

**ENHANCING COACHES' PROFESSIONAL DEVELOPMENT THROUGH A
GOAL SETTING PROGRAM: AN ACTION RESEARCH CROSS-CASE
STUDY**

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ABSTRACT

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Lack of knowledge and practical training are some of the main barriers for coaches not to use mental training in their everyday practice. Educational programs for coaches should include relevant topics and hands-on experiences to increase motivation in further education. Goal setting as a mental training technique is associated with positive outcomes, e.g., enhanced performance and mood, increased team cohesion and self-confidence. Thus, goal setting as a mental training technique is relevant and should be included in coaches' education. In spite of extensive theoretical knowledge on goal setting in sport there is a gap in disseminating this knowledge to sport practitioners.

Therefore, the study served two purposes. Firstly, to develop a goal setting program and evaluate its applicability from the coaches' perspective. Secondly, to evaluate the process of educational workshops in order to make improvements to the goal setting program as well as providing information on coaches' education. Action research approach was adopted and cross- case analysis on interventions with two coaches of team sports was conducted.

Results of the study confirmed the applicability of the developed goal setting program in a team setting in basketball and football. During the educational process, action research method was adopted. According to this approach, continuous cycles of reflection, planning and action allowed to consider coaches' needs and adapt to their learning styles. Dynamic learning environment that combined introducing the theory with discussions and practical exercises was evaluated positively by the coaches.

Therefore, the results of the study support the practical approach in coaches' education that takes into account coaches experiences and their needs. The goal setting program was applied only in two sports, hence, future studies could be aimed at validating the program in different sports.

Keywords: goal setting, coaches' education, action research, case study

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1 INTRODUCTION

The field of research in sport psychology provides extensive theoretical knowledge on positive effects of mental skills techniques on athletic performance. Thus, nowadays, many athletes and coaches are trying to incorporate sport psychological knowledge into their practices for the maximum optimization of their sport performance.

Mental aspect of athletes' preparation has been acknowledged as a crucial element in training programs in elite sport in many countries (Gould, Flett, & Bean, 2009). In this context, goal setting is known as one of the effective mental techniques widely employed in sport for performance enhancement. Setting goals lies within the nature of sport participation as the absence of clear vision about final destination can prevent the achievement of high performance results and desired progress in sport. Therefore, considering the importance of goal setting in sport and high request for developing goal setting skills among athletes and coaches, sport psychology has accumulated an impressive amount of theoretical knowledge for its further dissemination among sport practitioners.

Through the process of longitudinal research and interventions, the principles of effective goal setting and applicable intervention programs both on individual and team level have been suggested (Gould, 2006; Weinberg, 2010). However, there is evidence of perceived barriers in using goal setting technique in sport, such as lack of understanding of goal setting principles and process, lack of time, lack of motivation (Weinberg, Butt, Knight, & Perritt, 2001). Thus, sport psychologist can help to overcome the existing obstacles in coaches' perceptions and develop their expertise in goal setting.

Development of coaches' knowledge in goal setting can occur through various educational programs and training, specifically designed for enhancing coaches' knowledge and skills in these techniques. Currently, there are only few examples of such kind of coach education programs on mental skills in sport (Callow, Roberts, Bringer, & Langan, 2010; Edwards, Law, & Latimer-Cheung, 2012; Harwood, 2008; Smith & Smoll, 1997) but no training specifically on goal setting.

Therefore, the present research aims at addressing the existing gap in coaches' education on goal setting and developing practical goal setting program that will correspond the needs of a coach in his work with teams and individual athletes.

Additionally, the authors want to suggest action research as an effective format of coaches' education. Perceived advantages of action research are related to its dynamic nature of collaboration between the mentor (e.g. sport psychologist) and the learner (e.g. coach), where they create the knowledge together, develop the plan of its incorporation into practice, test its workability and reflect on their joint performance (Evans & Light, 2008; Falcão, Bloom, & Gilbert, 2012; Gilbourne & Richardson, 2005). The researchers believe that action research can successfully cope with stimulating coaches' learning and bring the change to their coaching practice.

Adopting action research design for educating a coach on the use of goal setting will contribute to existing knowledge in applied sport psychology of goal setting programs and provide useful information on educational methods for coaches' training.

2 GOAL SETTING IN SPORT

Goal setting in sport is one of the most recognized techniques widely used by sport psychologists to enhance athletes' performance (Gould, 2006). In order to understand the essence of goal setting, it is necessary to refer to the goal setting theory, introduced into sport setting by Latham and Locke (1985, 2002, & 2006). Goal is defined as an "object or aim of action to attain a specific standard of proficiency, usually within a specified time limit" (Locke & Latham, 2002). The core findings of goal setting theory state that difficult goals increase effort and consequently enhance performance (Locke & Latham, 2002).

Goal setting theory has been validated in a variety of settings and with different research designs. In their 35-year follow-up analysis of goal-setting theory's development and application, Locke and Latham (2002) discussed the main functions of goal setting (i.e. directing focus and attention, energizing, affecting persistence, reinforcing development of action strategies), the moderators of the goal-action relationship (i.e. commitment, importance, self-efficacy, feedback, complexity of the task) and a high-performance cycle, which stated that satisfaction obtained from achieving goals may lead to setting new higher goals. The latter could be transferred to sport settings in explaining the motivational function of goal setting in elite athletes.

Goal setting theory in sports has been used by athletes of different ages at both individual and group level. Application of goal setting has resulted in a variety of positive outcomes, such as enhanced positive affect (McCarthy, Jones, Harwood, & Davenport, 2010) improved performance and cognitions (Brobst & Ward, 2002; Martin, Carron, & Burke, 2009), increased team cohesion and team work (Senécal, Loughhead, & Bloom, 2008), improved self-confidence and motivation (Vidic & Burton, 2010).

Despite abundance in studies analyzing goal setting effects on different variables, there is a lack of development of practical programs based on goal setting principles that could be of benefit to the practitioners in the field. One of the studies with a more thorough description of the process of developing and implementing a goal setting program was a study by Vidic and Burton (2010). Their goal setting program was based on roadmap model and was associated with motivation and self-confidence. According to roadmap model long-term goals are set collaboratively, supported by intermediate and short-term process-goals and specific action plans are developed to reach the goals.

This program was proven to be efficient in increasing athletes' motivation and self-confidence by both quantitative and qualitative measures (Vidic & Burton, 2010).

Moreover, although there is evidence of the effectiveness of goal setting, there is variability in coaches' awareness of psychological skills training intervention strategies (Weinberg et al., 2001). It is important to have knowledge of goal setting and use it purposefully to have positive outcomes. Otherwise it may even have negative consequences as pointed out by coaches, such as decreased self-confidence, loss of motivation and drop in self-esteem, which consequently may have a negative effect on performance (Weinberg et al., 2001). That is why it is paramount that coaches have adequate training in implementing goal setting.

Coaches have reported lack of specialists, financial issues and knowledge as barriers of not using mental skills training in their practices (Grobbelaar, 2007). Lack of time has been as one of the barriers that prevented them from implementing goal setting programs (Weinberg et al., 2001). Nevertheless, devoting more time and providing more attention on the first stages of the program implementation can result in increasing the implementation skills of athletes. This would help shift the responsibility to athletes themselves, subsequently leaving more time for the coaches to engage in other responsibilities (Vidic & Burton, 2010). Another reason for coaches to invest time in working on goal setting with their athletes is because they have a major influence on athletes' motivation and perception of their goals (Maitland & Gervis, 2010). Maitland and Gervis (2010) highlighted the need to develop goal setting tools which would strengthen interaction and collaboration between coach and athlete.

Having coaches implement goal setting with their athletes does not only improve coach-athlete communication, but coaches become more knowledgeable on their athletes' background and abilities. This is especially important to ensure that set goals would be challenging enough to reinforce athletes' motivation but measurable and realistic (Weinberg et al., 2001). This would help in preventing negative outcomes and also improve motivational climate. Motivational climate can be characterized by either task or ego involvement based on the achievement goal theory (Nicholls, 1984). Task orientation states that individuals are motivated to improve their performance, to improve their mastery level, ego orientation on the other hand states that individuals are driven by proving their ability as higher than others' (Nicholls, 1984).

Task oriented climate has been found to be associated with more positive performance perceptions, improved interest, increased effort and enjoyment and more frequent psychological skills use irrespective of the context (i.e. training compared to competition (van de Pol & Kavussanu, 2011). Moreover, when motivational climate was perceived as task-oriented, athletes were more satisfied not only with themselves but also with their coaches and perceived coaches to be important in terms of their success (Balaguer, Duda, & Crespo, 1999).

As mentioned, depending on the climate, emphasis is on different types of goals. Athletes' goal setting styles have been associated with their perceptions of goal setting effectiveness. It was found that high performance oriented goal setters improved their performance and rated goal setting as more effective than success oriented or failure oriented athletes (Pierce & Burton, 1998). Another study divided athletes based on their goal setting effectiveness perceptions to multifaceted goal setters, disillusioned competitive goal setters, disillusioned process goal setters and goal nonbelievers. It was showed that multifaceted goal setters, who perceived different types of goals to be effective, had more successful careers and higher self-esteem (Burton, Pickering, Weinberg, & Yukelson, 2010). Hence it is vital to ensure athletes' beliefs in goal setting efficiency to increase the probability of the technique yielding positive outcomes.

All in all, there is a need to develop practical tools based on goal setting, raise coaches' awareness of the benefits and principles of goal setting and teach the coaches to implement goal setting programs, so they would be able to combine psychological skills training to their seasonal training plan. Coaches themselves have reported lack of educational programs, while being well aware of their importance (Grobbelaar, 2007). Therefore, there is an increasing need for educating the coaches on practical tools that would make it easier to monitor athletes' progress and would be time efficient (Gould, Medbery, Damarijan, & Lauer, 1999).

When creating an educational program on goal setting, it is important to provide a coach with relevant information and practical exercises, that will emphasize how to start goal setting from assessing the needs of the team and athletes, how to formulate goals in a right way, to develop goals' achievement strategies, to track the achievement progress and to provide the feedback for athletes. Thus, theoretical knowledge from sport

psychology suggests effective goal setting principles that could be used to guide the coach through the whole goal setting process.

2.1 Performance profiling as a method of pre- and post- goal setting evaluation

Performance profiling has been used as a basis for goal setting (Rovio, Eskola, Gould, & Lintunen, 2009b). The technique was suggested by Butler and Hardy (1992) and is based on Personal Construct Theory (Kelly, 1955), which states that people develop personal theories through construing to make sense of themselves and the world. Construing is accomplished by developing, maintaining and modifying internal representations that are hierarchically organized in personal construct system to make predictions and evaluate their predictive efficacy (Gucciardi & Gordon, 2009).

In addition to forming a good basis for goal setting, performance profiling can be used for monitoring the progress, getting the athlete more involved in the process and solving discrepancies between athletes` and coaches` perceptions of strengths and weaknesses (Jones, 1993). It also reinforces open communication between coach and athlete (Dale & Wrisberg, 1996). Besides improving communication, increasing motivation through progress evaluation and providing efficient feedback, performance profiling was found to increase perceptions of control and reinforce internal locus of control (Weston, Greenless, & Thelwell, 2011). Therefore, performance profiling is a valuable tool to use in combination with goal setting.

2.2 Principles of goal setting in sport

2.2.1 SMARTS model

Although goal setting has its` roots in organizational psychology, Locke and Latham (1985) suggested the technique`s transferability to sport setting. Their work on goal setting (1985, 2002, 2003) and subsequent work by Weinberg (2010) have contributed to stating main principles for using goal setting in a sport context. These principles have been combined to an acronym SMART, where the letters stand for specific, measurable, attainable, relevant and timely (Latham, 2003). SMARTS acronym, suggested by Smith (1994), where the letters represent specific, measurable, action –oriented, realistic, timely and self-determined adds an important factor to Latham`s (2003) version. In addition to the principles reflected by the acronym, there are two more, which need to be incorporated to goal setting. Goals should be set in a positive way and in

collaboration (Rovio et al., 2009b). Coach- athlete collaboration in a form of interactive dialogue has been noted as important in goal setting process (Maitland & Gervis, 2010).

2.2.2 Setting process, performance and outcome goals

In sport context, setting outcome goals, such as achieving a certain place in a competition, winning a game etc., is common and practiced by the coaches. Downside of setting outcome goals, is that there are factors influencing goal attainment, which are outside one`s own control, in contrast to process goals, which are controllable by the individual (Sullivan & Strode, 2010). Setting performance goals gives the athlete an opportunity to experience a sense of accomplishment independent of the opponent (Widmeyer & Ducharme, 1997). It has also been noted that goals based on learning are associated with increased satisfaction and improved performance (Locke & Latham, 2006). Overall, it has been suggested that outcome, performance and process goals should be used in combination to increase the effectiveness of goal setting (Weinberg, 2010).

2.2.3 Setting specific and measurable goals

Although it has been found that holistic unspecific goals have proved efficient in setting team goals (Rovio et al., 2009b), majority of findings in the area of goal setting reflect the effectiveness of specific measurable goals (Weinberg, 2010). Setting specific measurable goals provides feedback on the progress, identifies need for modifications, increases effort and persistence until goal attainment (Latham, 2003).

2.2.4 Setting short- and long-term goals

Short-term goals should be used to lead the way to long-term goals. Setting short- term goals prevents perceiving long - term goal as unreachable and beyond one`s capability to attain it (Locke & Latham, 1985, 2002).

It has been noted that setting short-term performance, process and outcome goals is efficient in reaching long-term goals (Widmeyer & Ducharme, 1997). Coaches have suggested that setting short-term goals also provides valuable feedback about the process of moving towards their long-term goals (Weinberg et al., 2001) and is also useful for error management (Latham, 2003).

2.2.5 Practice and competition goals

Depending on the context, different types of goals might be used. Athletes have shown higher task orientation in practice compared to competitions and higher ego orientation in competition than in practice (van de Pol & Kavussanu, 2011). However, research findings indicated that task orientation had a positive effect in both contexts (van de Pol & Kavussanu, 2011). Therefore, also in competitions, performance and process goals should be used for goal setting to have positive effects.

Applying goal setting in competition is common, but practice goals should be used regularly as well. From a research conducted on Olympic athletes, setting daily goals and applying goal setting in every practice was characteristic to the best athletes (Orlick & Partington, 1988). Setting specific goals for practices increases athletes concentration and self-confidence that could be subsequently transferred to a competition context (Locke & Latham, 1985). When setting practice goals, individual abilities and aspirations should be considered (Locke & Latham, 1985).

2.2.6 Monitoring and evaluation

Athletes have reported the need for coach`s feedback to provide reassurance on moving towards their career aspirations (Maitland & Gervis, 2010). It has been shown that coaches` feedback plays an important role in athletes` competency beliefs (Sullivan & Strode, 2010). Sullivan & Strode (2010) proposed informational feedback as an efficient tool to increase athletes` beliefs in their ability to improve. Informational feedback and positive comments on athletes` good performances have been associated with higher task-involving motivational climate (Stein, Bloom, & Sabiston, 2012). Hence, coaches should be aware of the importance of giving feedback and put effort into incorporating positive informational feedback in their communication with their athletes.

For providing feedback, performance needs to be measured, e.g. through using performance charts, and goals need to be evaluated constantly (Locke & Latham, 1985). Monitoring the goals throughout the season helps to keep track on athletes` progress and make modifications in the goals when needed (Locke & Latham, 2002; Weinberg, 2010). Using a goal setting log has proven to be an effective way of following the progress, identifying the need for modifications and providing feedback (Vidic & Burton, 2012).

One way to provide feedback is public posting of goals, which is associated with increased commitment to goal attainment (Weinberg, 2010). Using public posting in combination with goal setting and oral feedback has resulted in improved performance (Brobst & Ward, 2002). Posting goals may also reinforce a friendly competition context, which could increase athletes' commitment in achieving the goals (Locke & Latham, 1985).

2.2.7 Individual and team goal setting

Individual goal setting and team goal setting share the same principles. The main difference between individual and team goals is that in a team setting, coordination and cooperation become important factors in determining effectiveness (Locke & Latham, 1985). Group communication plays an important role in increasing members' commitment to and consensus in group goals, hence decreasing the importance of individual strivings (Widmeyer & Ducharme, 1997). To increase the effectiveness of group goals, all team members should be involved in the process (Rovio et al., 2009b). It has been suggested to ask team members to reflect their ideas for team goals first privately and subsequently reinforce discussion in a group to modify and establish team goals (Widmeyer & Ducharme, 1997).

In an organization setting it has been found that team members' individual goals should be group centric, which means that the goals would be aimed at increasing individual contribution to group, not to interfere with group performance (Kleingeld, van Mierlo, & Arends, 2011). This needs to be considered also in sport context, because when individual goals are incompatible to team goals, it might have a negative effect on team's effectiveness. In order to build an effective and cohesive team, where individual goals are in line with the team goals and are strengthening team performance, the coach should consider integrating team building strategies to his practice.

2.3 Team building through goal setting in sport

Team building has been proven to be an effective intervention that a coach can incorporate into his/ her work as a practical method for teaching athletes to work together for a team success. In an effective team athletes must interact, work together towards shared goals and balance their individual needs within the needs of the team members (Salas, Rozell, Mullen, & Driskell, 1999). Building an effective team is a

challenging task for the coach that requires considerable time and effort. Coach should be skillful and knowledgeable enough so to produce effective team and skillful athletes.

From the perspective of applied sport psychology, it is necessary to assist sport practitioners with understanding the dynamics of a team, as well as to provide practical and useful knowledge and tools for helping teamwork. And, team building can be one of such tools (Bloom, Loughead, & Newin, 2008).

Brawley and Paskevich (1997) defined team building as a method of “helping the group to increase effectiveness, satisfy the needs of its members, or improve work conditions. It is a process of team enhancement or team improvement for task and social purposes” (p14). According to Yukelson (1997), team building is an “ongoing, multifaceted process, where members learn how to work together for a common goal, and share pertinent information regarding the quality of team functioning for the purpose of establishing more effective ways of operating” (p73).

A considerable amount of research has been conducted examining the outcomes of team building in sport and exercise psychology. According to existing research findings, team building positively influenced the development of group cohesion, both task and social (Carron & Spink, 1993; Senécal et al., 2008), caused less dropout, increased adherence to exercise classes (Carron & Spink, 1993) and enhanced performance (Voight & Callaghan, 2001). Psychological benefits are associated with increased positive affects (McCarthy et al., 2010), improved mental well-being (Martin & Davids, 1995) and coach- athlete and athlete- athlete interaction (Bloom & Stevens, 2002).

