



D3.5 Methodological Guide and Tools for the self- assessment and the evaluation of soft skills

Project no: 101134754 POP-UP: "Sport for empowerment and for hoping-up your personal and professional pathway" ERASMUS-AG-LS

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Preface

The project '**POP-UP Sport for empowerment and for hoping-up your personal and professional pathway**' (POP-UP) was created with the aim of exploring how sport and physical activity can become an effective tool for promoting the development of **soft skills** and offering an innovative and effective response to the challenges of workplace inclusion, promoting personal well-being and professional growth for the most vulnerable people.

A distinctive feature of the project is the direct link between soft skills and the **world of work**.

In an ever-changing professional environment, soft skills — such as teamwork, resilience, time management and leadership — are increasingly crucial and in demand. It is precisely these skills that often represent an obstacle to inclusion and integration into the labour market. This obstacle is even more significant for **vulnerable people such as those with disabilities and the long-term unemployed, the two target groups referred to in the project**.

This **methodological guide** aims to present the **concrete tools** designed and developed by the partnership for the **self-assessment and evaluation of soft skills** acquired through physical and sporting activities and to support users in their use. The tools include:

- D3.2 Sports & Health Positioning tool (annex 1) is to offer participants a quick and visual way to assess their current level of engagement in physical activity.
- D3.3 Acquired cross-disciplinary skills. Tool consisting of a passport and a reference framework for soft skills and their assessment, useful for positioning and assessing soft skills that can be linked and enhanced through physical and sporting activities

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1. Context and purpose of the project

The project '**POP-UP Sport for empowerment and for hoping up your personal and professional pathway**' (**POP-UP**)' is a collaborative partnership co-funded by the European Union's Erasmus Plus programme. The project has been and will be implemented in 2023, 2024 and 2025.

The aim of the POP-UP project is to support the development of physical and sporting activities for people benefiting from training or socio-professional integration programmes to 'reveal' the positive effects on their professional and personal paths and to support the dynamics of emancipation and success of individuals. Specifically, it aims to develop tools, activities and methodologies that contribute to developing the practice of sport and supporting the acquisition of soft skills through sport among vulnerable and low-skilled groups enrolled in training or work integration programmes.

Table 1. Description of work packages

Work Packages	
WP1	Project management and coordination
WP2	Action research 'How to develop physical activities in training and integration programmes'
WP3	Teaching tools and resources
WP4	Practical guide for coaches
WP5	Communication and dissemination

As part of WP2 – Action Research 'How to develop physical activities in training-integration pathways', an analysis was conducted to identify the soft skills that can be developed through sport and physical activity. The survey led to the definition of four main categories of skills, selected on the basis of their relevance to training and inclusion pathways.

The research activity included focus groups with coaches and beneficiaries, as well as direct observations in the field. This process made it possible to precisely outline the key skills, laying the foundations for the subsequent development of a reference dictionary and assessment tools, both for self-assessment and external assessment, developed in work package WP3.

2. Soft skills: definition and mapping

2.1 The importance of soft skills in the labour market

Soft skills are now recognised as essential for entering and remaining in the world of work, to the extent that they are considered complementary to technical skills (hard skills). Skills such as effective communication, teamwork, conflict management, problem solving, leadership and adaptability are increasingly in demand in all professional sectors, in response to a constantly evolving socio-economic context (Chelladurai, 2006; Heckman & Kautz, 2012). The integration of sport and physical activity into educational and training contexts has proven particularly effective in developing these skills. Unlike theoretical approaches, sport offers real and dynamic situations in which participants must collaborate, make decisions under pressure, manage successes and failures, and deal with a diversity of roles and personalities. This experiential dimension allows soft skills to be internalised in a natural and practical way, making learning more meaningful and lasting (Coté & Gilbert, 2009; Bailey et al., 2010). Studies in the field of sports psychology and education confirm that participation in well-structured sports programmes promotes the development of personal and social skills, especially among young people and those in vulnerable situations (Eime et al., 2013; Holt et al., 2017). These programmes, when accompanied by guided reflection, such as debriefing or self-analysis of experiences, promote awareness of one's own abilities and their transfer to other areas of life, including professional ones.

2.2 Skills in the educational and professional context: focus on soft skills

In the contemporary educational and professional context, the term “competence” refers to the ability to mobilise and use knowledge, skills and attitudes acquired through learning experiences in different contexts: formal (schools, universities and structured education programmes), non-formal (volunteering, civil service, internships or apprenticeships) and informal (everyday life experiences).

The Council of the European Union adopted a recommendation on key competences for lifelong learning in May 2018. The recommendation identifies eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.

The key competences are a combination of knowledge, skills and attitudes.

- Knowledge is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.
- Skills are defined as the ability to carry out processes and use the existing knowledge to achieve results.
- Attitudes describe the disposition and mindset to act or react to ideas, persons or situations.

The key competences are developed throughout life, through formal, non-formal and informal learning in different environments, including family, school, sport, workplace, neighbourhood and other communities.

All key competences are considered equally important and aspects essential to one domain will support competence development in another. For example, skills such as critical thinking, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences.

These are the eight key competences:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
- 5. Personal, social and learning to learn competence**

6. Citizenship competence
7. Entrepreneurship competence
8. **Cultural awareness and expression competence**

2.3 List of skills covered by the project

As part of Work Package 2 (WP2), thanks to discussions between the partners and analysis of data emerging from focus groups, field observations and the results of the [projects Erasmus+ Rectec and Rectec+](#), four categories of soft skills were identified. Specific skills were identified for each category.

ORGANISATIONAL SKILLS
Leadership: ability to lead or organise a group, take initiatives.
Autonomy: ability to perform tasks without assistance.
Adaptation: ability to adapt to change.
Cooperation: ability to collaborate with others.
LANGUAGE SKILLS
Language use: ability to use language to express oneself.
Understanding language: ability to understand instructions or verbal exchanges.
Expression using communication codes: ability to respect communication rules such as listening and respect.
REFLECTIVE COMPETENCES
Ability to organise and use the information provided
Respect for instructions, rules and procedures: ability to follow instructions.
Ability to integrate new learning: ability to assimilate new skills or knowledge.
PERSONAL SKILLS
Self-confidence: personal confidence in actions or interactions.
Satisfaction with effort, perseverance, resilience: ability to persevere in the face of difficulties.
Emotion management: ability to recognise and manage emotions.

3. Sport and physical activity as an educational tool - WP 3 Teaching tools and resources

Based on in-depth research into existing tools and materials relating to good practices in sport and assessment conducted in the initial phase of the project (WP2), two assessment tools were developed: one for self-assessment and one for peer assessment

- D3.2 Sports & Health Positioning tool (annex 1) is to offer participants a quick and visual way to assess their current level of engagement in physical activity.

