A goal-setting intervention with motocross racers:

A case study investigating the effects of an intervention on perceived motivation, confidence, and self-efficacy.

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Abstract

This study aimed to investigate the effects that a specifically tailored goal-setting program would have on two motocross racers in terms of their self-efficacy and motivation, as well as the process of designing this intervention. This case-study approach involved a mixed methods approach, consisting of pre-intervention and post-intervention assessments, interviews, and performance profiles. The tools used include Vealey's (1986) Competitive Orientation Inventory (COI), Gill and Deeter's (1988) Sport Orientation Questionnaire (SOQ), performance profiles, and semi-structured interviews. The goal-setting intervention lasted a total of five weeks. The results from the pre-intervention and post-intervention assessments were compared to determine whether any changes in motivation or self-efficacy occurred during the intervention. For the first participant, significant changes in both motivation and self-efficacy were present in addition to significant changes in competitive orientation. For the second participant, there were no significant changes in either motivation or self-efficacy. However, for the second participant there was also no change in competitive orientation. Findings suggest that the focus and competitive orientation of an athlete have a significant influence on the types of goals set, and consequently on positive changes in motivation, confidence, and self-efficacy. The influence of the competitive orientation in athletes also highlighted the importance of attaining a balance between performance and outcome goal-related activities. It was also discovered through qualitative assessment that this program is suitable for particular groups of athletes such as those who are injured, display an external locus of causality or are otherwise not performing at their prime.

Keywords: goal-setting, motivation, confidence, self-efficacy, intervention, competitive orientation, locus of causality

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Introduction

The practice of goal-setting has been shown to be intricately linked with many other psychological skills such as motivation, self-efficacy, confidence, and others (Fleming, 2011; Weinberg & Gould, 2011). The nature of these relationships has been investigated in a number of varying sporting or athletic contexts, but to date has not been tested with a sample of motocross racers, let alone in a South African context. The aim of this study was to investigate the relationship between these psychological skills through the introduction of a psychological skills training program focused on the practice of goal-setting. Fleming (2011) conducted a study with motocross racers regarding their experience of motivation. One of the major findings of the study was that goal-setting was instrumental in increasing athletes' motivation to participate in the sport. The motivation for this study is therefore grounded in this finding, in that this study aimed to explore this relationship in greater depth, including other skills such as self-efficacy and confidence.

The proposed beneficial value of this study includes its wide application to all athletes, not just motocross racers. This program could be replicated for a wide variety of athletes in various contexts, providing the suitability of the program is taken into account, as will be detailed later in this document. In addition to this study's practical benefits in terms of its applicability and usefulness in a sporting context, similar programs could be designed for an organisational context. This study will also contribute to the body of knowledge surrounding the psychological skills in question.

The primary focus of this study was to implement a specifically designed goal-setting intervention tailored to the participants' needs and to then determine what influence (if any) this program would have on the participants' perceived motivation, confidence, and self-efficacy levels. The effectiveness of the program was also informally determined from feedback from the participants. This chapter will summarise and outline the main premises of the following chapters.

Chapter one discusses the range and detail of literature surrounding the areas of goals, goal-setting, and the relationship between confidence, motivation, and self-efficacy. This chapter deals with the pre-existing research on goal-setting, as well as previous interventions that have been done focused on goal-setting with athletes. An important distinction between confidence and self-efficacy is also made so as to clarify the reader's understanding of these terms. This chapter also deals with the importance of goal-setting, and why it is useful for athletes to use goals in their mental training. This is significant as it sets the premise for the development of this study as a whole.

Chapter two outlines the specific methodology of the study, and details the intervention week-by-week. The chapter begins by outlining the aims and objectives of the study and also specifies the

research question for the study. The case-study approach is discussed at length, as this approach was most suitable for use in this study. The participants are both introduced in this chapter, as well as the instruments that were used. These instruments include Vealey's (1986) Competitive Orientation Inventory (COI) and Gill and Deeter's (1988) Sport Orientation Questionnaire (SOQ). Semi-structured interviews and performance profiles are also discussed as instruments used in this study. The intervention is described week-by-week as it was conducted and discusses the use of the goal-setting manual that was created and utilised for the purposes of this study. This chapter also deals with the way in which the data were analysed using Thematic Analysis (Braun & Clarke, 2006), as well as quantitative analysis for the SOQ and the COI (Gill & Deeter, 1988; Vealey, 1986). Included in this chapter are ethical considerations as well as notes on the reliability and validity of the methods being used in this study.

Chapter three is a combination of the results and discussion for the first participant – Matt. This chapter explores the results of the program in terms of the analyses conducted before and after the intervention. It was found that Matt was more outcome-oriented before the intervention but had become more performance-oriented as a result of the intervention. The goal-setting program had therefore played a role in influencing his competitive orientation. As a result of this, Matt's perceived self-efficacy, confidence, and motivation levels had increased. The importance of focus emerged in the analysis and it was suggested that the program had directed his attention and focus, and this may have been a reason why his perceived self-efficacy and motivation levels had increased. This chapter also highlights Matt's enjoyment of the program and the fact that he believes it worked very well for him. The results support his belief. The quantitative results revealed that Matt's competitive orientation had also altered from being more outcome-oriented to more performance-oriented as a result of the intervention.

Chapter four is another amalgamation of results and discussion for the second participant – Brad. Again, the results of the intervention are discussed, highlighting a comparison between pre- and post-intervention results, both qualitatively and quantitatively. A large portion of the chapter is dedicated to the investigation of why the program did not appear to work for Brad. The failure of the program to be of use to Brad is evident in the results which show that Brad's competitive orientation did not alter significantly as a result of the program, nor was he able to achieve any of the goals which he set for himself during the intervention. Resistance is therefore discussed as a major component of this participant's experience of the intervention. Brad's self-efficacy, confidence, and motivation levels also remained unaltered post-intervention.

Chapter five is a discussion chapter dedicated to exploring both participants' results in a holistic way. It is an avenue for comparison between both cases, and allows the reader a more abstract

understanding of the significance of the results. This chapter deals with the range of reasons why the program worked for one participant and not the other. The major findings of the study are highlighted in this chapter including the context in which the program works best for athletes. Other findings include the suggestion that competitive orientation in athletes is an influential factor in increasing motivation and self-efficacy, presumably because the goals set by performance-oriented athletes are more performance-based which ultimately sets the athlete up for personal success as opposed to relying on outcome goals which are extraneously based. Resistance is also discussed as an important component of this study, and of intervention work in general. Another interesting finding that is discussed in this chapter is the role of locus of causality in athletes and how this may affect, and be affected by, goal-setting. The findings revealed that athletes with an internal locus of causality are less likely to respond well to a structured program such as the one used in this study. However, the program is well-suited to athletes with an external locus of causality because of the structured format and the step-by-step guidance that is provided.

The final chapter (chapter six) lays out a conclusion of the study as a whole, drawing together all the findings, themes, and limitations of this study. Recommendations for future research in this area are also provided.

Literature Review Chapter one

If you don't know where you are going, you will probably end up somewhere else.

(Laurence J. Peter, U.S. educator and writer, 1919–1988)

Introduction

Goal-setting is a widely used mental tool for performance enhancement by many types of people in many different contexts. Although many (if not most) people have come across the idea of goal-setting at some point in their lives, not many people, including athletes, engage in a truly effective goal-setting process (Cox, 2007). Research within the field of goal-setting in sport has rapidly increased in the last few decades and this growth has been explained by the fact that athletes are becoming more aware of the benefits and usefulness of setting effective goals (Burton, Naylor, & Holliday, 2001). Most athletes are now well aware of the fact that goal-setting is important in their sport, but are not proficient in setting effective goals to help them achieve their objectives (Burton et al., 2001). This chapter aims to expand the argument for the usefulness of goals and goal-setting, showing why it is particularly important for athletes to be able to effectively set, and consequently achieve, goals in their sporting field using process, performance, and outcome goals. This chapter also explores the various dimensions of goals and goal-setting and pays particular attention to the goal-setting process. Motivation, confidence and self-efficacy will also be explored with regard to their relationships to goal-setting.

Goal-Setting

Goal-setting has been described as a technique that athletes use in order to position themselves to achieve success in reaching their ultimate goal as well as the smaller tasks and short-term goals that will lead them to achievement of the ultimate outcome goal (Etnier, 2009). This technique has also been described as a 'blue print' that encourages the athlete to focus their attention on the right kinds of goals, by utilising a type of reward system to keep the athlete motivated, which will ultimately lead them in the right direction for achieving their larger outcome goal (Etnier, 2009). Cox (2007) argues that goal-setting is more closely related to motivational processes and is a strategy used by athletes to energise their minds, effectively increasing their productivity and level of performances.

Why Goal-Setting Works

Goal-setting is a particularly useful tool for athletes to incorporate into their training programs for a number of reasons. It assists the athlete to develop a plan for the achievement of the ultimate goal which they have set, and indicates the necessary steps to be taken and tasks to be completed in order

for the ultimate goal to be achieved. Secondly, goal-setting provides the athlete with a means of measuring progress toward the ultimate goal. Without a series of shorter term goals, the athlete would have very little evidence of how close or far he or she is from achieving the ultimate goal (Cox, 2007). These shorter term goals are instrumental in keeping the athlete motivated to keep working toward the ultimate goal and also help the athlete to manage his or her time more effectively so that the goal can be achieved within a specified time frame. Therefore the goal-setting process is fundamental in keeping the athlete motivated throughout his or her training and competition (Etnier, 2009). Setting short-term goals also serves as a mechanism to aid the athlete in monitoring his or her goals, and to ensure that daily or weekly progress is being made. This allows athletes to develop a rewards system based on the achievements of smaller goals over a relatively short period of time.

Most importantly, correct goal-setting techniques will position athletes in the best possible way to achieve their ultimate goal. Even if the ultimate goal is not achieved in the end, the process of setting performance goals in anticipation of the outcome goal would have set them up in such a way that the athlete would have done his or her best to achieve that ultimate goal. Achieving the ultimate goal is not always within the athlete's control. Rushall (2008) emphasises the fact that 'winning' is not an adequate goal because there are too many extraneous variables that influence the act of winning. A goal such as this "does not have individual self-control, does not fit optimal probability, is not maximally believable (too many unknowns), and could be restricted to the point that it may not have strong incentive value for the athlete" (Rushall, 2008, p. 35). The significance of this assertion will become clearer in the discussion of outcome and performance goals in a later section.

Therefore by working through the goal-setting process, the athletes are able to at least achieve the goals which are within their range of control, and are setting themselves up for success regardless of whether the ultimate goal is achieved or not. This notion is reiterated clearly by the long-distance swimmer, Kieran Perkins (as cited in Etnier, 2009) as he explains that:

> being your best is not so much about overcoming the barriers that other people place in front of you as it is about overcoming the barriers we place in front of ourselves. It has nothing to do with how many times you win or lose. It has no relation to where you finish in a race or whether you break world records. But it does have everything to do with having the vision to dream, the courage to recover from adversity, and the determination never to be shifted from your goals. (p. 63)

Weinberg and Gould (2011) explain that goal-setting is a highly useful tool for improving performance in athletic competition; however it must be used correctly in order to achieve the maximum benefit. This proposition highlights the importance of not only having outcome, performance, and process goals, but also the importance of setting these goals in a procedural and effective manner.

Why Goals are Useful

The direct mechanistic view states that goals are directly related to performance enhancement in four different ways (Locke & Latham, 2002). Firstly, goals are useful in assisting the athlete to direct his or her action by placing specific focus and attention on particular tasks (Burton et al., 2001). In other words, goals encourage the athlete to focus his or her attention on goal-relevant activities rather than goal-irrelevant activities (Locke & Latham, 2002). Weinberg, Burton, Yukelson, and Weigand (2000) found that one of the main reasons that athletes set goals is so that they can gain direction and focus for their actions.

Sugarman (1999) argues that this process of developing increased focus through the use of goals can lead to a pleasant state experienced by some athletes known as 'being in the zone.' This means that the athlete is relaxed, confident, completely focused, displaying effortless performance, experiencing a sense of automatic functioning, and is truly enjoying the experience and having fun (Sugarman, 1999). Young and Pain (1999, p. 127) have described the zone as "the pinnacle of achievement for an athlete" which typically characterises "a state in which an athlete performs to the best of his or her ability." Goals have been shown to be instrumental in the process of achieving this state in that they can be used as a tool to drive the process of helping the athlete to become more focused and also more relaxed as they are able to visualise a clear direction (Jackson & Csikszentmihalyi, 1999).

Secondly, goals are instrumental in increasing the athlete's effort and intensity and serve as an energising function which may be translated into motivation for the athlete to work toward the goal (Burton et al., 2001; Cox, 2007; Locke & Latham, 2002). Latham and Locke (2007) extend this concept by explaining that setting a specific challenging goal will result in higher performance than a general 'do your best' goal. The act of an athlete increasing or mobilising his or her effort can be enough in itself to enhance performance (Cox, 2007).

Third, goals have been shown to encourage the athlete to continue to persevere even after failure or injury and serve as a motivational tool. In this way, goals influence satisfaction because they are a means of establishing a standard for evaluating the athlete's performance (Latham & Locke, 2007). Locke and Latham (2002) add that "when participants are allowed to control the time they spend on

a task, hard goals prolong effort" (p. 707). These three mechanisms of goals are closely related to short-term motivational function.

Lastly, goals serve the function of assisting the athlete to develop new problem-solving strategies and also assist in the development of new skills. This mechanism is related to a longer-term process, usually necessary in the completion of more complex tasks or when the athlete is forced to face failure (Burton et al., 2001). Locke and Latham (2002) note that although the relationship described above between goals and performance appears to be simple and straightforward, it is also largely affected by factors such as self-efficacy, feedback, and task complexity.

Rushall (2008) indicates that goals generally serve two primary functions within a sport setting. Firstly, they can act as reference points so that the athlete can assess his or her performance content and mood, as well as precompetition task-difficulty, self-efficacy, and in-competition performances. Latham and Locke (2007) add that self-confidence is a significant factor affecting goals in that the athlete needs to feel that the goal for the task in question is attainable. This decision would be primarily based on the athlete's self-confidence.

Secondly, goals can be used to help athletes focus on the precompetition and competition strategies and content. Rushall (2008) emphasises the importance of goals by explaining that "an athlete without goals will lack direction, purpose, and adequate assessment criteria, deficiencies that will degrade the motivational qualities of a sporting experience" (p 31). This explanation highlights the important motivational role that goals play, and how a lack of constructive and useful goals may result in a decreased level of motivation for the athlete.

Definitions and Conceptualisations

Before engaging in detailed discussion about the complexities of goals and goal-setting, it is first necessary to define what is meant by the term 'goals' so that a working definition may be established for the purposes of this study. Locke, Shaw, Saari, and Latham (1981, p. 126) define a goal as "what an individual is trying to accomplish; it is the object or aim of an action." Albeit simple, this definition encompasses the primary essence of the concept of a goal. Locke and Latham (2002) extend this definition by adding that a goal is an attempt to "attain a specific standard of proficiency, usually within a specified time limit" (p. 705). In addition to achieving this standard of proficiency, Garland (1985) adds that goals could be defined in terms of their performance outcomes while Bandura (1982) focused on the anticipatory cognitive regulation functions of goals. Using these theoretical foundations in context of the present research study, a goal can be conceptualised as the purposeful objective behind an action which an athlete attempts to achieve through attaining particular performance standards. This goal could refer to the end results

of a performance or to the performance standards in isolation. The goal is understood as the aim of an action, and can be a motivator for said action.

To expand on these dimensions, Locke et al. (1981) acknowledge that goals can also be described in terms of their similarities to other concepts such as performance standards, quota, task, objective, deadline, and budget. The similarities are particularly noticeable when an examination of a broad definition of these concepts is undertaken. For example, performance standards can be defined as a tool for evaluating one's level of performance; quota is defined as the minimum amount of work that needs to be done to complete a task; task itself refers to the action that needs to be completed by the individual; deadline implies time constraints on the duration of the task; and budget refers to the available resources at hand which the individual may or may not choose to use to complete the task (Locke et al., 1981). These factors are all encompassed in the definition of a SMARTS goal which will be discussed at a later stage. At this point, it is important to note that these factors are significant in the construction of the goal as well as the adherence to said goal.

All goals are comprised of two basic components including direction and amount of effort with regard to the performance related to the goal. The directional component of a goal refers to the choices that one makes regarding the types of goals that are set as well as the content within those goals. The second component of goals indicates the minimum standard of performance that the athlete wishes to obtain (Burton et al., 2001). This component is conceptualised of as the amount of effort or level of performance required to achieve the goal. With this in mind, goals can therefore be described as "cognitive mechanisms that describe what an individual is trying to accomplish, an aim or objective" (Burton et al., 2001, p. 498). Maitland and Gervis (2010) explain this concept further by stating that "once the individual has a specific, difficult goal to which there is some degree of commitment, the direct mechanisms function almost automatically to energise action, as well as signalling the amount of effort required to attain the goal and encouraging persistence over time" (p. 324). This definition concurs with the proposition discussed by Burton et al. (2001) that goals are comprised of two basic components related to direction and amount of effort but Maitland and Gervis (2010) further the explanation in that it is suggested that goals are indicators of the effort required rather than simply composites of this effort.

Locke et al. (1981) describe this same concept of a two dimensional goal somewhat differently as they argue that goals are comprised of content and intensity. The content of a goal is what the athlete holds to be the desired result, outcome or object of performing a specific task, and is comprised of four sub-dimensions, namely clarity, difficulty, goal complexity, and goal conflict. Clarity refers to the precision with which the task needs to be completed. Difficulty is the degree of proficiency that is required to complete the task. Goal complexity is the amount and interrelation of

the results of the task which the athlete is aiming to achieve. Finally, goal conflict refers to "the degree to which attaining one goal negates or subverts attaining another" (Locke et al., 1981, p. 127).

The second dimension of a goal, according to Locke et al. (1981) is intensity. This attribute refers to the process which the athlete goes through to set his or her goals as well as development of a plan to achieve those goals. This attribute is largely dependent on factors such as the range of the athlete's cognitive process, how much effort is required to complete the task, how important the goal is to the athlete, as well as the context in which the goal is being set (Locke et al., 1981).

Outcome, Performance, and Process Goals

This study will focus primarily on three types of goals put forward by Burton et al. (2001), namely outcome, performance, and process goals. Outcome goals typically focus on the end result of an action or an event such as winning a race and are usually based on an interpersonal comparison (Cox, 2007; Weinberg & Gould, 2011). These types of goals depend not only on the athlete's own ability and skill level but also on that of other competitors as well as factors that are out of the athlete's control such as weather or course conditions. Outcome goals are, however, important because they assist the athlete to maintain focus and to prioritise his or her performance and outcome goals.

Performance goals are more individually oriented in that the athlete strives to better his or her own performance against previous personal performance standards (Cox, 2007; Weinberg & Gould, 2011). Cox (2007) explains that this type of goal specifies the result of an activity or performance that is achieved without extensive consideration of, or complete focus on other competing athletes in the same competition. Cox (2007) finds favour with performance goals over outcome goals because he argues that it is likely that if the performance goal is accomplished, the outcome goal may be within closer reach of being achieved as well. However, this is not necessarily always the case due to the fact that beating one's own personal best performance does not always result in beating other competitors as the other competitors are likely to be working with a different set of personal performance standards. Therefore it could be argued that performance goals are useful in guiding the athlete toward achieving the outcome goal.

Cox (2007) also argues that performance goals are useful in that even if the outcome goal is not achieved, the athlete will still experience a degree of satisfaction of having accomplished the performance goal, thereby setting the athlete up for success. Performance goals fall more within the range of the athlete's personal control and are therefore more likely to warrant success for the athlete (Weinberg & Gould, 2011). However, under particular circumstances, overemphasis on

performance goals has also been known to increase anxiety in the athlete. Although, it is much more likely that anxiety will be produced by overemphasis on outcome goals rather than performance goals (Weinberg & Gould, 2011). Outcome goals are generally limited in the prediction of success because of extraneous factors which are out of the athlete's control.

Process goals are also more task oriented and are focused on achieving objectives related to technical aspects and small actions that the athlete must accomplish during the actual performance in order to complete the task well and effectively (Weinberg & Gould, 2011). Process goals are significant because successful completion of these goals will result in a higher probability rate of achieving the performance and outcome goals (Cox, 2007).

Examples from a motocross context can be used to demonstrate the differences between these three goals. An outcome goal for a motocross racer could be related to attaining a podium finish (top three) in a race or aiming for a particular ranking in the overall national championship. The goal is focused on the end result and often involves overall positioning in a race or championship. Performance goals are focused more on personal efforts directed to achieving a specific end result. For example, a rider may aim to beat his own lap times during a race so that the time he or she takes to complete one lap in a race is quicker than the time he or she took during practice. By aiming to improve his or her own laptimes in comparison to previous best performances, the athlete will be working to achieve a performance goal.

Finally, process goals in a motocross context may refer to the smaller technical tasks that the rider would need to master in order for the performance and outcome goals to become more readily available and accessible as possible achievements. For example, many riders focus their training hours on practicing leaving the start gates as quickly possible. This section of the race requires a number of skills to be simultaneously executed with precision in order to win the 'holeshot' which refers to the much desired position of being the first rider into the first corner of the circuit during the race, setting the rider up for a good chance of leading the race for the first few minutes.

It is important to incorporate all three types of goals in any goal-setting plan as each type of goal has a specific purpose, but each on its own is not enough to constitute an effective goal plan (Weinberg & Gould, 2011). Burton et al. (2001) have noted that using all three types of goals is also implicated in behavioural change in the athlete. Focusing exclusively on outcome goals can encourage short-term motivation away from the competition context. For example, if an athlete were to start thinking about how it felt to lose to his or her most challenging competitor, this outcome-based focus may motivate the athlete to train harder in the off-season. However, focusing exclusively on outcome goals during competition often increases anxiety and promotes focus on

irrelevant and distracting thoughts, reducing the amount of attention that should be paid to the relevant cues during competition (Weinberg & Gould, 2011).

Kingston and Hardy (1997) were interested in comparing the effectiveness of both process goals and performance goals in relation to skill improvement and psychological skill development in club golfers. The study found that using performance as well process goals did, indeed, improve performance in comparison with the control group who did not set goals. It was also found that process goals proved to be superior to performance goals because of their positive effects on anxiety management. This study supports the argument previously discussed by Cox (2007) that performance goals are preferable to outcome goals in terms of the amount of focus and attention that should be paid to the respective orientations, and that performance goals serve a wide variety of performance improvement purposes. Performance and process goals are easier and more effective to work with because the athlete can make precise adjustments to these goals as opposed to outcome goals which are out of the athlete's control (Weinberg & Gould, 2011).

Filby, Maynard, and Graydon (1999) conducted a similar study with college-age soccer players. They assigned their participants to one of five groups. Group one acted as a control group in which the participants did not set goals. Group two set outcome goals only, group three set process goals only, group four set outcome and process goals, and group five set outcome, performance and process goals. After five weeks of training, the results from the study revealed that group four and five performed better than the other three groups, showing that multiple goal strategies are more effective than single goal strategies in a sporting context. The group that exhibited the lowest level of performance was the outcome only group. The main finding of this study is emphasised comprehensively by the authors: "The benefits of adopting an outcome goal are realised only when the outcome goal is combined with the prioritisation of a process orientation immediately before, and during performance" (Filby et al., 1999, p. 242).

A more recent study conducted by Gano-Overway (2008) emphasised that creating an environment in which the athlete is encouraged to develop self-referenced process and performance goals better prepared the athletes to deal with failure. The participants were assigned to either a task- or ego-involving condition and they were then required to perform motor tasks. Task orientation refers to the athlete's focus in terms of how they conduct the task. In other words, the athlete is focused on completing the task to the best of their ability for the sake of undertaking and completing the task. Ego orientation, however, is a focus on completing the task for the sake of fulfilling personal needs for achievement and gain. The athlete in the ego orientation would be more focused on the outcome of the task rather than the process of completing the task. Task-oriented athletes would conversely be more focused on the process of completing the task rather than the end result of the task (Gano-

Overway, 2008). The participants then received negative feedback on these tasks. The participants who were more task-oriented showed better self-regulation, more effective self-monitoring and self-evaluation, used more creative problem-solving strategies, and dealt better with setbacks as well as the negative feedback. This study shows further support for the argument that performance and process goals hold more weight in terms of performance improvement than outcome goals.

The concept of ego- versus task-orientation has similarities to performance versus outcome orientations. These orientations are important in light of this study as these orientations will influence the types of goals that athletes set. Outcome oriented athletes will be likely to set goals that are outcome-based, typically focused on an end result (Gill & Dzewaltowski, 1988). Performance oriented athletes, on the other hand, are more likely to set goals based on improving their personal best standards (performance and process goals). Collectively these two possibilities are referred to as competitive orientations. The relationship between the two is not dichotomous and athletes often present competitive orientations that can be placed on a continuum rather than in either the performance or outcome category (Gill & Dzewaltowski, 1988). Martin and Gill (1991) have noted that poor goal-setting routines and techniques are often presented in conjunction with a desire to win and this has been shown to affect athletes negatively, particularly in areas of confidence and anxiety. Their study with male high school distance runners showed that athletes who set unrealistic outcome goals suffered consequences related to poor performance, decreased confidence, and increased anxiety. The study also showed that these athletes also displayed a more outcome-based competitive orientation. These findings therefore suggest that athletes with an outcome-based competitive orientation are typically lacking in effective goal-setting skills (Martin & Gill, 1991).

In their study with male high school distance runners, Martin and Gill (1991) found that athletes who are more outcome oriented typically presented with behaviours consistent with low-confidence, high anxiety, and consequently poor performances. This was mainly due to an abundance of unrealistic outcome goals that were being set by this group of athletes. They also found that athletes who were more performance oriented displayed higher levels of self-confidence and were less anxious about their performances. Gill, Kelley, Martin, and Caruso (1991) revealed results supporting this argument in their study with college athletes. Using the Sport Orientation Questionnaire (Gill & Deeter, 1988) and the Competitive Orientation Inventory (Vealey, 1986), they also found that performance orientation is related to increased sport-confidence. This is an important consideration in light of the present study, as this may be an influential factor in the design of the program.

Goal-Setting Process

The basic process of goal-setting begins with a stage known as goal-awareness. In this stage the athlete acknowledges former goals that were or were not successful and this acknowledgement encourages the athlete to begin thinking about why some goals worked while others did not. Beginning with this stage promotes better goal-setting skills in the future and also creates an historical framework which the athlete can use to develop realistic goals (Rushall, 2008).

The second stage of goal-setting involves the athlete developing an ultimate goal for themselves such as being selected for a national team or winning a championship (Widmeyer & Ducharme, 2008). Once this goal has been decided, the athlete can then begin to conceptualise mid-term goals that will assist him or her in achieving the ultimate goal. These types of goals have been referred to as stepping stone goals because they create the foundation for the goal-setting process, and bridge the gap between the present and the time it will take for the ultimate goal to be achieved (Etnier, 2009). Examples of these types of goals may include increasing fitness or working on mental toughness.

Once the mid-term goals have been established, it is then important to set out the short-term goals which need to be achieved on a daily basis in order for the mid-term goals to be achievable. These goals could include correct diet, or practicing relaxation techniques daily to help maintain focus. Etnier (2009) explains that it is vital for athletes to be aware of where they are positioned relative to their ultimate goal. Most outcome goals are relatively far in the future and cannot be achieved in a relatively short amount of time such as a few days or even weeks. It is therefore important for athletes to know exactly how they are going to be able to reach their ultimate goal with the time and resources that are available to them.

This highlights the importance of the abovementioned short-and mid-term goals. As athletes achieve their short- and mid-term goals on a daily or weekly basis, they are provided with positive reinforcement, evidence of progress, and consequently increased motivation (Weinberg & Gould, 2011), which encourages the athletes to continue to pursue their ultimate or outcome goal (Etnier, 2009). The establishment of such a goal-inventory should be done in consultation with a coach or mentor in order for the best range of goals to emerge for that specific athlete (Rushall, 2008). Widmeyer and Ducharme (2008) suggest that at this stage of the process, the athlete should set short-term outcome goals, short-term performance goals, and short-term process goals.

The third stage of goal-setting is called goal-analysis and involves an assessment of each goal based on its appropriateness and attainability. From this analysis, a hierarchy of goals should then be formed based on the abovementioned factors. The goal analysis should also be related to a goal-

selection process in which the most well developed goals are focused on. A well developed goal is one which falls in line with the goal-setting principles as set out by Weinberg and Gould (2011) and Cox (2007).

Goal-Setting Principles

Weinberg and Gould (2011) explain that there are various goal-setting principles which can be used as a basis for a goal-setting program. However, the effectiveness of such a program will be highly dependent on the individuals involved in the program as well as the situation or context in which the program is taking place. In order for goal-setting to be an effective process, there are various principles that need to be in place which ensure that the athlete is setting the right kinds of goals that will be most useful in assisting the athlete to achieve his or her ultimate goal.

Set Specific Goals

One of the most important principles of goal-setting is that the athlete needs to set specific goals. Specific goals have been shown to be much more effective, specifically for producing behavioural change, than simple 'do your best goals' or having no goals at all, and have been implicated in higher output than vague goals (Locke et al., 1981; Weinberg & Gould, 2011). "Twenty-four field experiments all found that individuals given specific, challenging goals either outperformed those trying to do their best or surpassed their own previous performance when they were not trying for specific goals" (Locke & Latham, 1990, p. 129).

The clarity of these goals also emerged as an important factor, in that the more precise and clear the goals were the more effective they proved to be. Cox (2007) adds that not only should goals be specific, but they should also be measurable and observable. He emphasises that goals must be measurable and quantifiable so that the athlete can be aware at all times of how close or far he or she is from achieving the goal. General goals are not measurable and are therefore not useful as far as evaluation of progress is concerned. Goals also need to be physically observable to the athlete, in order for the athlete to be able to measure it. These are also referred to as behavioural or action-oriented goals (Cox, 2007).

Set Moderately Difficult but Realistic Goals

The second principle that is important to remember when setting goals is that the athlete needs to set moderately difficult but realistic goals. In an overview of goal-setting research developed by Locke et al. (1981), it was found that 48 studies supported the view that difficult goals result in better performance as opposed to easy, non-challenging goals. Only nine studies failed to support this hypothesis. Locke and Latham (1990) have argued that with regard to the degree of difficulty

of a goal, only 10% of individuals attempting to achieve that goal should be able to achieve it. However, research has not been able to strongly support this assertion and other researchers such as Kyllo and Landers (1995) have concluded that moderately difficult goals are more appropriate.

Although there is much support for the notion of setting moderately difficult goals, it is also important to set realistic goals so that the athlete is not setting him or herself up for failure by setting goals that are too difficult relative to the athlete's capabilities and skill level (Weinberg & Gould, 2011). If an athlete does not believe that the goal is achievable or within their reach, this will ultimately encourage avoidance of the goal and of any attempts to achieve the goal. Bueno, Weinberg, Fernandez-Castro, and Capdevila (2008) conducted a study which found that if the athletes perceive the goal as being too difficult or unattainable, the goal will in fact lead to learned helplessness, frustration, reduced confidence and increased anxiety about failing, thereby decreasing the level of performance for that athlete.

Weinberg and Gould (2011) argue that it is therefore important to strike a balance between goals that are challenging enough to push the athlete's personal limits and keep him or her interested and motivated, but still be attainable so that the athlete is not situated in a position where he or she is likely to fail at an attempt to achieve the goal. Once the athlete is easily achieving the moderately difficult goals, it is then important to review the goals and increase the difficulty and the challenge the goal presents so that the athlete can grow in their skills and confidence (Weinberg & Gould, 2011).

Set Long- and Short-Term Goals

The third principle involves setting both long- and short-term goals. Research has demonstrated the significance of setting long-term goals as well as short-term goals, just as it is important to set outcome as well as performance and process goals (Locke & Latham, 2002). Carron (1984) explains that short-term goals are necessary because focusing on present aims encourages the athlete to direct their attention to immediate targets and they are also able to experience immediate performance improvements. This short-term gratification system works to increase the initial motivation levels to begin the tasks. Long-term motivation will stem from other variables, related more closely to the long-term goal (O'Block & Evans, 1984). This principle is particularly important for complex tasks that require planning and effective strategy development. In other words, for complex tasks to be completed, the athlete will need to develop a plan consisting of smaller steps that need to be completed, which will eventually lead to overall completion of the task. In this way, it is important for the short-term goals to be directly linked to the long-term goal,

and they should be related in a progressive manner so that completion of the short-term goals results in inevitable completion of the long-term goal (Cox, 2007).

The progression of goals should begin with small tasks that can be completed immediately and lead to a more distant objective (Weinberg & Gould, 2011). This principle therefore includes another 'sub-principle' which states that it is crucial to develop goal achievement strategies. It is not effective to have a long-term goal or even a short- or mid-term goal but have no plan of how to achieve those goals. Weinberg and Gould (2011, p. 352) explain that "setting goals without developing corresponding goal achievement strategies is like driving a car to a strange city without consulting a map or global positioning device." Having a strategy to accomplish the goals that have been set is a crucial step in the goal-setting process and should not be overlooked or taken lightly.

Set Process, Performance, and Outcome Goals

The importance of developing a multiple goal strategy was discussed in a previous section but will be reiterated here as one of the most important principles for effective goal-setting because setting only one type of goal will not result in an effective goal-setting process. Athletes often place too much focus on their outcome goals, mostly because more external attention is paid to the results of an athlete's performance as opposed to his or her personal achievements (Cox, 2007). It is therefore vital to demonstrate the importance of also setting process and performance goals to athletes who are particularly outcome oriented. It is natural to think about the outcome of an event, particularly if the athlete desires a particular finishing position in a race, for example. However, it is also highly beneficial and sometimes necessary to include other forms of goals into the goal-setting plan so that the athlete can set him or herself up for success (Weinberg & Gould, 2011).

Placing too much emphasis and focus on the achievement of an outcome goal often results in increased anxiety for the athlete, which ultimately leads to decreased performance. "An outcome-based, quantity goal of winning necessitates classification of losing as goal failure while a performance-based, quality goal would ensure perceptions of degrees of goal accomplishment regardless of the opponent's performance" (Widmeyer & Ducharme, 2008, p. 105). Focusing on process and performance goals have actually been shown to increase the athlete's chances of winning a competition, even if the focus is not on winning (Weinberg & Gould, 2011). Filby et al. (1999) suggested that in order to balance the focus of goals, the athlete should aim to set several performance and process goals for every outcome goal that they set. This encourages the athlete to use the performance and process goals to reach the outcome goal, thereby balancing out the focus between the three types of goals.

Set Practice and Competition Goals

It is common for coaches and athletes to focus exclusively on goals related to the competition, but it is also just as important to set goals for practice sessions as well (Weinberg & Gould, 2011). A study conducted by Weinberg, Burke, and Jackson (1997) with 240 tennis players revealed that practice goals were highly effective in improving the players' overall performances, not only in practice, but in competition as well. The way in which an athlete performs during practice sessions typically correlates with the way in which they will perform during competition (Cox, 2007). For this reason, it is vitally important for the athlete to set goals for both the practice sessions as well as for competition as each is equally important and are directly related to one another. Athletes also spend much more time practicing their sport than they do competing in their sport (Cox, 2007; Weinberg & Gould, 2011). Therefore it is only logical to conclude that practice goals are vital if the athlete aims at consistently improving his or her performance (Cox, 2007).

Setting practice goals also serves the function of reducing the chance that athletes will become bored during the practice sessions from the typical tedious drills and repetitive exercises. Orlick and Partington (1988) conducted a study with Olympic athletes to determine the effects of setting practice goals. One group consisted of very successful athletes while the other consisted of less successful athletes. The more successful group were found to be setting effective practice goals as well as competition goals, while the less successful group were not setting as many or as effective practice goals. This study highlights the positive performance effects that practice goals can have for athletes who use this effective goal-setting principle.

Brawley, Carron, and Widmeyer (1992) conducted a study with 187 athletes to establish the types of goals made by various athletic teams. Their findings indicated that more competition goals were set than practice goals. The authors also found that approximately 25% of the goals that were being set were specific and well defined; practice goals were typically presented as process goals; competition goals were equally divided between process and outcome goals; and finally goals related to skill and strategy were more commonly used than effort or fitness goals. The findings from this study are interesting because the tendency to set more competition goals than practice goals is typical of many groups of athletes in the sporting population (Cox, 2007; Weinberg & Gould, 2011). It is therefore important to emphasise the significance of setting goals equally for both situations.

Record Goals

Writing down goals is another effective strategy with many uses. Many athletes do not systematically record their goals, and this can result in the athlete forgetting about the goals which

they have set or not adhering to their goals. This is an important step in the goal-setting process because it allows the athlete to physically see his or her blueprint for success and will provide the athlete with an accessible means to evaluate his or her progress in achieving the goals that have been written down (Etnier, 2009). It also enables the athlete to feel a sense of commitment to the goal achievement process and increases their motivation to work toward the goals.

Not only is it important to write the goals down, but the athlete should also display the written goals in a place which is easily accessible and is frequently visited such as the athlete's own locker in the change room or on his or her refrigerator at home. Weinberg and Gould (2011) add that the more efficient and systematic the recording of the goal is, the more useful this process will be to the athlete, and athletes are therefore encouraged to be creative in the way in which they go about recording and displaying their goals. The act of writing goals down is pointless if the document is stored in a drawer or file and never read again.

The objective of writing goals down is to provide a physical and visible reminder to the athlete of what he or she is working toward so that the athlete can consciously work toward the ultimate goal everyday by achieving the smaller ones (Etnier, 2009). To further reinforce the commitment to the goals that have been written down, the athlete should share his or her goals with a support group which may consist of coaches, mentors, teammates or parents. "Making a public commitment to the goal enhances commitment, presumably because it makes one's actions a matter of integrity in one's own eyes and in those of others" (Locke & Latham, 2002, p. 707).

Personality and Motivation

It is important to be aware of the various personalities involved in a sporting team as well as the effects that the varying personalities will have on the way in which goals are set. Both motivation and goal orientations will affect this process and need to be taken into account. For example, Lambert, Moore, and Dixon (1999) conducted a study with national-level female gymnasts and found that those who displayed an internal locus of causality focus performed better when they set their own goals. However, the gymnasts who displayed an external locus of causality focus performed better when their coaches set goals on their behalf. Therefore the varying goal-orientations of these athletes influenced the way in which they responded to the types of goals that were being set. This is significant as locus of causality is closely related to motivation, one of the main constructs which will be qualitatively assessed in this study. Chatzisarantis, Hagger, Biddle, and Karageorghis (2002) explain that athletes with an internal locus of causality are typically intrinsically motivated while athletes with an external locus of causality are typically extrinsically motivated.

Deci and Ryan (1985) continue to explain that athletes whose psychological needs are being met typically display an internal locus of causality whilst athletes who are not in a position where their psychological needs can be met will often have an external locus of causality. Athletes who have an external locus of causality are there often frustrated because their needs are not being met and become motivated by factors such as money, sponsorship or parental pressure. Conversely, athletes with an internal locus of causality are more self-determined and consequently enjoy their activities more than those with an external locus of causality. This enjoyment factor is the link to intrinsic motivation.

Weinberg and Gould (2011) explain that athletes who are high achievers, are high in hope, and who are task oriented typically respond better to goal-setting interventions whereas as athletes who are not high achievers, have little hope, and are outcome-oriented will need to be encouraged to set realistic performance and process goals. These participants will also need to be monitored to ensure that they do not fall back into the familiar routine of setting outcome goals only.

Fostering Individual Goal Commitment and Providing Goal Support

Goals will not be achieved unless the individual is fully committed to achieving that goal. Goal commitment can be most readily achieved by allowing the athlete to set his or her own goals, thereby encouraging the athlete to internalise the goals, and own them. That is not to say that coaches should never be involved in the goal-setting process as some athletes need the guidance and support from the coach during the goal-setting process. Kyllo and Landers (1995) found that letting athletes set their own goals, or at least participate in the goal-setting process yields better performance results as well as adherence to the goal plan than athletes who are given goals by their coaches and did not have any input into the process. Supporting the athlete in the goal-setting and goal achievement process is also vital in ensuring success within the process. This support needs to encompass an awareness and encouragement of process and performance goals, not just outcome goals (Weinberg & Gould, 2011).

Provide Evaluation

Feedback is a form of information provided to athletes regarding the outcomes of their performance (Earley, Northcraft, Lee, & Lituchy, 1990). Athletes need consistent feedback about their progress in working toward their goals so that they are aware of aspects of their performance such as how correct, accurate and adequate their performance behaviours have been (Earley et al., 1990). Evaluation and feedback are closely related to goal support as they can provide encouragement; instil a sense of competence, control, and accomplishment; as well as constructive criticism that can help the athlete to improve on his or her performance. Locke and Latham (2002) explain that if the

athletes are unaware of their progress and how close to or far off from their goal they are "it is difficult or impossible for them to adjust the level or direction of their effort or to adjust their performance strategies to match what the goal requires" (p. 708). Feedback is also essential to incorporate into any goal-setting program if a desired outcome is a behavioural change. Weinberg and Gould (2011) argue that without feedback or evaluation, this behavioural change will most probably not occur. Goal evaluation strategies should be developed and initiated at the beginning of a goal-setting program and should be routinely and frequently implemented in order for the athlete to have consistent feedback about his or her progress.

Athletes should also be encouraged to monitor their own progress and evaluate their achievements and proximity to their long-term goal (Weinberg & Gould, 2011). Widmeyer and Ducharme (2008) explain that more than one National Hockey League Team in the United Kingdom post their progress on a blackboard in the locker room, stipulating statistics about the number of wins, losses, ties, and overall points that the team has achieved to date. These authors also emphasise that "monitoring not only acts as a motivator by indicating how well one is accomplishing one's objectives, but also provides a constant reminder (i.e., a focus) of the objectives of the team" (Widmeyer & Ducharme, 2008, p. 108).

One of the most useful goal-setting principles for athletes to use is the concept of setting SMARTS goals (Weinberg & Gould, 2011). This means that the goals should be developed in such a way that the athlete will be able to evaluate his or her progress, acknowledge and reward the small accomplishments that are made along the way, as well as understand the time constraints that are present in relation to the goals that need to be achieved (Etnier, 2009). SMARTS is an acronym that assists athletes to remember the six most important factors that must be remembered each time they set a goal. The acronym indicates that goals should be specific, measurable, action-oriented, realistic, time-bound, and self-determined (Weinberg & Gould, 2011). The acronym has a few variations in terms of what each letter stands for. For example, the 'A' sometimes represents the word 'attainable' instead of 'action-oriented.' The last 'S' of SMARTS is also often omitted. Self-determined goals are, however, significant in the development of goals particularly because of the motivational function a self-determined goal can serve. Therefore for the purposes of this study, SMARTS will be taken as it is described above.

Common Mistakes in Goal-Setting

Although goal-setting has been shown to be a highly useful tool in a sport setting, it sometimes fails to produce the results expected by those utilising this tool (Weinberg & Gould, 2011). This can be as a result of many different factors which will now be discussed. One of the major components of

goal-setting is anticipating problems and being prepared to deal with them. By understanding these problems, athletes can avoid facing them, or if they do occur, they will at least know how to deal with them.

One of the first problems that may sometimes be encountered by coaches and trainers is convincing their athletes to set goals in the first place (Weinberg & Gould, 2011). Many athletes acknowledge that for them, the hardest part of setting goals is beginning the process (Cox, 2007). Some athletes are reluctant to set goals because it takes up too much of their time; they have had negative experiences with goal-setting in the past; they possess a fear of public failure if they do not reach their goals; or a dislike for the structured and routine nature of the goal-setting process (Murphy, 1996). However, goals have been shown to actually save the athlete time because the athlete is more organised once a goal program has been established (Cox, 2007). Murphy (1996) explains that goal failure typically occurs because the athlete and/or coach has placed too much focus on outcome goals rather than performance or process goals, and failure has occurred due to factors out of the athlete's control. Cox (2007) adds that exclusive focus on outcome goals usually leads the athlete to not realise his or her goals and this can be highly discouraging for the athlete, and will often lead to a decrease in motivation.

Once the athletes have been convinced to set their goals, the next challenge is to encourage the athletes to write down their goals. Cox (2007) argues that one of the most common pitfalls for athletes when it comes to goal-setting is the fact that they all too often do not write down their goals, even if they have made the effort to set the goals. The statement must be written in a correct format, and should follow the SMARTS acronym. The goal statements should be positively phrased; that is, they should not begin with phrases such as *do not...* or *remember not to..* In addition to stating the goals in an effective manner, the athlete should also ensure that the goals are displayed somewhere that is visible on a regular basis. Writing goals down and storing them away is a common mistake made by athletes, as they goals are then often forgotten or disregarded (Weinberg & Gould, 2011).

Another problem that may be encountered is that the athlete may fail to set specific goals. Athletes often set goals in a vague and general way rather than stating the goal in specific, behavioural terms (Weinberg & Gould, 2011). For example, a motocross racer might set a goal along the lines of *I want to ride faster*. This goal is neither measurable nor quantifiable, and is therefore too vague to be an effective goal. This rider should set goals more specifically such as *I want to reduce my lap time by three seconds, by training one extra session a week.* This goal is quantifiable, and also has an attached plan of how to achieve that goal.

Weinberg and Gould (2011) emphasise that it is important for the coach or trainer to provide the athlete with feedback about the specificity of their goals, and whether the goal statement could be improved upon. A specific goal should include numbers that can be improved upon, as well as specific characteristics of the task. For example, a motocross racer could state *I want to improve my time around the corners by one second by braking later into the corner*. Locke (1966) noted that goals which are difficult, challenging, and most importantly, specific, have been shown to lead to better task performance than goals that simply encourage the athlete to do their best, or no goals at all. Cox (2007) suggests that athletes can ensure that they are setting correct goals by assimilating to the SMARTS acronym. He argues that "violation of the SMARTS principle in setting goals is the most common reason goals are not met" (Cox, 2007, p. 287).

Setting too many goals at once is another common downfall of many athletes. This can promote discouragement in the athlete, and can also cause the athlete to lose focus, rather than direct it (Cox, 2007). This is particularly typical of novice athletes whose desire to improve leads them to become over-ambitious and ultimately unrealistic. It is also not practical to attempt to monitor, evaluate, and give feedback about so many goals. This typically causes the athlete to abandon the goals altogether. When starting out, athletes should be encouraged to set only two or three goals to begin with, and should usually start out as short-term goals to keep the athlete focused on the present and to foster a sense of enthusiasm in the athlete. Once the athlete becomes experienced in the field of goal-setting, he or she can progress to setting more goals of a challenging nature (Weinberg & Gould, 2011).

