

## Life Coach

### Module 1: What is Does it Mean to be a Life Coach?

Objectives: The student will be able to

- Describe what is Life Coaching
- List the program goals and participant's expectations
- List the qualifications and responsibilities of a Life Coach
- Explain the principles for effective coaching
- Accept the job description of a Life Coach
- Define success as a Life Coach (Program goals)

*No significant learning occurs without a significant relationship.*

-- Dr. James Comer

### Definition of Life Coaching

Life coaching is a relational process of assisting another person to determine and achieve personal goals. Faith-based life coaching includes spiritual mentoring which assists another to mature in his or her faith by becoming more Christlike.

Spiritual mentoring is triadic relationship between mentor, mentoree and the Holy Spirit, where the mentoree can discover, through the already present action of God, intimacy with God, ultimate identity as a child of God and a unique voice for kingdom responsibility.<sup>1</sup>

Life Coaching is NOT a set curriculum, program, or steps. Life coaching will require a variety of methods, tailored to the participant, to move through the process of setting and reaching goals.

Coaches need to have an accountability partner – someone who they can get advice from who is not emotionally invested in the participant. For example, Joe called me four times this week at 10:00 pm at night. What should I do? or Joe needs \$300 for X do you think I should give it to him.

### Qualifications of a Life Coach

Must have a commitment to Christ (Faith-based program)

Must have a commitment to a local church, recommended by their pastor (Faith-based program)

Must believe in the program and the participant

Must be relationship-oriented and a willingness to serve others.

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<sup>1</sup> Anderson, K.R. & Reese, R.D. (1999). Spiritual mentoring: A guide for seeking and giving direction, p. 12.

Must be able to encourage and support without creating a dependency  
Must be a reflective listener  
Must be drug free and crime free for at least two years prior to appointment.  
Must be sensitive and have basic knowledge regarding the needs of participants and their families. (Provided through training)

#### Ministry Description

- To establish and maintain an on going relationship with participants and their families
- To act as a liaison for participants and their families within the church community
- To assist the participants and their families in fulfillment of their transitional goals.

#### Areas of Responsibility

- To maintain strict confidentiality of all information received
- To attend all coaching training sessions
- To assist the case manager in identifying and handling any potential problems or areas of difficulty in working with the participants and their families.
- To meet regularly with the participant
- To monitor participant's accountability for fulfilling goals and objectives of their transitional plan.

### Responsibilities

#### 1. **Remain in contact with the participant**

Initiate and maintain contact with participant in jail and after release; encourage the participant to feel free to call you after release. Do not develop a habit of expecting the ex-offender to initiate contact with you. You must make the effort of remaining in contact with your participant.

#### 2. **Call or visit the participant once per week**

Weekly contact is very essential. Oftentimes, ex-offenders can become easily distracted and lose their focus. Weekly contact enables the coach to keep the participant on the right track and to keep him or her focused.

#### 3. **Maintain contact with participant for a minimum of one year**

Regular contact can continue past the year period if both parties agree. You may not meet as regularly. Ideally the relationship will become one that lasts for many years.

#### 4. **Encourage and support the participant in completing his or her transition plan**

Each participant will have a Transition Plan. The coach must assist the participant to establish short-term and long-term goals and hold the participant

accountable for meeting them. I emphasize here that the coach must help, not dictate. Ultimately the participant must decide what to do with his or her own life and when to do it.

7. **Look for ways to minister the gospel**

If the participant is not a Christian, then your role is to demonstrate the love of Christ at all times and look for opportunities to share Christ with that person. Sharing should be done in a respectful and natural way. Always ask for permission to share the gospel before sharing it.

**Coaches will receive support from the program in the following ways:**

1. An orientation meeting will be held to meet other coaches, review responsibilities and answer questions.
2. A list of community services and resources available to help participants complete their Transition Plan.
3. The Program Director will contact coaches monthly to find out how the relationship is going.
4. Regular meetings will be arranged for interested coaches to meet to discuss problems and solutions.
5. If a coaching relationship develops serious problems, the Program Director will help resolve the problems or terminate the relationship.
6. Training will be arranged for all coaches.