- D3.3 Acquired cross-disciplinary skills. Tool consisting of a passport and a reference framework for soft skills and their assessment, useful for positioning and assessing soft skills that can be linked and enhanced through physical and sporting activities.

3.1 Pedagogical approach

The materials presented have been designed with the aim of offering flexible and adaptable tools, depending on the target audience, the characteristics of the context and the type of project in which the activities analysed are included. The two tools proposed can be used independently or as complementary elements.

The annexes consist of a Word document and two Excel documents. The tools used in Excel offer the possibility to work on the visualisation of results, allowing for their full exploitation. Thanks to the Word document, it is still possible to use the tools even in contexts where there is no computer available or where the type of beneficiaries makes writing and/or graphic representation easier. The recording of data in digital format using Excel can be carried out after the data has been collected by the facilitator. This option is the result of a decision agreed upon by the partners with a view to making the tools accessible and adaptable.

The first, called the “Sports & Health Positioning Tool”, focuses on the participant's **perspective** and **perception of the activity**. It takes into account both aspects related to individual experience throughout life and factors specific to the activity itself (such as accessibility, affordability, etc.). The selection of elements to be analysed was guided by the results of the focus groups conducted during the WP2 phase.

The second tool, called “Acquired cross-disciplinary skills”, focuses on **soft skills and is based on the use of a structured** dictionary. Thanks to this dictionary, which includes a description of skill levels, it is possible to carry out a formal assessment that results in the creation of a “Soft Skills Passport”, a document that provides a snapshot of the skills possessed by the participant.

The methodology for administering the two tools has been designed to be flexible: they can be used both in the form of self-assessment and through peer assessment. Depending on the target audience, the presence of a facilitator (educator, coach, etc.) may be useful or, in some cases, necessary to ensure correct use and greater effectiveness. For example, for beneficiaries with low literacy skills, the tutor/coach can adapt the questions in the self-assessment questionnaire and use an interview format to obtain the information.

3.2 Target group and application possibilities

The POP-UP project was developed with a particular focus on two target groups: **people with disabilities and the long-term unemployed**.

In Work Package 2, research and observation activities were conducted taking into account the specificities and distinct needs of both groups. However, in the next phase (WP3), it was decided to develop two tools that were not differentiated by target group, but were common and adaptable. This decision was guided by the desire to create easily transferable and flexible materials that could be used in different contexts and with heterogeneous groups.

The tools can be used:

- with people involved in sports and/or physical activities,
- with participants in social inclusion and work integration programmes,
- in individual pathways, for example in the context of defining a personalised life plan.

In the latter case, the tools allow for an assessment that takes into account all dimensions of the person, promoting a comprehensive, individual-centred approach, according to a bio-psycho-social perspective that recognises the unity and complexity of the human being.

3.3 Duration and phases

For both tools, there is the possibility of repeated administration over time, divided into three distinct stages:

- **Initial administration:** carried out before the start of an activity or programme, with a positioning function;
- **Intermediate administration:** to be carried out during the activity or programme; depending on the duration, several assessments may be planned;
- **Final administration:** at the end of the activity or as established by the programme, also for guidance or preparatory purposes for the drafting of the Curriculum.

The possibility of multiple administrations allows for monitoring progress over time, assessing the impact of the activity on both personal well-being and the acquisition of skills.

4. Assessment and self-assessment tools

4.1 Sport & Health positioning tool

Description of the tool

The purpose of the Sports & Health Positioning tool is to offer participants a quick and visual way to assess their current level of engagement in physical activity. It focuses on key aspects such as frequency, intensity and personal experience with sports or physical activities.

Intended for use at the beginning of a training or integration program, as well as at several points in the support process, the tool helps participants track progress, set goals and reflect on their development, promoting regular activity and sustained motivation to take on personal challenges.

It can be used as a self-assessment tool conducted independently by the participant, or with the support of tutors, educators, or coaches, who can facilitate a more guided process of reflection and growth.

The positioning tool is available as a downloadable Excel document (or word file in some specific case), structured into two sections (presented on two separate sheets):

- 1) The positioning tool itself, which allows participants to monitor and visualize their progress;
- 2) A goal setting – interview guide, designed to support deeper reflection and dialogue with facilitators.

User guide

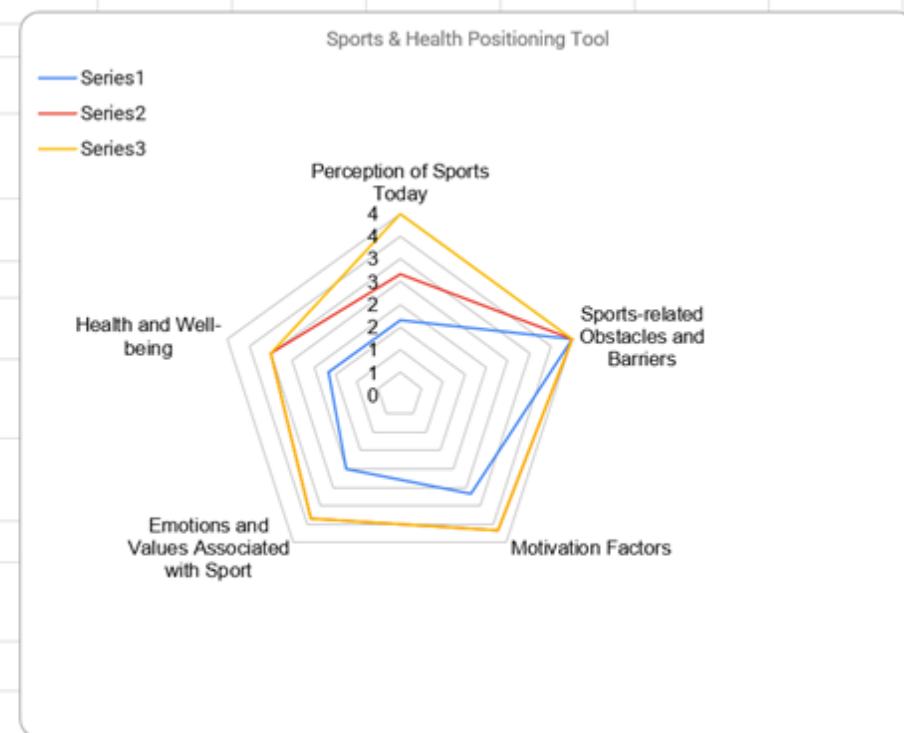
1) Positioning tool

Participants use a series of statements to monitor their progress at several stages in the training/integration programme (start, mid-term, end-term). They have to rate each statement on a scale from 1 (very low agreement) to 4 (very strong agreement). Based on the scores, the tool generates a spider graph which shows the position of the participant at three different

stages of the programme, making progress easy to visualize. The statements are grouped around five key themes:

- Perception of sports today;
- Sports-related obstacles and barriers;
- Motivation factors;
- Emotions and values associated with sports;
- Health and well-being.

