



State-of-the-Art Final Report

Olympic Committee of Bosnia and Herzegovina



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BACKGROUND

Integration of elite athletes into the labour market through the valorization of their transversal competences – ELITE-in is a two year Erasmus + Sport project cofounded by the European Union. ELITE-in project focuses on the successful integration of elite athletes into the labour market by recognising and valorising transversal skills which elite athletes acquire during their Dual Career. The final result of integrating of these skills into a specifically designed educational programme is to develop new skills and to reinforce the existing ones which will ease their transition process into the labour market.

According to an EU Guideline on Dual Career of Athletes, issued by the European Commission in 2013, Dual Career in sport *encapsulates the requirement for athletes to successfully initiate, develop and finalise an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or work as well as other domains which are of importance at different stages of life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a partner relationship.*

It is without a doubt that athletes face various difficulties when trying to integrate into the labour market. However, athletes are champions in facing difficulties, and most of their lives they are accustomed to pushing the limits and persevering in their efforts. Therefore, one of the ELITE-in project aims is to recognise and valorise the skills which athletes acquire throughout their dual career, known as transversal/soft/life skills and place them into a specific context which will assist them in their integration into the labour market.

If we take into account similar projects which have either been implemented or are being implemented still, the Handbook of Best Practices in Dual Career of Athletes in countries implicated in the DC4AC project was taken as the main source of information. The DC4AC project (Regional Center for Dual Career Policies and Advocacy) is a project funded by the European Commission through the Erasmus + Sport Program, which included 7 countries of the European Community: Romania, Hungary, Italy, Greece, Slovakia, Slovenia and Bulgaria. According to the Handbook and the ELITE-in project characteristics the following can be taken as similar and related projects.

Athletes Learning Entrepreneurship – A New Type of Dual Career Approach – AtLETyC

- To develop, implement and transfer an innovative **MOOC-based e-learning modular** education program in different European countries, involving Universities and sport organizations and to enhance digital learning.
- To develop a vocational and/or higher education course on Entrepreneurship Athletes which will be offered in modules?

- To develop tailor-made arrangements as the best solution (EU Guidelines of Dual Careers of Athletes).

GEES: Gold in Education and Elite Sport

- Provides competence profiles for athletes and dual career support providers as well as instruments and techniques to optimize dual career support services
- Provides the basis for a European framework of reference for athletes' competences regarding this dual career pathway and competences of dual career support providers allowing for a European guide within existing or newly to be developed dual career services within the Member States.

AFTERMATCH

- To sensitize and raise awareness about the need for European athletes to think about an exit strategy outside the sport's world, by targeting the action not directly on athletes, but on former athletes and sport associations (teachers, managers and trainers) in different EU countries;
- To identify and to officialise a way (Aftermatch model), validated at EU level by educational and training experts as well as by sport federations, to include innovative modules in traditional training paths for trainers and managers of sport associations, able to promote dual career and transition to post-sport career by valorising sport-related skills;
- To test the Aftermatch model in different European countries by means of training pilot paths targeted to: 1) trainers, coaches, managers in the field of sport; 2) teachers in sport schools or Handbook of Best Practices in Dual Career of Athletes in countries implicated in the DC4AC project 26 academies; 3) labour market / private employers. The aim is to have a model customized on target groups and final beneficiary's needs;
- To spread and, if possible, to pave the way for transferring Aftermatch model in countries other than the ones participating the project, by setting up a transferability plan (i.e., Guidelines) including both measures for raising awareness and methodologies for activating training actions;
- To set up local promotional campaigns able to identify a testimonial (a high level athlete at country level) and to use him as a model for young generations, oriented towards media and new media channels, aimed at favouring a culture of sport including also the need of thinking about an alternative career after sport. At the same time, to sensitize companies & firms by means of creative tools (ex. the theatre performance);

From the stated projects, only AtLETyC dealt with a combination of online and face-to face training education for elite athlete, however such training lasted up to two months. ELITE-in

project is designed to implement a training programme which will likewise be a combination of 3 months of online training and two thematic workshops.

METHODOLOGY

In order to successfully recognise the transversal skills which elite athletes acquire throughout their sport career and those which they require for an integration into the labour market, a Questionnaire was designed. Apart from a general set of questions, the most essential section of the Questionnaire was designed to evaluate the rate of skill importance. Out of a wide range of skills, 24 were chosen reflecting both transversal and DC skills. The following will provide with a detailed definition of both.

According to the European Skills, Competences, Qualifications and Occupations Handbook issued by the European Commission Directorate-General for Employment, Social Affairs and Inclusion in September 2017, Transversal skills are relevant to a broad range of occupations and economic sectors. These skills represent *a core, basic or soft skills and are the cornerstone for the personal development of a person.*

Transversal knowledge, skills and competences are relevant in terms that they represent a starting point from which “hard” skills are developed and which are necessary for the successful integration into the labour market.

From this, one can conclude that transversal skills represent life skills, which when combined with the knowledge and expertise in a specific discipline lead to a successful labour integration.

Transversal skills can be divided into the following areas

- Cognitive
- Creative
- Managerial
- Relational
- Communication

Since ELITE-in project deals directly with the dual careers of athletes, specifically its interest is mostly diverted towards the skills athletes acquire throughout their dual careers, the following list of DC Competences was taken from the GEES Handbook for Dual Career Support Providers (DCSPs), and will serve as a database for the list of possible DC skills to be taken into consideration. The graph below represents some of the skills listed in the GEES Handbook and their correlation with the skills listed in the Questionnaire designed for the athletes.



GEES Handbook for Dual Career Support Providers list 38 DC competences, however for the sake of ELITE-in project and in correlation to transversal skills 10 skills were selected and inserted into the Questionnaire. The 10 skills are:

- | | |
|---|--|
| 1. Ability to receive criticism | 6. Team work |
| 2. Understanding the need for discipline | 7. Understanding the need to obtain and assess results |
| 3. Use of habits and routines | 8. Self-confidence |
| 4. Time management | 9. Planning skills |
| 5. Understanding the concept of personal responsibility | 10. Flexibility and adaptation |

¹ For further reading please visit:

https://kics.sport.vlaanderen/topsport/Documents/170301_GEES_Handbook_for_dual_career_support_providers.pdf

Since ELITE-in project focuses on the integration of athletes into the labour market it is necessary to likewise include the skills and competences which employers consider important. Therefore, ELITE-in performed a research in a field which concerns employers' needs as well, specifically in a context of employability skills. For this reason the results of Erasmus + projects such as Skill Up, and Empowering and Activating the young Generation through the Learning of Employability Skills – EAGLES, were taken into account.

According to the published results of the above-mentioned projects, the following skills have been included and presented in the graph below.



The selected employability skills have been categorized in accordance to Skill up project results as:

Cognitive – analytical thinking, creative thinking and foreign language skills

Methodological Skills - learning to learn, decision making, results orientation, problem solving, self-management and digital skills

Social Skills - communication and interpersonal skills, team work, cross-cultural and diversity competence, team work, capability to cope with changes, conflict management and stress management

Job specific skills -

Considering the ELITE-in project focuses on transversal skills which do not include job specific skills, the selected transversal skills belonging to first three categories are:

- | | |
|---|--|
| 1. Ability to investigate autonomously | 8. Oral communication |
| 2. Foreign language skills | 9. Written communication |
| 3. Management of new technologies and computing | 10. Non-verbal communication |
| 4. Competitiveness | 11. Presentational skills |
| 5. Ability to use and maintain social networks | 12. Global vision and internationalization |
| 6. Ethics at work | 13. Loyalty |
| 7. Cross cultural skills | 14. Persistence and Resilience in the face of problems |

The skills used for the development of the questionnaires have been designed as a combination of DC and Employability skills.

QUESTIONNAIRES

ELITE-in project was designed to research and provide with the opportunities of elite athletes integration into the labour market by valorizing their transversal competences. In order to achieve one of its main aims the second Work Package *State-of-the-art and Best practices* aim towards recognizing the transversal skills and collecting the best practices of launching these transversal skills successfully in the labour market.

For the purposes of recognizing the transversal skills among the elite athletes the two set of questionnaires were designed. One questionnaire consisted of specific set of questions distributed to elite athletes, while the second one was distributed to employers.

The questionnaire intended for elite athletes was divided into four sections. The first section was intended to collect general information, such as age, gender, sport and education. The second section gathered information in regards to their current situation and most importantly, whether or not there is a link between formal education and practical skills required in the labour market. And the third section directly addressed the issue of skills by allowing the respondents to rate the skills as to their own experience from 1 to 5, (1) being not important, and (5) extremely important. An additional section was added at the end of the questionnaire intended to allow the respondents to state their own personal opinions as to which skills or attributes acquired in their course of being an athlete might be viewed negatively by potential employers, along with any other comments and suggestions.

The questionnaire intended for employers had the same structure as the questionnaire for elite athletes. The first section consisted of gathering data relevant to the profile of a company. The second section aimed at gathering data on the company's employment strategy in regards to elite athletes. The third section was intended to analyse 24 skills in regards to their importance in performing a job successfully, whether employers believed that elite athletes possessed the skill in questions and if the skills could be learned through practicing elite sport. And the final section was devoted to open questions, to be exact to seven questions intended to gather further information.

The Questionnaires were distributed on – line and have contained a clear Privacy statement which ensures that all the questionnaires are to remain anonymous, therefore the analysis of the results will not include names of athletes and employers. If such names are to be used, it will solely be for the purposes of contacting these individuals or companies in implementing project activities that are to follow.