**Characteristics of the PBC for an Effective Coaching Experience**

The PBC must:

- Be honest, truthful, genuine, and having integrity. Accountability can not be effective if the PBC is not willing to be honest.
- Be humble and willing to submit to the inspection of the coach to obtain spiritual growth.
- Be humble enough to ask for advice.
- Be willing to allow the coach to enter into your personal life.
- Be open about your thoughts, feelings, and actions.
- Be transparent, willing to be vulnerable and share fears and weaknesses.
- Be available, willing to invest time, accessible.<sup>2</sup>

Principles for Effective Coaching

**Pray:**

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<sup>2</sup> Detroit's Transition of Prisoner Program

- Pray with and for the participant regularly. Have him pray for you. Keep Christ central to your relationship. Remember investing in the life of a believer is also a spiritual battle.

**Prudence:**

- Coaches must have a healthy skepticism regarding what participants say and do. Look for inconsistencies and do not be afraid to challenge him if you think he is exaggerating.
- Never put participants in the “spot light” or areas of church leadership for a minimum of one year. Even giving his testimony at a men’s breakfast is putting him in the “spotlight”. Ex-offenders need time to spiritually mature.
- Do not shower him with stuff (and don’t let others, if you can help it). This fosters the mentality of getting something for nothing and materialism.

**Relationship:**

- Build rapport. This is KEY! If there is no rapport or chemistry between the coach and the participant, it may be better to terminate the relationship and reassign a new coach/participant. Building rapport takes time so you need to give it a chance.

Develop trust. This will take time. Many of ex-offenders have never trusted anyone in their life.

- Be a positive role model. Many participants have never had a positive role model and often don’t know how to live out their faith. (Ana, pizza, Steve swearing)
- Confront him if he is distancing himself from you. This is a warning sign of going back to old habits.
- Share openly with him but not current problems. Share with him past problems and how you worked through them.

**Communication:**

- Listening is more important than talking. By listening, coaches will hear what is important to the participant and know what questions to ask.

Effective communication skills. In addition to be a good listener, coaches need to be able to interpret and reflect back in ways that remove barriers, pre-conceptions, bias and negativity. Communicating well enables trust and meaningful understanding. Coaches must be able to communicate feeling and meaning as well as content.

**Empower:**

Help participants to find their own answers. Coaches should not be giving advice, rather asking questions that will help the participant to make his own decisions. If a participant is stuck and asks for advice feel free to give it if you think they can not solve the problem on their own.

Motivating and inspiring:

Coaches motivate and inspire people by helping and supporting them. When an ex-offender receives attention and personal investment from a coach towards their well-being and development, this is motivational and inspirational.

Flexible. There is no set formula for coaching. Good coaches must be able to respond to the circumstances and emotions of the participants.

**Home:**

- Do not invite the participant into your home until you and your family feel you can trust the participant and can predict his behavior.
- Being in your home allows him to see how you interact with your spouse and children. He may not have ever seen a positive role model in these areas.

**Confrontation:**

- Coaches must be willing to confront in love. Do not ignore little things that you feel are inappropriate. Be sure these areas are Biblically based and character issues rather than your preferences of “right and wrong.”

Relapse:

The person may relapse several times, may be returned to custody, or may become upset with you and leave the relationship (for a while or permanently).

We can guide, direct, model, shape and keep participants accountable only if they choose to allow us to do so. The ultimate choice to follow the path of obedience rests with them.

- Be patient and tolerant of mistakes. It takes time to mature in your faith and to make lifestyle changes. (Jesus with Peter)

Confidentiality

**Financial:**

• As a rule of thumb, do not give participants money. If participants need financial help, find out all you can about the need, and then notify the program director. Do not make any promises that the need will be met. This is an important rule, established so that the coach does not feel like he or she has to financially support. If you feel you should help out with a need, address the specific need. For example, paying a dental bill. If you feel you should help out financially, check with your accountability partner for wisdom on how much you should help. The Life Coach is not an ATM machine.

