

iChoose XLR8 Facilitator's Guide



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Welcome to iChoose XLR8

This program is comprised of 16 lessons with the goal of helping you learn leadership values and teaching you how to apply them to your own life from leadership expert John C. Maxwell.

iChoose XLR8 was designed to provide students with an environment for leadership values to be introduced, practiced, and shared.

Many people equate leadership with position, abuse of power, bribery, and corruption, and so few young people have a healthy and correct understanding of what leadership is and how they can apply it to their lives and the lives of others. John C. Maxwell has partnered with educational institutions around the world to produce this program and reverse the negative portrayal of leadership. This program offers a desirable portrait of leadership based on values that are applicable to a student's life — values that young people can admire, implement, and choose to aspire to for a more positive and sustainable style of leadership.

Program Goals

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

1. Identify with the 16 values of leadership explored in the content
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** values-based leadership journey!

Every day, people ask me how they can make their world better. No matter the environment, my answer is always the same: start by improving yourself! And that begins with 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.

One of the most significant discoveries of my life was realizing that wise choices today put “change in the pocket” for future choices. Yesterday is gone. Tomorrow isn’t guaranteed. But you can choose what you do today. Every day, you will be faced with choices in one or more of the 8 areas covered in the curriculum. The decisions may seem small and inconsequential, but when added together, they create a positive track for your life to run on.

Being involved in **iLead** means choosing to grow and develop yourself. As a participant you will experience life change; as a facilitator you will help bring life change to your peers. You’ll see it come to life over the next several weeks as you and your peers participate iChoose XLR8.

The content will challenge you to be intentional with the choices you make. As the facilitator, you will show others what it looks like to interact with the material. The answers you share will set the tone for authenticity, and your engagement with your peers will model the respect that is needed for a healthy group.

Your group will come together as you move through the curriculum, so allow time for your group to gel. It may be a little messy at first, but I promise it’s worth it. As a facilitator, you will listen and encourage your peers while they learn, share, and apply leadership choices that will help them to become better people.

As I said, making the world a better place begins with you and your choice to be the change you want to see. Thank you choosing to invest your time and effort in being a facilitator.

Your friend,

A handwritten signature in black ink that reads "John C. Maxwell". The signature is written in a cursive style with a large, stylized "J" and "M".

02

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 an honest contributor.

- You will model authenticity, as well as proper length of answers.
- You will keep the group on track.
- You will acknowledge and respect the answers and assessments shared by group participants.
- You will encourage group participants 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 that they are expected to:

- Read aloud (participants 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

Setting the expectations will help students develop ownership of the program.

Explain each expectation and repeat with each new unit.

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.*

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.



Take note of 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 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 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 step 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.



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 the 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.