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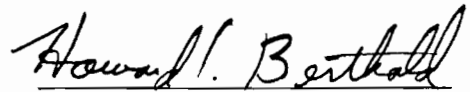
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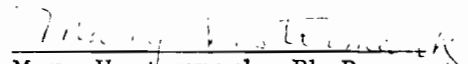
A Rational-Emotive Approach for
Improving Work Performance in a Prison
Population Involved with a Community
Treatment Program

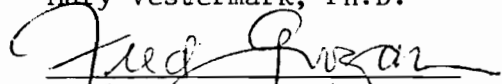
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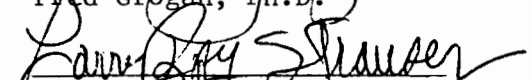
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Running head: A Rational-Emotive Approach for Improving Work Performance

I would like to express my gratitude to the Alternatives to Prison program for their cooperation during the term of this work. My thanks also go out to Dr. Richard O'Brien, who played a major role in the completion of this study. Appreciation is extended to Gregg Ammon, Roxane Grandflo, Jim McCauley, Donna Addie, and Lisa Wool for their assistance in the study. Finally, a deep expression of gratitude is extended to my Honors Committee for their guidance and cooperation.

A Rational-Emotive Approach for Improving Work
Performance in a Prison Population Involved
with a Community Treatment Program

Although several great doctrines of Psychology have founding dates in recent history, many principles which comprise their backbones are found in antiquity (Boring, 1950). Dr. Albert Ellis (1962) gives credit to Stoic philosophers of ancient time for formulating a hypothesis basic to Rational-Emotive Theory. Epictetus professed "Men are disturbed not by things, but by the views which they take of them." Shakespeare rephrased this idea in Hamlet, "There is nothing either good or bad, but thinking makes it so."

Rational-Emotive Therapy grew out of Albert Ellis' discontent over psychoanalysis (Ellis, 1962; Dolliver, 1972) and he is given credit as its founder. Ellis' background was in orthodox psychoanalysis, and he applied it to the major bulk of his work in sexual and marital problems. He began to question many of the psychoanalytic beliefs and approached to therapy. He became aware that many of his clients experienced highly emotional insights, but received no lasting benefits. The passive/non-directive approach was not acceptable to Ellis and his therapeutic style began to change.

Becoming more active/directive in his sessions led to greater success rates and decreased in the number of therapy sessions needed (100 to 35). This success stimulated Ellis to carry out further research and formulations, which culminated in Rational-Emotive Theory. The basic formulations of Rational-Emotive Theory were published in 1956 (Ellis, 1956).

Rational-Emotive Theory (RET) deals with the emotional states, how they are created, and in therapy, how such emotional states are maintained

and altered. Stanley Cobb (Ellis, 1962; Ellis and Harper, 1977) defines emotion in a manner consistent with RET. Cobb views emotion "as an introspective given affect state mediated by acts of interpretation." Emotion also includes physiological changes and overt behavior, which interact with body and environment to restore equilibrium. Maladaptive emotion would be a state produced by erroneous interpretation or physiological and behavioral responses which increase or fail to remove the disequilibrium.

These emotional responses are not isolated events. They are closely related to three other fundamental processes. Humans not only emote, they also sense, move, and think. A clear understanding of one process can not be attained without a consideration of the others. For example, when one reads a book, sensing and moving are integral parts of the reading process. But emotion can only be produced by thinking about what was read. However, another emotional situation---stubbing one's toe--may only depend on movement and sensation.

Bandura (Goldfried and Sobocinski, 1975) divided emotion into two categories that which was through emotional-provoking thought and that which was through aversive stimuli. This dichotomy was not adequate for use in RET because the division insinuated that emotional thought could not be conditioned. The one aspect of his definition which was important was the emphasis on cognitive factors. Ellis (1962;1977) is more complete when he not only touches on cognitive factors, but also on emotion created through the sensori-motor process and stimulation of the autonomic nervous system or subcortical regions.

These sources of emotion can be controlled through a variety of means, For example, emotion produced by sub-cortical regions or autonomic nervous system can be excited or inhibited through electrical shock or

drugs. Further, emotion originating from the sensori-motor process can be manipulated by relaxation exercises or yoga. But these methods are drastic in some cases and questionable in others. An alternative method in dealing with a large assortment of emotions is through the manipulation of cognitive interpretations of external events.

