

Go-MAD to help complete your module

(Based on the work of
Andy Gilbert and
Ian Chakrovarty)



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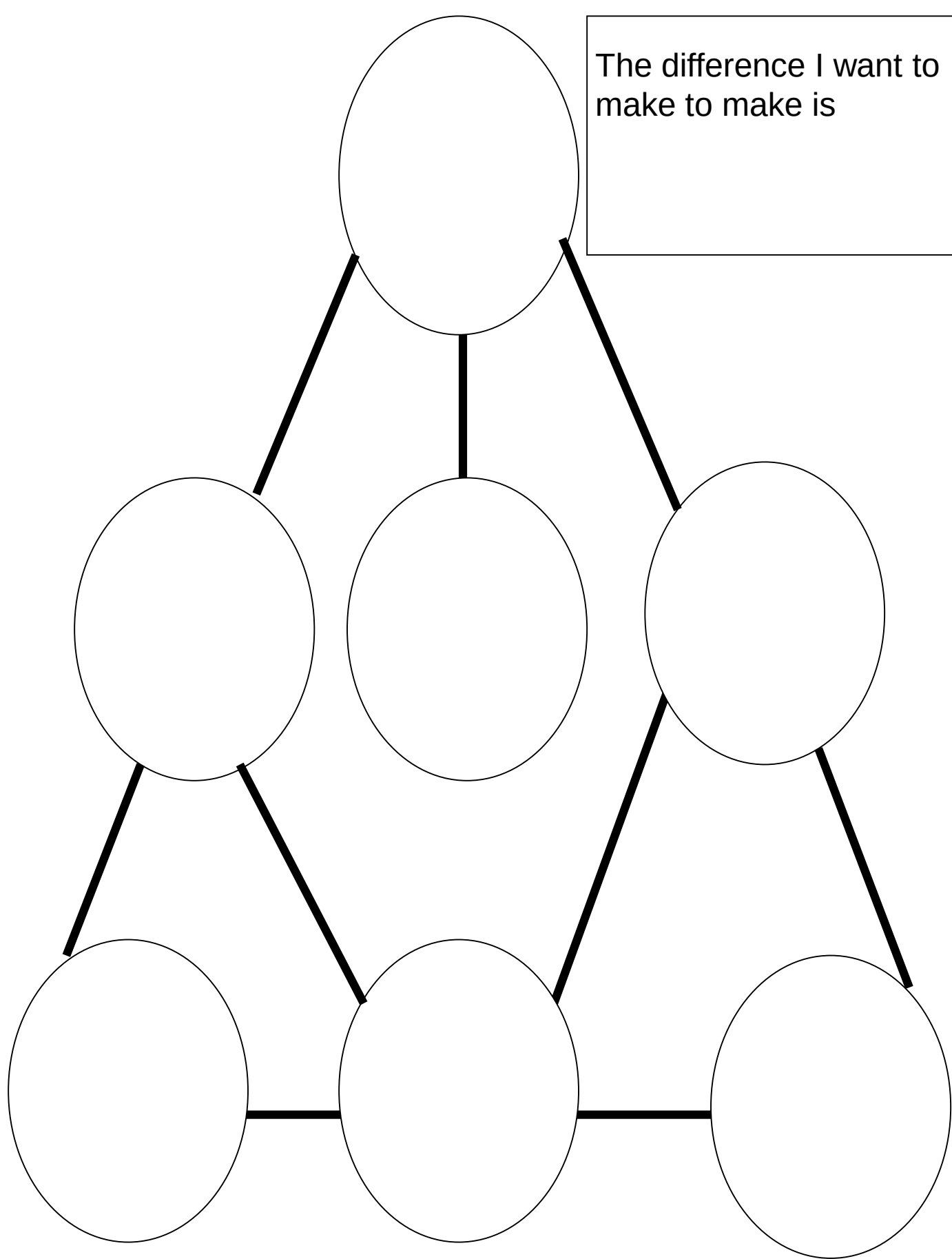
Gwireddu Gweledigaeth: Prifysgol Newydd i Gymru

Delivering a Vision: A New University for Wales

What do you want to do?

- “What’s the difference you want to make to your studies and mentoring/coaching skills?”
- Write a succinct explanation of the difference you want to make in the box.

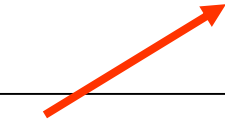
The difference I want to make to make is



