In order to examine the effects of different types of feedback and goals on endurance performance, a laboratory experiment was conducted with 75 physical education students. After a baseline trial on a submaximal test on an ergometer bicycle, participants were assigned to one of four experimental conditions: a) goal setting for reducing heart rate and concurrent heart rate feedback; b) goal setting for reducing heart rate and increasing time on task and concurrent heart rate and time on task feedback, c) goal setting for increasing time and task and concurrent time on task feedback, and d) "do your best" condition without feedback. The results showed that the group who set goals only for reducing heart rate and was provided with the respective feedback increased its performance significantly more than the other groups. Also this group lowered its mean heart rate although the difference was not statistically significant.