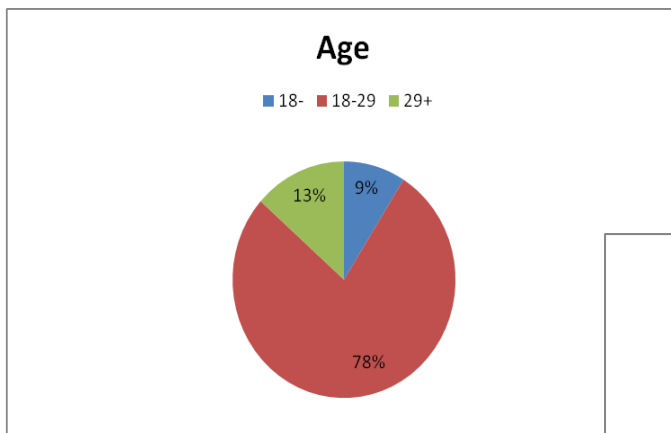
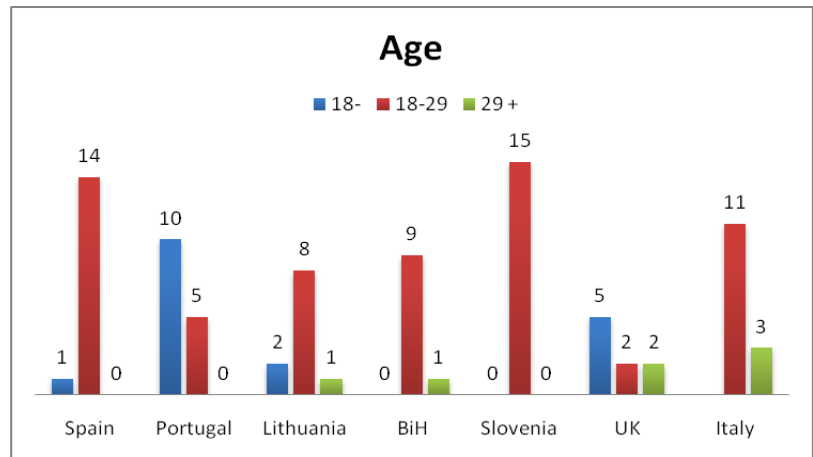
ATHLETES

GENERAL INFORMATION

In regards to general information, the data on age, gender, sport, level of sport practice, years of experience and training time will be presented, as well as a brief description of sport career.

1. Age

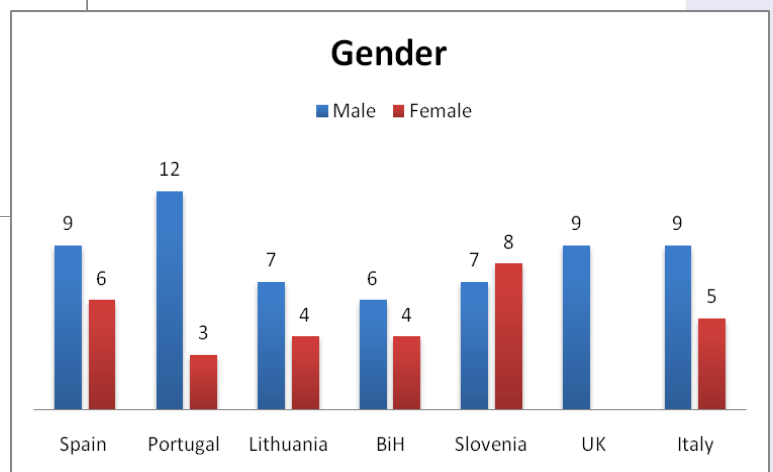
For most of the countries of the ELITE-in Consortium, the average age range is below 29 years of age, which is a good indicator of participant selection, considering that elite athletes already at this age should start to plan their professional future, which is either to take place during or after their sport career.



If we take a look at the overall data, the results indicate that out of the total number of respondents 78 % are of age between 18 and 29, with 13% belonging to 29 +, and 9% are younger than 18.

2. Gender

Even though ELITE-in does not specifically address the issue of gender in sport and labour market, it is quite evident that still such diversification exists, and that attaining specific skills is dependent on gender. In regards to the respondents, the graph below indicates that in all of the countries of the Consortium respondents are mostly male, while only in Slovenia the number of female respondents is higher than those of male, and unfortunately the respondents from UK are all males.



This is as well indicated in the overall analysis where 66% of the respondent belong to male population, while 34% are of female population. Even though this number is not ideal, it is still acceptable for the further analysis since it takes into consideration female population as well.

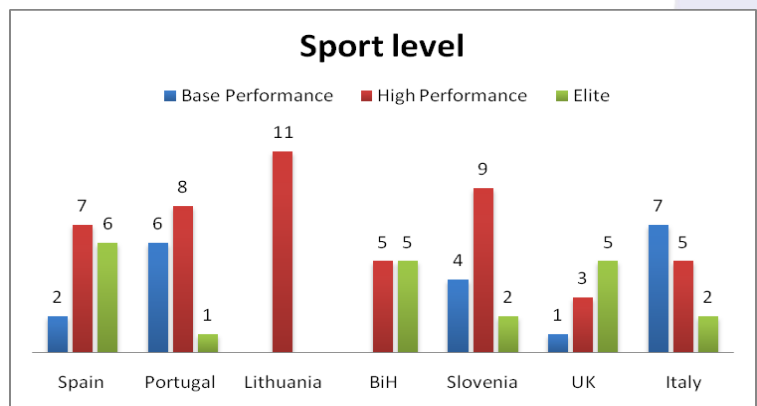
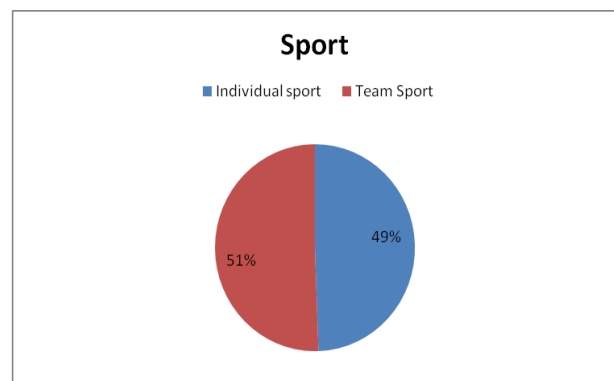
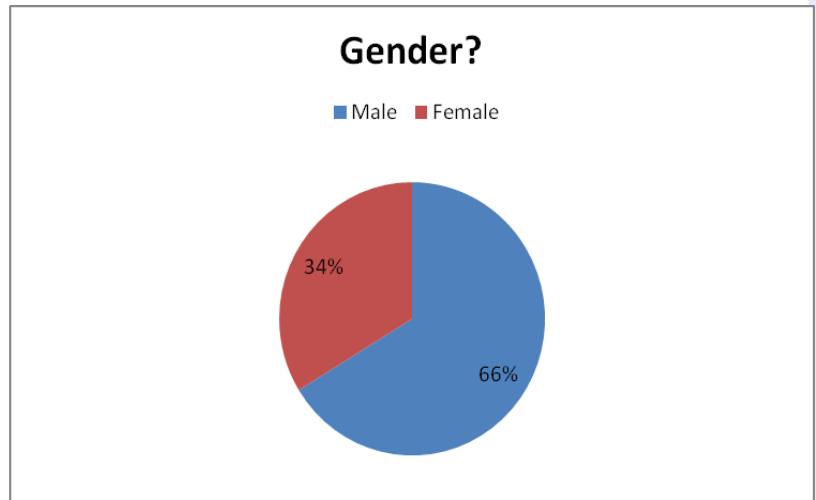
3. Sport

The conclusion which can for certain be drawn in regards to which sport respondents practice, is that the respondents come from diverse sport careers, amongst which are: Rowing, Athletics, Karate, Football, Swimming, Canoeing, Cycling, Triathlon, Handball, Judo, Water polo, Basketball, Trail Running, Muay Thai, Volleyball, Dancing, Table Tennis, Weightlifting, Modern Pentathlon, Boxing, Alpine skiing, Shooting, Fitness, Rugby, Tennis, and Rhythmic Gymnastics. For the purposes of presenting an overall analysis, the following graph will show the representation of individual and team sports among respondents.

As indicated by the graph, there is almost an equal representation among the respondents in regards to individual and team sports, where 49% practice individual sport and 51% practice team sports. This is a good indicator since specific skills required through their sport career might as well depend on the type of sport they practice. Therefore, the data gathered in regards to the skills and sport they practice will yield satisfactory results.

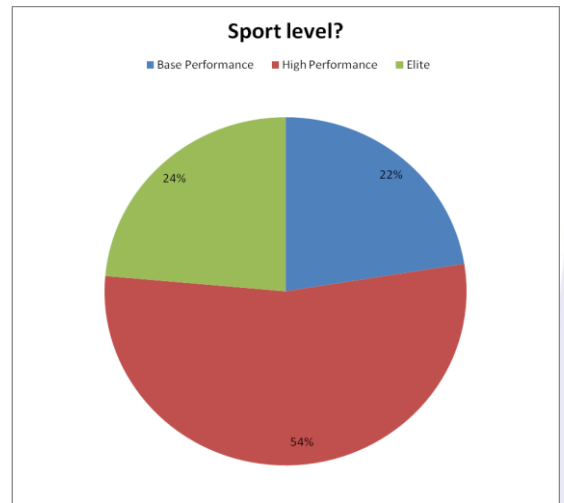
4. Sport Level

Based on the level of sport practice, the respondents were asked to select whether they belong to the Base performance, High performance or Elite level. The analysis per each country reveals that for most, the level of sport practice is diverse, apart from Lithuania where all respondents belong to the High Performance level. In Spain the most of the respondents as well belong to the High Performance level group, however there is a fair number of those who belong to the elite level as



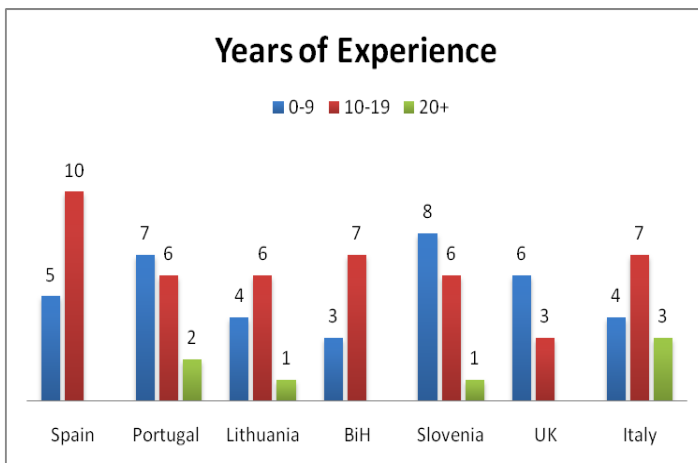
well. In Portugal the situation is somewhat similar, where most respondents belong to the High Performance Group, followed by a group which belong to the Base performance level. In Bosnia and Herzegovina there is an equal number of respondents belonging to High Performance and Elite level athletes. Slovenia is as well oriented towards High Performance athletes mostly. In the UK, most of the respondents belong to the group of elite performance, while in Italy the situation is somewhat different as the biggest group of respondents belong to the Base performance sport level.

