Chapter 15: Goal Setting
Examining Your Goals Exercise
Goals & Types Of Goals
Goal-Setting Effectiveness
Basic Goal Setting Principles
Analyzing Your Goals Exercise
Developing a Goal Setting System
Common Problems in Goal Setting

Goals and Types of Goals
Goal (common definition): An objective, standard or aim of some action

Subjective versus Objective Goals
Subjective goals: General objectives such as having fun or doing your best
Objective goals (scientific definition): 
Attaining a specific standard of proficiency on a task, usually in a specified time.

Outcome, Performance, and Process Goals
Outcome goals: Focus on achieving a victory in a competitive situation (e.g., beat someone)
Performance goals: Focus on achieving standards based on one's previous performances, not on the outcome of others (e.g., increase field goal percentage)
Process goals: Focus on the actions an individual must engage in during performance to execute or perform well.

Goal Setting Effectiveness
Goal Setting Research Results:
Goal setting is an extremely powerful technique for enhancing performance, but it must be implemented correctly.

Why Goal Setting Works
Direct Mechanistic Explanation
Goals do the following:
1. Direct attention to important elements of the skill
2. Mobilize performance efforts
3. Prolong performer persistence
4. Foster the development of new learning strategies

Indirect Thought Process Explanation
Goals influence performance indirectly by affecting psychological factors such as anxiety, confidence, & satisfaction.

Key: Athletes who set performance versus outcome goals experience less anxiety and more confidence and satisfaction.

Basic Goal Setting Principles
1. Set specific goals
2. Set moderately difficult but realistic goals
3. Set long- and short-term goals
4. Set performance and process, as well as outcome, goals
5. Set practice and competition goals
6. Record Goals
7. Develop goal-achievement strategies
8. Consider participant personality
9. Foster individual goal commitment
10. Provide goal support
11. Provide for goal evaluation

**Basic Goal Setting Principles**

1. **Set specific goals**
   Specific goals, as compared to general "do your best" goals, are the most effective for producing behavioral change.
   "Do" Goal: Lower cholesterol from 250 to 200 by . . .
   "Don't" Goal: Lower cholesterol

2. **Set moderately difficult, but realistic goals**
   Goals should be difficult enough to challenge, but realistic enough to achieve.

3. **Set long- and short-term goals**
   Use goal staircases that link long- and short-term goals.

4. **Set performance and process, as well as outcome, goals**

5. **Set practice and competition goals**
   For every outcome goal, set several performance goals that will lead to the desired outcome.

6. Record goals
   "Ink It and Think It!"

7. **Develop goal achievement strategies**
   Develop specific goal achievement strategies that indicate how much and how often things will be done in an effort to achieve a goal. Be flexible, however.

8. **Consider participant personality**
   Consider factors such as achievement motivation (high versus low achievers) and stages of achievement motivation (autonomous competence, social comparison, integrated) when setting goals.

9. **Foster individual commitment**
   Solicit input, encourage progress, & provide feedback about goals and goal attainment.

10. **Provide goal support**
    Enlist support from significant others to make goal setting effective.
11. *Provide for goal evaluation*—Goal evaluation & feedback are essential parts of facilitating behavioral change via goal setting.

**Forms of Goal Evaluation**

Goal
Lose 20 pounds in 6 months
Increase free-throw shooting percentage from 65% to 72% by the end of the season
Attend injury rehabilitation clinic 3 days a week until recovery
Improve concentration levels during practice
Improve class cooperative in elementary school physical education class

**Goal evaluation strategy**

Client informs fitness instructor of his or her weight weekly
Team manager charts free-throw percentage statistics after each game and calculates year-to-date free-throw average
Attendance posted weekly at rehabilitation center and coach is notified of attendance
Coach gives player weekly report card rating practice concentration on a 0 (low) to 10 (high) scale
Teacher tallies cooperative acts on behavioral checklist during week and charts improvement of varying classes on gym bulletin board

**Designing a Goal Setting System**

1. *Instructor-Leader Preparation*
   Assess abilities & needs
   Set goals in diverse areas
   Identify influences on goal-setting systems (athlete commitment, potential, & opportunity for practice).
   Plan goal achievement strategies

2. *Education & Acquisition*
   Schedule meetings
   Focus on one goal (initially)

3. *Implementation & Follow-Up*
   Identify appropriate goal evaluation strategies
   Provide support & encouragement
   Plan for goal evaluation

**Areas in Which to Set Goals**

Individual skills
Team skills
Fitness
Playing time
Enjoyment
Psychological skills
Example of Goals
I will decrease my time by .4 seconds in the 400-meter dash by increasing my speed in the initial 100 meters through a more explosive start.
Our high school wrestling team will increase the percentage of successful takedowns achieved form 54% to 62% by midseason.
A homemaker will lower his or her resting heart rate from 71 beats per minute to 61 beats per minute by participating in a 50-minute aerobic dance class at least 3 days per week for the next 5 months.
A junior in high school will earn a varsity football letter by participating in at least 16 different game quarters during the season.
A veteran professional tennis player will enjoy touring more by identifying and visiting one new restaurant and historic site in each tour city.
A diver will attempt to regain her confidence on an inward 2-1/2 dive by visualizing a successful dive before each practice attempt and repeating at least one positive self-statement.

Common Problems in Goal Setting
Failing to Set Specific Goals
Setting Too Many Goals Too Soon
Failing to Adjust Goals
Failing to Set Performance and Process Goals
Not Initiating Goal Follow-Up & Evaluation

Define key terms and answer review questions