FORGE

Handouts & Forms

Phase 3: Practicum · Lead and Serve · Weeks 25–36

The papers the Facilitator Guide, Phase 3, has you copy and hand out or fill in, full size and in session order. Photocopy from this book, one side per sheet; keep this copy clean. Cards print several to a page: cut them apart. Pages marked **facilitator** are your own records. Worksheets already in the participant workbook are not repeated here. Pages marked **next workbook** are printed in the next edition of the participant workbook; until your men have that edition, copy them from here.

SESSION	HANDOUT	COPIES	PAGE
73	**Mentee Assignment Sheet**	1 per participant, filled in (2 to a page)	3
73	**First Meeting Structure** NEXT WORKBOOK	1 per participant	4
73	**Mentoring Agreement**	2 per participant (mentor and mentee)	5
73	**Pre-Session Preparation Checklist** NEXT WORKBOOK	1 per participant	6
74–83	**Field Observation Form** FACILITATOR	1 per participant per observed session	7
74–75	**Field Work Reflection**	1 per participant per field session (2 pages)	8
79	**Trigger Mapping Exercise** NEXT WORKBOOK	1 per participant	10
79	**Self-Care Assessment**	1 per participant	11
82	**Facilitator Feedback Form** FACILITATOR	1 per participant, before Session 82	12
82	**Mentoring Hours Tracker** FACILITATOR	1 per participant, filled in before Session 82	13
85	**Group Facilitation vs. Individual Mentoring** NEXT WORKBOOK	1 per participant	14
86–104	**Teaching Demonstration Rubric** FACILITATOR	1 per observed session (4 per participant)	15
97	**Burnout Self-Assessment**	1 per participant (private)	16
97	**Four Dimensions of Self-Care**	1 per participant	17
97	**Your Support Network Map** NEXT WORKBOOK	1 per participant	18
100	**Mentor Identification Checklist** NEXT WORKBOOK	1 per participant	19
103	**Mentor Philosophy Statement Guidelines**	1 per participant	20
103	**FORGE Mentor Portfolio Checklist**	1 per participant	21
103	**Certification Week Schedule** NEXT WORKBOOK	1 per participant	22
106	**Simulation Scenario Cards (B and C)** FACILITATOR	1 set, cut apart (2 per participant + backups)	23
106	**Final Simulation Scoring Rubric** FACILITATOR	2 per participant per panelist	26
107	**Portfolio Defense Evaluation Form** FACILITATOR	1 per participant per panelist	27

SESSION	HANDOUT	COPIES	PAGE
107	**Review Board Decision Form** FACILITATOR	1 per participant	28
108	**FORGE Mentor Certificate**	1 per graduate	29
108	**Commitment to Service**	1 per graduate (collected and filed)	30
108	**Post-Certification Expectations** NEXT WORKBOOK	1 per graduate	31

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Mentee Assignment Sheet

FORGE · WEEK 25 · SESSION 73

Mentor _____ **Date** _____

Mentee	Dorm	Meeting time

Mentee Assignment Sheet

Mentor _____ **Date** _____

Mentee	Dorm	Meeting time

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First Meeting Structure

FORGE · WEEK 25 · SESSION 73

GOALS: CONNECTION · CLARITY · COMMITMENT · ABOUT 45 MINUTES

1. **The Introduction** 5 min
   Who you are: not your resume, your humanity. Your job is to support him, not to tell him what to do or judge him. Then: "What questions do you have?"

2. **Get to Know Them** 10–15 min
   Open questions, reflections, affirmations. "What's been the hardest part?" "What are you hoping to get out of having a mentor?"

3. **Set Expectations** 10 min
   How often and how long. What mentoring is, and what it is not (therapy, favors, special access). Confidentiality and its limits. Your role: walk alongside.

4. **The Mentoring Agreement** 10 min
   Read each section together, answer questions, both sign: a handshake in writing.

5. **Close with a Question** 5 min
   "What's one thing you'd like to be different about your situation in 3 months?"

SOME GOOD FIRST-MEETING QUESTIONS

- "How long have you been here?"
- "What's been the hardest part?"
- "What are you hoping to get out of having a mentor?"
- "What's something you're good at that most people don't know about?"
- "Is there anything you want me to know about you right up front?"

You don't need to ask all of these. Follow the conversation. The goal is for them to feel heard.

Notes:

Mentoring Agreement

FORGE · MENTOR AND MENTEE · READ IT TOGETHER, THEN BOTH SIGN

This isn't a contract. It's a shared understanding. It says: here's what we're doing, here's how we'll do it, here's what we both commit to.

Mentor _____ **Mentee** _____ **Date** _____

Section	What we agree
How often we'll meet	Weekly, at the same time each week, or whatever our schedule is. When: _____
How long meetings will be	45–60 minutes is typical. Ours: _____ minutes
What mentoring looks like	Conversations, goal-setting, problem-solving, support.
What mentoring is NOT	Therapy, favors, special access, fixing everything.
Confidentiality	What stays between us, and the limits: safety concerns get referred.
The mentor's role	Not your boss, not your CO, not your parent. Someone who's been through the work and is here to walk alongside you.

What we both commit to:

We both know what we're doing here, and we both agree to show up for it. **A handshake in writing.**

Mentor signature _____ Date _____

Mentee signature _____ Date _____

Pre-Session Preparation Checklist

FORGE · WEEK 25 · HANDED OUT IN SESSION 73, FOR SESSIONS 74 AND 75

Review your Pre-Session Preparation Checklist. When you've prepared, you feel more in control.