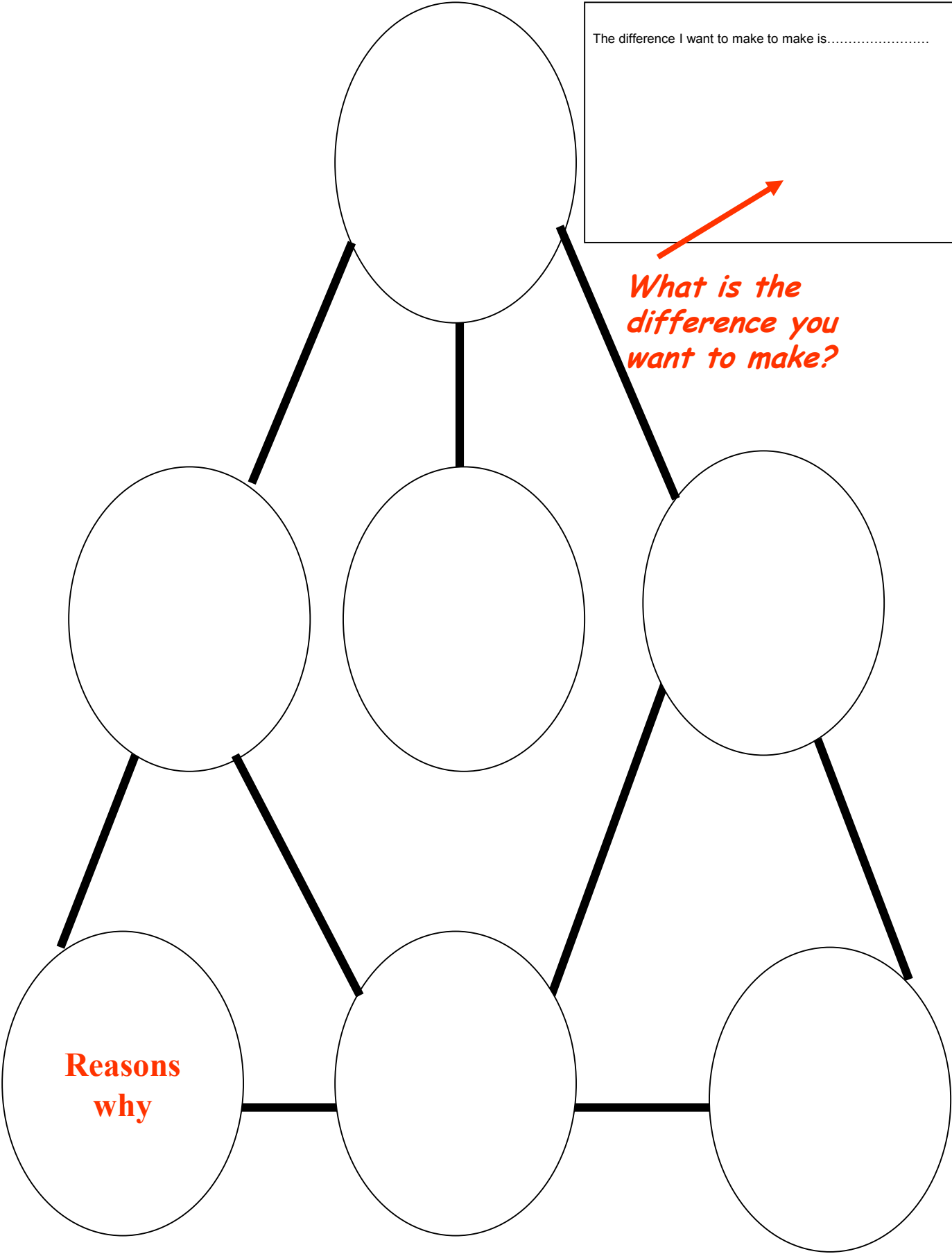
What is your 'reason why' you want to make this difference?

- Write 'Reasons Why' in the bottom left hand circle
- Be honest and write down all the reasons why, in or around the circle.
 - It's OK to write down self-centred reasons!
 - Fine to mention money!
 - Fine to 'prove people wrong'!
- However, the reasons written down must be your reasons.....
- Not their bosses, parent's, partner's etc

The difference I want to make to make is.....



What is the difference you want to make?



**Reasons
why**

Reason Why:

**What is the strength of your reason
why?**

(on scale of 1-low to 10-high)

■ Going through the motions ■ Not that bothered	1 2 3 4 5 6 7 8 9 10	■ Passionate ■ Burning desire ■ Keeping you awake at night
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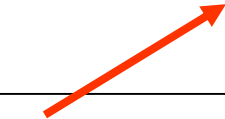
**Write down a number in the
circle, that best indicates your
overall rating for your reasons
why**

Define the Goal: What specifically do you want to achieve, expressed as a SMART goal?

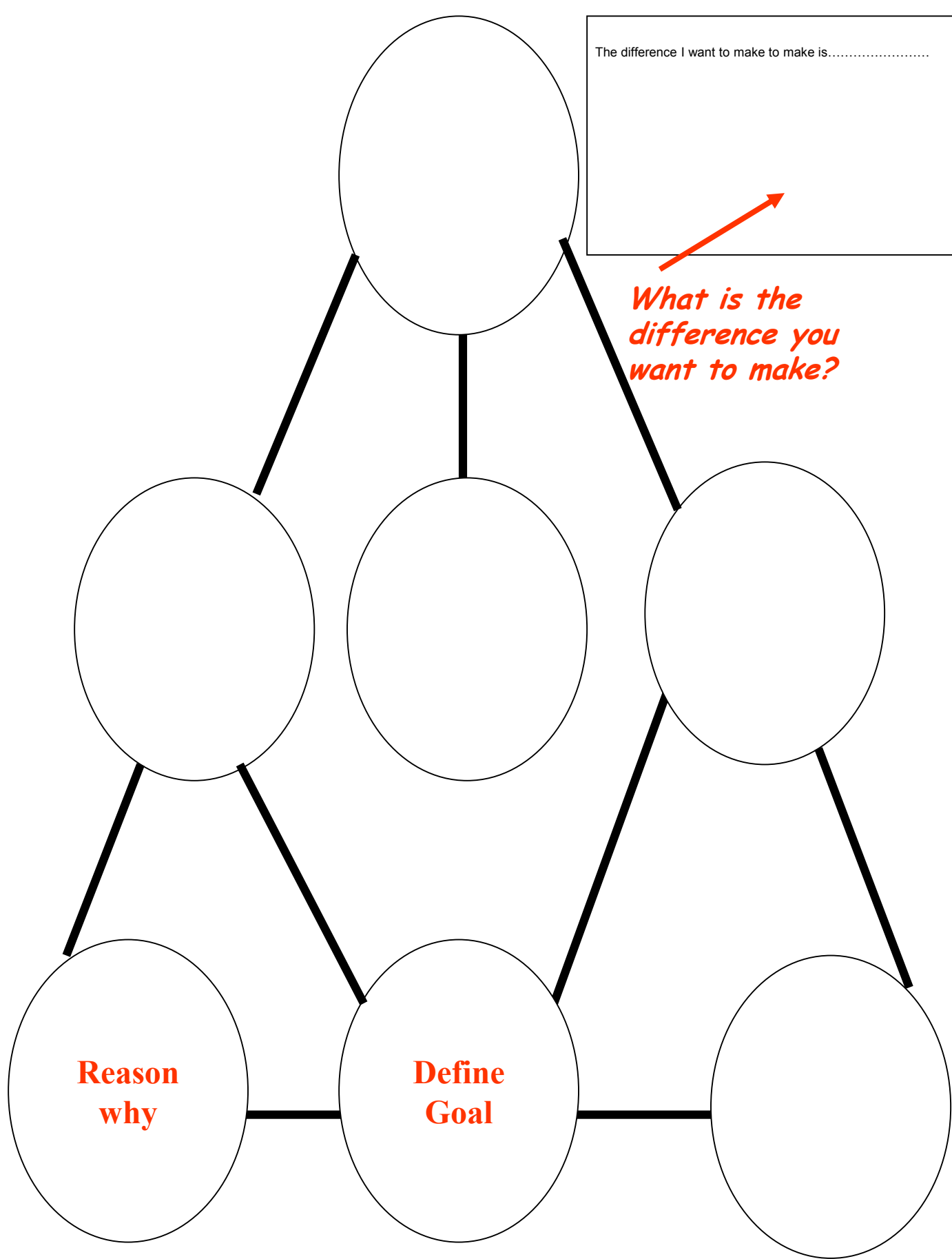
Write 'Define Goal' in the appropriate circle. Write your specific goal in this circle. It needs to be:-

- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Time-bound

The difference I want to make to make is.....



