



Review article

Challenges of managing the professionalization process during undergraduate training

Retos de la gestión del proceso de profesionalización durante la formación de pregrado

Desafios da gestão do processo de profissionalização na graduação

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ABSTRACT

The professionalization process, based on the training and development of ways of acting professionally from initial or undergraduate training, is currently considered a core aspect to guarantee the success of employability skills; Therefore, in the world of work, the conception that productivity depends, to a large extent, on having a work force that is professionally competent is becoming more frequent. However, in the management that is done from the undergraduate level, in this formative process, the instructive from traditional didactics is frequently hyperbolized, with a predominance of a teaching-educational process that does not sufficiently promote the formation and development of ways of professional action that provide the university student with tools that allow them to insert themselves in a creative and socially responsible way in the workplace. It constitutes the main objective of this work: to assess the pedagogical and didactic foundations that should characterize the process of professionalization in students during undergraduate, and the need to develop a developer didactics in this process. The dialectical-materialist method was used, becoming the methodological platform on which the investigation was erected. The main results are focused on providing pedagogical and didactic foundations that characterize this process of professionalization and a developer didactics during undergraduate training. Thus, the professionalization process in the initial training stage acquires an essential meaning because it lays the foundations for learning the profession as a starting point for future performance.

Keywords: professionalization; modes of professional performance; management; undergraduate; professional problems;

developer didactics. Keywords:
professionalization; professional
performance modes; management;
university student; professional problems;
didactic of developer.

RESUMEN

El proceso de profesionalización, sustentado en la formación y desarrollo de modos de actuación profesional desde la formación inicial o de pregrado, es considerado, en la actualidad, como un aspecto medular para garantizar el éxito de las habilidades de empleabilidad; pues, en el mundo laboral se hace cada vez más frecuente la concepción de que la productividad depende, en gran medida, de contar con una fuerza de trabajo que sea competente profesionalmente. Sin embargo, en la gestión que se hace desde el pregrado, con frecuencia se hiperboliza, en este proceso formativo, lo instructivo desde una didáctica tradicional, con predominio de un proceso docente-educativo que no potencia de forma suficiente la formación y desarrollo de modos de actuación profesional que doten al estudiante universitario de herramientas, que le permitan insertarse de forma creativa y socialmente responsable en el ámbito laboral. Constituye el objetivo principal de este trabajo: valorar los fundamentos pedagógicos y didácticos que deben caracterizar al proceso de profesionalización en los estudiantes durante el pregrado, y la necesidad de desarrollar una didáctica desarrolladora en este proceso. Se utilizó como método el dialéctico-materialista, devenido en plataforma metodológica en la que se erigió la investigación. Los resultados principales se centran en aportar fundamentos pedagógicos y didácticos que caracterizan este proceso de profesionalización y una didáctica desarrolladora durante la formación de pregrado. Así, el proceso de profesionalización en la etapa de formación inicial adquiere un significado esencial porque en ella se sientan las bases para el aprendizaje de la profesión como punto de partida del futuro desempeño.

Palabras clave: profesionalización; modos de actuación profesional; gestión; pregrado; problemas profesionales; didáctica desarrolladora.

RESUMO

O processo de profissionalização, assente na formação e desenvolvimento de formas de atuação profissional desde a formação inicial ou licenciatura, é atualmente considerado um aspeto central para garantir o sucesso das competências de empregabilidade; Assim, no mundo do trabalho, é cada vez mais frequente a concepção de que a produtividade depende, em grande medida, de uma força de trabalho profissionalmente competente. Porém, na gestão que se faz desde a graduação, nesse processo formativo, o instrutivo a partir de uma didática tradicional é frequentemente hiperbolizado, com predominância de um processo ensino-educativo que não promove suficientemente a formação e o desenvolvimento de formas de formação profissional. ações que fornecem ao universitário ferramentas que lhe permitem inserir-se de forma criativa e socialmente responsável no ambiente de trabalho. Constitui o objetivo principal deste trabalho: avaliar os fundamentos pedagógicos e didácticos que devem caracterizar o processo de profissionalização dos alunos durante a graduação, e a necessidade de desenvolver uma didática desenvolvidora neste processo. O método dialéctico-materialista foi utilizado, tornando-se a plataforma metodológica sobre a qual a investigação foi erguida. Os principais resultados estão voltados para o fornecimento de fundamentos pedagógicos e didácticos que caracterizem esse processo de profissionalização e uma didática desenvolvidora durante a graduação. Assim, o processo de profissionalização na fase de formação inicial adquire um significado essencial porque estabelece as bases para a aprendizagem da profissão como ponto de partida para o desempenho futuro.

