



# iLead Program Sponsor Guide



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## iLead Lessons

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# Welcome to iLead!

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 themselves, their values and their leadership skills.

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 identify and write out one action step for the week that will allow them to improve their score in that area.

Values-based roundtables have proven to be incredibly effective in the Maxwell Leadership Foundation's 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 good character and leadership values
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 young people 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 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 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 students — 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

Your passion to help develop our next generation of leaders is taking you on an exciting journey! Becoming an iLead sponsor is an important role and such a worthy endeavor to invest your time and effort in. That's because it is more than a mentorship role. In the book, *The Leader's Greatest Return*, John Maxwell shares how a sponsor opens doors for you so that you can walk through them to be successful. Sponsors give guidance, but they also come through on much more important fronts. As you take students through iLead, you will be sharing proven values-based content that addresses attitudes and mindsets as well as giving students the opportunity to practice leadership skills that they'll need for success.

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

- Organize your group/s
- Provide Facilitator Training for your students
- Distribute content to participants
- Take and report attendance (numbers, not names)
- See that assessments 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, self-harm, etc.)

iLead is a peer-to-peer program which means students will facilitate their own groups with you as a resource and a guide. 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.



## O1

# The Sponsor (Continued)

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

- 1) Go to [maxwellleadership.org/iLead](http://maxwellleadership.org/iLead) and review the information provided on the website. You will see resources such as an implementation guide 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) Familiarize your group and familiarize yourself with the content, as well as any 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-assessment.
- 5) Help students form groups of 3 to 8 based on the amount of time allotted. The recommended group size for a 30-45 minute time allotment is 6-8 students.
- 6) As your group begins to meet, please keep track of the number of participants as you will be asked to provide those numbers at certain points during the program.
- 7) When using Maxwell Leadership Foundation's learning platform for content, each week you will need to login to [maxwellleadership.org/iLead-login](http://maxwellleadership.org/iLead-login) to get the content and send it out to the participants in your group. Please do not send students the lessons in bulk.
- 8) You will be asked to complete a survey that will be used to communicate the number of participants for each lesson and will be provided with links to distribute assessments to students as you progress through the lessons.

Have questions? Inquiries can be submitted at any time using the form at the bottom of the iLead page at [www.maxwellleadership.org/ilead](http://www.maxwellleadership.org/ilead).

If you are a part of a large scale implementation supported by the Maxwell Leadership Foundation, please coordinate with your primary contact as some of your instructions may differ.



## 02

# The Student 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.*

### *The facilitator:*

- Is not there to give correction.
- Is not there to impress nor judge.
- Is not there to teach or lecture.

### *The facilitator:*

- Will seek to model authenticity, as well as proper length of answers.
- Will seek to keep the groups on track.
- Will seek to acknowledge and respect peers' answers and assessments.
- Will seek to encourage fellow students to take action that leads to personal growth.





## 03

# Five Steps to Facilitating a Small Group

### **1. Prepare.**

Facilitators should familiarize themselves with the small group lesson in advance.

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

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

- Read aloud (students may request to pass)
- 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 given
- Practice confidentiality

### **3. Reference imagery with values.**

Images help imprint values further. For example, the Value of Choice references a gift. The Value of Relationships references a bridge. This helps to strengthen lesson content through the development of associations. Use of association is a beneficial way for improving our ability to remember information. Facilitators will connect the information being explored with imagery so connections are made more deeply and recall of that information is made with greater accuracy.



## 03

### Five Steps to Facilitating a Small Group (Continued)

#### 4. *Lead by example.*

Facilitators go first in answering questions, go first when reading passages, etc. The facilitator sets the tone for how others will engage with the material.



First person  
read aloud.



Next person  
read aloud.



Take note of what's  
important to you.



