Abschlussbericht über das Vorhandensein von unternehmerischen Fähigkeiten bei jungen Athlet*innen

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1. Einleitung

1.1. Über das Sport4E Projekt

Das vorrangige Ziel des Projekts „Sport4E - Fähigkeiten durch Sport für Arbeitsfähigkeit und Unternehmertum“ besteht in der gezielten Förderung von Bildung innerhalb des Sportkontextes, wobei ein spezieller Schwerpunkt auf der Entwicklung von Fähigkeiten liegt. Gleichzeitig strebt das Projekt an, die Umsetzung der Leitlinien der Europäischen Union für duale Karrieren von Sportler*innen zu unterstützen. Der Fokus liegt auf der Verbesserung von Kompetenzen junger Athlet*innen sowie Schlüsselfiguren im Bereich des Sports, darunter Trainer*innen, Pädagog*innen, Sportmanager*innen und Vereine, durch die gezielte Entwicklung von Arbeits- und unternehmerischen Fähigkeiten.

Es wird davon ausgegangen, dass Trainer*innen und Sportlehrer*innen ein breites Spektrum von Fähigkeiten besitzen sollten, die über ihre technische Expertise hinausgehen. Diese Fähigkeiten, welche als Sozial-, übertragbare und Lebenskompetenzen charakterisiert sind, sollten von Trainer*innen in ihren gegenwärtigen Funktionen kultiviert und aktiv genutzt werden, um sie effektiv an Athlet*innen und Sportler*innen weiterzugeben. Nichtsdestotrotz steht noch zur Diskussion, inwieweit Sporttrainer*innen sich dieser Fähigkeiten bewusst sind und ob sie in der Lage sind, diese in ihren Trainingseinheiten mit Athlet*innen zu integrieren. Angesichts der erkannten Notwendigkeit, Einzelpersonen in der Entwicklung neuer beruflicher Fähigkeiten zu schulen und zu bilden, verfolgt das Projekt das Ziel, das Bewusstsein von Trainer*innen für die Möglichkeit der Fähigkeitsentwicklung zu schärfen. Hierbei sollen eine Vielzahl von Bildungsressourcen und frei zugänglichen Materialien geschaffen werden, um die Entwicklung von sozialen und berufsbezogenen Fähigkeiten durch den Einsatz von Sport nachhaltig zu unterstützen. Der Ansatz des Projekts transformiert den Sport in einen wirkungsvollen Kanal zur Erlangung von Fähigkeiten und Kompetenzen, die unmittelbar auf dem Arbeitsmarkt anwendbar sind.

Bildung und Fähigkeitsentwicklung durch Sport haben inzwischen einen prominenten Stellenwert auf der Agenda der Europäischen Union (EU) erlangt. Der EU-Arbeitsplan für Sport identifiziert Bildung durch Sport als eine klare Priorität. Die Wichtigkeit dieses Themas wird weiter unterstrichen durch die Expertengruppe der Kommission für Fähigkeiten und Personalentwicklung im Sport, welche verschiedene Aspekte der Fähigkeits- und Personalentwicklung im Sport diskutiert, darunter Trainer*innenausbildung, Fähigkeitsentwicklung durch Sport, Qualifikationen im Sport und duale Karrieren von Sportler*innen.

1.2. Die Bewertung von Fähigkeiten und Kompetenzen

1.2.1. Hintergrund

Sportler*innen stellen eine exzellente Zielgruppe für unternehmerische Tätigkeiten im Bereich des Sports dar. Ihre Beteiligung am Unternehmertum birgt das Potenzial, Wachstum, Innovation und positive wirtschaftliche Auswirkungen zu fördern. Die sportlichen Akteure verfügen über im Zuge ihrer sportlichen Aktivitäten erworbene Fähigkeiten und Kompetenzen, darunter das Vermögen zu lernen, soziale und gesellschaftliche Kompetenzen, Führungsqualitäten, Kommunikationsfähigkeiten, Teamarbeit, Disziplin, Kreativität, Durchhaltevermögen und unternehmerisches Denken. Ferner erwerben sie berufliches Wissen und Fähigkeiten in den Bereichen Marketing, Management und öffentliche Sicherheit. Diese Fähigkeiten und Kompetenzen begünstigen ihre Teilnahme, Entwicklung und Fortschritte in

Bildung, Ausbildung und Beschäftigung und verleihen ihnen Attraktivität für potenzielle Arbeitgeber.

Professionelle Sportler*innen haben die Möglichkeit, während ihrer sportlichen Laufbahn bedeutende Netzwerke aufzubauen und sich mit einflussreichen sowie wohlhabenden Persönlichkeiten aus unterschiedlichen Sektoren zu vernetzen. Diese Netzwerke können den unternehmerischen Werdegang von Sportler*innen fördern, insbesondere in Bezug auf Medien, Datenanalyse, Erfahrungen mit anderen Sportler*innen und Fans sowie Waren und Dienstleistungen.

Trotz dieser Möglichkeiten sehen sich Athlet*innen häufig vor Herausforderungen gestellt, um ihre sportliche Karriere mit Bildung oder beruflicher Tätigkeit in Einklang zu bringen. Dies erfordert maßgeschneiderte Unterstützung, um ihre Chancen optimal nutzen zu können. Daher ist es von entscheidender Bedeutung, umfassende Informationen zu sammeln, die Bildung zu verbessern und Strukturen zu schaffen, die die unternehmerischen Bestrebungen von Sportler*innen unterstützen.

Das Erasmus-Projekt „Sport4E - Fähigkeiten durch Sport für Arbeitsfähigkeit und Unternehmertum“ wurde initiiert, um dieser Thematik zu begegnen. In diesem Kontext ist es erforderlich, dass Trainer*innen und Sportlehrer*innen nicht nur über technisches Fachwissen verfügen, sondern auch über soziale, transversale und alltagspraktische Fähigkeiten, die sie an ihre Sportler*innen weitergeben können. Ziel des Projekts ist es, das Bewusstsein der Trainer*innen für diese Fähigkeiten zu schärfen und umfassende Bildungsressourcen bereitzustellen, die die Entwicklung von sozialen und beruflichen Fähigkeiten durch den Sport fördern.

Der vorliegende Bericht beabsichtigt, die durch den Sport entwickelten Fähigkeiten und Kompetenzen sowie deren Relevanz auf dem Arbeitsmarkt zu erforschen. Die gewonnenen Forschungsergebnisse sollen als Grundlage für weitere Untersuchungen dienen und Berichte über die Verfügbarkeit unternehmerischer Fähigkeiten bei jungen Sportler*innen sowie über die Fähigkeit von Trainer*innen, den Sport als Instrument zur Entwicklung von Fähigkeiten und Kompetenzen für den Arbeitsmarkt zu nutzen, erstellen. Es ist angedacht, dass die Forschungsergebnisse als Basis für zukünftige Studien dienen und dazu beitragen werden, Berichte über die Präsenz unternehmerischer Fähigkeiten bei jungen Sportler*innen sowie über die Fähigkeit von Trainer*innen, den Sport als Instrument zur Fähigkeiten- und Kompetenzentwicklung für den Arbeitsmarkt zu nutzen, zu erstellen.

1.2.2. Definition von Fähigkeiten und Kompetenzen

Um die Begrifflichkeiten von Fähigkeiten und Kompetenzen zu präzisieren und ihre Unterscheidung zu erläutern, werden die folgenden Definitionen bereitgestellt:

Fähigkeiten (Skills) beziehen sich darauf erworbenes Wissen anzuwenden und Fachkenntnisse zu nutzen, um gestellte Aufgaben zu bewältigen und Probleme zu lösen. Gemäß dem Europäischen Qualifikationsrahmen können Fähigkeiten in kognitive Fähigkeiten unterteilt werden, die logisches, intuitives und kreatives Denken einschließen. Alternativ lassen sie sich auch als praktische Fähigkeiten charakterisieren, welche manuelle Geschicklichkeit und die Anwendung von Methoden, Materialien, Werkzeugen und Instrumenten umfassen.

Soft Skills und *Hard Skills* können voneinander unterschieden werden. Soft Skills umfassen zwischenmenschliche Fähigkeiten und die Fähigkeit, effektiv mit anderen zu interagieren. Auf

der anderen Seite beziehen sich Hard Skills auf technische oder berufliche Qualifikationen, die spezifisch für ein bestimmtes Fachgebiet sind.

Der Begriff der *Kompetenz* beschreibt die nachweisbare Fähigkeit, sowohl Wissens- als auch Fähigkeitsanwendungen sowie persönliche, soziale und methodische Fertigkeiten in Arbeits- oder Studiensituationen sowie im Rahmen persönlichen und beruflichen Wachstums anzuwenden. Im Europäischen Qualifikationsrahmen wird Kompetenz in Verbindung mit Verantwortung und Autonomie erläutert und deutet auf die Fähigkeit hin, Verantwortung zu übernehmen und selbstständig zu arbeiten [1-5].

Zusammenfassung
Die Begriffe „Fähigkeiten“ und „Kompetenzen“ lassen sich differenzieren, indem *Fähigkeiten* auf die Anwendung von Wissen und Können bei der Durchführung von Aufgaben verweisen. Im Gegensatz dazu umfassen *Kompetenzen* die nachweisbare Befähigung, Wissen, Fähigkeiten und persönliche Eigenschaften effektiv in vielfältigen Kontexten zu nutzen, wobei ein besonderer Fokus auf Verantwortung und Autonomie liegt.

1.3. Ziele

Dieser Bericht hat zum Ziel, die Literatur zu überprüfen, einen Fragebogen für Sportler*innen auf Basis der Literaturanalyse zu entwickeln und die Ergebnisse der Umfrage unter Sportler*innen vorzustellen (siehe Abbildung 1).

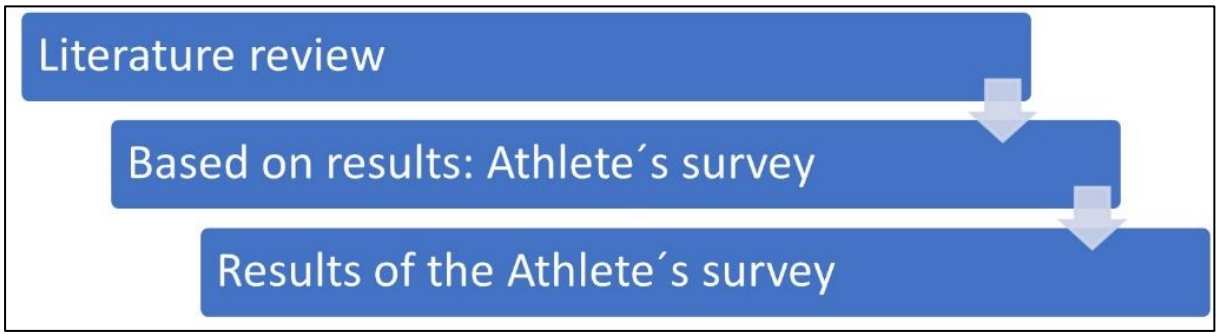

Abbildung 1: Übersicht über Arbeitsprozesse.

Die Umfrage zielt darauf ab, die im Sport erworbenen Fähigkeiten zu identifizieren, die auf die unternehmerischen Anforderungen von Athlet*innen auf den zukünftigen Arbeitsmarkt übertragen werden können. Um dies zu erreichen, wurden zwei Hauptforschungsfragen formuliert:

A) Welche Fähigkeiten und Kompetenzen können durch den Sport entwickelt werden?
B) Welche spezifischen Fähigkeiten sind für Sportler*innen wertvoll, um erfolgreich in den Arbeitsmarkt eintreten zu können?

2. Literaturübersicht

2.1. Methoden zur Literaturrecherche

Alle sechs Partner des Erasmus-Projekts Sport4E, namentlich das Instituto Politécnico Do Porto (Portugal, Koordinator), die Technische Universität München (Deutschland, Partner), das Centro Internazionale Per La Promozione Dell'educazione e Lo Sviluppo Associazione (Italien, Partner), Budapesti Egyesulet A Nemzetkozi Sportert (Ungarn, Partner), der Sindicato Dos

Jogadores Profissionais De Futebol (Portugal, Partner) und Tempo Finito Sll (Spanien, Partner), führten unabhängige Literaturrecherchen zu zwei Themen durch: (A) Fähigkeiten und Kompetenzen, die durch den Sport entwickelt werden, und (B) Fähigkeiten, die für den Zugang zum Arbeitsmarkt notwendig sind (gemäß dem Projektvorhaben von Sport4E, welches im Januar 2023 begonnen wurde). Die Literaturrecherche wurde innerhalb eines festgelegten Zeitrahmens vom 1. März 2023 bis zum 15. März 2023 durchgeführt.

Die Einschlusskriterien für die Literatur umfassten alle Arten von Studien, die zwischen Januar 2013 und dem 15. März 2023 in englischer Sprache veröffentlicht wurden, ohne Einschränkungen hinsichtlich der Stichprobengröße (Tab. 1).
Die Überprüfung wurde unter Verwendung der folgenden Suchbegriffe durchgeführt: Fähigkeit; Kompetenz; Sport; körperliche Aktivität; Arbeitsmarkt/Arbeitsmarkt; Beschäftigungsfähigkeit; Arbeit/Praktikum; Unternehmer/Unternehmertum; Geschäft; junger Athlet*innen; Trainer*innen; Sportlehrer*innen; *Ihr Land*.

Tabelle 1: Einschlusskriterien Literaturübersicht.

Einschlusskriterien	
Sprache:	Englisch
Datum der Veröffentlichung:	Von Januar 2013 bis März 2023
Stichprobe:	Keine Vorgabe
Studiendesign:	Alle Arten von Studien
Definition Athlet*in:	Eine Person im Alter von 15-25 Jahren, die regelmäßig trainiert (im Durchschnitt mindestens zweimal pro Woche) mit dem Ziel, an Wettkämpfen teilzunehmen. Es sollten mindestens 1-2 Wettkämpfe pro Jahr besucht werden. Der Athlet muss kein registrierter Profisportler sein und kann auch aus dem Amateursport kommen.
Definition Trainer*in:	Eine Person mit einer zertifizierten Trainerausbildung oder einer allgemeinen Ausbildung im Bereich Sport und Gesundheit (länderspezifisch) trainiert einen einzelnen Athleten oder eine Sportmannschaft, um sie auf Wettkämpfe vorzubereiten
Land:	Studien aus entsprechenden Kooperationsländern. Die TUM sucht zum Beispiel nach Studien, die entweder deutsche Sportler und deutsche Trainer einbeziehen oder sich auf den deutschen Arbeitsmarkt konzentrieren.

2.2. Ergebnisse der Literaturrecherche

Die Ergebnisse der eingeschlossenen Literatur wurden einheitlich tabellarisch festgehalten (s. Tabellenvorlage, Anhang 2). Folgende Parameter wurden verglichen: Autor, Land, Datenbank/ Register/ sonstige Quellen/ Studiendesign/ Ergebnismaßstab (in dieser Studie verwendete Methode). Für die erste Fragestellung, „Welche Fähigkeiten und Kompetenzen können durch Sport gefördert werden?“, wurden 818 Primärstudien gesichtet und insgesamt 17 Studien und

12 Berichte eingeschlossen (siehe Abbildung 2, basierend auf der PRISMA-Vorlage Anhang 1).

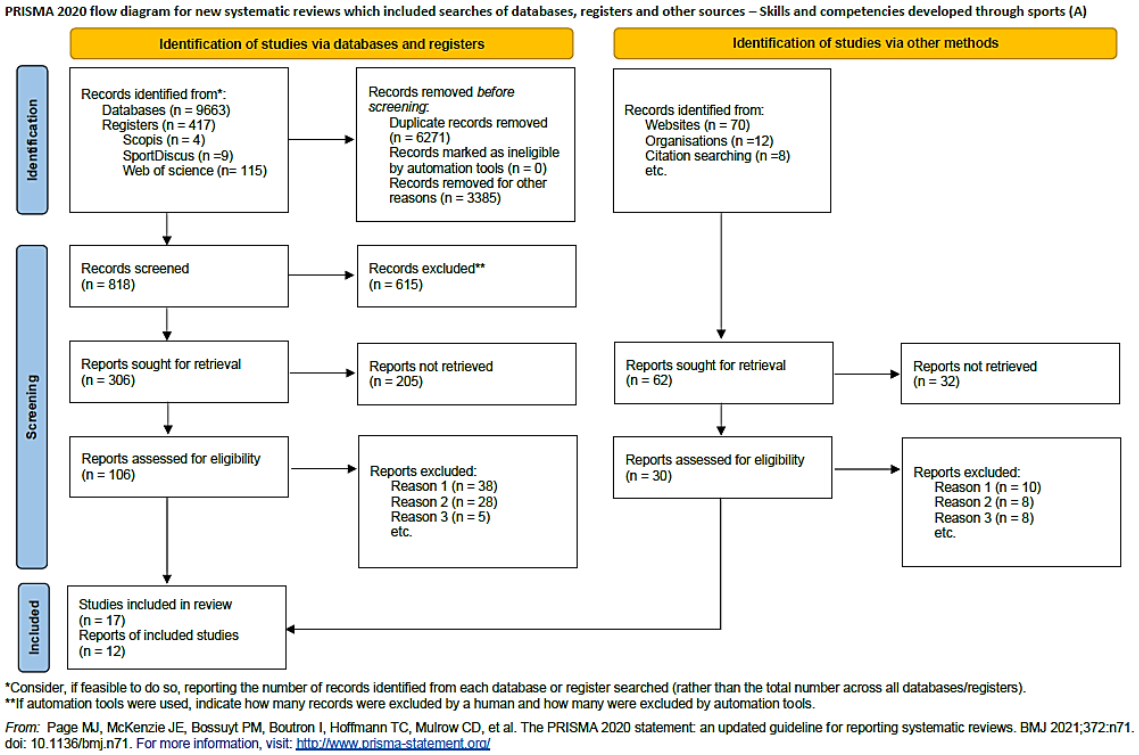

Abbildung 2: Flow-Diagramm zur Literaturrecherche - Durch Sport geförderte Kompetenzen und Fähigkeiten.