Team –building as an intervention method has been conducted with either indirect or direct approach (Carron, Spink, & Prapavassis, 1997). In the direct approach, the sport psychologist is responsible for introduction of team building activities and works directly with the team to implement the strategies. In indirect approach, the sport psychology consultant works together with the coach on working out team building strategies, educating the coach on its implementation (Bloom & Stevens, 2002; Carron et al., 1997). Thus, the coach is a person who is responsible for implementation of team building activities in the team. Although, according to the results of meta-analysis by Carron et al. (2009) on team building interventions in sport, both types of intervention delivery modes have been shown to be effective, indirect approach can provide more opportunities for the coach to learn new skills and practice them in the process of

intervention. Thus, more emphasis should be made on proper coaches' education on the use of team building activities in their sport (Bloom et al., 2008) that should increase coaches' willingness to integrate it in their practice.

The research of Bloom et.al. (2008) provides an effective example of coaches' involvement into team building intervention, thus providing multiple educational possibilities for coaches to learn new skills and apply them in practice with the team. As a result of team building intervention, the athletes enjoyed team building activities, improved and acquired a variety of important life skills (e.g. team work, active listening, problem solving) and bonded as a team around one common goal. It was concluded that coaches improved their communication skills and coach-athlete relations, as well as coaches enjoyed their role as a team builder and appreciated their involvement into the program. Thus, developing more coach-centered intervention programs can contribute to coaches' professional development.

There is a wide variety of team building interventions focusing on different aspects that play an important role in team functioning, e.g. goal setting, interpersonal relationships, role clarification and group problem-solving (Rovio, Arvinen-Barrow, Weigand, Eskola, & Lintunen, 2012). Goal setting interventions have been shown to be more effective than interventions focused on several different aspects (Martin et al., 2009).

Goal setting as one of the team building strategies is effective in creating the shared vision and understanding of the purpose of team functioning, in promoting commitment both on team and individual level, in providing the athletes and a team with a sense of direction, help to motivate the athletes and work on team's and individuals' progress (Rovio, Arvinen-Barrow, Weigand, Eskola, & Lintunen, 2009a). Therefore, goal setting could serve as one of the most important tools for practitioners working in the field of sport and exercise.

Effective team functioning is an important factor that is associated with team's success. In an interactive unit, members need to establish good interaction skills for them to work effectively together. As was noted by Eccles and Tenenbaum (2004) that successful team functioning relies on shared knowledge that can be obtained through pre-, in- and post-process coordination among team members. Objectives and goal setting were seen as mediating factors of these processes to be effective in building a successful team (Eccles & Tenenbaum, 2004).

In youth sports, success might not be the main factor for satisfaction. Young athletes have pointed out the importance of fun in their practices as a source of positive emotions (McCarthy et al., 2010) . In team building, coaches should pay more attention to designing a positive team climate, which would contribute to athletes` positive experiences in their sport and increase their motivation to stay involved longer (Bloom et al., 2008)

Senécal, Loughhead and Bloom (2008) implemented season –long team building goal setting program with high school basketball team for assessing the perceptions of cohesion in the team. Those athletes, who participated in team building intervention, demonstrated enhanced teamwork and higher perceptions of cohesion in their team. The study showed that members of the group learnt how to work together for a common goal and perceived themselves united (Senécal et al., 2008). As a result, team building goal setting intervention was perceived as effective for helping athletes to develop team goals, promote commitment, team work and maintain athletes` motivation (Senécal et al., 2008). This kind of study provides a coach with the description of goal setting program protocol that can adapted for various teams in different sports.

Weinberg (2010) suggested a goal setting program that includes 3 phases: planning phase for assessing individual and team needs for goal setting and identifying the areas where goals should be set; meeting phase that includes the introduction of goal setting program and education on a process of setting the goals, and setting the goals by the athletes; goal evaluation phase for assessing goals` attainment progress of team and individual goals.

While starting the educational process on goal setting and promoting the benefits of goal setting approach, there is a necessity to evaluate the needs and the knowledge of the coach. Thus, Weinberg et al. (2001) initiated a line of coach –centered research, assessing coaches` perceptions of goal setting process and their needs. In their study it was found that although coaches realized the benefits of goal setting in sport, there was the variability in understanding of goal setting principles and their implementation in a goal setting program.

The existing variability in coaches` knowledge of goal setting principles and its practical implementation, sometimes even unclear understanding of these principles and goal setting process (Weinberg et al., 2001) raises the need for coaches` training on a

proper and correct implementation of goal setting technique. Even if goal setting is considered to be a powerful technique that can be used for enhancing team and individual performance, coaches and athletes should be more educated on the use of goal setting in their practice in a correct and effective way (Gould, 2006).

3 DEVELOPING COACHES' KNOWLEDGE IN SPORT PSYCHOLOGY

It is evident that coach has a significant impact on athletes' development and quality of participation in sport. Knowledgeable and skillful coach who has high efficacy beliefs about his coaching abilities and skills positively influences athletes' performance and psychological well-being (Gilbert & Rangeon, 2011). Effective coach is able to integrate his professional, interpersonal and intrapersonal knowledge into his/her practice in order to stimulate athletes' development (Côté & Gilbert, 2009). The integration of this knowledge should be directed to the maximization of athletes' learning outcomes and development of capacities in the areas of competence, character, connection and confidence (Côté & Gilbert, 2009). Therefore, in order to enhance coaches' effectiveness, it is important to develop coaches' knowledge and its consistent application into their practice. It has been found that initiating coaches' development is associated with coaches' learning and continuous education (Gilbert & Rangeon, 2011; Stephenson & Jowett, 2009).

Referring to previous research, the issue of dissemination of sport psychology knowledge among coaches through educational programs and trainings is in the focus of attention of many practitioners and researchers (Erikson, Côté, & Fraser-Thomas, 2007; Falcão et al., 2012; Harwood, 2008; Smith & Smoll, 1997). The work of Smith and Smoll (1997, 2007) has examined coaches' learning through educational workshops and the impact of this education on athletes' development in sport (Smith, 2007). The researchers proposed Coach Effectiveness Training that aimed at promoting positive coaches behaviors focused on enhancing mastery oriented motivational climate, adapting positive coach- athlete interaction, encouraging personal effort, development of athletes' skills and self- monitoring of coaches' behaviors to their compliance with the effective behavioral principles (Smith & Smoll, 1997; Smith, 2007). The development of Coach Effectiveness Training (CET) resulted in designing Mastery Approach Programs to teach coaches and parents how to create mastery-oriented motivational climate with the emphasize on skill development, maximization of effort and fun (Smoll, Cumming, & Smith, 2011). As a result, those coaches trained by CET had a positive effect on athletes' development in sport that consequences in increased athletes' enjoyment from sport participation and their self-esteem, as well as decreased performance anxiety and decreased drop out (Smith & Smoll, 1997, 2002; Smith, 2007). Thus, it is crucial to understand the value of coaches' training and its impact on

athletes' development in sport. The coach who has relevant knowledge in sport psychology can bring a significant difference to athletes' experience in sport and promote continuous sport participation. There is a need in sport psychology to focus its attention on creating effective educational programs for various sport coaches, while actualizing different methods of coaches' education through formal, informal and non-formal learning (Stephenson & Jowett, 2009)

Though, formal educational programs are widely recognized as a tool for disseminating knowledge among coaches, sometimes they do not meet specific needs of the coaches and thus do not guarantee the applicability of received knowledge into coaching practice and consequent effect on athletes' development (Cushion, Armour, & Jones, 2003; Falcão et al., 2012). In order to be effective, formal coaching programs should consider specific needs of coaches, their previous experience and current developmental stage (Erikson et al., 2007; Stephenson & Jowett, 2009)

As an alternative, involving coaches in small- scale research projects and informal trainings can have more benefits for coaches' development (Falcão et al., 2012). Thus, in order to disseminate sport psychological knowledge and enhance coaches' opportunities in implementing mental skills in their practices, sport psychologists should be aiming at involving coaches in different kind of small – scale trainings and research.

The work of Hall and Rodgers (1989) presents a pioneering example of enhancing coaches' knowledge and skills in sport psychology through mental skills training program. The educational workshop on various mental techniques was conducted with figure skating coaches for instructing them how to use the techniques in their sport. The workshop covered familiarization with few sport psychology techniques: imagery, task focusing, cue words, verbal persuasion. The training combined lectures on theory and practice of the skills in the natural coaching conditions. As a result, the coaches evaluated the workshop as being useful and informative that helped them to improve their coaching effectiveness. The coaches recognized the positive change of athletes' attitudes, increased enthusiasm and better coach- athlete relationships (Hall & Rodgers, 1989).

Therefore, it can be suggested that the incorporation of psychological knowledge into sport practices can make them more effective. Additionally, when planning the

coaches' educational program, it is important to combine the relevant theoretical training with the possibility to test new knowledge on practice. This will stimulate coaches' understanding of newly studied techniques, test their workability and develop coaches' teaching methods.

In a study on coach education, Harwood (2008) proposed developmental sport psychology program for educating the football academy coaches on 5Cs (commitment, communication, concentration, control, confidence). As a sum of benefits, the educational process increased coaches' efficacy beliefs of incorporating psychological knowledge into their training. However, once planning the educational program for the coaches, it is necessary to include the educational sessions with the coaches within the context of their sport in order to secure their understanding of mental skills training before actual practical implementation (Harwood, 2008). It was also suggested that the education program aimed at enhancement of coaches' efficacy in psychological knowledge should have empowering content, coach-friendly ideas and provide high consultants' support (Harwood, 2008). It can be concluded, that coaches' needs, particular sport context and effective mentor's support should be considered in coaches' education.

Recent research on empowering coaches for using sport psychology knowledge has been conducted by Callow et al. (2010) and Edwards et al. (2012). The researchers employed the format of workshop to teach coaches how to use the imagery technique in sport. The educational process resulted in the increase of coaches' confidence in imagery use together with encouragement and understanding of its importance in practice. However, the authors concluded that the workshop format might not be the most effective medium for coaches' education. It was proposed that needs-based approach with practicing opportunity could be an alternative (Callow et al., 2010).

When a coach has an opportunity to test new knowledge in practice, he/she can become more confident with it, especially when a sport psychologist is observing the practice and giving feedback (Callow et al., 2010). It has been shown that practicing newly learned skills in natural conditions can stimulate the encouragement and facilitate required behavioral change among coaches (Edwards et al., 2012). In terms of experimenting with effective educational methods during the workshop, role-play techniques can be adapted (Edwards et al., 2012). It has been also advised that creating

interactive situations, where the coach imagines himself teaching his athletes the sport psychology skills can increase coaches' confidence level in approaching the techniques' implementation in practice (Edwards et al., 2012).

When educating coaches, it is important to consider the role of informal learning in coaches' development (Stephenson & Jowett, 2009). Informal learning involves continuous interaction and discussions with colleagues, mentors, athletes, and is based on coaches' experience (Cushion et al., 2003; Stephenson & Jowett, 2009). Often coaches learn from their experiences and through initiating the internal learning based on reflection. Reflective process can result in increased coaches' self-awareness and understanding of own values and beliefs that lead to particular behaviors (Stephenson & Jowett, 2009). Thus, adopting educational methods that would stimulate coaches' informal learning and reflective process can be beneficial for their professional development.

In conclusion, it can be said that action research methodology could prove useful in stimulating both informal learning and coaches' reflective process as action research allows situating coaches' learning in practical experiences, while providing the supportive context from mentors (Cushion et al., 2003). Creating coach education programs on the base of action research will allow organizing supervised practical experiences for coaches in different sport contexts, enabling coaches to make mistakes, reflect and learn from them (Cushion et al., 2003). Therefore, action research can stimulate coaches' active learning through incorporating their own experience into the practicing of new knowledge and skills within their professional environment.

4 ACTION RESEARCH AS A METHOD OF RESEARCH AND INCLUSIVE EDUCATION IN SPORT PSYCHOLOGY

4.1 Collaborative Action research

Action research developed from social psychology and later on was actively employed in organization and educational settings. In its essence, action research is addressing the practical problems that arise in organizations and communities and trying to initiate the change with finding the workable solutions for particular environment (Evans & Light, 2008). Action research involves some intervention or change programs that consider the involvement of all the participants of the problematic situation (Evans & Light, 2008; Rovio et al., 2012). Action research can be viewed as a collaborative learning process that initiates change in how people think and act, and the reflection on their experiences (Evans & Light, 2008; Rovio et al., 2012)

The process of action research involves continuous cycles of evaluation, planning and action that allow initiating required change in the situation. Crucial aspect of action research process is the importance of continuous collaboration between all the participants. As the action occurs, the participants reflect on the process, and plan the next steps of actions based on the evaluation of the existing data from the previous actions (Evans & Light, 2008; Rovio et al., 2012). The reflection enhances the learning process of the participants, allowing them to understand the process, critically evaluate the practices and make thoughtful decisions on the next actions (Evans & Light, 2008).

Another strength of action research is related to the use of multiple research methods of data collection and analysis. Thus, by combining different qualitative and quantitative methods, the researcher can obtain richer knowledge about phenomena and contribute both to theory and practice (Rovio et al., 2012). Finally, action research serves an important purpose that is to test the workability of suggested program or intervention and develop applicable practices and knowledge (Rovio et al., 2012).

4.2 Action research in sport psychology

Considering the benefits of action research in social sciences, surprisingly action research in sport psychology has been underdeveloped and used limitedly. Few cases of action research projects in sport psychology context are related to developing coaches' knowledge and skills (Evans & Light, 2008; Harwood, 2008; Pain, Harwood, & Mullen, 2012) and running and evaluating sport psychology interventions with the teams and individual athletes (Falcão et al., 2012; Hill, Hanton, Matthews, & Fleming, 2011; Rovio et al., 2012).

Action research, in sport psychology context, can be employed to support coach-centered approach during the intervention, where sport psychologist provides psychological support to coach's practice and helps to solve emerging problematic practical issues (Gilbourne & Richardson, 2005). Thus, sport psychologist working directly with the coach on providing mentor's support with knowledge in sport psychology, can enhance coach's development. Therefore, action research provides a framework for practical realization of sport psychologist and coach collaboration. In a process of collaboration, a sport psychologist creates a safe learning environment for a coach, where a coach starts to reflect upon his coaching practice and makes decisions how to alter it effectively (Evans & Light, 2008).

In this context, Pain, Harwood and Mullen (2012) employed action research methodology for improving the performance environment in one soccer team. The researchers worked directly with the soccer coach to identify problematic areas in team preparation and functioning during the competitive season and supported coach's actions towards creating change in performance environment. During the process of intervention, the coach recognized the advantages of reflective process that allowed him to identify the problematic areas in team's performance, where change was required. Employment of action research cycles of evaluation, reflection and action impacted coach's performance in bringing necessary change to the performance environment, as well as enhanced coach's awareness of his practice (Pain et al., 2012). Thus, reflective process could stimulate coach's critical thinking about his/her behavior and help to identify the possible ways of necessary improvements.

It is evident, that action research can provide plenty of benefits for sport coaches to receive effective training in sport psychology that could successfully bring together

coaches' experiences and new knowledge in sport psychology. A valuable aspect of such educational process is that it allows situating new learning in coach's practice, adopting knowledge to the needs of the coach and his/ her coaching context (Cushion et al., 2003; Evans & Light, 2008).

Action research as an interaction process between the coach and sport psychologist provides multiple opportunities for collaboration through which the coach can actively learn new skills and knowledge (Evans & Light, 2008) and incorporate it in his/ her practice. At the same time, coaches' expertise as a practitioner in his / her sport is not illuminated, but oppositely, is enhanced by the continuous coaches' reflective process on his experience through the glasses of new knowledge.

Research by Evans and Light (2008) proved that collaborative action research can be an alternative to formal coaches' educational programs as it facilitates open learning and immediate knowledge testing in coaches' working environment. In their research, the coach and the sport pedagogue together developed the action plan for the intervention in the team aimed at changing the content of training sessions for increasing players' motivation. As a result of the intervention, the coach was able to change his coaching style and methods that led to increased athletes' motivation, sense of autonomy and improved coach- athletes' relationships. Action research was evaluated as valuable method in terms of changing coaches' teaching style and fostering the reflection on his practice. Therefore, action research can be considered as an effective educational method for fostering coaches' behavioral changes that consequently could have positive outcomes on athletes' performance and well- being.

Falcão, Bloom and Gilbert (2012) designed coach training program for enhancing coaches' knowledge on stimulating youth development in sport. The study adopted action research methodology, where youth sport coaches were engaged in the program's design and implementation. Implementation of the program contributed to the development of athletes' confidence, competence, connection and character, as well as enhancement of team's cohesion and communication (Falcão et al., 2012). For coaches, the program brought an increase of new knowledge and improved coach- athlete relationships. Collaborative action research process enhanced coaches' learning and appeared to be an effective framework for initiating coaches' training, considering specific needs of the participants and community (Falcão et al., 2012).

Action research has been successfully used in team building context with a purpose of implementing the long-term multifaceted team- building intervention and its further evaluation (Rovio et al., 2012). It has been shown that action research allowed engaging key participants in developing effective team building program and collecting rich data for evaluation of intervention (Rovio et al., 2012). Additionally, action research in team building provided opportunities for continuous planning, acting and reflecting during the whole period of intervention and data collection (Rovio et al., 2012). Finally, it allowed testing the workability of intervention in reality, which in turn enhanced the understanding of studied phenomena and lead to the development of effective and workable tool for practice (Rovio et al., 2012).

Therefore, action research can serve to achieve multiple purposes of sport psychology practitioner s who aim at designing and running sport psychology interventions with individual athletes and teams, enhancing and developing coaches' knowledge in sport psychology, contributing to the development of theoretical knowledge and workable practical tools in the field of sport psychology.

5 PURPOSE OF THE STUDY

The purposes of the study were firstly to develop a goal setting program for coaches to use in their everyday practice and evaluate the program in terms of its content and applicability from the coaches' perspective in their sport. Secondly, the study aimed at evaluating the educational process in order to provide more information on coaches' education and make suggestions on how to run educational programs with the coaches.

