



IAAF @-Letter

for CECS Level II Coaches

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SPECIFIC THEME: Goal setting for strength training

GENERAL THEME: Basics of goal setting

Specific Theme

GOAL SETTING FOR STRENGTH TRAINING

1 Introduction

“Goal setting creates a focus of attention and action by simply identifying what it is one is attempting to accomplish” (Boyce & King, 1993, p. 65).

Athletes who go into the weightroom to “just get a good workout” or who spend all their time pyramiding for a one rep max are vivid examples of athletes with no goals or athletes whose long-term goals have dominated their thinking, respectively. The coach who controls strength workouts through goal setting must plan extensively before ever entering the weightroom but will find himself getting the most improvement from a large number of athletes while avoiding many problems on workout days.

2 Specificity in goal setting

Goal setting must include specific guidelines to maximize athletes' performance (Coker, 1987, p. 48).

To the strength coach, specificity in goal setting means posting a written, well-defined workout for each day's lifting with athletes divided by position into groups, paired as workout partners, or any other functional combination. Whatever the decision as to grouping, the coach should always have a workout ready with specific goals regarding the order of exercises, number of sets and reps, and the amount of weight to be used on each set. This may be facilitated by set-by-set weight progression charts or percentage charts, depending upon the method preferred by the coach.

Ideally, the coach should present to each athlete a long-range plan incorporating goals from each workout in the cycle. There should be a long-term goal in each lift and the sub-goals which will help attain each long-term goal. Minimally, then, the coach should begin with a written, well-defined workout for each athlete as the first step in specific goal setting.

3 Communication in goal setting

Specific goal setting requires that the coach communicate with the athlete in order to determine goals as well as goal accomplishment. Obtaining information on goal accomplishment is only possible if there is a written means of accumulating data. To execute the gathering of this information, each athlete should record the number of reps completed with an amount of weight on the last set of each major exercise, e. g., bench press, incline press, push press, power clean, and squat. The coach can then quickly compare this information to the projections in an athlete's long-term plan.

"What gets measured gets done!"(Coker, 1987, p. 49)

The motivated, thinking athlete should also record each workout in a notebook so as to review trends, personal successes, etc. at the end of each training period. This will enable both the athlete and the coach to better prepare goals for the next training period. The athlete can also note down his personal record. The coach may choose to check results of each workout (with last sets and weights circled).

"Communication, in whatever form, is a must for coach and athlete in order to set accurate and realistic goals for the future, particularly when daily sub-goals are not reached or if existing goals are below the athlete's ability" (Coker, 1987, p. 49).

Goal difficulty will be more in line with the athlete's physical capabilities if the coach has communicated with the athlete regarding workout results.

4 Participation in goal setting

The coach, as a result of communicating with the athlete, can involve the athlete in the setting of new goals.

"[...] when athletes participate in goal setting they are more likely to accept and commit to the goals" (Coker, 1987, p. 49).

The coach should confer with the athlete in order to encourage him or her to accept new realistic maximal performances and to temper enthusiasm with objectivity and experience. For example, an individual may have completed a 300-pound bench press at the end of the last training period and is anticipating 350 pounds on his next max. The coach is aware, however, that the successful 300 pounds attempt was a result of a tremendous volitional act and was 10-15 pounds more than the athlete was expected to do. The coach is also aware that the athlete is facing a greater academic workload in the upcoming semester (requiring more of his time and energy). If the coach allows weights to be set too high (i. e. too much weight on the last set of an exercise, as well as weights that are too high leading up to the last set), the athlete may fail to complete designated reps and begin to doubt himself.

"Goals set so high as to promote failure are counter-productive" (Coker, 1987, p. 49).

If the weights are too low, the coach must bring out the individual's self-confidence, possibly reminding the athlete that he or she chose the wrong progression in getting to his one rep max last max day or by reminding him or her that he or she had

completed his or her one rep max a week too soon.

“[...] participation in goal setting is better suited to the more mature, intermediate (if not advanced) athlete. The beginner will probably be more responsive to pre-set goals by the coach” (Coker, 1987, p. 49).

5 Accepting and committing to goals

Without acceptance and commitment “the achievement of higher goals is unlikely, especially when the difficulty and challenge increases and extra effort is needed” (Coker, 1987, p. 49).

