

Module 4. Integrative reading

Globalization and access to technology have generated one of the most significant demographic changes in recent years in the world of organizations. The integration of generations with different paradigms and abilities of different age groups bring the challenge of finding space for coexistence and shared work.

There is no doubt that the gap separating one generation from another and the significant differences in their character profiles, interests and objectives occupy significant place in the various fields of activity, including sports, both in training and competition.

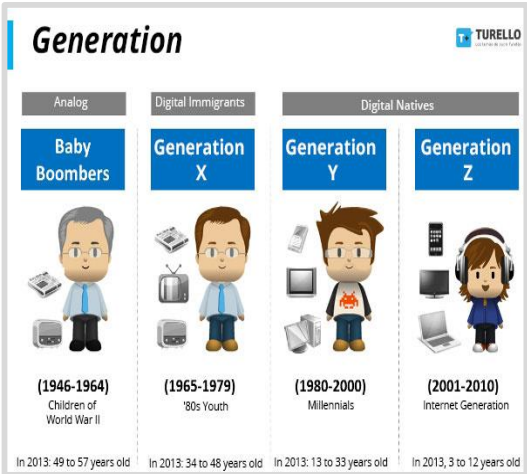
In addition, each generation brings attributes and abilities, some similar, others different and many that are complementary, and this is one of the aspects of diversity that concerns society in general.

Diversity is a dimension that consists in generating the coexistence of expectations and values in a common space. It must be approached by integrating the different groups involved, including the models of thinking and management of the older generations and new ways of understanding the requirements, the possibilities and interests of young people.

Psycho-social features of Generational Diversity in the Sports Community

High athletic performance should place the different generations permanently within management plans. They may want the same things, but in different degrees, extents and formats.

Figure 1: Generational Diversity



Baby Boomers (born between 1944 - 1960)

Distinctive features: A generation that seeks to compete, be optimistic, "everything is possible". Energetic. Their motto is "be productive". They seek empowerment and participation. They never plan to retire, they want to keep working.

In today's sports communities the role they play predominantly is not generally that of athletes. Mostly they are: leaders, coaches, members of the coaching staff and parents of athletes. The common denominator involves leadership of athletes and their teaching role / influence over athletes.

Generation X (born between 1961 - 1980)

Distinctive features: Individualistic, cynical, misunderstood, rebellious. Skepticism. They believe in themselves, not in others. They are known as an apathetic generation, independent, focused on personal achievements.

High athletic performance today includes leaders off the field and mature athletes on the field from this generation.

Some goals of these current athletes, coaches and leaders:

- Adapting to a 3.0 sporting world
- Apply a completely different leadership style than that which they practice as leaders.
- Decode the Baby Boomers' legacy.
- Leave behind training and competition processes based on a physical, analog and local point of view and adapt to a liquid, digital /s virtual and global one.

Generation Y (born between 1981 - 2000)

Distinctive features: Virtual-oriented. Citizens of the world. Defiant, autonomous, with disperse attention. They are multitaskers. Commitment geared towards results and the effect of their task. Entrepreneurial style.

At present, they are between 16 and 35 years of age. They form the largest group of active athletes in all high athletic performance disciplines at the global level. Their great challenge is being led by previous generations, that is, the last generations to take an active part in training and competition led by offline subjects.

Generation Z (born between 2001 and 2010)

Distinctive features: Digital natives. Overstimulated. Less reflective, and impatient. Avid consumers. Entrepreneurial spirit. Independent. Collaborative and creative.

Today they are between 6 and 15 years old. The only generation that, in the current sports context, is represented only by athletes in formative stages of development.

A double reality exists for adults, but only a single reality for Generation "Z": the coexistence of a physical world and a virtual world.

Strategies for Diversity

The challenge is the complementary and enriching coexistence of all generations in a common productive space, to achieve better results and higher levels of satisfaction.

Strategies for diversity are an excellent tool to use in the development of generational skills, which allow the recognition, appreciation and enhancement of the different visions, knowledge bases and methodologies of a multi-generational workforce, putting them at the service of the competitiveness and prosperity of the group.

Generational Diversity in Training Processes and Competition

Managing diversity involves ensuring inclusive work environments, which perceive differences as a rich source for teams and for the organization.

The ultimate success of a multi-generational team depends on how well it is led and inspired to not only recognize but also to reconcile these differences.

Respect, continual opportunities for dialogue, openness and flexibility are basic rules for achieving harmonious coexistence and the creation of a shared space for all.