What is the difference you want to make?



Define Goal:

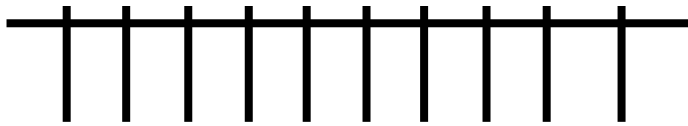
How achievable do you feel your goal is, on a scale of 1 to 10??

■ Vague

■ Pie in the sky

■ Unachievable

1 2 3 4 5 6 7 8 9 10



■ Is SMART

■ Written as a single sentence

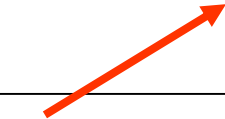
■ Totally achievable

Write down a number in the circle, that best indicates your overall rating for how achievable the goal is

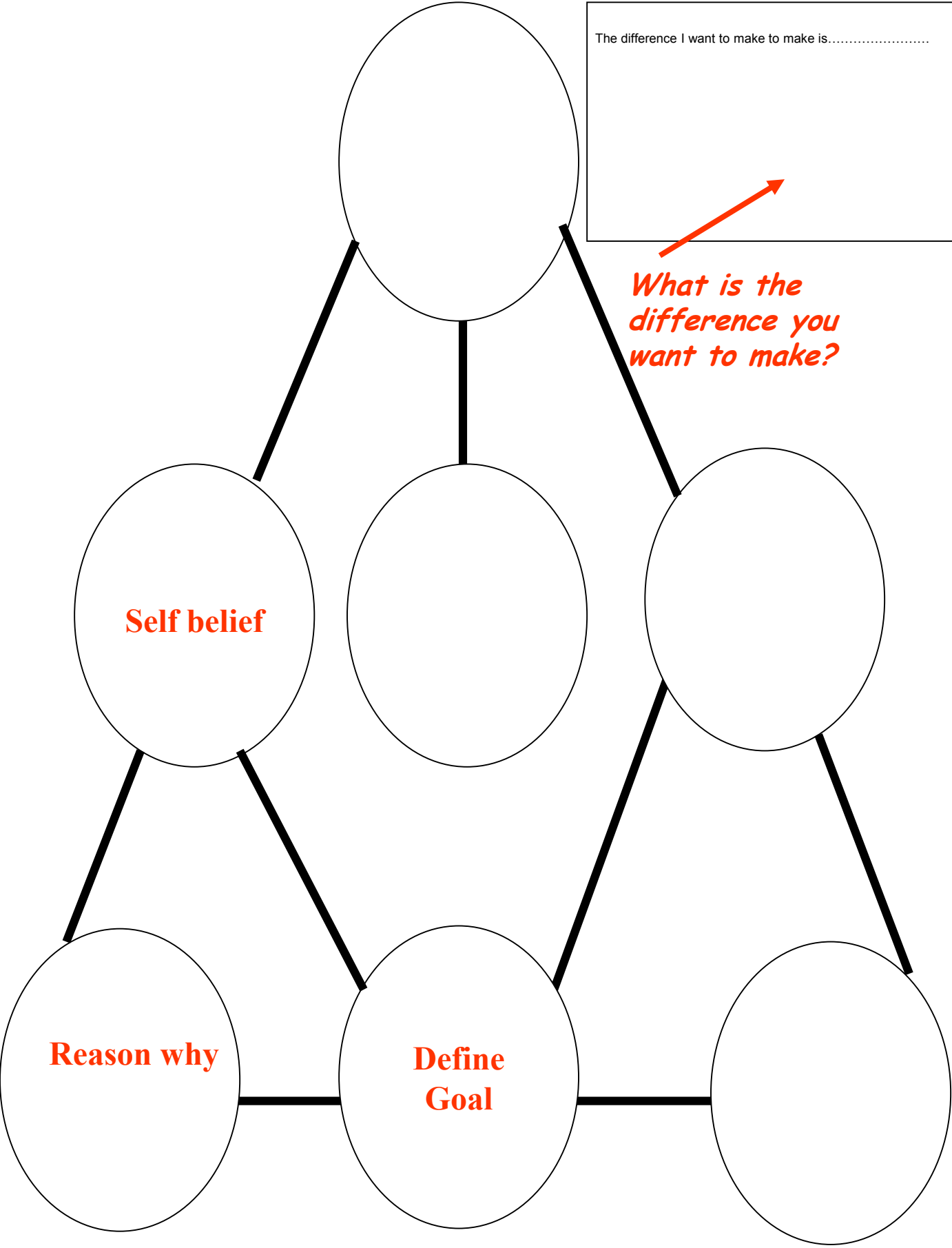
Self Belief

- Write 'self belief' in the appropriate circle
- Consider the goal, your reasons why and what you know about yourself: your skills, knowledge and experience etc.

The difference I want to make to make is.....



What is the difference you want to make?

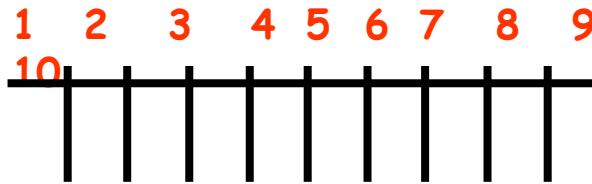


Self Belief:

Considering everything you know about yourself, on a scale of 1 to 10, what is the strength of your self belief that you can achieve your goal?