Commitment can be enhanced by having the athlete agree to a written contract of the goals to be reached; this contract serves to hold the athlete accountable to himself or herself and to the coach. A daily record of each workout also promotes accountability and commitment.

6 Plan of action

Once specific, challenging goals have been established and the athlete has accepted and committed to them, the coach must assist the athlete by providing him or her with a specific plan of action and schedule to attain these goals. For the strength coach, this also means being able to explain to the athlete principles and techniques, sets, reps, and weight progressions, the need for cycling and rest, as well as specific objectives for each workout so the athlete can feel confident the coach knows what he or she is doing and is in control of the situation.

“The coach must make the athlete understand that the goal is achievable, possibly by presenting examples of successful athletes who have overcome obstacles and handicaps” (Coker, 1987, p. 49).

7 Short-term goals

In order to facilitate the achievement of long-term goals, short-term goals are necessary. Athletes who can only bench press 200 pounds and dream of benching 300 pounds may become discouraged and give up unless they see progress toward that goal by the accomplishment of short-term goals. For example, if an athlete is on a proper, yearly workout program that includes two strength-gaining periods per year (off-season workouts) while allowing for two in-season periods, then it is reasonable for that 200-pound bencher to improve 5-10 pounds during an in-season period and 20 pounds during each off-season period. In two years, then, it is feasible for that athlete to achieve his goal of a 300-pound bench press.

“The role of the coach is very important in the establishment of short-term goals since he must provide encouragement, prodding, cajoling and whatever else is needed to keep the athlete motivated and on course” (Coker, 1987, p. 49).

8 Role of competition

Although the role of competition is seldom associated with goal setting, competition is a valuable aid to the achievement of short-term goals. Few things can better liven up an other-

wise dull workout than two athletes trying to outdo each other. Competition is helpful in goal setting due to the personal performance of another person since the impersonal goal for the day is replaced by a more dynamic standard.

“The coach’s role in this competition is to subtly ‘set up’ the competition between the athletes [...]. The coach, however, must be wary of overdoing the competition aspect if there is a danger of causing the athlete to ‘peak’ too soon, or if ‘losing’ the competition undermines an athlete’s confidence” (Coker, 1987, p. 50).

The coach should avoid the term *competition* in the presence of athletes, but instead make comparisons. These comparisons can be incorporated by posting “TOP-20” lists in each lift, rank the team in each major lift by position, or post the best lifts at several different strength criteria by position. These extrinsic rewards succeed as motivators because the athlete perceives them to be important.

9 Conclusion

An understanding of the principles of goal setting should assist the coach who must coordinate and control strength training. Each of the aspects of goal setting may be used to assist athletes in directing their activities, giving a specific guide of what to do, letting them know that the activities are being measured, and giving them

specific feedback about accomplishment. The athlete, then will not just be going into the weightroom to “get a good workout”, but to do a certain number of sets, reps and weight for a given assortment of specific exercises. The development of specific goals serves to let the athlete know the amount of effort needed to accomplish each workout and mobilize the energy to do what is necessary.

Coaches and athletes must know how to apply goal-setting strategies correctly. Often coaches and athletes identify goals that are too general, too easy, or too difficult and as a result, these goals are regarded as ineffective and are quickly forgotten. If goal-setting strategies are properly applied, the following benefits will be expected:

- improved athletic performance;
- clarification of expectations;
- more effective and efficient practice sessions;
- enhancement of intrinsic motivation;
- greater feelings of pride in achievement;
- increased satisfaction with performance;
- enhanced self-confidence;
- increased willingness to accept future challenges;
- increased liking of the task (Boyce & King, 1993, pp. 65, 67).

Seven key steps to effective goal setting

(Weinberg & Gould, 2003)

1. Set appropriate goals.

Three important steps for setting effective goals include: (a) Developing goals systematically: Goals should be identified through a comprehensive needs assessment that is part of the design of a periodized training program. (b) Adjusting goals for practice and competition: Goals can have different functions depending on whether the context is practice or competition. Individuals should keep in mind the following when considering practice versus competition goals: (i) goal focus, (ii) types of goals set, (iii) level of goal difficulty, and (iv) types of psychological skills emphasized. (c) Optimizing goal difficulty: Performers should set dream goals (very high difficulty, achieved only if a person is performing at his very, very best), realistic goals (moderate difficulty), and self-acceptance goals (lowest level of performance at which the individuals still feels successful).