Session 74: First co-facilitation

Complete before arriving at your assigned area:

- ☐ Reviewed the session plan with your co-facilitator (at least 30 minutes before)
- ☐ Clarified roles: Who leads which sections? Who handles disruptions?
- ☐ Materials prepared (handouts, talking piece, whatever is needed)
- ☐ Room setup plan discussed (circle, desks, standing — whatever the session calls for)
- ☐ 4-4-4 breathing completed (2 minutes minimum)
- ☐ Reminded yourself: "I don't need to be perfect. I need to be present."
- ☐ Checked in with your observer: Do they have the observation form? Where will they sit?
- ☐ Identified your "grounding word" — one word you can say to yourself if you start spiraling (e.g., "steady," "breathe," "listen")

My grounding word _____

Session 75: First mentee meetings

Complete before your first meeting:

- ☐ Reviewed mentee's basic information (name, dorm, time served, any notes from referral)
- ☐ Mentoring Agreement forms ready (one per mentee)
- ☐ Mentoring Log template ready
- ☐ Reviewed the first meeting structure from Session 73
- ☐ Identified 3-4 open-ended questions to ask
- ☐ 4-4-4 breathing completed
- ☐ Reminded yourself of the three goals: Connection, Clarity, Commitment
- ☐ Checked meeting location — is it reasonably private? Quiet enough to talk?
- ☐ Brought your journal (for notes immediately after)

My 3–4 open-ended questions:

_____

_____

_____

_____

Field Observation Form

FORGE · WEEKS 25–28 · SESSIONS 74, 77, 80 AND 83 · FOR THE OBSERVER

THE OBSERVER

- Sit where they can see the practitioner but not be the focal point of the room
- Take notes on the observation form during the session
- Not intervene unless there is a safety concern — let the practitioner struggle and recover
- Give feedback using SBI immediately after (not the next day)
- Lead with strengths before areas for growth
- Be specific, not general ("You handled Marcus's challenge well by reflecting his feeling before responding" — not "Good job")

Participant _____ **Observer** _____ **Date** _____

Session (circle one): **74** co-facilitating · **77** co-facilitating · **80** leading alone · **83** leading alone

What the observer watches for	What I saw (a specific moment)
How he opens the session (confidence, warmth, clarity)	
How he handles transitions between activities	
How he responds to unexpected moments (someone checking out, a challenge, a disruption). Where he struggled, how he recovered.	
Co-facilitating: how he shares the space with his co-facilitator (collaboration, not competition). **Leading alone:** how he manages the room (confidence, presence, authority).	
How he closes (did participants leave knowing what to do next?)	
His improvement goal for today (he shares it with you before the session): did he improve in the area he identified? What evidence?	

Biggest strength (in SBI: Situation, Behavior, Impact)	The one thing that would most improve his facilitation	Next growth edge

Field Work Reflection

FORGE · WEEK 25 · SESSION 74 · FIRST CO-FACILITATION SESSION

Complete after the session (before Session 75).

Name _____ **Date** _____

1. Describe the moment you felt most confident during the session. What was happening? Why did it feel right?

2. Describe the moment you felt most uncertain. What triggered it? How did you respond?

3. What surprised you about facilitating a real group compared to the simulations?

4. What is one specific thing you want to improve for Session 77?

5. Rate yourself on a scale of 1-10 for today's session. What would it take to move up one number?

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Field Work Reflection

FORGE · WEEK 25 · SESSION 75 · FIRST MENTEE MEETINGS

Complete after all mentee meetings are done.

Name _____ **Date** _____

1. What was your first impression of each mentee? What surprised you?

2. Did the first meeting go the way you planned? What deviated from your plan, and how did you handle it?

3. What was the hardest moment? How did you respond — and how do you wish you had responded?

4. How did it feel to be on the other side — to be the mentor instead of the participant?

5. What do you need from supervision in Session 76? What question do you want answered?

Trigger Mapping Exercise

FORGE · WEEK 27 · SESSION 79

A trigger is anything that causes a disproportionate emotional reaction — something that hits you harder than the situation warrants. In mentoring, triggers usually fall into three categories. Map yours. Be specific.

1 · The Mirror

Your mentee reminds you of yourself. His story sounds like your story. His thinking errors look like your old thinking errors. His pain is familiar. You might push too hard because you know where his path leads. You might avoid a topic because it's still raw for you. You might over-identify — and lose the boundary between his journey and yours.

Mirror triggers: What in your mentees' stories or behaviors reminds you of your own past? Write at least two examples from the last two weeks.

2 · The Opposite

Your mentee does something that violates your values. He disrespects someone the way you used to. He makes excuses you've worked hard to stop making. He reminds you of people who hurt you. The reaction is frustration, judgment, sometimes anger. That's your own unfinished business talking.

Opposite triggers: What has a mentee done or said that made you feel frustrated, angry, or judgmental? What was really behind that reaction?

3 · The Brick Wall

Your mentee doesn't respond. Doesn't change. Doesn't seem to care. You pour energy into the relationship and get nothing back. And something inside you says: "I'm not enough. I'm failing. I'm a fraud." That's the deepest trigger of all — because it touches your worth, not just your skills.

Brick wall triggers: When have you felt ineffective, like you're not making a difference? What does that feeling connect to in your history?

Be honest. This isn't for sharing — unless you want to.

Self-Care Assessment

FORGE · WEEK 27 · SESSION 79

Self-care isn't about luxury. It's about intentionally doing things that restore you. And some of those things are available even here.

Rate yourself 1-5 on each area. Be honest.

Area	1	2	3	4	5
Physical self-care					
Mental self-care					
Relational self-care					
Spiritual self-care					

Where am I strongest?	Where am I neglecting myself?