■ Lots of self doubt

■ Don't know where to start

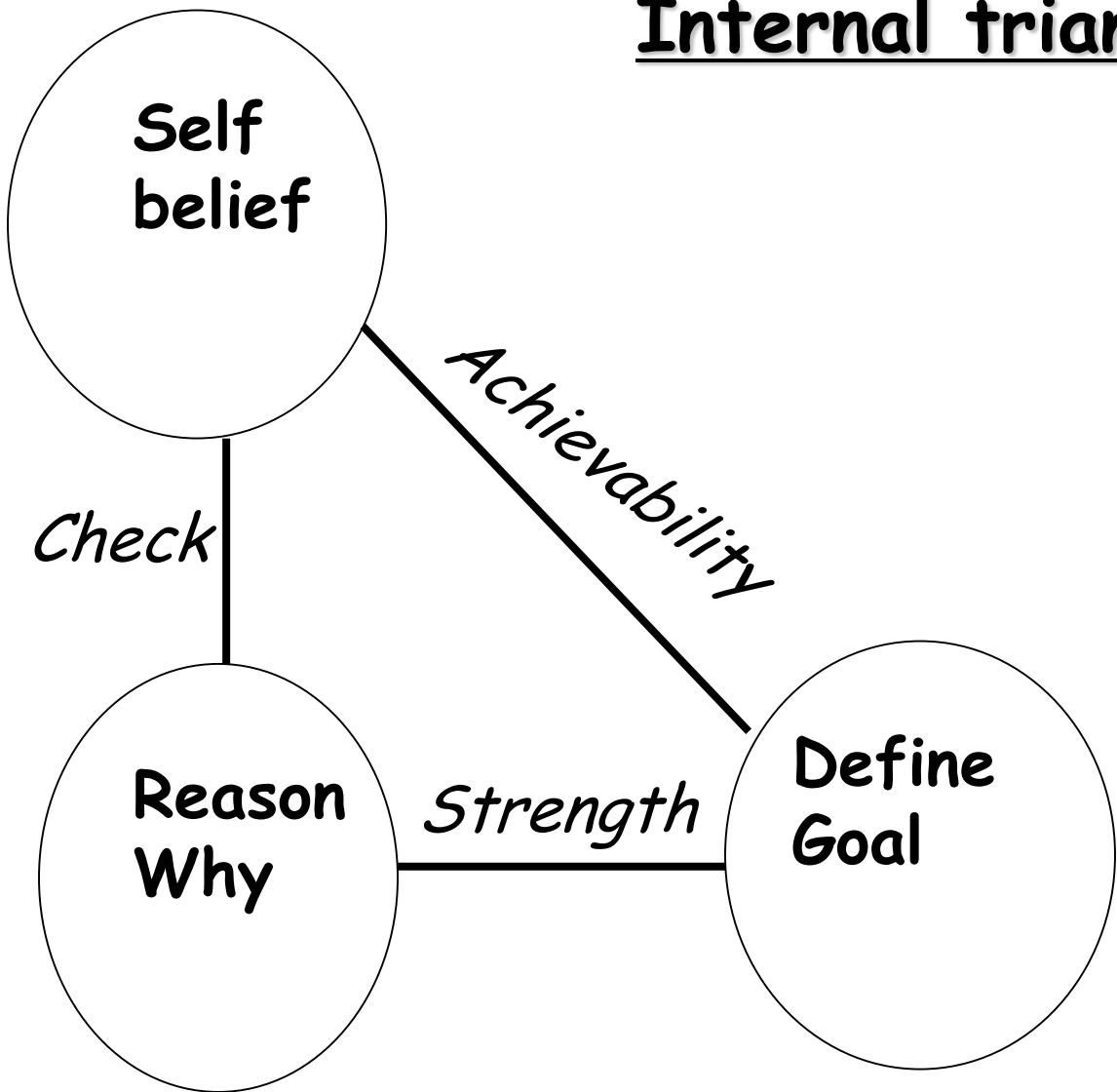


■ Supremely confident

■ There's no doubt in your mind you can do it

Write down a number in the circle, that best indicates your overall rating for your self belief

Internal triangle



- Check 'reasons why' are strong
- Check 'self belief' is high
- This triangle must be solid. It is the basis of your motivation. If it is not solid, re-visit the internal triangle later

Plans and Priorities

- Write Plans and Priorities in the appropriate circle.
- List everything that needs to happen for you to achieve your goal – in and around the circle.
- This is an idea generation session: you need to explore all the tasks, activities, obstacles, events etc. that are involved in you achieving your goal
- You may want to use the 'possibilities' sheet to help prompt.
- Identify the top 3 priorities with an asterisk.

Task Possibility worksheet

Possible tasks
& things to do

Possible
resources
required

How will
you find
the
time?

