

## CHARTER

### *“INTEGRATION OF ELITE ATHLETES INTO THE LABOUR MARKET THROUGH THE VALORIZATION OF THEIR TRANSVERSAL COMPETENCES”*

#### **Preamble**

CONSIDERING THAT, the ELIT-IN project (“Integration of elite athletes into the labour market through the valorisation of their transversal competences”) starts off from the observation that once athletes have finished their sports careers, they realize that it is very difficult to find a job due to their exclusive dedication to this task and the early dropping out of formal education. This fact affects negatively most of the elite athletes who participate in sports competitions at national and international level.

CONSIDERING THAT, from one day to another, they face a difficult scenario, competing for accessing a job with other more qualified and experienced candidates, except in the case of those privileged who are "placed" in their club, federation or even in some company, but more by recognition to the services rendered than by their professional suitability. And this without forgetting the psychological impact of leaving aside the life of elite athletes with the uncertainty of starting a new stage and suffering, in many cases, that all the accumulated merits and acknowledgments are not enough to be competitive in a demanding and changing labour market.

RECOGNIZING THAT, in order to achieve high performance, these athletes have acquired, trained and improved throughout their careers a series of personal skills and abilities that, undoubtedly, are essential for reaching optimal professional performance and which are highly valued by the labour market. These are known as "transversal competences", “soft skills” or even “life skills”, acquired through an informal learning process.

ACCORDING TO European Lifelong Guidance Policy Network's Glossary, transversal competences are relevant to jobs and occupations other than the ones they currently have or have recently had. These skills may also have been acquired through non-work or leisure activities or through participation in education or training. More generally, these are skills, which have been learned in one context or to master a special situation/problem and can be transferred to another

context.

CONSIDERING THAT, the overall objective of this project is to propose for sport stakeholders' resources in order that the athletes can optimize the skills attained during their athletic career. In that respect, this Charter will allow the athletes to prepare in a resourceful way their future (ie. the desired interview, job, position...). In order to achieve that, the charter proposes a useful set of adaptable tools to maximize previous experience of athletes in the sport world. These soft skills can be transferred into the next step of their professional career.

CONSIDERING THAT, the aim of the Charter is to help athletes identify and create awareness of the transferable skills acquired throughout their participation in sports of each individual.

WHEREAS the ELIT-IN Charter will come into effect on January 1, 2021, training will be offered to stakeholders so that athletes can acquire skills in accordance with the objectives of this tool.

## **TITLE I – SCOPE**

This Charter will be framed in the specific objective of the promotion of dual careers of athletes, being its main aim to work for the recognition of transversal competences acquired by high performance athletes throughout their careers and to put them in value as a differential factor for accessing to the labour market with full guarantees once they retire.

## **TITLE 2 – ELIT-IN CHARTER**

### **SECTION I – BEHAVIOURAL SKILLS**

#### **ARTICLE 1. PERSISTENCE AND RESILIENCE**

##### *Article 1.1. Definition*

*“Persistence and resilience in face of problem”* means the ability to achieve a goal in spite of difficulty or opposition. It is about adjusting and learning to live with changes and uncertainty.

##### *Article 1.2. Requirement*

Athletes have to:

- keep an optimal motivation;
- regulate of their thoughts, mental images and emotions;
- maintain of attention on key stimuli;
- attain, maintain and regain confidence in oneself and others;
- handle pressure and cope with distress.

## **ARTICLE 2. RECEIVE CRITICISM**

### *Article 2.1. Definition*

“*Receive criticism*” means to the ability to accept constructive feedback.

### *Article 2.2. Requirement*

Athletes have to take criticism with appreciation and try:

- to control their first reaction;
- to turn a negative into a positive;
- to accept the critic;
- to learn from the criticism to be a better athlete;
- to withstand the pressure of unfair or dispiriting criticisms while motivating himself.

## **ARTICLE 3. NEED FOR DISCIPLINE**

### *Article 3.1. Definition*

“*Need for discipline*” means the ability to obey rules. training that makes people more willing to obey or more able to control themselves, often in the form of rules.

### *Article 3.2. Requirement*

Athletes have to act in accordance with rules.

