

# SPORT4E

## Zárójelentés a fiatal sportolók vállalkozói készségeinek elérhetőségéről

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*Sport4E - Skills through sport for Employability and Employment*  
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## 1. Bevezetés

### 1.1. A Sport4E projekt bemutatása

#### 1.1. A Sport4E projekt bemutatása

A "Sport4E - Készségek a sporton keresztül a foglalkoztathatóságért és a vállalkozói készségekért" című projekt elsődleges célja a sportban és a sporton keresztül történő oktatás előmozdítása, különös tekintettel a készségfejlesztésre, valamint a sportolók kettős karrierjéről szóló uniós iránymutatások végrehajtásának támogatása. A projekt célja, hogy a fiatal sportolók és a sportvilág kulcsszereplői, köztük edzők, oktatók, sportvezetők és klubok kapacitásépítését a munka- és vállalkozói készségek fejlesztésével fokozza.

Az edzőktől és a sportoktatóktól elvárják, hogy a technikai szakértelmen túlmenően többféle készséggel is rendelkezzenek. Ezek a készségek puha, átadható és életvezetési készségek, amelyeket az edzőknek jelenlegi szerepükben kell ápolniuk és hasznosítaniuk, hogy átadják azokat a sportolóknak és a sportolóknak. Az azonban még mindig nem tisztázott, hogy a sportedzők tisztában vannak-e ezekkel a készségekkel, és beépítik-e azokat a sportolókkal folytatott edzéseikbe. Felismerve az egyének képzésének és oktatásának szükségességét az új munkaképességek fejlesztése terén, a projekt célja, hogy felhívja az edzők és az edzők figyelmét a készségfejlesztés lehetőségére, és létrehozson egy sor oktatási és nyílt erőforrást a puha és szakmai készségek sporton keresztül történő fejlesztésének támogatására. Ez a megközelítés lehetővé teszi, hogy a sport a munkaerőpiacon alkalmazható készségek és kompetenciák megszerzésének útjává váljon.

## 1..2. A készségek és kompetenciák értékelése

### 1.1.1. Background

#### 1.1.1.1. Háttér

A sportolók kiválóan alkalmasak a sportban való vállalkozói tevékenységre. A vállalkozói tevékenységben való részvételük ösztönözheti a növekedést, az innovációt és a pozitív gazdasági hatásokat. A sportolók rendelkeznek a sport során megszerzett készségekkel és kompetenciákkal, mint például a tanulási képesség, a szociális és állampolgári kompetenciák, a vezetői képesség, a kommunikáció, a csapatmunka, a fegyelem, a kreativitás, a kitartás és a vállalkozói készség. Szakmai ismeretekre és készségekre is szert tesznek a marketing, a menedzsment és a közbiztonság terén. Ezek a készségek és kompetenciák támogatják részvételüket, fejlődésüket és előrehaladásukat az oktatásban, képzésben és foglalkoztatásban, ami kívánatossá teszi őket a munkaadók számára.

A hivatásos sportolók értékes hálózatokat építhetnek ki sportkarrierjük során, kapcsolatot teremthetnek különböző ágazatok befolyásos és tehetős személyiségeivel. Ez a hálózat előnyös lehet a sportolók vállalkozói útja során, beleértve a médiát, az adatelemzést, a sportolói és szurkolói élményeket, valamint az árukat és szolgáltatásokat.

A sportolók azonban gyakran szembesülnek azzal a kihívással, hogy sportkarrierjüket az oktatással vagy a munkával egyensúlyban kell tartaniuk, így a lehetőségek kiaknázásához személyre szabott támogatásra van szükségük. Alapvető fontosságú, hogy több információt gyűjtsünk, javítsuk az oktatást, és olyan struktúrákat hozunk létre, amelyek támogatják a sportolók vállalkozói törekvéseit.

The Erasmus project "*Sport4E – Skills through sport for Employability and Entrepreneurship*" was initiated to address these issues. Coaches and sports instructors need to possess soft, transversal, and life skills beyond technical expertise, which they should pass on to athletes. The project aims to raise awareness among coaches about these skills and provide educational resources to support soft and professional skills development through sports.

This report intends to explore the skills and competencies developed through sports and their relevance in the labour market. The research results will serve as a foundation for further investigation and the creation of reports on the availability of entrepreneurship skills among young athletes and the capacity of coaches to use sports as a tool for developing skills and competencies for the labour market.

### 1.1.2. A készségek és kompetenciák meghatározása

A készségek és kompetenciák jelentésének tisztázása és a köztük lévő különbségek megértése érdekében a következő meghatározásokat adjuk meg:

A készségek a tudás alkalmazására és a szakértelem felhasználására való képességet jelentik a feladatok elvégzése és a problémák megoldása érdekében. Az Európai Képesítési Keretrendszer szerint a készségek a logikus, intuitív és kreatív gondolkodást magában foglaló kognitív készségek vagy a kéz ügyességet és a módszerek, anyagok, eszközök és műszerek használatát magában foglaló gyakorlati készségek kategóriájába sorolhatók.

A puha készségek és a kemény készségek megkülönböztethetők egymástól. A puha készségek magukban foglalják az interperszonális képességeket és a másokkal való hatékony interakció

képességét. Másrészt a kemény készségek egy adott területre jellemző műszaki vagy szakmai képzettséget jelentenek.

A kompetencia azt a bizonyított képességet jelöli, hogy az ismeretek készségeit, valamint a személyes, szociális és módszertani képességeket munka- vagy tanulmányi helyzetekben, valamint a személyes és szakmai fejlődésben alkalmazni tudja. Az Európai Képesítési Keretrendszerben a kompetenciát a felelősség és az önállóság fogalmával írják le, ami a felelősségvállalás és az önálló munkavégzés képességét jelzi [1-5].

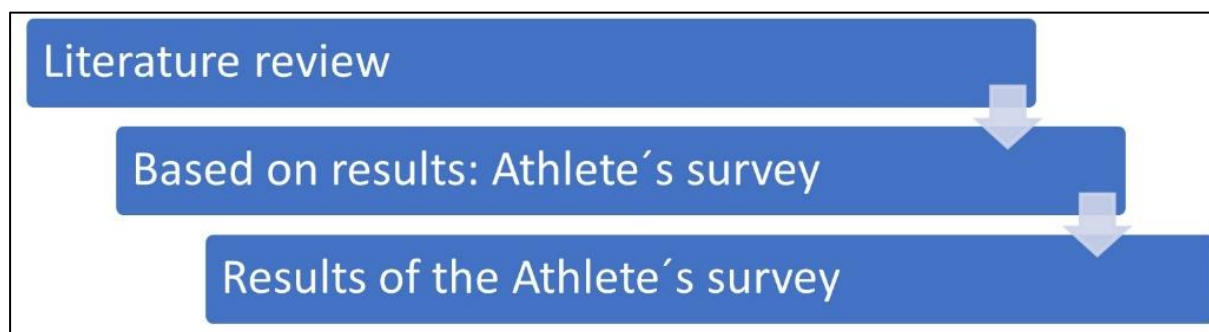
### **Összefoglalás**

*A készségek a tudás és a know-how alkalmazására utalnak a feladatok elvégzése során, míg a kompetenciák a tudás, a készségek és a személyes tulajdonságok különböző kontextusokban történő hatékony felhasználásának bizonyított képességét foglalják magukban, a felelősségre és az önállóságra összpontosítva.*

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## 1.2. Célok

E jelentés célja a szakirodalom áttekintése, a szakirodalom elemzése alapján a sportolóknak szóló kérdőív kidolgozása, valamint a sportolók körében végzett felmérés eredményeinek bemutatása (lásd az 1. ábrát).



1. ábra: A munkafolyamatok áttekintése.

A felmérés célja, hogy meghatározza azokat a sportban elsajátított készségeket, amelyek a sportolók vállalkozói készségekkel kapcsolatos igényeire is kiterjeszthetők a jövőbeli munkaerőpiacon. Ennek érdekében két elsődleges kutatási kérdést fogalmaztak meg:

- A) Milyen készségeket és kompetenciákat lehet a sporton keresztül művelni?
- B) Milyen konkrét készségek birtoklása értékes a sportolók számára a munkaerőpiacra való hatékony belépéshez?

## 2. Irodalmi áttekintés

### 2.1. Anyagok és módszerek

A Sport4E Erasmus projekt mind a hat partnere, nevezetesen az Instituto Politécnico Do Porto (Portugália, koordinátor), a Müncheneri Műszaki Egyetem (Németország, partner), a Centro Internazionale per la Promozione Dell'educazione e lo Sviluppo Associazione (Olaszország, Partner), Budapesti Egyesület a Nemzetközi Sportért (Magyarország, Partner), Sindicato dos Jogadores Profissionais de Futebol (Portugália, Partner), és Tempo Finito Sll (Spanyolország, Partner), két témában végeztek önálló irodalomkutatást: (A) a sport által fejlesztett készségek és kompetenciák, valamint (B) a munkaerőpiacra való bejutáshoz szükséges készségek (a Sport4E 2023 januárjában indult javaslata által adott). Az irodalomkutatás előre meghatározott időkeretben, 2023. március 1-től 2023. március 15-ig tartott.

A szakirodalom bevonási kritériumai a 2013 és 2023. március 15. között angol nyelven megjelent minden típusú tanulmányt felöleltek, a minta méretére vonatkozó korlátozások nélkül (1. táblázat).

Table 1: Inclusion criteria literature review.