2. Develop goal commitment.

For goals to have motivational value, commitment to goal achievement must be high. Having individuals participate in the goal-setting process, providing social support, and rewards for goal achievement all can enhance goal commitment.

3. Evaluate barriers to goal attainment.

Barriers that performers face in attempting to reach their goals need to be systematically identified, and then strategies to overcome these obstacles should be developed.

4. Construct an action plan.

Goals must be accompanied by action plans to make them more effective. Research has demonstrated that more effective goal setters use action plans significantly more often than less successful goal setters.

5. Obtain feedback.

A combination of goals and feedback produce better performance than goals alone. So performers should receive feedback that gives them information about how they are progressing towards their goals.

6. Evaluate goal attainment.

Although goal evaluation may be the most critical step in the goal-setting process, it is often neglected by performers. Evaluation (information about whether the goal was reached or not) should promote increased motivation and self-confidence, as well as goal attainment (or at least progress).

7. Reinforce goal achievement.

Reinforcing goal achievement should further enhance motivation to set and reach new goals, prompting a performer to repeat the goal-setting process. This reinforcement can occur when performers reach intermediate goals as well as when they achieve long-term goals.

General Theme

BASICS OF GOAL SETTING

1 Introduction

Athletes often set goals, such as “I want to be able to bench press my own weight.” The problem, however, is not getting athletes to identify goals but getting them to set the right kind of goals, ones that provide direction and enhance motivation, and helping them learn how to stick to and achieve their goals.

It is much easier to set a goal than to follow through on it. That is why most athletes do not need to be convinced that goals are important; they need instruction on setting effective goals and designing a program to achieve them (Weinberg & Gould, 2003, p. 330).

2 Definition of goal setting

Goal setting can be defined as the process of establishing long- and short-term goals. Effective goal setting involves the prescribing of limited, realistic objectives which once met lead to further objectives, which again should be small.

“Former Olympic hurdler David Hemery reflected [...] how he used hundredth of a second as goals, rather than aiming at lopping significant chunks off his personal best. Tiny, gradual improvements work most rationally as goals, though the element of challenge must be present or there will be little intrinsic value to the athlete” (Cashmore, 2002, p. 126).

3 Types of goals

3.1 Objective and subjective goals

Objective goals focus on “attaining a specific standard of proficiency on a task, usually within a specified time” (Locke, Shaw, Saari, & Latham, 1981, p. 145). Attempting to attain a specified level of weight loss within three months, or a lower performance time by the next competition are examples of objective goals. Subjective goals, on the other hand, are general statements of intent – e. g.: “I want to do well” – but not in measurable, objective terms.

“An objective goal is the desire to attain a specific standard of proficiency on a task, usually within a specified time.” Objective, i. e. specific and measurable goals, “influence behavioral change more effectively than general ‘do-your-best’ goals” (Weinberg & Gould, 2003, pp. 330, 335).

Whereas most sport psychology research concerns objective goals, the importance of subjective goals must not be overlooked. In the popular literature about personal productivity and business management, for example, considerable attention has been paid to identifying and clarifying one’s personal values and priorities and then using these general, subjective goals to formulate more specific goals that guide day-to-day behavior (Weinberg & Gould, 2003, p. 331).

3.2 Outcome goals

Outcome goals typically focus on a competitive result of an event, such

as winning a race or earning a medal. Thus, achieving these goals depends not only on the athlete's own efforts but also on the ability and play of the opponent(s). An athlete can race the best race of his life and still lose – and thus fail to achieve his or her outcome goal.

3.3 Performance goals

Performance goals (e. g., running a mile in 4:12 min) focus on achieving standards or performance objectives independently of other competitors, usually on the basis of comparisons with one's own previous performances. For this reason, performance goals tend to be more flexible and within the athlete's control.

"Outcome goals in sport focus on achieving a victory in a competitive contest, whereas performance goals focus on achieving standards based on one's own previous performances, not the performance of others" (Weinberg & Gould, 2003, p. 331)

3.4 Process goals

Process goals focus on the actions an individual must engage in during performance to execute or perform well. For example, a sprinter may set a goal of maintaining biomechanically correct, solid foot contacts throughout the race.

3.5 Outcome, performance, and process goals in behavior change

It is important that athletes set outcome, performance, and process goals because all three play important roles in directing behavioral change.