## **ARTICLE 4. PERSONAL RESPONSIBILITY**

### *Article 4.1. Definition*

“*Personal responsibility*” means the ability to comprehend the need to be accountable to oneself and the well-being of others.

### *Article 4.2. Requirement*

Athletes have to develop:

- respect other athletes;
- accept the consequences of your actions;
- help others;
- encourage teammates;
- kindness to others.

## **ARTICLE 5. UNDERSTANDING THE NEED TO OBTAIN AND ASSESS RESULTS (COMPETITIVENESS)**

### *Article 5.1. Definition*

“*Understanding the need to obtain and assess results (Competitiveness)*” means possession of a strong desire to be more successful than others.

### *Article 5.2. Requirement*

Athletes have to develop:

- foundation skills (goal setting, self-confidence, commitment)
- psychosomatic skills (stress reactions, fear control, relaxation, activation)
- cognitive skills (imagery, mental practice, focusing, refocusing, competition planning)

## **ARTICLE 6. SELF-CONFIDENCE**

### *Article 6.1. Definition*

“*Self-confidence*”: means the belief to perform a specific behaviour successfully.

### *Article 6.2. Requirement*

Athletes have to develop their self-confidence from the self-efficacy theory which is structured around:

- Performance accomplishments;
- Vicarious experiences;
- Verbal persuasion;
- Imaginal experiences;
- Physiological states;
- Emotional states.

## **ARTICLE 7. ORAL COMMUNICATION AND NON-VERBAL COMMUNICATION**

### *Article 7.1. Definition*

“*Oral communication and non-verbal communication*” means the art of successfully sharing meaningful information with people using an interchange of experience.

### *Article 7.2. Requirement*

Athletes have to develop:

- their verbal and non-verbal communication skills;
- ensure they provide positive feedback to each other;

- appropriate communication in each context;
- ability to listen the others.

## **ARTICLE 8. WRITTEN COMMUNICATION SKILLS**

### *Article 8.1. Definition*

“*Written communication skills*” means to diffuse a written message correctly, with precise grammar, punctuation and an adjusted selection of language and words.

### *Article 8.2. Requirement*

Athletes must know how to develop:

- ability to communicate in different forms;
- train to understand the needs of those who receive the message;
- make written communication effective with simple, clear and direct presentations;
- convey the message exactly as it is thought;
- manage the emotion during the written interaction.

## **ARTICLE 9. PRESENTATION SKILLS**

### *Article 9.1. Definition*

“*Presentation skills*” means all the qualities you need to create and deliver a clear and effective presentation.

### *Article 9.2. Requirement*

Athletes must to develop:

- tune in to the expectations of others;
- know how to exhibit with creativity in an atmosphere of discovery;
- manage your emotion in interaction;
- use of means of simple and rapid use (Slide etc.);
- know and know how to use para-verbal and non-verbal communication effectively;
- communicate in an inclusive way with the audience without speech and eye contact being exclusive or unidirectional;
- transmit emotion by moving.

## **ARTICLE 10. FOREIGN LANGUAGE SKILLS**

### *Article 10.1. Definition*

“*Foreign language skills*” means to learn and dominate to certain extend the language of the foreign country where the athlete is residing.

*Article 10.2. Requirement*

Athletes have to develop:

- understanding the mechanism of a different culture,
- communication and control its public image;
- integrate language studies into their athletic training program.

**ARTICLE 11. ABILITY TO QUESTION YOURSELF (TO ANALYSING THE SUCCESS AND FAILURES)**

*Article 11.1. Definition*

“*Ability to question yourself (to analysing the success and failures)*” means being able to take a step back from a situation and carry out a self-assessment of what happened.

*Article 11.2. Requirement*

Athletes have to develop:

- follow-up strategy to analyse their success and failure:
- ability to see difficulties in a positive way;
- capability to ask others for advice.

**ARTICLE 12. ENTREPRENEURIAL ABILITY**

*Article 12.1. Definition*

“*Entrepreneurial ability*” means someone who starts their own business, especially when this involves seeing a new opportunity.