Für die zweite Frage, „Welche spezifischen Fähigkeiten sind für Sportler wertvoll, um effektiv in den Arbeitsmarkt einzutreten?“, wurden 854 Primärstudien identifiziert, und 20 Studien sowie 12 Berichte eingeschlossen (siehe Abbildung 3).

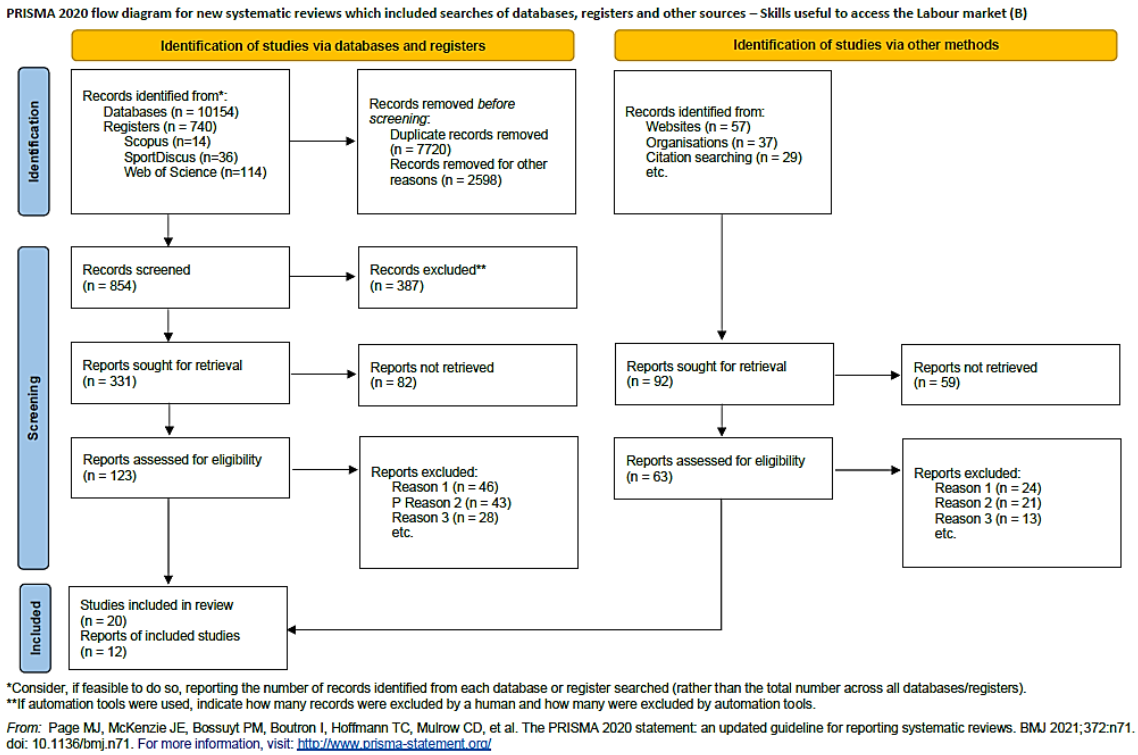

Abbildung 3: Flow-Diagramm zur Literaturrecherche - Fähigkeiten, die nützlich sind, um auf den Arbeitsmarkt zuzugreifen.

Um den Fragebogen zu entwickeln, wurden die wichtigsten Ergebnisse der Literaturrecherche aller Partner zusammengetragen und analysiert. In einem Expertengremium wurden die Schlüsselerkenntnisse der Literatur diskutiert, zusammengefasst und zu der folgenden Stichwortliste reduziert (siehe Tabelle 2 und Anhang 3) und unterteilt in die Kategorien *mentale Fähigkeiten (Mental Skills), soziale Fähigkeiten (Social Skills), Managementfähigkeiten (Management Skills), analytische Fähigkeiten/kognitive Kompetenzen (Analytical skill/cognitive competencies), kreative Fähigkeiten (Analytical skill/cognitive competencies), digitale und Informations- und Kommunikationstechnologie (IKT)-Fähigkeiten (Digital, Information and Communication Technology (ICT) Skills) und Andere (Others).*

Tabelle 2: Ergebnisse der Literaturübersicht.

Skills and competencies developed through sports (A)	**Skills useful to access the Labour market (B)**
Mental skills	
Discipline [6]	Discipline [6]
Will, Willingness, Willingness to win [6]	Will, Willingness, Willingness to win [6]
self-motivation [7]	
	Motivational competencies [8]
Psychological endurance [6]	Psychological endurance [6]
Social and emotional competence [9]	

Skills and competencies developed through sports (A)	Skills useful to access the Labour market (B)
	Emotional intelligence [10-12]
Resilience [6, 7, 13]	Resilience [6, 12]
	Flexibility [12]
	Self-Regulatory [8]
	Adaptability [10, 14]
Courage to get out of the comfort zone [15]	
Self-confidence [6]	Self-confidence [6]
Perseverance [6]	Perseverance [6]
Resistance to high pressure [6]	Resistance to high pressure [6]
	Resilience, stress tolerance, and flexibility [12]
Social skills	
Respect [6]	Respect [6]
Networking skills [15]	
	Personal Relationships [11]
	Cultural Competence [8]
	Cultural awareness [10]
	Positive Work Climate [11]
	Positive Attitude [14]
Communication [6, 13, 16]	Communication [6, 10, 14, 15]
Teamwork [16]	Teamwork [10, 14, 15, 17]
	Social Influence [12]
Fair play [6]	Fair play [6]
Management skills	
Leadership [6]	Leadership [6, 10, 12, 14]
	Instruction [12]
	Mentoring [12]
	Teaching [12]
	Financial literacy [18]
	Self-management skills [18]
Time-Management skills [7]	
Planning [6]	Planning [6]
Organization [6]	Organization [6]
Responsibility [6]	Responsibility [6]
Goal Achievement [6]	Goal Achievement [6]
Entrepreneurial Thinking [6]	Entrepreneurial Thinking [6]
Analytical skill/cognitive competencies	
Problem-Solving [16]	Problem-Solving [10, 12, 14, 15, 17]
	Complex Problem-Solving [12]
	Troubleshooting and user experience [12]
	Reasoning, problem-solving and ideation [12]
Fluid Reasoning [9]	
	Analytical Thinking and innovation [12]
	Systems Analysis And Evaluation [12]

Skills and competencies developed through sports (A)	Skills useful to access the Labour market (B)
Critical Thinking [6]	Critical Thinking [6, 10]
	Critical Thinking And Analysis [12]
Strategic Learning Skills [19]	
	Active Learning And Learning Strategies [12]
Creative skills	
Creativity [6, 13]	Creativity [6, 10, 14]
	Creativity, originality and initiative [12]
	Innovation [14]
Digital, Information and Communication Technology (ICT) Skills	
	Digital skills and ICT skills [17, 20]
	Technology Use, Monitoring And Control [12]
	Technology Design And Programming [12]
Other	
	Service Orientation [12]
	Technical Skills In Areas Such As Engineering And Health Care [17]

3. Entwicklung des Fragebogens für unternehmerische Fähigkeiten bei Athlet*innen

3.1. Methoden zum Fragebogen für Athlet*innen

Das Ziel der vorliegenden Studie bestand darin, auf Grundlage einer umfassenden Literaturüberprüfung einen Fragebogen für Sportler*innen zu entwickeln. Hierbei wurden bereits existierende Fragebögen aus der einschlägigen Literatur als zusätzliche Basis herangezogen [21]. Zudem wurde vom Projektpartner CEIPES der Fragebogen „Entrepreneurship & Dual Career Questionnaire for Athletes“ bereitgestellt, welcher für das Erasmus+ Projekt „ELISA: Entrepreneurial Learning in Sport to support Young Athletes employability development“ entwickelt worden war [22]. Bei einem transnationalen Treffen in Porto, Portugal (27.-28.4.2023) wurden von acht Expert*innen die aus den Schlüsselerkenntnissen der Literatur abgeleiteten Fähigkeiten und Kompetenzen zusammengefasst und, sofern die Fähigkeiten äquivalent waren, verkürzt. Anschließend erfolgte ein Abgleich dieser Fähigkeiten mit der „SOFT SKILLS LIST“ [23], wobei erneut eine Zusammenfassung vorgenommen wurde. Zur Klassifizierung der Fähigkeiten in verschiedene Kategorien wurde der Fragebogen von Armuña et al. [24] als Grundlage verwendet, wobei die Modelle von EntreComp und Armuña [21] eingeflossen sind. Die resultierenden Fähigkeiten und Kompetenzen aus den Schlüsselerkenntnissen wurden abschließend in die Kategorien klassifiziert:

Ideen und Chancen; persönliche Ressourcen; spezifisches Wissen; in der Praxis angewendet

Der finalisierte Sportler*innenfragebogen (siehe Anhang 4) wurde von allen Partner*innen in ihre Landessprache (Portugiesisch, Deutsch, Italienisch, Ungarisch, Spanisch) übersetzt und mittels Lime Survey, einem fortgeschrittenen Online-Umfragesystem, eingefügt (www.limesurvey.org). Die Teilnehmer*innen wurden anhand einer Auswahl verschiedener

Fähigkeiten und Kompetenzen gefragt, auf einer Skala von 1 (überhaupt keine Fähigkeit) bis 7 (sehr hohe Fähigkeit) einzuschätzen, wie ausgeprägt sie derzeit ihre unternehmerischen Fähigkeiten und Kompetenzen einschätzen. Zudem wurden sie basierend auf derselben Auswahl von Fähigkeiten und Kompetenzen befragt, ob sie „glauben, dass sie diese Fähigkeiten und Kompetenzen durch den Sport entwickelt haben“. Hierbei mussten sie ebenfalls auf einer Skala von 1 bis 7 antworten.

Der Fragebogen wurde über das Online-Tool LimeSurvey in allen Partnerländern an das Athlet*innennetzwerk verteilt, und die Datenerhebung erfolgte vom 1. bis 21. Mai 2023. Die gesammelten Daten wurden anschließend analysiert und statistisch beschrieben. Die Variablen wurden mithilfe von Maßen der zentralen Tendenz, einschließlich Mittelwert, Median, Modus und Standardabweichung, analysiert. Der gepaarte Stichproben-Test wurde verwendet, um zu überprüfen, ob Fähigkeiten und Kompetenzen aktuell sind oder durch den Sport entwickelt werden können. Ergebnisse unterhalb des kritischen p-Werts, der unter dem vordefinierten Signifikanzniveau (90%, 95%, 99%) lag, führten zur Ablehnung der Nullhypothese, was auf einen signifikanten Unterschied zwischen den Stichprobenmittelwerten hinwies.

3.2. Ergebnisse der Athlet*innen-Fragebögen

3.2.1. Charakterisierung der Stichprobe

An der vorliegenden Umfrage beteiligten sich insgesamt 202 Sportler*innen. Von diesen waren 58% männlich, 27% der Befragten waren über 30 Jahre alt. Etwa 24% der Athlet*innen waren portugiesischer Staatsangehörigkeit, während 23% die italienische Staatsbürgerschaft besaßen. Bei 21 Teilnehmer*innen wiesen die Eltern eine andere Staatsangehörigkeit als die der Athlet*innen auf. Des Weiteren lebten 24% der Sportler*innen in ländlichen Gebieten. Für 27% der Befragten war ein Bachelor-Abschluss bzw. ein Diplom des ersten akademischen Niveaus der höchste Bildungsabschluss. 55% der Umfrageteilnehmer*innen waren Studierende, während zum Zeitpunkt der Fragebogendurchführung 32% keinen Beruf ausübten. Finanziell kamen lediglich 0,5% der Teilnehmer*innen über die Runden, während mit 40% der Großteil angab, niemals finanziell abgesichert zu sein. In Bezug auf die Erfahrung im Sport gaben 49% der Befragten an, über einen Zeitraum von 10 bis 20 Jahren sportlich aktiv gewesen zu sein. Fünf Athlet*innen hatten an den Olympischen Spielen teilgenommen. Beachtliche 93% der Teilnehmer waren bisher nicht Teil einer Nationalmannschaft gewesen. Der Sport fungierte für 58 Athlet*innen als Haupteinnahmequelle, und 64 Teilnehmer*innen übten den Sport professionell aus. Detaillierte Informationen zur Stichprobencharakterisierung sind in Tabelle 3 verfügbar (weitere Stichprobenmerkmale siehe Anhang 5).

Tabelle 3: Stichprobenmerkmale.

Characteristics	**N (%)**
Gender	**202 (100)**
Male ♂	118 (58)
Female ♀	84 (42)
Age	**202 (100)**
<19 years of age	18 (9)
19-21 years of age	34 (17)
22-25 years of age	51 (25)
26-30 years of age	44 (22)
>30 years of age	55 (27)
Nationality	**202 (100)**

Characteristics	N (%)
Italy (IT)	46 (23)
Germany (GER)	32 (16)
Spain (ES)	30 (15)
Hungary (HU)	36 (18)
Portugal (PT)	48 (24)
Other	10 (5)
Living situation	**202 (100)**
Urban setting	153 (76)
Rural setting	49 (24)
Qualification	**202 (100)**
Vocational training preparation	9 (5)
Compulsory education certificate	8 (4)
Professional operator certificate	18 (9)
Upper secondary education diploma	43 (21)
Higher technical education diploma	16 (8)
Bachelor's degree; First level academic diploma	54 (27)
Master's degree; Second level academic diploma	47 (23)
Research doctorate; Second-level university master	7 (3)
Sport disciplines	**202 (100)**
Team Sports (e.g., soccer; handball; basketball; volleyball)	141 (47)
Individual Sports (e.g., athletics; running; swimming; taekwondo)	158 (53)
Athletes with more than 1 sports	58 (19)
Competition Level (multiple responses possible)	**202 (100)**
Regional	103 (51)
National	124 (61)
European(championships)	47 (23)
World(championships)	27 (13)
Olympics	5 (3)
Personal Sports Experience	**202 (100)**
Less than 1 year	1 (1)
1 to 4 years	10 (5)
5 to 9 years	53 (26)
10 to 20 years	99 (49)
more than 20 years	39 (19)
Professional Level	**202 (100)**
Amateur	138 (68)
Professional	64 (32)
Sports as main income	**202 (100)**
Yes	58 (29)
No	144 (71)

Die diversen Sportarten der Teilnehmer sind in Abbildung 4 dargestellt (siehe Anhang 6 für detaillierte Informationen). Insgesamt wurden von Athlet*innen 57 verschiedene Sportarten genannt. 58 Athlet*innen berichteten, in mehr als einer Sportart aktiv zu sein. Die häufigsten Sportarten waren Fußball (n=73), Taekwondo (n=20), Schwimmen (n=17) und Volleyball (n=16).

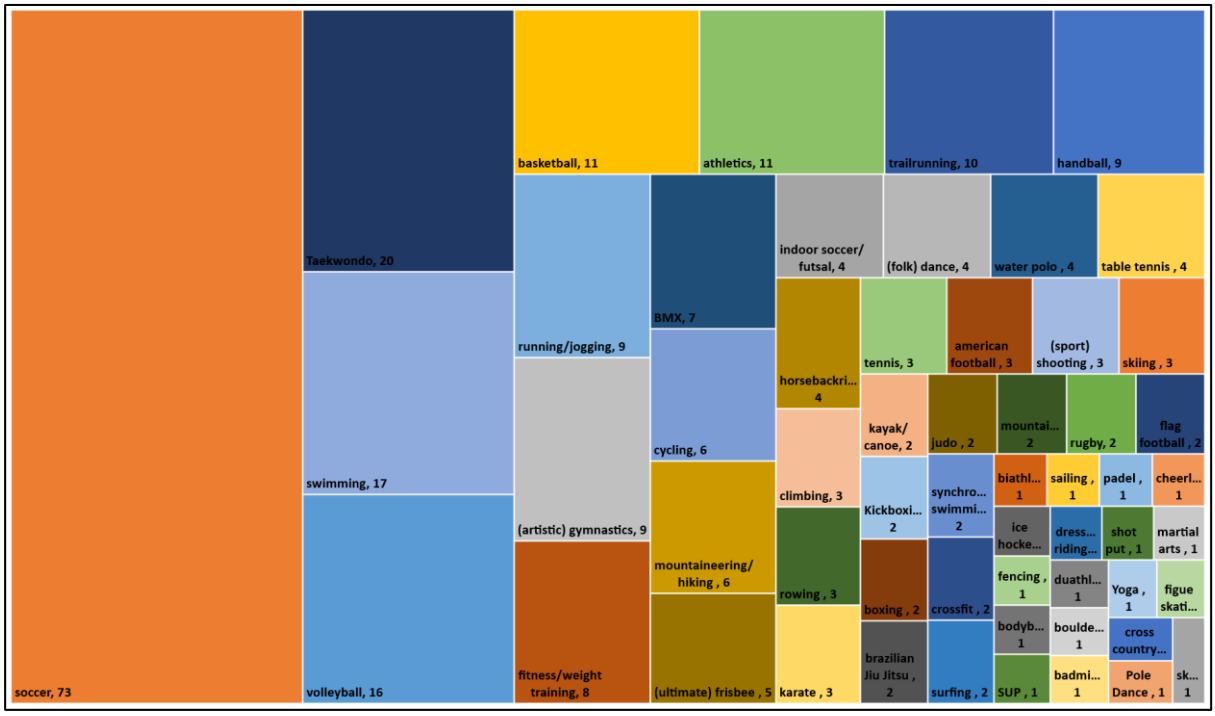

Abbildung 4: Anzahl der verschiedenen Sportarten, an denen die Athleten teilgenommen haben.

