



iLead Sponsor Guide

For use with iLead Units and XLR8 Modules.

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Welcome to iLead!

iLead combines Dr. John C. Maxwell's timeless leadership approaches with a peer-to-peer format that is designed to empower growing leaders to develop their values and leadership skills.

iLead Goals

ILEAD SUPPORTS STUDENTS TO ACCOMPLISH FIVE GOALS:

1. Identify with positive 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

The format of iLead allows students the opportunity to experience leading as they take turns facilitating. Each value lesson contains the benefits of the value, short teachings on the value, the opportunity for reflection, student self-evaluation, and the opportunity for students to identify and write out an action step that will allow them to improve their practice of the value.

Values-based roundtables called Transformation Tables, have proven to be incredibly effective in the Maxwell Leadership Foundation's transformation efforts in countries and communities. John Maxwell recognized that if we could help students learn and apply these same concepts, we would help students to experience and create powerful positive change.

iLead encompasses three series:

iChoose is connecting Values & Leadership

iDo is connecting Actions & Leadership

iLead is connecting Influence & Leadership

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 create 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 unfold.

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

Your friend,



P.S. You don't just have to take my word on iLead's impact. Enjoy [this video](#) my team captured on the Value of iLead.

01

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. iLead sponsors are trusted adults such as educators, guidance counselors or coaches, who offer students an opportunity to be a part of iLead. They span multiple streams of influence from education to sports, faith and business.

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 of iLead are a source of 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 they will need for success.

As the sponsor your role is to:

- Create a weekly time in your classroom schedule to engage in iLead.
- Determine and outline the pacing of the lessons (see Lesson Pacing recommendations based on the use of iLead content in Units or XLR8 Modules).
- Strategically organize your students into groups. Let's set students up for success from the start!
- Provide guidance and training to support students in the Facilitator role prior to starting lessons. A Student Facilitator Training resource is available by [clicking here](#) or scan the QR code.
- Distribute content to students.
- Take and report attendance (numbers, not names).
- Be the resource in the room to guide challenges that may arise in the groups and redirect students when necessary.
- Provide intervention when an issue of safety or well-being comes up (suspected abuse, self-harm, etc.).



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 find their voices and create a community that supports one another.

02

Instructions for Implementing 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.

PLEASE REVIEW THE FOLLOWING GUIDELINES DESIGNED TO HELP YOU AND YOUR STUDENTS THRIVE!

- 1) Go to MaxwellLeadership.org/iLead and review the information provided.
- 2) 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.)
- 3) When using Maxwell Leadership Foundation's learning platform for content, please login to www.maxwellleadership.org/iLead-login to get the content one lesson at a time and send it out to the participants in your group or print it for student use. Please do not share the lessons from the learning platform with students in bulk.
- 4) Organize students into groups that will stay intact throughout all lessons during the period of time you will engage students in iLead (such as a semester or school year). Keep in mind the strengths and personalities of your students when creating groups. Group sizing will dictate the amount of time needed to complete lessons. Please refer to page 11, *Scheduling time and lesson pacing*.
- 5) Use the Student Training resource to introduce iLead to students, go over group procedures and expectations, and conduct a model iLead group.
- 6) At the conclusion of each unit or module of iLead, you will complete a survey of the number of participants in your implementation of iLead in the learning platform.

Have questions? Inquiries can be submitted at any time using the form at the bottom of the iLead page at MaxwellLeadership.org/iLead.

03

Preparing Your iLead Group(s)

1. Prepare.

Sponsors should familiarize themselves with each lesson in advance. iLead was designed to be accessible to a wide range of students. However, you may find it necessary to provide upfront support for students with vocabulary and pre-teaching any unfamiliar concepts. Each participating student should be provided with an opportunity to facilitate a lesson of iLead during your implementation. After each lesson, the role of facilitator should rotate to another student in the group.

2. Facilitator Training.

Train students to be facilitators by using the Student Facilitator Training resource. Access by [clicking here](#) or scan the QR code.



3. Guide Students on keeping track of time.

Students should be guided to remain aware of the time and, if needed, remind their group that the suggested response time for group discussion is about one minute per student when it is their turn to be facilitator. If you notice groups completing the lesson early, guide facilitators to consider asking group members to share one thing they learned from another student in their group to keep participants engaged.