**Accountability:**

- Hold the participant accountable. Do not make excuses for him or accept his excuses. He needs to take responsibility for his actions.
- Set high expectations but be realistic.

## Module 2: Understanding the Participant

## Objectives:

- Offender and ex-offender profile
- Barriers faced by ex-offenders
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**Characteristics of an Ex-offender:**

- Families who don't understand or aren't believers
- Culture Shock - think of them like a missionary who has been out of the US for several years and are not reentering. They are uncomfortable with daily situations - be sensitive to their adjustment. (Examples: The amount of decisions and choices now available to them, riding in a car (a sensation they haven't felt in several years), the cost of living, attending church, etc.)
- Learning to socialize with non-criminals
- Having a felony record
- Low self-esteem
- No money, no clothes, etc.
- May not know how to handle this new freedom
- May not have personal discipline
- May be a new believer

## Code of Conduct:

- Always conduct yourself to the highest level of ethics, integrity, accountability, and responsibility.
- Treat participants with absolute dignity, confidentiality and respect

We at XXX Program (Ministries) thank you for accepting this challenge. We thank God for you and we believe that the Lord, in His sovereignty, has chosen you for this exciting ministry. We have no doubt that your life will be enriched and blessed as you mentor a brother in Christ. You both will grow in the knowledge of His Son Jesus Christ and will become closer to His likeness. Thank you for being available, faithful, and obedient to the Lord's commandment.

*"Go and make disciples . . . teaching them to obey everything I commanded you." Matthew 28: 19-20.*

## **Measuring Success**

How does a Pastor measure his success? Numbers? Spiritual growth? You can not control another person. You can be faithful to what God has called you to do but ultimately it is their decision.

There should be progress in their relationships, stability, etc.

Matching Coach and Ex-offender. The participant must personally connect with the Coach and be willing to receive constructive criticism from him.

Ex-offenders have diverse spiritual needs. Some may be new believers, some may be returning to Christ after backsliding. Some may have grown up in the church and some may have never stepped into a church.

Tell them what to expect (like attending a AA meeting).

### Requirements

- Family support
- Christian maturity



Matthew 10:16 – wise as serpents and harmless as doves

Never complete a session without a word of encouragement – low self-esteem

## **Module 2: Understanding the Participant**

Objectives: The student will be able to

- Describe the offender and ex-offender profile (Introduce thinking errors and poverty values)
- List the reentry needs and challenges faced by ex-offenders

## **Module 3: Life Coaching**

## Objectives:

- Describe the phases of Life Coaching
- Explain what to do and not to do as a Life Coach
- Describe how to handle relapses

## Setting Goals

## Do's and Don'ts

Additional Training at later dates may address the following issues:

*Each additional training session should include a time for coaches to talk about issues they are facing.*

Working cross-culturally

Thinking errors

Developing bridges out of poverty

Motivational interviewing (helps coaches motivate participants to accomplish their goals – going from being ambivalent to steps toward change)

Family issues

Understanding Addictions

## Offender's Profile

- 92% are males
- 8 % are females
- Average age is
- % are functioning at a ? grade level.
- % have used or abused drugs
- % have a history of being abused
- % that come from poverty
- % who are parents
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## Relationship Building

What do participants desire in the Coach/Participant relationship?

- Friendship – feeling heard and supported
- Acceptance – not feeling judged

- Respected – not being treated like someone’s project
- Loyalty – knows confidences will be kept
- Self-disclosure – knows coach is willing to share wisdom, insights, feelings, experiences
- Availability – knows coach is there for them
- Genuineness – knows the coach will be who and what he says

What do Life Coaches desire in the Coach/Participant relationship?

## Phases of Life Coaching

### **Phase 1 - Attraction**

*Goal of Attraction: Making effective participant/coach matches.*

#### Matching

- Coaches MUST be the same sex as the participant.  
It is important to have positive role models of the opposite sex in the participant’s life, but not as the primary Coach.
- Matches can be made through interest surveys or through social interactions. If social interactions are used, ask the participant to list any coaches that they would NOT like to be matched with.