*Article 12.2. Requirement*

Athletes have to:

- to trust that they can delegate while raising awareness of the importance of the delegated task;
- be creative;
- be bold;
- be perseverant;
- be a good negotiator.

## **SECTION II – SOCIAL SKILLS**

### **ARTICLE 13. TIME MANAGEMENT**

#### *Article 13.1. Definition*

“*Time management*” means the process of planning and exercising conscious control over the amount of time allocated to specific activities, so as to increase efficiency and productivity.

#### *Article 13.2. Requirement*

Athletes have to develop:

- stick a schedule;
- create a To-Do list;
- prioritize their tasks;
- set goals;
- communicate with the staff.

### **ARTICLE 14. TEAM WORK**

#### *Article 14.1. Definition*

“*Team work*” means “execution of a team effectively working together. It relies on a range of vital factors for success: good communication skills, mutual respect, complementary skill sets covering all required competencies, leadership and decision-making procedures.”

#### *Article 14.2. Requirement*

Athletes have to:

- acquire an ability to communicate in a clear, efficient way;
- take their tasks responsibilities;
- be honest with their team;
- have an active listening;
- cooperate with the other member of the team;
- show empathy with teammates.

### **ARTICLE 15. FLEXIBILITY AND ADAPTATION**

#### *Article 15.1. Definition*

“*Flexibility and adaptation*” means the ability to change or be changed easily according to the situation.

### *Article 15.2. Requirement*

Athletes have to acquire a willingness and ability to respond to changing circumstances and expectations readily.

## **ARTICLE 16. LOYALTY**

### *Article 16.1. Definition*

“*Loyalty*” means the state or quality of being loyal; faithfulness to commitments or obligations.

### *Article 16.2. Requirement*

Athletes must know how to:

- establish constructive relationships based on fair play, mutual respect, fairness and sincerity (loyalty);
- contribute to the interest of the group, observing the principles of material and immaterial organizational confidentiality (loyalty);
- honor agreements and bonds, while maintaining an adequate margin of personal freedom (loyalty-fidelity);
- express a constant interest in your own role (loyalty-fidelity).

## **ARTICLE 17. ETHICS AT WORK/INTEGRITY**

### *Article 17.1. Definition*

“*Ethics at work/integrity*” means “describes the rules that must be followed in the workplace, much more so now that companies are very aware of the concept of social responsibility and that involves all their hierarchical chain”.

### *Article 17.2. Requirement*

In all circumstances, Athletes have to:

- strictly observe and ensure observance of all regulations;
- aim to compete fairly;
- maintain dignity in all circumstances and exercise self-control;
- be honest;
- respect all members of the company whatever their position;
- take charge of your own actions, whether for better or for worse;
- respect officials and accept their decisions without questioning their integrity.



## **ARTICLE 18. TRANSCULTURAL COMPETENCE**

### *Article 18.1. Definition*

“*Transcultural competence*” means is a range of cognitive, affective, and behavioural skills that lead to effective and appropriate communication with people of other cultures.

### *Article 18.2. Requirement*

Athletes have to the learning ability to go beyond their cultural paradigm through self-awakening and awareness on other cultures.

## **ARTICLE 19. MANAGEMENT**

### *Article 19.1. Definition*

“*Management*” means the organization and coordination of the tasks of a individual in order to achieve defined goals.

### *Article 19.2. Requirement*

Athletes have to:

- be flexible by demonstrating a keen sense of adaptation and by offering creative tools and solutions;
- be open-minded;
- be benevolent giving time, accompanying, helping and showing humility;
- “thinking collectively”;
- listen the others member of the team;
- have decision-making ability and management.

## **ARTICLE 20. RESPECT FOR OTHERS**

### *Article 20.1. Definition*

“*Respect for others*” means due regard for the feelings, wishes, or rights of others.

### *Article 20.2. Requirement*

Athletes have to:

- ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion, or age;
- preserve the dignity of each person while interacting with others.

## **ARTICLE 21. ABILITY TO BUILD A CLIMATE OF HEALTHY COMPETITION**

### *Article 21.1. Definition*

“Ability to build a climate of healthy competition” means ensuring that sports competition takes place in accordance with the values previously set.