Schacter and Singer (1962) have demonstrated the importance of cognition in generating emotion. They found that changes in physiological states, through chemical means, were not sufficient to create emotion. Subjects who experienced aroused states only labeled them emotions when cognitive factors were available to interpret their reactions. They determined that knowledge of the immediate situation was necessary for the physiological alteration to be labeled emotional arousal. Schacter and Singer illustrated the role of higher mental processes in emotion. Emotion could be created by thought. In many instances our emotional response is not created by an event, but what we think about the event. This hypothesis is critical to RET and Ellis (1977) documents the great support it has received in research.

Another cognitive ability important to RET is the production of self-statements regarding external events. Emotion can be created by people telling themselves emotionally charged sentences (Ellis, 1962; Ellis, 1975; Ellis and Harper, 1977). The type of statements will determine the type of reaction. Russel and Brandsma (1974) confirmed this hypothesis regarding self-statements and emotion. The researchers produced physiological reactions in subjects who repeated irrational statements applicable to them.

In this manner maladaptive emotion can be created. Ellis realized in therapy clients were creating their emotional unrest by self-statements based on irrational beliefs. The logic, in many cases, which pro-

duced the self-statement was correct. The maladaptive emotion was dependent on the irrational belief from which the self-statement was derived.

An irrational belief is one with no basis or support in reality, is usually produced through imagination, and can cause considerable internal and external conflict in everyday functioning. Many irrational beliefs are common, and Ellis (1962) has identified eleven beliefs which continually surface during therapy sessions. These eleven beliefs are culturally generated and internalized by a great number of people, through a variety of methods (modeling, reinforcement, media). Ellis derived these irrational beliefs through therapy and research with neurotic, psychotic, and "normal" populations. Ellis contends these irrational beliefs not only interfere with everyday functioning and happiness, but can have serious consequences (Ellis, 1975) for individuals who have internalized them (phobias, depression, sexual dysfunction, or obsessive feelings of guilt).

Two examples of the eleven irrational beliefs are "A person should be thoroughly competent and achieving or they are worthless" and "If conditions are not the way we like them it is a disaster." The former idea is irrational because it demands perfection. Perfection is incompatible with humanness. Striving to perform in a competent manner has many benefits, but demanding perfection pushes a person to his or her mental and physical limits. The latter irrational belief contends conditions should always exist the way we desire. When things are not the way we like them it is an inconvenience, not a catastrophe.

How can irrational ideas develop to the point where emotional disturbance can result? Ellis (1962, 1977) discusses learning theory as the process in the development of irrational ideas. Russel and Brandsma(1973)

offer an interesting theory on the emotive power of irrational ideas through classical conditioning. The explanation utilizes an A-B-C approach of illustration. A represents the objective stimulus, B symbolizes the cognitive interpretation, and C represents the emotional response.

During the first phase, A is a neutral stimulus. B is a thought which can elicit emotional response C. The relationship between B and C has developed through previous punishment or withdrawal of love. C is an actual physiological response labeled as an emotion. As the relationship progresses into stage two, A becomes paired with B through cultural learning via mass media, modeling, and other reinforcement methods. This reinforcement results in phase three, where A has the conditioned power to elicit B, which in turn elicits C. A can now elicit a physiological response that is labeled emotion.

Research supports the hypothesis that emotional arousal can be created through irrational thought. Tosi (1977) indicates that certain irrational ideas are significantly correlated with negative emotional and behavioral tendencies. Subjects with a high need for social approval also exhibit a much higher anxiety level when engaged in public speaking, than subjects with low or moderate need for approval. Anxiety could also be produced in subjects who were asked to imagine social rejection and their scores on a hostility and depression inventory were much higher than controls.

Extending this research, May and Johnson (1973) found significant physiological changes in subjects who were asked to imagine stressful words. These words were placed in the middle of a series of numbers. Subjects showed a significant change in heart and respiratory responses when compared to subjects who repeated non-stressful words. The experimenter

concluded that physiological changes and their direction can be manipulated by induced cognition.