### **Phase 2 - Bonding**

*Goal of Bonding: Creating a safe space of trust and intimacy.*

- Bonding is critical to a successful relationship. Creating a bond with the participant is vital to developing trust which is foundational to the relationship. He must believe that you care about him as a person and you have his best interest at heart.
- Bonding begins while the participant is incarcerated during initial visits. Seek to get to know his interests, experiences and personality.
- Bonding takes time so be patient.

#### Activities within the Correctional Facility

- Be yourself
- Ask to see photos they have
- What do they avoid talking about?
- Possible open ended questions. What are some things you enjoy doing? Why do you enjoy those things? What excites you in life? What lessons have you learned while incarcerated? What do you think is needed to keep you from coming back? What area of your life scares you the most about relapsing?
- Look for areas that you have common experiences or interests.

- You may want to talk over the Coach/participant relationship. Ask him what his expectations are of you and of himself.
- Pray together

#### Activities in Society

- Let them choose social or recreational activities even if it is an activity you are not interested in. For example, fishing. Let him show you how to fish – learn from him. Over time you may want to expose him to some of the activities you are interested in but be sure that he will be comfortable in that environment.

### **Barriers Hindering the Bonding Process**

#### Participant Barriers

- Does not know how to be friend
- Substance abuse
- Thinking errors
- Criminal mentality (Manipulation)
- Cultural differences
- Social economic status
- Resistance to authority
- Emotional immaturity

#### Life Coach Barriers

- Generation gap
- Over committed
- Lack of interpersonal skills
- Background differences (differences are OK)
- Cultural differences (do not use stereotypes or nicknames given to ethnicities)
- Social economic status
- Rigid

Need to be sensitive to areas of difference.

Strengthen their sense of community

Volunteer work

Participants need to be humble and try to get to know the coach. Need to be teachable, and responsive to the coach.

### **Phase 3 - Accountability**

*Goal of Accountability: Holding the participant responsible for working toward his or her goals in a climate of grace.*

Biblical View

“The principle of accountability in the Bible means much more than just telling another person how we have done with our particular problem that week. It means that we should hold our entire lives accountable to those believers we have joined ourselves with. It is one of the tremendous tools the Lord has given us in our own personal war with sin” (The Walk of Repentance)

Ephesians 5:21 Submit to one another out of reverence for Christ.

James 5:16 Therefore, confess your sins to each other and pray for each other so that you may be healed.

We are all accountable to God

Romans 14:12 So then, each of us will give an account of himself to God.

What does “being accountable” to someone mean? (TOP)

- Be honest, truthful, genuine, and having integrity. Accountability can not be effective if you are not willing to be honest.
- Be humble and willing to submit your life to the inspection of another person to obtain spiritual growth.
- Be humble enough to ask for advice.
- Be willing to allow another person to enter into your personal life.
- Be open about your thoughts, feelings, and actions.
- Be transparent, willing to be vulnerable and share fears and weaknesses.
- Be available, willing to invest time, accessible.

Common Characteristics of Effective Coaches (TOP)

- The ability to look past circumstances (such as addiction behaviors, relapse, criminal history) in a participant’s life—to spot the potential and are quick to assist the participant in developing the potential.
- An attitude of tolerance and demonstrated patience, understanding that the sanctification process takes time. Effective coaches understand the ex-offender’s mind has to be renewed before the flesh can be denied, and that the participant has numerous strongholds that must be destroyed.
- The ability to understand and empathize with the many failures the participant has experienced in the past. Effective coaches focus on the positives in the participant’s life and are constant encouragers instead of critical “fault finders.”
- The ability to be objective and flexible, seeing the big picture—instead of having tunnel vision. Effective coaches maintain a spiritual perspective rather than a worldly view. They trust God for the growth in the participant’s life, just as they do in their own lives. They help the participant maintain a balanced lifestyle.
- The ability to network and become resource guides. Effective coaches have learned to network within their community and local church and have recruited the help they need to assist their participant in fulfilling transitional needs. They are strong resource guides in terms of physical, spiritual and emotional needs.