6 METHODS

6.1 Research design

The current research was designed as an action research case study with the focus on examining a case of development and implementation of goal setting program with a team coach. Action research case study design allowed proceeding with in-depth understanding of the complexities of goal setting program, as well as analyzing the process of program's implementation and development.

The process of program's development, its' implementation with a coach of a team and finalization of the program constituted a single case. The value of a case study was in an extensive analysis of program's development and implementation with a coach that provided new insights into how to educate coaches on sport psychological techniques (i.e., goal setting). These insights could be useful in the development of other programs and serve as a good example to help other sport practitioners and researches produce more applied programs in sport psychology. In addition, this knowledge could be considered in educating coaches on the use of sport psychology techniques has been pointed out to be one area in need for improvement (Tenenbaum & Driscall, 2005).

Action research approach was specifically employed during the educational stage of goal setting program. Action research focused on the practical issues related to the educational workshops on goal setting program, where a researcher and a coach performed as collaborators. It was a dynamic process that developed from particular needs of a team coach in goal setting knowledge and evolved the change in coach's experience and knowledge about goal setting (Kidd & Kral, 2005). It involved spiraling back and forth reflection, planning, action that resulted in a story about implementation process (Kidd & Kral, 2005). As a result, action research created a context in which knowledge development and change occurred (Kidd & Kral, 2005).

6.2 Participants

Two coaches working in Finland in team sports participated in this study. Coach A represented younger generation. Coach A was in his 20s and had a coaching experience of 6 years (juniors and women) in basketball and was working as a head coach for women's basketball team competing in national elite level.

Coach B was middle -aged grassroots football coach with a long coaching experience in professional adult and youth sport in Finland. By the time of educational workshops, the coach was working in Finnish football academy and was keeping the position of head coach in local sport school.

6.3 Procedure

Both coaches (Coach A and Coach B) participated in series of educational workshops conducted over 5 weeks time. Prior to the start of workshops, informed consent was obtained (see the form in Appendix 1). The aim of the workshops was to provide a coach with knowledge and skills on applying goal setting with his team in his everyday practice, reflect on the process and obtain feedback from the coach on the educational process as well as on applicability of the program. Based on the researchers' reflections and coaches' feedback, modifications in the preliminary program were made.

Preliminary program was compiled in collaboration with experienced researchers and practitioners in the field of sport and exercise psychology. Its content involved: introduction to performance profiling and "scale" approach, different types of goals, goal setting principles on individual and team level, SMARTS+ principle, evaluation and feedback in goal setting, development of an action plan to reach goals, identifying and overcoming obstacles in goal setting and providing tips to make goal setting more effective.

After the preliminary interview no major changes were needed in terms of the content of the workshops. Instructors followed the preliminary workshop plan and made adjustments to the amount of information covered in each session according to the progress of workshops. Some modifications in the preliminary program were made in terms of amount of time spent on specific topics (e.g., some topics needed more time and reinforced a more thorough discussion, therefore taking more time than planned) and the range of topics covered in one session (e.g., when there was no time for covering a specific topic during one workshop, it was integrated into the next one). No major topics/issues that educational workshop was aimed to address, were left out.

Workshops lasted on around 60 minutes each. During the workshop instructors covered the topics according to the preliminary plan through providing theoretical knowledge in combination with practical exercises and discussions. Coaches were encouraged to make comments, ask questions and give feedback during the sessions. After the

workshops coaches were provided handouts and notes/slides about the information covered in the session. Research blog was used to post relevant information and materials about goal setting technique and it was renewed after every workshop session. After every session researchers wrote down reflections on the workshop in terms of coaches' comments, questions, thoughts/ideas and researchers' own feelings, thoughts/ideas and perceptions on the workshop.

In the end of the educational workshops concluding interviews (see the informed consent form in Appendix 2 and protocol of the interview in Appendix 4) were conducted with the coaches. Information derived from the interviews was used to make adjustments to the preliminary program to make it as efficient as possible in terms of its applicability.

6.4 Role of the researchers

Both researchers participated extensively in the program as producers and instructors/consultants. On the stage of intervention when researchers conducted the workshops with the coaches, they were observing the coaches' behavior and comments during every meeting and monitored their reactions and involvement in the session. The observation field notes, made by the researchers, helped to reflect on the information delivery methods, their skills as educators and consultants, effectiveness of suggested exercises and techniques, coach's reactions, feedback, comments during the workshops and general involvement in the session activities. Researchers' reflections were maintained in a form of a journal, which was updated after every session.

Two cases in forms of stories of workshops' implementation (Appendix 5 and Appendix 6) with emphasis on the educational process and insights into the coaches' knowledge change as well as a finalized goal setting program (Appendix 7) constituted the results of the research. The stories followed a chronological sequence and were reflecting the action process, similar to the method used in describing applied research in consultation setting (Martindale & Collins, 2012).

6.5 Methods of data collection

In present action research case study methods such as interviews, observations and researchers' reflections in a form of journal were utilized. Interviews were conducted before the start of the educational workshops and at the end of the program's educational process. The preliminary interview allowed collecting information about

coach's professional background and his coaching experience, to identify the presence of any sport psychological knowledge and skills and to evaluate coach's expectations from educational process. Final interview gave an insight on the outcomes of goal setting education program on coach's experience, allowed to evaluate the program and its implementation process and the work of the consultant. The interview guides referring to the questions administered to the coaches can be found in the Appendix 3 and Appendix 4.

To understand and analyze the process of education with the coaches, observation method was used that supported researches' learning process in a way of coding researchers' experiences into relevant categories (Coghlan & Brannick, 2010). The researchers were observing coaches' behaviors during the workshops, particularly paying attention on coaches' reactions to the information presented, coaches' ideas, feedback and comments made during the sessions. These allowed the researchers to make necessary modifications and decisions based on that information in order to plan the next actions (Coghlan & Brannick, 2010).

In addition to observing, reflection on the actions during the workshops was utilized as a process of stepping back from the experience of conducting the workshops (Coghlan & Brannick, 2010). The reflections allowed linking actual experience with the analysis and judgments on this experience to plan further actions (Coghlan & Brannick, 2010). The researchers were keeping track of the process of the workshops in a form of reflective journals, where observations, reflection on content and process, and future actions were revealed (Coghlan & Brannick, 2010). The researchers noted their observations, experiences and perceptions into the reflective journal regularly after every workshop. Keeping the reflective journal regularly allowed capturing experiences of important events within the workshops they took place. The information from the reflective journal was used for data analysis. The journal served as a base for writing the stories on the educational process with the coaches.

6.6 Data analysis

The two cases of Coach A and Coach B were analyzed using content analysis procedure (Tenenbaum & Driscoll, 2005). This process involved 2-step analyses, when on the 1st step the researchers identified and coded emerging themes from the cases separately. On

the 2nd step, the researchers examined each other's cases, detected possible themes and agreed upon the common themes for further cross- case comparison.

Variable-oriented strategy of cross-case analysis was used after the themes had been identified through content analysis on both cases. The aim of the cross-case analysis was to analyze cases by examining themes, finding similarities and identifying differences between them (Miles & Huberman, 1994). In the current study, two cases (Coach A and Coach B) were compared after identifying emerging themes from both cases and examining the similarities and differences in the process of educational workshops and final interviews.

In order to establish the validity of present study results, the researchers involved member checking and triangulation methods (Creswell & Miller, 2000). Triangulation included involvement of researchers in the analysis of both cases. The findings of each evaluator contributed to broader and deeper understanding on how the researchers viewed different issues and allowed to build criteria for cross –case comparison. Triangulation was also employed with data collection methods that were used in the research. Thus, reflective journals, researchers' observations and pre/post workshop evaluative interviews were utilized in a process of research. Another approach was known as member checking procedure, when researchers returned back to the participants with their cases so the participants could confirm the credibility of information provided (Creswell & Miller, 2000).

7 RESULTS

7.1 Case 1: Experiences with Coach A

7.1.1 Coach's perceptions

Coach A pointed out some issues, where improvements in the program could be made and issues that need more emphasis. Coach A was actively associating the theory covered in the sessions with practical situations from his own experiences. This provided valuable information on the applicability of the goal setting technique in team setting. Coach's comments could be divided to issues related to applying goal setting technique and suggestions for improvement.

In terms of applying goal setting technique, the coach pointed out some issues that would need more emphasis and provided his ideas and thoughts on how to approach these. Coach's comments, questions and ideas generated discussions with the consultant that resulted in possible solutions to the issues.

Workshop 1

Performance profiling

When discussing the topic of using performance profiling to identify athlete's strengths and weaknesses, the coach pointed out a possible negative effect on athlete's self-esteem when pointing out discrepancies between coach's ratings and athlete's ratings on their skills. It was suggested to take an individual approach to decide on which players he could point out his lower ratings on some specific skills compared to player's own ratings and on which he should keep it to himself.

When using performance profiling in a team setting, the coach mentioned that having set the outer line of the profile (highest rating) as an ideal, might have negative effects on team efficacy beliefs. As a solution, the highest rating could be matched with their team's ideal for the current season.

Workshop 2

Team goals and individual goals

The main question from the coach about using both team and individual goal setting was related to the timing, weather to set individual goals first and then team goals or vice versa. The consultant suggested to start with team goal setting first for introducing the technique to the players and later on discuss individual goals linked to team goals.

Workshop 3

Monitoring the goals

During a discussion on different techniques to monitor the goals, goal keeper strategy was suggested to the coach. The coach mentioned a possible drawback when using this technique when one of the people acting as each other's goal keepers shows decreased effort in reaching the goals, the other person might experience decreased motivation to achieve her goals as well. Here the consultant emphasized the need to take an individual approach and taking players' characteristics into account when choosing techniques for monitoring the goals.

Workshop 4

Providing feedback on goal progress

Although the coach acknowledged the importance of keeping track on player's progress towards their goals and providing feedback, lack of time was mentioned as an obstacle. Therefore, the coach suggested having maximum of 3 individual goals for the players, so he would manage to give individual feedback and players themselves could manage evaluating their goals.

Performance profiling for team goal setting

The coach expressed his concern about the specificity of the characteristics developed by the players for the performance profile. It was suggested to think how they could express the characteristics so that those would be perceived the same by the coach as well as the players. Another issue was how to move smoothly from the profile to goal setting. The consultant suggested encouraging the players to think about possible ways (i.e. set process goals) to improve the developed characteristics, which would help to increase their understanding on goal setting and perceive the link between setting goals and improving their ratings on the characteristics/skills developed for performance profiling.

Workshop 5

Problems and remedies

When discussing possible obstacles and problems that may rise with using the technique, the coach provided useful comments and thoughts on the issues. Firstly, the coach mentioned that for the players it might be difficult to set realistic goals. He suggested letting the players set non-realistic goals at first and have them experience

themselves that the goals are too high, so to make them more willing to modify the goals and start with lower ones.

Secondly, the issue of not evaluating the goals generated a discussion on how to ensure it on a regular basis. The coach suggested increasing the frequency of individual meetings at the beginning to make evaluation of goals a habit for the players. In addition, he saw value in just reminding the importance of evaluating the goals to the players.

Thirdly, lack of motivation to use the technique generated some thoughts. The coach suggested having unmotivated players to observe how others in the team are using it (i.e., goal setting) successfully to increase their own motivation. Also setting practice goals was seen as a good way to make them more willing to use the technique.

Fourthly, when discussing goal setting system in team goal setting, where the first step is to start with team performance profiling, the issue of the players developing too many characteristics, was a concern for the coach. The consultant suggested having the players discuss the possibility of combining some of them to decrease the number of characteristics in the profile.

Additional suggestions for improving the applicability of the technique were suggested by the coach throughout the workshops and during the final interview (Appendix 4). Coach's suggestions provided valuable information on what to add to goal setting program, especially when applying it in a team setting. Through interactive discussion, the consultant also provided some possible solutions. Both, the coach's and the consultant's suggestions for improving the preliminary program are provided below (Table 1).

Table 1. *Suggestions for improving the program by Coach A and consultant*

Topics according to the sessions	Suggestions for improvement
Session 1. Performance profiling	Posting filled performance profile(s) up (CA), so it could work as a good reminder on their current state and later on. Also to show the improvement.

Session 2. Main principles in goal setting, SMARTS+ principle	<p>Use the word “will” instead of a word “want” (CA). This might make the goal more realistic, because one can already “see” oneself having achieved the goal (have a visual imagery representation) and would be hence directed more towards the future.</p> <p>Not to use absolutes when setting goals, like “during the whole game” etc., because slipping once or twice during the whole game is common in ballgames (CA).</p> <p>When setting short-term or practice goals and writing them down on paper, write also the main goal (long-term) on the same sheet (CA) to show the link between the short-term goals and the main goal.</p>
Session 2. Evaluating and adjusting the goals	<p>Use a scale to rate one’s performance on practice goals and change the goals only when it has been consistently on the highest score (C).</p>
Session 3. Action plan for reaching the goals	<p>When designing an action plan, it should be made individually for the players, so that their individual goals would lead to improve some team skill (e.g., offense) (CA).</p>
Session 4.Feedback	<p>Using weekly best player award that would be chosen by the players themselves and based on some certain criteria (CA), chosen so that all the players would be equal on the baseline and have equal chances to receive the award to reinforce mastery’-orientation. After the players</p>

<p>Session 6 (final interview). Balance between theory and practical exercises</p>	<p>have voted for the best player award, the coach could check if the player actually improved the most, according to the goal setting sheets, e.g. when the criteria is connected with “most improved” (C). Taking it a little bit slower in the first two sessions in terms of new information. Incorporate even more practical exercises to give a clear image on the topics covered from the beginning (CA).</p>
<p>Session 6 (final interview). Linking theory and practice</p>	<p>Having the participant hold a meeting with his/her team as a homework assignment and discuss it during the next session (CA).</p>
<p>Session 6 (final interview). Addition to the sessions</p>	<p>Have 15 minutes in the end of the workshops for practical exercises (CA).</p>

Note. CA = Coach A; C = consultant

The final interview with the coach was a good source of feedback and comments on the program as well as his experience and perceptions of the process. Overall, the coach felt the program was well structured and gave him useful knowledge that he could use in his everyday practice as expressed by the coach: “I learned a lot of new stuff and also was able to incorporate that to my team as we went through the program, so...overall, was really great.” Although, the coach highlighted the need to try these things out with his own team a couple of times to become better at both, sharing the information and using the goal setting technique.

In terms of program’s build-up the coach was quite satisfied with the balance between theoretical and practical part, but he mentioned a few times that in the first few sessions, it would have been better to move at a slower pace and incorporate more practical techniques to get a better grasp of the new information. When asked about the additional need for more practical exercises, he stated: “(it was) definitely not too much, I think. I think it was enough for me”.

When discussing the applicability of the new knowledge and the technique, the coach pointed out that SMARTS model and performance profiling were the most useful ones for him. In addition, he mentioned the usefulness of the information provided for his everyday practice as can be seen from the coach's statement: "I think I can incorporate stuff just not for the meetings and so on, but for everyday conversations with the players, to know how to build up small goals for individuals for practices and games."

The educational process and educational style of the consultant received positive feedback and comments from the coach. He said to have felt comfortable during the process and described the style of the consultant as "relaxed, yet informative." He also found on-line learning as a useful addition to the program, as he said: "I glanced it through once in a while and before I held the meeting with the team" and "the blog thing was really good and I could print out performance and stuff like that up there, so it was really useful."

In conclusion, it can be said that the coach's perceptions on the process were good and he found the goal setting technique applicable with his team. Several suggestions for improving the program in terms of content and structure were also proposed by the coach. These provided valuable insight into presenting the information to team coaches from younger generation and were taken into account while modifying the preliminary plan of the workshop.

7.1.2 Consultant's perspective and evaluation

Topics that came up in reflecting on the consultant's own perceptions and thoughts about the process could be categorized under 1) consultant's feelings, 2) perceptions on the process and 3) lessons learned (content and topic) from the workshops. Suggestions for improving the program, in terms of content or practical application that were proposed during workshops by the consultant were mentioned above (Table 1).

The consultant's feelings on the workshop were mainly positive. Feelings of excitement were present prior to the workshops, because it was a new situation for the consultant. Whether the consultant felt comfortable and confident during the workshop was linked to the coach's behavior and comments, e.g. when the coach was being active and topics were discussed in an interactive way, the consultant felt comfortable and more confident. Coach's active behavior (i.e. asking questions and discussing the topics and practical implications of the technique) had a positive effect on the consultant's feelings

(i.e., happiness) and perceptions (i.e., effectiveness of the workshops) also after the workshop. In addition, coach's experiences in putting the theory into practice with his own team showed his interest in the technique, which generated discussions on program's applicability and also increased the consultant's positive affect. When the appreciation of using the technique was mentioned by the consultant, it seemed to have a positive affect on coach's feelings as well.

Active application of the knowledge from the educational workshops was the first step in showing the consultant that the coach's knowledge on the technique had improved. During the sessions, the coach became more interactive and had more specific questions about the technique, mainly associated with issues in applying goal setting with his own team. In contrast, in the beginning of the educational process, the coach was mainly just listening and did not ask so many questions, but as his knowledge grew and he got a more systematic view on goal setting, the discussions went deeper and more application related questions came up during the sessions. This let the consultant perceive the importance of having systematic background knowledge first to go into discussing practical situations.

Negative feelings and perceptions were associated with the coach being less active as usual in asking questions or analyzing the examples. This interpretation proved to be false, since later on it turned out the coach was tired from the previous day, which made him more inactive than usual. Another source of negative affect was when the outline of the workshop did not flow as planned. Also, some minor interruptions, e.g. issues with the meeting room, or external distractions (e.g., acquaintances of the consultant or the coach passing by), resulted in a very short-term negative affect.

During the process of educational workshops, valuable lessons were learned that provide information for future application and suggestions for improving the program. To start with, interactive nature of the workshop set the stage for discussions and questions during the workshops that increased the time used on some of the topics. As a result, the workshop plans according to the preliminary plan needed adjusting, either by leaving something out or modifying the outline of the workshops.

In terms of educational style, providing real life examples and have the coach conduct exercises with real situations proved efficient in making the coach active during the sessions. Therefore, interactive and application-oriented teaching style should be

considered. The coach was not taking notes and showed his preference for conducting exercises orally and through discussion, so designing the exercises in an oral form or using discussion to make the coach think should be adopted. Another important lesson was that the overall picture and topics covered in the session should be well prepared to be able to change the outline of the workshop. In addition, linking theory, exercises and handouts with the coach's own practice is vital for reinforcing his active involvement and keeping his interest during the sessions.