In a similar study, as mentioned above, Russel and Brandsma (1977) used a similar procedure, but altered the stimuli. Not only were stressful and non-stressful words used, but they were further divided into rational and irrational statements creating four groups of statements. The group which responded with irrational stressful statements and irrational non-stressful statements produced a significantly higher galvanic skin response than the groups which responded with rational statements, both stressful and non-stressful.

It would appear that research supports the contention that thought can create emotion. Also, it is evident that neutral statements altered in a manner to contain irrational content can also elicit emotional arousal. This research points to the necessity of dealing with irrational beliefs which are related to various situations and resulting emotional arousal.

By replacing an irrational belief with a rational one, negative emotional arousal can be eliminated. Rational beliefs are based on reality. They preserve life and health, allow for the achievement of goals (short and long term), reduce internal conflict, and minimize unwanted conflict with others. Rational thought can produce less negative emotional arousal and promote social functioning, rather than inhibit it. Rational beliefs tend to promote happiness while minimizing states of anger and depression (Ellis and Harper, 1977) By increasing rational thought we can also promote performance. Easterbrook (1959) found that increased emotional arousal in a performance task decreased cue utilization. Although decreased cue utilization in some circumstances might improve performance, it would appear that negative emotional arousal in most cases inhibits performance.

Ellis (1962) gives an example of an impotent male, who, because of beliefs taught to him by his mother, continually failed to sexually satisfy his wife. By combating the client's irrational beliefs, Ellis soon remedied the problem..

Although they represent two different ways of viewing an event, irrational and rational beliefs develop in the same manner. Ellis (1962) attributed irrational beliefs to inappropriate family and social influences. Rational beliefs develop through exposure to appropriate family and social influences. Examining the development closely, Russel and Brandsma imply that rational beliefs and responses result from appropriate conditioning by media, family, models and other sources of reinforcement.

It is necessary at this point to illustrate how irrational beliefs can be replaced by rational beliefs. RET, like many psychotherapies, depends on the ability of humans to engage in introspection. Humans not only have the power to think, they can also think about their thinking (Ellis, 1977). Humans are also aware of physiological states and alterations of those states. Along with these abilities, humans have expectations, and can actively think and concern themselves with the future. All of these processes play an important role in the development of psychopathology and its treatment through psychotherapeutic means.

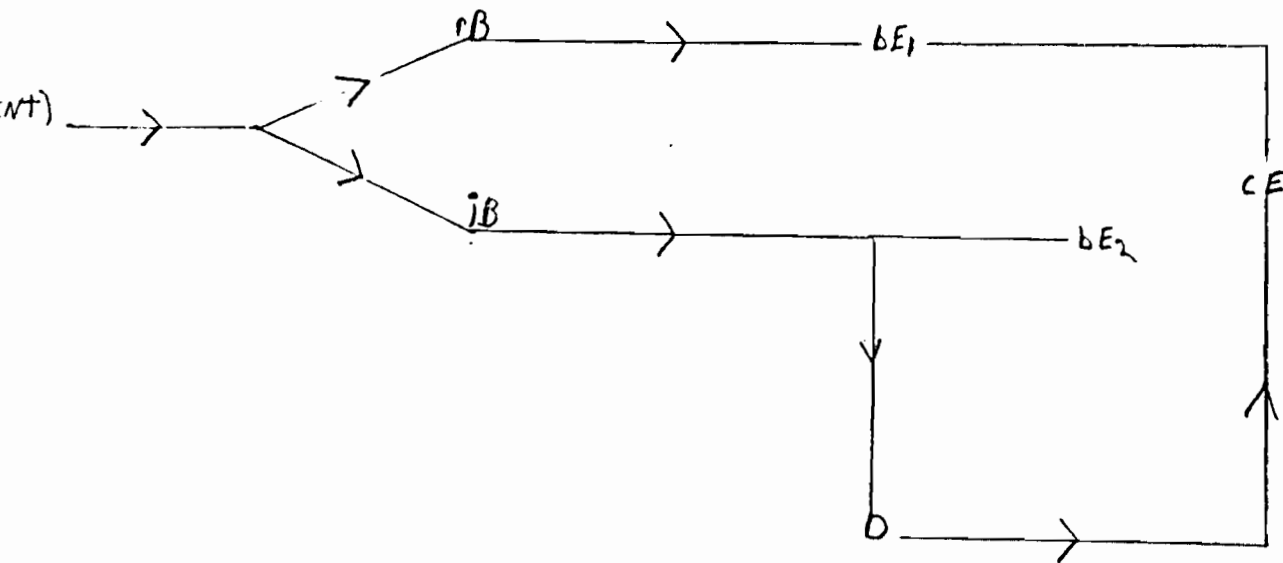
RET is an active/directive approach to psychotherapy. Ellis (1962) believes the relationship between the client and therapist should be one of intense activity. Ellis reasons that passive psychoanalytic methods may work, but their process is retarded by depending on clients to activate and direct a worthwhile session. RET uses persuasion based on reason to combat irrational ideas. The ultimate goal of RET is behavior change based on attitude change. Attitudes change more readily through active

