



SPORT PSYCHOLOGY

Goal Setting

Dr. Neal

KINGS'

Goal setting



- Plays an important role in accomplishment
- Goal setting involves cognition and motivation.
- Athlete has to THINK and PLAN
- Goal setting with motivation > more productive and effective
- Linear relationship between difficulty of goal and performance
- Specific goals work better than 'do your best' goals

3 Types of Goals in Sports Psychology

1. **Outcome goals**

- – interpersonal comparison, to win

2. **Performance goals**

- usually individual performance

3. **Process goals**

- specific behaviors throughout a performance, ex keeping elbow straight in a golf swing, effective technique.

- Ideal to have all 3. Outcome-only groups exhibit lowest improvement.




Outcome Goals

- Outcome goals focus on the outcomes of sporting events and usually involve some sort of interpersonal comparison (e.g. win the conference championship).



Performance Goals

- 
- Performance goals specify an end product of performance that will be achieved by the athlete relatively independent of other performers and the team (e.g., 12 rebounds in a basketball game).

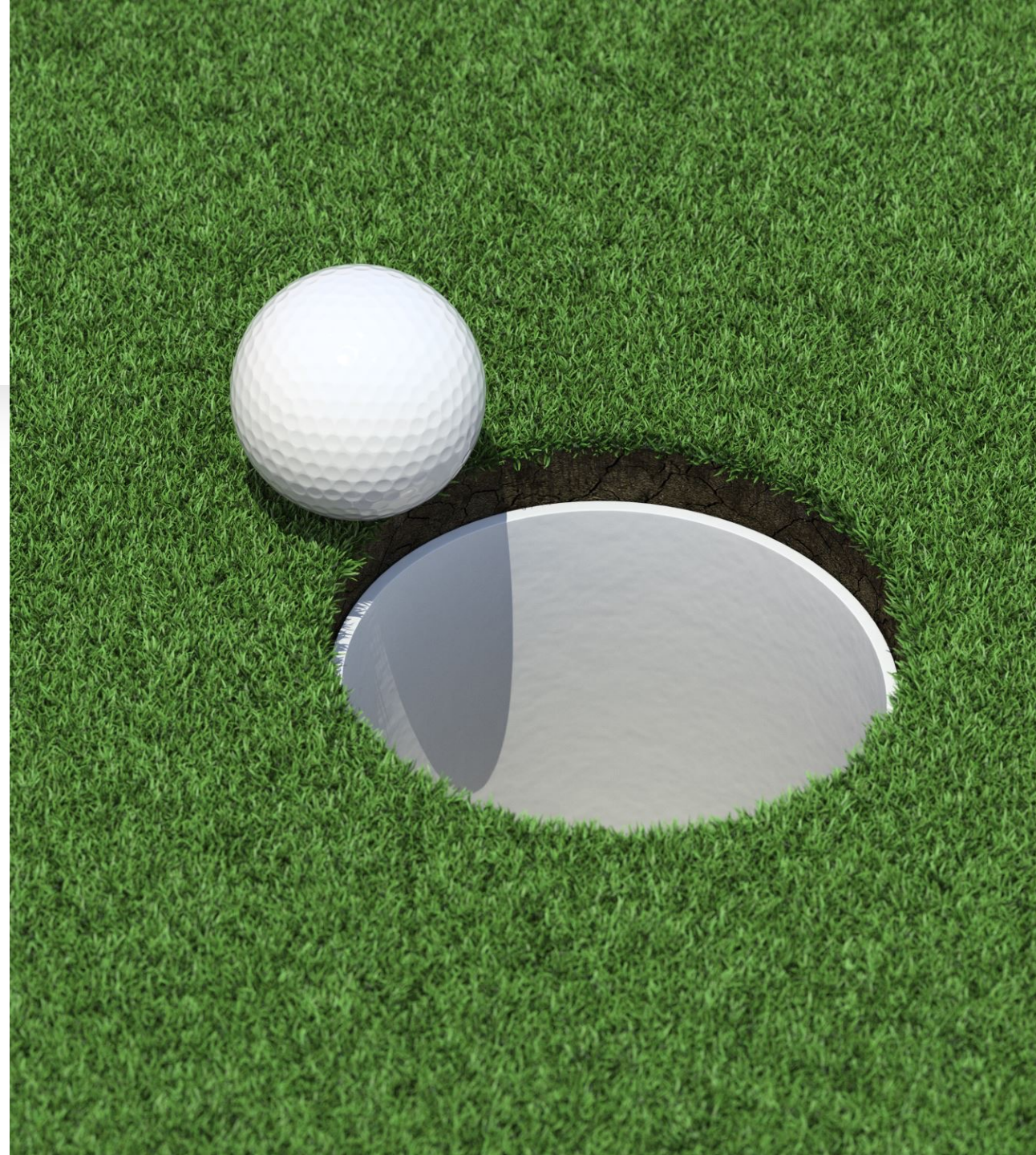


Process Goals


- Process goals focus on specific behaviors exhibited throughout a performance. A typical process goal for an athlete might be to keep the left elbow straight while executing a golf drive.

Process Goal Paradox

A process goal such as keeping the elbow straight in a golf swing might actually interfere with the smooth execution of a well learned motor skill such as the golf swing. While executing the golf swing, attention should be upon a holistic process goal as opposed to focusing on a body part (e.g., smooth effortless swing).



