

Principles of Goal Setting

Principles of Goal Setting.

- ▶ A number of basic Goal Setting principles can be identified from Research and Practice.
- ▶ Correct Application = Strong Foundation for designing a Goal Setting Program.
- ▶ Effectiveness of a Program = Dependent on the interactions between individuals and the situation in which the individuals are placed.

Principles of Goal Setting

- ▶ Set Specific Goals in measurable and behavioural terms.
- ▶ Do not just say – do your best. “When people are asked to do their best, they do not do so” (Locke and Latham, 2002, pp 706).
- ▶ Goals such as to knock 2 seconds of my PB in 800 metres by the end of the season more effective.

Principles of Goals Setting

- ▶ Set moderately difficult but realistic goals (Locke et al, 1981).
- ▶ Direct relationship has been found between goal difficulty and performance.
 - ▶ More difficult the goal, the better the performance.
 - ▶ BUT should not exceed the athlete's ability (Frustration)
 - ▶ Kylo and Landers (1995) meta analysis – Moderately difficult goals lead to best performance
 - ▶ Challenging but realistic to achieve (McClements, 1982).

Principles of Goal Setting

- ▶ Set Short-term and Long-term goals.
- ▶ Long-term goals appears to be most common amongst athletes.
- ▶ However, the role of short-term goals has also been explored and considered of value (e.g. Bell, 1983; Gould, 1983; Harris and Harris, 1984; Carron, 1984).
 - ▶ Kylo and Landers (1995) – Meta Analysis – setting long-term **and** short-term goals better than one method alone.

Long-term and Short-term goals

- ▶ Weinberg et al (2001) – Combinations of short-term and long-term goal strategies are essential in enhancing motivation and performance levels.
- ▶ Short-term particularly important for complex tasks as people will see immediate improvements in performance (Locke and Latham, 2002).
- ▶ Without short-term goals, people lose sight of long-term goals.

Goal Staircase (Gould, 2013)

