



# iLead Program Sponsor Guide



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# Welcome to the iLead leadership values program!

The iLead curriculum is made up of values-based roundtables designed by Dr. John C. Maxwell to allow the next generation of leaders to develop their values and leadership skills. A value or leadership characteristic is paired with an image to help make the concept memorable.

The format allows students to get experience leading as they take turns facilitating the roundtables. Each lesson contains a short teaching on a value or leadership characteristic, asks students to rate how well they practice this characteristic, and asks them to commit to one action step for the week that will allow them to improve their score in this area.

Values-based roundtables have proven to be incredibly effective in the John Maxwell Leadership Foundations' country transformation efforts. John Maxwell recognized that if we could help students learn and apply these same concepts, we would be able to provide a foundation that could set them, and their country, up for meaningful and sustainable success. iLead was birthed out of this belief.

Year 1 - iChoose is connecting Values & Leadership

Year 2 - iDo is connecting Actions & Leadership

Year 3 - iLead is connecting Influence & Leadership

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## Program Goals

**THIS PROGRAM HAS BEEN DESIGNED TO HELP STUDENTS ACCOMPLISH FIVE GOALS:**

1. Identify with the 16 values of leadership
2. Take ownership of their choices
3. Practice leadership values and develop those skills
4. Evaluate themselves with their applied knowledge
5. Take turns guiding small group discussions

**A MESSAGE FROM JOHN C. MAXWELL**

Dear friend,

Welcome to the *iLead* leadership values program! Every day, people ask me how they can make their world better. They want to know what they need to do to improve their lives, their career, their family, their business, their neighborhood or community, and even their country. No matter the environment, my answer is always the same: start by improving yourself! How? By making good choices. If we want the world to be a better place, we need to become better people. We need to be the change we want to see. We do this by becoming intentional about our choices. When we do that, we put ourselves in a place where we can add value to ourselves and others.

I personally want to invite you to join this exciting process. You are being welcomed to facilitate an environment that can dramatically impact the lives of teenagers for the better. This will occur over the next several weeks in small groups of students that you will serve and guide. During this time, you will oversee, listen, and encourage your students while they learn, share, and apply the 16 leadership values that will help them to become better people.

One of the most significant discoveries of my life was realizing that wise choices today put "change in the pocket" for future choices. You can't change yesterday. You can't count on tomorrow. But you can choose what you do today.

Every day, students will be faced with choices in one or more of these 16 areas. The decisions they choose to make in those moments may seem small at the time, but when added together, they create a course for their lives.

As you embark on this small group process, you will discover students learning and leading one another. It may be a little messy at first, but I encourage you to dive into the messiness, and watch your students find rhythm with each other as the lessons move on.

Thank you for your support of the *iLead* program and for making an investment in your youth — the future leaders of our world.

Your friend,

A handwritten signature in black ink that reads "John C. Maxwell". The signature is written in a cursive, flowing style.

# O1

## The Sponsor

I am so excited to hear of your passion to help develop our next generation of leaders! It is an important role and I thank you for your investment of time and effort in such a worthy endeavor. As you take students through iLead, a values-based leadership develop program, you will be sharing proven content as well as giving them the opportunity to practice leadership. iLead is a peer-to-peer program which means students will facilitate their own groups with you as a resource. As the sponsor you will have a front row seat to see the growth of the young people in your group/s and you will see first-hand their creativity and strength as they navigate challenges and support one another.

### *As the sponsor your role is to:*

- Register and organize your group/s
- Provide Facilitator Training for your students
- Distribute content to participants
- Take and report attendance (numbers, not names)
- See that surveys are taken by students and submitted
- Be a resource to help address challenges that may arise in the group
- Provide intervention when an issue of safety or well-being comes up (suspected abuse, mention of being suicidal, etc.)

## O1

# The Sponsor (Continued)

**PLEASE REVIEW THE FOLLOWING INSTRUCTIONS DESIGNED TO HELP YOU, AND YOUR GROUP/S, THRIVE!**

- 1) Go to [jmlf.org/iLead](http://jmlf.org/iLead) and review the information provided on the website. You will see information pertaining to methodology, training, platform, and best practices that will equip you to lead well.
- 2) Decide whom you want to invite to be a part of your group/s and invite them. It is wise to pre-define when and how you will meet (digital, live, etc.) so invitees can realistically evaluate if they will be able to participate.
- 3) Register your group and familiarize yourself with the content, as well as the platform you will be using for the group. (For example, if you are going to do your group through Zoom or Google Hang Out, you will want to be familiar with the tool.)
- 4) Communicate with the group when your group will launch. Your first scheduled meeting should be used to walk students through the Student Facilitator Guide and to take the pre-test survey.
- 5) As your group begins to meet, please keep track of the number of participants as you will be asked to provide those numbers at the end of the unit.
- 6) Each week you will need to log in to the [jmlf.org/iLead](http://jmlf.org/iLead) site to get the content and send it out to the participants in your group. Please do not send students the lessons in bulk.
- 7) Upon completion of Unit One, you will be asked to complete a survey that will be used to communicate number of participants for each lesson. John Maxwell leadership development content will be unlocked for the sponsor as he or she continues to go through the process and begins new units. It is one way we are working to add value to you as the sponsor. More content will be unlocked as each unit is completed.