3.2.2. Fähigkeiten und Kompetenzen

Die Ergebnisse (Mittelwerte, berechnet auf einer Skala von 1=keine Eignung bis 7=sehr hohe Eignung) zur Überprüfung, ob Fähigkeiten und Kompetenzen gegenwärtig vorhanden sind (Selbstbewertung der Athlet*innen) oder durch den Sport entwickelt werden können, werden in den folgenden Abbildungen 5-8 präsentiert (für detailliertere Informationen zur Datenanalyse siehe Anhang 7).

<u>Ideen und Chancen:</u>

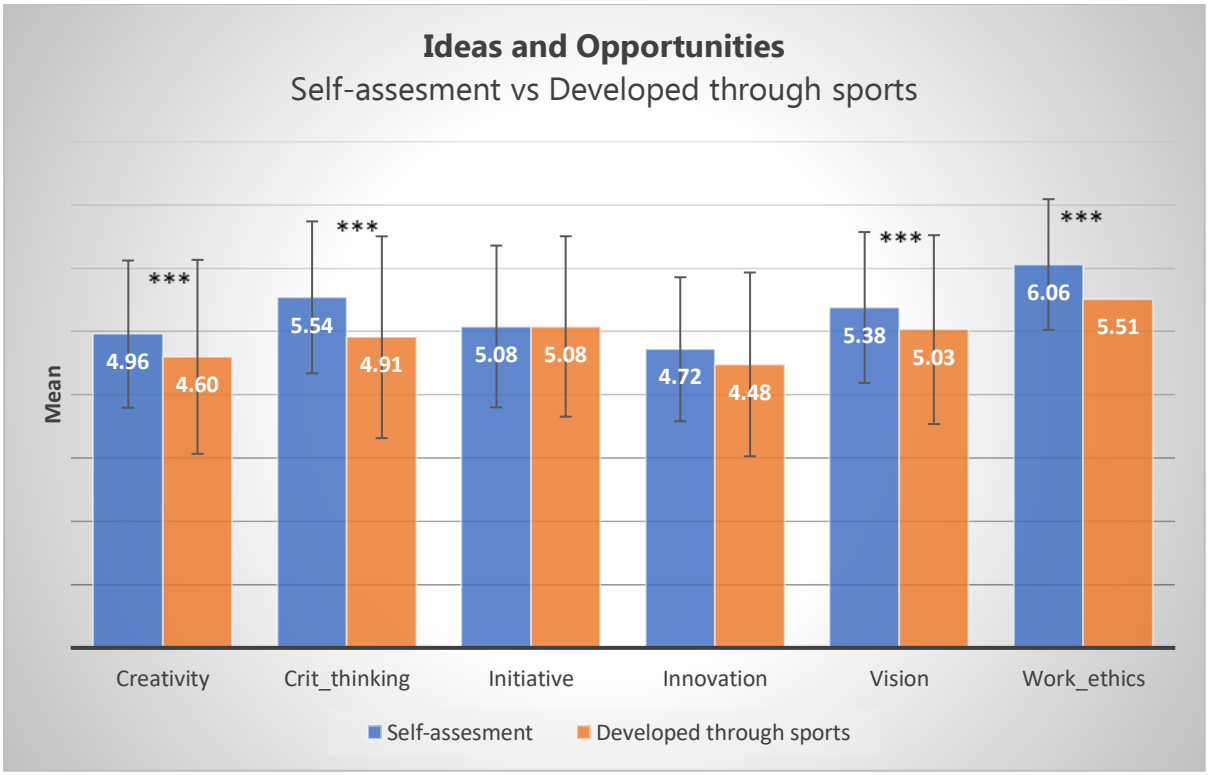

*Abbildung 5: Fähigkeiten und Kompetenzen: Ideen und Chancen - Selbstbewertung im Vergleich zu durch den Sport entwickelt; Signifikanzniveau (90% *, 95% **, 99% ***), Durchschnittswerte (Mittelwert) berechnet auf einer Skala von 1 (überhaupt keine Eignung) bis 7 (sehr hohe Eignung).*

Der **Kontext des Sports entspricht nicht** der Entwicklung folgender Fähigkeiten: Kreativität (t=3.013, p≤0.001***), Kritisches Denken (t=4.999, p≤0.001***), Innovation (t=0.342, p=0.01**), Vision (t=3.206, p≤0.001***), Arbeitsmoral (t=5.174, p≤0.001***). Diese Fähigkeiten zeigen signifikante Unterschiede zwischen den Antworten (aktuelle Bewertung versus sportlicher Kontext).

Der Sport hat bei der Entwicklung der Fähigkeit Initiative (t=0, p>0.05) **geholfen,** da diese Variable keine signifikanten Unterschiede aufweist.

Persönliche Ressourcen:

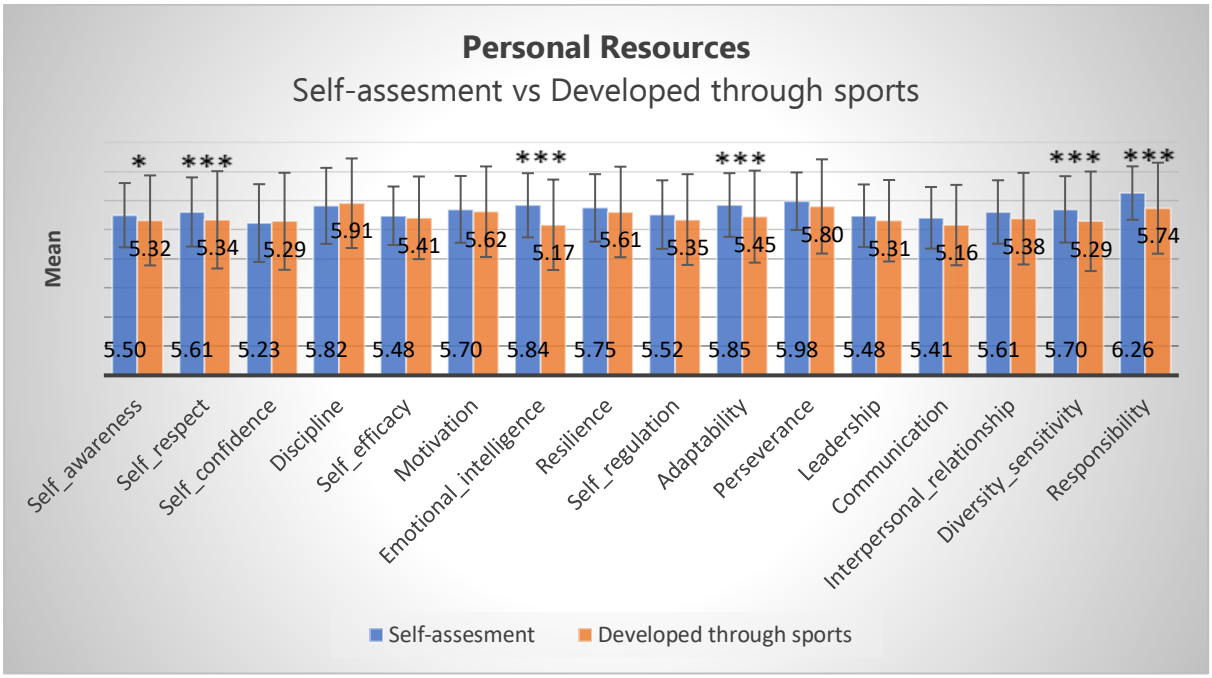

*Abbildung 6: Fähigkeiten und Kompetenzen: Persönliche Ressourcen - Selbstbewertung im Vergleich zu durch den Sport entwickelt, Signifikanzniveau (90% *, 95% **, 99% ***), Durchschnittswerte (Mittelwert) berechnet auf einer Skala von 1 (überhaupt keine Eignung) bis 7 (sehr hohe Eignung).*

Der Kontext des Sports korreliert nicht mit der Entwicklung der folgenden Fähigkeiten: Selbstwahrnehmung (t=1.493, p=0.06*), Selbstrespekt (t=2.533, p=0.006***), Emotionale Intelligenz (t=5.526, p≤0.001***), Anpassungsfähigkeit (t=3.701, p≤0.001***), Sensibilität für Diversität (t=3.39, p≤0.001) und Verantwortungsbewusstsein (t=5.014, p≤0.001***). Diese Fähigkeiten zeigen signifikante Unterschiede zwischen den Antworten (aktuelle Bewertung versus sportlicher Kontext).

Der Sport hat bei der Entwicklung der Fähigkeiten Selbstvertrauen (t=-0.48, p>0.05), Disziplin (t=-0.753, p>0.05), Selbstwirksamkeit (t=0.715, p>0.05), Motivation (t=0.776, p>0.05), Resilienz (t=1.316, p>0.05), Selbstregulation (t=1.582, p>0.05), Durchhaltevermögen (t=1.582, p>0.05), Führungskompetenz (t=1.63, p>0.05), Kommunikation (t=2.279, p>0.05) und zwischenmenschliche Beziehungen (t=2.049, p>0.05) **geholfen**, da diese Variablen keine signifikanten Unterschiede aufweisen.

Spezifisches Wissen:

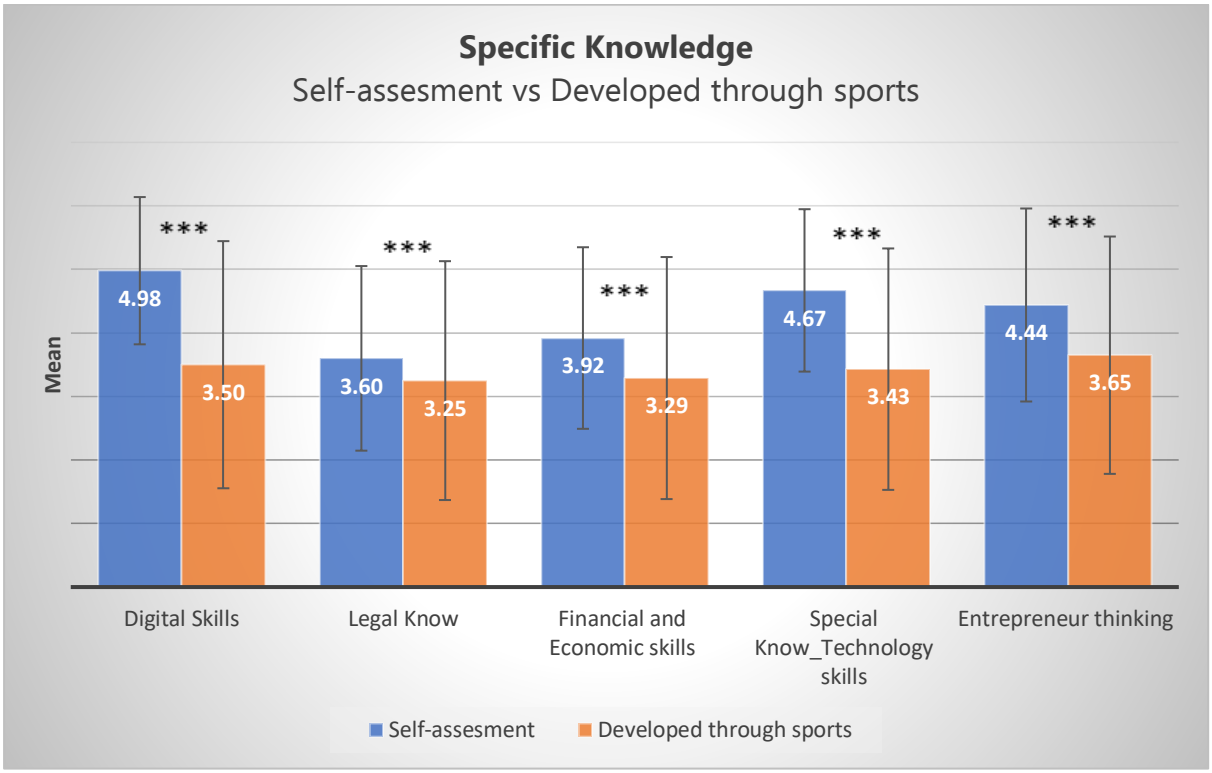

*Abbildung 7: Fähigkeiten und Kompetenzen: Spezifisches Wissen - Selbstbewertung im Vergleich zu durch den Sport entwickelt; Signifikanzniveau (90% *, 95% **, 99% ***), Durchschnittswerte (Mittelwert) berechnet auf einer Skala von 1 (überhaupt keine Eignung) bis 7 (sehr hohe Eignung).*

Der Kontext des Sports steht nicht in Korrelation mit der Entwicklung folgender Fähigkeiten: Digitale Kompetenzen (t=10.006, p≤0.001***), rechtliches Wissen (t=2.663, p=0.004***), Finanz- und Wirtschaftskompetenzen (t=4.388, p≤0.001***), Technologische Kompetenzen (t=8.262, p≤0.001***), unternehmerisches Denken (t=5.424, p≤0.001***). Diese Fähigkeiten zeigen signifikante Unterschiede zwischen den Antworten (aktuelle Bewertung versus sportlicher Kontext).

In der Praxis angewendet:

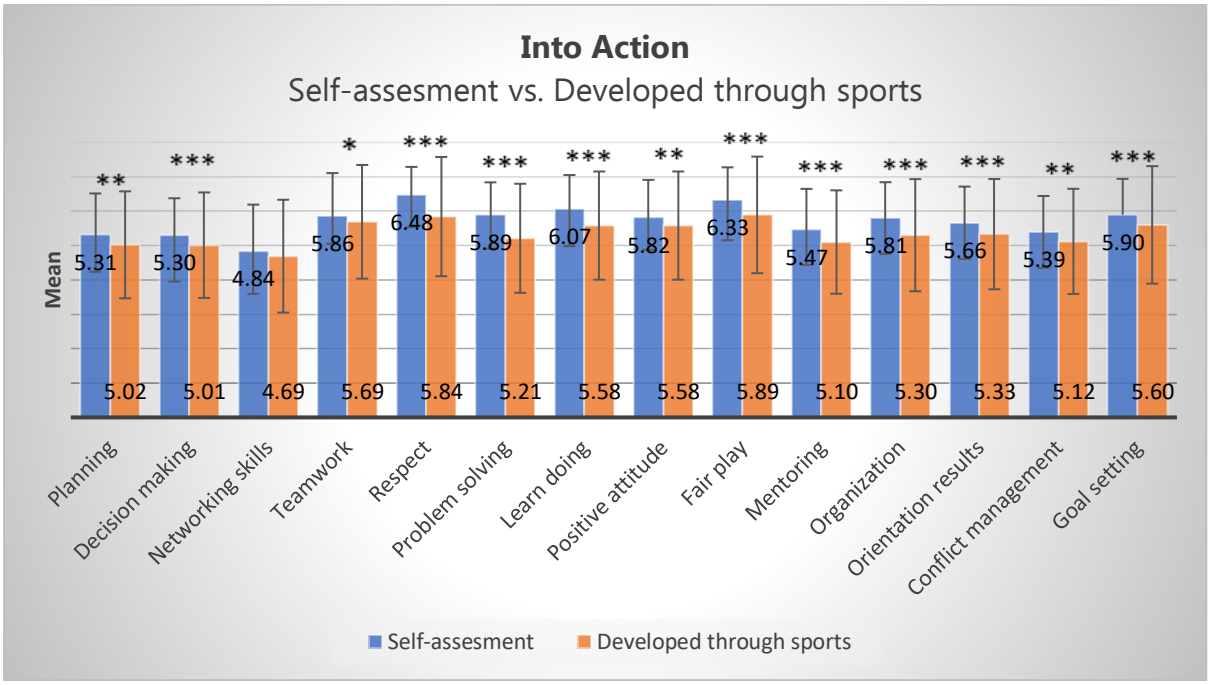

*Abbildung 8: Fähigkeiten und Kompetenzen: In die Tat umsetzen - Selbstbewertung im Vergleich zu durch den Sport entwickelt, Signifikanzniveau (90% *, 95% **, 99% ***), Durchschnittswerte (Mittelwert) berechnet auf einer Skala von 1 (überhaupt keine Eignung) bis 7 (sehr hohe Eignung).*

Der Kontext des Sports steht nicht in Korrelation mit der Entwicklung der folgenden Fähigkeiten:
Planung (t=2.263, p=0.012**), Entscheidungsfindung (t=2.375, p=0.009***), Respekt (t=5.774, p≤0.001***), Problemlösung (t=5.981, p≤0.001***), Lernen durch Handeln (t=4.371, p≤0.001***), Positive Einstellung (t=2.109, p=0.018**), Fair Play (t=3.937, p≤0.001***), Mentoring (t=3.366, p≤0.001***), Organisation (t=4.329, p=0.001***), Ergebnisorientierung (t=2.884, p=0.002***), Konfliktmanagement (t=2.359, p=0.01**), Zielsetzung (t=2.552, p=0.006***). Diese Fähigkeiten zeigen signifikante Unterschiede zwischen den Antworten (aktuelle Bewertung versus sportlicher Kontext).

