

# Integrative Reading

## Psychological Keys in Training and Competition for High Athletic Performance

Athletic training, understood as a *behavioral shaping process* for sportsmen and athletes, must respect certain central aspects and must conform to certain patterns.

The goal of athletic training is to *expand athletes' resources*, including *physical, technical and tactical resources*, as well as *mental*.

In sports competition, the coach's objective is for athletes to *count on all the resources* developed throughout the training process in order to achieve the goal of breaking a record or beating a particular opponent.

*The coach must set the frequency, quantity, duration, stress and intensity of training in a way that extends the resources of all his athletes*

Getting involved in athletic training involves naming its basic tasks and, in this way, forming the first vision of the components that characterize the process of behavioral shaping.

Table 1: Basic Commitments of Athletic Training

- Training planning
- Adherence to training sessions and other complementary measures
- Learning relevant abilities and behaviors
- Repetitive practice of relevant abilities and behaviors
- **Practice and exposure to competitive conditions phase**
- Competition-specific preparation
- Training assessment

Source: Adapted from Buceta, 1998, p. 49.

Athletic training has three tasks that are ongoing and four other that are alternative.

The **ongoing stages** are those that must be developed throughout the whole process of *athletic training* and these are:

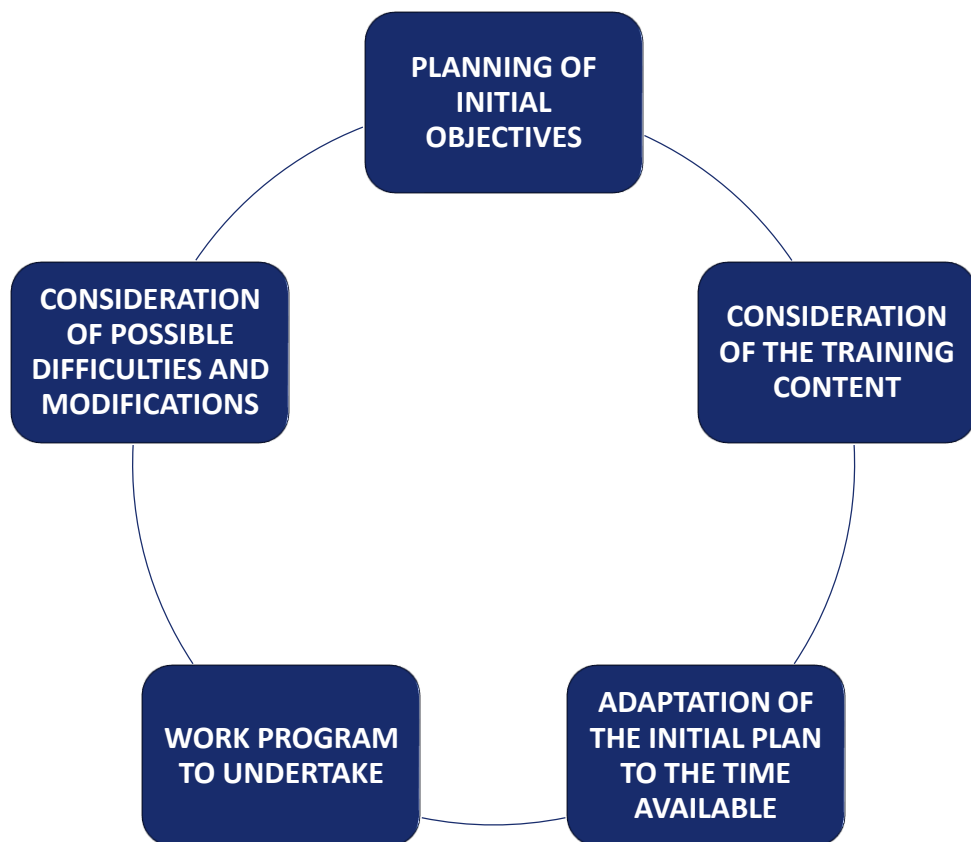
- Training planning
- Adherence to training sessions and other complementary methods.
- Training assessment.

In the first of the ongoing basic tasks of athletic training, planning must be *projected and adapted* throughout the year, in training and in competition.

It is essential for training planning to be a continuous, ongoing and highly demanding task in order to fulfill the essential objective of athletic training, which is to **expand athletes' resources**.

The different phases or moments that may be included in sports planning can be seen in the table below.

Figure 1: Stages of Sports Planning



Source: Buceta, 1998, p. 59.

