LUNCH & LEARN
FACILITATOR GUIDE

JOHN C. MAXWELL

EQUIPPING 101

WHAT EVERY LEADER NEEDS TO KNOW
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How to Use this Resource

Purpose
Thank you for your desire to guide people in their personal leadership growth. As a facilitator of a weekly Lunch & Learn group, you will find great satisfaction in walking with others as you grow together. John Maxwell asserts that “personal and organizational effectiveness is proportionate to the strength of leadership.” In order to become better leaders, each of us must personally grow as leaders and, as a result, we help others to follow suit.

This Facilitator Guide is designed to help you steer the process, encourage discussion, and model effective leadership to your group. Whether you are new to facilitation or have extensive experience, it is important that you take time to read through this guide before beginning your weekly Lunch & Learn group.

There are two benefits from reading through this facilitator guide. First, you will see that a lot of the preparation has been done for you, and it will challenge you to think of other creative ways to facilitate the group. Second, if you decide to let others facilitate, which is strongly recommended, they can read the guide themselves to prepare for upcoming Lunch & Learn sessions.

Ultimately, Lunch & Learn groups are a great method for encouraging personal development and getting to know people in a setting you would not normally experience together.

Creating an Environment with Values, Goals, and Expectations
When you start your Lunch & Learn group, it is important that you create an environment built with values, goals, and expectations. People need to know what they are committing to, and they want to feel like they can contribute to the formation of the group. This will create a sense of ownership. As you begin to meet, it’s your responsibility as facilitator to outline expectations and form some of the framework for the group. From there, allow other members to make their contributions as well. Here are some of the core values, goals, and expectations you can include in your initial meeting before diving into the content.

Values

• **Relationship** – As the group meets, some great relationships will begin to be built. Challenge the group to realize that this is an opportunity to build and invest in one another during the length of the group, an opportunity they may not have otherwise had.
• **Respect** – During the time together, there will be great conversations and different points of view. This is okay and part of what creates a healthy dialogue. Every member of the group should feel that their input is respected and valued.
• **Value** – There will be different personalities in the group. Every person should be allowed to express their opinions and know it is a place where they can do so. They should trust that nothing shared within the confines of the group will be met with hostility or aggression.
EQUIPPING 101
Lunch & Learn Facilitator Guide

How to Use this Resource

• Safe group – What is said in the group should stay in the group. Most organizations are forbidden by law to have employees promise confidentiality, but the group should commit to keeping its environment a safe place for discussion.

• Other values – Ask the group members if there any other values they would like to add to make the group their own.

Goals

• Explore and integrate the content – Each person should make a commitment to preparing for the group each week in an effort to become a better leader.

• Ready for the discussion – This is not a class, so it is vital that each person contribute, as the facilitator’s role is just to bring structure to the communication—not to teach. The facilitator will at times ask probing questions, but group members are encouraged to ask their own questions as well.

• Other goals – Ask the group members if there are any other goals they would like to add to make the group their own.

Expectations

• Commitment – Each group member should make a commitment to the group and to themselves that they will actively participate in the group, be on time, come prepared, and engage in the discussion.

• Time – Decide on a consistent time and place to meet each week that will allow you to have a great discussion and eat within an hour.

• Amount of Material to Cover – Calculate how many weeks you will spend on this book and cover the appropriate number of chapters per week in order to finish the book. (Note: The Facilitator Guide builds out each chapter as a facilitation unit, but it is common that you will need to cover more than one chapter a week. Combine materials according to the number of weeks you have to cover the material.)

• Communication – Ask group members to e-mail you if they plan to be absent at any time so you can plan appropriately.

• Facilitation – We recommend that you give everyone a chance to facilitate, but you know the group best and can decide what might work well for your particular group.

• Other expectations – Ask the group if there any other expectations they would like to add to make the group their own.

Concluding Value

As you wrap up your discussion about values, goals, and expectations, it is extremely important to emphasize that the Lunch & Learn group is not a session for complaining. Instead, the sessions are to objectively talk about the subjects and how one can apply the subjects into one’s life or team. By directing the discussion to be constructive and positive, it will help members focus on changing their immediate spheres of influence. The Lunch & Learn group is not a group to vent about people or problems. Yes, there will be discussions about the workplace and implementing the ideas into one’s life, but everyone must be mindful to keep these conversations at an objective level instead of an emotional one. True leadership
confronts issues and does not foster the growth of division and strife, so at times you will need to gently redirect the group to keep conversations from spiraling downward.