<b>Befogadási kritériumok:</b>	
<b>Nyelv:</b>	Nyelvek: Angol
<b>Megjelenés dátuma:</b>	2013 januárjától 2023 márciusáig
<b>Minta Bármilyen mintaméret</b>	
	Tanulmányok típusa: Minden tanulmánytípus
<b>Fiatal sportoló:</b>	15-25 év közötti személy, aki rendszeresen (átlagosan legalább heti két alkalommal) edz azzal a céllal, hogy versenyeken vegyen részt. Évente legalább 1-2 versenyen kell részt venni. A sportolónak nem kell regisztrált hivatásos sportolónak lennie, és amatőr sportolók is lehetnek.
<b>Edző és sportoktató:</b>	A sport és egészségügy területén (országspecifikusan) okleveles edzői végzettséggel vagy általános végzettséggel rendelkező személy, aki egyéni sportolót vagy sportcsapatot edz, hogy felkészítse őket a versenyekre.
<b>Ország:</b>	A megfelelő együttműködő országok tanulmányai. A TUM például olyan tanulmányokat keres, amelyek vagy német sportolókra és német edzőkre vonatkoznak, vagy a német munkaerőpiacra összpontosítanak.

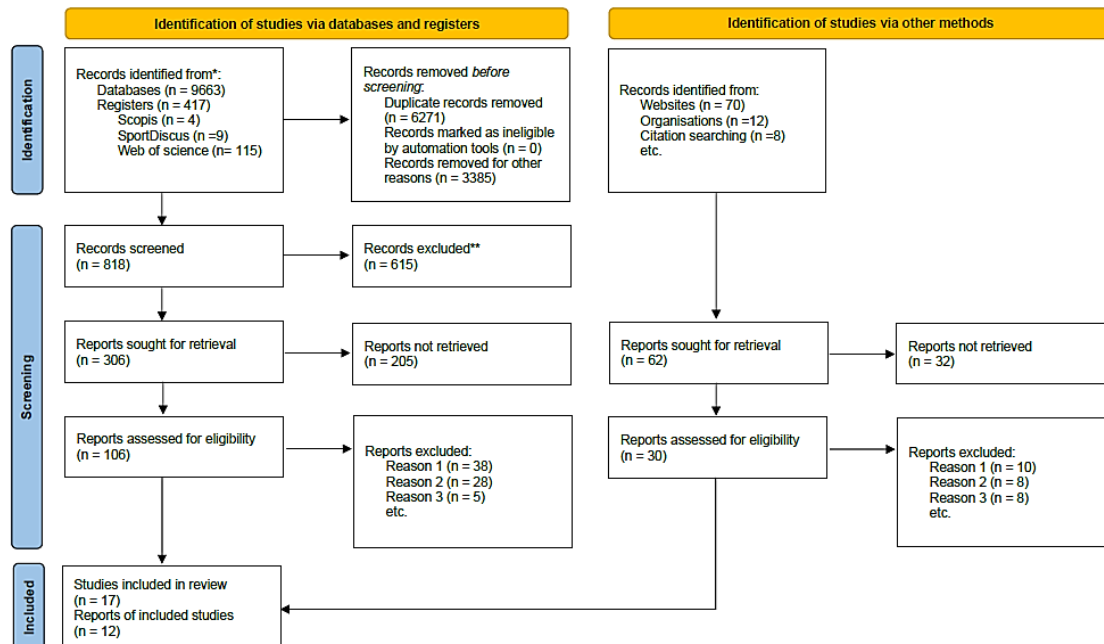


Az áttekintést a következő keresőkifejezések használatával végeztük: készség; kompetencia; sport; testmozgás; munkaerőpiac/munkaerőpiac; foglalkoztathatóság; munka/munkahelyi gyakorlat; vállalkozó/vállalkozói tevékenység; vállalkozás; fiatal sportoló; edző; sportoktató; \*az Ön országa\*.

## 1.2.A szakirodalmi áttekintés eredményei

Az eredményeket a "PRISMA Flow Diagram" (1. melléklet) és a "Summary of included studies" (1. függelék) című szerkesztett dokumentumokban nyújtották be országonként, a következő paraméterek szerint: Szerző, Ország, Adatbázis/regiszter/ vagy egyéb forrás/ Tanulmányterv/eredmény mérőszám (a tanulmányban használt módszer), Főbb megállapítások. Az első kérdésre: "Milyen készségek és kompetenciák fejleszthetők a sporton keresztül?". 818 primer tanulmányt szűrtek ki, és összesen 17 tanulmányt és 12 jelentést vontak

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources – Skills and competencies developed through sports (A)



\*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

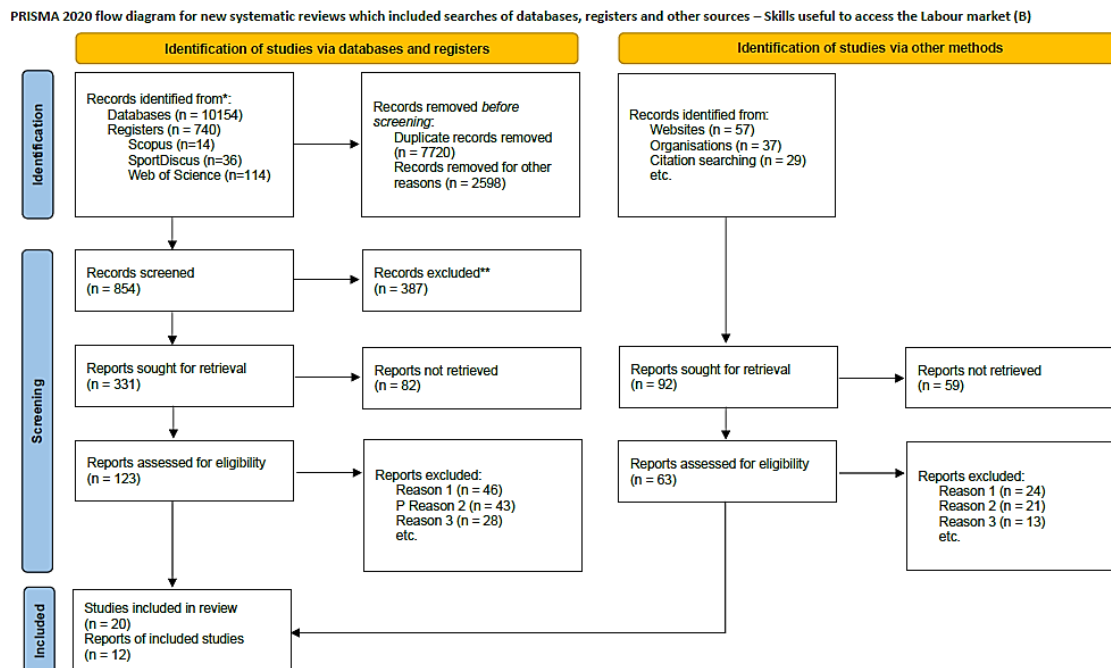
\*\*If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: <http://www.prisma-statement.org/>

2. ábra: Áramlási diagram A- A sport által fejlesztett készségek és kompetenciák.

A második kérdés: "Milyen konkrét készségekkel érdemes rendelkezniük a sportolóknak ahhoz, hogy hatékonyan tudjanak belépni a munkaerőpiacra?". 854 elsődleges tanulmányt

azonosítottak, és 20 tanulmányt és 12 jelentést vontak be (lásd a 3. ábrát).



\*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).  
\*\*If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.  
From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: <http://www.prisma-statement.org>

3. ábra: B folyamatára - A munkaerőpiacra való bejutáshoz szükséges készségek.

A kérdőív kidolgozásához, mint fő feladathoz, az összes partner szakirodalom-kutatás legfontosabb megállapításait összegyűjtötték és elemezték. Egy szakértői testületben megvitatták, összegezték és az alábbi címszavak listájára redukálták a szakirodalom legfontosabb megállapításait (lásd a 2. táblázatot és a 2. függelékét), a következő pontokra bontva: Mentális készségek, Szociális készségek, Vezetői készségek, Analitikus készségek/kognitív kompetenciák, Kreatív készségek, Digitális és információs és kommunikációs technológiai (IKT) készségek és Egyéb.

2. táblázat: A szakirodalmi áttekintés eredményei.

A sport által fejlesztett készségek és kompetenciák (A)	A munkaerőpiacra való belépéshez szükséges készségek (B)
<b>Mentális készségek</b>	
Fegyelem [6]	Fegyelem [6]
Akarat, akarat, győzni akarás [6]	Akarat, akarat, győzni akarás [6]
önmotiváció [7]	
	Motivációs kompetenciák [8]
Pszichológiai kitartás [6]	
Pszichológiai kitartás [6]	
Szociális és érzelmi kompetencia [9]	
	Érzelmi intelligencia [10-12]
Alkalmazkodóképesség [10, 14]	
Bátorság a komfortzónából való kilépéshez [15]	

A sport által fejlesztett készségek és kompetenciák (A)	A munkaerőpiacra való belépéshez szükséges készségek (B)
Önbizalom [6]	Önbizalom [6]
Önbizalom [6]	Önbizalom [6]
Kitartás [6]	Kitartás [6]
	Szociális készségek
Tisztelet [6]	Tisztelet [6]
Hálózati készségek [15]	Személyes kapcsolatok [11]
	Kulturális kompetencia [8]
	Kulturális tudatosság [10]
	Pozitív munkahelyi légkör [11]
	Pozitív hozzáállás [14]
	Személyes kapcsolatok [11]
Kommunikáció [6, 13, 16]	Kommunikáció [6, 10, 14, 15]
Csapatmunka [16]	Csapatmunka [10, 14, 15, 17]
	Társadalmi befolyás [12]
Fair play [6]	Fair play [6]
<b>Menedzment készségek</b>	
Leadership [6]	Vezetés [6, 10, 12, 14]
	Oktatás [12]
	Mentorálás [12]
	Tanítás [12]
	Pénzügyi ismeretek [18]
Időgazdálkodási készségek [7]	Önmenedzselési készségek [18]
Tervezés [6]	
Szervezés [6]	Tervezés [6]
Felelősség [6]	Szervezés [6]
Célok elérése [6]	Felelősség [6]
Vállalkozói gondolkodás [6]	Célok elérése [6]
Időgazdálkodási készségek [7]	Vállalkozói gondolkodás [6]
<b>Analitikai készség /Kognitív kompetenciák</b>	
Problémamegoldás [16]	Problémamegoldás [10, 12, 14, 15, 17]
	Komplex problémamegoldás [12]
	Hibaelhárítás és felhasználói tapasztalat [12]
	Érvelés, problémamegoldás és ötletelés [12]
Folyékony gondolkodás [9]	
	Analitikus gondolkodás és innováció [12]
	Rendszerelemzés és értékelés [12]
Kritikai gondolkodás [6]	Kritikai gondolkodás [6, 10]
	Kritikai gondolkodás és elemzés [12]
Stratégiai tanulási készségek [19]	
	Aktív tanulás és tanulási stratégiák [12]
Kreatív készségek	
Kreativitás [6, 13]	Kreativitás [6, 10, 14]