Der Sport hat bei der Entwicklung der Fähigkeiten Netzwerkfähigkeit (t=1.159, p>0.05) und Teamarbeit (t=1.554, p=0.06* - ist nur bei 90% signifikant - es hat ein geringes Gewicht) **geholfen**, da diese Variablen keine signifikanten Unterschiede aufweisen.

Abbildung 9 fasst die Ergebnisse der Datenanalyse bezüglich der Fähigkeiten und Kompetenzen der Athlet*innen zusammen.

*Abbildung 9: Zusammenfassung der Fähigkeiten und Kompetenzen von Athlet*innen.*

4. Diskussion

Die Bewertung der Fähigkeiten und Kompetenzen von Athlet*innen, sowohl in der Selbsteinschätzung als auch in jenen, die durch den Sport entwickelt wurden, ist ein komplexer und dynamischer Prozess, der von einer Vielzahl von Faktoren beeinflusst wird. Während einige Fähigkeiten und Kompetenzen durch den Sport naturgemäß gestärkt werden, erfordern andere möglicherweise externe Interventionen wie Bildung und Training, um sich vollständig zu entfalten. Ein entscheidender Faktor, der diesen Prozess beeinflusst, ist der vielfältige Bildungshintergrund der Athlet*innen, der unter anderem durch ihre Erziehung bzw. schulische Erfahrungen geprägt ist. Darüber hinaus wurden Faktoren berücksichtigt, die das Geschlecht der Athlet*innen, ihr Alter, ihre Wettkampferfahrung, den Sporttyp (Individual- oder Teamsportart), ihre Trainer*innenausbildung, Trainingsmethoden, das Bildungssystem in ihrem Land und sogar den kulturellen und Umgebungskontext, in dem sie aufgewachsen sind, betreffen. Während die Selbsteinschätzung für die Zielsetzung und die Verfolgung des Fortschritts wesentlich ist, können Bildungsunterschiede die Tiefe und Breite dieser Bewertungen beeinflussen.

- **Diversität des Bildungshintergrunds - Selbsteinschätzung durch Athlet*innen:** Athlet*innen spielen eine zentrale Rolle bei der Beurteilung ihrer Fähigkeiten und Kompetenzen. Die Selbsteinschätzung ist ein entscheidender Aspekt des persönlichen Wachstums und der Verbesserung im Sport. Die Fähigkeit der Athlet*innen, sich genau selbst einzuschätzen, kann jedoch von ihrem Bildungshintergrund beeinflusst werden. Diejenigen mit einer soliden Bildungsgrundlage können über bessere analytische und selbstreflektierende Fähigkeiten verfügen, die zu genaueren Selbsteinschätzungen

beitragen können. Auf der anderen Seite könnten Athlet*innen mit begrenzten Bildungsmöglichkeiten Schwierigkeiten haben, ihre Stärken und Schwächen effektiv zu identifizieren und zu artikulieren. Diejenigen mit mehr Bildungsmöglichkeiten können in Bereichen wie Strategie, Entscheidungsfindung und Anpassungsfähigkeit hervorragende Leistungen erbringen, während diejenigen mit begrenztem Zugang zur Bildung sich hauptsächlich auf körperliche Fähigkeiten konzentrieren könnten. Einige Athlet*innen könnten aufgrund sozioökonomischer Faktoren oder begrenzten Zugangs zu Bildungsmöglichkeiten bildungsbedingte Nachteile haben. Diese Unterschiede können ihre Selbsteinschätzung und ihre Fähigkeitsentwicklung im Sport erheblich beeinflussen.

- **Demografie und Erfahrung:** Faktoren wie Alter, Geschlecht, Wettkampferfahrung und das Niveau der Wettkämpfe, an denen sie teilgenommen haben, können das Fähigkeitsprofil und die Selbsteinschätzung von Athlet*innen beeinflussen. Erfahrenere Athlet*innen könnten ein höheres Maß an Selbstregulation, Führungsfähigkeiten und Widerstandsfähigkeit durch ihre sportliche Reise entwickelt haben.

- **Durch den Sport entwickelte Fähigkeiten - Art des Sports und Coaching:** Die Teilnahme am Sport bietet Athlet*innen eine einzigartige Plattform für die Entwicklung von Fähigkeiten. Diese Fähigkeiten umfassen nicht nur körperliche Fähigkeiten, sondern auch mentale und emotionale Kompetenzen. Von Teamarbeit und Führung bis hin zu Disziplin und Widerstandsfähigkeit fördert der Sport eine Vielzahl von Eigenschaften. Unterschiedliche Sportarten und Coaching-Systeme vermitteln unterschiedliche Fähigkeiten und Kompetenzen. Zum Beispiel können Kampfsportarten mentale Aspekte und soziale Fähigkeiten betonen, während Mannschaftssportarten starke zwischenmenschliche Beziehungen und Teamarbeit erfordern. Coaching-Methoden und Bildung können die Entwicklung eines Athlet*innen weiter formen.

- **Kulturelle und Umweltfaktoren:** Die Kindheitsumgebung von Athlet*innen und die Größe der Trainingsgruppen können die Entwicklung von Fähigkeiten beeinflussen, insbesondere in Bereichen wie Führung, Kommunikation und Anpassungsfähigkeit. Das Bildungssystem und die Kultur in ihrem Land können auch ihre Fähigkeitsentwicklung beeinflussen.
- **Sprach- und Fragebogenherausforderungen:** Die Verwendung von übersetzten Fragebögen, die über verschiedene Kanäle und Datenbanken verteilt werden, kann zu Missverständnissen oder Variationen in den Antworten der Athlet*innen führen. Einige Athlet*innen verstehen möglicherweise nicht vollständig die Feinheiten des Fragebogens, was die Genauigkeit ihrer Selbsteinschätzung beeinträchtigen kann.

Zweitens ist es wichtig, die Komplexität der Entwicklung von Fähigkeiten und Kompetenzen bei Athlet*innen zu adressieren, indem das Bewusstsein der Athlet*innen für ihr vorhandenes Potenzial gestärkt wird. Viele Athlet*innen besitzen bereits hohe Niveaus verschiedener Fähigkeiten, auch wenn sie sich dessen nicht vollständig bewusst sind. Die Kluft zwischen den bereits vorhandenen Fähigkeiten und denen, die durch den Sport entwickelt werden können, erfordert einen maßgeschneiderten Ansatz. Trainer*innen benötigen geeignetes Material und Methoden, um diese Fähigkeiten effektiv in das Athlet*innentraining und die Bildung zu integrieren.

Die Unterstützung der EU für die duale Karriere von Athlet*innen ist ein positiver Schritt in diese Richtung, mit dem Ziel, Athlet*innen mit einem breiteren Fähigkeitsspektrum auszustatten, das verschiedene Lebensbereiche jenseits des Sports umfasst. Die Ergebnisse der Studie deuten jedoch darauf hin, dass der Sport erheblich zur Entwicklung von Fähigkeiten wie Selbstvertrauen, Disziplin, Selbstwirksamkeit, Motivation, Widerstandsfähigkeit, Führung, Kommunikation und zwischenmenschlichen Beziehungen beiträgt, in anderen Bereichen wie Kreativität, kritischem Denken und Innovation Lücken jedoch bestehen. Dies legt nahe, dass Athlet*innen ihr Potenzial in diesen Fähigkeiten möglicherweise nicht vollständig in ihren sportlichen Bestrebungen realisieren müssen.

Darüber hinaus besteht Bedarf, Fähigkeiten im Zusammenhang mit Technologie, rechtlichem Wissen und unternehmerischem Denken anzugehen, für die Athlet*innen möglicherweise zusätzliche Schulungen und Unterstützung benötigen. Dies unterstreicht die Bedeutung maßgeschneiderter Unterstützung für Athlet*innen, wenn sie in den Arbeitsmarkt oder Unternehmertum übergehen. Beratung und Ressourcen sollten Athlet*innen dazu befähigen, ihre Kompetenzen in beruflichen Umgebungen optimal zu nutzen.

Die Anerkennung und Maximierung des Potenzials von Athlet*innen durch die Behebung der identifizierten Lücken kann zu umfassenderen und erfolgreichen Persönlichkeiten sowohl im Sport als auch außerhalb führen. Dieser ganzheitliche Ansatz zur Entwicklung von Athlet*innen sollte die vielfältigen Faktoren berücksichtigen, die das Fähigkeitsprofil und die Kompetenzen von Athlet*innen beeinflussen.

Das Projekt „Sport4E - Fähigkeiten durch Sport für Beschäftigungsfähigkeit und Unternehmertum“ beleuchtet diese Fragen und betont die Bedeutung der Ausstattung von Athlet*innen mit den notwendigen Fähigkeiten, um in verschiedenen Branchen erfolgreich zu sein. Der Ansatz des Projekts stimmt mit dem Arbeitsplan der EU für Sport überein und berücksichtigt die Empfehlungen der Expertengruppe der Kommission für Fähigkeiten und Personalentwicklung im Sport (XG HR) [25]. Es betont die Notwendigkeit maßgeschneiderter Unterstützung, um sportliche Karrieren mit Bildung oder Arbeit in Einklang zu bringen und die Fähigkeiten der Athlet*innen an die Anforderungen des modernen Arbeitsmarktes anzupassen.

Um diese Kluft zu überbrücken, sind maßgeschneiderte Unterstützungs- und Trainingsprogramme unerlässlich, die (siehe Abbildung 10) umfassen:

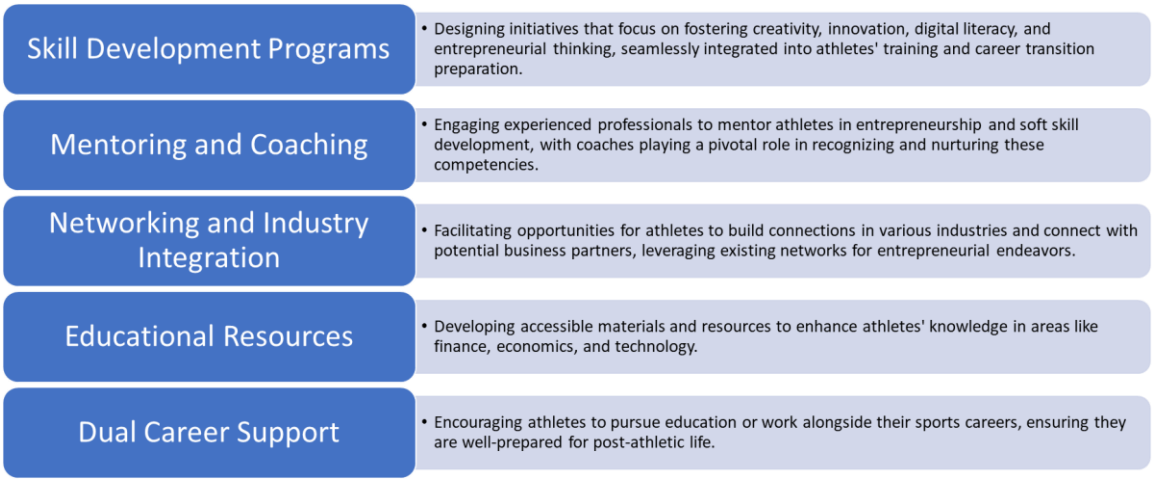

Abbildung 10: Darstellung von Unterstützungs- und Trainingsprogrammen

Limitationen:
Die vorliegende Studie weist bedeutende Einschränkungen auf, die berücksichtigt werden sollten. Hinsichtlich der Literaturübersicht stellt die Verwendung separater Datenbanken in jedem Land zunächst und vor allem eine potenzielle Quelle für Bias dar. Die inhärenten Unterschiede in den Methoden der Datensammlung und -berichterstattung zwischen den Ländern können die Gesamtverallgemeinerbarkeit der Ergebnisse beeinträchtigen und die Literaturübersicht beeinflussen.

Darüber hinaus kann die Übersetzung von englischen Kurzbegriffen in verschiedene Sprachen zu Unterschieden in der Interpretation und dem Verständnis führen, was potenziell die Ergebnisse verzerren könnte. Die Nutzung verschiedener Netzwerke zur Verteilung des Fragebogens in jedem Land könnte ebenfalls zu einer Auswahlverzerrung führen, da bestimmte demografische Gruppen oder Personen möglicherweise eher über ein Netzwerk als über ein anderes teilnehmen.

Des Weiteren erkennt die Studie an, dass die gesammelten Antworten je nach den Merkmalen der Befragten, wie Geschlecht, Alter, sportliche Erfahrung und ob sie in Mannschafts- oder Individualsportarten engagiert sind, erheblich variieren können. Diese Variablen könnten Störfaktoren einführen, die die Ergebnisse beeinflussen und es schwieriger machen, allgemeine, universell gültige Schlussfolgerungen aus den Daten zu ziehen.

Zusammenfassend sollte trotz der wertvollen Einblicke, die die Studie bietet, Vorsicht geboten sein, die Ergebnisse über die spezifischen Kontexte der untersuchten Länder, Sprachen, Netzwerke und demografischen Merkmale hinaus zu verallgemeinern, aufgrund dieser Einschränkungen.

5. Zusammenfassung und Schlussfolgerung

Das Projekt „Sport4E - Fähigkeiten durch Sport für Beschäftigungsfähigkeit und Unternehmertum“ hat signifikante Fortschritte bei der Förderung von Bildung und Fähigkeitsentwicklung im Sportbereich gemacht und gleichzeitig Athlet*innen in ihren dualen Karrieren unterstützt. Der Fokus dieses Projekts lag auf der Bewertung der unternehmerischen Fähigkeiten von Athlet*innen und der Untersuchung der Kluft zwischen ihren vorhandenen durch den Sport entwickelten Fähigkeiten und den aktuellen Anforderungen des Arbeitsmarktes. Die Ergebnisse, die durch diese Umfrage erzielt wurden, waren entscheidend für die Gestaltung der Ergebnisse des Projekts.

Das ursprüngliche Ziel des Projekts, die durch den Sport kultivierten Fähigkeiten und Kompetenzen zu untersuchen, brachte aufschlussreiche Erkenntnisse hervor. Es stellte sich heraus, dass Athlet*innen über ein vielfältiges Fähigkeitsportfolio verfügten, das auf dem Arbeitsmarkt hochgeschätzt wird. Dies umfasste kognitive Fähigkeiten wie kritisches Denken und Problemlösung, praktische Fähigkeiten wie digitale Kompetenz sowie grundlegende Soft Skills wie Führung, Kommunikation und zwischenmenschliche Beziehungen. Der Fragebogen betonte weiterhin die Kompetenzen der Athlet*innen in Schlüsselbereichen wie Verantwortung, Autonomie und Anpassungsfähigkeit.

Schlussfolgernd betont das Projekt den Reichtum an Fähigkeiten und Kompetenzen, die in Athlet*innen angelegt sind, und hebt ihr Potenzial für unternehmerischen Erfolg auf dem

Arbeitsmarkt hervor. Die identifizierte Kluft zwischen ihren aktuellen Fähigkeiten und den Marktanforderungen unterstreicht die Notwendigkeit strategischer Interventionen. Mit angemessener Unterstützung und Bildung können Athlet*innen nahtlos von ihrer sportlichen Karriere zu unternehmerischen Bestrebungen übergehen und so zum allgemeinen Wachstum, zur Innovation und zu positiven wirtschaftlichen Auswirkungen beitragen.

Das Sport4E-Projekt wirft nicht nur Licht auf das ungenutzte Potenzial innerhalb der Athlet*innengemeinschaft, sondern liefert auch einen konkreten Fahrplan für Trainer*innen*innen, Pädagogen, Sportmanager*innen und Vereine. Dieser Fahrplan leitet die Förderung dieser Fähigkeiten in der nächsten Generation von Athlet*innen. Die Einbeziehung eines Leitfadens für die berufliche Entwicklung und eines Sport4E-Lernfilms bereichert die verfügbaren Ressourcen weiter und stärkt die Fähigkeiten der Athlet*innen, um erfolgreich in den Arbeitsmarkt einzutreten. Letztendlich steht Sport4E als eine transformative Initiative da, die die ganzheitliche Entwicklung von Athlet*innen erleichtert und sie als wertvolle Beitragende sowohl in der Sportindustrie als auch im breiteren unternehmerischen Umfeld positioniert.