Please know we are here to help you as you roll out the program. [Melissa.Linares@jmlf.org](mailto:Melissa.Linares@jmlf.org) is our iLead specialist and is available for any questions you might have.

## O2

# The Facilitator

The facilitator plays a very important role in the small group process. A facilitator can be described as *someone who fosters student-to-student learning, encourages students to share, and promotes leadership values along with personal ownership of choices.*

***What a facilitator is not: a coach, a teacher, a counselor, a commentator.***

- You're not there to give correction.
- You're not there to impress nor judge.
- You're not there to teach or lecture.

***What a facilitator is: a guide, an encourager, a time monitor, and, if needed, an honest contributor.***

Place the students into small groups of 4-6.

- You will model authenticity, as well as proper length of answers.
- You will keep the groups on track.
- You will acknowledge and respect their answers and assessments.
- You will encourage them to take action that leads to personal growth.

## 03

# Five Steps to Facilitating a Small Group

### **1. Prepare.**

Familiarize yourself with the small group lesson in advance.

### **2. Set expectations.**

At the beginning of each lesson, remind the group they are expected to:

- Read aloud
- Fill in and answer questions
- Evaluate themselves
- Actively listen
- Respect others through encouragement and patience
- Share in group discussions (for 30 seconds to 1 minute per person)
- Follow icons and queues given
- Practice confidentiality

### **3. For iChoose, reference imagery with values.**

Images help imprint a value further.

- Lesson 1: The Value of Choice - Gifts
- Lesson 2: The Value of Growth - Plants
- Lesson 3: The Value of Attitude - Paintbrush
- Lesson 4: The Value of Commitment - Finish Line
- Lesson 5: The Value of Relationships - Bridge
- Lesson 6: The Value of Character - Balloon
- Lesson 7: The Value of Forgiveness - Mosaic
- Lesson 8: The Value of Self-Worth - Price Tag
- Lesson 9: The Value of Responsibility - Mirror
- Lesson 10: The Value of Courage - Cornerstone
- Lesson 11: The Value of Initiative - Ripple
- Lesson 12: The Value of Priorities - Jar of Rocks
- Lesson 13: The Value of Teachability - Clay
- Lesson 14: The Value of Self-Discipline - Mountain Climbing
- Lesson 15: The Value of Resilience - Diamond
- Lesson 16: The Value of Influence - Candle



## 03

# Five Steps to Facilitating a Small Group (Continued)

### 4. *Lead by example.*

Go first in answering questions, go first when reading passages, etc. As the facilitator you set the tone for how others will engage with the material.



First person  
read aloud.



Next person  
read aloud.



Underline what's  
important to you.



Share with  
others.



Take  
action.

### 5. *Keep track of time.*

Be aware of the clock and remind everyone that the suggested response time for group discussion is about one minute per student. If your groups complete the lesson early, ask someone to share one thing they learned from another student in their group.

## 04

# The Structure of the Values Roundtable

Each lesson on values follows a pattern designed to help everyone participate and accept the choice of developing each value in their own lives.

**Lesson body:** This section contains information about the value being learned. Participants will take turns reading paragraphs from this section aloud. Participants are encouraged to underline key thoughts and ideas that capture their attention.

**Benefits:** This section shows the participant what benefits they will experience when they apply the value to their life.

**Discussion:** Each participant will be asked to share something they underlined in the lesson and why it was important to them. They will also share answers to questions in the lessons.

**Evaluation:** Each participant will rate himself on how well he demonstrates the lesson's value in his life and identify ways to improve in that area. Participants will be asked to share their answers with the group.

**Action:** Each lesson will challenge a value to be applied to the students' lives. Sometimes the lessons will provide opportunities for students to share the action step they committed to during the previous session and what resulted.

Although personal growth does happen individually, the small group process provides a safe place to learn and process ideas. Committing to a weekly action steps creates personal accountability, and eventually accountability to the group.

The roundtable methodology allows groups to create a close community in which they support and encourage one another. As participants develop relationships and grow in their understanding of each value, it strengthens transformation that comes through their own choice of personal growth.

## 04

### Sample Facilitator Guide Script

Here is a script that can be used to help you get a sense of how to facilitate your roundtable.

#### **FACILITATOR GUIDE SCRIPT:**

“Hello everyone! Today we will be doing a roundtable on Self-Discipline.”

Note: In every roundtable after the first session, you will share what your action step was in the previous lesson and how you did at living it out. Then you will ask all of the people around the circle to share. Because this is the first roundtable you can skip this step. Instead you can ask people what, if anything, they hope to get out of being a part of the roundtable.