Palavras-chave: profissionalização; modos de atuação profissional; gerenciamento; estudante universitário; problemas profissionais; didática do desenvolvedor.

INTRODUCTION

In the historical, socioeconomic and cultural evolution, universities have played a strategic role in the development of humanity. In the current context, where high technological development and the conditions of a globalized world have led contemporary society to be characterized as a knowledge society, its role is increasing so that, as never before, higher education centers must become true powers of science and technology, becoming the most important cultural centers that countries have. Their function as dynamic agents of changes in the training models of professionals, increasingly competent and committed to their social mission, compels them to the need for a "new vision and a new paradigm of higher education" (Breijo Worosz, 2010). The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Regional Organization for Higher Education in Latin America (CRESAL) dedicate considerable efforts to the study of the particularities and challenges of Higher Education today, being among them the training of university teachers, so that they are in tune with the current demands in the training of professionals (Baute Álvarez, 2020).

Within the regional scenario, after the debates carried out in various events, the innovative trends of Latin American Higher Education have been defined, which is facing a process of reorganization and flexibility of its academic structures and the promotion of interdisciplinarity. In this way, efforts are evident to achieve strategic actions in the current process of educational changes, and

that place the university in a key role within the training programs of professionals.

Unesco dedicates special importance to the debate on university teacher training, taking into account the challenges that this staff has to face and the skills that need to be developed to respond successfully to these demands (Unesco, 1998).

The training process of a professional is permanent, since one of its characteristics is to keep updated and self-improvement; Thus, the initial training period is extremely important, it sets decisive guidelines to form an attitude towards the profession and develop the foundations for future performance. Professionalization as a process is a requirement that comes from social development and that as a trend is desirable, because it guarantees higher quality in professional performance (Darias Hernández, Breijo Worosz & García Fernández, 2016).

Currently, the training of competent professionals as a basis for a professionalization process has become a strategic necessity, which at the same time emerges as a solution to other major social problems. On the subject, in the reviewed literature, several authors agree on the need for this process to achieve quality university education, in line with the current challenges of higher education (Morales Díaz, Socorro Castro & Rojas Valladares, 2017).

Various authors handle professionalization with different approaches, with similarities and differences in terms of their pedagogical performance, the professional functions of the teacher, the ethics of the profession. There is a gradual use of the term professionalization in various spheres of society, in educational, productive and service processes (Rodríguez Jiménez, 2021).

But, becoming an education professional requires a process of professionalization of a mediate nature, which starts from the initial training stage and continues in permanent training. Each of the previous stages constitutes a qualitative leap, with respect to the previous one (Breijo Worosz and Mainegra Fernández, 2020).

Only then will the foundations be laid to form an individual who in the exercise of the profession can be reflective, argumentative, creative, innovative, critical and demanding, to be in tune with the demands of the socially constructed performance model and transform, with their skills. the social context in which it develops.

For this it is necessary, from the criteria of the authors, to achieve a harmonious and coherent link between the logic of science and the logic of the profession; from undergraduate professional training, supported by a developer didactics that allows the dialectical and dynamic understanding of its components, acting on each of them and their relationships.

The new social conditions, the demand for necessary transformations in the socioeconomic structure of the country and the advances in science, technology and the humanities at a global and national level recommend a new model for the training of professionals in Cuban higher education (Corral- Russian, 2021).