Outcome goals can facilitate short-term motivation away from the competition. For example, thinking about how it felt to lose to an arch-rival may motivate one to train in the off-season. Focusing on outcome goals just before or during competition, however, often leads to increased anxiety and irrelevant, distracting thoughts (e. g., worrying too much about the attempts made so far in a high-jump competition and not attending enough to the attempt at hand).

Performance and process goals are important because an athlete can usually make much more precise adjustments to these goals than he or she can to outcome goals, which often have fewer levels (i. e., you win or lose a race). Achieving a performance or process goal also depends much less on the opponent's behavior. For these reasons, performance and process goals are particularly useful for athletes at the time of competition, although they should be used in practice as well.

All three types of goals, outcome, performance, and process goals, have purpose. "The key is knowing when to focus on each type of goals and not to fall into the trap of placing all one's attention on outcome goals" (Weinberg & Gould, 2003, p. 332)

A study by Filby, Maynard, and Graydon (1999) showed that using a combination of goal strategies (outcome, performance, and process) produced significantly better performance than simply relying on one type of goal. Filby et al. (1999) concluded that performers need to prioritize their goals and that different types of goals may be more effective at different times (e. g., competition versus practice).

“The benefits of adopting an outcome goal are realized only when the outcome goal is combined with the prioritization of a process orientation goal immediately before, and during performance” (Filby et al., 1999, p. 242).

4 Is goal setting effective?

More than 90% of the studies dealing with goal setting show that goal setting has a consistent and powerful effect on behavior. In fact, over the years, the strength and consistency of goal-setting effects in sport and exercise have increased, leading to the conclusion that goal setting is a successful technique for improving performance in sport and exercise.

Researchers on goal setting have found that the following factors most consistently enhance the effectiveness of goal setting in sport and exercise environments:

- having moderately difficult goals;
- having both short- and long-term goals;
- the presence of feedback on progress toward goal attainment;

- specificity of goals;
- public acknowledgment of goals;
- commitment to goal attainment;
- participant’s input in the goal-setting process;
- use of a combination of different goals;
- relaxed concentration.

Although researchers in both general psychology and sport psychology have produced considerable evidence that goal setting is a powerful technique for enhancing performance, it is not a foolproof method. It must be implemented with thought, understanding of the process, and planning. Systematic approaches and monitoring of the process are necessary if one is to be able to determine when and where goal setting is most effective in a program.

“Goal setting is an extremely powerful technique for enhancing performance, but it must be implemented correctly” (Weinberg & Gould, 2003, p. 333)

5 Why goal setting works

According to the direct mechanistic view, goals influence performance in one of four direct ways:

1. Goals direct attention to important elements of the skill being performed.
2. Goals mobilize performer efforts.
3. Goals prolong performer persistence.
4. Goals foster the development of new learning strategies (e. g., an

exerciser wanting to lose 20 pounds might decide that he has to exercise in the early morning [new strategy] if he wants to make sure that he exercises regularly).

Athletes who are high in goal-setting ability (who learned the strategy of setting performance goals) demonstrate less anxiety, higher confidence, and improved performance. This shows that goals also influence performance indirectly through effects on psychological states.

6 Principles of goal setting

- *Goals should be specific rather than general.*

Goals should be stated in very specific, quantifiable (i. e. measurable), and behavioral terms. General goals, such “do your best,” are not as effective as specific goals. Specific goals inform a person of exactly what needs to be done.

- *Goals should be realistic and challenging, but attainable.*

Goals should be challenging, i. e. moderately difficult, because they produce better results than do easy goals. Realistic goals help keep motivation high to continue working toward achieving them.

- *Goals should be both short term and long term.*

A long-term goal provides information about where one is going. Short-term goals, on the other hand, provide information regarding progress toward the long-term goal. By setting intermediate,

short-term goals, people can see if their progress toward reaching their long-term goal is on track. Also, short-term goals are more manageable than long-term goals, which, at times, can appear daunting. Short- and long-term goals should be linked. In essence, a performer’s long-term goals should be linked to a series of more immediate, short-term physical and psychological goals. This should create a progression of goals, starting with some that the person can achieve immediately and that lead to more difficult and distant objectives.