Effectiveness of Goal Types

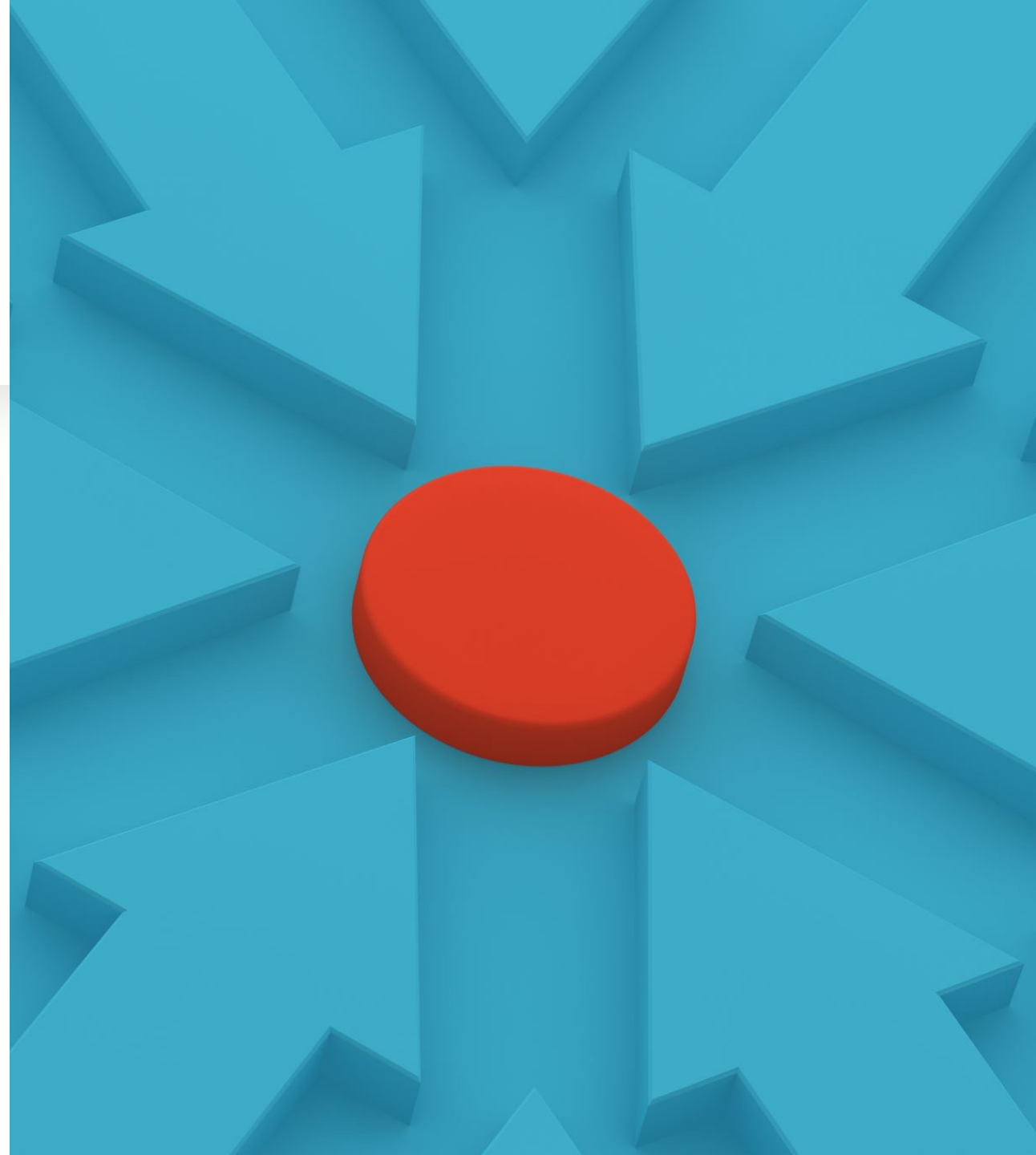


- Used in isolation, **outcome goals** are the least effective, but when used in conjunction with performance and process goals, they are helpful.
- Research supports a multiple goal setting strategy.
- Athlete must understand differences and use all three effectively.

Why is Goal Setting Effective?

5 Reasons to set goals

1. **Directs attention** > focus
2. **Effort mobilization** > improves performance
3. **Persistence** > byproduct of effective goal setting
4. **New Learning strategies** > growth
5. **Positive Affect** > control/structure



Directed Attention

- Goal setting causes the athlete to focus her attention upon the task and upon achieving the goal relative to the task.

Effort Mobilization

- Once an athlete's attention is directed toward a particular goal, it is necessary for the athlete to put forth the effort necessary to achieve the goal.

Persistence

- As long as the goal is present and the athlete wants to obtain the goal, he will persist in the effort needed to accomplish it.

Development of New Learning Strategies

- Setting of new goals not only directs attention, mobilizes effort, and nurtures persistence, but it forces the athlete to learn new and better ways of accomplishing a skill or task.

Increase in Positive Affect

- Positive affect is linked to increased motivation, performance, and commitment. Therefore, evidence that goal setting can increase positive affect is indirect evidence that goal setting can improve performance.