In conclusion, the consultant found this experience to have resulted in positive outcomes for herself as well as for the coach. The consultant felt it was a mutual teaching and learning process for both. The process of following the actions and comments of the coach during the workshops and reflecting on it after the workshops provided valuable information on making decisions about changes needed during the process. All in all, the experience was perceived beneficial for the coach as well as for the consultant.

7.2 Case 2: Experiences with Coach B

7.2.1 Coach's perceptions

The coach as a key person in educational process was actively involved in the workshops not only as a passive participant but also as a partner and cooperator. The consultant felt that coach's long professional experience could definitely contribute to the educational process in a way of bringing coach's insights and reflections into the understanding of practical applicability of goal setting in football and further on developing the program.

In that context, the consultant was trying to involve the coach into discussions on the introduced topics and exercises. Every workshop started with the debriefing from previous session, accompanied with coach's feedback, comments and suggestions. The consultant believed that without coach's active participation in the program, the educational process would not be so valuable and contributive in terms of new ideas and thoughts of real practitioner. The coach brought true practical value to the whole idea of developing such kind of educational programs and their distribution among practitioners. For the purpose of sharing some of coach's thoughts and ideas on goal setting applicability in football, the following summary is presented. The summary

presents the number of topics that stimulated coach's questions and discussions on them.

Workshop 1

Initiating performance profiling on the individual and team level

Studying this topic, the coach was particularly concerned on the frequency of progress evaluation after players' initial skills' assessment with performance profiling technique and setting relevant goals. The consultant advised that the frequency of evaluation and re-assessment should be established according to coach's and athletes' needs but with a wise regularity.

Subjectivity of players' assessment and false believes about the level of personal skills and qualities could result in mismatching between the players and coach's evaluation. The coach was suggested to think that the performance profiling should not be used as formal and objective assessment but more as a starting point for players' reflection on personal performance. The task of the coach would be to initiate the dialogue with the player regarding definition of areas where improvement would be necessary and share with the player coach's vision for starting the joint cooperation.

Another issue was related to the development of team's understanding and consensus on number of important qualities/ characteristics to be considered for improvement in the team. The coach realized that it would not be an easy task but it should be done as a preparation for goal setting.

Workshop 2

Starting goal setting in a team. Setting outcome, process and performance goals

When discussing the issue of initiating the goal setting intervention with the team, the coach revealed his concerns of athletes' peculiarities in perception and general readiness to receive training on this technique. Particularly, low level of personal awareness, lack of reflection and complete understanding of personal performance and the needs for improvement and personality issues (e.g. overconfidence) were perceived as a roadblock on the way to the smooth goal setting intervention in a team. The reaction of the consultant was to reassure the coach that dealing with youth athletes could take more time and coach's energy in educating them the goal setting because of the evident variety of problems and issues to consider. At the same time, if the technique introduced

in a right way and enough time is spent for athletes' education this can have long-term advantages and benefits both for individuals and the team.

Other comments were related to the right formulation of the goals for the game and to use goal setting in supporting coach's expectations from athletes' performance during the game. Thus, the coach shared his idea how he could use setting goals as a behavior orientation for the athlete. A goal for the game for the athlete and a team could help to direct their behavior, following coach's instructions.

The coach was also warned that setting goals with the negative formulation that started with "Don't" would cause pressure and additional distraction for the athletes' perception of the rival and the game. Positive, specific and action oriented formulation of goal together with the athletes participation in goal setting will be an alternative.

Workshop 3

Strategies for recording the goals

When discussing this sub-topic and practicing relevant exercises, the coach suggested involving the assessment of athletes' confidence level before and after approaching the task. According to coach's perception, the reason for this was that the coach wanted to demonstrate to his athletes a need for constant critical self – evaluation and needs' assessment for performance enhancement that not always happened because of athletes' overconfidence. The consultant understood coach's position but at the same time advised the coach to provide maximum support in the athletes' process of understanding the needs and formulating them into the goals. Especially, at the early steps in goal setting, the coach should make sure that the assessment of needs and personal reflection about strengths and weakness will result in understanding the direction of change and necessary actions to undertake but will not cause self - doubt and decrease in confidence level.

Setting goals for practice and competition

In discussion of this topic, the coach was concerned how to formulate the right type of goal for competition. One of his questions was regarding considering the rivals strengths and weakness in the goal for the team. The consultant directed coach's thought into the point that it would be more important to focus on the aspects of his team performance that are under athletes' control and perform at the level of their

abilities. The outcome of the game could be a base for team's reflection on their performance, evaluation of goal's achievement and setting the plan of next steps.

Workshop 4

Developing goals' achievement strategies

After the coach became aware of the developing of goal setting strategies, he recognized that having the knowledge in goal setting could help him to enhance athletes' motivation and influence on behavior change. As the coach had two of the players from his team, being selected to play for the national team, he started to think that goal setting might be considered as a technique for setting the target and develop the strategy of performance enhancement in order to strengthen positions in the national team.

Providing feedback on goal's progress

Discussing the process of providing the feedback to the players and the team, the coach confirmed that to start with positive constructive feedback would be more beneficial and safe for athletes' motivation. Reflecting on his previous behavior pattern as being not talkative or limited in words when giving feedback, the coach started to think of changing his strategy towards practicing constructive positive feedback and finding the individual approach to each player.

Team goal setting. Matching individual and team goals

Alongside with the enhancement of team's performance, the coach was seriously concerned of the development of individual athletes within the team. The coach could see the potential in goal setting as a technique for initiating long-term developmental process. The coach understood it a way that the presence of the shared goal for the team would unite his athletes under one task, direct their focus of attention and boost their motivation. At the same time, the team goal (s) could foster and enhance individual goals of athletes and stimulate their progress to the higher level. Presence of strong, competitive and successful athletes in a team could serve as a role model for the rest of the athletes.

Workshop 5

Problems and barriers to implement goal setting

The perceived problems and barriers, mentioned by the coach, were first of all related to the problem of time and money. As the coach was paid only for a limited amount of hours he could not find enough time for mental skills training in his practice.

Another aspect touched the issue of athletes' motivation towards practicing mental skills and awareness and readiness such kind of exercise. From the athletes' perspective it was easier to follow what the coach would say rather than think on their own.

Alongside with general comments and sharing of the perceptions, the coach had some ideas on how to modify some of the suggested techniques. The examples of coach's suggestions are presented in the Table 2 below.

Table 2. *Suggestions for improving the program by Coach B*

Topics according to the sessions	Suggestion for improvement
Session 1. Performance profiling	<p>Develop qualitative meaning for the 1-10 scale measure in a way that the players would know the meaning behind each number; This meaning could be set in a form of words or any other specifications of the achievement levels.</p> <p>Develop consensus among players regarding the number of important qualities/ characteristics for team's improvement through meeting and discussions with the players before proceeding with the procedure itself.</p>
Session 2. Setting different types of goals (performance, process and outcome)	Support goal setting with visual techniques (like drawing, demonstrating the video).
Session 3. Strategies to recording the goals	<p>Incorporate the evaluation of self-confidence level (e.g., on the scale from 1 to 10) before and after the execution of the task in goal evaluation cards.</p> <p>To use bigger numbers (e.g., 0 to 100) for evaluation of goal's attainment in point systems approach in order to create more solid perception of evaluation</p>

Session 4. Team goal setting

Use peers as a role models for other athletes of the team in order to stimulate their motivation and raise collective efficacy believes of the team.

The conclusive part of the goal setting educational program was ended up with the evaluative interview, where the coach was asked to provide his feedback and evaluation on the goal setting program's content, knowledge applicability, mode of educational setting and consultant's delivery style.

Evaluating the goal setting technique, the coach recognized that as the subject was new for him, it appeared to be slightly difficult. At the same time, the coach was thinking on the practical applicability of goal setting and trying to match his personal experience with newly introduced knowledge. The coach did not hide his doubts and questions regarding goal setting and emphasized that "some of the terminology and ideas were a little bit abstract" for him. He recognized that it would "take time to understand what concrete results can you get" from the application of goal setting in his sport.

Nevertheless, the coach did not lose his motivation to continue exploring the goal setting in practice and even study it more. As the coach mentioned that "it is maybe interesting to continue to study this subject". Additionally, the coach evaluated the program as "well- organized".

When discussing the strengths of the program and possible ways of improvement, the coach generally was "happy with everything". He realized that the information presented during the workshops was "up- to date", following the evidence from the latest research on goal setting. Another important strength of the program as the coach formulated it was related to his change in the behavioral pattern in relation to his players. Particularly, the coach shared that he started to communicate with the players more and got to know them better as people and players. At the same time, he became open to players feedback. That what the coach told in the interview: "And also strength for the program, cause I am now interested in sport psychology, it made me communicate more with the players..... So as I am communicating with them, I am finding more about them as people and players...." While pointing at the strengths of the program, the coach was able to identify some possible ways of its improvement. For

example, he noticed that it would be good to provide more concrete examples from real life or his sport. Also, he suggested that the evaluation scale from 0 to 10 used in performance profiling, could be supported with qualitative meaning that stands after numbers so to assist in understanding the quality of progress towards set goals.

Bringing up the aspect of program's practical applicability, the coach confirmed that he would definitely apply the knowledge, studied in classes. He was thinking to introduce goal setting in a "simple way", starting to educate his players with "goal setting exercisers" and setting together goals for the team. Then, he might think of planning long-term intervention. The coach confirmed that goal setting would not be an easy technique to deliver with the youth team as players would not have enough live and sport experience to realize what should be important to them, when and how to readjust goals. Coach perceived the process of goal setting follow-up as the most difficult part in the intervention.

Evaluating the delivery and interaction style of the consultant, the coach gave good feedback on the work of the consultant such as "very proficient" with a "good knowledge of the subject". The coach as a native English speaker had minor comments on the language issue, saying that that consultant was "little bit got lost in language translation" because English was not her native tongue. Additionally, the coach suggested using more visuals during the delivery process.

Generally, the coach did not perceive any major learning obstacles and found the course very interesting and useful. He expressed his wish and motivation to continue his studies in sport psychology.

7.2.2 Consultant's perspective and evaluation

From the perspective of the consultant, the series of these educational workshops were quite successful even if a bit challenging. First of all, the consultant had to work with mature and experienced football coach who had more proficiency in sport and profound applied knowledge. There were moments at some workshops when the consultant felt the lack of confidence and was self-doubting because the coach was asking some specific questions that were difficult to be handled at once. The consultant had to take some time for giving the answer that caused her worries regarding the unreliable image of that she could create in coach's perception. Second, the consultant had to make sure

that the coach would find the relevance and applicability in suggested information and his level of motivation would remain the same or even higher.

The first session showed that the participant was very motivated but did not have a systematic knowledge of the technique and was willing to study all suggested material. As the idea was to involve the coach in education process as a partner and co-operator, the first session showed that the coach needed more time for becoming comfortable with the consultant and the topic. At the consultant's perception, the coach was quite reserved and not so open for discussion. He could ask some clarifying questions regarding the technique but was not ready to elaborate on its possible application with his team. At the end of the session the coach confirmed that he might need more time for reflection and was willing to study and read some more at home.

Session by session, the coach became more cooperative and talkative that changed the delivery mode of consultant's work towards more dialogues' based workshops. The consultant realized that the coach was reflecting a lot on the new information and constantly connecting it to his knowledge system. The coach as a practitioner could play with the knowledge and provided many different examples from his practice. As the coach was dealing with young athletes, he had more challenges in terms of motivation, personality issues and developmental aspects of athletes to be considered at the same time. That's why in many of his comments, he perceived a goal setting as a behavior change and motivational technique that could stimulate the process of athletes' development. According to consultant's observations, at the same time, the coach believed that goal setting could improve his coaching style and become an effective method in coach's toolbox.

It was interesting to observe how coach's knowledge about goal setting was changing and improving and how the coach was becoming more confident with the topic. At the same time, the consultant realized that the coach would be quite careful in experimenting with his team. He would not implement something without the confidence in his skills and readiness of the team.

The consultant was learning with the coach as well. From session to session, the consultant became more confident and professional. Consultant's motivation was growing rapidly together with the coach's one. The consultant realized that the knowledge change was happening not only in the coach's case, but she as a co-learner

was passing through this change as well. The questions and comments addressed by coach made the consultant think and read more on the techniques, even search for advice among peers. The process of conducting the workshop and reflecting after organized the work of the consultant for having time for deeper analysis and evaluation of her work.

Thinking of the lessons learnt during the educational process, it would be reasonable to divide them into few categories: 1) from the perspective of educational setting, 2) from the perspective of the content, 3) from the perspective of coach's learning style, 4) from the perspective of consultant's teaching style.

From the perspective of educational setting, the form of workshop was showed to be effective in terms of delivering important theoretical knowledge and supporting it with practical exercises. The workshop setting provided enough space for coach's involvement into the session, as well as gave consultant enough opportunities to practice in both roles as a lecturer and instructor.

From the perspective of the content, the consultant believed that the material delivered was content wise. The coach was ready to intake even more information and have more extended program schedule. Also, the information provided in class together with practical exercises was evaluated as up to date and relevant in terms of practical applicability.

From the perspective of coach's learning style, the consultant felt that it was better to involve the coach in active discussion, appeal to his coaching experience because he started with immediate reflections and could build the bridge between information studied in class and his practice. The consultant intentionally was checking with the coach his understanding of the topics while asking questions of the practical sense of the material suggested. As the consultant noticed that the coach was reflecting on the material, she spent enough time for debriefing and discussion at the beginning of every workshop.

From the perspective of consultant's teaching style, it could be mentioned that she was trying to keep the balance between theoretical and practical parts of the workshops' plans. The consultant wanted to provide enough autonomy to the coach but at the same time to check upon his learning outcomes and receive enough comments and feedback

from his side. For the consultant that was a good opportunity to establish her working style and test her professional skills and working ethics. Generally, the consultant would evaluate the workshops as a good start for the coach to step into sport psychology knowledge.

7.3 Cross –case analysis

The process of cross case analysis involved the comparison of two cases that describe the educational process on goal setting in sport with two team coaches. As the results of the analysis of these cases, few super ordinate themes and subsequent sub themes were extracted by the researchers. The results of cross case analysis are presented in the Table 3 below, which is followed by their subsequent description.

Table 3. *Super ordinate themes and sub themes of cross- case analysis*

Super ordinate themes	Sub themes	Supporting quotes
Participants involved	Background Sport and coaching experience Previous knowledge in sport psychology	I realized that coach’s professional background and impressive experience in football generated his strong intention to gain more knowledge and practical skills in goal setting. (Consultant of Coach B)
Learning styles of the participants	Inside the class	He seemed to be always actively thinking towards how to apply the things that we covered with his team (Consultant of Coach A). I could see that coach felt himself comfortable and willingly to comment on the information provided. (Consultant of Coach B)

	Outside the class	Once the coach took his notes and performance profiling sheets with him saying that he would like to practice at home and to take some time to think and reflect more on that procedure and its applicability into his sport. (Consultant of Coach B)
Evaluation of the program by the participants	Thoughts on the content	The coach recognized that these workshops were making his knowledge about goal setting more systematic and clear. He could easily see the benefits of this technique and a big potential for practice. (Consultant of Coach B) SMARTS model and performance profile, probably, the most interesting once, that I could incorporate along the way to my team. (Coach A)
	Consultant's delivery and interaction style	For me it worked really, really good. So...I do not know if my learning style was the one that you provided because it was really comfortable and so on. (Coach A)
	Applicability of the knowledge	I think I can incorporate stuff just not for the meetings and so on, but for everyday conversations with the players. (Coach A)
	Perception of obstacles	There is not so much time for giving individual feedback and it is so time consuming. (Coach A)
Improvements to the preliminary program	Improvements to the content	The coach suggested developing a qualitative meaning to scale from 1 to10 used in performance profiling, so that the player would know the meaning that stands after every number of evaluation. (Consultant of Coach B)

	Improvements to the educational process	I think if you incorporate it with someone who wants to apply, you should do it so that you have few workshops left after the team meetings are held. So you can discuss the issues and problems. (Coach A)
Evaluation of the program by the consultants	Consultants' feelings and the antecedents	Before the start of the workshops I was a bit nervous how it would go and if I could handle all the questions from coach. But once workshops started I realized that there was nothing to be worried about because the coach showed his true motivation and was very positive about everything going in class. (Consultant of Coach B)
	Lessons learnt	Give more chance for the coach to think and analyze.(Consultant of Coach A) I have learnt to keep balance between me active in the workshop and coach's participation, how to answer questions in the constructive way and not to be afraid of any challenges coming. (Consultant of Coach B)
	Mutual learning	I really enjoyed the learning process because I felt that I had been learning together with the coach in a way that he was sharing his professional knowledge applying to goal setting. This gave me more insights as to how the coach perceived the technique and his thinking about its applicability. (Consultant of Coach B)

Note. The supporting quotes are taken from the final interviews with the coaches and reflective journals

7.3.1 Participants involved

Background

The participants of the educational workshops were 2 team coaches that were coded in the results of the research as Coach A and Coach B. The coaches represented 2 different

team sports. Particularly, coach A was a basketball coach and coach B was a football coach. The other difference was related to the age and nationality. Coach A was young man in his 20s from Finland and Coach B was middle – aged man from UK. At the time of participation in the educational program, both coaches were permanently living and working in Finland.

Sport and coaching experience

Both coaches were involved in their sport as professional players and later on transitioned into professional coaching position within their sports. Coach A was at the start of his coaching career and at the moment of the program was working with professional female basketball team as a head coach. In contrast, Coach B had long-term international coaching experience and finally had to adapt to Finnish working environment and learn Finnish language. Coach B entered the educational workshops as youth male football coach in local football academy and sport school.

Different coaches' backgrounds were considered by the consultants as a key aspect in evaluating the needs of the coaches and their expectations from the program. Thus, coaches' different perspectives slightly modified the content of the program, directed consultants' focus into the applicability of program content according to coaches' sports and working environment.

Previous knowledge in sport psychology

Both coaches did not have structured system of sport psychology knowledge or any specific professional training in this field. Nevertheless, sport psychology as a discipline was known by the coaches either from reading sport psychology related literature or media. Coach B once participated in the introductory sport psychology training organized by Finnish Football Federation. Coach A and Coach B confirmed that they tried to use some sport psychological techniques in their practice, such as some goal setting activities and visualization.