Facilitator Responsibilities
Lunch & Learn groups need some administration work for them to be successful. The facilitator should be responsible in the following areas:

- Recruit people for the group if necessary.
- Define with group members the structure and formation of the group in terms of values, goals, and expectations.
- Be prepared to lead members through the agreed upon amount of material each week. Also, prepare your facilitation materials prior to the group meeting each week.
- Coordinate a consistent time and place to meet. You will also need to communicate with the group from time to time for administrative reasons.
- E-mailing the questions to group members prior to the Lunch & Learn session may help with group discussion.
- Motivate group members toward self-examination, reflection, and action planning with respect to the topics.
- If necessary, provide feedback on the Lunch & Learn group to other leaders within your organization.

Facilitation Tips
Here are several practices that may help your Lunch & Learn group.

- Tips for good questions:
  - Ask open-ended questions, not those that can be answered with a simple, one-word answer.
  - Ask questions that evoke feelings, thoughts, and insights.
  - Ask questions that require personal examples.
  - Ask questions that stimulate people to apply what they are learning.

- Read all the assigned work prior to meeting. Make notes in the margins of the book and record questions as they arise. Feel free to use your own questions as you like, instead of the questions in the Facilitator Guide.

- Creative activities – Incorporate other ways to promote discussion and change things up from week to week. For example, if you find an article related to the topic, bring it for everyone to read at an appropriate time and use it as part of the discussion.
The Structure of the Facilitator Guide

Weekly Lunch & Learn groups are facilitated group discussions. You will not be lecturing or teaching the group, but encouraging members to discuss what they have been learning. Within each chapter of the Guide are opening questions and some facilitated questions, but they are to be used as conversation starters or to bring the group back on track as necessary. Plan to share your own reflections, experiences, and questions, but limit your input. You should only be talking about 10 to 15 percent of the time. Stimulate others to share, listen attentively when they speak, and affirm discussions based on other group members’ questions and insights. The following structure is provided to help take some of the pressure off you as a facilitator, but we encourage you to build upon this structure. You know your group best, and you can create even more intentional and relevant questions based on your group members and work environment.

Main Point – The main point section of each chapter is to help you frame the chapter as you read and prepare for the Lunch & Learn group. It will aid you in refining your questions and activities each week.

Opening Question Options – Each of these questions are designed to begin discussion or to help people in your group get to know each other better.

Facilitation Question Options – These questions are designed to probe the group with some of the major concepts from each chapter.

Wrap-up – The wrap-up section is left blank for you to jot down some of the topics that were discussed so you can summarize and positively reinforce the ideas at the end of the Lunch & Learn session.

The Weekly Challenge – Have group members’ share how they are going to apply the concept that week into their personal life somehow during the week. Take note of what every person says so you can encourage them in their personal growth throughout the week.

Final Thought
As the facilitator of the Lunch & Learn group, remember that there is a need for structure, but don’t allow your structure to get in the way of personal growth. Lunch & Learn groups are for personal development, and getting through all the material should not be the goal of every group session.
Equipping 101
by John C. Maxwell

Introduction

In Equipping 101, John C. Maxwell coaches you to identify and train potential influencers and to launch them into leadership. His insights will help you instill up-and-coming team members with the intangible leadership qualities they need to excel. In this book, you’ll learn to effectively delegate responsibility and lend authority to potential leaders. You’ll also discover best practices for monitoring their progress, supplying them with encouragement, and building their confidence as they mature as leaders.
CHAPTER 1
Why Do I Need to Equip Others?

Main Point
Trying to do everything on your own leads to frustration and limitation. If you want to reach your potential and build something of lasting value, then you need to become a team player. Superheroes only inhabit the land of fiction; doing something heroic in the real world involves assembling and equipping a talented team.

Opening Question Options:
1. Have you ever worked on a cheerful, upbeat team? If so, describe your experience. Toddlers often go through a stage in which they insist on doing everything themselves. What do you think motivates them to be so independent?
2. Some renowned artists, such as sculptor Michelangelo, painter Vincent Van Gogh, and author JK Rowling, appear to have gained fame on their own. To what extent do you think they depended on others for their success?

Facilitation Question Options:
1. How does insecurity prevent a leader from equipping team members?
2. Is it easy or difficult for you to ask for help? Explain your answer.
3. How is the power of a team superior to the power of a lone individual?
Chapter 1
Why Do I Need to Equip Others?

Wrap-up:

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The Weekly Challenge:

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CHAPTER 2
How Can I Adopt a Team Mindset?

Main Point
The first step to building a team is to decide it's worth the effort to invest in people. Once you've committed to bring together a team, gather the best talent possible. Then, sacrifice your personal productivity to add value to each team member. As your team gels and grows strong, it will multiply your value to others by representing your influence in places where you could never go by yourself.

Opening Question Options:
1. What quality do you admire most in a teammate? Why?
2. What are the telltale signs of a dysfunctional team?