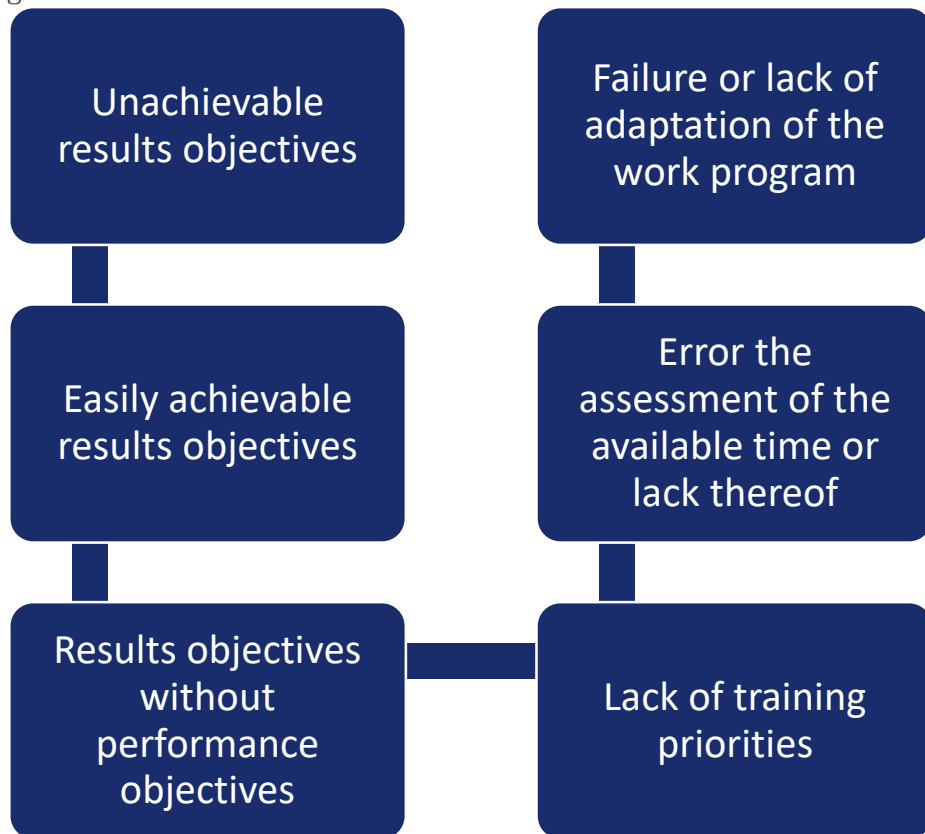
Despite these considerations, we also find flaws and mistakes in the continuous and permanent implementation of sports planning throughout the entire training process.

In relation to the errors which arise, we can initially distinguish two types of errors:

- Planning *content* errors.
- Planning *conception* errors.

Content errors are *mistakes* that can lie in the definition of objectives, in the delimitation of the training content itself, or in the assessment of the time available and even in the adaptation of the work program.

Figure 2: Content Errors



Source: Prepared by the author.

*Effective planning allows athletes to incorporate or consolidate necessary abilities that translate into the achievement of goals for the entire sports team*

Effective planning allows athletes to incorporate or consolidate necessary abilities that translate into the achievement of goals for the entire sports team.

It is very important for the coach to be able to determine the priorities of development or consolidation in each of his athletes. Once this aspect is clear and a work program is developed accordingly, the athletes will undoubtedly be coming closer to their goal. Two suggestions: **set priorities** and **adapt the plan**.

In sports planning, **conception errors** are entirely related to how the coach understands the planning, where he is assigned and how he manages this valuable tool to optimize the performance of the team and to increase the possibility of achieving results.

Figure 3: Main Conception Errors

### Rigid Planning

- The central points that determine the content of the planning are modified and there is no adaptation to it.

### Improvisation

- Absence of planning.
- Absolute lack of previously planned work programs.
- Generates uncertainty, disorients and worries athletes and their environment.

Source: Prepared by the author.

Next, we will focus on one of the tasks of athletic training, which is just as important as planning. We will look into **adherence to athletic training**. Adherence is the **quantitative and qualitative attendance** both to athletic training and to the complementary sessions that the coach considers necessary.

This training task, which is also ongoing, is an activity that must be continuously developed. The coach and his assistants must design strategies to promote an increase in the athletes' adherence the entire time.

It is important to clarify that not only should we focus on athletic training, but also on the *sets of complementary sessions* that the coach considers necessary.

Table2: Activities Complementary to Training

- Special athletic training (e.g., to improve particular skills)
- Preventive work of physical preparation or physiotherapy
- Physiotherapy sessions to recover from injuries
- Periodic medical examinations and tests
- Appropriate diet
- Pharmacotherapy
- Use of bandages, etc.
- Psychological sessions
- Self-registration of relevant data
- Personal preparation for training and competition
- Personal care of specific problems (dentistry, sleep, etc.)
- Rest periods

Source: Buceta, 1998, p. 111.

***Suggestion: Educate, persuade and convince athletes of the benefits that the complementary training measures will bring in the short and medium term. DO NOT IMPOSE***

In order to see the team's level of adherence, two important concepts must be differentiated: adherence and attendance. Attendance refers to quantitative aspects and is often confused with adherence, which refers to quantitative plus qualitative aspects.

Following on from the above, **how does an athlete assist without adhering?** When he does not feel motivated and does not put 100% of his energy into the training exercises, or he tries to do them with as little effort as possible, or he just does the exercises that he is most comfortable with and avoids those of greater risk or greater effort.

Adherence is linked to a central training concept which is the **team culture**: this is made up of values, customs and habits, and contracts established among all the components of the team. Being able to pass along the values, and to agree with the whole team on the daily operation of the team is a measure that greatly favors the adherence of athletes.

***Important!*** From the very beginning of the training processes, as the coach you should set aside the necessary time to work with all the team members on the Team Culture.

When effectively managing the adherence of athletes to training and complementary sessions, it is essential to come up with a comprehensive definition of the specific behaviors that lead to and constitute adherence;



these behaviors must be known and shared by all members of the team, they must be observable and they should be manageable by both sides, by the coach and the athletes.

Below are just a few examples of behaviors which are used to behaviorally define adherence.

Table 3: Behavioral Definition of Adherence

- 1) Timely training attendance
- 2) Attention to the coach's indications
- 3) Implementation of the skill following the coach's indications
- 4) Implementation of the skill with the desired final intensity and speed
- 5) Good level of communication
- 6) Fast and effective decision making
- 7) Using the appropriate attentional focus
- 8) Met the training goal
- 9) Enjoyed the training

Maximum Premise: *You compete the way you train.*

This implies a huge load for the coach.