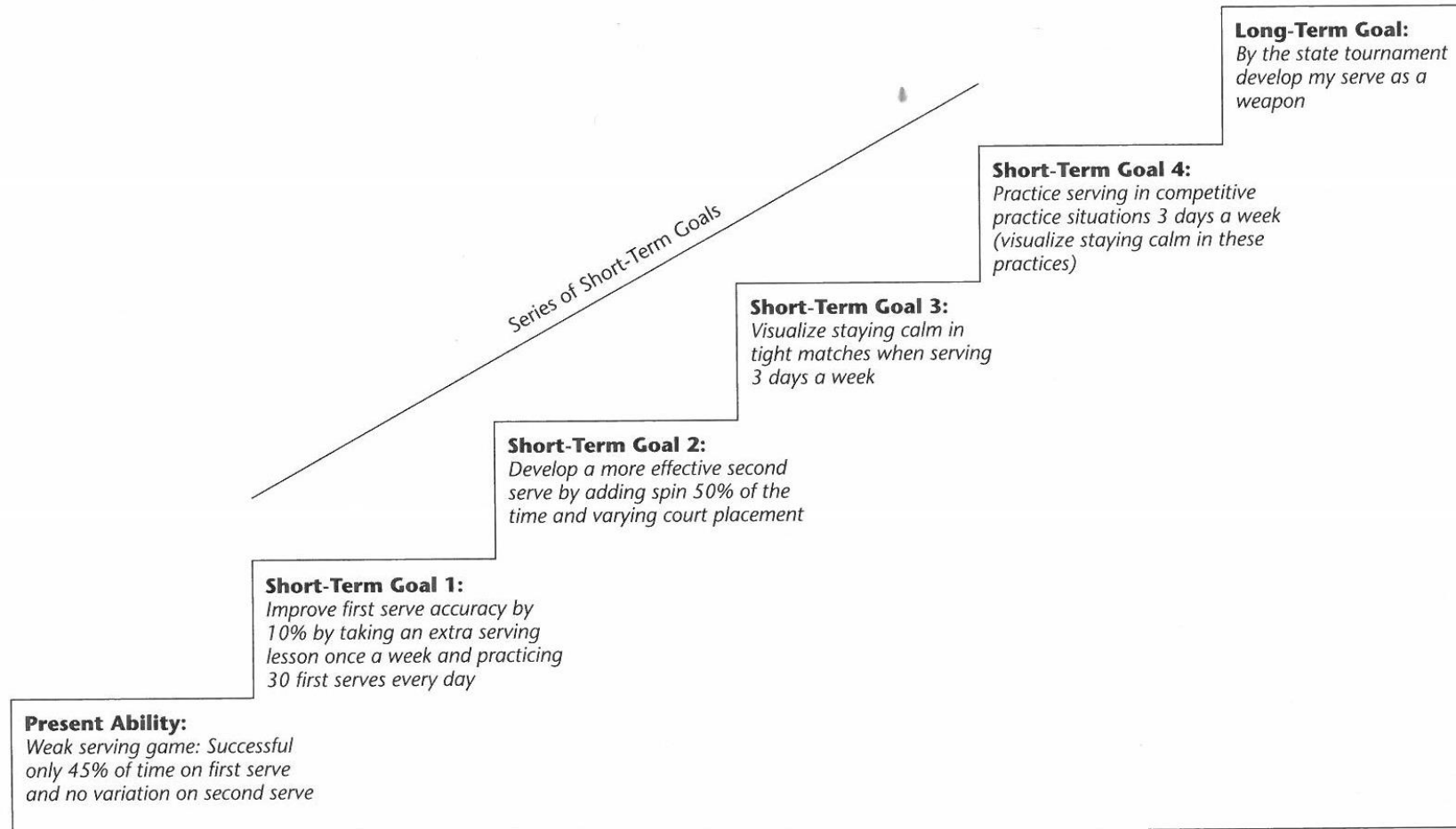
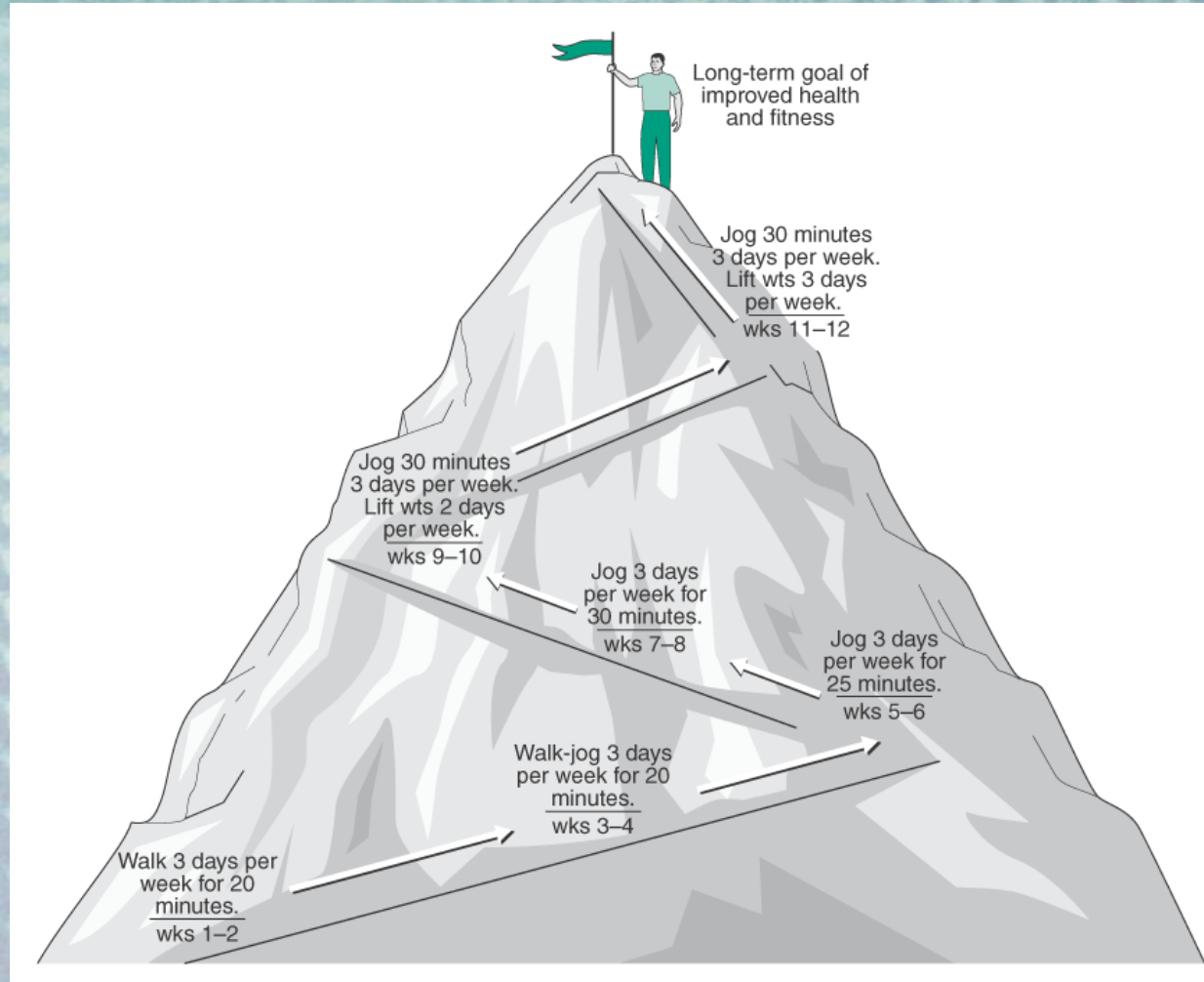