“The best thing to do with goals is to combine short-term and long-term goals so the final outcome and the process of reaching that outcome are specified” (Berger, Pargman & Weinberg, 2002, p. 213)

- *Performance and process goals and also outcome goals should be set.*

It is difficult not to think about winning or how one’s performance compares with that of others. It is therefore not surprising that athletes often cite as their goals such outcome goals as winning championships or beating particular opponents. However, the best way to win a championship or beat a particular opponent is to focus on performance or process goals because placing too much emphasis on outcome goals creates anxiety during competition, and the athlete spends undue time worrying instead of focusing on the task at hand. The key, then, is to continu-

ally emphasize performance and process goals. For every outcome goal an athlete sets, there should be several performance and process goals that would lead to that outcome.

- *Practice and competition goals should be set.*

Although athletes and coaches too often focus only on competition goals, setting practice goals is important, too, because of the potential that the long hours of practice can become boring to some individuals. Setting practice goals is a good way to get a competitive edge by focusing on making improvements that one may not normally work on and by maintaining motivation.

- *Goals should be written.*

Goals are much more effective when they are written down, especially in a place that the participant can see every day. Writing goals down increases commitment to reaching those goals and is an important part of successful goal-setting practices.

- *Goals should be accepted by the participant.*

Goals that are meaningful and important to the participant are more likely to result in commitment to their attainment. Participants should “own” their goals. One way to accomplish this is to have participants actively take part in the formation of these goals. Their input is critical to their acceptance of the goals, and this enhances motivation and commitment.

“It is important to get athlete input when goals are set because such involvement helps commitment to the goals and eventual adherence” (Berger, Pargman & Weinberg, 2002, p. 213)

- *Goal achievement strategies must be developed and explicitly defined.*

Setting goals (e. g. achieving a weight loss goal of 20 pounds in five months) without developing corresponding goal achievement strategies (e. g. participating in a jogging program that burns 2,500 calories a week) is like driving a car to a strange city without consulting a map. One must have strategies to accompany the goals set. Strategies should be specific and should involve definite numbers (e. g. how much, how many, how often) so one knows how to achieve one’s goal. Athletes should build flexibility into their goal achievement strategies. Instead of saying they will run on Monday, Wednesday, and Friday, it is better to say they will run three days a week.. That way, someone who cannot run on one of the designated days can lift on another day and still achieve the goal.

- *Participants’ personalities and motivations must be considered.*

An individual’s motivation and goal orientations influence the goals the person adopts and how well the goal setting process functions. High achievers, whose personalities are characterized by high levels of the motive to achieve success and low levels of

the motive to avoid failure, readily seek out and adopt challenging but realistic goals. In contrast, low achievers (with high levels of the motive to avoid failure and low levels of the motive to achieve success) avoid challenging goals and seek to adopt either very easy or very difficult goals. Furthermore, a motivational climate that is created by the coach or exercise leader should help foster maximum participation by individuals with different personalities and needs.

- *Goal support as well as evaluation of and feedback about goals must be provided.*

Other people (so-called significant others) should support athletes and exercisers in their goal setting. Coaches and exercise leaders in particular should show a genuine interest in the people with whom they work. They should review their participants' goals, ask about their progress, empathize with their struggles, and foster a caring and encouraging atmosphere. Goals must also have a feedback mechanism built in, i. e., goals need to be periodically evaluated to determine if the participant is on track to meeting his or her objectives. A number of fitness activities have built-in feedback because one always knows how much weight one lifted or how long one's run was. Sometimes, however, additional feedback is needed, and this could come from the coach in a supervised program (Berger, Pargman & Weinberg, 2002; Weinberg & Gould, 2003).

7 Designing a goal-setting system

Most goal-setting systems include three basic stages: (a) preparation and planning, (b) education and acquisition, and (c) implementation and follow-up.

a) *Preparation and planning*

Thought and preparation must precede effective goal setting.

The first step is to assess the athlete's abilities and needs. Based on his or her knowledge of the individual, the coach should identify the areas that in his or her opinion most need improvement. It is crucial that the goals be closely tied to the needs assessment so that the needs determine the goals.

As goals can't be set in a vacuum, the athlete's potential, commitment, and opportunities for practice must be assessed before goals can be set. For instance, it does little good to establish after-hours practice goals for an athlete who is not committed or disciplined enough to do them on his own. It would be more effective for this person to have goals that he or she can achieve during regular practice times – or, better yet, to set a goal of becoming more independent and disciplined enough to practice on his or her own.