DATE:	Date 1 (start)	Date 2 (mid-term)	Date 3 (end-term)
	Level	Level	Level
Perception of Sports Today			
1. I engage in sports or physical activities. <i>1 = Never / 2 = Rarely / 3 = Quite often / 4 = On a regular basis</i>	1	2	4
2. I feel confident about my ability to participate in sports or physical activities <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	3	4	4
3. I want to try new sports or physical activities. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	1	2	4
Sports-related Obstacles and Barriers			
4. I can easily find time for sports or physical activities. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	4	4	4
5. I have the financial means necessary for participating in sports or physical activities. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	4	4	4
6. I have a good health condition, allowing me to do sports or physical activities. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	4	4	4
Motivation Factors			
7. I am motivated by improving my health through sports or physical activities. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	4	4	4
8. Socializing with others encourages me to stay active. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	3	4	4
9. Setting and achieving personal goals keeps me motivated. <i>1 = Strongly disagree / 2 = Disagree / 3 = Agree / 4 = Strongly agree</i>	1	3	3



Positioning Tool

Goal setting - Interview guide



2) Goal setting – interview guide

The interview guide can be used to support facilitators in exploring participants' starting points, objectives and progress over time. It provides set questions and a space for facilitators to introduce notable key elements and answers. It is structured into three main parts:

- Initial phase: starting point questions and goal setting;
- Mid-term review: reflection on the progress and necessary adjustments;
- End-term review: evaluation of progress and discussion of future plans.

I.	STARTING POINT	QUESTIONS	ANSWERS / KEY ELEMENTS
	Past Experiences with Sport	1. Can you share a memorable experience you've had with sports or physical activity?	
	Current Perception	2. How do you view sports and physical activity in your life today?	
	Obstacles	3. What are the main challenges stopping you from being more active?	
	Motivation	4. What keeps you motivated to continue exercising, even when it's difficult?	
	Emotions & Values	5. How does participating in sports or physical activities make you feel emotionally?	
	Health & Well-being	6. Do you feel that sports or physical activities positively impact your physical and mental health? If yes, how?	
	Reflection	7. If you could design your ideal sports or health routine, what would it look like?	
		8. What small, realistic goal would you like to achieve in the next month?	
	GOAL SETTING	QUESTIONS	ANSWERS / KEY ELEMENTS
	Current position	Where are you now on the chart?	
	Objective	What small, achievable goal would you like to reach?	
	Motivation booster	What will keep you moving toward this goal?	
II.	MID-TERM REVIEW	QUESTIONS	ANSWERS / KEY ELEMENTS
	Reflection	What progress have you noticed?	
		What obstacles did you overcome?	
	Adjustments	Would you like to modify your goal or activity plan?	
III.	END-TERM REVIEW	QUESTIONS	ANSWERS / KEY ELEMENTS
	Reflection	Looking back at your starting point, how have you evolved?	
	Future plans	What would you like to continue working on after this program?	

Administration

The tool is designed for flexible use and it is adaptable across different contexts of training, integration or coaching programs. It can be administered independently by participants as a self-assessment, or with the support of a facilitator or coach. For participants with special needs, facilitated administration is recommended to ensure accessibility and meaningful engagement.

In guided settings, facilitators should create a safe and supportive environment for reflection, ensuring that participants feel comfortable sharing their thoughts and experiences. They should also help interpret the results of the spider graph and guide the goal-setting interview in a constructive and motivational way.

The tool is most effective when used at three key points:

- Start of the program – to establish a baseline of participants’ perceptions, motivations and current engagement in sports and physical activity;
- Mid-term – to monitor changes, encourage reflection and adjust goals or activities as needed;
- End of the program – to evaluate overall progress, capture achievements and set directions for future engagement.

4.2 Acquired cross-disciplinary skills

Description of the tool

The purpose of this tool is to facilitate the identification and assessment of cross-disciplinary skills acquired or potentially developable through sport and physical activity.

The tool allows the beneficiary's strengths and weaknesses to be identified, providing valuable information for use in educational and training contexts. This information makes it possible to define the specific needs of the individual and to design targeted interventions with the aim of promoting social inclusion and integration into the labour market.

The formalisation of skills can also be used as a documentation tool, which is useful during the orientation phase or as an attachment to a curriculum vitae.

It is a practical and operational tool, designed to be easy to use, but at the same time sufficiently broad and flexible to adapt to a variety of training contexts and learning situations.

The goal is to enhance the skills developed through sport, with particular attention to their integration and transferability to other areas of life, including professional ones.

User Guide

The assessment tool consists of two documents:

- “Document 1” provides a summary of the skills analysed and a grid for indicating the level of mastery assessed in relation to the dictionary described in “Document 2”.
- “Document 2” is a dictionary of soft skills and a guide to assessment.

The dictionary allows you to focus on the skills being assessed and determine the level of mastery.

For each skill, **four levels** have been identified, which describe the degree of acquisition in a progressive manner.

Level 0: corresponds to the lowest level and therefore represents the absence, or near absence, of the skill being assessed.

Level 1: indicates the minimum skills required to consider the skill present at a basic level

Level 2: both the skills identified in level 1 and those specific to level 2 are present

Level 3: the skills of levels 1 and 2 are present, plus those specific to level 3.

Administration

Depending on the context, the tool can be presented and used in different ways.

It can be used as a **personal awareness** activity, to be carried out independently or with the support of a supervisor. In this case, the supervisor is responsible for facilitating understanding and completion. The dictionary provides concrete examples – adaptable to specific activities – that help to make self-assessment and recognition of one's level of competence more accessible.

The tool can also be used for **evaluation** purposes, completed by a multi-professional team or by a reference figure in the project (coach, tutor, educator, etc.), in relation to the beneficiary's path.

4.3 The soft cross-disciplinary skills passport

The Soft Skills Passport is a document that provides a quick overview of the soft skills possessed.