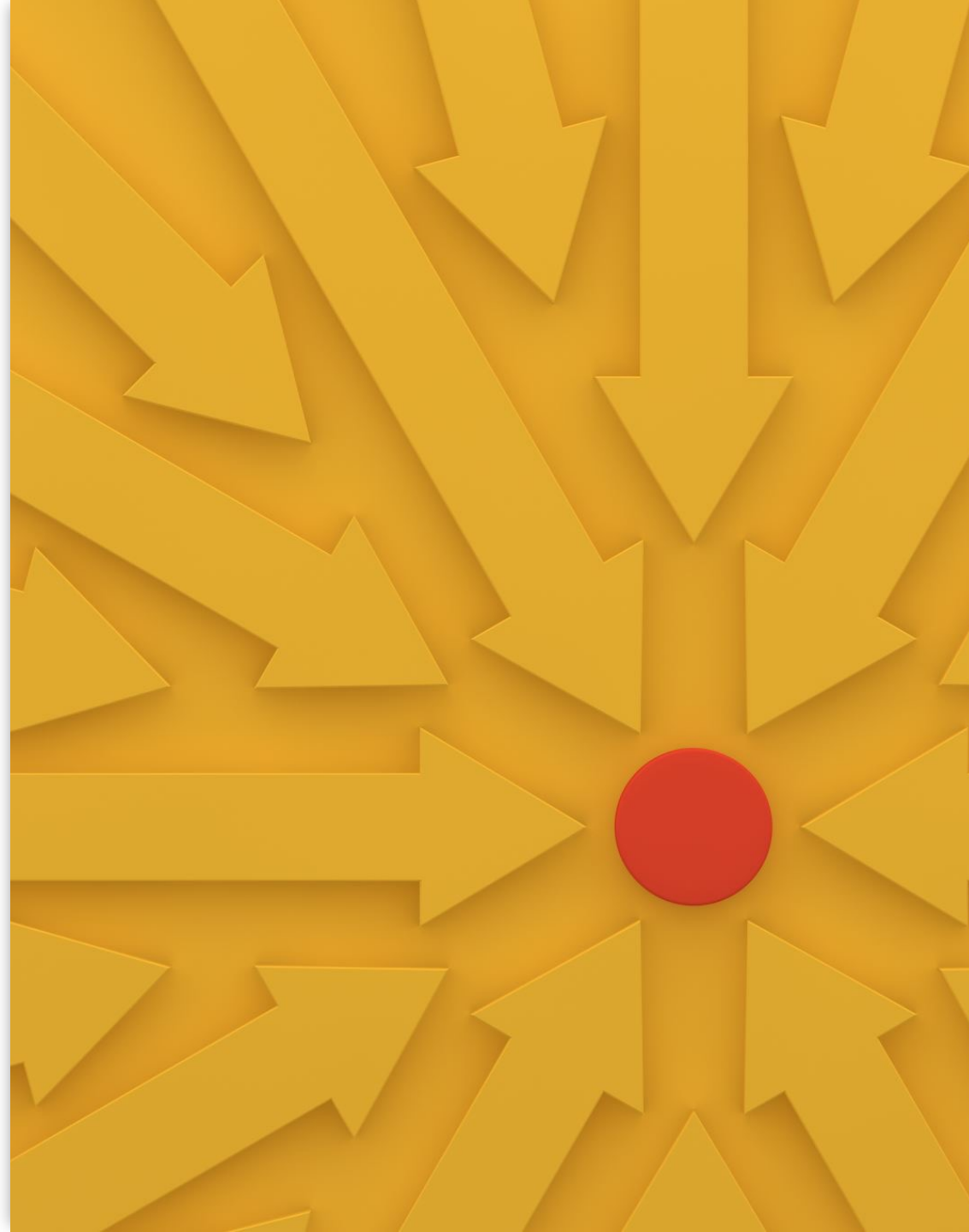
Effective Goal Setting: SMART Goals

- Specific
- Measurable
- Action-orientated
- Realistic
- Timely



Remember...

- Be specific
- Time frame
- Difficulty of goal
- Monitor progress
- Mixture of type of goals
- Short term-Long term goals
- Team as well as individual
- Practice as well as competition
- Internalized
- Consider Individual differences





3 SP Phases

The Planning Phase

The Meeting Phase

The Evaluation Phase

Needs Assessment (during planning phase)

1. Coaching staff review individual and team
2. Areas for improvement as a team
3. Strengths and weakness of the team
 - Eg team cohesion, physical fitness, turnovers
4. Specific observable goals
 - Eg every teammate runs 3 miles in 24 mins
5. Areas of improvement for every individual listed

Meeting Phase

1. Team meeting to discuss goals
2. Discuss previous year's performance
3. Realistic assessment of upcoming year
4. Meet individuals and assign/agree to personal goals
5. Create strategy with steps/stages to meet goals

Evaluation Phase

1. Takes place throughout season
2. Takes place at end of competitive season
3. Team and individual stats posted
4. Watch tapes
5. Re-assess goals and commitment
6. Give feedback

Failure When



No clear strategy

Goals not Specific

Goals not internalized

Goal-nonbelievers

Not monitoring progress

Discouragement (task too difficult or easy)



Developmental Nature of Goal Orientation

- Children pass through stages of learning the relationship and differentiation between ability and effort

Developmental Stages



- From 2-6 children think confuse ability and effort
 - Undifferentiated goal perspective
 - They think if try harder their ability increased
 - They compare their performance to their own previous performance
 - Task orientated
- Around 6-7 children start social comparison of ability
 - Others ability effects their perception of their own ability
 - Competence is now determined by being 'better than'
 - Ego orientation
- At 11-12 develop a disposition towards one or the other
 - effected by culture around them



Goal Perspective Theory

Goal orientation as a personality
disposition is developed through
childhood



Achievement Orientation

Task – a function of ability/mastery and effort

Ego – about evaluation of ability through social comparison

Goal Involvement

- Situation-specific
 - State at a particular point in time
- Situations
 - which induce social evaluation trigger ego involvement + anxiety?
 - Which trigger task involvement + low anxiety?

