

# BOUNCEBACK



## HANDBOOK | for learners



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BOUNCEBACK - Developing an innovative learning approach to facilitate the integration of veteran/retired athletes into employment, business and entrepreneurship

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BOUNCEBACK

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# Dear Learner

This Handbook has been developed by the Bounceback project partnership as a companion of the Bounceback online training provision for the professional development of veteran and retired athletes after their career in sports. It helps and assists learners to:

- Get familiar with the objectives and the approach of the Bounceback training provision for veteran and retired athletes;
- Follow training sessions supporting you as a veteran or retired athlete in the transition to the labour market or entrepreneurship with the help of the training material as provided online;
- Further benefit from the Bounceback training provision to support you as an active athlete at any stage of your career towards planning for your professional development after sports.

## WHAT DOES THE BOUNCEBACK HANDBOOK FOR LEARNERS PROVIDE?

The Handbook introduces the learners to the approach of Bounceback, and the main concept behind it, which is the transferability and the transversal character of skills as acquired by athletes throughout their sports career, and how these skills can be identified and applied towards a new professional career or entrepreneurial idea.

The Handbook offers an overview of the three Modules of the Bounceback online training platform, and a walk-through for each of them, complemented by suggested learning pathways (walk-throughs), as well as tips to enhance your learning experience.

## FOR WHOM IS THE BOUNCEBACK HANDBOOK FOR LEARNERS?

The Bounceback Handbook for Learners is a companion for athletes willing to participate in training sessions on professional and/or entrepreneurial development as offered by coaches and trainers both in Vocational Education and Adult Training, relevant organisations and actors in formal, non-formal, and informal education, entrepreneurship consultants and organisations supporting entrepreneurial development, sports clubs and sports organizations or federations which provide or wish to provide professional development support and education to their members and athletes, active or retired.

*The Bounceback project partnership*

## PART 1

# Veteran athletes – Transferring skills into a new professional career

### Life and work-life after the sports career: The importance of skills transferability



The European Union (EU) needs to facilitate veteran athletes in their efforts to utilise the skills they acquired in their career in sports, to succeed in other sectors of the economy as entrepreneurs, employees or professionals.

EU institutions have so far not managed to either support, coordinate or supplement the action of member states regarding the smooth transition of elite athletes after retirement from the sports sector to (self)employment and/or entrepreneurship in other domains. What is missing so far from EU efforts is a tailor-made strategy that can teach them how to “translate” the skills and competences they developed in the sports sector into skills and competences that can be applied in professional futures in which veteran athletes have the greatest potential to succeed as professionals, employees, or entrepreneurs.

Veteran athletes have a remarkable potential to thrive in business and entrepreneurship. The set of soft (or transferrable) skills they

have acquired during their sports careers has had a formative impact on their personality, which in turn can become crucial for setting up, maintaining, and expanding a successful career after sports. Soft, transferable skills like leadership and team spirit, goal orientation, resilience, to name a few, are crucial for building a professional career or achieving entrepreneurial success.

On the other hand, this set of skills - although present as a ‘way of life’ for athletes - lacks the appropriate orientation to be translated into professional, entrepreneurial, or business skills. Hence, there is a missing link; a process of training that will act as a mediator and facilitator for athletes, inspiring and supporting them to re-orient already available soft skills into business-specific ones, coupled with additional skills to bring them to the level of successful professional and entrepreneurial actors. It is exactly this approach which transcends the Bounceback training provision as conceived and developed.



## Supporting veteran athletes as 'learners': What is expected from you

The Bounceback training provision has been developed to respond to the needs as mentioned above, offering a training opportunity to veteran athletes as learners in transferring skills to new professional realities. Methodologically, the provision has been developed to correspond to **three different training modes supported by one or more trainers:**

- Face-to-face (trainer/s and learners carry out training sessions in classroom environment)
- Blended training (mixed physical/classroom and distant learning supported by trainer/s)
- Fully virtual training (full online, distance learning supported by trainer/s)

Self-directed/self-paced learning is also supported for veteran athletes who would wish and can study the training material on their own. However, it is strongly recommended that learning should be supported by one or more trainers, providing you as a learner with the needed guidelines, incentives, and directions to benefit the most out of your learning experience.

Certain concepts and pedagogical methodologies – including the understanding

of a set of soft skills as deployed in the training material – might discourage you as a veteran athlete, in case you would wish to master the learning process all on your own, without however rendering this learning approach as ineffective.

Self-paced learning could thus be recommended mostly if you have prior experience as a learner in formal or non-formal education settings throughout your career (VET, Adult Education, Tertiary education or other).



In all three modes, the Bounceback training provision as developed envisages athletes as learners, entering the training process with the following attitude:

- a) Veteran athletes are adults who constantly seek to become more mature and self-determining as individuals, carrying with them life and work experiences, skills, own worldviews, and learning needs that correspond to specific goals, that is, needs to acquire attitudes, knowledge, mindsets, and tools that will help them to conceive and realise a professional path after their sports career
- b) The learning process should be approached by you not as an instructional process, but one which encourages self-growth, facilitates the development of sense of perspective, as well as confidence and autonomy;
- c) Therefore you are invited to embrace the Bounceback training material as a facilitator in developing choices (professional and eventually personal) by allowing many ways of thinking and doing (education with wide goals), rather than one way (indoctrination with narrow goals) or the "right" way (traditional, usually non-adult training with narrow goals).

## PART 2

# Introduction to the Bounceback training

### Methodological approach



The Bounceback training as offered in the Bounceback online training platform is the result of research consisting both in already available and applied interventions to support the professional development of veteran athletes, as well as primary research carried out by the project partners in Hungary, Italy, and Greece. The findings have been analysed to lead to the training approach at hand.

The Bounceback partners with the support of experienced teachers and trainers have identified a set of soft skills and attitudes (7 axes), that seem to lie at the intersection of skills that athletes have acquired

throughout their sports career, and skills that are considered crucial for professional or entrepreneurial development. This was facilitated by approaching through our research activities both veteran athletes, as well as entrepreneurs, professionals, and employers. You can see below the soft skills mix that emerged from our primary and secondary research activities.

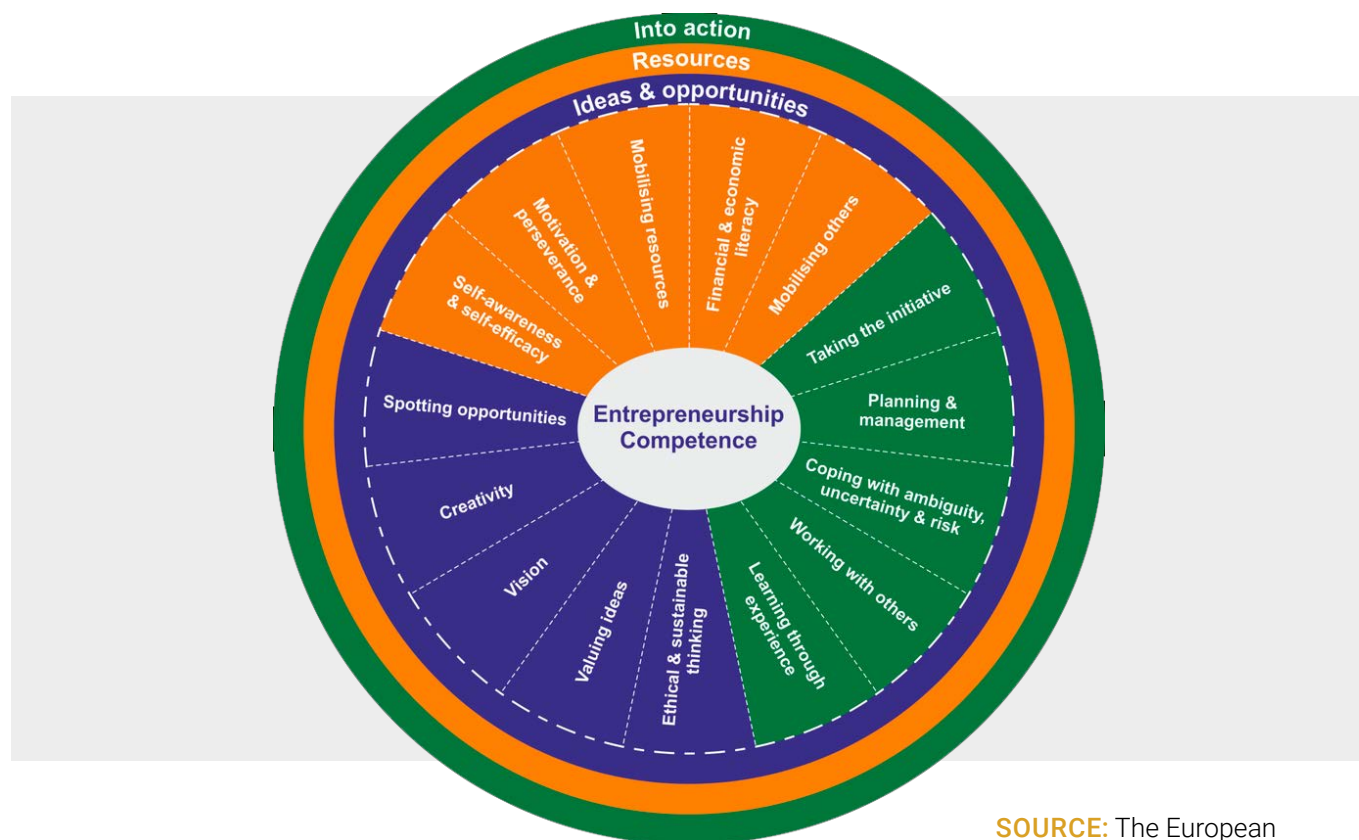
We call this mix “The Bounceback profile”, and it is this profile based on specific soft skills and attitudes, that veteran athletes are prompt and inspired to acquire with the help of the Bounceback training.