A sport által fejlesztett készségek és kompetenciák (A)	A munkaerőpiacra való belépéshez szükséges készségek (B)
	Kreativitás, eredetiség és kezdeményezés [12]
	Innováció [14]
<b>Digitális, információs és kommunikációs technológiai (IKT) készségek</b>	
	Digitális készségek és IKT készségek [17, 20]
	Technológia használata, nyomon követése és ellenőrzése [12]
	Technológiai tervezés és programozás [12]
<b>Egyéb</b>	
	Szolgáltatásorientáció [12]
	Műszaki készségek olyan területeken, mint a mérnöki és egészségügyi ellátás [17]

### 3.1.4. A vállalkozói készségekre vonatkozó kérdőív kidolgozása sportolók számára

#### 3.2. A sportolói kérdőív módszerei és anyaga

A cél az volt, hogy a szakirodalmi áttekintés alapján kidolgozzunk egy kérdőívet a sportolók számára. Emellett a szakirodalomban már létező kérdőíveket kerestünk és használtuk fel második alapként [21]. Továbbá a projekt egyik partnere (CEIPES) biztosította a "Vállalkozói és kettős karrier kérdőív sportolóknak" című kérdőívet, amelyet az "ELISA: Vállalkozói tanulás a sportban a fiatal sportolók foglalkoztathatóságának fejlesztésének támogatására" című Erasmus+ projekthez készítettek. [22]. A portugáliai Portóban (2023.4.27.-28.4.) tartott transznacionális találkozón nyolc szakértő foglalta össze a szakirodalom legfontosabb megállapításaiból levezetett kivonatolt készségeket és kompetenciákat, és rövidítette azokat, ha a készségek jelentése megegyezik. Ezt követően a készségeket összehasonlították a "SOFT SKILLS LIST" [23] című dokumentummal, és ismét összefoglalták a készségeket. A készségek különböző kategóriákba sorolásához az Armuña et al. [24] kérdőíve volt az alap, az EntreComp és Armuña [21] modelljeinek felhasználásával. Végül az elemzés a kulcsfontosságú megállapításokból származó készségeket és kompetenciákat négy kategóriába sorolta:

#### **Ötletek és lehetőségek, Személyes erőforrások, Konkrét tudás, Into Action.**

A végleges sportolói kérdőívet (3. függelék) minden partner lefordította angolról a saját nemzeti nyelvére (portugál, német, olasz, magyar, spanyol), és beillesztette a Lime Survey rendszerbe, amely egy fejlett online felmérési rendszer minőségi online felmérések készítésére (www.limesurvey.org). A különböző megadott készségek és kompetenciák közül a résztvevőknek egy 1-től (egyáltalán nem alkalmas) 7-ig (nagyon alkalmas) terjedő skálán azt a kérdést tették fel, hogy "jelenleg mennyire értékelik magukat az adott vállalkozói készségek és kompetenciák tekintetében". Továbbá az adott készségek és kompetenciák ugyanezen kiválasztásánál azt is megkérdezték tőlük, hogy "úgy gondolják-e, hogy ezeket a készségeket és kompetenciákat a sport révén fejlesztették"? A választ ismét egy 1-től (egyáltalán nincs alkalmasság) 7-ig (nagyon magas alkalmasság) terjedő skálán kellett megadniuk.

A kérdőívet a LimeSurvey online eszközön keresztül valamennyi partnerország szétküldte a sportolói hálózatának. Az adatgyűjtés 2023. május 1. és 21. között zajlott. Minden eredményt összegyűjtöttek, elemeztek és statisztikailag leírtak. A változókat a központi tendencia mérései

alapján elemezték: Középérték, medián, módusz és szórás, ami lehetővé teszi a központi és szórás jellemzők világosabb megértését. A tanulmány a páros mintavételes tesztet használta annak összehasonlítására, hogy a készségek és kompetenciák aktuálisak-e, vagy a sport révén fejleszthetők. A kritikus (p-érték) értéken túli, az előre meghatározott szignifikancia szintnél (90%, 95%, 99%) kisebb eredmények esetén a nullhipotézist elutasították, ami azt jelzi, hogy a minta átlagai között szignifikáns különbség van.

### 3.2.1. 3.3. Eredmény kérdőív Sportolók

#### 3.2.2. A minta jellemzése

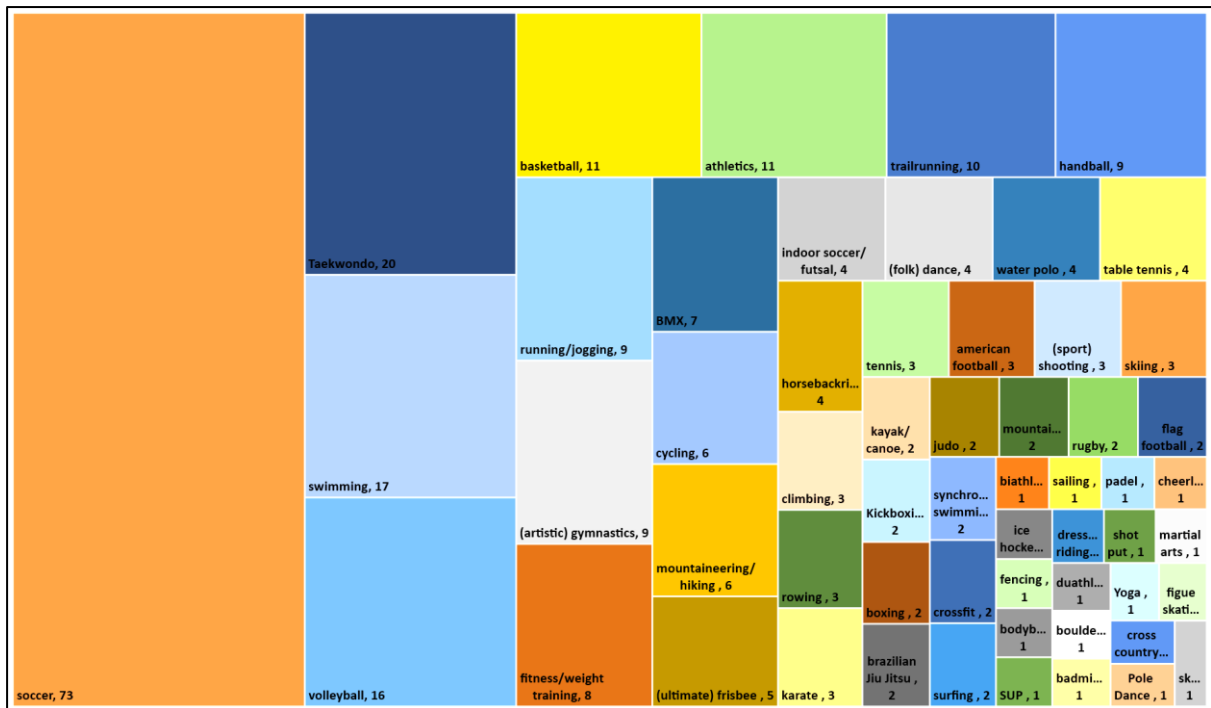
Összesen 202 sportoló vett részt a felmérésben; 58%-uk férfi volt, 27%-uk pedig 30 évnél idősebb. Összességében a sportolók 24%-a portugál, 23%-a pedig olasz állampolgárságú volt. A 21 résztvevő közül a szülők a sportolókhöz képest eltérő nemzetiségűek voltak. Az összes sportoló 24%-a vidéken élt. A sportolók 27%-ánál a legmagasabb befejezett iskolai végzettség az alapfokozat/első szintű egyetemi diploma volt. A résztvevők 55%-a diák volt, 32%-uknak pedig nem volt munkája a felmérés időpontjában. Az összes résztvevő közül 49%-nak 10-20 éves sportolói tapasztalata volt. Öt sportoló vett részt olimpiai játékokon. A sport 58 sportoló fő jövedelme volt, 64 résztvevő pedig profi sportoló volt. A minta részletes jellemzését lásd a 3. táblázatban (és a 4. függelékben).

3. táblázat: A sportolók jellemzői.