Many athletes and coaches firmly believe that once a goal has been set, it is a concrete decision and is rarely altered. Weinberg and Gould (2011) note that adjusting goals (especially to lower the standard or difficulty) is usually a difficult process for athletes to undertake. Psychologically, it is much easier for an athlete to adjust goals upward than to adjust them downward (Burton, 1989). Athletes must therefore be alerted to the fact that their goals are likely to succumb to necessary alterations, and this should be explained to the athletes at the beginning of the goal-setting process. By doing this, the athlete will perceive the alteration of the goals as a normal part of the process rather than a problem on his or her part. If the adjustment is occurring because of an injury, it is important to perceive the goal-setting process as beginning again from the bottom of 'the staircase.' However, the new goal plan should ultimately aim to surpass the original goal so that the injury or illness becomes a temporary set-back rather than a dramatic hindrance (Weinberg & Gould, 2011).

Goal difficulty can also be a factor influencing the success or failure of a goal-setting program. Setting goals that are too difficult or out of the athlete's reach can be discouraging and may

decrease the athlete's motivation to attempt to achieve the goal (Cox, 2007). Goal adjustment is therefore closely related to this concept. It is important to monitor and evaluate the athlete's progress so that adjustments can be made if the athlete is not reaching his or her goals because the goals are too difficult. Weinberg, Bruya, Jackson, and Garland (1987) tested this goal attainability assumption by conducting a study in which participants were given goals of varying degrees of difficulty in a physical task. However, the findings of the study did not show any significant performance differences, and were not consistent with existing literature. It was expected that as goal difficulty increased, so would the performance of the group. One of the explanations for this finding was that participants in a sport setting would generally set their own goals, regardless of the goals given to them by the researcher.

Evaluation and monitoring are also important factors to take into consideration, as many athletes fail to acknowledge this step in the process. The only way to know whether any progress is being made toward the goal is to evaluate the performances and monitor the progresses made in practice and competition (Cox, 2007). Athletes who fail to do this often forget about certain goals or abandon them altogether, rendering the goal-setting process useless (Weinberg & Gould, 2011). Locke and Latham (2002) add that it is almost impossible for athletes to know how to correctly adjust and alter their goals if they have not evaluated their goals. This could lead to athletes continuously struggling to achieve goals that are not appropriate because they have not been adjusted due to a lack of evaluation.

Goal-Setting Program Design

Weinberg and Gould (2011) have indicated that much thought and planning is essential for the development of a goal-setting program and careful preparation is essential. The authors have therefore developed a blueprint for designing an effective goal-setting program for athletes, based on the goal-setting principles discussed above.

The first stage of the design involves initial planning and preparation. It is important in this stage to assess the athlete's abilities and needs. From this assessment, it is possible to identify areas that could be improved upon in the athlete's performance. For a motocross racer, this could be improving on starts, or cornering techniques. It is sometimes useful at this stage to develop a list of all the skills required by the athlete for the particular sport or activity, and to have the athlete assess his or her own ability on each of these aspects (Weinberg & Gould, 2011). The use of performance profiles is often of value at this stage. Performance profiles are used to determine which areas of the athlete's performance are important, both in training and in competition, in order to develop a hierarchy of goal-setting needs on which the goal-setting program can be based.

Senecal, Loughead, and Bloom (2008) used this principle in their goal-setting intervention. Their participants were provided with a list indicating various aspects of performance in their sport (basketball) such as turnovers, steals, blocked shots, and free throw percentage. Each athlete then chose four aspects from that list that they felt they most needed to work on, and these aspects were then translated into goals. The athlete's potential, commitment, and opportunities must also be assessed in this initial stage before the process of actually setting goals can begin. This is an important aspect as it will set the stage for how the athlete will respond to the program, and consequently, how effective the program will be for the athlete.

The next step under planning and preparation is to help the athlete to set goals. It is important to set a variety of goals and to avoid setting goals for one area only. Examples of varying goals could include individual skills, team skills, fitness, enjoyment, and psychological skills (Weinberg & Gould). The aim of a goal-setting program should be to encourage overall performance enhancement, not enhancement in only one or two areas. People participate in sport for varying reasons, and the goals that are being set should also reflect these varying reasons (Weinberg & Gould, 2011). The goals that are set must also reflect the issues that came up in the needs assessment (performance profiles). The goals should therefore be set in accordance with fulfilling those needs and gaps. Once the goals have been set, it is then also important to develop goal achievement strategies. "Goals are not effective unless they are tied to specific and realistic strategies" (Weinberg & Gould, 2011, p. 356).

The third stage in the design of a goal-setting program is education and acquisition. This stage is directly related to the process of imparting information about goal-setting to the athletes as well as the main goal-setting principles discussed earlier in this chapter. The first step in this process is to schedule meetings with the athletes (Weinberg & Gould, 2011). The primary function of these meetings is for a discussion to take place between the goal-setting program facilitator and the athlete. The first meeting will serve the purpose of introducing the athlete to the concept of goal-setting and some of the basic principles. The athlete should not be expected to begin writing out goals straight away during the first meeting. Rather, the purpose of such a meeting is to encourage the athlete to begin thinking about the types of goals he or she will need to set during the course of training and competition. Follow up meetings can deal with more specific issues with the goals that the athlete brings to the meeting. Strategies to achieve these goals will also need to be discussed in the meetings (Weinberg & Gould, 2011).

Weinberg and Gould (2011) suggest encouraging the athlete to set only one goal at a time and working through his or her list of goals systematically. This is particularly important with athletes who do not have much experience with goal-setting. By focusing on one goal at a time, the athlete

will have the opportunity to correctly define, specify and outline the goal, and develop it into a SMARTS goal. Once the athlete becomes proficient in the process of setting one effective goal at a time, he or she can then move on to attempt setting and achieving multiple goals (Weinberg & Gould, 2011). The coaches and facilitators should also consistently remind the athletes of the goals which they have set. Senecal et al. (2008) ensured that this was done by having the coach post the team's goals in the locker room.

The fourth and final stage of an effective goal-setting program according to Weinberg and Gould (2011) is a process of implementation, goal follow-up, and goal evaluation. The first three stages of the process are aimed at preparing the facilitator and the athlete for the implementation of the goal-setting program. Once the athlete has acquired sufficient knowledge about the practice of goal-setting, the list of goals made by the athlete can then be narrowed down to those which are most appropriate. One of the most important parts of the program, that is too often neglected, is the evaluation step. Once the athletes have set their goals and have begun the process of working toward those goals, it is vital for the facilitator, trainer or coach to consistently evaluate the goals that were set by the athlete. This step is important because athletes need feedback about their progress and whether the goal is still appropriate for their skill level or if they need to set new, more challenging goals.

Coaches or program leaders should also be involved in providing the participants with active feedback and encouragement about their progress toward their goals. This positive encouragement and consistent, useful feedback fosters motivation in the athletes, encouraging them to continue to pursue their goals (Weinberg & Gould, 2011). Finally, the authors note that it is also worthwhile to plan for re-evaluation of the goals. Setting goals is not fool-proof, even when they are set in an effective manner, and occasionally do not work out. Sometimes the athlete will realise that the goal was much too easy for his or her capabilities, or that the goal was slightly too ambitious and is out of reach for the time being. Illness and injury will be some of the primary factors that may cause the athlete to need to alter or adjust the initial goals that were set. The athlete also needs to be assured that this is a normal part of the process and that they are not 'bad' at goal-setting (Cox, 2007).

It is also important to note that with any intervention there is a risk of resistance from those participating in the intervention. "Resistance is an obstruction that interferes with the work of therapy, something that occurs within the patient and is an impediment to the treatment process" (Blatt & Ehrlich, 1982, p. 70). Although this definition is contextualised in clinical terms, the same principles apply to sporting contexts. Resistance can usually be traced to internal workings in the athlete with particular reasons causing said resistance. It could be a form of defence which has

manifested from reluctances, hesitations, and fears aimed at enabling the athlete to avoid frustration and anxiety (Blatt & Ehrlich, 1982). Resistance can arise when the participant of the intervention does not see the inherent value of the intervention. This can also be related to a lack of motivation or from feeling overwhelmed with new information (Magyar-Moe, 2009). It is important to be aware of the possibility of resistance when designing a goal-setting program and to be prepared to deal with any resistance, or at least be aware of where the resistance has stemmed from.

Goal-Setting, Self-Efficacy, Confidence, and Motivation

Goal-setting has been shown to be an effective moderator of a wide range of psychological factors including anxiety, confidence, motivation, and self-efficacy (Cox, 2007; Schunk, 1990; Weinberg & Gould, 2011). Self-efficacy "refers to beliefs concerning one's capabilities to attain designated levels of performance" (Schunk, 1990, p. 72). Various factors influence an individual's self-efficacy when attempting to achieve their goals. These factors include the individual's abilities, their past experiences, the social context in which the goal is being set, and the individual's attitude toward the learning process (Schunk, 1990). As the individual works toward his or her goals, the goals will constantly be revised and evaluated as performances are observed. From these self-evaluations, the individual will develop a good sense of self-efficacy if the progress toward the goal is satisfactory. Schunk (1990, p. 72) explains that a "self-evaluation of goal progress as satisfactory, enhances feelings of efficacy; goal attainment leads students to set new challenging goals."

An important concept linked to self-evaluation is that of self-reaction. This refers to the way in which the individual reacts to his or her progress toward the goal. Behaviour is motivated by the individual's self-reaction to the goal progress. Self-efficacy and motivation both increase when the individual believes that the progress toward the goal is acceptable and satisfactory (Bandura, 1986). If the individual believes that he or she is capable of performing the task successfully, and improving on performance, then negative evaluations of the performance will not decrease motivation. Self-efficacy has been noted to be particularly influential in terms of aspects such as choice of activities, how much effort is expended, as well as the persistence of the individual. Individuals with low self-efficacy are therefore more likely to avoid learning tasks because they generally do not believe that the task is within their range of capabilities (Schunk, 1990). High self-efficacy in an individual is also instrumental in predicting how long the individual will persist in the face of adversity, as well as the amount of effort they will expend when faced with a challenging task (Locke, Cartledge, & Knerr, 1970).

The link between goal-setting and self-efficacy is therefore evident in the process of setting goals according to the inherent beliefs that the individual holds about his or her personal abilities. Goals

must therefore be set realistically according to the self-efficacy of the individual in order for the athlete to wish to persist in attaining the goal. Phillips and Gully (1997) explain that self-efficacy is therefore a determinant of the goal level. Higher self-efficacy will lead to the individual setting higher goals, while a low level of self-efficacy will lead the athlete to setting less challenging and less ambitious goals. Effective goal-setting can also be used as a tool to increase the athlete's level of perceived self-efficacy. If the goals that are set are realistic and attainable, while still being challenging, the positive progress and subsequent achievement of that goal will ultimately increase the athlete's self-efficacy (Schunk, 1990). Zimmerman, Bandura, and Martinez-Pons (1992) add that "according to social cognitive theory, goals increase people's cognitive and affective reactions to performance outcomes because goals specify the requirements for personal success... goals also prompt self-monitoring and self-judgements of performance attainments" (p. 664). In turn, these elements build up the individual's sense of self-efficacy.

Latham (2007) found that those with low levels of self-confidence and self-efficacy were less likely to set high goals or goals which challenged their capabilities to a great degree. They were also less likely to commit to these goals, even if they did set high goals. However, those with high self-confidence were shown to set challenging high goals for themselves and showed a greater degree of goal commitment than those with low self-confidence. Latham and Locke (2007) add that "people with high self-efficacy not only commit to high goals, they typically set even higher ones upon goal attainment" (p. 291). Weinberg and Gould (2011) explain that this phenomenon of goals directly influencing behaviour, particularly with regard to confidence and anxiety is known as the indirect thought process view. This is because goals have been shown to have a direct influence on changes in psychological factors which affect performance.

Self-efficacy therefore contains a motivational component as well, in terms of its ability to either encourage the individual to persist in the activity, or cause the athlete to believe that the goal is out of reach, and therefore should not be attempted. Therefore, even though self-efficacy is partially based on the individual's skill level, the goals that are set can still be high regardless of the athlete's abilities (Mitchell, Hopper, Daniels, George-Falvy, & James, 1994).

Weiss and Ferrer-Caja (2002) explain that the relationship between self-efficacy and motivation can be more effectively narrowed down to competence motivation in particular, which refers to how motivated an athlete is to perform in relation to his or her perceived skill level for that particular task. "Perceptions of physical competence consistently emerge as a strong correlate or predictor of several variables salient to competence motivation, such as perceptions of control, motivational orientation, and global self-esteem" (Weiss & Ferrer-Caja, 2002, p. 123). The authors go on to explain that individuals with high self-efficacy are usually found to be intrinsically motivated, with

a personal locus of control as opposed to an external locus of control. To clarify, "when a person is intrinsically motivated, he or she will perform the behaviour voluntarily, in the absence of material rewards or external constraints" because intrinsic motivation "stems from innate psychological needs of competence and self-determination" (Pelletier, Tuson, Fortier, Vallerand, Briere, & Blais, 1995, p. 36).

While these authors show the direct link between motivation and self-efficacy, Locke et al. (1981) further this relationship by linking this dynamic back to a foundation based on goals. They explain that goals are assumed to be immediate regulators of human behaviour, and therefore are able to draw a link between goals and increased motivation. Behncke (2002) explained that "self-regulation appears to be the stable element attempting to guide the behaviour along a specific path to a directed aim or goal" (p. 2). Self-regulation is therefore an important principle guiding effective goal-setting practices. One of the sub-functions of goal-setting is self monitoring, as mentioned by Weinberg and Gould (2011). In attempting to increase an athlete's motivation and self-efficacy levels, it is therefore important to consider all of these factors in context with an understanding of how they are related and how they influence each other.

It is important to note, at this point, that when discussing an athlete's belief in him- or herself that the terms self-efficacy and confidence are often used interchangeably or more often, confidence is used as an umbrella term for both concepts. For the purposes of this study, this distinction between self-efficacy and self-confidence must be made clear so that it is apparent which of these factors was measured. Moritz, Hall, Martin, and Vadocz (1996) explain this distinction by stating that sport confidence and self-efficacy theory are two ways in which self-confidence in sport can be measured.

"Sport confidence generally refers to the belief or degree of certainty an athlete possesses about his or her ability to be successful in sport. Conversely, self-efficacy refers to an individual's conviction that he or she can be successful at specific sport tasks, skills, or under specific conditions" (Moritz et al., 1996, p.172). What this definition suggests is that confidence is an athlete's belief in their ability to be successful in general (in the sporting context) while self-efficacy is the belief in their ability to be successful in specific aspects of the sport. Feltz and Lirgg (2001) expand this definition by explaining that "self-efficacy beliefs are not judgements about one's skills, objectively speaking, but rather about one's judgements of what one can accomplish with those skills" (p. 2).

Another aspect related to confidence building in athletes is the presence of achievement emotions in this process. Previous research has shown that there is a direct correlation between achievement of goals and an increase in achievement emotions such as pride. Achievement emotions including

enjoyment, boredom, anger, hope, pride, anxiety, hopelessness, and shame have all been shown to have an influence on the athlete's performance (Dweck, 1986; Elliot, 1997; Nicholls, 1984). The presence of achievement emotions such as pride has been shown to help increase the athlete's confidence levels, and consequently improve the athlete's performance in terms of achieving his or her designated goals.

The specific link between goal-setting and motivation can be more clearly explained through the use of self-determination theory (SDT) which argues that humans have an inherent need to be autonomous in the tasks which they carry out, and to experience a sense of ownership and individualism in the completion of the task. "It's arena is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes" (Ryan & Deci, 2000, p. 68). This is significant in the context of goal-setting in that athletes must be allowed the freedom to construct and develop their own goals, as opposed to having goals designed by their coach or teammates imposed on them. However, this is also dependent on the athlete's locus of causality in that athletes with an internal locus of causality will require more freedom in terms of goal development than athletes with an external locus of causality who may require more guidance in this process

When discussing motivation in context of a field such as sport and exercise, it is not only necessary but also important to acknowledge the effect that injury can have on motivation levels in athletes. It is not uncommon for athletes to experience emotions such as fear and insecurity when returning to their sport after a serious injury (Bianco, 2001; Podlug & Eklund, 2005). These emotions of fear and insecurity are often related to concerns about re-injury and experiencing the same pain and disappointment they experienced with the original injury. Research has shown that these fears associated with re-injury have resulted in lowered levels of confidence as well as motivation (Rotella, 1985). Podlug and Eklund (2005) have therefore advised that the type of motivation which drives an athlete to return to their sport post-injury is significant in determining the psychological outcomes of that return.

In their study conducted with an Australian football league, Podlug and Eklund (2005) discovered that athletes who were intrinsically motivated to return associated the return with more positive aspects and more enthusiasm. Athletes who were extrinsically motivated to return (those who were pressured by coaches or parents) typically produced more negative responses to the return and perceived the return to the sport as more threatening or unfair. It is therefore important to take these factors into account when conducting an intervention with injured athletes and to be aware of these

types of fears, as well as the type of motivation which needs to be fostered in order to effectively recover mentally from the injury.

Goal-Setting Research

General Findings

Much research has been conducted on goal-setting, particularly in an organisational setting (Latham, 2007; Latham & Kinne, 1974). That is not to say that the findings from the research cannot be applied to a sport setting. It simply means that these findings should be empirically tested within a sport setting in order to validate the generalisations made from organisational settings to sport settings. Some of these findings include the assertion that people tend to use pre-existing knowledge and skills that they have already acquired when faced with task goals (Latham & Kinne, 1974). For example, if the task for an experienced motocross racer involves leaving the start gate as quickly as possible after it drops, the racer will not have to engage in conscious planning to do so. He or she will already have the knowledge and skills to do so and will draw from his or her own experience.

However, it was found that if the goal for the task at hand was new to the participants, deliberate planning ensued in order to develop new strategies to complete the task and reach the goal (Smith, Locke, & Barry, 1990). On that note, Earley, Connoly, and Ekegren (1989) found that when participants are faced with a challenging task that may prove to be somewhat too complex for them, encouragement to do their best often resulted in better strategy development rather than encouraging them to set a specific performance goal. This was due to the fact that performance goals may increase anxiety levels causing an unsystematic development of strategies to complete the task (Locke & Latham, 2002).

The proposition that it was more useful to encourage the athletes to do their best as opposed to setting specific sporting goals appears to be in contradiction with what the majority of the literature around goal-setting puts forward. However, the difference in this situation is that the athletes in Earley et al.'s (1989) study were faced with challenging tasks that were slightly too complex for them to achieve. Therefore this study concluded that simply striving to do their best is a better strategy in this situation than trying to set specific goals due to the fact that the goal would be out of reach anyway. For achievable tasks it would therefore be advisable to set specific goals but for complex and very challenging tasks it may be more useful to simply encourage the athletes to try their best (Earley et al., 1989).

When participants are equipped with the proper strategies to achieve goals effectively, Earley and Perry (1987) found that those who were given specific high-performance goals proved to be more likely to use said strategies in an attempt to achieve the goals as opposed to participants who were given other types of goals to achieve. Using these strategies to achieve their high performance goals consequently improved their performance. However, if the strategy chosen is not appropriate to the specific goal, then the difficult performance-outcome goal would lead to a decreased performance than if the goal had been easy (Earley & Perry, 1987).

Another significant finding of the goal-setting research is that the development of effective task strategies is largely dependent on the athlete's self-efficacy. This means that people with a high level of self-efficacy tend to develop more effective task strategies that those with low self-efficacy (Latham, Winters, & Locke, 1994; Locke & Latham, 2002). There are three fundamental ways in which an athlete's self-efficacy can be increased, with the coach as the primary mediator of this process. Firstly the coach or mentor can ensure that the athlete is equipped with adequate training and knowledge so that the athlete can be set up for successful experiences. Secondly, the coach can act as a role model or seek out a role model for the athlete to track, and with whom the athlete can identify. The third strategy for increasing self-efficacy is based on a persuasive form of communication between the coach and the athlete that will encourage the athlete to believe that he or she is capable of the task at hand. This strategy is based on the coach's ability to convey the message that he or she has faith and confidence in their athlete's ability, and that the athlete is capable of achieving the goal or task at hand (Locke & Latham, 2002).

Previous Goal-Setting Interventions

Many long-term goal-setting interventions have been implemented within various sporting populations, and the abundance of research on the interventions has generated mixed findings. Some of the most influential and relevant findings will now be discussed, as well as those which have failed. Swain and Jones (1995) conducted a study with a sample of four collegiate basketball players over a period of 16 weeks. Their aim was to study the efficacy of a goal-setting intervention with this particular sample. The results found that three out of the four players had experienced improvements in their targeted area of performance, and the intervention was therefore deemed a success. However, the goals set by the participants in this study were not self-determined, and the study therefore left a gap in the research regarding the effects of self-set goals. This study therefore represented a moderate level of support for goal-setting as an effective intervention strategy (Burton et al., 2001).

Mellalieu, Hanton, and O'Brien (2006) identified this gap and conducted a study with five collegiate rugby players, also to test the efficacy of a goal-setting intervention. The difference in the studies, however, was that Mellalieu et al. (2006) allowed their participants to set their own goals. The behaviours that were targeted in the goal-setting program improved substantially, while there were no observed differences in the non-targeted areas of performance. Wanlin, Hrycaiko, Martin, and Mahon (1997) conducted a similar study in which they examined the effectiveness of allowing athletes to set their own goals (as part of an overall mental skills training program). The study was conducted with a group of provincial adolescent female skaters over a period of twelve weeks, and yielded similar results to Mellalieu et al.'s (2006) study. Specifically, it was found that the number of drills and laps that were completed increased, and off-task behaviours like time-wasting decreased.

Hanton and Jones (1999) took a slightly different route with their goal-setting intervention. Their goal-setting research was conducted as part of a multimodal intervention with a group of swimmers. The researchers were successfully able to restructure their participants' symptoms of anxiety, as well as increasing their confidence. These two factors were found to contribute to overall improved performance in the group of participants. Performance improvements were also reported for Ward and Carnes' (2002) study with five collegiate football players. Their study examined the effects of self-set goals and also the public posting of these goals on the performance of the participants. The goals were practice and competition oriented, and improvement in performance was reported from all five of the participants.

The level of support for the effectiveness of goal-setting interventions is also strong for Anderson, Crowell, Doman, and Howard's (1988) study, Burton's (1989) study, and Galvan and Ward's (1998) research. Anderson et al. (1988) conducted a study with 17 male intercollegiate hockey players and discovered that their goal-setting intervention improved their participants' performances through the observation that hitting performance during matches steadily increased throughout the duration of the program. Burton (1989) found that his goal-setting intervention with 29 collegiate swimmers enhanced the competitive cognitions and overall performance for his group of participants. Finally, Galvan and Ward (1998) found somewhat different effects for their goal-setting intervention but still concluded that their intervention was an effective tool in performance enhancement. Their study was conducted with five collegiate tennis players who displayed a reduced number of inappropriate on-court behaviours as a result of partaking in the goal-setting program.

O'Brien, Mellalieu, and Hanton (2009) conducted a study with elite and non-elite boxers to examine the effects of their goal-setting intervention on the performance of the participants as well

as various aspects such as anxiety and confidence. The study was conducted over a ten-fight period and yielded results showing that the targeted behaviours were undergoing consistent improvements; that is, the boxers' anxiety decreased, and their confidence levels increased. However, this result was only shown for the elite boxers while the non-elite boxers revealed inconsistent patterns in their results. This study is significant because it showed that goal-setting interventions typically work much better with elite athletes than novice athletes. This could be related to the fact that experienced athletes are typically more performance oriented (Vealey, 1988) and are therefore more likely to set goals along this framework. Earlier discussion of performance goals have shown that performance goals are typically more effective for athletes to use than exclusive focus on outcome goals. It is for this reason that Gill et al. (1991) suggest that interventions of this nature tend to work better with experienced, elite athletes than novice athletes.

Mamassis and Doganis' (2004) study also reported an increase in confidence levels with their participants. The researchers undertook a season-long mental training program with their two participants (both junior tennis players) and educated their participants about concepts such as goal-setting, positive thinking, concentration, arousal regulation, and imagery. The post test revealed a considerable increase in the confidence levels for these athletes, and they suggested that goal-setting was one of the influential factors in the increase of confidence levels in the athletes.

Maitland and Gervis (2010) approached their study from a slightly different angle to those mentioned above. Although no goal-setting program was designed or implemented, the researchers studied the way in which their participants (ten elite youth football players) made motivational choices during their goal-setting process. The data were collected through journals kept by the participants about the duration and frequency of their goal-setting practices as well as the motivational processes which they were experiencing. The study concluded that the motivational orientations of the participants influenced the ways in which they set their goals and set about achieving those goals. Unlike the present study which aims to examine the effects of a goal-setting program on the motivation levels of the participants, Maitland and Gervis' (2010) study focused rather on the way in which motivational orientations affect the goal-setting process.

Miller and McAuley (1987) as well as Weinberg, Stitcher, and Richardson (1994) also designed goal-setting interventions for particular sporting populations. However, both these studies yielded a weak level of support for goal-setting as an intervention strategy. Miller and McAuley's (1987) intervention with 18 undergraduate students showed no difference in free throw performance between groups who had received goal-training and groups who had not received any training at all. Weinberg et al.'s (1994) study included 24 male division III lacrosse players. Their intervention

failed to improve performance by any significant measure, and the intervention was therefore deemed unsuccessful.

Motocross

What is Motocross?

Motocross is an action sport involving the racing of motorcycles of various engine sizes on specifically designed tracks, containing challenging elements such as tight corners, jumps, and other structures to be mastered with much practice and experience (Patel, 2006). In South Africa, races are held on these tracks several times a year, usually approximately one or two races a month at various racing venues. The races are usually calculated according to time limits (for example, twenty minutes plus one lap). The victor of the race is the rider who crosses the finish line first after the specified amount of time has lapsed (Cuddon, 1980). The start of each race commences with all the racers lining up side by side behind a start gate, which is released after a 30 second warning.

Patel (2006) describes the scoring and ranking system as follows:

> Riders earn points based upon their finish in each moto [each round of racing] and the winner is determined based on the aggregate scores of the two motos. Results during the final moto act as the tiebreaker. For example, if Rider 1 places 1st in Moto 1 (25 points) and 2nd in Moto 2 (22 points) and Rider 2 finishes 2nd in Moto 1 (22 points) and 1st in Moto 2 (25 points), then Rider 2 would win the overall title based on his superior performance during the second moto, despite the fact that both riders have the same number of total points. (p. 6)

Motocross demands not only physical training and endurance from the riders, but mental endurance as well (Dosil & Garces de Los Fayos, 2006). "Athletes face many great challenges in their quest for excellence in sport. Along the road toward peak performances, they face (among other things) numerous hours of training, rehabilitation from injuries, the stress and anxiety of competition, and the agony of defeat" (Vallerand & Losier, 1999, p. 143). Motocross comes with a high risk of injury, and the psychological demands have therefore been argued to be greater for motocross racers than for most other athletes (Vallerand & Losier, 1999). Some of the most common psychological demands faced by motocross racers include pre-competition anxiety, concentration

and attentional focus, motivation, pressure, and self-confidence (Dosil & Garces de Los Fayos, 2006).

The History of Motocross Internationally and Locally

The earliest origins of motocross can be traced back to March 1924, and the earliest motorcycles resembled bicycle-like structures containing internal combustion engines (Youngblood, 2012). Some of the earliest beginnings of what would one day become motorcycle racing began on bicycle tracks. The English were the first to formalise any form of motorcycle racing, emphasising the motorcycle's performance as well as the rider's ability, and called it an 'observed trial.' The tracks for an observed trial contained difficult and challenging sections where each rider's ability was evaluated and scored by appointed judges. Observed trials were designed to specifically test the riders' abilities and styles. The first official observed trial, held on March 24th, 1924, was called the Scott Trial, named after motorcycle designer and engineer Alfred Angus Scott who founded Scott Motorcycles in 1990 (Youngblood, 2012). A time limit was included in this trial, more closely imitating the structure of a typical motocross race today.

The Scott Trial became a popular and prestigious race event, and in the early 1920s much interest had developed around the trial. The trials eventually became known as 'scrambles' throughout the United Kingdom. Stealey (2002) explains that:

> scrambling was quickly recognised as the next big thing on both sides of the English Channel. The French seized the new form of motorcycling and gave it a slight makeover, shortening the tracks and adding laps and a few man-made obstacles like jumps. They also changed the name to 'moto-cross – a combination of 'motorcycle' and 'cross country. (p. 24)

As the popularity of motorcycle racing increased from the first few scrambles, the 1930s became known the golden era for motocross in the United Kingdom (Youngblood, 2012). Motocross officially became an international sport in 1947, when the Dutch national motorcycle federation hosted a national competition on an estate near Duinrell in the Netherlands. The competition consisted of only three competing teams – Great Britain, the Netherlands, and Belgium. The competition involved two eight-lap heats raced around a circuit two miles in length. The team scores were calculated by aggregating the times of the top three riders from each team. The British team won this first event represented by riders such as Bill Nicholson, Fred Rist, and Ray Scovell on 500cc motorcycles. The Belgian team ranked in second place, losing to the British team by just

nine seconds. This event would eventually become known as the Motocross des Nations, which is a competition still raced to this day. The second event solidified the sport as an increasingly popular interest in the public eye, with the event drawing crowds of more than 30 000 to spectate the event (Youngblood, 2012).

As the sport grew in popularity, so its technical mechanisms evolved. Plunger suspension replaced the original rigid frames in the early 1930s, and the beginning of the 1950s saw the introduction of the swinging arm suspension which ultimately revolutionised the production of motorcycles across Europe. With the improved motorcycle on the market, the FIM (Federation of International Motocross) created an individual European championship in 1952. In 1957, this was upgraded to a World Championship title. With the increase in range of competition, further technical improvements begun to surface (Youngblood, 2012). The Rickman brothers of Southampton were the first to introduce chromium alloy tubing, and Sweden's Husqvarna developed the 175cc Silver Pilen (also known as the 'silver arrow'). The machine was different to others in that it made use of light alloys for its frame, brake drums, rims, and engine castings. Although the Silver Pilen was not designed to be a racing machine initially, it quickly gained popularity amongst younger riders such as Rolf Tibben who saw the potential of the machine as a racing vehicle and modified it to become such (Youngblood, 2012).

However, one of the most outstanding breakthroughs in racing technology happened in East Germany when Walter Kaaden advanced the utility of the two-stroke engine, effectively revolutionising the way in which motorcycles were then produced throughout the continent, particularly in Great Britain. By the 1950s, the production of motorcycles became Britain's third greatest source of income, behind the production of cars and whiskey (Youngblood, 2012).

Motocross gained popularity in South Africa predominantly in the 1980s, although it was first introduced into the country in the 1970s. South Africa hosted its first ever world championship event in 1985, with the local riders proving their competency with achievements ranking in podium position (van der Westhuizen, 2011). The talent from this era included the likes of Russel Campbell, Alfie Cox, Robert Herring, Wayne Smith, and Derick Graham (van der Westhuizen, 2011). Various South African riders were also competing in international events in Europe with Greg Albertyn winning the World 125cc Championships in 1992 and 1993, and the 250cc class in 1994. Albertyn was one of the most well-known and influential ambassadors for South African motocross of his time. Following in his footsteps were riders such as Grant Langston, Gareth Swanepoel (who achieved South Africa's 4th World Championship trophy in 2004), and Tyla Rattray, who brought South Africa a 5th World Championship title in the MX2 class in 2008 (van der Westhuizen, 2011).

Conclusion

The research discussed in this chapter therefore indicates that goal-setting interventions have been highly implicated in the improvement of performance as well an increase in confidence levels (among other psychological aspects) in the participants of the various programs. However, to date, no research of this nature (to the author's knowledge) has been conducted with a population of motocross racers, nor have the effects of a goal-setting program on the motivation levels of the participants been discussed in great depth. This study aims to therefore not only build on the research conducted about the influence of a goal-setting program on confidence and/or self-efficacy levels, but also to create new research about the relationship between goal-setting and motivation in motocross racers, specifically. This relationship was explored through the introduction of a specifically tailored psychological skills training programme.

Methodology Chapter Two

Research Question

How can a goal-setting intervention be used with elite motocross racers to facilitate goal-setting practices, and how will this intervention affect their perceptions of their self-efficacy, confidence, and motivation?

Research Objectives

- To determine the pre-existing goal-setting techniques of the participants as well as the areas of goal-setting that could be improved upon based on knowledge of participants' competitive orientations. These orientations were determined through Vealey's (1986) Competitive Orientation Inventory (COI), Gill and Deeter's (1988) Sport Orientation Questionnaire (SOQ), as well as through individual interviews with the participants.
- To develop a goal-setting intervention, using a case study approach, based on the apparent individual needs of the participants. These needs emerged through examination of the scores from the SOQ and COI as well from the data from the individual interviews and the performance profiles completed by the participants.
- To discover whether a goal-setting program and the use and implementation of sport-related goals would improve the perceptions of the self-efficacy, confidence and overall motivation of the participants. Post-test interviews were used to explore the participants' perceptions and observations about their levels of self-efficacy and confidence as well as their motivation, and also to determine participants' perceptions about the program as a whole.

Case Study Approach

The research was conducted using a mixed methods case study approach in order to gain an in-depth and personalised account of the experience of participating in the goal-setting program. A case study can be defined as "a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context" (Crowe, Cresswell, Robertson, Huby, Avery, & Sheikh, 2011, p. 1). This approach allows the researcher to explore participants' experiences of a particular phenomenon or event in great depth and in its natural setting. Stake (1995) argues that there are three types of case studies including intrinsic, instrumental, and collective case studies. An intrinsic case study is one in which a particular single case is investigated in order to elicit in-depth information about a unique phenomenon. The aim of an

intrinsic case study is to identify the factors which differentiate it from others in terms of the uniqueness of the phenomenon in question (Stake, 1995). An instrumental case study also uses a single subject design to explore a phenomenon but, in contrast to an intrinsic case study, an instrumental case study aims to explore the phenomenon on a broader scale so as to generalise the findings from the particular case (Stake, 1995). Finally, a collective case study utilises a number of cases as opposed to just one, as is used in the intrinsic and instrumental case studies. It is similar to an instrumental case study in that it aims to develop a broad appreciation of a particular phenomenon or issue but uses more than one case in order to broaden the general understanding of the phenomenon (Stake, 1995).

This study made use of a collective case study in order to determine the effects of the goal-setting program on two separate participants in order to gain a general appreciation and understanding of the effects of the program on the participants' self-efficacy, confidence and motivation levels. The case study approach is, in general, the best method to use for this study because it "can offer additional insights into *what* gaps exist in its [the intervention's] delivery or *why* one implementation strategy might be chosen over another" (Crowe et al., 2011, p. 3). This is a consideration which was addressed in this study as the participants were asked to review their experiences of the intervention upon completion of the program. Their experiences were also qualitatively assessed in order to determine the areas of improvement in the delivery of the intervention. In terms of the implementation strategies used in this study, the intervention was designed with specific strategies in mind with the objective of fulfilling particular needs displayed by each of the participants.

It has been suggested (Crowe et al., 2011; Eisenhardt, 1989; Stake, 1995) that multiple data collection strategies should be used when undertaking case study research in order to increase the reliability and validity of the results. Eisenhardt (1989) recommends using both qualitative and quantitative methods during the data collection. Crowe et al. (2011) suggest combining interviews or focus groups with questionnaires and/or inventories or assessments. The present study aimed to follow this guideline by including interviews pre- and post-intervention as well one inventory and one questionnaire: Vealey's (1986) Competitive Orientation Inventory, and Gill and Deeter's (1988) Sport Orientation Questionnaire. Both the inventory and the questionnaire were implemented before the intervention began and again once the intervention was complete in order for comparisons to be made. Eisenhardt (1989) argues that using triangulation as a data collection framework provides a synergistic view of the data. It also ensures that divergent perspectives emerge that work to strengthen the grounding of the data and results.

The case study approach makes use of a particular structure to carry out the research or investigation. The most important stages include defining and selecting the cases; crafting the instruments and protocols necessary to collect the data; entering the field; analysing the data; shaping hypotheses, enfolding literature, and reaching closure through theoretical saturation (Crowe et al., 2011; Eisenhardt, 1989). Each of these stages will now be explored in terms of the current study.

Defining and Selecting Cases

This initial stage of the process involves defining the boundaries of each case in terms of clarifying the nature of the case study as well as the time period involved (Crowe et al., 2011). This stage includes planning and conceptualisation and is usually materialised with the use of a research proposal. The particular subjects of the case study are also focused on in this section in that the participants are defined in terms of inclusion criteria and also in terms of how they will be selected (sampling method).

Participants were recruited using purposive sampling. Purposive sampling is a type of sampling method that draws out members of a population that are typical of that population. This type of sampling is useful because it allows the population to be reduced to a smaller number of relevant individuals that can be used to represent the population (Kelly, 2006). The motocross community in South Africa is relatively small therefore participants were recruited based on their willingness to participate as well as their availability. The purposive component of the sampling therefore lies in the fact that the participants were 'hand-picked' according to their interest in participating as well as their current abilities. Eisenhardt (1989) recommends using purposive sampling for case studies because it focuses effort and attention on theoretically useful cases and constrains extraneous variation.

Two participants were selected for this study. Both were involved in a motocross championship and were ranked within the top ten competitors of their division at the time of the study. The first participant, Matt[1] had recently suffered an injury from a previous motocross national race meeting and was at the point in his season where he needed to start re-evaluating what he aimed to achieve by the end of the season. The goal-setting program was therefore a stepping stone in that direction for him. Matt was interested in participating because he felt that it would help him deal with the recovery and help him to move forward. Brad is a top contender in his division and puts much effort into physical preparation and training but does not focus much attention on the mental aspects of his training and was therefore a good candidate for an intervention of this nature. Both

[1] Participants' names have been changed for purposes of confidentiality

participants were between the ages of 18 and 22, and were therefore in the prime age category for motocross in terms of performance.

The fact that two participants were selected for this study renders this particular case study a collective or multiple case study. Crowe et al. (2011) explain that collective case studies offer the researcher the advantage of making comparisons between cases and also exploring the differences or gaps that might arise, as opposed to eliciting data from a single source with no reference point from other participants. Yin (2009) suggests that where the theory is straightforward, two or three participants are sufficient to yield a valid case study. The goal-setting theory is relatively simple and straightforward; therefore it was decided that two participants would be recruited for this study.

Crafting Instruments and Protocols

The second stage of the process involves deciding what instruments or methods of data collection to use and constructing these in the most effective way in terms of producing the best results for a case study approach. Eisenhardt (1989) emphasises the importance of using multiple data collection methods or triangulation; that is, incorporating both quantitative as well as qualitative methods for gathering and analysing the data. The reason for this is so that the internal validity of the study is increased. Crowe et al. (2011) argue that "an underlying assumption is that data collected in different ways should lead to similar conclusions and approaching the same issue from different angles can help develop a holistic picture of the phenomenon" (p. 6).

This study therefore incorporated elements from both the quantitative as well as the qualitative dimensions. Portions of the data were collected from interviews, a questionnaire, as well as an inventory. However, one of the most significant instruments used in this study is the goal-setting intervention. The program was designed based on a number of factors relating to the individual cases and ran for a period of five weeks, totalling ten sessions for the whole program. The program itself will be discussed in more detail in the next stage, entering the field. Before the program could be designed, many factors needed to be taken into account. The program needed to be designed based on the participants' current individual abilities, needs, and existing goal-setting skills. The program would also be dependent on the participants' current competitive orientations. These factors therefore all needed to be determined and explored before the program could be designed.

The Sport Orientation Questionnaire (SOQ) was used in this investigation in order to determine the competitiveness of the individual participants and also where the orientation of that competition lies. In other words, the SOQ is a measure of the degree to which individuals are either oriented toward competing against others and beating others, or oriented toward improving on their own performance and focusing the competition on inward improvement (Gill & Deeter, 1988). "The

overall factor stability, reliability, and validity evidence suggests that the SOQ can be a valuable measure for the investigation of competitiveness and achievement behaviour in sport and exercise settings" (Gill & Deeter, 1988, p. 191). Gill et al. (1991) add that internal consistencies (.79 to .95) and test-re-test reliabilities (.73 to .89) were high and therefore acceptable across various samples. The SOQ is comprised of twenty five questions related to reactions to sport situations. Participants are asked to score their reactions to each of these situations using a likert scale ranging from 'strongly agree' to 'strongly disagree'. Three subscales are present for this measure including competitiveness (referring to a desire to strive for success in a competition situation), win orientation (a focus on winning in a competition situation and simultaneously avoiding losing), and goal orientation, which refers to a focus on the achievement of personal goals (Wartenberg & McCutcheon, 1998; Gill, et al., 1991). The SOQ was administered to participants before and after the intervention so that a comparison could be made between the scores, if any difference was present.

The Competitive Orientation Inventory (COI) was used in conjunction with the SOQ in order to add more substantial evidence to the data being collected. The COI was developed in order to measure the performance-outcome distinction and the relative importance of each of these constructs to the athlete (Gill et al., 1991). Vealey (1986) argues that most athletes would say that performing well is more important than winning but in the heat of competition this orientation may alter. The COI was therefore developed in such a way that the athletes would not have to choose one variable over another but would instead have to consider them as overlapping constructs (Gill et al., 1991).

Vealey (1986) therefore designed the inventory in a matrix format comprising of sixteen blocks where the participants are asked to think about the level of the performance in the context of the outcome. Therefore each cell is representative of a situation in which the performance is weighed against the outcome. The participants are asked to write a number ranging from 1 to 10 in each cell indicating their level of satisfaction with each situation. The composite score is comprised of the performance score and the inverse outcome score. The composite score is a representation of variance and therefore has a range of 0 – 1.0 (Vealey, 1988). The composite score is a reflection of differences in outcome and performance scores without testing these two constructs separately. Vealey (1988, p. 472) further explains that "this composite score reflects a more accurate measure of competitive orientation as it accounts for performance score in relation to outcome score for each subject." Therefore, a COI score that is near the lower end of the range represents a low competitive orientation regarding both performance and outcome situations whereas a score near the upper end of the range represents high levels of competitiveness. Internal consistency is not a logical measure as the COI is not an additive scale but the reliability of the scale was tested through test-retest

procedures and was found to be a reliable measure with correlations of .63 to .69 (Gill et al., 1991). Like the SOQ, the COI was also administered before and after the program so that comparisons could be made between the pre- and post-test scores.

Gill et al., (1991) argue that it is important to be aware of the distinction between these two measures and to acknowledge that they represent different constructs. "Generally, using the multidimensional SOQ and the dichotomous performance-outcome scoring of the COI together takes a more comprehensive approach to competitive orientation and could provide a more complete picture of the development of competitive orientation and its relationship to other constructs and behaviours" (Gill et al., 1991, p. 268). Even though both the SOQ and the COI are sport-specific measures of competitive orientation, they are different in various areas including their psychometric properties, conceptual backgrounds, format, underlying assumptions and scoring procedures. Therefore it is clear that these two measures do not measure the same construct and are not necessarily directly comparable. However, "the relative performance versus outcome orientation assessed with the COI may be useful in conjunction with the SOQ... especially with elite athletes" (Gill et al., 1991, p. 279).

In addition to using these two quantitative constructs, individual interviews were also used to introduce a qualitative element to the study. Semi-structured interviews were used for this study as these types of interviews work best for guiding the conversation in a particular direction while still leaving opportunity for other interesting phenomena, thoughts or ideas to arise (Kelly, 2006). This type of interviewing involves drawing up an interview schedule in which particular topics are pre-determined and should be covered during the interviews. Two separate interview schedules were drawn up for this study due to the fact that each participant partook in two separate interviews – one before the program commenced, and one upon completion (See Appendices A & B). Each of these interviews dealt with separate issues, therefore they could not work on the same interview schedule.

The first set of interviews with the participants were aimed at determining what types of goal-setting techniques had already been used by the participant, as well as exploring what had and what had not worked in the past. The interviews were voice recorded in order for accurate representation of the results to be documented, and also so that the researcher could focus full attention on what was being said by the participant. Each participant was asked to sign a consent form prior to the interviews stipulating that they agreed to have the conversations recorded and transcribed under the condition of anonymity and confidentiality (See Appendix E). This qualitative data served the purpose of reinforcing the data obtained from the COI and SOQ scores in order to add rich and valuable information to the data base in order to determine the accuracy and validity of the results from the quantitative scores. The interviews were also used as a means of determining the

individual needs of the participants in terms of the areas in which they felt they most needed to set goals.

Another way in which these needs were determined was through the use of a performance profile (See Appendix D). Each participant was asked to complete two separate performance profiles – one relating to mental requirements or skills and one related to the physical components of their sport. The profiles afforded the athletes the opportunity to map out the most important skills or requirements that they felt was needed to perform at their optimal level. This further enabled both the researcher and the participants to gain a clearer idea of the areas in which goals needed to be set and was also an effective way of gauging the elements of racing that were most important to the participants.

Entering the Field

This stage of the case study process involved actually implementing the intervention with the participants. The program was only designed after the initial data collection phase, discussed above, was completed in which the participants completed the SOQ, the COI, the two separate performance profiles, and the individual interview. Eisenhardt (1989) explains that this stage of the process involves simultaneous data collection and analysis. She also recommends using "flexible and opportunistic data collection methods" because this "allows investigators to take advantage of emergent themes and unique case features" (Eisenhardt, 1989, p. 533). Based on the information collected in this initial session, the program was designed, at times to cater for individual needs as opposed to needs of both participants. In effect, this meant that although the structure of the program remained stable for both participants, it was tailored to a slight extent to meet the individual needs of each of the participants, with the intent of being as effective as possible for each participant. The program took place over a period of five weeks, with two individual sessions per week, totalling ten sessions for the whole program, as outlined in Table 1.

Table 1

Weekly breakdown of goal-setting intervention

Week	Focus
Week one	Introduction to program (formalities)
Week two	Setting goals effectively (education & implementation)

Week three	Self-monitoring and remote follow up (time alone to work on goals)
Week four	Evaluation of progress (opportunity to adjust goals)
Week five	Reflection and debriefing (effect of program overall)

Analysing the Data

It is important to note, at this stage, that in case study research, data analysis and data collection usually occur simultaneously, with the one overlapping the other. Therefore a portion of the data analysis occurred during the program, as the results from the SOQ, the COI, and the individual interviews were used to collect further data by developing and constructing the program based on the analysis of the pre-intervention tests. Eisenhardt (1989) recommends that data analysis for case study research should be conducted separately for each case rather than analysing the data holistically across all cases simultaneously. Therefore each case was analysed separately before amalgamating results to search for similarities and differences (chapters 4, 5, and 6). The reason for analysing data separately is so that the researcher can gain familiarity with the data that has been collected and to conduct preliminary theory generation (Eisenhardt, 1989).

Crowe et al. (2011, p. 6) explain that "repeated reviewing and sorting of the voluminous and detail-rich data are integral to the process of analysis" particularly in case studies where they also suggest analysing individual components related to each case first before making comparisons across cases. These authors also recommend using a coding system to identify emergent themes and patterns across the data sets. Crowe et al. (2011) suggest using the framework approach which involves familiarisation, identifying a thematic framework, indexing, charting, mapping, and interpretation. These frameworks are particularly useful when a number of sources of data are to be analysed, as is the case in this study. However, the first step in the analysis process is calculating the results from the assessments and analysing the interviews using thematic analysis.

The sport orientation questionnaire (SOQ).