*Not only will he be responsible for planning the number of training sessions, the contents of the training sessions, the rest periods, and the complementary sessions, but he will also have the absolute responsibility of ensuring that his athletes feel at ease with the process, have fun and put 100% of their effort into it. This is the daily challenge of the high performance leader.*

Adherence depends on many actions that the leader can choose to carry out or not, but the impact of those decisions will be seen in the team's adherence levels.

The following items present fundamental objectives of psychological intervention to reduce the risk of lack of adherence to training:

- Development of basic motivation.
- Strengthening daily motivation.
- Control of stressful training situations.

- Strengthening of self-confidence.
- Control of planning and operating rules specifically related to adherence.
- Control of possible relevant models.

The third ongoing basic task of athletic training is the **assessment of the athletic training**, which refers to a measurement which determines the *level of development or level of transfer of certain abilities*.

**Without evaluation**, it is not possible to adapt training planning and it is impossible to manage adherence; **without continuous measurements**, it is not possible to go from one transitional stage of training to another.

*Important: Evaluation is necessary, positive and brings many associated benefits. Evaluation allows reorientation, correction or progress to later stages.*

Fears associated with evaluations are mainly due to the consequences of the measurements and to the poor management of the results obtained by the coaches.

**Welcome to the assessment of athletic training:** The evaluations are like a moment, and they are continuous and necessary for the team. In addition, they provide data that serve to ratify or rectify the direction of the behavioral shaping process that is athletic training.

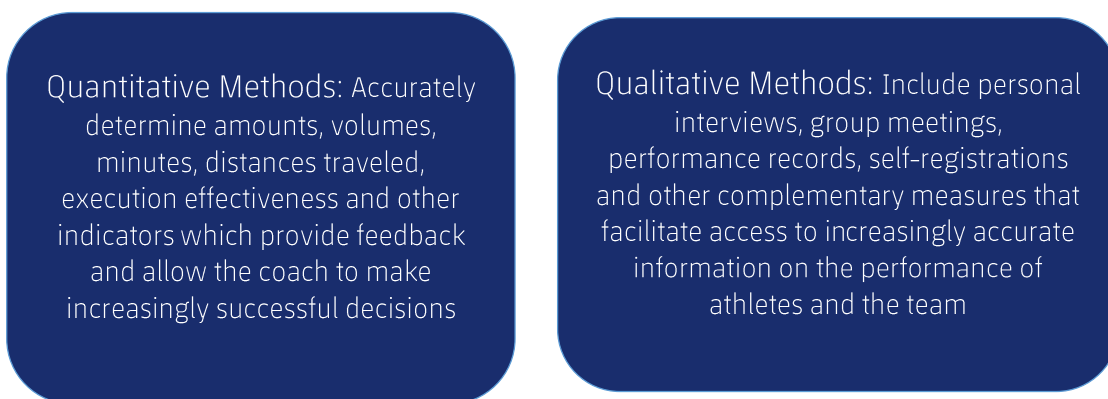
Table 4: Aspects to Evaluate in Athletic Training

- The training content
- The volume and intensity of training
- Athletes' performance in training tasks
- The effects of training on the progress of athletes
- The effects of training on performance and competition results
- The psychological aspects of athletic training

Source: Buceta, 1998, pp. 387-388.

The combination of quantitative measurement systems and qualitative measurement systems provide the coach with richer data for decision making.

Figure 4: The Quantitative and Qualitative Evaluation of Sports Performance



Nowadays, the main challenge faced by a coach is not the evaluation methods themselves, but the strategy applied and methods used to consolidate the volume of quantitative and qualitative information on his team in order to make the most effective decisions

Self-evaluations are carried out in order to understand the way an athlete perceives his effort, execution, performance in training, performance in competition, his role within the team, and so on.

We therefore suggest a model which is widely used in sports to record an athlete's behaviors; it favors the preparation of training programs for each athlete and, in turn, allows coaches to visualize the progress of the training process.

Table 5: Record of the Athlete's Behavior

Behaviors to maintain	Behaviors to consolidate
Behaviors to eliminate	Behaviors to develop

Source: Developed by the author.

- The behaviors that the athlete masters in situations of stress → are those that will be included in the **maintain** section.
- The behaviors that the athlete dominates, but only intermittently, in situations of stress → are those that will be included in the **consolidate** section.
- The behaviors that the athlete has not yet learned, does not dominate → and that are necessary for his effective performance will be included in the **generate** section.
- The athlete's dysfunctional behaviors that impair his performance → should be included in the **eliminate** section.

It is recommended that this record be created jointly between the coach and the athlete, in order to avoid the feeling of imposition, and it is also highly recommended that this behavioral record be managed.

As for the frequency of the sports assessment, **meeting all the time** is not necessary for managing the results, but the coach must respect the agenda of scheduled interviews and meetings, and must process the data obtained.

*Do not increase the number of meetings or interviews based on the volume of data you receive.*

Having already focused on the ongoing core tasks, it is now time to focus on the **alternative phases of training**, as decided by the coach. The basic alternative tasks of training are:

- Learning relevant abilities and behaviors.
- Repetitive practice of relevant abilities and behaviors.
- Practice and exposure to competitive conditions.
- Competition-specific preparation.

The **Learning of relevant abilities and behaviors** is particularly centered on *three focal points*, mainly:

Behaviors to *incorporate*

Behaviors to *refine*

Behaviors to *eliminate*

Source: Prepared by the author.

Making automatic behavior conscious in order to refine a gesture or eliminate part of the behavior, demands the involvement of the athlete's cognitive processes which must be effectively directed by the coach in order to achieve the desired result. In the same way, sometimes the most complex thing to do is to automate behaviors that demanded a lot of conscious work on the part of the athlete.