Now pick one area where you scored lowest. Write down one specific thing you will do this week to address it. Not five things. One. Commit to it.

Area where I scored lowest _____

The one thing I will do this week:

_____

_____

Self-care in a prison: what's actually possible

Area	Ideas from Session 79
Physical	Exercise: whatever you have access to — push-ups, walking the yard, stretching. Sleep discipline: same time to bed, same time up. Eating as well as you can with what's available.
Mental	Journaling: be honest about what's weighing on you. Reading: books that feed your mind, not just pass time. Learning something new.
Relational	Talking to someone, not about mentoring — about you. Writing letters home. Asking for help when you need it.
Spiritual (however you define that)	Prayer, meditation, mindfulness. Time alone: even 10 minutes of intentional silence. Gratitude: name three things, every night.
Boundary-based	Saying no to extra obligations when you're depleted. Not processing mentoring problems after 8 PM. "I am not my mentees' only resource. If I burn out, I help nobody."

Facilitator Feedback Form

FORGE · WEEK 28 · SESSION 82

Participant _____ **Facilitator** _____ **Date** _____

Complete one for each participant **before Session 82**. Base it on:

- ☐ Observation notes from co-facilitation/observation sessions
- ☐ Mentoring log reviews from Weeks 25-27
- ☐ Participation in supervision sessions (case presentations, engagement, honesty)
- ☐ Informal observations (interactions with cohort, behavior between sessions)
- ☐ Senior mentor input (if applicable)

Area (mirrors the self-assessment)	1–5	Specific observations
Mentee Relationships Building trust · appropriate boundaries · active listening and MI · following through on commitments		
Facilitation Skills Confidence leading/co-leading · group dynamics · adapting in real time · closing with takeaways and next steps		
Self-Management Awareness of own triggers · managing emotional reactions · self-care · avoiding the Savior Trap and the Fixer Trap		
Professional Practice Logs complete and on time · using supervision · showing up prepared · FORGE standards in and out of sessions		

Greatest strength	Most critical growth area

Readiness level (for facilitator's internal use — not shared with participant as a label):

- ☐ **On track:** Meeting expectations for midpoint. Continue current trajectory.
- ☐ **Needs support:** Struggling in 1-2 areas. Specific interventions needed.
- ☐ **At risk:** Significant concerns. May need modified plan, additional mentoring, or honest conversation about readiness.

His 2–3 goals for the remaining eight weeks (Session 82):

_____

_____

Mentoring Hours Tracker

FORGE · WEEK 28 · SESSION 82

Participant _____ **Calculated by** _____ **Date** _____

Certification requires **60 hours** of documented mentoring and facilitation. By Week 28, participants should have approximately 25-30 hours logged.

Activity	At least	Through Week 27	Week 29	Week 33	Week 34	Final (Week 35)
Supervised co-facilitation	15 hours					
Observed independent sessions	15 hours					
Mentee meetings	20 hours					
Community circles	10 hours					
Total	**60 hours**					

If someone is significantly below that, create a plan to catch up: additional mentee meetings, extra community circles, or more facilitation opportunities.

Catch-up plan:

Group Facilitation vs. Individual Mentoring

FORGE · WEEK 29 · SESSION 85

	GROUP FACILITATION	INDIVIDUAL MENTORING
YOUR JOB	Manage the energy of the whole room: read 8, 10, 12 people at once	The energy is between two people: listen, be patient, know when to push and when to just be present
YOU ARE	Not the expert. The keeper: set the conditions, then let the group work	The one who goes deeper: sit with silence, follow where he needs to go
BIGGEST MISTAKE	Talking too much	Trying to fix everything
PREPARATION	A plan: opening, topic, activities, closing	Know his situation; be ready to throw the plan away
ENERGY	Contagious: one man's energy affects everyone	His energy, plus your own
CONFIDENTIALITY	Men share less, and that's appropriate	Where the real disclosures happen
ACCOUNTABILITY	A commitment made in front of 10 other men	Relational: he doesn't want to let you down
YOUR ROLE	Facilitator: manages the process	Mentor: walks alongside a person

Use a group when...	Use one-on-one when...
The topic is universal — everyone can relate and benefit	The issue is personal or sensitive
You want peer accountability — people committing in front of each other	Someone needs to be confronted and doing it publicly would shame them
You're building community and connection	A mentee is in crisis and needs focused attention
You want multiple perspectives on a problem	You need to go deep on someone's thinking or behavior patterns
You're teaching a skill that benefits from practice and observation	Trust hasn't been established yet — build it privately first

The rule of thumb: **praise in public, challenge in private.**

Notes:

Teaching Demonstration Rubric

FORGE · PHASE 3 · SESSION DELIVERY: INDEPENDENT SESSIONS, SESSIONS 86 TO 104

Participant _____ **Observer** _____ **Date** _____

Session topic _____ **Independent session no. (1–4)** _____

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
Preparation	Clearly unprepared; no structure or materials	Partially prepared; some structure but gaps	Well-prepared; clear structure, objectives, and materials	Exceptionally prepared; polished, thorough, professional
Engagement	Lectured at the group; no interaction	Some interaction but mostly one-directional	Good participation; asked questions, invited responses	Dynamic and inclusive; every person engaged; energy high
Clarity	Confusing; key concepts unclear or inaccurate	Somewhat clear but disorganized or incomplete	Clear and logical; concepts explained accurately	Crystal clear; memorable explanations, strong examples
Adaptability	Rigid; couldn't adjust when something wasn't working	Some flexibility but struggled with unexpected moments	Adjusted to group needs; responded to questions well	Seamless adaptation; read the room and shifted naturally
Debrief Quality	No debrief or closing	Surface-level debrief; didn't draw out learning	Drew out key learning; connected to real application	Deep, lasting insight; group left with a clear takeaway

Minimum passing score: 12/20

Phase 3 (Program Design, Part IV): **4 independently delivered sessions** observed and scored on this rubric. **Average score of 12/20 or higher across all 4.**

Preparation	Engagement	Clarity	Adaptability	Debrief Quality	Total /20

Notes (specific moments):

Feedback at the next supervision session or in a brief one-on-one debrief.