The overall analysis reveals that 54% of the overall number of respondents belong to the group of High Performance in regards to their sport practice level. Other 24% belong to the elite level and 22% to the Base performance level.

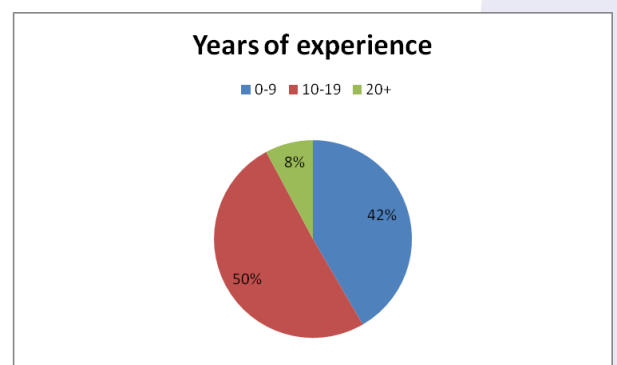


5. Years of Experience

Years of experience were addressed to the years of experience in respondents' sport careers. In regards to that per each country, it is quite evident that most of the respondents belong to the group between 10 and 19 years of experience, apart from respondents from Portugal, Slovenia and UK where a greater number of respondents have no more than 9 years of experience. The overall analysis therefore reveals that 50% of the total number of respondents have between 10 and 19 years of experience. Only 8% of respondents have more than 20 years of experience, and those come from Italy, Portugal, Slovenia

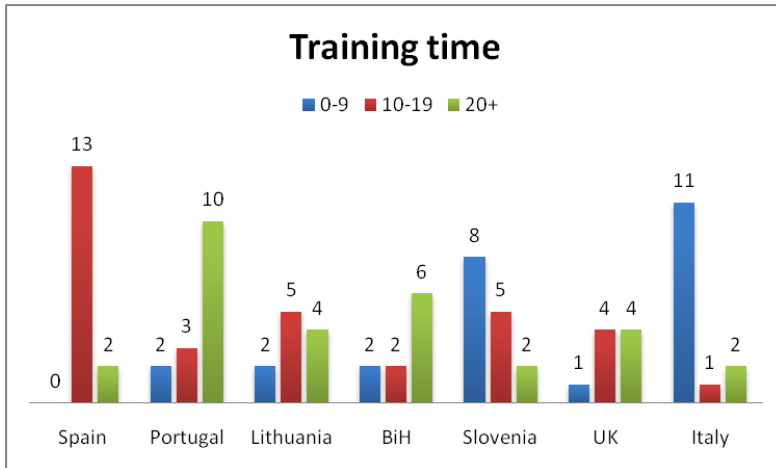


and Lithuania.



6. Training time

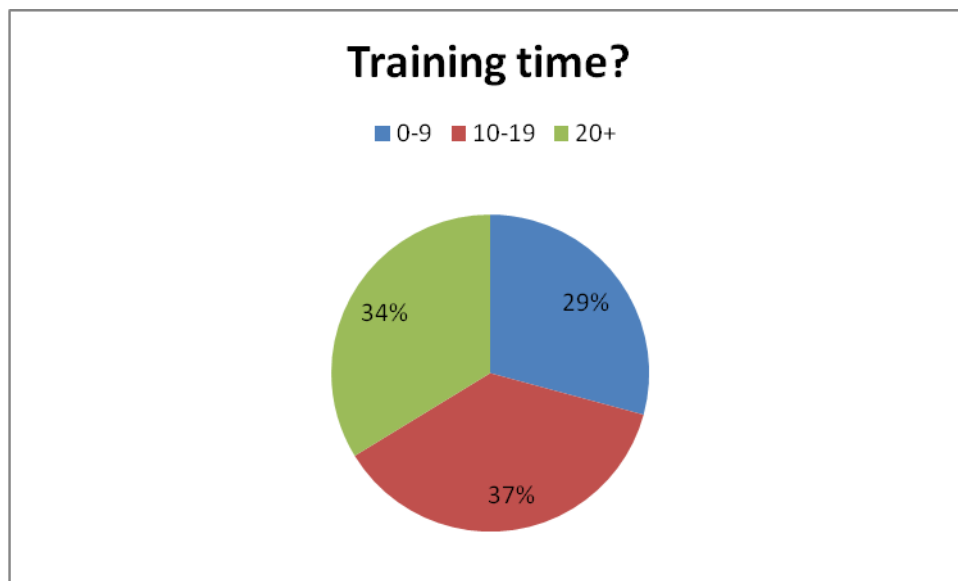
Taking into consideration that the following project activities depend on the amount of time athletes could devote to other activities apart from training, it was necessary to gather information on the number of hours the respondents spend training per week. The answers vary



from country to country, such as Spain, where for the most respondents the number of hours per week is between 10 and 19. In Portugal, that number is more than 20 hours, while in Lithuania it is mostly between 10 and 19 and over 20 hours. In Bosnia and Herzegovina for the most respondents, it is more than 20 hours, but in Slovenia the greatest number of respondents opted for less than 10 hours per week. In the UK the numbers are

equal between 10 and 19 and over 20 hours, while finally in Italy the greatest number of respondents gave an answer below 10 hours per week.

These information should be taken into account when working on the project activities which are to follow. If we take a look at the overall analysis, the results are not much revealing, since there is not a relevant significance between the answers. However, the greatest percentage is allocated to 10 to 19 hours per week.

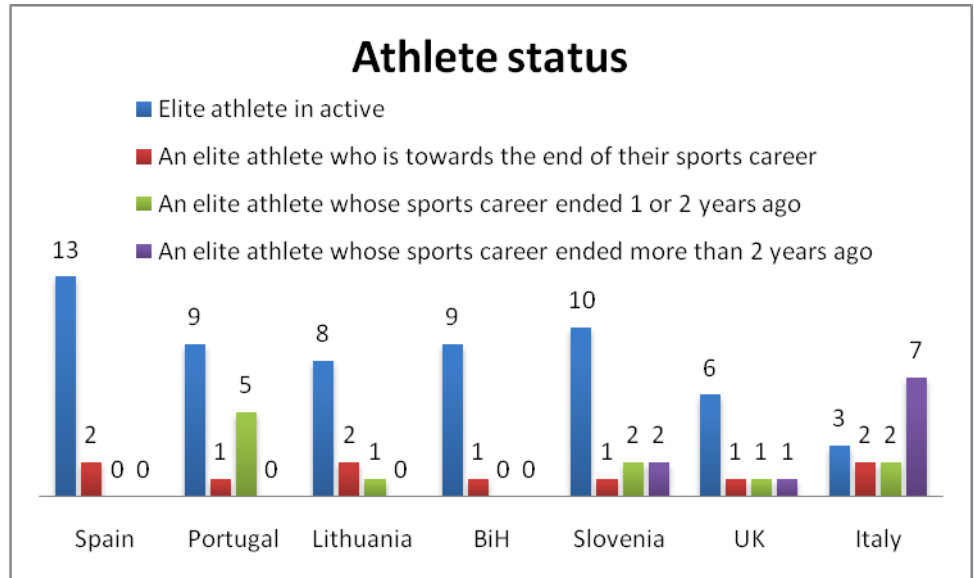


CURRENT SITUATION

The second part of the questionnaire contained questions which were designed to gather information in regards to their current situation as well as their educational and work background.

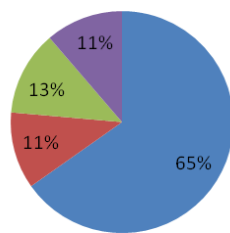
1. Athlete status

For the most countries of the Consortium, the respondents belong to the group of Elite athletes who are active, apart from Italy, where the greatest number of respondents belong to a group of elite athletes whose sport career ended more than 2 years ago.



Are you...