Meanwhile, the *repetitive practice* is oriented towards consolidating learned behaviors. For an athlete to go through this phase of training, three conditions must be present, namely:

- 1) The athletes must master the abilities that are repeated.
- 2) They must be in suitable physical conditions for making the effort that is demanded of them.
- 3) Their disposition and psychological functioning must be appropriate.

The **repetitive practice of relevant abilities and behaviors** is a phase that usually undermines the motivation of athletes and also considerably reduces adherence. It is a stage that demands a lot of physical and mental energy, and feedback is not immediate.

**Key actions** → The sports coach must present this stage correctly, giving clear objectives, presenting interfering situations which could affect this stage, and accompanying the athlete at this time.

The coach must share with the athlete the evaluation of his behaviors and the definition of behaviors that he should incorporate, refine and eliminate.

When a sports coach is designing the learning phase, the athlete must be told that in the initial phase of the process of behavioral incorporation or elimination, feedback is not always positive and sometimes affects the athlete's self-efficacy.

*Every stage of Athletic Training demands specific psychological conditions and the coach must anticipate and prepare the athlete accordingly*

The definition of abilities to be incorporated, refined and eliminated is fundamental, as is the appropriate design of the learning program.

**Feedback meetings** → a space where the athlete and the coach can carry out a joint assessment of the training process in order to make any necessary adjustments to the learning program and to maintain or set new priorities for the training process.

We recommend some intervention strategies that facilitate the development of the phase of learning relevant abilities and behaviors:

Figure 5: Intervention Strategies

Intervention Strategies	Control of environmental stimuli.
	Establishment of performance objectives.
	Molding.
	Feedback.
	Shaping.
	Self-instruction.
	Reinforcement programs.
	Punishment.
	Imaginary behavioral practice.

Source: Prepared by the author based on Buceta, 1998.

The relevant abilities and behaviors that must be consolidated are mainly those that are already incorporated by the athlete, but are not yet automated. The appearance of the abilities is intermittent and does not respond to the frequency expected by the coach, so that behavior must be consolidated.

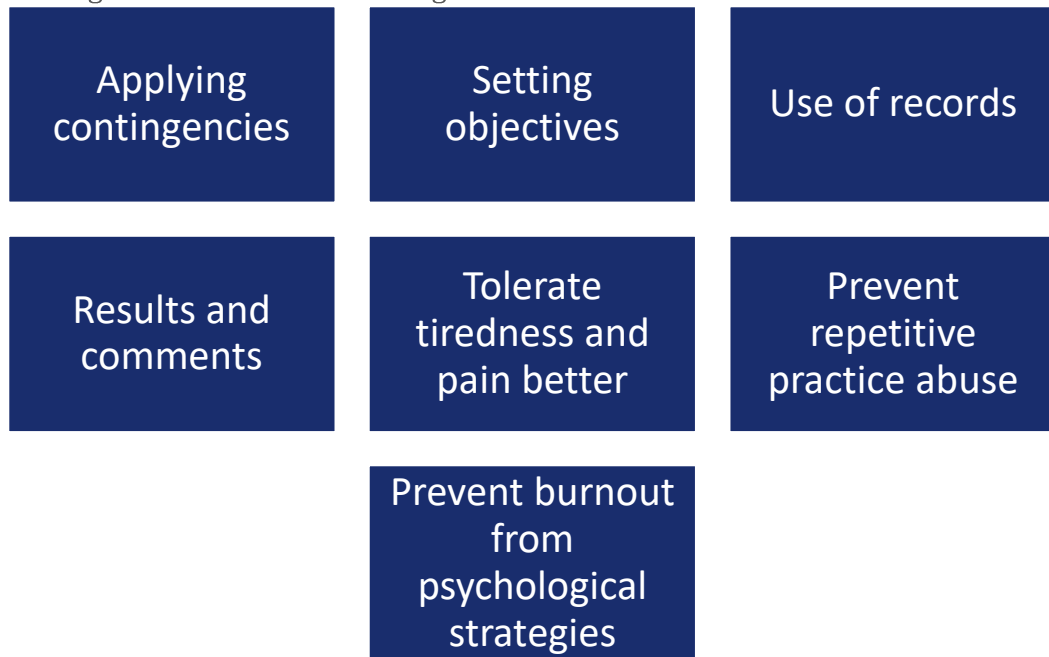
There are generally two types of behaviors to be consolidated:

- Effort behaviors.
- Precision behaviors.

This basic training task has a fundamental enemy which is the **monotony** associated with the number of repetitions of a certain exercise.

Below are a few strategies that often help the coach raise the *athletes' adherence to repetitive practice*.

Figure 6: Intervention Strategies



Source: Prepared by the author based on Buceta, 1998.

**Training Athletes:** These athletes train perfectly, adhere to the training processes and incorporate, refine and consolidate the most relevant behaviors, but, when competing, they have difficulty finding and transferring the necessary resources.

For the above reason we focus on the **practice and exposure to competitive conditions phase** as the most important stage for helping athletes to **habituate** the stress of competition so that their executions do not suffer significant deterioration.

**Habituation** refers to achieving the mental and emotional adaptation to the stress that comes from sports competition.

To help athletes achieve this mental and emotional adaptation to stressful competition conditions, the first thing the coach and his technical team must understand and analyze in depth is **what are the causes or conditions** that foster these stress conditions in athletes and in the coach himself during the competition.

Sport, as an **environment with high stress loads**, generates a particular impact, transcends its own borders and, in addition, a large part of the population believes that it possesses sufficient qualities to express a high and very critical level of judgment. In accordance with the above, the following table shows details of **typical stressful competition conditions**.