### *Article 22.2. Requirement*

Athletes must:

- never pursue the result at all costs;
- foster conditions in which team members are encouraged to improve;
- recognize and appreciate the work of each of the members;
- promote encouragement over criticism;
- apply forms of recognition for positive results and encourage and support cases of failure;
- encourage the sharing of methods and skills among the members, improving the team's resilience;
- leave room for flexibility and errors;
- measure the pressures to achieve the results;
- know how to identify emergency moments, critical points and phases;
- never pursue the result at all costs.

## **SECTION III – ORGANISATIONAL SKILLS**

## **ARTICLE 22. LEARN HABITS AND ROUTINES**

### *Article 22.1. Definition*

“Learn habits and routines” means habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. This can lead to a comfort zone which could be beneficial for the athlete.

### *Article 22.2. Requirement*

Athletes have to:

- utilize training habits that are beneficial to both mind and body;
- work alongside sports therapists and trainers;
- create optimum schedules, diets, and goals to keep in peak physical condition.

## **ARTICLE 23. PROJECT DESIGN**

### *Article 23.1. Definition*

“*Project design*” means an early phase of the project where a project's key features, structure, criteria for success, and major deliverables are all planned out.

### *Article 23.2. Requirement*

Athletes have to:

- dispose of good education standards;
- set goals;
- have access to a platform for excellence in athletic training.

## **ARTICLE 24. INVESTIGATE AUTONOMOUSLY**

### *Article 24.1. Definition*

“*Investigate autonomously*” means having the ability to perform tasks without systematic supervision.

### *Article 24.2. Requirement*

Athletes have to:

- know how to work regularly and consistently without supervision;
- know plan, organise and prioritise work by themselves;
- know identifying any limitations that they have and, at the same time, demonstrate which strategies they have to adopt for overcoming these limitations.

## **ARTICLE 25. MANAGEMENT OF NEW TECHNOLOGIES AND COMPUTING**

### *Article 25.1. Definition*

“*Management of new technologies and computing*” means dominating innovative platforms to some extent and keeping up to date with these new technologies.

### *Article 25.2. Requirement*

Athletes have to:

- acquire digital skills;
- know how the news technologies and computing could be useful for them.

## **ARTICLE 26. ABILITY TO USE AND MAINTAIN SOCIAL NETWORKS**

### *Article 26.1. Definition*

“*Ability to use and maintain social networks*” means to approach and behave around people, to know how to make contacts and relationships in a professional manner.

### *Article 26.2. Requirement*

Athletes have to:

- direct the acquired technological skills towards the smart use of social networks;
- know how to use different platforms;
- know how to identify and distinguish the real opportunities of social networks;
- know how to separate useful information from trivial information;
- expand the intercultural spaces of intervention;
- acquire stability and trust in the contacts received;
- to spread towards the contacts, feelings and aims of the work team.

## **ARTICLE 27. ATTENTION TO DETAILS (RIGOUR, PERFECTIONIST)**

### *Article 27.1. Definition*

“*Attention to details (rigour, perfectionist)*” means to achieve meticulousness and accuracy when completing a task through concern for all the domains involved.

### *Article 27.2. Requirement*

Athletes have to:

- targets the production a high-quality work;
- acquire a critical sense on their own work.

## **ARTICLE 28. EMERGENCY MANAGEMENT**

### *Article 28.1. Definition*

“*Emergency management*” means dealing with all emergency situations that may be encountered.

### *Article 28.2. Requirement*

Athletes have to:

- plan their work to keep room for the unexpected;
- be capable of identify the different choices – assumptions;
- be able to make decisions faster;
- prioritize the different tasks regarding their degree of urgency.

## **ARTICLE 29. TASK MANAGEMENT (ABILITY TO PRIORITIZE)**

### *Article 29.1. Definition*

“*Task management (Ability to prioritize)*” means the process of managing a task through its life cycle. It involves planning, testing, tracking, and reporting.

### *Article 29.2. Requirement*

Athletes have to:

- be flexible when they organise their tasks;
- know manage a calendar;
- arrange things move into advance.

## **TITLE III. –COOPERATION**

The stakeholders undertake to cooperate in order to set up an effective training system allowing high-level athletes to acquire, during their sports training, the skills necessary for good professional integration.

