Goal setting

Unit: Programming Pilates Matwork
Identifying goals

• Ask your client!
• Listen and read between the lines (goals are often stated very broadly, not SMART)
• Start of class (issue is time when working with groups)
• Most group classes are planned to achieve broad objectives
  – ABC – alignment, breathing, centring
  – Mobilisation, stabilisation, posture
• Informal chats, e.g. after class
• Formal Interview or one to one consultation (personal training)
• Assessment, e.g. functional ability
Reasons?

• Try something new and different
• Curiosity - see what it is all about
• Improve posture
• Improve mobility
• Be more active
• Manage low back pain
• Relax
• Learn something new – new skill
• Meet new people
• There are many possible reasons!
Goals may link to specific areas:

• General health and fitness, e.g. Flexibility, strength
• Physiological, e.g. Manage blood pressure or low back pain
• Psychological, e.g. Manage stress
• Lifestyle, e.g. Be more active
• Social, e.g. Make friends, socialise
• Functional ability, e.g. Manage low back pain, improve mobility
SMART formula

• **Specific** – clearly state what is wanted
• **Measurable** – able to check when it is achieved
• **Achievable (and agreed)** – can it be achieved?
• **Realistic** – is it realistic?
• **Time bound** – is there a time frame stated?
SMART goals

Pair task

Look at the goals listed on the following slides and decide if they are SMART or not.

Discuss all ideas at end of task
SMART goals or not?

- To lose weight
- To feel more relaxed
- To attend a Pilates class on 2 days this week
- To improve posture
- To get fit
- To get rid of my low back pain
SMART?

• **Goal:** To lose weight

• How much weight – not specific or measurable
• By when? – not time bound
• Do they need to lose weight? – is it realistic?
• Will Pilates help them to lose weight? – is it achievable?
• If they specify the amount of weight they would like to lose – is this realistic or achievable?
SMART?

• **Goal**: To feel more relaxed

• What does more relaxed feel like? Not specific or measurable
• By when? – not time bound
• Will Pilates help them to relax? – is it achievable?
• Other factors affecting their stress levels? Is it realistic and achievable?
SMART?

- **Goal:** To attend a Pilates class on 2 days next week

- States what they want to do (specific), when they want to do it (measurable) and by when (time bound)

- It may be achievable and realistic, depending on their lifestyle and other commitments. This would need to be clarified.
SMART?

• **Goal:** To improve posture

• Improve in what way? – not specific or measurable
• By when? – not time bound
• Any other issues affecting posture, e.g. Genetics, lifestyle – is it realistic or achievable?
SMART?

- **Goal:** To get fit

- Which component and in what way? – not specific or measurable
- By when? – not time bound
- Any other issues affecting fitness – realistic and achievable?
SMART?

- **Goal**: To get rid of my low back pain
- Specific
- Measurable?
- Achievable?
- Realistic?
- Time bound?
SMART goals

Pair task

Re-create the goals using the SMART formula

Discuss all ideas at end of task
Use the SMART formula

- **Specific** – clearly state what is wanted
- **Measurable** – able to check when it is achieved
- **Achievable** – can it be achieved?
- **Realistic** – is it realistic?
- **Time bound** – is there a time frame stated?
Recreate as SMART goals

- To lose weight
- To feel more relaxed
- To attend a Pilates class on 2 days this week
- To improve posture
- To get fit
- To get rid of my low back pain
Example SMART goals

• To lose 2kg in weight in six weeks
• To practise breathing exercises for 5 minutes on 4 days next week
• To attend a Pilates class on 2 days this week
• To be able to perform 8 repetitions of the dart exercise with correct technique to work towards improving my round shoulders
• To walk for 30 minutes during my lunch break on 4 days this week
• To get up and move (walk) for 5 minutes after every hour spent at my desk to help manage my low back pain
It is important to set both long term and short term goals.
The fulfilment of short term goals will contribute to the achievement of long term goals.

<table>
<thead>
<tr>
<th>Goal categories</th>
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<tbody>
<tr>
<td><strong>Short term goals</strong></td>
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<tr>
<td><strong>Medium term goals</strong></td>
</tr>
<tr>
<td><strong>Long term goals</strong></td>
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</tbody>
</table>
Goals

Pair task

What may be the goals for the client presented on the following slide?

Can you write these as SMART goals and state some short term, medium term and long term goals?
Case study: Client information

- Female, 46, no children, lives with partner
- Works full time in FE college as a teacher
- Diagnosed with anxiety and stress - no medication
- Smoker
- Glass of wine most evenings
- Healthy weight
- Attends 2 group exercise classes a week
- Has always been active
- Walks for 20 minutes during lunch hour on most days
- Wants to improve posture (round shoulders) and manage stress
- Would like to have more energy and reduce tension in neck and shoulders
- Feels tired at the end of the day
Goals (Broad to specific)

**Long term** – in six months:
- To improve alignment of shoulders – less rounded
- To manage stress effectively
- To have more energy and overcome tiredness to attend classes after work
- To reduce tension in neck and shoulders

**Medium term** – in three months:
- To lengthen upper trapezius and sternocleidomastoid (SCM)
- To strengthen and shorten lower trapezius and rhomboids

**Short term** - for the next week (SMART):
- To perform 10 repetitions of shoulder mobility exercises after every 2 hours working at desk
- To stretch upper trapezius and SCM 2 x each day
- To practise mindful walking during 20 minute lunch hour walk – focusing on breath, gait and posture to clear mind (at least 5 minutes focus)
- To attend two Pilates classes
Pair task

1. Think about something you would really like to achieve (a goal) and tell your partner
2. Is it SMART?
3. Is it short, medium or long term?
4. Look at the readiness scale and state how ready you feel to work towards this goal
5. Partners can ask exploratory questions
Readiness

How ready do you feel to........? (link with goals)

Not at all ready

100% ready

Exploratory questions (depending on where client gauges their readiness)
• Why level 1 and not zero? Why level 7 and not 5?
• What would help you move to level 4, 8, 10?
• How would it feel to be at level 7, 10?
• What could we do to get you to level 4, 6, 9?
Creating an action plan

Publish it so that client can put it on wall at home and see everyday what they need to do

Include times for review and methods for review to ensure that:

• Goals are being met
• Identify if new goals may be appropriate
Devising an Action Plan

Aims of the client – what they want to achieve - goals

Current situation – where are they now in relation to where they want to be

Changes that need to be made – what do they need to do to get there

Options for achieving their aims – options to address to move away from their current situation

Action plan – step by step guide showing how they will achieve their aims

Teacher/client contract – what they promise to do and what the teacher promises to do in order to work together toward the aims
Action planning task

Pair task

1. Practise personal goal setting and create an action plan to achieve your Pilates qualification
Devising an Action Plan

**Aims** (what I would like to achieve)

**Current situation** (where am I now?)

**Changes** (what do I need to do?)

**Options** (how can I get there?)

**Action plan** (My step by step plan is...)

**Teacher/client contract** (What I will do is..... What my teacher/peer will do is........)
Learning review

**Assessment criteria:** Can you now:

8.1 Work with clients to agree short, medium and long-term goals appropriate to their needs

8.2 Ensure the goals are:
   - specific, measurable, achievable, realistic and time bound
   - consistent with industry good practice

8.3 Agree with clients their needs and readiness to participate