Table 6: Typical stressful competition conditions.

- The significance and uncertainty of the result
- The difficulty of predicting one's own performance
- The possibility of not achieving the desired result
- The negative consequences that can result from sports failure
- Having to compete in unfavorable circumstances (adverse weather conditions, hostile spectators, etc.)
- Having to make a huge competitive effort
- The impact of errors
- Feeling evaluated by others
- The provisional situation of the score, especially when there are minimal advantages or disadvantages, or very frequent ups and downs
- The loss of a considerable advantage
- Competing with an adverse score
- The successes of rival competitors
- Having to act against the clock
- Adversary decisions of judges
- The coach's stressful behavior
- Tiredness and pain
- Injuries or other setbacks that require changing plans
- The permanent struggle against oneself
- Coping during the most decisive moments

Source: Buceta 1998, pp. 336-337.

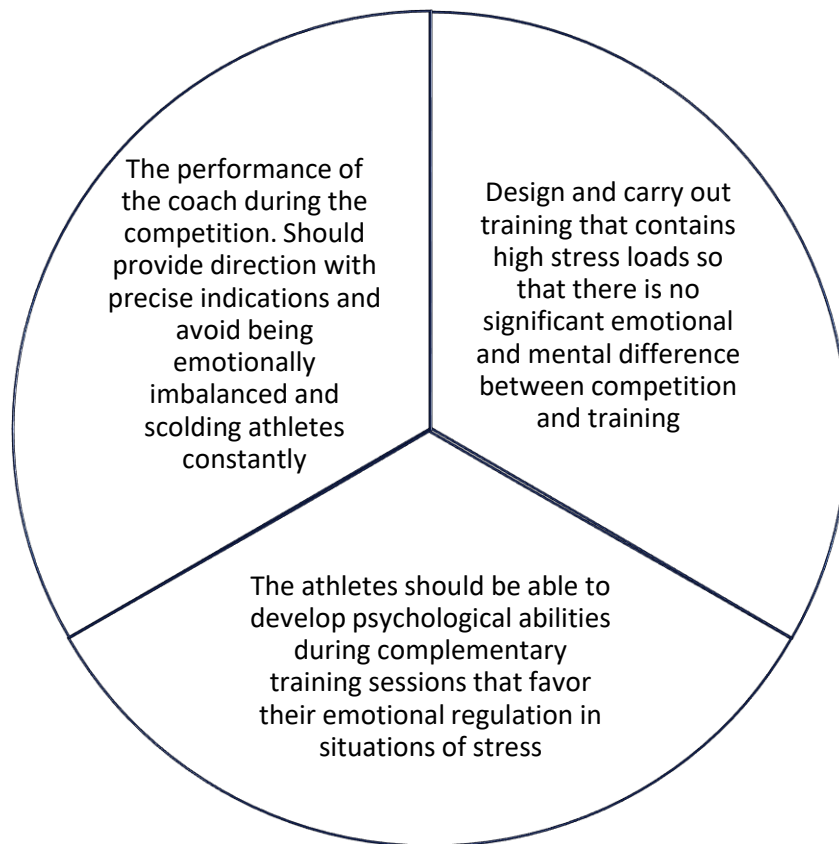
"The coach's message must be inclusive and able to generate in athletes the desire to learn to compete and not just a desire to win"

*What can a coach do to facilitate the habituation of the athlete to competitive stress? Do **not** create *cruel or hostile* training conditions to **shape the character** of the athlete.*

The athlete must be exposed carefully and progressively to competitive conditions in order to generate better and greater adaptation.

During the practice and exposure to competitive conditions, the following actions should be included in the training:

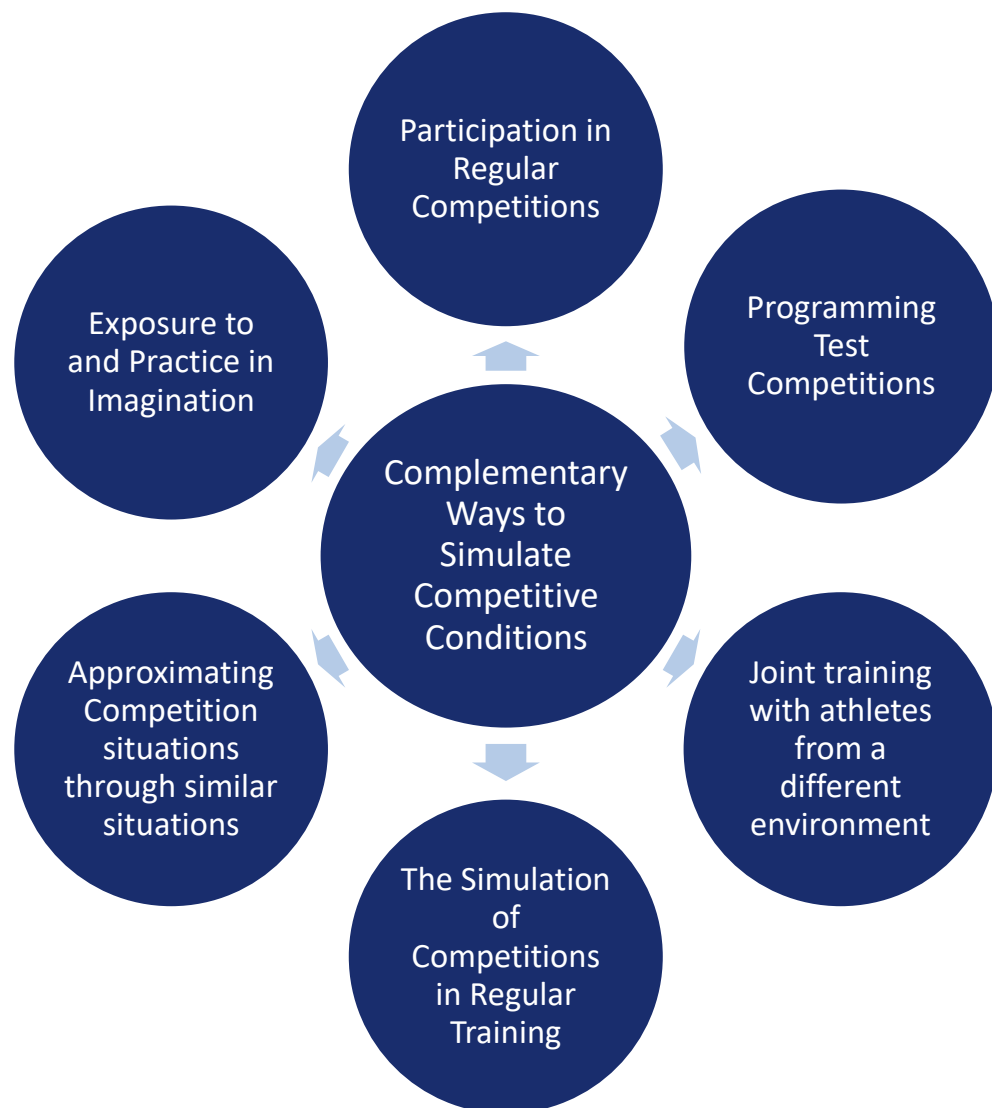
Figure 7: Effective Actions in the Practice and Exposure to Competitive Conditions