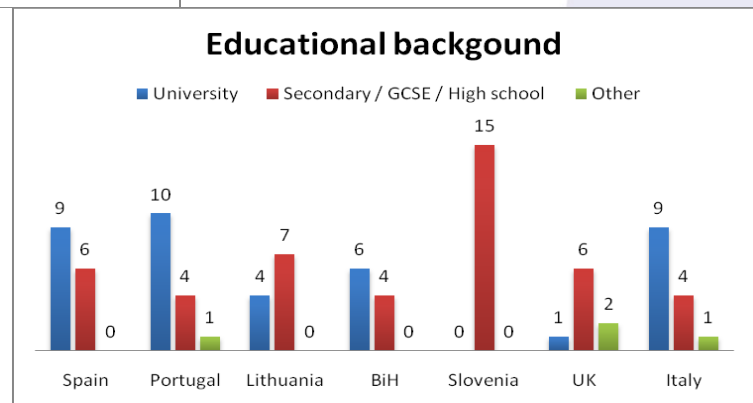
- Elite athlete in active
- An elite athlete who is towards the end of their sports career
- An elite athlete whose sports career ended 1 or 2 years ago
- An elite athlete whose sports career ended more than 2 years ago



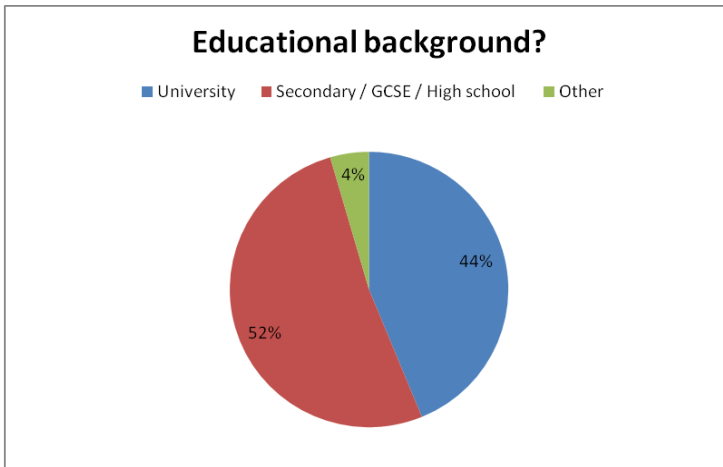
In the overall analysis 65% of respondents belong to the group of elite athletes who are active, followed by 13% who are elite athletes whose sport career ended one or two years ago.

2. Educational background

For the most part respondents' educational background is either University or secondary degree. Per countries it varies, so for Spain, Portugal, BiH and Italy it is mostly University education, while for Lithuania, UK and all



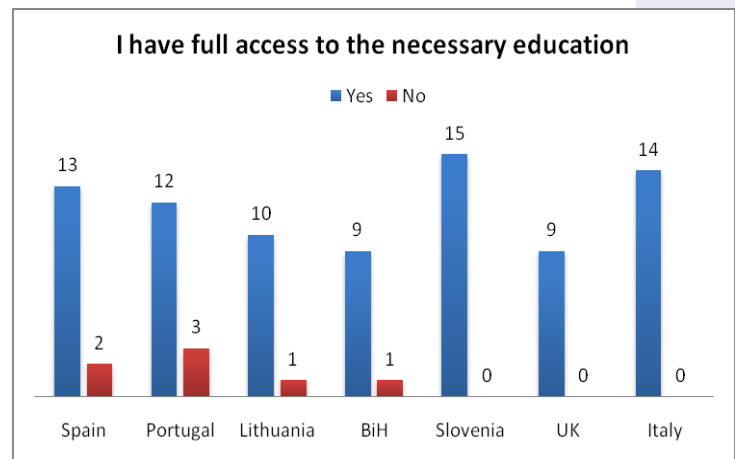
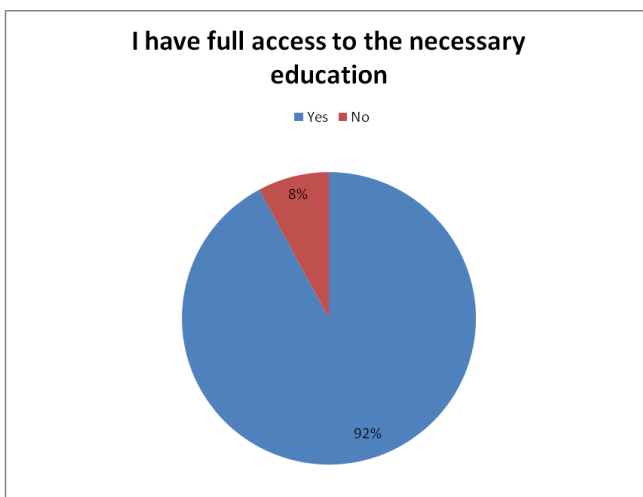
respondents from Slovenia it is Secondary education.



In total it is 52% percent University degree and 44% secondary degree. In regards to specifying the studies, the respondents mostly did not answer, but those that did answer singled out the following: Engineering, Law, Sport activities, Medicine, Physiotherapy, Teaching, English literature, Business and Math.

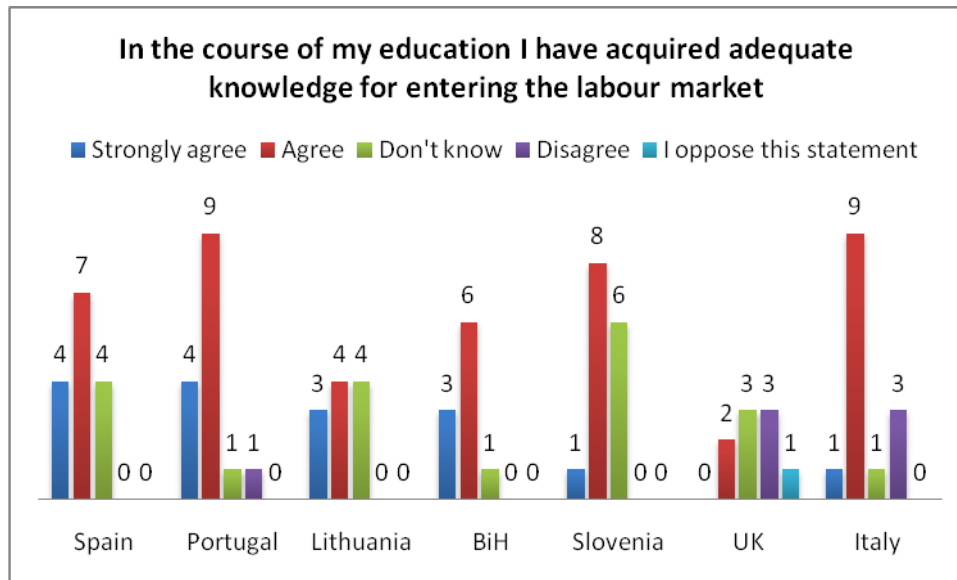
3. Full Access to Necessary Education

The greatest number of respondents confirmed that they have full access to the necessary education, or to be more precise 92% of respondents answered yes, while only 8% answered no, and those are coming from Spain, Portugal, Lithuania and BiH.



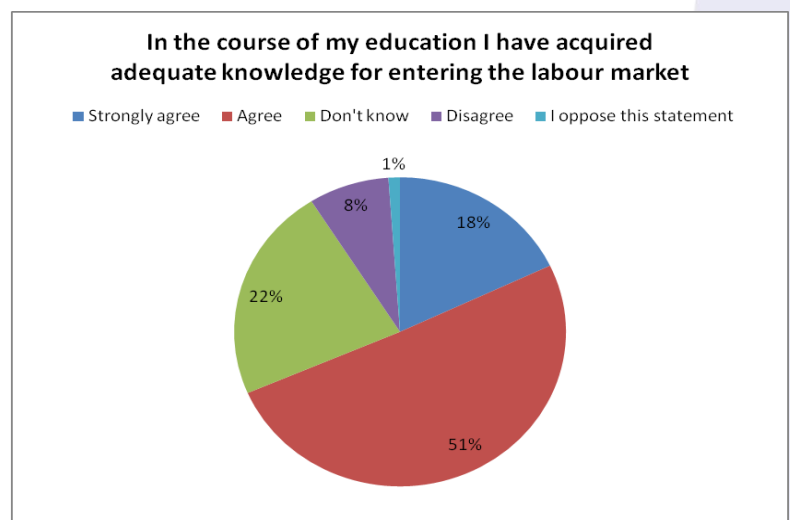
4. Adequate knowledge for the labour market

Certainly one of the most interesting aspects of the questionnaire was to discover whether athletes believe to have acquired adequate knowledge for entering the labour market.



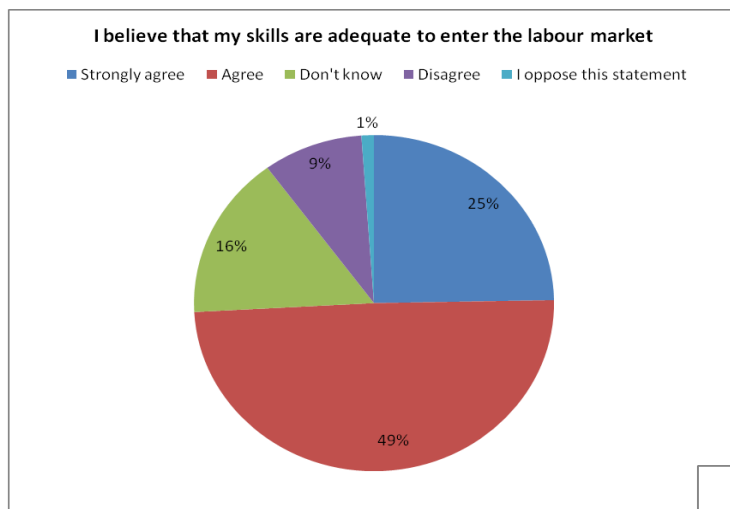
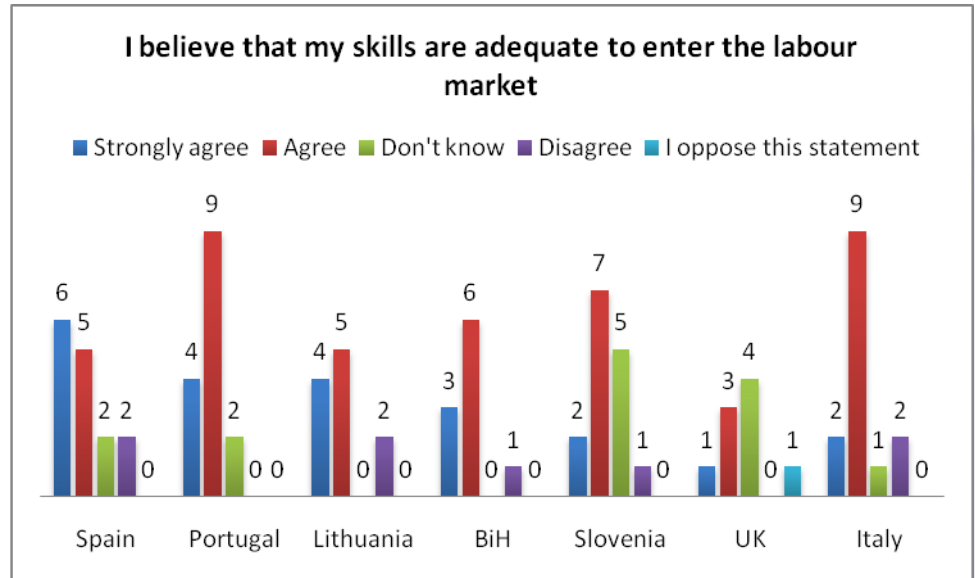
The answers per country varied, however for the most part the athletes agreed to have acquired adequate knowledge for entering the labour market, but not as much to state that they strongly agree. For some countries, a great number of those who do not know or even disagree, is an indicator that still athletes integration into the labour market during or after their sport career is something that requires further work.

