

## Sports Coaching Conference – 2005

Beijing And Beyond – developing our  
future champions

Chaos coaching – back to the  
playground

Bob Jarman

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## Analogy

- Have you noticed how people cross the controlled pedestrian lights at Victoria and Queen St in Auckland?
  - Visual regulation.
  - Chaotic but order emerges
  - No verbal cues required
  - Learnt behaviour – early in life
  - Variability of solutions to crossing past people.

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## Invasion Sports

- Aussie Rules, Basketball, Football, Gaelic Football, Hockey, League, Rugby, Netball,
- A chaotic environment – ordered by whom?
  - Players?
  - Coaches?
- How does the practice help the acquisition of the skills to create order out of chaos.

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## Habitus of coaching

- Prescriptive
- Coaching approaches, customs, style, become so engrained that they are forgotten (Jarvie, & McGuire, 1994)
- A socially determined 'role responsibility' (Jones, Armour & Potrac, 2004).

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## Issues?

- Statues and kickers (football)
- Drill and decomposed skills for games
- Creating an inactive population through drill?

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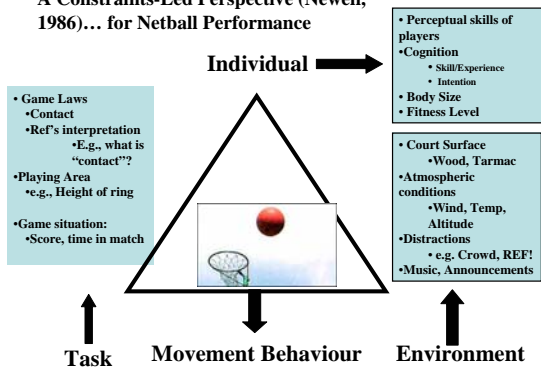
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### A Constraints-Led Perspective (Newell, 1986)... for Netball Performance



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## Self Organisation.

- A *pattern* emerges from the constraints through the process of self organisation.

### Tau - Global and local

Global: Areas/environment that a child moves through - visual texture is variable

Local: Often the ball – visual texture is same each time (Davids, 2004)

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## Coaching implications of the Dynamical Systems Approach.

- The child and the environment are intertwined. Perception affects action, and action affects perception. i.e. Perception and action coupling.
- The actions a child takes are constrained by what he observes in the environment, what is observed is specific to the child.
- Constraints affect a child's evolving skill patterns and may result from the environment, the organism or the nature of the task. Task & environment can be manipulated by coach.
- Practice may be considered as a form of exploratory behaviour, a continually evolving search for ways to solve tasks.
- Practice involves the exploration and exploitation of the evolving dynamics in the perceptual-motor workspace. (Renshaw, 2004)

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## Coaching implications of the Dynamical Systems Approach.

- With practice the child becomes better attuned to his environment. By exploring a chaotic environment - that has been created by the coach.
- Rate limiters are factors that hold a skill back. e.g. environment (drill versus chaos), chaos coaching allows for opportunities to practice in variable skill situations.
- Aim to develop independence in the child. (Avoiding prescriptive coaching!).
- Practice should replicate the game as closely as possible – hence chaos coaching.

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