Motivational Climate

- Is the culture task or ego orientated?
- Task is mastery and co-operation orientated
- Ego is competitive and comparison orientated
- Climate among coaches, parents, the team?

Moral Functioning



- Better if mastery orientated not ego motivated
- Ego motivated can be anti-social (not pro-social)
- Poorer decisions and intentions
- Contact sports linked to ego-orientation

Antecedents and Outcomes

Helpful for goal effectiveness...

- **Look at antecedents**

- such as perceived competence, motivational climate, parental climate, harmonious passion, goal commitment

- **Look at outcomes**

- Mastery goal orientation the aim → increased effort, internalization, improved attitude, exercise behaviour, self-esteem, positive affect, deliberate practice, increased performance.

Example of Athletic Goals

- 1.** A golfer with an average player handicap of 15 devises with his or her swing instructor an improvement plan and sets handicap index goals for the upcoming season: bronze: 15–13.5; silver: 13.4–11.5; gold: 11.4 or lower.
- 2.** A sprinter with a recent time of 10.5 seconds in the 100 meters discusses with his track coach performance expectations for the upcoming meet: bronze: 10.6–10.5 seconds; silver: 10.49–10.4 seconds; gold: 10.39 seconds or faster.
- 3.** A basketball player who makes 80 percent of her free throws attempts 100 shots after a regular team practice to work more on this area of her game. She gauges her performance as: bronze: 75–80 shots made; silver: 81–85 made; gold: 86 or more made.

Why People do not Set Goals

- Some are talkers and not doers
- Behavior actually expresses true values and beliefs
- May not accept full responsibility for their lives
- Use all creative energy making excuses for failure to progress

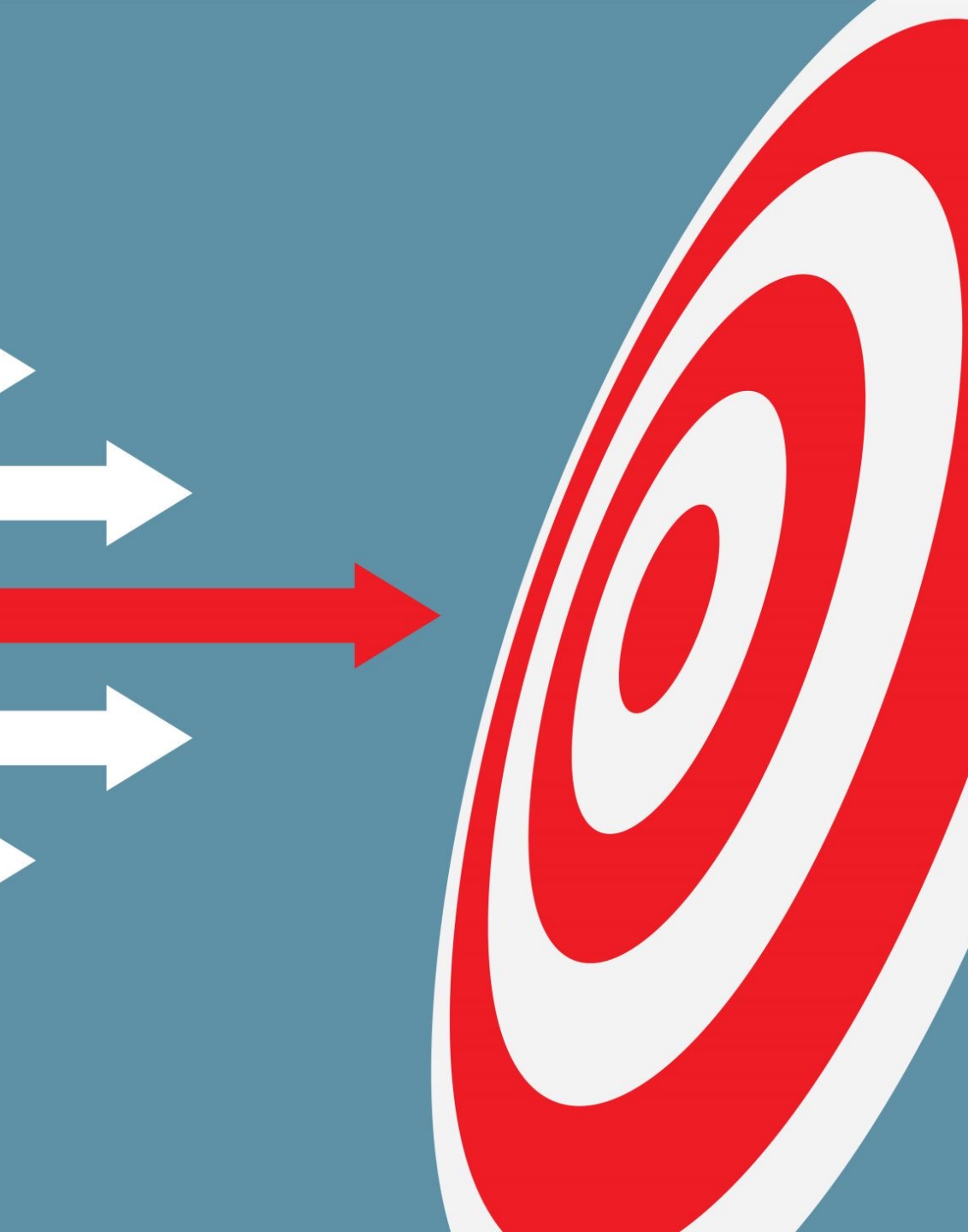
Why People do not Set Goals

- Environment
 - Actions
 - Attitudes
 - Values
- Constant criticism
- Fear of failure