PASSPORT OF TRANSVERSAL SKILLS

DEVELOPED THROUGH PHYSICAL AND SPORTS ACTIVITIES

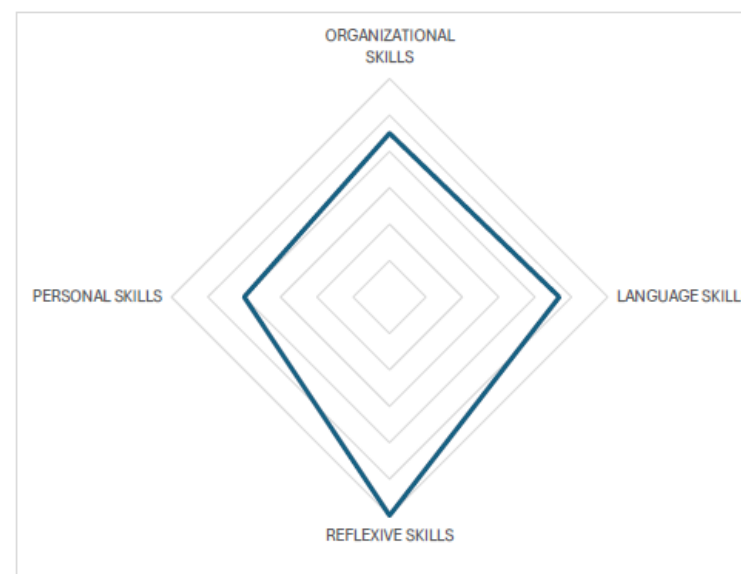
(Name and surname of the participant)

participated in (declare activity, "yoga class")

developed the following soft skills

Place, date and logo

(level 0-3)	
ORGANIZATIONAL SKILLS	2
LANGUAGE SKILLS	2
REFLEXIVE SKILLS	3
PERSONAL SKILLS	2

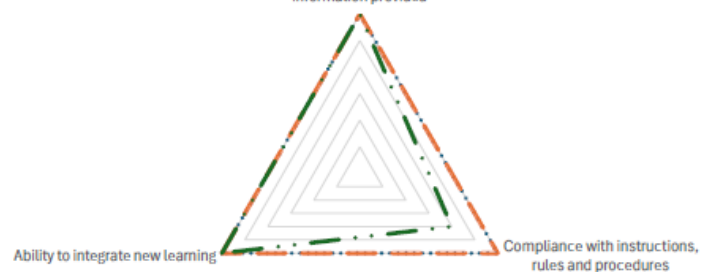


PASSPORT OF TRANSVERSAL SKILLS

DEVELOPED THROUGH PHYSICAL AND SPORTS ACTIVITIES

Reflexive skills

Ability to organize and use the information provided



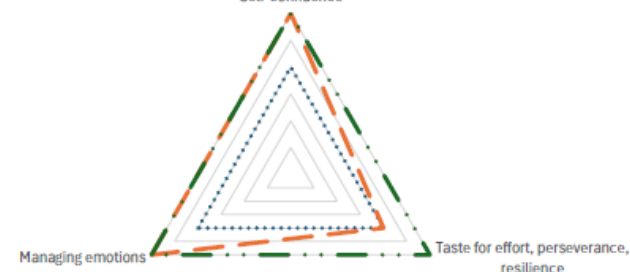
••••• 1° date • 2° date • 3° date

(level 0-3)

REFLEXIVE SKILLS	1° date	2° date	3° date
Ability to organize and use the information provided	3	3	3
Compliance with instructions, rules and procedures	3	3	2
Ability to integrate new learning	3	3	3

Personal skills

Self-confidence



••••• 1° date • 2° date • 3° date

(level 0-3)

PERSONAL SKILLS	1° date	2° date	3° date
Self-confidence	2	3	3
Taste for effort, perseverance, resilience	2	2	3
Managing emotions	2	3	3

How to fill it in

A downloadable Excel file is provided, consisting of three worksheets. Each sheet corresponds to a single administration. The tool has been designed to provide for three administrations (initial, intermediate and final), but can be adapted to different needs, allowing for both an increase and a reduction in the number of administrations.

The cells highlighted in yellow indicate the fields to be filled in with the beneficiary's data and the levels identified on the basis of the first two documents submitted. The data entered automatically generates radar charts, which allow you to view both individual results and comparisons between the different administrations.

It is possible to consult both the overall data (calculated as the average value for each category of competence) and the specific data (i.e. the level assessed for each individual competence).

You can then download a PDF document, which is easy to print and attach, designed to ensure clear usability and effective communication of the final product.

Recognition and usability

Thanks to the Soft Skills Passport, it is possible to give concrete form and visibility to the contribution that sport and/or physical activity makes to the development of fundamental soft skills, which we have seen are increasingly central to the processes of job placement and reintegration.

The creation of this document is a powerful methodological tool, as it stimulates the development of greater individual awareness and activates reflective processes with regard to one's personal and professional profile, with particular attention to the analysis of one's strengths and areas for improvement.

The use of the passport, both in the compilation phase and in subsequent consultation and updating, can complement and reinforce educational and training interventions, offering concrete support to teachers, trainers, tutors and guidance counsellors in the personalisation of pathways and the enhancement of non-formal experiences.

Once completed, the final document can also be used as a tool for certifying the soft skills possessed, proving particularly useful in selection interviews or as an attachment to a Curriculum Vitae, thus contributing to a more complete and detailed representation of the candidate's profile.

5. Annexes - Operational Tools

D3.2+D3.3 Positioning and Evaluation of skills (word file)

D3.2 Sport & Health positioning tool (excel file)

D3.3 Acquired cross-disciplinary skills Tool (excel file)

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D3.2 and D3.3

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3.2. Sports & Health Positioning Tool

This tool enables participants to be quickly and visually positioned at the Sport & Health level, based on frequency, intensity and knowledge/experience of sports or physical activities, on entry to a training or integration program.

Used at several points in the support process, it enables participants to perceive an evolution, with a starting point, an objective, an endpoint and the motivating idea of progress, supporting daily physical activity and motivation to pursue a personal challenge.

This tool helps you assess and track your engagement in sports and physical activity, supporting your motivation and progress over time. Physical activity refers to any movement that engages the body's muscles and requires energy, including sports, exercise and daily activities like walking or climbing stairs.