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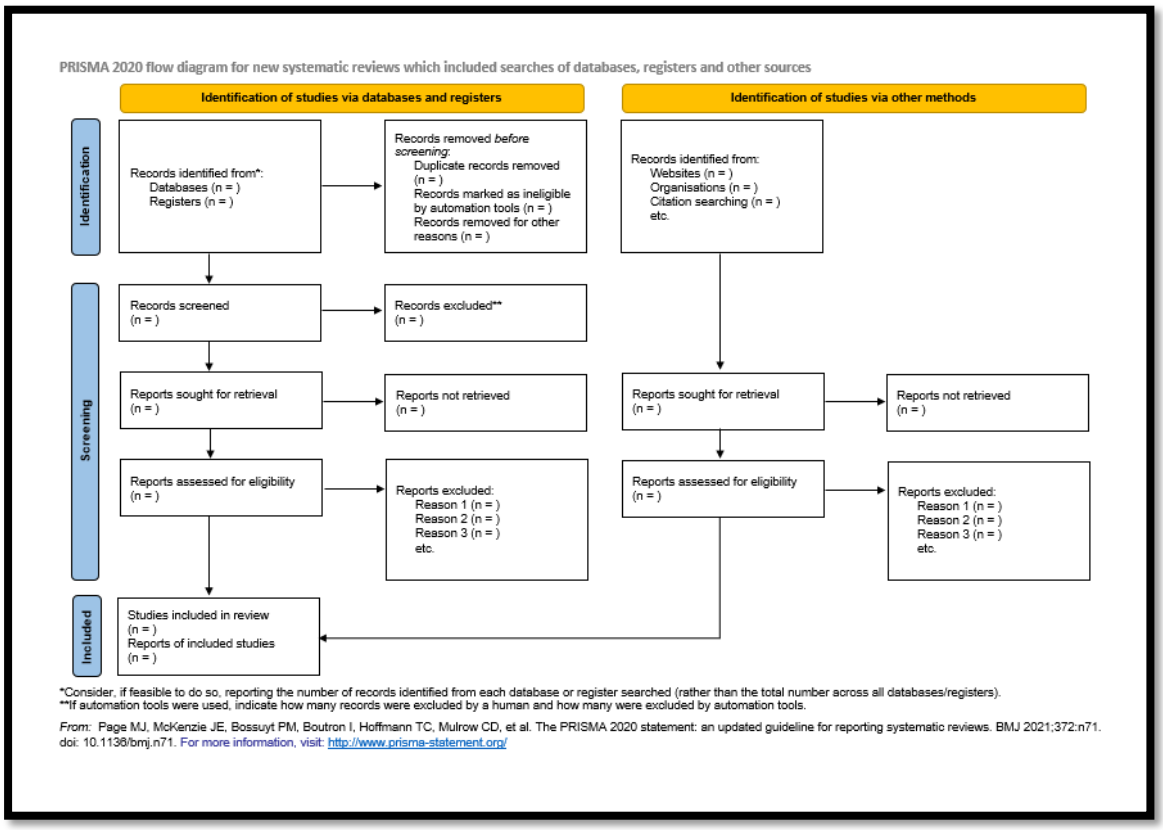
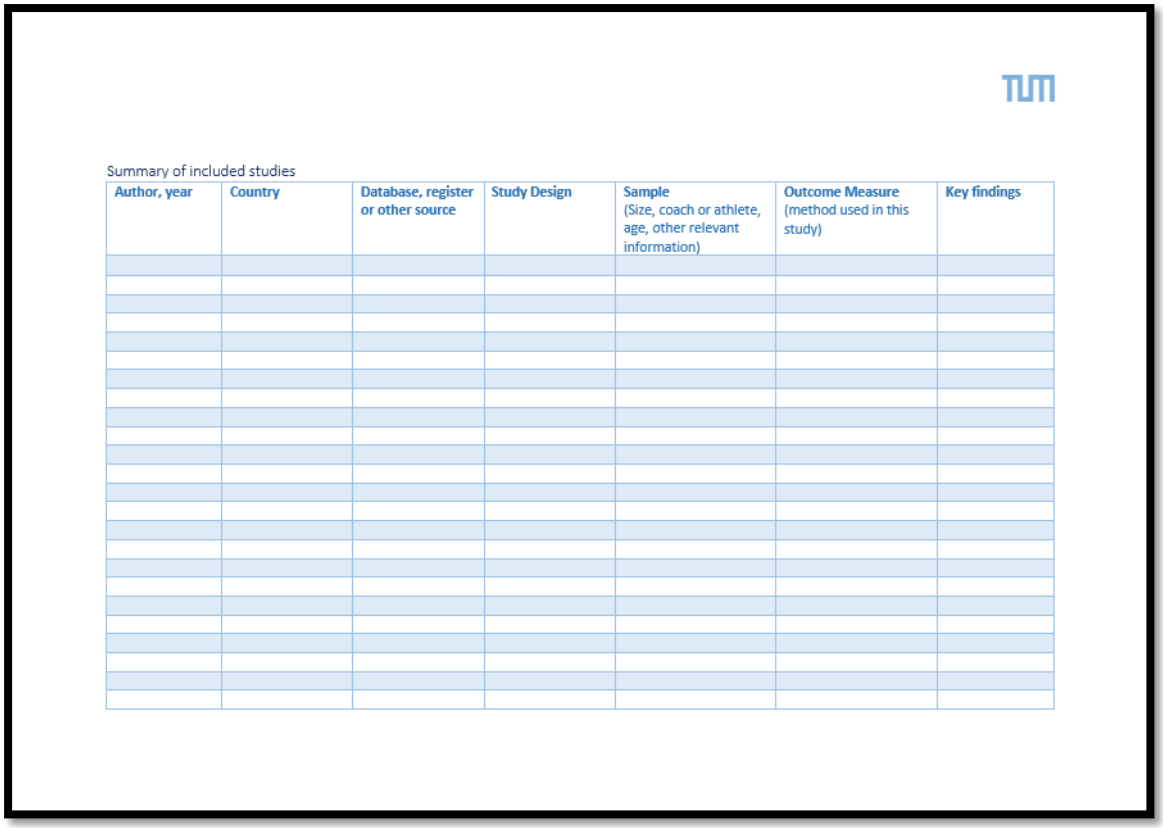
25. Union, E., *Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union Work Plan for Sport.* 2020.

Anhänge

Anhang 1: Vorlage PRISMA Flow Diagramm



Anhang 2: Vorlage – Zusammenfassung der eingeschlossenen Studien



Summary of included studies

Author, year	Country	Database, register or other source	Study Design	Sample (Size, coach or athlete, age, other relevant information)	Outcome Measure (method used in this study)	Key findings

Anhang 3: Zusammenfassung der eingeschlossenen Studien

Author, year	Country	Database, register, or other source	Study Design	Summary	Outcome Measure (method used in this study)	Key findings
Matsankos, N., et al., *Investigation of skills acquired by athletes during their sporting career.* 2020.	Italy	JOURNAL OF HUMAN SPORT & EXERCISE	The study design for this research was a mixed-methods approach, using both quantitative and qualitative methods to investigate the skills acquired by athletes during their sporting career and their transferability to their professional career. The study employed a combination of questionnaires and interviews to collect data from three groups: active athletes, former athletes, and employers/HR managers of companies. The questionnaires were used to gather quantitative data on the skills that athletes acquired through their involvement in sports and whether these skills were transferable to their professional careers. The questionnaire responses were analyzed using a descriptive approach to identify common themes and patterns. In addition to the questionnaires, the researchers also conducted interviews with the same three groups to gather more in-depth qualitative data on the skills that athletes acquired through sports and how they were transferable to the labor market. The interviews were designed to elicit detailed descriptions of the skills and competencies that athletes developed through sports and how they were applied in professional contexts. The interview data were analyzed using a qualitative approach to identify common themes and patterns. The study design allowed the researchers to collect both quantitative and qualitative data, which provided a comprehensive picture of the skills that athletes acquired through sports and how they were transferable to their professional careers. The combination of methods also allowed the researchers to identify common themes and patterns in the data, providing a more nuanced understanding of the research question. Overall, the mixed-methods approach was appropriate for this study as it allowed the researchers to collect both quantitative and qualitative data, providing a more comprehensive understanding of the research question.	The sample for this study consisted of 23 active athletes, 64 former athletes, and 39 employers/HR managers. The active athletes were recruited from various sports clubs and organizations and were currently involved in sports at the time of the study. The former athletes were recruited through sports clubs, organizations, and personal contacts and had retired from sports at the time of the study. The employers/HR managers were recruited from companies in different industries. The age range of the participants included a range of ages, given that it included both active and former athletes as well as employers/HR managers from different industries. The sample size is relatively small, but it is important to note that the study was conducted as part of the Erasmus+ program titled "AFTERMATCH - Life Beyond Sport" and may have been limited by the resources available for the project. Despite the small sample size, the study provides valuable insights into the skills that athletes acquire through their involvement in sports and how these skills are transferable to the labor market, which can inform future research and program development in this area.	The outcome measure used in this study was a combination of quantitative and qualitative methods. Specifically, the researchers used questionnaires to collect quantitative data and interviews to collect qualitative data. The questionnaires were used to gather data from three groups: active athletes, former athletes, and employers/HR managers. The questionnaires were designed to assess the skills that athletes acquired through their involvement in sports and whether these skills were transferable to their professional careers. The questionnaire responses were analyzed using a descriptive approach to identify common themes and patterns. In addition to the questionnaires, the researchers also conducted interviews with the same three groups to gather more in-depth qualitative data on the skills that athletes acquired through sports and how they were transferable to the labor market. The interviews were designed to elicit detailed descriptions of the skills and competencies that athletes developed through sports and how they were applied in professional contexts. The interview data were analyzed using a qualitative approach to identify common themes and patterns. Overall, the combination of quantitative and qualitative data provided a comprehensive picture of the skills that athletes acquired through sports and how they were transferable to their professional careers. The use of both methods allowed the researchers to gather both quantitative data on the prevalence of skills and qualitative data on the specific skills and competencies that athletes developed through their involvement in sports.	The study was designed to investigate whether athletes acquire skills from their involvement in sports that they can transfer to their profession after retiring from sports. The study found that athletes do acquire certain skills from their involvement in sports, and those who realize and use these skills have an easier transition to the labor market after retiring from sports. The study used a mixed-methods approach to investigate the transferability of skills acquired through sports to the labor market. The study's findings suggest that recognizing and using these skills can make the transition to the labor market easier for athletes after retiring from sports. Athletes do acquire certain skills through their engagement in sports that are transferable to the labor market, and those who recognize and use these skills have an easier transition to the labor market after retiring from sports. The study also found that employers and HR managers recognize the value of the skills that athletes acquire through sports and that hiring former athletes is considered an advantage in some industries.

Bellantonio, S. and D. Tafuri, *Between Sport and Education. Pedagogical reflections about the Dual Career of Athletes.* Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva, 2017. 1(2).	Italy	Google Schoolar	Literature review that examines various studies related to the dual career of athletes. The authors conduct a critical review of existing literature on the topic and provide an analysis of the findings. The study draws on a wide range of sources, including academic articles, books, and reports, and uses a qualitative approach to analyze the information presented in these sources. The authors examine the challenges and opportunities that athletes face in pursuing both athletic and academic careers simultaneously, as well as the various factors that can influence their success in doing so. Overall, the study aims to provide a pedagogical perspective on the dual career of athletes, examining how educational institutions and sports organizations can work together to support athletes in achieving success both on and off the field. The authors provide recommendations for educators, coaches, and policy-makers, based on the insights gained from the literature review.	The authors do not collect any new data or conduct surveys or experiments that involve athletes or coaches. Instead, they draw on a wide range of existing literature, including academic articles, books, and reports. The literature reviewed in the study includes studies that involve athletes from various sports, ages, genders, and levels of competition. The authors provide a comprehensive analysis of the literature on the dual career of athletes, examining the challenges and opportunities that athletes face in pursuing both athletic and academic careers simultaneously.	The authors draw on a wide range of existing literature to provide a comprehensive overview of the challenges and opportunities faced by athletes who pursue both athletic and academic careers. The study examines the various factors that can influence the success of athletes in achieving a dual career, including the support of educational institutions and sports organizations, the availability of resources and services, and the athlete's personal characteristics and circumstances. The authors provide recommendations for educators, coaches, and policy-makers based on their analysis of the literature, emphasizing the need for collaboration between educational and sports organizations to support athletes in achieving their goals both on and off the field. The study's outcome measure is the analysis of the literature on the dual career of athletes and the insights gained from this analysis.	Dual career athletes face a range of challenges, including time management, academic pressure, and injuries, which can impact their performance both on and off the field. The support of educational institutions and sports organizations is critical to the success of dual career athletes, including access to resources and services such as academic advising, mentoring, and flexible scheduling. The availability of resources and support for dual career athletes varies widely between countries and regions, with some areas offering more comprehensive support than others. Dual career athletes often demonstrate a range of personal characteristics and skills that contribute to their success, including resilience, self-motivation, and strong time-management skills. There is a need for greater collaboration between educational and sports organizations to support the dual career of athletes, including the development of policies and programs that promote academic and athletic success. Based on these findings, the authors provide recommendations for educators, coaches, and policy-makers to better support dual career athletes, emphasizing the need for a coordinated approach that takes into account the unique needs and circumstances of individual athletes. Finally, the study highlights the importance of recognizing and supporting the dual career of athletes as they pursue their goals both on and off the field.

Smismans, S., et al., *From elite sport to the job market: Development and initial validation of the Athlete Competency Questionnaire for Employability (ACQE).* Cultura_Ciencia_Deporte [CCD], 2021. 16(47).	Italy	Google Scholar	The study had a cross-sectional design and involved the development and validation of a questionnaire to assess employability competencies of former elite athletes. The study was conducted in two phases. In the first phase, a comprehensive literature review was conducted to identify relevant employability competencies for former elite athletes. The identified competencies were then used to develop a questionnaire consisting of 49 items, which was reviewed by a panel of experts to ensure content validity. In the second phase, the questionnaire was distributed online to former elite athletes who had retired from competitive sports and were currently employed. A total of 587 participants from 36 countries including Italy completed the questionnaire, providing data for further analysis. The data collected through the questionnaire were analyzed using exploratory and confirmatory factor analyses to assess the underlying structure of the employability competencies. The internal consistency and test-retest reliability of the questionnaire were also assessed. Overall, the study design was aimed at developing and validating a questionnaire to assess the employability competencies of former elite athletes. The study involved a large sample size and a cross-sectional design to gather data on the relevant constructs of interest.	The sample consisted of former elite athletes who had retired from competitive sports and were currently employed. A total of 587 participants completed the questionnaire, providing data for further analysis. The sample included both male and female participants, with 69.7% of participants being male and 30.3% being female. The majority of participants had competed at the national or international level in individual or team sports. Participants were recruited through various channels, including national and international sports federations, sports clubs, and social media. The inclusion criteria required participants to have retired from elite-level competitive sports and to be currently employed. The sample size was large and diverse, including former elite athletes from a wide range of sports. This allowed for a comprehensive analysis of the employability competencies of former elite athletes.	Questionnaire developed specifically to assess the employability competencies of former elite athletes. The questionnaire consisted of 49 items that were designed to assess a range of employability competencies, including cognitive, interpersonal, and intrapersonal skills. The competencies were identified through a comprehensive literature review and were reviewed by a panel of experts to ensure content validity. The questionnaire was distributed online to former elite athletes who had retired from competitive sports and were currently employed. Participants were asked to rate their level of competence on a 7-point Likert scale ranging from 1 (not at all competent) to 7 (extremely competent). The data collected through the questionnaire were analyzed using exploratory and confirmatory factor analyses to assess the underlying structure of the employability competencies. The internal consistency and test-retest reliability of the questionnaire were also assessed. The questionnaire used in the study was a reliable and valid tool for assessing the employability competencies of former elite athletes. The questionnaire was designed specifically for this population, allowing for a comprehensive analysis of the unique employability competencies required for former elite athletes transitioning to the job market.	Key findings of the study include the identification of the employability competencies required for former elite athletes transitioning to the job market and the development of a reliable and valid questionnaire to assess these competencies. Through a comprehensive literature review and expert review, the study identified six key competencies required for employability among former elite athletes: cognitive, emotional, social, cultural, self-regulatory, and motivational competencies. These competencies were found to be distinct from traditional employability competencies, highlighting the unique challenges and opportunities for former elite athletes transitioning to the job market. The questionnaire developed to assess these employability competencies was found to be reliable and valid, with high internal consistency and test-retest reliability. The questionnaire was able to differentiate between the different employability competencies and was able to identify differences in competency levels based on age, gender, and sport type. The study highlights the importance of recognizing the unique employability competencies required for former elite athletes transitioning to the job market and provides a tool for assessing these competencies. The study has implications for the development of interventions and support programs aimed at helping former elite athletes successfully transition to the job market.