How to Set Goals

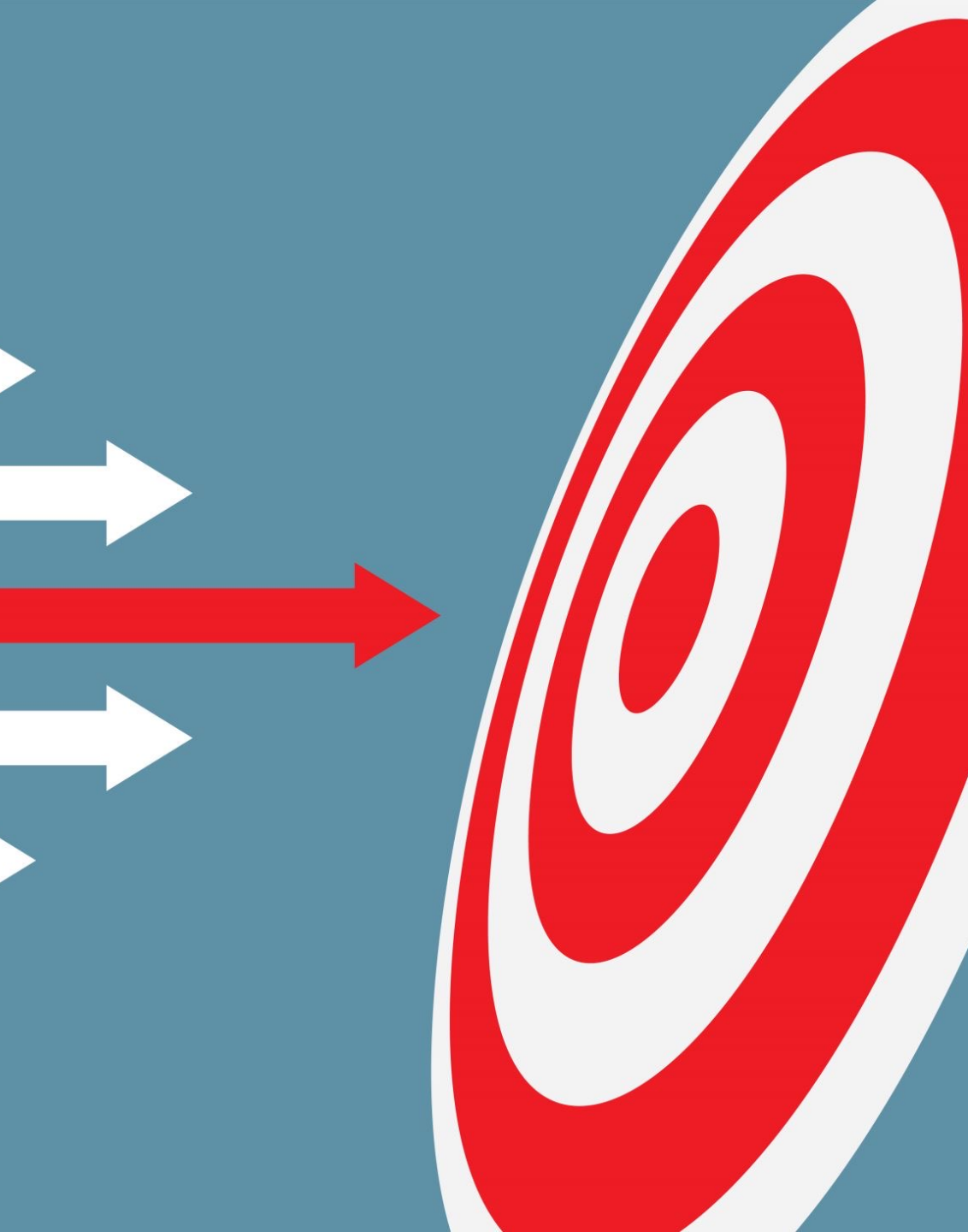
- Make sure the goals are **measurable**
- Goals must be both realistic and attainable
- Make sure your goals are specific
- Each goal should include a challenging time limit
- Prioritize your goals – if you have too many priorities you have NO priorities