Burnout Self-Assessment

FORGE · WEEK 33 · SESSION 97

This is for you — no one else will see it. Answer honestly. There are no wrong answers, and there is no shame in any number you write down.

Rate each statement from 1 (never) to 5 (almost always):

1. I feel emotionally drained at the end of the day. ___
2. I dread interactions that I used to find meaningful. ___
3. I feel like my efforts as a mentor don't make a difference. ___
4. I am more impatient or irritable than I used to be. ___
5. I have trouble sleeping or my mind races at night. ___
6. I avoid thinking about the problems my mentees are facing. ___
7. I feel resentful of the demands placed on me. ___
8. I have stopped doing things that used to bring me peace or joy. ___
9. I feel isolated, even when I'm around other people. ___
10. I carry other people's pain with me long after the conversation ends. ___

My total (10–50) _____

Scoring:

- 10-20: Healthy range. Keep doing what you're doing.
- 21-30: Caution zone. Some wear is showing. Time to be intentional about self-care.
- 31-40: Warning zone. Burnout is in progress. Act now — not next week, now.
- 41-50: Critical. You need support immediately. Talk to your facilitator or a fellow mentor today.

Being in the caution or warning zone doesn't mean you're a bad mentor. It means you're a human being who has been giving to others. **The problem isn't that you're tired. The problem is if you ignore it.**

Notes for myself:

Four Dimensions of Self-Care

FORGE · WEEK 33 · SESSION 97

Self-care is protecting your capacity to serve. You need all four: not every day, but regularly.

PHYSICAL

What your body needs

- Push-ups, burpees, running in the yard
- Same sleep time every night
- Stretching before bed
- Water instead of coffee all day

EMOTIONAL

Processing what you carry

- Journaling, especially on hard days
- Talking to one trusted person
- Music, prayer or meditation
- Feeling it without judging it

MENTAL

Guarding what goes into your mind

- Reading that feeds you
- Studying
- Walking away from toxic talk
- Even 15 minutes of quiet

RELATIONAL

Your connections: who refuels you?

- Check-ins with fellow mentors
- One person you can be 100% honest with
- Supervision — don't skip it
- Letters to family

None of it requires permission from anyone.

What actually works in here? Ideas from the group:

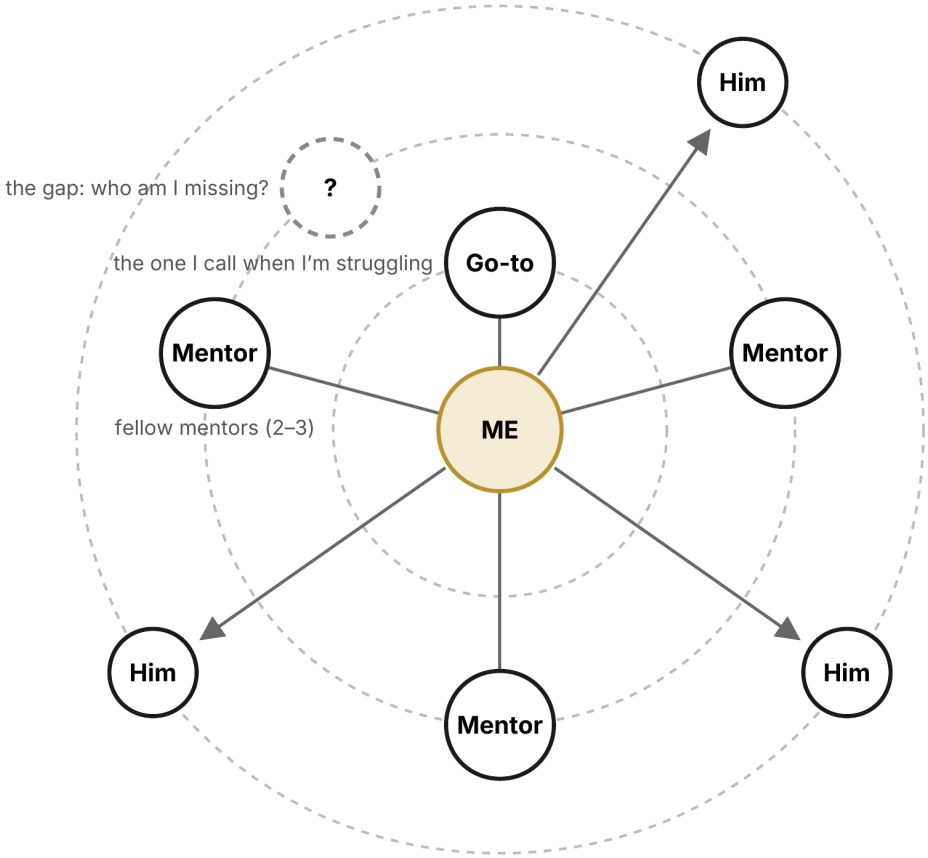
Your Support Network Map

FORGE · WEEK 33 · SESSION 97

In your journal, draw a simple map. Put yourself in the center. Then answer these questions:

1. **Who is your go-to person?** The one person you can call on when you're struggling. Write their name closest to yours.
2. **Who are your 2-3 fellow mentors** who understand this work and can support you? Write their names.
3. **Who do you support?** Who comes to you? Write their names.
4. **Where is the gap?** Is there a type of support you're missing? A person you need but don't have?