1. Questionnaire

Instructions: Please answer the following questions using a scale of 1 to 4, where:

- 1 = Strongly disagree / Never / Very low
- 2 = Disagree / Rarely / Low
- 3 = Agree / Often / High
- 4 = Strongly agree / Always / Very high

Section 1: Past Experiences with Sport

- Question 1: I participated in sports or physical activities during my childhood and adolescence. (1-4)
- Question 2: I have fond memories of sports or physical activities in my childhood and adolescence. (1-4)
- Question 3: I have participated in structured training or fitness programs. (1-4)

Section 2: Perception of Sports Today

- Question 1: I engage in sports or physical activities. (1-4)
- Question 2: I feel confident about my ability to participate in sports or physical activities. (1-4)
- Question 3: I want to try new sports or physical activities. (1-4)

Section 3: Sports-related Obstacles and Barriers

- Question 1: I can easily find time for sports or physical activities. (1-4)
- Question 2: I have the financial means necessary for participating in sports or physical activities. (1-4)
- Question 3: I have a good health condition, allowing me to do sports or physical activities. (1-4)

Section 4: Motivation Factors

- Question 1: I am motivated by improving my health through sports or physical activities. (1-4)
- Question 2: Socializing with others encourages me to stay active. (1-4)
- Question 3: Setting and achieving personal goals keeps me motivated. (1-4)

Section 5: Emotions and Values Associated with Sport

- Question 1: Participating in sports or physical activities makes me feel empowered and confident. (1-4)
- Question 2: Sports and physical activities provide me with a sense of joy and relaxation. (1-4)
- Question 3: I associate sports and physical activities with important values like discipline and teamwork. (1-4)

Section 6: Health and Well-being

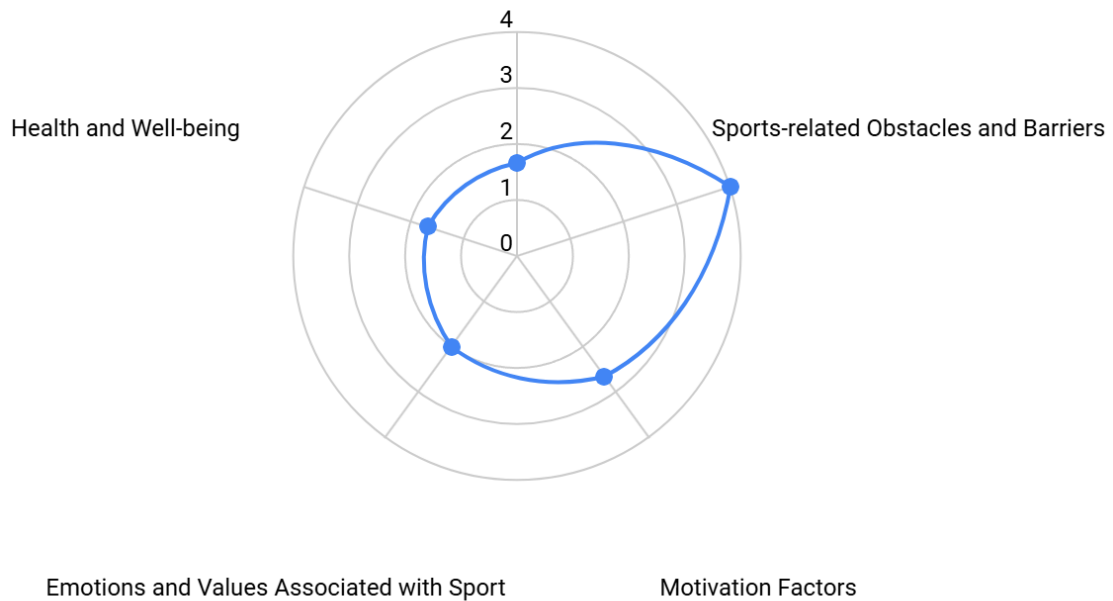
- Question 1: I feel satisfied with my current physical health. (1-4)
- Question 2: Sports and physical activities contribute positively to my physical and mental well-being. (1-4)
- Question 3: I use sports or physical activities to manage stress and improve my mood. (1-4)

	Level
Perception of Sports Today	
Question 1	1
Question 2	3
Question 3	1
Sports-related Obstacles and Barriers	
Question 1	4
Question 2	4
Question 3	4
Motivation Factors	
Question 1	4
Question 2	3
Question 3	1

Emotions and Values Associated with Sport	
Question 1	4
Question 2	1
Question 3	1
Health and Well-being	
Question 1	3
Question 2	1
Question 3	1
Perception of Sports Today	2
Sports-related Obstacles and Barriers	4
Motivation Factors	3
Emotions and Values Associated with Sport	2
Health and Well-being	2

Sports & Health Positioning Tool

Perception of Sports Today



2. Interview Guide

Questions:

- Past Experiences**
 - Can you share a memorable experience you've had with sports or physical activity?
- Current Perception**
 - How do you view sports and physical activity in your life today?
- Obstacles**
 - What are the main challenges stopping you from being more active?
- Motivation**
 - What keeps you motivated to move, even when it's difficult?
- Emotions & Values**
 - How does participating in sports or physical activities make you feel emotionally?
- Health & Well-being**
 - Do you feel that sports or physical activities positively impact your physical and mental health? If yes, how?

Reflection:

- "If you could design your ideal sports or health routine, what would it look like?"
- "What small, realistic goal would you like to achieve in the next month?"

3. Positioning and Planning Tool**Visual Positioning Chart:**

- A **hexagonal radar chart** with 5 axes representing the following topics:
 1. **Perception of Sport Today**
 2. **Sports-related Obstacles and Barriers**
 3. **Motivation Factors**
 4. **Emotions and Values Associated with Sport**
 5. **Health and Well-being**

Participants plot their current position on the chart at each checkpoint (entry, mid-program, end-program).

Goal Setting:

- **Current position:** Where are you now on the chart?
- **Objective:** What small, achievable goal would you like to reach?
- **Motivation booster:** What will keep you moving toward this goal?

Progress Monitoring:

- Weekly check-ins:
 - What activities did you do this week?
 - How did you feel afterwards?
- Monthly reflections:
 - What progress have you noticed?
 - What obstacles did you overcome?
- Adjustments:
 - Should we modify your goal or activity plan?

End-Point Review:

- "Looking back at your starting point, how have you evolved?"
- "What would you like to continue working on after this program?"

PASSPORT OF TRANSVERSAL SKILLS

Compilation guide

The Soft Skills Passport is a tool designed to provide evidence of soft skills developed and/or enhanced through participation in physical and/or sporting activities.

The data for completing the passport is obtained through an assessment tool described below.

The assessment tool consists of 2 documents:

- "Document 1" provides a summary of the skills analyzed and a grid to indicate the level of mastery assessed in relation to the dictionary described in "Document 2."
- "Document 2" is a dictionary of transversal competences and an assessment guide

Four levels of competence have been identified for each competence:

Level 0: corresponds to the lowest level and therefore represents the absence, or almost absence, of the assessed competence.

Level 1: minimum skills are indicated in order to consider the competence present at a minimum level

Level 2: both the skills identified in level 1 and those specific to level 2 are present

Level 3: the abilities of levels 1 and 2 plus those specific to level 3 are present.

