

New York Times BEST-SELLING AUTHOR OF
The 21 Irrefutable Laws of Leadership

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MENTORING

101

WHAT EVERY LEADER NEEDS TO KNOW

Mentoring 101

Lunch & Learn Facilitator's Guide

Mentoring 101

Lunch & Learn Facilitator Guide

Contents

How to Use this Resource.....	4
Introduction to Mentoring 101.....	8
Part 1: Getting Ready to Mentor Others	
Chapter 1: What Do I Need to Know Before I Start.....	8
Chapter 2: How Do I Adopt a Mentor’s Mind-set?.....	9
Part 2: Engaging in the Mentoring Process	
Chapter 3: Whom Should I Mentor?.....	10
Chapter 4: How Can I Set Them Up for Success?.....	11
Chapter 5: How Do I Help Them Do Better Work.....	12
Chapter 6: How Do I Create the Right Environment?.....	13
Part 3: Taking People Higher	
Chapter 7: How Do I Help Them Become Better People.....	14
Chapter 8: What Should I Do If They Pass Me By.....	15

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 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.
- **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.

Mentoring 101

Introduction

In *Mentoring 101*, author John C. Maxwell teaches leaders how to reproduce their success in others. Rather than delving into the details, the book concisely outlines the major behaviors of effective mentors. Main topics include preparing for the mentoring relationship, selecting the right mentee, setting them up for success, and developing their overall influence. Learn to unleash the potential of those you lead by adopting the mentoring advice spelled out in this essential leadership resource.

Chapter 1 – What Do I Need to Know Before I Start?

Main Point | If you want to succeed as a mentor, first seek to understand yourself and others. You won't be able to mentor effectively unless you have something valuable to offer. Take inventory of your strengths and find ways to share them with others. In addition, don't browbeat others with your insights. Instead, seek to build a relationship with those you lead. If you genuinely care about others, then you'll naturally earn the platform from which to mentor them.

Opening Question Options:

1. Looking back on your life, who would you consider to be your mentors? What did they teach you?
2. What obstacle has the greatest potential to limit your effectiveness as a mentor?

Facilitation Question Options:

1. How does it feel when a leader places more importance on your performance than on getting to know you as a person?
2. Who could you approach in order to learn how to be a better mentor?
3. Are you currently mentoring anyone? Are you presently being mentored? If you're in a mentoring relationship, describe how it has benefitted you. If you're not in a mentoring relationship, how could you begin one?

□ Wrap-up:

□ The Weekly Challenge:

Chapter 2 – How Do I Adopt a Mentor’s Mindset?

Main Point | Mentors make people development a top priority. They extend their influence by lifting the level of the leaders around them. Instead of viewing mentoring as something to do, they make mentoring a central part of who they are. Since they’re always on the lookout for ways to boost others toward their potential, mentors constantly raise the effectiveness of those on their team.

Opening Question Options:

1. How often do you work alone? How could you bring others alongside you so that you’re mentoring throughout your workday?
2. When have you given assistance to a teammate without expecting anything in return?

Facilitation Question Options:

1. Evaluate the workload of each person on your team. Is anyone spending time on low-reward activities? How might you relieve them of busywork and give them more meaningful tasks?
2. Do you position veterans on your team to train new employees or do you do all of the training yourself?
3. What resources could you pass along to your team to aid their professional growth?

□ Wrap-up:

□ The Weekly Challenge:

Chapter 3 – Whom Should I Mentor?

Main Point | Invest your time in people who will give you the greatest return. Some people are sponges; they soak up anything you give to them. Other people are like Teflon; no matter what you give them, it doesn't seem to stick.

Opening Question Options:

1. In the past, how have you made the most of opportunities to learn from a mentor?
2. Who is someone that always gives you a great return on the time you invest with him or her? What qualities make this person an excellent learner?

Facilitation Question Options:

1. Why do people with positive attitudes make excellent mentees?
2. How long should you continue to mentor a person who consistently fails to apply the insights you've given him or her?
3. If you had to leave your organization tomorrow, who would take your place? Would he or she be able to rise to the challenge of replacing you?

□ *Wrap-up:*

□ *The Weekly Challenge:*

Chapter 4 – How Can I Set Them Up for Success?

Main Point | Appreciate the possibility and promise inside of every person you mentor. Oftentimes, people raise or lower their performance to match the expectations of their leader. Set the bar high for those you lead by believing the best about their potential. People will be drawn to you when you affirm what's best about them.