Possible
obstacles

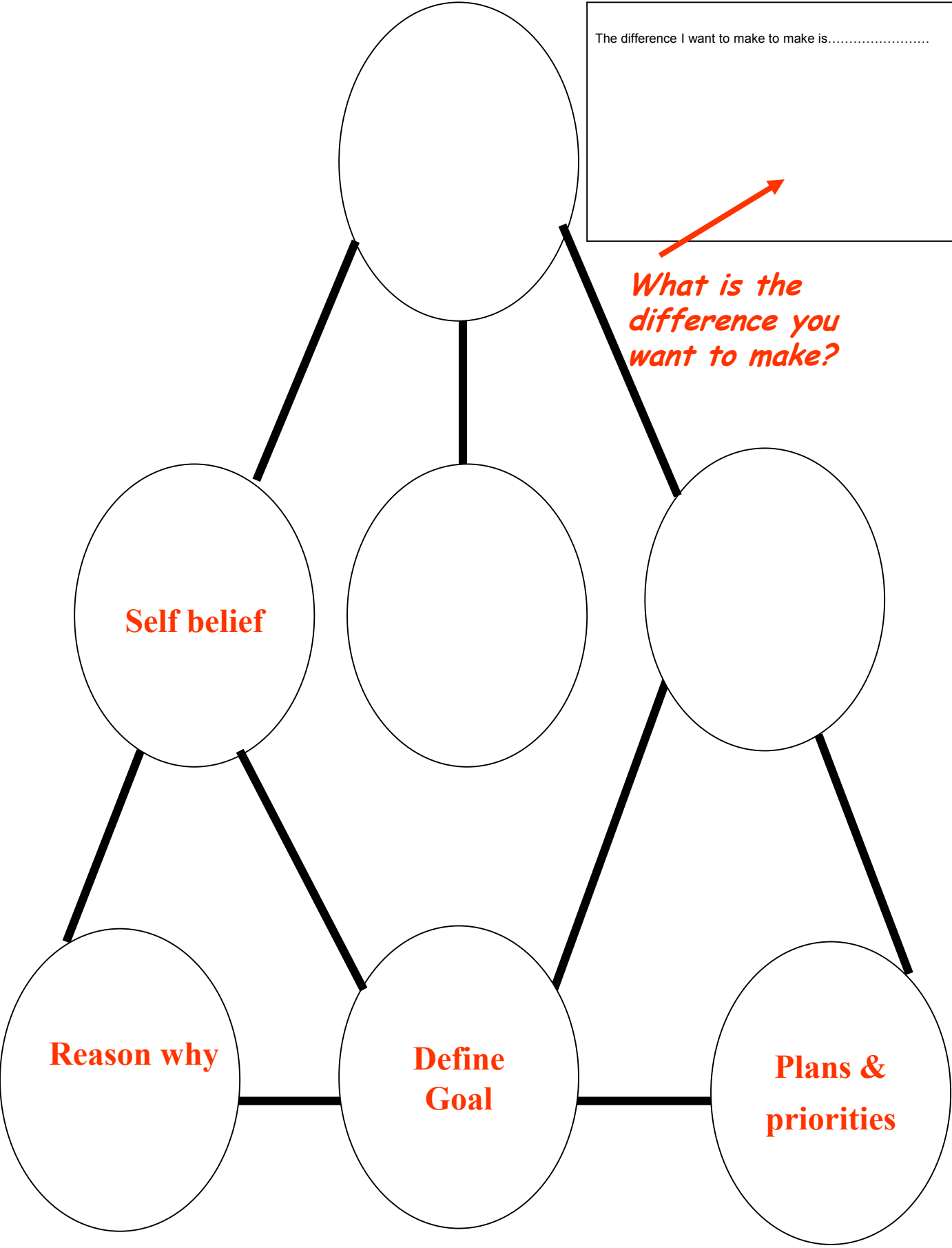
Possible
implications
& risks

Possible ways
of overcoming
potential
obstacles

Possible
assumptions &
self-imposed
limitations

The difference I want to make to make is.....

What is the difference you want to make?



Involve others

- Write 'Involve Others' in the appropriate circle.
- Think of all the people you need to involve, to help you achieve your goal.
- You may want to use the people possibility sheet as a prompt
- Once the ideas have stopped, identify the top 3 key players and how you are going to get their buy-in.

People Possibility worksheet

Possible
people
to involve

Possible
reasons
for involving
others

How will
you find
the
time?