Source: Adapted from Buceta, 1998.

The coach must be trained to become a facilitator and not an emotional obstacle. The coach can effectively redirect and guide his athletes' emotions during the competition, or he can block them completely.

Figure 8: Suggestions → Complementary Ways to Simulate Competitive Conditions



Source: Buceta, 1998, pp. 343-344.

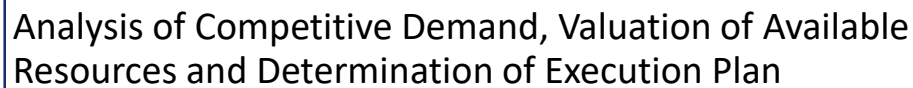
We are in the final stage of the training process, and this stage is vitally important since it directly affects the performance of the athlete during competition. He prepares himself for the competition, all the details are analyzed, conclusions are drawn and decisions are made that are fundamental to the competitive challenge; for example, the athletes' age, the sport discipline and the time the coach and the athletes have worked together condition the authority of the competition-specific preparation.

In high performance sport, adult athletes are currently being given competition-specific preparation which is more participatory, where the coach defines, decides and selects, but allows athletes to participate and nourishes them with appraisals, data and previous competitive experiences.

To recap, there are two central periods during competition-specific preparation, and these periods contain two areas of execution:

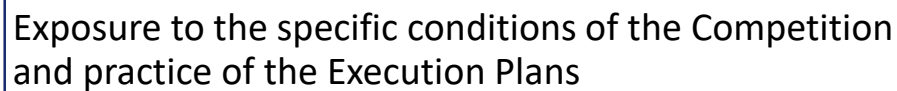
Figure 9: Central Periods during Competition-Specific Preparation: Areas of Execution

### First period off the field



Analysis of Competitive Demand, Valuation of Available Resources and Determination of Execution Plan

### Second period on the field



Exposure to the specific conditions of the Competition and practice of the Execution Plans

Source: Prepared by the author.

The *definition* of an action plan is fundamental for directing the attention of athletes, reducing the uncertainty of the competitive situation and anticipating the event. Its *preparation* must respond to a previous, detailed, specific and in-depth analysis of the competitive demand to be faced.

After the definition of the execution plan, the second period of the competition-specific preparation that takes place on the field begins: exposure to competition-specific conditions and practicing the action plan.

Persuasion, reasoning and the presentation of relevant data are key for the coach to convince his athletes and to achieve the highest level of adherence possible to the execution plan.

This exposure to specific conditions can often be performed live and, on other occasions, it should be done through group meetings, coach and athlete sessions, visualization sessions or mental imagery sessions.

We recommend that all coaches take a fundamental premise of this next stage of the competition into account: **Less exposure the closer you get.**

Having a plan reduces anxiety and uncertainty, and the plan should be practiced when the athlete is not undergoing competitive stress. The

anticipation and direction of the execution plan and the specific practice should be carried out under conditions which are possible to meet.

There are many benefits of performing a competition-specific preparation, not just for the athletes or for an individual athlete, but also for the coach.

Table 7: Psychological Benefits of Competition-Specific Preparation

- **Strengthens self-confidence**
- **Controls stress**
- **Increases motivation.**
- **Controlled attention**

Source: Prepared by the author based on Buceta, 1998.

Competition-specific preparation allows the coach not only to direct public behavior and the actions of the athlete, but also to regulate and direct his private behavior, thoughts and emotions.