Figure 11-1 Goal Staircase: A series of short-term goals leads to long-term goals for improved tennis serve

Climbing the Mountain of Change (Weinberg and Gould, 2011)



Principles of Goal Setting

- ▶ Set Process and Performance Goals as well as Outcome Goals.
- ▶ The natural tendency is to set outcome goals only, however as discussed the research has suggest that this is the least effective goal setting method.
- ▶ Hardy et al (1996) – Outcome goals alone can cause a distraction.

Principles of Goals Setting

- ▶ Set Practice and Competition Goals.
- ▶ Do not just apply goals that relate to competition.
- ▶ Orlick and Partington (1988) – highly successful Olympians set daily practice goals.
 - ▶ Motivation for a competition is easier than motivation for training (daily activity).

Principles of Goals Setting

- ▶ Set positive and not negative Goals.
- ▶ Whilst in some cases negative goals are inevitable (e.g. playing not to lose). Bell (1983) stated that positive goals are more effective as it helps the athlete to focus on success as opposed to failure.

Principles of Goal Setting

- ▶ Identify Target Dates for Attaining Goals.
- ▶ Set target dates / deadlines for goal accomplishment.
- ▶ Further helps motivation, reminding athletes of urgency of accomplishment (Gould, 2013)
- ▶ Be realistic when setting the targets.

Principles of Goal Setting

- ▶ Identify goal achievement strategies
- ▶ Example, a runner want to improve on his 800 metre personal best by 2 seconds.
- ▶ If the athlete does not know how to achieve this – then how is he/she going to attain the goal.
- ▶ Weinberg et al (2001) – The best way to achieve the goal, is by having multiple potential strategies to help achieve it.
 - ▶ E.g. Dietary improvements (energy)
 - ▶ Extra Training Runs
 - ▶ Improving speed endurance
 - ▶ High Altitude training

The Performance Profile

- ▶ One method of identifying goal-achievement strategies is via a performance profile.
- ▶ Tool used extensively in sport psychology.
- ▶ The athlete, using own words and labels, identifies what skills (physical and/or psychological) are important for success.