Opening Question Options:

1. When have you been encouraged by a leader who saw your potential?
2. What happens to an organization when its leaders spend more time trying to fix the weaknesses of their people than they do building upon their strengths?

Facilitation Question Options:

1. In what ways can you express your faith in the potential of those you lead?
2. What causes us to be skeptical about another person's future? Why do we sometimes zero in on a person's flaws instead of seeing their talents?

3. Think about two of your teammates. What are their finest qualities?
How can you envision them growing as leaders?

□ ***Wrap-up:***

□ ***The Weekly Challenge:***

Chapter 5 – How Do I Help Them Do Better Work?

Main Point | Equip the people you mentor for professional success. People need clear objectives before them if they are to achieve anything of value. Give them goals to aim for, and help them to measure their progress. Also, communicate the fundamentals. Clearly convey the responsibilities expected of each person on the team, and provide them with the training, resources, and encouragement to get the job done.

Opening Question Options:

1. Have you ever felt ill-equipped for a job? Maybe you didn't know the goal, lacked resources, or were untrained. How did it feel?
2. In what ways have your leaders equipped you to excel professionally?

Facilitation Question Options:

1. What mechanisms do you have to provide feedback to those on your team?
2. How do you equip your team with your vision of the future?
3. People get de-motivated when they feel uninformed or out of the loop. What systems do you have in place to communicate effectively to those on your team?

□ ***Wrap-up:***

□ ***The Weekly Challenge:***

Chapter 6 – How Do I Create the Right Environment?

Main Point | It takes a leader to know one, grow one, and show one. Being a mentor means making yourself available to those on your team. If you're isolated, then your influence won't spread to others. Additionally, people must buy-in to you personally before they'll open themselves to your professional influence. By honoring commitments, conveying respect, and consistently modeling excellence, you earn the right to speak into the lives of those under your leadership.

Opening Question Options:

1. Which leadership environment has contributed the most to your development as a leader? Why?
2. What motivates you to perform your job with excellence? How can you motivate and inspire those you lead?

Facilitation Question Options:

1. Do you regularly and intentionally spend time to develop your team? If so, when? If not, how could you add this time to your weekly routine?
2. How does inconsistency limit a leader's influence?
3. No one wants to feel unimportant on the job. How can you give your teammates a sense of significance?

□ Wrap-up:

□ The Weekly Challenge:

Chapter 7 – How Do I Help Them Become Better?

Main Point | Focus on improving the person, not just the work he or she gets done. When you expertly handle the relationships on your team, then the tasks and projects take care of themselves. People development is a long-term process. While you may not see immediate results, through time, you'll be rewarded for your investment.

Opening Question Options:

1. How does your influence depend upon your continual growth as a leader?
2. Do you have a plan for personal growth? If so, describe it.

Facilitation Question Options:

1. Do you know the dreams of those you lead? If so, how did you learn them? If not, how could you discover them?
2. When people fail, how do you know whether to provide sympathetic support or to give hard-edged criticism?

3. How do you celebrate the achievements of your team?

□ *Wrap-up:*

□ *The Weekly Challenge:*

Chapter 8 – What Should I Do If They Pass Me By?

Main Point | There is not greater accomplishment for a mentor than when their people pass them by. Yet, many leaders feel threatened when their mentees begin to outperform them. Realize that life isn't a competition against others, but a quest toward the fulfillment of your potential.

Opening Question Options:

1. How you ever been jealous of a friend's success? Explain.

2. Have you ever seen relationships wrecked because friends turned into competitive rivals? If so, describe the relationship.

Facilitation Question Options:

1. In what ways do leaders try to hold down those they lead in order to remain on top?
2. When is competition healthy? When does it become unhealthy?
3. What habits might keep a leader from becoming arrogant?

□ ***Wrap-up:***

□ ***The Weekly Challenge:***

Table of Contents

[Mentoring 101Lunch & Learn Facilitator GuideContents](#)
[How to Use this ResourcePurpose](#)
[Creating an Environment with Values, Goals, and Expectations](#)
[ValuesRelationship](#)
[Goals](#)
[ExpectationsCommitment](#)
[Concluding Value](#)
[Facilitator ResponsibilitiesLunch](#)
[Facilitation Tips](#)
[The Structure of the Facilitator Guide](#)
[Main Point](#)
[Final Thought](#)
[Mentoring 101IntroductionIn Mentoring 101](#)
[Chapter 1 – What Do I Need to Know Before I Start?Main Point |](#)
[Chapter 2 –](#)
[Chapter 3 – Whom Should I Mentor?Main Point |](#)