Drawn in the journal. Real names go in the circles.



Closer to the center = closer to me · lines = support I get · arrows out = the men who come to me

If you looked at your map and your name is sitting alone with nobody around it — that's the most important thing you learn today. Fix that. This week.

Mentor Identification Checklist

FORGE · WEEK 34 · SESSION 100

Identifying is recognizing the raw material of a mentor in someone who might not see it in himself yet. Someone saw something in you before you saw it in yourself. Now it's your turn to do that for someone else.

What to look for in a potential mentor

- ☐ **He's already serving — without being asked.** He helps the new arrival before anyone tells him to. He checks on the quiet guy. He does the unglamorous work. Not for credit.
- ☐ **He's honest about his own struggles.** Look for the one who says, "I'm working on it." Real humility, not performed humility.
- ☐ **He handles conflict without escalating.** When tension rises, his instinct is to de-escalate — even imperfectly.
- ☐ **People trust him.** Not because he's powerful. Not because he's popular. Because he keeps his word, he doesn't gossip, and what you tell him stays between you.
- ☐ **He's teachable.** The most important one. He listens when corrected: "You're right — let me try again." He treats mistakes as learning, not humiliation.
- ☐ **He has a reason.** A child he wants to be better for, a debt he feels to his community, a version of himself he's committed to becoming. Purpose sustains a mentor when the work gets hard.

WHAT TO BE CAUTIOUS ABOUT

- **Charisma.** Charm without character is manipulation. Don't confuse influence with integrity.
- **Seniority.** Time served doesn't equal wisdom earned. Look at growth, not tenure.
- **Eagerness.** Is he drawn to service or to status? The right motivation matters as much as the right skills.
- **Your own reflection.** Don't just look for people like you. The best mentors come in all temperaments.

Mentor identification. Think about the men you've been working with — in your dorm, in the next cohort, in your community circles. Write down the name of one person you think has the potential to become a FORGE mentor.

His name _____

What do I see in him that makes me think he could be a mentor?

_____

_____

Does he see it in himself?

_____

What would he need to develop?

_____

_____

What's one thing I could do this week to invest in his growth?

_____

_____

Mentor Philosophy Statement Guidelines

FORGE · WEEK 35 · SESSION 103

A one-page statement that answers one question: **What kind of mentor am I?** This isn't an essay for a grade. This is a declaration. It's who you are, what you believe, and how you operate. When you're tired, when you're frustrated, when you're not sure what to do — this statement is your anchor.

Your statement should cover five areas. Write at least a paragraph on each. Use your own words. Be honest. Be specific. Be you.

1 · WHY I MENTOR

What drives you? What's your motivation — not the surface answer, the real one? What happened in your life that makes this work matter to you? Why did you stay when it got hard?

2 · WHAT I BELIEVE ABOUT PEOPLE

Do you believe people can change? Really? What do you believe about the men you serve? What assumptions do you carry into every mentoring interaction?

3 · HOW I SHOW UP

What do people experience when they're in a room with you? What is your mentoring style? Are you the calm, steady presence? The direct challenger? The patient listener? How do you build trust? How do you handle conflict?

4 · MY COMMITMENTS

What will you always do? What will you never do? What are your non-negotiables as a mentor? What boundaries do you maintain? What standards do you hold yourself to?

5 · WHAT I'M STILL WORKING ON

No mentor is finished. What's your growing edge? What do you need to get better at? Where are you still developing? Including this section is not weakness — it's the most important part. It proves you're still a learner.

Finish this by Session 105. It goes in your portfolio. When you stand before the review board, this statement is part of what they'll evaluate. Make it real. Make it yours.

Notes:

FORGE Mentor Portfolio Checklist

FORGE · WEEK 35 · SESSION 103

Go through this list. Check off what you have. Circle anything you're missing. If anything is circled, you have until Session 104 to complete it. Session 105 at the absolute latest. No exceptions. **An incomplete portfolio cannot go to the review board.**

Phase 1 Materials

- ☐ Minimum 15 thinking reports
- ☐ Emotion tracking logs (at least 3 weeks)
- ☐ Impact awareness letter (completed)
- ☐ Self-assessment essay ("Who I was and who I am becoming")
- ☐ Stakeholder commitment (5 specific actions)
- ☐ 5 selected journal entries
- ☐ Personal coping strategy card
- ☐ Phase 1 knowledge check (passed — 70% minimum)
- ☐ Peer evaluations from Phase 1

Phase 2 Materials

- ☐ 3 complete lesson plans (with objectives, activities, materials, debrief questions)
- ☐ Simulation performance records (passed 3 of 5 — minimum 15/24 per simulation)
- ☐ Co-facilitation observation notes (given by partner and facilitator)
- ☐ MI practice logs (at least 5 documented interactions using OARS)
- ☐ Teaching demonstration score (passed — minimum 12/20)
- ☐ Self-reflection on mentor readiness (1-2 pages)
- ☐ Peer evaluations from Phase 2

Phase 3 Materials

- ☐ Mentoring hours log — minimum 60 hours, broken down as:
  - ☐ Supervised co-facilitation (15+ hours)
  - ☐ Observed independent sessions (15+ hours)
  - ☐ Mentee meetings (20+ hours)
  - ☐ Community circles (10+ hours)
- ☐ 4 session plans actually delivered (with observation scores — average 12/20+)
- ☐ Mentee progress notes (for each assigned mentee)
- ☐ Community circle plans and reflections (at least 2 independently conducted)
- ☐ Personal growth narrative — "My FORGE journey" (3-5 pages)
- ☐ Mentor philosophy statement — "What kind of mentor I am" (1 page)
- ☐ Personal sustainability plan (from Week 33)
- ☐ Peer evaluations from Phase 3