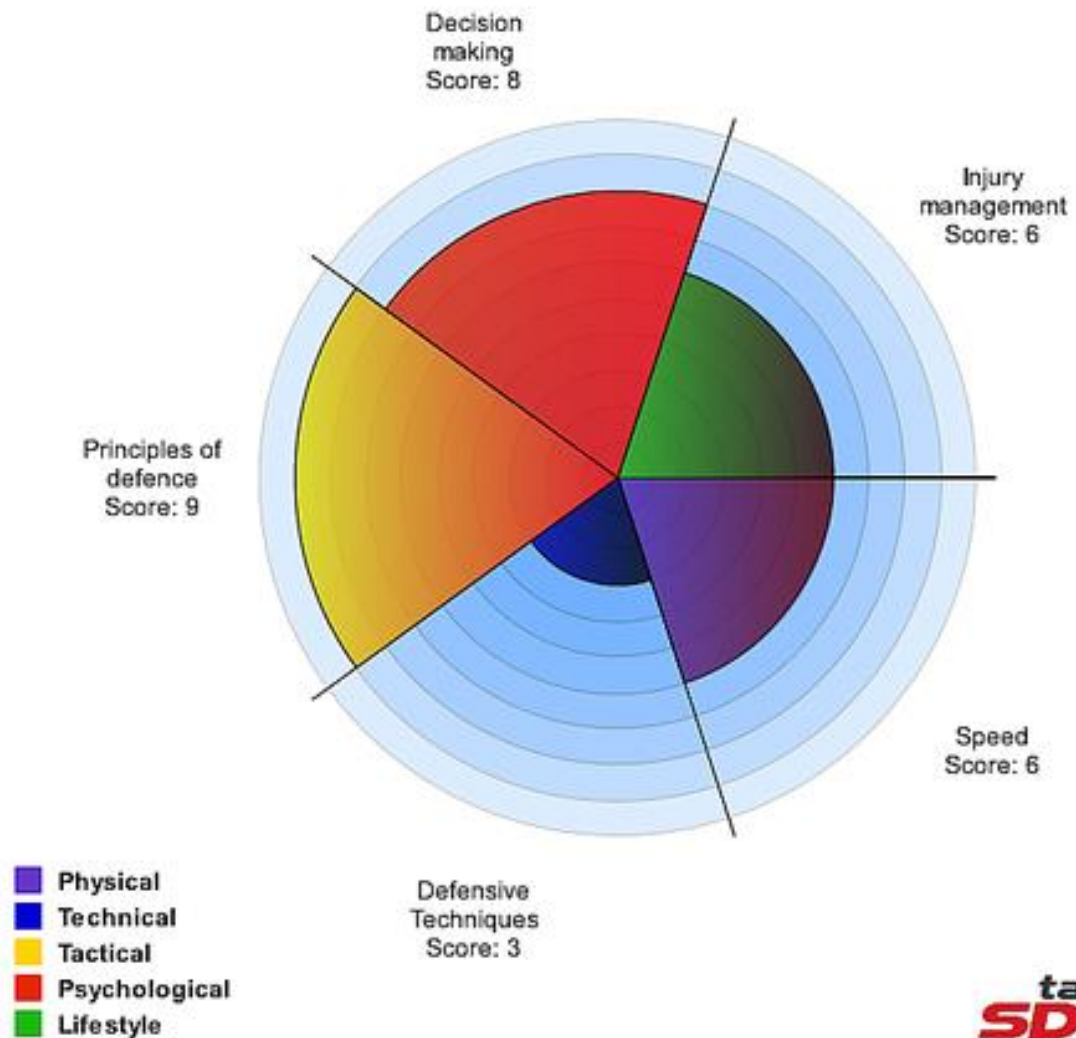
The Performance Profile

- ▶ The Athlete then indicates on the scale (usually 1-10) where he/she feels they fall on the rating scale of identified skills.
- ▶ The coach can sometimes also add input (so the profile can have two scales – the athlete and the coach).
- ▶ Can set goals on areas of weakness and make short-term / long-term goals around these.

Research on Performance Profile

- ▶ Despite being a widely used tool in applied sport psychology – the empirical research on its effectiveness has been limited.
- ▶ Weston, Greenless and Thelwell (2011) – stated that performance profiling
 - ▶ Provides the basis of goal setting
 - ▶ Identifies strengths and weaknesses physically/psychologically
 - ▶ Raises awareness
 - ▶ Evaluation tool
 - ▶ Facilitates discussion and communication between coach and athlete
 - ▶ Goal Achievement Strategies
 - ▶ Encourages More Athlete responsibility

Example



From Weinberg and Williams (2013)

