guide on the Valorization of transversal competences of Elite Athletes*” under the ELIT-in project.

(<https://www.elit-in.net/news/20>)

Specifically, what kind of initiatives have been introduced?

It should be noted that this list is not representative of all the measures being taken throughout Europe. It merely gives an insight into the kinds of programs being carried out and their aims.

- **Educational measures for young athletes**
 - Encouraging the youngest athletes to pay attention to their studies: Business Club Program, Sevilla FC Foundation, Spain
 - Promoting psychomotor learning and sport at an early age, municipal organisation of Viana Do Castelo, based on the Athletics in Schools program, Portugal

- **Educational initiatives for elite-level athletes to supplement their sporting career with academic training (dual career)**
 - Academic support given to undergraduate elite-level athletes, Catholic University of Murcia, UCAM, based on the ESTPORT Project, Spain
 - Olympic Committee of Slovenia and the Association of Sports Federations, based on the “Personnel development in sport 2016-2022” program, Slovenia

- **Guidance and labour market integration measures for elite-level athletes**
 - Enhancing the employment prospects of elite-level athletes in general, with a special focus on those who are most vulnerable on account of their race, gender or any form of disability:
 - In Spain, the ONCE Foundation has teamed up with the High Council for Sports and the Spanish Paralympic Committee to introduce the initiative called ADOP_EMPLEO_PROAD
 - The MIRACLE initiative, Lithuania
 - “Women in Sport-Ecarrerempowerment Seminar” program, Bosnia Herzegovina

 - Proposals on how to improve advice, support, coaching and supplementary training for any elite-level athletes who are set to join the world of work:
 - ADECCO, Belgium
 - Olympic and Interfederal Committee, BOIC, Belgium
 - Belgian Paralympic Committee, BPC, Belgium
 - “Athlete Career Programme”, CONI and ADECCO, Italy

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- France, the National Institute of Sport, Expertise, and Performance (INSEP), based on its “Start’Up Ta Reconversion” project, France
- **Tax measures to encourage businesses to employ elite-level athletes**
 - “The Contract-Employment” initiative, Institute for Employment and Vocational Training (IEFP), Portugal
 - “New Goals” program, High Council for Sports, Spain

What is the inspiration for the guidelines of the information pack? What makes them trustworthy?

A set of transversal competences from elite sport to the labour market has been produced on the basis of the following: the “best practices” identified and analysed in the initial ELIT-in phase and summarised in the official project document entitled “*The Best Practices Guide on the Valorization of transversal competences of Elite Athletes*”; a study of existing scientific literature; and consultation of various elite sports experts.

The second stage of the project involved athletes and business people answering questions about these skills via the *Skills Questionnaire Learned in High Performance Sports* (QESTE). This test included a set of general questions and also assessed how important each skill or competence was considered to be.

Soft transferable skills selected for study as part of the QESTE test

1. Capacity for independent research
2. Language skills
3. Handling of new technologies
4. Competitiveness
5. Capacity to use and update social media.
6. Ethics at work
7. Cross-cultural competences.
8. Verbal communication
9. Written communication
10. Non-verbal communication
11. Presentation skills
12. Global awareness and internationalisation
13. Loyalty
14. Persistence and resilience in dealing with problems

The test results are featured, quantified and summarised in the project document entitled “*State of the Art Final Report*” (<https://www.elit-in.net/news/202>).

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Secondly, under the management of Sevilla F.C. Foundation, a Focus Group has been set up to supplement these data. The Group comprises a number of private and public employers who convene at various sessions to discuss and qualitatively assess the differences between the skills that athletes and employers respectively consider to be necessary for successfully integrating into the labour market.

The skills-related data collected from these two stages were summarised in the project document entitled “*Qualitative and quantitative analysis of Elite Athlete’s Soft Skills transferable to the labour market*” (<https://www.elit-in.net/news/21>)

And thirdly, another QESTE test, albeit in shortened form, was taken. This time it involved more elite-level athletes and trainers too, with the aim of further verifying the data collected and supplementing all possible viewpoints.