Gill and Deeter's (1988, p. 200) SOQ yields a "consistent, logical, three-factor structure" including scales of competitiveness, win orientation, and goal orientation. Gill and Deeter (1988) argue that competitive athletes will score high on both win orientation and goal orientation. However, some athletes may score higher in either goal or win orientation depending on the ways in which they think about their sport and competition. The questionnaire is comprised of 25 questions, each of which is scored on a likert scale. Each item is scored on a scale of 1 – 5 (A = 5; B = 4; C = 3; D = 2; E = 1). The results are therefore a summation of the scores of each item in their respective categories. The final scores reveal the orientation of the athlete in terms of where their competitive focus lies.

The competitive orientation inventory (COI).

Vealey's (1986) COI is scored by "computing the proportion of variance that is based on different outcomes (outcome score) and the proportion of variance that is based on differences in performance (performance score)" (Vealey, 1988, p. 472). As discussed earlier, the COI uses a matrix format with sixteen cells, each cell representing a different situation involving both outcome and performance variables. The participants indicated a score from 1 – 10 representing their satisfaction (1 – very dissatisfied; 10 = very satisfied) for each cell (situation). Each cell in the matrix is a variable on its own and during analysis is represented as COI1 to COI16 as indicated below:

COI1	COI2	COI3	COI4
COI5	COI6	COI7	COI8
COI9	COI10	COI11	COI12
COI13	COI14	COI15	COI16

Figure 1. Structure of COI cells

The interviews.

The interviews were analysed using thematic analysis. Thematic analysis is "a method for identifying, analysing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). A 'theme' in thematic analysis can be broadly defined as "recurrent and distinctive features of participants' accounts, characterising particular perceptions and/or experiences, which the

researcher sees as relevant to the research question" (King & Horrocks, 2010, p. 150). It is therefore these recurring patterns that are searched for within the transcribed interview, and are noted as they emerge from close examination of the transcripts.

Attride-Stirling (2001) argues that thematic analysis is founded upon the use of thematic networks. She suggests that "thematic analyses seek to unearth the themes salient in a text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes" (Attride-Stirling, 2001, p. 387). A thematic network is a basic structure for organising themes into groups based on significance and relevance as indicated by the textual evidence in the data. The network is constructed of basic themes, organising themes, and global themes (Attride-Stirling, 2001). Basic themes refer to those themes of the lowest-order in that they are relatively small in comparison to the main presenting themes in the text, and need to be read in the context of other basic themes in order to make sense, but are still significant enough to be included in the analysis. Organising themes are groups of basic themes that represent the same category or idea, and are used to summarise the basic themes which are individually abstract, but are collectively representative of an overarching pattern or concept. Global themes are a collection of organising themes and can be described as "super-ordinate themes encapsulating the principal metaphors in the text as a whole" (Attride-Stirling, 2001, p. 388).

These networks are displayed graphically in a web-like design, in a clockwise format, with the global theme as the central component with organising themes branching from the global theme. Consequently, the basic themes are constructed as branches or sub-components of the organising themes. The network is represented in this manner in order to avoid the mental construction of a hierarchical order of the themes and to remove the notion that any particular theme is more or less significant or relevant than another. The network therefore introduces fluidity between the themes and a sense of interconnectivity. Attride-Stirling (2001, p. 388) emphasises that "the procedure of thematic networks does not aim or pretend to discover the beginning of arguments or the end of rationalisations; it simply provides a technique for breaking up text, and finding within it explicit rationalisations and their implicit signification."

Descriptive coding.

The first step in thematic analysis, according to King and Horrocks (2010) is descriptive coding. This step involves reading through the transcript a number of times, without initially trying to identify themes or codify commonalities. This is the familiarisation process, as suggested by Braun and Clarke (2006). Attride-Stirling (2001) acknowledges this step as a process of reducing the data.

Once a general familiarisation with the data has been achieved, the next step is to highlight the material that presents itself as relevant to the research question and to attach brief comments to these highlighted sections. The final step in the descriptive coding stage is to use the highlighted material to define descriptive codes. These codes should act as 'labels' but should be as closely related to the data as possible, avoiding the temptation of inferring analysis or interpretation with the use of the label. These codes should comprise of short phrases or single words to sum up the gist of the material. Once an initial set of codes has been determined, the transcript should be re-examined to see whether any of the codes could be merged into one code where there is extensive overlap between the codes. The same process is then repeated for all other transcripts, bearing in mind the set of codes that were initially developed, and using these to guide the extraction of themes from the other data sets (King & Horrocks, 2010).

Interpretive coding.

In this stage of the process the codes are defined more in terms of interpretation of meanings rather than mere points of relevance. This is done through initially clustering descriptive codes that share a common meaning, and attaching an interpretive code that captures the essence of all the descriptive codes in that cluster (King & Horrocks, 2010). At this stage it is important to note that the interpretive codes should not yet be reflective of any particular theoretical construct as this can narrow the lens of the analysis to the point of simply searching for theory as opposed to allowing the themes to emerge from the data (King, 2004). Rather, the clusters should be examined for interpretive meaning in terms of relativity to the research question and disciplinary position. These interpretive codes should then be applied to the full data set across all interview transcripts (Nadin & Cassel, 2004).

Overarching themes.

This final stage of the analysis involves identifying several overarching themes that are representative of the most significant concepts that emerged in the previous stages of the analysis. At this stage, a thematic network will begin to develop and take shape as relationships begin to form between the basic, organising, and global themes. These themes are built upon the interpretive codes developed in the second stage but are "at a higher level of abstraction" (King & Horrocks, 2010, p. 156). The number of overarching themes is usually restricted to between two and five. In some instances, a single case may present with its own theme that is not featured in the other cases. This is usually only done when the theme is particularly significant or is featured strongly throughout the case, and if defining this theme adds a useful contribution to the analysis as a whole.

Attride-Stirling (2001) argues that this stage can be broken down into six further sub-steps. She suggests that the research begins by arranging the themes and grouping them according to their similarities and relevance to each other. The next step is to select basic themes from these groups and to render a "conceptual division between the identification of themes, and the creation of thematic networks" (Attride-Stirling, 2001, p. 392). Once this has been done the organising themes need to be rearranged using the clusters of basic themes so that the global themes can be deduced based on how the organising themes have been structured. The global theme needs to represent the "the core, principal metaphor that encapsulates the main point in the text" (Attride-Stirling, 2001, p. 393). Once these distinctions have been made, the various themes then need to be constructed into a thematic network represented graphically in a non-hierarchical web-like fashion. Finally, the networks need to be verified for relevance and refined according to their usefulness as data analysis tools. This stage is also important because it is an opportunity to ensure that the themes reflect the data and that the evidence from the data supports the construction of the basic, organising, and global themes.

Shaping Hypotheses, Enfolding Literature, and Reaching Closure

The analysis process does not end with the construction of the thematic networks. Attride-Stirling (2001) notes that the building of the networks needs to be followed by a description and exploration of these thematic networks. In this stage, each network is described individually and each theme is discussed with reference to actual extracts from the data to support the discussion. The exploration component involves recognising underlying patterns that emerge within the discussion of the various themes. In this stage, the researcher will need to continue to read the text numerous times, but at this stage it is read within the context of basic, organising, and global themes that have been constructed in the previous steps. It is also useful to include a summary of the thematic network to draw together the main findings from the discussion and exploration of the networks and their subordinate themes. Again, Attride-Stirling (2001, p. 394) emphasises that "illustration is better than instruction"; therefore quotes from the data need to be utilised to validate any pattern-building.

Finally, the patterns and interpretations need to be grounded in theory with a close reference to main research question of the study. Eisenhardt (1989) argues that it is important to compare the results to conflicting findings based in the literature because this allows the researcher to become more creative and 'frame-breaking' in their mode of thinking than they would usually be when comparing the results to complimentary findings. This process may result into deeper insight into the theoretical dimensions of the study. By the same token, Eisenhardt (1989, p. 544) explains that "literature discussing similar findings is important as well because it ties together underlying

phenomena normally not associated with each other." This typically results in a stronger internal validity for the study as a whole with more opportunity for generalisability.

At this stage, the value of the qualitative data begins to surface because although the quantitative data may be providing a certain base-level of factual evidence, the qualitative data will lend itself to answering questions about *why* this data exists, and how these relationships came to be formed (Eisenhardt, 1989). This portion of the study is crucial to the process of establishing internal validity.

Reaching closure is a process synonymous to theoretical saturation, in which the researcher is no longer finding new information or new theory to add as a result of the study at hand. "Theoretical saturation is simply the point at which incremental learning is minimal because the researchers are observing phenomena seen before" (Glaser & Strauss, 1967, p. 103). This process is achieved when the researcher is confident that the data can produce no more relevant theory in line with the research question, and the case study comes to an end (Eisenhardt, 1989). The closure stage also includes drawing final conclusions and developing recommendations for future research to be conducted based on experiences of successes and failures during the current study.

Ethical Considerations

Willig (2001) asserts that the five main ethical considerations for any research study using humans should include informed consent, an absence of deception, the right to withdraw from the study at any time, debriefing, and confidentiality. Both participants were asked to sign a consent form before the program began outlining the nature of their participation as well as their rights to anonymity and confidentiality (see Appendix E). The participants were not deceived in any manner throughout the program and were granted full access to any results of their COI or SOQ scores and to the analysis of their interviews. The participants were both fully aware of the purpose of the study as well as what was expected of them in terms of participation. They were also informed in the first session that they were free to withdraw from the study at any time for whatever reason. This was also emphasised in the consent form which they signed in the first session.

A debriefing session took place in the final session of the program to allow for an opportunity for final concerns to be dealt with and also to once again, make available all the data relevant to that particular individual. The participants were informed that they would have full access to the final write-up as well should they wish to have such access. In terms of confidentiality, it was explained to the participants that none of the information shared during the sessions between researcher and participant would be shared with anyone else apart from the supervisor of this thesis. Anonymity is

another significant consideration that needs to be upheld. The British Sociological Association's statement of ethical practice (2002) states that:

> (34) The anonymity and privacy of those who participate in the research process should be respected. Personal information concerning research participants should be kept confidential. In some cases it may be necessary to decide whether it is proper or appropriate to even record certain kinds of sensitive information.
>
> (35) Where possible, threats to the confidentiality and anonymity of research data should be anticipated by the researchers. The identities and research records of those participating in research should be kept confidential whether or not an explicit pledge of confidentiality has been given (p. 5).

These particular considerations were maintained throughout the course of the study, ensuring that the participants' rights to confidentiality and anonymity were not violated. The participants' names were changed in the final report to protect their identities. However, having said this, the motocross community in South Africa is relatively small and it may not be a challenge to identify the participants should another member of the motocross community read this report. However, the nature of the information revealed during this study is neither harmful, nor humiliating and identification of the participants is therefore unlikely to cause lasting psychological or emotional damage.

Reliability and Validity

The SOQ has been found to be both a valid and reliable measure with a high degree of internal consistency for all three sub-scales (Wartenberg & McCutcheon, 1998). Test re-test correlations also yielded good rood reliability scores. In addition to this, construct validity was shown to be high for this scale (Gill & Deeter, 1988). With the amended scoring procedures for the COI, the reliability of this inventory has increased since its inception. As mentioned earlier, internal consistency measures for the COI are not logical because it is not an additive scale but the reliability of the COI was tested using test –retest procedures and yielded high scores indicating that the COI is a reliable measure. The concurrent validity and the construct validity of the COI are both strong, indicating that the COI is also a valid measure (Vealey, 1986).

The full thesis including the transcripts of the interviews and the interpretation of these transcripts were provided to the participants in order to check for accuracy of interpretations and also to identify any miscommunications that may have resulted in any inaccurate interpretations of the transcripts. This process, known as member validation, was done in order to increase the validity of

the study. In terms of the reliability and transferability of this study, similar results should show for future replications of this study, but it is recommended that this study is replicated with either injured athletes or athletes with an external locus of control. The reasons behind this recommendation are discussed in detail in Chapter 6.

Conclusion

This chapter has therefore comprehensively outlined the methods that were used in this study in terms of data collection, and data analysis. The chapter has also dealt with issues of reliability and validity, and ethical considerations that were taken into account for the duration of the study. Each participant was involved in the programme at the same point in time, but have been discussed and analysed as separate cases in the following two chapters. Chapter five will deal with an integration of the major findings of the two cases.

Case #1 – Matt Chapter Three

Introduction

This chapter will outline the first participant's (Matt) participation in the study in terms of the data collected for this case as well the analysis of the data. A case history of the participant will be presented, followed by an exploration of the pre-intervention assessments, the goal-setting intervention, and the post-intervention assessments. This chapter serves as an amalgamation of the results and discussion of this particular case.

Case History

Matt is a 22 year old, male motocross racer and has raced in the sport for 15 years. At the time of the study, Matt was competing in the MX2 class in the South African championship. Matt was selected for this study in particular because of his extensive experience racing in this sport as he has been competing since he was seven years of age, although he has been riding since he was five. Matt also expressed interest in participating in a goal-setting program due to his recent injury after the last national motocross race (a race in which motocross racers from across the country come together several times a year to compete for a championship title) in which he competed and broke his collar bone. This meant that Matt's goals for the year were no longer attainable and he needed to re-evaluate his direction for the rest of the year. For these reasons, Matt presented as a suitable candidate for this study.

Pre-Intervention Assessments

Before the intervention could commence, it was first important to assess on various levels the point at which Matt was in terms of his current goal-setting abilities, his orientation regarding competitiveness, and his needs for the duration of the program. These factors were determined through quantitative and qualitative means. In the first session with Matt, he completed the Competitive Orientation Inventory (COI), the Sport Orientation Questionnaire (SOQ), two separate performance profiles (one for physical aspects and one for mental aspects), and he participated in a semi-structured interview. The results from these assessments were all used to subsequently begin designing the program in line with Matt's apparent needs and current abilities in terms of his goal-setting techniques.

Quantitative Results

The performance profiles were administered to Matt in order to gain a clearer idea of which areas in motocross racing (both mental and physical) were most important to him. Matt indicated seven mental categories which he felt were important to him including goal-setting, motivation, confidence, focus, mental toughness, self-efficacy/ belief, and mental preparation (See Table 2).

Table 2

Matt's performance profile scores for mental components

Goal-setting	8
Motivation	9
Confidence	10
Focus	9
Mental toughness	8
Self-efficacy/ belief	10
Mental preparation	9

Confidence and self-efficacy are the highest scoring categories. The performance profiles are therefore an early indication that these were factors that would be important throughout the program for Matt to focus on and hopefully increase. Motivation and focus were also two important factors, according to Matt, and these became prominent talking points for Matt, particularly in the post-intervention. It is interesting to note that the highest scoring categories in this performance profile were those that made up the most prominent patterns in the post-intervention themes.

On his physical performance profile, Matt listed another seven categories including core strength, 'bike fitness', nutrition, overall strength, overall fitness/ cross-training, rest period, and stamina. For each of these categories he scored them as indicated in Table 3.

Table 3

Matt's performance profile scores for physical components

Core strength	10
Bike Fitness	10
Nutrition	10
Overall strength	8

Overall fitness/ cross- training	9
Rest Period	9
Stamina	9

The purpose of this physical performance profile was to make concrete the physical priorities that were unique to Matt so that he might have a better idea of the areas in which he would like to set goals during the program.

After calculating Matt's response to the initial administration of the Competitive Orientation Inventory (COI), it was found that his performance score was 0.128 and his outcome score was 0.839 with an overall COI score of 0.1445. This result indicates that at this point in the program, Matt was slightly more outcome oriented than performance oriented, which could suggest that he was setting goals with this orientation being the predominant influence of the types of goals which he was setting. However, Matt's Sport Orientation Questionnaire (SOQ) scores indicated that although he displayed a high level of competitiveness (58), his win orientation and goal orientation were exactly the same value (27) which means that he is experiencing a balance in competitiveness.

In other words, Matt's desire to beat others is of equal importance to him as is beating his own personal best performances. It is important to note at this stage that the SOQ and COI do not measure the same constructs but are useful when administered in conjunction with one another. To clarify the difference between the two measures, Gill et al. (1991, p. 278) explain that "the SOQ more clearly assessed competitive orientation as a multidimensional, sport-specific achievement construct and has greater psychometric strength as a competitive-orientation measure" whereas the COI "does not purport to assess the same sport-achievement construct." The COI is more specifically interested in the relative importance of performance and outcome goals and predicts that performance orientation as opposed to outcome orientation is directly related to sport confidence (Gill et al., 1991). The interview was therefore necessary to determine in more clear terms whether Matt was in fact more outcome-oriented, as suggested by the COI and what consequences this may or may not have had for Matt.

Qualitative Results

The interview yielded five basic themes that will be discussed in depth in this chapter. The thematic network for this interview (see Appendix H) shows that the global theme is 'current perspectives and future directions of goal-setting' with subordinate organising themes labelled **'nature and types of goals,' thoughts on confidence and motivation,'** and **'goal-setting needs'**, 'and Under 'goal-setting needs' there is only one basic theme, 'setting goals effectively'. 'Thoughts

on confidence and motivation' yielded two basic themes: 'effect of injury' and 'confidence and focus through goal-setting.' Finally, 'nature and types of goals produced the two basic themes: 'short-term versus long-term goals' and 'position versus personal performance'.

Nature and types of goals.

Short-term vs. long-term goals.

This issue of whether Matt was more outcome oriented than performance oriented revealed itself under the organising theme of 'nature and types of goals' in which the two basic themes 'short-term versus long-term goals' and 'position versus personal performance' addressed this particular factor. Matt indicated during the interview that his primary focus was on long-term goals as opposed to short-term goals. He described the various types of long-term goals which he typically sets for himself starting with a year ahead of the present point and ending with a legacy goal which he describes as the person he wishes to be remembered as. This legacy goal appeared to be of particular importance and relevance to him. The fact that Matt names these types of goals 'legacy goals' could be significant in that it may be an indication that he is concerned with what others know about his achievements in motocross.

A legacy refers to the information one leaves behind regarding their life and their achievements. The fact that Matt calls long-term goals 'legacy goals' suggests that he aims to achieve something worthy not only to himself but to others as well. In this way, Matt might be implicitly suggesting his concern for what others think of him, or will one day think of him. This could be an important consideration when looking for changes in his confidence levels throughout the program. With confidence being a tangible construct for many athletes fluctuating day-to-day (Schunk, 1990), Matt's confidence may become affected by what others think of him, and this was important to take into account during the program.

Shorter term goals, however, did not seem to be of the same calibre as long-term goals in terms of the significance or value he placed on them. In other words, Matt suggested that he does not particularly care about the short-term goals as it is more important for him to focus on the long-term goals. This line of thinking may indicate the reason why he appeared to be more outcome oriented than performance oriented in the COI. His pre-occupation has been with where he is headed in his career and in his life as opposed to what he is able to accomplish in the present in order to allow him to reach his ultimate legacy goals. Carron (1984) has argued that it is of particular importance to include short-term goals in a goal plan because of the encouragement that short-term goals can provide to focus on immediate targets and also because of the immediate rewards that short-term

goals can yield. In this way, initial motivation levels may be increased for the athlete as a result of the smaller successes achieved through having short-term goals (O'Block & Evans, 1984).

Perhaps what this suggests is that Matt does not see the link between short-term and long-term goals in terms of how short-term goals can help him along the path to achieve the long-term goal. These outcomes would be particularly important for Matt as it would assist him in maintaining a secure level of motivation to persevere after his injury. However, Matt does indicate that for him, when it comes to motocross, all his goals are important and he acknowledges that within this sector of his life, it is important to be setting both short- and long-term goals, even if he is not putting this principle into practice.

> M: "Well when we do it [goal-setting] it's just normally like **a year ahead** as to what you wanna achieve and what you'd like to see yourself accomplishing and then there's the **slightly longer term** one – like five years or so, and then if you do it more in depth there's like the 10 year one and we like to do one that's called the **legacy** you wanna leave. So it's kind of like a lifetime goal where you know every day you wanna leave that lasting impression on somebody or you wanna affect them in some way. Ja, I quite like that one because it doesn't just look at your here and now, it looks at what you're doing whether you're racing or not and it's what you wanna be known as. Kind of like what's said about you at your grave kind of thing. Then the **shorter ones are obviously important but I don't always put so much emphasis on them** because sometimes I want them to happen but whether it happens or not is like "whatever, I don't care" kind of thing."
>
> T: "So the short-term goals aren't as important as the long-term ones?"
>
> M: "For me, personally. But short-term things that I really am passionate about – **if its motocross that's very important... short-term, long-term.** But when I set goals for my studies to pass well this year or whatever, I failed everything so it obviously didn't go so well."

What this passage suggests is that although Matt realises the value of using goals, he does not necessarily understand what short-term goals are. This is a crucial point that was taken into account when designing a goal-setting program for him because it showed an evident gap in his current goal-setting process that needed to be addressed in order for his goals to be more effective. This may indicate that although Matt recognises the importance of setting goals and may wish to do so, he may be lacking in achievement strategies linked to short-term goals (Weinberg & Gould, 2011). The goal-setting program may therefore have provided an opportunity for him to begin developing these strategies. Goal achievement strategies refer to the specific plans and objectives attached to a

goal which are aimed at assisting the athlete in effectively and efficiently achieving said goal (Weinberg & Gould, 2011). A goal-setting program may serve as a means to develop and adhere to these goal achievement strategies (Carron (1984). What the program will therefore aim to do is show Matt how short-term goals can be developed and used as goal achievement strategies in order to help him to reach his long-term goals. It will also help Matt to conceptually bridge the gap between short-term goals and long-term goals as he begins to understand how they can work together to help him move forward.

> T: "No, just some examples will be fine... Like your daily goals, or weekly goals? Do they factor...?"
>
> M: "Hmmm, they should but I've never really done those, 'k we've done them once or twice but it's not like a... I mean, **daily, you should have them if you really wanna do it right**, you should be doing it daily just so that you can come off every day feeling confident and satisfied that you've done what you set out to do. For instance, for me personally I should do that because I get lazy and I don't ever do anything when I'm supposed to do it so I would say that's very important but I hardly ever do it. But if I had to do **daily goals** I mean that would be like not just chores but like tasks that have to get done in the day. Let's say one day you're just loaded with so many different things. To sit down and start with the first one as soon as you can so you get through them. For me personally, because I don't do that, I land up leaving everything 'till 5 hours in the afternoon and I just start going crazy so, ja."

Matt continued to express an interest in setting daily (short-term) goals during the interview as it may have become even more apparent to him that this was one of the areas in which he might be lacking in his goal-setting processes. Again, he showed evidence that he had acknowledged the value and importance of setting short-term goals particularly because of the way they could help him through each day. This is especially crucial to him as he explains that he lacks good time management skills. From early on in the interview it becomes apparent that Matt equates goal-setting with time management and sometimes uses the terms interchangeably. This is interesting as it speaks to a need which Matt implicitly and explicitly demonstrates. This need relates to the 'T' of SMARTS goals; that is time-bound goals (Weinberg & Gould, 2011).

One of the main reasons that Matt needs goals is so that he can manage his time better and avoid rushing his tasks at the last minute, and consequently experiencing guilt over having left the task for so late. Setting time-bound goals will encourage Matt to work on his goals daily so that they can be achieved within a specific time period and help him to avoid a last-minute rush, and a guilty

conscience. The need for time-bound goals will be discussed in more depth in the last theme. Another interesting note on this extract is that Matt appears to think of general daily tasks or errands as goals. This is not necessarily an incorrect perception but this suggests that Matt may not realise that goals can extend beyond the completion of tasks. For this reason it is important that Matt be initiated into the goal-setting program through the use of a brain-storming session in order to conceptualise a wide variety of goals, including mental goals such as process goals that do not necessarily need to be focused on the completion of a specific task.

> M: "I definitely like the idea of **daily goals and weekly ones** where... I mean like a normal person that doesn't leave things till the last minute would just get up and do things they have to do in the day. Whereas with me I honestly have to like set a certain goal or a timeline or that kind of thing and people call it different things like um time management or things like that but it basically is goal-setting whether it's on a **small scale or a large scale** or personal ones or tasks that you need to get done. They all help with confidence, belief that you can actually get things done. I mean I personally don't believe that I can do so many things in a day because I've always put them 'till... I mean I always get them done but they so like messed or if it's like a school project I leave it to the last night. I'll do it and I'll finish and I'll get 60 or whatever for it but I mean obviously it's crap, and then you get the oak who's been working on it for a whole month and he gets top marks."

The lack of short-term goals, and specifically process goals, in Matt's goal-setting plans may account for his outcome oriented thinking. Although a typical athlete's orientation with regard to performance or outcome will affect his or her preference in terms of outcome or performance goals, it seems that for Matt, his predisposition to setting almost exclusively long-term goals has swayed his thinking into becoming outcome oriented as opposed to focusing on shorter-term process-based goals. This may be due to the fact that long-term goals are typically outcome oriented in that they focus on the end result of a performance (Weinberg & Gould, 2011). Continuously setting long-term goals may have inevitably resulted in the development of outcome-based thinking. Encouraging Matt to set short-term goals will promote thinking around performance tasks and goals related specifically to performance which would typically produce a more balanced orientation in terms of outcome and performance orientations (Widmeyer & Ducharme, 2008). This balance would help Matt to create opportunities for success because the goals would be both achievable and realistic, and these successes may lead to an increase in motivation (Rushall, 2008).

Position versus personal performance.

In concurrence with the COI results, and the above proposition, Matt seems to place a significant amount of emphasis on positioning in the championship. He does mention his desire to better his own performance as well, indicating that he is predominantly but not exclusively outcome oriented. Interestingly, although Matt speaks about both outcome and performance oriented goals, he does not mention any engagement with goals outside of positioning and performance. This may be further evidence that Matt does not fully understand the differences between the three types of goals (process, performance, and outcome). He may have heard about them but does not appear to understand them in enough depth to use short-term goals to help him to focus on his performance. For Matt, it appears that any focus on performance is still related to winning or at least doing well in a given race situation. It appears then that his focus is still on the races themselves and that the competition context is the most important factor as opposed to training schedules or nutritional goals. This could indicate a slight underlying emphasis on the competitive orientation which, in Matt's case, leads him to be slightly more focused on the outcome rather than the process. This is in line with findings from the previous theme and reveals a pattern of tendencies toward outcome-oriented thinking possibly due to an over-emphasis on long-term goals, or simply a lack of short-term goals and short-term focus.

> T: "So what types of goals would you set for motocross?"
>
> M: "Position at the end of the year or personal performance like um how far I've **bettered myself** or increased my performance. **Positioning** for nationals is important..."
>
> ---
>
> M: "Well I mean now [that I've been injured], other goals will come up instead. For instance, **instead of an overall position it will be national positions and national performance instead of like a year's performance** because obviously... well actually no I can still race the next race, the next national but of course you know 'Teza bombed because I fell in the first heat and also in Cape Town... crashing because something was wrong with the bike."

The above extract shows Matt's lack of understanding of what is meant by performance-based tasks and what is competition-based. Again it is evident here that Matt thinks of his performance in terms of competitive settings, and fails to broaden this view to include the range of possible personal improvements he could make regardless of the effect it has on his positioning in the championship. He says that 'other goals will come up' due to the injury which suggests that he would no longer be

focused on competition outcomes, and his focus would be placed on other relevant outcomes. However, he goes on to explain that he is still focused on competition outcomes but on a smaller scale. It seems that his focus had changed from being concerned about the long-term goal (year's performance) to be being concerned with the mid-term goal (national position). Both of these goals are still related to positioning and are not necessarily aimed to improve his performance. This is evidence of Matt's lack of understanding or lack of knowledge about short-term goals and how valuable they could be in helping him move forward from the injury.

This theme also suggests that Matt's thinking about performance versus position is somewhat confused as they still appear to be linked. In this way, it appears that for Matt it is not a matter of focusing on either performance or position but rather how his performance will influence his position. What he should be focusing on, especially after his injury is the smaller steps that he could take to improve his performance on a daily basis without being concerned about how that performance will affect the championship rankings (Cox, 2007). At this point, the focus should be on small personal improvements, such as correct nutrition or completing the rehabilitation exercises suggested by the physiotherapist. These smaller process-based tasks will also encourage Matt to think in terms of performance rather than outcome, which may affect his competitive orientation in such a way that it becomes more balanced. This is not to say that Matt should not still retain some desire to work toward the long-term goal of returning to racing, but he does not to re-evaluate his goals in terms what he can do in the present to move forward from the injury.

Thoughts on confidence and motivation.

Effects of Injury.

As mentioned previously, the organising theme 'thoughts on motivation and confidence' was broken up into two basic themes "effect of injury" and "confidence and focus through goal-setting." "Effect of injury" mostly deals with issues regarding Matt's current motivation levels, and the effect that the recent injury had in this regard. First of all, because of his injury, Matt came to the realisation that the goals which he had in mind for the year could no longer happen, and therefore other goals started to become more prominent. However, Matt had not necessarily re-evaluated his goals; his focus had simply shifted onto other goals. This may indicate a need for the installation of another effective goal-setting principle which is to be flexible with the goals that have been set so as to make provisions for injury and illness.

> T: "And now with your injury, have you re-evaluated at all in terms of your goals for the year?"

> M: "Hmm, **they can't happen** (laughs). Well I mean now just other goals will come up instead."

Although Matt indicates that the absence of his original goals means that 'other goals will come up instead', he does not reveal what these goals might be. This gap in explanation may suggest that Matt has not thought about what these other goals might be and has therefore not re-evaluated his original goal-setting plan. This evidence may partially explain why Matt has not been exceedingly successful with goal-setting in the past – because he had not learned to be flexible with his goals or to re-evaluate when unexpected circumstances arose, such as an injury. This is one of many factors that were taken into account when designing the goal-setting program for Matt.

This may also be a reiteration of the finding from the previous theme that although Matt says that 'other goals will come up', these goals are not necessarily of a different focus. It seems that what he is trying to portray here is that other priorities emerge, rather than other goals. He does not actively set about adjusting his goals to the new situation. This was evident in the way in which he could not further explain this process. It appears that rather, he places less focus on winning the championship and more focus on individual races such as nationals. This may be a technique used by Matt to alleviate the pressure he places on himself to perform well and to possibly avoid guilt over not performing according to previous standards because of the injury. By focusing on individual performances, he no longer prioritises the championship ranking. This means that he is able to avoid being disappointed when the final championship points reveal that he did not achieve a top position.

What this may also suggest is that Matt has an external locus of causality. This means that in terms of his goals post-injury, Matt displayed an attitude that seems to suggest that he was waiting for things to happen for him rather than being active about adjusting his goals and pursuing the new goal plan. It does not appear that he took much initiative in working toward his return to motocross. This may provide further explanation into his willingness and enthusiastic attitude to participate, as the program was something that happened to come into effect while he was waiting for something to help him move on. Matt's blasé attitude with regard to his plan to move forward after the injury is evidence of the external locus of causality.

Locus of causality is affected by environmental factors and measured through four different types of motives (reasons for engaging in activity) including external regulation, introjection, identification, and intrinsic motivation (Chatzisarantis et al., 2002). The first two types external regulation and introjection refer to extrinsic motivation (behaviour that it regulated by external constraints such as guilt or interpersonal forces. The second two types of motives are related to

intrinsic motivation and are indicators of "more autonomous types of intentional behaviour because motives of identification and intrinsic motivation profess that personal behaviour is regulated by personal values and interests" (Chatzisarantis et al., 2002, p. 686).

Deci and Ryan (1985) continue to explain that athletes who experience situational factors which serve to support psychological needs will display an internal locus of causality whilst athletes whose psychological needs are not being fulfilled will experience an external locus of causality. Consequentially, athletes with an internal locus of control tend to feel more self-determined and usually enjoy tasks and persist longer in those tasks (Deci & Ryan, 1987). Athletes who have an external locus of causality are usually frustrated due to their psychological needs not being met and typically do not enjoy or persist in the task (Deci & Ryan, 1987). The injury may not have upset or frustrated him to the degree that it usually would but it appears that the injury still left him in a place where he felt unsatisfied and possibly feeling 'in limbo.'

Matt's injury did not seem to have a significant influence on his motivation as he explains that he was very "chilled" about it, and was not as disappointed as he usually is after an injury. He explains that his positive attitude was attributed to him not focusing on the negative aspects of the injury. Instead, he was focused on the healing process and maintaining his motivation to get back on the bike as soon as he could.

> T: "I want to just know for now where you're sitting motivation-wise and in terms of your self- belief?"
>
> M: "Very hard to explain because I've never felt **so chilled** with a broken bone. Normally I'm very like flustered and uptight and angry and like 'should I carry on racing motocross?' always comes up and this is the first time – I have no idea why, which is cool but it's the first time ever... The moment it happened... K I was concussed as well so that like set me back from feeling angry for I guess half a day and that might have helped, I don't know. But I was **very relaxed and like calm** in knowing that I was gonna get fixed up and heal up and get back on the bike as soon as I could."

This could be interpreted as an indication that Matt's motivation levels were not particularly low, as he had reacted positively and calmly to the injury, and had not focused on the negative consequences. He does say that he was disappointed, as could be expected, but it had not affected him as harshly as it usually would. This extract is therefore evidence of the fact that although Matt was somewhat despondent, it is clear that his motivation levels had not dropped significantly, and he was still focused on returning to the track as soon as he had healed. This could be further evidence of Matt's tendency to focus on the outcome of an event rather than the process involved.

His focus was on returning to racing as soon as he could. It could be argued that at this stage, his main focus should have been on rehabilitation of the injury and mentally preparing himself for his return to racing. What this textual extract shows is that Matt's baseline motivation levels for this program were therefore average, but not significantly decreased as a result of the injury.

Locke and Latham (2002) explain that goals may serve the purpose of influencing satisfaction because they are a means of establishing a standard whereby the athlete's performance can be evaluated. When this standard is unexpectedly changed due to unforeseen circumstances such as injury, adjusted goals may encourage the athlete to persevere through the adversity and may also serve as a motivational tool (Locke & Latham, 2002; Latham & Locke, 2007). However, these goals should still have relevance to the original goal in some way. Although the goals need to be based on rehabilitation first and foremost, the goals set post-injury need to be able to follow on from each other in a way that sets the athlete up to return to where they were before the injury. Therefore although the focus can no longer be on specific upcoming races, the athlete should still be focused on racing in general and should systematically work through smaller process goals with the end goal of returning to motocross in mind.

Even though Matt had not concretely defined his new goals after the injury, he displayed an attitude that demonstrated positivity and willingness to persevere and return from the injury stronger than before, even though he did not have a plan to move forward. He was therefore able to adjust rapidly to the idea of setting new goals to help him to overcome the setback of the injury. This attitude was one of the factors which drove him to participate in the study and learn how to use goals to cope with his injury (as one of the several aims of this program). The willingness to participate may also have stemmed from the fact that Matt may be aware of his lack of knowledge in the area of goal-setting and therefore saw the value in participating in a study such as this one, and also from the fact that Matt displayed an external locus of causality.

> M: "Very positive [attitude] but like it was just personally very weird because I've never felt like that. **Normally I'm like very disappointed** because it happened, and how messed up your year is. I mean it is disappointing but for now I'm not really **focusing** on it like I normally do so ja."
>
> T: "But that's a good thing, right?"
>
> M: "Very good thing"

Thoughts on confidence and motivation.

Confidence and focus through goal-setting.

Throughout the interview, Matt consistently revisited the concept of focus as being a significant factor in getting things done, especially when it comes to goal-setting and staying on track. In the previous theme he explained how a clear focus helped him to maintain his positive attitude about racing and how this helped him to prevent his motivation levels from deteriorating extensively. The significance of focus was revealed again in this theme. He explains how focusing on the task at hand without becoming distracted assisted him in achieving what he needed to achieve, even if it was just a small task. The relationship between goal-setting and focus that was revealed in this theme has been described as a cyclical process by Fleming (2011) in a study that demonstrated that for motocross racers, the relationship between focus, goal-setting, and motivation is one that feeds back into itself, in that the process of goal-setting has been found to assist in directing focus which then helps to increase motivation levels. This perceived increase in motivation levels feeds back into the cycle in that it encourages the athlete to continue with the goal-setting process by setting new and possibly more challenging goals, thereby perpetuating the cycle (Fleming, 2011).

The issue of confidence is another recurring theme throughout the whole program for Matt, and is introduced in this theme as he suggests that accomplishing the small (or big) tasks he sets out to do plays a significant role in increasing his confidence and self-efficacy or his belief in his own abilities. It is interesting that Matt makes the differentiation between his understanding of confidence and self-efficacy, even though he does not use the term self-efficacy. This demonstrates a higher understanding of the complexities of these constructs. In his performance profiles, Matt also distinguishes between self-efficacy and confidence showing a level of increased self-awareness. Although he does not use the term ‘self-efficacy’ he still displays an understanding of the construct similar to but different from confidence.

> M: “Well I definitely like the idea of daily goals and weekly ones where... I mean like a normal person that doesn’t leave things till the last minute would just get up and do things they have to do in the day. Whereas with me I honestly have to like set a certain goal or a timeline or that kind of thing and people call it different things like um time management or things like that but it basically is goal-setting whether it’s on a small scale or a large scale or personal ones or tasks that you need to get done. They all help with **confidence, belief that you can actually get things done**. I mean I personally don’t believe that I can do so many things in a day because I’ve always put them till... I mean I always get them done but they so like messed or if it’s like a school project I leave it to the last night. I’ll do it and I’ll

> finish and I'll get 60 or whatever for it but I mean obviously it's crap, and then you get the oke who's been working on it for a whole month and he gets top marks."
>
> T: "So it has a lot to do with time management?"
>
> M: "Time management comes... well, I would like to think of it as goal-setting because I mean if you set your goal from day one you **focus** on that... Then you'll be able to sit every day going ok today I have to do so much and tomorrow I have to do so much."
>
> T: "Ja, and your goal-setting will help you keep track of what you need to do and will help you focus... **Eyes on the prize**, you know?"
>
> M: "Ja, definitely"

An interesting point made by Matt early in this extract is that he feels different from 'normal' people in terms of the way in which he gets things done. What Matt might not realise is that 'normal' people most likely are using some form of goal-setting in order to complete their tasks on time and help them to manage their time leading up to the completion of the goal. There is a certain amount of planning involved here that Matt might not be utilising in his own task management. This extract suggests that Matt's thinking is outcome-oriented as he does not realise the amount of work that can be done daily in order to work toward achieving the long-term goal. He does acknowledge that goal-setting will help him to manage his time better and ultimately achieve his long-term goal but might not realise that what he is referring to is a need for short-term and process goals in his daily life.

This extract also reveals an underlying relationship between focus and confidence for Matt. It appears to be a simple cycle that begins with focusing on the task at hand, and avoiding distractions (staying in the present). Once this task has been completed, Matt's confidence in himself and his abilities is increased and he becomes more motivated to refocus and achieve more completed tasks. Matt also explains that this 'cycle' should be taking place daily and that by accomplishing small tasks every day through this maintained focus, he can keep his confidence levels up, and end each day with a feeling of satisfaction in his accomplished tasks.

> "You should be doing it [goal-setting] daily just so that you can come off every day feeling **confident** and satisfied that you've done what you set out to do."

Latham (2007) has found that athletes who display low levels of self-confidence and self-efficacy were more likely to set less challenging goals. However, the findings from this theme suggest that although the athlete may start out with less challenging goals, as he or she progresses through the

goal plan and begins to achieve their goals, the athlete's confidence and self-efficacy may increase as they become more focused on the tasks required of them. This increased confidence may then result in the athlete setting more challenging goals and effectively enhancing overall performance (Latham & Locke, 2007). The findings from this theme therefore reflect the proposition discussed earlier by Fleming (2011) regarding the cyclical relationship between motivation, goal-setting and focus, but also adds a new dimension to this process. The revised version of the cyclical process between these elements can therefore be diagrammatically represented in Figure 2.

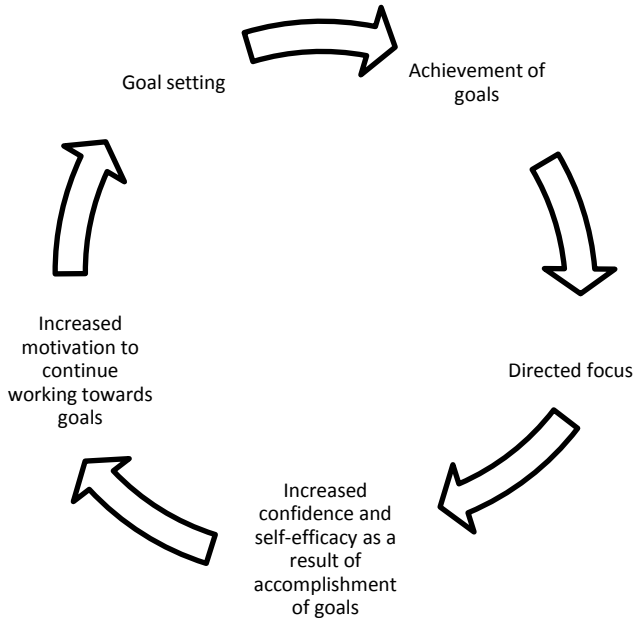

Figure 2. The cyclical relationship between motivation, goal-setting, and focus.

Goal-setting needs.

Setting goals effectively.

This is a theme that was both explicit and implicit in the text. Matt was aware of the need to engage in the goal-setting process effectively but may not have known exactly what this entailed. He appeared to be aware of some of the benefits of using the technique of goal-setting as he acknowledges that he needs to do more of it. Matt appears to grasp the concept of the outcome goal and the idea of using goals to accomplish various tasks in a to-do-list fashion but does not have a clear grasp of the rest of the aspects. These will need to be introduced to Matt during the program.

M: "Well I should be doing more of it [goal-setting]"

T: “So you’re saying you don’t do enough of it?”

M: “Ja”

Matt also acknowledges his need for short-term goals, which he describes as daily goals but also for training goals. Matt is also unaware of process goals at this stage. This acknowledgement could suggest that Matt is not grounded in outcome-based thinking but has possibly been conditioned to focus on the outcome. It is clear through the text that he recognises the importance of setting shorter-term goals focused on performance and process in order to eventually realise the outcome goal. He emphasises the need to ‘do it right’, and he suggests that by having these particular goals he will direct himself to finally setting goals effectively thereby ‘doing it right.’

[Speaking about **daily goals**] “You should have them if you really wanna do it right”

“I don’t, but I should” [set **training goals**]

“[Goal-setting works] if you **do it right**, got to make sure you’re doing it right. If you don’t, you’re screwed”

Matt, possibly unknowingly, refers to his need to adhere to one of the main concepts of SMARTS goals; that is to have time-bound goals. In the extract he tentatively refers to this concept as time-management but prefers to call it goal-setting. It appears that what he is suggesting through use of the terms ‘timeline’ and ‘time-management’ is that he knows he can set a goal and achieve it but it is important for him to be able to do it within a particular time frame in order to avoid procrastination and ‘leaving it to the last minute.’ It is of particular importance for athletes to use time-bound goals as it provides a form of incentive and non-threatening pressure to complete the task sooner rather than later (Etnier, 2009). Without a timeline on which to settle the goal, the athlete may have set a specific, measurable, attainable and realistic goal but have no pressure to actually achieve it in the near future, and this could cause the athlete to fail to achieve the goal altogether. Setting time-bound goals ensures that daily tasks and short-term goals can be completed in order to further the athlete’s progress toward the outcome goal (Weinberg & Gould, 2011). Helping Matt to set short-term goals that have a time-frame attached will help him to manage his time better and complete all the performance-related tasks that he needs to on a daily basis.

“I honestly have to set like a certain goal or a **timeline** or that kind of thing and people call it different things like um, time management or things like that but it basically is goal-setting

whether it's on a small scale or a large scale or personal ones or tasks that you need to get done"

"Time management comes... well, I would like to think of it as goal-setting because I mean if you set your goal from day one you focus on that. Then you'll be able to sit everyday going ok today I have to do so much and tomorrow I have to do so much"

Therefore, in summary it is evident that Matt has acknowledged various goal-setting aspects that he knows he needs to work on including becoming more diligent about goal-setting and using the correct principles to do so; setting daily goals; setting training goals; and setting time-bound goals. These are the explicit goal-setting needs that have been revealed in this interview. In close examination of all the themes of this thematic network, it is evident that there are further goal-setting needs that need to be factored into the design of this goal-setting program. The implicit goal-setting needs that have become evident throughout the pre-intervention assessment include a need to refocus the emphasis on outcome-oriented goals to more performance-based thinking, as well as a need to demonstrate the usefulness and necessity of being flexible with goals and being able to re-evaluate the goal-setting plan when unforeseen circumstances such as injury arise. These goal-setting needs, both implicit and explicit, formed the foundation on which the goal-setting program was designed.

Implementation of Intervention

Based on the above summary of Matt's needs for the intervention, Table 4 and Table 1 indicate the strategies in place which were designed to meet Matt's needs during the intervention, as well as a breakdown of the structure of the program week-by-week. Within this breakdown, reference will be made to the 'researcher's journal'. This was a set of confidential notes kept by the researcher to meticulously record all the details of each session as a tape recorder was not used to document the discussions of the sessions due to the length of some of the sessions, as well as the nature of the intervention. These notes consisted of various observations made about the participant and the process of intervention implementation from the first week to the last week.

Table 4

Matt's goal-setting needs and corresponding intervention strategies

NEED	PLAN TO ADDRESS NEED
Education with regard to short-term goals (using	Notes package (manual), explanation, and

short-term goals as a goal achievement strategy)	discussion of short-term goals. Emphasis on importance of short-term goals Use of visual aids to ensure comprehensive learning Setting short-term goals, process goals, and daily goals to reinforce learning
Time-bound goals	Introduction to principle of SMAR**T**S goals with emphasis on time-bound component Accountability to achieve goals – regular meetings were held between researcher and participant Time-bound plans to achieve goals (using performance goals)
Balance between performance and outcome goals	Emphasis on education about importance of both (included in manual) Use of visual aids to provide for comprehensive learning Setting both performance and outcome goals to reinforce learning
'Doing it right' – Setting goals effectively	Teaching most important goal-setting principles and using these in construction of goals (especially SMARTS goals). Manual included notes on this Emphasising importance of flexibility in goal-setting – opportunity for reassessment of goals will be provided
Focus	Recording goals Follow-up sessions Daily goals were set (with end goal in mind) Motivation quotes to maintain ambitious mind-set

Table 1

Weekly breakdown of goal-setting intervention

WEEK	FOCUS
Week one	Introduction to program (formalities)
Week two	Setting goals effectively (education & implementation)
Week three	Self-monitoring and remote follow up (time alone to work on goals)
Week four	Evaluation of progress (opportunity to adjust goals)
Week five	Reflection and debriefing (effect of program overall)

Week One - Introductions

The first week of the intervention was focused on extracting evidence about Matt's needs with regard to the program. After the initial data collection phase had been carried out, the program was designed in line with Matt's needs. As mentioned in the above summary, most of Matt's needs fell under the category of 'more effective goal-setting techniques'. It was therefore important for Matt to be introduced to some of the most important techniques such as those outlined in chapter one. The first session of this week was dedicated to introducing the program to Matt and asking him to sign the relevant consent forms required for this study (See Appendix E). The program structure and expectations were explained to him as well his rights to confidentiality and anonymity. The first session also involved having Matt complete all the pre-intervention assessments discussed in the methodology chapter. These assessments included the SOQ, the COI, the performance profiles and a short semi-structured interview to determine where the program would need to focus most of its effort for Matt to gain maximum reward from the program.

