Harnessing Socio-Cultural Constraints on Athlete Development to create a Form of Life

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A Form of Life, Affordances, and Athlete Performance

Martyn Rothwell, Keith Davids, and Joseph Stone
Practice design & task constraints

Newell, 1986
Socio-cultural constraints

- Social, cultural, and historical (environmental) influences are integral constraints on skilled action (Araújo et al., 2010).

- Little insights into the influence on athlete development and performance (Uehara, Button, Falcous, and Davids, 2016).
Form of life

(Wittgenstein, 1993)

Perception

Action

Micro Structure of Practice

Attitudes

Beliefs

Skills

Values

Capacities

Customs

Behaviours

Practices
Relational nature of affordances and a form of life

Affordances are dependent on the "abilities available in a particular ecological niche"; important to this point is how an ecological niche can be "shaped and sculpted by the rich variety of social practices humans engage in" (Gibson, 1979; Rietveld & Kiverstein, 2014, p. 326).
"Managers should not allow employees to **think for themselves** but make sure they simply **carry out tasks as instructed**, our scheme does not ask any **initiative in a man**. All we want of them is to **obey the orders we give them**, do what we say, and do it quick" (Taylor, 2008, p. 215).
A form of life and affordances

Davids, Güllich, Shuttleworth, & Araújo, 2017
A form of life: the case of rugby league

"The 'structured' play of who stands where, runs into which hole in their opponents' defensive line, passes behind which team-mate, it's a bit like watching a driverless car .... There is a shift away from autonomous thinking in attack. Worse still, we are in danger of damaging young players by encouraging them to copy this style of play"

(Phil Clarke ex Great Britain International, 2016, p. 7/10)
A form of life: the case of rugby league
"I would say we create a lot of rugby robots..... coaches copy what they see on tele every week, we play set plays for set players, for set plays, so the kids lose all the ability to become decision makers. All they know is how to run a specific shape and it doesn’t matter what a defensive line does" (talent development coach)

Rothwell, Stone, & Davids (in preparation)
Emergent Department of Methodology (Adopts a model of learning)

Coach

S&C

Collaborative Design

Performance Analyse

Practice landscapes rich in information

Shape & guide behaviours

Exploration of affordances

physical psychological emotional & social dimensions
Conclusions: Implications for coaching practice

"For me, you should have your own philosophy and culture as a coach (form of life - based on a model of learning)

We have a way of playing, but we’re always tweaking it, if teams expect something from us then we’ll throw something else at them. (continuous co-adaptations)

As a coaching group we like to be inventive (emergent department of methodology)"

Daryl Powell
Castleford Tigers
Head Coach (2017)