Jellemzők	N (%)
<b>Nemek</b>	<b>202 (100)</b>
Férfi ♂	118 (58)
Nő ♀	84 (42)
<b>Életkor</b>	<b>202 (100)</b>
<19 éves kor	18 (9)
19-21 éves korig	34 (17)
22-25 éves korig	51 (25)
26-30 éves korig	44 (22)
>30 éves kor	55 (27)
<b>Állampolgárság</b>	<b>202 (100)</b>
Olaszország (IT)	46 (23)
Németország (GER)	32 (16)
Spanyolország (ES)	30 (15)
Magyarország (HU)	36 (18)
Portugália (PT)	48 (24)
Egyéb	10 (5)
<b>Élethelyzet</b>	<b>202 (100)</b>
Városi környezet	153 (76)
Vidéki környezet	49 (24)
<b>Képesítés</b>	<b>202 (100)</b>
Szakképzésre való felkészülés	9 (5)
Kötelező iskolai végzettség	8 (4)
Szakmai üzemeltetői bizonyítvány	18 (9)
Felső középfokú végzettség	43 (21)

Jellemzők	N (%)
Felsőfokú műszaki végzettséget igazoló oklevél	16 (8)
Alapképzési diploma; első szintű egyetemi diploma	54 (27)
Mesterfokozat; második szintű egyetemi diploma	47 (23)
Kutatási doktori cím; másodfokú egyetemi mesterfokozat	7 (3)
<b>Sportágak</b>	<b>202 (100)</b>
Csapat sportok (pl. labdarúgás; kézilabda; kosárlabda; röplabda)	141 (47)
Egyéni sportok (pl. atlétika; futás; úszás; taekwondo)	158 (53)
1-nél több sportágat űző sportolók	58 (19)
<b>Versenyszint (több válasz is lehetséges)</b>	<b>202 (100)</b>
Regionális	103 (51)
Országos	124 (61)
Európai(bajnokságok)	47 (23)
Világ(bajnokság)	27 (13)
Olimpia	5 (3)
<b>Személyes sporttapasztalatok</b>	<b>202 (100)</b>
Kevesebb, mint 1 év	1 (1)
1-4 év	10 (5)
5-9 év	53 (26)
10-20 év	99 (49)
több mint 20 éve	39 (19)
<b>Szakmai szint</b>	<b>202 (100)</b>
Amatőr	138 (68)
Profi	64 (32)
<b>Sport mint fő jövedelem</b>	<b>202 (100)</b>
Igen	58 (29)
Nem	144 (71)

A résztvevők különböző sportágait a 4. ábra mutatja (részletes információk az 5. mellékletben). Összesen 57 különböző sportágat említettek a sportolók. Összesen 58 sportoló számolt be arról, hogy egynél több sportágban versenyez. A leggyakoribb sportok a labdarúgás (n=73), a taekwondo (n=20), az úszás (n=17) és a röplabda (n=16) voltak.

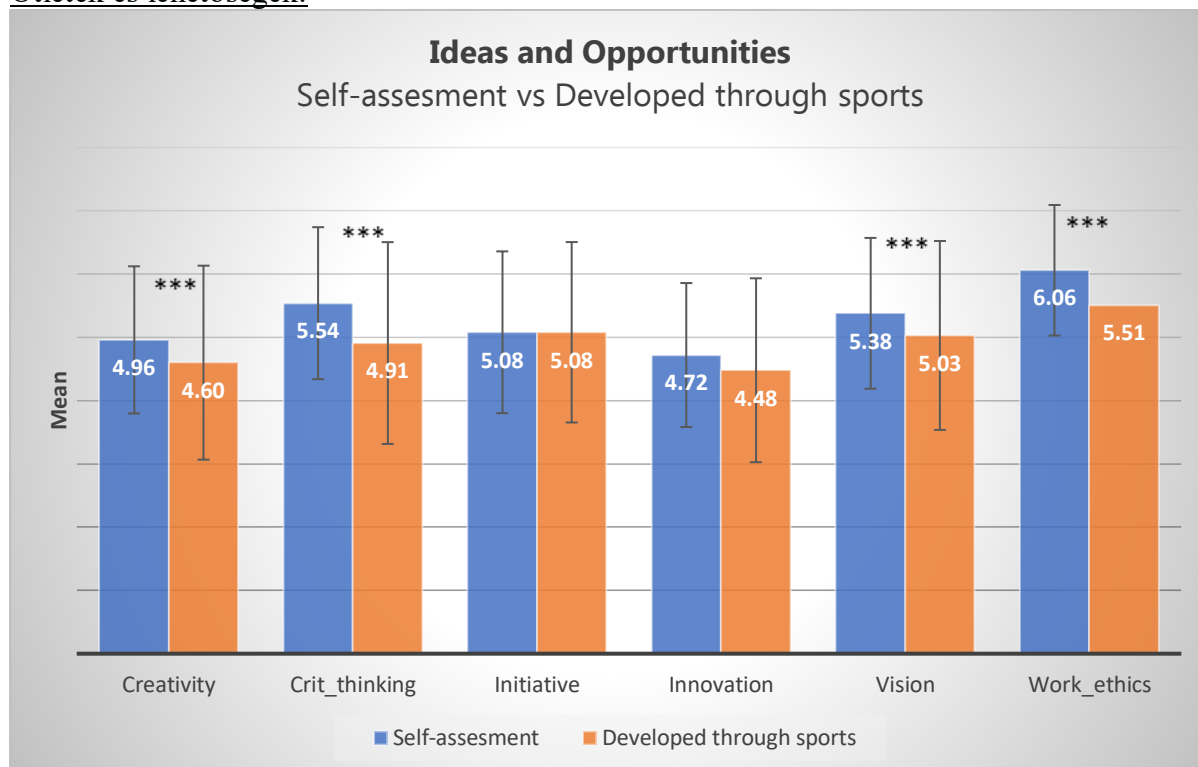


4. ábra

#### 4.1.1. Készségek és kompetenciák

Az eredmények (átlagértékek (átlag) az 1=egyáltalán nincs rátermettség és a 7=nagyon jó adottság), összehasonlítva, hogy a készségek és kompetenciák aktuálisak-e (a sportolók önértékelése) vagy sporttal fejleszthetők-e, az alábbi ábrákon láthatók. 5-8. (további információkért lásd a 6. mellékletet).

## Ötletek és lehetőségek:



5. ábra: Készségek és kompetenciák Ötletek és lehetőségek - Önértékelés v sport által kifejlesztett

Készségek és kompetenciák Ötletek és lehetőségek: Önértékelés versus sport által fejlesztett; Crit\_thinking (kritikus gondolkodás), szignifikancia szint (90% \*, 95% \*\*, 99%\*\*\*), átlagértékek (Átlag) az 1-től (egyáltalán nincs alkalmasság) 7-ig (nagyon magas alkalmasság) számítva.

A sport kontextusa nem felel meg a következő készségek fejlesztésének:

Kreativitás ( $t=3,013$ ,  $p \leq 0,001$ \*\*\*), Kritikai gondolkodás ( $t=4,999$ ,  $p \leq 0,001$ \*\*\*), Innováció ( $t=0,342$ ,  $p=0,01$ \*\*), Jövőkép ( $t=3,206$ ,  $p \leq 0,001$ \*\*\*), Munkaetika ( $t=5,174$ ,  $p \leq 0,001$ \*\*\*). Ezek a készségek jelentős különbségeket mutatnak a válaszok között (jelenlegi és sportkörnyezet).

A sport segített a készségkezdemenyezés kialakulásában ( $t=0$ ,  $p > 0,05$ ), mivel ez a változó nem regisztrált szignifikáns különbségeket.

## Személyes erőforrások:

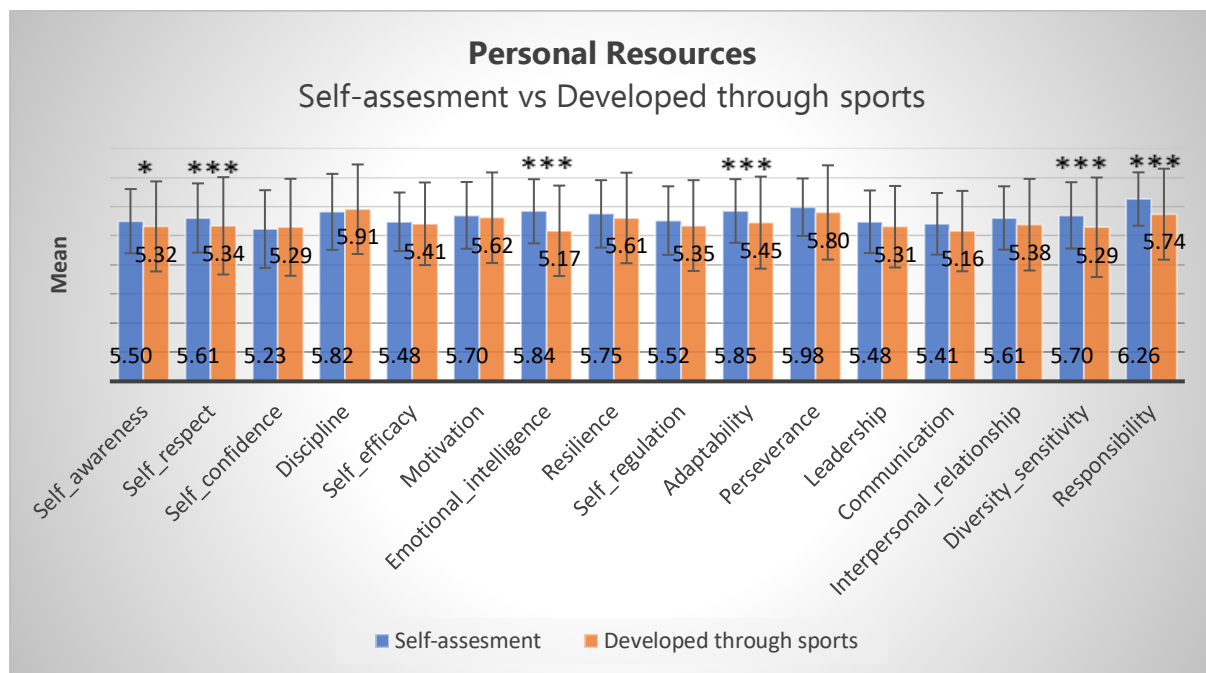


Figure 1: Skills and competencies Personal Resources - Self-assessment v developed through sports