The understanding of the previous knowledge in sport psychology, particularly, about the topic of goal setting served as a reference point for the consultants in finalizing the content of educational workshops.

7.3.2 Learning styles of the participants

Inside the class

According to the consultants' observations, the coaches were quite active within the class space. Few types of the coaches' involvement activities into the workshop flow such as giving comments and providing feedback, participation in the discussions, were noticed by the consultants. In other words, the consultants categorized it as a learning style of the coaches and considered it as an important category when analyzing the results of educational process. At the same time, this process of co-operative active learning when the coaches and consultants act as collaborators emphasizes the essence of action research.

Although, both coaches were active and involved into the flow of the workshops, some differences were observed. Thus, Coach A's activities were related to generating mainly practical questions and connecting knowledge to his team. For example, the coach was suggesting an example of his team for initiating discussion that open to the discussion based on the example of his team, which made him generating specific questions related to use of goal setting with his team. Also, the coach was motivated to do practical exercises in class. As mentioned by the consultant, Coach A was not making notes and preferred oral exercises.

It is necessary to mention the crucial role of the consultant of Coach A in supporting coach's learning in class. Firstly, the consultant was activating learning process with practicing different techniques in class. For example, the role-play activities stimulated the coach's understanding of the goal setting process, provided him with the insider's perspective and served as an actual training of coach's skills. Generally, Coach A could easily familiarize himself with new knowledge in class and enhance his confidence towards further implementation with his team.

Referring to Coach's B learning style, it was perceived as more reflective-based with intensive thinking process and constant evaluation of the relevance of the suggested knowledge through his long-term coaching experience. Coach B's comments were more sport related than team specific. Coach B was open for the discussions and in many cases initiated the dialogues with the consultant. He was referring to his coaching experience when asking questions or giving some examples to support this thinking. The coach was associating the knowledge picked up in class with his coaching

techniques and behavior. Also, the coach was very pleased with the real life examples from his sport, with more visual information and supporting materials. Coach B was making notes during the class and was not against of writing exercises.

Thus, the consultant concentrated her educational approach more toward the discussion with the coach, referring to coach's knowledge and past experience to support newly introduced information. As the coach was processing the new information through the glances of his practice and experience, the consultant was asking for coach's examples and paid special attention to his opinion in evaluation of knowledge relevance.

To sum up, it was evident that both coaches were actively learning during the workshops and contributed significantly to the dynamics of the classes. The consultants were working at creating safe and motivational environment so to stimulate coaches learning process and make it effective and useful.

Outside the class

The coaches' learning was a continuous process, occurring both inside and outside of the class area. The fact that both coaches were thinking and reflecting on the acquired knowledge outside of the class area showed that the consultants managed to stimulate coaches' thinking process on goal setting enhanced their motivation towards this technique and directed coaches' thinking process and behavior towards the practical implementation of goal setting in their sports.

Coach A had practically oriented learning style outside of the class. He was introducing the knowledge to his team and practicing actively the goal setting skills with players. This coach was not afraid to experiment and quite straightforward in his immediate intentions to introduce new knowledge to the team. Evidently, the coach was driven by the desire to challenge himself as a facilitator as well as to see the results of the intervention on his team's performance. As the coach was incorporating the newly learned skills and knowledge with his team, he could build faster his knowledge system in practical sense.

In contrary, Coach B was not so immediate and straightforward in his intentions to implement goal setting. He confirmed that the studied knowledge was in the back of his mind and the coach preferred to involve it step by step. In the case of this coach, the learning process outside of the class was in a form of reflection, referring to his notes

and class materials, searching for the possibilities to incorporate goal setting into his practice, thinking about implementation consequences so to make sure it would be safe and effective. Thus, Coach B, step by step was introducing some aspect of goal setting to his athletes. This was performed mostly for the purpose to initiate athletes thinking about goal setting and its benefits, set the dialogues with his athletes on this topic. The coach was picking up the aspects of the program that he considered as possibly workable and was incorporating them into his toolbox. As a result, the coach recognized the behavioral change in him in a way that he became more open and interactive with his athletes. The reflective process of the coach resulted in the increase of his self-awareness.

7.3.3 Evaluation of the program by the participants

Comparing the evaluation of the program by the coaches the consultants could see the differences in perceptions of the content, consultant's delivery and interaction style, as well as they could evaluate coaches' perceptions on applicability of the knowledge and learning obstacles met.

Thoughts on content

Both coaches evaluated the program as well - organized and structured. The content of the educational program was relevant to their expectations. Coach A saw direct applicability of the studied knowledge and believed that the program was well balanced with practical and theoretical parts. Though, he recognized the need to slow the pace when introducing new knowledge and involve more practical techniques.

Coach B realized that the knowledge, shared in the workshops, was up –to –date and tested in recent goal setting research and practice. The coach perceived some of the categories as abstract and expressed a need in more practical real life examples to support the content.

Based on these evaluations, the consultants could conclude that the content of the program was well organized and relevant to the needs of the coaches. It is necessary to consider that when delivering the new knowledge, the consultant should keep it simple, clear and support with real life examples, preferably from relevant sport. At the same time, it is important to keep the wise combination of theoretical knowledge and practical exercises.

Consultant's delivery and interaction style

Both coaches were satisfied with the consultants' delivery and interaction styles and provided them with positive feedback. In case of the Coach A, he specifically emphasized the usefulness of on-line learning blog, where information was updated information after every workshop.

In contrary to Coach A, Coach B was receiving power point slides with workshop information, regularly after the class. Although, the coach saw the advantage of this kind of delivery style, he suggested supporting the workshops with more visuals (e.g., videos).

Applicability of the knowledge

Evaluating the applicability of the knowledge studied, both coaches found it applicable. The Coach A emphasized specific techniques like performance profiling and SMARTS model as the most useful in his practice. He did not see any obstacles to apply the technique with his team and actually was already implementing some of the learned knowledge alongside the workshop process.

Coach B had similar evaluation of goal setting as applicable. In his case, that perception was more on the level of believe than experienced in practice. Even if he tried to use some of the knowledge but still he was concerned how to do it in more simple and safe way. Coach B perceived some possible obstacles on his way to the goal setting implementation. These were age related issues of his players and the follow-up process in the goal setting intervention as the most difficult part for him.

Perception of obstacles

In the cases of two coaches, Coach A did not perceive any major obstacles during learning and implementation process. As was noted, he did not recognize any during the final evaluation interview.

In contrast, Coach B was concerned by few issues that could be recognized as obstacles. Firstly, he perceived some of the content categories as abstract and would like to have more real life examples. Secondly, even if the coach believed into practical value of goal setting, he recognized that it would take time to see the outcomes of the intervention. Thirdly, the coach generally perceived goal setting as not an easy technique, especially the follow- up part. He also realized that it would be not easy to

implement it with youth players as they could be low in self-awareness and have little experience in sport. At the same time, perceptions of these obstacles did not lower coach's motivation in using goal setting. In contrary, thinking of possible barriers and difficulties on his way, the coach wanted to develop his knowledge and goal setting skills so to use it with maximum effectiveness in his sport.

7.3.4 Improvements to the preliminary program

Improvements to the content

Both of the participants (Coach A and Coach B) had useful suggestions for the program in terms of its content. The interactive workshops generated discussions with the coaches that resulted in suggestions for improving the preliminary goal setting program. Additionally, suggestions were proposed in the final conclusive interviews conducted with the coaches. Some modifications to the program were done by the consultants during the process of reflecting and adjusting to coach's actions throughout the educational process. The final program with notes and added suggestions is provided in the Appendix (Appendix 7).

Improvements to the educational process

Overall, both of the coaches were satisfied with the educational process and perceived the program as well-structured. Both of the coaches had some suggestions for improving the process as well. Firstly, it was pointed out that there was a lot of information to handle at first, but the issue of confusion faded along the process, as commented by Coach A:

Maybe in the beginning, for the first of the first two workshops, there was so much new information that umm...it was hard to get a real grasp on the things, but as we moved on, everything became clear what we talked about in the first two-three sessions.

Therefore, it was suggested to adopt a slower pace in the first sessions and add some more practical exercises for ensuring the clarity on the topic.

Secondly, the coaches had suggestions in terms of examples and practical part of the workshops. Coach B suggested using more real life examples when discussing the topics and adding visual materials to the learning process, especially from his own sport. This should be taken into account when working with a specific coach to make it easier for them to relate the theoretical knowledge covered to his own practice. In

addition, Coach A suggested adding even more practical exercises to the sessions and did not perceive lengthening the session as a problem, as he stated “so if you add like one 10 min exercise there, I think that's not too much and the exercises are kind of different than just listening, when you are doing yourself, so the time doesn't bother that much.” Therefore, integrating practical exercises when presenting the theory is considered an effective way to enhance the learning process and ensuring understanding the topics covered.

7.3.5 Evaluation of the program by the consultants

Consultants' feelings and the antecedents

Both consultants experienced more positive feelings during the workshop, feelings of excitement, happiness and confidence were mentioned. The main reason behind positive feelings was coaches' active behavior during the workshops, e.g. asking questions, engaging in discussions and sharing his experiences. For example, Coach A was actively applying some of the new things learnt in the workshops (i.e. performance profile, introductory session with his team on different types of goals and SMARTS+ model), which increased consultant's positive perceptions of the process. Coach B was active in discussing the topics on the light of his own long-term experiences in working as a coach. In addition, Coach B showed active integration of the new information to his previous knowledge, e.g. expressing his thoughts on the topics covered in the session in relation to his own experiences.

Although, overall perceptions on the process were positive, there were some instances, where the consultants experienced short-term negative affect. These instances were related in Coach B's case to his impressive experiences in coaching and asking some questions, the consultant had to take time to answer to, which decreased consultant's self-confidence a little. When working with Coach A, the consultant's negative feelings were associated with coach's inactive behavior during one session and slight disruptions in the flow of the workshop, e.g. external distractions, issues with the meeting room.

Lessons learnt

Firstly, in terms of the structure of the workshop, using interactive teaching approach including discussions, asking questions and integrating practical exercises, the length of the session increased and the outline of the workshop might need adjusting as was

shown when working with Coach A. On the other hand, when the session's duration was extended, as was the case with Coach B, all topics included in the preliminary plan were covered during the sessions.

Secondly, both consultants emphasized the importance of combining theory with practical exercises and linking those with coaches' own practice. Workshops with Coach A proved the effectiveness of using examples from real situations to keep the coach involved in the topic. From experiences with Coach B, asking questions related to practical applications of the theory to his own practice proved useful for making the coach think and reflect which in turn increased his understanding on the topics.

Mutual learning

Workshops with the coaches provided learning opportunities for both consultants as well, as is evident in action research. Both consultants expressed that they were not only teaching the coaches, but also were constantly learning themselves through discussions with the coaches. During the process of the workshops, the consultants were responding to coaches' behavior and comments during the workshop and reflecting on the process after the workshops, which made them think about the topic from different perspectives and added to their knowledge on it.

On another note, constant analysis of their work after the workshops provided valuable information to make changes during the educational process when needed. In addition, when working with Coach B, who asked lot of questions during the workshops, the consultant engaged in conducting additional search on the topic and even turned to colleagues for advice.

Mutual learning process also contributed to the development of consultants' personal educational style. As the consultants had the coaches' needs as a reference point to adjust the structure and flow of the workshop, they were building their own teaching style. Both consultants received positive feedback on the teaching style used from the coaches, as stated by Coach A: "For me it worked really, really well. So...I don't know if my learning style was the one that you provided, because it was really comfortable..." It was further elaborated by Coach B:

Maybe a little bit got lost in language translation...but then that's the same with me when I speak Finnish. When you speak in a foreign tongue you lose that

piece of feeling of the multiple meaning behind the words. But I would say I was very happy with you.

Therefore, the consultants learned how to adjust their teaching style according to the needs of the coaches and have referral points for the future when encountering similar settings.

8 DISCUSSION

The current study aimed at improving coaches' knowledge on goal setting, developing a goal setting program for coaches to use in their everyday practice and evaluate the program in terms of content and applicability from the coaches' perspective in their sport. The second aim of the study was to evaluate the educational process in order to provide more information on coaches' education and make suggestions on how to run educational programs with the coaches. The results of the study are discussed in the light of prior research on goal setting, coach's education and recommendations for implementing educational programs with the coaches are offered. Also some suggestions for future research are recommended.

Overall, the preliminary program was conducted with both coaches with no major changes to the content. As both coaches evaluated the program as applicable in their practice and showed motivation in using it with their athletes, it can be said that the content of the program met the needs of the coaches and was seen as relevant and important, which has been found to be important factor in coach's education (Vargas-Tonsing, 2007; Wiersma & Sherman, 2005).

Previously, lack of knowledge and practical training has been stated as some of the main barriers in using psychological skills training in their practice (Gould, Damarijan, & Medbery, 1999; Grobbelaar, 2007). Therefore, the current study aimed at increasing coaches' knowledge on and providing opportunities for adopting the skills to be able to implement mental skills training technique (i.e. goal setting) in a team setting. Coaches' main concern in using the technique was related to time issues that has been also brought out as a barrier in previous studies (Weinberg et al., 2001). Although, the results of the study suggest that time issue is seen as something that can be overcome that was seen as a necessary investment at the beginning stage to ensure the effectiveness of the technique. Therefore, more emphasis should be put on increasing the knowledge and teaching skills for implementation.

Importance of teaching goal setting to their team gradually was noted by Coach A in getting his team first familiar with different types of goals and how to set those before moving further. This has been emphasized as a crucial aspect for goal setting program to be effective (Widmeyer & Ducharme, 1997).

In addition, both coaches mentioned the need to consider individual characteristics of the athletes when applying goal setting program with their teams. Taking an individual consideration into account as a part of transformational leadership behavior has been one of the most influential behaviors in affecting athletes' positive development (Vella, Oades, & Crowe, 2012).

The results of the current study showed that taking part in the workshops not only improved coaches' knowledge and skills in terms of goal setting but also in communicating effectively with athletes and parents. Involving parents and enhancing supportive environment have been mentioned as building blocks for creating a positive training climate (Fry, 2010). Also coaches have noted effective communication as an important part to be included in coaches' training (Vargas-Tonsing, 2007) and showed interest in learning more about communicating with parents (Banack, Bloom, & Falcão, 2012). A combination of transformational leadership behavior and quality of coach-athlete relationship has been found to have a positive effect on athletes' positive development (Vella et al., 2012). Therefore, when educating coaches, not only goal setting technique, but also effective communication and enhancing mastery-oriented climate should be addressed in educational programs to enhance athletes' positive development.

The coaches were different in coaching background, age, nationality and learning styles. Thus, the consultants also adopted different teaching styles according to the needs of the coaches and took an individual approach, which has been considered important when educating the coaches on psychological skills training (Callow et al., 2010). The consultants were focused on getting to know the coach's learning style and preferred learning mediums and matching their teaching style accordingly. This was in line with neuro-linguistic programming model that states that people differ in primary representational systems (i.e. in how they see and interpret the world) and effective communication relies on consultant's ability to matching client's representational system (Heap, 1988).

Practical experiences and handouts that were used during the workshops were evaluated as helpful in the learning process by both coaches. This confirms previous research on providing hands-on workshops, where coaches could practice the things they learn, was seen as important in coaches' education (Wiersma & Sherman, 2005). Also the content

was rated as useful and applicable in team setting, which has been noted as an important aspect in coaches' education by the coaches themselves (Vargas-Tonsing, 2007; Wiersma & Sherman, 2005). The coaches have also noted the importance of combining psychological issues in further education (Vargas-Tonsing, 2007).

Coach A suggested that in organizing the workshops there would be sessions with the consultant after having chances to apply the technique. This is in line with previous research, where providing guidance during the training was considered important by the coaches (Callow et al., 2010). The results of the study add proof to the suggestion of periodizing consultation sessions (Pain et al., 2012) or including follow-up sessions (Jones, Morgan, & Harris, 2012) to increase the effectiveness of the educational process. The need for having the coaches move towards implementing the new knowledge with their athletes (Edwards et al., 2012; Paquette & Sullivan, 2012) has been suggested as an important part in their education.

One prerequisite for applying the technique is, in addition to theoretical knowledge, confidence in applying the technique (Callow et al., 2010). In the current study, both coaches stated that through the workshops got more knowledge about goal setting and also felt themselves more confident in using the technique with their athletes. Therefore, educators working with coaches need to pay attention to improving coaching education that has been found to play an important role in coaches' confidence in using new knowledge (Sullivan, Paquette, Holt, & Bloom, 2012). Based on the results of this study, taking a practical approach in educating the coaches should be adopted in order to increase their confidence in using their new skills.

In the study the consultants were acting as collaborators with the coaches, which is characteristic to action research (Kidd & Kral, 2005). By constantly adjusting to their coaches' behavior and reflecting on their own teaching style and its effectiveness, the consultants paid more attention to their own behaviors in the process of educating and how it influences others' learning and perceptions that has been noted as one of the benefits of reflective teaching (Jones et al., 2012). Conducting self-reflection after each session was helpful in increasing consultants' self-awareness. Becoming more aware of their own behaviors and increased knowledge-in-action base have been shown to be some of the benefits of reflective practice (Anderson, Miles, Mahoney, & Robinson, 2002).

Throughout the educational process, the consultants were involved in decision making and adapting to the flow of the workshop, which is in line with seeing the interaction between a consultant and a client as a dynamic process not a single function (Martindale & Collins, 2012). Therefore, adopting an action research approach to working with clients and constant reflection of one's behaviors could prove efficient in matching the dynamic nature of the interaction between a consultant and a client. It has also been suggested that reflecting on the process of one's applied experiences might provide beneficial information on which approach to use in specific situations (Martindale & Collins, 2012).

8.1 Limitations and strengths

The current study focused on providing individual training to coaches on goal setting in sport. This proved to be beneficial in taking coach's individual needs into account that might be otherwise suppressed by the dominating voice when having group education sessions (Jones et al., 2012).