“We are going to begin by reviewing the legend and the ground rules. Anytime we see this person reading icon it is our signal to read out loud. I will read the first paragraph and the next person to the right will continue and so forth. When we see the pencil it is a reminder that anytime someone is reading we want to be paying attention and underlining what particularly jumps out at us. When we see the robot it is a reminder that this is the part of the lesson where we all share our answers. We want to honor one another’s time so will want to keep our answers to a minute or less. The action symbol is a reminder that we are not just here to learn about values and leadership, but to actually do them. Each lesson will provide an opportunity for you to choose an action step. You will want to make it specific and measurable.

Now on to the ground rules...”

Read section titled, “How you can make this lesson effective for you and others.”

## 04

### Sample Facilitator Guide Script

“I’d like to add one more thing to this, in order for this group to be all that it can be we need to commit to honoring one another by maintaining confidentiality.”

“The goal of this lesson is to help us choose to be self-disciplined so you can climb the mountain of your dreams.”

“Let’s jump in! Self- discipline is a choice...” read first paragraph and then turn to the person on the right and ask them to read the second paragraph.

For the feedback questions you will say:

“We are going to take just a few minutes for you to read through these statements and check off which statement is most true for you on each line. Take another two minutes to answer the questions below.”

Give the group about four minutes to read through the options, make the appropriate checks, and write their answers to the questions. You are going to want to model the way to answer appropriately. Be willing to share your answer openly, even if it is not flattering and be sure to not take more than your allotted minute to answer.

“I had more uphill climbing habits checked than downhill climbing, but I have some pretty significant downhill habits that I need to be working on.”

Turn and look to the person next to you and ask them to share their answer. Thank each person for sharing. Nod and encourage them as they speak. Once every person has finished answering resume reading the lesson with the next person to the right who has not read yet. When you get to the question, read it out loud and tell everyone they have two minutes to write down their answer to the question. Give the group two minutes and then answer first to model the way.

## 04

### Sample Facilitator Guide Script

“One thing I can do to activate my dreams is to go into class prepared every day. I am going to do that by getting my book bag organized at night before I go to bed.”

Look to the person next to you and ask them to share their answer and go all the way around the circle.

Once everyone is done, resume the reading with the next person to the right who has not read yet. Read through the Benefits of Self-Discipline and then ask your group to take about five minutes to fill out the rest of the page.

Give the group five minutes and then answer first to model the way.

“I checked six of the benefits as appealing to me and the one that is most appealing is ‘Gives me control over my life’ because I feel like that would include several of the other benefits as well. I want to stop being unprepared and so my action step for the week is going to be packing my book bag every night this week. When I pack my book bag I am going to make sure I have paper, pens, and that my notes are in the right binder so that when I get to class I can be ready to go.”

Look to the person next to you and ask them to share their answer and allow everyone to go around the circle and answer.

“As we are wrapping up I’d like to encourage you to think about what you need to do to help you take action on your goal for the week. Do you need to tell a friend or write yourself a note or...? We are going to start out our next lesson telling each other how well we did on our action step and evaluating ourselves on it. Thank you all for being a part of this lesson and I look forward to learning with you on the next one.”

## 05

# Common Challenges

Small group interaction has a lot of positive benefits, but sometimes there are challenging aspects to interacting in a small group setting. Every person in your group is coming into it with their own experiences and perspective. This creates some natural relational dynamics that require intentionality to lead well.

Accordingly, here are some potential challenges and suggestions:

- 1) ***The long-winded person*** - This person may be a verbal processor. Do not single him or her out. Look for an opportunity to move the discussion along at any pause. Remind the group we want to have time to hear from everyone.
- 2) ***The non-participatory person*** - If someone is consistently not participating, touch base with the person privately and ask why. Remind them the group is stronger when everyone participates and more perspectives are able to be heard.
- 3) ***The solver*** - This person has good intentions but wants to solve everything. Remind the group that our goal is to support and acknowledge people, not to solve every issue for people. It is a growth process and each person is on their own journey.
- 4) ***Strong emotion*** - Some topics cause people to get emotional and that is okay. Do not be afraid to hold the person's gaze. Nod affirmation to the person and acknowledge that it is a tough situation. Privately, you may want to let them know you care and point them towards resources available on campus.
- 5) ***Concern for a student's well-being*** - Every session will begin with a reminder of the ground rules including confidentiality, but if something comes up in a group that makes you fearful about the well-being of one of your peers then you need to bring this to the attention of your sponsor.
- 6) ***The distractor*** - This person is often fun-loving but can easily derail the group conversation. Be gracious but firm and work to keep the group on track and redirect the conversation as needed.

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THE JOHN MAXWELL LEADERSHIP FOUNDATION



John C. Maxwell, a #1 New York Times bestselling author, coach, and speaker, was identified as the #1 leader in business by the AMA and the world's most influential leadership expert by Inc. in 2014. His organizations — The John Maxwell Company, The John Maxwell Team, EQUIP, and the John Maxwell Leadership Foundation — have trained millions of leaders touching every nation.

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