In the second session, Matt was provided with the first part of the program manual (See Appendix F) to read through and reflect on. The text is interactive in that he had to actively think about the text in terms of his own life, particularly within the context of his racing career. The relevant section of the manual for this week is labelled 'thinking about goals and goal-setting' and included sub-sections focusing on important reasons why one should set goals, the relationship between motivation and goal-setting, the golden goose story, and reflection points for Matt to think about it

in terms of how goal-setting could fit into, and ultimately improve his life. The text covered basic introductory issues to goal-setting such as why having goals and goal-setting is important, and the various benefits of goal-setting.

The golden goose story (See Appendix F) was included as a tool to help Matt remember the most valuable parts of the goal-setting process, and to 'plant the seed' to get him thinking in terms of process and performance goals, and to remove the over-emphasis on outcome goals due to the fact that Matt showed to be slightly more outcome-oriented from the pre-intervention assessments. Matt was asked to think about some ideas in terms of the areas in which he would like to set goals and what his goals mean to him. The aim of this week was to get Matt thinking about the prospect of goal-setting and about his own goals, as well as to inspire him and fuel the desire to set and achieve his goals. This is an important step in the goal-setting process, as it has been noted that the most challenging part of goal-setting is getting started (Cox, 2007; Etnier, 2009). This week was therefore important in assisting Matt to become attracted to engagement in the goal-setting process and directing his focus toward completing the program successfully.

Week Two – Setting the Goals Effectively

This week was aimed at starting the goal-setting process. The first part of this week was dedicated to educating Matt about effective goal-setting principles. All of the most important goal-setting principles, as outlined by Weinberg and Gould (2011) and Cox (2007) were explained to him in depth, as well as the common mistakes and pitfalls that athletes commonly encounter when engaging in the goal-setting process. This was done in order to provide Matt with a sound and solid grounding to his goal-setting process so that when the time comes to set his goals, he would be well prepared and have the necessary knowledge to set his goals properly the first time. This informative component of the program was done in an interactive manner with the participant, using explanation, discussion, and use of examples to illustrate the main theoretical concepts which Matt needed to know in order to engage with the goal-setting process effectively. Again, the manual provided a hard copy of the main discussion points of this session so that Matt would be able to refer back to the manual to refresh his memory at a later stage, should he need to do so. In this session Matt was also exposed to various goal-setting tools such as the SMART(S) acronym to help him to focus on keeping his goals effective (Cox, 2007; Weinberg & Gould, 2011). This session's content was reflected in the section of the manual discussing goal-setting principles and common mistakes.

Various visual aids were also used to help Matt to think broadly about his goals. He was introduced to the concept of thinking about three different types of goals (performance, process, and outcome)

as opposed to just outcome goals. A worksheet was used to help him understand this concept, and the importance of setting all three types of goals was emphasised to try to sway his thinking toward performance goals as opposed to exclusive focus on outcome goals. This worksheet is labelled 'game plan goal chart' in the manual and is an illustration of an effective way to think about outcome, performance, and process goals in that it shows the relationship between the three different types of goals and how they can be used together to achieve a desired result.

This is done by encouraging the athlete to think of the outcome goal as the 'why', the performance goals as the 'what', and the process goals as the 'how'. This is useful in that it shows that each goal has a specific function in the development and attainment of a particular objective. It also demonstrates an important principle as outlined by Weinberg and Gould (2011) that each outcome goal should be accompanied by relative performance and process goals. In this goal chart, the performance goals serve the purpose of delineating a plan to achieve the outcome goal while the process goals would refer to the specific tasks or nature of the plan in terms of the action that will be taken to carry out the plan.

The second visual aid that was used in the manual is another form of a goal chart using ladders to represent the relationship between different types of goals and how the relationship between these goals can be utilised to achieve a desired outcome. This chart emphasised a slightly different component of goal-setting to the previous visual aid in that it highlighted the importance of using short-term, mid-term, and long-term goals simultaneously to reach a goal that would have otherwise been unachievable. The chart shows that without short-term and mid-term goals, a difficult long-term goal (usually an outcome goal) may seem unreachable without taking smaller steps to be in a better position to reach the long-term goal. This chart is related to the previous goal-chart in that it suggests that process goals may be synonymous with short-term goals, performance goals similar to mid-term goals, and outcome goals likened to long-term goals. Both visual aids were used in order to demonstrate the principles to Matt in a more comprehensible, practical manner to ensure that he had a sound understanding of the informative components of the program.

The third visual aid that was used was a chart representing the dimensions of a SMART(S) goal. The chart only represents the first five letters of this acronym but the sixth letter was explained to Matt as a useful addition. The importance and meaning of each letter was explained to him using motocross-related examples. The acronym was broken up into principles including '**s**pecific goals', '**m**easurable goals', '**a**ttainable goals', '**r**ealistic goals', '**t**ime-bound goals', and the optional addition of '**s**elf-determined goals.' The additional 'S' was included because of the importance of self-determination in increasing motivation in athletes. This was therefore specifically included in

line with one of the objectives of the intervention which was to increase Matt's perceived motivation levels.

Matt took part in this process with great interest and he showed high levels of motivation to begin using these principles. From observations made in the researcher's journal, it also became clear to him during this session why his goal-setting had failed him in previous attempts as he began to learn about the common pitfalls in goal-setting as outlined in the goal-setting manual (Appendix F) and how to avoid these mistakes that are so frequently made by athletes and coaches such as setting too many goals at once, or not being flexible with goals. This introductory session was important because it provided Matt with a sound and solid grounding to his goal-setting process so that when the time came to set his goals, he was well prepared and had the necessary knowledge to set his goals properly the first time. This process would ensure that Matt would have had sufficient exposure to the idea of creating a balance between all three types of goals and therefore also creating a subsequent balance between outcome and performance based orientations. In other words, the idea of incorporating all three goals was aimed at manipulating Matt's competitive orientation so that he would place equal value on goal orientation as he would on win orientation (Gill & Deeter, 1988).

The second session of the week involved actually setting some goals and making sure that these goals were recorded. Matt began by brainstorming ideas of the most important areas in which he felt he needed to set goals, and writing these ideas down. Matt used his performance profiles to assist him in this process. He used these profiles to determine the categories which he felt were most important for his racing career and which he felt might need some improvement. After brainstorming general ideas, Matt constructed his goals on a poster in the form of an overarching outcome goal, two subordinate performance goals, and two process goals with an attached, detailed plan of how he planned on achieving each of these goals. The poster was designed according to the structure of the first visual aid – the game plan goal chart, which was included in the goal-setting manual.

All of the goals that were set were self-determined, and were carefully thought out. It was ensured that each goal was set in a 'SMART' way, and in accordance with the general goal-setting principles that were discussed earlier in the week. This was particularly important for Matt because he needed to focus on having time-bound goals which is indicated in the 'T' of SMARTS goals. Using this acronym would therefore help Matt in fulfilling one of his goal-setting needs as indicated in the pre-intervention assessment. It was ensured that the goal-setting process was being conducted correctly through reminding the athlete about the goal-setting principles that were discussed in an earlier session, and also through close supervision by the researcher to ensure that

he was using these principles correctly. For Matt, this was a very lengthy process and he spent much time deliberating and carefully considering and constructing each goal.

According to notes from the researcher's journal, Matt responded very well to this session and showed a high level of enthusiasm to begin his goal-setting process. The thought process around the areas in which he wanted to set his goals was lengthy but he absorbed the principles quickly and used these principles successfully in order to set well-defined and effective goals. He began by brainstorming a few areas that he felt he could set goals in, and then wrote subsections outlining more specific goal-setting aims and needs underneath these main areas. Matt then narrowed down the list to a few small achievable goals in line with the SMARTS principles. One of the most common mistakes that athletes make with goal-setting is setting too many goals at once (Weinberg & Gould, 2011). By narrowing down the list, he therefore increased his chances of becoming successful with the goal-setting process, and avoided the risk of becoming overwhelmed by too many goals at once (Cox, 2007). Failure to achieve these goals can result in a decrease in motivation to set and accomplish further goals (Weinberg & Gould, 2011) which would be counterproductive to the aims of this study. Matt indicated in his pre-intervention assessment that he needs to maintain focus. By having fewer goals, he would be able to be more focused on those few goals so that he could set himself up for success.

Matt developed various areas in which he would like to set goals including rehabilitation of his injury as well as achieving a podium finish in the final national race of the year. Other areas came up including setting goals in the areas of confidence and motivation, as well as setting more training goals but for the purposes of this study he decided to focus on the first two areas as these would be the most important areas for him to improve in order to finish the racing season. This was a long session for Matt, as the issue of confidence around the types of goals he sets for himself came up. Notes from the research journal revealed that he had battled with confidence in the past, and the effect this might have on him during the intervention was noted in the journal. After a long discussion around this, he drew up his final list of goals and expressed that he felt good about achieving them. 'Homework' for this week was to go out and begin working on the goals that he had set. Some of the goals were short-term goals that could be achieved within the week. Matt was therefore encouraged to start working on these goals and hopefully start achieving them.

Some of the goals which he set included short-term goals aimed at rehabilitation of his broken collar bone. For example, Matt set a goal in which he aimed to swim in the gym for 30 minutes each day in order to start rehabilitating the muscles around his collar bone so that he would be strong enough to begin training on the bike again. He obviously could not set training goals on the bike at this stage because he was not yet able to ride but he was able to swim and cycle. Therefore,

he could still maintain some sort of training regime whilst incorporating rehabilitation into his daily schedule. However, he was still able to set goals for on-bike training for a future stage but only if he adhered to his short-term goals aimed at recovery. These shorter term goals would ensure that his recovery was on track so that he could achieve his larger outcome goal of achieving a podium finish in the next motocross national which, at this stage, was about four weeks away. This structure was based on the visual aids which Matt was exposed to at an earlier stage in the program. This structure was used in order to provide Matt with some consistency in conceptualisation about the relationships between the various types of goals. The progression of goals was set as outlined in Table 5.

Table 5

Matt's list of goals and corresponding goal plan

GOAL	GOAL PLAN
Short-term goal to repair and strengthen muscles around collar bone	Swim for 30 minutes every day in the gym at moderate pace for two weeks* – The focus for this goal was process-based in that he aimed to focus on breathing properly in each lap and achieve mobility around the injured area. Complete all exercises recommended by the physiotherapist daily (first thing in the morning)* – This was also a process-based goal in that he focused on each exercise on its own and on doing the exercise correctly with the objective of improving strength and mobility around the injury. *Both of these exercises contained an underlying mental component in that he was increasing his focus on specific tasks and he intended to do each exercise with a sense of purpose as opposed to doing the exercises because he was supposed to.
Mid-term goal to begin on-bike training and increase fitness in preparation for the final national in East London	Ride two times twenty minute motos (series of laps around a motocross track in preparation for a race scenario) once a week – moderate pace

GOAL	GOAL PLAN
	for first moto; fast pace for second moto – This is a performance goal as the aim was to improve his personal best performances with each practice. Run twenty minutes on the treadmill in the gym three times a week to increase overall fitness – This is also a performance goal and was designed as a 'stepping-stone goal' to put him in a better position to be a top contender at the East London national. Fitness is of the utmost importance at the top levels of motocross championships. This was therefore a necessary goal to include.
Long-term goal to place in the championship	Achieve a podium finish in the East London national championship races – This goal served as the outcome goal.

All of the goals set during this session were relevant to the time-frame of the program in that it would have been possible to work through the full range of goals during the intervention period. The goal plan included a range of short-term, long-term, and mid-term goals with either process, performance, or outcome orientations. These specific goals were taken from a wide range of goal areas determined during the brain storming process and narrowed down to the most important goals for the five – six week period at the time of the study.

Week Three – Self-Monitoring and Remote Follow Up

This week did not involve face-to-face sessions as the main goal for this week was to allow Matt the time and opportunity to begin achieving his goals on his own. However, during this week, Matt was asked to report back on how the process was progressing and how he was managing to stick to his goals. This was done via e-mail and the purpose of this was to encourage a sense of accountability and provide a source of support for his goal-setting process. One of the common mistakes of goal-setting as outlined by Weinberg and Gould (2011) and Cox (2007) is a lack of support system and consequent lack of accountability. This session was therefore included as a means of addressing this issue and avoiding this particular mistake. He was also encouraged, for

this week, to share his goals with another source of support such as a parent, friend, or fellow motocross racer in order to build his support structure to maximise his chances of becoming successful in completing his goals. For this exercise, Matt chose to share his goals with his parents and a close friend. The e-mail follow up was treated as the first session of the week. At the end of the goal-setting manual, a page containing motivational quotes was also included in order to inspire Matt to continue persevering through the goal-setting process and to maintain an ambitious mind-set to achieve his goals.

The 'second session' of the week involved another e-mail. A useful tool for Matt to keep track of his progress was a 'goal-setting journal' to monitor the steps he was taking toward each goal but also to document how the process had manifested as an overall personal experience. It encouraged him to reflect on his experience, and more importantly to start thinking about how goal-setting may be affecting him in terms of his motivation levels as well as his confidence, or self-belief. He was assured that he would not have to share exactly what was written down, as this was meant to be a personal reflection process, but he would be encouraged to discuss his reflections in the next session. It was taken into consideration that it is sometimes difficult for athletes to sit down and simply begin to start writing freely about personal experiences, especially for athletes who are not necessarily accustomed to doing so (Cox, 2007). Therefore, a journal template (see Appendix G) was constructed in order to assist Matt to reflect and write about his experiences. Various questions were included to help him to focus his thinking and inspire him to share his experiences. Self-monitoring is one of the main goal-setting principles that was explained to Matt in the beginning of the program. The journal was therefore an extra tool to assist him in engaging in the process effectively.

Week Four – Evaluation of Progress

The first session of this week was a one-on-one contact session, after a week-long break from any contact sessions. The session took the form of a discussion in which Matt was given the opportunity to provide feedback in terms of the contents of the journal. He was encouraged to discuss the journal in as much depth as he felt comfortable. He had thought about some of the questions in great depth and discussed his experience with ease. He revealed how the process evoked achievement emotions such as pride in his accomplishments and this helped him to feel more motivated to keep working on his goals. He also felt that his confidence had improved because of his daily accomplishments. According to notes from the research journal, this session was an early indication that he had been achieving some of his goals, and that there had already been some improvement in his motivation and confidence.

With regard to his confidence, he revealed during this session that confidence had always been a major issue for him throughout his life. He had shared this information with coaches previously and had always needed to work on this aspect of his mental game. He noticed that the goal-setting process that he had begun through the intervention had been one of the most useful tools for him to increase his confidence and feel good about himself and his career as a motocross racer. This was a particularly long session lasting around three and a half hours but Matt appeared to enjoy sharing his experiences about the program and discussed the process in an excited tone. He also stated that discussions of this nature made him feel 'pumped up' and excited about his goals and about racing. The session was therefore motivational for him, and proved to be a very positive booster for him.

The second session of the week was another one-on-one contact session focused on discussing his goals and exploring what had and had not worked for him so far in the program. Notes from the research journal revealed that this proved to be a very promising session with Matt. He had achieved all of the short-term goals he had set during the second week and had done a lot of thinking about the process and it had changed his outlook. Having clearly defined goals had made a significant difference to his adherence to those goals. Accountability also appeared to be an influential factor in that he knew that he was being monitored in his goal progression because of his involvement in the present study.

He asserted that he did not encounter any problems in trying to achieve his goals and expressed that he felt "pumped up" and proud of himself for doing it. Consequently he felt that his motivation levels and confidence levels had increased significantly, and he shared his appreciation of the program showing a large amount of gratitude for the changes that he could see in himself due to the program. He had also begun to work on his mid-term goals and had started training on the bike. This was a major confidence boost for Matt as he was finally feeling closer to achieving the outcome goal but had taken pride in and motivation from the achievement of his short-term goals.

He also said that he felt confident that he could replicate that same goal-setting process by himself in the future as he came to realise the benefits of engaging in the goal-setting process properly. In a sense, this fulfilled another one of Matt's needs as indicated in the pre-intervention interview. He said that he needed to 'do it right.' After 'doing it right' through the use of a goal-setting program such as this one he was left with feelings of increased confidence and motivation (before the program had even ended). He was therefore able to experience first-hand the benefits of 'doing it right.' Again, Matt emphasised his attainment of achievement emotions including pride and satisfaction in his accomplishments, and realised what a positive experience it had been for him.

Week Five – Reflection and Debriefing

This week's goal was to start to bring the program to an end whilst settling any outstanding issues. Matt did not have pressing issues or areas of confusion at this time. Therefore, this session became another 'motivational discussion.' The program as a whole was reviewed and he expressed his satisfaction with the program again. The short-term and mid-term goals that had been set had been achieved. This session was therefore used to reflect again upon the effect this had on him and how he would go about maintaining this effect to achieve his final outcome goal related to the podium finish in the final national of the year. Matt brought up the topic of confidence again and a lengthy discussion ensued about how he can continue to use goal-setting to help him feel confident about his racing.

The second session of the week was dedicated to administering the post-intervention assessments. During this session, Matt was, again, asked to complete the COI, the SOQ, and partake in another individual interview to qualitatively gather data around his perceptions of the program and the influence which it had on him in terms of his motivation and confidence, as well as self-efficacy. The interview focused primarily on two main factors. The first issue that was raised was regarding a general evaluation of the goal-setting program as a whole. Matt was asked to discuss his general experience of the program and his opinion of the rewarding, beneficial or effective components of the program, as well as the components that he felt did not work as well as they could have or things that he would have preferred not to have included in the program. The second factor was a discussion around any changes he experienced in his motivation, confidence or self-efficacy levels as a result of the program.

The concept of self-efficacy in particular was discussed in a way that was accessible to him. The term 'self-efficacy' was rarely used, and was rather replaced with terms such as 'belief in your own abilities' or 'knowing that you can achieve what you want to achieve.' This was done so that self-efficacy and confidence were not confused or used interchangeably as they refer to separate concepts. This discussion was conducted before the race because it had already become evident that his perceptions of his motivation and confidence had increased. Showing him the results before his race would mean that he could see further concrete evidence that he had accomplished more than simply achieving his daily goals during training and recovery. He had also managed to find a way to increase his motivation and confidence simply by using effective goal-setting principles. It was therefore important for him to see these results because it was one more accomplishment that he had achieved and one more piece of evidence that he should be proud of himself and one more thing to feel confident about.

In this session, Matt asked that the program be extended in some way so that we could fit in another informal session on the day of the race due to the fact that he had been feeling so motivated and confident after the sessions because of the opportunity it allowed him to talk about his goals and his racing. This was arranged for the day of the race as part of the program. Despite the extra session which did help to bring Matt into good spirits (feeling motivated and confident for the upcoming race), he unfortunately had another accident on the track, re-injuring the broken bone. In light of this, the long-term goal was not accomplished but he still managed to achieve the short-term as well as the mid-term goals which he set, and gained various benefits from this. These benefits will be discussed in the post-intervention qualitative section.

Post-Intervention Assessments

Quantitative Results

Matt's post-intervention scores for the COI yielded a performance score of 0.886 and an outcome score of 0.077. His total COI score was 0.9045. When comparing the performance score with the outcome score, it is clear that Matt was more performance oriented post-intervention. The dramatic difference in orientations is represented in Table 6 and Figure 3.

Table 6

Comparison of Matt's pre-intervention and post-intervention COI scores

	PERFORMANCE	OUTCOME	COI
PRE-INTERVENTION	0.128	0.839	0.1445
POST-INTERVENTION	0.886	0.077	0.9045

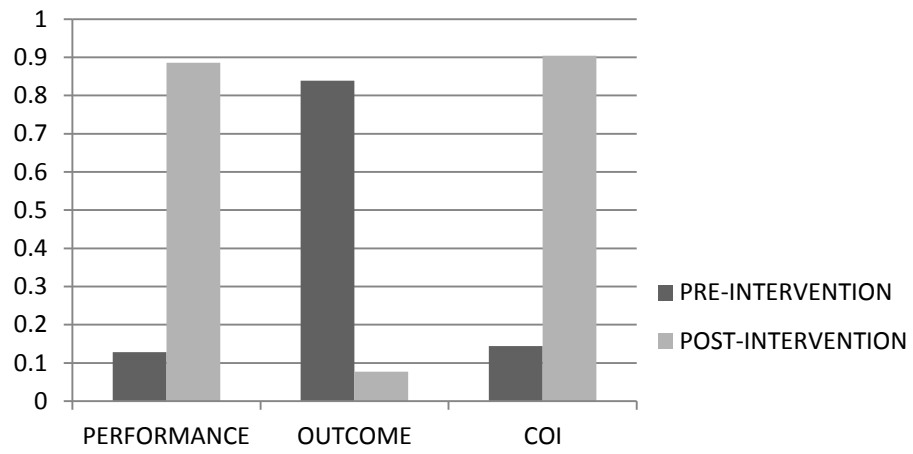

Figure 3. **Comparison of Matt's pre-intervention and post-intervention COI scores**

As evidenced by the results, the goal-setting intervention appeared to have a direct effect on Matt's competitive orientation and he showed to be significantly more performance oriented than outcome oriented after the intervention than before the intervention. To clarify these terms, Martin and Gill (1991, p. 150) explain that "an outcome orientation is a desire to win or place high relative to other competitors. A performance orientation indicates a goal of performing well, relative to one's own ability." The results from the COI therefore suggest that Matt's focus is on performing well by his own standards and his goals were focused on improving his own abilities and skills regardless of the competition outcome. This may be largely attributed to the fact that Matt's goals during the program were centred on rehabilitation of his broken clavicle and his improvements therefore had to be individual and focused on bettering his own performances in specific rehabilitation areas as opposed to competing against other non-injured athletes.

The fact that Matt's overall COI score had significantly increased shows that his competitive orientation as a whole had become more prominent for him. It could be argued that the perceived increase in motivation and confidence had driven Matt to become more competitive, not only with other racers but also with himself. In fact, the results from the COI show that the large majority of Matt's competitiveness lies within a desire to better his own performances while a small portion of his competitiveness is focused on outcome results and competing against others. This may suggest an increase in self-efficacy as his focus had become more inward and the awareness had been centred on his own performances and how achieving his own goals regularly could make him proud of himself and more driven and motivated to continue to achieve his goals (Schunk, 1990).

The COI results may therefore serve as an early indication that Matt's change in competitive orientation had directly influenced his perceptions of his own motivation and confidence or self-efficacy levels. The increase in motivation and self-efficacy may also have further driven his competitiveness to new levels thereby perpetuating the cycle created by motivation, self-efficacy or confidence, and competitive orientation. The link between performance orientations and confidence is explained by Martens (1987, as cited in Martin & Gill, 1991) as a relationship which sees athletes that are more closely focused on how well they perform in their sport display higher levels of self-confidence along with decreased levels of anxiety and consequently perform closer to their optimum levels.

However, the COI may not be enough to conclude that Matt's orientation had changed as a result of the program. The SOQ provides further evidence of this change of orientation. The post-intervention SOQ scores revealed that Matt's competitiveness score did not change but his

orientation with regard to competitiveness did alter slightly. His win orientation scored at 24 and his goal orientation scored at 29. As Table 7 and Figure 4 show, Matt's win orientation decreased post-intervention, while his goal orientation increased post-intervention. These results support those of the COI and suggest that the goal-setting intervention was influential in altering the competitive orientation (not the competitiveness itself) of the participant from an outcome-based orientation to a performance-based orientation.

Table 7

Comparison of Matt's pre-intervention and post-intervention SOQ scores

	COMPETITIVENESS	WIN ORIENTATION	GOAL ORIENTATION
PRE-INTERVENTION	58	27	27
POST-INTERVENTION	58	24	29

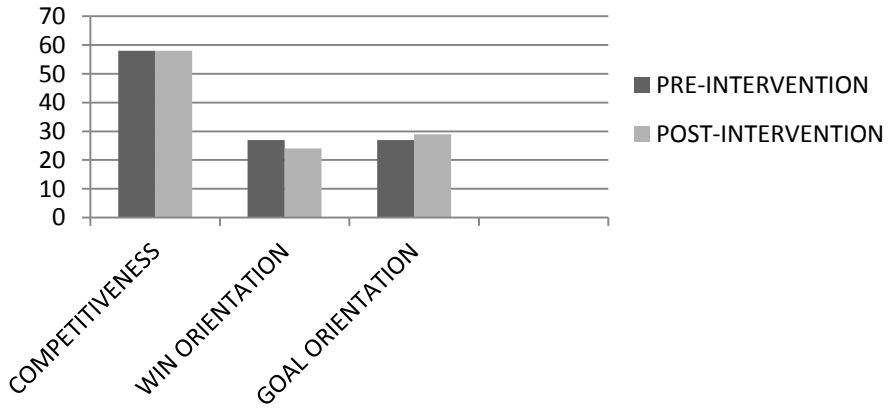

Figure 4. **Comparison of Matt's pre-intervention and post-intervention SOQ scores**

Qualitative results

The global theme for the post-intervention thematic network is 'outcomes of goal-setting program.' The interview was focused on Matt's experiences of the program and his personal reflections, as well as how he felt the intervention did or did not affect his motivation and confidence levels with regard to motocross racing. The organising theme labelled '**motivation**' included basic themes that focused on the specific areas of Matt's motivation levels that seemed to alter as a result of

participation in the program. The basic themes under this organising theme are 'recording goals increased focus', 'role of injury', 'pride in achievements' and 'getting started' The second organising theme for this thematic network is labelled **'confidence.'** This organising theme is a reflection of the changes Matt experienced in terms of his confidence and some of the more implicit meanings behind these reflections. This theme overarched three basic themes including 'being in the zone', 'self-efficacy boost', and 'program as a foundation.' Basic themes that reflect the shift in Matt's thinking through implementation of the program were represented under the organising theme '**shift in thinking**.' The basic themes included in this branch are 'balance between outcome and process', and 'short- versus long-term goals.' Appendix I is a graphical summary of the above mentioned thematic network. The analysis of this thematic network will begin with the organising theme of 'motivation.'

Motivation.

Getting started.

The first basic theme under the organising theme of motivation is 'getting started.' Upon reflection of the goal-setting program, Matt expressed that for him, the hardest part about the process was actually beginning. He revealed that this was a common problem for him and may explain why goal-setting had not played a significant role in his mental preparations in the past. Perhaps Matt's biggest downfall up until this point was the challenge of beginning the goal-setting process on his own. This may have led to Matt's tendencies to feel lazy, as he describes it, and to battle to get things done timeously.

Matt attributes this to his bad time management as he tends to 'leave things until the last minute.' He explains that because of this, he finds it hard to get started, and consequently he procrastinates doing what he needs to do. However, he acknowledges that once he actually understands and accomplishes what he needs to do, he experiences a 'boost' that can come from simply drawing up a plan to establish what it is he needs to get done and how he plans to do it. In this way goal-setting is effective in assisting athletes to direct their focus and also to plan their time in accordance with the amount and intensity of the tasks which need to be completed (Weinberg & Gould, 2011). As much as Matt struggles to start the process, he acknowledges how important it is, and also notes the benefits of getting started and moving forward in this process.

> M: "But goal-setting in general... I definitely need because I'm so bad at time management so getting up to do the goal-setting and then doing the actual thing is probably the hardest thing I ever had to go through but if I get it done it will improve everything for me 'cause just drawing up a plan helped boost me a bit."

He goes on to explain that once the process had started, he found it easy to keep his momentum and carry on with what he needed to do, but the biggest challenge for him was the initiation of the process itself. Again, this may refer to the tendency to procrastinate that Matt had been striving to overcome. Murphy (1996) explains that early resistance to goal-setting or avoidance of the goal-setting process could be attributed to the idea that the process may take up too much time that could be used for other aspects of training. Reluctance to undertake participation in the goal-setting process could also be linked to previous experiences of failure with regard to goal-setting or a fear of public failure if the respective goals are not achieved. Some athletes attribute their reluctance to a simple dislike of the structure and routine of following a goal-setting plan. However, in this case it seems that for Matt, the struggles he faced with beginning the goal-setting process may have been linked to his lack of understanding of the correct or most effective ways to undertake such a task. He also seems to have faced challenges with time management. Cox (2007) explains that goals may actually help the athlete to save time because of the organisation involved in developing a goal plan. Matt appeared to realise this once he had begun the process as he explains that it became easier for him once he had picked up momentum

> M: "The hardest part is getting myself to do something. I would rather fall asleep on the couch. But once it was rolling it was quite easy to get everything done and made me realise how easy it can be. But to get started and do all the different things was by far the hardest thing."

Matt speaks about his progress through his training schedule and notes that it began slowly. However, this is to be expected as Matt was training with an injury, but as Matt notes it was significant to him that he did *something* as opposed to waiting for the recovery time to pass without being active about the rehabilitation of his broken collar bone. Matt's positivity about his injury and the recovery is reflected again in the following extract, and he mentions his confidence boost again and speaks about its relation to him overcoming his 'laziness' as well as the injury, and beginning a process like goal-setting that would move him in the right direction to achieving his long-term goals. The effects of the injury will be discussed in greater detail at a later stage.

> M: "Started off slow and sketchy 'cause I wasn't like flying into the stuff but it did help though that I wasn't as weak in my arm as I was in the previous 2 breaks. I mean this time I was surprisingly a lot stronger so it made it easier too. So ja, the fact that I did *something* is a big confidence boost. I didn't do it to the full potential I could have done it, not so much obviously, but I did start with something."

Therefore this basic theme highlighted the struggle that Matt faced with the common problem of getting started.

Recording goals.

Although recording goals was not initially one of Matt's implicit or explicit needs as determined in the pre-intervention interview, Matt learned a highly valuable strategy for increasing his effectiveness with goal-setting. Even though Matt's biggest obstacle to goal-setting before the intervention began was a lack of knowledge with regard to goal-setting, he used the principle of simply recording goals and, as a result, noticed that this had made a significant difference in his adherence to working on those goals and ultimately achieving them. Matt acknowledged the awareness that he experienced as a result of recording and displaying his goals. This awareness refers to the way in which his attention was frequently drawn to the display of the goals which, in turn, had the effect of reinforcing his focus and motivation to achieve those goals. This awareness is also related to the way in which the goals are displayed. Consistent access to one's goals can greatly increase both the awareness of the goals and also adherence to those goals (Etnier, 2009). The simple act of writing goals down has also been shown to increase motivation to toward goals as well as fostering a sense of commitment to the goals (Weinberg & Gould, 2011).

> M: "Well um the biggest thing knowing that you, well like I've always known my dreams and that but to display them on paper – then you're much more aware of them because you see them all the time so it re-establishes every time like you dream of your dreams but you your daily tasks and a whole bunch of other things come up so that dream falls to 10th on the list and then a bit more the next day drops back 10 or 20th then eventually you don't even remember what you're supposed to be doing 'cause you're so busy with other things and you know a goal plan or something up on the wall wakes you up to what you should be doing, what you should be focused on because everybody wants to live the dream and if you can then why not?"

The awareness that Matt speaks about seems to also extend to an attraction to his goals. Not only is he aware of them through the consistent visual reminder, but he is also attracted to them because *he* wrote them down. There is a sense of ownership and autonomy in this extract.

> M: "Ja, and now I've got notes to help me to figure out what to write down and how I need to write it down. My own knowledge of how I tick so I can regulate the way I write it down to make me more attracted to what I want to do."

The ownership appears to come from the fact that he has figured out how he 'ticks' and he knows what he needs to do in order to be aware of his goals and attracted to his goals. The attraction apparent in the process may suggest an underlying sense of motivation to work toward these goals because they have revealed appealing aspects. Fleming (2011, p. 16) has noted that it is important to allow athletes a degree of freedom "because this freedom to make their own decisions and the autonomy to consider and imagine goals is crucial in developing a good sense of intrinsic motivation or identified regulation, both of which are self-determined forms of motivation." Allowing Matt the autonomy to develop and implement his own goal plan was therefore a crucial step in helping him to become independent in the process and also in helping him to increase his perceived motivation.

The importance of ownership of goals is reflected in another passage where Matt explains that he does not like being told what to do. This is particularly important when it comes to his goal-setting as it appears he may display more goal adherence if these goals are self-determined and if his motivation to achieve these goals is intrinsic rather than extrinsic. This could be explained using Self-Determination Theory (SDT) which proposes that humans experience a need for autonomy and individualism in certain tasks (Ryan & Deci, 2000). "It's arena is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes" (Ryan & Deci, 2000, p. 68). The freedom to determine his own goals therefore afforded Matt the opportunity to engage in these growth tendencies and to fulfil an innate need that may have contributed to an increase in motivation.

> M: "Ja, like even though I've thought of something and I've put it down on paper and it is from my mind I'm even more complex than that, I've realised because although most people and especially me I don't like people telling me what to do. Most people are like that – they don't like to be told. But for me if I tell myself in my head its fine because I thought of the idea but if it's on paper it still feels like it's being influenced. I don't know it's weird like that but if I'm questioning my own motives and saying do I actually want to be this 'oke' in motocross and do you want to be that successful that's like almost guilt tripping me in a way but then it makes me realise I have actually wanted to do that so yes. That confirms in my mind and re-establishes what I want and then I go and get it done and I'm better that way."

The display of the recorded goals also seemed to have the effect of 'boosting' Matt and reminding him of how satisfied and motivated he will feel once he has achieved those goals. Matt describes the accomplishment of the goals as a 'huge' achievement. This is interesting to note as it may indicate the level of importance which this type of achievement may have in influencing Matt's

mental state. This reference to the 'huge' achievement may also be an indicator as to one of the reasons why the program worked as well as it did for Matt. The program suited him because it set him up for success which appears to be something that has the ability to make a significant difference to Matt. However, again this could also be explained through the SDT in that he felt that his accomplishments were his own as he had taken responsibility for a large portion of the achievements which he was encountering and this ownership may have been responsible for some of the increase in his motivation (Ryan & Deci, 2000).

> M: "Writing it out, for me, is a bit of a boost where I'm proud of the fact that I did something and then completing the task and the goals and everything is a huge achievement."

Matt further explains how the fact that he was encouraged to re-evaluate his dreams and goals during the program 'definitely' increased his motivation. This was attributed to the fact that he did not simply set goals for the purposes of duty, but he engaged in a thought process that meant that he was re-evaluating and reconsidering what it is that he wants out of motocross. This, in turn, afforded him a sense of autonomy within the goal-setting process that motivated him to move forward with his goals.

> T: "Any general thoughts about the program?"
>
> M: "Well it definitely got me more motivated because it made me re-evaluate my dreams and goals and confirmed those thoughts and dreams and whatever in my head and personally... well – some people straight goal-setting and telling yourself what to do works whereas for me it's different. I think doing it slightly out of the ordinary might work for me a bit better, to get me to do the stuff."

There appears to also be an element of focus with regard to Matt's increase in motivation. The following extracts suggest that by being diligent about his goal-setting and by writing the goals down, he was able to direct more attention to these goals and maintain a more assiduous focus on his goals. This increase in focus helped him to become motivated about his goals which then provided him with the drive he needed to achieve his goals. Therefore, by taking the goals out of his head and putting them on paper he was able to focus better on what it was he intended to achieve. A study conducted by Shah, Higgins, and Friedman (1998) showed that regulatory focus assisted in goal attainment through the use of increased motivation levels. However, their research showed that the same incentive may motivate individuals in different ways according to their individual goals and needs. For this study, this implies that Matt's incentives (full rehabilitation of

the injury) worked with the focus he attained from designing a goal program in order to motivate him to achieve the goals which he designed.

> T: "Ok, that's great. Ok, then I just wanted to find out – you mentioned before the interview that you are more motivated. Can you speak a bit about that?"
>
> M: "I felt it because you always know your dreams and your goals but them being in your head doesn't help when you're not focused on them 24/7 because you might have other obligations to uphold and everything..."
>
> ---
>
> M: "...you're so busy with other things and you know a goal plan or something up on the wall wakes you up to what you should be doing, what you should be focused on because everybody wants to live the dream and if you can then why not?"
>
> T: "So that element of focus?"
>
> M: "It helps to confirm what you know you want to everyday so you have that focus on that... you know, not focused on small things that aren't gonna achieve you your dream. You wanna start doing everything that will get you there."

Pride in achievements.

Throughout the post-intervention interview and during some of the sessions in the program as well, Matt spoke a lot about his feelings of pride in himself, and how achieving each of the goals he had set for himself helped him to feel this pride and satisfaction which led him to experience a deep enjoyment of the program as a whole. Again, Matt mentions the 'boost' that he experienced. This 'boost' could refer to an increase in motivation and also an increase in confidence related to the goals which he has set, as it appears to energise and excite him. Heyman and Dweck (1992) would argue that this boost is the feeling of increased motivation that he is feeling as a result of achieving his process goals, or what the authors refer to as 'learning goals' which emphasise the development of competencies. Due to the fact that he has become more competent in his ability to set goals, Matt has experienced an increase in motivation and confidence to continue setting goals and to continue observing his progress through the rehabilitation of the injury.

> M: "If I get it done it will improve everything for me 'cause just drawing up a plan helped boost me a bit because I'm not one to go and do something like first of all and then to complete each task in that plan, and daily tasks and whatever will make me a lot more proud of myself than any other thing."

The above extract suggests that Matt was proud of himself not only for achieving his goals, but also for actually setting them, and initiating the goal-setting process in the first place. He suggests that he is 'not one to go and do something' so the fact that he did actually 'go and do something' in terms of setting the goals, and then actually achieving the goals, was a huge 'boost' for him and made him proud of himself. Matt had therefore conceived of a relationship between achieving his goals and attaining the 'boost'. He acknowledges that it was the achievement of his goals that led him to the 'boost' or feelings of pride which he speaks about. Confidence also seems to be associated with this relationship in that the pride he feels appears to serve the purpose of increasing his overall confidence about himself and the goals. Not only has research shown a direct link between goal achievement and an increase in achievement emotions including pride (Dweck, 1986; Elliot, 1997; Nicholls, 1984), but this increase in achievement emotions has also been shown to improve performance (Pekrun, Maier, & Elliot, 2009).

Pekrun et al.'s (2009) study showed that achievement goals were able to predict discrete achievement emotions including enjoyment, boredom, anger, hope, pride, anxiety, hopelessness, and shame which would go on to respectively affect performance. Pride was one of the emotions shown to improve performance of the participants following achievement of their goals. This study therefore suggests that not only did the achievement of Matt's goals increase his pride and confidence in himself, but it may also have been a precursor for an improvement in his overall performance.

Williams and DeSteno (2008) have further suggested through their study that pride serves a motivational function in that it encourages the athlete to persevere. It could be argued that perseverance may have been a particularly important mental function for Matt because he was recovering from an injury and may have needed extra input in that area to assist him in continuing to persevere in the area of motocross post-injury. The following extracts emphasise the fact that Matt is proud of himself for overcoming his 'laziness' and beginning the goal-setting process.

> M: "Writing it out, for me, is a bit of a boost where I'm proud of the fact that I did something and then completing the task and the goals and everything is a huge achievement. Not just because I achieved them but the fact that I got up to do them in the first place is you know big confidence and it makes you proud and – well I'd say confident because it makes me feel like I actually can and I'm not the lazy person that I'm made out to be and know myself to be so ja."

> M: "Well particularly the fact that it [the goal-setting program] got me to do goal-setting is good because I've always known how important it is but like I said I'm very lazy when it comes to doing things so I was stoked to be able to actually do that."

In the above extract, he also speaks about being 'stoked' to be able to overcome this laziness and get started with effective goal-setting. This is an indication of Matt's enjoyment of the program. It is also an indication that the achievement aspect of this particular achievement emotion may have been referring to the simple act of starting the goal-setting process. This may have been a big enough achievement for Matt that it evoked certain achievement emotions. The enjoyment and pride elements seemed to be conceptualised simultaneously indicating that the evocation of pride through the program was a positive factor for Matt. His enjoyment of the program is also reflected in earlier statements such as:

> M: "Ja, it [the goal-setting program] was *so* cool because I actually got to do it properly for once."

> T: "Ok, good. Anything else you wanna say about the program in general?"
>
> M: "Definitely helped me so I enjoyed it."

The following extract shows how Matt's pride and enjoyment in relation to the program helped him to realise the future benefits of effective goal-setting, despite the fact that he was injured. This extract also suggests that motivation had a role to play in this relationship. It appears that once Matt had realised the benefit of setting goals effectively, he became motivated to do so. The motivation gave him the 'boost' that he needed to go out and achieve his goals. The achievement of these goals, in turn, caused him to experience feelings of pride, and consequently joy. This process could be cyclical in that the increase in enjoyment in his goal-setting could further motivate him to set and achieve additional goals. Again, this proposition is a reflection on the role that pride may have had on Matt's motivation and confidence.

> M: "Ja, but the biggest thing I would say is it's improved my... as I said the whole being proud and everything. Going from not being able to this because I was so over it to almost wanting to do it because I know it's gonna help benefit me you know in the future once I've completed it."

What this cyclical process shows is that the simple act of setting goals caused a boost in pride from the small achievement of beginning the process. This boost in pride increased his motivation and

confidence to achieve the goals which he set. Consequent achievement of these goals further increased his feelings of pride (the achievement emotion). The pride once again boosted his levels of motivation and confidence thereby encouraging him to continue to set more goals. The process is cyclical in that it feeds back into itself and becomes a self-perpetuating cycle.

Role of Injury.

Matt attempts to quantify his motivation levels pre- and post-intervention to illustrate the difference that he had personally experienced as a result of the goal-setting program. He explains that before the program, his motivation was at a perceived level of approximately six or seven, but after the program he would set his motivation at an average of nine. He explains that it was not a huge difference, but it was a difference nonetheless. Matt was not entirely demotivated to begin with. As mentioned in the discussion of the themes of the pre-intervention interview, Matt's motivation had not decreased substantially as a result of the injury as he made an effort to maintain a positive attitude post-injury. However, the program did make a difference for him as he realised the benefits of re-evaluating his goals and moving forward after the injury. He moved past the mind set of 'being over it' (as he describes it) to 'wanting to do it' because he knew that it would only benefit him. In this way, it can be argued that the goal-setting program had a direct, positive influence on Matt's motivation.

T: "Did you feel that from before we started the program and our very first session to now, maybe on a scale of one to ten, how much do you think its improved?"

M: ....

T: "OK well what number would you put yourself at in terms of motivation and confidence before the program started?"

M: "Motivation – just knowing that what I have to do .... probably like six and seven's."

T: "Before we started?"

M: "Ja."

T: "Ok and now?"

M: "And now it's eight, nine, ten's, not a huge difference but I already knew I was motivated to carry on."

T: "I remember you said you weren't completely demotivated after your injury, you were still positive..."

> M: "Ja, but the biggest thing I would say is it's improved my... as I said the whole being proud and everything. Going from not being able to this because I was so over it to almost wanting to do it because I know it's gonna help benefit me you know in the future once I've completed it."

Although Matt explained in the pre-intervention interview that he had remained positive, as well as arguing in the previous extract that his motivation levels were still relatively high post-injury, he explains in this extract that the post-injury attitude may not have lasted. He states that his motivation had dropped because of the fact that he was not doing anything. This could explain why the goal-setting program had such a significant influence on him – because it was demotivating him by not doing anything substantial with his post-recovery time.

Podlog and Eklund (2005) note that many athletes experience setbacks after injury due to fears associated with re-injury and their ability to perform at pre-injury levels. These fears and concerns often have detrimental effects on the athlete's confidence levels (Rotella, 1985). Matt explains that he was experiencing a sense of calm post-injury and that he was not completely demotivated as many athletes are after an injury of that nature. Podlog and Eklund (2005) explain that the type of motivation which drives an athlete to return to their sport post-injury is instrumental in determining the psychological outcomes of that return. In their study conducted with an Australian football league, Podlug and Eklund (2005) discovered that athletes who were intrinsically motivated to return associated the return with more positive aspects and more enthusiasm. Athletes who were extrinsically motivated to return (pressured by coaches or parents) produced more negative responses to the return and perceived the return to the sport as more threatening or unfair. Podlug and Eklund (2005) therefore concluded that:

> From an SDT perspective, the beneficial psychological effects of intrinsic motivation for athletes returning from injury might be explained by the fact that intrinsic forms of motivation are viewed as expressive of desires consistent with actualising and growth tendencies natural to humans. Gaining a renewed perspective on the significance of sport in one's life is compatible with the intrinsic tendency toward self-actualisation and personal growth (p. 31).

From this perspective it could therefore be argued that Matt's sense of calm was a manifestation of an intrinsic form of motivation to return to motocross racing. He speaks about his positive attitude after the injury had occurred and does not indicate that he was under any sort of external pressures to return to the sport. These are some of the indicators that Matt may have been experiencing a

form of intrinsic motivation, even though he felt that he was in a 'lull' from not being pro-active about rehabilitation of the injury.

The program provided a way out of the 'lull' which he was experiencing as a result of the injury. It also helped him to re-establish what it was he wanted to achieve in terms of his motocross career and moved him out of his mental state which he calls 'laziness.' 'Getting things done now and today' appears to be particularly important to Matt especially in relation to the fact that he knows that time management is not his strong point. By achieving his goals as quickly as he knows he is capable of doing, this could be another factor that would serve to give him that 'boost' about which he speaks so often throughout the interview, as well increasing his confidence in himself and his abilities. In this way, the program may have helped Matt to overcome the psychological outcomes of the injury in that it gave him something pro-active to participate in and also afforded him opportunities to increase his motivation and confidence by achieving small accomplishments. A similar pattern was observed by Bianco, Malo, and Orlick (1999) in their study with elite skiers as they relayed their experiences of return from injury. Small accomplishments were able to help the skiers to learn that re-evaluation of their goals may temporarily improve motivation to continue with the sport post-injury and to persevere through the distress of becoming injured or ill.

> M: "You know after 1 and a half weeks of doing nothing, just sitting on your ass it completely like drops your motivation levels so I think in that case the whole goal-setting plan just helped me wake up to yes I do actually wanna get back and come back as hard as possible so in that case definitely, the program definitely helped. I think the goal-setting just re-motivated me because like I said those goals and those things to come back hard just fell to the back and I was like so lazy and so tired and I was sleeping from the drugs every day. It was like 'ag what a shlep I'm not gonna start this today, I'll do it tomorrow', and then the next thing it's like 2 weeks later. Whereas the whole goal-setting plan helped me get things done now and today which was cool."

Confidence .

Being in the Zone.