The current study provided in-depth accounts of coaches' experiences and perceptions from different generations that pointed out aspects to consider in coach's education and learning styles according to age and expertise. Additionally, taking an action-oriented approach in applied work helped to increase the knowledge base of working with coaches in providing educational services. The current study also contributed to the development of a practical tool that sport practitioners can use in their everyday practice. Implementing a goal setting program with the athletes has been suggested to enhance coach-athlete interaction (Maitland & Gervis, 2010). Therefore, adopting an indirect approach for implementing goal setting program has a relationship enhancing aspect in addition to other positive outcomes of goal setting, e.g. enhancing commitment, providing a shared vision, increased team cohesion and team work, enhanced positive effect etc. (McCarthy et al., 2010; Rovio et al., 2009a; Senécal et al., 2008).

The current study had some limitations that need to be mentioned. Due to small sample size that was in line with the study design, the results could not be widely generalized. This was addressed by having cases from two different generations with different athletic and coaching background to increase the generalizability of the results.

Data was gathered through self-report measures and self-reflections, therefore it is subjective in nature and might have affected the validity of the results. For this reason, member checking was used to increase the trustworthiness of the study.

Data gathered in the final interview could be affected by selective memory bias, e.g., recent workshops were remembered better than the first ones. Having the coaches reflect on every workshop immediately after conducting those was considered too time consuming for the coaches, therefore it was not employed. To reduce the time, needed for evaluating every workshop, a specific evaluation form can be used, e.g., that has been developed by Partington and Orlick (1987).

Encouraging coaches to reflect on and discuss the issues with the consultant led to discovering areas in need of improvement and willingness to act on it with their teams (Pain et al., 2012). Therefore, future research could integrate coach's reflections in the educational process as well.

Using a foreign language to communicate throughout the study (Coach A was Finnish), could have affected the results, although participant's English was on expert level. To overcome the issue of misinterpretation, member checking was used.

8.2 Future directions

Based on the perceptions of the coaches, no objective evaluation on the applicability of the developed goal setting program can be made. Therefore, there is a need for follow-up studies on the program's effectiveness from the coaches' as well as athletes' perspective. In addition follow-up studies on coaches' behavior change, especially whether they implemented the new knowledge is needed, as has been suggested previously (Langan, Blake, & Lonsdale, 2013).

Future studies should integrate more objective measures (e.g., having an observer reflect on the educational process and conduct the final interview, using quantitative or mixed methods etc.) to add to the validity of the process and the program. As the current study had only male participants, further research should address female coaches as well. Evaluating the applicability of the program in different types of sport is needed to increase the generalizability of the results from this study.

8.3 Conclusion

The results of the current study show the importance of providing coaches not only theoretical knowledge but also practical tools that they could integrate in their practice. The goal setting program was evaluated as applicable and relevant in terms of content, which adds proof to the value of using goal setting in a team setting and also the benefit of adopting an action-research approach in consulting practice.

Previous studies have revealed that coaches see the importance of further education, when it is conducted in a practical format and covers relevant topics (Callow et al., 2010; Vargas-Tonsing, 2007; Wiersma & Sherman, 2005). Therefore, the educators need to find ways to combine theoretical knowledge and practice to enhance coaches' professional development and develop more practical tools, such as the goal setting program in this study that could be used in sport practitioners' everyday practice.

Providing opportunities for professional development and enhancing motivation for further education is crucial to have more exceptional coaches like John Wooden, whose success was in large part based on his constant self-development and will to learn (Ermeling, 2012).

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Appendix 2

University of Jyväskylä
Department of Sport Sciences
Enhancing Coaches` Professional Development: Designing a Goal Setting Programme

Master`s Degree Program in Sport and Exercise Psychology

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We are students in a Sport and Exercise Psychology Master`s Programme at the University of Jyväskylä. Our Master`s Thesis project is aimed at designing a practical goal setting tool for sport practitioners to use in their everyday practice. During the final interview you will be asked to reflect your experiences, thoughts and opinions about the content and educational process of the workshops.

All information will be kept confidential. Only the researchers and thesis supervisors mentioned above will have access to this information. Upon completion of this project, all data will be kept in a secure place that is accessible only to the researchers.

Participant`s Agreement:

I am aware that my participation in this interview is voluntary. If, for any reason, at any time, I wish to stop my participation, I may do so without having to give an explanation. I understand the intent and purpose of this research.

The researcher has reviewed the individual and social benefits and risks of this project with me.

I am aware the data will be used for a Master`s Thesis. I have the right to review, comment on, and/or withdraw information prior to the paper`s submission. The data gathered in this study is confidential and anonymous with respect to my personal identity.

I have read the above form, and, with the understanding that I can withdraw at any time, and for whatever reason, I consent to participate in this interview. I grant permission for the use of this information for a Master`s Thesis.

 Participant`s name & signature

 Date

 Researcher`s name & signature

 Dat

Appendix 3

Preliminary interview questions

- Building rapport (around 10 minutes)- general conversation just to make the coach feel comfortable
- Defining goal setting
- Coach`s background
- Knowledge about sport psychology, in particular goal setting
- Previous experiences in using any techniques

When we talk about goal setting, we mean a psychological technique to achieve one's goals, based on a principle that goals need to be specific, measurable, action oriented, realistic, timely and self-determined, set in a positive way and collaboratively. It can be easily remembered by an acronym SMARTS+.

Goal setting has proved as a useful technique in team building, therefor we consider it one of the most important ways to build a successful team.

Preliminary interview protocol:

1. What are your expectations about this programme (if you have any)?
 2. What are your experiences as an athlete yourself (if you have any)?
 3. What is your coaching experience? (how long, what kind of teams)
 4. Are you familiar with sport psychology (education, information from other sources)?
 5. What has worked for your team previously (if you have used some techniques before)?
 6. We are interested if you have used goal setting? How?
 7. Are you familiar with performance profiling or scale approach? If yes, then how?
- Thanking the coach, introducing the programme and setting preliminary timeline (when to start, how much it lasts)
 - Stress flexibility and putting him/her as a center
 - Set a time for the first workshop

Appendix 4

Evaluation interview questions

The following questions are designed for the final interview of the educational workshops in goal setting. Feel free to use these questions to think back about the process of the educational workshops. Your feedback on the process is a valuable part of making improvements in the preliminary program as well as style of teaching and delivering the content. We recommend being honest and critical when providing us the feedback, which would be used for analyzing the process and the goal setting program.

1. What are your thoughts about the technique of goal setting as it was presented in the workshops?
2. How could the goal setting program be improved in your opinion?
3. What were the strengths of the program in your opinion?
4. How do you think you could apply the knowledge in your practice (in terms of theory/practical exercises/additional materials)?
5. How do you feel about the educational delivery style of the consultant?
6. How would you describe the consultant's interaction style?
7. How did you overcome obstacles during the learning process?
8. Is there anything else you would like to add?

Appendix 5

Description of the intervention case with coach A

Case 1: Experiences with Coach A

Background

Coach A was a 24-year-old basketball coach, who was at the time of the study working as a head coach for a women's top league team in Finland. He got involved in basketball in the 3rd grade and played in junior teams until the age of 17-18. While he was playing still himself, he started coaching as well. At the age of 16, he started coaching a junior team, mainly consisting of 10-year-old players. He coached the team for 3 years.

He has also played for the men's 2nd, 1st and top league teams. During these years, he took a break from coaching and started again 2,5 years ago as an assistant coach for the same team he is coaching as a head coach during the time of the study.

Concerning his background in sport psychology, he had read some books by other coaches, but had not received any formal education in the field. He had been previously using goal setting occasionally without any systematic knowledge about it. Also he was not familiar with performance profiling. He expressed his willingness in using goal setting more, if he would have had more knowledge and skills with that technique. Therefore, his expectations regarding the study were to get more knowledge and practical techniques to use in his own practice.

Workshops

Workshops with Coach A consisted of 5 sessions conducted on a period of 2 months. The sessions took place in a meeting room in university library to ensure environment with no distractions and to keep academic atmosphere. The following is a description of the educational process of a series of workshops on goal setting with Coach A. The preliminary plan worked as a guidance to conduct the workshops, although some small modifications to the preliminary plan were done during the process according to the flow of the workshops.

Workshop 1

In the first workshop, the introductory part of the session was planned to involve introduction of the blog designed for this study and discussing participants' freedom to give feedback and asking questions during the sessions. The content of the first session was planned to involve introduction of performance profiling and scale approach as setting the stage for goal setting. Firstly, benefits of performance profiling, both on the team and individual level, were introduced. This was followed by providing information on applying the technique through analyzing different examples of filled profiles.

Examples of performance profiles used in the session included ideal compared to current ratings on different characteristics (psychological, technical, and physical characteristics), coach's ratings compared to athlete's ratings and ratings at different times (e.g. prior to a training camp vs. after the training camp, at baseline and after a certain number of weeks etc.).

Secondly, coach was asked to practice performance profiling method by generating the characteristics and then rating the team's current standing on those. He was given time to come up with characteristics that an "ideal team" would need to possess.

Thirdly, role-play was conducted, so that the consultant filled in the profile on the characteristics previously developed by the coach as "a player" and had the coach discuss the discrepancies between his own and "player's" ratings, bringing out strengths and areas in need of improvement.

All the above took around 65 minutes, which left no time for discussing the scale approach that was planned according to the preliminary plan and the consultant concluded the session. In the conclusive part, the consultant asked if there were any questions about the content, but there were none. The session was concluded with setting a time for the second meeting.

Workshop 2

The session started, as in all the following sessions as well, with asking the coach about his week and giving the outline of the workshop for the coach to have an overview of the content. There were no questions concerning the topic and the coach agreed with the outline of the workshop.

After the introduction, three types of goals (outcome, performance and process goals) were introduced to the coach. Main function of different types of goals was discussed along with timing issue and how to combine the three types. Following, an exercise to identify the three types was conducted with the coach to test his understanding on the differences between the three types. In the exercise, the coach read some examples of goals written on a paper by the instructor and had to identify, whether it was outcome, performance or process goal. He successfully identified the three types of goals based on the examples.

Next, setting goals in various areas was discussed and linked to performance profiling (introduced last time) that included characteristics in physical, tactical and psychological areas. Link between the sessions was built so that characteristics, generated for the performance profile exercise in the last session, were used to develop goals to improve the level on those characteristics. Discussion on the benefits of including different areas followed. In addition, application of different types of goals with his team was discussed.

An acronym SMARTS + (explained in Appendix C) that included the main principles in goal setting was introduced to the coach. A handout with the explanation and main principles in goal setting was provided as well. Coach's understanding was tested with an exercise, where coach was asked to improve some "wrongly" stated goals according to SMARTS+ principle.

Overview of the main principles of goal setting and the importance and rationale behind those were discussed with the coach. At first, the consultant asked the coach to explain the rationale behind the principles and then commented his answers and added extra information when needed. The coach also expressed interest in introducing the main principles to his team, so issues related to having a session with his team were discussed.

Next, differences between individual and team goals were discussed. The importance of setting individual goals so that they would be in line with team goals was emphasized. The benefits not only to the team but also for the individuals (i.e. increased commitment, seeing their contribution to team's success and increasing their sense of belonging in the team) were mentioned.

Although the preliminary plan had a separate section for short- and long-term goals, it was combined in the discussion of goal setting principles and there was no need to point it out later separately. Due to limited time some specific exercise suggestions from the preliminary program were left out during the actual session (i.e. staircase and goal ladder).

Instead, suggestions on how to conduct the introductory session on main principles and generating team goals were discussed during the workshop. The coach was suggested to introduce main principles of goal setting to his players and conduct an exercise with his team, e.g. dividing his players in small groups and have them generate team goals for the current season.

All in all, the content of preliminary plan was covered in the workshop, although some topics were covered more intensively (SMARTS + principle) than others (short- and long-term goals, individual vs. team goals). It was considered reasonable to change the amount of time spent on some topics according to the flow of the workshop.

Workshop 3

Prior to the third workshop, it was evident that the content according to the preliminary plan might be too extensive to cover in one session. So when introducing the outline of the workshop, it was mentioned to the coach that last part in the outline (i.e. feedback and evaluation) might be discussed in the next session.

Firstly, as a way of linking the sessions and reminding some important points, an exercise about identifying three types of goals was conducted with the coach. It served a purpose of making sure that the coach had understood the differences between the types.

Secondly, differences between practice and competition goals were discussed. As in previous sessions, the coach was asked first about his ideas on the topic that set the stage for further discussion. The following discussion covered issues such as differences in focus, mental skills emphasized, level of difficulty and types of goals used.

Thirdly, action plan to reach goals was conducted with the coach. According to the preliminary plan it was supposed to be conducted through a provided example, but as Coach A had showed his willingness to use examples from his own practice, it was considered a better strategy to start compiling an action plan. The steps in constructing an action plan (Burton & Raedeke, 2008) were introduced: identifying the problem,

analyzing it, developing ways to fix the problem and constructing a specific plan. Coach A was aware that main type of goals used in action plan was process goals.

Fourthly, importance of recording the goals was introduced. The coach was asked how this could be made more effective, that generated a discussion on the benefits and down sides of public and private posting. Also some specific techniques to use, e.g. public posters, goal-keeper strategy, goal setting forms and cards, were suggested and handouts provided with specific examples.

The session was concluded in the same way as the previous ones. The consultant asked the coach if he had any questions and concluded the session by setting a time for the next meeting.

Workshop 4

Preliminary plan was modified already prior to the fourth workshop, because two topics (i.e. feedback and evaluation) were left out from the previous session and were integrated to the fourth workshop. During this workshop, all topics that were included in the plan were covered.

When introducing the outline of the workshop, the coach mentioned that he had already conducted a first introductory meeting with his team. This was briefly commented on and turned back to in the last part of the session. He had managed to introduce SMARTS+ principle and the 3 types of goals (i.e. outcome, performance and process goals) to the players and gave them a homework assignment of setting three different types of goals. His main concern about applying the technique with his team was more in terms of performance profiling, especially on how to enhance developing different characteristics and to make those more specific. This generated a discussion and possible solutions were offered (see Table 1 below).

After discussing coach's experiences on applying the technique and addressing some issues related to that, the session continued according to preliminary plan. First topic of the session covered principles of providing feedback. Positive (i.e. using positive and constructive feedback) and negative approach (i.e. using punishment and criticism) on giving feedback were introduced to the coach and effects of both approaches on players' performance and well-being were discussed. Sandwich approach (Danish, 2002), consisting of three layers (positive comment, constructive comment and suggestions for

improvement) was introduced as an effective model of giving feedback. In addition, timing (right after a behavior/performance) and focus of feedback (directed towards a behavior that is under one's control and can be changed) were discussed. To ensure coach's understanding of giving constructive feedback, role-play was conducted with the coach on giving constructive feedback.

Second topic to be discussed was evaluation. Important points in evaluation process, e.g. on-going evaluation, using different forms (examples from the handouts provided last time were reminded) and suggestions for using feedback effectively, were introduced.

Third topic focused on team goal setting process that was discussed on an example of his experiences with his team so far. Main principles in team goal setting were reminded during a discussion on the process of team goal setting (Eys, Patterson, Loughhead, & Carron, 2005) that involved 3 stages: 1) introduction and rationale of team goal setting, 2) monitoring the progress, 3) providing feedback and evaluation.

Session was concluded as the previous ones (i.e. questions section and setting a time for the next meeting). Additionally, the outline of the last session was introduced and a possibility to discuss coach's experiences with applying the technique was mentioned.

Workshop 5

In the first part of the workshop, the process of goal setting including the phases that should be followed was introduced to the coach. Goal setting system (Gould, 2006), including planning phase, meeting phase and follow-up phase, was discussed on an example of his experiences with his team.

Second part was about different problems and remedies that could come up during application of goal setting with his team. The main problems discussed included lack of motivation, setting unrealistic goals, setting too many goals at the beginning, discrepancy between individual and team goals and inefficient feedback. At first the coach was asked to give his own examples on possible problem situations and suggest solutions for solving them. Subsequently, discussion emerged, where the consultant commented on his suggestions and added other possible solutions (see Table 1).

According to preliminary plan, the next topic was about tips for making goal setting effective. As it was already integrated to the previous discussion on possible problems

and remedies, the time left for the workshop was used for introducing the effects of different motivational climates on the effectiveness on goal setting. The benefits of developing mastery-oriented climate (Ames, 1992) and some tips for reinforcing it (e.g. reinforcing setting performance and process goals, increasing open communication with his players, giving positive and constructive feedback etc.) with his players were introduced to the coach. Although, in the preliminary plan, there was supposed to be role-play in this section on different situations, how a coach could integrate different techniques for reinforcing mastery-oriented climate, due to lack of time, this step was skipped.

In the last conclusive part, Coach A was thanked for participating in the workshops. He was also introduced with the final interview and setting a time for the last meeting. Once again, it was emphasized that his ideas and perceptions about the content and educational process should be expressed as freely as possible.

Appendix 6

Description of the intervention case with Coach B

Workshops

The goal setting workshops were planned within 5 sessions, split into several topics. Every session lasted about one hour. The whole educational period took about 2 months. The sessions were organized at the University meeting room. The format of workshop was in a form of interactive discussions and practice exercises with sport psychology consultant and the coach. Although, the workshops had the preliminary established plans, the consultant did modify the content of the workshops according to the coach's needs. Below, the description of the workshops process is presented.

Workshop 1

After the first meeting with the coach it was agreed to schedule preliminary interview and first workshop at the same time. The preliminary interview was directed mainly on discovering coach's background in sport, his knowledge and previous experiences in sport psychology field and estimated his expectations from these workshops.

As workshop started, during first 20 minutes the preliminary interview was conducted. The coach shared the information about professional background, some experience in application of sport psychological techniques into his coaching style (visualization before the game and others) and told his expectations from goal setting workshops.

Before proceeding with the main content of the 1st workshop, the consultant briefly introduced what was goal - setting and notion of goal, what were the benefits of goal setting in sport both on the individual and team level. From this short presentation the consultant built a bridge towards the importance of pre- goal setting evaluation so to define the areas where goals could be set. For this purpose, performance profiling method was introduced. The coach and the consultant discussed the benefits of this method, possible application strategies, went through the method's procedure, focused on the examples from coach's sport (football). Performance profiling was introduced both for the individual and team level application. Then the coach and the consultant continued with the practicing how to use performance profile in football. Due to the lack of time within one workshop, it was impossible to complete performance profiling exercise and the coach said that he would like to practice more at home. The coach shared that he would like to spend more time for reflecting on performance profiling

procedure and its applicability in his sport. At the end of the workshop the coach had time for questions and comments. The day and time of the next workshop were discussed accordingly.