03

Preparing Your iLead Group(s) (Continued)

4. Guide Students to lead by example and use the iLead legend.

Students should be prepared to go first in answering questions, go first when reading passages, etc. when it is their turn to be a facilitator. The facilitator sets the tone for how others will engage with the material. A legend of icons is provided at the beginning of each lesson to help guide the student facilitators and group participants through the lesson.

Go over the legend with your students prior to beginning lessons. The legends featured over the course of iLead are provided for reference below:

iChoose and iLead (Units and XLR8) Legend:



First person read aloud.



Next person read aloud.



Underline what's important to you.



Share with others.



Take action.

iDo (Units and XLR8) Legend:



First person read aloud.



Next person read aloud.



Underline what's important to you.



Share with others.



Group activity.



Take action.

03

Preparing Your iLead Group(s) (Continued)

5. Set expectations.

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

- Follow the legend icons as they progress through a lesson.
- Read aloud (students may request to pass).
- Follow along with the lesson and underline what they think is important to them.
- Fill in and answer Reflections throughout the lesson.
- Share in group discussions (for 30 seconds to 1 minute per person).
- Evaluate themselves honestly.
- Actively listen.
- Respect others through encouragement and patience.
- Practice confidentiality and respect what others choose to share.



04

The Student Facilitator

A facilitator plays a very important role in the small group process. In iLead, the student role of facilitator can be described as *someone who guides peer-to-peer learning, encourages group members to share, keeps the group progressing through the lesson in a timely manner and models what participation looks like*. As mentioned, each participating student should be provided with an opportunity to facilitate a lesson of iLead during your implementation, rotating the role after each lesson.

The student facilitator:

- Will go first in reading the lesson content.
- Will introduce Reflections embedded throughout the lessons.
- Will be the first to Share when prompted by the content.
- Will seek to model honesty, as well as proper length of answers.
- Will keep the group progressing through the lesson using established group expectations and procedures.
- Will seek to acknowledge and respect everyone's answers and self-evaluations.
- Will encourage everyone to take action that leads to personal growth.

The facilitator:

- Is not there to give corrections.
- Is not there to impress nor judge.
- Is not there to teach or coach.



05

The Structure of the iLead Lesson

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

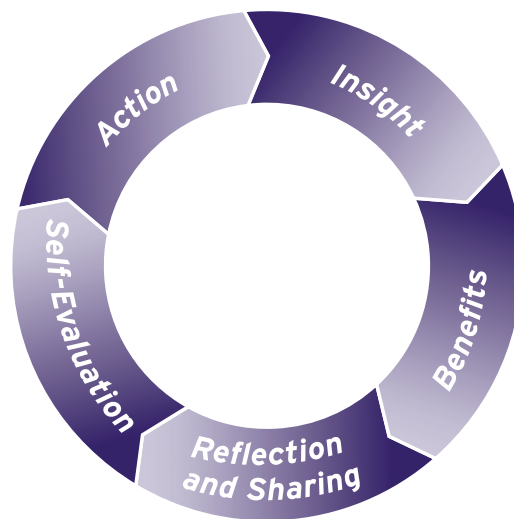
Insights: Each lesson explores John Maxwell's leadership content and pairs it with practical application.

Benefits: The benefits help students know why this value matters to them and their lives.

Reflection and Sharing: Allows students to demonstrate learning and learn from one another as they share how they are applying what they are learning.

Self-Evaluation: Allows students to reflect on how well they live out the value discussed.

Action: Each lesson challenges students to create an action step to improve their practice of the value. Students will have the opportunity to share their action step and will be encouraged to share the results during the next group session.



The peer-to-peer methodology creates a close community in which students learn from one another and practice supporting and encouraging each other. As students develop relationships and grow in their understanding of each value, their choice of personal growth is strengthened.