However, the analysis of various works on the subject, as well as the experience in the training of professionals, has made it possible to identify a set of problems in the process of professionalization in undergraduate students, as well as in the didactic approach to it. that justify the need for new views that offer answers from research in the field of Pedagogy and Didactics to shed light on the concepts that are used up to now, such as:

- Insufficient articulation between undergraduate and postgraduate, in terms of training for the profession.
- Existence of curricular designs that do not pay attention to the need to contribute to the comprehensive training of professionals with a broad profile, with skills that ensure quality performance.
- Undergraduate professional training is not focused on preparing for the solution of the general and frequent problems of the profession in the contexts of professional performance.
- In the teaching-learning process in undergraduate traditional didactics prevails, using methods, means and organizational forms that do not favor the active role of students in their training process.
- Professional problems are not yet a starting point for the management of professional training processes.
- Predominance of the instructive to the detriment of the educational in the teaching-learning process.
- Flat teaching that does not favor the active role of the student in the construction and reconstruction of the contents.
- Existence of a process with a predominance of information.
- The evaluation is conceived as a result and not as a process, and is based on the reproductive verification of concepts.
- The link between careers and employer organizations has not yet reached the desired levels.
- A preparation for employment is not achieved from the undergraduate level, based on the coherence between the academic, the labor, the investigative and the extension.
- The management of the process is assumed in an asystemic and decontextualized way.
- Insufficiencies in the pedagogical and didactic preparation of teachers.

- Reductionist and mechanical understanding of the curriculum (MES, 2016).

From another no less important angle of analysis, limitations are manifested in the management that teachers make of this process. The non-correspondence of teacher training with the reality of the school leads to the distance and, in many cases, to the divorce between the training centers and the educational process, which also affects the absence of an effective, systematic and productive pedagogical practice (Asencia, 2015).

For all of the above, we consider it necessary to systematically intend critical reflection in the initial training of history teachers, as a fundamental element for their professionalization (Contreras Barrera, 2020).

It is necessary from the perspective of the authors, and within the framework of this work, to define as an objective: to assess the pedagogical and didactic foundations that should characterize the process of professionalization in students during the undergraduate course, supporting the need to develop a developer didactics. in this process.

DEVELOPMENT

In Cuba, from the priority granted by the Ministry of Education, a constant occupation has been maintained for the training of teachers at different educational levels, based on different models and study plans, as well as the improvement of their management (Fernández, Quintana, Pérez and Véliz, 2018).

The theoretical-conceptual analysis carried out has made it possible to understand the need for a professionalization process that is

based on a dynamic, harmonious and coherent articulation between the undergraduate and postgraduate courses, which provides professionals with the bases to develop modes of action with full axiological value. This implies promoting diverse learning processes that promote analysis and reflection on one's own practice, the professional problems to be faced, the exchange of professional experiences, planning, classroom practices, evaluation and critical analysis of the teaching itself, the school curriculum and social and cultural contexts.

Society entrusts initial university teacher training with a double task. On the one hand, they are asked to educate in those values that are socially assumed to be "valuable" and included in institutional declarations such as the declaration of human rights or the constitutions of democratic countries. Values of freedom, justice, respect, equality, solidarity... etc. (García, 2009). But on the other, they are asked to prepare for life, for a social and productive future in an economic, relational, and coexistence system, also marked by values that completely contrast with those, such as competitiveness, the desire for profit, the search for self-interest, etc. (Díez-Gutiérrez, 2020).

Adopting this dynamic in professional training, from a conception of permanent training, facilitates the creation of the bases for the training and development of a competent professional, which, at present, more than just a problem of a pedagogical nature, turns out to be a problem of impact and social relevance.

Initial teacher training should help future teachers to be encouraged to be critical in their analyzes and practices, which would generate in them a practice committed to transforming and improving the environment where they will carry out their educational action. For this, this training should address

a process of reflection and constant awareness of the values and ideology in which they are socialized in their initial training (Díez-Gutiérrez, 2020).

The University has changed over time, more than is sometimes thought, and this process of change has not been quick or easy, but complex and slow. It is no longer a question of teaching a homogeneous minority, typical of a time in which knowledge and its management were in the power of a few hands, and knowledge was monopolized, but rather a great diversity of students. Today, university studies have become widespread and their diversity is a sign of wealth, but it also requires a different treatment of their social function. The monopoly of knowledge has also been lost. Knowledge is no longer only in the academy but in the networks and other digital tools. As a consequence, if the training of human beings has become more complex in recent times, the university teaching profession and the processes of knowledge acquisition have also become more complex. This complexity is also increased by the radical and rapid change in scientific, social and educational structures (Muñoz, 2018).

Increasingly, we will need a renewed university and a new way of teaching in new didactic and organizational structures, and this requires a significant reconceptualization of the university teaching profession and, also, an assumption of new professional skills. This entails a new way of practicing the profession and training university professors in a different way in this complex society of the future (Bain, 2007).