Workshop 2

The second workshop happened to be more football specific and filled with the discussion on particular cases and examples, suggested by the coach.

In the debriefing part the coach was asked by the consultant on how he felt about previous session, if he had any questions or comments or maybe he wanted to share something. The coach confirmed that what was discussed last time was very useful and applicable. The coach shared that he preferred to involve this new knowledge step by step into his practice, always keeping it in the back of his mind. For example, now after previous workshop, when the coach started the conversation with his athletes, he asked them how they felt and tried to make them think/ reflect about possible goals for the training session. As the coach recognized he did not use to ask his athletes such kind of questions, the consultant noticed the beginning change in coach's behavior, as well as coach's reflection on previous workshop.

During this session, the consultant and the coach started to practice setting different types of goals in sport: performance, process and outcome goals. The importance and functions of these types of goals for the athletes and team were discussed. The coach was given one exercise where he should split different goals according to three main types.

Next, SMARTS+ model was introduced. The consultant asked the coach to think on few goals' examples from his sport and formulate them according to SMARTS+ principles. Additionally, the consultant provided the coach with the example of goal that was formulated according to the SMARTS+ principles and discussed once again the principles.

Then, the consultant introduced staircase exercise, exercise with moving from outcome to process goals and goal ladder exercise for practicing the setting 3 types of goals and formulating them according to SMARTS+ model. After that, the coach was given time for questions and comments. The day and time for the next session were set.

Workshop 3

The consultant and the coach started with the discussion on the previous session, where the main learning outcomes from the last workshop were wrapped up. The coach commented regarding the content studied so far as up to date and practically applicable to his sport. The coach confirmed that he was in a process of the reflection that actually was stimulated by these educational workshops. As the coach was sharing some of his insights, he was giving explanative examples that allowed demonstrating his thinking process. To support above mentioned, as an example, the coach described one case when he started using goal setting in his conversation with one parent regarding the possible progress of this parent's son in football academy. The coach was referring to different types of goals as an example of building a vision of player's development in the team. According to coach's perception, using goal setting gave him a base for establishing such kind of conversation with a parent and made it more constructive. Additionally, at this workshop, the coach started to think and to talk about the possible start of goal setting intervention with his team at the beginning of a new season.

Next, the consultant proceeded with the main topics for the current workshop: particularly the discussion on the process of setting different type of goals for practice and competition was initiated. The idea behind the discussion was to stimulate coach's thinking on what goals should be set for practice and competition and how setting goals could be utilized for the benefit of the athletes and the team. The consultant was linking the goal setting with bigger psychological categories in sport, like motivation, team and individual efficacy believes, so the coach could estimate the potentials of goal setting impact on athletes' performance and development.

For the practice purposes, the coach was asked to come up with the outcome goal for every practice and link this goal (s) with subsequent process and performance goals. This exercise demonstrated to the coach how he could explain the athletes the reasons of doing particular training routines at practice in order to support and boost their motivation during practice.

After that, the consultant switched coach's attention to the process of setting goals for the competition. The discussion on this aspect revealed coach's concerns regarding matching team and individual goals in one game. The coach realized that because of individual differences in perceptions of what would be important and required in

athletes' performance could create misunderstanding during the game situations. In that case, the coach started to see a way of bringing his athletes towards one shared vision through setting the team goal (s) before every game. Subsequently, these team goals could be a starting and reference point to set individual goals for every athlete/ playing positions for the game.

In order to provide the coach with some practical tools, an exercise for setting practice and competition goals was introduced. The idea of this exercise was to specify the particular tasks the team and the players should execute during the game or training, and then evaluate the performance with assigned points (Locke & Latham, 1985). When practicing this exercise, the coach could evaluate possible advantages and disadvantages of using the technique with his team. Advantages were associated with visible representation of the tasks and their evaluation, good structure for goal setting. Disadvantages were associated with the technical part of performing evaluation (e.g. who and when should perform the evaluation, how to develop an effective point system).

The next aspect of the workshop was related to the development of goals related strategies and plans. The coach was reminded about already studied goal ladder and staircase exercises, as well as introduced with some new practical options. One of them was introduced as completion of goal achievement cards (Gould, 2006). After this exercise, the coach got an idea how to record goal achievement strategies, perform the evaluation and set the timelines.

Then, the workshop continued with practicing the existing strategies of recording the goals. Such recording strategies as: goal setting follow-up sheets, goal setting card for selected skills or techniques, goal commitment card and others (see the workshop program for reference in Appendix 7).

The last sub-topic, covered at this workshop, was related to giving the feedback on goal setting. The importance of providing the feedback on goals' achievement progress was emphasized for the coach and existing approaches of giving the feedback were discussed. The coach was suggested to use a performance evaluation cards (Gould, 2006). Performance evaluation cards could allow the coach providing the constructive feedback for the athletes, based on available statistics or coach's evaluation points system. Also, the advantages of starting the feedback with positive aspects but in a

constructive way were emphasized. After positive aspects in athletes/ team's performance the coach could continue discussing the mistakes. The coach was advised that in some cases he could provide the feedback on the mistakes in a written form and personally discuss with every player ways of improvement. All -in -all, the current session appeared to be quite intense with a focus on practical applicability of the exercises suggested.

Workshop 4

This workshop started with the update from the previous session because the consultant believed that some specifications on the previous topics were necessary. As usual, the coach was involved into the active discussion and given time for questions and comments. The coach shared his reflections regarding particular aspects of the topic and the consultant proceeded with the plan for the current workshops.

Straight from the beginning of the workshop, once again the discussion of the importance of giving the feedback to the athletes followed. "Sandwich approach" (Danish, 2002) was discussed with the coach. Particularly, it was agreed that giving the positive constructive feedback as the 1st stage of feedback process would result in better outcomes for the player and his/her performance. Based on his personal coaching experience, the coach admitted that giving general positive words without any emphasize on the athletes' progress or specific good aspect of player's performance would not work out as a motivator. Surely, when the coach positively reacts on the successful result of the team's performance it brings satisfaction for the players. At the same time, being constructive in the feedback can stimulate the athletes to do more and be motivated to develop for further achievements. The coach confirmed that giving descriptive positive feedback and reinforcements were absolutely essential in coaching practice.

Another aspect that was repeatedly emphasized for the coach was the providing the goal support for the athletes. This social aspect of goal setting plays an important role in players' determination and persistence towards achieving their goals. A coach agreed that he as a moderator of the goal support for the player should pay more attention to athletes' social environment and involve important others into players' goal setting process.

When the main principles of individual goal setting were covered, the consultant switched the focus of coach's attention on the level of team goal setting. Although, individual and team goals were already in the focus of previous workshops' discussions, the instructor believed that it was important to emphasize the difference and possible consequent contradictions between these two types of goals. The principles of team goal setting were reviewed and discussed with the coach.

When the coach got an understanding on the main principles of team goals, the consultant proceeded with the discussion of the planning, implementing and evaluation the goal- setting program. Main stages of goal- program were emphasized in details. Then, the example of tested goal setting protocol in the research of Bloom et. al (2008) was suggested, as well as the case from Weinberg's research paper on goal – setting for coaches (Weinberg, 2010).

Workshop 5

The last workshop was a conclusive session with coach that allowed to summarize everything studied before and to focus on the problems and challenges that the coach could meet on his way goal setting practice in the team. The coach recognized that the previous sessions were valuable and stimulated his reflections on goal setting, made his knowledge about this topic more clear and systemized.

The consultant and the coach started with the debriefing from the previous session where the consultant once again emphasized to the coach the importance of systematic approach towards the goal setting intervention in a team. The coach was told that educational phase was very crucial so to make sure that athletes would know how to use goal setting in a right way, how to formulate right types of goals and the purpose of goal setting etc. Otherwise, if the coach does not spend enough attention and time for educating his athletes, he can harm their experience and perceptions of goal setting that will consequence in the lack of trust towards this technique and lack of reliability. The coach should have a regular track of athletes' goal setting process, support his athletes and check how they manage to set effective and workable goals. The coach agreed on this and promised to be very careful when planning and implementing goal setting intervention with his team.

Then the consultant proceeded introducing the main problems and obstacles that a coach could meet while implementing goal setting program; First, it was discussed how

to convince athletes to set goals. Particularly, that setting too much goals can cause pressure and a lot of distraction in athletes' performance. The coach was advised that at the early start of goal setting intervention, it would be better to focus maximum on 3 goals and increase their amount if the athletes are more experienced. The coach was warned that previous negative experiences in setting goals could affect athletes' motivation for goal setting and his primary function either to persuade the athletes in the opposite via good example and their positive practices or establish good practices of setting goals in the team.

Next, the discussion continued with the problem of failing to set specific goals. The coach showed his knowledge and understanding why it was important to set specific goals and how to formulate the goals in action oriented terms. The coach realized that feedback would be an essential part of all goals setting process and he needed to plan the effective way of giving feedback.

Another problem was related to setting too many goals too soon. The consultant emphasized on setting one goal or two goals at the time, and that too many goals would be neglected. The coach was advised that making the short-term goals would keep the athletes' focus on the short-term improvement and maximize their enthusiasm.

Next, the consultant and the coach covered the problem of failing to adjust goals. The coach was wondering how to know when the athlete might need to adjust goals upward and downward and what would be the coach's role in this. The coach was aware that a goal should be moderately difficult but challenging so to maintain the motivation. At the same time, the consultant wanted to emphasize for the coach that an adjustment would be a normal part of the process rather a problem on the athlete's side. That's why, it is important for the athlete to be honest with him/her and do not afraid to face the failure that also will be a part of development process.

The coach was warned of possible failures to recognize individual differences and attitudes towards goal setting. The coach as an educator had to be truly creative and patient so to motivate his athletes in setting goals. As possible solutions, the consultant and the coach were discussing how to involve peers and use role models as possible motivators for his athletes.

And the last problem that was highlighted by the consultant related to an issue of not providing follow-up and evaluation. The consultant paid special attention to the issue of constant feedback and evaluation in previous sessions and here again tried to make sure that the coach had strong awareness of it.

Additionally, the consultant suggested few exercises on team and individual goal setting such as balloon game, scale approach and exercise directed on towards achievement of the goal through overcoming obstacles.

Appendix 7

Goal setting program

Based on the suggestions of coaches and consultants, additions were made after implementing the program with the coaches. They are marked in italics (CA = coach A, CB- = coach B, C = consultant) in the following program.

Workshop #1

Title: Recording and reflecting on the process. Evaluation (pre-, during- and post- goal setting)

Duration: 40 min- 1 hour

Target audience: Team coach

In the end of the workshop, coach should:

- Know how to use the blog
- Be familiar with preliminary performance profiling method
- Be familiar with “scale” approach

Outline of the workshop:

Duration	Content	Description
5-10 min	Blog	*Introducing Wordpress blog *Privacy issues *Frequency (after every session) and content of posting (materials used during workshop, different exercises etc.) <i>*Introducing a possibility to ask questions/make comments in the blog during the learning process (C)</i>
5 min	Consultant evaluation	*Explain the purpose of evaluation; stress the freedom of giving feedback at any time *Honest and critical
30-45 min	Evaluation methods: *Performance profiling	*Introduction of performance profiling: possible uses, benefits,

	*Scale approach	<p>examples</p> <p>*Phase 1: generating the items</p> <p>*Phase 2: rating on those items</p> <p><i>*When rating the items, setting the outer line of the performance profile as an ideal for the current season, instead of an ideal team (CA)</i></p> <p>*Individual and team profiles</p> <p><i>*Posting the profiles up to remind their current standing and show progress (CA).</i></p> <p>*Introducing scale approach</p> <p>*Exercises: filling in the performance profiles (team and individual), conducting one scale evaluation</p> <p><i>*When discussing the techniques, add real life examples from the coach's sport (CA and CB)</i></p> <p><i>*When there is lack of time during the workshop, have the coach practice performance profile as homework (C)</i></p>
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Evaluating the consultant:

- Freedom of giving feedback at any time
- Stress the value of being honest and critical
- Improve the practice of sport psychology consultants, which in turn would improve services provided for others

Performance profiling

Introduction:

- Discussing benefits and implications: 1) setting the stage for goal setting- identifying strengths and weaknesses, 2) Providing feedback, monitoring- increased motivation and adherence, 3) solving discrepancies (i.e. comparing athlete`s self-reported profile with coach`s evaluations on athlete`s abilities on the same scale)- structuring training sessions, shifting focus, 4) getting the athlete involved in decision-making process- increased motivation (Jones, 1993), 5) open communication climate between coach-athlete and team members and athletes were more active in individual and team goal setting (Dale & Wrisberg, 1996), 6) improved communication, increased motivation and more efficient feedback and evaluation, increased perception of control and motivation to invest into the future, also perceive the reasons behind their progress as internal, controllable and unstable, thus reinforcing internal locus of control (Weston et al., 2011)
- Introducing the idea of performance profiling by providing examples of filled profiles. The performance profile technique is based on Butler and Hardy`s (1992) work.

Stage 1-introducing the idea:

- Idea of performance profiling is introduced by providing examples of filled profiles (examples including different types, e.g. athlete/coach, ideal/current, circle/diagram). It is important to stress that there is no right/wrong answers and its` possible benefits to the athlete.

Stage 2-generating the items:

- Brainstorming on ideal characteristics of an elite athlete in their sport (coach can use prompts when athlete finds it difficult to come up with those, but labels should be generated by the athlete, which is linked to motivation, self-determination). In a team setting this could be done in small groups for about 5-10 minutes and then shared with the whole team.
- Picking the most important constructs.

Stage 3: Rating oneself on those constructs

- On a scale (1-10, “not at all” to “very much”)
- How athlete perceives oneself (or the team) now at this moment

- Ratings can be used with different focuses: comparing e.g. ideal vs. now, personal (team`s) best vs. now, coach vs. self-report, etc.

** Develop a qualitative meaning for the ratings. Generate meanings to all the numbers on a scale in a way that the players would know the meaning behind each number. These could be stated in certain behavioral terms that would represent that scale point, one scale point could have several behavioral descriptions that would describe that scale point (CB).*

The profile does not have to be in circular format, also other versions can be used (e.g. a diagram). Provide examples.

**Conducting a role play exercise with the coach:*

- 1. Have the coach fill in one blank performance profile sheet. Instruct the coach to think about characteristics of an ideal team/athlete from his/her own sport and write those to the profile. Have him rate the team/athlete on the characteristics.*
- 2. As an instructor take the role of the "athlete" and fill in the profile.*
- 3. Have the coach address the issue of point out the discrepancies on the profile between his/her ratings and the athlete`s ratings.*
- 4. Discuss the issue of pointing out discrepancies when the coach ratings are lower/higher. Encourage taking an individual approach, when addressing the discrepancies (CA), e.g. when the athlete has a high self-confidence vs. low self-confidence, youngster vs. professional athlete etc.*

"Scale" approach

- Design a scale with a description representing each scale point toward "the dream goal"
- Narrative approach: Imagine different steps on a way to dream goal; What are the feelings associated at each step? What is the situation in each step? How does the athlete see him-/herself in this situation (imagine a picture with as many details and include as many senses as possible)? Then let them explore each step and give labels.
- Let the athletes evaluate on a scale (range can vary), where they see themselves in terms of their dream goal; what it takes to get to the next step? What are the actions one needs to take to move from the point now to one step closer to "the dream"?
- Come back to the scale during the season to evaluate progress and design future plans of action, modify goals if necessary, modify training strategy if there is no improvement perceive

Workshop#2

Title: Three types of goals. Main principles of goal setting in sport. Setting individual and team goals.

Target Audience: Team coach

Duration: 40 min – 1 hour

**Consider lengthening the session to 90 min. or divide in 2 sessions to ensure coach's understanding on the topics discussed (CA)*

Workshop Goal: To introduce to the coach the principles of goal setting on the individual and team level. Practice goal setting on the example of suggested exercises.

In the end of the workshop, coach should:

- Be able to identify basic principles of goal setting.
- Practice setting different goals on the example of suggested exercises
- Be able to plan goal setting training with his/ her team
- Discover best practices and models of goal setting in sport

Outline of the workshop:

Time	Module	Description
10-15 min.	Different types of goals in sport setting.	<p>Introduce or remind the coach about different types of goals (outcome, performance, process), operating in the sport setting.</p> <p>Exercises:</p> <ol style="list-style-type: none"> 1) Ask the coach to give the example of these types of goals from his/ her sport. Does he/she understand the difference and the function of these types of goals? Discussion. 2) <i>* Have the coach identify already written goals according to the three types (C)</i> <p>Homework exercises for the coach:</p> <p><i>*Possible exercise for athletes to raise their awareness about goal setting: Divide the</i></p>

		<p>team into groups and initiate the discussion on what is goal? How they set the goals and why goals are important for their performance. Have every group is sharing their ideas and the team comes up with their understanding of goal setting.</p> <p><i>*Write down examples of different types (outcome, performance, process) of goals and how to apply? *Conduct this exercise during the session (C)</i></p>
10 min	<p>Individual and team goals. Why both types of goals are important? What is the difference and how do they match?</p>	<p>Emphasize the difference between individual and team goals. How do these goals co-exist and match with each other?</p> <p><i>*Start with setting team goals first and then link individual goals to the team goals (C).</i></p> <p>Ask to give examples of such goals in their team. Discussion. Emphasize to the coach the importance of establishing the value of goal setting among athletes both for individuals and for the team. Here to give an example of famous athletes in their sport and subsequently successful teams.</p> <p>Possible homework exercises:</p> <p><i>*Have the coach give his athletes/team the example of individual and team goals from other sport and ask to set their own goal within their sport.</i></p> <p>Group athletes by the playing positions and initiate the discussion: What every athlete should do for the team to succeed? What a team should do to perform better?</p> <p>Everybody writes on the paper the answer to these questions according to their</p>

		<p>positions in the team. Then the answers are announced by coach for initiation of the discussion.</p> <p>Ask coach's perception from this exercise and ways of adaptation in his team.</p>
5-7 min.	<p>Introduce the principles of goal setting.</p> <p>Individual level.</p>	<p>Principles of goal setting are suggested.</p> <p>Locke and Latham (1985), Weinberg and Gould (2011)</p>
10-15 min.	<p>Introduce the coach the SMARTS+ model –</p> <p>Specific</p> <p>Measurable</p> <p>Action oriented</p> <p>Realistic</p> <p>Timely</p> <p>Self –determined</p> <p>+ positive</p>	<p>Give examples of SMARTS+ goal and initiate a discussion in why these characteristics are important and can be applicable both to team and individual level.</p> <p>Exercises during the session:</p> <p>*Write examples of SMARTS+ goals, change the “wrongly stated” goals according to the principle <i>*Instead of writing, have the coach to analyze those orally (CA)</i></p> <p>Possible homework exercise:</p> <p>*Divide the team into groups according to their playing positions and ask them to formulate at least 3 goals that correspond to SMARTS+ model (e.g. during training session, during training camp etc) Initiate the discussion about the importance of setting such kind of goals.</p>
10 min	<p>Set long-term and short-term goals.</p>	<p>Explain this principle to the coach and proceed directly with the exercises.</p> <p>Exercises during the session: staircase or goal ladder exercise</p> <p><i>*When short-term and long-term goals have already been discussed during discussion</i></p>

		<p><i>on main principles, continue with the exercises without spending extra time on it (C)</i></p> <p><i>*Repeat previously suggested homework exercise (C)</i></p>
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Possible homework exercises for coaches:

Conducting sessions with his/her athlete/team.