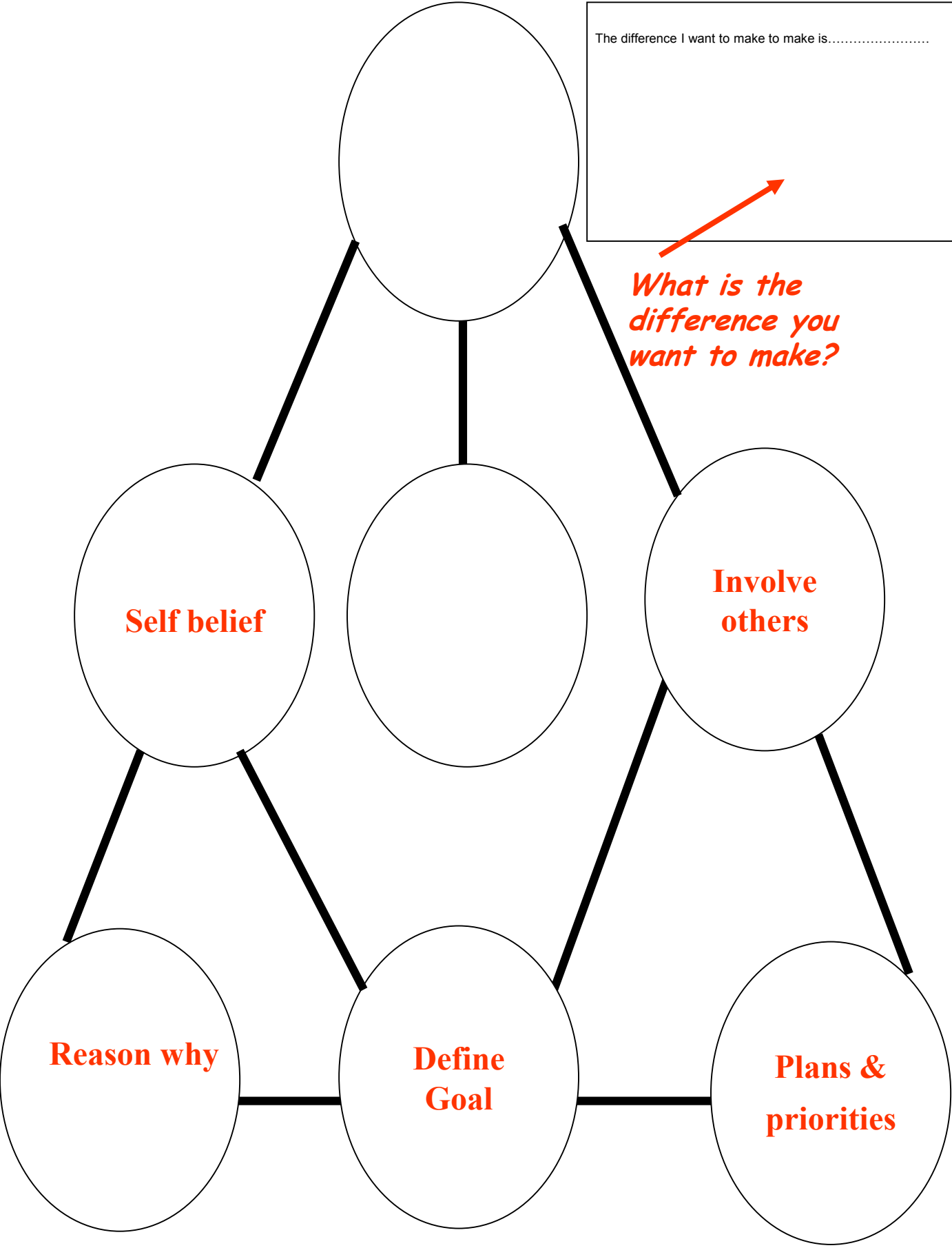
Possible ways
to get buy-in

Possible
Ways to
communicate

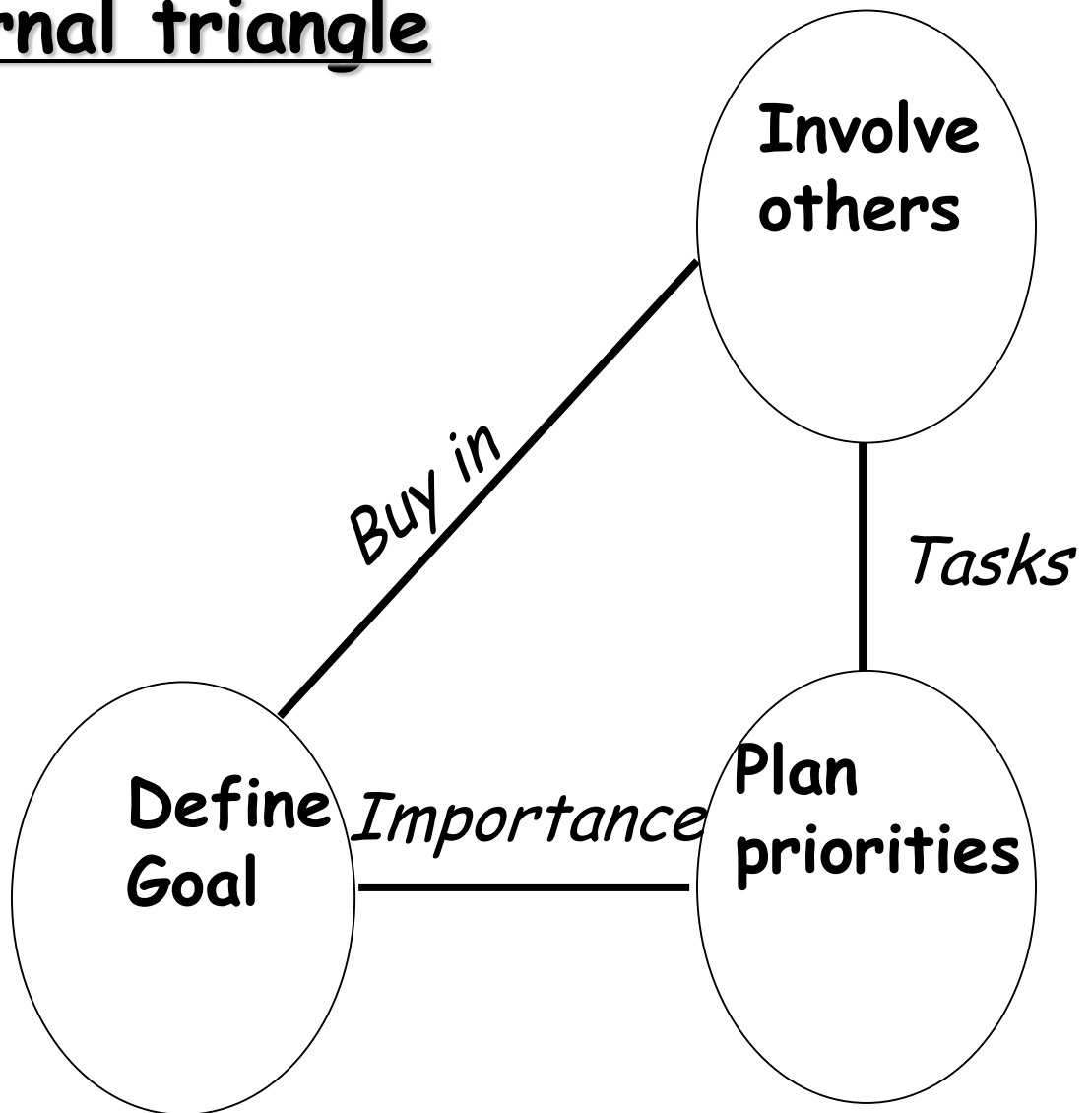
Possible
implications
& risks

The difference I want to make to make is.....

What is the difference you want to make?