At present, the professionalization process is a matter of essential concern for universities that are at the center of the necessary redimensioning that the very content of the professional training process demands, to guarantee quality and relevance as a social institution.

Training plays an important role in the development of the individual's personality as a social being and is the result of an educational process. It is agreed that in the training process the personal dimension predominates over other technical dimensions. Its purpose is the human and integral development of the person, as long as they have the capacity and the will to train. This leads to the need for active participation of the subject himself, as he is responsible for the training process (Guevara Fernández, 2012).

In this sense, we must update and promote new models of teacher training, more open, active and that encourage the creation of learning spaces and scenarios, through teaching teams that work together collaboratively and that develop new formulas or modalities for training. teacher: research-action, exchange of experiences, learning communities (Herrán, 2010). All of this aimed at contributing to the improvement of the teaching skills of reflective and autonomous professionals who learn and improve by doing collaborative research on their own professional practice (Imbernón, 2012).

Training is considered as a process of acquiring knowledge, skills, values and the experience of the creative activity of professionals, which enable the subject to carry out a certain activity; In this way, professional training must guarantee a scientific preparation in the general, essential and basic aspects of their work object, to prepare the professional in the detection and solution of the most general and frequent professional problems that manifest themselves in the object of work. the profession in different contexts (both theoretical and practical), which calls for a theoretical-methodological study of the object of the profession and an ethic that identifies him with that profession and allows him to be involved responsibly in professional tasks, providing them with

personal satisfaction and professional for the work he does.

For all these reasons, it is necessary to introduce in the university institution a critical vision that questions the idea of false technical neutrality of the higher education training system and introduce mechanisms that help to reveal the authentic economic, social, political and ideological mechanisms of power, while service to train critical and responsible future professionals (Díez-Gutiérrez, 2020).

At work, it is assumed that professionalization is a process inherent to professional training and both are interconnected and presupposed in a dialectical way; Thus, the practice of the graduate contributes to achieve better results in the initial training of the professional and vice versa: the quality of this process will have an impact on more innovative solutions to the problems of social practice.

The professionalization of teaching materializes in a body of knowledge and in a system of specific norms, which have been administered mostly by the institutions in charge of initial teacher training, encompassing at the same time the conceptions of childhood and the socially legitimized forms. of educating children. However, the teachers of modernity are deprived of the legitimacy of the definition of knowledge and the norms of the profession, placing this responsibility in the area of science and in the interests of the State, thus weakening their position (Pereira, 2009).

In this direction, the undergraduate training of professionals is of particular importance, which takes place in universities, since the preparation received by graduates in this period is crucial for their incorporation into production and services, who must have an innovative mentality to solve the professional

and social problems that they will face in their working life.

This process of building competencies, of an internal nature and which some call "professionalism" requires, among other elements, the acquisition and mobilization of individual knowledge, attitudes and qualities. On the other hand, continuous training, effective and realistic execution in the responses given to a given situation, the sharing of expertise and the formalization of knowledge typical of professional practice to thus contribute to its transmission, are also some aspects that call to the commitment of the individual with his profession (Correa Molina, 2015).

The determination of the training needs of teachers is the starting point for the development of training programs that will allow the implementation of a continuous training strategy that promotes, in the members of the faculty, a competent professional performance in the practical application of the pedagogical model proposed for the training of professionals (Rodríguez Jiménez, 2021).

Professionalization is a process resulting from socio-historical development, which is currently considered an essential factor in raising the quality of the substantive processes of the university.

Professionalization is considered one of the great challenges of education and constitutes the basis for the solution of other great problems posed to it. The professional needs scientific knowledge that makes him creditor of this condition and the application of this knowledge, to situations in the context of professional action.

Thus, according to the authors, the professionalization process is necessarily conditioned by the quality, comprehensiveness, and relevance of the professionalization process during initial or

undergraduate training, a stage in which, although not all professional learning needs are met, marks decisive guidelines to form an attitude towards the profession and develop the foundations of future performance.

The preceding research shows the relevance and relevance of the initial training period, so that the absence of a formal initial preparation or the scant care in its curricular and institutional development leaves future teachers without access to the basic devices to face the complex world of work and continue their training and professional development (Cochran-Smith, 2016; Montero, 2018).

