

LESSON 2—ATTITUDE AND ASPIRATION

100% COMMITMENT

Annotation: Attitude and Aspiration

Once we define success and set clear goals, we need to pursue success with the right attitude. For our course, we define the “right” attitude as a 100% commitment to success—as the individual defines it. That strategy works for people who anticipate a sentencing hearing, and for people after sentencing. Aspire to the best possible outcome.

Halim Flowers:

Halim Flowers is now one of our nation’s most celebrated artists, writers, and activists. But that isn’t how he started his life.

Like many people who go through the criminal justice system, Halim began his life in struggle. Street gangs influenced his **adolescent** years. Before he turned 10, he walked across puddles of blood that oozed from a dead person. Neither gunshots nor seeing death **fazed** him. His father became addicted to crack cocaine.

Conditioned by his environment, Halim started selling crack at 12, **adapting** to life on the streets and housing projects of Washington, DC. Most children his age have positive role models and learn in school, preparing them to live as productive adults. Their lives reflect what they see around them. Unlike other teenagers, Halim didn’t grow up with the opportunities and privileges that so many people take for granted. His behavior mirrored what he saw, and by the time he turned 16, he had to start preparing for sentencing and prison.

Authorities charged him with gang-related crimes. After **judicial** proceedings concluded, Halim had to cope with the **plight** of two life sentences.

What does it even mean to serve double life?

Since a judge sentenced him to serve a term with letters rather than numbers, authorities sent Halim into high-security penitentiaries. He stepped inside the walls before being old enough to vote.

While incarcerated, Halim made a commitment. Despite starting his sentence at 16, he had the wisdom to know that he didn’t like his environment. People convicted of crimes surrounded him. Those people tried to influence his adjustment, giving him a message that **permeates** every jail and prison in America:

“The best way to serve time is to forget about the world outside, and to focus on time inside.”



It's tough to start serving a sentence under those conditions. Prison can **obliterate** hope. Few people know what it's like to live with the following challenges:

- » Being born into an environment that doesn't **abound** with positive role models,
- » Being influenced by gangs and crime before knowing how to **decipher** the consequences of decisions,
- » Being separated from a mother at 16,
- » Learning that a federal judge imposed two life sentences,
- » Hearing that the system doesn't offer any way out.

Take Ten Minutes (2-1):

Write responses to the following questions in approximately ten minutes. If participating in a class setting, discuss verbally.

- » 2-1: How would you expect a person with Halim's background to adjust inside the penitentiary?

- » 2-2: In what ways would you expect his life to be different after 20 years in prison?

- » 2-3: What would you say would be the best possible outcome for a person with Halim's background?



Despite the challenges of Halim’s backstory, he had an attitude of **self-empowerment**. He didn’t like the backstory of illiteracy, poverty, drug abuse, and a pipeline that would carry children from school playgrounds to the penitentiary. Rather than complain, he found a way to write a new chapter in his life story. He wanted to make a difference that would lead to a better community.

Halim coined a phrase:

“Love is the antidote.”

As he moved through his sentence, he developed his mind and understanding of the world by reading. Through reading, he trained himself to become a better communicator. He learned to put words into sentences, and sentences into paragraphs. Over time, he **authored** several books, including:

1. *A Reason to Breathe*
2. *Mind Over Matter*
3. *What our Fathers Never Told Us*
4. *Makings of a Menace*
5. *Buried Alive*
6. *Time: How to Do it and Not Let it Do You*
7. *For Young Offenders*
8. *Be Great Wherever You Are*
9. *Niggernomics: What Blacks Must Know about Money*
10. *A Reason to Breathe*

Knowing the importance of using many mediums to communicate, he also taught himself how to paint.

With words and pictures, Halim worked to help others see the pain that comes when society shackles a boy’s soul in chains. Despite living in cages, as years turned into decades, knowing that he did not have a release date, he learned to master the use of words and pictures. By communicating, he could take steps that would lead to liberty. He wrote books and converted ideas into images, **transcending** prison boundaries, influencing others to believe in him.

Mechanisms didn’t exist to change his life sentence. Yet Halim’s attitude gave him the fuel to keep working toward his aspirations. In time, he wanted to make a difference. Through his work, he could contribute to ending **intergenerational** cycles of poverty.