Matt's exploration of and experimentation with process and outcome goals will be discussed under the organising theme of 'Shift in thinking.' However, the topic of process goals appeared to be relevant in terms of the effect they seemed to have on his confidence. Matt also acknowledges how useful process goals can be in terms of increasing his confidence. Again, he refers to the 'boost' that he experiences with process goals because for him, having achieved his process goals of focusing on each exercise for rehabilitation of his injury, and using these particular exercises to

strengthen the muscles and ligaments around the broken bone, means that he has done the work he feels he needs to do in order to perform well on the day of the race. For this reason, he feels that he, personally, needs to focus on process a little bit more. This is possibly related to Matt's issues with confidence, and it may have become another tool that Matt has learned to increase and maintain his confidence on race day and during practice sessions. Weinberg and Gould (2011) have suggested that successive accomplishments of process goals can lead to an increase in confidence due to the frequency of personal successes afforded by achieving these types of goals.

In this extract Matt also talks about 'being there.' This refers to the mental state where he knows that he is performing at his personal best and his confidence is higher than usual. This state appears to be about 'knowing he's the best that he can be' and having very little self-doubt factor into his mental processes. The focus is predominantly internal and little focus is placed on competing athletes. From this extract it is clear that Matt has experienced this state in the past and would like to revisit this state. Sugarman (1999) argues that this state would be referred to as 'being in the zone.' This means that the athlete is relaxed, confident, completely focused, displaying effortless performance, experiencing a sense of automatic functioning, and is truly enjoying the experience and having fun (Sugarman, 1999). Young and Pain (1999, p. 127) have described the zone as "the pinnacle of achievement for an athlete" which typically characterises "a state in which an athlete performs to the best of his or her ability." Interestingly, in a study conducted by Jackson and Csikszentmihalyi (1999), out of the ten most prominent elements of the zone, they found that clear goals were one of these elements. This suggests that Matt's use of specific and well-defined goals may help him to reach this state again and increase his levels of confidence.

Matt continues to explain how process goals will help him to increase his confidence in order to reach 'the state' and 'be there.' He also believes that by 'being there', this will ultimately help him to achieve his outcome goal. Matt may have already intrinsically realised that by using clear goals, he will improve his chances of reaching the state where he is close to or in the zone, thereby increasing his self- and sport-confidence. This extract, in summary, covers the most significant factors that Matt has come to realise about process goals, and that the relationship between process goals and outcome goals can be associated with reaching this mental state of optimum confidence.

> M: "I think personally if you focus more on process, just a little bit more, I mean some people are good enough to know that their process is good and they don't need to focus on their process. It's like, a guy like Ussain Bolt, he does the work and he knows he's the best and he smacks the crap out of anybody. Personally, I haven't been there all that long or, I mean I've been there a few times but not for long and I think personally focussing on the process and getting there helps boost 'cause when you've done the process and you know

you've done enough work, more than enough work of each different aspect it boosts your confidence through the roof because you know you the fittest guy or the fastest guy or the strongest and all the different things help and throw your confidence through the roof which hopefully in the end will lead to the outcome being achieved."

Self-efficacy boost.

As mentioned previously, Matt's main source of confidence throughout this program has been from writing out his goals and then moving forward to achieving them. He explains that completing the task and the goals that he set is a 'huge' achievement. The fact that it is a 'huge' achievement may be an indication as to why it had such a significant influence on his confidence. Again, the fact that he was able to overcome his 'laziness' was another important source of the confidence boost.

T: "Ok, that's great. Ok, then I just wanted to find out – you mentioned before the interview that you are more motivated. Can you speak a bit about that?"

M: "I felt it because you always know your dreams and your goals but them being in your head doesn't help when you're not focused on them 24/7 because you might have other obligations to uphold and everything. Other than that – confidence when you're personally just doing the goal-setting and having a plan. Writing it out, for me, is a bit of a boost where I'm proud of the fact that I did something and then completing the task and the goals and everything is a huge achievement. Not just because I achieved them but the fact that I got up to do them in the first place is you know big confidence and it makes you proud and – well I'd say confident because it makes me feel like I actually can and I'm not the lazy person that I'm made out to be and know myself to be so ja."

In this part of the interview, Matt attempted to quantify his increase in confidence, as he saw it from his own perspective. Firstly, Matt suggests (possibly implicitly), that what we had been talking about was in fact closely related to self-efficacy rather than confidence. Self-efficacy is defined as a more stable construct relating to the way a person feels about his or her abilities whereas as confidence fluctuates daily depending on a number of extraneous factors (Schunk, 1990). Confidence in that sense had been an issue for Matt, but what he had experienced through this program was more an increase in self-efficacy than an increase in confidence. To clarify the difference between confidence and self-efficacy, Moritz et al. (1996) explain that self-confidence in sport can be measured through two main domains: sport confidence (Vealey, 1986) and self-efficacy theory (Bandura, 1986).

Moritz et al. (1996, p. 172) explain that "sport confidence generally refers to the belief or degree of certainty an athlete possesses about his or her ability to be successful in sport" while self-efficacy "refers to an individual's conviction that he or she can be successful at specific sport tasks, skills, or under specific conditions." Confidence therefore appears to be more closely related to outcome-based tasks that may be founded on talent whilst self-efficacy refers to the belief that the athlete is capable of completing the smaller process based tasks necessary to complete the larger outcome tasks. Matt does not appear to be concerned with what is referred to here as sport-confidence. Rather, he was interested in increasing his self-efficacy and in believing in himself so that he can endure in performing well on certain tasks or under certain conditions (Bandura, 1986).

Before the program started, Matt would have rated his self-efficacy levels at three or four, but after the program he set the level at an average of seven, which is a significant improvement. He adds that the increase he feels in his self-efficacy is the origin of the big 'boost.'

> T: "Ok, so is it to do with having a confidence in your own ability type of thing?"
>
> M: "Yes"
>
> T: "Ok, so can we say we're looking at a belief in yourself and your abilities? Is that what you mean?"
>
> M: "100%"
>
> T: "Ok so then in terms of this confidence in your own abilities (or what we'd call self-efficacy) how would you have rated yourself before the program?"
>
> M: "Four, three"
>
> T: "And now?"
>
> M: "Six, seven, eight"
>
> T: "Ok, so definite improvement?"
>
> M: "Ja, that's where the big boost is"

The idea that Matt's thinking and thought processes played a large role in the development of his improvements in this program is re-emphasised in the following extract. He mentions again the state that would be optimum for him in terms of confidence and motivation and acknowledges that this program is a good way to achieve that state (which was determined as 'the zone' in previous themes'), if the athlete in question is not already in that state. He associates the increase of

confidence with a decrease of self-doubt. This is logical but is significant for Matt as he appears to struggle with doubt in himself and therefore also struggles with low self-efficacy levels. Toward the end of the extract Matt also makes a link to the fact that if someone can accomplish the goal-setting process effectively, this will increase their pride. As this person's pride increases and they move closer to achieving their goals in terms of fitness and mental performance, so their confidence should also increase. Although Matt speaks hypothetically in this extract, this process could be applied to his own experience of goal-setting and the move to increased confidence and motivation. This link was discussed in the theme 'pride' but is re-iterated here as the role of confidence or self-efficacy becomes more prominent.

> M: "I'm a deep thinker and it made me think a lot more, didn't think that was possible. The thinking, at first it wasn't thinking it was just straight knowledge of what I wanted to do then because I am a thinker I think it made me start to question why I didn't think. I just knew but um the easiest thing with confidence and motivation, when you're that confident or that motivated you just know that I am the best or I am the fastest or I am the fittest or today I'm gonna win, straight up, don't care who's in my way or how I'm gonna get there, I'm going past them. You know when you're that confident in your knowledge you don't need to think you just – there's no doubt that creeps in its just all there so I think this program can help someone who isn't there get there and if it doesn't then they might need to work on, I don't know, whatever other aspects of their life. But this is a pretty good way of getting there. The only other thing that I could of that someone would have to work on would be like their own personal thought process but if you can get this right and be proud of yourself completing your tasks and getting closer to the goal and the dream and the right fitness and the right intellectual level then you surely must be more confident to achieve the goals or dreams that you want."

Program as a foundation.

Matt revealed, during the post-intervention interview, that this program had served as a foundation for future attempts at goal-setting in that it had provided him with the necessary tools and ground work that he would need in order to repeat the process successfully and effectively. He had mentioned during the interview that he found it challenging to begin the goal-setting process on his own (presumably because of his lack of knowledge related to goal-setting), but it had become apparent during the program that this was due to the fact that Matt was not entirely sure on how to go about the process correctly or effectively. Weinberg and Gould (2011) as well as Cox (2007) have argued that one of the most difficult parts of the goal-setting process for any athlete is starting. This phenomenon was therefore not unique to Matt, as many athletes who engage in goal-setting

face this same challenge. Once he had learned how to use goal-setting, he felt more confident about repeating the process in the future, on his own. Not only had the program taught Matt how to set effective goals, but he also learned a great deal about himself and how 'he ticks' so that he is more aware of how he should write his goals down in order to make him feel more attracted to his goals and motivated to achieve those goals. As Matt's sense of self-efficacy increased throughout the program, he was able to absorb the full value of the program and think of other areas in which he could improve through the use of goal-setting. The confidence he gained therefore set him up for success in future attempts at goal-setting and personal improvement.

> T: "So do you feel like you could go and do it again by yourself? 'Cause you said it was hard to sit down and start writing goals, do you think the program has helped you overcome that?"
>
> M: "It's made it a lot easier"
>
> T: "Now that you know how to go through the process?"
>
> M: "Ja and now I've got notes to help me to figure out what to write down and how I need to write it down. My own knowledge of how I tick so I can regulate the way I write it down to make me more attracted to what I want to do."

It seemed that the program had also served as a foundation for improving his mental state in the long run, and not just as a learning process for future attempts at goal-setting. He explains how using this program correctly can increase his self-efficacy (which he calls confidence) and help him to achieve the physical and mental state that he desires in order for him to begin to achieve his long-term or 'legacy' goals. What he may have been referring to here is his shift in competitive orientation, in that he has altered his mental state in such a way that the focus had changed from being aware of his performance in relationship to others to a focus on his performance relative to his own previous performances. It seems that for Matt, the goal-setting program was also a stepping stone in the progression toward achieving closer proximity to 'being in the zone'. It is not possible for athletes to be in the zone all of the time but it is possible to manipulate certain factors that improve the athlete's chances of being able to be in the zone more frequently (Young & Pain, 1999).

> M: "If you can get this right and be proud of yourself completing your tasks and getting closer to the goal and the dream and the right fitness and the right intellectual level then you surely must be more confident to achieve the goals or dreams that you want."

Matt speaks about the importance of 'doing it right' when it comes to goal-setting. Matt knew that it was important to 'do it right', and now that he had completed the program, he was able to understand first-hand the importance and benefits of setting goals effectively and how far it could potentially take him in the future. Etnier (2009) explains that some of the long-term benefits of using goal-setting techniques such as those introduced in this program include assisting the athlete in the development of a plan to achieve his or her ultimate goal and also providing a means by which the athlete can assess their progress in relation to said goal. A program such as this one would also encourage the athlete to stay motivated through the use of short-term goals. Setting effective goals also ensures that athletes perform at their optimum levels and try their best regardless of whether they achieve their ultimate goal or not (Rushall, 2008). Matt appears to have realised some of these benefits and has developed an appreciation for correct goal-setting techniques, and further acknowledged that this program, and learning how to 'do it right' has set him up for success in other areas.

> M: "Ja, it [the goal-setting program] was *so* cool because I actually got to do it properly for once."

Shift in thinking.

Balance between outcome and process.

This theme is an indication that Matt experienced a learning process through the program that fulfilled one of his implicit needs – to focus more on shorter-term, process goals. His shift in thinking was not extreme in that he did not discard outcome goals or outcome oriented thinking altogether. Rather, he began to see the value of setting process goals and focusing on the process oriented tasks during the race instead of focusing exclusively on his desired end result. Outcome goals are important for various reasons including assisting the athlete to maintain focus and to help the athlete to prioritise performance and process goals (Weinberg & Gould, 2011). However, outcome goals can also be harmful to the athlete's performance. Martin and Gill (1991) have argued that outcome goals can serve to decrease motivation in the athlete because outcome goals encourage the athletes to perform at a level substantial enough to win as opposed to performing at their optimum level. By the same token, if the athlete knows that the competition is superior and their chances of winning are unlikely, this will discourage the athlete from trying their best (Martin & Gill, 1991).

However, performance goals serve the purpose of encouraging the athlete to choose an appropriately challenging standard. Martin and Gill (1991, p. 150) summarise this proposition by suggesting that "performance goals provide standards that can enhance sport-confidence whereas

outcome goals can undermine sport-confidence." For Matt, it was therefore of particular importance to place emphasis on the development and achievement of performance goals and he appeared to acknowledge this importance and work with it in his favour. Kingston and Hardy's (1997) study demonstrated the importance of setting performance and process goals as they found that their participants' (golfers) performance substantially improved with the introduction of these types of goals. A similar study conducted by Filby et al. (1999) showed that groups of participants who set performance, process, and outcome goals performed better than groups which set goals exclusively focused on one orientation. This study demonstrated the importance of attaining the balance between process, performance, and outcome goals and avoiding exclusive focus on any one of the three types of goals.

However, Matt seems to display an understanding of the different types of goals that is slightly different to what he was taught in the program. His thinking shows that Matt had now focused on outcome and process goals, omitting performance goals. However, performance and process goals can be perceived as quite similar and he may have conceptually amalgamated the two. Therefore his thinking about the three types of goals may not be flawed as much as it is simplified. Although Matt spoke only in terms of process and outcome goals, his goal plan still showed a clear delineation between performance and process goals, and therefore appears to know the difference but preferred to speak in terms of process goals as an umbrella term for both process and performance goals. Matt's provision of a few personal examples of his understanding of process goals and their usefulness demonstrates his sound learning, and may have pre-empted his shift in competitive orientation as suggested by the quantitative results.

Interestingly, Matt also acknowledges the dangers of becoming completely process oriented. He acknowledges that focusing exclusively on the process may result in him becoming more anxious and overwhelmed by all the process oriented tasks he may focus on. Although it is much more likely that anxiety would be caused due to an over-emphasis on outcome goals, Weinberg and Gould (2011) warn that placing too much emphasis on process goals may increase anxiety in the athlete due to the number of relevant process goals in relation to one outcome goal. By realising the danger of exclusive focus on either type of goal, this suggests that Matt has achieved a sound balance between outcome and process oriented goals.

> M: "It's weird I've only thought about it or heard about it now. The first time was when you told me. I thought the difference in goals was just long-term and short-term goals and as you said you only really get two different types which were outcome and process based and um that's when my dad mentioned something about this guy and shooting. It's not about where you hit the target... if you focus too much on where you're trying to shoot and you

don't focus on the point leading up to pulling the trigger it won't land there on the target. You have to focus on the breathing and the resting and the concentration and the slow easy pull of the trigger otherwise you pull too tight and you'll skew the shot and its pretty much the same thing with motocross although we never really think about it. It should come instinctively which is, then you don't have to think about it 24/7, if you know you not doing certain things right - like personally, I don't lean enough in the corners, lean forward enough in hard pack corners and ruts so that's one area where I could be more process focused to get a little bit faster and more comfortable in those corners. And like holding on with my legs, it's so much easier to jump and not have arm pump if you holding on with your legs. If you're doing it properly which I can do easily then it's so much easier. So the whole process, and also focusing on process during a race or leading up to a race or anything it take your mind off the outcome and some people get very pumped up and it's a good way of being pumped up and I do too sometimes but at the same time you might be overwhelmed and it might start working in reverse where you get anxious about being fast enough to finally win or, you know, all those different circumstances so ja."

Change in orientation.

Matt displayed a very definite shift in his thinking about goals and goal-setting throughout the intervention as well as the post-intervention interview. Firstly, Matt came to the realisation that goals are not only comprised of short- and long-term goals, but also of process and outcome goals. This expansion in his awareness of goals caused him to think more broadly about the constituents of particular tasks and how these can be turned into goals. He speaks about an example which was shared with him by his father, and he explains how the task of shooting can be broken down into smaller process-based tasks. Once he started thinking about these tasks in terms of his own sport, he realised the benefit of thinking in this way, and began to think more broadly about the concept of process and outcome goals, once he had learned about them from the program. He acknowledges in the following extract that he experienced a very obvious and definite shift in thinking as a result of the program and has benefited widely from this shift.

T: "Ok so you were saying the other day about how your orientation regarding winning and all that has changed. Do you wanna talk a little bit about that?"

M: "It's weird I've only thought about it or heard about it now. The first time was when you told me. I thought the difference in goals was just long-term and short-term goals and as you said you only really get two different types which were outcome and process based and um that's when my dad mentioned something about this guy and shooting. It's not about

where you hit the target... if you focus too much on where you're trying to shoot and you don't focus on the point leading up to pulling the trigger it won't land there on the target. You have to focus on the breathing and the resting and the concentration and the slow easy pull of the trigger otherwise you pull too tight and you'll skew the shot and its pretty much the same thing with motocross although we never really think about it. It should come instinctively which is, then you don't have to think about it 24/7, if you know you not doing certain things right - like personally, I don't lean enough in the corners, lean forward enough in hard pack corners and ruts so that's one area where I could be more process focused to get a little bit faster and more comfortable in those corners. And like holding on with my legs, it's so much easier to jump and not have arm pump if you holding on with your legs. If you're doing it properly which I can do easily then it's so much easier. So the whole process, and also focusing on process during a race or leading up to a race or anything it take your mind off the outcome and some people get very pumped up and it's a good way of being pumped up and I do too sometimes but at the same time you might be overwhelmed and it might start working in reverse where you get anxious about being fast enough to finally win or, you know, all those different circumstances so ja."

T: "Ok, so do you think there's a definite shift then in the way you've been thinking?'

M: "Ja."

This change in his thinking reflects a change in his orientation as he began to think about the small tasks and processes which need to be completed before he can focus on the overall result or the outcome goal. In this way, it can be argued that Matt's competitive orientation shifted from being predominantly outcome-focused to being balanced between outcome- and process- focused with slightly more, but not exclusive, emphasis on process goals. This shift is also evident in Matt's quantitative results as discussed earlier. As mentioned in previous themes, this shift in thinking was one of the aims of the program in line with one of Matt's implicit needs. Etnier (2009) has argued the crucial importance of attaining this balance as all three types of goals serve their own respective functions. However, exclusive focus on any one of these types of goals could also be harmful to performance as each has its own set of downfalls as discussed earlier.

In the next extract, Matt continues to explore the way in which this shift in thinking or change in competitive orientation helped (in his opinion) to increase his confidence. He does not explicitly mention the effect it had on his confidence but this may be implied as mentioned earlier in the discussion of the theme 'feelings of pride and enjoyment.' It can be argued that the 'boost' Matt refers to includes a motivational element as it inspires and drives him to want to set and achieve his

goals and then once he does that, he then experiences an increase in his confidence, which then further motivates him to continue to set and achieve goals. He also suggests that this increase in his confidence will help him to ultimately achieve his long-term, outcome goals, and attributes that to his participation in this goal-setting program, and consequently his shift in thinking.

> T: "That's good, ok then I wonder do you think that shift in orientation from outcome to process, do you think that had something to do with the changes you felt in your motivation and confidence?"
>
> M: "I think it can help boost confidence. Just the knowledge that I figured that out... I think it came from this program, and then hearing that random story from my dad just helped me re-affirm that it's obviously a working system but I think personally if you focus more on process, just a little bit more, I mean some people are good enough to know that there process is good and they don't need to focus on their process. It's like, a guy like Ussain Bolt, he does the work and he knows he's the best and he smacks the crap out of anybody. Personally, I haven't been there all that long or, I mean I've been there a few times but not for long and I think personally focussing on the process and getting there helps boost 'cause when you've done the process and you know you've done enough work, more than enough work of each different aspect it boosts your confidence through the roof because you know you the fittest guy or the fastest guy or the strongest and all the different things help and throw your confidence through the roof which hopefully in the end will lead to the outcome being achieved."

Conclusion

This chapter has outlined the main results of Matt's participation in the goal-setting program. The pre-intervention results included a thematic analysis of the interview; quantitative analysis of the COI and the SOQ; and an exploration of the performance profiles. The pre-intervention results revealed that Matt was outcome oriented before the program started, and that he also had specific needs with which the program dealt. The intervention was then discussed in detail, explaining the program week by week. The post-intervention results were then discussed, including another thematic analysis of the post-intervention interview, and quantitative analysis of the post-intervention administrations of the SOQ and COI. Both the qualitative and quantitative data revealed that Matt's competitive outcome had changed from outcome-oriented to process-oriented, and as a result, his perceived motivation and self-efficacy levels had increased due to his participation in the program. The main themes and patterns that emerged in this chapter will be further explored in the discussion chapter.

Case #2 – Brad Chapter Four

Introduction

This chapter is structured in the same way as the previous chapter, and serves as an umbrella chapter for an exploration of both the results and discussion of the second participant, Brad. The chapter will begin with a case history of this participant to provide some context to this case, and will be followed by discussions around the pre-intervention assessments, the implementation of the intervention, and the post-interventions assessments.

Case History

At the time of this study, Brad was 18 years of age and had been racing motocross for 14 years. He began racing at the age of four and has continued with the sport ever since. Brad raced in the MX2 and 125cc high school class in the year of this study and was, at the time, one of the top contenders for the championship. Brad's many years of experience and subsequent expertise in the sport of motocross had ensured his top ranking status. Despite Brad's excellent physical performance, it had appeared that Brad did not engage in much mental training, particularly in the area of goal-setting. Brad therefore appeared to be a suitable candidate for this study as it was assumed that he would gain much valuable information and experience through participation in a program such as this one.

Pre-Intervention Assessments

Before the commencement of the program, it was first necessary to determine a 'base-line' status for Brad in terms of his current competitive orientation as well the skills and techniques related to goal-setting that may have already been in place. The 'base-line' data were collected through quantitative as well as qualitative means. The quantitative data were collected through the administration of the Competitive Orientation Inventory (COI) and the Sport Orientation Questionnaire (SOQ), as well the supplementary data of the performance profiles. The qualitative data were collected through a semi-structured interview before the intervention began.

Quantitative Data

Brad's COI scores revealed that he was more performance-oriented before the intervention. The performance score was 0.475 and the outcome score was 0.386, with a total COI score of 0.5445. This result was interesting, as the pre-intervention interview suggested that he was more outcome oriented, in direct contradiction with the quantitative results. However, this will be discussed at a later stage. The SOQ scores support the COI scores and show that Brad's win orientation was

lower than his goal orientation. The win orientation score was 27, while the goal orientation score was 29. His overall competitiveness score was 62. The pre-intervention quantitative results therefore show that Brad is more goal-oriented with a higher value placed on performance than on outcome. As mentioned in the previous chapter, it is important to note that the SOQ and COI do not measure the same construct (Gill et al., 1991). However, using these two measures concurrently is often useful to determine the general orientation and competitiveness of an athlete. The results gained from the administration of these measures in the present study have supported this notion as these measures typically support one another.

The performance profiles were somewhat stagnant as a tool for Brad because although he conceptualised various categories within the physical and mental domains, he scored them all exactly the same. The performance profiles were therefore useful in that they encouraged him to think broadly about the areas that are important to him (albeit equally important), both mentally and physically which is helpful when brain-storming areas in which to set goals. However, the purpose of the performance profiles was also to help him to prioritise these areas in order to help him to focus on the most important areas. It is unrealistic to attempt to set goals in each of these areas, especially when the athlete is not particularly experienced at goal-setting. The performance profiles were therefore not useful in this way. Nonetheless, Brad delineated the 16 categories in Table 8 and Table 9, each with a score of 10.

Table 8

Brad's performance profile scores for mental components

Keeping calm/breathing	10
Focusing	10
Believing	10
Positivity	10
Goal-setting	10
Confidence	10
Getting pumped up	10
Motivation	10

Table 9

Brad's performance profile scores for physical components

Overall fitness/ flexibility	10
Throughout strength	10
Cardio	10
Correct breathing during race	10
Keeping cool	10
Warm up properly	10
Cool down properly	10
Moto training	10

Qualitative Data

The pre-intervention interview with Brad yielded a thematic network with the global theme labelled 'history and direction of goal-setting practices.' Within this thematic network, there are three organising themes, labelled '**previous goal-setting downfalls'**, '**types of goals already used**', and '**goals he would like to set**.' Under the first organising theme, 'previous goal-setting downfalls', there are three basic themes that summarise the main issues that Brad has had in the past when it has come to goal-setting. These are labelled 'failure to achieve goals', 'lack of self-discipline, motivation, and effective goal-setting techniques', and 'need for realistic goals'. The second organising theme 'types of goals already used' yields one basic theme, 'training goals.' Finally, the third organising theme in this thematic network is called 'goals he would like to set' and includes the two basic themes 'planning to set mental goals' and 'physical goals'. See Appendix J for a graphical representation of this thematic network.

Previous goal-setting downfalls.

Failure to achieve goals.

This theme is based on a significant comment made by Brad in the pre-intervention interview. He explains why one particular goal had not worked out for him in the past and discusses the reasons why. First of all, the goal that Brad had set was an outcome goal, with an omission of supplementary performance and process goals. This could have been his first error, which he may not have even realised at the time. This is significant because he explains that he did not achieve his goal due to mechanical errors and then acknowledges that this was out of his control. This is a

particularly useful example as it can be used to create a program that will encourage Brad to think about other goals that he can set that are within his control in order to set him up for success rather than risk possible failure due to extraneous factors.

Weinberg and Gould (2011) explain that exclusive focus on outcome goals is a common mistake made by many athletes because of social pressures to produce desirable results in the form of winning races or games. However, focusing on outcome goals only has been shown to reduce instead of enhance of performance, especially during the match or race (Weinberg & Gould, 2011). To avoid this mistake, Filby et al. (1999) suggest that for every outcome goal that is set, there should be several performance and process goals to balance it out. One of the reasons that outcome goals are risky when utilised on their own is that the outcome of events is often based on external factors which are out of the athlete's control. Therefore, the athlete may be trying his or her best and in theory should be achieving the outcome goals however external factors may have interfered causing a failure to achieve the outcome goal (Etnier, 2009). Brad clearly experienced this problem when he encountered mechanical problems and was therefore not able to achieve his outcome goal, regardless of his attempts at a good performance to achieve said goal.

> T: "Have you had instances where you've tried to set goals and haven't followed through or it hasn't worked or have you failed to each achieve a goal?"
>
> B: "Yes."
>
> T: "Can you tell me what happened?"
>
> B: "Well in the past I've planned to come in the top 6 and not made it due to bad mechanical errors"
>
> T: "Ok so it was something out of your control?"
>
> B: "Ja"
>
> T: "And that was when you set a goal based on your results?"
>
> B: "Ja"

Throughout the pre-intervention interview, Brad made consistent reference to outcome goals when using examples of previous goal-setting endeavours. Although the quantitative data suggest that Brad is not predominantly outcome oriented, the qualitative data suggest otherwise – indicating that he at least thinks more about outcome goals than any other type of goal. The following extracts

provide evidence of his outcome-based thinking as most of his goals are related to the end result of the race or the final positioning in a championship.

B: "Well before I race I set goals like if I wanna come in the **top five or top six or top seven** or wherever."

T: "What areas do you think you need to set goals for yourself in?"

B: "Just believing that I can **win"**

B: "Well in the past I've planned to come in the **top 6** and not made it due to bad mechanical errors"

T: "Ok so it was something out of your control?"

B: "Ja"

T: "And that was when you set a **goal based on your results**?"

B: "Ja"

T: "Ok and anything in particular you can improve on for the second half of the season as opposed to the first half of the season?"

B: "Train harder for the next two nationals"

T: "Ok for what purpose?"

B: "**To try get top five"**

T: "Ok, so we're looking at the results again?"

B: "Ja."

One of the above extracts reveals Brad's suggestion that it is important for him to 'believe he can win.' This may be an indication that it is important for Brad to maintain a high level of self-efficacy in order for him to perform well. This may be seen as an early indication that Brad would benefit from a program such as this one. 'Believing' was also one of the categories which Brad deemed as

highly important in the performance profiles. The issue of believing in himself, possibly closely linked to self-efficacy, is therefore a somewhat significant factor for Brad as evidenced by its consistency throughout both the qualitative and quantitative data. Schunk (1990, p. 72) explains that "perceived self-efficacy refers to beliefs concerning one's capabilities to attain designated levels of performance... and is influenced by abilities, prior experience, attitudes toward learning, instruction, and the social context." Schunk (1990) continues to explain that athletes displaying high levels of self-efficacy are more likely to participate in challenging tasks as opposed to those experiencing low self-efficacy who tend to avoid learning tasks and display less effort.

Lack of self-discipline, motivation, and effective goal-setting.

Within this theme, Brad inherently points out some of his previous weaknesses when it has come to goal-setting which may act as indicators for Brad's needs for this program. In the following extract he explains that one of these needs is increased discipline in terms of his goal-setting. He had advanced passed the stage of setting the goal but his downfall was in maintaining the discipline to achieve it. Brad does not describe in much detail the specific reasons for him not being disciplined enough or what this means to him. Brad's responses appeared to be short and vague for most questions in the interview. This could suggest that Brad had not reflected in much depth on the various reasons why his goals did not work. He may have been told by a coach that he was not disciplined enough but had not reflected on this issue in enough detail to resolve it. It could also be indicative of a defensive attitude toward being asked a question that may reveal something lacking in his preparation for his racing season. This defensive attitude may be closely linked with the presence of resistance to the programme from Brad.

The fact that Brad does not explain fully what he means when he states that he experienced a lack of discipline might suggest that he had labelled his experience as bad discipline when he may have been referring to a lack of goal commitment. Locke and Latham (2002) explain that goal commitment will occur when the athlete realises and acknowledges the importance of the goal to them, and when the athlete experiences the appropriate amount of self-efficacy to achieve the goal. Brad may have experienced a deficiency in either of these factors, although he suggests later in the interview that his self-efficacy levels would have been sufficient to achieve his goals. Therefore it could be argued that Brad had not absorbed the importance of the goal or taken full ownership of the goal. Weinberg and Gould (2011) explain that this tends to happen when the goal is not self-determined or when it becomes more important to the coach than to the athlete. In either case, Locke and Latham (2002) suggest that in order to enhance goal commitment the athlete should display public commitment to said goals "presumably, because it makes one's actions a matter of

integrity in one's own eyes and in those of others" (p. 707). This is a suggestion that was taken into account during the design of the program.

T: "Ok, and have you had an instance where you've tried to set a goal and the plan didn't work out or...?"

B: "Ja"

T: "Um, what happened there?"

B: "I set my goal and I didn't reach it."

T: "Why not?"

B**: "Wasn't disciplined enough"**

In the next extract, Brad indicates another factor which has affected his goal-setting practices negatively in the past. He attributes his 'bad discipline' to a lack of motivation to move forward to achieve his goals. Again, this can be seen as an indicator of Brad's needs that would need to be fulfilled during the program. He believes that he can overcome his lack of self-discipline by becoming more motivated and acknowledges that participation in a goal-setting program may help him to achieve this. Self-discipline can be achieved through the use of self-regulation. One of the main functions of self-regulation is to guide the athlete's behaviour toward a achieving a certain goal (Behncke, 2002). Goals are defined as immediate regulators of human behaviour and are instrumental in increasing motivation (Locke et al., 1981). Self-regulation is therefore a useful component of goal-setting to use in order to increase motivation.

T: "Ok um what else do you think might have gone wrong in the past when you tried to set goals?"

B: "**Bad discipline**. That's all."

T: "Like self-discipline? Sticking to your plan?"

B: "Ja."

T: "Ok and do you think that's something you can get around?"

B: "Ja."

T: "Ok do you know what you need to do?"

B**:** "**Get motivated**."

T: "Get motivated? Ok, and do you think that setting goals properly and effectively will help you get around that, once we start the program?"

B: "Ja."

Again, the answers presented in this extract are very vague and Brad does not reveal much more than the fact that he feels that increasing his motivation will help him to become more disciplined in working toward and achieving his goals. Although almost all theory on goal-setting will indicate that using goals is instrumental in increasing motivation, what Brad is suggesting here is that he needs to increase his motivation first in order to achieve those goals. According to theorists such as Locke and Latham (2002), the process of simply setting goals in the most effective and theoretically sound way should increase his motivation to achieve said goals. In the past, this may not have worked for Brad as he may not have used the effective goal-setting principles discussed earlier such as setting short- and long-term goals, setting specific goals, setting realistic goals as well as many other principles that should be used in any goal-setting task (Cox, 2007; Weinberg & Gould, 2011).

This program will therefore afford him the opportunity to use all these principles effectively in order to maximise his chances of being successful in the completion of the goal. It is assumed that participation in the program (beginning with a thorough, step-by-step process of effectively setting goals) will assist Brad in increasing his motivation to be able to adhere to his goals.

One of the most important effective goal-setting principles as outlined by Weinberg and Gould (2011) in this case would be self-regulation. Self-regulation would have been particularly important for Brad to master as he believes that his failure to achieve his outcome goals has been as a result of bad self-discipline. Therefore assisting Brad in learning how to use self-regulation may serve him well for this and future goal-setting practices. Self-regulation has been defined as "the stable element attempting to guide behaviour along a specific path to a directed aim or goal" (Behncke, 2002, p. 2). Bandura (1991, p. 249) explains that "self-regulation operates through a set of psychological sub functions that must be developed and mobilised for self-directed change" such as achieving a goal for a personal or team gain. Self-monitoring is one of these sub functions used to increase the effectiveness of self-regulation strategies (Bandura, 1986).

Widmeyer and Ducharme (2008) explain that many National Hockey League Teams in the United Kingdom choose to post their progress on a blackboard in the locker room, showing the statistics about the number of wins, losses, ties, and overall points that the team has achieved to date. This means that the athletes are constantly aware of their progress toward their goals and can also evaluate their efforts to achieve their goals based on the progress charts. These authors also emphasise that "monitoring not only acts as a motivator by indicating how well one is

accomplishing one's objectives, but also provides a constant reminder (i.e., a focus) of the objectives of the team" (Widmeyer & Ducharme, 2008, p. 108). This suggests that in order to help Brad become more motivated and more self-disciplined it may be useful to provide him with a means for evaluation of his progress. Brad therefore needs to engage in at least one self-monitoring activity in order to help him to become more self-regulated, or as he puts it – more self-disciplined.

This theme has therefore clearly indicated two of Brad's needs for this program including a need for greater self-discipline (self-regulation), and a need for increased motivation (which is a primary aim of this program). Although self-monitoring has been shown to be a function of self-regulation, and therefore an effective way in which to build self-regulation, Behncke (2002) also notes that goal-setting is another tool that is often used to initiate the self-regulation process. Therefore the goal-setting process introduced in this study as well as the opportunities provided during the program for self-monitoring should increase Brad's sense of self-regulation.

Need for realistic goals.

The final basic theme of the organising theme 'previous goal-setting downfalls' deals with another explicit need of Brad's. In the first extract, Brad demonstrates this need implicitly, but in the second, he acknowledges it quite undoubtedly. In the first extract he shares the fact that he chooses to set mental goals on the day of the race. However, as indicated in the text, he says that he *thinks* about mental goals on the day of the race and does not actually mention any active pursuit or concrete planning with regard to mental goals. This extract is important because even if he was setting goals on the day of the race, this would be somewhat ineffective as most of his goals would need to have been set prior to the day of the race. It is unrealistic to start setting goals a few hours before the race has begun without having set any mental or physical goals for the training period (Cox, 2007).

Perhaps what Brad is referring to here is mental preparation in terms of directing his focus and fostering a positive attitude for the day rather than mental *goals*. This may suggest then that Brad does not in fact set mental goals at all, but rather focuses his mind in order to cultivate an appropriate attitude or mind-set for the day of racing ahead. However, it still important to help Brad to understand that goals needs to be thought about and absorbed well before the day of the race, instead of attempting to develop new goals on the day of the race when it is too late to engage in any concrete planning of the goals. He acknowledges that the day of the race is "not necessarily" the right time to do it but he may still be lacking in understanding as to why it is not the right time, nor is it realistic. It is therefore important to include this explanation as part of the goal-setting program for Brad.

T: “Do you think it’s important to set mental goals?”

B: “Well ja k well **its normally on a race day when I sit down and think about it** but...”

T: “Do you think that’s the right time to do it?”

B: “Not necessarily”

In the next extract, Brad explicitly states his need for realistic goals but does not articulate the reasons why he feels he needs realistic goals. He says that he has not necessarily had a problem with setting realistic goals in the past, but still asserts that he needs them. This vague proposition may be an indication that Brad has been told in the past that it is important to set realistic goals but may not have thought in depth about what this may mean for him. This extract may therefore be a suggestion that there is a second voice present in Brad’s thinking that may have stemmed from close communications about the topic of goal-setting with a previous coach. It is therefore important to communicate to Brad that realistic goals are necessary so that he can set himself up for successes along his progressive journey.

Goals that are challenging for the athlete but still realistic and attainable have been shown to increase intrinsic motivation in the athlete (Weinberg & Gould, 2011). The goal therefore needs to either be hard enough or easy enough for the particular athlete’s ability level (Cox, 2007). Setting goals that are too easy are also not useful for the athlete as there is no element of challenge and successes will therefore be an empty experience. Goals that are too difficult will ultimately be setting the athlete up for failure, and consistent failure will result in a decrease in motivation (Locke & Latham, 2002).

T: “Anything else you need me to know before we start goal-setting?”

B: “I need **realistic goals”**

T: “Is that something you’ve had a problem with in the past?”

B: “Not necessarily”

Types of goals already used.

Training goals.

Apart from the frequent reference to outcome goals, as discussed earlier, Brad also reveals that he does use training goals in addition to his outcome goals. This finding correlates more closely to the

quantitative data indicating that he is not exclusively outcome oriented, and that performance oriented thinking does come into play when he thinks about his goals. This indicates another discrepancy in Brad's thinking as in earlier themes it was revealed that Brad sets his goals on the day of the race. However, within this theme he indicates that he also uses training goals. Any training goals that Brad set would have had to have been formulated prior to the race. This may suggest that what Brad was referring to in earlier themes was fostering a mental focus regarding where he would like the day to go in terms of his racing performance and results. It could be argued that Brad was actually engaging in a form of visualisation rather than a goal-setting process on the day of the race.

T: "Ok, and any other goals you set apart from 'I wanna come here or there in a race'?"

B: "Well **I set goals with training** and that like what I'm gonna do during the week so..."

T: "Can you give me an example?"

B: "Like **how far I'm gonna cycle, how far I'm gonna run** or..."

T: "Ok, so you set mostly physical goals?"

B: "Ja."

This extract not only shows that he sets training goals for himself, but it is also an indication that he may be predominantly focused on physical goals and does not suggest during the interview that he does set any mental goals. This is in concurrence with a proposition made in the theme 'need for realistic goals' that although Brad may think that he sets mental goals, it appears that he only thinks about what he refers to as mental goals but may in fact just be an attitude or a mind-set appropriate for the day of the race. This may imply that another of Brad's needs from the program is to set mental goals as well as physical goals.

The example used in this extract may also suggest one of two things. Firstly, the vague nature of his explanation of these goals could indicate that the training goals which he set did not have highly determined boundaries apart from the distance he wished to cover each day in either training method. If this is the case, this would indicate that Brad needs to set effective goals using the SMARTS acronym as this would help him to define the parameters of his goals in more patent terms. The SMARTS acronym is a widely used tool used by athletes (and anyone who intends to set effective goals) in order to create well-defined goals designed to maximise chances of successfully achieving the goal (Locke & Latham, 2002). The acronym stands for several tips

regarding the nature of the goals and suggests that goals should be specific, measureable, attainable, realistic, time-bound, and self-determined (Weinberg & Gould, 2011).

The second possibility is that he may not have been comfortable discussing his goals in full or may not have thought concretely enough about them to explain them in much more detail. The assumption here would be that he is setting effective goals but does not share them particularly easily. This leads to questions around his ability to effectively build a support group with whom he could share his goals and increase his accountability. One of the important goal-setting techniques according to Weinberg and Gould (2011) and Cox (2007) is centred on the ability to share goals with one or more people in order for those goals to be more accessible and to make the athlete more accountable to achieving said goals. However, it also cannot be assumed that because he may not have been comfortable sharing his goals with the researcher that this means that he is not comfortable with sharing his goals with anyone else. It is therefore more likely that Brad had simply not defined his goals in much more detail than he had revealed during the interview. Nonetheless, both of these possibilities were addressed as needs for the program with Brad; with the options of introducing SMARTS goals as well as encouragement to build a support network in order to create accountability.

> T: "Ok and anything in particular you can improve on for the second half of the season as opposed to the first half of the season?"
>
> B**: "Train harder** for the next two nationals."

The above extract suggests that the former proposition related to the ambiguity of Brad's comment in the previous extract is more likely. Again, Brad indicates what he knows he needs to do but does not indicate how he intends to do it. In other words, Brad has failed to define the parameters of this goal. This habit that has become evident in the text may be a principal reason why Brad has not been successful in the previous attempts with goal-setting. This reinforces the notion that Brad would need to be introduced to setting SMARTS goals to help him to set more clearly defined goals which will, in turn, be more accessible to him, and easier for him to accomplish.

Goals he would like to set.

Planning to set mental goals.

One of the needs discussed in an earlier section was related to mental goals, as opposed to exclusive focus on physical goals. This need becomes highly apparent within this theme, as it becomes clear through the text that Brad would benefit from setting mental goals in addition to the goals he is already setting. He states that he does not set any mental goals but does think it will help.

However, it is interesting to note that after he says that he does think it will help, he ends his sentence with 'but' which may indicate some sense of doubt of the prospect of setting mental goals. This may be taken to indicate that although he might think that it is important to have mental goals (or may have been told that it is important), he is not entirely convinced about the idea and/or purpose of actually doing it. It is crucially important to set both physical and mental goals as both elements are highly important, especially in a sport such as motocross. In Fleming's (2011) study with motocross racers, one participant explained that motocross is 90% mental, and 10% physical indicating that it is as important (if not more important) to set mental goals as it is to set physical goals.

T: "Any mental goals?"

B: "**Nothing at all"**

T: "Do you think it's important to set mental goals?"

B: "Well ja k well its normally **on a race day when I sit down and think about it** but..."

T: "Do you think that's the right time to do it?"

B: "Not necessarily"

T: "When do you think is the right time to set mental goals?"

B: "Well it depends what mental goals I'm setting"

T: "Would you like to set mental goals? Do you think it will help?"

B: "**Ja, I think it will help** but..."

T: "What areas do you think you need to set goals for yourself in?"

B: "Just **believing that I can win"**

T: "So do you think that it has something to do with confidence?"

B: "Ja, knowing that I've got confidence and getting confident so that I can do well."

Within this extract, Brad makes another reference to believing in himself as well as the significant role that confidence could play in this process. In his performance profiles, Brad categorised self-belief and confidence in two separate compartments, which may mean for him that these are two separate issues which he believes are important in his racing. Confidence is re-emphasised in this extract as a concept that might need to be built up either through this program or through other

means. Up until this point in the analysis, Brad has emphasised his need for three main mental goals: an increase in motivation, an increase in self-efficacy, and an increase in confidence. However, despite his previous mention of the importance of maintaining confidence throughout the racing season, in the next extract Brad asserts that he has 'good confidence' at the moment. This seemingly contradictory attitude may simply indicate that although Brad feels that confidence is highly important, especially in terms of setting and achieving goals, he is not necessarily implying that his confidence is low at the moment, but could always be improved upon.

Again, it is important to note that Brad separates confidence and self-efficacy so he may also be suggesting that his confidence levels might be high but he could improve his self-efficacy levels. Moritz et al. (1996) explain that the difference between confidence and self-efficacy lies in the focus of belief in abilities. They explain that "sport confidence generally refers to the belief or degree of certainty an athlete possesses about his or her ability to be successful in sport... conversely, self-efficacy refers to an individual's conviction that she or he can be successful at specific sport tasks, skills, or under specific conditions" (Moritz et al., 1996, p. 172).

Brad's need for motivation is re-iterated in the next extract as he describes his motivation as being at a low point because of the racing structure in South Africa. However, he displays a positive attitude about the real possibility of increasing his motivation and changing this himself.

> T: "Ok and can you speak a little bit now about where you're sitting in terms or your motivation and your confidence?"
>
> B: "Um, confidence - I've got **good confidence**. **Motivation is 'swak'** [Afrikaans term for 'weak'] because there's not many races and ja..."
>
> T: "Do you think you could **change your level of motivation**?"
>
> B: "Ja definitely"
>
> T: "Ok and your confidence is quite good already, do you think that could **still improve**?"
>
> B: "Ja, it can always improve"

The following extract is evidence of Brad's clear intentions to set goals in the area of confidence. He has already indicated that confidence is highly important to him in previous themes, as well as in the performance profile. The second part of the extract is a demonstration of Brad's attempt to quantify the importance of confidence as well as motivation, and interestingly scores them exactly the same as he did on the performance profile, showing consistency between the quantitative and qualitative data, in this particular area.

B: “Ja, knowing that I've got confidence and getting confident so that I can do well.”

T: “Ok, so what you’re saying is that you’d like to set some goals in the area of confidence?”

B: “Ja”

T: “How important are those two things [confidence and motivation] to you?”

B: “10 out of 10”

T: “Ok, so it’s important for you to keep high motivation and high confidence?”

B: “Yip”

Brad describes the reasons why it is important for him to maintain a high level of motivation in the next extract by sharing his ultimate dream of racing in America. He acknowledges that it is important for him to stay motivated so that this dream can be realised in the near future for him. This motivation for these particular purposes therefore appears to be the primary concern or priority for Brad at this point. It is therefore vital to take this suggestion into account during the goal-setting process with Brad as this aspect of motivation for these purposes is clearly highly important to him. What can be gleaned from both the above and below extract is that motivation is very important for Brad right now although it is not necessarily suffering at this point

T: “What would you say is the most important thing to goals for right now?”

B: “Well, goals for what?”

T: “Your racing”

B: “Oh, well getting fit and motivated to go to America next year, or getting **motivated** to get fit.”

Physical goals.

During the pre-intervention interview, Brad was encouraged to begin brainstorming ideas about areas in which he may like to set goals during the program. He was encouraged to discuss this at an early stage due to the fact that he had appeared somewhat closed off throughout the interview session and did not share information easily. Brainstorming about future possibilities was therefore suggested in order to begin to create excitement about goal-setting, and possibly begin to foster

motivation to commence with the program and the goal-setting process. One of the areas which became apparent as important for him was to set more physical goals, even though physical goals already seemed to be prominent in his current thinking about goals. One of these physical goals was related to nutrition, and again ties up with the categories which he delineated in the performance profiles. The second physical goal which he mentions is one which was discussed briefly in an earlier theme and relates to his training in order to achieve a particular position for the end of the year. This goal is explicitly stated here as a fitness goal to improve his rankings in the championship for the rest of the year and also to be at his peak performance levels for his transition to American motocross. During the pre-intervention interview, Brad shared that he would be moving to the United States of America in the following year to pursue his dream of a motocross racing career, and also to begin racing supercross which is a sport similar to motocross but raced in different conditions.