Best Practice Recommendations

Scheduling time and lesson pacing: Students engaging in iLead benefit from consistent delivery. One best practice is to engage students in iLead on a weekly basis, however, flexibility exists. Each unit of iLead encompasses four value lessons, broken down into two parts for one lesson part each week. There are four units in each, iChoose, iDo and iLead. Each module of iLead XLR8 encompasses eight value lessons. There are two modules in each iChoose XLR8, iDo XLR8 and iLead XLR8. Below are guides demonstrating weekly lesson pacing for the versions of iLead covered by this guide.

iLead Units: (iChoose, iDo, and iLead)

| Frequency | Time Commitment | Recommended Group Size | Pacing | Unit Duration |
|-----------|-----------------|------------------------|-----------------|--|
| Weekly | 30-45 min | 6-8 | One lesson part | 8-9 weeks (1 week for training at initial launch) |

iLead XLR8 Modules: (iChoose XLR8, iDo XLR8, and iLead XLR8)

| Frequency | Time Commitment | Recommended Group Size | Pacing | Module Duration |
|-----------|-----------------|------------------------|------------|--|
| Weekly | 1 hour | 6-8 | One lesson | 8-9 weeks (1 week for training at initial launch) |
| Weekly | 25-30 min | 3-5 | One lesson | 8-9 weeks (1 week for training at initial launch) |



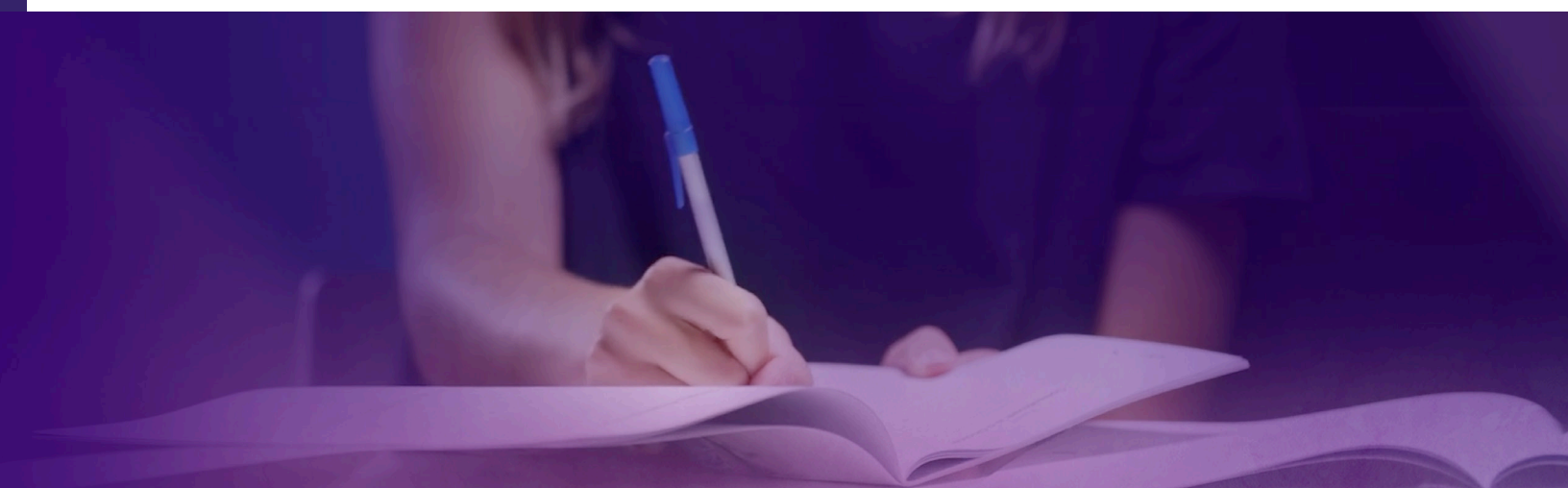
Best Practice Recommendations (Continued)

Introduction of imagery associated with values: The images used for each lesson help further imprint values. 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. Sponsors should connect the lesson with its imagery, as needed by the students, so that connections are made more deeply and recall of that information is made with greater accuracy. You may consider engaging Student facilitators in doing this once momentum with the lessons is created.

Support: In order to meet the needs of all students, adaptations of iLead may become necessary. It is encouraged to use appropriate strategies when adapting iLead to enhance accessibility. Some examples of common adaptations include:

- Providing students with definitions of vocabulary.
- Breaking lessons into digestible chunks.
- Making additional visuals to support the content.
- Extending a value theme into other activities.
- Offering modified ways to respond to Reflections.
- Include supplemental materials such as books that reinforce iLead values.
- Providing additional background knowledge to enhance comprehension.