## The Bounceback profile



At a further level, and to methodologically connect the Bounceback training with existing frameworks for professional and entrepreneurial development at EU level, we connected the Bounceback profile skills with the soft skills typology as demonstrated in the EntreComp Framework of the EU. In case you would like to have more information about EUs EntreComp Framework you can find [here](#).

## The EntreComp Framework



**SOURCE:** The European Entrepreneurship Competence Framework (EntreComp)



## Overview of the Bounceback training platform



The Bounceback training platform consists of 3 Modules, sequenced in a specific methodological way. All modules are task-oriented. The learning process is one of reflection, exploration of own experiences and attitudes, inspiration and change of mindset, facilitated by respective tasks in various formats (multiple choice, narration, opinion statements, planning and visualizing etc.). All tasks across the modules are presented in the following format: e.g. M1T4=Module 1, Tasks no.4).

Below you can find information about the overall objectives of each of the 3 Modules, while in Parts 3, 4, and 5 of the Handbook you will find suggested learning paths (lesson matrices) for all tasks across Modules 1-3.

### Module 1- Before the games

In this Module you have the opportunity to explore yourself in the present time, but also, to get in touch with projections of yourself into the future – not only in terms of professional life and work, but also in personal life, family, interests and aspirations, your ‘learning-self’ and your social self.

With the help of the BOUNCEBACK match-making tool you have the chance to get an initial idea about how your skills-based profile, as perceived by you as individuals, is matching with broad economic sectors, in which you could explore a professional or entrepreneurial career. Further on, the match-making tool,

shows you how close or far is your profile from the BOUNCEBACK profile as a mix of attitudes and skills (Creative, Resilient, Team Player, Leader, Organiser, Problem Solver, and Entrepreneur as an overarching mindset), that would be the starting point of a successful, follow-up career, after sports.

You will also learn about two types of mind-

sets, the fixed and the growth mindset, and how they relate to your own personality, or the change you probably would wish to make when setting out to a new professional endeavor. Your own perceptions of failure and success, but also strengths, weaknesses, opportunities and threats as you conceive them, are also explored.

*Module 1 contains 14 Tasks in total, accounting for the aspects as demonstrated above.*

## Module 2 - Warming up! – Getting ready



*The learning process for both Modules 2 and 3 as corresponding to the tasks methodology for each skill*

As was the case with Module 1, Modules 2 and 3 are tasks-oriented. The skills addressed are presented as learning subjects in the following learning patterns, as reflected in different tasks to be carried out by the learners. As you will see in the table of Module 2 and the respective table of Module 3 later, these learning patterns are applied for the highlighted skills as indicated in the tables. The non-highlighted skills are followed up with reflection tasks, which don't follow the tasks methodology as demonstrated below:

### INDUCTIVE LEARNING TASKS

In these tasks you are prompted to present own conceptions, background knowledge, and most importantly experiences connected with a specific skill as you understand it. This is usually indicated in the platform with the prompt

**Your turn!**

### INPUT LEARNING TASKS

Here you are provided with new material, that is, characteristics and abilities of a person who is considered to have and be able to apply the skill in question. This is usually indicated in the platform with the prompt **Our turn!**

### IMPLEMENTATION LEARNING TASKS

Here you are now prompted to comment and reflect on your own contribution, as compared to the new material provided for them. You gauge

your perceptions of skills as experienced in your sports careers or beyond them against the new aspects and information regarding those skills.

### INTEGRATION LEARNING TASKS

Integration learning tasks are crucial for both Modules 2 and 3 as they give the opportunity to you to synthesize knowledge and experience in ways that facilitate the transfer of skills acquired in a sports career to a professional or entrepreneurial context. These tasks are presented as **My Idea #1 - #6** across both Modules 2 and 3. As you will notice on the training platform, Module 2 starts with prompting you to submit a professional or entrepreneurial idea before doing anything else. This initial idea is then elaborated, edited, changed, optimized each time you conclude inductive, input, and implementation tasks for one or more skills.

Having concluded Module 1, you are proceeding with Modules 2 and 3. These Modules should be considered as integrated, since they directly deal with certain skills corresponding to the intersection of the EntreComp typology of skills across 3 areas (Ideas & Opportunities – Resources – Into action) with the Bounceback profile. In the table below you can see at the left column the EntreComp areas as demonstrated in two different Units of Module 2, each of them addressing a set of skills that correspond to each of these areas. On the horizontal axis you can see the skills and attitudes of the Bounceback profile (7). You can see the check marks in each case, showing which skill as training subject corresponds to which of the 7 axes of the Bounceback profile.

In Unit 1, the training focuses on two skills (highlighted), while the remaining 3 (not highlighted) are part of the learning process, but not using the same methodological approach as in the former skills. Unit 1 addresses skills in the area Ideas & Opportunities.

In a similar way, in Unit 2, the training focuses on 3 skills (highlighted), while the remaining one (not highlighted) is part of the learning process in the same way as in Unit 1. Unit 2 addresses skills in the area of Resources.

Module 2 – Warming up! – Getting ready								
	Bounceback profile / Skills	Creative	Resilient	Team player	Leader	Organiser	Problem Solver	Entrepreneur
UNIT 1 Ideas	Creativity	✓						
	Vision	✓						
	Spotting Opportunities							
	Valuing Ideas							
	Ethical & Sustainable thinking							
UNIT 2 Mobilising human and material resources	Motivation & Perseverance		✓					
	Mobilising others			✓	✓			
	Mobilising resources	✓						
	Self Awareness & Self Efficacy							



## Module 3 - In the locker room - Entering the field

In Module 2 you were prompted to take on a journey by creating your own story – your professional development story – by putting your idea on paper on how you envisage and wish to proceed professionally in life after your sports career. Module 3 deals with skills that are needed in the field of acting out a professional or entrepreneurial journey. There are 5 skills addressed, corresponding to the Bounceback profile as you can see in the table below. The

learning process follows the same methodology as in Module 2 (inductive, input, implementation, integration learning tasks). Regarding the integration learning tasks, you have so far elaborated on the integration task **My idea** four times (My Idea #1 - #4), in Module 3 you are asked to resume the process integrating new knowledge on specific skills two more times (My Idea #5 and #6).