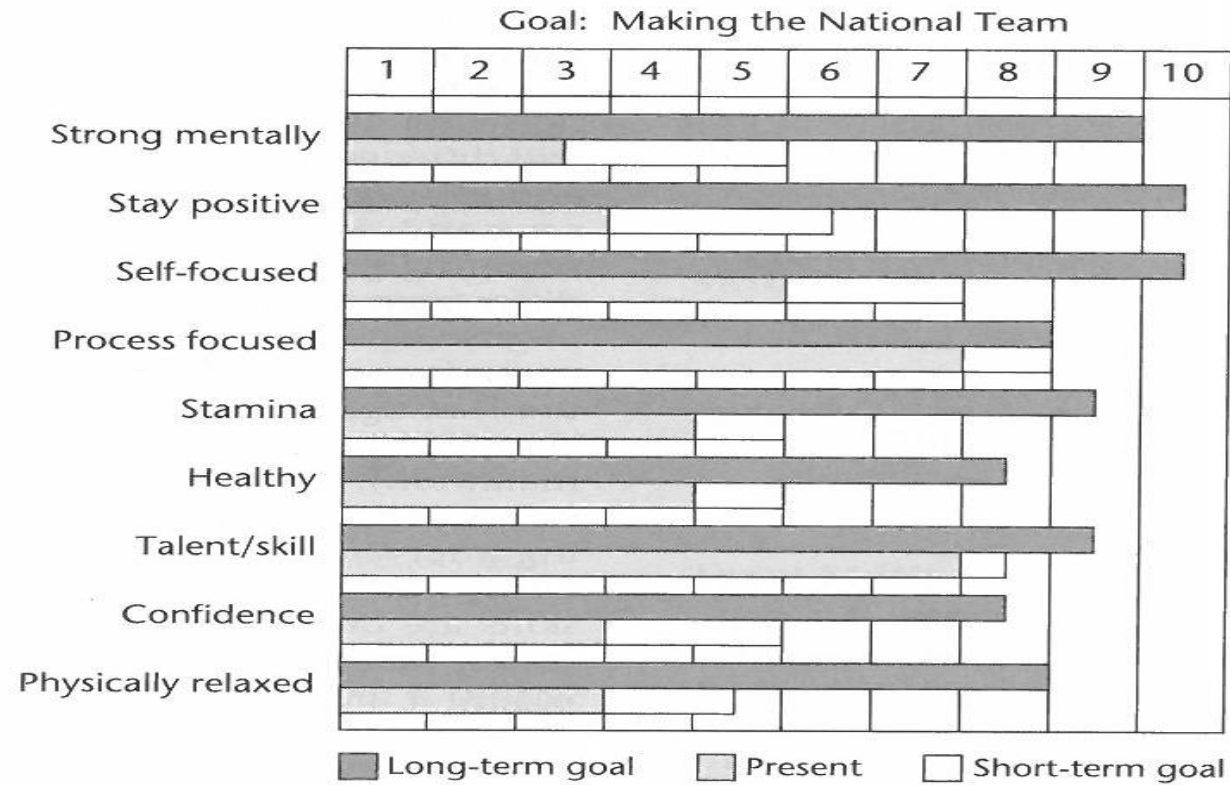


Figure 16-1 Example of using performance profiling to determine psychological needs and goals

Task

- ▶ Create your own performance profile...
- ▶ Use your own words and labels to consider what skills are important for success in a task (that you do).
- ▶ Please note, for the purposes of the task it does not have to be a sports skill (it could be though).
 - ▶ Could consider physical and / or psychological attributes.
 - ▶ If you cannot think of anything some suggestions might be.
 - ▶ Studying for a Psychology degree (e.g. being a student).
 - ▶ Current Work.
- ▶ Then rate where you are currently (10 being perfect, 1 being useless) for each of these skills.

Principles of Goals Setting

- ▶ Record the Goals once they have been identified.
- ▶ A typical issue in a break down of goals is lack of consistency in recording them (Weinberg, 2002).
- ▶ Record in written form and place where they can be seen.
 - ▶ Wanlin et al (1997) – Log Book
 - ▶ Harris and Harris (1984) – Notebooks
 - ▶ Recording goals, goal achievement strategies and progress.

Recording Goals

- ▶ Botterill (1983)
- ▶ Coach should develop a contract.
 - ▶ Goals (short-term and long-term)
 - ▶ Goal achievement strategies
- ▶ Athlete should sign
- ▶ Coach uses to remind athlete of goals.

Food Contract Week of: _____

3 specific short-term goals for this week: (What, how, when, where)

1. _____
2. _____
3. _____

Accountability (give each day a x or)

Goal	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1							
2							
3							

Identify Barriers to completing your goals and how you will overcome them:

Reward: (pick a non-food reward)

Sign: _____ Date: _____

Principles of Goals Setting

- ▶ Goal Evaluation
- ▶ Locke et al (1981) – review concluded evaluation necessary if goals are to enhance performance.
- ▶ Feedback often related to performance statistics.
- ▶ Others will be coaches subjective feedback – e.g. Athlete's behaviour (aggression in training).