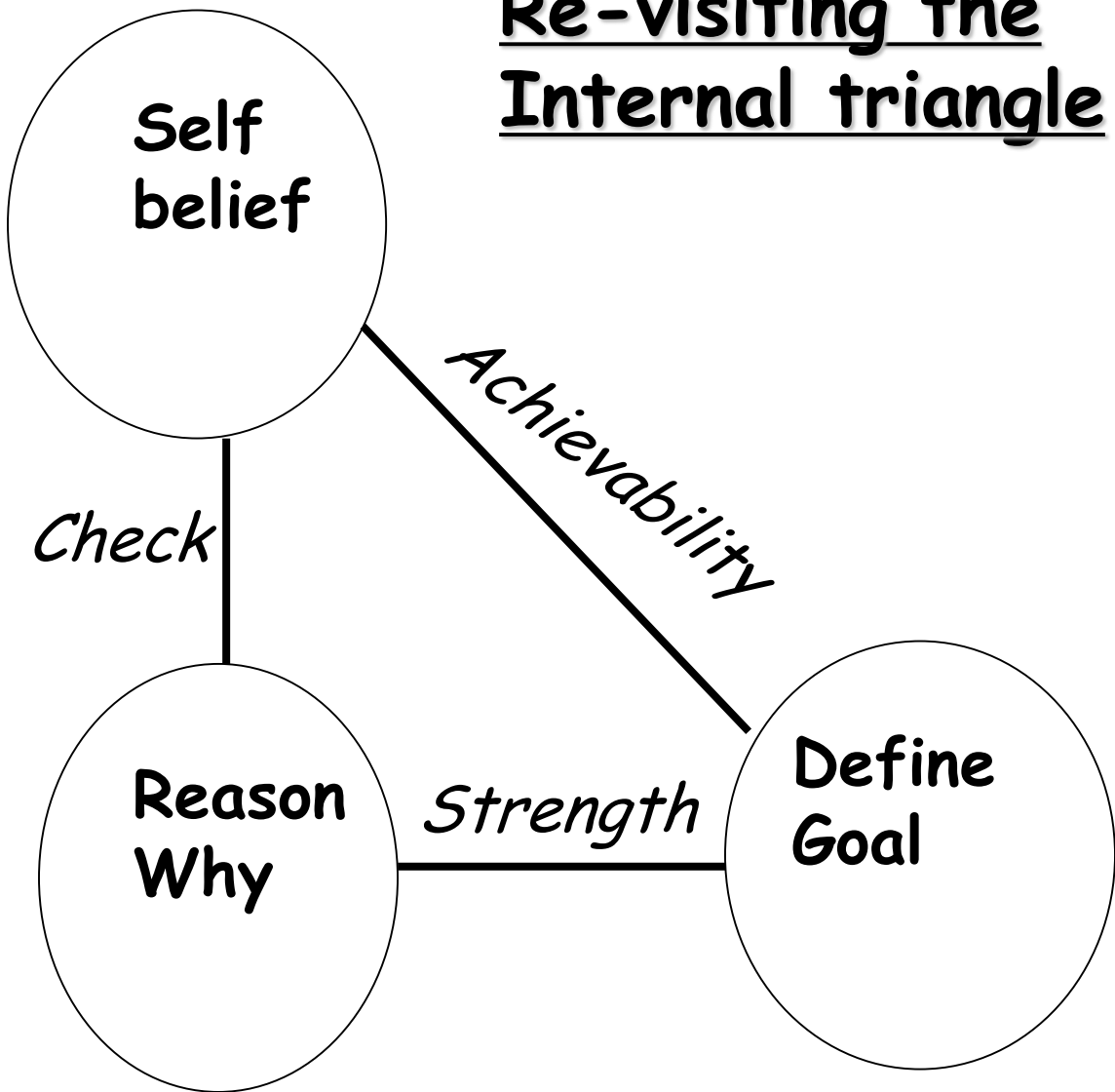


External triangle



- The external triangle involves tasks, activities, getting buy-in from others etc. Invariably these tend to be outside of your control
- It is important you explore this area thoroughly and identify realistic and workable engagement strategies.

Re-visiting the Internal triangle



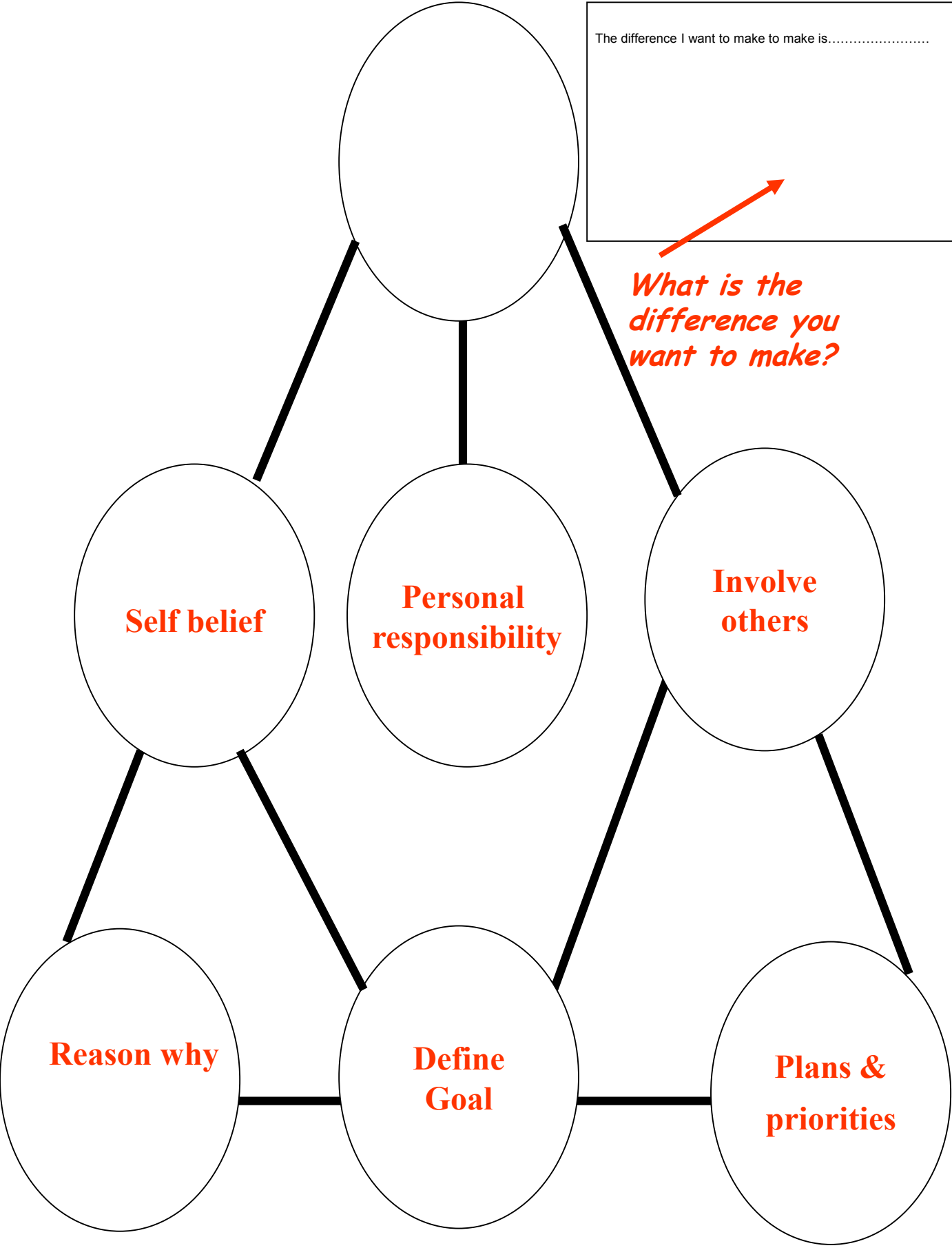
- Now you have explored and identified the tasks that need to happen, and the people who can help, re-score reasons why, self belief and goal.
- Hopefully, if the scores were low before, you'll see an increase as you now realise how much help is available to you and how achievable the goal really is.