Feraco, T. and C. Meneghetti, *Sport Practice, Fluid Reasoning, and Soft Skills in 10-to 18-Year-Olds.* Frontiers in Human Neuroscience, 2022. 16: p. 857412.	Italy	National library of medicine	This study is a cross-sectional survey that aimed to investigate the relationship between sports practice, fluid reasoning, and soft skills adolescents. The study was conducted in Italy and involved 728 participants, including 399 females and 329 males. The researchers used a self-administered questionnaire to collect data on sports practice, fluid reasoning, and soft skills. The questionnaire consisted of three main sections: Sports practice: Participants were asked to indicate if they practiced any sports, and if so, what type of sports, how many hours per week, and for how long they had been practicing. Fluid reasoning: Participants completed the Raven's Progressive Matrices test, a non-verbal test designed to measure fluid intelligence or reasoning ability. Soft skills: Participants completed the Italian version of the Social and Emotional Learning Questionnaire (SELQ), a self-report measure of social and emotional competence. The researchers analyzed the data using multiple regression analyses, controlling for age, gender, and socioeconomic status. Overall, this study was cross-sectional, meaning that data was collected at a single point in time. The survey questionnaire used self-report measures, which have some limitations, such as possible response biases. Nonetheless, the study's findings provide insight into the relationship between sports practice, fluid reasoning, and soft skills in children and adolescents.	The sample consisted of 728 participants. Of these participants, there were 399 females and 329 males. The study was conducted in Italy. The study focused on sports practice in children and adolescents, so many of the participants were athletes. The authors did not provide specific information about the participants' sports backgrounds, but the questionnaire asked participants to indicate what types of sports they practiced, how many hours per week they engaged in sports practice, and for how long they had been practicing. The sample included participants from a variety of sports backgrounds and skill levels. The study did not provide information about the participants' socioeconomic status or other demographic characteristics, such as race/ethnicity or education level. However, the researchers did control for age, gender, and socioeconomic status in their analyses. Overall, the sample for this study was relatively large and diverse in terms of age and gender. However, additional information about the participants' sports backgrounds and other demographic characteristics could provide a more complete understanding of the study's findings.	Fluid reasoning was measured using the Raven's Progressive Matrices test, which is a non-verbal test designed to assess an individual's ability to perceive complex visual relationships and solve problems that require abstract reasoning. The test consists of a series of pattern completion problems, and participants are required to select the missing piece that completes each pattern. The scores on the Raven's Progressive Matrices test reflect an individual's ability to reason abstractly and solve problems using logic and deduction. Soft skills were measured using the Italian version of the Social and Emotional Learning Questionnaire (SELQ). The SELQ is a self-report measure that assesses social and emotional competence in children and adolescents. The questionnaire consists of 16 items that assess six domains of social and emotional competence, including self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and academic achievement. Participants rate their level of agreement with each statement using a 5-point Likert scale, with higher scores indicating higher levels of social and emotional competence. The authors used multiple regression analyses to examine the relationship between sports practice, fluid reasoning, and soft skills, while controlling for age, gender, and socioeconomic status. The regression analyses allowed the authors to determine whether sports practice was associated with higher levels of fluid reasoning and soft skills, while also accounting for other factors that could influence the results. Overall, the outcome measures used in this study were standardized tests and self-report measures that have been widely used in previous research to assess fluid reasoning and social and emotional competence. These measures allowed the authors to gather quantitative data on the participants' cognitive abilities and soft skills, which were then analyzed to determine the relationship between	Sports practice was positively associated with fluid reasoning. Specifically, the authors found that children and adolescents who practiced sports had higher scores on the Raven's Progressive Matrices test, which measures fluid intelligence or reasoning ability. Sports practice was positively associated with soft skills. The authors found that children and adolescents who practiced sports had higher scores on the SELQ, which measures social and emotional competence. The relationship between sports practice and soft skills was partially mediated by fluid reasoning. The authors found that the positive association between sports practice and soft skills was partially explained by the positive association between sports practice and fluid reasoning. In other words, children and adolescents who practiced sports had higher levels of fluid reasoning, which in turn was associated with higher levels of social and emotional competence. The positive relationship between sports practice and soft skills was stronger for females than males. The authors found that the association between sports practice and soft skills was stronger for females than for males, suggesting that sports practice may have a particularly beneficial effect on the social and emotional competence of girls and young women. Overall, the study suggests that sports practice is positively associated with both fluid reasoning and social and emotional competence in children and adolescents. These findings have implications for the role of sports in promoting cognitive and socioemotional development in youth, particularly for girls and young women.

					sports practice and these outcomes.	

Succi, C. and M. Canovi, *Soft skills to enhance graduate employability: comparing students and employers' perceptions.* Studies in higher education, 2020. 45(9): p. 1834-1847.	Italy	www.tandfonline.com	The study is aimed to compare the perceptions of students and employers regarding the importance of soft skills for enhancing employability. To achieve this aim, the researchers used a mixed-methods approach, which involved collecting both quantitative and qualitative data. The study design consisted of three main phases. In the first phase, the researchers conducted a systematic review of the literature to identify the most relevant soft skills for employability. Based on this review, the researchers identified 11 key soft skills, including communication, teamwork, problem-solving, adaptability, and critical thinking. In the second phase, the researchers administered a survey to both students and employers to assess their perceptions of the importance of these 11 soft skills. The survey consisted of 25 Likert-scale questions, with responses ranging from 1 (not important) to 5 (very important). The survey also included an open-ended question asking respondents to identify any other soft skills they deemed important for employability. The survey was distributed to 500 students and 500 employers from various industries. In the third phase, the researchers conducted semi-structured interviews with a subset of survey respondents to gain a deeper understanding of their perceptions of soft skills and graduate employability. The interviews were conducted with 20 students and 20 employers who had responded to the survey. The study design was comprehensive and allowed the researchers to gather both quantitative and qualitative data to compare the perceptions of students and employers regarding the importance of soft skills for graduate employability.	For the student sample, 500 undergraduate and graduate students were recruited from an Italian university. The students were from various disciplines, including engineering, economics, humanities, and law. The age range of the students was not specified in the study. For the employer sample, 500 employers from various industries in Italy were recruited. The employers represented both small and large organizations, including private companies and public institutions. The age range of the employers was not specified in the study. For the interviews conducted in the third phase of the study, a subset of 20 students and 20 employers who had responded to the survey were selected. The selection of participants for the interviews was based on their willingness to participate and their availability during the data collection period. The age range of the interview participants was not specified in the study. It is worth noting that the study was conducted in Italy, so the sample may not be representative of students and employers from other countries or regions.	The outcome measure was the perceptions of students and employers regarding the importance of 11 key soft skills for enhancing graduate employability. To measure these perceptions, the researchers used a survey that consisted of 25 Likert-scale questions, with responses ranging from 1 (not important) to 5 (very important). The survey questions were designed to assess the importance of each of the 11 soft skills identified through the literature review. The survey also included an open-ended question asking respondents to identify any other soft skills they deemed important for graduate employability. The open-ended question was used to capture any soft skills that may not have been included in the 11 key soft skills identified through the literature review. In addition to the survey, the researchers conducted semi-structured interviews with a subset of survey respondents to gain a deeper understanding of their perceptions of soft skills and graduate employability. The interviews were used to gather more detailed and nuanced information about the importance of soft skills, as well as any challenges or barriers to developing these skills. Overall, the outcome measure used in this study was a combination of quantitative and qualitative data collected through a survey and semi-structured interviews, which allowed the researchers to gain a comprehensive understanding of the perceptions of students and employers regarding the importance of soft skills for enhancing graduate employability. Both students and employers perceived soft skills to be important for enhancing graduate employability. Students rated soft skills slightly higher than employers on average, but the overall perceptions were similar between the two groups. Communication, teamwork, and problem-solving were the three most important soft skills	

					according to both students and employers. Adaptability, critical thinking, and creativity were also highly valued. Both students and employers identified additional soft skills that were not included in the 11 key soft skills identified through the literature review. These included emotional intelligence, leadership, initiative, and cultural awareness. Students and employers had different perceptions of the level of development of soft skills among graduates. Employers believed that graduates lacked some of the soft skills necessary for success in the workplace, while students felt they were well-prepared in these areas. Both students and employers identified a need for better integration of soft skills development into academic programs. Employers suggested that this could be achieved through internships and other experiential learning opportunities, while students recommended more practical and hands-on learning experiences. The study highlights the importance of soft skills for graduate employability and suggests that there is a need for greater alignment between the skills taught in academic programs and those valued by employers. The findings also suggest that both students and employers can benefit from increased collaboration to better prepare graduates for the workforce.	
Ordiñana-Bellver, D., et al., *Emotions, skills and intra-entrepreneurship: mapping the field and future research opportunities*. Management & Marketing, 2022. 17(4): p. 577-598.	Literature review	Web of Science (WOS)	Employability, and especially entrepreneurship and intrapreneurship, is a topic attracting the interest of researchers in recent years. Although knowledge about creating and managing a company is essential (hard skills), the importance of other competencie s such as soft skills and emotional intelligence has also been highlighted in recent years. This study analyzes documents related to Emotional Intelligence, Soft Skills, Hard Skills and their relationship with (intra)entrepreneurship. The methodology used was bibliometric analysis, followed by a bibliographic	A total of 121 documents were analyzed, following the PRISMA protocol.	PRISMA methodology/ Bibliomatic review	The results showed an upward trend over the last five ye ars in the production of works in this field, accounting for approximately 75% of the total number of articles found. Seven different sub themes were identified. The theme with the most significant impact, which generates the most interest among the scient ific community, encompasses personal relationships, emotional intelligence, and the positive work climate for a company's growth. Finally, a series of implications and future lines of study are proposed to help develop and consolidate this

			coupling and identification of thematic areas within this field of study.			research field.
Zahidi, S., et al., *The Future of Jobs Report 2020| World Economic Forum. Futur Jobs Rep [Internet]. 2020;(October): 1163*. 2020.	Germany and other countries	Other source (citation)	cross-sectional study	In total, the report's data set contains 291 unique responses by global companies, collectively representing more than 7.7 million employees worldwide.	Online Survey of four parts (49 questions). questions on the expected transformations to the workforce, including the major trends that are affecting the labour market and the technologies that are being adopted. focuses on jobs, skills and tasks and how these are expected to evolve over a four-year period. collects information on training programmes and employee reskilling needs and efforts. to understand the shorter-term impacts of the global pandemic, a fourth section was added on the effects of the COVID-19 on the workforce.	Emerging skills Skills identified as being in high demand within their organization, ordered by frequency Active learning and learning strategies Analytical thinking and innovation Complex problem-solving Resilience, stress tolerance and flexibility Leadership and social influence Critical thinking and analysis Creativity, originality and initiative Technology design and programming Emotional intelligence Service orientation Systems analysis and evaluation Reasoning, problem-solving and ideation Technology use, monitoring and control Instruction, mentoring and teaching 15. Troubleshooting and user experience
Moriconi Bezerra, M. and C. Costa, *O desporto como veículo de desenvolvimento de competências, integração e bem-estar.* 2021. 2: p. 105-113.	Portugal	ResearchGate/Cadernos de Saúde Mental:ISCTE	Qualitative (semi-structured interviews)	Coach; business leaders	content analysis	"agreed that sport can be a fundamental instrument for the development of employability skills. They referred to the existence of a strong connection between the skills developed through sport and those that contribute to their insertion in the labor market. Both groups of participants underlined the value of sport as an important contribution to personal training and to a better society, and substantially identified the same skills, at different levels. The most valued skills were: 1.personal skills (adaptation/flexibility, resilience, creativity, passion and commitment to the work or sport developed); 2. relational skills (communication and ability to work in a team and cooperation); 3. Cognitive skills (decision making and problem solving and learning skills); 4. contextualization skills (complexity management related to factors intrinsic to sports or work or extrinsic to that environment, namely the family environment)."

Schleutker, K.J., et al., *Soft skills and European labour market: Interviews with Finnish and Italian managers.* Journal of Educational, Cultural and Psychological Studies (ECPS Journal), 2019(19): p. 123-144.	Italy	Google Scholar	The study aimed to investigate the importance of soft skills in the European labor market, from the perspective of managers in Finland and Italy. The study design involved conducting in-depth interviews with 15 managers in Finland and 15 managers in Italy, from various industries and sectors. The managers were selected based on their role in recruitment, hiring, and management of employees. The interviews were conducted in person, via phone, or video call, depending on the preference of the manager. The interviews were structured around open-ended questions, which allowed the managers to provide detailed responses about their opinions and experiences regarding soft skills in the workplace. The data collected from the interviews was analyzed using content analysis techniques, which involved identifying themes and patterns in the managers' responses. The researchers aimed to compare and contrast the perspectives of managers in Finland and Italy, to gain insight into the similarities and differences in the importance of soft skills in these two countries. Overall, the study design was qualitative in nature, as it involved collecting rich, detailed data from a small sample of participants. The study aimed to provide a deeper understanding of the role of soft skills in the labor market, from the perspective of those who are responsible for hiring and managing employees.	The sample consisted of 15 managers from Finland and 15 managers from Italy. The managers were selected based on their role in recruitment, hiring, and management of employees. In Finland, the managers represented various industries, including healthcare, technology, retail, education, and finance. They were recruited from both public and private organizations. The managers ranged in age from 30 to 60 years old, with an average age of 43. They had an average of 15 years of work experience, with a range of 5 to 25 years. In Italy, the managers also represented a range of industries, including manufacturing, tourism, healthcare, education, and finance. They were recruited from both public and private organizations. The managers ranged in age from 35 to 60 years old, with an average age of 47. They had an average of 20 years of work experience, with a range of 8 to 30 years. The sample consisted of experienced managers from diverse industries and sectors, with a range of perspectives on the importance of soft skills in the labor market. The sample size was relatively small but was sufficient to provide rich, detailed data for qualitative analysis.	The study used a qualitative research approach, which involved collecting data through in-depth interviews with managers and analyzing the data using content analysis techniques. Content analysis is a qualitative research method used to analyze data by identifying patterns, themes, and concepts in the data. In this study, the researchers transcribed and coded the data collected from the interviews to identify common themes related to soft skills in the labor market. The data was then analyzed to compare and contrast the perspectives of managers in Finland and Italy. The study aimed to provide rich, detailed data on the topic of soft skills in the labor market, which could help to inform future research and policy in this area. While the study did not use any specific outcome measure or method, the qualitative data analysis approach used in the study was effective in identifying key themes and concepts related to soft skills in the labor market.	Firstly, the study found that soft skills were considered essential for success in the labor market, with all of the managers in both countries emphasizing the importance of these skills. The managers identified communication, teamwork, problem-solving, and leadership as some of the most important soft skills for employees. Secondly, the study found that there were some differences in the way managers in Finland and Italy perceived the importance of soft skills. Finnish managers emphasized the importance of adaptability and a positive attitude, while Italian managers emphasized the importance of creativity and innovation. Thirdly, the study found that there were some challenges in assessing soft skills during the hiring process. The managers noted that it can be difficult to accurately assess soft skills, as they are not always easy to measure or quantify. Lastly, the study found that training and development programs focused on soft skills were important for both new and existing employees. The managers noted that providing opportunities for employees to develop their soft skills could lead to better job performance and employee satisfaction. Overall, the study highlights the importance of soft skills in the labor market and the need for employers to prioritize the development of these skills in their employees. The study also underscores the challenges involved in assessing and developing soft skills, and the need for ongoing research and innovation in this area.