In total, and quite a reassuring notion is that 51% of respondents agree to have acquired adequate knowledge for entering the labour market, and 18% strongly agree. However, 22% do not know, 8% disagree and 1% oppose the statement all together.



5. Adequate skills for the labour market

A valuable piece of information certainly includes the belief whether athletes possess adequate skills to enter the labour market. In this regard, the situation is more assuring since in most of the countries the respondents strongly agree and agree.

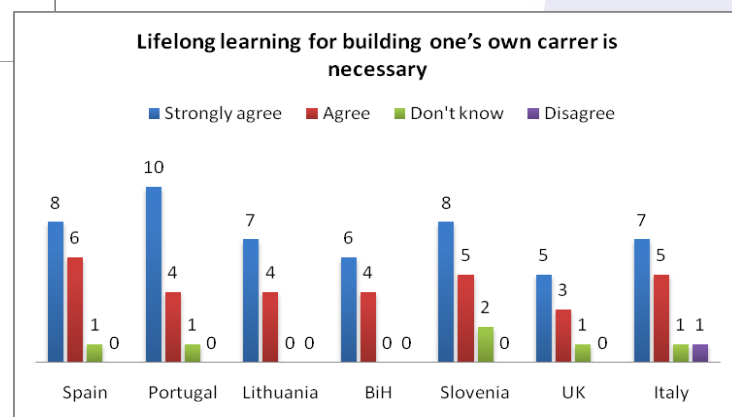


The overall analysis likewise supports this claim, with even 25% of respondents who strongly agree and 49% who agree. This equals to 74% of the overall number of respondents.

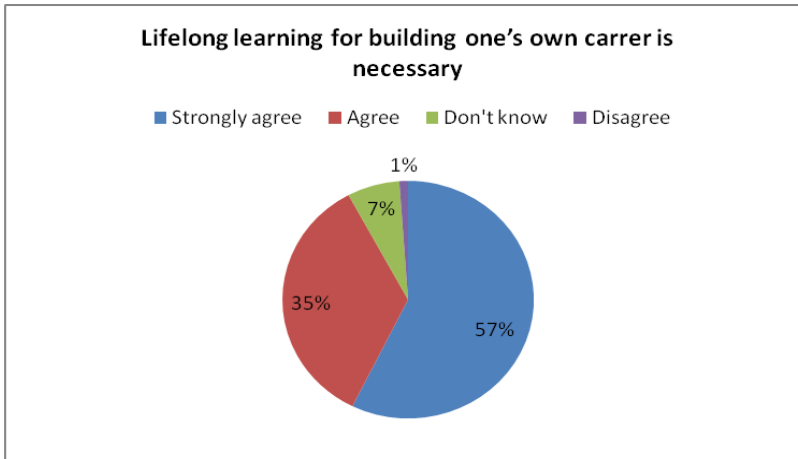
6. Lifelong learning in building one's own career

As skills are a part of a lifelong learning process, the respondents were asked to state their opinion whether they believe lifelong learning could help them in building their own career.

In all the countries of the Consortium the majority of respondents answered that they strongly agree.

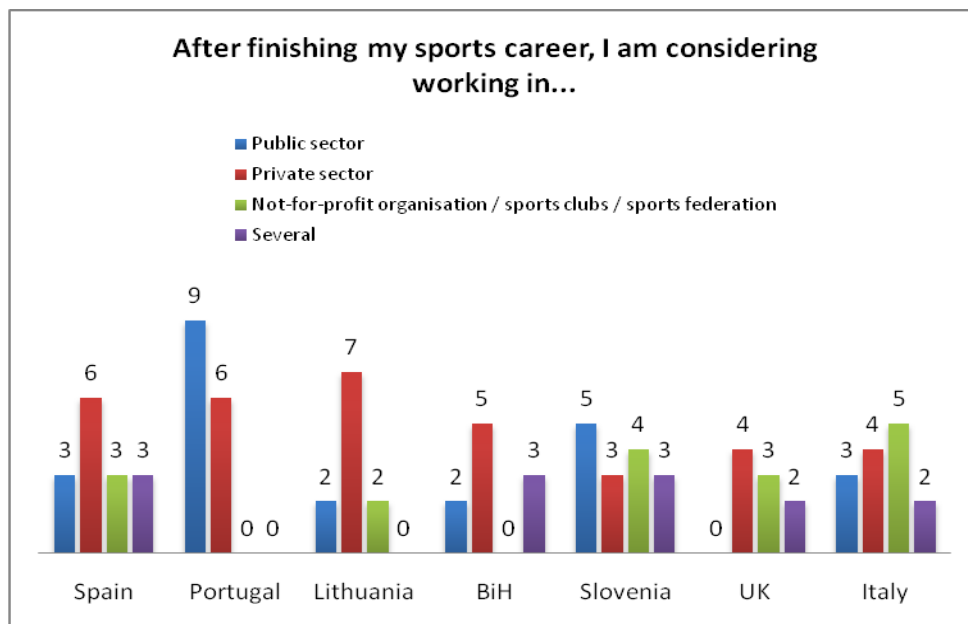


This is a very positive indicator, pointing towards an awareness of the necessity of lifelong learning in regards to skills and building one's own career. As the graph below confirms, 57% of the respondents strongly agree, 35% agree, while only 7% do not know and 1% disagree.

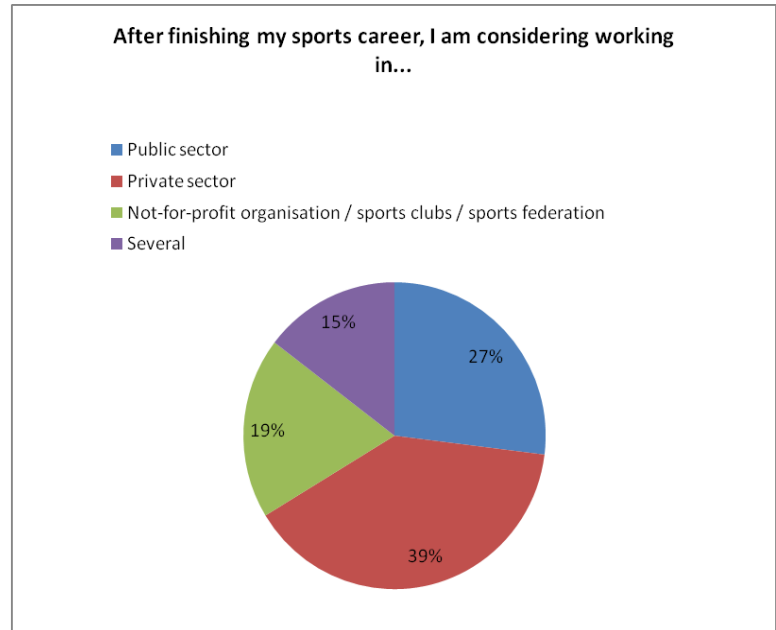


7. After the sport's career

It is quite evident that each sector carries specific set of work requirements. Therefore, it was necessary to research which sector would be most appropriate for the athletes, in their own personal opinion. Again, answers vary from country to country, and in most cases, the respondents almost equally opted for all listed sectors. Such is the case for Slovenia, Italy and UK. In Portugal it is the public sector, while in Spain, Lithuania and BiH it is the private sector.

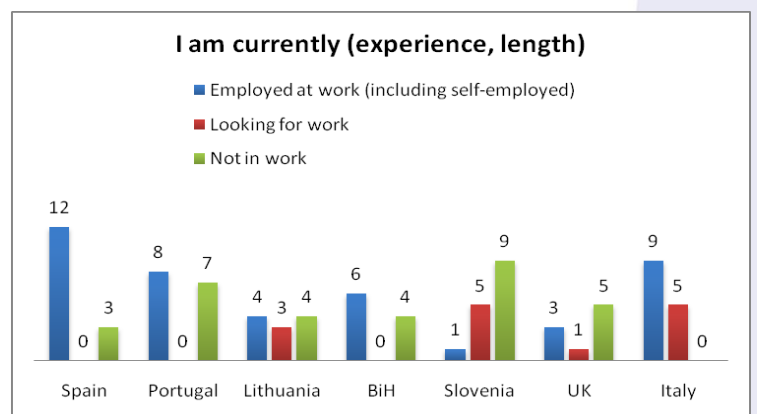
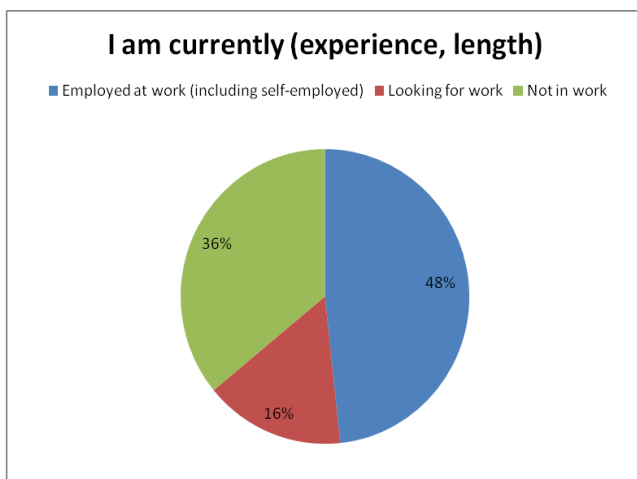


The overall analysis reveals that most of the respondents would like to work in a private sector, to be exact 39%, followed by 27% who would like to work in a public sector. 19% would like to work in NGOs and 15% choose several of the options listed, indicating that they would not mind working in any of the sector if such opportunity was provided.