This cooperation must necessarily include training programs with tools adapted to the athletes and their sports constraints.

## **ANNEXE – EXAMPLES OF BEST PRACTICES**

The purpose of this appendix is to present examples of good practices likely to be used within sports organizations by the coaching team in order to enable athletes to acquire the soft skills necessary for their integration into the labor market.

The good practices set out below are given for information only and can therefore be adapted according to the sport discipline, the age of the athlete and his level.

### **SECTION I – BEHAVIOURAL SKILLS**

#### **PERSISTANCE AND RESILENCE**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- continue to try something, even when the individual is facing difficulty, failure or delay;
- realize that despite the unexpected circumstances that will come their way, results will come if the team does not lose its focus on its overall goal;
- overcome negative circumstances or adversity when facing a situation, while handling emotions and remaining competent in order to achieve your goals.

#### **RECEIVE CRITICISM**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- have to be a positive sense of critic;
- have to identify the timing and the words chosen to express thoughts;
- propose exercises that allow athletes to understand that nobody executes task without making mistakes, however through a constructive feedback they can improve the past performances, and convert them to what is expected from them.

#### **DISCIPLINE**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- be create awareness of the company's written policies and regulations as well as the values;
- be disciplined with himself and the work he does as a member of a sport organization.

#### **PERSONAL RESPONSIBILITY**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- create a sense of accountability and power to control the outcome of their activities to the athletes;
- do exercise to increase introspection in order to understand your own thoughts, emotions, motivations character, tasks done, values and goals.

## **UNDERSTANDING THE NEED TO OBTAIN AND ASSES RESULTS (COMPETITIVENESS)**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- persist through difficult tasks and difficult times, even when these rewards and benefits are not immediately forthcoming;
- be aware of current performance levels;
- develop specific, detailed plans for attaining their goals;
- realize that some degree of anxiety can help them perform well;
- learn how to maintain focus and resist distractions, whether they come from the environment or from within themselves.

## **SELF-CONFIDENCE**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- take Self Confidence training with a specialist;
- reinforcing each individual when they execute a task demanded with a positive outcome;
- make them aware of their role and usefulness in a project.

## **ORAL COMMUNICATION AND NON-VERBAL COMMUNICATION**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- be clear and ensure that the information is presented with order and coherence;
- be concise, do not lose the message by being long-winded;
- need to be correct and accurate, avoid giving misleading information. Is necessary to give all the information and not just part of it, while being polite and non-threatening, avoid conflict;
- be constructive and positive, avoid being critical and negative.

## **WRITTEN COMMUNICATION SKILLS**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- Plan the message the individual wants to express and to be direct;
- keep concise;
- use metaphors and fantasy images;
- use positive terms (opportunity, safe, constructive ....).

## **PRESENTATION SKILLS**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- transmit, on each presentation make sure to, transmit emotion through their words, body language and expression;

- capture attention with clear and direct terms, with images shown and / or narrated. In this perspective, it is very important to use keywords.

### **FOREIGN LANGUAGE SKILLS**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- learn a foreign language through classes on addition to their athletic duties.

### **ABILITY TO QUESTION YOURSELF (TO ANALYSING THE SUCCESS AND FAILURES)**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- after each competition, evaluate the performance he has achieved through with videotaped and other visual prove. In fact, evaluation by a coach or mentor is key to question the success and failures: a tool to measure each action or task performed while competing in the past in order to improve the future ones.

### **ENTREPRENURIAL ABILITY**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- take awareness about the improvements and Innovation from the club;
- get players involved in some business decisions of the organization and make them think out of the box. Make them understand what a cashflow is, and how it works in the club. Set expectations and understand income-outcome relation. What new tools could they use in order to be more effective.

As an entrepreneur, the athlete will must also develop a series of characteristics to carry out the work of entrepreneurship through different programs: motivation, integrity, creativity and tolerance for failure.

## **SECTION II – SOCIAL SKILLS**

### **TIME MANAGEMENT**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- create busy schedules for the players;
- challenge on a daily basis with multiple practices and mandatory events to attend as a team or individually. Managing these events and personal life should be challenging but doable.