As part of a transnational meeting, the project team crunched all these data and concluded that any elite-level athlete seeking to integrate into the labour market should acquire the following *soft transferable skills*:

***Soft transferable skills* or added and learned skills that can be transferred from sport to the labour market, obtained at this ELIT-in stage and recognised by business people as being relevant and being part of the ELIT-in Educational Program.**

1. **Communication**
2. **Entrepreneurial skills**
3. **Ethics at work**
4. **Problem-solving skills**
5. **Negotiation skills**
6. **Teamwork**
7. **Time Management**
8. **Financial and Money management**
9. **Coachability**
10. **Use of international Languages**
11. **Self-presentation in interviews, and job search**

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Why has an educational program based on the findings of the first ELIT-in phase been formulated and tested?

The program is formulated, the content is produced and an educational program is prepared on an online platform with a view to:

1. Producing a scalable program which is simple, albeit characterised by a strong technical level, and enables self-assessment for all institutions and interested persons.
2. Being integrated and used in more formal educational programs for athletes.
3. Being customised, adapted and scheduled in accordance with the characteristics of the various users, ranging from clubs or federations to Olympic Committees of elite-level technical sports centres.
4. Producing an online tool, available in various EU languages, that merely requires a single face-to-face briefing session.

Which skills have proven to be relevant and are part of the ELIT-in online educational program?

The following concepts are a summary of the basic skills that employers look for in employees; they also give athletes the best possible opportunity to successfully adapt to the labour market. As we have seen, some of them are developed as the athlete practises their sporting discipline, but not exactly in the same way. Others are developed in other ways and it is very important for an athlete to acquire these standard skills before they enter the labour market.

Communication Skills

Communication denotes a social and reciprocal act of participation and interaction. The act involves a series of necessary and fundamental elements without which communication cannot be emotional, effective and efficient.

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It is important to be aware that different methods of communication exist

On the one hand, there is verbal communication (both written and oral); on the other hand, there is something we refer to as non-verbal communication which encompasses postures, gestures, signals, symbols and even silence.

Strong social relationships are built on our ability to recognise the various components of communication, the different forms of communication and the most effective form of communication.

In a labour-market and sporting context, good communication is key not only to relationships with our peers and superiors (managers, coordinators or employers) but also to performance, whether that be on the field of play or in a professional workplace.

Acquiring strong communication skills is essential to a successful transition to the labour market, and to one's personal development in other areas of life.

Communication should consider the emotions and feelings of the other person. It is important to show empathy and convey our message assertively.

Entrepreneurial skills

Entrepreneurship is the process of setting up a business of value based on the necessary dedication and effort. Obviously, this process is not without some financial, psychological and social risk which one assumes in the hope of eventually reaping the corresponding rewards.

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Successful entrepreneurs tend to develop a number of entrepreneurial characteristics:

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Motivation: If entrepreneurs wish to optimise performance, it is not enough for them to be self-motivated; they must also be able to motivate their employees.

Integrity: It is important to embrace ethical values with a view to guiding business decisions in the treatment of employees and other parties involved in the entrepreneurial process.

Creativity: Creativity is key to entrepreneurship as it promotes innovation not only in business ventures but also in problem-solving.

Inquisitive: Personal and business development depends on an instinct to constantly question and challenge the way in which things are done, to learn from your own and others' mistakes, and to refresh knowledge and training at all times.

Tolerance of failure: Taking on risk means that you have to expect and cope with any failure that may be just around the corner. If you experience failure, it is important to analyse your actions in order to make improvements and carry on regardless.

On the other hand, in addition to the factors specified above, a successful entrepreneur is, by all indications, characterised by the following: **Perseverance or Tenacity; Self-discipline; Passion; the right level of Self-confidence and Competitiveness.**

Setting up a business involves a series of phases or stages to maximise the chances of success and minimise the chance of failure;

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| | |
|---|--|
| - Brainstorming: | - The entrepreneur must consider the extent to which a good or product is needed, whether there is any competition, and how to make it distinguishable. |
| - Decision-making and business planning: | - This is the point at which a decision to begin a project is made. The business plan will serve as a reference guide. |
| - Project development: | - Search for and procurement of resources. Obtaining finance is difficult and perhaps one of the chief obstacles to setting up a business. After securing the finance and putting it to use, the business begins to operate. |
| - Management and control: | - After the first few months, the time has come to inspect and assess the sales process. |

Elite athletes develop many of the necessary entrepreneurial skills throughout their sporting careers, and these particular skills are shared by many successful figures from a whole range of fields.