Map of Interpersonal Communication in Generational Diversity

Organizations' success depends to a large extent on the performance of their work teams and continuous adaptation to rapidly changing environments. This requires agility in responding effectively which requires the incorporation of different practices and processes. Interpersonal communication is a central variable in the attempt to achieve this goal.

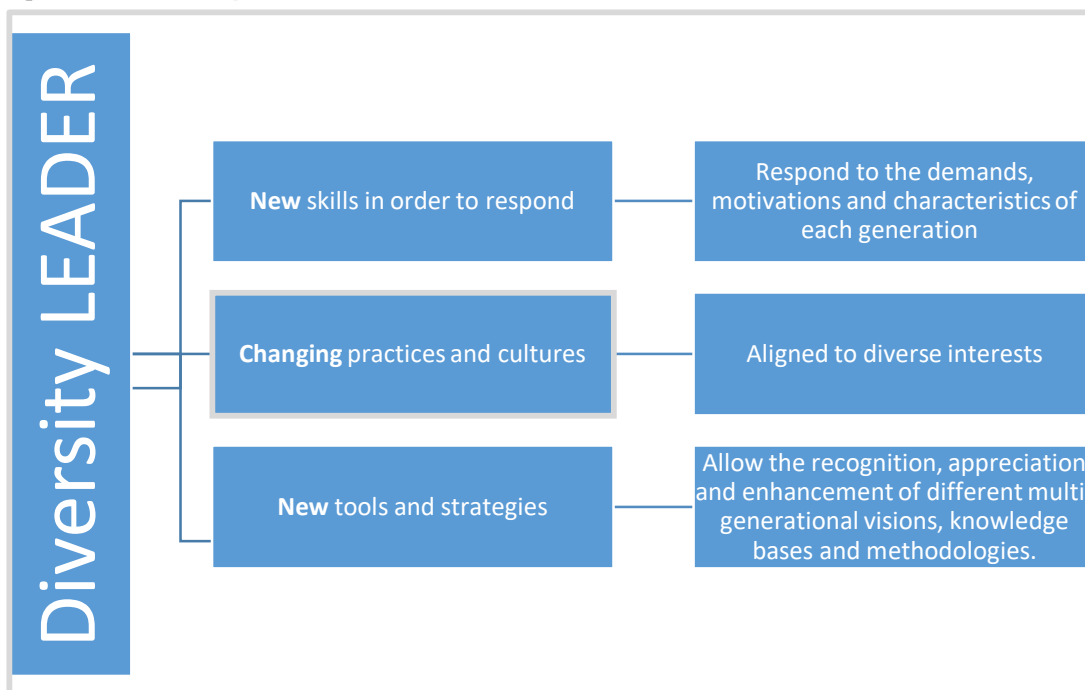
Map of Conflict Management in Generational Diversity

How could strategies that integrate Diversity be effectively implemented as an asset within a team? Before adapting to certain differences in a team, they must be acknowledged and respected.

Effectively managing conflicts involves possessing specific management strategies: Harnessing the differences between team members and coordinating them for greater effectiveness is one of the pillars of management.

This implies a strategic direction: the diversity leader adopts the following perspective, fully aligned with the current requirements of training and competition processes:

Figure 2: Diversity Leader



Source: Prepared by the author.

Descriptive Feedback on Performance in Relation to Generational Diversity

Understanding diversity management in the sports context involves including each participant in the training and competition process as an active agent of their own growth as an athlete. And this is achieved based on communication tools; one of them being descriptive feedback.

Feedback in the sense of providing feedback about each athlete's behaviors, providing them with an external perspective on what they did and how they did it.

Descriptive in the sense that these statements are backed up with concrete, objective data, that distances these comments from the coach's subjective perspective.

Policy of Reinforcement with regard to Generational Diversity

The costs and benefits of diversity, the five most significant advantages of a company with an active Diversity policy:

- Strengthening of cultural values within the team.
- Improvement of the team's reputation.
- Helping to attract and retain highly talented people.
- Increased motivation and effectiveness.
- Increased innovation and creativity among players.

It is worth focusing on the third asset of the proposed leadership model: reinforcement. However, the key to effective reinforcement strategies is to know what constitutes a reward and a punishment for each team member.

21st Century Educational Paradigms Integrated with Information and Communication Technology as an Aid for High Athletic Performance

Networked society is bringing about a profound transformation in social roles, national boundaries, culture, knowledge and information.

The phenomenon of education in general and its specific link with high athletic performance are not exceptions to the rule: education is constantly changing, therefore, the methods of imparting knowledge, attitudes and abilities to athletes change as well.