They know how and when to give timely advice, provide literary information (books, magazines, spiritual handouts), and share personal experiences.

#### Phase 4 - Empowerment

Goal of Empowerment: The participant has the freedom and skills to make life decisions that accomplish their goals on his or her own.

#### Peer Coaching

Boundaries – not a taxi service, have them earn it.

Do not assume they know how to do something (paint, mow a lawn, wax a car, etc.)

Offer grace – use of profanity

#### Program Directors

When a Life Coach is out of bounds

- Using the participant to meet emotional needs (if coach is experiencing a divorce, financial difficulties, etc.)
- Not included in family gatherings after 6 months
- Offering alcohol to participants
- Use of profanity often

#### **Cross-Cultural Ministry**

##### The Monkey and the Fish

A typhoon had temporarily stranded a monkey on an island. In a secure, protected place, while waiting for the raging waters to recede, he spotted a fish swimming against the current. It seemed obvious to the monkey that the fish was struggling and in need of assistance. Being of kind heart, the monkey resolved to help the fish.

A tree precariously dangled over the very spot where the fish seemed to be struggling. At considerable risk to himself, the monkey moved far out on a limb, reached down and snatched the fish from the threatening waters. Immediately scurrying back to the safety of his shelter, he carefully laid the fish on dry ground. For a few moments the fish showed excitement, but soon settled into a peaceful rest. Joy and satisfaction swelled inside the monkey. He had successfully helped another creature (Elmer, 2002, p. 14).

1. What was the monkey's motivation?
2. What words would you use to describe the monkey as he went out over the raging water on a precarious limb to "help" the fish?
3. Why did the monkey help the fish by taking it out of the water?
4. What did the monkey assume about fish culture?
5. How do you think the fish felt about the help it received?
6. What advice would you give the monkey for future situations where he would like to help?

The monkey was courageous, had good intentions, noble motives and zeal.. However, his motives were misdirected because of ignorance—he could not see beyond his own frame of reference. He believed what was dangerous for him was dangerous for the fish—a crucial assumption. AS a result, he acted out of his ignorance or limited frame of reference, and ended up doing damage rather than the good he intended. Unfortunately, the monkey may not even have known the damage he did, because he may have walked away leaving the fish "resting." (p. 16)

Important Lessons:

Skills for Cross-Cultural Effectiveness

1. Study the culture you are working with. Read about it, watch how they act, be a student of the ex-offender.
2. Be patient. It takes time to learn a new culture.
3. Monitor your emotions. What frustrates you may be that your expectations are based on your values and not on their's.
4. Build trust – smile, speak positively of their culture, their family, express happiness in the relationship, reciprocate in kind deeds, be willing to spend time with people, accept their acts of kindness.
5. Be willing to laugh at yourself.
6. Ask questions as a way to understand, not to judge. Help me understand why people do not use the bank?
7. Be willing to put things in the "it's different category" rather than right or wrong.

"Without sincere efforts at establishing a relationship first, your words are likely to come across as a "clanging symbol" (1 Corinthians 13:1).

"Keep in mind that if you insist on imposing your cultural values and even your biblical values on the rest of the world in ways that others perceive as crude or harsh, you will not get a hearing for the gospel" (Elmer, p. 168).

Understanding the Exoffender

Different value system

Time or Event oriented

Time: Focuses on scheduling, efficiency, planning, goal setting and predictability

Event: Focuses on events and opportunities rather than on time frames and schedules

Task or Relationship Oriented

Task: Focuses on setting goals and completing them

Relationship: People are more important than completing the task

In a relational culture, the job rarely moves along smoothly until a trusting relationship is established” (p. 130).

Individualism or Collectivism oriented

Individualism: Being independent, making own decisions

Collectivism: People do not make decisions without talking it over with the proper authority figures in their extended family.

Possessions seen as “ours” not “yours” or “mine”.

“I couldn’t wait to get a mentor – I hope I get a rich one.”