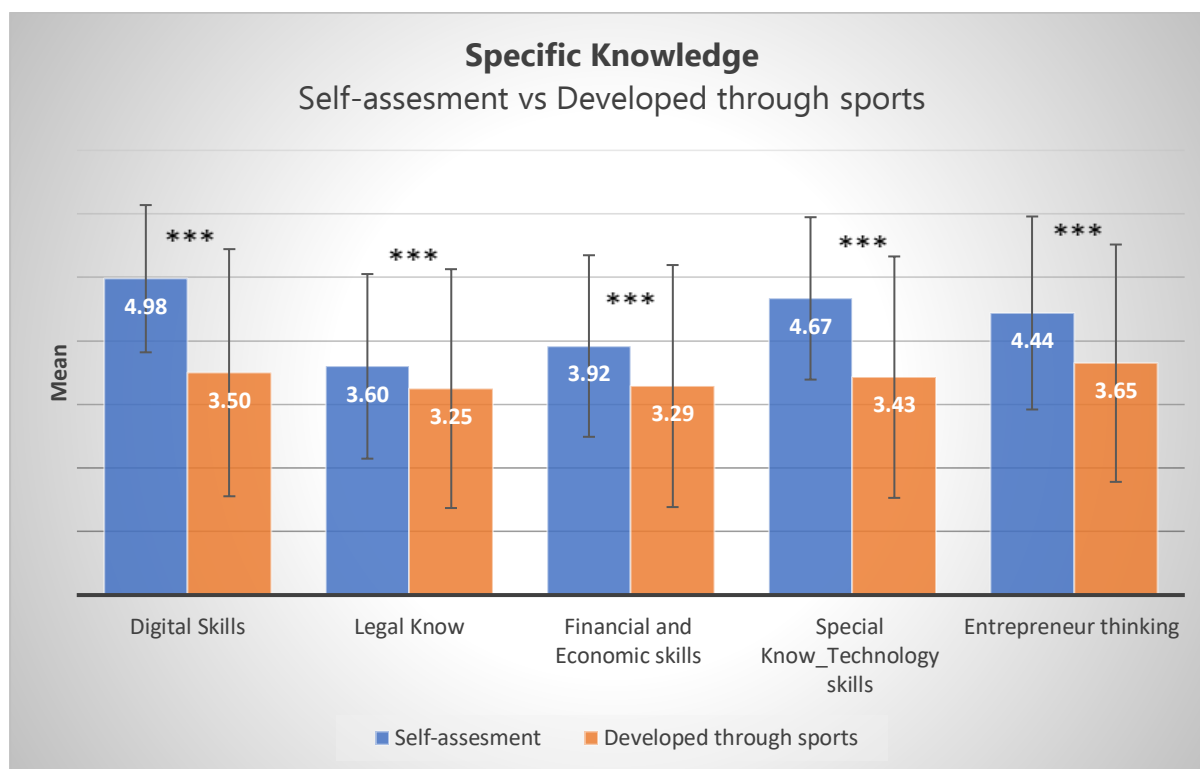
Készségek és kompetenciák Személyes erőforrások: Önértékelés versus sport által kifejlesztett, szignifikanciaszint (90% \*, 95% \*\*, 99%\*\*\*), átlagértékek (Átlag) 1-től 7-ig terjedő skálától számítva. (nagyon magas rátermettség).

A sport kontextusa nem felel meg a következő készségek fejlesztésének:

Önismeret ( $t=1,493$ ,  $p=0,06^*$ ), önbecsülés ( $t=2,533$ ,  $p=0,006^{***}$ ), érzelmi intelligencia ( $t=5,526$ ,  $p\leq 0,001^{***}$ ), alkalmazkodóképesség ( $t=3,701$ ,  $p\leq 0,001^{***}$ ), Diverzitásérzékenység ( $t=3,39$ ,  $p\leq 0,001^{***}$ ) és Felelősség ( $t=5,014$ ,  $p\leq 0,001^{***}$ ). Ezek a készségek jelentős különbségeket mutatnak a válaszok között (jelenlegi és sportkörnyezet).

A sport segítette az önbizalom ( $t=-0,48$ ,  $p>0,05$ ), a fegyelmezettség ( $t=-0,753$ ,  $p>0,05$ ), az önhatékonyság ( $t=0,715$ ,  $p>0,05$ ), a motiváció ( $t=0,05$ ) képességeinek fejlődését. 0,776,  $p>0,05$ ), Rugalmasság ( $t=1,316$ ,  $p>0,05$ ), Önszabályozás ( $t=1,582$ ,  $p>0,05$ ), Kitartás ( $t=1,582$ ,  $p>0,05$ ), Vezetőképesség ( $t=1,63$ ,  $p>0,05$ ), Kommunikáció ( $t=2,279$ ,  $p>0,05$ ), Interperszonális kapcsolatok ( $t=2,049$ ,  $p>0,05$ ), mert ezek a változók nem regisztráltak szignifikáns különbségeket.

## Speciális tudás:



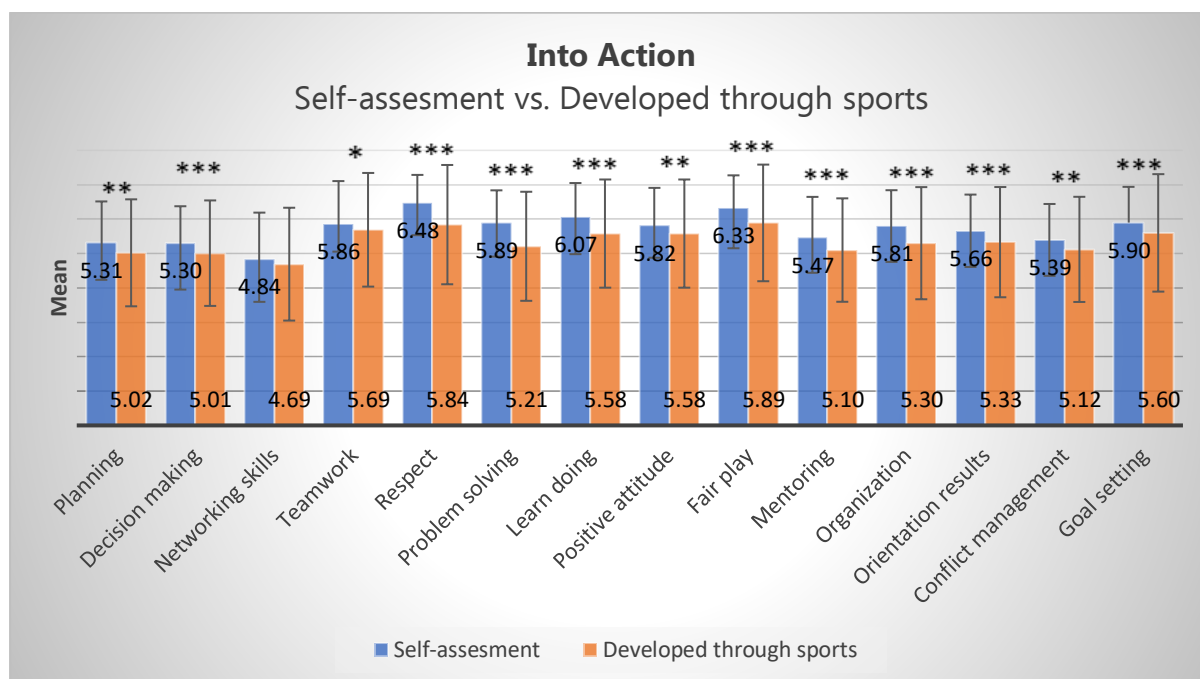
6. ábra: Készségek és kompetenciák Specifikus ismeretek – Önértékelés v Sport által kifejlesztett

Önértékelés versus sport által kifejlesztett; Speciális tudás\_techológiai készségek (Speciális tudás\_techológiai készségek), szignifikancia szint (90% \*, 95% \*\*, 99%\*\*\*), átlagértékek (Átlag) 1-től 7-ig (nagyon jó alkalmasság) számítva .

A sport kontextusa nem felel meg a következő készségek fejlesztésének:

Digitális készségek ( $t=10,006$ ,  $p \leq 0,001$ \*\*\*), jogi ismeretek ( $t=2,663$ ,  $p=0,004$ \*\*\*), pénzügyi és gazdasági készségek ( $t=4,388$ ,  $p \leq 0,001$ \*\*\*), technológiai ismeretek ( $t=8,262$ ,  $p \leq 0,001$ \*\*\*), Vállalkozói gondolkodás ( $t=5,424$ ,  $p \leq 0,001$ \*\*\*). Ezek a készségek jelentős különbségeket mutatnak a válaszok között (jelenlegi és sportkörnyezet).

## Akcióba:



7. ábra: Készségek és kompetenciák cselekvésre – Önértékelés v. Készségek és kompetenciák cselekvésre:

Önértékelés versus a sport által kifejlesztett, szignifikanciaszint (90% \*, 95% \*\*, 99%\*\*\*), átlagértékek (átlag) 1-től 7-ig terjedő skálától számítva. (nagyon magas rátermettség).

A sport kontextusa nem felel meg a következő készségek fejlesztésének:

Tervezés ( $t=2,263$ ,  $p=0,012^{**}$ ), Döntéshozatal ( $t=2,375$ ,  $p=0,009^{***}$ ), Tisztelet ( $t=5,774$ ,  $p\leq 0,001^{***}$ ), Problémamegoldás ( $t=5,981$ ,  $p\leq 0,001^{***}$ ), Cselekvés tanulása ( $t=4,371$ ,  $p\leq 0,001^{***}$ ), Pozitív hozzáállás ( $t=2,109$ ,  $p=0,018^{**}$ ), Fair play ( $t=3,937$ ,  $p\leq 0,001^{***}$ ), Mentorálás ( $t=3,366$ ,  $p\leq 0,001^{***}$ ), Szervezet ( $t=4,329$ ,  $p=0,001^{***}$ ), Orientációs eredmények ( $t=2,884$ ,  $p=0,002^{***}$ ), Konfliktuskezelés ( $t=2,359$ ,  $p=0,01^{**}$ ), Célbeállítás ( $t=2,552$ ,  $p=0,006^{***}$ ). Ezek a készségek jelentős különbségeket mutatnak a válaszok között (jelenlegi és sportkörnyezet).