8. Employment status

And finally in regards to respondents employment status, even though, 48% are employed, unfortunately, the majority of them are unemployed (not working and looking for work), to be exact 52%. As per countries, in Spain there is a greatest number of those who are employed, followed by Italy, Portugal, BiH and Lithuania. Slovenia and UK have the majority of respondents who are not employed.



COMPETENCIES

This section was designed to gather information as to athletes' opinions in regards to general competencies and their importance in the labour market. There were 24 competencies listed and for each of them the respondents could rate their importance from 5 as extremely important and 1 as not important. For the sake of data analysis, competencies rated as 4 and 5 are to be taken into account as relevant, competencies rated under 3, 2 and 1 will be regarded as irrelevant. Each competency will be analysed on behalf of the entire Consortium, and data per individual country will be singled out if it stands out from the others. Finally, all the competencies will be rated together in a table indicating their importance.

1. Persistence and resilience in the face of problems	2. Ability to receive criticism
<p>Persistence and resilience in the face of problems was rated as extremely important by 53% of respondents, followed by 35% of them who believed it to be important. To sum up, 88% of respondents consider this skill relevant.</p>	<p>In regards to the ability to receive criticism, 45% percent believe it to be extremely important, or 87% who believe it to be relevant.</p>
3. Understanding the need for discipline	4. Use of habits and routines
<p>Understanding the need for discipline has firmly 70% of respondents who claim it to be extremely important. When adding additional 27% who also claim it to be important, at this point it is safe to presume that this skill is highly relevant and valued among athletes.</p>	<p>Even though less than 50% of respondents regard this skill to be extremely important, taking into account those who likewise consider it important, one can deduce that this skill is as well relevant. Up to what point of relevance it might rate this skill among others, the final analysis will reveal. At this point it is important to notice that 7 respondents in Italy have opted to scale this skill as neutral (3), followed by Spain with 3 respondents, Portugal and Slovenia 2 respondents, and Lithuania and BiH with 1 respondent, which will evidently affect the final rating.</p>
5. Time management	6. Understanding the concept of personal responsibility
<p>Time management is deemed as highly important with 92% of respondents opting for it being important. Only 8% of them remained neutral, with none of the respondents perceiving it not to be important.</p>	<p>Along with time management, understanding the concept of personal responsibility has a staggering 97% of respondents who believe it to be an important skill.</p>
7. Team work	8. Understanding of the need to obtain and assess results
<p>According to the data gathered team work is as well considered important, with 52% claiming it to be extremely important, and none of the respondents</p>	<p>In regards to the skill of understanding the need to obtain and assess results, those who opted to rate it as extremely important are below 50%. Even though 84% consider this</p>

have opted to rate it as not important at all, while only two respondents have claimed it not to be important, one in Spain and one in Lithuania. To sum up, 94% consider this skill to be relevant

skill to be relevant, 12% remained neutral, which will affect rating this skill against others listed.

9. Self-confidence

Self-confidence is high on the list of skills which athletes deem as extremely important, to be exact 57% of them. Together with those which consider it to be important, 92% opted to rate this skill as relevant, with only one respondent believing it not to be important.

10. Planning skills

Planning skills however have not been rated as important as the other skills. Even though together 72% of respondents consider it to be relevant only 39% have opted for it to be extremely important. There are 21 respondents who remained neutral in regards to this skill, 5 from Lithuania and Spain, 4 from Portugal, 3 from Slovenia and UK, and 1 from Italy equaling to 24% of the total number.

11. Flexibility and Adaptation

Flexibility and adaptation received 41% of the responses as a very important skill, and 45% as important, which all-together accounts for 86% of respondents who believe this to be a necessary skill. Even though the percentage of those who believed it to be very important was not more than 50% of respondents, this skill should not be neglected in further analysis.

12. Competitiveness

Competitiveness was definitely rated higher than flexibility and adaptation with 54% of respondents who believed it to be very important, followed by 32% who rated it as important. Even though it equals to 86% of respondents who believe it to be important which is the same number as for flexibility and adaptation, one should take into account the percentage of those who rated it as very important. This will also be indicative in the final analysis.

13. Loyalty

In regards to loyalty, the majority of respondents rated it as very important, to be exact 54% of the overall number. Together with those who rated it important, this skill is considered valuable by 80% of respondents. However, the negative rating in this case was appointed by athletes from Lithuania, indicating that maybe in their regard this skill is not as important as the others.

14. Ethics at work

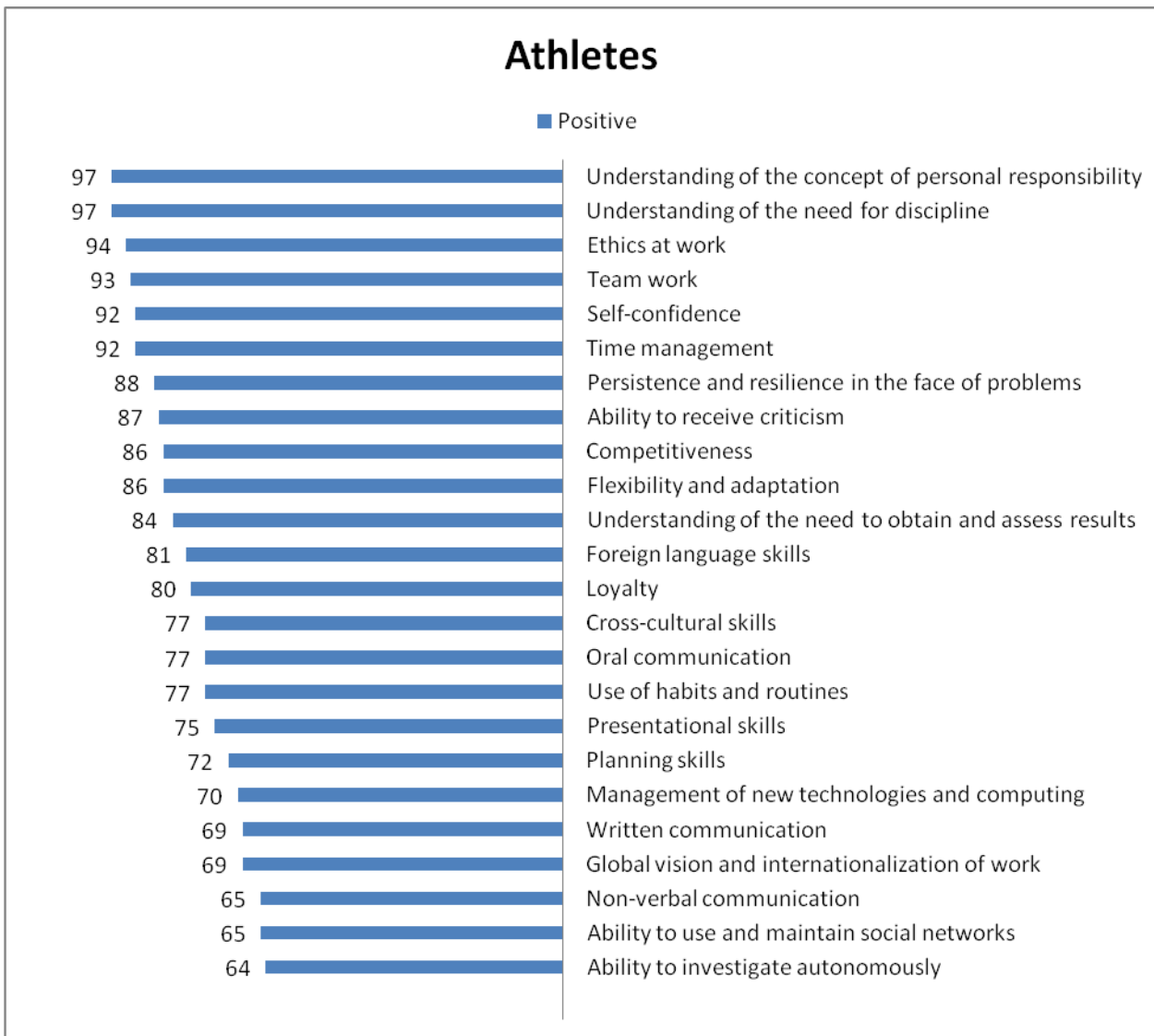
When it comes to ethics at work, there is no doubt that athletes consider this skill to be valuable, with 64% of the overall number stating it to be very important. Along with those who opted for this skill to be important, the overall number of respondents, to be exact 94% rated this skill as necessary.

