



COACHING AS A FORM OF SUPPORTING THE WORK OF A SOCIAL RESOCIALISATION PEDAGOGUE

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Abstract. The work of a resocialisation pedagogue in prisons and pre-trial detention centres requires multi-faceted professional preparation and specific and unique personality traits. This is because, in social resocialisation activities undertaken against individuals deprived of their liberty, certain principles of resocialisation upbringing and appropriate working methods are used. The effectiveness of their application, especially in institutional conditions, requires constant analysis and refinement. The methodology of social resocialisation should use various forms of support, among which coaching can play a special role.

COACHING JAKO FORMA WSPOMAGANIA PRACY PEDAGOGA RESOCJALIZACYJNEGO

Słowa kluczowe: praca w instytucjach penitencjarnych, praca pedagoga resocjalizacyjnego, coaching, cechy coachingu, resocjalizacja, zasady resocjalizacji, cele resocjalizacji

Streszczenie. Praca pedagoga resocjalizacyjnego w zakładach karnych i aresztach śledczych wymaga wieloaspektowego przygotowania zawodowego oraz specyficznych i wyjątkowych cech osobowości. W działaniach resocjalizacyjnych bowiem, podejmowanych wobec jednostek pozbawionych wolności, wykorzystuje się między innymi określone zasady wychowania resocjalizującego oraz odpowiednie metody pracy. Skuteczność ich stosowania, zwłaszcza

w warunkach instytucjonalnych, wymaga ciągłych analiz i dopracowania. Metodyka resocjalizacji powinna korzystać z różnorodnych form wsparcia, wśród których szczególnie znaczenie może odegrać coaching. Stąd, w opracowaniu przedstawiono ogólne informacje dotyczące coachingu oraz zasad resocjalizacji ze szczególnym uwzględnieniem wzajemnych zależności i powiązań w zakresie tych form pomocy.

Introduction

The work of rehabilitative pedagogues in prisons and detention centres requires special professional preparation. It takes place in special conditions and requires specific, both personal and professional, competencies regarding the proper use of rehabilitative work. Taking account of the professional role of people working with the convicted individuals, it is necessary to emphasize that considerations on the issue of human adaptation to work in a penitentiary institution or remand centre, the issue of changing attitudes and character traits of officers over the course of their employment, as well as the issue of the functioning of inmates, may be the significant aspect in the preparation for work in penitentiary isolation.

Solid knowledge of those processes may be useful in employment policy, employees' development or having desirable human interactions and safety in this specific workplace – prison (Ciosek, 2007, p. 329).

Prison service officers are a unique group of workers. Their job should be respected and acclaimed by society. Everyday contacts with people deprived of freedom cause many dangerous situations requiring multidisciplinary professional preparation. The service officers are not considered to be a homogeneous community and the range of their duties depends on the degree of the Penitentiary Service and the position at work.

The officers should be characterised by general and professional preparation and high moral standing. What is more, they ought to systematically learn and improve their qualifications. At their work with people deprived of freedom, they are especially obliged to follow the rules of law, impartiality and humanitarianism. They are committed to respecting people's rights and dignity, positively affecting others by leading by example (Act of 9 April 2010 on the Prison Service, Journal Of Laws No. 79, item 523).

Each penitentiary unit may be compared to a well-functioning company. In such institutions, there are such rooms as flats, recreation rooms, schools, therapeutic units, prison workplaces, kitchens, laundries, sometimes hospitals

and other places. Due to this, the prison staff must be able to cooperate with specialists of varied specialisations. (Sarzała, 2013. pp. 39-40). Each member of the staff working with prisoners has a significant role in achieving the aims of imprisonment. Moreover, they certainly make a significant contribution to the process of their social readaptation.