At the following link you will find the excel sheet where you can enter the levels evaluated in the yellow cells: Spider graph - to be downloaded before to use it

The tables and graphs update in relation to the data entered.

Document 1: SKILLS evaluated in the WP2

[3.3 pop up v 6.06.25](#) (to download and use as an Excel file)

Skills	Level
ORGANIZATIONAL SKILLS	0-3
Leadership: Ability to lead or organize a group, take initiative.	
Autonomy: Ability to perform tasks without assistance.	
Adaptation: Ability to adapt to change.	
Cooperation: Ability to collaborate with others.	
LANGUAGE SKILLS	0-3
Use of language: Ability to use language to express oneself.	
Language comprehension: Ability to understand instructions or verbal exchanges.	
Expression using communication codes: Ability to respect communication rules such as listening and respect.	
REFLEXIVE SKILLS	0-3
Ability to organize and use the information provided	
Compliance with instructions, rules and procedures: Ability to follow instructions.	
Ability to integrate new learning: Ability to assimilate new skills or knowledge.	
PERSONAL SKILLS	0-3
Self-confidence: Personal assurance in actions or interactions.	
Taste for effort, perseverance, resilience: Ability to persevere in the face of difficulties.	
Managing emotions: The ability to recognize and manage emotions.	

Document 2 “Definition of the skills and the skills related to each level”

A - ORGANIZATIONAL SKILLS		
1. Leadership 2. Autonomy 3. Adaptation 4. Cooperation		
1: Leadership		
Leadership is the capacity to take initiative, to influence, inspire and guide individuals towards common goals, promoting a positive, inclusive and supportive environment.		
Level 1	Level 2	Level 3
Example: during a group warm-up, the person encourages peers to join in. They cheer on their teammates during the activity and help other participants who are confused about the rules. <i>Ability to participate actively in team activities and promote camaraderie, give simple instructions and to use positive language to encourage peers, respond calmly to unexpected changes, actively listen to others without interrupting.</i>	Example: the person identifies problems in the team's game and gives concrete suggestions for improvement. They adjust their style of play based on how the game unfolds, without needing directions from the coach. <i>Ability to provide constructive feedback to teammates, show resilience and maintain focus in difficult situations, identify problems and suggest potential solutions, adjust personal performance based on game flow without external prompting</i>	Example: the person maintains high energy and motivates the team throughout the activity, even when behind on the scoreboard, reinforcing teamwork. They take initiative to reorganize player positions based on the opposing team's strategy. <i>Ability to influence team dynamics through persuasive communication, coach or mentor others, especially when facing barriers to participation, take the initiative to make strategic adjustments when needed, inspire sustained motivation across the team</i>
2: Autonomy		
Autonomy is the ability to make independent decisions and take initiative, while being accountable for one's actions. It involves the capacity to manage one's responsibilities, adapt to changing situations and influence team dynamics without constant supervision or external guidance.		
Level 1	Level 2	Level 3
Example: the person begins practicing a basic routine after the instructor's demonstration, without needing additional support. When they forget part of the exercise, they ask for clarification and then continue on their own. <i>Ability to manage simple tasks independently, with occasional guidance, follow instructions accurately and consistently, demonstrate basic self-motivation</i>	Example: the person chooses to spend extra time on some difficult exercises, without waiting for the coach's instructions. They ask for additional explanations to improve their skills. <i>Ability to take initiative in familiar situations, without waiting for instructions, make decisions independently and seek support when needed, adjust behavior and strategies proactively in</i>	Example: the person independently develops a tailored warm-up and stretching routine. They quickly recover after failure and alter their game/routine accordingly. <i>Ability to manage tasks independently, without additional support, anticipate challenges and independently develop solutions, make complex decisions confidently, even under pressure, adjust</i>

<i>and responsibility, recognize simple problems and respond appropriately</i>	<i>changing environments, manage personal goals and responsibilities effectively</i>	<i>strategies proactively based on feedback and changing circumstances</i>

3: Adaptation

Ability to adjust behavior, methods and attitudes in response to changes, constraints and unforeseen events in the professional context.

Level 1	Level 2	Level 3
Example: when a training session is moved outdoors due to facility issues, the participant seems confused and slightly annoyed but agrees to follow along after the coach explains the reason. <i>Ability to understand that work situations can change and requires adaptation, becomes aware of own resistance to change, accept change and gradually adjust behavior</i>	Example: during a match, the rules are modified to balance the teams. The person quickly understands the changes, adapts their role accordingly, and helps teammates follow the new format. <i>Ability to demonstrate flexibility when faced with new instructions or methods, anticipate changes and quickly adjust actions</i>	Example: when several teammates are confused by last-minute changes to the warm-up routine, the person suggests an easier version, reassures the group, and helps the coach implement the update smoothly. <i>Ability to propose solutions to adapt to new situations, adopts a proactive approach to change, help others adapt by easing the transition and communicating effectively, understand the political and social issues of sport/society, understand the origin of guilt and its systemic nature</i>

4: Cooperation

The ability to work effectively with others by sharing resources, communicating constructively and pursuing common goals.

Level 1	Level 2	Level 3
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Example: during a relay game, the person waits for cues from others, follows instructions, and thanks teammates but doesn't initiate communication or take leadership in the group. <i>Ability to understand the benefits of working in a team and communicating with others, identify the basics of good communication, live together and accept differences, say when something is wrong for yourself and be able to name them, be integrated into a team/group</i>	Example: in a team-building challenge, the person proposes a simple strategy, helps assign roles fairly, encourages quieter participants, and adapts when others offer suggestions. <i>Ability to actively participate in group discussions and tasks, listen to others and respects roles, contribute constructively to group dynamics, have a constructive look and build a team spirit</i>	Example: when a disagreement arises over a teammate's mistake, the person steps in to calm tensions, rephrases comments more constructively, proposes a solution, and reminds the team to focus on collective goals. <i>Ability to propose ideas, adjust posture according to team (needs, resources, strengths and weaknesses of individuals) and manage disagreements constructively, facilitate cooperation by fostering a climate of trust, encourage and support others, facilitates conflict management and improves collective efficiency, be totally emancipated from the look of others and accept the other for who he is, argue your values and positions regardless of your political orientation, gender, social status, age, physical abilities</i>
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B - LANGUAGE SKILLS

5. Use of language 6. Language comprehension 7. Expression using communication codes

5: Use of language

Ability to use language to express oneself. Form of communicative conduct suitable for conveying information and establishing a relationship of interaction using symbols having identical value for individuals belonging to the same socio-cultural environment.