<p>15. Ability to investigate autonomously</p> <p>The ability to investigate autonomously was not rated high in the overall number. Only 27% believe it to be very important, followed by 37% who believe it to be important. The other numbers, such as 32% who rated it neutral indicate that this skill is not to be perceived as important as others. Most of these respondents come from Spain, Portugal, Slovenia and UK</p>	<p>16. Management of new technologies and computing</p> <p>More or less the skills of managing new technologies and computer skills have been rated low in regards to the overall number. Only 25% believe it to be very important, and 45% believe it to be important. And still 25% of respondents remained neutral.</p>
<p>17. Ability to use and maintain social networks</p> <p>It seems that athletes do not believe that the ability to use and maintain social networks is something very important, since only 21% rated it as such, which is the lowest score so far.</p>	<p>18. Global vision and internationalisation</p> <p>Global vision and internationalisation was awarded with 31% of the over number as very important, followed by 38% who believed it to be important. Still not to be considered as a relevant score in regards to the previous skills.</p>
<p>19. Cross cultural skills</p> <p>Cross-cultural skills were selected as very important by 31% of the respondents as was the same for global vision and internationalization. However, it's rate as important was slightly higher equaling to 46%.</p>	<p>20. Oral communication</p> <p>In regards to Oral communication, 48% of respondents stated that it is a very important skill, followed by 29% who stated it to be important, equaling to 77% of the total number of respondents who believe this skill to be necessary.</p>
<p>21. Written communication</p> <p>Unlike oral communication, written communication has not been stated as very important, to be exact only 36% of the total number of respondents believe it to be very important. The 33% believe it to be important, but as well 29% stated themselves as neutral.</p>	<p>22. Non-verbal communication</p> <p>In regards to other communication skills, such as non-verbal communication, only 29% stated it to be very important, and 36% as important. In total it is just 65% of the total number of respondents, followed by 27% of those that remained neutral, and 7% who stated it not to be important.</p>

<p>23. Presentational skills</p>	<p>24. Foreign language skills</p>
<p>Presentational skills seem to be similar in regards to communicational skills, with only 27% of the respondents who believe it to be very important, but a somewhat higher number of those who stated it as important, 48%.</p>	<p>Foreign language skills seem to be more important than presentational skills and most of communication skills, apart from oral communication. In terms of the overall number of respondents, 44% stated foreign language skills to be very important, and 37% as important.</p>

CONCLUSION

The Graph below singles out the competencies rated as either extremely important or important by the overall number of athletes/respondents.



EMPLOYERS

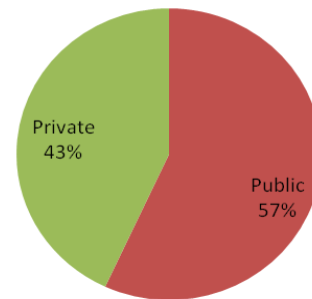
GENERAL INFORMATION

The questionnaire for employers consisted of two sections. The first section was designed to gather general information about the company, and the second section was meant to gather the opinions of employers in regards to the skills which they deem to be important or not important for athletes in professional context.

Here is a short overview of the data gathered within the first section

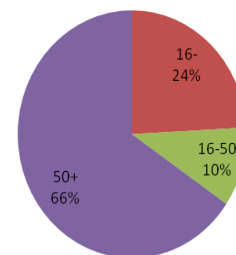
Most of the respondents (employers) work in a public company, however there is not a severe difference between the respondents, which is a good indicator considering that the data gathered can both be applicable in private and public company.

Type of company

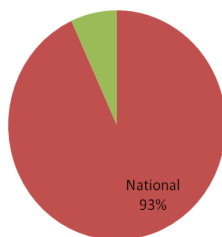


The majority of respondents, which is 66% work in companies that have more than 50 employees, while 24% work in companies that have less than 16 employees. The rest of respondents belong to companies which employee between 16 and 50 employees.

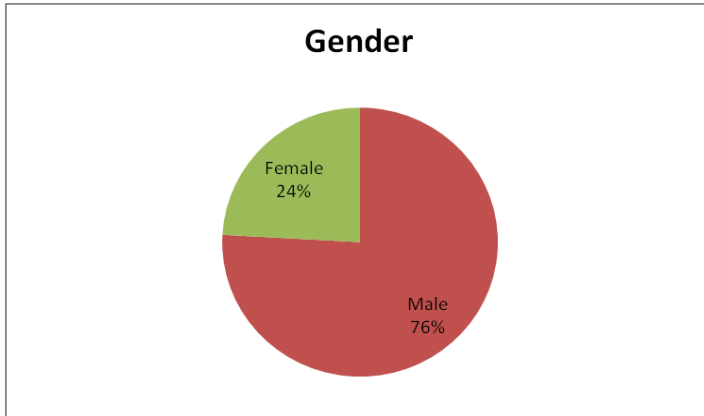
Size of the company



Extent, Coverage



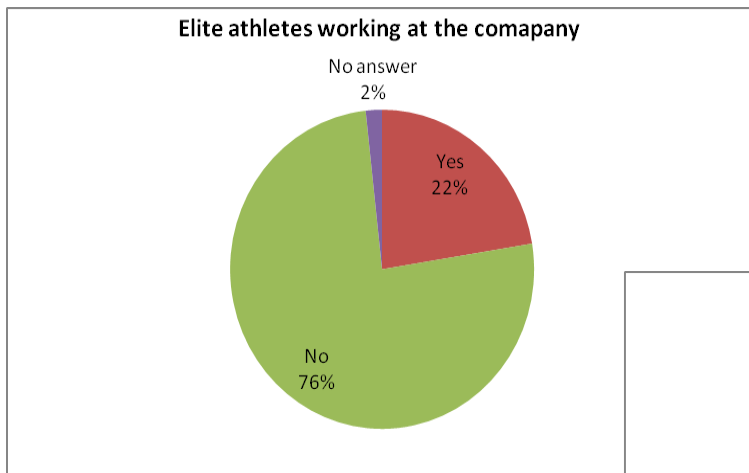
As visible from the Graph to the left, most of the companies are companies, which work on national level, and the rest 7% belong to the companies, which work internationally.



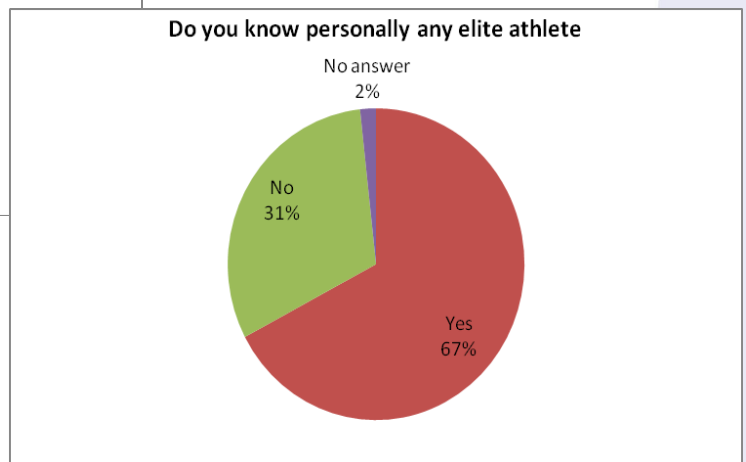
Among the respondents, 76% belong to a male population, with only 24% belonging to female population.

In regards to education, most of the respondents possess a bachelor degree, to be exact 59%, with 27% having a master degree.

As was expected only 22% of respondents stated that their company currently employs elite athlete.



When asked if they personally knew any elite athlete, 67% respondent positively.



SKILLS

The questionnaires for employers was designed to research not just the importance of a specific skill in regards to employers beliefs and experience, but to also gather information whether they believe athletes possess it and if they acquire it while practicing elite sport.

Therefore, each skill will be presented in regards to its importance, possession and acquisition. Since the data presented as such would take up much of space, the data will be analysed as positive and negative statements. Positive statements will consist of those that rated the skill as 5 and 4, and negative will consist of those rated as 3, 2, and 1.

<p>01. Persistence and resilience in the face of problems</p>	<p>02. Ability to receive criticism</p>
<p>Persistence and resilience in the face of problems, the great majority of respondents believe it to be important, i.e. 90%. As for the notion whether or not athletes possess it, a smaller percent of 68% believe that they do and 74% state that the skill can be learnt throughout the sport career.</p>	<p>Ability to receive criticism was rated higher in regards to its importance, even 93% believe it to be important. However, when it comes to its possession, only 57% of respondents stated that athletes possess this skill. Nevertheless, 70% believe that it can be acquired.</p>
<p>03. Understanding the need for discipline</p>	<p>04. Use of habits and routines</p>
<p>Out of the total number of respondents, 95% are of a belief that understanding the need for discipline is important. Also, there is a high number of those who believe that athletes possess this skill, 74% and 79% stated that it can be acquired.</p>	<p>The importance of the use of habits and routines has not been rated as for the previous skills, with only 77% stating it to be important. The other two indicators also have been similarly rated.</p>
<p>05. Time management</p>	<p>06. Understanding the concept of personal responsibility</p>
<p>Time management is believed to be important by 87% of the total number of respondents, with 69% claiming that the athletes possess this skill, and 71% claiming that this skill can be acquired throughout their sport career.</p>	<p>Understanding the concept of personal responsibility has been highly rated with 90% of respondents believing it to be important. As to the notion that the athletes possess this skill, 62% claimed it as such and 67% stated that it can be acquired.</p>

07. Team work	08. Understanding the need to obtain and assess results
<p>It seems that team work is not regarded as important as some previous skills listed, still 86% is a significant percentage. In regards to possession and acquisition of team work 69% believe it to be possible.</p>	<p>In regards to team work, it seems that understanding the need to obtain and assess results seems to be more important, to be exact stated as such by 89%. Respondents who believe that this skill is possessed by athletes equal to 72%, while even a higher percentage of 78% believe it can be acquired.</p>
09. Self-confidence	10. Project design
<p>Self-confidence was rated as important by 88% of respondents, while 72% stated that the athletes do possess these skills and according to 78% it can be acquired.</p>	<p>Project design is one of those skills not rated high in the list, with 72% of respondents who claimed it to be important. Interesting notion is that, 62% believe that athletes do not possess this skill, and 60% believe that athletes cannot acquire this skill during their sport career.</p>
11. Flexibility and adaptation	12. Competitiveness
<p>Out of the total number of respondents, 79% stated that being flexible and knowing how to adapt is important. In regards to the possession of this skill by athletes, the respondents are divided, 50% believe that it is possible and 50% believe otherwise. A small difference has been exhibited in regards to the acquisition of this skill, where 57% believe it to be possible.</p>	<p>Competitiveness is regarded to be as important in the same rate as it can be possessed and acquired, equalling to 72% of respondents who believe it to be important and possible.</p>
13. Loyalty	14. Ethics at work
<p>Loyalty is regarded as important by 79% of respondents, however 55% stated that they do not believe athletes possess this skill and 56% believe that athletes cannot acquire this skill during their sport career.</p>	<p>Ethics at work seems to be a skill, which 81% of respondents believe it to be important, and furthermore 66% believe that the athletes possess it and 65% stated that athletes can acquire it.</p>
15. Ability to investigate autonomously	16. Management of new technologies and computing
<p>74% of respondents stated that the ability to investigate autonomously is important, but 62% stated</p>	<p>Management of new technologies and computing has been rated as important by 83% of respondents, however</p>

that the athletes do not possess this skill and 59% believe that it cannot be acquired.

in regards to whether athletes actually possess these skills the opinions are equally divided and a slightly higher percentage than half of the respondents believe that these skills can be acquired.