However, people having direct contact with convicts, these are pedagogues who are part of the penitentiary department, deserve particular attention. It is necessary to remember that it is not the institution that nurtures, but the people working there. The pedagogue is one of the most essential parts which make the resocialisation process effective. It is the reason why such a job should be dedicated only to people who have particular personal aptitudes, various interests and proper qualifications (Jaworska, 2012, p. 93). The professional process requires the pedagogue's awareness of the continuous need of improving their competencies. Moreover, that person should be open to different, often alternative forms and methods of working with inmates.

In social resocialisation activities undertaken, for example, against adult perpetrators of crimes, certain principles of resocialisation education and appropriate working methods are used. Their effectiveness, especially in institutional conditions, requires constant analysis and refinement. The reasons for this may be found in the following issues.

First of all, the term "social resocialisation" itself means resocialisation of the person and their "return" to society so that they are able to behave in accordance with appropriate standards.

However, the isolation of the person is one of the elements that destroy the process of social resocialisation. It occurs to be the basic paradox of social resocialisation institutions the aim of which is to prepare individuals who are there, to function independently in society, thus isolating them from it (see: Kuć, 2013, p. 134; Ciosek, 2007, pp. 326-328). Moreover, isolation, especially isolation in prisons, causes the shaping of external dependence (formal) mechanisms, which also impedes functioning beyond the institution. This is due to the fact that life is regulated by various regulations, rules and plenty of different documents. What is more, they also describe and decide on the way of the sentenced person's behaviour towards pedagogues. The mechanism appears not to be effective due to the fact that the individual will not be able to function independently, make decisions and suitable choices.

Secondly, there are a lot of negative consequences of isolation, for example, deprivation – the state when the person is deprived of anything crucial for

a normal life. The following values are included in this state: biological needs, like hampering the right to free movement; sensory and information involving reduction of visual impressions which provide a wealth of experiences and observations; emotional, consisting in impeding or breaking ties with relatives – this prevents one from having basic emotional needs satisfied (see: Jaworska, 2012, p. 259; Górka, 2008, p. 131; Baładynowicz, 2006, p. 69; Hołyst, 2004, pp. 1389-1390; Ciosek, 1996, p. 231).

Another aspect worth mentioning is the fact that when using positive and negative reinforcement, it is crucial to know strategies, procedures and psychological regularities of applying the penalties and rewards. However, in Poland freedom deprivation appears to be the most common penalty imposed for infringing the law (Ciosek, 1996, p. 320).

In the following work, the selected aspects of the penitentiary pedagogues' work have been presented, with particular emphasis on teleology and the methodology of social resocialisation. The mutual relations in the field of classic methods of social resocialisation work with coaching have been presented. It is worth mentioning that coaching is one of the most common forms of working with people deprived of freedom.

The aims of resocialisation

When analysing issues concerning the effectiveness of resocialisation interventions, the essence of the effectiveness of the aforementioned principles and methods of resocialisation implemented by resocialisation educators cannot be overlooked either. Moreover, it is necessary to focus on the aims of resocialisation mentioned by researchers, which should be as the following:

- comprehensive development of the individual, their work, independence and creativity;
- the change of individual's identity – from a deviant one to the socially accepted one;
- developing emotional, motivational and volitional spheres towards sensitivity development, striving for change and better decision-making;
- shaping a sense of freedom and responsibility for their lives (Jaworska, 2012, pp. 384-385).

The aims of resocialisation may be divided into two categories: maximum and minimum goals. In the first group, it is possible to mention the following aims: strengthening the relations to good, positive and beautiful things in culture and

nature; the primary care and respect for other people; the development of cognitive and emotional functions; maturity and social achievements; psychical integration, creative stimulation; training the physical and spiritual abilities of a human being (Jaworska, 2012, p. 385). Socially maladjusted individuals very often find it extremely difficult to achieve that aims. It is why, resocialisation pedagogy focuses on achieving a minimum goal, which is preventing committing crimes and deviant behaviours. It is necessary to emphasise that social resocialisation pedagogues' efforts appear to be unsuccessful and they exceed the possibilities of educational and correctional and penal proceedings, and the effectiveness of resocialisation activities (especially taken in isolated conditions) is at a really low level. (Jaworska, 2012, p. 385).