The undergraduate is a complex process of beginning a new stage in the professional education of the personality, which will be decisive for the appearance and manifestation of the professional identity. Through the training process, interests and professional skills necessary for the qualitative turn of the subject towards professionalism must be developed. But these, by themselves, cannot explain the evolution of the student. The experiences that the subject will accumulate in the execution of different professional tasks will definitively mark their self-awareness and self-esteem in this field and will also make it easier for them to configure their professional identity.

Great expectations are placed on them: students are expected to learn and grow as people, teachers to innovate and improve their practices, and to contribute to the creation of fairer societies. Today, perhaps more than ever in history, they are the object of more and less informed criticism, more and less constructive. The imperative that the school must improve the quality of its proposal is not new. However, the voices that are raised today in favor of a profound reconversion of the school institution are

more multifaceted, impetuous and lapidary (Murillo, 2015; Montero, 2018).

According to Breijo (2009), the initial training of the future professional is a process in which their planned and systemic insertion should be encouraged in various contexts of professional training-performance (companies, educational institutions and other employer organizations), understanding them as the spaces where the professional training of students takes place and, simultaneously, acts responsibly, weighing one or another component of the process. In them, professional competences are formed and there is an interaction with the subjects involved in the training process, which frame the progressive interrelationship between the developing subject and the environment at various stages of the training process, which integrate and harmonize the experiences of these contexts.

Said initial training is the first point of access to continuous professional development, having in turn an important role in the development of programs that can help prepare teachers for complex situations and changes, including natural disasters and civic emergencies (Pereira, 2009).

In this process, practice must be at the center of teacher training, which leads to close and meticulous attention to the teacher's work and the development of teaching that allows people to do the job effectively, with special attention in equitably promoting educational opportunities for which schools are responsible (Viallant, 2010).

These new conditions presuppose an autonomous, reflective teaching staff, capable of making well-founded decisions and navigating the seas of uncertainty that prevail in this first quarter of a century. However, the different interlocutors have a fragmented vision of initial training, both in the theoretical and practical dichotomy, also

mentioned by most of the researchers who precede us (Montero, 2018).

This condition offers university students advantages for their training, due to the systematization of experiences necessary for their development and professional maturation. However, the experiences that he experiences directly in employer organizations (companies, educational institutions and other employer organizations), where he approaches his duties as a professional in a gradual, gradual and planned way, are an advantage for his training; all of this at the same time that they make this process more complex, given the diversity of situations and professional problems that, in this context, the professional in training must learn to deal with efficiently, to the extent that they are formed, learn to act competently.

Training for teaching innovation would then require the development of work, learning and experimentation models and environments in tune with the current context and models: open education, digital transformation and adaptation, teaching-learning and construction and management methodologies and modes. interactive, participatory and collaborative knowledge (Osuna, 2014), which connect with current challenges, with the needs and problems of university institutions and students and progress towards more open and disruptive systemic innovation (Osuna, 2014; Munoz, 2018).

Therefore, the professionalization process based on professional skills, during undergraduate or initial training, involves raising the theory-practice relationship to the forefront, where the models with which the professional-teachers, in their capacity as students, were prepared are also reproduced. ; from this it is inferred that the change of their competences requires new learning. This makes initial training more complex, because it requires a change in the

teacher trainers themselves, which does not occur abruptly, but gradually, and which is based on a process of renewal and improvement of the professionalization process of teachers in exercise.

Professionalization associates the idea of building specific skills to the exercise of professional activity. Exercise that in turn is carried out in a given context, and that is shared by a group characterized by the manifestation of those specific competences. University education must, then, be able to combine the acquisition of knowledge specific to the discipline linked to the profession and organize the necessary spaces for the manifestation of the skills required to exercise that profession. If we ascribe it to this idea of professionalization constituted by two inseparable processes, we can accept the fact that the so-called professional development of teachers begins from initial training, in a very particular space, practices, and in a dynamic of alternation. Talking about professionalization implies considering that this concept articulates two processes, one of an internal nature and the other of an external nature that, although different, complement each other (Correa Molina, 2015).

A significant element for the formation of modes of professional action in the undergraduate is that teachers, from the academic, labor, investigative and extension aspects, must offer professional skills, ways of integrating knowledge to their students, which become a didactic model of action and that they are, in the learning of the professions, very relevant, since the student has received and receives during almost all his life, the direct influence of the teacher.