May fabricate stories about crime life.

Spiritual warfare Eph 6:12-13

Relapse, Don’t be surprised by it and be ready for it.

Internet access with accountability

Narcotics – pain killers if hurt

Needs of the Exoffender

Cross-cultural issues

No positive family role models

Meeting the needs

Meet the ex-offender where they are

What is important to moving them out of \_\_\_\_\_

- meet economic needs

Ministry is messy. “We once had an ex-offender in our church,” he replied, “but he stole someone’s wallet. We never saw him again, and since then we haven’t had any ex-offenders in our church.” Does that mentality go with helping the homeless, widows, etc.?

## **Avoiding Manipulation**

### Potential “Red Flags”

- Asking you highly personal questions (sexual activity, how much money you make)
- Excessively nice or complimentary
- Praise you and puts others down
- Asks you to break a rule
- Tries to get you to say bad things about staff or program directors or other participants

## **Techniques of a set-up**

### 1. Observation Step

Body Language observation

Listening observation

Verbal observation

Action observation

### 2. Selection of a Victim

### 3. Tests of Limits and/or Fish Testing

### Tools of a Set-up

#### 1. The supporting system

- A. ego uplifting
  - offer of help
  - setting loyalty standards
  - you’re the best
  - pledge of faith and devotion
  - strengthening the friendship

#### 2. Empathy and/or sympathy

#### 3. Plea for Help

#### 4. the We/They Syndrome

#### 5.

## **Reentry: Needs and Challenges**

## Spiritual:

### Needs

- Salvation and Discipleship
- Assimilation into a church
- Mentor/Accountability Group
- Spiritual Disciplines (personal and corporate)
- Service to others

### Challenges

- Not welcomed into a church
- Anxiety – never attended a church on the outside
- Finding a mentor

### Resources

- Local Church, Men's Groups, Church Ministries

## Identification:

### Needs

- Birth Certificate
- Social Security Card
- State ID
- Driver's License
- Voter's Registration Card

### Challenges

- Difficult to get ID without ID
- Finances (Fees, past traffic violations)
- Laws prohibiting voting rights

### Resources

- County Clerk's office, SS office, Department of Motor Vehicle

## Physical

### Needs

- Housing
- Food
- Clothing and basic belongings
- Transportation

### Barriers

- Barriers to Section 8 Housing
- No ID
- Finances
- "One strike and you're out policy"

### Resources

- Subsidized housing, half-way house, food pantry, food stamps, thrift shop, bus tokens, bicycle

## Health Care

### Needs

- Medical
- Medications
- Dental
- Eye Care

#### Challenges

- Finances
- No ID

#### Resources

- medical clinics, college dental programs, donated services

### Employment

#### Needs

- Job skills
- Resume and application completion
- Interviewing skills
- Conducting a job search
- Work ethic

#### Challenges

- Lack of job skills and education
- Criminal background record
- Unwilling to take any job
- Lack of work ethic

#### Resources

- Business owners from the church, employment agencies, newspaper

### Legal Services

#### Needs

- Past traffic tickets (DUI, etc)
- Child support
- Custody of children
- Meeting parole expectations
- Bad debt of credit problems

#### Challenges

- Finances

#### Resources

- Legal service ministries, good communication with parole officer

### Cognitive

#### Needs

- Cognitive renewal
- Study skills and keyboard skills
- GED
- Vocational training
- College

#### Challenges

- Criminal thinking

- Transportation
- Discipline
- Computer skills
- Finances

#### Resources

- Teach cognitive renewal, Bus, bicycle, tutor, student loans

### Social

#### Needs

- Family reintegration
- New friends (positive role models)
- Healthy leisure activities
- Communication skills
- Conflict resolution skills
- Parenting skills
- Marriage skills

#### Challenges

- Patience in developing new relationships
- Pull of old friends and family to old lifestyle

#### Resources

- Mentor, church involvement, training programs

### Emotional

#### Needs

- Sex
- Anger management
- Addiction
- Emotional intelligence
- Self-esteem
- Counseling
- Mental illness