Level 1	Level 2	Level 3
Example: the person is able to engage in verbal exchanges with colleagues, friends, or partners, using everyday phrases such as 'How are you?', 'What did you do yesterday?', or 'See you in the afternoon?'	Example: the person is able to engage in verbal exchanges with unfamiliar people, using everyday questions and comments such as 'How many of you are playing today?', 'Have you all arrived?', or 'What did you think of today's game?'	Example: the person is able to engage in verbal exchanges on complex topics, such as strategy or teamwork, using nuanced language and thoughtful suggestions, e.g., 'I think we need to change the way we approach the game phase', 'I think we need to find a way to cooperate more when we're on the field', or 'When I do this activity, I feel more comfortable, relaxed, and aware.' They actively participate in the conversation,

<i>Ability to communicate in one to one exchange, communicate on familiar subjects, communicate according to one's needs in a family situation</i>	<i>Ability to communicate according to our needs in various situation, adapt way of communication to different situation, prepare and deliver presentations related to one's sphere of action</i>	responding meaningfully to the other person's references and ideas. <i>Ability to devise argumentations meeting the goals, the stakes and the target audience, leads and arbitrates in exchanges with strong strategic societal</i>
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6: Language comprehension

Language comprehension is the ability to understand the different elements of spoken or written language, like the meaning of words and how words are put together to form sentences. This skill also encompasses all the knowledge useful for understanding the content.

Level 1	Level 2	Level 3
Example: the person is able to understand simple requests, such as 'What's your name?', 'Can you bring me the blue and red ball?', 'Lie down with your arms by your sides' <i>Ability to understand oral or written verbal language, understand known and routine sentences (basic vocabulary), follow simple reasoning, understand a one-to-one conversation</i>	Example: understand expressions like 'Think outside the box', be aware of nonverbal cues indicating discomfort with physical contact, and interpret closed-off body language. <i>Ability to understand the non-verbal language that accompanies communication, understand a conversation between several interlocutors, understand metaphors and idioms, follow complex reasoning when accompanied by compensatory tools (cards, pictures, videos, notes,...), understand conversations on familiar but not habitual topics (medium vocabulary)</i>	Example: a person is assigned a research paper on a sport event she's not familiar with and she thinks: 'I'll start by researching the topic online and in books, and then I'll ask my coach for guidance on the key aspects to cover in my paper' <i>Ability to understand paraverbal language, read the value and function of proxemics, link information related to different contexts, follow complex reasoning, understand conversations on new topics, knowing how to integrate knowledge not possessed with questions or research (medium-high vocabulary), understand different points of view</i>

7: Expression using communication codes

The ability to communicate effectively while respecting the different channels and codes of communication involves not only the exchange of information, but also the ability to read and communicate intentions and emotions. It involves the clear transmission of a message and the recognition that the message has been received and understood by the intended audience.

Level 1	Level 2	Level 3
Example: the person is able to maintain eye contact and interpret the interlocutor's visual cues to assess their level of engagement and appreciation for the conversation <i>Ability to understand non verbal signals, maintaining eye contact (or communicate impossibility to do)</i>	Example: during a conversation, the listener paraphrases the speaker's statement to confirm his understanding, demonstrating active listening skills. <i>Ability to use active listening, use positive body language, confront different points of view, handle skills and knowledge related to the subject of communication</i>	Example: an individual who is able to express their boundaries using assertive statements such as 'I would appreciate it if you could respect my decisions' and 'I feel uncomfortable when you ask personal questions'. <i>Ability to be assertive without being confrontational, be attentive to people's individual space, understand different cultures and backgrounds</i>

C - REFLEXIVE SKILLS

8. Ability to organize and use the information provided 9. Compliance with instructions, rules and procedures 10. Ability to integrate new learning

8: Ability to organize and use the information provided

The ability to collect, structure, and effectively apply information to complete tasks, make decisions, and solve problems. This competence includes the capacity to analyze, prioritize, and integrate data from various sources to achieve specific goals in different contexts.

Level 1	Level 2	Level 3
Example: A participant prepares for a fitness class by checking the start time, required outfit, and water bottle recommendation, then makes a note to arrive 10 minutes early. <i>Ability to identify and collect basic information relevant to a simple task, recognize key facts and data without in-depth analysis, organize information in a simple, linear manner (e.g., lists or basic notes)</i>	Example: Before joining a weekend hiking activity, the participant reviews both the weather forecast and the route map, decides on appropriate clothing, and packs snacks and water based on distance and expected difficulty. <i>Ability to classify and categorize information based on relevance and priority, connect different pieces of information to draw basic conclusions, apply organized information</i>	Example: A participant in a long-distance cycling trip checks their recent performance data, route difficulty, and weather conditions. Based on this information, they decide to adjust their pace and take more frequent hydration breaks to maintain endurance and prevent overheating. <i>Ability to critically analyze complex information from multiple sources, synthesize data to generate insights and inform decision-making, adapt and reorganize information strategically for different audiences or purposes, including</i>

	<i>effectively in familiar contexts, such as routine problem-solving</i>	<i>planning, problem-solving in dynamic environments, and supporting innovative solutions</i>
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9: Compliance with instructions, rules and procedures

The ability to understand, follow, and apply instructions, rules, and procedures accurately and consistently in various contexts. This competence reflects a sense of responsibility, attention to detail, and adherence to established guidelines while maintaining efficiency and quality in task execution.

Level 1	Level 2	Level 3
Example: A participant in a group fitness class follows the instructor's step-by-step guidance, waits for demonstrations before acting, and uses equipment only when told to do so, showing basic awareness of safety and order. <i>Ability to understand and follow simple, clear instructions with close supervision, recognize and respect basic rules and procedures in familiar contexts, complete routine tasks correctly when provided with direct guidance</i>	Example: A player in a local amateur volleyball team arrives punctually for training, wears appropriate gear, follows warm-up routines without reminders, and respects court etiquette and fair play throughout matches. <i>Ability to follow complex instructions and procedures accurately with minimal supervision, identify when rules or procedures apply and adjust behavior accordingly in different situations, maintain consistency in task performance while respecting deadlines, safety standards, and organizational guidelines</i>	Example: During a community sports tournament, a participant notices confusion about substitution rules and calmly helps teammates understand the procedure. They also suggest a clearer way to communicate this in future events and remind others to respect fair play and inclusivity. <i>Ability to interpret and apply rules and procedures in new or unforeseen situations, demonstrating autonomy, identify gaps or inefficiencies in existing procedures and suggest improvements while ensuring compliance, support others in understanding and adhering to rules, acting as a role model for best practices in compliance and ethical conduct</i>

10: Ability to integrate new learning

The capacity to acquire, adapt, and apply new knowledge and skills effectively. It involves recognizing, processing, and incorporating new information into existing knowledge frameworks, enabling continuous improvement and problem-solving in various contexts.