As it has been mentioned before, isolation has a negative influence on individuals' preparation for life in liberation conditions. Quite frequently they, especially those after long sentences, feel helpless and lost. There is a „new”, often hostile, unknown and not understandable world. Everyday duties become to be unable to be fulfilled. Posting a letter, doing shopping, dealing with issues in offices or making decisions regarding family or work, seems to be beyond their capabilities. Moreover, nowadays reality is changing extremely fast. The progress in various life areas is so sharp that the situation of people isolated from the external world for a long time affects their technological abilities. A great number of them are not able to use mobile phones, computers or other technological developments.

In order to understand the situation of people who are socially maladjusted, improve the activities leading to the return of individuals to social life, and support the rehabilitative pedagogues, it would be crucial not only to appreciate the role of preventive actions, taking into account collective intervention but also take into consideration other alternative forms of support in this field.

One such form may be coaching, which is the most commonly used in Poland due to its demand of people in different situations and various problems, so of those who are socially maladjusted. Coaching used by individuals in need of social competencies development appears to be in a dominant position (Kieszkowska, 2010, s. 87). Coaching is the process the usage of which ought to be considered in social resocialisation activities on a large scale. It is some kind of support and help so it is thought to be a great addition to rules and methods used in resocialisation.

It is commonly believed that it is possible to give assistance to people with returning to social life by relevant organised activities which aim is to provide

the individuals with the knowledge and abilities to work on themselves as well as to motivate them to analyse mistakes and draw conclusions from foregoing life. In rehabilitative upbringing, it is expected to change the personality and behaviour of an individual so that they are not the source of negative and aggressive reactions towards principles securing the social system and the development of society and culture. In the proper process of social resocialisation and re-adaptation, it is essential to establish contact and create a bond with the person and present the perspective of life in freedom and its real frameworks established by the individual (Kieszkowska, 2010, pp. 90-91).

Coaching features and the principles of resocialisation – interconnectedness.

The coach assists in asking suitable questions, which helps to impose order on their inner chaos and find the correct answer. The ability to ask appropriate questions appears to be the main tool of a coach's work. But it is not the only one. It is the involvement and faith that the aim may be achieved which is the most important in his work. A coach believes that the client has the necessary potential in order to answer their own questions, find solutions to their problems and achieve their aims. Thanks to such a way of thinking, a coach is able not to be an advisor but a guide on the bumpy way to the dream destination of their client (Szulc, <http://www.publio.pl/coaching-misja-zycia-wanda-szulc,p159444.html>).

The concept of coaching is not clearly defined. It is explained as a process of helping people, the aim of which is to reach their peak abilities. It is the development of their strengths, overcoming an individual's internal resistance and overcoming their own limitation in order to achieve personal perfection (Dilts quoting Wujec, 2012, pp. 4-28).

Coaching is claimed to be a process of improvement of competencies in the area chosen by the client. It is based on the partner relationship and mutual trust. It helps people to become who they dream to be and to be the best. It makes the most valuable aspects of the client strengthened. This seems to be essential because each effect achieved today is enhanced in such a way so as to be effective also in the future (Żukowska, 2010, p. 2).

The coaching is:

- 1) voluntary – nobody may make the client start this process, the acceptance is crucial;