Lastly, in a concluding Unit, you are asked to:

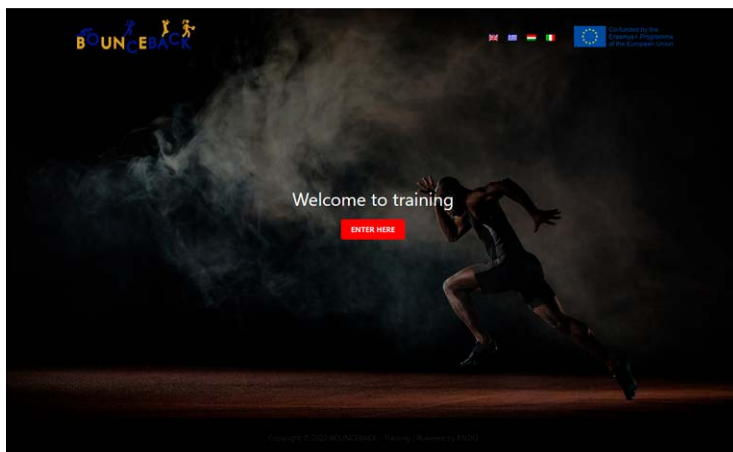
1. Revisit the Bounceback match-making tool you used to provide your answers in Module 1 and do it once more to compare results.
2. Carry out the test you did at the end of Module 2, only this time accounting for your progress and what you have done so far in both Modules 2 and 3, by evaluating your extent of satisfaction and the benefits from what you have discovered and what you have learned.

Module 3 - In the locker room - Entering the field								
	Bounceback profile / Skills	Creative	Resilient	Team player	Leader	Organiser	Problem Solver	Entrepreneur
UNIT 1 Into action!	Planning and Management				✓	✓		
	Leadership				✓	✓		✓
	Working with others			✓				
	Coping with ambiguity, uncertainty & risk		✓					✓
	Problem solving						✓	

## How to register and use the platform



### The structure of the e-platform



**Image 1:** the landing page of the training platform

The URL of the e-platform supporting the training is [training.bouncebackathletes.eu](https://training.bouncebackathletes.eu) (Image 1).

**ENTER HERE**

To enter the e-platform press the red button ENTER HERE

As shown in the landing page the platform is offered in 4 languages EN, EL, HU, IT.



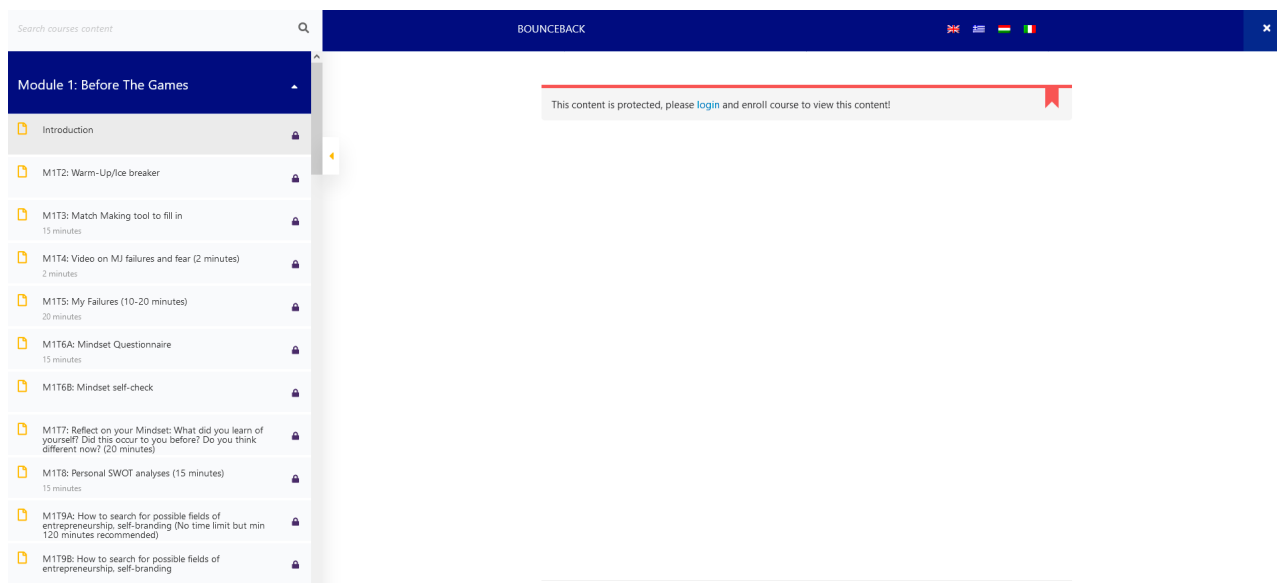


## Access and registration

To register and access the platform content, the user has to follow these steps:

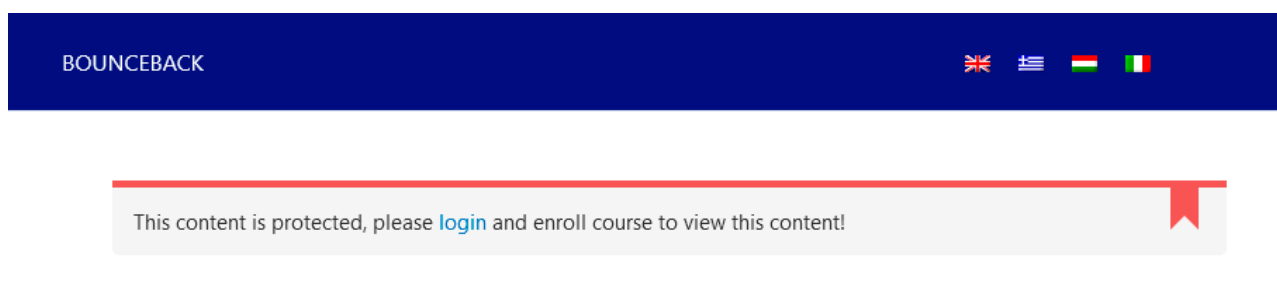
**1** Click on “ENTER HERE” (RED button on the middle side of the landing page - see Image 1).

