



PHASE 3 — PRACTICUM

Week 34 of 36

# Leading Leaders



Sessions 100–102

Tuesday • Wednesday • Thursday

FORGE — Facilitating Opportunities for Reentry, Growth & Empowerment

*Dooly State Prison*

# FORGE Curriculum

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## **Phase 3: Practicum — "Lead and Serve"**

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# Week 34: Leading Leaders

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## Week 34 Overview

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**Purpose:** Shift participants from thinking of themselves as mentors to thinking of themselves as developers of mentors. The highest expression of FORGE leadership is not what you do — it is what you build in others. This week teaches the servant leadership pipeline: the principle that your ultimate job is to make yourself replaceable by raising up people who can do what you do.

**Sessions This Week:** - Session 100 (Tuesday): Leading Leaders — Supervision Session - Session 101 (Wednesday): Field work — Independent sessions - Session 102 (Thursday): Field work — Mentoring + community circles

**Materials Needed:** - Journals/notebooks - Talking piece for circle process - "Mentor Identification Checklist" handout (1 per participant — see below) - Easel paper or whiteboard (if available)

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# SESSION 100: Leading Leaders

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**Day:** Tuesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor

## Learning Objectives

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By the end of this session, participants will be able to: 1. Explain the difference between "doing" and "developing" — and why the shift matters 2. Identify the qualities to look for in a potential mentor 3. Give feedback that grows people rather than diminishing them 4. Describe the servant leadership pipeline and their role in sustaining FORGE beyond themselves 5. Apply practical strategies for developing emerging leaders in their dorms

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## Session Plan

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### Opening Circle (10 minutes)

**Facilitator:**

*"Check-in round. Today's question:*

***Think about someone who saw something in you before you saw it in yourself. Who was that person, and what did they see?***

*If you can't think of anyone — if nobody ever did that for you — say that. Because that absence is exactly why this session matters."*

**Send the talking piece around.** Facilitator goes first.

**Facilitator (after the round):**

*"Some of you had someone. Some of you didn't. Either way, you're about to become that person for someone else. That's what today is about."*

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### From Doing to Developing (20 minutes)

**Purpose:** Challenge participants to think beyond their own mentoring and toward building the next generation.

**Facilitator:**

*"I want to tell you something that might be hard to hear. Ready?"*

**Your goal is to become unnecessary.**

*Not unimportant. Not unwanted. Unnecessary — because the people you've developed can do what you do. Better than you, eventually. That's the goal. And if that doesn't sit well with you, pay attention to why. Because anything in you that resists that idea is ego talking. And ego has no place in servant leadership.*

*Let me explain what I mean."*

**The Three Levels of Impact:**

*"There are three levels of impact a mentor can have. Most people get stuck at Level 1. The best mentors operate at Level 3.*

**Level 1: I do the work.** *You mentor people. You facilitate sessions. You run circles. You de-escalate conflicts. That's valuable. That's what you've been doing. But if you get transferred tomorrow, what happens? Everything you built stops. Because it depended on you.*

**Level 2: I help others do the work.** *You don't just mentor — you teach others to mentor. You share your skills. You coach. You give feedback. Now the work continues even when you're not in the room. That's multiplication.*

**Level 3: I develop people who develop others.** *This is the servant leadership pipeline. You develop mentors who develop mentors. Now the work doesn't just continue — it grows. It outlives you. It outgrows you. That's legacy. FORGE is designed to operate at Level 3. Every cohort trains the next. Every mentor develops future mentors. The program doesn't depend on any one person — it depends on the pipeline."*

**Pause.**

*"Right now, most of you are operating at Level 1, maybe Level 2. That's appropriate — you're still learning. But I need you to start thinking at Level 3. Because in two weeks, you'll be certified. And the question won't be 'Are you a good mentor?' It will be 'Are you building good mentors?'"*

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**What to Look For (20 minutes)**

**Purpose:** Teach participants how to identify potential mentors — not based on personality, but on character indicators.