This theme, in concurrence with the performance profiles, indicates that Brad perceives fitness as a holistic concept involving many crucial factors – not just training on the bike. This provides an opportunity for Brad to set various goals in different areas of his sporting context. Varied goals may assist Brad in staying motivated as the new and different goals will continue to provide fresh challenges for him, and will not likely become stale as he continues to achieve the same types of goals. This may suggest an important finding that athletes require goals of varied natures in order to yield fresh challenges and avoid repetition and redundancy. It is for this reason that Etnier (2009) suggests that during training, athletes should not be subjected to identical regimental tasks each practice but should rather be provided with varying challenges to keep the training hours exciting and fun. This is particularly important as Weinberg and Gould (2011) indicate that having fun is one of the most important factors in building intrinsic motivation in athletes.

T: “Ok, what other areas can you think of?”

B: “Eating right, not eating the bad junk stuff... things like that. Eat good stuff.”

T: “Ok, so again the more physical side... nutrition”

B: “Ja”

T: “What would you say is the most important thing to goals for right now?”

B: “Well, goals for what?”

T: “Your racing”

B: "Oh, well getting fit and motivated to go to America next year, or getting motivated to get fit."

T: "Ok and anything in particular you can improve on for the second half of the season as opposed to the first half of the season?"

B: "Train harder for the next two nationals"

Implementation of Intervention

Brad's needs for this program were mostly determined through the qualitative data and were based on extracts from the interview. To summarise, Brad indicated that his needs include setting performance goals; increasing his self-discipline; increasing his goal commitment; setting more realistic goals; increasing his motivation; specific goals that will facilitate the development of a more well-defined goal plan; and setting more mental goals to help him focus. Based on these needs, it was ensured that the program design covered all of these aspects in order for Brad to gain as much from this program as possible. The program design was very similar to the program used for Matt due to the fact that many of their needs were similar. The pre-intervention interview with Brad showed that he had a greater need for a shift in thinking toward process- and performance-based goals than Matt because of the clear favour he showed for outcome goals. For this reason, more focus was placed on process-based thinking. Table 10 is a summary of each of Brad's needs and a corresponding plan to address each need, as it was conceptualised and manifested in the program. A week-by-week breakdown of the program is also displayed in Table 1. The structure of Brad's program is consistent with the structure of Matt's program.

Table 10

Brad's needs and corresponding intervention strategies

NEED	PLAN TO ADDRESS NEED
Performance and process goals; less focus on outcome goals	Notes package to encourage learning about importance of performance and process goals Use of goal chart to illustrate working relationship between process, performance, and outcome goals
Lack of self-discipline	Introduce accountability with follow-up sessions Increase Brad's self-regulation using goal journal

Lack of goal-commitment	Increase self-efficacy using process goals Use self-determined goals Display public commitment to goals Increase motivation using effective goal-setting techniques
Mental goals (focus)	Record goals (poster format) Share goals with support group Use mental performance profile to decide on goal areas for mental preparation improvement Motivation quotes to maintain ambitious mind-set
Realistic approach to goals and goal-setting	SMARTS goals – emphasis on the 'R' for realistic goals Preparation in advance of race, as opposed to setting goals on the day of the race (participation of 5-week goal-setting program
Specific goals with well-determined boundaries	SMARTS goals with emphasis on the 'S' for specific goals Goal chart with plan to achieve goals
Motivation	Setting short-term, process-based goals to increase intrinsic motivation Self-determined goals

Table 1

Weekly breakdown of goal-setting intervention

WEEK	**FOCUS**
Week one	Introduction to program (formalities)
Week two	Setting goals effectively (education & implementation)
Week three	Self-monitoring and remote follow up (time alone to work on goals)
Week four	Evaluation of progress (opportunity to adjust goals)

Week five	Reflection and debriefing (effect of program overall)

Week One - Introductions

This week ran the same way as it did for Matt (the programs were running simultaneously). The first session of the week was used to administer the pre-intervention assessments including the COI, the SOQ, the performance profiles, and the semi-structured interview. It was also a time for the nature of the study to be explained to Brad, and an opportunity for questions. In this session, Brad signed all the relevant consent forms including the tape recorder form (Appendix C) and an informed consent form (Appendix E). The outline of the program was briefly explained, and he was ensured that all information shared during the study would remain confidential and he would remain anonymous as a participant of this study. The first session was therefore used for formalities and to introduce Brad to the program so that he would be aware of what to expect in the coming weeks.

The second session of the week served as a more thorough introduction to the program, and more specifically to goal-setting. This session was used to discuss the concept of goals and goal-setting and to initiate a conversation about these topics. Brad was provided with the same handout that Matt had been provided with (see Appendix F), and he was encouraged to read and think about the first section of the manual. This section covered the basic ideas around goal-setting and explained the benefits of using goal-setting and why it is particularly important for athletes to use. To recapitulate the contents of the notes section of the manual, the sub-sections included ‘thinking about goals and goal-setting’, ‘why should I set goals?’, ‘motivation and goal-setting’, the golden goose story, and reflection points to initiate active and personal thinking about goal-setting. The notes were explained in depth to Brad and he was encouraged to re-read the notes package in his own time in order for the contents to settle in his thinking. This was an important week for Brad as it was an initial attempt to begin to increase his motivation to engage in goal-setting, and to invoke a level of excitement to pursue and achieve his goals.

According to observations recorded in the research journal, Brad responded to the golden goose story in particular with enthusiasm. This was a story that ‘hit home’ for him as he was able to apply the principle from the story to his own life. He liked the idea of pacing himself when it comes to his racing and not trying to do too much at once. His perception and understanding of the story was slightly different to the message intended with the story but it was a valid perception nonetheless.

The intended principle behind the golden goose story is that it is important to focus on the processes necessary to yield the outcome and to maintain and nurture those factors which come into play when producing the end result. Metaphorically speaking, it is important to nurture the goose and take care of it in order for it to produce the golden eggs. Killing the goose will not yield the gold any quicker than if the nurturing had continued. Brad understood this principle and took it a step further to interpret the story as an encouragement to pace himself, and receive one golden egg at a time as opposed to rushing in for the gold, and in the process killing the goose that was producing the eggs in the first place. This session was therefore successful in that it encouraged Brad to begin thinking in terms of process, and why it is important to acknowledge and work with this type of thinking. This is significant as it was an early attempt to address one of Brad's needs as outlined in Table 10; to encourage more thinking around process and performance goals and to see the value in using these types of goals in conjunction with outcome goals as opposed to focusing on outcome goals exclusively.

Week Two – Setting Goals Effectively

The first session of this week was dedicated to relaying some of the most important principles of effective goal-setting to Brad. This was done mostly by discussion but he also had access to the manual which served as a summary of the main discussion points. He was also introduced to the common mistakes and downfalls that are typically come across by athletes. This was done in order to encourage him to avoid making the same mistakes. It was important to ensure that Brad had a sound understanding of all the main principles including using short-term and long-term goals; using process, performance and outcome goals; using specific goals; and being flexible with goals, among other important and useful principles. Ensuring that Brad had fully comprehended these principles would allow the process of goal-setting to be much simpler and less time-consuming. Alerting to Brad to the common mistakes that many athletes make not only shows that many people do make mistakes and might fail in their goal achievement because of these mistakes, but provided a warning against making these same mistakes in his upcoming goal-setting process. This session therefore served as an educational session in which Brad was introduced to a variety of concepts and guidelines that would be useful to him in the upcoming weeks.

SMARTS goals were also introduced through the use of a visual aid included in the manual to facilitate the fulfilment of one of Brad's needs as determined from the pre-intervention assessments. SMARTS goals are particularly useful for Brad as he needs specific goals to help him to develop a goal plan, and also needs to be realistic with his goals. Both of these concepts are articulated through the use of the SMARTS acronym. Brad also needs his goals to be self-determined in order to increase his goal commitment. This concept is also included in the last 'S' of SMARTS. Two

other visual aids were used to more clearly represent some of the ideas and concepts around goal-setting that were being discussed (see Appendix F for these visual tools). These were the same visual aids used in Matt's intervention, as both participants displayed similar needs. The first of these visual aids was a game plan goal chart which showed the relationship between process, performance, and outcome goals and was used in such a way that it showed Brad the importance behind using all three types of goals, and how using outcome goals only is not a feasible way to achieve desired results. Using the labels 'why', 'what', and 'how' to distinguish between each type of goal served as an illustration of each goal's respective purpose, further reinforcing the idea that the three types of goals need to be used in conjunction with one another.

The second visual aid is an illustration of two sets of ladders to represent the relationship between short-term, mid-term, and long-term goals, and is a visual representation of the struggle athletes face to reach long-term goals without having first accomplished prerequisite short-term and mid-term goals. The picture shows that it is far more practical to use short-term goals as a stepping stone to reach more challenging and more complex goals that are suited to a long-term time frame. This was an important point for Brad to absorb as his pre-intervention showed a very ambitious long-term goal of racing in the United States of America. This visual aid therefore provided him with a reminder that it is useful to break a larger outcome, long-term goal into smaller steps in order to make the journey more manageable.

Some examples were used in this session in order to demonstrate the principles and mistakes. This proved somewhat problematic with Brad as he tended to become argumentative about some of the examples and the principles. He asserted that he already knew all of the principles that he was being introduced to and already used them. However, when asked to provide some examples of the ways in which he used the principles, he was unable to provide any concrete evidence that he knew what the principles were or how to use the principles effectively and became defensive and resistant to the new knowledge. This was early evidence of resistance toward a structured program such as this one. The post-intervention interviews reveal the way in which this resistance built progressively for the duration of the program. The session ended off with Brad being asked to start thinking about some of these concepts, even if he believed he already knew how they worked, and to start thinking in terms of the three different goals: outcome, performance, and process goals.

The second session of the week proved to be another difficult session with more reluctant participation from Brad. The aim of this session was to use the principles and learning tools from the previous session to begin the goal-setting process by creating a goal chart in a poster format. Brad was asked to use what he had learned and start to design a rough sketch of his goal chart. He was very reluctant to think about his goals, and much more reluctant to write them down or think

about them in terms of process, performance, or outcome goals. He had an idea of his goals but was not inclined to separate them into process, performance, or outcome categories. This may have been due a lack of understanding around these terms related to resistance which was evidenced earlier in the program. The nature and extent of this resistance will be explored in the post-intervention thematic analysis of the interview.

By the end of the session Brad had written down some goals which he said he felt he could achieve but there appeared to be very little evidence of motivation to do so, possibly stemming from the resistance present at this stage. The process of goal-setting began with some brain storming about different areas in which he could set goals. He used his performance profiles for ideas, but unfortunately could not make use of the prioritisation aspect of the profiles as he scored each of the categories with the same value. Table 11 is a summary of the goals which Brad managed to set, despite reluctance to do so.

Table 11

Brad's list of goals and corresponding goal plan

GOAL	GOAL PLAN
Short-term goal to improve nutrition in order to improve overall physical condition (process goal)	Cut out fast-foods and unhealthy snacking habits Drink two litres of water a day Eat meals with balanced portions of carbohydrates, proteins, and vegetables
Mid-term goal to increase physical fitness to lowering heart rate in order to be more physically fit for race conditions (performance goal)	Attend spinning classes at the local gym three times a week Run 45 minute routes around neighbourhood with heart rate monitor to reach maximum BPM (three times a week)
Long-term goal to achieve ranking within the top five at East London national (outcome goal)	Work on increasing fitness to be physically fit for the race Cleanse body internally through correct nutrition

Table 11 shows that despite the educational session about the dangers or relying on outcome goals, Brad was still inclined to want to set exclusive outcome goals. He eventually settled on a maximum of two outcome goals, indicated in the long-term goals. He was also encouraged to set short-term and mid-term goals which corresponded with process- and performance-based thinking. Both

short-term goals were based on process-oriented thinking whilst the mid-term goals also represented performance goals in that he was attempting to improve his practices related to fitness in order to eventually be in a better position to achieve the outcome goal of being more physically fit and also to be healthier through correct nutrition. These outcome goals needed the respective process and performance goals to be achieved so that he would be in a position to be able to realistically achieve the outcome goal. However, it must also be noted that these factors alone would not have been sufficient to achieve the outcome goal. Rather, they would have placed Brad in a better position to be able to achieve the outcome goal, and would provided him with some of the necessary tools he would have needed to progress toward the outcome goal. He was also able to link the process and performance goal to the outcome goal, which showed evidence of learning through the visual aid showing the relationship between process, performance, and outcome goals.

Observations made in the research journal revealed that there appeared to be little enthusiasm on his part to begin the process but past studies such as Locke and Latham's (2002) study have shown that once the goal plan had been designed and the goals were in place the athlete would become more energised and motivated to achieve the goals which he set. It was clear that he had not revised the notes on outcome, performance, and process goals as he battled to differentiate between these goals and apply them to his own sport. The process was therefore lengthy and he required a good deal of encouragement but he completed the process and designed his goal plan using the effective goal-setting techniques which he had learned. One of the positive aspects that came out of this session was the fact that he fulfilled one of his needs in that he set realistic goals for himself. He was reminded about this need before we began the brainstorming and he ensured that each of his goals were realistic yet still challenging.

Week Three – Self-Monitoring and Remote Follow Up

The purpose of this week was to allow Brad some space and time to work on his goals. However, contact was still made in order to facilitate some sort of follow up, and to ensure that accountability was factored into the program as this was one of Brad's needs, as he acknowledged in the pre-intervention interview that he struggles with self-discipline when it comes to goal-setting. The follow up session therefore provided a sense of accountability for him that would hopefully foster a sense of self-discipline in order to be satisfied with his performance over the week. This session was conducted via e-mail, and he was asked to report back on how he felt the process was going for him. At this point in the program he did not raise any queries or indicate that he was having any difficulties in achieving the goals on his goal plan. At this point in the program Brad was asked to share his goals with his coach and his father in order to display public goal commitment. As Locke

and Latham (2002) note, displaying public goal commitment has been shown to increase self-efficacy in athletes. This was therefore done in fulfilment of one of Brad's needs.

The second session was in e-mail format again but this time Brad was provided with a small amount of 'homework' to help him to continue his self-monitoring which would hopefully assist him in becoming more disciplined about his goal-setting. This was important for Brad in particular, as he had indicated in the pre-intervention interview that self-monitoring had been a problematic area for him in the past. The 'homework' therefore provided Brad with an opportunity to engage in self-monitoring and also to be involved in some sort of accountability to help him to adhere to his goal plan. If he knew where he was in the process and how far he had progressed, it may encourage him to adhere to his goal-setting plan and persevere in his goal achieving endeavours (Locke & Latham, 2002). The 'homework' for this week also involved a journal, the same one that was provided to Matt. Again, this journal was to be used as a tool to facilitate broader thinking about his own goal-setting as well as the program as a whole with an emphasis on identifying any early effects he may have noticed or any changes he was experiencing as a result of the program, particularly with regard to how he had been perceiving his motivation and confidence levels. The template structure of the journal was designed to make the process of recording these thoughts and inspiring the thought process a simpler task.

Week Four – Evaluation of Progress

This week served the purpose of evaluating the progress toward the goal achievement with a face to face session. The point was to discuss the goals themselves and how they had been working out for Brad. It would be at this point that goals would be adjusted if the need should arise, however this was not the case for Brad. The session proved to be somewhat disheartening. He had not attempted to achieve the goals he set for himself nor had he attempted the journal task. He seemed disinterested and inattentive throughout the session. Upon confrontation of this issue he revealed that motocross was not his priority at this point in time, and the goals therefore seemed insignificant and not worth spending his time on. At the time of the study, Brad was completing his final year of school and was about to write his trial exams. This was his primary and sometimes sole focus at this point in his year. Unfortunately, this is not a factor that became obvious early enough in the program.

After setting his training goals (to increase fitness) he also fell ill with strep throat which meant that he could not achieve the goals he had originally set out to achieve. However, this is disappointing as had this been discussed in the evaluation e-mail, another session could have been arranged to re-evaluate and adjust these goals. Due to his mounting disinterest in the program, however, a re-

evaluation may not have made much difference anyway. He explained that the program was not useful to him as he had been setting goals since he was four years of age and as such is comfortable with the way he sets goals. A structured program such as this one was therefore not received well as he felt that his goals were being imposed on by the way in which he was encouraged to separate them into process, performance, and outcome goals. In an attempt to deal with this, he was asked about his preferences for setting goals but again this question was met with a reluctant answer that did not shed much light on how to proceed with this participant.

This could explain his initial resistance to the discussion about effective goal-setting principles as he already had a clear idea in his head about what is effective and what is not in terms of goal-setting. He said that a goal-setting program like this might be more useful for him to use for his school work right now but again, was reluctant to undertake the task. He did not think that goals are not useful. On the contrary he agreed that goals are very important to have and setting goals is a crucial part of preparation but he did not think that the goal-setting program was relevant to him at this point in time. He also did not like the idea of outcome, performance, and process goals and felt like these goal categories were imposed on him.

Overall, notes from the research journal revealed that he seemed resistant to receiving new information with regard to goal-setting. He did mention that he enjoyed the story about the golden goose and felt that there was an important message inherent in this story. This brings hope that perhaps he has given thought to the performance/outcome duality and realised the intrinsic importance of performance goals as opposed to just outcome goals. By the end of this session it had become apparent that the program was not a success with this particular athlete but not necessarily because the program itself had failed.

There are a number of proposed reasons that the program may have failed for Brad. Firstly, school was his main priority at the time of the study, not motocross and this shifted focus may have accounted for his lack of enthusiasm and motivation to fully participate in the study. Secondly, unbeknownst to the researcher at the time, Brad fell ill shortly after setting his goals, and therefore could not work on achieving his physical goals as he was unable to participate in any physical activity. He also did not see the need or benefit of participating in a goal-setting program as he already had an idea of how he liked to set goals and achieve them. This was evident in his resistance to change in thinking about different types of goals as well as how to use these goals in an effective goal-setting process. Brad’s coach had also told him that this year of racing in particular was meant to be a fun year of racing with no pressure to achieve certain results. Therefore there was no weight riding on the performance or outcome of the next national.

Motivation to work hard to achieve in this national was therefore low. The focus was on racing in the United States the following year. Finally, time management on Brad's part was lacking despite the introduction to SMARTS goals. The lack of time management appeared to be linked to his failure to achieve self-discipline despite various opportunities for accountability.

Due to the circumstances surrounding the first session, and Brad's apparent lack of enthusiasm and motivation to continue with any goal-setting within the program parameters, the second session of the week was cancelled.

Week Five – Reflection and Debriefing

The purpose of this week was to 'tie up all the loose ends' and to begin to bring the program to a close. Despite the result of the previous session with Brad, it seemed important to debrief and offer him another alternative, as the program did not work for him. The program drew to a close with a final discussion of the program itself and why it did not work for him. Brad suggested that the program was not necessarily one that did not work but it did not work for him because of extraneous factors that were not related to the program. These factors were discussed (in the second session of the week) in further detail in the post-intervention interview, and analysed using thematic analysis. The COI and SOQ were re-administered for research purposes to determine whether the quantitative results would reflect the circumstances surrounding the qualitative results.

Post-Intervention Assessments

Quantitative Results

Brad's COI scores revealed that for the post-intervention administration, he scored 0.051 for performance and 0.018 for outcome. His total COI score was 0.5165. All three of these scores are lower than those obtained in the pre-intervention assessments. This is an unexpected result and does not make sense in the context of the study. This could be taken to mean that Brad did not pay full attention to the task, as he was completing the COI after the intervention where he had expressed his disinterest in participation of the program.

Upon close examination of the COI matrix, it appears that the biggest discrepancies between the pre-intervention administration and the post-intervention administration lie in the cells COI4, COI8, COI11, and COI15. COI4 represents the context of a big loss and a very good performance while COI8 represents a big loss and an above average performance. Both these cells were scored with a value of five, as opposed to a respective nine and eight in the pre-intervention assessment. This indicates that the outcome of a race had become more important to him after the intervention than it

was before the intervention. Because this was not the aim of the program, nor should it have been the result, it could be assumed that this increase in outcome-oriented thinking may be a reflection of Brad's building resistance to the program.

COI11 represents a close loss but a below average performance, while COI15 represents a close loss and a very poor performance. The post-intervention assessment shows that he would be more satisfied with these situations than what he originally indicated in the pre-intervention assessments. Again, it appears that performance is not that important to him. Instead it was a close loss that was important, which indicates that the outcome of winning may still have been close. Again, this shows Brad's clear orientation toward the outcome as opposed to the performance. Figure 5 and Table 12 represent the results as discussed above.

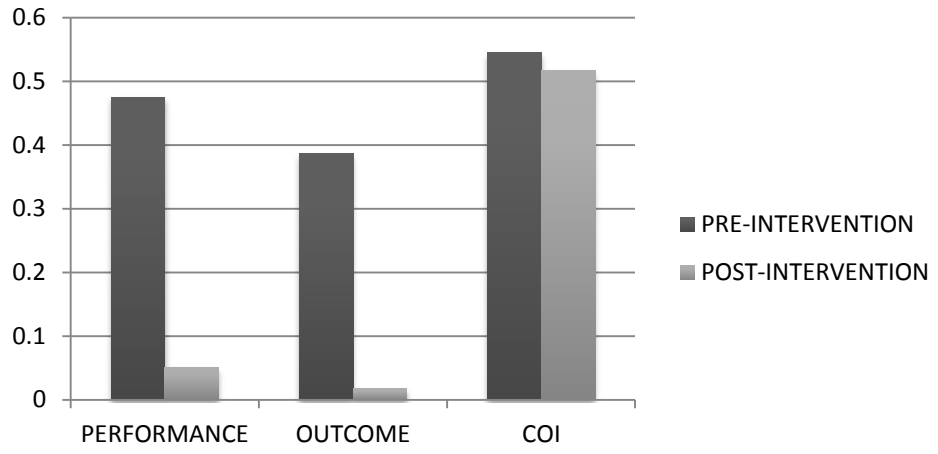

***Figure 5*. Comparison of Brad's pre-intervention and post-intervention COI scores**

Table 12

Comparison of Brad's pre-intervention and post-intervention COI scores

	PERFORMANCE	OUTCOME	COI
PRE-INTERVENTION	0.475	0.386	0.5445
POST-INTERVENTION	0.051	0.018	0.5165

Brad's SOQ scores showed that after the program his competitiveness was 63, with a win orientation of 29 and a goal orientation of 29 (See Table 13). The result for the win orientation

increased but the goal orientation remained the same. His competitiveness score also increased by one increment. The increase in his competitiveness could account for his increase in win orientation. The SOQ results therefore show that the goal-setting intervention did not have a noteworthy effect on Brad's competitive orientation, as he remained focused on winning, but not to the exclusion of goal-oriented efforts. The results did not differ dramatically enough to conclude that there was any real change (See Figure 6).

Table 13

Comparison of Brad's pre-intervention and post-intervention SOQ scores

	COMPETITIVENESS	WIN ORIENTATION	GOAL ORIENTATION
PRE-INTERVENTION	62	27	29
POST-INTERVENTION	63	29	29

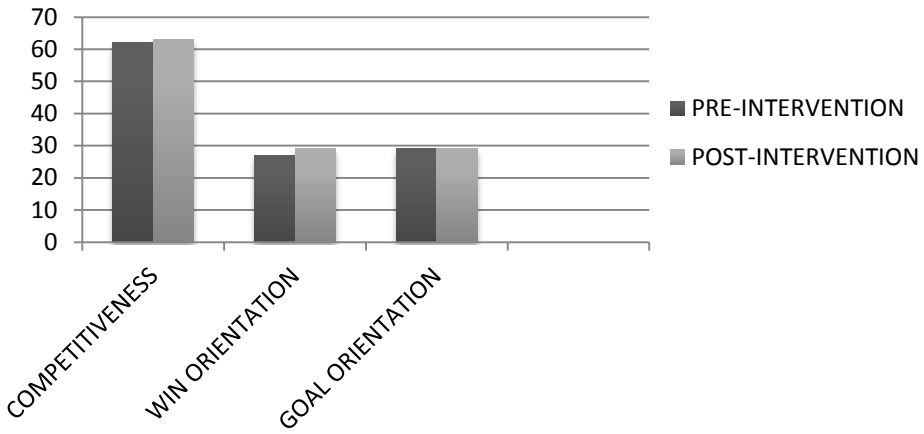

***Figure 6*. Comparison of Brad's pre-intervention and post-intervention SOQ scores**

Qualitative Results

The post-intervention interview was relatively short due to the fact that Brad felt that it did not work for him, as well as the fact that he displayed a degree of resistance and reluctance to share his experience or his thoughts about the program. His answers were often short and vague and this reflects the pattern of resistance that emerged during the middle stages of the program, as well as in

all the post-intervention assessments. However, he was encouraged to reflect on the program and to explore the reasons why he felt it did not work for him.

Murphy (1996) explains that early resistance to goal-setting or avoidance of the goal-setting process could be attributed to the idea that the process may take up too much time that could be used for other aspects of training. Reluctance to undertake participation in the goal-setting process could also be linked to previous experiences of failure with regard to goal-setting or a fear of public failure if the respective goals are not achieved. Some athletes attribute their reluctance to a simple dislike of the structure and routine of following a goal-setting plan. This proved to be the case with Brad as he revealed that he felt discontent with the structure nature of goal-setting and also suggested that it interfered with the way he would usually go about setting goals.

He was also encouraged to extract some positive experience from the program, and was encouraged to think about what he *did* learn and what was useful or valuable to him, if anything. The post-intervention interview therefore yielded the thematic network labelled 'reflection on the goal-setting program.' This global theme branched into two organising themes labelled 'why it did not work', and 'thoughts about the program.' '**Why it did not work**' is comprised of the two basic themes 'did not fully participate' and 'the situation.' '**Thoughts about the program'** was also broken down into two basic themes called 'program good, but not for me' and 'no change in confidence or motivation.' See Appendix K for a graphical representation of this thematic network.

Why it did not work.

Did not fully participate.

This theme is a reflection of the underlying pattern of resistance that was clearly present from the first few sessions of the program until the end of the program. Greenson (1967, p.156) defines psychological resistance as "comprising all the forces within the patient that oppose treatment." Brad's resistance may have had various origins but it is clear through his lack of engagement or active participation that he had become more and more resistant throughout the program. This resistance is also evident within the way in which he took part in the interview. His answers were often short or vague and lacked any deep engagement, with little evidence of further thought around the topics discussed. The following extracts are examples of the vague, short answers. He also provides his own reasons for not participating fully in the program. The first reason he points out is that he found it difficult to adjust to the idea of setting new goals half way through the motocross season. Therefore for Brad, this program may have worked better for him if he had participated in the program before the season had begun. The second reason he proposes is that he felt that he did not need the program, and therefore did not participate because there was no motivation to do so.

The resistance therefore has origins based on what seemed to be logical for the way that Brad was feeling at the time. He did not want to adjust his goals or set new goals, and he did not feel that he needed to be involved in an educational program such as this one. These two reasons provide some evidence for his persistent resistance throughout the program.

B: "Mm, not really. I didn't really put anything into practice."

B: "Ja, well for me it just didn't really work 'cause... I don't know..."

T: "Try think about it..."

B: "Uh ... I don't know. My head feels like it's gonna explode. Um, ja it's just 'cause like I know my goals and that and it's hard to come half way through a motocross season and try set other goals."

B: "I don't need it"

T: "Did you believe you didn't need to do this program, that's why you weren't really motivated to participate?"

B: "Ja."

Ferraro and Rush (2000) conducted a study on why athletes resist sport psychology in general and their findings can be applied to the present situation. Linder, Pillow, and Reno (1989) argued that psychological resistance in athletes is mostly commonly attributed to fear of humiliation or derogation regarding the act of seeing a sport psychologist. They also suggested that the resistance could stem from a fear of dependence on the sport psychologist and therefore avoid the situation altogether. However, Ferraro and Rush (2000) found that their participants experienced a fear of "seeing, facing, recognising, or experiencing affect of any kind" (p. 12). This is attributed to the fact that athletes are primarily physically oriented and the participants in Ferraro and Rush's (2000) study appeared to avoid emotional activities and expression of any kind in favour of releasing energy in a physical domain. This finding is significant as it could suggest that Brad may have been resistant for this same reason. Although this study was not of an emotional nature, he may have placed much more value on the physical component of racing than the mental component. This proposition is supported by one of the themes in the pre-intervention analysis that suggested that although Brad might have been told that mental training is important, he had not yet recognised and

accepted this for himself. Therefore Brad may have been actively resisting exploring and expressing his emotional attachment to the sport for fear of experiencing the associated affect.

The situation.

This theme is a continuation of the previous theme in that it delves into another reason why the program did not work for Brad, and subsequently why he did not want to participate. Brad attributes the main reason for his lack of motivation to participate to what he refers to as 'the situation.' This situation involved his focus and the fact that it was not directed toward motocross at the time. He explains that motocross was not his priority at the time of the program. He was nearing his Matriculate final examinations and needed to place more focus and attention on that aspect of his life as opposed to motocross. Unfortunately this was not a factor that came to the surface during the program, and as a result, his resistance to the program increased, as it was not his main priority and the program was steering him away from his main priority at the time. He explained that his motivation at the time was directed toward finishing his schooling so that he could place exclusive focus on motocross the following year, or as soon as his examinations had been completed. This program may therefore have also been more beneficial to him after his examinations, before the next season of motocross.

B: "It just didn't work out too well for me because of my situation."

T: "Just explain your situation"

B: "Um, right now motocross is not my priority. I'm in my last year of school so school is my priority and motocross comes second to that so I don't really have the time to train and reach my motocross goals so I've been working instead."

B: "I'm more motivated to get my school out the way and then to start motocross properly"

This theme bears an important finding about focus and motivation. Focus and motivation are interlinked in their relationship as they have been shown to influence each other in a number of situations (Shah et al., 1998). As the athlete's focus becomes more closely directed to the task at hand, so the motivation levels regarding that task will increase (Heyman & Dweck, 1992). Therefore, for Brad this would have meant that because his focus was not primarily on motocross at the time of the study, his motivation levels to participate in motocross related activities would have been low. This drop in motivation to participate appears to be one of the primary reasons for his resistance to participation in the program. Therefore it appears that in the focus/ motivation

relationship, another factor may come into play especially in a situation such as Brad's. As his focus was minimised on motocross-related activities, so his motivation to participate on such tasks was reduced which then influenced his level of resistance to the program (a motocross-related activity).

Not only was Brad's motivation a significant factor in this case, but it appears that the situation also had a role to play in the fact that Brad's confidence levels did not change as a result of the program. This could be attributed to the resistance factor as his 'situation' re-appears as a causal factor in the resistance. Brad's confidence was not low to begin with, although in the pre-intervention interview he did say that his confidence could always be improved upon. However he did not experience an increase in confidence as a result of his participation in the program. With regard to his motivation, he re-iterates the fact that his focus was not on motocross at the time of the program, and therefore remained unaffected in this area. He was not motivated to exert much effort or spend much time focusing on motocross as his main priority was school. Therefore it would be expected that his motivation with regard to motocross would not have changed anyway.

> T: "OK, and we know the program didn't really work out for you. You didn't achieve any of the goals but you said it's because motocross isn't a priority but I wonder whether your confidence or your motivation levels changed at all after the program?"
>
> B: "Not really 'cause given the situation like I said before I'm not really, I'm more motivated to get my school out the way and then to start motocross properly"
>
> T: "Ok, and did it not make any difference in your confidence?"
>
> B: "Mm, not really. I didn't really put anything into practice. My confidence has always been good. Confidence wasn't really a problem so..."

The conclusion that can be drawn from this theme is represented in an interesting linear relationship between focus, motivation, resistance, and confidence, and how these factors played a role in influencing each other as a result of the 'situation.' It appears that the lack of focus on motocross at the time of the study resulted in decreased motivation levels to participate, fuelling a growing resistance to the program. This resistance appears to be one of the main factors for the lack in change in both the confidence and motivation variables for this particular athlete.

Thoughts about the program.

Program good, but not for me.

Brad had asserted throughout the last few sessions and during the post-intervention interview that the program did not work for him. However, although it did not work for him, in his opinion he still thinks that it was a good program but would perhaps be more useful for someone who 'needed' it. This suggests that the program is more suited to a particular type of athlete, possibly one who is not proficient or experienced in goal-setting or one that is experiencing relatively low motivation and confidence levels. Therefore it could be deduced that according to Brad, it was not necessarily the program itself that failed him, rather that he did not need it and it therefore had no effect on him, apart from the resistance it had built up in him. In Brad's opinion, the program is in fact 'good', but for a particular type of athlete – those that perhaps lack direction or information about effective goal-setting. Brad does not feel that he fits into this category at all, and was therefore unaffected by the program for this reason. Because Brad felt that he did not need the program, he may also have been using his exams as an excuse to avoid opening up to the idea of setting new goals for motocross.

> T: "Ok, that makes sense. You said the program was good, just not for you. What you mean by the 'program was good'?"
>
> B: "It's good for people that battle to set goals and um that need to set goals that are not sure where they're going."
>
> T: "And you feel you don't fit into that category at all?"
>
> B: "No."

Despite the fact that Brad felt that the program did not work for him, he still learned something as a result of the program. His participation in the program was therefore not entirely wasteful or useless, as he remembered the golden goose story and liked the message that it held for him. This story was therefore a useful tool to incorporate into the program because even though he did not necessarily need to rethink his goal-setting processes, he was able to extract a positive learning experience from one of the components of the program.

> T: "Is there anything about the program that you did specifically enjoy, even if you think that you didn't need to set goals? Is there anything that you thought was particularly good or that should have been..."
>
> B: "I like the story about the ducks"

T: “The golden...”

B: “Golden goose!”

T: “Ja, do you wanna explain why that was good for you?”

B: “Just taught me something”

The learning was primarily a result of the golden goose story, and the way in which it emphasised the importance of focusing on process and performance related tasks as opposed to only ever being concerned with the outcome focused tasks. He acknowledges the importance of ‘feeding the goose’ as opposed to giving in to the temptation of simply ‘killing the goose’ in order to reap the results faster. Although he responded with short and direct answers in this extract, he does indicate that the golden goose story was one way in which the program did help him, even though he felt that he did not need it, and he felt that this learning about the importance of process and performance goals was a positive learning experience which helped him ‘to be the best he could be.’

T: “What did it teach you?”

B: “Just like pace yourself; don’t throw it all away on just like one... I don’t know. Basically just pace yourself.”

T: “And what about the feeding of the goose as opposed to just looking for the eggs all the time.”

B: “Ja you got to feed the goose and you’ll get your eggs so you can’t just kill the goose”

T: “So did it teach you about the importance of focusing on performance as well as outcome and not just outcome?”

B: “Ja.”

T: “Ok, so do you think that maybe the program helped you to think in that way a little bit?”

B: “Ja”

T: “And do you think that’s a good thing?”

B: “Ja”

T: “Why is it a good thing?”

B: “‘Cause it helped me be the best I can be”

Brad indicates that what he learned through this story was the value of pacing himself. This could, however, be an indication that he had also absorbed one of the main principles explained to him in the beginning of the program. Brad may have subconsciously come to realise the value of setting shorter term goals in order to regulate his progress on a smaller scale as opposed to placing all his focus on outcome goals (Weinberg & Gould, 2011). The pre-intervention quantitative results showed that he was not exclusively outcome oriented but he spoke more about outcome goals than any other type of goal during the pre-intervention interview. Therefore, from a qualitative perspective this may suggest that he had begun to concretely think about pacing himself in terms of taking smaller steps to achieve the bigger goal. In the above extract, he agrees that he learned the value of performance goals which are usually more short-term goals as opposed to outcome goals which typically focus on an end-result not in the near future (Cox, 2007).

Conclusion

The results have therefore shown that the program did not work for Brad for a multitude of reasons including the fact that he was an unsuitable candidate for this program and he felt that he did not need to participate. This in turn fed his resistance to the program. This resistance became a pattern throughout the intervention as well as the post-intervention assessments. It was especially clear in the interview that Brad felt a resistance and this was evidenced in his short answers and vague explanations. This resistance was also reflected in the post-intervention quantitative scores, in that he showed to be more outcome oriented. This may have been almost purposeful in that he had become resistant to the point that he countered the purpose of the program to such an extent that he displayed more outcome-oriented thinking in order to resist the idea of setting process and performance goals, which he indicated he did not like. It appears that he had begun to psychologically distance himself from these goals because these types of goals were out not within his pre-established frame of thinking. His alignment with outcome goals may therefore have been an attempt to deal with his uneasiness about facing new types of goals.

The resistance was therefore a pattern that emerged not only during the intervention, but was also evidenced in both the quantitative and qualitative scores. The results have revealed that Brad may have been resistant for two primary reasons. Firstly, he placed very little significance on mental training and favoured physical aspects of his training. Second, his ‘situation’ of being focused on examinations as opposed to any motocross related activities caused a chain of processes to begin, affecting both his motivation levels and his resistance to the program. The situation appeared to be instrumental in directing his focus away from the target aims of the goals which he was setting during the program, as well as away from the program in general. He also experienced no change in his confidence, primarily because of the ‘situation’.

One of the main findings from this results chapter is that the program is suitable to a particular type of athlete and may not work for every athlete that participates in the program. In Brad's opinion, this program would be more suited to an athlete who is experiencing low confidence and/or motivation levels as well experiencing a lack of direction, goals or knowledge about effective goal-setting. However, having said this, even though Brad felt that he was not one of these athletes who 'needed' the program, he still felt that he benefited from engaging with some of the material including the golden goose story. The structure of the program with regard to its suitability to particular athletes will be discussed in further detail in the following chapter.

Discussion Chapter five

Introduction

The previous two chapters discussed the results from each athlete's participation in the program separately and outlined the main findings from each participant's pre- and post-intervention assessments. This chapter aims to explore these findings in greater depth with regard to the patterns that emerged from each chapter as well as the similarities and contradictions that each participant presented in the results. This chapter will investigate the reasons why the program worked for Matt but not for Brad and will also outline the similarities that were present for both Matt and Brad in the results. The major findings and considerations of this study will then be discussed along with a comparison of these findings to those of other studies of a similar nature.

Chapters three and four have clearly shown that the program worked particularly well for Matt, but unfortunately did not produce the same outcome for Brad. This can be attributed to a number of factors that presented themselves particularly in the post-intervention interviews with the athletes. One of the main findings from Chapter four (Brad's results and discussion) was that the program was good but was not good for him. This program was shown to have more positive effects for the injured athlete (Matt) than for the non-injured athlete (Brad). Further studies with participation in this program from injured versus non-injured athletes would need to be done to determine any causal relationship between this program and the effects for mental rehabilitation after an injury but the present study does suggest that injured athletes may benefit from partaking in a program such as this one in order to rebuild motivation and self-efficacy levels which may have suffered as a result of the injury.

Integration of Key Literature and Empirical Findings

Injury

Bianco et al., (1999) discovered that the injured athletes in their study experienced a drop in confidence and self-efficacy levels post-injury because of their high performance expectations upon return to the sport from injury. Because of the social comparison that the athletes were experiencing, their expectations of their own returning performances were higher than what would have been realistic. Johnston and Carroll's (1998) qualitative investigation yielded similar results with their participants showing lower confidence levels related to fears of re-injury upon their return. Podlog and Eklund (2005) also point out that athletes may experience a decline in motivation upon return to the sport depending on the reasons for which they had returned.

Extrinsically motivated individuals typically are not able to sustain motivation upon return from injury as the value of the return is not self-determined (Ryan & Deci, 2000). However, intrinsically motivated athletes have been shown to maintain positive attitudes toward their return and perceive the return as less threatening. Consequently, these intrinsically motivated athletes tend to perform better post-injury than their extrinsically motivated counterparts. Weinberg and Gould (2011) have recommended using goal-setting as a means to overcome these challenges of lowered confidence and motivation post-injury. Using clear goals and staying positive has also been shown to assist the athlete in increasing and maintaining motivation in any sport situations, not just in an injury situation, according to Rolo and Gould (2007).

These studies hold weight for the findings of the present study because they may explain why the program happened to work better for Matt than it did for Brad. Matt may have experienced similar fears associated with the return from his injuries as the athletes mentioned in the studies above. He had already asserted during the intervention that confidence had always been a challenging factor for him in several aspects of his life. Matt therefore needed to increase his confidence, and as it turned out his self-efficacy as well, in order to better his own performances in motocross. However, the injury had hindered this process and the goal-setting intervention appeared to be an avenue out of the rut he was in post-injury. Setting goals and then achieving those goals allowed Matt small, daily opportunities to accomplish and achieve things that were important for him and for his rehabilitation. These accomplishments, albeit small, helped Matt to increase his motivation, confidence and improve his self-efficacy so that he would be geared to achieve the larger goals with the right mind-set and appropriate attitude.

Locus of Causality

An important consideration related to intrinsic and extrinsic motivation is locus of causality. Athletes who are intrinsically motivated typically display an internal locus of causality whilst athletes who are extrinsically motivated have an external locus of causality (Chatzisarantis et al., 2002). This is due to the fact that athletes who have an internal locus of causality are usually more self-determined and feel more autonomous in their sport, and are therefore more intrinsically motivated. Athletes who have an external locus of causality often feel frustrated because their psychological needs are not being met and therefore become extrinsically motivated (Chatzisarantis et al., 2002; Deci & Ryan, 1985).

The qualitative data suggests that Matt had an external locus of causality whilst Brad had an internal locus of causality. This is another possible explanation for why the program appeared to work better for Matt than it did for Brad. Matt’s locus of causality meant that he may have been

frustrated because his psychological needs were not being met (Deci & Ryan, 1985). The program provided a means for him to address this. The structured nature of the program therefore worked well for him because he needed to be influenced extraneously by something like a goal-setting program in order to move forward from the injury due to the fact that he was most likely extrinsically motivated to return to racing. In light of the studies discussed above, Matt may have been extrinsically motivated to return to racing, and this may have accounted for his blasé attitude about moving forward after the injury, as evidenced in the qualitative data. Brad, however, displayed an internal locus of causality which meant that his autonomous nature and self-determination may have been instrumental in the building resistance to the structured nature of the program. Because he was an intrinsically motivated individual, he may have been better matched with a program that allowed for more freedom in terms of the way the goal plan was structured.

Therefore, one of the possible reasons that the program worked well for Matt is that it increased his motivation to return to motocross because the goals which he set were geared to foster intrinsic motivation rather than extrinsic motivation. One of the ways this was ensured was by allowing Matt the freedom to determine his own goals, allowing him the autonomy and independence needed to produce an intrinsically motivated individual. By creating an environment in which Matt could become intrinsically motivated, he was able to experience a positive attitude toward the return from his injury and perceive the return in a non-threatening way, thereby increasing his likelihood to persist through the rehabilitation and full return to racing. Therefore, it can be argued that because of the injury, Matt was more open to opportunities to increase his confidence, self-efficacy and motivation than Brad was. Brad was not in a position where he urgently needed assistance in these areas as he was not experiencing problems in these particular areas. Therefore the program appears to be best suited for athletes who need assistance in returning to their sport post-injury because of the mental repercussions suffered as a result of the injury.

In summary, Matt's external locus of causality allowed him the opportunity to receive the program eagerly, and then to engage with the program on a level that would seek to change his motivation from extrinsic to intrinsic, thereby also altering his locus of causality. Altering the participants' loci of causality was not a main focus of this study but rather a by-product of other related changes that were happening simultaneously. What is significant in this regard though is the effect that locus of causality had on the effectiveness of the program for each participant. This is an important consideration for future use of this program as it appears to be better suited for athletes with an external locus of causality, primarily because of the structured nature of the program.

Resistance

Another factor that came into play in determining why the program did not work as well for Brad as it did for Matt was what Brad called 'the situation.' To briefly recapitulate 'the situation', Brad explained that motocross was not his main focus at the time of the study as he was in the process of writing his trial matriculate examinations and had therefore placed the majority of his attention and efforts on this aspect of his life rather than motocross. As a result he was not committed to fully participating in the program. Along with 'the situation', Brad also displayed an increasing level of resistance to the program throughout the duration of the intervention. The resistance was mainly evident in his short and vague answers during the interviews as well as his reluctance to discuss elements of the intervention or engage with any of the activities. Brad also made frequent use of the term 'not necessarily' which could suggest an ambiguity in his thinking indicating that the answer to the respective questions was neither yes nor no. This ambiguity could be evidence of resistance in that it may have been purposeful in order to avoid answering the question altogether.

Resistance has been defined as both a motivational and a behavioural construct which carries information which could be conscious, preconscious or unconscious and is usually born out of a defensive reaction to help the individual to avoid frustration and anxiety (Blatt & Ehrlich, 1982). "Reluctance, hesitations, and fears all have an inherent potential to reach the proportion of an impasse or resistance" (Blatt & Ehrlich, 1982, p. 71). Magyar-Moe (2009) further explains that resistance can arise when the participant does not see the value of the intervention and can stem from feelings of being overwhelmed by new information as well as a lack of motivation.

These factors may all have come into play in Brad's situation as he displayed some reluctance to use outcome, performance, and process goals insisting that he already knew what these were but he was not able to successfully demonstrate this knowledge. This could have been as a result of being overwhelmed by new information. He may also have been experiencing a lack of motivation to participate in the intervention because of the role of 'the situation' at the time of the study. Peterson (2006, p. 29) explains that "if one approaches these [positive psychology] exercises with cynicism or half a heart, then of course they cannot work... [this happens for those] who are sceptical and seemingly afraid to try something that is not only new but also on the face of it corny."

This explanation may be particularly pertinent to Brad's case as he was not fully committed to participation in the intervention as it appeared that he did not see the value of participation, was not motivated to participate, and was possibly overwhelmed by information that he was not willing to receive. Furthermore, Ferraro and Rush (2000) have suggested that resistance of this nature could be stemming from the fact that the physical aspects of motocross are more important to Brad than

the mental aspects. This could be related to possible fears of emotional affect attached to the mental aspects of motocross. Therefore his resistance to the program could also be explained by the general focus of the program and Brad's resistance to this kind of focus. All of these factors may provide some explanation as to why the program did not work well for Brad.

Suitability of Program to Particular Athletes

One of the main findings thus far is that the program did not work for Brad because he did not 'need' it whereas for Matt it appeared that the content of the program was more useful and relevant for him. Matt mentions in his post-intervention interview that this program might work for other motocross racers under particular conditions. He believes that it would work best for someone who needs to increase their confidence and reduce their self-doubt. He explains that he thinks that this goal-setting program is 'a good way of getting there' and also serves as an effective tool to help athletes to increase their confidence in their abilities. This was an interesting proposition put forward by Matt as he suggests that this program may be suited to a particular type of athlete. This is line with an assertion made earlier with regard to locus of causality. What Brad may have implicitly meant is that those athletes who 'need' the program are the same athletes who display an external locus of causality. Brad also comes across as a very confident athlete and does not appear to have problems with self-doubt in the same way that Matt does. This could possibly be attributed to his age (18). Therefore, Brad's assertion that this program is well-suited to particular types of athletes appears to hold true in line with Matt's suggestion that the program is a good way to increase one's confidence. This is true insofar as the athlete or participant is lacking in confidence to begin with.