Certification Week Schedule

FORGE · WEEK 35 · SESSION 103 · WEEK 36: SESSIONS 106, 107 AND 108

SESSION 106: FINAL SIMULATION ASSESSMENT

- 2 complex simulations per person, back to back
- 3-person panel: experienced mentor, facilitator, staff member (if available)
- Scenarios drawn from Category B or C — the hardest ones
- Scored on the 6-category rubric: de-escalation, communication, boundaries, resolution, composure, referral judgment
- **Minimum passing score: 16/24 per simulation** — higher bar than Phase 2
- Each simulation: 7 minutes of live response, followed by 5 minutes of panel questions
- Dress sharp. Show respect for the process. This is your assessment.

SESSION 107: PORTFOLIO DEFENSE

- Present your complete FORGE Mentor Portfolio to the review panel
- 15-minute presentation per person:
  - Walk through each phase: what you learned, how you grew, key experiences
  - Present your Mentor Philosophy Statement
  - Present your Personal Growth Narrative
  - Highlight your mentoring impact — specific examples
- 10-minute Q&A from the panel
- The panel is evaluating completeness, quality, authenticity, and readiness

SESSION 108: GRADUATION AND COMMISSIONING

- Full ceremony
- Details to follow — but know this: Session 108 is a day you will remember for the rest of your life. Show up ready.

This is not a formality. You have to earn certification. The bar is high because the stakes are high. When you walk out of that room with a FORGE Mentor Certificate, it means something. It means you were tested and you passed. **Prepare like it matters. Because it does.**

My questions about certification week:

Simulation Scenario Cards (B and C)

FORGE · WEEK 36 · SESSION 106

CHOOSING THE SCENARIOS

Each participant receives 2 scenarios. Select from Category B (Mentor Challenges) and Category C (Safety Situations) from the Simulation Scenario Library in Part III of the Program Design. Recommended combinations:

Combination 1: B1 (Resistant Mentee) + C2 (Mental Health Crisis)
Combination 2: B3 (Manipulator) + C1 (Weapon)
Combination 3: B5 (Two Mentees in Conflict) + C4 (Staff Conflict)
Combination 4: B2 (Boundary Test) + C3 (Gang Situation)
Combination 5: B4 (Over-Identifier) + C2 (Mental Health Crisis)

Assign combinations so that no two adjacent participants receive the same pair. Vary the scenarios across the cohort.

ROLE PLAYERS

Senior mentors or trained volunteers play the individuals in each scenario. They should be briefed in advance on:

- The scenario setup and their character's motivation
- Planned escalation points (complications to introduce if the participant handles the initial situation well)
- When to cooperate and when to resist
- Staying in character — do not break the simulation

From the Simulation Scenario Library, Program Design Part III. Have backup scenarios in case a participant has already encountered his assigned scenario during training.

B1 · THE RESISTANT MENTEE

Category B: Mentor Challenges

Setup: Your mentee has missed 3 sessions in a row. When you find him, he says "This program is pointless. Nothing's going to change."

Mentor's task: Use MI techniques, explore resistance without forcing.

Complications:

- He received bad news from home (denied parole, family issue)
- He says another dorm member told him FORGE is "soft"
- He asks you directly: "Did this program really change you?"

B2 · THE BOUNDARY TEST

Category B: Mentor Challenges

Setup: A mentee asks you to hold something for him "just for a few days." It's not contraband, but the request crosses a boundary. Or: a mentee asks you to intervene with a CO on his behalf.

Mentor's task: Maintain boundaries firmly but with care.

Complications:

- He says "I thought we were brothers"
- He gets upset and threatens to quit the program
- Other mentees are watching how you handle it

B3 · THE MANIPULATOR

Category B: Mentor Challenges

Setup: A new program participant seems to be joining FORGE for the wrong reasons — using the "mentor" title for status, selectively following rules, trying to build influence rather than serve.

Mentor's task: Address the behavior without assumptions, hold them accountable.

Complications:

- He's charismatic and other participants like him
- He accuses you of being jealous of his influence
- He technically hasn't violated any specific rule

B4 · THE OVER-IDENTIFIER

Category B: Mentor Challenges

Setup: A mentee is sharing a trauma story that closely mirrors your own experience. You feel yourself getting activated emotionally.

Mentor's task: Manage your own reaction, maintain the supportive space, know your limits.

Key skills tested: Self-awareness, emotional regulation, boundary maintenance, appropriate referral

B5 · TWO MENTEES IN CONFLICT

Category B: Mentor Challenges

Setup: Two of your mentees are in conflict with each other. Each comes to you separately expecting you to take their side.

Mentor's task: Stay neutral, mediate, avoid triangulation.

Complications:

- One mentee is clearly more in the wrong than the other
- One threatens to leave the program if you don't "handle" the other
- The conflict is based on an event that happened before they joined FORGE

C1 · THE WEAPON

Category C: Safety Situations

Setup: During a conversation, a mentee reveals (directly or indirectly) that he has a weapon. Or: you discover a weapon during a routine interaction.

Mentor's task: Navigate the safety obligation. This is a red-line situation.

Key learning: FORGE has zero tolerance for weapons. This requires referral. How do you handle it without creating a more dangerous situation?