Hence, it is necessary for the ways of learning to act competently in each profession to be relevant and intentionally explicit.

The current university teaching staff cannot be seen as only a scientific transmitter, but rather a professional who transmits valid, useful and relevant knowledge, but also a professional who has capacities for information processing, analysis and critical reflection, rational decision, process evaluation. and reformulation of projects, both labor and social and educational in their context and with their university colleagues (Herrán, 2010).

It is considered that, during the undergraduate course, as a result of the professionalization process that occurs, competencies should be formed in students that condition modes of action, ways of proceeding, acting, performance, according to the terminology that is conventionally used, that are competent, distinguished by their quality and efficiency.

Thus, undergraduate training should be oriented towards the preparation of humanely competent individuals in innovative and creative solutions to real, personal, professional, institutional and family problems within the framework of a given context and its globality.

In this sense, from the perspective of the authors of this work, the importance of the modes of professional action being those transversal axes on which the training process is based, in the undergraduate level, and that it transcends to the postgraduate level, is highlighted. what determines to organize and develop said process, understanding them as transversal axes.

Thus, it is considered necessary to use new methodological strategies and forms of organization of the contents, which contribute to the process of professionalization in initial training. Consequently, the modes of professional performance act as dynamic agents of changes in the training process and in the

didactic approach, which necessarily has to be from a developer perspective.

This strengthens and moves the professional training process, because it demands:

- A conception of teacher training, in university environments of a new type, which act as training-performance contexts.
- Introduction of renewed pedagogical strategies.
- Transformation of the training content itself and redimensioning of didactics and the way of conceiving the traditional roles of teachers and students.

In this process, if the methodological work system of the pedagogical groups is prioritized, the design of a curricular conception anchored in a developer didactics that from the management:

- Promote didactic strategies for the academic training of students, so that, relying on Information and Communication Technologies, they can make the teaching-learning process more flexible.
- Print a greater dynamic and integration to the student's work practice, in the context of less face-to-face teaching.
- To ensure a progressive and sequenced approach from the logic of science, towards the basic and basic specific aspects of each profession, so that modes of professional action are developed in the graduate, which allow him to provide answers, in an innovative and creative way, to the most general and frequent problems of the profession.
- Make the student a manager of his own professional training, so that he appropriates the methods to solve these problems in the exercise of his functions, which will form a favorable

disposition based on socio-emotional competences, which allow his insertion in the world of work from preparation for the job you receive here.

- Design the training process based on the needs and potential of the students, for learning modes of professional action.

Finally, renew the didactic approaches to training, directing active methodologies towards students capable of interacting autonomously in this knowledge society. This is how the educational activity in Higher Education is reconsidered, giving special value to independent, ubiquitous and remote activities; Knowledge of digital skills and active methodologies applied to teaching will transform the way of teaching in the knowledge society that will allow combining means, tasks, techniques and assessment instruments, to develop an authentic, formative and summative assessment system of the learning process. teaching-learning (Granados Romero, 2020).

In this sense, achieving the unlimited development of the human intellect, in such a way that it leads to the formation and development of ways of professional action, which allow them to transform society, through their insertion in the world of work, turns out to be the social mission of universities in contemporary times, which, made more complex by the problems of today's world, make the process of professionalization a strategic and sustainable development necessity of our countries.

CONCLUSIONS

The professionalization process is a social necessity and an essential requirement to guarantee the quality of substantive university processes; the achievement of a competent professional from their initial training depends on them, to which dissimilar actions are taxed such as: workshops, programs, documents, resolutions, strategies, which enable modes of action that consolidate knowledge to meet the demands of the science that it teaches and of the social changes of the world in which it develops.

The modes of professional action and its preparation from the stage of undergraduate training, are currently considered an important aspect for the success of employability skills, since in the workplace the idea that productivity depends on a competent workforce; All this based on the demands that today's society needs for sustainable development, based on contemporary dynamics that improve the knowledge and know-how of that student from undergraduate through their working life from innovative postulates.

The main results are focused on providing pedagogical foundations through a strategy that characterizes this teaching process during undergraduate training; Thus, professionalization, in the initial training stage, acquires an essential meaning because it lays the foundations for learning the profession as a starting point for future performance.

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The authors participated in the design and writing of the work, and analysis of the documents.

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