Ethics at work

Ethics are the moral principles that govern human conduct in a society. They regulate voluntary behaviour which has a bearing on all other members of society.

Professional ethics (or ethics at work) therefore define the rules by which we act in the workplace, now more than ever before as companies set greater store by the concept of social responsibility and involve the entire hierarchical chain.

Ethics at work are structured around four precepts:

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- **Integrity: Personal honesty above practical deception.**
- **Authority: Compliance with workplace rules and regulations.**
- **Respect: Mutual respect between all members of the company, regardless of position.**
- **Responsibility: Taking responsibility for one's own actions, for better or worse.**

In view of the values that sport seeks to transmit, elite athletes usually develop sporting ethics in line with the precepts specified herein. That is why elite athletes act in accordance with a code of ethics and a number of moral values which enable them to succeed in the world of business.

There are also a number of precepts specific to the world of competitive sport that should be transferred to the workplace and adapted to programs, the workforce, decision-making processes and the corporate philosophy:

- **Inclusivity, respect for criteria such as gender, sex, socio-economic levels, etc. avoiding all forms of discrimination.**
- **Attention to special needs and different work rates, promoting cooperation**
- **Respect for diversity**
- **A person's global awareness, looking beyond any cultural difference**
- **Fair play and prevention of anti-social behaviour such as doping, cheating, deception, etc.**

Problem-solving skills

We face problematic situations every day, especially in a professional context, for which an appropriate solution must be found.

To this end, there is a problem-solving process to help the person in question to identify and resolve any issues that arise in the various areas of their life in the most effective and efficient manner.

The problem-solving process therefore combines reflections, emotions and behaviours which attempt to identify an effective strategy to deal with and resolve a specific problem.

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Two components are distinguished in this process:

- **Attitude to problems:** How do I perceive and assess this obstacle? Am I influenced by my beliefs and thoughts about what I can do to address the problem and, if so, will this determine my approach towards the problem?
- **Basic problem-solving skills:** This is a process by which a problem is identified and solved.

| | |
|---|---|
| <ul style="list-style-type: none"> • Determining the problem: Identifying the specific problematic situation. | <ul style="list-style-type: none"> • Identifying solutions: Proposing possible solutions; the more the merrier. |
| <ul style="list-style-type: none"> • Decision-making: Selecting the most appropriate solution from those proposed. | <ul style="list-style-type: none"> • Applying the solution and assessing the situation: When the solution has been applied, its suitability is assessed. |

Elite athletes are continuously applying problem-solving strategies such for, for instance, when they are required to devise a strategy against an opponent who is outperforming them in particular areas of the game.

Negotiation Skills

Negotiation skills are necessary in a business environment and in other areas of our lives, as we often face situations where we want the same thing as another party.

Negotiation is a process by which two or more disputing parties attempt to reach an agreement. It is a constructive and positive alternative to bargaining or discussion and seeks to establish an agreement where all parties gain something, or lose very little.

| |
|------------------------------|
| Negotiations require: |
| At least two parties |
| Disagreements |

Need to resolve the disagreement in question

Attempt to reach an agreement

Consideration of the various options

Development of options

Advice in negotiation process:

- Adopt a rational approach during negotiations
- Think outside of the box
- Be aware of knee-jerk reactions
- Keep your emotions in check
- Try to understand the interests of the other party
- Be open to compromise with a view to finding common ground and maximising the gains for all parties.

Competitiveness should be left to one side in negotiations and give way to cooperation with a view to prioritising collective gains (win-win) over personal benefit (win-lose).