Personal Responsibility

- Write Personal Responsibility in the appropriate circle
- ‘How accountable do you feel you are in making sure this happens?’
- Whose responsibility is it?

The difference I want to make to make is.....

What is the difference you want to make?

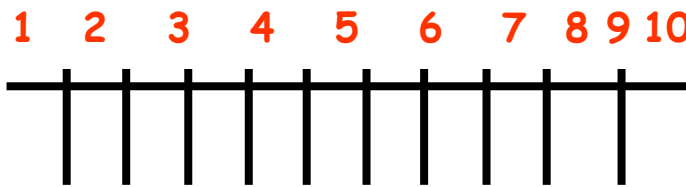


Personal Responsibility:

On a scale of 1 to 10, how accountable do you feel for making your goal happen?

■ First time something goes wrong - you'll blame someone else

■ You expect others to make this happen for you



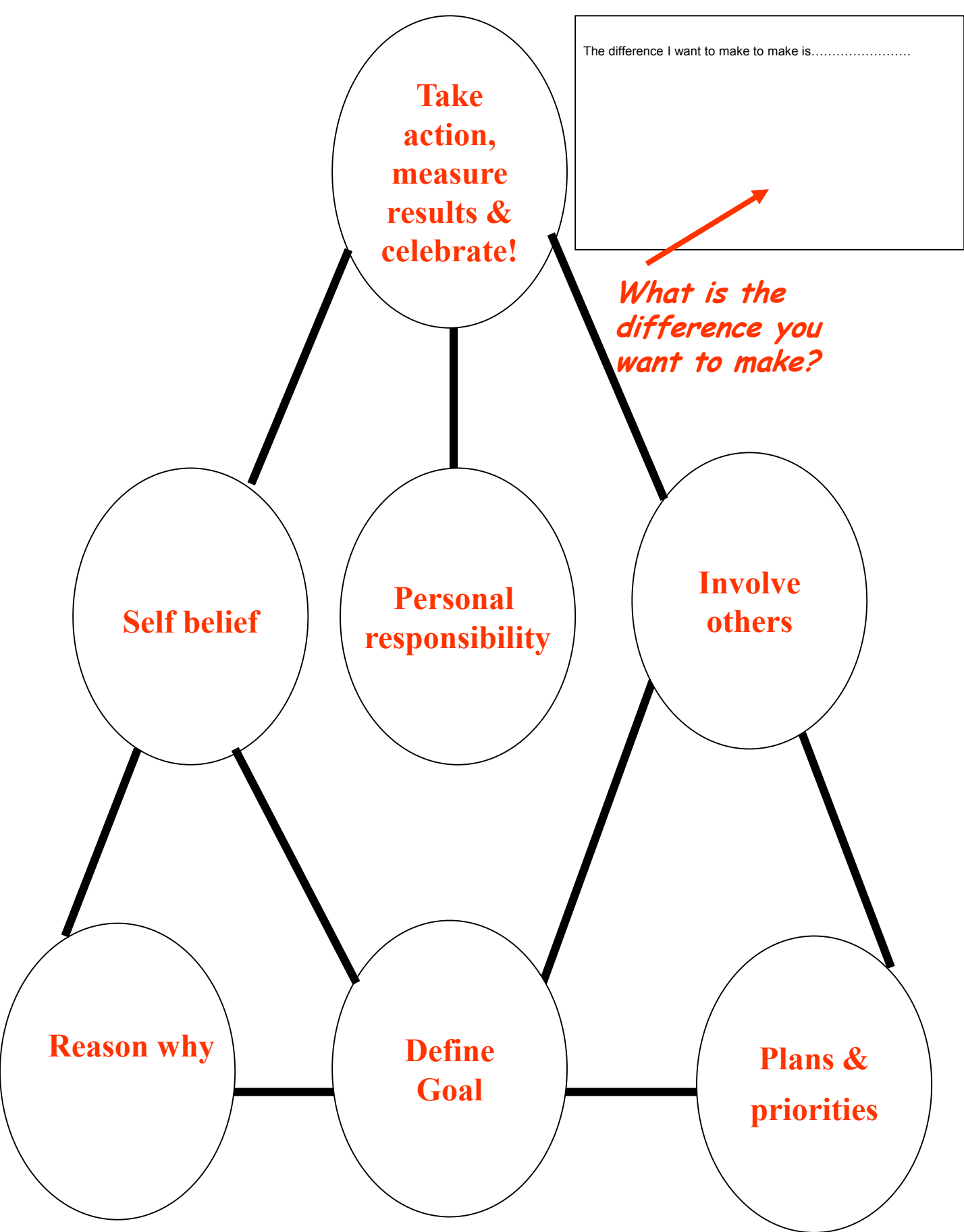
■ Willing to be held personally accountable

■ Going to make it happen

Write down a number in the circle, that best indicates your overall rating for your personal responsibility

Take action, measure results & celebrate

- Write the above in the appropriate circle
- Ask the student the following and get them to write their answers in or around the circle:
 - When are they going to start?
 - How will they measure their progress and results?
 - How will they celebrate their success when they've achieved their goal?
- The last point is important as they will undoubtedly hit road blocks as they progress. As long as the reward (celebration) is high enough, it will motivate them to find a way through.



Close

- You can revisit the sheet and expand on it. Or convert the contents into a plan with timescales linked to your course.

References

- Gilbert, A. *Go-MAD: The Art of Making a Difference*. Reading: Cox and Wyman, 2001
- Gilbert, A. and Chakravorty, I. *Go MAD About Coaching*, Bath: Bath Press, 2001



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