persuasion rather than passive listening. According to the RET approach, rapid change will not occur through passive/reflective approaches.

In RET, the therapist must first classify the sequence of events which resulted in the emotional arousal. Edelstein (1976) effectively illustrates the process elaborating on the A-B-C model of emotion mentioned above. In this illustration A-B-C- represent the same events as they did in the previous illustrations. The emotional consequences, C, could be depression or sadness, depending on whether B is an irrational (iB) or a rational belief (rB). If the thought is a rB then C will be an appropriate response (sadness). But if the thought is an iB the emotional consequence, C, will be depression, and the therapist must go to the next step, D. Step D represents the disputing process where the self-statements and irrational beliefs are contested by demanding evidence for their support. The therapist actually persuades the client to combat his irrational belief system and cognitive step cE occurs. Step cE is the point in therapy where the old belief system is rejected in favor of the new one. This leads to the behavioral effect, bE, where the client experiences sadness, rather than depression (see Fig. 1) (Ellis, 1975; Ellis and Harper, 1977).

Research utilizing the RET method has demonstrated success in altering the disturbed emotional conditions and performance. Keller, Croake, and Brooking (1975) reduced anxiety experienced by older people concerning their present state (old age). Subjects involved with the rational-emotive educational sessions showed decreased scores on anxiety inventories.

Trexler and Krast (1972) had success with public-speaking anxiety with students. Three groups were created; one received RET, the second was an attention-placebo, and the third was no treatment. Actual performance measures were taken for each group at the conclusion of therapy.



A- Loss of job

rB- The loss of that job is inconvenient

iB- I am worthless because I lost that job

bE₁- sadness

bE₂- depression

D-What evidence do you have to support the belief you are worthless? Holding a job does not increase your self value, nor does losing a job decrease it.

cE- I am not worthless because I lost a job, I am simply not working, but next time I will attempt to do a better job --- leads to--- bE₁.

Figure 1 : RET Illustration

The RET group performed significantly better in a speaking situation as rated by judges. This difference was later eliminated when non-RET groups received rational training.

In another study (DiGuiseppe and Kassinove, 1976) school children were involved in a rational-emotive mental health program. After 15 weeks post-testing was completed and treatment, alternate treatment, and no treatment groups were compared. The children in the RET group scored significantly lower on trait anxieties and neuroticism scales.

Jacobs (DiGuiseppe, Miller, and Trexler, 1977) also utilized RET to lower test measures in college students. An RET group scored significantly lower on anxiety scores, problem areas, and irrational thinking. RET also effectively lowered vulnerability to criticism and rejection. Grieger (1975) recommends the use of RET to improve self concept and esteem, and Reardon and Tosi (1977) have had success in doing just that.

Using RET imagery, a cognitive behavioral approach, rational-emotive restructuring treatment, a placebo condition, and a no treatment group, Reardon and Tosi attempted to positively alter self concept and states of depression in female delinquents. They found significant improvements in the group receiveing RET by using the imagery approach and rational restructuring method. In the RET imagery group improvement was still present after two months.

Ellis (1962, 1975) and Ellis and Harper (1975) write about numerous cases where RET has been effective. It appears RET is an effective method for altering maladaptive behavior (depression, anger, sexual dysfunction, poor self concept, frigidity, obsessive feelings of guilt, phobias, etc.) when utilized in therapy.