Kee-van Huissteden, N., M. Klemann, and J. de Vries, *Future employability in young athletes, the importance of dual career skills development: A European perspective.*	Italy	Google Scholar	The study design used in this research is a longitudinal mixed-method design that incorporates both quantitative and qualitative methods. The study aimed to investigate how transferable competencies, such as Dual Career Management, Career Planning, Emotional Awareness, Social Intelligence, and Adaptability skills, are trained within the sport sector and to develop content for online education in and through sport with a focus on soft skill development for dual careers of athletes to help them enter the labor market. The study involved 475 (former) athletes, both individual and team sports, representing 62 different sports, who completed a quantitative questionnaire. Additionally, 58 representatives of the labor market, including 33 with experience in hiring (former) athletes, completed a quantitative questionnaire. Furthermore, semi-structured in-depth interviews were conducted with 68 (former) athletes, 41 coaches/staff, and 26 representatives of the labor market. The interviews focused on discussing the need perceptions of dual career skills and competencies, the environment where the development of competencies for a successful dual career should take place, and the environment with the most significant influence on developing dual career skills and competencies. The study analyzed the results of the questionnaires and focus group interviews and drew conclusions based on the findings.	The study involved a sample of 475 (former) athletes, representing both individual and team sports, and 58 representatives of the labor market. Of the 475 athletes, 284 (59.8%) represented team sports, and 191 (40.2%) represented 62 different individual sports. Semi-structured in-depth interviews were conducted with 68 (former) athletes, 41 coaches/staff, and 26 representatives of the labor market	The outcome measures in this study were both quantitative and qualitative. A longitudinal mixed-method research design was used, which involved the use of both quantitative questionnaires and semi-structured in-depth interviews. Quantitative questionnaires were used to collect data from 475 (former) athletes and 58 representatives of the labor market. The questionnaires were designed to gather information on the need perceptions of dual career (DC) skills and competencies, the environment in which DC competencies should be developed, and the skills that athletes possess or lack for a successful dual career. Semi-structured in-depth interviews were conducted with 68 (former) athletes, 41 coaches/staff, and 26 representatives of the labor market. The interviews were used to explore in-depth the perceptions and experiences of the participants regarding DC skills and competencies, the environment in which DC competencies should be developed, and the skills that athletes possess or lack for a successful dual career. The qualitative data obtained from the interviews were analyzed using a thematic analysis approach. The themes identified from the data were used to develop content for an online education program on soft skill development in dual careers of athletes to help them enter the labor market.	1.Dual career (DC) skills development takes place in the sport, school, and social environment of the athletes. According to the athletes, the sport environment was the most influential for skills development, followed by the social and school environment. 2.Coaches play a significant role in the life of the athlete and have an influence on the development of skills and competencies through explicit and implicit actions. However, coaches and staff stated that they cannot be entirely responsible for the development of DC soft skills in athletes. 3. Athletes lacked knowledge about career options and a vision of where they want to go in life after their dual career. The labor market also lacked athlete-employees who have a vision of their future career. 4.Networking skills and courage to get out of the comfort zone were named as important skills for a successful dual career. 5.Coaches mentioned specific exercises during warm-up and practice that were related to soft skill development. However, coaches and staff are not primarily specialized in this topic and need information regarding the opportunities within the labor market. Overall, the study highlights the importance of developing DC skills and competencies in athletes to help them successfully transition to the labor market. The findings also suggest the need for collaboration between sport organizations, educational institutions, and the labor market to support the development of DC skills in athletes. Finally, the study underscores the importance of raising awareness among coaches and staff of the influence they have on the skill and competence development of athletes.
Jacobs, J.M. and P.M. Wright, *Transfer of life skills in sport-based youth development programs: A conceptual framework bridging learning to application.* Quest, 2018. 70(1): p. 81-99.	Italy	Research Gate	Conceptual review of the literature on sport-based youth development programs and the transfer of life skills. The authors begin by outlining the theoretical foundations for their conceptual framework, which include social cognitive theory, positive youth development theory, and transfer of learning theory. They then review the existing literature on sport-based youth development programs and the transfer of life skills, drawing on a range of sources including academic journals, books, and reports. The study design, therefore, is a systematic literature review and conceptual analysis. The authors use this review to develop their conceptual framework, which consists of four key components: (1) learning, (2)	The study is a conceptual analysis that draws on a range of existing literature and research in the field of sport-based youth development programs and the transfer of life skills. As such, the article does not provide any information on the size of the sample, nor the age, gender, or any other relevant information about coaches or athletes who may have participated in the sport-based youth development programs reviewed in the literature. Instead, the focus of the study is on developing a	The article is a conceptual analysis that proposes a framework for understanding the transfer of life skills in sport-based youth development programs. The authors draw on existing literature and research in the field to identify the key components involved in the transfer of life skills and propose a conceptual framework based on this analysis. The study, therefore, does not involve any specific outcome measures or methods used to collect data. Instead, the authors use a systematic review and conceptual analysis	The key findings of the article by Jacobs and Wright (2018) are centered around the development of a conceptual framework for understanding the transfer of life skills in sport-based youth development programs. The authors propose a four-component framework that includes learning, transfer, application, and life skills. The authors argue that learning in sport-based youth development programs can be enhanced through deliberate practice, feedback, and social support. Transfer, the process of applying what has been learned in one context to another context, is facilitated by identifying similarities and differences between contexts and

			transfer, (3) application, and (4) life skills. They propose that the transfer of life skills in sport-based youth development programs occurs when there is a clear link between learning and application, and when the life skills acquired through the program are transferable to other areas of the participants' lives. The study design is focused on developing a conceptual framework rather than collecting empirical data. The authors use a systematic approach to reviewing the literature and draw on a range of sources to develop their framework.	conceptual framework to understand the transfer of life skills in such programs, based on the available evidence in the literature.	of the literature to develop their framework. The focus of the study is on developing a conceptual framework that can be used to understand and evaluate the effectiveness of sport-based youth development programs, rather than on specific outcome measures or methods for measuring program effectiveness.	providing opportunities for practice and reflection. Application is the process of using the skills learned in a program to achieve goals in other areas of life. The authors suggest that this is most likely to occur when there is a clear link between the skills learned in the program and the goals of the individual. Finally, the authors propose that life skills, which include skills such as problem-solving, decision-making, communication, and teamwork, are the ultimate outcome of sport-based youth development programs. They argue that these skills are transferable to other areas of life and can lead to positive outcomes such as improved academic performance, increased employment opportunities, and better health outcomes. Overall, the key findings of the study highlight the importance of considering the transfer of life skills in sport-based youth development programs and provide a framework that can be used to evaluate and improve the effectiveness of these programs.
cedefop, *Skill anticipation activity – Italy (2022 update)*. 2022	Italy	www.cedefop.europa.eu	The report provides an overview of the methods and findings of skills anticipation exercises conducted in Italy, which aim to identify current and future skills needs in the labor market. The report describes the study design for skills anticipation exercises in Italy, which involves several steps: Data collection: Data is collected from a variety of sources, including surveys, interviews with employers and industry representatives, and analysis of job vacancy postings and other labor market indicators. Identification of skills needs: The data collected is analyzed to identify current and future skills needs in the labor market. This may involve identifying emerging occupations or industries, as well as changes in the skills requirements for existing occupations. Validation of skills needs: The identified skills needs are validated through consultation with stakeholders, including employers, industry representatives, and education and training providers. Development of skills strategies: Based on the identified skills needs and stakeholder consultations, strategies are developed to address skills gaps and prepare the workforce for future labor market demands. The report provides detailed information on the methods used for data collection and analysis, as well as the stakeholders involved in the skills anticipation exercises in	The report provides an overview of the methods and findings of skills anticipation exercises conducted in Italy, which involve collecting data from a variety of sources to identify current and future skills needs in the labor market. The data is collected from a range of stakeholders, including employers, industry representatives, education and training providers, and job vacancy postings. The report highlights the importance of involving a diverse range of stakeholders in the skills anticipation process, in order to ensure that the identified skills needs reflect the needs of the labor market and are relevant to the development of effective skills strategies. Overall, the "sample" in the report on skills anticipation in Italy consists of the various stakeholders involved in the skills anticipation exercises, rather than a specific group of individuals being studied.	The report provides an overview of the methods and data sources used in skills anticipation exercises conducted in Italy, which aim to identify current and future skills needs in the labor market. The methods used in skills anticipation exercises in Italy typically involve collecting and analyzing data from a range of sources, including surveys, interviews with employers and industry representatives, and analysis of job vacancy postings and other labor market indicators. The data is then used to identify current and future skills needs in the labor market, which are validated through consultation with stakeholders. Based on the identified skills needs and stakeholder consultations, strategies are developed to address skills gaps and prepare the workforce for future labor market demands. The report emphasizes the importance of ongoing skills anticipation efforts in order to ensure that the workforce is prepared for the changing demands of the labor market. Overall, the outcome measure in skills	The report on skills anticipation in Italy by Cedefop provides an overview of the methods and findings of skills anticipation exercises conducted in Italy, which aim to identify current and future skills needs in the labor market. Some of the key findings from the report include: The skills anticipation exercises in Italy have identified a range of skills needs in the labor market, including digital and ICT skills, soft skills such as problem-solving and teamwork, and technical skills in areas such as engineering and health care. There is a need for greater collaboration between education and training providers and employers in order to ensure that the skills being taught are relevant to the needs of the labor market. The COVID-19 pandemic has had a significant impact on the labor market in Italy, with changes in demand for skills and increased demand for digital skills. There is a need for more effective skills forecasting and anticipation mechanisms in order to ensure that the workforce is prepared for future labor market demands. There are regional differences in skills needs and labor market conditions in Italy, with some regions experiencing higher levels of skills shortages and others experiencing higher levels

			Italy. The report also highlights the importance of ongoing skills anticipation efforts to ensure that the workforce is prepared for the changing demands of the labor market. Overall, the study design for skills anticipation exercises in Italy is a comprehensive approach to identifying current and future skills needs in the labor market, and developing strategies to address these needs.		anticipation exercises in Italy is the identification of current and future skills needs in the labor market, and the development of strategies to address these needs.	of unemployment Overall, the report highlights the importance of ongoing skills anticipation efforts in order to ensure that the workforce is prepared for the changing demands of the labor market. The report also emphasizes the need for greater collaboration between education and training providers and employers, as well as the need for more effective skills forecasting and anticipation mechanisms.
Hong, H.J. and I. Fraser, *'My sport won't pay the bills forever': High-performance athletes' need for financial literacy and self-management.* Journal of Risk and Financial Management, 2021. 14(7): p. 324.	Japan, Mexico, Portugal, Singapore, South Korea, and the UK	ResearchGate	A qualitative approach was applied. Semi-structured interviews	20 retired high-performance athletes (10 male; 10 female) (see Table 1). Since all participants were, or had been, high-profile athletes in their respective countries, sports and nationalities remain unspecified. Participant sports included artistic gymnastics, athletics, badminton, curling, fencing, judo, rhythmic gymnastics, sailing, short-track speed skating, and swimming. Participant nationalities included Japan, Mexico, Portugal, Singapore, South Korea, and the UK.	Thematic analysis was applied to analyse the data inductively.	The paper provides original empirical evidence on athletes' specific coping strategies when dealing with financial challenges and how they develop their financial literacy and self-management skills. The findings reinforce other research; in particular, the two applied theoretical frameworks previously discussed. Our analysis of athletes' in-depth accounts focuses on specific aspects of these frameworks: the financial level in the HAC model and the importance of coping strategies and organisational intervention for healthy career transition emphasised by the Conceptual Model of Adaptation to Career Transitions.

Consoni, C., C. Pesce, and D. Cherubini, *Early Drop-Out from Sports and Strategic Learning Skills: A Cross-Country Study in Italian and Spanish Students*. Sports, 2021. 9(7): p. 96.	Italy and Spain	Google Schoolar	The study is aimed to investigate the relationship between strategic learning skills and early drop-out from sports in Italian and Spanish students. The study utilized a cross-country design, comparing data from two countries.The participants were 234 Italian and 267 Spanish students (total n=501), who practiced individual and team sports. The data was collected using a questionnaire that assessed strategic learning skills and early dropout from sports.The questionnaire included three sections. The first section collected demographic data such as age, gender, and type of sport practiced. The second section assessed strategic learning skills, including metacognitive, cognitive, and affective strategies, using the "Strategic Learning Assessment" questionnaire. The third section assessed the early drop-out from sports, with questions related to the number of years practicing the sport and the reasons for dropping out.The data collected was analyzed using descriptive statistics, t-tests, and logistic regression models to identify potential relationships between the variables.Overall, the study design was cross-sectional, meaning that data was collected at a single point in time. The study aimed to explore the relationship between strategic learning skills and early drop-out from sports, using self-report data from the participants. The study provided insights into potential factors that may influence early drop-out from sports in Italian and Spanish students.	501 participants from two countries, Italy and Spain. Of the total sample, 234 participants were from Italy, and 267 were from Spain. The participants were selected through convenience sampling and included both male and female students who practiced individual and team sports. The Italian sample included 116 females and 118 males, while the Spanish sample included 130 females and 137 males. In terms of sports, the participants practiced a variety of sports, including football, basketball, volleyball, athletics, swimming, and tennis, among others. The sports were categorized as individual or team sports. The individual sports included athletics, swimming, and tennis, while the team sports included football, basketball, and volleyball. The participants were not selected based on their level of expertise or participation in competitive sports. However, the authors reported that the majority of the participants had been practicing their sport for at least two years, with some participants having more than six years of experience. The data were collected through self-report questionnaires completed by the students themselves. The questionnaire included questions related to the participants' demographics, sport type, strategic learning skills, and reasons for early dropout from sports. Overall, the sample included a diverse group of male and female students from different regions in Italy and Spain, practicing a variety of individual and team sports. However, it is important to note that the sample was limited to students who were still practicing sports at the time of data collection, as the	Strategic learning skills were assessed using the Strategic Learning Assessment questionnaire (SLA), which is a self-report measure that assesses metacognitive, cognitive, and affective strategies used by students to approach learning tasks. The SLA includes 43 items that are rated on a five-point Likert scale, ranging from 1 (never) to 5 (always). The SLA has been shown to have good psychometric properties and has been used in previous research to assess strategic learning skills in students (Pintrich et al., 1991). Early dropout from sports was assessed using a series of questions that asked participants about their number of years practicing the sport and the reasons for dropping out. Participants were considered to have dropped out of sports if they had stopped practicing their sport before the age of 16. In addition, demographic information such as age, gender, and sport type were also collected as potential covariates in the analysis. Overall, the outcome measures used in this study were self-report measures completed by the participants, which may be subject to response bias. However, the authors used established measures to assess strategic learning skills and early dropout from sports, which have been shown to have good psychometric properties in previous research. Strategic learning skills were assessed using the Strategic Learning Assessment questionnaire (SLA), which is a self-report measure that assesses metacognitive, cognitive, and affective strategies used by students to approach learning tasks. The SLA includes 43 items that are rated on a five-point Likert scale, ranging from 1 (never) to 5 (always). The SLA has been shown to have good psychometric properties and has been used in previous	Strategic learning skills: The study found that students who reported higher levels of strategic learning skills were less likely to drop out of sports early. Specifically, metacognitive and cognitive strategies were found to have the strongest association with early dropout from sports. Gender differences: The study found that male students were more likely to drop out of sports early than female students. However, this gender difference was not significant after controlling for strategic learning skills. Sport type: The study found that students who practiced individual sports were more likely to drop out of sports early than students who practiced team sports. However, this association was not significant after controlling for strategic learning skills. Country differences: The study found some country differences in the relationship between strategic learning skills and early dropout from sports. Specifically, the association between metacognitive strategies and early dropout from sports was stronger in Italian students, while the association between cognitive strategies and early dropout from sports was stronger in Spanish students. Overall, the study suggests that strategic learning skills are important predictors of early dropout from sports in Italian and Spanish students. The findings highlight the need to develop interventions to improve students' strategic learning skills, which may help to reduce early dropout from sports. Additionally, the study highlights the importance of considering cultural and country differences when investigating the relationship between strategic learning skills and early dropout from sports.

				study aimed to investigate early dropout from sports. 501 participants from two countries, Italy and Spain. Of the total sample, 234 participants were from Italy, and 267 were from Spain. The participants were selected through convenience sampling and included both male and female students who practiced individual and team sports. The Italian sample included 116 females and 118 males, while the Spanish sample included 130 females and 137 males. In terms of sports, the participants practiced a variety of sports, including football, basketball, volleyball, athletics, swimming, and tennis, among others. The sports were categorized as individual or team sports. The individual sports included athletics, swimming, and tennis, while the team sports included football, basketball, and volleyball. The participants were not selected based on their level of expertise or participation in competitive sports. However, the authors reported that the majority of the participants had been practicing their sport for at least two years, with some participants having more than six years of experience. The data were collected through self-report questionnaires completed by the students themselves. The questionnaire included questions related to the participants' demographics, sport type, strategic learning skills, and reasons for early dropout from sports. Overall, the sample included a diverse group of male and female students from different regions in Italy and Spain, practicing a variety of individual and team sports. However, it is important to note that the sample was limited to students	research to assess strategic learning skills in students (Pintrich et al., 1991). Early dropout from sports was assessed using a series of questions that asked participants about their number of years practicing the sport and the reasons for dropping out. Participants were considered to have dropped out of sports if they had stopped practicing their sport before the age of 16. In addition, demographic information such as age, gender, and sport type were also collected as potential covariates in the analysis. Overall, the outcome measures used in this study were self-report measures completed by the participants, which may be subject to response bias. However, the authors used established measures to assess strategic learning skills and early dropout from sports, which have been shown to have good psychometric properties in previous research.	

				who were still practicing sports at the time of data collection, as the study aimed to investigate early dropout from sports.		
López-Carril, S., M. Villamón, and S. McBride, *Social media in sport management education: Connecting universities and sport industry.* Journal of Physical Education and Sport, 2020: p. 3706-3712.	Spain	Scopus	Social media provide innovative teaching and learning pedagogical frameworks that change means of communication within academic institutions and enable students to develop digital skills that are helpful for a successful professional career. LinkedIn, a social media tool that focuses on professional networking and career development, has become the most popular professional social network, used by all stakeholders of the sport industry, and can therefore be used by students to stay in touch with experts and the latest trends in the sports industry. The purpose of this article is to define the main features and functionalities of LinkedIn from a sport management perspective and share guidelines to embrace and introduce it effectively into sport management courses.	No sample	Experience analysis	LinkedIn use strategies for sport managers (or future)

Anhang 4: Athlet*innen-Fragebogen für unternehmerische Fähigkeiten

Socio-Demographic Information

*Country:

Please choose...

*Gender:

Female | Male

*Age (in years):

*Are/Were your parents or grandparents originally from other nationalities?

Yes | No

*Which nationality are/were they?

*You live in a(n)...

Please choose...

*Highest completed educational qualification:

- Level 1 - Vocational training preparation (vocational preparation scheme, prevocational training year)
- Level 2 - Compulsory education certificate
- Level 3 - Professional operator certificate
- Level 4 - Upper secondary education diploma; Upper secondary education diploma; Upper secondary education diploma; Professional technician diploma; Higher technical specialisation certificate
- Level 5 - Higher technical education diploma
- Level 6 - Bachelor degree; First level academic diploma
- Level 7 - Master degree; Second level academic diploma; First level university master; Academic specialisation diploma (I); Higher specialisation diploma or master (I)
- Level 8 - Research doctorate; Academic diploma for research training; Second level university master; Academic specialisation diploma (II); Higher specialisation diploma or master (II)

*Are you currently studying?

Yes | No

*In which field?

*Are you currently working?

Yes | No

*Would you say that you struggle to make ends meet financially?