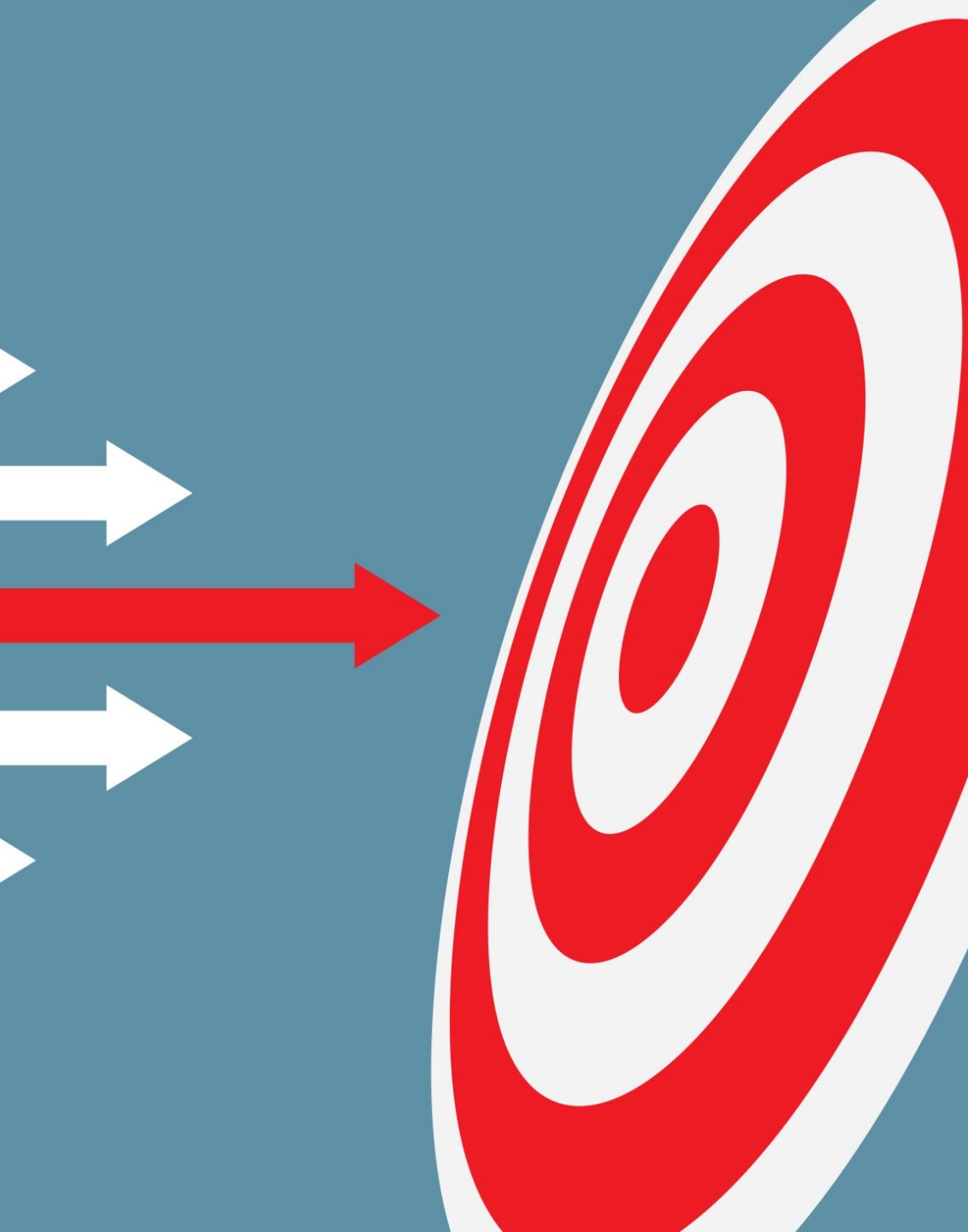
Principles of Setting Goals

- Criteria for goals
 - Excite and motivate
 - Write your goals down
 - Make an action plan
 - Stick with it



Principles of Setting Goals

- Benefits of goals
 - Purpose and direction in life
 - Make better decisions
 - More organized and effective
 - Spur you to do more for yourself and others
 - More fulfilled, enthusiastic, and motivated
 - Stimulate you to accomplish more



Principles of Setting Goals

- REMEMBER SMART
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Timebound

Steps in Goal Setting

- Questions to help set goals
 - What are your five most important values?
 - What are your three most important goals in life right now?
 - What do you want to achieve



Steps in Goal Setting

- Categories of goals
 - Physical
 - Mental
 - Personal values/spirituality
 - Family



Steps in Goal Setting

- Categories of goals
 - School
 - Social
 - Financial
 - Career



Steps in Goal Setting

- Set goals that align with your values
- Develop desire
- Develop belief
- Set goals in your talent area
- Set big goals
- Choose appropriate goals



Steps in Goal Setting

- Set goals that maintain balance in life
- Determine your major purpose in life
- Identify benefits of reaching each goal
- Analyze where you are beginning
- Set specific goal with a deadline



Steps in Goal Setting

- Review goals often
- Take advantage of your momentum
- Work toward your goals daily
- Consider concerns with you goal setting
- Develop a support system
- Visualize your goals
- Begin and never quit



Steps in Goal Setting

- Immediate goals
 - Set to happen within a day or week
 - A step toward accomplishment of a longer range goal
 - Can be an independent, stand-alone objective



Steps in Goal Setting

- Medium-range goals
 - Similar to short-range goal
 - Usually 6 to 12 months
 - May be independent
 - May include several short-range goals
 - May be intermediate steps to long-range goal



Steps in Goal Setting

- Long-range goals
 - Months
 - Years
 - Decades
 - Short- and medium-range goals are usually parts or elements of long-range goals



Steps in Goal Setting

- Meeting and exceeding goals
 - Make sure you receive a psychological “payoff”
 - Focus on the future
 - Become a “doer”
 - Focus on process as well as results
 - Do not let others interfere with or rearrange your priorities





Summary

Ten Principles of Effective Goal Setting


- Make goals specific, measurable, and observable.
- Clearly identify time constraints.
- Use moderately difficult goals.
- Write goals down and regularly monitor progress.
- Use a mixture of process, performance, and outcome goals.

Summary Ten Principles of Effective Goal Setting (Continued)

6. Use short-range goals to achieve long-range goals.
7. Set team as well as individual performance goals.
8. Set practice as well as competition goals.
9. Make sure goals are internalized.
10. Consider individual differences.



Goal Setting in Sport




A Team Approach to Goal Setting

- The Planning Phase.
- The Meeting Phase.
- The Evaluation Phase.