Best Practice Recommendations (Continued)

Addressing Small Group Challenges: Challenges may arise as students work in the iLead groups. Each student has their own experience, perspective, and maturity level. Here are some potential challenges and suggestions for support:

- **Verbal Processor** - Look for an opportunity to move the discussion along at any pause. Remind the group to keep in mind that we want to allow time for everyone to share, so we have to stay aware of how long we share. Please avoid singling them out.
- **Reluctant Contributor** - Touch base with the student privately to determine the reason. Remind student that the group is stronger when everyone shares. Let them know what they think is very important.
- **Problem Solvers** - Students who have the best of intentions, but want to solve everything. Redirect the group to support and acknowledge people verses solving problems. The focus should be on the growth journey of each student.
- **Distractors** - Students who are fun-loving, but can easily derail the group. Be gracious but firm, and work to keep the group on track and redirect the conversation as needed.
- **Strong Emotion** - It is not uncommon for students to feel uncomfortable discussing sensitive topics. Encourage open communication, foster empathy among group members, and provide the necessary resources to support students as needed. Remind students it is possible to participate in sharing while using discretion.

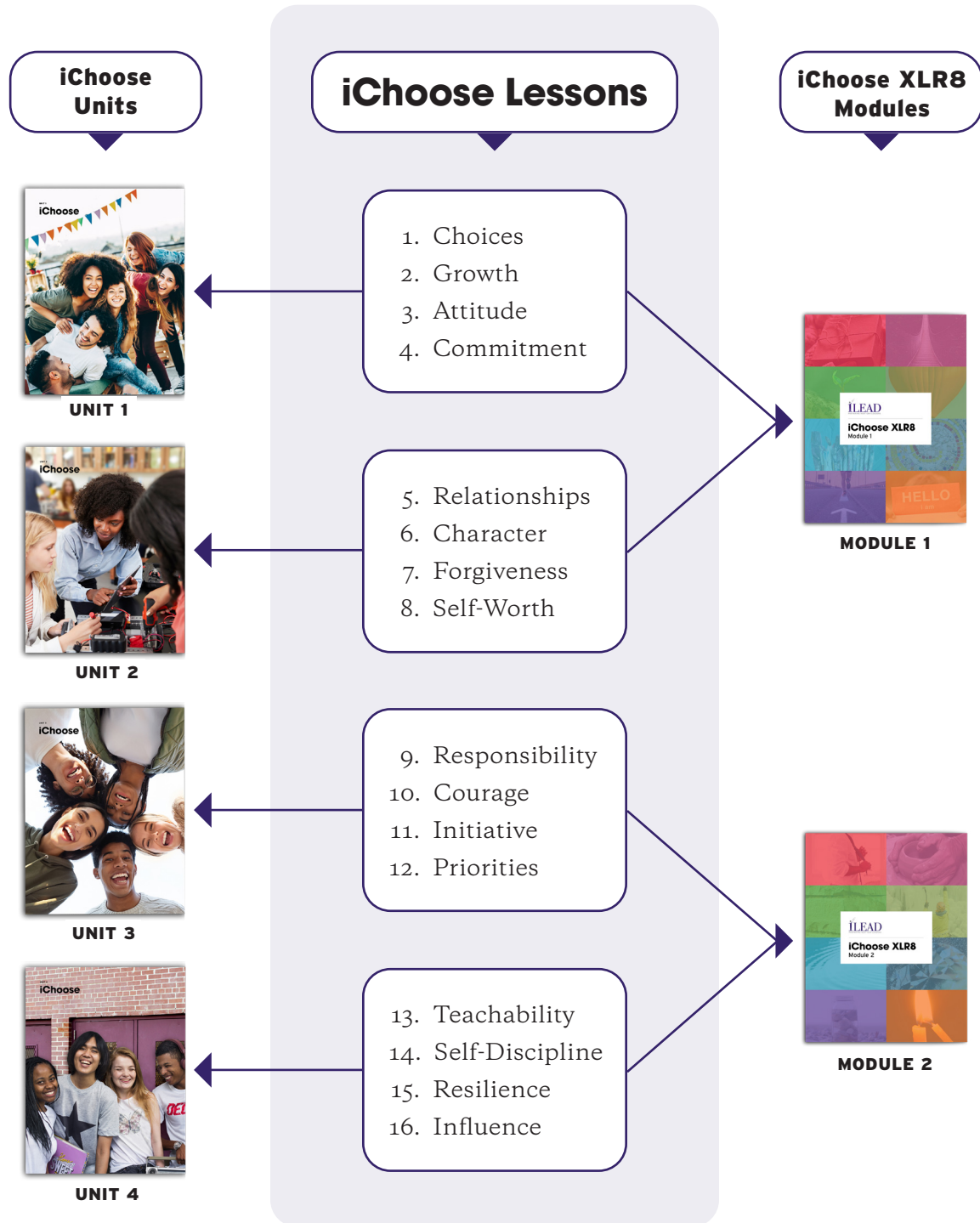
07

A Glimpse Into iLead

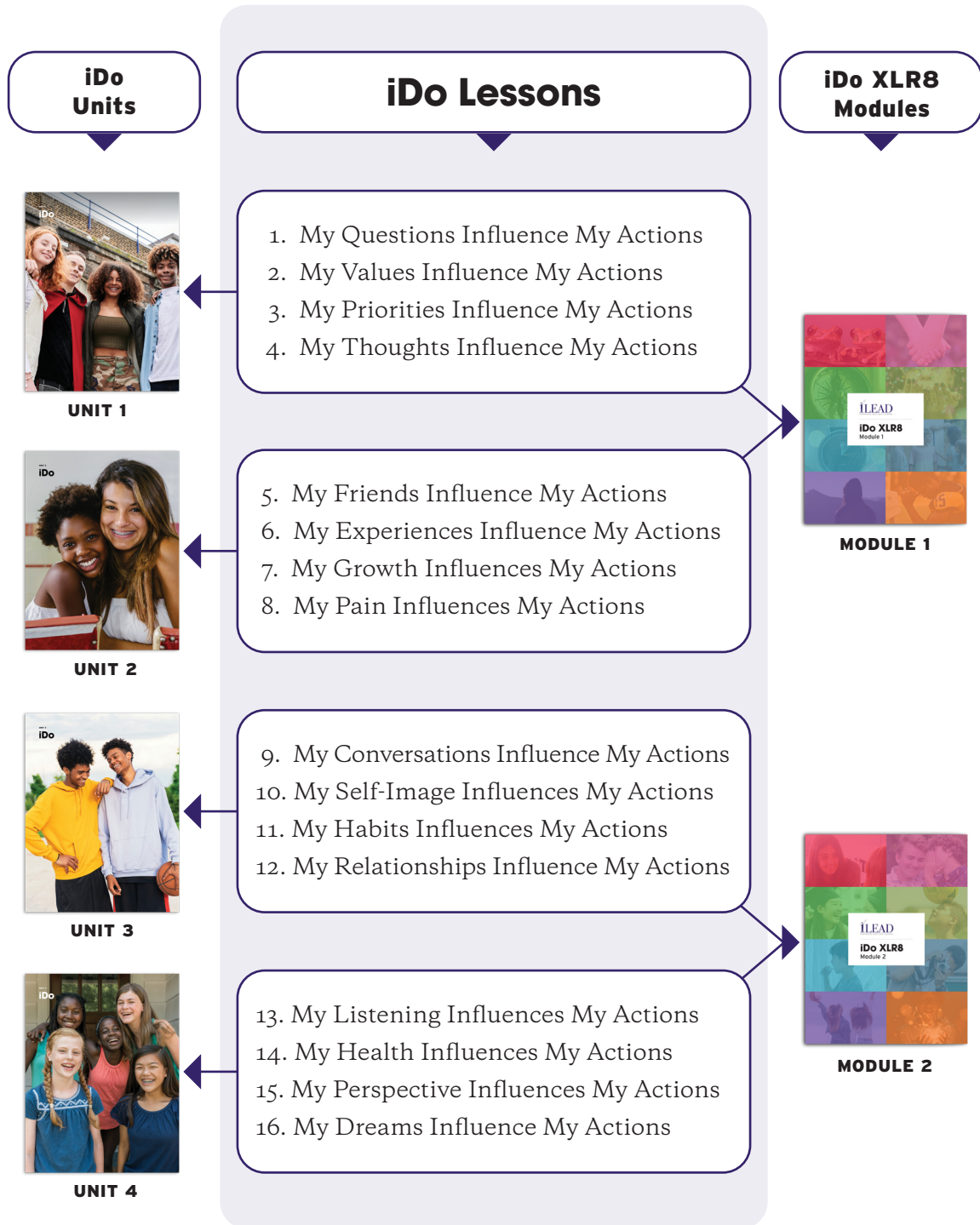
To view a demonstration of students participating in an iLead lesson, please scan the QR code below or [click here](#).