**Facilitator:**

*"One of the most important things you'll ever do as a FORGE mentor is identify the next one. Not recruit — identify. There's a difference.*

*Recruiting is selling someone on the program. Identifying is recognizing the raw material of a mentor in someone who might not see it in himself yet. Remember what you just said in the opening circle? Someone saw something in you before you saw it in yourself. Now it's your turn to do that for someone else.*

*So what do you look for? Not who you'd expect."*

**What to Look For in a Potential Mentor — Read each one, then discuss:**

**1. He's already serving — without being asked.** You'll see him helping the new arrival before anyone tells him to. He cleans the common area. He checks on the quiet guy. He does the unglamorous work. Not for credit. Not because he's in a program. Because something in him says, 'This needs doing.' That's the raw material.

**2. He's honest about his own struggles.** Be careful of the guy who acts like he has it all figured out. Look for the one who says, 'I'm working on it.' Humility — real humility, not performed humility — is the foundation of a mentor.

**3. He handles conflict without escalating.** Watch what he does when someone disrespects him. Watch what he does when tension rises. If his instinct is to de-escalate — even imperfectly — that's someone worth developing.

**4. People trust him.** Not because he's powerful. Not because he's popular. Because he keeps his word. Because he doesn't gossip. Because when someone tells him something, it stays between them. Trust is the currency of mentoring, and some men earn it naturally.

**5. He's teachable.** This is the most important one. Raw talent means nothing if someone can't receive feedback. Look for the man who listens when corrected. Who says, 'You're right — let me try again.' Who treats mistakes as learning, not humiliation.

**6. He has a reason.** Look for purpose. The man who has something driving him — 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:**

*"Now let me tell you what does NOT necessarily make someone a good mentor candidate — even though it might look like it.*

**Charisma.** *Some of the most charismatic people in a dorm are the most dangerous. Charm without character is manipulation. Don't confuse influence with integrity.*

**Seniority.** *Time served doesn't equal wisdom earned. Some men have been in for 20 years and haven't changed. Others have been in for 2 and have transformed. Look at growth, not tenure.*

**Eagerness.** *Be careful of the man who is too eager. Ask yourself why. Is he drawn to service or to status? Does he want to help people or wear a title? 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. The quiet, steady presence is just as valuable as the dynamic, vocal one. Build a diverse team."*

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## Exercise: Mentor Identification (10 minutes)

### Facilitator:

*"In your journal, I want you to 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. Then answer these questions about that person:*

- 1. What do I see in him that makes me think he could be a mentor?*
- 2. Does he see it in himself?*
- 3. What would he need to develop?*
- 4. What's one thing I could do this week to invest in his growth?"*

**Allow 8 minutes.** Facilitator circulates.

**Brief share-out (2 min):** 2-3 volunteers share who they identified and what they see in that person. No pressure to share names if it's sensitive.

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## How to Give Feedback That Grows People (25 minutes)

**Purpose:** Teach the skill of developmental feedback — feedback that doesn't just correct behavior but builds capacity.

**Facilitator:**

"You learned the SBI model in Phase 1 — Situation, Behavior, Impact. That's a solid tool for addressing problems. But when you're developing a future mentor, you need more than that. You need feedback that grows people. Feedback that makes them better, not smaller.

Here's the thing about feedback in our environment: most of us have only experienced two kinds. Criticism — which tears you down. And silence — which tells you nothing. Neither one develops anyone.

Today I'm going to teach you a feedback approach that does something different. It builds."

**The G.R.O.W. Feedback Model:**

"When you're developing someone, use G.R.O.W.:

**G — Ground it in what you observed.** Be specific. Not 'You did good.' That's useless. Instead: 'When that argument broke out between Davis and Thompson, you stepped in within 30 seconds. You lowered your voice. You positioned yourself between them without being threatening. That was effective.'