Today's modern technology and rapid progress have created an increasing need for methods of dealing with anxiety. But one area where little

corrective attention has been given is work. Srivastava (1977) points out that many problems in today's labor force are caused by job-related anxiety. Individuals are confronted with this anxiety every day and must come to terms with it in a functional manner or their performance and success on the job will surely be inhibited. Many job anxious employees seem to be basing their fears on irrational beliefs.

Srivastava (1977) identified some of these job related anxieties through the Job Anxiety Scale. Job anxious employees answered in the affirmative to such questions as "I feel that I may not be very successful in the job" or "I am usually afraid of being suspended or dismissed from my job". Positive answers to these questions suggest irrational beliefs are being used to create their anxiety. The former question would seem to center around the irrational belief that a human must be successful at all times. The second appears to concern dwelling on a problem or worrying about events rather than taking active steps to confront them.

Srivastava's work lends support to the assumption that some people have trouble holding and successfully functioning at a job for a period of time because of constant anxiety. As mentioned before, increased anxiety levels inhibit performance and may lead to unemployment. If irrationality is related to unemployment, active measures should certainly be taken to alter these maladaptive belief systems.

Unemployment may result in numerous consequences. Johnson (1973) has related unemployment to criminal behavior. He proposes that frustration of material goals is an important stimulus for crime. The President's Commission on Law Enforcement and Administration of Justice (1967) discusses crime as an alternative method of earning an income. Crime becomes a short-term method of attaining goals, often irrespective of long-term effects.

Johnson also mentions the rapidly changing economic structure might act as a stimulus of crime. In a society where economic and social standards are rapidly changing, groups are unable to adapt to their social or economic status. Adams (1977) suggests lack of adaptability as a reason for high recidivism rates.

With economic factors apparently related to criminal activity, what steps should be taken? Feldman and Marinelli (1975) suggest rehabilitation should center around vocational training. However, they found prisoners involved with vocational programs did not function significantly better in the community when compared to prisoners who were not involved with vocational programs. This leads to the conclusion that vocational training alone is inadequate to improve community behavior.

Sutton (1976) found negative correlations between a scale to predict juvenile delinquency and another which measured career maturity. These findings suggest that increases in desirable attitudes towards work will result in a decrease in delinquent behavior. Tiffany, Cowan, and Tiffany (1970) also suggest that poor attitudes should be dealt with if job performance is going to be improved. It would appear that inducing the proper attitudes is as important to vocational training as is teaching the appropriate work behaviors.

The previous studies indicate many of the problems a prison population face stem from the inability to hold or function at a job. Some theorists suggest that in many cases the inability to stay employed creates conditions conducive to crime. By increasing the ability of a prison population to function at a job, the chances of recidivism can be reduced.

Schmallegger (1979) takes a different stand on many of the previous

points. He contends that a criminal (habitual offender) undergoes a completely different socialization process than a non-criminal. The socialization process creates a criminal attitude toward life, a "criminal" way of thinking. This socialization process can not be affected by those vocational programs which only attempt to train "criminals" in job skills and obtain work for those who "succeed" in this training.

Schmallegger's proposal suggest important points regarding different attitudes and the thinking process. However, he may go too far when he suggests the socialization of a criminal and a non-criminal are completely different. It seems more likely that the attitudes and beliefs may differ, but the process is the same. This has important ramifications for therapy.

The previous articles indicate the importance of attitude change. However, few effective methods have been developed to change the attitudes of prisoners and these methods face many obstacles which are created by the prison setting. Monohan (1975) describes an interesting process which produces an "Inside-Out Man". He proposes prison environments extinguish socially acceptable attitudes and behaviors. The socially maladaptive behavior, which in many instances will be adaptive in the prison, is reinforced through peers, prison guards, prison conditions, and actual rewards. Feldman and Marinelli (1975) contend that the growth of non-criminal behavior is retarded by time served in prison.

Research has indicated that unemployment is associated with crime. It also points out that training the criminal population to work is not sufficient to reduce criminal behavior. It would appear that vocational success and reduced criminality are related to other factors than economic ones; and as Schmallegger (1979) points out, socialization plays a very important role in criminal attitudes and behavior. By assessing the

results and suggestions of the previous studies, it appears that the problem of rehabilitation not only lies in vocational training, but in attitude training as well. Rehabilitation should also focus upon lowering frustration levels, replacing the tendency to think in terms of short-term consequences with consideration of long-term effects, creating self-control, enhancing the ability to adapt, increasing maturity in handling problems, changing attitudes towards work, developing "non-criminal" attitudes, and counteracting the criminal socialization which occurs in prison.