**2** This will open the next page with the offered structure of the modules (menu on the left). See Image 2.



*Image 2: step 2: the menu page*

**3** Click on “log in” (Image 3)



*Image 3: step 2: click on log in*

4 Then click on “Register” at the bottom of the log in page (Image 4).

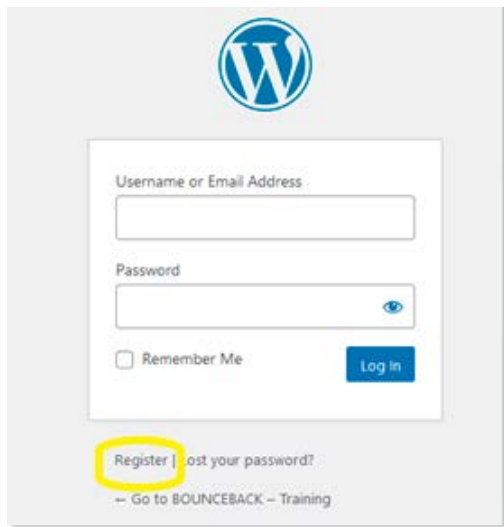


Image 4: Click on register

5 The user should enter a preferred username and a valid email address. Then click on “Register” (Image 5).

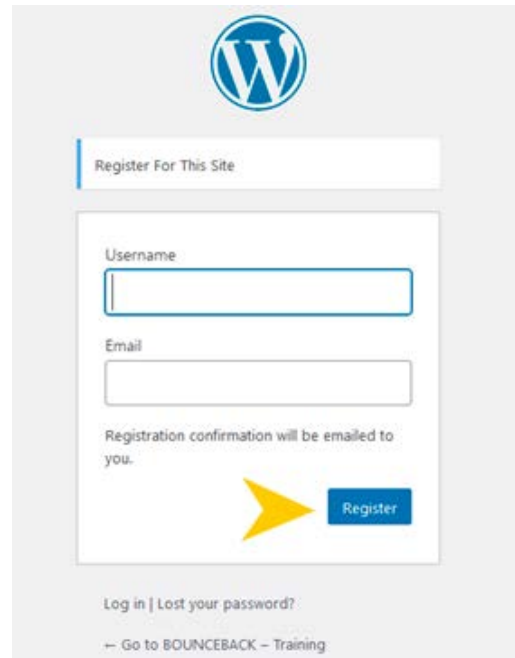


Image 5: The registration page

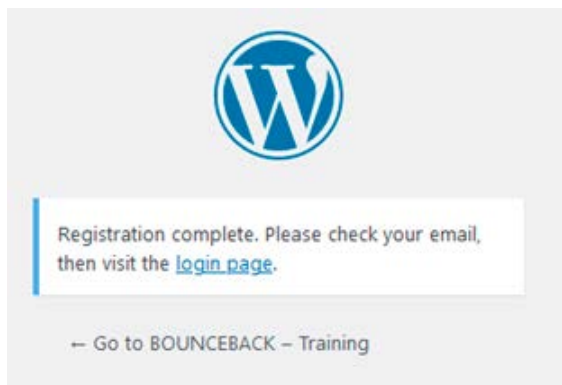


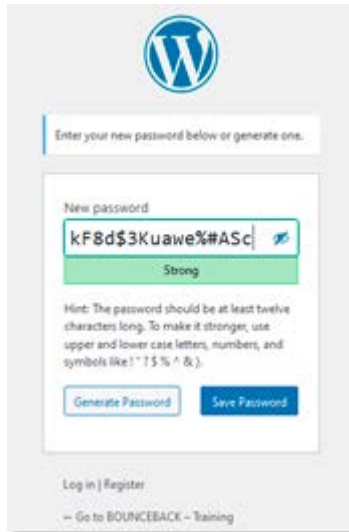
Image 6i: Registration complete

6 The user will receive an automatic confirmation email (Image 6i). Click on the **first** link contained in the email body text (Image 6ii).



Image 6ii: Confirmation email

- 7** Enter the link to set your password. A password is suggested/generated for you and you can keep it or you can enter the one you prefer and press “Save Password” (Image 7i: Password Set Up)

The image shows the WordPress password setup screen. At the top is the WordPress logo. Below it is a text input field with the placeholder "Enter your new password below or generate one.". Underneath is a section titled "New password" containing a text input field with the suggested password "kF8d\$3Kuawe%#ASc" and a "Generate Password" button. Below the input field is a green bar indicating the password strength as "Strong". A hint text states: "Hint: The password should be at least twelve characters long. To make it stronger, use upper and lower case letters, numbers, and symbols like ! " ' ? \$ % ^ & ; .". At the bottom of this section is a "Save Password" button. At the very bottom of the screen are links for "Log in | Register" and "Go to BOUNCEBACK – Training".

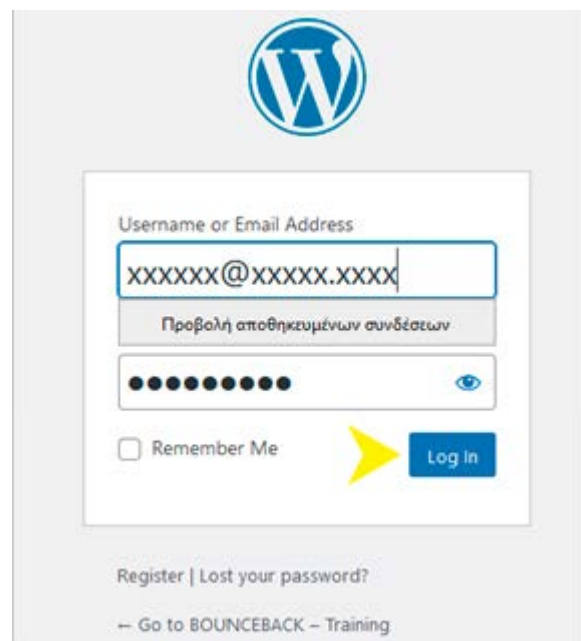
**Image 7i:** Password set up

Then the system informs you about the password set up and click on “Log In” (Image 7ii: Password OK)

The image shows the WordPress password OK screen. At the top is the WordPress logo. Below it is a message box that says "Your password has been reset. [Log in](#)". At the bottom is a link that says "Go to BOUNCEBACK – Training".

**Image 7ii:** Password OK

- 8** You will be re-directed to the log in page to enter your username or email address and password (Image 8) to log in. If you are logging in from a secure pc/laptop we recommend to select Remember me option.

The image shows the WordPress login screen. At the top is the WordPress logo. Below it is a text input field labeled "Username or Email Address" containing the placeholder "xxxxxxx@xxxxx.xxxx". Below the input field is a button labeled "Προβολή αποθηκευμένων συνδέσεων". Below that is a password input field with a strength indicator (a row of dots) and a toggle icon. Below the password field is a checkbox labeled "Remember Me" and a yellow arrow pointing to the "Log In" button. At the bottom are links for "Register | Lost your password?" and "Go to BOUNCEBACK – Training".

**Image 8:** Enter username and password and Log in

## Navigating through the course

Once the user is logged in to the platform, a page with the courses the user can enroll appears (Image 9). Click on “Continue”.

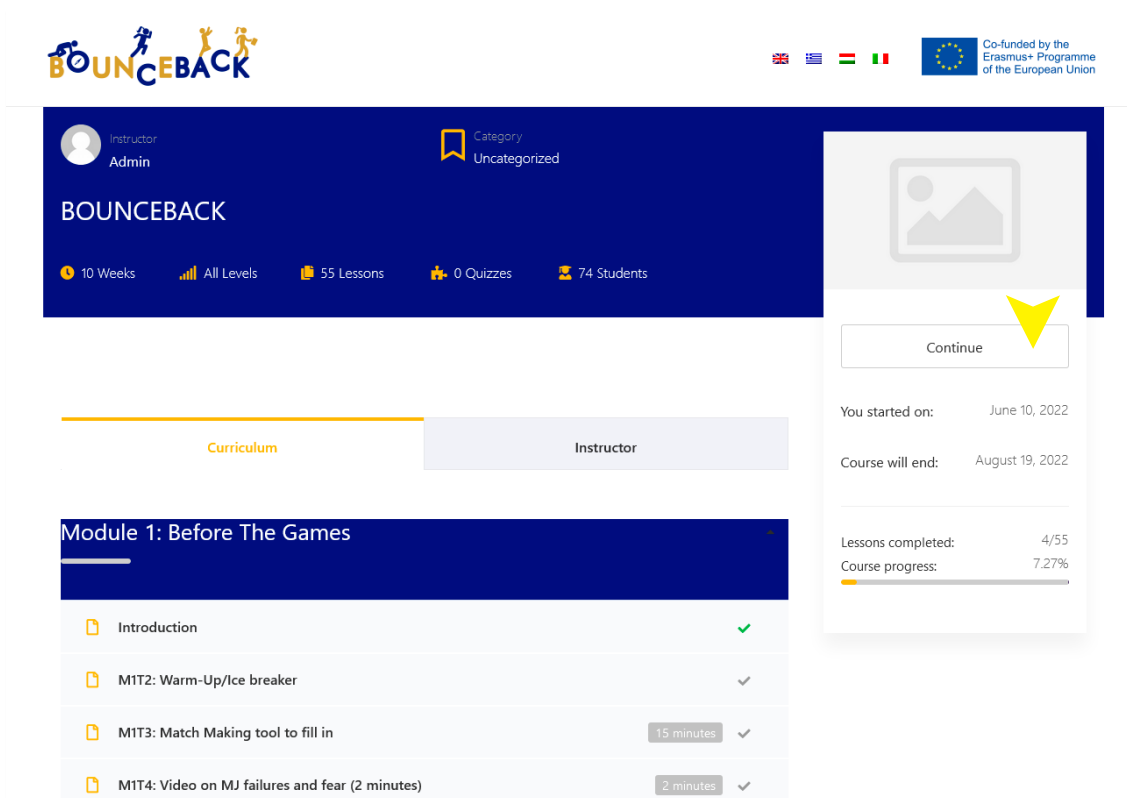


Image 9: The courses page

The user will be directed to the introductory page of the course (Image 10).