The negotiation process requires planning. So, before it begins, it is important to identify an objective and strategy to follow.

Teamwork

Teamwork is key to sporting and business success as we are usually part of a team in

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which every member is responsible for their specific tasks, and we all therefore represent links in a chain, usually hierarchical, which must not be broken.

In the words of Michael Jordan, one of basketball's finest players, "Talent wins games, but teamwork and intelligence win championships".

A team is a group of players that join forces in pursuit of a common objective and goal. So there are common or collective targets which prevail over the individual objectives of the respective members, but there must be cohesion to ensure that all members remain motivated.

A work (or sports) team cannot be competitive unless its members reinforce their pursuit of a common goal with a complementary skills set. That is why, in building his/her team, the team leader will attempt to select individuals whose skills are able to complement each other according to the requisite roles of every member (often based on negotiation).

| Negotiations require: |
|--|
| At least two parties |
| Disagreements |
| Need to resolve the disagreement in question |
| Attempt to reach an agreement |
| Consideration of the various options |
| Development of options |

Various skills are required if teamwork is to be effective:

| TEAMWORK SKILLS | PRINCIPLES ON WHICH SUCCESSFUL TEAMS ARE BUILT |
|--|---|
| Good communication between its members | Successful teams in the workplace share the following principles: |
| Mutual respect | Setting common goals |
| | Commitment to achieving these goals |

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| TEAMWORK SKILLS | PRINCIPLES ON WHICH SUCCESSFUL TEAMS ARE BUILT |
|--|---|
| Good communication between its members | Successful teams in the workplace share the following principles: |
| Complementary skills | Clearly defined roles and responsibilities of members |
| | Confidence in team members. |
| Group rules | Shared responsibility. |
| | Celebrating individual and collective success. |
| Leadership | Concern for group processes |
| | Addressing problems creatively |
| Decision-making and problem-solving strategies | Inclusive decision-making |
| | Frequent communication and feedback. |

Time management

"Time is money"

This expression comes from Benjamin Franklin (1748), one of the founding fathers of the USA. In its broadest sense, "Time is money" means that, to make money, one has to act and therefore use one's time, which is not infinite, in an efficient and effective manner.

On this basis, effectively managing our time as employers, employees or even athletes can help us to achieve our goals, by reducing the feeling of pressure, stress and possible malaise. In this case, is absolutely mandatory outline this Skill, due to the great difference between time schedules in the Elit sport and the job situations.

According to Cottrell, time management can be defined as "the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands upon a person relating to work, social life, family, hobbies, personal interests and commitments with the finiteness of time".

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To effectively manage our time, we must:

- Assess how we spend our time, as we often spend our time on non-productive activities (referred to as "time robbers").
- Focus on clear and well-defined objectives as this enables us to identify the best way of achieving them.
- Prioritise, plan and schedule tasks. It is important to be able to set short-term targets and to prioritise them in terms of importance.
- Adopt a rational approach to the performance of tasks. Make plans as they predispose us to act, but if we do not carry out the planned and prioritised tasks, it is a waste of time.

GUIDELINES AND ADVICE

You should initially identify your most important task.

Remove any distractions from your work environment (telephone calls at certain times, no unnecessary or prolonged conversations with colleagues and visitors to the office).

Anything that only takes a couple of minutes to do should be done immediately.

For all other tasks, estimate the time you will need and work towards a clear completion deadline (don't forget to note the deadline on a to-do list!)

Focus on the task at hand and finish it before moving on to the next one.

Delegate if possible!

New Skills added by the Focus Group Testing Recommendations:

1. Financial and Money management

“There are so many things in life more important than money! But they cost so much!”

The above sentence is from Groucho Marx (1970) American actor, humorist and writer, best known for being one of the members of the Marx Brothers. He is considered the most influential comedian of all time, his phrases being, despite the passage of time, prominent in pop culture for generations, even in the current era.

Proper management of our income is based on efficiently using the economic resources that we have and allows us to anticipate possible future situations. Financial education is very important to be able to anticipate economic setbacks and to be able to face them.

