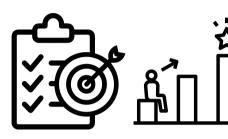
# **GOAL SETTING**

Setting goals allows athletes to focus their attention on mastering sport skills, techniques, and tactics. Short-term goals help athletes define 'success' and focus on the small steps that lead to long-term performance outcomes. Achieving goals helps athletes reinforce personal growth and achievements rather than focusing only on wins and losses.

#### **BENEFITS OF GOAL SETTING:**

- Improved motivation<sup>1</sup>
- Increased confidence
- Improved injury recovery
- Improved attention and focus
- Improved performance <sup>6</sup>





	Goal Type	Definition	Example	Guiding Question
	Outcome	Long-term results which often focus on comparisons to others and are not in the athlete's control	<ul><li>Winning a game or the league</li><li>Getting first place</li></ul>	What do I or my team hope to accomplish through competition?
	Performance	Individual goals for success in overall performance	<ul> <li>Setting a Personal Record</li> <li>Scoring a specific number of points</li> </ul>	What does performing well look like for me?
	Process	Smaller, individual, short-term goals for accomplishing performance goals	<ul><li>Mastering a new skill during practice</li><li>Executing a new play</li></ul>	How am I going to achieve my goals (i.e., performance and outcome goals)?

# COACHES CAN:

- Set aside time for goal setting individually and as a team.
  - o Include athlete voices when setting team goals (e.g., athletes vote on one team goal).
  - Give athletes autonomy ("a say") and choice over their personal goals.
- Put more emphasis on performance and process goals. This helps athletes sustain motivation and persist through obstacles.
- Remind athletes to start with a few goals (1 to 3) that are manageable help them identify what goals are most important now.
- Check in regularly and provide feedback to help athletes successfully meet their goals (i.e., set goals in the pre-season, check in at mid-season, set new goals in the off-season, etc.).
- Support athletes in adjusting their goals as needed (e.g., as obstacles arise, what can be changed about the goal to still get a similar result?).

# **EXAMPLE GOAL SETTING ACTIVITY**

#### Facilitating the activity:

- 1. Review key aspects of goal setting and the different types of goals (e.g., performance, process).
- 2. Give athletes 5-10 minutes to reflect on their individual short- and long-term goals for the season.
- 3. Allow time for reflection. Some ideas include:
  - Break your athletes into dyads and have pairs share their goals.
  - o Organize the entire team in a circle and have athletes share their individual goals.
- 4. Then, identify commonalities to help brainstorm 1-2 long-term goals and 3-4 short-term goals for the entire team.
- 5. Hang team and individual goals where athletes can easily and regularly see them.
- 6. Check in on progress toward goals at the middle and end of the season, as well as in the off-season.
- 7. Have pairs or the entire team provide support, help problem solve, and celebrate.

#### Example worksheet:

#### Season goals (performance):

- 1. Set a new personal record for successful blocks in a game
- 2. Make 5 successful hits that end the point in each game
- 3. Raise serve percentage to 95% in matches by the end of the season

#### Idea for team goal (performance):

Team serve percentage at 90%

## Short-term goals (process):

- 1. Add blocking drills to individual workouts at least twice a week
- 2. Hit for an extra 15 minutes before practice on Wednesdays
- 3. Create a "reset routine" to use during games after mistakes
- 4. End each practice with 5 made serves

### Idea for team goal (process):

Practice serving under different conditions and pressures at least twice a week

#### References

- 1 Kingston, K. M., & Hardy, L. (1997). Effects of different types of goals on processes that support performance. The Sport Psychologist, 11(3), 277–293. https://doi.org/10.1123/tsp.11.3.277
- 2 Weinberg, R. (2013). Goal setting in sport and exercise: Research and practical applications. Journal of Physical Education, 24(2), https://doi.org/10.4025/reveducfis.v24i2.17524
- 3 Wikman, J. M., Stelter, R., Melzer, M., Hauge, M.-L. T., & Elbe, A.-M. (2014). Effects of goal setting on fear of failure in young elite athletes. International Journal of Sport and Exercise Psychology, 12(3), 185–205. https://doi.org/10.1080/1612197X.2014.881070
- 4-Brinkman, C., Baez, S. E., Genoese, F., & Hoch, J. M. (2020). Use of Goal Setting to Enhance Self-Efficacy After Sports-Related Injury: A Critically Appraised Topic. Journal of Sport Rehabilitation, 29(4), 498-502. 5 Neumann, D. L., & Hohnke, E. (2018). Practice using performance goals enhances basketball free throw accuracy when tested under competition in elite players. Journal of Human Sport and Exercise, 13(2), 296–304.
- https://doi.org/10.14198/jhse.2018.132.05
  6 Williamson, O., Swann, C., Bennett, K. J. M., Bird, M. D., Goddard, S. G., Schweickle, M. J., & Jackman, P. C. (2022). The performance and psychological effects of goal setting in sport: A systematic review and meta-analysis.
- International Review of Sport and Exercise Psychology, doi: 10.1080/1750984X.2022.2116723
  7 Locke, E. A., & Latham, G. P. (1985). The application of goal setting to sports. Journal of Sport and Exercise Psychology, 7(3), 205–222. https://doi.org/10.1123/jsp.7.3.205
- $8\cdot \text{Nicholls, J. G. (1989)}. \textit{ The competitive ethos and democratic education}. \textit{ Harvard University Press}$
- 9 Meeson, M. (2022). Goal Setting Activity. Mansfield Senior High School.