17. Ability to use and maintain social networks

As has been indicated by the athletes as well, the ability to use and maintain social networks seem not be as important for the employers as well, since only 52% stated it to be important. Furthermore 59% believe it cannot be possessed by the athletes, and 57% stated it cannot be acquired.

18. Global vision and internationalization of work

Global vision and internationalization of work responses indicate that only 67% believe it to be important, 57% stated that these skills are not possessed by the athletes and even a bigger percentage of 61% stated that it cannot be acquired by the athletes throughout their sport career.

19. Transcultural competence

Transcultural competences seem not to be as important, with 57% indicating it as such, and 66% stating that the athletes do not possess this skill along with 59% who claimed that it cannot be acquired.

20. Oral communication

Oral communication was rated as important with 75% of respondents, however 67% stated that athletes do not possess this skill, as well as 59% who stated that it cannot be acquired during their sport career.

21. Written communication

Written communication has been rated as important by 77% of respondents, but in regards to its possession and acquisition 81% of respondents stated that athletes do not possess it and cannot acquire it.

22. Non-verbal communication

Non-verbal communication is stated as important by 67%, while 69% believe athletes do not possess it and 59% stated that the athletes do not acquire it.

23. Presentational skills

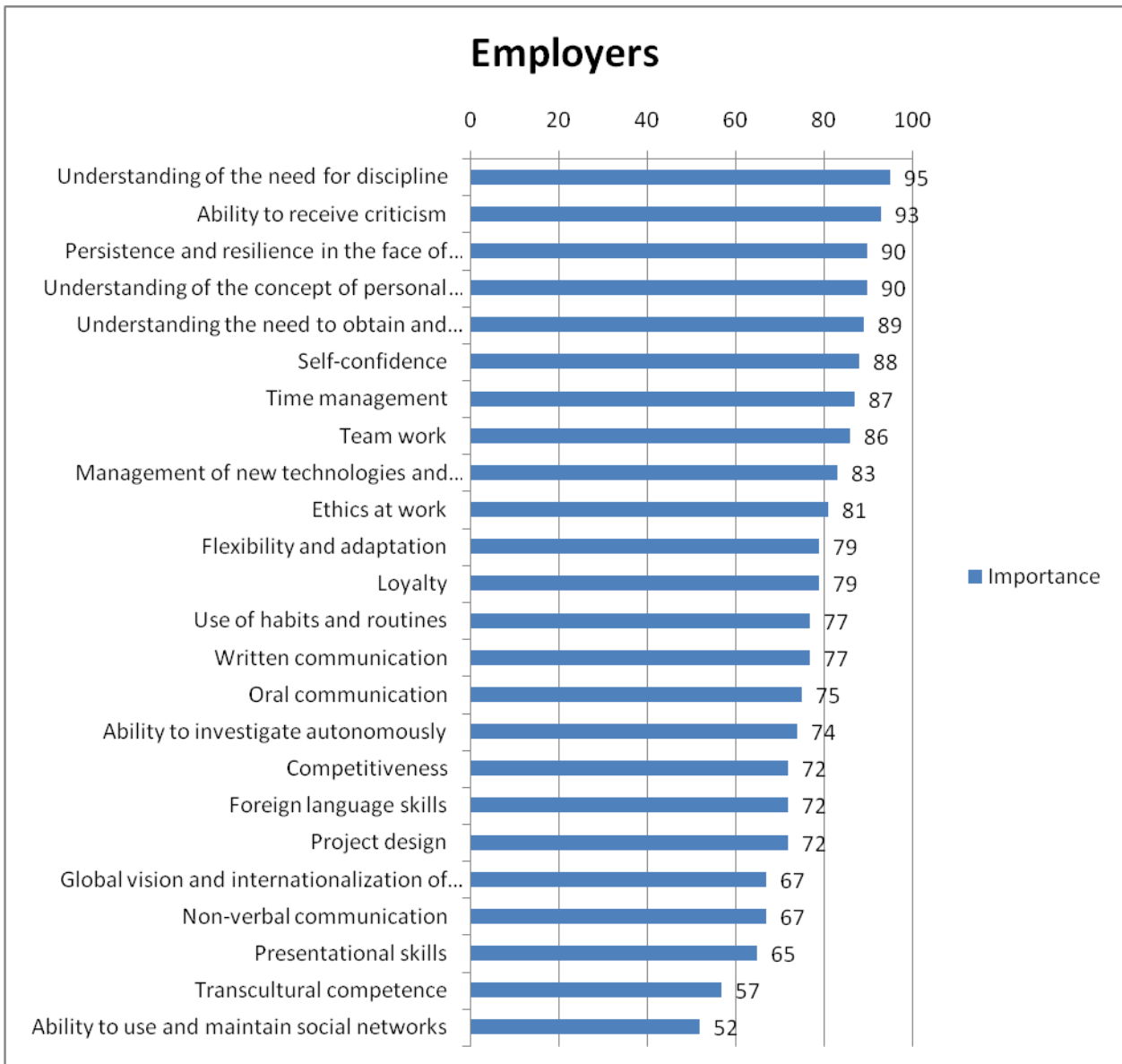
Out of the total number of respondents, 65% stated that presentational skills are important, followed by 60% who believe the skill is not possessed by the athletes and 59% who believe it cannot be acquired.

24. Foreign language skills

Foreign language skills have been rated as important by 72% of respondents, with an almost equal number of those who stated that the athletes do not possess it, and with 53% who still claim that this skill athletes can acquire during their sport career.

CONCLUSION

The Graph below indicates the rating of competences employers believe to be very important and important (rated as 5 and 4 on the scale).



FINAL CONCLUSION

If we are to compare the two overall analysis of data gathered from both athletes and employers, the following table shows that only four skills (taken from first ten) have been rated differently for athletes and respondents.

Athletes		Employers	
Understanding of the concept of personal responsibility	97	Understanding of the need for discipline	95
Understanding of the need for discipline	97	Ability to receive criticism	93
Ethics at work	94	Persistence and resilience in the face of problems	90
Team work	93	Understanding of the concept of personal responsibility	90
Self-confidence	92	Understanding the need to obtain and assess results	89
Time management	92	Self-confidence	88
Persistence and resilience in the face of problems	88	Time management	87
Ability to receive criticism	87	Team work	86
Competitiveness	86	Management of new technologies and computing	83
Flexibility and adaptation	86	Ethics at work	81

Even though the first ten skills have not been rated with the same percentage of the majority, such as Understanding the concept of personal responsibility which rated as important by 97% of athletes, as opposed to 90% of employers, it still can be considered as a relevant analysis as these skills fall within the group of top ten skills rated by both target groups.

The four skills, which cannot be found in the top ten skills listed by both target groups, are competitiveness, flexibility and adaptation, understanding the need to obtain and assess results and management of new technologies and computing. However, considering that all the four

skills have been rated above 80% of the total number of target groups as relevant, one can conclude that these skills should as well be taken into account.

Therefore, let us conclude by listing the 12 skills indicated as relevant both by athletes and employers: Understanding of the concept of personal responsibility, Understanding of the need for discipline, Ethics at work, Team work, Self-confidence, Time management, Persistence and resilience in the face of problems, Ability to receive criticism, Competitiveness, Flexibility and adaptation, Understanding the need to obtain and assess results, Management of new technologies and computing.

The possible definitions of listed skills have been presented in the table below.

Skill	Definition
1. Personal responsibility	Commitment to the task at hand
2. The need for discipline	Confidentiality of information and/or concerns expressed by others
3. Ethics at work	Honesty and forthright Completing the his/her own share of the workload Responsible for his/her own mistakes
4. Team Work	The ability to work cooperatively and flexibly with other members of the team with a full understanding of the role to be played as a team member
5. Self-confidence	Belief in oneself and standing up for one's own rights
6. Time management	Ability to control and effectively use time in order to accomplish specific activities, especially to increase effectiveness, efficiency or productivity.
7. Persistence and resilience in the	Ability of not giving up, coping and rising to the problems at hand

face of problems	
8. Ability to receive criticism	Ability to accept constructive criticism for improvement, while when faced with unfair criticism one has the ability to withstand the pressure
9. Competitiveness	A state in which one has a strong desire to succeed and be more successful than others
10. Flexibility and adaptation	Ability to adapt to new situations, improvise and adapt new strategies so as to meet the challenges at hand
11. Understanding the need to obtain and assess the results	The ability where one expresses a desire to get things done well and the ability to observe in order to make appropriate judgments
12. Management of new technologies and computing	The ability to effectively manage new technologies where one constantly keeps track of new advancements