In the case of athletes, for example, sports withdrawal leads to a partial or total decrease in their income from sports.

Therefore, having been able to effectively and efficiently manage financial resources during the years of sports careers, will allow athletes to face their new stage with an economic "cushion" or some resources invested in different businesses.

2. Coachability

It is a process of exchange of experiences and knowledge through which an experienced coach teaches, advises, guides and helps an athlete, in a horizontal one-to-one relationship, allocating time, energy and knowledge, using a set of strategies and oriented procedures. to grow together to improve the skills and tools of the athlete, which allow them to adapt to the changing situations of their environment such as a process of injury or sports withdrawal.

Accompaniment during the sports career with the aim of preparing the ground for the final sports withdrawal, is presented as a key aspect for the athlete to achieve said withdrawal in a positive way both emotionally and economically. And that way you are prepared to face your new stage outside of elite sport.

3. Use of international Languages

Communication is understood to be a process by which we communicate with other people. This process consists of different elements and there are strategies to make communication more effective.

Within the elements of the communicative process, the "code" refers to the language one uses. In an increasingly globalized world in which migratory movements for different reasons are current, where we can communicate thanks to technologies with different people around the world, it is vitally important to know different languages to communicate.

English, for example, established as an international language, allows people to share a "code" to understand each other.

Athletes who compete in different countries have the need to know different languages. Knowing them allows you to adapt to new environments, communicate with referees, teammates and opponents, etc.

In addition, if this learning process is developed throughout the athlete's sports career, it will allow them to have more possibilities of entering the world of work, once the sports career has ended.

4. Self-presentation in interviews, and job search

Within the process of active job search it is very important on the one hand, how the person introduces himself, knowing how to make a curriculum vitae, and knowing what tools exist to search for work.

Self-presentation can be defined as the way that people present themselves to others. Before a job interview, and in general, it goes through maximizing our strengths and minimizing weaknesses. That is why it is important to have the tools and skills to present our best version in job interviews.

The writing of a suitable curriculum vitae for the job we choose, or the tools and applications where to look for work are also essential points that an athlete must know to face their incorporation to the labor market.

15 proposals about how may this training should be introduced into athletes' sports and personal development programs

ELIT-in research has showed that some Best Practices have been adopted in many countries, not least by public institutions. However, for a number of reasons, their impact is negligible in many cases when athletes transitioned from a sporting career to the labour market.

In this context, we set out a series of possible guidelines for various public and private agents so that they can incorporate this informal training into the sporting career of athletes:

1. Add it to officially-recognised coaching courses and continuous training programs of Federations, so that athletes are indirectly exposed to the practices. Also include it in basic and post-graduate/specialised training for various agents associated with sport (e.g. sports managers and administrators).
2. Specialist and technical sports centres with agreements or direct contacts with official training centres (schools, institutes, universities) could take steps to include it in optional standard training programs.
3. Olympic and Paralympic Committees and Sporting Commissions of every country could issue directives mandating that any athletes selected for the Olympic and Paralympic Games are required to prove that they are combining, or intend to combine, their sporting pursuit with studies or work (Dual Career).
4. Elite-level public and private sporting institutions (e.g. foundations, associations) of every country, state, etc. could devise awareness campaigns relating to any little-known Best Practices, intended in particular for companies, federations and athletes.
5. Better work on the dissemination, and try to break down athletes perceived barriers about job opportunities and positions that they don't usually consider as accessible and possible.
6. Generate and devise some ways to build-up mentoring, "coaching", and/or accompaniment of athletes with a Dual Career. Help to dismantle the resistance and irrational beliefs of athletes, families and clubs about the future of the sports career.
7. Regarding the companies, mentoring should be done by means of internships prior to the transition, even if they are on a part-time basis.