#### Challenges

- Finances
- Program availability
- Negative relationships

#### Resources

- Addiction treatment, anger management programs,

### Life Skills

#### Needs

- Financial (Bank account, debit card, check book, taxes, budgeting)
- Reading a contract
- Function in a middle class world
- Soft skills
- Nutrition

- Goal setting (planning)
- Time management
- Stewardship (car, house, body)

#### Challenges

- Poverty values
- Positive role models

#### Resources

- Life Coach, education

#### Accountability

##### Need

- Spiritual
- Sexual purity
- Financial

### **Setting Goals**

#### Do's and Don'ts Summary

Do not be preaching

Do not make their decisions

Give advice sparingly

Do connect with the family before they get out of jail. This builds a relationship with the family so they can call you when there is a problem and it does not allow him to be two different people or a chameleon.

What leads to success?

A church community that provides love and accountability

A job and work ethic

Dealing with addictions

Commitment to meeting with life coaches

How to handle a relapse?

Need a Training Time with Ex-offenders

Expectations for them

How to maximize the relationship with your life coaches

Addressing feelings they will experience

The Cost and the Return

Expose them to a wide variety of worship styles, tapes, etc.

Building Rapport

Helps to do an activity together because it makes the focus on the activity and is more relaxed – see article.

Set Boundaries

Ask them about their crime – be personal – don't be afraid to talk about it.

While they are incarcerated have them write to you through a PO Box number or church.

Covenant Rules – if they are not willing to agree to the rules then they are not ready to be coached.

Caution: Do not invite into your home until you feel comfortable and feel you can predict his behavior as best as you can.

Do not give them your cell phone unless you are willing to do that. Gradually create trust.

Set Boundaries (based on your comfort zone)

- Only call between 9:00 am and 9:00 pm unless it is an emergency.
- Visits? Drop in (Always coming during dinner time)
- Personal disclosure
- Calls at work
- Asking for things
- Running errands for them (Taxi service, spending large amounts of money)
- Never share your personal problems or burdens – use an example of a problem that you overcame in your past and how you solved the problem.

Mentor Activities

## **Ex-offender Training**

What is a Life Coach?

What are the expectations of the Client?

What to expect from your Coach?

Accountability

Love

How to maximize the mentor relationship?

How to build rapport with Coach?

What to do if you do not think it is going well?

Realistic expectations – not fantasy expectations

- You family has been living without you so they may not welcome your authority or suggestions.
- Do not expect them to welcome you with open arms.
- Church on the outside may be different than on the inside. They may not welcome you with open arms.
- Getting a job may take months.
- Completing your GED will take time and effort

Relapse – how to deal with it

Success

How measured? Recidivism rate? Committed to following Christ.

Frequently Asked Questions

THE CHOICE IS YOURS.

Mentor Activities within the Facility

- Be yourself. Do not try to act tough or share only of your “bad background”
- Photos. Most prisoners have photo and asking them to share with you is a part of what is referred to as “phototherapy”. (p. 94 Don)
- What they Talk Around
- Future Goals
- Be a good and genuine listener

Avoiding Manipulation

There are certain behaviors to be aware of:

- Personal matters. They may ask you about your first sexual relationship or how much money you make. It is important for you to maintain the

boundary of controlling the conversation and not feel badly about not answering all questions.

- A person who is excessively nice or complimentary may be seeking favors. Be on guard.
- Make sure you abide by the institutional rules when visiting in jail
- They may try to get you to say something bad about the staff or administrators of the institution.
- If you are ever threatened with physical harm, contact your program coordinator.

### Meeting Environment

There are several criteria that you may want to consider:

- A place free of distractions

Do not meet in his neighborhood where you will be interrupted by friends, family or acquaintances.

- A neutral setting

A place where both of you feel comfortable. Suggestions – Shopping mall, a gym, public park, coffee shop, movie theater

### Frequently Asked Questions by Life Coaches

What if we do not bond?

What if they ask for money?

What if they tell me they have used illegal drugs?