In light of this, we present the following table that clearly set out the differences with regard to the teaching-learning processes of the 20th and 21st centuries:

Chart: Teaching-Learning Processes of the 20th and 21st Centuries

20th Century Teaching-Learning Process	21st Century Teaching-Learning Process
Imposition and transmission of knowledge	Creation of new knowledge
Passive element in knowledge acquisition	Active element in knowledge acquisition
Professor's leading role, superior knowledge	The professor loses their leading role; direct connection with the student (virtual equals)



Inflexible, theorized and parameterized approach	Focus on motivation, problem solving and collaborative work
The use of the computer, the advent of the Internet, but not yet at the service of education	Development of abilities and creativity. Virtual Teaching Platforms

Source: Prepared by the author.

One of the most interesting effects of information technology in the service of education: breaking the barriers of time and space to develop teaching and learning activities.

Thus, the learning process becomes a constant search, analysis and restatement of information and the teacher becomes a tutor who supervises the student's learning process.

Planning the Teaching Process - Athletic Learning for 3.0 Athletes

The educational institution, the profile of the instructor, knowledge, the profile of the student and the educational system have all reached levels of complexity that require new forms of curricular organization. The following sections are directly related to the phenomenon of high athletic performance. Currently, there is increasing importance and relevance related to handling with issues such as:

- Socio-cultural diversity.
- Multi-disciplinary issues.
- Multicultural and intercultural education.
- Leisure education.
- Education for life.
- Skill-based education.
- Adoption of a flexible curriculum project.

Adherence to Athletic Behavior Training via Competency-based Management Models

Adherence is the essential operation which allows efficiency and effectiveness when improving athletes' performance levels. Adherence is the intention, sustained over time, through which someone commits 100% of their attention to the service of something that they consider important.

Therefore, we must take into account that people and teams have different learning styles; setting up high performance processes implies being able to adapt continuously to these different scenarios and styles, both at the level of coaching staff and athletes.



Transferring Athletic Behavior to its Competitive Situation via Specific Behavioral Indicators

The goal of sports competition is precisely the full utilization of previously acquired resources. In order to meet those objectives, it is necessary to adhere in training sessions and transfer in competitions. This is how it worked in the past and how it works in current environments.

Thus, the key question could be: How do we know if the transfer to the competitive situation is optimal? The answer seems not to be a matter of "he's played well" or "he's playing worse and worse", since these statements lack specificity, but the concrete behaviors that the athlete shows on the field of play when competing.

This is why it is important to define which competencies the athlete should develop and which behavioral indicators make up these competencies. In addition to complementing training with the *use of behavioral analysis techniques*.

If we are clear about the indicators of high athletic performance, and we are clear about the required levels of each indicator in the current response profile of the athlete, it will be possible to measure and therefore to manage their ability to transfer what they have incorporated during training sessions to the competition setting.

Assessing the Athletic Teaching-Learning Process for 3.0 Athletes

Evaluate to demonstrate no; Evaluate to grow yes:

For this reason, it is very important in this postmodern era, where *self-management* is commonplace for current generations, to provide the athlete with the principles for self-assessment (thus generating a proactive culture in the training process, as opposed to a reactive culture, dependent on the instructor on duty).

For example, the importance of the following assessment tools:

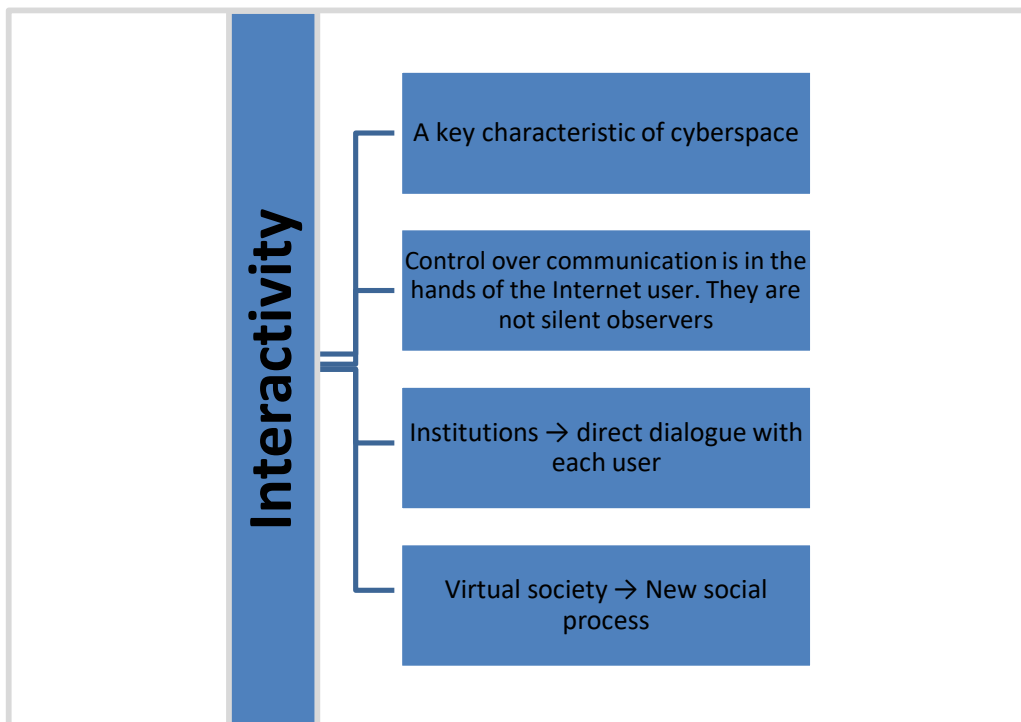
- Self-assessments.
- Observation checklists.
- The portfolio.
- Practice reports/logs.
- Performance tests for real and/or simulated tasks.
- Observation techniques.