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8. Arrange face-to-face events with groups of companies and company executives, the aim of which is four-fold (and addressed to improve the employer's awareness about these skills, taking advantage -if possible- of companies and institutions, such as the universities, military, public administrations, sponsors):
 - a. To reveal and describe the "unofficial" skills that athletes have acquired during their sporting careers.
 - b. To articulate, summarise and specify the skills that they believe may be developed by athletes with a view to achieving success on the labour market.
 - c. To reduce the perceived differences between the skills that athletes and employers respectively consider necessary, as highlighted by the ELIT-in project.
 - d. To try to eliminate, if necessary and where possible, any "stigma" attached to the non-sporting activities of athletes, which may prevent their effective integration into the labour market.
9. Encourage any Universities whose students include elite-level athletes to offer this content (ELIT-in training courses) to those students on an optional basis, e.g. via the Sports Science Faculty.
10. Strive to ensure that the sporting career is recognised as official training at the most appropriate level possible.
11. Urge Federations to inform athletes and their families of the need to acquire these skills, even if they have already started training for their sporting discipline, via brochures, websites and applications, circulars and social media.
12. Work better and in more depth on the psychological profiles of athletes, regarding also age and physical condition at the moment of the transition from the sport practice.
13. Illustrate examples ("Good transition models and cases") where athletes have successfully integrated into the labour market, both in a sporting and, in particular, in a non-sporting context; emphasise cases where elite-level athletes have forged a career in non-sporting contexts and stress the importance of the dual career and the training in the kind of skills needed to achieve success on the labour market.
14. Create a platform of entrepreneurship for athletes at national and European levels, if possible, backed up by European sport institutions, clubs and companies.
15. Develop and implement research to establish operatively the triad: **Sports organization - company - athlete**, framed in the concept of Dual academic career.

ANNEX 1

Focus Group Testing the WP3 Document

On-line Focus Group about the Document:

“ELIT-in: Information and Guidelines to improve the transition of Elit Athletes to the Labor market through Training in Skills acquired through the Sport“

Organized by

**Fundação do Desporto (Portugal) and University of the Balearic Islands
(Spain)**

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A. First phase: Sending all participants the document “ELIT-in: Information and Guidelines to improve the transition of Elit Athletes to the Labor market through Training in Skills acquired through the Sport“, and obtaining written feedback from them. The comments and suggestions were then incorporated to the document (in red).

B. Second Phase: Testing the document:

Organize and develop a Focus Group with elite athletes, coaches, Company and Clubs boards, journalists, psychologists, in order to test the document, obtain feedback, and enhance the guidelines and recommendations.

C. Results: Comments about the Skills present in the document made up by the Focus Group participants (included in the previous document in green):

1. Need to standardize the explanation / presentation of each Skill
2. Add Skills: Financial and money Management; Coachability; Languages; Self-presentation in interviews, and job search
3. Enhance the importance of Time management due to the absolute difference between schedules at sport practice and job positions

D. Results: Generic and specific comments about the document made up by the Focus Group participants:

Listed in order of agreement level, and labeled with the 1st and 2nd level of Content analysis.

| COMMENT | 1st Level | 2nd Level |
|--|------------------------------|---------------------------------|
| Improve information and awareness of employers about their skills | Proactive/Defensive | Politics |
| Generate coaching, mentoring and / or accompaniment of athletes on Dual Career | Proactive | Technical |
| Generate internships in companies prior to the transition, even in part-time | Proactive | Politics |
| Take advantage of companies and institutions (universities, military, public administrations, sponsors) related to clubs, federations or sports institutions | Proactive | Politics |
| Dismantle resistance, irrational beliefs and expectatives of families / employers / athletes, in the earliest possible way | Defensive | Psychological |
| Offer good transition models for easy identification with target athletes | Proactive | Psychological |
| Take into account the physical characteristics and age of the athletes at the time of transition | Proactive | Politics |
| Work on better defining the psychological profiles of athletes | Proactive | Psychological |
| Better disseminate (1) and break down barriers of athletes about job opportunities that are not usually perceived as possible (2) | 1: Proactive 2: Defensive | 1: Politics 2: Psychological |
| Define and work on the concept of "Organization-company-athlete triad" | Proactive | Psychological |
| Create a platform of entrepreneurship for athletes, with two faces - athletes and entrepreneurs (at national or European levels) | Proactive | Technical |