### Role Plays

- A. Personal questions
- B. Talks about crime
- C. Ask coach to break the rules
- D. Asks for a large gift
- E. Complains about staff
- F. Depression/suicide
- G.

1 Ex-cons who remain arrest-free for five years have a 97% chance of staying free forever! (P.15 Ned Rollo)

### Principles for Success

1. Stay in the Word
2. Get involved in a church

3. Make biblical and wise choices
4. Exercise self-control
5. Be patient
6. Don't put yourself in situations that will trigger negative responses
7. Make an attitude check
8. Don't lose hope
9. Avoid any actions or situations that will put you at risk for an arrest warrant.
10. ID triggers that will lead you back to prison (people, places, behaviors) and how to deal with them. (I know my sister will criticize what I do - how will I respond)
11. Be realistic

1Petersila, J. (2003). *When prisoners come home: Parole and prisoner reentry*. Oxford: University Press.

### **Profile of Ex-offender** (p. 24-

- mostly male
- two-thirds are minorities. 33% white, 47% black, 16% hispanic
- a repeat offender
- lengthy history of alcohol and drug abuse
- more likely to be involved in gang activities and drug dealing; nearly half convicted of drug offense; have higher rates of drug addiction
- unskilled; probably experienced significant periods of unemployment and homelessness; most never earned more than \$6.50/hour
- may have a physical or mental disability
- most have young children
- a significant number spent time in solitary confinement
- average age is 34
- 90.1% males; 9.9% females of parole entrants
- almost all are classified as low risk on prison classification instruments
- have higher rates of infectious disease
- a quarter have attempted suicide

### **Prior Criminal Record**

One of the best predictors of parolee recidivism; the greater the record, the greater the recidivism.

### **Literacy and Education**

State prisoners

19% completely illiterate (non-incarcerated 4%)

40% functionally illiterate (non-incarcerated 21%)

51% inmates not high school graduates

11% parolees have 8<sup>th</sup> grade education or less.

Inverse relationship between recidivism and education (p.32-33).

## Physical Impairment & Mental Conditions

- one-third inmates have physical or mental condition
- 10% state a learning disability
- speech, vision, and hearing rates higher than non-incarcerated

## Mental Illness

Travis, Solomon, Waul

### Profile of Parolees

Male 88%

Female 12%

#### Race

White 55%

Black/African American 44%

Other 1%

#### Hispanic Origin

Hispanic 21%

Non-Hispanic 79%

Age (median) 34

Education level (median) 11<sup>th</sup> grade

Source: T.P. Bonczar and L.E. Glaze, "Probation and Parole in the United States, 1998." Bureau of Justice Statistics, NCJ 160092, August 1999.

J. Petersilia, "Parole and Prisoner Reentry in the United States, In M. Tonry and J. Petersilia (eds) Prisons. Chicago: University of Chicago Press, 1999.

### Substance Abuse

About three-quarters of this population have a history of substance abuse, and an estimated 16 percent suffer from mental illness. However, fewer than one-third of exiting prisoners receive substance abuse or mental health treatment while in prison. (Beck, 2000, State and Federal prisoners Returning to the Community: Findings from the Bureau of Justice Statistics.)

### Females

Parole population  
Prison population

Race

Economic Circumstances

Female prisoners are more likely to come from lesser economic circumstances than male prisoners. Thirty-seven percent of females and 28 percent of males had income of less than \$600 per month prior to arrest. Thirty percent of females and 8 percent of males were receiving welfare assistance prior to arrest. (Travis, Solomon, Waul P. 13)  
Marriage (p.13)

Mothers (p. 13)

Challenges facing females returning to the community (p. 13)  
Health problems

Substance abuse

Reestablishing relationships with children after incarceration is difficult.

Incarceration rates of females are rapidly increasing. The numbers of females per capita in corrections institutions have grown 48 percent since 1990, compared with a 27 percent per capita for men. (L.A. Greenfeld and T.L.Snell, Women offenders. Bureau of Justice Statistics, Special Report, Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics, NCJ 175688, December 1999.

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