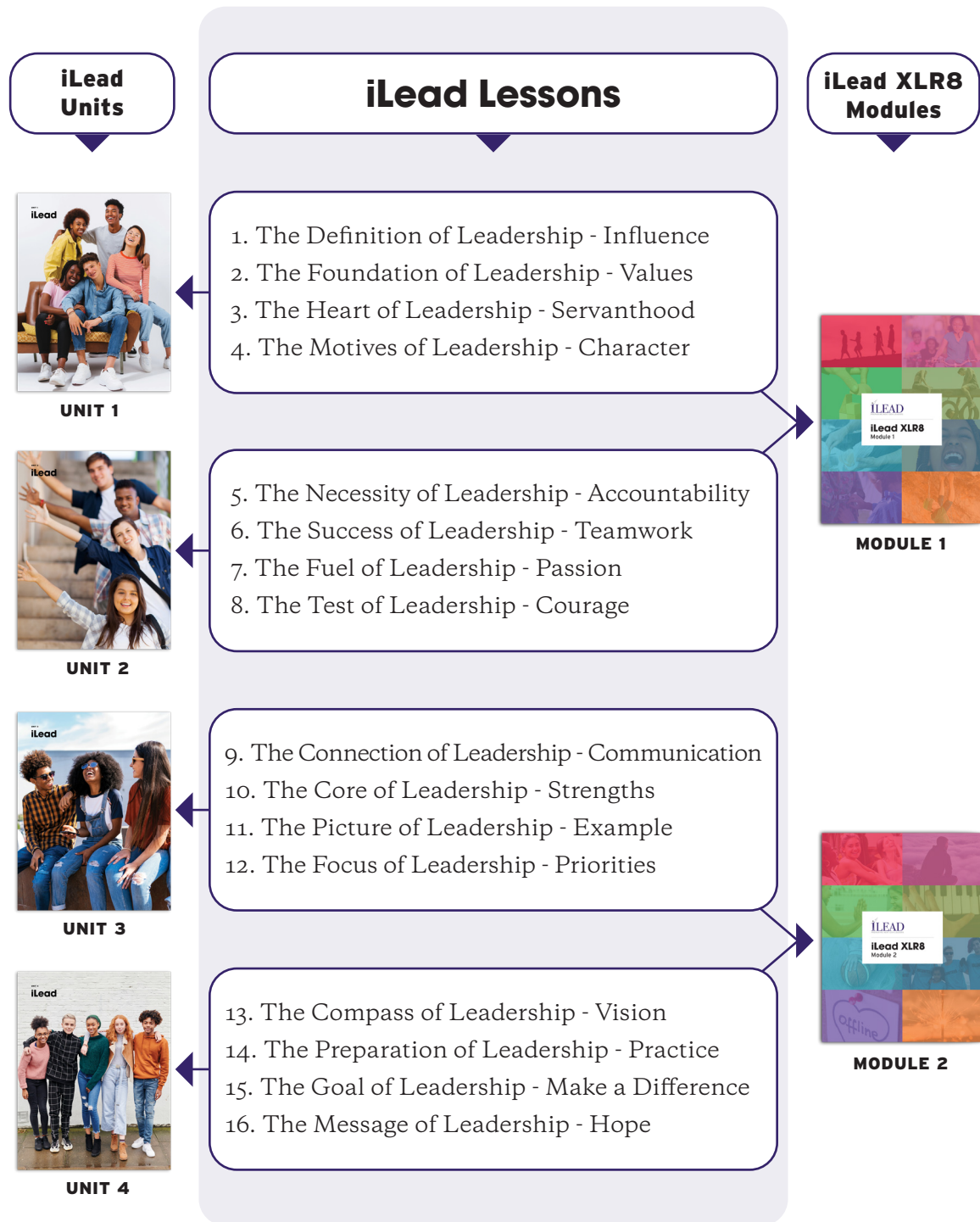
iChoose Index



iDo Index



iLead Index





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.