Level 1	Level 2	Level 3
Example: during a basketball practice, the player learns a new dribbling drill with the coach's step-by-step guidance and repeats it successfully. However, when trying the same drill in the next session, they forget part of the sequence and need a quick demonstration to remember. They might say: "I remember this move from last practice, but can you show me the footwork again?" or "I get it when we go slow, but I mess up when the pace picks up." <i>Ability to acquire and recall basic new information in familiar situations, apply newly learned skills with guidance or repetition, recognize the relevance of new knowledge but requires support to integrate it into practice</i>	Example: a soccer player learns a new passing technique in practice - receiving the ball under pressure and quickly redirecting it to a teammate. At first, they rely on the coach's instructions and repetitions in drills. Over time, they start using the skill instinctively in scrimmages, adjusting their body positioning based on defenders' movements. Later, during an actual game, they recognize a similar situation but adapt the technique creatively - using a one-touch pass instead of controlling it first - to exploit an opponent's positioning. After the game, they reflected: "I noticed their midfield was closing fast, so I didn't trap it - just played it for the first time. It worked better!" <i>Ability to independently apply new knowledge and skills in different situations, adapt previously learned concepts to new contexts and problem-solving, reflect on learning experiences and modify approaches based on feedback</i>	Example: after studying film analytics, a midfielder recognizes their team concedes counterattacks when they lose possession near the opponent's box. They: Starts practicing quick recovery sprints after shooting/passing and creates a "turnover reaction" drill with teammates to simulate counter-pressing scenarios <i>Ability to critically analyze, synthesize, and implement complex new knowledge, innovate and improve processes by integrating new learning into strategic decision-making, mentor others by effectively transferring knowledge and fostering a learning-oriented environment</i>

D - PERSONAL SKILLS

11. Self- confidence 12. Taste for effort, perseverance, resilience 13. Managing emotions

11: Self- confidence

The ability to trust one's own abilities, judgment, and decisions in various situations. It manifests as a stable and positive self-perception, enabling individuals to take initiative, face challenges, and interact effectively. It involves a balance between self-awareness and assertiveness, allowing individuals to perform tasks, express opinions, and engage with others while maintaining resilience in the face of setbacks.

Level 1	Level 2	Level 3
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Example: during a training session with their running group, a developing middle-distance runner tentatively suggests trying a new pacing strategy for their interval workout. With some encouragement from their coach, they propose: "Maybe we could try negative splits on these 800m repeats? I've noticed I finish stronger when I start a little slower...but I'm not sure if that's right?"

Ability to express personal opinions and make decisions in familiar and supportive environments, take small risks and attempt new tasks with encouragement, recognize personal strengths but still relies on external validation for reassurance

Example: after three straight losses in wrestling matches, the young athlete noticed opponents were anticipating his favorite takedown. He took action by reviewing competition videos to spot his tells, then scheduled extra practice sessions to refine his technique. When his coach pointed out predictable movements, He worked on adding fake-outs during sparring. "These losses are just preparing me for sectionals," he told teammates, using each setback to improve while keeping his self-belief strong.

Ability to approach challenges with a proactive mindset and take responsibility for actions, adapt to new situations while maintaining a positive self-image, handle constructive criticism and setbacks without significant loss of confidence

Example: during an international dance competition, the lead performer faced unexpected technical issues—the music cut out mid-routine. Without hesitation, she continued dancing, counting beats aloud for her team while adapting their choreography on the spot. Backstage, she rallied the group: "We trained for this. Our formations tell the story even without music." When judges suggested changing their piece, she respectfully advocated for their artistic vision, explaining how their movements conveyed the theme. After a standing ovation, she credited her team while privately analyzing areas to improve, proving confidence and humility can coexist.

Ability to demonstrate strong self-assurance in high-pressure or unfamiliar situations, lead, inspire, and motivate others through confidence and resilience, make independent decisions, trust personal judgment, and assert opinions effectively in diverse environments

12: Taste for effort, perseverance, resilience

The ability to engage in demanding activities with determination, persist through difficulties, and demonstrate resilience in the face of challenges. It involves recognizing the value of effort, developing endurance, and maintaining motivation to achieve goals. This competence is essential for personal growth, performance, and long-term success.

Level 1

Example: during a physical exercise or workshop, the person gives up as soon as he/she feels fatigue or difficulty. The person frequently expresses discouragement: "I'll never make it," "This is too hard for me."

Ability to accept that effort is necessary for progress, try to overcome some difficulties despite moments of

Level 2

Example: during a difficult exercise, the person takes a break but comes back to try again. The person accepts challenges if encouraged and supported.

Ability to recognize challenges as opportunities to grow, even after initial setbacks, develop an appreciation for effort and gradually engage in more demanding activities and build physical and mental endurance when facing challenges.

Level 3

Example: during a difficult exercise, the person seeks solutions and perseveres until the end. The person encourages teammates not to give up and views effort as progress.

Ability to adopt a proactive attitude towards challenges and to accept effort as part of the process, develop mental and physical endurance and to set ambitious goals and encourage others and value collective effort

discouragement and begin setting small goals to stay motivated.

13: Managing emotions

The ability to recognize, understand, and regulate one's own emotions while adapting to different situations. It involves maintaining self-control, expressing emotions appropriately, and managing stress or frustration effectively. This competence also includes recognizing others' emotions and responding with empathy, fostering positive interactions and resilience in challenging situations.

Level 1

Example: during a team exercise, the person quickly gives up in case of conflict or failure. The person has difficulty receiving feedback and may shut down or isolate him/herself.

Ability to start recognizing emotions, work on responding thoughtfully to stressful situations rather than reacting impulsively and start expressing emotions in a more appropriate way.

Level 2

Example: after receiving feedback, the person shows signs of frustration but tries to learn from it. When feeling stressed before an activity, the person takes a moment to breathe before participating.

Ability to better identify emotions and to adopt strategies to manage them, take a step back in certain situations and to ask for help if needed and build resilience to manage emotions without letting them impact motivation and social interactions

Level 3

Example: during a disagreement in a group, the person expresses his/her point of view calmly and listens to others. The person knows how to regulate stress before an important event and does not let emotions affect performance.

Ability to manage emotions effectively, even in difficult or stressful situations, use appropriate strategies (breathing, stepping back, dialogue) to avoid being overwhelmed, reassure and to calm others in distress

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