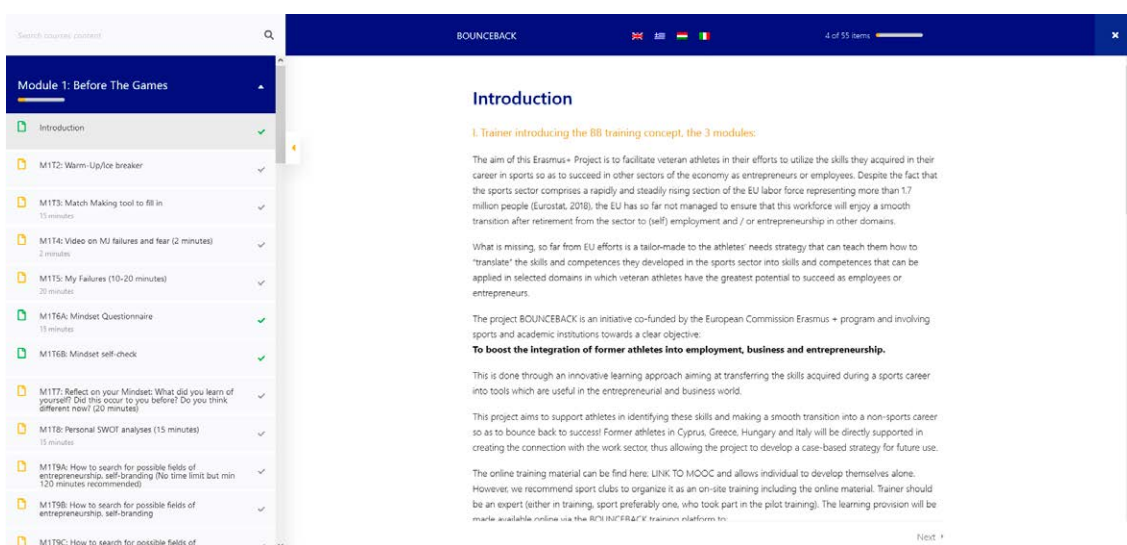
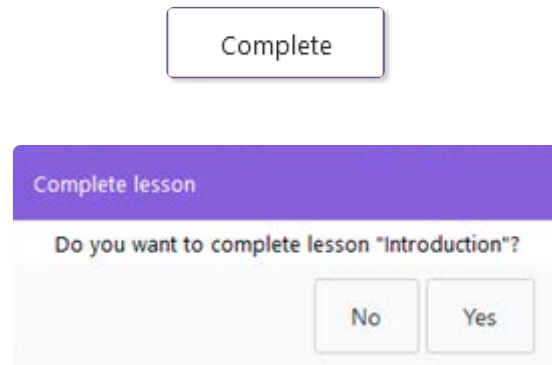


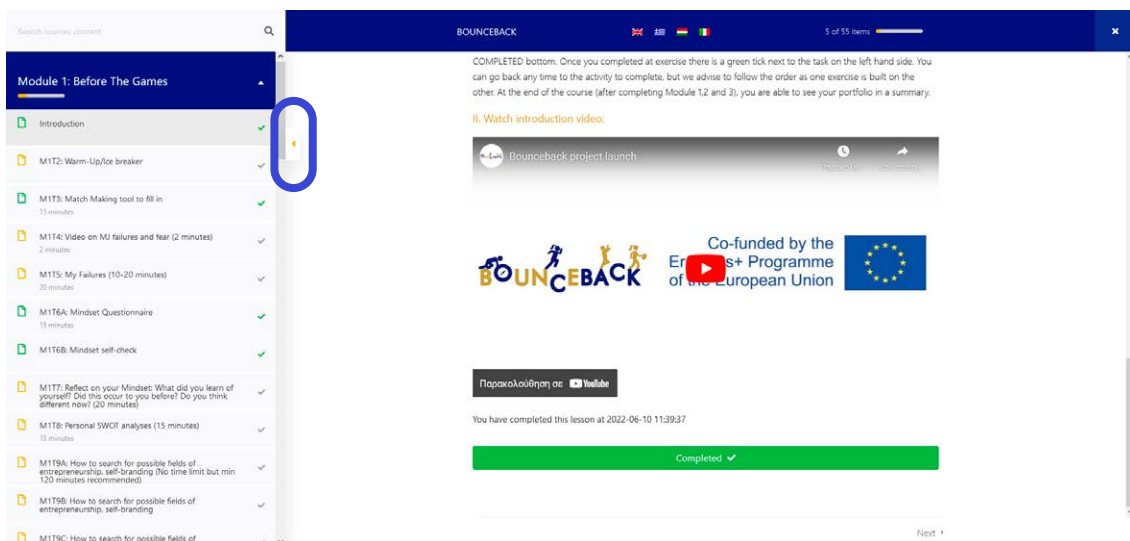
Image 10: Introductory page

At the bottom of each course page is the complete button.  
Once clicked, a confirmation box appears, asking the users to confirm (Image 11).  
Then the progress of study appears on the progress bar, on the top right of the page.



**Image 11:** The 'Complete' button

During study, the content menu on the left can be hidden, by clicking on the yellow arrow (Image 12).



**Image 12:** Hiding the menu



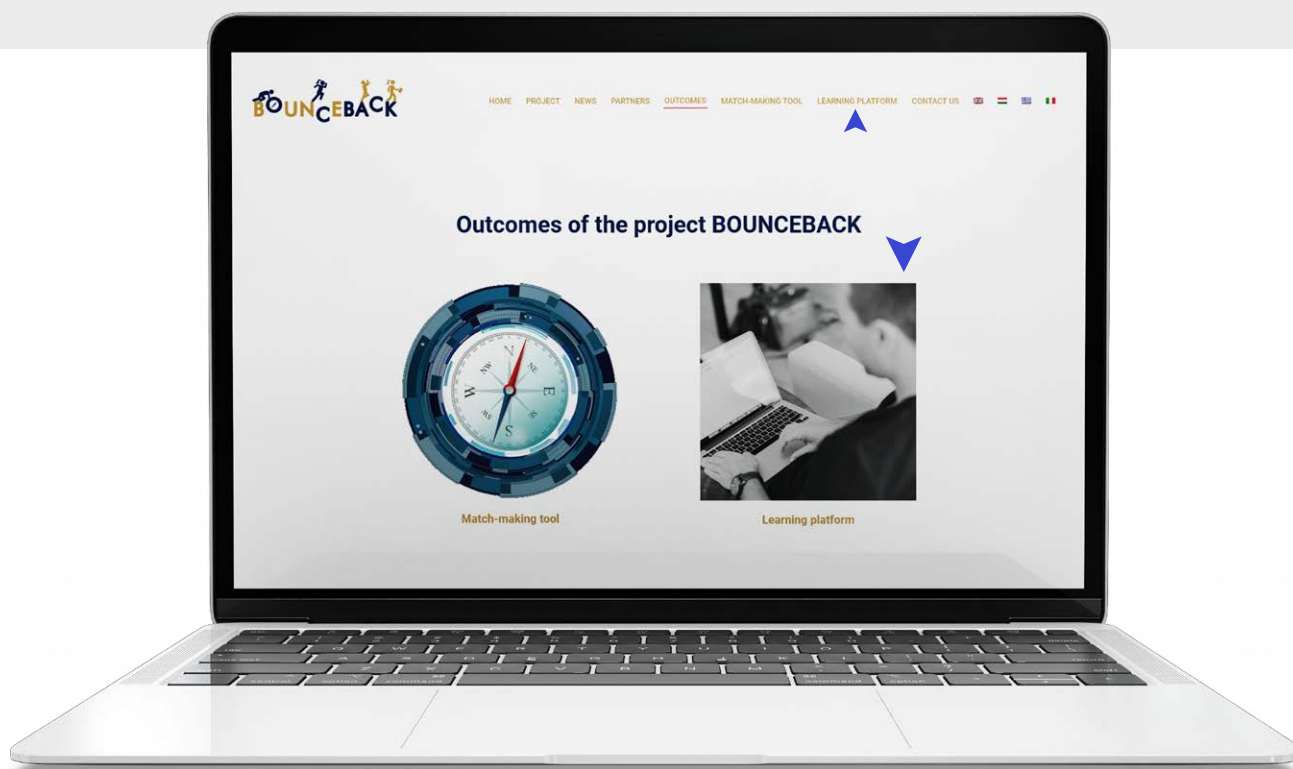
There are two alternative ways of navigation: either from the menu, or by clicking the “Next” and “Previous” (image 13) buttons at the bottom of each course page.



**Image 13:** Previous-Next buttons

## NOTE

The e-platform is also available (Image A) via the project’s official webpage [here](#).