Like Mahatma Gandhi, Halim Flowers **aspired** to live as the change that he wanted to see. He gives us an example of what it means to live with the **audacity** of hope, believing that with the right attitude, he could be more than the label of “super **predator**” that society had **bestowed** upon him when he was only a boy.

He made a 100% commitment to that end.

Leaders inspired him.

But inspiration without actions is fantasy. Halim gives us an example of excellence. If a person has the right attitude, and if a person aspires toward the best outcome, **perseverance** and commitment can bend the arc toward justice.

By the time that Halim served 22 years, the law changed. Those changes allowed a federal judge to take another look at injustice. The judge agreed that, based on Halim’s extraordinary and compelling adjustment, a double-life sentence no longer served the interests of justice.

In 2019, after 22 years in prison, Halim returned to court. During the second hearing, he walked out of the courtroom to begin his life as a successful artist, writer, and activist.

Take Ten Minutes (2-2):

Write responses to the following questions in approximately ten minutes. If participating in a class setting, discuss verbally.

- » 2-4: What role would you say that Halim’s attitude at the start of his sentence had on his eventual release?



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Attitudes, Aspirations, and Sentencings:

Halim is a special kind of human being. Intuitively, soon after authorities locked him in prison as a teenager, he had an idea of what success should look like for him. Then, he set clear goals that would lead him to become a better communicator. Over time, he trained himself to write books, to launch a publishing company, and to paint pictures that would help others see what they did not see previously.

By the time an opportunity opened for him to go through a new sentencing hearing, Halim had a new story. The judge responded by releasing him from the injustice of a double-life sentence.

Few people go into a sentencing hearing with the preparations that Halim made during the 22 years that he served. Taking the long view requires patience, commitment, and the right attitude. Even people who face relatively short sentences (and anything is short compared to a life sentence) tend to think about themselves in the immediate moment rather than what they can become over time.

That's understandable. They're about to lose their liberty.

The **concept** of being separated from all that a person loves can feel **surreal**. Yet even people facing short sentences can learn a great deal from Halim's story. They can think about the different people that they're going to **encounter** and figure out a strategy to influence perceptions.

We tend to view our lives from the limited **perspective** of how we see ourselves. Yet others may see us differently from the way that we see ourselves.

When I went through the criminal justice process, I had the wrong attitude because I didn't know how to think differently. Instead of thinking about the realities that follow for people facing sentencing, I should have been thinking about the people I would face in the future. Many people would have enormous discretion over my future. Rather than coming up with a deliberate, intentional plan to influence those decision makers, I thought about how the sentence would influence my life.

Later, by reading influential books, I began to see a different perspective. For example, I remember a book that changed my perspective. I don't recall the book's name, but I remember it taught me the concept of "The Johari Window."

With the "Johari Window," people learn to understand their relationship with themselves and others. Psychologists use the concept of the Johari Window in self-help groups. Anyone preparing for sentencing may want to consider lessons from the Johari Window teachings.

Start by thinking of a **quadrant** with two columns and two rows, as follows:



	Known to Self	Unknown to Self
Known to Others	(open area) The open quadrant is that part of our conscious self that we're aware of, and that is known to others. Anyone can assess our attitude, behavior, motivations, values, and way of life. In preparing for sentencing, we can be certain that prosecutors and the judge are assessing us.	(blind) This quadrant represents what others perceive in us but that we do not think about when thinking of ourselves. Although we may see ourselves as being good people, when authorities charge us with crimes, we should consider the likelihood that they're looking at us as being bad people.
Not Known to Others	(façade) In this quadrant, despite what we know about ourselves, others do not see it. For example, we may think of ourselves as being remorseful. Yet prosecutors or the judge may not see it.	(unknown) This quadrant includes all that neither others know about us, nor that we know about ourselves. Who knows what we will be in the days, months, years, or decades ahead? For example, who could have predicted what Halim would become when he went into prison at 16?

Using this framework before sentencing can influence a person's attitude and aspirations. Instead of living with **delusions**, we can prepare for reality. Those who love us may know the "real" us, but we would be **naïve** to believe that our adversaries will see us in the same way.

If we want to prepare for the best possible outcome at sentencing, we need to go into the proceeding with the right attitude, and with the right aspiration. We need to think about the obstacles we face today, and the strategies we can create to prepare for a better tomorrow.