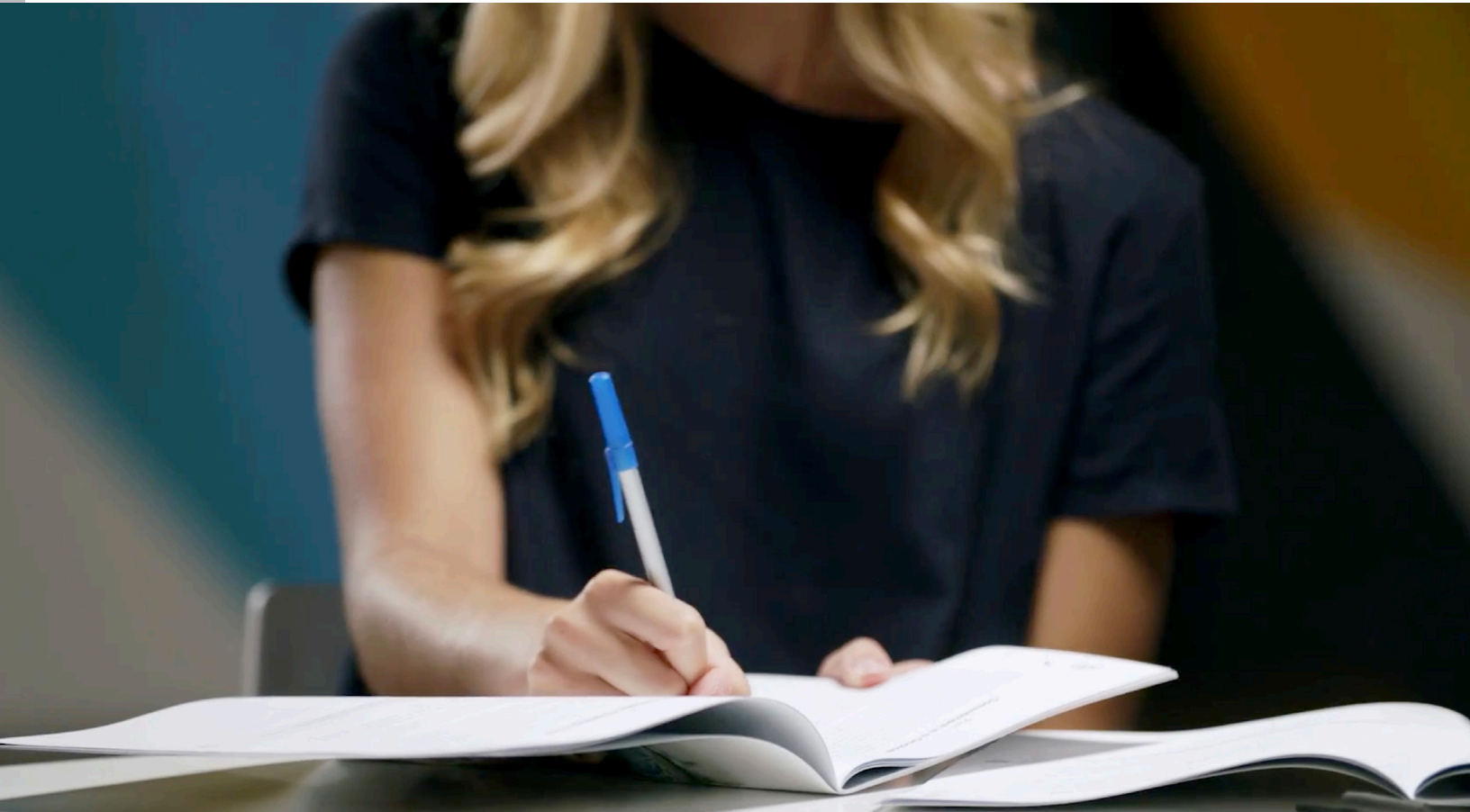
Share with  
others.



Take  
action.

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

Facilitators should be aware of the clock and remind everyone that the suggested response time for group discussion is about one minute per student. If the groups complete the lesson early, facilitators could consider asking someone to share one thing they learned from another student in their group to keep participants engaged.



## 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 themselves on how well they demonstrate the lesson's value in their 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 students to apply the value being discussed to their lives. Lessons will provide opportunities for students to share the action step they wrote during the previous session and describe what resulted.

Although personal growth does happen individually, the small group process provides a safe place to learn and process ideas. Identifying, writing and discussing weekly action steps create 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 a roundtable is facilitated.

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

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

Note: In every roundtable after the first session, the facilitator will share what their action step was in the previous lesson and how they did at living it out. Then they will ask all of the people in the group to share. This step can be skipped for the first session. Instead, the facilitator can ask people what they hope to get out of being a part of iLead.

*“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 icon with two people at a table, it 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...”*

Facilitator should read section titled, *“How you can make this lesson effective for you and others.”*

*“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.”*

## Sample Facilitator Guide Script

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

For the feedback questions the facilitator 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.”***

The facilitator should give the group about four minutes to read through the options, make the appropriate checks, and write their answers to the questions.

They are going to want to model the way to answer appropriately. Be willing to share their answer openly, even if it is not flattering and be sure to not take more than their 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.”***

The facilitator should then turn and look to the person next to them and ask that they share their answer. Each person should be thanked for sharing. And facilitator should feel free to nod and encourage the other participants as they speak. Once every person has finished answering, the group should resume reading the lesson with the next person to the right who has not read yet. When the group encounters a question(s), it/these should be read out loud and everyone will have two minutes to write down their answer(s) to the question(s).

After providing the group with response time, the facilitator will then answer first to model the way.



## 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.”*

Facilitator should look to the person next to them and ask that they share their answer and repeat until all participants have had a turn.

Once everyone is done, facilitator should have the group resume the reading with the next person to the right who has not read yet. When the reading has been completed, the facilitators should direct the group to take a few minutes to fill in the answers to the remaining questions.

The group should be given five minutes to respond and then facilitator should 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.”*

After responding, facilitator should look to the person next to them and ask that person to share their answer then allow everyone to go around the group 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 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(s) is coming into it with their own experiences and perspective. This creates some natural relational dynamics that require intentionality to guide well.

Accordingly, here are some potential challenges and suggestions:

- 1) ***The long-winded person*** - This person may be a verbal processor. They should not be singled out. Instead, look for an opportunity to move the discussion along at any pause and to remind the group that time is needed 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 that person that 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 their 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) ***The distractor*** - This person is often fun-loving but can easily derail the group conversation. Be gracious but firm, work to keep the group on track and redirect the conversation as needed.
- 5) ***Strong emotion*** - Some topics cause people to get emotional and that is okay. Don't 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 they are cared for and point them towards available resources such as the trusted adult in the room.
- 6) ***Concern for a student's well-being*** - Every session should 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 the trusted adult in the room.

06

## A Glimpse Into the iLead Curriculum

Use the QR code below to view a demonstration of students participating in the Commitment lesson.





The Maxwell Leadership Foundation, founded by bestselling author, coach, and speaker John C. Maxwell, develops leaders by helping them experience the transformational impact of values-based, people-centric leadership development. Developing leaders are challenged to apply what they are learning and take action to make the world better and brighter. As individuals are impacted, there is a ripple effect and families, schools, organizations and communities experience lasting positive change.

For more information, visit [MaxwellLeadership.org](https://MaxwellLeadership.org).