Facilitation Question Options:
1. In what practical ways can leaders foster a sense of unity and community on a team?
2. Why do leaders find it difficult to delegate authority to their team members? What happens if they hoard power instead of empowering others?
3. What factors should a leader take into account when deciding whether or not to continue investing in an underperforming team member?
Wrap-up:

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The Weekly Challenge:

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CHAPTER 3
Whom Should I Equip?

Main Point
The people closest to the leader will determine his or her level of effectiveness. The goal in leadership isn't to attract a following that becomes a crowd, but to develop leaders who advance the vision. People worth equipping are the ones who willingly shoulder their share of the load by generating ideas, giving input to the decision-making process, and providing guidance to others.

Opening Question Options:
1. During your teenage years, did your friends exert a positive or negative influence on your life? Explain.
2. In your opinion, what does an attractive team culture look like?

Facilitation Question Options:
1. What tools do leaders use to recruit talent to their team?
2. How do leaders benefit when they surround themselves with people who tell them what they need to hear instead of what they want to hear?
3. On a scale of 1-10, how would you rate your company’s commitment to developing leaders at every level of the organization? Where do you see room for improvement?
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CHAPTER 4
What Does a Potential Leader Look Like?

Main Point
Potential leaders can be distinguished by positive attitude, proven character, and prior accomplishments. They also tend to have polished people skills, the ability to communicate effectively, and self-discipline. A wise leader deliberately scouts out talented performers, has a strategy for recruiting them to join the team, and has programs in place to aid their continued professional development.

Opening Question Options:
1. If you suddenly received a promotion and were put in charge of hiring your replacement, what qualities would you look for in candidates applying for the job?
2. Who would you regard as an up-and-coming leader in your organization? Why?

Facilitation Question Options:
1. John Maxwell recommends doing everything possible to hire high-potential individuals, even if they do not meet your current needs. Why do you think he makes this recommendation?
2. When your organization has a job opening, how do you advertise it? Do you feel like the system you have in place attracts high-quality candidates?
3. Would you rather hire a person with a proven track record but limited potential, or a person with no track record but seemingly unlimited potential? Explain your answer.
Wrap-up:

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Main Point

Equipping is an ongoing process to train people to think and act like leaders. The ideal equiffer imparts vision, evaluates a potential leader’s needs, supplies the right tools, and accompanies him or her through the beginning states of the leadership journey. The equiffer models the way, mentors by drawing on personal experience, and empowers by instilling in the potential leader both the desire and ability to perform with excellence.

Opening Question Options:

1. Who trained you for your current role? What did you learn from him or her?
2. What leadership skills are required in order to do your job well? How did you obtain those skills?

Facilitation Question Options:

1. How does your team transmit its vision to new members?
2. Evaluate your team’s top two goals. Are they:
   a. In line with your vision?
   b. Realistically attainable?
   c. Measureable?
   d. Clearly written?
   e. Challenging enough to require you to stretch?
3. How are the members of your team held accountable for performance?
Wrap-up:

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CHAPTER 6
How Can a Leader Inspire Others to Excel?

Main Point
To encourage others to excel, leaders believe the best about them. By giving others a positive reputation to uphold, leaders help them to become better than they think they are. Leaders also inspire their team members by learning what matters most to each one of them. A motivational leader pays attention to the unique dreams of team members and then helps them to nurture and refine their strengths in order to move closer to those dreams.

Opening Question Options:
1. Name a leader, past or present, who has inspired you. What made him or her inspirational?
2. Where does motivation come from? Why are some people routinely excited about going to the office while others dread each workday?

Facilitation Question Options:
1. What separates the leader who sees the unique value of each team member from the leader who regards subordinates as unimportant worker bees?
2. What do your teammates value most about their life at work? If you don't know, what questions could you ask to discover more about what motivates them?
3. Do you naturally extend trust to others, or do you generally take a “wait-and-see” approach? Why?
Wrap-up:

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CHAPTER 7
How Can I Help Others Fulfill Their Potential?

Main Point
Positioning people in the right places is essential to individual and team success. Great things happen when all of the players on the team take the roles that maximize their talent, skill, and experience. Leaders tend to pressure everyone else to conform to their image, but the best teams have an assortment of strengths and a variety of approaches to solving problems. Wise leaders don’t force everyone into the same mold, but instead appreciate the diverse personalities and unique competencies of those on the team.

Opening Question Options:

1. What aspects of your job are well-suited to your strengths? What parts of your job do not match up well with your natural abilities?

2. What advice would you give to people who find themselves in the wrong place at work (their strengths do not align with their responsibilities?)

Facilitation Question Options:

1. How do leaders help their teammates feel secure?

2. In an ideal world, we would do what we love, but in reality we often must accept a less-than-perfect role in order to pay the bills. When should we insist on pursuing our dreams, and when is it wiser to put them on hold in favor of practical considerations?

3. What unique experiences do you bring to your team? How are those experiences beneficial to the organization?
Wrap-up:

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