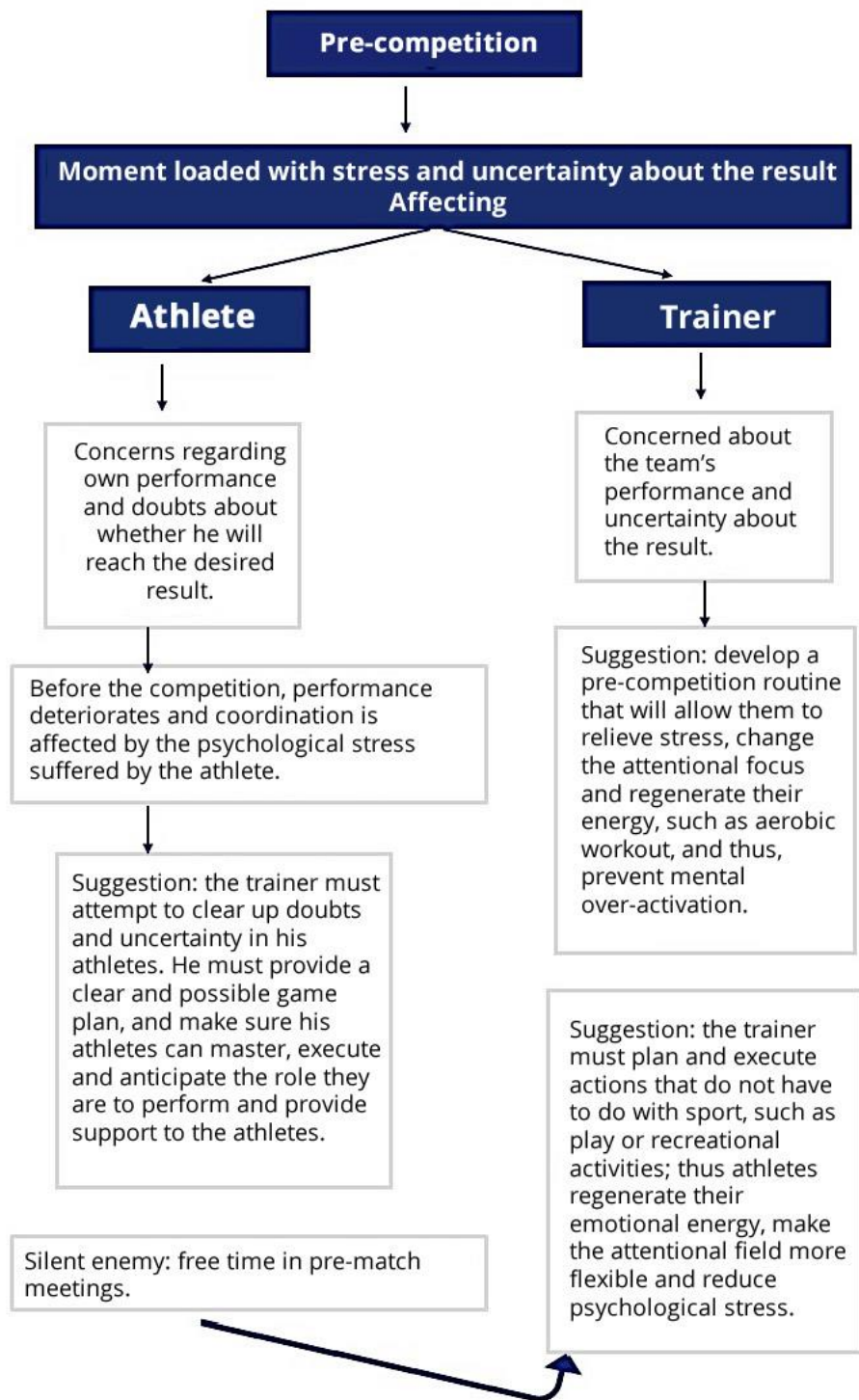
Sports competition, besides being an athletic confrontation, is a stressful event, a clash of emotions, a momentous encounter between personalities.

Competition exposes athletes and coaches and magnifies and transcends their actions, whether positive and negative. Competition also has the audience effect, which triggers high levels of social anxiety.

## Conventional media and social networks transform the sports phenomenon into a social phenomenon

This is a *media impact* that affects not only the emotional world of the athlete, but also his social relationships and social environment. Within this scenario, the sports coach should issue clear messages and should be a capable manager of the athlete's and team's uncertainty.

Figure 10: Pre-Competition Characteristics



Source: Prepared by the author.

Continuing with the idea of *reducing tensions during pre-competitive periods*, before doing anything to emotionally regulate his athletes, the coach must incorporate areas of analysis which allow him to accurately

detect the pre-competitive profile of each of his athletes; this will allow him to decide on the most effective actions for emotional regulation.

The following table describes **five axes of analysis** through which the coach can detect the level of emotional regulation of his athletes.

**Table 8: Five Axes of Analysis: Detection of the Level of Emotional Regulation of Athletes**

State	Optimum fighter	Pre-start fever	Pre-start apathy
Motivation	High motivation. Confidence in one's own strength. Interest in competing.	Excessive motivation. Exaggerated level of aspiration. Overestimation of strengths.	Low motivation. Lack of interest in competition. Insecurity.
Cognition	Concentrated attention. Guided thinking. Sharpening of perceptions.	Guided attention. Unstable. High sensitivity.	Unfocused attention. Memory difficulty.
Behavior	No change during miming. Calm face. Good control of movements.	Tight lips. Blinking. Reduced accuracy.	No smiles, passive body language. Non-energetic movements. Little initiative.
Physiological Reaction	Acceleration of heart rate. Balance between the processes of inhibition and excitation.	Accelerated pulse. Shallow breathing. Redness of the skin.	Decreased heart rate. Fatigue, feeling of weakness.
Interrelation	Habitual personal relationship within the environment.	High communication intensity. Irritability. Impulsiveness.	Abrupt decrease in interpersonal contacts.

Source: Prepared by the author based on García Ucha, 1997.

Select an action to regulate the emotions of athletes during the pre-competitive period → it is considered to be a technique that requires learning time to be incorporated → a repetition time to be established, and prudent exposure time in order to produce the desired effects in stressful situations.