Principles of Goal Setting

- ▶ Provide Support for Goals
- ▶ Gould (2013) A goal setting programme will not succeed unless those involved in the athlete support it.
- ▶ However, Holt et al (2012) study on youth football players suggest that goal support is not always given.
- ▶ Family, Friends, Coach, Team mates etc.

Principles of Goal Setting

- ▶ Set Group Goals
- ▶ Widmeyer and Ducharme (1997) – Emphasised the need for group goals.
 - ▶ Short term and Long term goals
 - ▶ Progress assessed and rewarded.
 - ▶ All team members involved in the process.



Group Goals

- ▶ Dawson et al (2002) found evidence for four types of goals on any team.
 - ▶ 1) Individual member's goals for the self (e.g. to be top scorer in the team)
 - ▶ 2) An individual's goal for the team (e.g. to finish in the top half of the table)
 - ▶ 3) The group's goal (e.g. to win the league)
 - ▶ 4) The group's goal for an individual member (to get enough possession to give the opportunity for the player to be the top scorer).

SMARTS Goals

- ▶ Specific
- ▶ Measureable
- ▶ Action oriented
- ▶ Realistic
- ▶ Timely
- ▶ Self-determined



A Goal Setting System for Coaches

Botterill (1983)

- ▶ Outlined a goal setting system for coaches to work with athletes
- ▶ Many elements to Botterill's work but 3 phases have been frequently cited by applied sport psychology
 - ▶ 1 The planning phase
 - ▶ 2 The meeting phase
 - ▶ 3 The follow up / evaluation phase

The Planning Phase

- ▶ Coaches must take their time to identify individual/team needs.
- ▶ Performance Profiling excellent during this phase.
- ▶ Need to consider how likely the athlete will agree to the goals
- ▶ Consider short-term goals that can lead to a long-term goal.

The Meeting Phase

- ▶ The next phase is to schedule goal setting meetings.
- ▶ If a group goal, should be with entire team.
- ▶ At first should be explaining goal setting process to athlete.
- ▶ DISCUSSION WITH THE ATHLETE
 - ▶ May take more than one meeting to AGREE goals.

The Follow up / Evaluation

- ▶ According to Botterill (1983) due to the nature of the season, appropriate feedback / evaluation of goals is neglected or forgotten about.
- ▶ Therefore important to schedule goal evaluation meetings regularly.
- ▶ Coaches should develop systematic ways to facilitate follow up.
 - ▶ E.g. Goal achievement and evaluation card.

Sample goal achievement card (Gould, 2013)

Goal Achievement Card—Basketball

Name <u>B. Jones</u>				Date <u>9-27-13</u>		
Position <u>Forward</u>				Years Experience <u>2</u>		
Skill-Activity	Strong	Average	Needs improvement	Specific goal	Strategy	Target date
Shooting lay-ups jump shots free throws	✓	✓	✓	To correctly execute 8 out of 10 jump shots from the 8' to 10' range	Shoot 4 sets of 10 jump shots before practice every day	Oct. 27
Ball handling		✓				
Rebounding	✓					