### **TEAM WORK**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- create a sense of belonging to the club as a whole and of course to the team specifically;
- make sure everyone trusts each other and that everybody is going on the same direction for assuring the achievement of the goals.



## **FLEXIBILITY AND ADAPTATION**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- take on different roles and responsibilities throughout the season;
- combine sport activities with personal commitments;
- know how to change the planned path in order to achieve your goals when unexpected obstacles come across;
- know how to redirect their actions when something doesn't go the way the athlete thought.

## **LOYALTY**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- realize that loyalty shows itself in difficulty respecting the rules and beyond individual interests;
- understand how important it is to be loyal to the organization and the employees;
- raise the importance of a loyal relationship between an athlete and the club should be supportive, based in respect, sincerity and trust.

## **ETHICS AT WORK/INTEGRITY**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- know what are the core values of the entity and to share;
- understand the ethic notion and its content.

## **TRANSCULTURAL COMPETENCE**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- understand the different cultures and points of view of his/her team;
- instill a sense of togetherness leading to achieve the goals set as an organization or team.

## **MANAGEMENT**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- master functions like planning, organizing, staffing, leading and controlling;
- map out as a sport organization or team how to achieve particular goals;
- learn how to organize the team according to the goals. In order to achieve that, the leader needs to motivate and create guidance, as well as check results and evaluate the tasks realized by the team.

## **RESPECT FOR OTHERS**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- understand the need/importance to treat people with courtesy, politeness and kindness;

- know how to encourage individuals to express opinions and ideas, understanding that not everybody has the same perspective;
- listen to what others have to say before expressing him/her point of view.

### **ABILITY TO BUILD CLIMATE OF HEALTHY COMPETITION**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- create awareness and teach and promote healthy conflict between players or staff;
- reward the best performers, set stretch goals, and give a honest performance feedback.

## **SECTION III – ORGANIZATIONAL SKILLS**

### **LEARN HABITS AND ROUTINES**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- receive the Weekly Schedule in advance, with hours and activities detailed on it for making them understand and learn that habits and routines can create a winning team or individual;
- monitor and evaluate the outcome of the tasks to be able to create a predictable outcome on his/ her execution.

### **PROJECT DESIGN**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- be transparent with the the club and the other athletes:
- to know why were they chosen to be part of the organization, and what the objectives expected from each of them in order to set the path to follow and to achieve the named goals.

### **ABILITY TO INVESTIGATE AUTONOMOUSLY**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- create a sense of self-sufficiency that leads to a judgement of your own acts, and evaluation of them.

### **MANAGEMENT OF NEW TECHNOLOGIES AND COMPUTING**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- put in place innovative platforms to set schedules, events etc.
- make accessible new technologies.

### **ABILITY TO USE AND MAINTAIN SOCIAL NETWORKS**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- create awareness on how important is to be socially active;
- know how to use social networks;
- understand that he/her represent his/her sport organization.

### **ATTENTION TO DETAILS (RIGOUR, PERFECTIONIST)**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- be organized;
- make a list while allowing players to be creative and find the objectives that will make the team better in the short, mid and long-term;
- create detailed oriented groups try to limit the distractions as much as possible, external and internal;
- prioritize quality over quantity.

### **EMERGENCY MANAGEMENT**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- develop, review and update emergency policies and programs, at the same time conduct hazards identification and risk assessments;
- develop, implement, and maintain a business continuity plan that will ensure the continuation and recovery of normal operations;
- evaluate, and conduct training programs and exercises to test current emergency management programs;
- assess the integration and compatibility of various emergency policies, plans and procedures;
- be able to perform operational functions in emergency situations.

### **TASK MANAGEMENT (ABILITY TO PRIORITIZE)**

In order for the athlete to acquire this soft skill, the sport organization can put in place the following tasks allowing him/her to:

- know how to list all the task that he/she want to accomplish (in a day, week, month, year or season): add due dates and separate them through priorities, add notes to all of them as they evolve with the execution, as well as breaking them down from big to smaller tasks in order to achieve your overall goal;
- make sure your tasks have a coherence in order to make them achievable and to make the tasks more effective.