Complications:

- He says he needs it for protection because he's been threatened
- He asks you to keep it confidential
- He says he'll get rid of it himself

C2 · THE MENTAL HEALTH CRISIS

Category C: Safety Situations

Setup: A dorm member (not necessarily a FORGE participant) makes statements suggesting he's thinking about harming himself. Or: he's behaving erratically and you suspect a mental health crisis.

Mentor's task: Stay calm, provide immediate support, get appropriate help. This is beyond peer mentoring scope.

Key learning: Recognize limits, refer appropriately, stay present until help arrives.

Complications:

- He asks you not to tell anyone
- No mental health staff is immediately available
- Other dorm members are dismissing his behavior ("he's just being dramatic")

C3 · THE GANG SITUATION

Category C: Safety Situations

Setup: You become aware that gang dynamics are creating tension in the dorm. Lines are being drawn. People are choosing sides.

Mentor's task: Assess the risk level, protect the FORGE culture, know when this is beyond your scope.

Key learning: Gang dynamics require extreme caution. FORGE mentors do not investigate, do not confront gang leaders, and do not position themselves as authorities in gang-related matters.

Complications:

- A FORGE participant is being pressured by gang members
- Someone asks you to "pick a side"
- The tension is affecting the safety of the entire dorm

C4 · THE STAFF CONFLICT

Category C: Safety Situations

Setup: A CO is being unnecessarily aggressive or disrespectful to a dorm member. Others are getting agitated. Someone says "We should do something about this."

Mentor's task: Prevent escalation, maintain FORGE's position on staff authority, protect the dorm from a bad outcome.

Key learning: FORGE does not override staff authority. Mentors de-escalate the dorm response, not the staff behavior. Grievance procedures exist for a reason.

Complications:

- The CO's behavior is clearly wrong
- Other dorm members expect you to "stand up" to the CO
- A FORGE participant says "If we don't do something, no one will"

Final Simulation Scoring Rubric

FORGE · WEEK 36 · SESSION 106

Participant _____ **Panelist** _____ **Date** _____

Simulation (1 or 2) _____ **Scenario** _____

Minimum passing score: 16/24 per simulation (higher bar than Phase 2's 15/24)

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
De-escalation	Escalated the situation or froze entirely. Made the situation worse through action or inaction.	Attempted de-escalation but was inconsistent. Some techniques used but not sustained. Partially effective.	Effectively reduced tension. Used appropriate techniques (voice, posture, space, empathy). Maintained steady approach throughout.	Masterful. Calm, strategic, and grounding to others. Read the situation accurately and adapted approach in real time. Others in the room would feel safer because of this person's presence.
Communication	Aggressive, passive, or unclear. Used language that inflamed or confused. Failed to listen actively.	Some effective techniques visible. Attempted active listening or "I" statements but inconsistently. Message was sometimes unclear.	Clear, assertive, and respectful throughout. Used active listening, reflections, and open questions. Communicated with intention and empathy.	Exceptional. Every word was chosen with purpose. Listened deeply. Reflected with precision. Tone, pace, and content all aligned. Made the other person feel genuinely heard.
Boundaries	Overstepped role (tried to be therapist, CO, or authority) or had no boundaries (agreed to everything, took on what wasn't theirs).	Boundaries were unclear or inconsistently maintained. Wavered under pressure. Recognized the line but struggled to hold it.	Maintained appropriate role throughout. Clear about what a mentor does and doesn't do. Held the line firmly but without harshness.	Modeled boundaries so naturally that they strengthened the relationship rather than straining it. Said no in a way that preserved dignity and trust.
Resolution	No resolution attempted. Walked away, gave up, or got stuck. Left the situation worse or unresolved.	Partial resolution. Made some progress but didn't reach a workable outcome. Left loose ends or unresolved tension.	Reached a workable agreement or appropriate next step. Both parties (or the individual) had a clear path forward. Checked for agreement.	Durable solution that preserved the dignity of all involved. Resolution addressed root cause, not just the surface conflict. Follow-up plan in place.
Composure	Lost composure. Became visibly angry, frustrated, anxious, or shutdown. Own emotions drove the interaction.	Recovered after losing composure. Recognized the slip and corrected, but the break was visible and affected the dynamic.	Maintained composure throughout. Stayed regulated even under pressure. Emotional state did not negatively affect the interaction.	Composed and grounding to others. Remained centered in a way that calmed the entire situation. Demonstrated the self-regulation expected of a leader.
Referral Judgment	Failed to recognize when the situation exceeded mentor scope. Did not refer when safety was at risk. Tried to handle everything alone.	Recognized the need for referral but delayed or was uncertain about process. Hesitated when action was needed.	Recognized the limits of the mentor role and referred appropriately and timely. Knew who to contact and how. Stayed present until transition.	Proactive safety awareness. Identified risk early. Made referral decisions with confidence and clarity. Balanced the relationship with the safety obligation seamlessly.