1. Setting specific goals.

Divide the team into the groups according to the playing positions and ask them to formulate at least 3 specific goals related to their performance tasks (during the game, on the training session, during training camp etc.). Initiate the discussion about the importance of setting such kind of goals.

2. Setting long- term and short- term goals. Staircase exercise (adopted from Gould, 2006). Producing a staircase is a good option to visualize and understand relationships between short term and long –term goals. The top stair represents an athlete’s long term- goal and the lowest stair his/ her ability at the moment. The remaining steps represent the progression of short –term goals of increasing difficulty that lead them from bottom to the top of the stairs. Give an example to the athletes of such staircase and ask them to produce something similar.

**When writing down short-term goals (e.g. weekly goals) always write the long-term goal on the same sheet as well to show the connection between them (CA).*

In order to initiate this staircase exercise, direct the athletes with guiding questions:

- What is your long- term goal for this season?
- What are the abilities and skills you need to achieve this goal?
- What can you do between now and the end of the season to develop these abilities and skills?
- What will you do this week to develop these abilities and skill?
- What will you do next training sessions to develop these abilities and skills?
- What can you do now?

3. Goal ladder exercise (see below).

The purpose of this exercise is to teach how to set a goal and develop an action plan to reach that goal using a step-by-step “Goal Ladder” procedure. Goal should be set in a positive way keeping in mind the SMART+ (S- specific, M- measurable, A- action-oriented, R-realistic, T-timely, +- positive) principle.

**Not to use absolutes when setting the goals (e.g. during the whole game), because with ball games it is common to not being able to perform perfectly the whole time (CA).*

1. In the space below, write your goal for the next week/month/year/competition etc. and by what time you want to achieve that goal. Remember to set a goal that is under your own control, positive and important to you, while keeping in mind the SMART+ principle.

I WANT.....

BY.....

**Use the word “will” instead of “want” in the first sentence so to increase the possibility of “seeing” oneself achieve the goal (CA)*

2. In the section below, write down the steps you need to take to reach that goal, keeping in mind the same principles as you did previously. You can write down as many steps as you like. After noting the steps, use the space on the left next to each step to write down the sequence of the steps (1- for the step to be completed first, 2- to the step completed next etc.). On the right side of the steps, identify a date, by when you expect to complete the step.

To reach my goal, I must:	Target date
---------------------------	-------------

..... 1.....	
--------------	--

..... 2.....	
--------------	--

..... 3.....	
--------------	--

..... 4.....	
--------------	--

..... 5.....	
--------------	--

3. Use the Goal Ladder sheet to write down the goal and the steps to be completed in order to reach that goal. The step on the first line should be the one that has a sequence

nr.1 from the previous section. This ladder should be put somewhere at sight (e.g. on a wall/door/mirror/table/computer screen etc.).

My Goal Ladder

.....

(write your goal here)

Target date

Step 5.....

Step 4.....

Step 3.....

Step 2.....

Step 1.....

I am willing to work hard to reach my goal.

Signature

Date

.....

Workshop#3

Title: Goal setting in sport. Goal setting principles. Continuation.

Target Audience: Team coach

Duration: 40 min – 1 hour

**Consider leaving feedback and evaluation out of this session and integrate to the next session when there is not enough time during this workshop (C)*

In the end of the workshop, coach should:

- Be able to identify basic principles of goal setting.
- Practice setting different goals on the example of suggested exercises
- Be able to plan a meeting on goal setting with his/ her athlete/team
- Discover best practices and models of goal setting in sport

Outline of the workshop:

Time	Module	Description
10-15 min.	Debriefing from the previous workshop.	Ask the coach about his perceptions the information introduced during the previous workshop. Are there any questions? How the coach perceived the information and exercisers suggested for him? What are the perceived benefits, barriers? Any limitations? Discussion of homework exercises
10-15 min	Goals for practice and competition.	Comparing practice goals and goals for competition (differences in focus, mental skills emphasized, level of difficulty, type used) Introducing point system approach suggested by Locke for evaluating the goals. <i>*Emphasizing the focus on setting goals in areas under own control. Not to use goals related to opponents actions (C).</i>

		<p><i>*When using the point system have the points range wider (e.g. 1-100), instead of just 0 (not succeeded) or 1(successful) (CB)</i></p> <p>Exercise:</p> <p><i>*Write down practice and competition goals</i></p>
10-15 min.	Develop the plans to reach the goals.	<p>Give an example of an athlete with a goal and discuss, what could be the action plan leading to it. Provide examples of goal achievement cards (adopted from Gould, 2006).</p> <p>Exercise:</p> <p><i>*Set a goal for the team (outcome) and develop an action plan to achieve that goal (performance and process goals)</i></p>
10 min	Recording the goals.	<p>Discussion on strategies and examples on how to record the goals (diaries, follow-up sheets, goal- setting cards, commitment card, goal keeper strategy). It is necessary to emphasize the importance of posting the goals, e.g. public poster or any place where goals will be publicly seen for the athletes.</p> <p><i>*Importance of taking an individual approach which techniques would be useful with which kind of players. One technique might work for one athlete but not the other (C)</i></p> <p><i>*Evaluate athlete's confidence level on a scale when setting goals (CB)</i></p> <p><i>*Importance of providing goal support, especially when addressing the issue of modifying the goals not to decrease athlete's self-confidence (C)</i></p>

10 min	How to provide feedback for the goals. Evaluation process.	<p>Emphasize why feedback is important and to share with the coach possible feedback strategies (sandwich approach- Danish SUPER program, 2006).</p> <p><i>*Conduct a role play with the coach on using sandwich approach for feedback (C)</i></p> <p>Providing examples of feedback techniques.</p> <p>Examples: individual meetings, feedback charts, performance evaluation card, performance profiling technique</p> <p><i>*Using a weekly best player award that is based on a criteria, which makes all the athletes equal on the baseline, e.g. most improved, most encouraging etc. (CA and C)</i></p> <p><i>*Role play with the coach</i></p> <p><i>*When role play is not a comfortable form of practicing the skills, consider discussing first and then moving on to examples with real life situations (C).</i></p>
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Suggested homework exercises for the coach with his/her team/athlete:

1. Setting process, performance and outcome goals. Outcome goals tell you where you want to be which can help increase motivation. But, on a daily basis, they do not tell you what you need to do.

- Start with the outcome goal. Ask the athletes to choose an outcome goal that should be challenging but not too difficult to attain. Athletes should write down their outcome goal in detail (for the coming completion, season etc).
- Moving from outcome to process (task) goals. The process goals will help you to understand what you should do in order to reach the outcome goal. Let athletes formulate at least 3 process goals that they should obtain in order to reach their outcome goal. Provide the athletes with the examples of possible goals.

The athletes can start the sentences with “I will “statement:

I will _____

I will _____

I will _____

- Practicing process goals in training. These will help the athletes to formulate what they should do in training in order to reach their process goals. Athletes should set at least 3 goals.

In training, I will _____

2. Examples on ways to record the goals:

Goal achievement card

Adopted from (Gould, 2006)

Goal achievement card _____(playing position of the player).

Name: Date: Years experience:

Skill-activity	S	A	NI	Specific goal	Strategy	T-date

S- strong, A- average, NI- needs improvement

3. Recording goals. The possible ways of recording the goals can be presented in using the log book or note book, where athletes can record their goals, achievement strategies and goals progress on daily or weekly basis.

**Using a scale to rate one’s success in achieving their goals, so there is no need to change the wording of the goals every week, when the level has not been consistently the highest (C).*

Goal setting follow –Up sheet

Adopted from (Theodorakis, Hatzigeorgiadis, Chroni, & Goudas, 2007)

The name of the area where the goals are set (fitness, technique etc)	Pre-goal setting evaluation (should be formulated in specific measurable way)	My performance goal	My process goal (strategy)	4-week evaluation	6- week evaluation	8- week evaluation
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Goal setting card: for any selected skills or technique

Adopted from (Theodorakis et al., 2007)

Name _____			
Date _____			
Task	Today's score	Goal for the next month	Retest score

Goal commitment card

Adopted from (Theodorakis et al., 2007)

To achieve my goals, I will do the following:	
List the actions that you need to do	___No ___Yes

Goal setting card for the specific skill: e.g. free throw

Adopted from (Theodorakis et al., 2007)

Today's score	Goal for the next 2 weeks	Retest score
Trial 1:		Trial 1:
Trial 2:		Trial 2:
Total:		Total:

Goal- setting card.

Adopted from (Theodorakis et al., 2007)

What exactly I am going to do?	Sessions per week	Time per week	Is goal met?	Why or why not?	Plan for meeting unmet goal?

4. Strategies for feedback and evaluation.

Performance evaluation card.

Adopted from (Gould, 2006)

Name_____		Date_____
Position_____		Game_____
Skill-Activity	Available statistics/ coach performance rating (0-100%)	Comments

Workshop# 4

Title: Setting team goals.

Target Audience: Team coach

Duration: 40 min – 1 hour

In the end of the workshop, coach should:

- Be able to identify basic principles of goal setting for the team
- Practice setting team goals on the example of suggested exercises
- Discover best practices and models of team goal setting in sport

Outline of the workshop:

Time	Module	Description
10-15min.	Debriefing from the previous workshop.	Summary of what has been studied during the previous workshop. Discussion of homework assignments. Questions and discussion with the coach.
20-30 min	Team goal setting principles by Widmeyer and Ducharme (1997)	Introduce the principles and discuss in details with the coach. Possible team building goal setting protocol, suggested by Eys (2005) Exercise: *Discuss the team goal setting process on an example with his own team
10-15 min	Performance profiling as a platform for team goal setting.	Introduce the performance profiling technique for the team as a possible approach to define the areas of setting the goals for the team. Homework assignment: *Conducting performance profile for his/her team

Necessary information and possible exercisers:

Widmeyer and Ducharme (1997) suggested the following principles of team goal setting:

1. Set long- term goals (for the season) first and then set short- term goals.
2. Develop strategies and establish clear paths to reach the long- term goals (setting several short terms – goals).
3. Involve all athletes in the team goal setting process
4. Monitor progress and provide regular feedback concerning team goals. It is useful to display goals and team statistics in a highly visible location such as locker room.
5. Provide public praise for the team progress (in the combination with individual athletes)
6. Foster sense of team confidence/ collective efficacy toward team goals (schedule exhibition games against lesser skilled opponents).

Based on these principles, a coach can initiate the process of team goal setting.

Possible homework exercises for the coach to conduct with his/her team:

1. Initially, for providing the focus or the direction where the team goals should be set, the coach can initiate the process of team's performance profiling.

This procedure consists of the following steps:

1. Have all athletes identify collectively a team they consider to be ideal
2. Ask athletes to brainstorm to come up with the list of qualities (mental, physical, technical) they feel best describe the ideal team.

**Importance of ensuring the same understanding of the characteristics generated between the coach and the team (C).*

3. Have the athletes to rate the ideal team (on the scale from 1 to 10) on each of the qualities listed, producing the target or ideal score.

** Have the team consider the outer line of the profile as an ideal for the current season on all the characteristics. This would make it easier to compare the discrepancy between the current state and ideal state for the specific team (C).*

4. Ask the team to collectively arrive at a current score (1 to 10) that reflects their own team's level for each of the qualities listed.
5. Calculate the discrepancy or difference score by subtracting the current score from the ideal score for each quality.

6. Highlight the qualities with the largest discrepancy scores. These qualities will then be the focus of team goal setting.

Once 2 or 3 specific target areas have been defined using a team profiling technique, the process of team goal setting can begin.

Carron, Eys, Patterson and Loughead (2005) suggested a team goal setting protocol, tested in goal setting research by Bloom et al. (2008) for assessing team cohesion after implementation following team building goal setting program:

- In the first stage, the rationale for intervention and the setting of team goals would be discussed and carried out with the athletes by coach. Making athletes aware that working together for finding common objectives for their team can help them work better as a team. Have the athletes generate long-term and short-term outcome goals in the target areas that have been defined after team's profiling process and generate targets/ standards for these goals. Usually, the long-term goal is reflected in general team-standing (e.g. finish as the top team in the championship) and short-term goals reflect the outcomes in an upcoming series of games (e.g. to win 2 of 3 games). When short-term and long-term outcome goals are set, athletes should be asked how they are going to attain these goals. The recommended question that can be addressed to athletes: "what do you do especially as well as the team on the game-to-game basis to maximize your chances of reaching your short-term and long-term goals?"

- At this stage, athletes would be provided with a list of performance indices that are specific and measurable (e.g., goals, shots wide, shots on target, blocked shots, fouls committed, corners, off-sides, ball possession, distance covered, yellow cards, red cards). Have each athlete independently identify 5 or 6 performance indices that she/he thinks are most important for team's success. Then divide athletes into several groups to discuss the important indices and come up with a consensus regarding 5-6 performance indices. Finally, discuss the choices within the team. The team as a whole agrees on 5-6 performance indices that team goals will be set.

- The next step would be to establish the target for the team goals. Each athlete identifies target levels for each of 5-6 main outcomes. Subgroups of athletes would agree on the target levels. Finally, the team as a whole agrees on the target levels.

- In the second stage, coaches perform monitoring from game to game, reminding the team's goals with their target levels before the game. Results after each game would be

posted by the coach for athletes to examine. Depending on the dynamics of the situation, coach would discuss some or all performance indices and highlights those that require attention.

- In the third stage, feedback, evaluations are conducted by the coach. Team's goals would be discussed after each of three games. Necessary modifications are made by adding goals, removing goals, changing the target levels. Team goals can be posted in the team's locker room. The coach should provide public praise for team's progress and foster the sense of team confidence towards team goals.

2. Another possible approach, suggested by Locke (1985) is a point system for players by position and a team as a whole. **The point system** involves crediting the team's action with a specified number of points for each accomplishment during the game. Goals can be set for the team as well as units of the team. For example, different team units can be given a certain number of points for their actions during the game (e.g. defensive line in football etc.).

Example of the point system sheet.

Point value	Action
2	description of performance actions
1	
1	

Workshop#5

Title: Introducing a goal setting system for a coach and providing tips/suggestions for making goal setting technique more effective.

Target Audience: Team coach

Duration: 40 min – 1 hour

In the end of the workshop, coach should:

- Be aware of the possible goal setting system available for the implementation with the team.
- Create his/ her specific goal setting program based on the provided examples.

Outline of the workshop:

Time	Module	Description
10-15 min	Debriefing from the last session.	Discussion of homework exercises. Questions, clarifications, discussion.
30 min	Introduction of goal setting system, suggested by Gould (2006)	Describe to the coach the goal setting system on a provided example. Discussion and questions. <i>*Discuss the goal setting system using his/her own team as an example and link his/her experiences with previous homework exercises (C)</i>
10-15 min.	Planning goal setting process in the team. Possible limitations and problems.	Make the coach aware about possible problems that may arise during goal setting process. Discussion. <i>*First ask the coach about his ideas on resolving possible obstacles, then comment and provide additional suggestions (C)</i>
15 min	Problems and remedies	Lack of motivation- solutions: make athletes involved in the process, provide examples of famous athletes <i>*Develop daily practice goals (CA and CB), have the unmotivated athletes observe the ones who are successful in using the</i>

		<p><i>technique (CA).</i></p> <p>Goals are set not realistically- solutions: discuss (explain why you think that) and modify (<i>normalizing the need to modify the goal (C).</i></p> <p><i>*Have the athletes experience setting too high goals that would make them more willing to adjust their goals accordingly. This approach could be used only when it is ensured that self-confidence will not be harmed, so individual approach should be adopted (CA).</i></p> <p>Too many goals at one time- solutions: start with setting one or two most important ones and when already more acquainted with the process, use more</p> <p>Discrepancy between individual and team goals- solutions: associate individual goals with team goals, make individual's contribution important</p> <p><i>*take an individual approach and take into account individual differences (CA and CB)</i></p> <p>Inefficient feedback- solutions: ongoing evaluation</p> <p><i>*Increasing the frequency of meetings for evaluating the goals in the beginning (CA).</i></p> <p><i>*Provide situation-specific or role play exercises</i></p> <p><i>*When there is no time for role play on all the issues, simply discuss those with the coach (C)</i></p>
	Tips for making goal setting more effective	Influence of the climate- provide coach suggestions for reinforcing task-oriented

		<p>motivational climate</p> <p>Communication patterns- discuss the importance of positive and supportive relationship, cooperation and open discussion</p>
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Goal – setting system, introduced by Gould (2006):

1. The planning phase: The coach plans the goal setting intervention based on the information and knowledge about the skills and needs of his athletes and a team.
2. The meeting phase: The coach schedules goal setting meeting, where he provides the team with basic information about goal setting process and asks the athletes to think about their specific individual and team goals. It is necessary to give some time for the athletes to think about their possible goals and objectives. Then, the second meeting should follow. The individual goals of the athletes are discussed and assessed in terms of attainability, difficulty, specificity. Few more meetings can be organized with individual athletes or with team units if necessary. It is very important to make sure that athletes know how to set goals in a right way, how to work out the strategies for reaching this goals and follow-up the progress.
3. The follow-up/ Evaluation Phase. It is important to organize effective evaluation process for goals' progress (public posting, oral feedback, regular meetings with the team and individual athletes, systematic feedback).