A sport segített a hálózatépítési készség ( $t=1,159$ ,  $p>0,05$ ) és a csapatmunka ( $t=1,554$ ,  $p=0,06^{*}$  - csak 90%-ban szignifikáns - ez alacsony súlyú) képességek fejlesztésében, mert ez a változó nem regisztrált jelentős különbségeket.

A 9. ábra a sportolók képességeire és kompetenciáira vonatkozó adatelemzés eredményeit foglalja össze.



8. ábra: A sportolók képességeinek és kompetenciáinak összefoglalása.

## 8. Vita

A sportoló készségeinek és kompetenciáinak felmérése mind az önértékelésben, mind a sport által kifejlesztett képességekben összetett és dinamikus folyamat, amelyet számos tényező befolyásol. Míg egyes készségeket és kompetenciákat a sport természetesen fejleszt, mások külső beavatkozásokat, például oktatást és képzést igényelhetnek a teljes fejlődéshez. Ennek a folyamatnak az egyik döntő tényezője a sportolók sokrétű iskolai végzettsége, amelyet neveltetésük, iskolai tapasztalataik stb. Ezen túlmenően a sportoló neme, életkora, versenyben szerzett tapasztalata, sporttípusa (egyéni vagy csapat), edzőképzése, edzésmódszerei, országuk oktatási rendszere, sőt a kulturális és környezeti kontextus, amelyben felnőtt, figyelembe vettek olyan tényezőket is. Míg az önértékelés elengedhetetlen a célok kitűzéséhez és az előrehaladás nyomon követéséhez, az oktatási különbségek befolyásolhatják ezen értékelések mélységét és szélességét.

- **Oktatási háttér sokszínűsége – A sportolók önértékelése:** A sportolók központi szerepet játszanak készségeik és kompetenciáik értékelésében. Az önértékelés a személyes fejlődés és a sport fejlődésének kritikus szempontja. A sportolók pontos önértékelési képességét azonban befolyásolhatja iskolai végzettségük. A szilárd oktatási alappal rendelkezők jobb elemző és önreflexiók készségekkal rendelkezhetnek, ami segíthet a pontosabb önértékelésben. Másrészt a korlátozott oktatási lehetőségekkel rendelkező sportolók nehezen tudják azonosítani és hatékonyan megfogalmazni erősségeiket és gyengeségeiket. A több oktatási lehetőséggel rendelkezők olyan területeken jeleskedhetnek, mint a stratégia, a döntéshozatal és az alkalmazkodóképesség, míg az oktatáshoz korlátozott hozzáféréssel rendelkezők elsősorban a fizikai készségekre összpontosíthatnak. Másrészt egyes sportolók oktatási

hátrányokkal szembesülhetnek a társadalmi-gazdasági tényezők vagy az oktatási lehetőségekhez való korlátozott hozzáférés miatt. Ezek az eltérések jelentősen befolyásolhatják önértékelésüket és készségfejlesztésüket a sportban.

- **Demográfia és tapasztalat:** Olyan tényezők, mint az életkor, a nem, a versenytapasztalat és a versenyzés szintje befolyásolhatják a sportoló képességeit és önértékelését. A tapasztaltabb sportolók magasabb szintű önszabályozást, vezetői képességet és rugalmasságot fejlesztettek ki sportos utazásuk során.
- **Sporttal fejlesztett készségek** – A sport és az edzés típusa: A sportban való részvétel egyedülálló platformot kínál a sportolóknak a képességfejlesztéshez. Ezek a készségek nemcsak a fizikai képességeket, hanem a mentális és érzelmi kompetenciákat is felölelik. A csapatmunkától és a vezetéstől a fegyelemig és rugalmasságig a sport a tulajdonságok széles skáláját ápolja. A különböző sportágak és edzői rendszerek különböző készségeket és kompetenciákat biztosítanak. Például a küzdősportok hangsúlyozhatják a mentális szempontokat és a szociális készségeket, míg a csapatsportok erős interperszonális kapcsolatokat és csapatmunkát igényelnek. Az edzői módszerek és oktatás tovább alakíthatja a sportoló fejlődését.
- **Kulturális és környezeti tényezők:** A sportoló gyermekkori környezete és az edzőcsoportok mérete befolyásolhatja képességeik fejlődését, különösen olyan területeken, mint a vezetés, a kommunikáció és az alkalmazkodóképesség. Hazájuk oktatási rendszere és kultúrája is hatással lehet készségfejlesztésükre.
- **Nyelvi és kérdőíves kihívások:** A különböző csatornákon és adatbázisokon keresztül terjesztett lefordított kérdőívek használata félreértésekhez vagy eltérésekhez vezethet a sportolók válaszaiban. Előfordulhat, hogy egyes sportolók nem értik teljesen a kérdőív árnyalatait, ami befolyásolja önértékelésük pontosságát.

Másodszor, a sportolók készség- és kompetenciafejlesztésének összetettségének kezelése érdekében kulcsfontosságú, hogy a sportolók tudatosítsák meglévő potenciáljukat. Sok sportoló már magas szintű különféle készségekkel rendelkezik, még akkor is, ha nincs teljesen tisztában velük. Az általuk birtokolt és a sport által fejleszthető készségek közötti szakadék áthidalása személyre szabott megközelítést igényel. Az edzőknek megfelelő anyagokra és módszerekre van szükségük ahhoz, hogy ezeket a készségeket hatékonyan beépítsék a sportolók képzésébe és oktatásába.

Az EU által a sportolók kettős karrierjének támogatása pozitív lépés ebbe az irányba, amelynek célja, hogy a sportolókat szélesebb készségekkel ruházza fel, amelyek a sporton túl az élet különböző területeit is felölelik. A tanulmány eredményei azonban azt mutatják, hogy bár a sport jelentősen hozzájárul az olyan készségek fejlesztéséhez, mint az önbizalom, a fegyelem, az önhatékonyság, a motiváció, az ellenálló képesség, a vezetés, a kommunikáció és az interperszonális kapcsolatok, más területeken is vannak hiányosságok, mint például a kreativitás, a kritikai gondolkodás, és az innováció. Ez azt sugallja, hogy a sportolóknak teljes mértékben fel kell ismerniük ezekben a képességekben rejlő lehetőségeket atlétikai törekvéseik során.

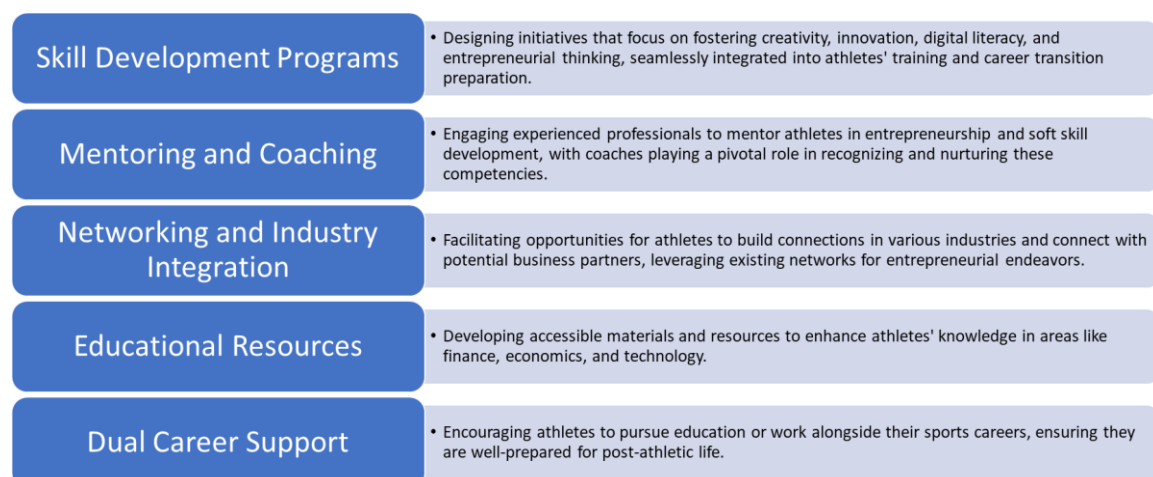
Ezenkívül foglalkozni kell a technológiával, a jogi ismeretekkel és a vállalkozói gondolkodással kapcsolatos készségekkel, amelyek áthidalásához a sportolóknak további

képzésre és támogatásra lehet szükségük. Ez aláhúzza a sportolók munkaerő-piaci vagy vállalkozói pályára lépése során nyújtott személyre szabott támogatás fontosságát. Az útmutatásnak és az erőforrásoknak lehetővé kell tenniük a sportolókat, hogy professzionális környezetben hasznosítsák kompetenciáikat.

A sportolóknak rejlő potenciál felismerése és maximalizálása a feltárt hiányosságok orvoslásával kiegyensúlyozottabb és sikeresebb egyénekhez vezethet, mind a sportban, mind azon kívül. A sportolók fejlesztésének holisztikus megközelítése során figyelembe kell venni a sportoló képességeit befolyásoló tényezőket.

A „**Sport4E – Skills by sports for Employability and Entrepreneurship**” projekt rávilágít ezekre a kérdésekre, és kiemeli annak fontosságát, hogy a sportolókat ellássák a különböző iparágakban való sikerhez szükséges készségekkel. A projekt megközelítése összhangban van az EU sportra vonatkozó munkatervével, amely a Bizottságnak a sportban végzett készségek és humán erőforrás-fejlesztéssel foglalkozó szakértői csoportja (XG HR) ajánlásaival foglalkozik [25]. Hangsúlyozza a személyre szabott támogatás szükségességét a sportolói karrier és az oktatás vagy a munka közötti egyensúly megteremtése érdekében, a sportolók készségeinek a modern munkaerő-piaci igényekhez való igazítása érdekében.

E szakadék áthidalásához elengedhetetlenek a személyre szabott támogatási és képzési programok, amelyek átfogóak (lásd 10. ábra).



10. ábra: Támogatási és képzési programok illusztrációja.