**Image A:** the learning platform OUTCOMES page that directs the user to the e-platform

## PART 3

# Module 1 (Learning pathways)



In Module 1 you have to carry out 12 core tasks (including sub-tasks in some of them). In the following table you can find tips and suggestion to better follow and benefit from the learning process:

- Key learning theme(s) across tasks or groups of tasks
- Short description and expected learning outcomes
- Suggestions and tips for you as a learner

We recommend studying the learning platform as offered, side-by-side with the suggested

learning pathways. Each task can be done completely online, using the platform templates and Save and Submit functionality. The suggested duration of tasks is provided for each task in the left menu column of the platform.

As you can see in the online platform, certain tasks require much time from you as a learner. Thus, considering the overall workload in Module 1, it is recommended for it to be carried out in no less than 3 days of training, of at least 4 hours each. Adding the overall workload for students for “homework” as suggested or carrying out specific tasks, the Module 1 mixed workload accounts for approx. 1,2 ECTS=30 hours.

Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
<b>Introduction video</b>	General information. Introducing learners to each other.	Understanding the goals of the project	Introduce yourself as a learner to other participant athletes and the trainer and acquire knowledge on the overall objectives of the Bounceback project and its training provision. This will help in structuring a learning community in face-to-face or blended training sessions, as well as the main goals of the training.
<b>M1T2</b>	Reflecting on present and desired future situation	Life-wheel: Getting in touch with aspirations for the future in different areas of life	Feel free to participate in group discussions elaborating on the statements provided. Discuss aspirations of your peers and find out how other athletes like you think about their current and future status.
<b>M1T3</b>	Transferability of skills	Understanding the transferability potential of skills to professional sectors with the help of the match-making tool	Your trainer will explain how the match-making tool works. Filling it out you will have some indications about professional sectors in which you could seek professional development. This task shows you in a practical way the importance of soft skills as transferable skills, that is, as skills that can be applied in different contexts, whatever you would choose to do in your professional life (as employee, self-employed, or entrepreneur).
<b>M1T4 – M1T5</b>	The concept of 'failure'	Identifying own attitudes towards failure and reflecting on them	Talking about own failures makes people uncomfortable. However, working in this task will help you understand how you perceive failure, and how you can eventually turn failures into elements of encouragement and boosts for overcoming them. As an athlete you have surely been in this process multiple times, and here you can find out what other athletes say about failure as part of a constructive rather than disruptive process.
<b>M1T6A+B – M1T7</b>	Mindset theory	Identifying own mindset and understanding that it is not fixed and can be changed.	The older we get, the more are our mindsets, the way we see things and act considered as unchangeable. As an adult learner, you are challenged here to reflect on your own mindset, and most importantly to realise that it can be changed indeed. The initial perception is that a fixed mindset is a negative trait. Inspire the learners. Here is then inspiration for you to think of mindsets in terms of skills that can be acquired and lead you from a fixed mindset towards a growth one!
<b>M1T8</b>	Understanding the SWOT pattern at personal level	Identifying own strengths, weakness, opportunities and threats as coupled with future aspirations	Nobody is 'good' enough in everything! Once you have done your own SWOT table, focus on your strengths. Don't forget you're your strengths, what you are good at, can be deployed to attenuate weaknesses and limit the effect of threats.

Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
<b>M1T9A-D</b>	Self-promotion, self-presentation, identification of attractive professional fields and opportunities	Learners become familiar with self-promotion practices and sources, including CV development and use of social media and online resources supporting professional development.	These tasks require time on behalf of you. However, they are very important because you get familiar with tools and ways on how to better present yourself in professional terms, as well as seek resources for professional opportunities. Your trainer can provide you here with valuable support, especially on how to craft a quality CV, especially by drawing from your soft skills and life experiences as an athlete.
<b>M1T10</b>	Entrepreneurial profile creation	Ability to synthesize on aspirations and strengths towards an envisaged entrepreneurial future.	This is a challenging task at first glance! But with what you have explored so far, try to bring your aspirations, your strengths, the way you envisage your future “under one roof”, and couple all this with some entrepreneurial profile you feel comfortable with to go after. It doesn't have to be fancy or “professional” – let your imagination and your wishes work on this!
<b>M1T11A-F</b>	The concept of ‘hero’ as a sports person figure who managed to succeed after the sports career	Acquiring inspiration from other athletes in order to identify with.	Here you have it right from athletes like you! Those who managed to succeed when leaving their sports career. Have a closer look at each case! What words are they using? How do they express their feelings? What was the “secret” for their success? What is most relevant for you as an athlete and a personality? To what extent are you inspired? Do you know other athletes with similar stories?
<b>M1T12A+B</b>	Red and Blue Ocean Strategy in Business and Entrepreneurship	Understanding the attitudes and ways of thinking in business and professional development, drawing from the concepts of Red and Blue strategy.	Red and Blue strategies in business and entrepreneurship work like in a personality. Some people are more innovative, they go beyond seeking ideas and acting in what is already known to that which is opening a space which is completely new and fresh! This analogy will help you in understanding the two business attitudes. It might as well be, that during your sports career, in collaboration with your coach for example, you have been more innovative and revolutionary even in reaching the next level of achievement!
<b>M1T13</b>	The concept of success	Learners understand the impact of success, by reflecting and presenting the ways they personally handle and manage success, as well as how they measure success	Earlier on, in another task, you have explored failures and how they felt to you. Successes are the other side of the coin of “trying” to achieve something. Ask yourself the following questions now: Can we talk of absolute successes and failures, or are there nuances of both concepts in all our goals and the respective results?
<b>M1T14</b>	End of Module - Reflection	Learners are prompted to identify take-aways from Module 1 with respect to their way of thinking after completion.	Reaching the end of Module 1 you can reflect on how you felt, what have you learned about yourself and your way of thinking, but also what has been transformed in the view of yourself and how you imagine your future after sports. You can keep notes of all that made you the strongest impression before moving into Modules 2 and 3.
<b>Note: In all tasks you should SAVE and SUBMIT your work to receive your Portfolio.</b>			

## PART 4

# Module 2 (Learning pathways)



In Module 2 you have to carry out 12 core tasks (including sub-tasks in some of them). In the following table you can find tips and suggestion to better follow and benefit from the learning process:

- Key learning theme(s) across tasks or groups of tasks
- Short description and expected learning outcomes
- Suggestions and tips for you as a learner

We recommend studying the learning platform as offered, side-by-side with the suggested learning pathways. Each task can be done completely online, using the platform templates and Save and Submit functionality. The suggested duration of tasks is provided for each task in the left menu column of the platform.

In Module 2 you can find explanatory narrative parts, introducing you to both the objectives of the Module as well as the objectives of

each task. The tasks are created following the methodology as demonstrated in the previous section (Inductive, input, implementation, integration learning tasks). The core element of the tasks across the Module are the integration learning tasks which involve the input from you as you go in developing your professional development idea (M2T1,5,9,12). The available narrative parts can be used by the trainer in delivering the training sessions and are also of help for you as a learner studying the Bounceback training material with or without the support of a trainer.

As you can see in the online platform, certain tasks require much time from the learners. Thus, considering the overall workload in Module 2, it is recommended for it to be carried out in no less than 4 days of training, of at least 4 hours each. Adding the workload for learners for “homework” as suggested or carrying out specific tasks, the Module 2 mixed workload accounts for approx. 1,2 ECTS=30 hours.



Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
			<b>The structure of Module 2, as well as the explanatory parts included complementing all tasks, provide enough guidelines for both the trainers and the learners on how the tasks should be carried out. The suggestions below indicate further points for the learners to make their involvement more fruitful and effective in all learning settings (face-to-face or online, supported by a trainer, or self-learning, if you as learner have prior experience in self-paced learning).</b>
<b>Introduction</b>	Module 2 structure and objectives	Connecting learners with Module 1	The introductory part of Module 2 connects you with Module 1 and what you have learned so far. Module 1 has prepared you by looking at yourself as a person with aspirations, worries, hopes, with your own views on what matters for you in your life, but also how mindsets, own perceptions of strengths and weaknesses can change or be exploited towards achieving professional or personal goals after sports. As a learner, you are now positioned to work on specific soft skills drawing from your life experiences in your sports career, towards more specific professional and personal development goals, which is the goal of Module 2 and later of Module 3.
<b>M2T1A: My Idea#1</b>	Designing own professional future	Inductive task: Learners lay down their initial ideas about their professional future	Here is where you start your journey in putting together your idea and plans for the future after your sports career. Take freedom in expressing yourself! The idea you enter here in this task will “follow” you throughout this and the next Module. What is expected from you is to make it each time sharper and specific, trying to include all that you learn about specific skills along the way, and how this new knowledge about skills resonates with your life experiences as a sportswoman or sportsman. This is where the transferability of skills is done in practice by you! This, and the follow up tasks marked as My Idea are editable in all the versions across Modules 2 and 3.
<b>M2T2</b>	Creativity and vision: Exploring own perceptions	Inductive task: Learners articulate their own perception of creativity and vision, drawing from experiences in their sports careers	Follow the instructions as they are provided in this task and think what creativity and vision mean to you! There are no right or wrong statements, but only your take on what they mean to you!
<b>M2T3</b>	Creativity and vision: Exploring own perceptions by identifying experiential elements	Inductive task: Learners provide specific creative and visionary moments as they have perceived them through experience	Take some time and try to come up with your own creative and visionary moments. These would reflect your own definitions of creativity and vision as stated in the previous task. Try to remember experiences from your sports life, but you could as well use life experiences beyond sports. The goal is to connect a lived experience you're your creative and visionary self.

Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
<b>M2T4</b>	Checking own perceptions of creativity and vision skills against definitions and abilities	Implementation task: Learners acquire knowledge on the characteristics and abilities of a creative and visionary person (based on the definitions and approach of the EntreComp Framework)	You have done your part in the previous two tasks, and now it is time to “compare”. There are aspects of creativity and vision that might be included or be missing from your own definitions and experiences. This is neither good or bad, right or wrong. It just gives you a broader picture of what creativity and vision mean in a professional or entrepreneurial context. Can you see the meeting points between your experiences and definitions and the characteristics and abilities of a creative and visionary person as provided here? Can you see the missing points that might make you more concrete in developing your idea?
<b>M2T5: My Idea #2</b>	Learners are elaborating on their idea, infusing creative and visionary elements, as a follow up task of what has been learned.	Integration task: Applying creativity and vision skills in real professional development plan/idea/scenario	Here you are with your second take for your initial idea. Look at it as a future scenario, while your mission here is to include your creative and visionary self as it has been developed so far. Go through the creative break test and watch the video “Out of the Box”. They will both help you to challenge yourself even further and become more creative in shaping your idea!
<b>M2T6</b>	Motivation: Exploring own perceptions	Inductive task: Learners articulate their own perception of motivation, drawing from experiences in their sports careers	Athletes and former athletes have a great experiential load of motivational elements. Think about instances when you employed motivation in your sports careers. What does motivation mean to you? What is the impact of motivation on the way you think and act? Describe your own perception of motivation.
<b>M2T7</b>	Motivation: Exploring own perceptions by identifying experiential elements	Inductive task: Learners provide specific motivational moments as they have perceived them through experience	Write down specific moments in your sports life when motivation played an important role. Do you acknowledge yourself as a motivated person? Don't think of the outcomes each time – if you succeeded or not! Focus on how you felt while motivated!
<b>M2T8</b>	Checking own perceptions of motivation skills against definitions and abilities	Implementation task: Learners acquire knowledge on the characteristics and abilities of a motivated person (based on the definitions and approach of the EntreComp Framework)	Think again as you did with creativity and vision about your own moments and perceptions of motivation, and how they relate to the characteristics and abilities as provided here. Do you recognize them in your own experiences? How strong or weak were they? Which of them were present and felt and which not? Why was that in each case?
<b>M2T9: My Idea #3</b>	Learners are elaborating on their idea, infusing elements of motivation as a follow up task of what has been learned.	Integration task: Applying motivation skills in real professional development plan/idea/scenario	Go back to your idea again. Can you add the element of motivation in it? Why would you go for this scenario? What motivates you? Have a look at the video about intrinsic motivation. Think about the importance of autonomy, mastery and purpose in being motivated. How is this connected to your idea? Elaborate on your idea!

Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
<b>M2T10</b>	Learners are provided with characteristics and abilities of a person with skills to mobilise others and resources and provide own experiences from their sports career when they mobilized others and resources.	Input task: Acquiring knowledge on the characteristics of a person with skills in mobilizing others and resources (source: EntreComp Framework) Implementation task: Learners list resources for the achievement of a goal in their sports career.	Whichever your professional development idea might be, you, as everybody else, need people and resources to make it happen. Mobilising others and also non-human resources is a skill. As an athlete you might have experiences in mobilizing others, especially if you were active in a teams-sport. Mobilising resources however is something that you might not be so familiar with. So, in this task we give you an idea first on what mobilizing others and resources is about. Here you work the other way around as compared to what you have done in the previous skills. Make a list of resources you needed and have mobilized so far to achieve a goal in your sports life. Think on how you mobilized them – your concrete actions and the outcomes of your mobilization process.
<b>M2T11</b>	Checking own perceptions and moments of mobilizing resources and others against definitions and abilities	Implementation task: Learners acquire knowledge on the characteristics and abilities of a person mobilising others and resources (based on the definitions and approach of the EntreComp Framework)	Check your perceptions of mobilizing others and resources as having emerged from your experiences on the face of the characteristics and abilities of a person with mobilizing skills. To what extent is this skill already developed in your case? Which are the characteristics and abilities that you could adopt to better mobilise others and resources to achieve your goals?
<b>M2T12: My Idea #4</b>	Learners are elaborating on their idea, infusing elements, of the ability to mobilise others and resources needed as a follow up task of what has been learned.	Integration task: Applying mobilising skills in real professional development plan/idea/scenario	Include in your professional development idea persons and resources you deem as necessary to facilitate the realisation of the plan you have in mind. It can be about existing persons in your lives, or certain persons with specific skills or knowledge (e.g. as a collaborator, partner, investor etc.) With respect to non-human resources, you are expected to include basic resources you think of. The goal is to specify the way you describe for mobilising them, drawing from what was learned and how you might have mobilised others or resources in the past.
<b>Self-awareness test and life metaphor</b>	Assessing progress so far according to the 4 elements as provided in the test. Using the life metaphor as a tool to understand own worldview.	Learners reflect on progress and satisfaction level from the learning process.	Closing Module 2, it is time to wrap it all up. Do the self-awareness test to have a good idea of your progress. Are you satisfied with the learning process so far? Which are the new elements in your approach and mindset considering the skills discussed so far and how they relate to your idea?  Pick your life metaphor. It is an eye-opening process to see how you think of yourself as you go planning and acting in your life so far, but also in your life after your sports career!
<b>Note: In all tasks you should SAVE and SUBMIT your work to receive your Portfolio.</b>			

## PART 5

### Module 3 (lesson matrix)



In Module 3 you have to carry out 7 core tasks. In the following table you can find tips and suggestion to better follow and benefit from the learning process:

- Key learning theme(s) across tasks or groups of tasks
- Short description and expected learning outcomes
- Suggestions and tips for you as a learner

We recommend studying the learning platform as offered, side-by-side with the suggested lesson pathway. Each task can be done completely online, using the platform templates and Save and Submit functionality. The suggested duration of tasks is provided for each task in the left menu column of the platform.

In Module 3 you can find explanatory narrative parts, introducing you to both the objectives of the Module as well as the objectives of

each task. The tasks are created following the methodology as demonstrated in the previous section (Inductive, input, implementation, integration learning tasks). The core element of the tasks across the Module are the integration learning tasks which involve the input from you as a learner as you go in developing their professional development idea (M3T2,7). The available narrative parts can be used by the trainer in delivering the training sessions and are also of help for learners studying the Bounceback training material without the support of a trainer.

The indicative durations of the tasks of Module 3 are available in the online platform. As you can see in the online platform, certain tasks require much time from the learners. Thus, considering the overall workload in Module 3, it is recommended for it to be carried out in no less than 2 days of training, of at least 4 hours each. Adding the total workload for learners the Module 3 mixed workload accounts for approx. 1,2 ECTS=30 hours.

Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
			<b>The structure of Module 3, as well as the explanatory parts included complementing all tasks, provide enough guidelines for both the trainers and the learners on how the tasks should be carried out. The suggestions below indicate further points for the learners to make their involvement more fruitful and effective in all learning settings (face-to-face or online, supported by a trainer, or self-learning, if you as learner have prior experience in self-paced learning).</b>
<b>Introduction</b>	Connecting with Module 2	Connecting learners with Module 2	<p>The introductory part of Module 3 connects you with Module 2 and what has done by you in your learning process. So far, you have elaborated on an initial professional development idea four times – each time furthering and enhancing your idea involving skills that make you more creative, make your vision clearer and more concrete, help you find your motivation behind it, and help you as well finding the right ways to mobilise others and resources, which would help you in making your idea come alive.</p> <p>In Module 3, you step from the level of idea development into the level of action. The skills involved in this module (management, leadership, working with others, problem solving etc.) will help you look at your idea as a plan to be executed, adding all these elements needed to do so, by learning, identifying, acquiring, or developing those skills.</p>
<b>M3T1</b>	Management and leadership, planning/ Working with others	<p>Input task: Learners are provided with information about the concepts of management/manager – Leadership/ leader – Planning</p> <p>Implementation task: Understanding the differences between the manager and the leader</p>	<p>In this task, there is a set of skills addressed that is crucial in taking action and putting an idea into practice. Managing, leading, planning, are processes that have a strong interpersonal character. In this task (with the exception of mobilizing others in the previous Module) others and the relationship with those others in a professional context come into play.</p> <p>There is much information provided for you to better understand the skills needed in this process and at this phase of your idea. This time you don't have to go back to your experiences and identify relevant moments that are connected with those skills. However, depending on your life or professional experiences so far, you could as well do it. It will help you in proceeding with your idea in the next task.</p>
<b>M3T2: My idea #5</b>	Learners are elaborating on their idea, infusing elements of management, leadership, and planning as a follow up task of what has been learned.	Integration task: Applying management, leadership, and planning skills in real professional development plan/idea/ scenario	<p>Back to your idea again, this time in a more challenging mission. Depending on the content of your idea (a job, an entrepreneurial idea, a new profession), managerial, leadership and above all planning skills should illustrate the process and what it is expected from you as the person behind the actions to be taken to realise this idea.</p> <p>Have a good look at the hints provided about goal setting, goals nature, and action plans, complementing what was learned so far. At this point your idea should acquire a planning structure.</p>



Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
<b>M3T3</b>	Working with others: Exploring own perceptions by identifying experiential elements	Inductive task: Learners provide specific moments and experiences as they have perceived them through experience while working with others	Working and collaborating with others in an effective way is one of the most important skills towards achieving any goal. In your sports career, but also beyond, there are surely numerous instances when you had to work with one or more persons to achieve something you or both have set out to achieve. Reflect on those instances and use this task to go through them again and have a look at what worked and how.
<b>M3T4</b>	Checking own perceptions of working with others skills against definitions and abilities	Implementation task: Learners acquire knowledge on the characteristics and abilities of a person working effectively with theirs (based on the definitions and approach of the EntreComp Framework)	Have a look now at these four types of a person when working with others (tolerant, active listener, promoter of co-working, networker). Which of them suits you better according to your experiences? Is there maybe a combination thereof present in your case? Is there a type that might have worked better in one or more real life experiences when working with others?
<b>M3T5</b>	Problem solving, ambiguity, uncertainty, risk	Input task: Learners are provided with information about the nature of problems. Implementation task: Learners apply the 5 whys concept in problem solving in own experiences of problem solving instances in sports life and life beyond sports.	Problem solving, uncertainty, ambiguity and risks are intentionally intertwined across tasks M3T5-6. The goal is for you to conceive them as elements that might disrupt the planning flow. Athletes like you are physically, mentally, and emotionally dealing with them on a constant basis in their efforts as sportsmen and sportswomen. Read carefully the content accompanying this and the next task. Check how it relates to the life of an athlete and hers/his mentality. Tasks 5 and 6 are the final tasks corresponding to the series of skills addressed in both this and the previous module. These skills are however highly important, because they help you dealing with situations that could put your idea into danger. This could be either early, in the development phase of your idea, or later, when you decide to act and turn your idea into a real project.
<b>M3T6</b>	Ambiguity, uncertainty, risk	Input task: Learners understand the co-relations between the concepts ambiguity, uncertainty, and risks. Inductive and implementation task: Learners acquire knowledge about the characteristics and abilities of a person dealing effectively with uncertainty, ambiguity and risk. They reflect on own experiences, gauging their behaviour against those characteristics and abilities as identified in their own case.	See above

Tasks	Key theme(s)	Description/Learning outcomes	Suggestions and tips for an active, effective, and participatory learning experience
<b>M3T7: My idea #6</b>	Learners are elaborating and finalising their idea, as follow up task of what has been learned	Integration task: Applying skills in the creation of a professional development idea/scenario	This is the final version of your professional development idea. You started with an initial sketch in Module 2 and in this last version you should have a plan in place, and most importantly you have gone through a long process of pouring into your idea a version of yourself having identified, acquired and applied a series of skills needed to realise this sketch and idea. Read through your idea and see if it represents you and your aspirations. Your trainer, but also your peers in this learning experience could be good judges in this. Compare your competence to craft a professional development idea now and before the Bounceback training.
<b>M3T8</b>	Match-making tool	Implementation task: Learners understand transferability of skills by revisiting the match-making tool after the learning process.	Take the match-making tool exercise again and compare comparing initial and final match-making tool results. What is the same and what is different?
<b>M3T9</b>	Assessing progress according to the 4 elements as provided in the test.	Learners reflect on progress and satisfaction level from the learning process	Take the overall satisfaction test regarding your learning experience!
<b>Note: In all tasks learners can SAVE and should SUBMIT their work to receive their Portfolio.</b>			
<b>BY COMPLETING ALL MODULES, LEARNERS CAN RECEIVE A DIGITAL BADGE</b>			

## Further suggestions and ideas for an effective learning experience

Looking beyond the structure of the Bounceback training provision as offered, here are some ideas to inspire you as a learner in ways to use what you have learned:

- Depending on your previous professional experiences and your background you can choose specific tasks when a targeted approach is needed, which suits better your own personal case. The material is developed in a way that supports this.
- When you work with one or more trainers you can decide what could be done during the training session and what as “homework”. It all depends on your learning and studying style, and it is up to you and your trainer to identify it and follow it for achieving better results. Certain learners prefer to work on tasks on their own, rather than in a “class-setting”.
- In collaboration with your trainer, you can “play around” the sequence of the material and the Modules. This is however more appropriate to do with Modules 2 and 3. This means that your learning pathway could be designed in collaboration with your trainer where the sequence of the skills is followed in a different way. However, we recommend that Module 1 should be the starting point in any case, since it functions as a “game changer” in terms of facilitating the needed mental shift towards the overall objective and philosophy of the training intervention (e.g. mindset, aspirations, dealing with success and failure, role-models (heroes) as inspirational elements).





## ABOUT BOUNCEBACK

The project Bounceback 'Developing an innovative learning approach to facilitate the integration of veteran/retired athletes into employment, business and entrepreneurship' is an initiative co-funded by the Erasmus Plus Programme of the European Union, and launched in October 2020. The European Union provides a grant of EUR 230,158 for the implementation of the project for the period: 1st October 2020 - 30th September 2022. The project is implemented by the University of Pannonia (coordinator), AEK Athletic Club, A.S.D. Società Sportiva Lazio Karate, Militos Consulting S.A., RNDO Limited (R&Do), and the University and Student Athletics Club of Veszprém (VEDAC).

The project's main objective was to develop an innovative training approach for veteran athletes that transfers the skills veteran athletes acquired during their sports career into skills useful for their success in the entrepreneurial and business world, and provide targeted support for veteran athletes who aim to become successful professionals in the labour market or entrepreneurs.

This objective encompasses the following 4 specific objectives:

- Match-make the mind-set, attitude, skills, competences of veteran professional athletes (of all different types) with the needs businesses have in soft skills in different sectors of the economy and develop guidelines on how the transfer of skills can take place from sports to other sectors.
- Develop the learning materials and tools that veteran athletes will use to transfer their skills to their new careers.
- Ensure the practical hands-on applicability of the approach through pilot training sessions.
- Develop policy recommendations to ensure the wide diffusion of the approach in the EU.



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