

SPORT GOALS (Part A')

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Objective goal, is something that has to be continuously been maximized and improved and has a certain duration (maximization and improvement of athletic abilities).

Goal, is the point of continues progress of the objective goal, is a certain pointed behavior that has been accomplished or not.

Importance of goals in sports

- ☐ They are giving quality to the practical exercise and daily training.
- ☐ They are making clear the expectations of athletes and coaches.
- ☐ They are helping people to escape from the routine, making training challenging.
- ☐ They are increasing the internal motives, the athlete's satisfaction and self- confidence; they decrease anxiety and increase self- confidence.
- ☐ They constitute a motive for searching the appropriate success strategies. Goals are influencing performance by:
 - ☐ Increasing the effort.
 - ☐ Increasing persistence and endurance.
 - ☐ Directing the attention to the right direction.

Success is an accidental event when is not having the appropriate goals.

BASIC PRINCIPALS OF GOAL SETTING

1. Goal has to be personal

Athletes get more obliged, overcome difficulties easier, increase internal motivation. Otherwise, problems are maximized and maintained.

As a coach:

- ☐ Encourage your athletes to set high and challenging goals.
- ☐ Define the athlete's framework.
- ☐ Help athletes to reach their abilities.
- ☐ Press the athletes up to the point they "real y" want.

Also:

- ☐ Make your goals well known for al the athletes.
- ☐ Make your goals clear.
- ☐ The athletes have personal y invested on these goals.

2. Goals control

Goal setting is not a long time consuming procedure, but instead a short and control able procedure with intermediate goals.

Set goals for shorter periods (daily, weekly and monthly goals): Long term goals: 1 to 3 years. Medium term goals: 6 to 12 months. Short term goals: 1 to 5 months. Weekly goals. Daily goals.

The key point for a successful strategic goal setting is to combine what someone is practicing in today training with where he actually wants to get.

As a coach:

- ☐ You have to teach your athlete how to achieve the apportioned goals, as a means to increase motives and self-confidence.
- ☐ Contribute to the achievement of the objective goal and to surpass a bad performance

3. Set a timetable of goals fulfillment

The athlete sets priorities and stays focused on the practicing activity or on the aimed goal (work ethics).

The timetable contributes to:

- ☐ Compulsion, time-forcing and real goals.
- ☐ Athlete's activation due to the urgency of the goals.
- ☐ Sense of time pressure to the coach.
- ☐ Increase of motives.

Timetable setting must be avoided when the athlete tries to surpass a difficult or dangerous exercise (anxiety, the sense of pressure and competitive problems are increasing).

Long-term goals are becoming unrealistic, uncertain, unachievable or particularly challenging or easy (sickness, injuries, learning speed, weather conditions, facilities).

A small divergence of goals: causes decrease to the duration of negative thoughts.

4. Setting performance and result goals

The athlete is responsible only for his own performance. The athlete is not responsible for the result of a game.

The athletes must set goals that can be under their control (the personal performance has greater control).

The performance goals consist a crucial point for high performance and the avoidance of bad performance.

The athletes at the beginning of their career and their efforts, are setting performance goals, however or an injury.

As their career goes on the performance goals are becoming results goals.

Performance goals:

- ☐ The athlete can directly control them (improvement of capabilities, improvement of performance etc)
- ☐ They are short-term goals that can contribute to the athlete's improvement.
- ☐ They consist certain behaviors and high personal control.

Result goals:

- ☐ They can't be controled from the athlete.
- ☐ They increase emotional pressure and distract attention.

The athlete must focus his attention more on **how** he has to do something rather on **what** he wants to do.

The only way for an athlete to surpass a poor performance or a bad effort is to transform a result goal to a performance goal.

As a coach:

During an event focus your attention exclusively on the athlete, noting to each one what he has to do (correction of mistakes and deficiencies).

5. Personal-Team Goals

Emphasize the athlete's program on personal goals and in second degree on team goals.

Team goals often are:

- ☐ Uncertain,
- ☐ Spreading irresponsibly,
- ☐ They are result goals,
- ☐ They are control ed by the team,
- ☐ They are effective, only when the personal goals have simultaneously and certainly been set.

However:

- ☐ Team goals can contribute to increase cooperation in combination with the personal goals.
- ☐ Avoidance of conflict between personal and team goals.
- ☐ They have value, when the sport demands very high level of cooperation and coordination between the athletes.

6. Special goals

- ☐ The more detail is the goal of the athlete, the greater the possibility of achieving it.
- ☐ The athlete's aims to become faster, stronger or more flexible are general ones.

- The athlete's goals must be directed to the effort of the athlete.

As a coach:

- Set certain and detail goals to the athletes.
- It has to be very certain what the athlete wants to achieve.
- Modify and make the goals certain.

The most detailed are the performance goals you set during an event, the most likely is to achieve a high performance.

The goals are like advises of the coach. The more certain and detail advises to the athletes are, the most easier becomes for them to reach the goal in pursue.

7. Elastic goals

Use of goals as elastic means of directing the efforts, rather as a commitment. If you fail to achieve a goal, then directly set a new one. If you achieve a goal faster than expected, then set a new more challenging one.

As a coach:

- Use of goals to control and handle effectively your failures.
- The failure to achieve a goal is not a means to determine the level of the athlete.
- Failures must be used as experiences, as abilities that have been learned.
- The failure leads to re-determination of the goal and motives.
- The meaning of goals is elastic, and an inflexible control point of success or failure.

8. Positive goals

Set the goals that are directing you away from the problem, showing you the solution.

Goals must direct you to what they have to do. But is certain what you want to do and what you don't want to do. Only with this way you will pursue what you want and you will avoid what you don't want, In athletes having bad performance, negative goals will retain difficulties in performance.

As a coach:

Try to teach your athletes to focus and follow what they want to do. Stop immediately the natural tendency of some athletes to the negative.