If a person does not take appropriate steps before sentencing, the only record that will exist will be the documents that describe our crime. To influence a better outcome, we can use Johari's Window to consider questions that will help us prepare.

Take Ten Minutes (2-3):

Write responses to any of the following questions in approximately 20 minutes. If participating in a class setting, discuss verbally.



Open questions:

» In what ways do you see yourself?

» How or why would the prosecutor or judge know this about you?

» What steps can you take to help the prosecutor or judge know this about you?

Blind questions:

» What motivated the prosecutor or judge to pursue his position?



» How does the prosecutor or judge define success?

» In what ways does the prosecutor or judge view you?

Façade questions:

» When the prosecutor or judge meets with others in his profession, how do they think about people like you?



- » What common traits do you have with other people the prosecutor or judge must assess?

- » In what ways does the prosecutor or judge believe you are unaware or unrealistic about how you see yourself?

Unknown questions:

- » What influences in your future are neither you nor your prosecutor or judge considering?



» In what ways does your behavior show that you're contemplating such unknowns?

What motivates your prosecutor or judge to want to deny your request for special consideration?

These kinds of questions should help us build the right attitude and aspiration as we face a sentencing hearing. We don't only want to think about consequences we must face for the decisions we made.

We also want to think about how others will perceive us. Then we need to create a strategy that will put us in a better position to succeed.

Regardless of what stage we're in on the journey through the criminal justice system, we will encounter people who do not know us. Yet they will judge us based on what government officials or media reports have written to describe us.

To the extent we can think about our challenges, we can put ourselves on pathways toward better outcomes. The sooner a person starts to contemplate these realities, the more effective the person becomes in preparing for success.



Personal Story:

While locked inside a solitary cell, I awaited my sentencing date. After a year of trial proceedings, a jury found me guilty on every count. Anticipating a lengthy sentence, I needed to make sense of all the ways my life had gone wrong.

When DEA agents arrested me in 1987, I didn't know how to think from the perspective of others. I'd never heard of Johari's Window. All I knew was that I hated being in confinement and I wanted out. I had a natural ***inclination*** to think about myself and all I was losing. Everyone in law enforcement, on the other hand, thought about the crimes I committed and the victims of my crime.

In that early frame of mind, I had the wrong attitude. I argued that my crime didn't have any victims. A group of ***consenting*** adults paid to purchase cocaine from a group of people that I influenced. I hoped for the lowest possible sentence, but I didn't do the work to prepare for the lowest possible sentence.

While I ***languished*** in the solitary cell, a correctional officer began bringing books that he said would change my thoughts.

I knew him as "Officer Wilson," one of the kindest officers in the detention center. He could see something in me that I could not see in myself. Besides passing me books on Frederick Douglass, he gave me an ***anthology*** on philosophy. I didn't know the meaning of ***philosophy*** at the time. But he assured me that I could learn from reading the lessons in the books he brought.

To create meaning in my life from prison, I needed to learn how to think differently. Instead of ***perseverating*** on how I could get out early, I needed to change my attitude and aspiration. That books Officer Wilson provided opened my eyes to a different way of thinking.

I read about Socrates, a man who lived more than 2,500 years ago. ***Ordinarily***, such a story wouldn't have interested me. In reading the first paragraph of the story on Socrates, I learned that he was in a jail cell awaiting the day when authorities would carry out a death sentence for a crime he committed.

I wouldn't have read the book, or the story about Socrates previously because I neither identified with the concept of philosophy nor did I have any interest in history. Sometimes, we get the message we need at the right time. The story spoke to me because I faced life in prison. Facing life in prison felt as if I faced a death sentence—because I could potentially die in prison. I needed a better attitude, and I needed to aspire to something bigger than my life. That story about Socrates helped me to learn that I had been living by a bad philosophy.

Fortunately, it's never too early, and it's never too late to begin making better decisions.



After reading that story, I began to **contemplate** the different ways that I could make sense of my journey. I realized that I could not change the past:

- » I broke the law,
- » A jury convicted me,
- » A judge would sentence me,
- » I would go to prison.

Like Halim Flowers, I would have to **confront** the challenges ahead. My attitude would influence whether I wasted time in prison, or whether I used that time to **reconcile** with society and make amends. In preparing before sentencing, I needed to convey a message. I wanted stakeholders to know that, going forward, I would make **disparate** decisions than I had made before my arrest. I intended to work toward something bigger than my own life.