De-escalation	Communication	Boundaries	Resolution	Composure	Referral Judgment	Total /24

Notes:

Portfolio Defense Evaluation Form

FORGE · WEEK 36 · SESSION 107

Participant Name _____ **Date** _____ **Panelist** _____

Criteria	1 — Insufficient	2 — Developing	3 — Satisfactory	4 — Exceptional
Portfolio completeness	Major items missing. Portfolio does not meet minimum requirements.	Most items present but some gaps or incomplete sections.	All required items present and complete. Meets all checklist requirements.	Complete and exceeds expectations. Organized, thorough, reflects sustained effort across all 3 phases.
Self-awareness and honesty	Superficial or performative. No evidence of genuine self-reflection. Claims growth without demonstrating it.	Some genuine reflection but inconsistent depth. Avoids certain topics or glosses over challenges.	Honest and self-aware. Acknowledges both growth and ongoing challenges. Demonstrates real insight into own patterns.	Deeply honest. Unflinchingly self-aware. Can articulate strengths and limitations with equal clarity. Reflection shows genuine transformation.
Articulation of growth	Cannot clearly describe personal journey. Disorganized or vague.	Describes growth in general terms but lacks specific examples or evidence.	Clearly describes the arc of growth across all 3 phases with specific examples, turning points, and evidence.	Compelling, authentic narrative of transformation. Specific, vivid, and moving. Demonstrates the kind of storytelling that inspires others.
Mentor philosophy	No clear philosophy or one that contradicts FORGE values.	Philosophy exists but is vague or borrowed. Doesn't feel personally owned.	Clear, personal philosophy that aligns with FORGE values and reflects the participant's authentic mentoring identity.	A philosophy statement that is deeply personal, clearly articulated, and demonstrates a mature understanding of mentoring and service.
Response to questions	Unable to answer panel questions substantively. Deflects, becomes defensive, or gives surface-level answers.	Answers some questions well but struggles with depth on others. May become flustered under pressure.	Answers questions thoughtfully and substantively. Draws on real experience. Maintains composure under questioning.	Handles questions with confidence, depth, and humility. Demonstrates thinking on feet. Answers reveal genuine understanding, not memorized responses.

Total Score: ___ / 20 Minimum passing score: 12/20

Panelist Notes / Recommendations:

Review Board Decision Form

FORGE · WEEK 36 · SESSION 107

Participant Name _____ **Date** _____

Item	Score	Minimum
Simulation 1 Score (Session 106)	_____ / 24	16/24
Simulation 2 Score (Session 106)	_____ / 24	16/24
Portfolio Defense Score (Session 107)	_____ / 20	12/20
Session Delivery Average (4 sessions observed)	_____ / 20	average 12/20+
Mentoring Hours Documented	_____ hours	60 hours
Portfolio Complete	Yes / No	If no, list missing items below
Code of Conduct Violations	None / Described below	

Missing portfolio items / Code of Conduct violations:

Panel Decision (circle one): **CERTIFIED · CONDITIONAL · NOT YET READY**

If Conditional

Remediation Plan:

Remediation Deadline _____ **Reassessment Date** _____

If Not Yet Ready

Specific Feedback:

Recommended Plan:

Panel Signatures:

Experienced Mentor _____ Facilitator _____ Staff Member / Third Panelist _____

FORGE

FORGE · FACILITATING OPPORTUNITIES FOR REENTRY, GROWTH & EMPOWERMENT

FORGE Mentor Certificate

PHASE 3 · PRACTICUM · LEAD AND SERVE

This certifies that

_____

has completed all three phases of FORGE, Weeks 1 to 36,
and is certified as a FORGE Mentor, commissioned into active service.

"Leadership is not granted. It is forged."

DATE	COHORT	FACILITATOR	PANEL MEMBER
_____	_____	_____	_____

Commitment to Service

FORGE · WEEK 36 · SESSION 108

Certification comes with a commitment. Not a requirement imposed on you — a commitment you make freely, in front of these witnesses. FORGE asks every certified mentor to commit to 6 months of active service after certification. That means:

- Maintaining a mentoring caseload of 3-5 mentees
- Facilitating at least 2 sessions per month
- Running at least 1 community circle per month
- Participating in monthly supervision
- Continuing your own growth — journaling, self-assessment, learning
- Upholding the Code of Conduct at all times
- Developing the next generation of mentors

This is not a formality. This is a covenant with the men who will come after you.

MY COMMITMENT

My name is _____. I commit to 6 months of active service as a FORGE Mentor. I will serve with integrity, maintain my own growth, and develop others to do the same. I make this commitment freely, because this work matters — and because the men who come after me deserve a mentor who shows up.

Graduate signature _____ Date _____

Witness (panel member, senior mentor or staff) _____ Witness signature _____

These commitments are witnessed and recorded. They are not words on paper. They are promises to real people — some of whom haven't arrived yet. **Honor them.**

Post-Certification Expectations

FORGE · WEEK 36 · SESSION 108

FORGE Certified Mentor — Ongoing Requirements

Your 6-Month Active Service Commitment:

Requirement	Frequency	Minimum
Mentoring caseload	Ongoing	3-5 mentees
Session facilitation	Monthly	2 sessions per month
Community circles	Monthly	1 circle per month
Supervision attendance	Monthly	1 session per month
Mentoring log updates	Monthly	Submitted by last day of month
Self-assessment	Quarterly	Written reflection on strengths and growth areas
Self-care plan compliance	Ongoing	Follow your Personal Sustainability Plan

Ongoing Development:

- Attend monthly mentor meetings (fellowship, planning, continued learning)
- Read at least 1 book from the recommended reading list per quarter
- Identify and begin developing at least 1 potential future mentor
- Participate in training the next FORGE cohort when Phase 1 begins
- Seek feedback regularly — from mentees, fellow mentors, and facilitators

Annual Recertification:

- Refresher training session (4 hours)
- Performance review with facilitator
- Updated self-assessment
- Mentoring hours log review
- Peer evaluation
- Continued compliance with Code of Conduct

Decertification: Certification may be revoked for:

- Code of Conduct violations (per existing policy)
- Sustained inactivity (3+ months without fulfilling service commitment)
- Failure to maintain standards of conduct expected of a FORGE mentor
- Refusal to participate in supervision or ongoing development

Important: Decertification is not punishment. It is protection — for you and for the people you serve. If you're struggling, ask for help before it reaches that point. That's what the community is for.