- 2) not directive – nothing may be forced on the client;
- 3) helpful – it helps people to learn – the client cannot be instructed because they are the only experts in their lives, decisions, choices, actions and abilities. It is the only person that should take responsibility for their life;
- 4) based on questions – the important tool is asking questions without giving advice and making suggestions;
- 5) forcing clients to think – one of the basic goals of coaching is stimulation, frequently blocked ability of thinking. Everybody starts doing it on their own and begins to reach their consciousness and be aware of their life;
- 6) done in a respectful, fully acceptable for the client's values atmosphere – during the whole process, their moral principles are respected. Nobody but the client may change themselves. Their decisions must be accepted.
- 7) is inextricably connected with the client's development – they are supposed to discover their wisdom. Coaching ensures self-improvement and self-evaluation;
- 8) leading to conscious changes – each change should be preceded by its awareness. The client must have a wide knowledge of positive and negative consequences, correlations, etc.;
- 9) focusing on aims – they determine the directions of the whole process. Despite the fact that they are crucial, it is necessary to remember their different levels. Sometimes partial goals (external) may be against those with deeper aims (long-term goals). The client must define a hierarchy in detail.
- 10) based on the fact that the human is the subject of the coaching process – it is helpful for a person. The mistake would be to focus on the tools or process without noticing the client;
- 11) based on relations – it is one of the central elements of coaching. Due to this fact, the limits on relationships must be precisely put. What is more, it is essential to describe key values for the relationship between the client and the coach (e.g. confidentiality, honesty, trust);
- 12) the client and the coach make their individual decision regarding the cooperation – it means that they are not forced to do it. They both take care of mutual respect, honesty and trust;
- 13) for expected effects the client is obligated to use their own resources, talents, and possibilities – it means that their own resources are thought to be the most important basis; however, they may be expanded by other different available aspects. The suitable stimulation may lead

to the effective usage of talents and make the client find some new ones. It makes the client discover new possibilities.

- 14) accepting the choice of the client regarding the external resources they use – nobody may force them to use any tools. The client must find and make a choice on their own basing own conclusions, preferences and values;
- 15) triggering the client's potential in order to maximise the activity – the process must encourage the client to broaden their possibilities. It is necessary to work on the habits and convictions that are „blocking” them.
- 16) making the client take full responsibility for their results – the effect of coaching is based on the client's work; nobody might appropriate them. The individuals have to be strengthened and satisfied by the influence they have. How much they use, is their decision;
- 17) the good of man appears to be more important than the goals – it means that the human is above them. If any of these aims were harmful to the client, it is necessary to give it up or redefine it. (Ratajczyk, Pilipczuk quoting Budzisz, file:///C:/Users/HP/Desktop/coaching/3.1_budzisz.pdf, as of 03.04.2020).

The aims presented above are often similar to the principles of social resocialisation interactions. These facts, as it was mentioned before, stimulate reflection that the resocialisation pedagogues' work ought to be supported by coaching.

It is worth presenting the particular resocialisation principles, which have been assigned the abovementioned features of coaching, and are used in work with the socially maladjusted individuals:

1. **the principle of comprehensive personality development** – the multifaceted and comprehensive development in various life areas is important. This should take the intellectual, emotional and socially-cultural spheres into consideration. It also has to make the individual able to function correctly thanks to fulfilling constructive social roles designated by society and accepted by the maladjusted individual.

Coaching is not of directive nature, so it teaches individuals that they must decide about their lives, willingness to develop and accept the social role that they should play. Both the described principles and coaching emphasise that the ability of creative, independent thinking and making decisions ought to be developed in a socially maladjusted individual's life.

2. **re-education principle** – all actions done by people may be eliminated or changed for the expected result. Thanks to the use of strengthening,

extinguishing or forgetting, maladjusted individuals become able to relearn positive behaviour and unlearn negative behaviour. The coach supports this principle and makes the client learn this, realise their potential and motivate to action in order to work on their habits and beliefs;

3. **comprehensive and foresight care principle** – is based on showing to the individual the ways of satisfying their needs that should be satisfied by themselves. The coaching help focuses on achieving aims which are connected with the needs. The coach may support the individual in establishing the hierarchy of the most important things in their lives.
4. **requirements principle** – it refers to the individual's relationship with others and implies noticing and the necessity to take not only the individual's but also the community's good into consideration. This rule plays essential building pro-social attitudes. It may be strengthened by the coach's work, as like it was mentioned before, coaching is based on values such as honesty, trust and respect. Both, the individual and the coach, are treated subjectively. This kind of relationship teaches the client respect towards himself/herself, the coach, and other people. It is claimed to be a training for shaping proper attitudes in this area.
5. **individualization principle** – individualization is the result of the complexity and uniqueness of the biopsychosocial characteristics of each person. It prevents the individual from their stereotypical, routine behaviour. The principle highlights the necessity to adapt the process of influences, i.e. methods and means, to the specificity of the person subject to this process (see: Kalinowski, 2007, pp. 237-239; Kuć, 2013, pp. 19-21).