The Planning Phase of Goal Setting

- Conduct a needs assessment to determine areas of team and individual improvement.
- Consider how to best approach the team and each athlete relative to proposed team and individual goals.
- Develop a plan to (a) include athletes in goal setting, and (b) how to implement the plan.



The Meeting Phase of Goal Setting

- Present goal setting plan to athletes.
- Discuss previous year's goals and how they impact current season's goals.
- Help individual athletes understand the difference between outcome, performance, and process goals.
- Discuss strategies to help athletes internalize team and individual goals.

The Evaluation Phase of Goal Setting

- Conduct goal achievement evaluation sessions following each competition and practice throughout the season.
 - Coach summaries to team.
 - Individual meetings with athletes.
- End of season evaluation of goal setting effectiveness and accomplishments.

Common Goal Setting Pitfalls



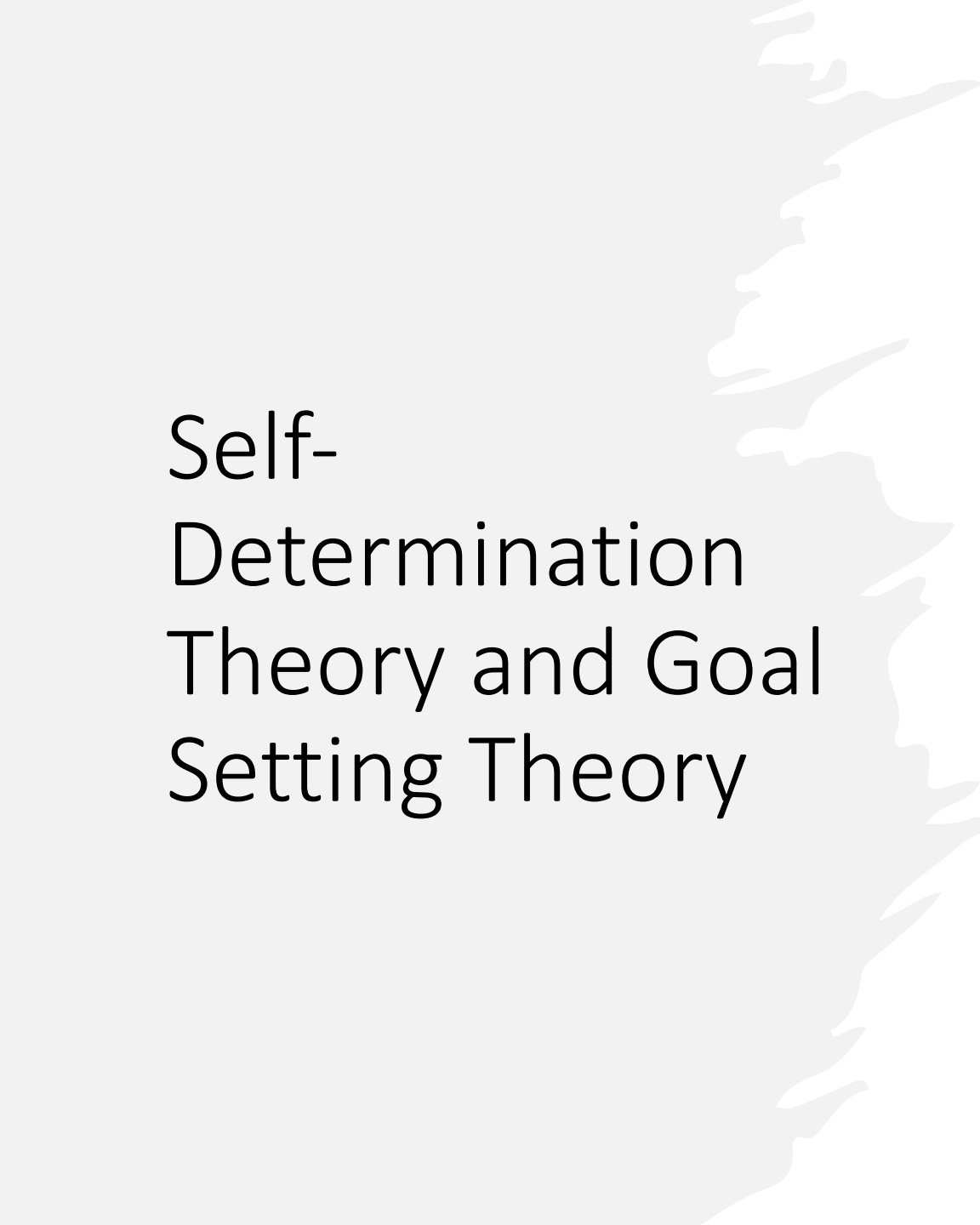
Poorly written goal statements.

Failure to devise a goal-attainment strategy.

Failure to follow goal-attainment strategy.

Failure to monitor performance progress.


Discouragement (goals too difficulty, use of outcome goals, too many goals).



Self- Determination Theory and Goal Setting Theory

- The Self-Concordance Model.
- Two kinds of Goal Striving.
- Research and the Mediation Model.
- Research and the Moderator Model.

The Self- Concordance Model



- Addresses the process of goal striving and its effect on well-being within the self-determination framework.
- Goal Striving is of Two Types:
 - Striving for personal goals that are based upon autonomous motivational regulation.
 - Striving for personal goals that are based upon externally controlled motivational regulation.