**R — Recognize the effort, not just the result.** Developing people need to know that their effort matters, even when the outcome wasn't perfect. 'I know that was a hard conversation. The fact that you had it at all shows growth.' This is especially important early on, when someone is still learning and their results will be inconsistent.

**O — Open a question.** Instead of telling them what to do differently, ask them. 'What would you do differently next time?' 'What did you notice about how he responded when you said that?' 'If you could replay that moment, what would you change?' Questions develop thinking. Answers just give directions.

**W — What's next?** End with a clear, actionable next step. Not a lecture. One thing they can work on. 'This week, I want you to practice lowering your voice earlier in the conversation — before the other person is fully escalated. Try it once and tell me how it went.'"

**Practice Exercise (15 min):**

"Pair up. Here's the scenario: Your partner just facilitated a community circle for the first time. It went okay — not great, not terrible. The opening was strong. The middle got off track because he let one person dominate the conversation. The closing was rushed.

Using the G.R.O.W. model, give your partner feedback on that performance. Be specific. Be honest. Be developmental. Then switch."

**Pairs practice (10 min).** Facilitator circulates, listens, coaches.

**Debrief (5 min):**

*"How did that feel — both giving and receiving? What was different about getting feedback this way versus the way you usually get it?"*

Allow 3-4 responses.

*"Most men in here have never had someone invest in their development with this kind of care and specificity. That's what you're going to do as a FORGE mentor. Not criticize. Not stay silent. Grow people."*

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## **The Servant Leadership Pipeline (15 minutes)**

**Purpose:** Connect everything to the sustainability of FORGE itself.

**Facilitator:**

*"Let me bring it all together. What we're talking about today isn't just a skill set — it's the survival strategy of this entire program.*

*FORGE cannot depend on any one person. Not me. Not you. Not the administration. If any single person leaves and the program falls apart, we built it wrong.*

*The servant leadership pipeline looks like this:*

*You were a participant in Phase 1. Someone taught you. Someone invested in you. Someone saw something in you and said, 'This man could be a mentor.'*

*Now you're about to be certified. And your job — your primary job as a FORGE mentor — is not just to mentor. It's to find the next you. And develop him. And when he's ready, he finds the next him. And develops him.*

*That's how FORGE outlives all of us. That's how one program in one facility becomes a movement that changes the culture of this entire institution. Not through one class. Through a pipeline of leaders who create leaders who create leaders.*

*PEP in Texas has 90% of its staff made up of program graduates. GRIP at San Quentin has participants who've been through the program co-facilitating every single class. That didn't happen because one person was great. It happened because they built a pipeline.*

*You are the pipeline. Starting now."*

**Pause.**

*"One last thought. The day someone you developed stands up in front of a group and facilitates a session better than you could — that's not a threat to you. That's your greatest achievement. That's the moment you know you did your job.*

*Service Over Self means: it was never about you. It was always about what you build in others."*

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## Closing Circle (10 minutes)

### Facilitator:

"Closing round. Complete this sentence:

**'The kind of mentor who develops other mentors is someone who...'**

One sentence."

### Send the talking piece around.

### Facilitator (closing):

"Two weeks from certification. This week in the field, I want you to practice what we discussed:

1. Identify one person who has mentor potential. Start investing in them intentionally.
2. Give at least one piece of G.R.O.W. feedback to someone you're developing.
3. Continue your self-care plan from last week — don't let it slide.

Next Tuesday: *Your Legacy*. We're going to talk about the kind of culture you're building and what you'll leave behind. You'll also write your *Mentor Philosophy Statement* — it's one of the final pieces of your certification portfolio.

Wednesday and Thursday: *independent practice*. Make these sessions count. They're your last field work sessions before certification week.

See you Tuesday."