Referring to coaching's features, it is necessary to resemble that is the human who is the subject of the coaching process. The coach is supposed to focus on the work taking individuality, not the tools or process into consideration as the most essential aspect. Moreover, coaching is voluntary so the individual decision of the client about participating in the process appears to make that unique and enables them to feel important. Thanks to that people feel that their actions are worthwhile to others. It is commonly known that if people are made to do something, their actions are not effective and it is emphasised by coaching. These are essential aspects, especially in resocialisation processes acting towards individuals in prisons. The resocialisation pedagogue often has to work with those whose "crime journey" started in their teens. Such individuals, basically, as long as they can remember, have stayed in institutions that significantly restrict their freedom, up to complete isolation. What is more, various forms

of action have been imposed on them and to a large extent limited their freedom in many aspects of their functioning.

It is worth mentioning the particular results of the research the aim of which was to find out the opinions of the condemned about imprisonment. The research was concluded in February 2016 in the prison in Bydgoszcz-Fordon. The diagnostic survey was used there and the interview questionnaire was the tool. It is necessary to mention that purposeful sampling was used, as consent to the participation of convicts in the study was taken into account.

The participants referred to their own experiences connected to a sentence of imprisonment; especially, they presented the negative aspects of isolation. Empirical facts that were figured out prove that individuals deprived of freedom pay attention to the lack of individual approach in conducted social resocialisation interactions. Statements made by the participants show that in the moment of losing freedom, their ability to decide about themselves was lost as well. It is commonly known that, due to the fact that the individual violated legal norms, often committing serious crimes, deprivation of liberty is connected with plenty of inconveniences. However, it is essential to emphasise, that social resocialisation aims to prepare those people to function independently, and they facilitate the implementation of this task. People working there make a great effort in order to achieve that. Certainly, increasing the number of prison service officers, in particular educators, or encouraging convicts to take part in coaching would significantly make the resocialisation work more effective.

The men who took part in this study pointed to the following negative consequences of freedom deprivation:

- 1) a 33-year-old person who was convicted of extortion of robbery claims that staying in prison makes one fight for survival. What is more, he mentions that mercy and aggression cannot be shown. People there become different than before. He reminisced that before imprisonment, his behaviour was not aggressive. But due to the fact that there was no possibility to calm down or be alone, it has changed. Moreover, the man refers also to bureaucracy which appears to be extremely annoying;
- 2) the 42-year-old man convicted for using dangerous objects in a fight and beatings, and robberies claims that the only thing he has learned there was hatred. When he was 15, his mother decided to make him stay in a juvenile detention centre as it was suggested by a custodian. His journey with crime started there and that world fascinated him a lot. He says that he did not develop in the prison. He is not able to use a mobile phone

or a computer. What is more, he mentions that there is little possibility to find a job after an imprisonment sentence. He calls this penalty to be routine;

- 3) the 42-year-old man sentenced for using dangerous objects in a fight and beatings, and robberies, claims that he has been in penitentiary establishments since 1988. He was in his first juvenile detention centre when he was 15. He claims that prison nowadays is like a kindergarten. The man thinks that in the past it was much harder;
- 4) the 30-year-old man sentenced for murder emphasises his anger caused by the lack of ability to decide about anything, e.g. clothes or people he meets. Moreover, he finds the fact that he cannot develop in a professional area extremely frustrating. Another disadvantage of the prison, he mentions, is the fact that there is no place to calm down.

