

SETTING PERSONAL GOALS

Philosophy

Learning to set and achieve goals is a life-long leadership skill. Working with your squad members to further develop this skill will add to the total leadership experience they gain as cheerleaders.

When to be used

Best used in a retreat setting. Could be used as a pre-season or mid-season focus.

Process

1. Distribute the following handout, ***Self Assessment***, to each squad member. Explain that for personal growth to occur, individuals must first be willing to assess their current behavior. Have the students complete the self-assessment checklist. Challenge them to honestly consider their behavior in groups.
2. Upon completion of the assessment, introduce the concept of goal setting to change behavior. Stress that goals should be: *Observable, Measurable, Specific*
3. Distribute student handout, ***Setting Goals***. Ask students to critically review their self-assessment. For each category, have them select a goal for improvement. Brainstorm with the class areas where this improvement might be observed, i.e.- committee meetings, team sports, classroom relationships. Have students complete the remainder of the handout.
4. In pairs, have students share their goals. Ask students to help their partner achieve success through serving as an encourager and goal moderator.
5. ***FOLLOW UP:*** Make periodic checks to see how members are progressing on their goals. A good time for a progress check would be before and after a major project. This will allow students to focus on their areas of concern prior to the event, as well as reflect on their behavior after the project.

SETTING PERSONAL GOALS...continued

Goals for Personal Development Self Assessment

	Need to do more	Doing fine now	Need to do less
Communication Skills			
1. Amount of talking in group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Being brief and concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being forceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Drawing others out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Listening alertly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Thinking before I talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Keeping my remarks on the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Skills			
1. Noting tension in group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Awareness of who talks to whom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Noting interest level of group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sensing feelings of individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Noting who is being "left out"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Awareness of reaction to my comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Noting when group avoids a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem Solving Skills			
1. Stating problems or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Asking for ideas, opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Giving ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evaluating ideas critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Summarizing discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clarifying issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Morale Building Skills			
1. Showing interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Working to keep people from being ignored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Harmonizing, helping people reach agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reducing tension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Upholding rights of individuals in the face of group pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Expressing praise or appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Need to do more	Doing fine now	Need to do less
Emotional Expressiveness			
1. Telling others what I feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Showing my emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Disagreeing openly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Expressing warm feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Expressing gratitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Avoiding sarcasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to Face & Accept Emotional Situations			
1. Being able to face conflict & anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Being able to face closeness & affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to face disappointment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Being able to stand silence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Being able to stand tension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Relationships			
1. Competing to out perform others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Avoiding acting dominant toward others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Trusting others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Being helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Being protective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Calling attention to one's self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to stand up for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General			
1. Insight into my own behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Encouraging feedback on my own behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Accepting help willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Making firm decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Criticizing myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Waiting Patiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Going off by myself to read or think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SETTING PERSONAL GOALS...continued

Goals for Personal Development Self Assessment

Refer to the self-assessment you completed. Select one skill in each of the eight areas that you are willing to work to improve for personal growth. Complete the chart below.

	The Issue <i>What do I want to work on?</i>	The Indicator <i>How will I know when I've been successful?</i>	The Time <i>When will I check my progress?</i>
Communication Skills			
Observation Skills			
Problem Solving Skills			
Morale Building Skills			
Emotional Expressiveness			
Ability to Face and Accept Emotional Situations			
Social Relationships			
General			