This is an important pattern and finding of this study, as this would need to be taken into consideration for future applications of such a program. However, Matt suggests that for future applications of the program, more sessions would be useful with the next batch of participants. He argues that for him, the amount of sessions originally allocated was sufficient because he is an open person and is talkative by nature, but other participants who are less open to communicate about their experiences and thought processes may need more sessions to explore further issues and also for the researcher to be able to have the opportunity to know the participant better.

Competitive Orientation

Another possibility that could be discussed in terms of why the program worked better for Matt than it did for Brad is related to the quantitative data which showed that Matt's competitive orientation had altered as a result of the program whereas Brad's did not. It could be argued that the shift in competitive orientation was one of the factors which caused a change in Matt's motivation,

confidence, and self-efficacy levels. This would also explain why Brad's motivation, confidence, and self-efficacy did not change as a result of the intervention. Competitive orientation and factors such as confidence are closely related according to Martin and Gill (1991). These authors note that athletes who employ unrealistic outcome goals are more likely to suffer from low self-confidence and high anxiety levels than athletes who use performance and process goals to drive them forward in their sport. Athletes who are more performance oriented display higher levels of confidence and lower levels of anxiety, and consequently perform better than outcome-oriented athletes.

Martin and Gill (1991) have also identified numerous problems with employing an outcome-based orientation in sports including the fact that outcome-based orientations are typically founded on extraneous variables which are out of the athlete's control. This is problematic as the achievement of the related outcome goals is not always within the athlete's reach. Athletes who are outcome oriented also place a large amount of significance on performance in comparison to other athletes whose skills may be superior to their own. These athletes would have therefore set themselves up for failure as the focus is not on the performance itself but rather on beating others which is not always a realistic goal. This is an assertion that held true for one participant in particular in this study. Matt would have been able to realise this upon completion of the program due to the fact that even though he did not reach his outcome goal (which was to achieve a podium finish in the national) due to another injury, he was still able to receive multiple benefits from the goal-setting process because of the achievement emotions evoked by the attainment of the process and performance goals. This highlights the importance of controlling the controllable factors so that the athlete is geared for success with his or her goal-setting practices rather than failure, disappointment and decreased motivation.

Martin and Gill (1991) have therefore explored reasons why it is preferable to encourage athletes to become more performance oriented than outcome oriented. What their study showed was that "systematic relationships exist among sport-confidence, competitive orientations, self-efficacy, cognitive anxiety, and performance" (Martin & Gill, 1991, p. 155) which further supports the theory that Matt's competitive orientation had something to do with his change in confidence and possibly his motivation as well. However, it is also important to consider that Brad's pre-intervention quantitative assessments revealed that he was more performance oriented than outcome oriented even though the qualitative results showed that he focused more on outcome goals than on performance goals. Vealey (1988) argues that this is because athletes tend to show stronger performance orientations when they have become more accomplished and experienced in their sport. Brad had been racing for fourteen years at the time of the study and had won many national and international championships. He may therefore have automatically become performance

oriented even though he still thought about outcome goals more than he thought about performance goals.

Similarities between cases

Another aim of this chapter was to highlight the similarities that were present across the cases, even though the results for each participant were vastly different. Although the participants differed quantitatively in their orientations (Brad showed to be performance-oriented whilst Matt showed to be outcome-oriented), both participants appeared to place more focus and attention on outcome-related tasks and goals in close examination of the qualitative data. This was evident in particular because of the clear mention by both participants of the importance of positioning in a championship. When asked about previous goal-setting techniques or beliefs, both participants also demonstrated clear preference for outcome goals instead of performance or process goals. Both participants therefore demonstrated a need to achieve a better balance between outcome and performance orientations. This is significant because a balance between outcome and performance orientations would result in a competitive orientation that does not focus exclusively on factors that are out of the athlete's control. By encouraging the athlete to become more goal-oriented through the use of a performance orientation, the athlete will be able to succeed in achievement situations, even if an outcome goal is not attained.

Another similarity across both cases is that in the pre-intervention interview, both participants indicated a need for SMARTS goals, albeit for different reasons. Matt needed SMARTS goals because he indicated that time management was one of his weaknesses. Brad needed SMARTS goals because he knew that he needed to be realistic with goals and also because in previous goal-setting attempts he had failed to create well-defined goals and this may have been one of the reasons why the goals did not work for him. SMARTS goals are useful because they help the athlete to design the goal in such a way that all the parameters of the goal are well-defined so that the athlete has a clear sense of where the goal will lead them to and what outcome will be achieved by successful completion of the goal (Cox, 2007).

The SMARTS acronym indicates that the goal being set needs to be specific, measurable, attainable, realistic, time-bound, and self-determined (Weinberg & Gould, 2011). For Brad, the realistic, specific, and measurable components appeared to be particularly important as these were needs which he indicated in his pre-intervention interview in order to help him to develop more well-defined goals as opposed to his original, vague, 'do-your-best goals'. For Matt, the time-bound and self-determined components proved to be particularly important in order to assist him

with time-management as well as to help him to feel a sense of autonomy in the goal-setting process in order to increase his motivation. Even though both athletes used SMARTS goals in their goal-setting plan, only one of the athletes was successful. It is therefore important to note that simply employing the acronym as part of the goal-plan design does not necessarily ensure that the goal will be achieved. Many other factors, as discussed above, are highly influential in determining the success or failure to achieve certain goals. The SMARTS acronym can therefore prove useful in a goal-setting plan but is not always a fool-proof method in the attainment of a goal.

Another interesting similarity across both cases which presented itself as an important finding of this study is the role of focus that was perceived by both participants in slightly different ways but based on the same principle. For Matt, the goal-setting intervention proved to increase his focus by shifting his awareness to the specificities of his goals. This shifted awareness, made apparent by the recording of his goals, and frequent attention to the goals increased his focus with regard to the rehabilitation of his injury (which was the main premise of most of his goals which he set during the program). This increase in focus led to a consequent increase in motivation. Using clear goals was instrumental in increasing his focus and this helped him to 'get there' as Matt describes it. To 'get there' meant to achieve an optimal mental state in which his performance would be at its peak because of his mental attitude. This state appears to be linked to confidence for Matt. So what these results suggest is that increasing Matt's focus was instrumental in increasing his motivation and confidence. These results also make sense in the context of Brad's case due to the fact that his focus was not on motocross at the time of the study in conjunction with the fact that he was experiencing building resistance (possibly as a result of misdirected focus). This may explain why his motivation and confidence levels were not altered as a result of the program.

Conclusions

Therefore what this discussion has shown is that the program outcomes may have been affected by one or both of two very important factors. The program may have worked for Matt because his competitive orientation had changed from outcome-oriented to performance-oriented and this led to an increase in motivation and confidence. However, this increase in perceived motivation and confidence may also have been as a result of an increase in focus on the goals and on returning to motocross. By the same principle, this may have been why the program did not work for Brad. His competitive orientation had not changed, presumably because of the persistent resistance he displayed throughout the program as a result of 'the situation.' Brad's focus was also not on motocross at the time of the study, again because of 'the situation.' This may have been a presiding factor in explaining why the program did not work for Brad. The literature (Martin & Gill, 1991;

Schunk, 1990; Vealey,1988) supports both of these notions, and the data are unclear on which of these theories are more likely. Therefore it is suggested that both of these propositions may have had an influence on the outcome of the program.

This ambiguity gives rise to questions about the relationship between competitive orientation and focus, as this relationship may provide further clarity on the root of the reasons why the program produced such different results for each participant. Could focus be one of the instrumental factors in influencing competitive orientation? This proposition makes sense in the context of this study as Matt's focus had increased in relation to more performance-based objectives related to rehabilitating his injury which is almost entirely personal and relevant to personal improvement with little regard for his competitors as they were on a different level of competition to him at the time of the study as they were competing uninjured. This focus on personal improvement may have shifted his competitive orientation into a performance-dominant state as the outcome was no longer a main focus for him. On the contrary, Brad's goals were still geared to helping him achieve a top five positioning in the championship, even though some of his goals were performance-based training goals. With Brad's focus placed outside of motocross, along with the building resistance to the program, his competitive orientation was shifted to a more outcome-focused domain, as the importance of performance and process goals had not taken precedence in Brad's thinking.

This chapter has therefore outlined some of the most prominent similarities and patterns across both cases, and has discussed in some depth the more particular possibilities related to why the program worked for Matt but not for Brad. The findings from this study have also been discussed in relation to findings from other studies of relevant fields.

Conclusion Chapter six

Introduction

This chapter will draw together the main findings and patterns from this study and will provide reflections on these findings. This chapter will essentially aim to answer this study's research question in depth. To recapitulate, the research question for this study is: How can a goal-setting intervention be used with elite motocross racers to facilitate goal-setting practices, and how will this intervention affect their perceptions of their self-efficacy, confidence, and motivation? This chapter will also aim to investigate the general success of the program and will consider factors that worked as well as factors that limited the success of the program.

The primary findings which will be highlighted in this chapter include the assertion that the program was good and can be successful in future but with particular groups of athletes. Locus of causality will be discussed here as an important factor. The 'situation' and the role of focus will also be discussed as major influences of this study and will yield reflections on the nature of this study and factors which need to be considered when working with motocross racers. Another important finding is the relationship between goal-setting, competitive orientation, and outcomes related to confidence, self-efficacy, and motivation. Future recommendations and limitations of this study will also be covered in this chapter.

Overview of Research Conducted

The research question can be broken up into two parts beginning with: How can a goal-setting intervention be used with elite motocross racers to facilitate goal-setting practices? Chapters three and four discussed how this was done in detail, using an analysis of each participant's needs and translating these needs into a program that addressed these gaps in their goal-setting practices and improved the way in which they conduct the goal-setting process. One of the main concerns with regard to the participants' needs was their competitive orientations. A primary objective for both participants was to therefore achieve a more sound balance between outcome and performance orientations. This was done through changing the types of goals set by each athlete with a focus on more short-term, process-based goals in order to encourage the athletes to develop a more performance-based competitive orientation.

Chapter five discusses the way in which the different success rates of the program for each participant can be attributed to the degree to which the participants' competitive orientations had altered. In other words, the results suggested that the program worked for Matt because his

competitive orientation had shifted to a more performance-oriented focus whilst Brad's competitive orientation did not alter, as he showed to be more outcome-oriented after the program. This was taken as evidence of his resistance to the program which will be discussed at a later stage. It could be argued that the way in which each of the participants engaged with the goal-setting process had an influence on the degree of change in their competitive orientations. Matt engaged enthusiastically and absorbed the information imparted on him during the intervention and consequently was able to achieve his goals effectively and efficiently. Brad showed increasing levels of resistance throughout the program and was therefore not in a position to achieve his goals or absorb any of the objectives of the program. His competitive orientation therefore did not move from outcome-based to performance-based. In fact, he showed to be more outcome-based after the program.

In relation to the research question, the participants were encouraged to set short-term goals focused on process and performance with a minimal, but not absent, focus on outcome goals. In this way, their competitive orientations would be influenced and this would increase their levels of perceived self-efficacy, confidence, and motivation (this will be discussed at a later stage). Therefore one of the primary factors that the intervention aimed to change was the participants' competitive orientations. This was done using techniques including setting short-term goals aimed at improving performance- and process-related tasks.

Findings and their Implications

In the implementation and evaluation of the program, it was found that this was a program that would work for particular types of athletes. In response to the first part of the research question, it could be argued that the techniques that were introduced to the athletes in this program are techniques that work and are useful in improving athletes' goal-setting practices in general (Cox, 2007; Weinberg & Gould, 2011). However, the program itself appeared to be suited to a particular group of athletes (those with an external locus of causality). What is assumed here then is that Matt needed the program, whereas Brad did not. This could be related to a number of factors including the fact that Matt was injured whereas Brad was not. This could suggest that this program would be better suited to athletes recovering from an injury, and will help them to overcome fears associated with return to the sport because of the way in which it is able to build up confidence and motivation in the athlete regardless of the existing self-efficacy levels.

Locus of causality played a role in this finding in that Matt displayed an external locus of causality in that he appeared to be waiting for changes to happen rather than being active about his recovery. On the other hand, Brad appeared to display an internal locus of causality and showed a greater

affinity for self-determination than Matt. This became evident in his resistance to the structure of the goal-setting process introduced through the intervention. He was already comfortable with his style of setting goals, and did not want to set new goals at the time of the study. Therefore what this may show is that when it is argued that this program is most suited to athletes who 'need it', this implies that the program works for someone who may not have clear direction in terms of their goals for the year, and for someone who battles to initiate the process of goal-setting due to an external locus of causality. The participant also needs to display both a willingness to participate and an acceptance of the idea of new goals and new strategies for developing these goals. The athlete therefore has to be psychologically ready to undertake participation in an intervention such as the one used in this study. This is because the program is designed in a step-by-step format that allows the participants to do minimal initiative-based work with maximum benefit. This is not a suitable design for athletes who prefer to structure their own mental training schedules such as goal-setting plans.

This may also have been related to the participants' pre-existing motivation levels in that an external locus of causality is usually associated with extrinsic motivation while an internal locus of causality is typically associated with intrinsic motivation (Chatzisarantis et al., 2002). What this may suggest is that Brad was intrinsically motivated before the intervention began, and therefore did not have much room to improve his levels of motivation compared to Matt who appeared to be extrinsically motivated and therefore had potential to increase his intrinsic motivation through changing the types of goals set.

The second part of the research question is focused on how the intervention affected the participants' perceptions of self-efficacy, confidence, and motivation. The two main factors that are argued to have had the most significant influence on their perceptions of these factors in this study are focus and competitive orientation. Competitive orientation has already been discussed in relation to the first part of the research question, and is also relevant to the second part. Competitive orientation was one of the major components which the program aimed to alter primarily because research has shown that athletes who display a more performance-oriented competitive orientation tend to experience more positive effects such as higher confidence and motivation levels, as well as a more enthusiastic attitude toward their sport (Gill & Dzewaltowski, 1988). One of the aims of the study was to allow the participants to experience these positive states. Competitive orientation is therefore one of the most significant precursors to changes in constructs such as motivation, confidence, and self-efficacy.

The results also suggested that competitive orientation may have been affected by the athletes' focus. Matt's focus was on the goal-setting process and remained focused in working toward

achieving his goals whereas Brad was not focused on goal–setting in the area of motocross as he was not focused on motocross at all at the time of the study due to 'the situation'. The situation was that Brad had to place the majority of his time and focus into studying for and writing his matriculate trial examinations. Motocross, and particularly the goals related to motocross, were therefore not a priority for him at the time of the study. This was argued as one of the primary factors explaining why the program worked better for Matt than it did for Brad. Their respective focuses at the time of the study were completely different. This finding therefore supports the assertion that focus can aid the athlete in goal-adherence (Kyllo & Landers, 1995).

In addition to removing Brad's focus from goal-setting in motocross, 'the situation' also appeared to be part of the cause for a growing amount of resistance toward the program from Brad. Although the idea of a goal-setting program appealed to Brad in the beginning stages, he appeared to grow more resistant as the program progressed week-by-week. This could have been due to Brad not fully anticipating what the goal-setting process entailed as it was structured for this program. Because he is a self-determined athlete with an internal locus of control, a structured program was not suitable for him. Unfortunately this was not something that was taken into account early enough in the study. This is a possible weakness of the study that should be taken into account in future research. Therefore a primary recommendation for future studies of this nature is for the researcher to engage in a more thorough contextual analysis before the program begins so that the researcher is fully aware of potential 'situations' and how this might affect the study and the results. Another recommendation would be to conduct the goal-setting program before the racing season begins so that the participants' focus will be on motocross, and goals can be set for the year ahead.

Reflections

Upon reflection of some of the issues encountered during the analysis of the results, it must be noted that Matt often confused the terms time management and goal-setting and also appeared to use various terms when thinking of goals including tasks and priorities. What this suggested was a general lack of understanding of what goals are and what the goal-setting process entails. Matt's understanding of goals appeared to be more related to a to-do list that he needed to work through which was different from the types of goals that he was encouraged to set during the program. This was a primary learning point for Matt. However, this may also be a reflection of the way in which athletes are exposed to various terms that are related but not synonymous, and how these terms are often confused and used interchangeably. This may suggest that the psychological dialect used when working with athletes is not necessarily appropriate. Rather, it would be useful to develop terms that all athletes can easily understand and identify as being different to and separate from similar concepts.

Another example is frequent confusion relating to the difference between self-confidence and self-efficacy. Because both terms are related to the way in which an individual thinks about him- or herself, these terms are often used interchangeably. The difference between these two concepts was clearly highlighted in chapter one in anticipation of the problem during the study. However, interestingly the performance profiles from the athletes revealed that both Matt and Brad understood that there was a difference between these two concepts, even though they may not have used labels to demonstrate this understanding. Both of the participants classified confidence and 'believing in yourself' in two different categories within the performance profiles showing that they acknowledged the difference. Their deeper understanding of this difference was not explored in this study but this could provide an interesting focus point for future studies. Future research could focus on exploring athletes' practical understandings of self-efficacy and self-confidence within their athletic framework. The understanding that did emerge through the results was that self-efficacy appeared to be a more stable, enduring construct whereas confidence seemed to be a daily state that fluctuated according to external environmental factors.

Benefits of Program and Study

A reflective process regarding the benefits of the program is also necessary to note at this point. The program had various benefits for Matt, and less for Brad but both athletes were able to learn from the program. The educational part of this program is therefore highly beneficial to all those who participate. Not only are athletes learning about their strengths and weaknesses in terms of their goal-setting practices, but they are also learning about related factors such as competitive orientation and how these factors are linked to other psychological skills such as self-efficacy, confidence, and motivation. The knowledge of these kinds of intricate relationships may not have been discovered without participation in this program. A more obvious benefit of participation in this program is the skills that one learns about correct and effective goal-setting techniques. The study as a whole is beneficial to the field of sport psychology as it has created new insights into the relationship between competitive orientation and goal-setting, and has shown support for the link between goal-setting and other psychological factors shown in previous studies (Latham, 2007; Weiss & Ferrer-Caja, 2002).

Limitations

One of the main limitations of this program is that there were no pre-prepared measures in place to deal with resistance from either of the participants. Resistance is a common reality in most intervention work situations and is something that researchers need to be well educated on and prepared to deal with. The importance of being able to recognise resistance lies in the danger of

misinterpreting resistance as apathy. This was a weakness of the study due to lack of preparation to deal with resistance due to the fact that resistance from the participants had not been anticipated.

Recommendations

Future studies could explore the relationship between competitive orientation and goal-setting in more depth. Testing this relationship with a bigger sample, and incorporating more quantitative measures could provide for interesting and useful results. The effect of differences in gender on competitive orientation could also be explored in greater depth, as this may have an effect on the way which the program would need to be tailored for gender differences. Future studies could replicate this program but include quantitative measures of motivation, self-efficacy, and confidence in addition to the qualitative measures outlined in this program for more valid results.

Conclusion

In summary, what this study has found is that focus, locus of causality and competitive orientation are all influential factors in increasing athletes' perceived levels of self-efficacy, confidence, and motivation. When the focus is on the goal-setting process, the athlete is able to achieve their goals more efficiently, which leads to an increase in all three factors. In the context of this study, locus of causality appeared to be a factor that was instrumental in determining the success of the program, in that the program design was better suited to athletes with an external locus of causality because of the structured nature of the intervention. Finally, a change in competitive orientation toward more performance-based thinking appeared to be a factor that influenced the change in perceived levels of self-efficacy, confidence, and motivation.

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Appendix A

Interview Schedule for Pre-Intervention Interview

- General understanding of goals, and why it is important to have goals and set them effectively
- Current process of goal-setting – who is involved, what are the steps that are taken, and how do you ensure they are achieved?
- Types of goals that have already been set (personal examples)
- Which goals have been easy to achieve, and how have they been achieved (i.e., what has already been working for participants in terms of goal-setting).
- How does achieving goals make you feel (specifically in terms of motivation and confidence)
- Which goals have not been achieved, and why?
- How does failure to achieve goals affect you? (Also in terms of motivation and confidence)
- Biggest problems with setting goals and attempting to achieve said goals
- Influences on the goal-setting process (e.g., coaches, lack of goal-setting knowledge, setting too many goals etc)
- Areas that participants feel they could improve in (if any)

Appendix B

Interview Schedule for Post-Intervention Interview

- How did you feel about the goal-setting program overall?
- What really worked for you, and what could be improved upon or removed from the program?
- What were some of the main learning points for you; what is the most important thing you will be taking away from this program?
- Do you feel that your goal-setting abilities have improved, and to what degree have these improved?
- Do you feel that the program had an effect on your confidence levels and/ or your motivation levels? If so, what difference did it make to you personally?
- How do you feel that this program has helped you (if at all)?

Appendix C

Tape Recorder Consent Form

Rhodes University – Department of Psychology

USE OF TAPE RECORDINGS FOR RESEARCH PURPOSES
–
PERMISSION AND RELEASE FORM

Participant name & contacts (address, phone etc)	
Name of researcher & level of research (Honours/Masters/PhD)	
Brief title of project	
Supervisor	

Declaration

(Please initial/tick blocks next to the relevant statements)

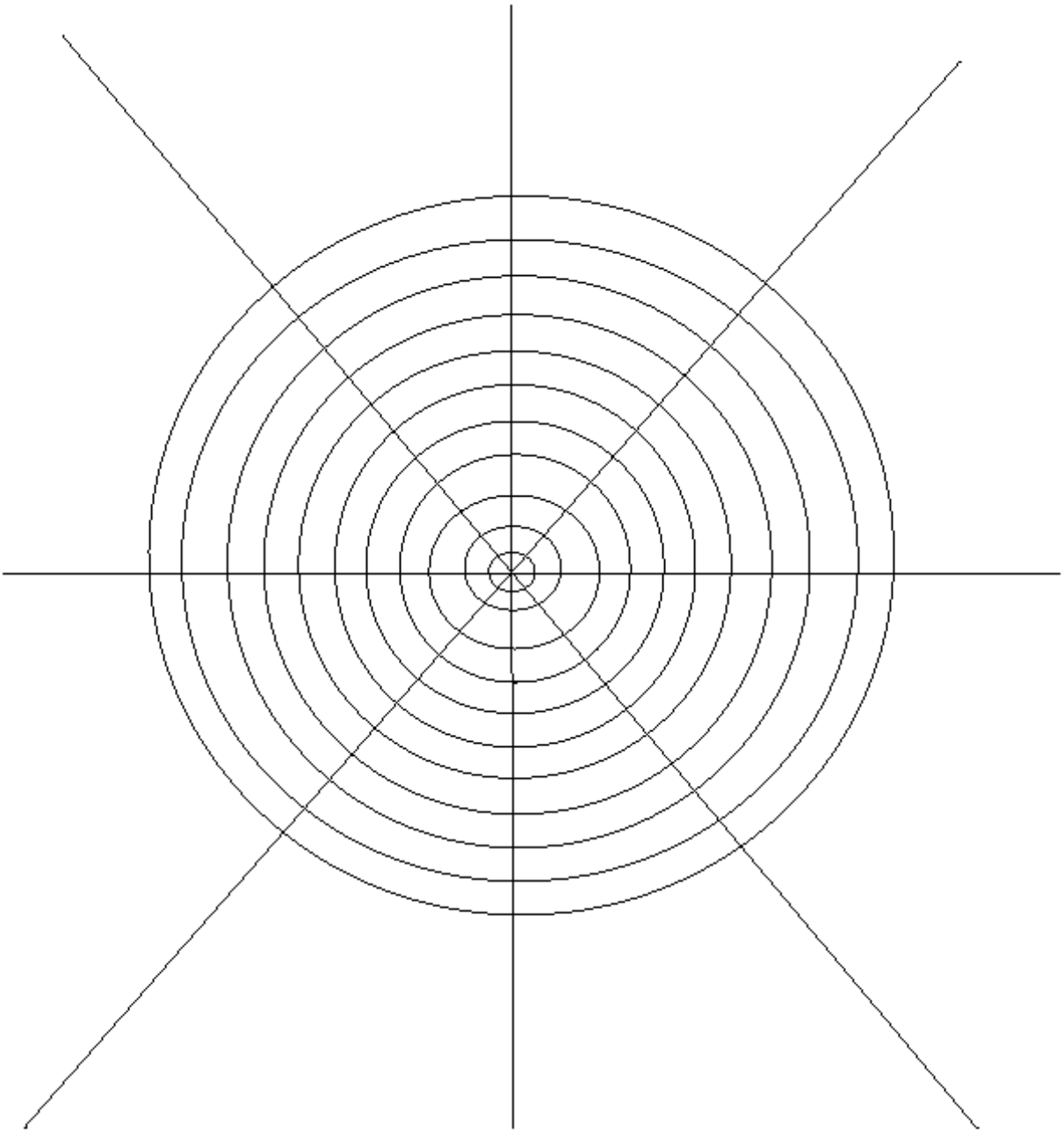
1.	The nature of the research and the nature of my participation have been explained to me	verbally	
		in writing	
2.	I agree to be interviewed and to allow tape-recordings to be made of the interviews	audiotape	
		videotape	
3.	I agree to take part in and to allow tape-recordings to be made.	audiotape	
		videotape	
4.	The tape recordings may be transcribed	without conditions	
		only by the researcher	
		by one or more nominated third parties:	
5.1	I have been informed by the researcher that the tape recordings will be erased once the study is complete and the report has been written.		
5.2	OR I give permission for the tape recordings to be retained after the study and for them to utilised for the following purposes and under the following conditions:		

Signatures

Signature of participant		Date
Witnessed by researcher		

Appendix D

Blank Performance Profile



Appendix E

Consent Form

RHODES UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

AGREEMENT BETWEEN STUDENT RESEARCHER

AND RESEARCH PARTICIPANT

I _____ (participant's name) agree to participate in the research project of Tracey Fleming on:

The effects of a goal-setting intervention on perceived self-efficacy and motivation levels in motocross racers

I understand that:

1. The researcher is a student conducting the research as part of the requirements for a Masters by Thesis degree at Rhodes University. The researcher may be contacted on 082 784 0826 or g08f5272@campus.ru.ac.za. The research project has been approved by the relevant ethics committee(s), and is under the supervision of Mr Gary Steele in the Psychology Department at Rhodes University, who may be contacted at g.steele@ru.ac.za (email).
2. The researcher is interested in the effects that a pre-designed goal-setting intervention will have on the participants' perceived confidence and motivation levels, as well as the way in which their style of goal-setting may be improved upon in order to achieve higher confidence and motivation levels.
3. My participation will involve partaking in focus group interviews before and after the goal-setting program is implemented. My participation will also involve completing a goal-setting inventory which will be scored and used to determine my strong and weak areas of goal-setting. I will also partake in a six week goal-setting program with the researcher which includes two sessions a week.
4. I may be asked to answer questions of a personal nature, but I can choose not to answer any questions about aspects of my life which I am not willing to disclose.
5. I am invited to voice to the researcher any concerns I have about my participation in the study or consequences I may experience as a result of my participation, and to have these addressed to my satisfaction.
6. I am free to withdraw from the study at any time – however I commit myself to full participation unless some unusual circumstances occur, or I have concerns about my participation which I did not originally anticipate.
7. The report on the project may contain information about my personal experiences, attitudes and behaviours, but that report will be designed in such a way that it will not be possible to be identified by the general reader.

Signed on _____/2012 Participant: _____

Researcher: _____

Appendix F

Goal-setting program manual

GOAL-SETTING PROGRAM MANUAL

1 JULY 2012 – 9 AUGUST 2012

NAME: _____

Thinking about goals and goal-setting...

If you don't know where you are going, you will probably end up somewhere else.

(Laurence J. Peter, US educator and writer, 1919–1988)

WHY SHOULD I SET GOALS?

1. When you have goals, you have direction. You can invest your time and effort in a specific way that pays off! A race car that is chained to the ground is the same as having no goals. You push on the gas pedal and the engine roars. The tires spin and smoke. Yet no matter how hard you push the pedal, you go nowhere.
2. When opportunities pop up that can help you reach a goal, you recognise and seize them. With a goal in mind, it will be easier to see new ways of reaching your goal that you never noticed before.
3. You make better decisions. "Which if these options will best help me to reach my goal?" Your goal is like a flash light in the night – your goal lights up your best choice so you can see it.
4. Goals motivate you and give you energy!
5. You have more control of your life. When life knocks you down (injury, bad race, technical problems with the bike), your goals will keep you focused so that you do not become despondent and let the negative event control you.
6. Goals will give you greater confidence. You can take the initiative. You can be a leader. If you know where you are going, where you are headed, you will not get lost! Simple – know where you are going and how to get there, and you will.
7. You can determine if your current activity contributes to your overall success or not. Your smaller goals will act as a landmark, and achievement of these smaller goals will allow you to see how far you have progressed toward your ultimate goal.
8. Long-range goals help you to solve short-term problems. When the smaller, daily goals seem tedious or boring, think about your long-term goal and you will remember why you are doing the smaller, boring goals in the first place. When you have done sit up number 90, and have 10 more to go but you're losing motivation – think of the long-term goal, and how having a stronger core will help you to achieve that goal!

9. Your plans are more effective with goals. Each morning, you can plan your day based on your goals. For example, "what can I do today that will take me one step closer to my goal of being a successful motocross racer?" Weekly, monthly, and yearly plans give you better results when you line them up and match them to specific goals.
10. Goals give you hope for a better future, and make you happier! Goals can make life enjoyable, even exhilarating. Many people experience a natural 'high' from the feeling of achieving their goals, no matter how big or small.

Think of any other benefits you may have experienced from setting goals in the past, and any benefits you might anticipate through this goal-setting program.

"Happiness could be defined as the emotion of progress toward desirable goals" – L. R. Hubbard

GOAL-SETTING AND MOTIVATION: TWO PEAS IN A POD

Extract taken from Sport Psychology for Dummies – Leif Smith and Todd Kays (2010, p. 30).

"Motivation is the fuel that powers your goals toward becoming a reality. If you're not motivated and inspired by your goals, you won't achieve them. And if you don't have goals, you won't be motivated to improve.

A simple way to measure your level of motivation is to use what we call the get-out-of-bed test. Do your goals make you want to get out of bed and hurry toward their achievement? Do they keep you up at night, excited, unable to go to sleep because you're too busy pursuing them? If so, your level of motivation is strong. If not, then you need to set better, more inspiring goals.

Many athletes tell us that they're losing their motivation to compete in their sports. They complain that it's no longer fun, that their coach's demands annoy them, and that their passion for training isn't what it used to be. When we ask these athletes what their current goals are, they usually say, "I don't know – I haven't thought about it." They're focused on the misery and pain and complaining. They've lost focus on their goals and the reasons they compete, and their motivation has declined because of it.

When you get into a car, you usually know your destination. When you start driving toward your destination, you're focused on making sure you reach it, which helps you adjust when you encounter obstacles, such as closed roads, traffic jams, and passing trains blocking the intersection. You're committed to reaching your destination, but you more than likely keep a flexible approach to getting there, depending on the circumstances and time of day. The same is true with goal-setting in your sport. You need to know where you're headed. Then, after you've set inspiring goals, you need to stay flexible in your approach to making them come true. Obstacles will come in many forms – injuries, coaching decisions, sickness, and other unforeseen training issues. Your job as an athlete is to keep your mind focused on your goals, which, on occasion, requires that you take alternate routes to success.

Remember: Goal-setting is both art and science. The key to good goal-setting is outlining goals that inspire and motivate you. They should wake you up early and keep you up late at night!"

So, start thinking about what kinds of goals these would be for you... What are the types of things that are going to inspire you to train and to improve? What is going to get your blood pumping? What is going to keep you excited about motocross? And what are some of the other goals that are going to come with that? In other words, what are the smaller goals that are going to help you achieve the really exciting, motivating ones? Think about what it is you need to be achieving right now in your racing career. If you are injured, think about what needs to be done for you to overcome the injury... What are the goals you can set that to improve progress despite being injured (relaxation training, strategy development, core training etc). We are getting closer toward the end of the season now... What are some of the things you could change to improve your second half of the season when compared to the first half (even with an injury)? Think beyond the physical components as well. So think about some of the mental aspects that you may need to work on, and how you will go about working on these things.

THINKING ABOUT PERFORMANCE AND OUTCOME GOALS...

The Goose That Laid the Golden Eggs

According to Greek legend, a slave named Aesop told this story about 2500 years ago. A man and his wife had the fortune to possess a goose that laid a golden egg every day. They sold these golden eggs, and began to make a decent amount of money from their golden goose. Yet they decided that they were not getting rich fast enough. They believed that because the goose was producing golden eggs, it must be full of gold so they decided to kill the bird to extract the gold. When they cut open their goose, they found that it was just like any other goose, and was not in fact filled with gold. So, they not only failed to get rich at once as they'd hoped, they no longer enjoyed the pleasure of receiving daily golden eggs from their goose.

The truth of this story is that each of us has a golden goose. But we cannot butcher the goose in order to reap the rewards from having this goose. We have to look after the goose, feed it, give it water, and keep it safe. The goose in this story refers to the potential of your skills. You already have all the skills and capabilities necessary to become successful as a motocross racer, but you need to foster these skills, improve them, work on them, and help your goose to grow... The bigger the goose, the bigger the eggs. The more work you put in to looking after your goose, the bigger the rewards will be.

Another important point in this story, is that so often people are too worried about the eggs and they forget about the goose. So what happens? The goose gets sick, or old, and the eggs become smaller. Do you worry more about the eggs or the goose? Do you focus on the rewards you get, and the outcomes of all your activities? Or do you focus on putting in the necessary work, doing your best, and enjoying the satisfaction of knowing that you have accomplished what you set out to accomplish, regardless of how many eggs you get out of it at the end of the day? Think about this in terms of the goals you set. Do you aim to beat the rider next to you, or to beat your best lap time? Is your main goal for this season to win the championship? Or to improve from your performance last season? Egg or goose? Think about this point, and why it is important to worry about your goose as well as your eggs.

It is also not wise to forget about the eggs completely. If the couple in the story had forgotten about the eggs, they would have made no money, and would have no real reason for looking after the goose. The eggs can act as your long-term (outcome) goal, the goal that keeps you going – the end of your journey. The goose represents all the skills you need to reach that goal, and is related to the smaller task and processes which you must complete in order to produce the egg. Think about this in terms of the goals you might have right now (or the goals you intend on setting through this program). Think about your egg goal but also start thinking about your goose goals, and how you are going to achieve those goals. (How are you going to make sure that you are looking after your goose so that it produces enough golden eggs for you?)

For this week, start thinking about some of these questions, and how they apply to you. It might be helpful to jot down a few ideas in terms of 'answers' to these questions. Bring these ideas to our next session.

- Why is it important for you (personally) to set goals?

- Why has goal-setting not worked for you in the past?
- Why have you failed to reach some of your goals in the past?
- What is it that you ultimately want to achieve from racing?
- What are the steps you need to take to get there?
- What do you want to achieve in terms of your racing for the rest of this year?
- What is it that you need to do to earn these achievements?
- (Think about some of the daily tasks and goals which you might need to set for yourself in order to get there...)
- What are some of the factors which might be standing in the way of you achieving your goals right now?
- What will success in motocross look like when you accomplish it?
- Think of your egg goals and also some of your goose goals

When you come to the next session, it will be helpful to have an idea of some of the goals you would like to discuss and refine. If you have not managed to think of any concrete goals yet, that's also fine. Just start thinking along these lines, and think about what it is you want out of motocross in general, and what you want for yourself by the end of the season.

Goal-setting principles for effective results!

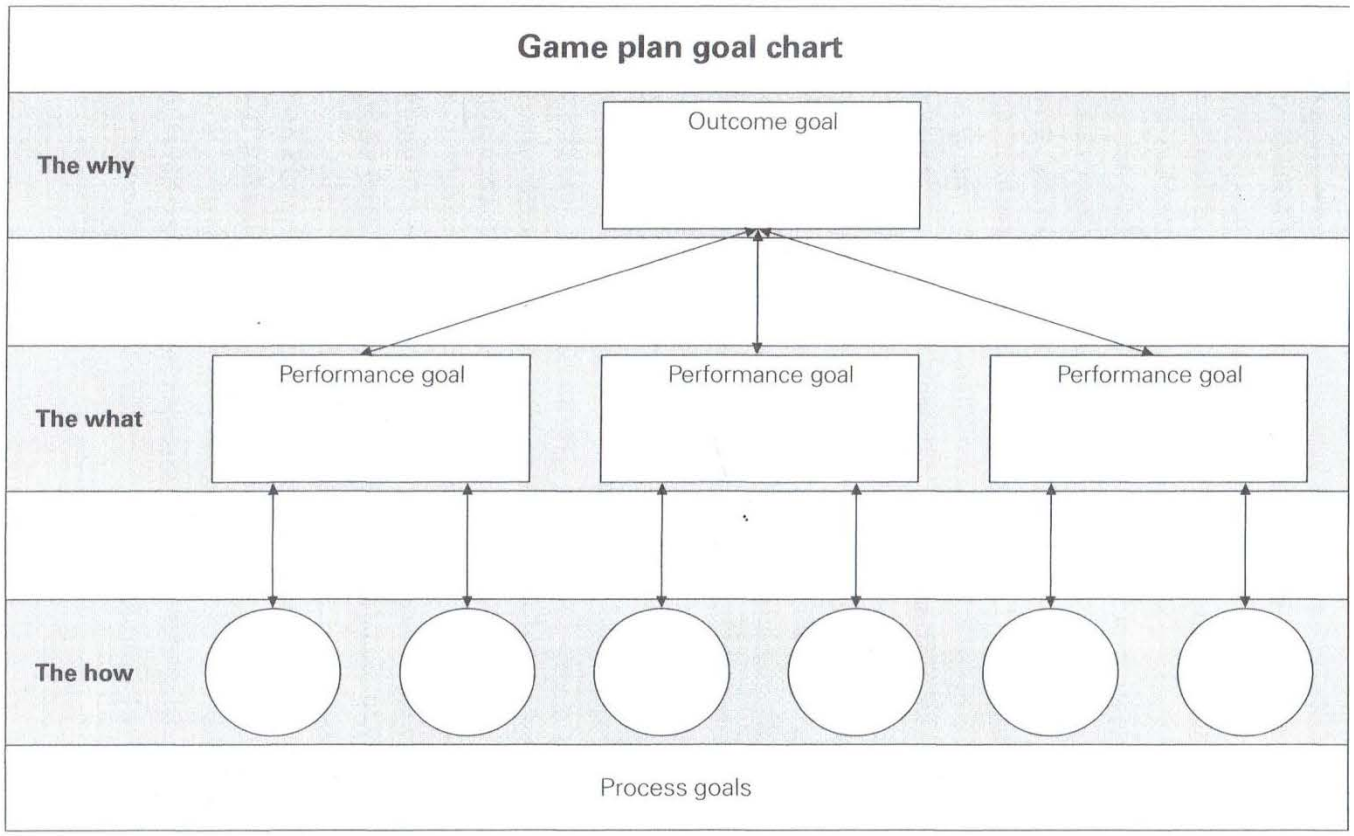
1. Set specific goals
2. Set challenging but realistic goals
3. Set long- and short-term goals
4. Set process, performance, and outcome goals
5. Set practice and competition goals
6. Record your goals
7. Goal commitment and goal support
8. Evaluation and feedback

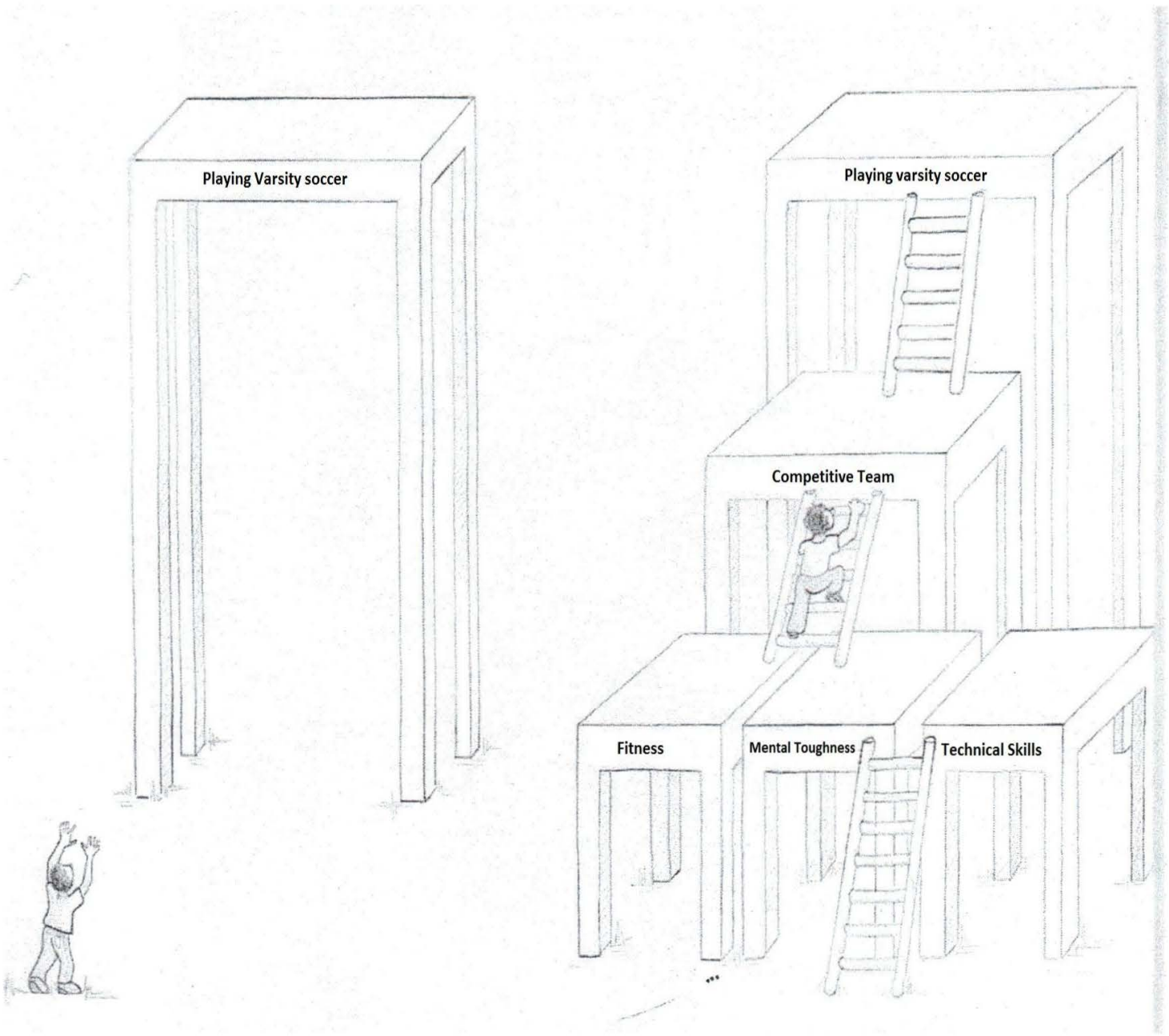
Common mistakes and pitfalls in goal-setting

1. Getting started (motivation to set goals)
2. Not writing your goals down and displaying them where you will constantly see them
3. Not writing positively stated goals

4. Not adhering to the SMART acronym
5. Failing to set specific goals

   EG “I want to ride faster.” This goal is neither measurable nor quantifiable, and is therefore too vague to be an effective goal. This rider should set goals more specific such as “I want to reduce my lap time by three seconds, by doing two extra motos a week.” This goal is quantifiable, and also has an attached ***plan*** of how to achieve that goal.
6. Setting too many goals at once
7. Being inflexible with your goals
8. Setting goals that are unrealistic (too hard or too easy – for YOUR capabilities)
9. Not following up your goals; not having someone who will help you with feedback and evaluation or monitoring your goals


Game plan goal chart
The why
Outcome goal
The what
Performance goal
Performance goal
Performance goal
The how
Process goals


Playing Varsity soccer
Playing varsity soccer
Competitive Team
Fitness
Mental Toughness
Technical Skills

S	• SPECIFIC
M	• MEASURABLE
A	• ACHIEVABLE
R	• REALISTIC
T	• TIME BOUND

∴ **Failures do what is tension relieving, while winners do what is goal achieving.**
Dennis Waitley

∴ **If you don't know where you are going, you'll end up someplace else.**
Yogi Berra

∴ **The virtue lies in the struggle, not in the prize.**
Richard Monckton Milnes

∴ **Our plans miscarry because they have no aim. When a man does not know what harbour he is making for, no wind is the right wind.**
Seneca

∴ **It is not enough to take steps which may someday lead to a goal; each step must be itself a goal and a step likewise.**
Johann Wolfgang von Goethe

∴ **In absence of clearly defined goals, we become strangely loyal to performing daily acts of trivia.**

∴ **Perfection consists not in doing extraordinary things but in doing ordinary things extraordinarily well**

Appendix G

Goal-Setting Evaluation Journal

Write down some of your thoughts about the goal-setting process in general. Was it relatively difficult or easy? Perhaps you experienced some setbacks or areas of confusion? Or perhaps it came very easily to you? Document some of your thoughts on the process as a whole…

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Do you feel that the process of goal-setting was personally useful to you? In what way was it useful or not useful to you?

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Has the process helped you to gain a clearer focus on where you want to go (with your motocross career, or even just for this season?) How?

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Have you managed to make progress toward your goals this week? How?

Or, if you have not made progress, why not? In other words, has goal-setting worked for you? If it is not working for you, what do you think went wrong?

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Are there any particular differences/improvements/changes (both mentally and physically) you're noticing as a result of the goal-setting process? Please describe these…

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Have you found that you needed to adjust or adapt any of your goals?

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How do you feel about the possibility of setting more goals on your own?

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Have you noticed any changes in your motivation after setting goals in an effective manner? If so, why do you think this is?

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Have you noticed a difference in your confidence levels after setting goals?

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Any other thoughts/feelings/ideas about your goal-setting process, your goals, or the program in general? You can note down any questions you have here as well.