Therefore, social resocialisation activities supporting the development of every person, no matter what kind of act they have committed, should be supported by coaching. They ought to be purposeful and conscious, and create conditions that will limit the randomness of the methods and means undertaken in relation to them (Gołembowska, 2017, pp. 107-122).

6. **acceptance principle** – refers to the absolute acceptance of the individual as a human. It emphasises the necessity of accepting them without taking their actions into consideration. It is essential to respect the individual, with their advantages and disadvantages. This principle is also associated with the usage of positive and negative reinforcements, as well as the priority of creative activities (positive diagnosis) over corrective ones (negative diagnosis) (see: Wysocka 2008, p. 127; Jaworska, 2012, p. 124). Thereby, getting information regarding people's strengths is a very important element of social resocialisation work. Having the knowledge about the resources and capabilities may be a starting point for effective work. Coaching can play a fundamental role in it, as it is to release the person's potential, regardless of the type of resources the individual has. The coach might expand their potential remembering that the most important ones are those that the client already has. Moreover, coaching may lead to their effective usage. The client must be strengthened and satisfied.

Conclusions

The mentioned aspects of social resocialisation pedagogue's work which present its principles and basic coaching features pay attention to the fundamental importance of the effects that should be achieved by „mobilizing the strength” of a social resocialisation educator and coach. The effect of both mostly depends on the attitude of the demoralised individual, disturbed by the helping process. The aims of social resocialisation are usually not fully achieved and this is why the role of the coach seems to be invaluable. It is claimed to be successful when the individual accepts the isolation, and understands and consciously makes decisions about changes.

The person who is socially maladjusted is supposed to be taught to think creatively, independently, act and make free decisions. What is worth mentioning, the isolation conditions are not helpful in achieving that.

Analysing the negative consequences, on the mental sphere, of functioning in prison isolation, the phenomenon of the learned helplessness of convicts has to be highlighted. R. Pomianowski emphasises that prison isolation consists of deprivation of basic life issues. The convicted are not able to decide where they are for a particular period of time (from several months, even to the end of life), with whom they are, who and how often can meet them, what and when they do something (work, sleep, eat, rest, watch TV, take bath – everything has its time). The individual cannot make a decision about what they waste money on, how they solve their own problems, and how to take care of their health and personal hygiene (Pomianowski, 2001, pp. 538-562). What is more, the author emphasises that the prison is an institution in which rights and duties are precisely and strictly described. It seems to be the „price” of prison isolation. It is said to be helpless training. Prisoners' attitudes are different. Some of them are rebellious, others are nasty, aggressive or they adapt to the prison conditions. The last group cooperate with co-prisoners and the staff, take care of their appearance and health, are good workers, care about relatives, get a pass and come back on time and do not abuse hospitality. However, people from both groups return to the criminal path after leaving prison. R. Pomianowski claims that people who do not have the possibility to decide about themselves for a long time lose the ability to deal with new situations that require not stereotypical, creative actions and the motivation for activities lasting some period of time. According to the author, it appears to be the reason why, despite willingness, people who

start life in freedom are not able to cope with everyday duties and commit crimes again (Pomianowski, 2001, pp. 538-562).

D. Pstrąg also highlights that the learned helplessness of convicts makes social re-adaptation difficult, because the individual expecting help from other people and institutions, with an entitled attitude, does not show any initiative or good will to take care of themselves and solve their own life problems. They prefer waiting and looking for support rather than focusing on their actions (Pstrąg, 2008, p. 82).

These are the reasons why the social resocialisation method should use various support forms and one of the most valuable seems to be the work focused on the individual approach to the client. It is essential to remember that it is not the institution which raises but the human, who in social resocialisation actions should believe in the person and use a wide variety of support methods in order to make the convicted know their own potential and be able to make decisions regarding their life (Jaworska, 2012, p. 92), Such people ought to be aware of their limitations and fully understand the necessity of improvement and work on themselves. Autonomy cannot be restricted. Moreover, it is not acceptable to make decisions for them. They must be mobilised to actions and prepared for independent functioning.

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