### Korlátozások:

A tanulmánynak vannak jelentős korlátai, amelyek megfontolást igényelnek. A szakirodalmi áttekintést illetően mindenképp az egyes országokban különálló adatbázisok használata potenciális torzítási forrást jelent. Az egyes országokban az adatgyűjtési és jelentéstételi módszerekben rejlő különbségek befolyásolhatják a megállapítások általános általánosíthatóságát, és befolyásolhatják a szakirodalmi áttekintést.

Ezenkívül az angol rövid kifejezések különböző nyelvekre történő fordítása az értelmezés és a megértés eltéréseit eredményezheti, ami esetleg torzíthatja az eredményeket. A kérdőívek országokénti terjesztésére szolgáló különböző hálózatok használata szintén a kiválasztási

torzításhoz vezethet, mivel bizonyos demográfiai csoportok vagy személyek nagyobb valószínűséggel vesznek részt az egyik hálózaton keresztül, mint a másikon.

Ezenkívül a tanulmány elismeri, hogy az összegyűjtött válaszok jelentősen eltérhetnek a válaszadók jellemzőitől, például nemétől, életkorától, sporttapszalatától, valamint attól, hogy csapat- vagy egyéni sportokat űznek-e. Ezek a változók zavaró tényezőket vezethetnek be, amelyek befolyásolhatják az eredményeket, és megnehezítik az adatokból széles körű, univerzálisan alkalmazható következtetések levonását.

Összefoglalva, bár a tanulmány értékes betekintést nyújt, a kutatóknak és az olvasóknak óvatossá kell lenniük az eredmények extrapolálásával a vizsgált országok, nyelvek, hálózatok és demográfiai korlátok miatt.

## 9. Összefoglalás és következtetés

A „Sport4E – Skills by Sport for Employability and Entrepreneurship” projekt jelentős lépéseket tett az oktatás és a készségfejlesztés előmozdításában a sport területén, ezzel párhuzamosan támogatva a sportolókat kettős karrierjükben. A projekt középpontjában a sportolók vállalkozói készségeinek felmérése állt, a sport által kifejlesztett meglévő képességeik és a munkaerő-piaci igények közötti szakadék alapos vizsgálata. A sportolói kérdőív segítségével kapott eredmények nagyban hozzájárultak a projekt eredményeinek alakításához.

A projekt kezdeti célja, a sport által fejleszthető készségek és kompetenciák vizsgálata szemléletes eredményeket hozott. Megállapították, hogy a sportolók sokrétű, a munkaerőpiacon nagyra értékelt készségekkel rendelkeznek. Ez magában foglalta a kognitív képességeket, például a kritikus gondolkodást és a problémamegoldást, a gyakorlati készségeket, például a digitális jártasságot, és az alapvető puha készségeket, beleértve a vezetést, a kommunikációt és az interperszonális kapcsolatokat. A kérdőív tovább emelte a sportolók kompetenciáit olyan kulcsfontosságú területeken, mint a felelősség, autonómia és alkalmazkodóképesség.

Összefoglalva, a projekt kiemeli a sportolóknál rejlő készségek és kompetenciák gazdagságát, hangsúlyozva bennük a vállalkozói készség és a munkaerő-piaci siker lehetőségeit. A jelenlegi készségeik és a piaci igények között felismert szakadék hangsúlyozza a stratégiai beavatkozások szükségességét. Megfelelő támogatással és oktatással a sportolók zökkenőmentesen válhatnak át a sportolói pályafutásukról a vállalkozói tevékenységre, ezáltal hozzájárulva az általános növekedéshez, innovációhoz és pozitív gazdasági hatásokhoz.

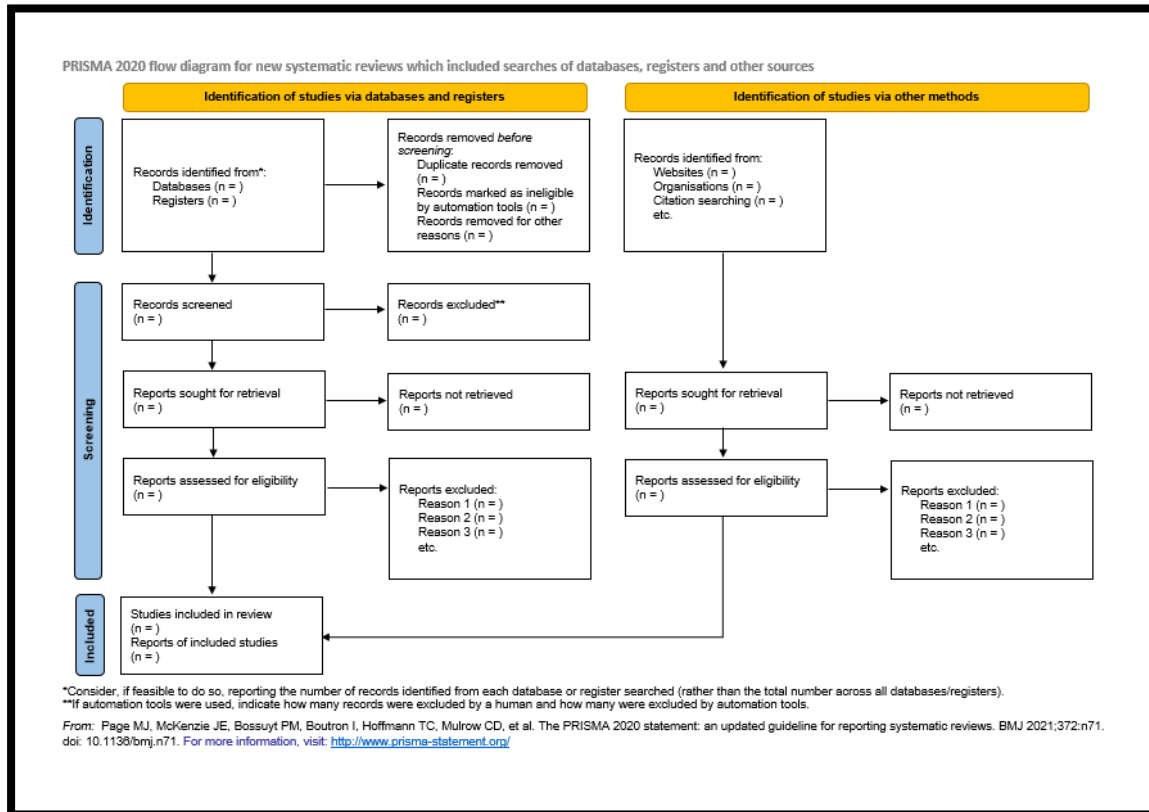
A Sport4E projekt nemcsak a sportolói közösségben rejlő kiaknázatlan lehetőségekre világít rá, hanem konkrét ütemtervet is nyújt edzők, oktatók, sportmenedzserek és klubok számára. Ez az ütemterv e készségek fejlesztését segíti elő a sportolók következő generációjában. A Karrierfejlesztési útmutató és a Sport4E oktatófilm beépítése tovább gazdagítja a rendelkezésre álló erőforrásokat, fejleszti a sportolók készségeit és erősíti a munkaerőpiacra való sikeres belépési potenciált. Végül soron a Sport4E egy átalakuló kezdeményezés, amely elősegíti a sportolók holisztikus fejlődését, és értékes közreműködőként pozicionálja őket mind a sportban, mind a tágabb vállalkozói körben.

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## Annex 1: Template PRISMA Flow Diagram





## 2. függelék: A bevont tanulmányok készségek és kompetenciák összefoglalása

Author, year	Country	Database, register, or other source	Study Design	Summary	Outcome Measure (method used in this study)	Key findings
Matsankos, N., et al., <i>Investigation of skills acquired by athletes during their sporting career.</i> 2020.	Italy	JOURNAL OF HUMAN SPORT & EXERCISE	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Bellantonio, S. and D. Tafuri, <i>Between Sport and Education. Pedagogical reflections about the Dual Career of Athletes</i>. <i>Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva</i>, 2017. 1(2).</p>	<p>Italy</p>	<p>Google Scholar</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<p>Smismans, S., et al., <i>From elite sport to the job market: Development and initial validation of the Athlete Competency Questionnaire for Employability (ACQE)</i>. <i>Cultura_Glencia_Deporte [CCD]</i>, 2021. 16(47).</p>	<p>Italy</p>	<p>Google Scholar</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<p>Feraco, T. and C. Meneghetti, <i>Sport Practice, Fluid Reasoning, and Soft Skills in 10-to 18-Year-Olds</i>. <i>Frontiers in Human Neuroscience</i>, 2022. 16: p. 857412.</p>	<p>Italy</p>	<p>National library of medicine</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>The positive relationship between sports practice and soft skills was stronger for females than for males, suggesting 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.</p> <p>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.</p>
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<p>Succi, C. and M. Canovi, <i>Soft skills to enhance graduate employability: comparing students and employers' perceptions</i>. Studies in higher education, 2020. 45(9): p. 1834-1847.</p>	<p>Italy</p>	<p>www.tandfonline.com</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Communication, teamwork, and problem-solving were the three most important soft skills</p>
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					<p>according to both students and employers. Adaptability, critical thinking, and creativity were also highly valued.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Ordifana-Bellver, D., et al., <i>Emotions, skills and intra-entrepreneurship: mapping the field and future research opportunities</i>. Management &amp; Marketing, 2022. 17(4): p. 577-598.</p>	<p>Literature review</p>	<p>Web of Science (WOS)</p>	<p>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 competencies 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</p>	<p>A total of 121 documents were analyzed, following the PRISMA protocol.</p>	<p>PRISMA methodology/ Bibliometric review</p>	<p>The results showed an upward trend over the last five years 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 scientific 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</p>

			coupling and identification of thematic areas within this field of study.			research field.
Zahidi, S., et al., <i>The Future of Jobs Report 2020</i>   World Economic Forum. <i>Futur Jobs Rep</i> [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, <i>O desporto como veículo de desenvolvimento de competências, integração e bem-estar</i> . 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)."