Social Networks and High Athletic Performance

In general terms, communication on the Internet is considered (Rivera Camino, Molero Ayala, u.d.):

- A multi-purpose medium.
- A global and local medium.
- An informative medium.

Figure 3: Interactivity



Source: Prepared by the author.

Social networks are tools that combine all the elements that make up the nature of the Internet and *accentuate its uniqueness in the system of communication*: they are based on simple and easy structures that allow us to navigate and publish quickly on the web.

"We can all see and analyze the athlete's executions, here and now. Real time becomes continual time. Everything is available in the cloud. All the time"

Technological Training Devices and Competition-Specific Preparation

Bringing together High Athletic Performance and Technology is a new way of understanding and being part of the training and competition processes, regardless of the

role we play in the sports community.

New disciplines such as eSports, young online Gamers, consoles, mobile applications, simulators, cameras, software, social networks and so on are all part of High Athletic Performance today.

Training Phases Integrated with Technological Devices for High Athletic Performance

➤ **Video game consoles / mobile phone apps, training attentional focus and modeling / molding skills:** The impact of video games in their current formats on consoles and devices. Participating, furthermore, as pillars for today's teacher:

The method of learning and consolidation of skills called "modeling and molding"

Playing on consoles allows you to observe the execution of motor patterns by virtual elite athletes (modeling) and then copy those executions on the physical playing field (molding).

Additionally, these devices, both consoles and mobile applications designed for high performance, can help training different attentional focuses. As well as the use of mobile phone applications are a link between the coach's work and the athlete's execution:

- Las 7 mejores aplicaciones de Android de Deporte [The 7 Best Android Sports Applications].
- IOS: mobile applications for intervention in amateur and professional athletes.

➤ **Headphones / underwater earbuds and repetitive practice in the presence of distractions.** With the advent of the technological revolution, also in the context of high athletic performance, the formats that allow us to achieve full adherence among the athletes have been markedly enriched. Both headphones and earbuds, terrestrial and aquatic, can be a perfect assistant; these devices, connected online to specific applications, allow for appropriate attention training.

➤ **Simulators as a rehearsal for competitive conditions:** This technology applied to high athletic performance can give the athlete an experience that is almost identical to one in the competition setting.

➤ **GoPro cameras and specific pre-competition specific:** These cameras can be attached to the athlete's body, allowing him to make a recording from the athlete's perspective of what he is executing, which can be recorded or shared in real-time.

In this way, we can "see" what the athlete is experiencing from his own perspective.

Online Software for Managing Athletic Performance

High performance is a product of effort. This is why we need to quantify parameters for decision making. Online software programs are excellent tools for such a task.

The main aspects and benefits of four types of Software that facilitate performance management, understood as a fundamental variable, are listed below:

- *Handicap*: Online surveys about High Performance intended to detect the preferences, needs, and interests of each of the populations involved in sports communities.
- *Performance*: Online performance assessments for high athletic performance, to determine levels of execution at specific moments and the gaps between these executions and ideal levels.
- *Goal*: Online training about knowledge, attitudes and abilities so that Athletic Performance can be studied as a group of concrete behaviors that will make it possible to establish performance standards and obtain optimal development.
- Online editing of audiovisual content and their statistical inferences, in order to find out what is happening, how it is happening, and what impact it has on the final result.

In summary, High Performance today requires decisions to be based on objective data. Subjectivity and interpretation are complementary to the mother of all solutions and difficulties: the professional decision, which is objective.

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