The prosecutor responded to my **proclamations** of **remorse**, by telling the judge:

“If Michael Santos spends every day of his life in an all-consuming effort to repay society, and if he lives to be 300 years old, our society will still be at a significant net loss.”

The federal judge **presiding** over my case sentenced me to 45 years. Fortunately, reading the story about Socrates helped me to process the sentence **imposed**.

I'll **paraphrase** an ancient fable that can help us come to terms with the challenges we face.

A scorpion asks a frog to carry him over the river. The frog initially refuses, claiming its fear of being stung. The scorpion argues that if it stung the frog, they both would die because the frog would sink, drowning the scorpion.

The frog then agrees.

Midway across the river, the scorpion stings the frog, dooming them both.

As they started to drown, the frog asked the scorpion why he stung him. The scorpion replied that it's in its nature to sting.

The prosecutor's nature is to ask for a lengthy sentence. The judge's nature is to impose a term that will protect the interests of society—not to make things easier on the person who broke the law.

Like Halim, I could choose how to respond to the sentence. My attitude going forward would determine my aspirations.



Memorialize the Journey
Build a Record of Preparation

Good intentions matter. A documented record is more persuasive.

Memorialize the steps you take to prepare for success:

The goals you establish
The books and courses you complete
The lessons you learn
The skills you develop
The challenges you overcome
The contributions you make
The release plan you continue to improve

Over time, those entries become evidence of discipline, growth, and accountability.

You may document your journey by building a free profile with Prison Professors. Instructions for creating and maintaining a profile appear in the appendix of this workbook.

Do not merely say that you are preparing. Build a record that shows it.



AFTERWORD

Build a Record of Your Progress

On behalf of everyone at Prison Professors Charitable Corporation, thank you for working through this course.

Our nonprofit provides free educational resources to help justice-impacted people prepare for success. We encourage participants to use their time intentionally, develop useful skills, and create a written record of their growth.

During the 26 years I served in federal prison, I learned that personal development becomes more powerful when we document it. I earned academic degrees, wrote books, developed release plans, and preserved evidence of the work I completed. That record helped others understand how I was preparing for success.

You can build a similar record through a free Profile on PrisonProfessors.org.

What to Include in Your Profile

Use your Profile to document:

- » Biography: Describe your background, the lessons you have learned, and how you are preparing for success.
- » Journal Entries: Record the decisions, habits, and actions that demonstrate continued growth.
- » Book Reports: Explain what you learned from each book and how you will apply those lessons.
- » Release Plan: Describe your plans for housing, employment, education, finances, health, family responsibilities, and community support.
- » Accomplishments: Record courses, work assignments, certificates, commendations, and other evidence of progress.



A Profile does not guarantee any particular outcome. It gives you a way to show the work you are doing and the person you are becoming.

How to Create Your Profile

Ask a family member or trusted friend to: Visit PrisonProfessors.org.

Select Profiles.

Follow the instructions to create your Profile.

Save the login information securely.

Add the written work you send to them.

Your family member or trusted contact may update the Profile on your behalf.

Points and Leaderboards

Participants may earn points when they add written work to their Profiles. The leaderboards recognize people who consistently document their progress.

Profile participation is optional. Profile points do not determine First Step Act eligibility or the award of First Step Act time credits. Building a Profile is separate from completing Preparing for Success After Prison under the supervision of an authorized facilitator.

When You Need Assistance

If you do not have a family member or trusted friend who can help, contact our team. Email: Interns@PrisonProfessors.org. Or use the US Post office:

Prison Professors Charitable Corporation

1205 BMC Drive, Suite 706

Cedar Park, TX 78613



When writing, include:

- » Your full name
- » Your registration or identification number
- » Your institution
- » Your return mailing address
- » A clear explanation of the assistance you need

You may also send biography updates, journal entries, book reports, release-plan sections, and other written material for your Profile. Keep copies of everything you send whenever possible.

Continue Building

Your past will always remain part of your story, but it does not have to control your future. The decisions you make today can influence how others perceive you and what opportunities may become available later.

Do not wait for an opportunity before beginning to prepare. Build the record now.

With hope and respect,

Michael Santos

Founder

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