<p>Schleutker, K.J., et al., <i>Soft skills and European labour market: Interviews with Finnish and Italian managers</i>. Journal of Educational, Cultural and Psychological Studies (ECPS Journal), 2019(19): p. 123-144.</p>	<p>Italy</p>	<p>Google Scholar</p>	<p>The study aimed to investigate the importance of soft skills in the European labor market, from the perspective of managers in Finland and Italy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>Kee-van Huissteden, N., M. Klemann, and J. de Vries, <i>Future employability in young athletes, the importance of dual career skills development: A European perspective.</i></p>	<p>Italy</p>	<p>Google Scholar</p>	<p>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.</p>	<p>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 individual sports. Semi-structured in-depth interviews were conducted with 68 (former) athletes, 41 coaches/staff, and 26 representatives of the labor market</p>	<p>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.</p>	<p>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.</p>
<p>Jacobs, J.M. and P.M. Wright, <i>Transfer of life skills in sport-based youth development programs: A conceptual framework bridging learning to application.</i> Quest, 2018. 70(1): p. 81-99.</p>	<p>Italy</p>	<p>Research Gate</p>	<p>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)</p>	<p>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</p>	<p>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</p>	<p>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</p>

			<p>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.</p>	<p>conceptual framework to understand the transfer of life skills in such programs, based on the available evidence in the literature.</p>	<p>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.</p>	<p>providing opportunities for practice and reflection.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>cedefop, <i>Skill anticipation activity – Italy (2022 update)</i>. 2022</p>	Italy	<a href="http://www.cedefop.europa.eu">www.cedefop.europa.eu</a>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>

			<p>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.</p>		<p>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.</p>	<p>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.</p>
<p>Hong, H.J. and I. Fraser, 'My sport won't pay the bills forever': High-performance athletes' need for financial literacy and self-management. <i>Journal of Risk and Financial Management</i>, 2021. 14(7): p. 324.</p>	<p>Japan, Mexico, Portugal, Singapore, South Korea, and the UK</p>	<p>ResearchGate</p>	<p>A qualitative approach was applied. Semi-structured interviews</p>	<p>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.</p>	<p>Thematic analysis was applied to analyse the data inductively.</p>	<p>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.</p>

<p>Consoni, C., C. Pesce, and D. Cherubini, <i>Early Drop-Out from Sports and Strategic Learning Skills: A Cross-Country Study in Italian and Spanish Students</i>. Sports, 2021. 9(7): p. 96.</p>	<p>Italy and Spain</p>	<p>Google Scholar</p>	<p>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.</p>	<p>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</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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			<p>study aimed to investigate early dropout from sports.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>research to assess strategic learning skills in students (Pintrich et al., 1991).</p> <p>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.</p> <p>In addition, demographic information such as age, gender, and sport type were also collected as potential covariates in the analysis.</p> <p>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.</p>
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				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, <i>Social media in sport management education: Connecting universities and sport industry</i> . 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)

### 3. melléklet: Vállalkozói készségek kérdőív sportolóknak

#### Socio-Demographic Information

\*Country:

Please choose... ▾

\*Gender:

♀ Female      ♂ Male

\*Age (in years):

\_\_\_\_\_

\*Nationality:

\_\_\_\_\_

\*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

**\*In which sector?**

**\*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

European competition

world competition

olympic 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseverance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial and economic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurial thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn by doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation to results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseverance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial and economic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurial thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn by doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation to results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4. függelék: A sportolói minta jellemzésének összefoglalása

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
<b>Total</b>	<b>202</b>	<b>100</b>
Gender	N	%
Female ♀	84	41,6
Male ♂	118	58,4
<b>Total</b>	<b>202</b>	<b>100</b>
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
<b>Total</b>	<b>202</b>	<b>100</b>
Parents' nationality	N	%
The same	181	89,6
Different	21	10,4
<b>Total</b>	<b>202</b>	<b>100</b>
Living	N	%
Urban setting	153	75,7
Rural setting	49	24,3
<b>Total</b>	<b>202</b>	<b>100</b>
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
<b>Total</b>	<b>202</b>	<b>100</b>
Student	N	%
Yes	111	55
No	91	45
<b>Total</b>	<b>202</b>	<b>100</b>
Working	N	%
Yes	137	67,8
No	65	32,2
<b>Total</b>	<b>202</b>	<b>100</b>
Financially	N	%
Never	81	40,1
Occasionally	54	26,7
Sometimes	50	24,8
Often	16	7,9
Always	1	0,5
<b>Total</b>	<b>202</b>	<b>100</b>
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
<b>Total</b>	<b>202</b>	<b>100</b>

<b>Competetion level</b>	<b>N</b>	<b>%</b>
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
<b>None</b>	<b>N</b>	<b>%</b>
Yes	14	6,9
No	188	93,1
<b>National team</b>	<b>N</b>	<b>%</b>
Yes	58	28,7
No	144	71,3
<b>Income</b>	<b>N</b>	<b>%</b>
Yes	58	28,7
No	144	71,3
<b>Total</b>	<b>202</b>	<b>100</b>
<b>Professional athlete</b>	<b>N</b>	<b>%</b>
Amateur	138	68,3
Professional	64	31,7
<b>Total</b>	<b>202</b>	<b>100</b>
<b>Age</b>	<b>N</b>	<b>%</b>
<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
<b>Total</b>	<b>202</b>	<b>100</b>

## 5. függelék: Sport és számok

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

## 6. függelék: Statisztikai elemzés – A sportolók készségei és kompetenciái

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	-0,481	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	0,1 68	1,463	0,103	-0,035	0,371	1,63 5	2 0 1	0,052	0,104
Per_res_Communication1 - Per_res_Communication2	0,2 52	1,574	0,111	0,034	0,471	2,27 9	2 0 1	0,012	0,024
Per_res_Interpersonal_relationship1 - Per_res_Interpersonal_relationship2	0,2 28	1,58	0,111	0,009	0,447	2,04 9	2 0 1	0,021	0,042
Per_res_Diversity_sensitivity1 - Per_res_Diversity_sensitivity2	0,4 16	1,744	0,123	0,174	0,658	3,39 ***	2 0 1	<,001	<,001
Per_res_Responsibility1 - Per_res_Responsibility2	0,5 2	1,474	0,104	0,315	0,724	5,01 4***	2 0 1	<,001	<,001

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

Variables	Paired differences			95% Confidence Interval of the Difference		t	df	Significance	
	Me an	Standard Deviation	Standard Mean Error	Lower	Upper			Unilate ral p	Bilate ral p
				Spec_know_Digital_skills1 - Spec_know_Digital_skills2	1,4 85	2,11	0,148		
Spec_know_Legal_know1 - Spec_know_Legal_know2	0,3 47	1,85	0,13	0,09	0,603	2,663 ***	2 0 1	0,004	0,008
Spec_know_Fim_eco_skills1 - Spec_know_Fim_eco_skills2	0,6 34	2,053	0,144	0,349	0,918	4,388 ***	2 0 1	<,001	<,001
Spec_know_Tech_skills1 - Spec_know_Tech_skills2	1,2 48	2,146	0,151	0,95	1,545	8,262 ***	2 0 1	<,001	<,001
Spec_know_Entrep_thinking1 - Spec_know_Entrep_thinking2	0,7 82	2,05	0,144	0,498	1,067	5,424 ***	2 0 1	<,001	<,001

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

Variables	Paired differences			95% Confidence Interval of the Difference		t	df	Significance	
	Me an	Standard Deviation	Standard Mean Error	Lower	Upper			Unilate ral p	Bilate ral p
				Into_action_Planning1 - Into_action_Planning2	0,2 87	1,803	0,127		
Into_action_Decision_making1 - Into_action_Decision_making2	0,2 82	1,688	0,119	0,048	0,516	2,375 ***	2 0 1	0,009	0,018
Into_action_Net_skills1 - Into_action_Net_skills2	0,1 44	1,76	0,124	-0,101	0,388	1,159	2 0 1	0,124	0,248
Into_action_Teamwork1 - Into_action_Teamwork2	0,1 73	1,585	0,112	-0,047	0,393	1,554 *	2 0 1	0,061	0,122
Into_action_Respect1 - Into_action_Respect2	0,6 39	1,572	0,111	0,421	0,857	5,774 ***	2 0 1	<,001	<,001
Into_action_Problem_solving1 - Into_action_Problem_solving2	0,6 73	1,6	0,113	0,451	0,895	5,981 ***	2 0 1	<,001	<,001

Into_action_Learn_doing1 - Into_action_Learn_doing2	0,4 9	1,594	0,112	0,269	0,711	4,371 ***	2 0 1	<,001	<,001
Into_action_Positive_attitude1 - Into_action_Positive_attitude2	0,2 33	1,568	0,11	0,015	0,45	2,109 **	2 0 1	0,018	0,036
Into_action_Fair_play1 - Into_action_Fair_play2	0,4 46	1,608	0,113	0,222	0,669	3,937 ***	2 0 1	<,001	<,001
Into_action_Mentoring1 - Into_action_Mentoring2	0,3 66	1,547	0,109	0,152	0,581	3,366 ***	2 0 1	<,001	<,001
Into_action_Organization1 - Into_action_Organization2	0,5 05	1,658	0,117	0,275	0,735	4,329 ***	2 0 1	<,001	<,001
Into_action_Orient_results1 - Into_action_Orient_results2	0,3 37	1,659	0,117	0,106	0,567	2,884 ***	2 0 1	0,002	0,004
Into_action_Conf_manag1 - Into_action_Conf_manag2	0,2 67	1,611	0,113	0,044	0,491	2,359 **	2 0 1	0,01	0,019
Into_action_Goal_setting1 - Into_action_Goal_setting2	0,2 97	1,654	0,116	0,067	0,527	2,552 ***	2 0 1	0,006	0,011

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