Performance Evaluation Card—Basketball

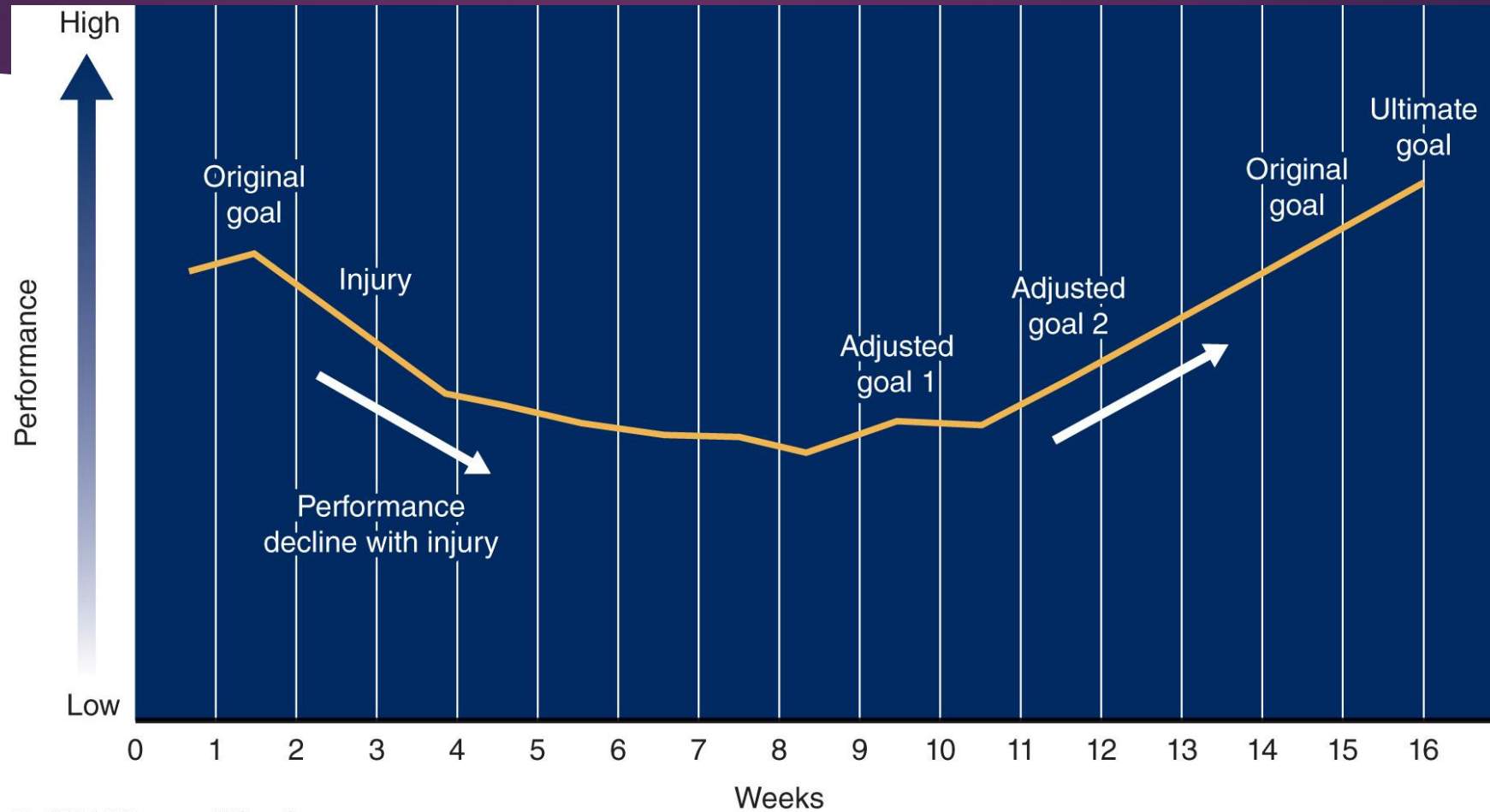
Name <u>B. Jones</u>		Date <u>12-4-13</u>	
Position <u>Forward</u>		Game <u>3</u>	
Skill-Activity	Available statistics/Coach performance rating (0–100%)		Comments
Overall offensive play	80%		Jump shot release ball at peak of jump
Overall defensive play	94%		
Shooting lay-ups jump shots free throws	70% 2 for 2 2 for 6 3 for 4		
Ball handling turnovers	90% 1		
Rebounding	90%		

Figure 11-2 Sample goal-achievement and performance evaluation cards for the sport of basketball

Common Problems in Goal Setting

- ▶ Convincing students, athletes, and exercisers to set goals
- ▶ Poorly written goal statements
- ▶ Failing to set specific goals
- ▶ Setting too many goals too soon
- ▶ Failing to adjust goals
- ▶ Failure to recognise individual differences
- ▶ Not providing goal follow-up and evaluation

Weinberg and Gould 2011



Common Problems in Goal Setting

- ▶ Setting goals that are too general
- ▶ Failing to modify unrealistic goals
- ▶ Failing to set process and performance goals
- ▶ Understanding the time commitment needed to complement to a goal setting programme.
- ▶ Setting only technique related goals
- ▶ Failing to create a supportive goal setting atmosphere