Also, strategies must be planned that participants can use to achieve their goals.

“Goals will not be effective unless they are tied to specific and realistic strategies for achieving them” (Weinberg & Gould, 2003, p. 343)

b) *Education and acquisition*

Once the planning and preparation stage has been completed, the coach can begin educating the athlete directly on the most effective ways to set goals. This involves imparting basic goal-setting information and principles.

A formal meeting or a series of brief, less formal meetings should be scheduled before practices. In these meetings the coach and athlete can identify examples of effective and ineffective goals. Not only specific goals but also strategies to meet these goals should be discussed.

Unless an athlete has had considerable experience in setting goals, it is better to set only one goal at a time. After selecting a specific goal, the athlete focuses on correctly defining that particular goal and outlining realistic strategies to achieve it. After participants have learned to set and achieve a single goal, they might be ready to try multiple goals.

c) *Implementation and goal follow-up and evaluation*

Once participants have learned to set goals, the next step is to list the goals that have been identified as appropriate. The coach will need to assist in the goal evaluation and follow-up process.

Probably the stage that is most neglected is the evaluation stage, as coaches become so busy with other things that they just don't make the time to evaluate the goals that were set.

Throughout the season, the coach should ask participants about their goals and publicly encourage their goal progress. Showing enthusiasm about the goal-setting process supports the athletes, helping to keep them motivated to fulfill their goals.

"Modifying and reestablishing goals are a normal part of the process" (Weinberg & Gould, 2003, p. 345).

8 **Common problems in goal setting**

- *Convincing athletes to set goals*

Common obstacles to individuals' formal goal setting include: the notion that goal setting takes too much time; people's previous negative (failure) experiences setting goals; the perception that they will become a public failure if they do not reach certain goals; and the feeling that goal setting is too structured and will not work with 'spontaneous' people.

To this the following can be said: Goal setting actually saves time because goals help one to become much better organized. Goal failure typically results from an overemphasis on setting goals outside of one's control (i. e., choosing outcome goals rather than performance goals). Also, writing out and working toward specific goals does not mean losing spontaneity or becoming rigid.

- *Failing to set specific goals*

Even when athletes are told how important it is to state goals in specific, behavioral terms, they often identify goals in a general, vague

way. It is therefore important for the coach to monitor initial goals and give feedback about their specificity. Additionally, athletes should be taught to form a numerical goal that includes an improved percentage or number for assessing the behavior. Finally, when establishing sport skill goals, athletes should be asked to include specific characteristics of improved technique in their goal statements (e. g., “improve downhill running by shortening stride length”).

- *Setting too many goals too soon*

Novices’ desire to improve leads them to become overzealous and unrealistic. Therefore they tend to take on too many goals at once. However, when too many goals are set at once, they are almost invariably abandoned.

Inexperienced goal setters should therefore set only one or two goals at a time. Making the goals short-term (e. g. to be achieved within two weeks) keeps them in the foreground and maximizes the performer’s enthusiasm.

- *Failing to adjust goals*

Adjusting goals, especially lowering them once they have been set, can be difficult from a psychological perspective.

There are two ways to alleviate this problem. First, right from the start of the goal-setting program, the coach should discuss the need to adjust goals upward and downward. That way, participants can view adjustments as a normal part of the process, rather than as indicating a problem on their part. Second, if goals must be lowered due to illness or

injury, the adjustment should be made part of a new staircase of goals that ultimately surpasses the original goal. In that way, the person can view the lowered goal as a temporary setback to be ultimately overcome.

- *Failure to recognize individual differences*

Not all performers are excited about setting goals, and some may even have negative attitudes about doing so. Forcing individuals to set goals is ineffective, for individual commitment is needed. Coaches should introduce goal setting and then can work with those who show an interest; their success will perhaps motivate the less committed individuals.

It is also important to recognize individual differences. For example, being more task-oriented or ego-oriented will affect the type of goals (i. e., process, performance, outcome) to be employed.

- *Not providing follow-up and evaluation*

A lack of follow-up and evaluation is one of the major factors in the failure of goal-setting programs. It is imperative to develop a follow-up and evaluation plan for goals and to examine it critically for ease and efficiency. It must be simple to implement.

“Goal setting without follow-up and evaluation is simply a waste of time and effort!” (Weinberg & Gould, 2003, p. 346).

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