In addition, this action must be complemented with different *techniques for reducing anxiety*, to promote the relaxation of muscle to mind and mind to muscle. These are techniques whose implementation requires both knowledge and enough time to learn about execution conditions, short-term effects and medium and long term results.

When a coach is able to set aside his obsession with results and avoid being a victim of uncertainty, this allows him to direct the athlete's attention to his performance, to the game plan scheduled for coping with the competition.

The coach's first area of activity is to **define a game plan**, a clear road map, a series of tactical decisions that increase the likelihood of getting a positive result.

- Review the knots of the game plan.
- Emotional preparation prior to adequately explaining the game plan.
- Subsequent analysis of the game plan and how well it has been explained.
- Focus on performance to increase the likelihood of getting the best results.

Concentration, in other words focusing attention, essentially refers to the ability of the athlete to select the appropriate attentional focus for the situation, and to stay focused without interference from internal or external distractions.

The sports coach should know how to *guide the attention of his athletes*, especially in the pre-competitive stage and the competition itself.

There are four different *attentional focal points* → detect which is a priority for each stage of training and sports competition.

The **best levels of execution in competition**: the athlete can deal with external environmental signals and make automatic decisions accordingly. Attentional flexibility and the ability to leave one focal point and move on to another depending on the attentional demand, determine the *competitive high performance profile*.

Frequent **attentional deficits** occur when the athlete, following a failed execution or an unexpected execution by his rival or a judge, remains stuck in an internal focal point and continues to compete without addressing relevant signals, and not focusing on his game plan.

Exhaustion or blocking situations: the level of the athlete's execution deteriorates significantly, he cannot stop his thoughts and he is completely unable to redirect his attention.

*Initially it is important to get the athlete's attention, get him out of his head and only then give him one or two indications, at the most → Get his attention, reduce his stress and give an indication.*

Communication: Both athletes and coaches need to learn to communicate in stressful situations.

In the exposure to competitive conditions phase, it is important to work intensely on the model for communicating during competition.

Table 9: Model for Communicating During Competition

Who communicates?	The coach or the athlete assigned
What is communicated?	Tactical or technical directions rather than emotional assessments
How much is communicated?	A small amount, clearly
How is the communication?	Verbal message + non-verbal message

Source: Developed by the author.

**Post-Competition:** The final moment, downtime where competitive executions no longer apply and where comments and repercussions, both the athlete's and other people's, are center stage.

It is time to live with the victory or defeat, with successes and mistakes; it is the time for analysis and assessment of performance and results.

When the results are **positive**, the recovery of the athlete and the coach is easier, but when the results and/or performance are **adverse**, post-competition is not usually so friendly.

The work of the sports coach: adopt a (physical and emotional) restorative routine for his athletes

The coach must address the situation and make the most convenient decision. *Addressing the situation* involves detecting the existence of



dysfunctional emotions and, based on these, choosing the most appropriate decision.

Dysfunctional emotions that affect the post-competitive period of athletes and coaches are:

- Euphoria.
- Dysphoria.
- Anger.

Table 10: Dysfunctional Elements and Levels of Emotional Energy: Suggestions to the Coach

Dysfunctional Emotions	Levels of Emotional Energy	Suggestions to the Coach
Euphoria	Positive highs	Short Messages Clear Messages
Dysphoria	Negative lows	Emotional Guidance
Anger	Negative highs	Short-term Objectives Respect for Standards

Source: Prepared by the author.

When dysfunctional emotions appear, the attentional direction of the athlete also undergoes changes and sometimes attentional flexibility is lost. The coach must be able to *act immediately to restore the attentional flexibility* required for future sporting situations.

Table 11: Dysfunctional Emotions and Predominant Attentional Direction

Dysfunctional Emotions	Predominant Attentional Direction
Euphoria	External
Dysphoria	Internal
Anger	Internal

Source: Prepared by the author.



In order to achieve a **higher level of enjoyment**, we recommend three specific actions, both for athletes and for coaches:

- *Focus more on performance* than on the result.
- *Enjoy* each day.
- Develop *compassion*.

*Performance and level of execution* depend completely on the athlete; the athlete therefore needs to focus, to think and to concentrate on execution, on his abilities and on his game plan. Focusing on performance, the athlete gains self-efficacy and increases his levels of enjoyment. The second suggestion is based on the principle **learn to enjoy each day**; if the athlete manages this, he will have a greater flow of emotional energy and more strength to cope with competitive stress.

Finally, we recommend befriending oneself: Athletes should develop an internal conversation in which they are able to accept the mistakes they make on their journey of growth and attempts; they should learn to dramatize adverse or complex situations with compassion. This is made up of three phases:



It is *very healthy* for the athlete to understand that he must learn to *live with the error*. Understanding why an error occurs helps to modify behavior and accelerates the possibility of incorporating appropriate behavior. In turn, this understanding, together with forgiveness, releases negative emotions and invites athletes to develop new techniques or skills.

For high performance it is necessary *to adhere fully to training programs, to be committed to athletic training standards and to have a good life outside sports*. It also involves learning new things, sharing with other people from other environments, discovering other realities and having other plans besides the sports plan.

PWT (personal work time) and WT (working time): When this imbalance between PWT and WT is very pronounced, an athlete's emotions begin to experience sharp fluctuations and they begin to lack consistency and manifest constant mood swings.

*The growth and development of the person (PWT) favors the development and growth of the athlete (WT)*



It is essential that the coach not only adheres to this idea of PWT, but also that he is able to stimulate each of his athletes to develop activities that have nothing to do with sports; in short, to grow and learn other areas, other skills and other activities that make them grow as humans.

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