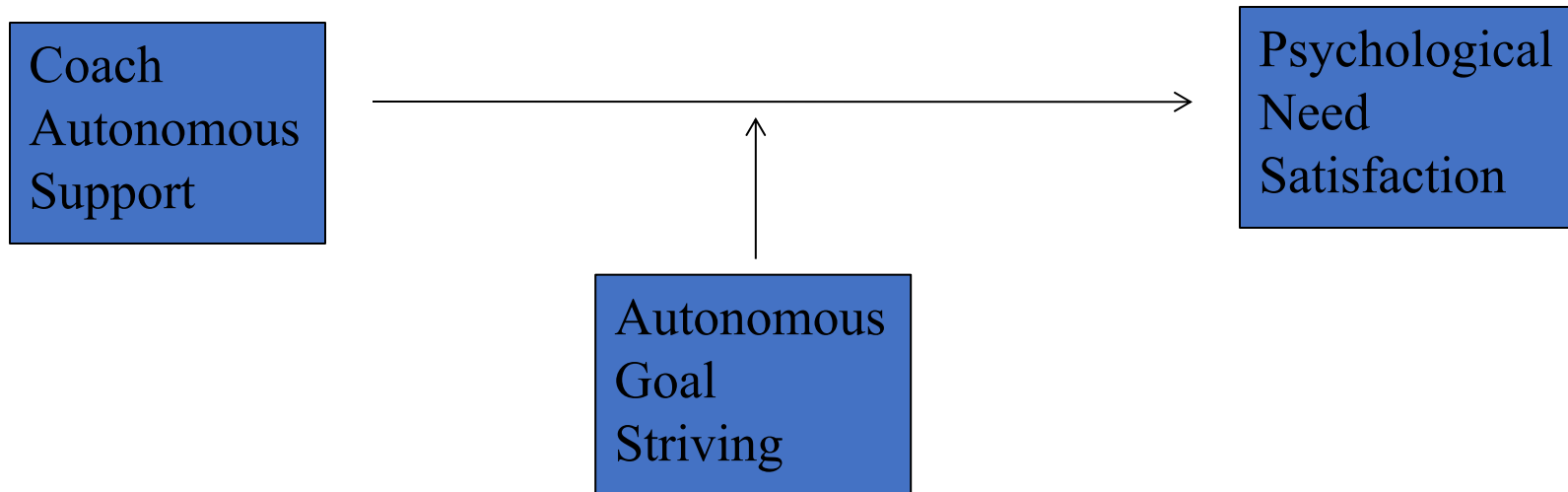
Research and the Mediation Model

- Autonomous Goal Striving Leads to well-being, but externally controlled goal striving does not.



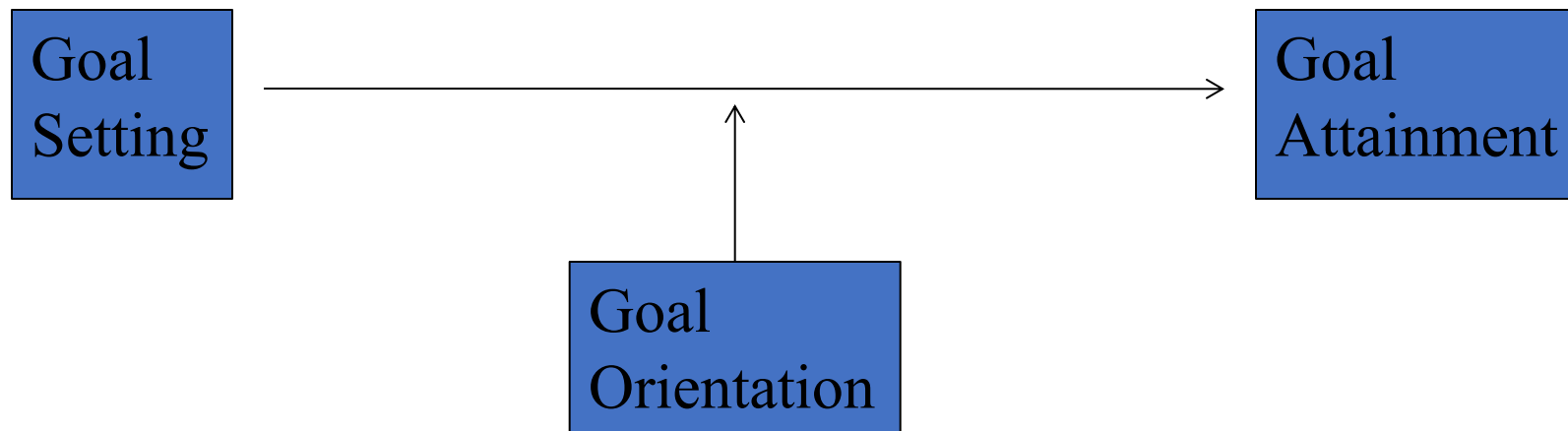
Research and the Moderator Model

- The highest level of need satisfaction occurs when coaches' autonomy support is high and athletes' autonomy goal striving is also high.



Goal Perspective Theory and Goal Setting

- Goal orientation moderates the relationship between goal setting and goal attainment, such that “performance goal orientation” hampers goal attainment while “learning (mastery) goal orientation” facilitates goal attainment.



What the Elite Athlete Teaches us about Goal Setting

- The **Goal Setting Paradox** = Most people are only moderately effective in achieving their goals.
- However, Research Results with **Elite Athletes** show:
 - Athletes can be grouped as a function of short-term goal effectiveness, competitive goal effectiveness, and psychological goal effectiveness.
 - Athletes high in all three functions of goal effectiveness score highest in goal setting frequency, goal commitment, goal barriers, and sport confidence.