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## Session 100 Checklist

- Room in circle formation
- Opening circle completed
- Three levels of impact taught (doing, helping, developing)
- Six qualities of a potential mentor discussed
- Caution signs discussed (charisma, seniority, eagerness, self-reflection)
- Mentor identification exercise completed in journals
- G.R.O.W. feedback model taught
- Paired feedback practice completed
- Servant leadership pipeline explained and connected to FORGE sustainability
- Closing circle completed
- Field work assignments clear for Wednesday and Thursday



# SESSION 101: Field Work — Independent Sessions

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**Day:** Wednesday **Duration:** 2 hours **Format:** Independent practice in assigned areas

## Session Plan

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Participants conduct independent facilitation sessions. This is one of the final sessions before certification assessment — facilitators should complete any remaining independent session observations and scoring.

### Pre-Session

Each participant should: - Review their session plan - Identify one opportunity during today's session to practice the G.R.O.W. feedback model with a participant who shows potential - Ground themselves with a regulation technique

### During Session

Participants deliver their planned session independently. If being observed for assessment, the observer uses the teaching demonstration rubric from Part IV.

### Post-Session

- Complete a session reflection in their journal
- Note: Did I identify any potential future mentors during today's session? What did I see?
- Document any situations for Tuesday supervision

### Facilitator Note

Ensure all participants have completed the required 4 independently delivered sessions by the end of Week 35. Any remaining observations should be scheduled immediately.

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# SESSION 102: Field Work — Mentoring and Community Circles

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**Day:** Thursday **Duration:** 2 hours **Format:** Field work in assigned areas

## Session Plan

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### Mentoring Meetings

Participants meet with assigned mentees. Focus this week: - Practice developmental feedback using the G.R.O.W. model - Begin identifying mentees or dorm members who show mentor potential — have the conversation if appropriate: "Have you ever thought about FORGE?" - Document all interactions in mentoring logs

### Community Circles

Participants running community circles this week should consider this prompt:

*"Who is someone in your life who invested in you? What did they do that made a difference? And who are you investing in now?"*

### End of Day

- Update mentoring hours log
- Update mentee progress notes
- Verify total mentoring hours are on track (minimum 60 hours required for certification)
- Begin preparing for Week 35: Mentor Philosophy Statement (start thinking about what kind of mentor you are)

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### Session 102 Checklist

- Mentoring meetings completed with assigned mentees
- G.R.O.W. feedback practiced with at least one person
- Mentoring logs updated
- Community circle conducted (if scheduled)

- All field work hours documented
- Total mentoring hours verified against 60-hour requirement
- Concerns noted for next supervision session



# FACILITATOR NOTES FOR WEEK 34

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## What to Watch For

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**Ego resistance.** The concept of "becoming unnecessary" will challenge some participants. Watch for defensiveness or dismissiveness. Men who have worked hard to earn the mentor identity may feel threatened by the idea that their job is to give it away. Address this one-on-one if needed: "Your value doesn't decrease because someone else's increases. That's scarcity thinking. FORGE runs on abundance."

**Identifying the wrong people.** During the mentor identification exercise, pay attention to who participants name. If someone identifies a charismatic but manipulative individual, that's a coaching opportunity. Help them distinguish between influence and integrity.

**Feedback avoidance.** Some participants will struggle with giving honest feedback — especially to people they've built relationships with. This is a boundary issue: caring about someone and being honest with them are not in conflict. They are the same thing.

**Pipeline awareness.** Begin thinking about which of the current cohort are strong candidates for Senior Mentor roles after certification. These are the men who will sustain the program long-term. Note your observations.

## Preparation for Week 35

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- Prepare Mentor Philosophy Statement guidelines and examples
- Review the complete FORGE Mentor Portfolio checklist — participants will need to see the full list to prepare for Week 36
- Begin coordinating the Week 36 certification panel: identify the 3-person panel members (experienced mentor, facilitator, staff if possible)
- Prepare final simulation scenarios for the certification assessment
- Begin logistics planning for the graduation ceremony