- Never
- Occasionally
- Sometimes
- Often
- Always

*Which sport(s) do/did you practice?

*Total athletic experience:

- [ ] less than 1 year
- [ ] 1 to 4 years
- [ ] 5 to 9 years
- [ ] 10 to 20 years
- [ ] more than 20 years

Total athletic experience (in games/matches):

*At what level(s) have you competed as an athlete?

- [ ] regional competition
- [ ] national competition

*Have you ever played for the national team (regardless of the competition level)?

Yes | No

*Is sports your main source of income?

Yes | No

*Are you an amateur or professional athlete?

- ( ) Amateur
- ( ) Professional

Skills and Competencies - self-assessment

✱How do you currently rate yourself on the following entrepreneurial skills and competencies? Indicate from **1** (**no aptitude at all**) to **7** (**very high aptitude**).

Ideas and Opportunities:

This question is mandatory
Please complete all parts.

	1	2	3	4	5	6	7
Creativity	○	○	○	○	○	○	○
Critical thinking	○	○	○	○	○	○	○
Initiative	○	○	○	○	○	○	○

✱How do you currently rate yourself on the following entrepreneurial skills and competencies? Indicate from **1** (**no aptitude at all**) to **7** (**very high aptitude**).

Personal resources:

This question is mandatory
Please complete all parts.

	1	2	3	4	5	6	7
Self-awareness	○	○	○	○	○	○	○
Self-respect	○	○	○	○	○	○	○
Self-confidence	○	○	○	○	○	○	○
Discipline	○	○	○	○	○	○	○
Self-efficacy	○	○	○	○	○	○	○
Motivation	○	○	○	○	○	○	○
Emotional intelligence	○	○	○	○	○	○	○
Resilience	○	○	○	○	○	○	○
Self-regulation	○	○	○	○	○	○	○
Adaptability	○	○	○	○	○	○	○
Perseverance	○	○	○	○	○	○	○
Leadership	○	○	○	○	○	○	○
Communication	○	○	○	○	○	○	○
Interpersonal relationship	○	○	○	○	○	○	○
Diversity sensitivity	○	○	○	○	○	○	○

✱How do you currently rate yourself on the following entrepreneurial skills and competencies? Indicate from **1** (**no aptitude at all**) to **7** (**very high aptitude**).

Specific knowledge:

This question is mandatory
Please complete all parts.

	1	2	3	4	5	6	7
Digital skills	○	○	○	○	○	○	○
Legal knowledge	○	○	○	○	○	○	○
Financial and economic skills	○	○	○	○	○	○	○
Technological skills	○	○	○	○	○	○	○
Entrepreneurial thinking	○	○	○	○	○	○	○

✱How do you currently rate yourself on the following entrepreneurial skills and competencies? Indicate from **1** (**no aptitude at all**) to **7** (**very high aptitude**).

Into action:

This question is mandatory
Please complete all parts.

	1	2	3	4	5	6	7
Planning	○	○	○	○	○	○	○
Decision making	○	○	○	○	○	○	○
Networking skills	○	○	○	○	○	○	○
Teamwork	○	○	○	○	○	○	○
Respect	○	○	○	○	○	○	○
Problem solving	○	○	○	○	○	○	○
Learn by doing	○	○	○	○	○	○	○
Positive attitude	○	○	○	○	○	○	○
Fair play	○	○	○	○	○	○	○
Mentoring	○	○	○	○	○	○	○
Organization	○	○	○	○	○	○	○
Orientation to results	○	○	○	○	○	○	○
Conflict management	○	○	○	○	○	○	○
Goal setting	○	○	○	○	○	○	○

Skills and Competencies developed through Sport

✱Do you think you developed these skills and competencies through sport? Indicate from **1** (**strongly agree**) to **7** (**strongly disagree**).

Ideas and Opportunities:

	1	2	3	4	5	6	7
Creativity	○	○	○	○	○	○	○
Critical thinking	○	○	○	○	○	○	○
Initiative	○	○	○	○	○	○	○
Innovation	○	○	○	○	○	○	○
Vision	○	○	○	○	○	○	○
Work ethics	○	○	○	○	○	○	○

✱Do you think you developed these skills and competencies through sport? Indicate from **1** (**strongly agree**) to **7** (**strongly disagree**).

Personal resources:

	1	2	3	4	5	6	7
Self-awareness	○	○	○	○	○	○	○
Self-respect	○	○	○	○	○	○	○
Self-confidence	○	○	○	○	○	○	○
Discipline	○	○	○	○	○	○	○
Self-efficacy	○	○	○	○	○	○	○
Motivation	○	○	○	○	○	○	○
Emotional intelligence	○	○	○	○	○	○	○
Resilience	○	○	○	○	○	○	○
Self-regulation	○	○	○	○	○	○	○
Adaptability	○	○	○	○	○	○	○
Perseverance	○	○	○	○	○	○	○
Leadership	○	○	○	○	○	○	○

✱Do you think you developed these skills and competencies through sport? Indicate from **1** (**strongly agree**) to **7** (**strongly disagree**).

Specific knowledge:

	1	2	3	4	5	6	7
Digital skills	○	○	○	○	○	○	○
Legal knowledge	○	○	○	○	○	○	○
Financial and economic skills	○	○	○	○	○	○	○
Technological skills	○	○	○	○	○	○	○

✱Do you think you developed these skills and competencies through sport? Indicate from **1** (**strongly agree**) to **7** (**strongly disagree**).

Into action:

	1	2	3	4	5	6	7
Planning	○	○	○	○	○	○	○
Decision making	○	○	○	○	○	○	○
Networking skills	○	○	○	○	○	○	○
Teamwork	○	○	○	○	○	○	○
Respect	○	○	○	○	○	○	○
Problem solving	○	○	○	○	○	○	○
Learn by doing	○	○	○	○	○	○	○
Positive attitude	○	○	○	○	○	○	○
Fair play	○	○	○	○	○	○	○
Mentoring	○	○	○	○	○	○	○
Organization	○	○	○	○	○	○	○
Orientation to results	○	○	○	○	○	○	○
Conflict management	○	○	○	○	○	○	○
Goal setting	○	○	○	○	○	○	○

Anhang 5: Zusammenfassende Stichprobencharakteristik Athlet*innen

Country	**N**	**%**
Italy (IT)	46	22,8
Germany (GER)	35	17,3
Spain (ES)	30	14,9
Hungary (HU)	36	17,8
Portugal (PT)	55	27,2
Total	**202**	**100**
Gender	N	%
Female ♀	84	41,6
Male ♂	118	58,4
Total	**202**	**100**
Nationality	**N**	**%**
Italy (IT)	46	22,8
Germany (GER)	32	15,8
Spain (ES)	30	14,9
Hungary (HU)	36	17,8
Portugal (PT)	48	23,8
Other	10	5
Total	**202**	**100**
Parents' nationality	**N**	**%**
The same	181	89,6
Different	21	10,4
Total	202	100
Living	N	%
Urban setting	153	75,7
Rural setting	49	24,3
Total	202	100
Qualifications	**N**	**%**
Level 1 - Vocational training preparation (vocational preparation scheme, prevocational training year)	9	4,5
Level 2 - Compulsory education certificate	8	4
Level 3 - Professional operator certificate	18	8,9
Level 4 - Upper secondary education diploma; Upper secondary education diploma;	43	21,3
Level 5 - Higher technical education diploma	16	7,9
Level 6 - Bachelor degree; First level academic diploma	54	26,7
Level 7 - Master degree; Second level academic diploma; First level university master;	47	23,3
Level 8 - Research doctorate; Academic diploma for research training; Second level university master;	7	3,5
Total	**202**	**100**
Student	**N**	**%**
Yes	111	55
No	91	45
Total	**202**	**100**
Working	**N**	**%**
Yes	137	67,8
No	65	32,2
Total	**202**	**100**
Financially	**N**	**%**
Never	81	40,1
Occasionally	54	26,7
Sometimes	50	24,8
Often	16	7,9
Always	1	0,5
Total	**202**	**100**
Experience	N	%
Less than 1 year	1	0,5
1 to 4 years	10	5
5 to 9 years	53	26,2
10 to 20 years	99	49
more than 20 years	39	19,3
Total	**202**	**100**

Competetion level	N	%
Regional - Yes	103	51
Regional - No	99	49
National - Yes	124	61,4
National - No	78	38,6
European - Yes	47	23,3
European - No	155	76,7
World - Yes	27	13,4
World - No	175	86,6
Olympic - Yes	5	2,5
Olympic- No	197	97,5
None	**N**	**%**
Yes	14	6,9
No	188	93,1
National team	**N**	**%**
Yes	58	28,7
No	144	71,3
Income	**N**	**%**
Yes	58	28,7
No	144	71,3
Total	**202**	**100**
Professional athlete	**N**	**%**
Amateur	138	68,3
Professional	64	31,7
Total	**202**	**100**
Age	**N**	**%**
<19 years old	18	8,9
19-21 years old	34	16,8
22-25 years old	51	25,2
26-30 years old	44	21,8
>30 years old	55	27,2
Total	**202**	**100**

Anhang 6: Übersicht Sportarten und Anzahl

Sports	Number of athletes
handball	9
soccer	73
indoor soccer/futsal	4
basketball	11
volleyball	16
rugby	2
flag football	2
American football	3
ice hockey	1
(ultimate) frisbee	5
water polo	4
rowing	3
synchronised swimming	2
cheerleading	1
(folk) dance	4
sailing	1
running/jogging	9

athletics	11
trailrunning	10
biathlon	1
duathlon	1
mountaineering/hiking	6
surfing	2
SUP	1
swimming	17
kayak/canoe	2
martial arts	1
karate	3
Kickboxing	2
fencing	1
Taekwondo	20
boxing	2
Brazilian Jiu Jitsu	2
judo	2
BMX	7
mountainbiking	2
cycling	6
Pole Dance	1
(artistic) gymnastics	9
table tennis	4
padel	1
tennis	3
crossfit	2
fitness/weight training	8
bodybuilding	1
horseback riding	4
dressage riding	1
shot put	1
(sport) shooting	3
climbing	3
bouldering	1
badminton	1
Yoga	1
figure skating	1
cross country skiing	1
skiing	3
skating	1

Anhang 7: Statistische Analyse

Variables	Paired differences			95% Confidence Interval of the Difference		t	df	Significance	
	Mean	Standard Deviation	Standard Mean Error	Lower	Upper			Unilateral p	Bilateral p
Id_Opp_Creativity1 - Id_Opp_Creativity2	0,356	1,682	0,118	0,123	0,59	3,013***	201	0,001	0,003
Id_Opp_Crit_thinking1 - Id_Opp_Crit_thinking2	0,639	1,816	0,128	0,387	0,891	4,999***	201	<,001	<,001
Id_Opp_Initiative1 - Id_Opp_Initiative2	0	1,577	0,111	-0,219	0,219	0	201	0,5	1
Id_Opp_Innovation1 - Id_Opp_Innovation2	0,248	1,502	0,106	0,039	0,456	2,342**	201	0,01	0,02
Id_Opp_Vision1 - Id_Opp_Vision2	0,351	1,558	0,11	0,135	0,568	3,206***	201	<,001	0,002
Id_Opp_Work_ethics1 - Id_Opp_Work_ethics2	0,55	1,51	0,106	0,34	0,759	5,174***	201	<,001	<,001

Note: *90%, **95%; ***99%

Variables	Paired differences			95% Confidence Interval of the Difference		t	df	Significance	
	Mean	Standard Deviation	Standard Mean Error	Lower	Upper			Unilateral p	Bilateral p
Per_res_Self_awareness1 - Per_res_Self_awareness2	0,173	1,65	0,116	-0,056	0,402	1,493*	201	0,069	0,137
Per_res_Self_respect1 - Per_res_Self_respect2	0,277	1,556	0,109	0,061	0,493	2,533***	201	0,006	0,012
Per_res_Self_confidence1 - Per_res_Self_confidence2	-0,059	1,758	0,124	-0,303	0,185	-0,48	201	0,316	0,632
Per_res_Discipline1 - Per_res_Discipline2	-0,089	1,682	0,118	-0,322	0,144	-0,753	201	0,226	0,452
Per_res_Self_efficacy1 - Per_res_Self_efficacy2	0,074	1,476	0,104	-0,131	0,279	0,715	201	0,238	0,475
Per_res_Motivation1 - Per_res_Motivation2	0,084	1,541	0,108	-0,13	0,298	0,776	201	0,219	0,439
Per_res_Emotional_intelligence1 - Per_res_Emotional_intelligence2	0,663	1,706	0,12	0,427	0,9	5,526***	201	<,001	<,001
Per_res_Resilience1 - Per_res_Resilience2	0,139	1,496	0,105	-0,069	0,346	1,316	201	0,095	0,19
Per_res_Self_regulation1 - Per_res_Self_regulation2	0,173	1,481	0,104	-0,032	0,379	1,663	201	0,049	0,098
Per_resources_Adaptability1 - Per_resources_Adaptability2	0,401	1,54	0,108	0,187	0,615	3,701***	201	<,001	<,001
Per_res_Perseverance1 - Per_res_Perseverance2	0,178	1,602	0,113	-0,044	0,4	1,582	201	0,058	0,115

Per_res_Leadership1 - Per_res_Leadership2	0,168	1,463	0,103	-0,035	0,371	1,635	201	0,052	0,104
Per_res_Communication1 - Per_res_Communication2	0,252	1,574	0,111	0,034	0,471	2,279	201	0,012	0,024
Per_res_Interpersonal_relationship1 - Per_res_Interpersonal_relationship2	0,228	1,58	0,111	0,009	0,447	2,049	201	0,021	0,042
Per_res_Diversity_sensitivity1 - Per_res_Diversity_sensitivity2	0,416	1,744	0,123	0,174	0,658	3,39***	201	<,001	<,001
Per_res_Responsibility1 - Per_res_Responsibility2	0,52	1,474	0,104	0,315	0,724	5,014***	201	<,001	<,001

Note: *90%, **95%; ***99%

Variables	Paired differences			95% Confidence Interval of the Difference		t	df	Significance	
	Mean	Standard Deviation	Standard Mean Error	Lower	Upper			Unilateral p	Bilateral p
Spec_know_Digital_skills1 - Spec_know_Digital_skills2	1,485	2,11	0,148	1,192	1,778	10,006***	201	<,001	<,001
Spec_know_Legal_know1 - Spec_know_Legal_know2	0,347	1,85	0,13	0,09	0,603	2,663***	201	0,004	0,008
Spec_know_Fim_eco_skills1 - Spec_know_Fim_eco_skills2	0,634	2,053	0,144	0,349	0,918	4,388***	201	<,001	<,001
Spec_know_Tech_skills1 - Spec_know_Tech_skills2	1,248	2,146	0,151	0,95	1,545	8,262***	201	<,001	<,001
Spec_know_Entrep_thinking1 - Spec_know_Entrep_thinking2	0,782	2,05	0,144	0,498	1,067	5,424***	201	<,001	<,001

Note: *90%, **95%; ***99%

Variables	Paired differences			95% Confidence Interval of the Difference		t	df	Significance	
	Mean	Standard Deviation	Standard Mean Error	Lower	Upper			Unilateral p	Bilateral p
Into_action_Planning1 - Into_action_Planning2	0,287	1,803	0,127	0,037	0,537	2,263**	201	0,012	0,025
Into_action_Decision_making1 - Into_action_Decision_making2	0,282	1,688	0,119	0,048	0,516	2,375***	201	0,009	0,018
Into_action_Net_skills1 - Into_action_Net_skills2	0,144	1,76	0,124	-0,101	0,388	1,159	201	0,124	0,248
Into_action_Teamwork1 - Into_action_Teamwork2	0,173	1,585	0,112	-0,047	0,393	1,554*	201	0,061	0,122
Into_action_Respect1 - Into_action_Respect2	0,639	1,572	0,111	0,421	0,857	5,774***	201	<,001	<,001
Into_action_Problem_solving1 - Into_action_Problem_solving2	0,673	1,6	0,113	0,451	0,895	5,981***	201	<,001	<,001
Into_action_Learn_doing1 - Into_action_Learn_doing2	0,49	1,594	0,112	0,269	0,711	4,371***	201	<,001	<,001

Into_action_Positive_attitude1 - Into_action_Positive_attitude2	0,233	1,568	0,11	0,015	0,45	2,109**	201	0,018	0,036
Into_action_Fair_play1 - Into_action_Fair_play2	0,446	1,608	0,113	0,222	0,669	3,937***	201	<,001	<,001
Into_action_Mentoring1 - Into_action_Mentoring2	0,366	1,547	0,109	0,152	0,581	3,366***	201	<,001	<,001
Into_action_Organization1 - Into_action_Organization2	0,505	1,658	0,117	0,275	0,735	4,329***	201	<,001	<,001
Into_action_Orient_results1 - Into_action_Orient_results2	0,337	1,659	0,117	0,106	0,567	2,884***	201	0,002	0,004
Into_action_Conf_manag1 - Into_action_Conf_manag2	0,267	1,611	0,113	0,044	0,491	2,359**	201	0,01	0,019
Into_action_Goal_setting1 - Into_action_Goal_setting2	0,297	1,654	0,116	0,067	0,527	2,552***	201	0,006	0,011

Note: *90%, **95%; ***99%