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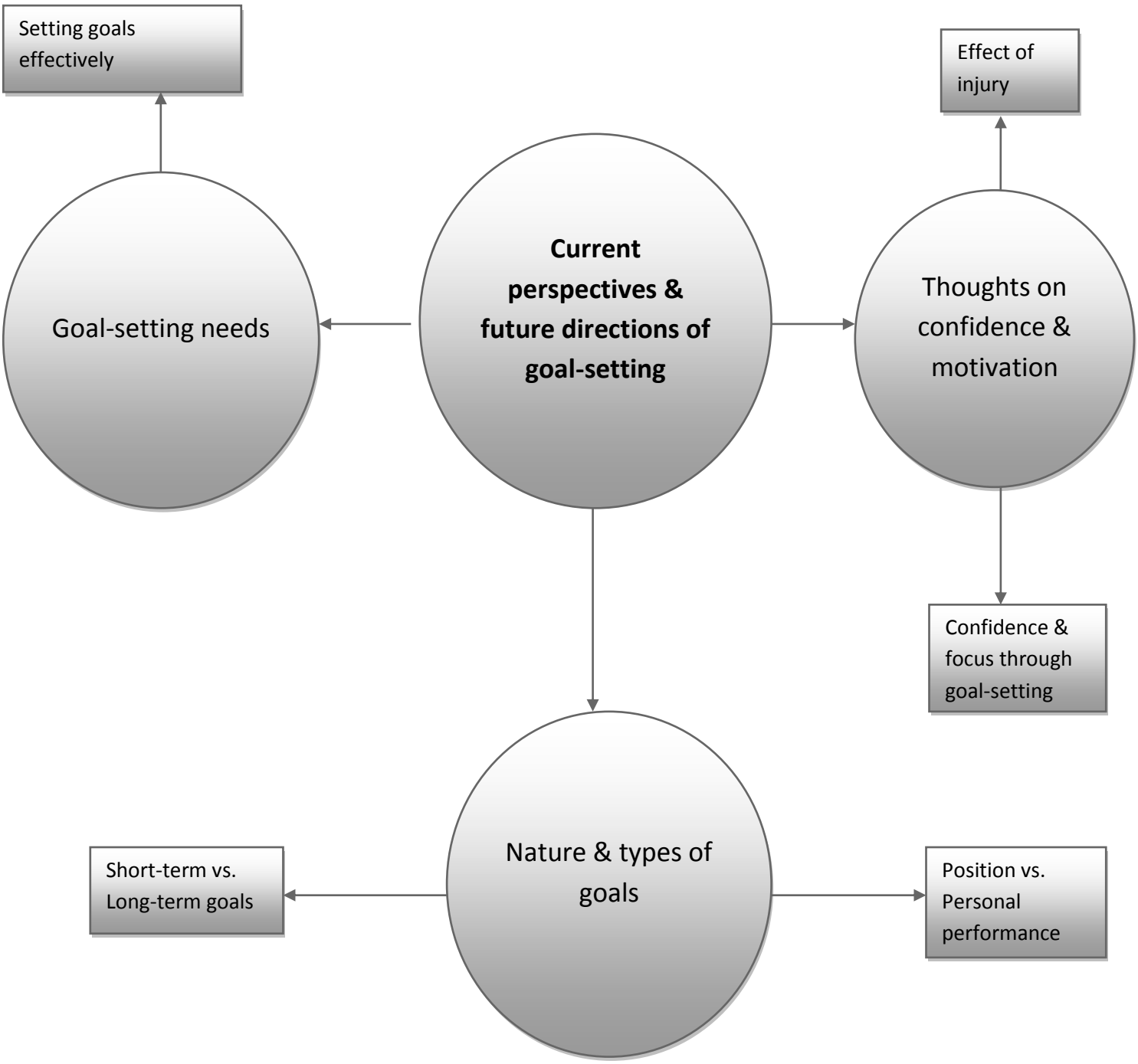
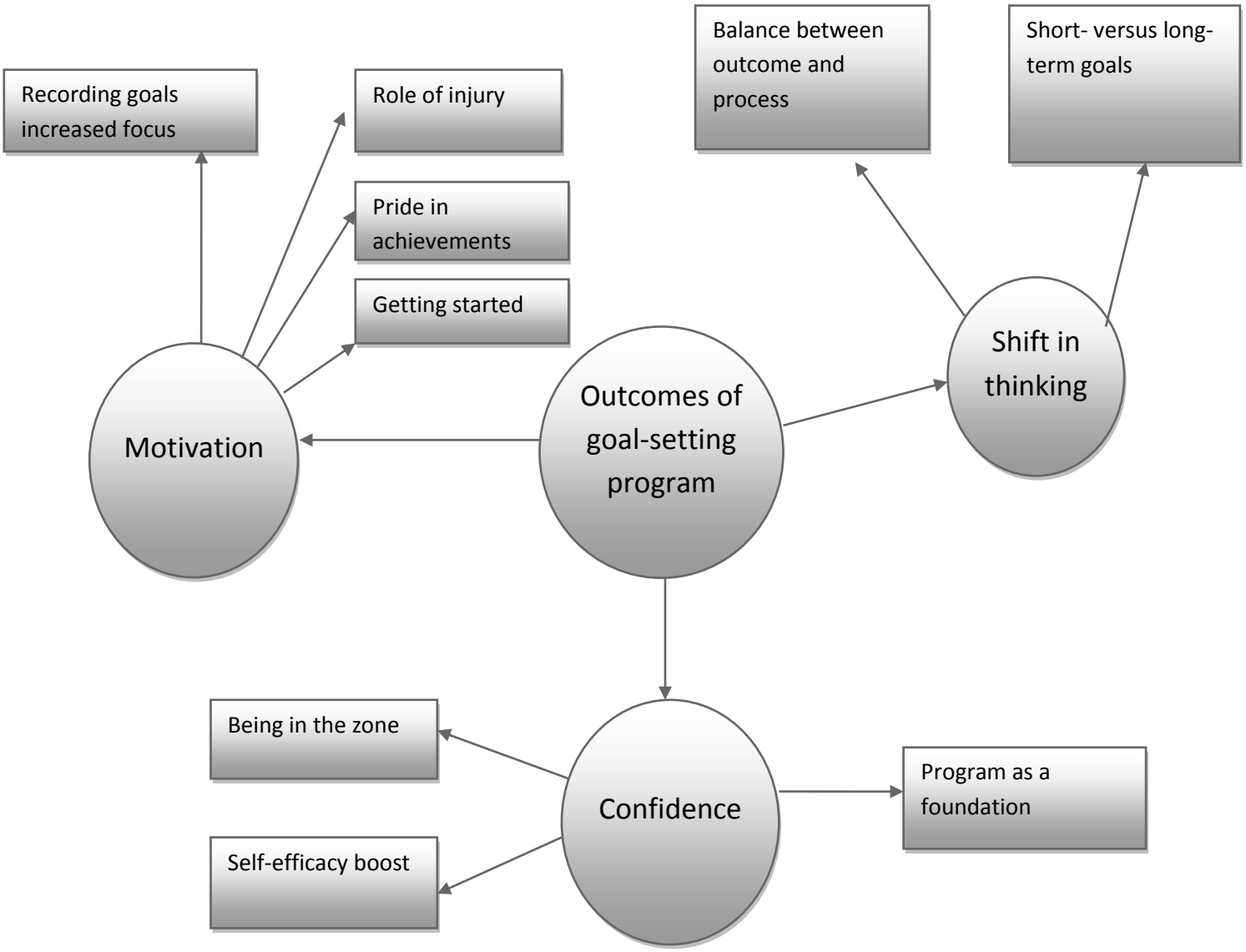
Appendix H

Thematic Network of Matt's Pre-Intervention Interview



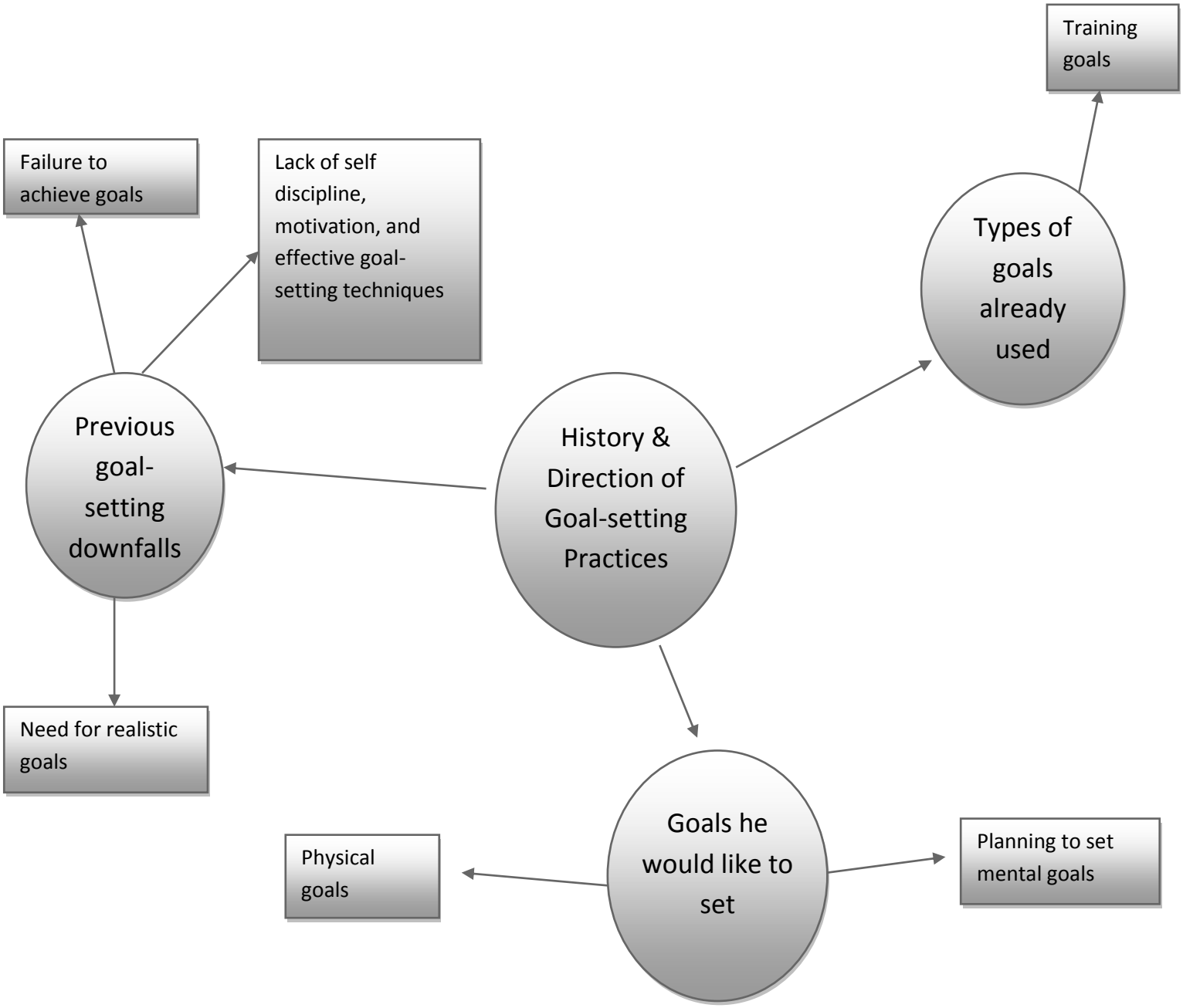
Appendix I

Thematic Network of Matt's Post-Intervention Interview



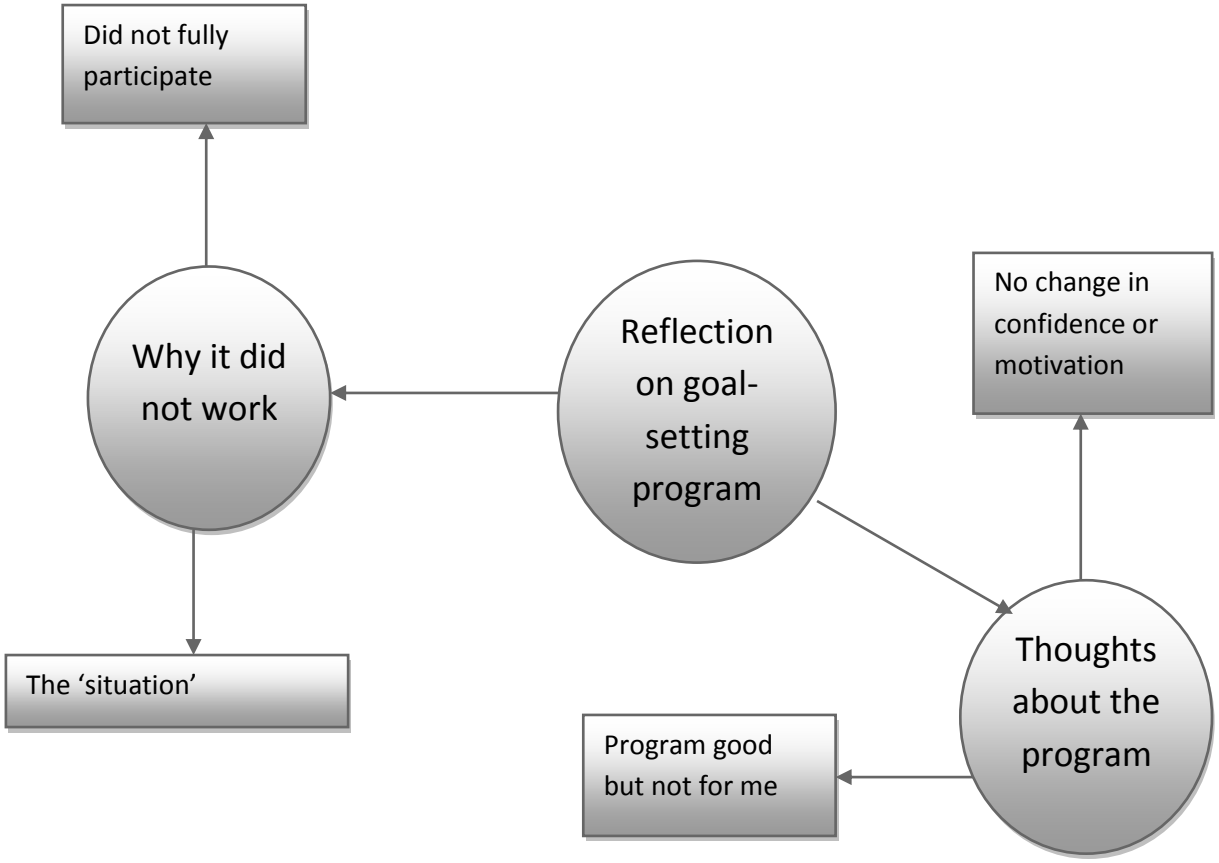
Appendix J

Thematic Network of Brad's Pre-Intervention Interview



Appendix K

Thematic Network of Brad's Post-Intervention Interview



Appendix L

Textual Extracts from Matt's Pre-Intervention Interview

Setting goals effectively

"M: Well I should be doing more of it [goal-setting]

T: So you're saying you don't do enough of it?

M: Ja"

[Speaking about **daily goals**] "You should have them if you really wanna do it right"

"I don't, but I should" [set **training goals**]

"If you **do it right**, got to make sure you're doing it right. If you don't, you're screwed"

"I honestly have to set like a certain goal or a **timeline** or that kind of thing and people call it different things like um, time management or things like that but it basically is goal-setting whether it's on a small scale or a large scale or personal ones or tasks that you need to get done"

"**Time management** comes... well, I would like to think of it as goal-setting because I mean if you set your goal from day one you focus on that. Then you'll be able to sit everyday going ok today I have to do so much and tomorrow I have to do so much"

Short-term vs. Long-term goals

"M: Well when we do it it's just normally like **a year ahead** as to what you wanna achieve and what you'd like to see yourself accomplishing and then there's the **slightly longer term** one – like five years or so, and then if you do it more in depth there's like the 10 year one and we like to do one that's called the **legacy** you wanna leave. So it's kind of like a lifetime goal where you know every day you wanna leave that lasting impression on somebody or you wanna affect them in some way. Ja, I quite like that one because it doesn't just look at your here and now, it looks at what you're doing whether you're racing or not and it's what you wanna be known as. Kind of like what's said about you at your grave kind of thing. Then the **shorter ones are obviously important**

but I don't always put so much emphasis on them because sometimes I want them to happen but whether it happens or not is like whatever I don't care kind of thing

T: So the short-term goals aren't as important as the long-term ones?

M: For me, personally. But short-term things that I really am passionate about – **if its motocross that's very important... short-term, long-term.** But when I set goals for my studies to pass well this year or whatever, I failed everything so it obviously didn't go so well."

T: No, just some examples will be fine... Like your daily goals, or weekly goals? Do they factor...?

M: Hmmm, they should but I've never really done those, k we've done them once or twice but it's not like a... I mean, **daily, you should have them if you really wanna do it right**, you should be doing it daily just so that you can come off every day feeling confident and satisfied that you've done what you set out to do. For instance, for me personally I should do that because I get lazy and I don't ever do anything when I'm supposed to do it so I would say that's very important but I hardly ever do it. But if I had to do **daily goals** I mean that would be like not just chores but like tasks that have to get done in the day. Let's say one day you're just loaded with so many different things. To sit down and start with the first one as soon as you can so you get through them. For me personally, because I don't do that, I land up leaving everything till 5 hours in the afternoon and I just start going crazy so ja.

"I definitely like the idea of **daily goals and weekly ones** where... I mean like a normal person that doesn't leave things till the last minute would just get up and do things they have to do in the day. Whereas with me I honestly have to like set a certain goal or a timeline or that kind of thing and people call it different things like um time management or things like that but it basically is goal-setting whether it's on a **small scale or a large scale** or personal ones or tasks that you need to get done. They all help with confidence, belief that you can actually get things done. I mean I personally don't believe that I can do so many things in a day because I've always put them till... I mean I always get them done but they so like messed or if it's like a school project I leave it to the last night. I'll do it and I'll finish and I'll get 60 or whatever for it but I mean obviously it's crap, and then you get the oak who's been working on it for a whole month and he gets top marks"

<u>Position vs. Personal Performance</u>

T: So what types of goals would you set for motocross?

M: Position at the end of the year or personal performance like um how far I've **bettered myself** or increased my performance. **Positioning** for nationals is important and then... do you wanna know all of them?

"Well I mean now just other goals will come up instead. For instance, **instead of an overall position it will be national positions and national performance instead of like a year's performance** because obviously... well actually no I can still race the next race, the next national but of course you know Teza bombed because I fell in the first heat so and also in Cape Town... crashing because something was wrong with the bike"

Effect of injury

T: And now with your injury, have you re-evaluated at all in terms of your goals for the year?

M: Hmm, **they can't happen** (laughs). Well I mean now just other goals will come up instead.

T: I wanna just know for now where you're sitting motivation-wise and in terms of your self-belief?

M: Very hard to explain because I've never felt **so chilled** with a broken bone. Normally I'm very like flustered and uptight and angry and like 'should I carry on racing motocross?' always comes up and this is the first time – I have no idea why, which is cool but it's the first time ever... The moment it happened... K I was concussed as well so that like set me back from feeling angry for I guess half a day and that might have helped, I don't know. But I was **very relaxed and like calm** in knowing that I was gonna get fixed up and heal up and get back on the bike as soon as I could..

T: Very **positive attitude**!

M: Very positive but like it was just personally very weird because I've never felt like that. **Normally I'm like very disappointed** because it happened, and how messed up your year is. I mean it is disappointing but for now I'm not really **focussing** on it like I normally do so ja.

T: But that's a good thing, right?

M: Very good thing

Confidence and focus through goal-setting

"You should be doing it [goal-setting] daily just so that you can come off every day feeling **confident** and satisfied that you've done what you set out to do."

"M: Well I definitely like the idea of daily goals and weekly ones where... I mean like a normal person that doesn't leave things till the last minute would just get up and do things they have to do in the day. Whereas with me I honestly have to like set a certain goal or a timeline or that kind of

thing and people call it different things like um time management or things like that but it basically is goal-setting whether it's on a small scale or a large scale or personal ones or tasks that you need to get done. They all help with **confidence, belief that you can actually get things done**. I mean I personally don't believe that I can do so many things in a day because I've always put them till... I mean I always get them done but they so like messed or if it's like a school project I leave it to the last night. I'll do it and I'll finish and I'll get 60 or whatever for it but I mean obviously it's crap, and then you get the oke who's been working on it for a whole month and he gets top marks.

T: So it has a lot to do with time management?

M: Time management comes... well, I would like to think of it as goal-setting because I mean if you set your goal from day one you **focus** on that... Then you'll be able to sit every day going ok today I have to do so much and tomorrow I have to do so much

T: Ja, and your goal-setting will help you keep track of what you need to do and will help you focus... **Eyes on the prize**, you know?

M: Ja, definitely"

Appendix M

Textual Extracts from Matt's Post-Intervention Interview

Recording goals

M: Ja, and now I've got notes to help me to figure out what to write down and how I need to write it down. My own knowledge of how I tick so I can regulate the way I write it down to make me more attracted to what I want to do.

M: Ja, like even though I've thought of something and I've put it down on paper and it is from my mind I'm even more complex than that, I've realised because although most people and especially me I don't like people telling me what to do. Most people are like that – they don't like to be told. But for me if I tell myself in my head its fine because I thought of the idea but if it's on paper it still feels like it's being influenced. I don't know it's weird like that but if I'm questioning my own motives and saying do I actually want to be this 'oke' in motocross and do you want to be that successful that's like almost guilt tripping me in a way but then it makes me realise I have actually wanted to do that so yes. That confirms in my mind and re-establishes what I want and then I go and get it done and I'm better that way.

M: Writing it out, for me, is a bit of a boost where I'm proud of the fact that I did something and then completing the task and the goals and everything is a huge achievement.

M: Well um the biggest thing knowing that you, well like I've always known my dreams and that but to display them on paper – then you're much more aware of them because you see them all the time so it re-establishes every time like you dream of your dreams but you your daily tasks and a whole bunch of other things come up so that dream falls to 10th on the list and then a bit more the next day drops back 10 or 20th then eventually you don't even remember what you're supposed to be doing 'cause you're so busy with other things and you know a goal plan or something up on the wall wakes you up to what you should be doing, what you should be focused on because everybody wants to live the dream and if you can then why not?

T: So that element of focus?

M: It helps to confirm what you know you want to everyday so you have that focus on that... you know not focused on small things that aren't gonna achieve you your dream. You wanna start doing everything that will get you there.

Balance between outcome and process

M: It's weird I've only thought about it or heard about it now. The first time was when you told me. I thought the difference in goals was just long-term and short-term goals and as you said you only really get two different types which were outcome and process based and um that's when my dad mentioned something about this guy and shooting. It's not about where you hit the target... if you focus too much on where you're trying to shoot and you don't focus on the point leading up to pulling the trigger it won't land there on the target. You have to focus on the breathing and the resting and the concentration and the slow easy pull of the trigger otherwise you pull too tight and you'll skew the shot and its pretty much the same thing with motocross although we never really think about it. It should come instinctively which is, then you don't have to think about it 24/7, if you know you not doing certain things right - like personally, I don't lean enough in the corners, lean forward enough in hard pack corners and ruts so that's one area where I could be more process focused to get a little bit faster and more comfortable in those corners. And like holding on with my legs, it's so much easier to jump and not have arm pump if you holding on with your legs. If you're doing it properly which I can do easily then it's so much easier. So the whole process, and also focusing on process during a race or leading up to a race or anything it take your mind off the outcome and some people get very pumped up and it's a good way of being pumped up and I do too sometimes but at the same time you might be overwhelmed and it might start working in reverse where you get anxious about being fast enough to finally win or, you know, all those different circumstances so ja.

M: I think personally if you focus more on process, just a little bit more, I mean some people are good enough to know that their process is good and they don't need to focus on their process. It's like, a guy like Ussain Bolt, he does the work and he knows he's the best and he smacks the crap out of anybody. Personally, I haven't been there all that long or, I mean I've been there a few times but not for long and I think personally focussing on the process and getting there helps boost 'cause when you've done the process and you know you've done enough work, more than enough work of each different aspect it boosts your confidence through the roof because you know you the fittest guy or the fastest guy or the strongest and all the different things help and throw your confidence through the roof which hopefully in the end will lead to the outcome being achieved.

Program as a foundation

T: So do you feel like you could go and do it again by yourself? 'Cause you said it was hard to sit down and start writing goals, do you think the program has helped you overcome that?

M: It's made it a lot easier

T: Now that you know how to go through the process?

M: Ja and now I've got notes to help me to figure out what to write down and how I need to write it down. My own knowledge of how I tick so I can regulate the way I write it down to make me more attracted to what I want to do.

M: Like personally, I don't lean enough in the corners, lean forward enough in hard pack corners and ruts so that's one area where I could be more process focused to get a little bit faster and more comfortable in those corners. And like holding on with my legs, it's so much easier to jump and not have arm pump if you holding on with your legs. If you're doing it properly which I can do easily then it's so much easier.

M: If you can get this right and be proud of yourself completing your tasks and getting closer to the goal and the dream and the right fitness and the right intellectual level then you surely must be more confident to achieve the goals or dreams that you want

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Pride and enjoyment

M: If I get it done it will improve everything for me 'cause just drawing up a plan helped boost me a bit because I'm not one to go and do something like first of all and then to complete each task in that plan, and daily tasks and whatever will make me a lot more proud of myself than any other thing.

M: Ja, it [the goal-setting program] was *so* cool because I actually got to do it properly for once.

T: Ok, it's good that you learnt something about yourself through the program. Is there anything in particular that you enjoyed about the way the program was set up? Or anything you might change rather?

M: Well particularly the fact that it got me to do goal-setting is good because I've always known how important it is but like I said I'm very lazy when it comes to doing things so I was stoked to be able to actually do that.

T: Ok, good. Anything else you wanna say about the program in general?

M: Definitely helped me so I enjoyed it.

M: Writing it out, for me, is a bit of a boost where I'm proud of the fact that I did something and then completing the task and the goals and everything is a huge achievement. Not just because I achieved them but the fact that I got up to do them in the first place is you know big confidence and it makes you proud and – well I'd say confident because it makes me feel like I actually can and I'm not the lazy person that I'm made out to be and know myself to be so ja.

T: I remember you said you weren't completely demotivated after your injury, you were still positive...

M: Ja, but the biggest thing I would say is it's improved my... as I said the whole being proud and everything. Going from not being able to this because I was so over it to almost wanting to do it because I know it's gonna help benefit me you know in the future once I've completed it.

Hardest part is getting started

M: But goal-setting in general is... I definitely need because I'm so bad at time management so getting up to do the goal-setting and then doing the actual thing is probably the hardest thing I ever had to go through but if I get it done it will improve everything for me 'cause just drawing up a plan helped boost me a bit because I'm not one to go and do something like first of all and then to complete each task in that plan, and daily tasks and whatever will make me a lot more proud of myself than any other thing.

T: OK, was there any part of the process that you found difficult or a bit tricky, maybe something you wouldn't have done yourself?

M: The hardest part is getting myself to do something. I would rather fall asleep on the couch. But once it was rolling it was quite easy to get everything done and made me realise how easy it can be. But to get started and do all the different things was by far the hardest thing.

M: Started off slow and sketchy 'cause I wasn't like flying into the stuff but it did help though that I wasn't as weak in my arm as I was in the previous 2 breaks. I mean this time I was surprisingly a lot stronger so it made it easier too. So ja, the fact that I did *something* is a big confidence boost. I didn't do it to the full potential I could have done it, not so much obviously but I did start with something.

Program content

M: It's made it a lot easier

T: Now that you know how to go through the process?

M: Ja and now **I've got notes to help me to figure out what to write down and how I need to write it down**. My own knowledge of how I tick so I can regulate the way I write it down to make me more attracted to what I want to do.

T: Ok, it's good that you learnt something about yourself through the program. Is there anything in particular that you enjoyed about the way the program was set up? Or anything you might change rather?

M: Well particularly the fact that it got me to do goal-setting is good because I've always known how important it is but like I said I'm very lazy when it comes to doing things so I was stoked to be able to actually do that and I'm sure more sessions would have been useful but with me going to Ballitto it wasn't really possible so can't really discriminate against that.

T: Ok, and if we had more sessions what would you want more of?

M: Well I mean it's just like for you I guess, more time to get a bigger understanding about me but I think we covered most of it so I mean with me it might be easy but for someone who's not very talkative it could be impossible. Personally I think it was fine but with other people you might need more.

T: Ok, and anything you would change about the content? I know there was quite a bit to read especially in the beginning...

M: I don't think it was a lot. I mean I've been given a lot to read and I've been over it but this was fine. I've read one book in my life – if I ever had to read a lot it definitely wasn't because of what you sent me. It was like 3 pages maximum which I got done in 10 minutes. It was very short. No it was fine. Normally I'd be like 5 pages would start to be a worry but it was only like 2 or 3 or whatever.

You know when you're that confident in your knowledge you don't need to think you just – there's no doubt that creeps in its just all there so I think this program can help someone who isn't there get there and if it doesn't then they might need to work on, I don't know, whatever other aspects of their life. But this is a pretty good way of getting there. The only other thing that I could of that someone would have to work on would be like their own personal thought process but if you can get this right and be proud of yourself completing your tasks and getting closer to the goal and the dream and the right fitness and the right intellectual level then you surely must be more confident to achieve the goals or dreams that you want so ja.

Shift in thinking

M: But once it was rolling it was quite easy to get everything done and made me realise how easy it can be. But to get started and do all the different things was by far the hardest thing.

T: Ok so you were saying the other day about how your orientation regarding winning and all that has changed. Do you wanna talk a little bit about that?

M: It's weird I've only thought about it or heard about it now. The first time was when you told me. I thought the difference in goals was just long-term and short-term goals and as you said you only really get two different types which were outcome and process based and um that's when my dad mentioned something about this guy and shooting. It's not about where you hit the target... if you focus too much on where you're trying to shoot and you don't focus on the point leading up to pulling the trigger it won't land there on the target. You have to focus on the breathing and the resting and the concentration and the slow easy pull of the trigger otherwise you pull too tight and you'll skew the shot and its pretty much the same thing with motocross although we never really think about it. It should come instinctively which is, then you don't have to think about it 24/7, if you know you not doing certain things right - like personally, I don't lean enough in the corners, lean forward enough in hard pack corners and ruts so that's one area where I could be more process focused to get a little bit faster and more comfortable in those corners. And like holding on with my legs, it's so much easier to jump and not have arm pump if you holding on with your legs. If you're doing it properly which I can do easily then it's so much easier. So the whole process, and also focusing on process during a race or leading up to a race or anything it take your mind off the outcome and some people get very pumped up and it's a good way of being pumped up and I do too sometimes but at the same time you might be overwhelmed and it might start working in reverse where you get anxious about being fast enough to finally win or, you know, all those different circumstances so ja.

T: Ok, so do you think there's a definite shift then in the way you've been thinking?

M: Ja.

T: That's good, ok then I wonder do you think that shift in orientation from outcome to process, do you think that had something to do with the changes you felt in your motivation and confidence?

M: I think it can help boost confidence. Just the knowledge that I figure that out... I think it came from this program, and then hearing that random story from my dad just helped me re-affirm that it's obviously a working system but I think personally if you focus more on process, just a little bit more, I mean some people are good enough to know that there process is good and they don't need to focus on their process. It's like, a guy like Ussain Bolt, he does the work and he knows he's the best and he smacks the crap out of anybody. Personally, I haven't been there all that long or, I mean I've been there a few times but not for long and I think personally focussing on the process and getting there helps boost cuz when you've done the process and you know you've done enough work, more than enough work of each different aspect it boosts your confidence through the roof because you know you the fittest guy or the fastest guy or the strongest and all the different things help and throw your confidence through the roof which hopefully in the end will lead to the outcome being achieved.

Renewed motivation and increased focus

T: Any general thoughts about the program?

M: Well it definitely got me more motivated because it made me re-evaluate my dreams and goals and confirmed those thoughts and dreams and whatever in my head and personally... well – some people straight goal-setting and telling yourself what to do works whereas for me it's different. I think doing it slightly out of the ordinary might work for me a bit better, to get me to do the stuff. But goal-setting in general is... I definitely need because I'm so bad at time management so getting up to do the goal-setting and then doing the actual thing is probably the hardest thing I ever had to go through but if I get it done it will improve everything for me cuz just drawing up a plan helped boost me a bit because I'm not one to go and do something like first of all and then to complete each task in that plan, and daily tasks and whatever will make me a lot more proud of myself than any other thing.

T: Ok, that's great. Ok, then I just wanted to find out – you mentioned before the interview that you are more motivated. Can you speak a bit about that?

M: I felt it because you always know your dreams and your goals but them being in your head doesn't help when you're not focused on them 24/7 because you might have other obligations to uphold and everything.

T: Did you feel that from before we started the program and our very first session to now, maybe on a scale of 1 – 10, how much do you think its improved?

M: ....

T: OK well what number would you put yourself at in terms of motivation and confidence before the program started?

M: Motivation – just knowing that what I have to do .... probably like 6 and 7's.

T: Before we started?

M: Ja.

T: Ok and now?

M: And now it's 8, 9, 10's, not a huge difference but I already knew I was motivated to carry on

T: I remember you said you weren't completely demotivated after your injury, you were still positive...

M: Ja, but the biggest thing I would say is it's improved my... as I said the whole being proud and everything. Going from not being able to this because I was so over it to almost wanting to do it because I know it's gonna help benefit me you know in the future once I've completed it.

M: Well um the biggest thing knowing that you, well like I've always known my dreams and that but to display them on paper – then you're much more aware of them because you see them all the time so it re-establishes every time like you dream of your dreams but you your daily tasks and a whole bunch of other things come up so that dream falls to 10th on the list and then a bit more the next day drops back 10 or 20th then eventually you don't even remember what you're supposed to be doing cuz you're so busy with other things and you know a goal plan or something up on the wall wakes you up to what you should be doing, what you should be focused on because everybody wants to live the dream and if you can then why not?

T: So that element of focus?

M: It helps to confirm what you know you want to everyday so you have that focus on that.. you know not focused on small things that aren't gonna achieve you your dream. You wanna start doing everything that will get you there.

M: You know after 1 and a half weeks of doing nothing, just sitting on your ass it completely like drops your motivation levels so I think in that case the whole goal-setting plan just helped me wake up to yes I do actually wanna get back and come back as hard as possible so in that case definitely, the program definitely helped. I think the goal-setting just re-motivated me because like I said those goals and those things to come back hard just fell to the back and I was like so lazy and so tired and I was sleeping from the drugs every day. It was like 'ag what a shlep I'm not gonna start this today, I'll do it tomorrow', and then the next thing it's like 2 weeks later. Whereas the whole goal-setting plan helped me get things done now and today which was cool.

M: I think personally focussing on the process and getting there helps boost you

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M: So the whole process, and also focusing on process during a race or leading up to a race or anything it take your mind off the outcome and some people get very pumped up and it's a good way of being pumped up and I do too sometimes but at the same time you might be overwhelmed and it might start working in reverse where you get anxious about being fast enough to finally win or, you know, all those different circumstances so ja.

<u>Increased confidence/ self-efficacy and reduced doubt</u>

T: Ok, that's great. Ok, then I just wanted to find out – you mentioned before the interview that you are more motivated. Can you speak a bit about that?

M: I felt it because you always know your dreams and your goals but them being in your head doesn't help when you're not focused on them 24/7 because you might have other obligations to uphold and everything. Other than that – confidence when you're personally just doing the goal-

setting and having a plan. Writing it out, for me, is a bit of a boost where I'm proud of the fact that I did something and then completing the task and the goals and everything is a huge achievement. Not just because I achieved them but the fact that I got up to do them in the first place is you know big confidence and it makes you proud and – well I'd say confident because it makes me feel like I actually can and I'm not the lazy person that I'm made out to be and know myself to be so ja.

M: Ja, but the biggest thing I would say is it's improved my... as I said the whole being proud and everything. Going from not being able to this because I was so over it to almost wanting to do it because I know it's gonna help benefit me you know in the future once I've completed it.

T: Ok, so is it to do with having a confidence in your own ability type of thing?

M: Yes

T: Ok, so can we say we're looking at a belief in yourself and your abilities? Is that what you mean?

M: 100%

T: Ok so then in terms of this confidence in your own abilities (or what we'd call self-efficacy) how would you have rated yourself before the program?

M: 4, 3.

T: And now?

M: 6, 7 ,8

T: Ok, so definite improvement?

M: Ja, that's where the big boost is

T: And then actually going and achieving your goals, that's always a good feeling? That must have boosted your self-confidence quite a bit and I mean you did it quickly! Very, very quickly...

M: Started off slow and sketchy cuz I wasn't like flying into the stuff but it did help though that I wasn't as weak in my arm as I was in the previous 2 breaks. I mean this time I was surprisingly a lot stronger so it made it easier too. So ja, the fact that I did *something* is a big confidence boost. I didn't do it to the full potential I could have done it, not so much obviously but I did start with something.

T: Ja, of course you're injured. Did you feel at all that this goal-setting program helped you with your rehabilitation of you injury or would it have been the same without the goal-setting program?

M: It may have been the same if I was focused on coming back very soon. I mean I was very focused at first after the accident but then like after a while still not being able to... ok put it this way the moment it happened I was still at peak fitness although I crashed and broke myself my

fitness levels were high and my confidence levels were pretty high so and even the break because I was dazed somehow the confidence feels like I'm coming back hard as I've ever come back and I mean right then I was still thinking... my body was still pumping adrenaline, you know it was still an active way of life that I was used to but you know after 1 and a half weeks of doing nothing, just sitting on your ass it completely like drops your motivation levels.

T: That's good, ok then I wonder do you think that shift in orientation from outcome to process, do you think that had something to do with the changes you felt in your motivation and confidence?

M: I think it can help boost confidence. Just the knowledge that I figure that out... I think it came from this program, and then hearing that random story from my dad just helped me re-affirm that it's obviously a working system but I think personally if you focus more on process, just a little bit more, I mean some people are good enough to know that there process is good and they don't need to focus on their process. It's like, a guy like Ussain Bolt, he does the work and he knows he's the best and he smacks the crap out of anybody. Personally, I haven't been there all that long or, I mean I've been there a few times but not for long and I think personally focussing on the process and getting there helps boost cuz when you've done the process and you know you've done enough work, more than enough work of each different aspect it boosts your confidence through the roof because you know you the fittest guy or the fastest guy or the strongest and all the different things help and throw your confidence through the roof which hopefully in the end will lead to the outcome being achieved.

M: I'm a deep thinker and it made me think a lot more, didn't think that was possible. The thinking, at first it wasn't thinking it was just straight knowledge of what I wanted to do then because I am a thinker I think it made me start to question why I didn't think. I just knew but um the easiest thing with confidence and motivation, when you're that confident or that motivated you just know that I am the best or I am the fastest or I am the fittest or today I'm gonna win, straight up, don't care who's in my way or how I'm gonna get there, I'm going past them. You know when you're that confident in your knowledge you don't need to think you just – there's no doubt that creeps in its just all there so I think this program can help someone who isn't there get there and if it doesn't then they might need to work on, I don't know, whatever other aspects of their life. But this is a pretty good way of getting there. The only other thing that I could of that someone would have to work on would be like their own personal thought process but if you can get this right and be proud of yourself completing your tasks and getting closer to the goal and the dream and the right fitness and the right intellectual level then you surely must be more confident to achieve the goals or dreams that you want.

Appendix N

Textual Extracts from Brad's Pre-Intervention Interview

Failure to achieve outcome goals

T: Have you had instances where you've tried to set goals and haven't followed through or it hasn't worked or have you failed to each achieve a goal?

B: Yes.

T: Can you tell me what happened?

B: Well in the past I've planned to come in the top 6 and not made it due to bad mechanical errors

T: Ok so it was something out of your control?

B: Ja

T: And that was when you set a goal based on your results?

B: Ja

Lack of self-discipline, motivation, and effective goal-setting techniques

T: Ok, and have you had an instance where you've tried to set a goal and the plan didn't work out or...?

B: Ja

T: Um, what happened there?

B: I set my goal and I didn't reach it.

T: Why not?

B**: Wasn't disciplined enough**

T: Ok um what else do you think might have gone wrong in the past when you tried to set goals?

B: **Bad discipline**. That's all.

T: Like self-discipline? Sticking to your plan?

B: Ja.

T: Ok and do you think that's something you can get around?

B: Ja.

T: Ok do you know what you need to do?

B**: Get motivated**.

T: Get motivated? Ok, and do you think that setting goals properly and effectively will help you get around that, once we start the program?

B: Ja.

Need for realistic goals

T: Do you think it's important to set mental goals?

B: Well ja k well **its normally on a race day when I sit down and think about it** but

T: Do you think that's the right time to do it?

B: Not necessarily

Anything else you need me to know before we start goal-setting?

B: I need **realistic goals**

T: Is that something you've had a problem with in the past?

B: Not necessarily

Outcome goals

B: Well before I race I set goals like if I wanna come in the **top five or top six or top seven** or wherever.

T: What areas do you think you need to set goals for yourself in?

B: Just believing that I can **win**

B: Well in the past I've planned to come in the **top 6** and not made it due to bad mechanical errors

T: Ok so it was something out of your control?

B: Ja

T: And that was when you set a **goal based on your results**?

B: Ja

T: Ok and anything in particular you can improve on for the second half of the season as opposed to the first half of the season?

B: Train harder for the next two nationals

T: Ok for what purpose?

B: **To try get top five**

T: Ok, so we're looking at the results again?

B: Ja.

Training goals

T: Ok, and any other goals you set apart from 'I wanna come here or there in a race'?

B: Well **I set goals with training** and that like what I'm gonna do during the week so..

T: Can you give me an example?

B: Like **how far I'm gonna cycle, how far I'm gonna run** or

T: Ok, so you set mostly physical goals?

B: Ja.

T: Ok and anything in particular you can improve on for the second half of the season as opposed to the first half of the season?

B**: Train harder** for the next two nationals

No mental goals right now

T: Any mental goals?

B: **Nothing at all**

T: Do you think it's important to set mental goals?

B: Well ja k well its normally **on a race day when I sit down and think about it** but

T: Do you think that's the right time to do it?

B: Not necessarily

T: When do you think is the right time to set mental goals?

B: Well it depends what mental goals I'm setting

T: Would you like to set mental goals? Do you think it will help?

B: **Ja, I think it will help** but..

T: What areas do you think you need to set goals for yourself in?

B: Just **believing that I can win**

T: So do you think that it has something to do with confidence?

B: Ja, knowing that I've got confidence and getting confident so that I can do well.

T: Ok and can you speak a little bit now about where you're sitting in terms or your motivation and your confidence?

B: Um, confidence I've got **good confidence**. **Motivation is swak** because there's not many races and ja...

T: Do you think you could **change your level of motivation**?

B: Ja definitely

T: Ok and you confidence is quite good already, do you think that could **still improve**?

B: Ja, it can always improve

T: Ok so at the moment you said **good confidence, average motivation**?

B: Ja.

<u>Planning to set mental goals</u>

T: Would you like to set mental goals? Do you think it will help?

B: Ja, I think it will help but..

T: What areas do you think you need to set goals for yourself in?

B: Just believing that I can win

T: So do you think that it has something to do with confidence?

B: Ja, knowing that I've got confidence and getting confident so that I can do well.

T: Ok, so what you're saying is that you'd like to set some goals in the area of confidence?

B: Ja

T: Ok and can you speak a little bit now about where you're sitting in terms or your motivation and your confidence?

B: Um, confidence I've got good confidence. Motivation is 'swak' because there's not many races and ja...

T: Do you think you could change your level of motivation?

B: Ja definitely

T: Ok and you confidence is quite good already, do you think that could still improve?

B: Ja, it can always improve

T: Ok, so that's what we're going to aim to do through this program then. Is there anything else you wanna say about your confidence or motivation?

B: Not really

T: How important are those two things to you?

B: 10 out of 10

T: Ok, so it's important for you to keep high motivation and high confidence?

B: Yip

T: Ok so at the moment you said good confidence, average motivation?

B: Ja.

T: Ok well we're gonna try and get that up to good motivation.

T: Ok um what else do you think might have gone wrong in the past when you tried to set goals?

B: Bad discipline. That's all.

T: Like self-discipline? Sticking to your plan?

B: Ja.

T: Ok and do you think that's something you can get around?

B: Ja.

T: Ok do you know what you need to do?

B: Get motivated.

T: Get motivated? Ok, and do you think that setting goals properly and effectively will help you get around that, once we start the program?

B: Ja.

T: What would you say is the most important thing to goals for right now?

B: Well, goals for what?

T: Your racing

B: Oh, well getting fit and motivated to go to America next year, or getting **motivated** to get fit.

Physical goals

T: Ok, what other areas can you think of?

B: Eating right, not eating the bad junk stuff... things like that. Eat good stuff.

T: Ok, so again the more physical side... nutrition

B: Ja

T: What would you say is the most important thing to goals for right now?

B: Well, goals for what?

T: Your racing

B: Oh, well getting fit and motivated to go to America next year, or getting motivated to get fit.

T: Ok and anything in particular you can improve on for the second half of the season as opposed to the first half of the season?

B: Train harder for the next two nationals

Appendix O

Textual Extracts from Brad's Post-Intervention Interview

The 'situation'

B: It just didn't work out too well for me because of my situation.

T: Just explain your situation

B: Um, right now motocross is not my priority. I'm in my last year of school so school is my priority and motocross comes second to that so I don't really have the time to train and reach my motocross goals so I've been working instead.

B: I'm more motivated to get my school out the way and then to start motocross properly

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Didn't fully participate

B: Mm, not really. I didn't really put anything into practice.

B: Ja, well for me it just didn't really work 'cause... I don't know...

T: Try think about it...

B: Uh ... I don't know. My head feels like it's gonna explode. Um, ja it's just 'cause like I know my goals and that and it's hard to come half way through a motocross season and try set other goals.

B: I don't need it

T: Did you believe you didn't need to do this program, that's why you weren't really motivated to participate?

B: Ja.

Program good, but not for me

T: Ok so do you wanna start by telling me what you thought of the program?

B: The program was um.... good. It just didn't work out too well for me because of my situation.

T: Ok, that makes sense. You said the program was good, just not for you. What you mean by the 'program was good'?

B: It's good for people that battle to set goals and um that need to set goals that are not sure where they're going.

T: And you feel you don't fit into that category at all?

B: No.

T: Is there anything about the program that you did specifically enjoy, even if you think that you didn't need to set goals? Is there anything that you thought was particularly good or that should have been...

B: I like the story about the ducks

T: The golden...

B: Golden goose!

T: Ja, do you wanna explain why that was good for you?

B: Just taught me something

No change in confidence or motivation

T: OK, and we know the program didn't really work out for you. You didn't achieve any of the goals but you said it's because motocross isn't a priority but I wonder whether your confidence or your motivation levels changed at all after the program?

B: Not really 'cause given the situation like I said before I'm not really, I'm more motivated to get my school out the way and then to start motocross properly

T: Ok, and did it not make any difference in your confidence?

B: Mm, not really. I didn't really put anything into practice. My confidence has always been good. Confidence wasn't really a problem so

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Learning about value of process goals or 'pacing yourself'

T: What did it teach you?

B: Just like pace yourself; don’t throw it all away on just like one... I don’t know. Basically just pace yourself.

T: And what about the feeding of the goose as opposed to just looking for the eggs all the time

B: Ja you got to feed the goose and you’ll get your eggs so you can’t just kill the goose

T: So did it teach you about the importance of focusing on performance as well as outcome and not just outcome?

B: Ja.

T: Ok, so do you think that maybe the program helped you to think in that way a little bit?

B: Ja

T: And do you think that’s a good thing?

B: Ja

T: Why is it a good thing?

B: ‘Cause it helped me be the best I can be

T: And then even just thinking about performance being as important as the outcome, did this not make you think any differently you know in terms of even if I just do my best that’s fine. Even if I didn’t win, I did my best.

B: Ja, being this year, not training as hard as I can, um it’s been pretty much like that. I wouldn’t have trained as hard leading up to an important race so I can at least still get a top 10 or whatever on the race day and know I've done pretty well even thought I haven’t trained or whatever so ja.. performing on that day, if I get top 10 then I'm happy.

T: Ok, so you already did kind of have goals...