This may seem an impossible task, but Schmalleger (1979) does provide a suggestion for corrective measures. He points to the use of Conversion Therapy to alter criminal thinking and attitudes. This therapy concentrates on helping the offender realize his short-comings in thought, inconsistencies in his belief system, and where these beliefs are self defeating. After this has been accomplished, prisoners reflect on their beliefs and begin to question their position. The therapy is an intensely active/directive method, with the goal of raising self-doubt concerning beliefs and replacing them with rational ideas. Although Schmalleger did not elaborate on the finer points, it would seem that his Conversion Therapy has many characteristics in common with RET.

Many "criminal" attitudes and behaviors appear to be directly related to irrational beliefs. Criminal beliefs are not supported in reality, stem from emotion and imagination, and create a great deal of external and internal conflict. Goodman (1977) proposes that irrational beliefs are the cause of many criminal activities, along with other maladaptive behaviors. He suggests that RET programs would be an effective means of creating behavior change. It appears that RET could have an important place in rehabilitation programs. By matching an active therapeutic technique with a vocational rehabilitation program, both practical behavior and functional reasoning

skills could be developed. The goal of the present study was to determine whether Goodman's suggestions could be supported empirically.

The present study attempted to combine a vocational rehabilitation approach with RET to improve rational thinking and work behavior. A criminal population participating in a community work release program was divided into matched triads in order to control for the variability in personal histories of the prisoners. Matched triads were formed based on backgrounds and experience before randomly assigning people to experimental conditions. Each subject was then assigned to a condition using either Rational-Emotive, Non-directive Therapy, or no counselor involvement (no treatment).

The following hypotheses were tested; Hypothesis No. 1: Subjects in the RET group will receive significantly better work evaluations than matched subjects in the other conditions. The experimenter contends that by altering irrational attitudes held by subjects, work performance will significantly improve. Through attitude change and work improvement, the experimenter hopes to reduce criminal activity and reduce recidivism.

Hypothesis No. 2: Subjects in the RET group will have significantly higher scores on a measure of rationality, than matched counterparts. Research indicates that RET is an effective method for inducing rational thought.

Hypothesis No. 3: Judges will rate the response to work problems of subjects in the RET group as significantly less irrational than the responses of the matched counterparts. Through RET, subjects should develop a more rational thought process to deal with problems.

Hypothesis No. 4: The scores on the rationality measure will positively correlate with job evaluations. Also, there will exist a negative cor-

relation between job performance and ratings of irrationality by judges. The experimenter contends that rational thinking is conducive to superior performance.

Method

Subject. Twenty four inmates in the Lycoming County Prison System took part in the study. All subjects were involved in a work release program located on the fourth floor of a Y.M.C.A. All inmates had to meet two criteria before being eligible for the study. First, inmates had to have at least one month left before their minimum sentence expired. Secondly, all inmates had to verbally consent to being subjects after the purpose and requirements of the study were made clear. After inmates were designated eligible, the experimenter assigned subjects to matched triads on the basis of seven biographical factors.

Subjects came from a variety of backgrounds and experience. The mean age of subjects was 25.5 years, with a range of 18 to 38. Race did not vary greatly, 92% were white and 8% were black. The educational level of subjects ranged from seventh grade to first year college, with a mean educational level of 10.3. Of the twenty four subjects, 33% were divorced or separated, 50% were single, and 16% were married. Subjects averaged two prior convictions. Concerning the present charge on which they were serving time, 29% were charged with burglary, 12% with non-support, and 12% with a drug related offense. Other charges involved terroristic threats, assault, arson, driving while intoxicated, perjury, corrupting the morals of a minor, and larceny. In terms of employment history, subjects averaged two former jobs, with a range of one to four. The two primary reasons for changing jobs were being fired or being laid off.

Two subjects dropped out of the study because they were released

before the conclusion of the study, Two others would not cooperate when the experimenter attempted to collect post-treatment data. Both refused to complete the psychological test of rationality and one refused to participate in the taped interview. However, data from job evaluations were collected for both.

For their participation, subjects received one half hour of extra furlough time for each meeting with the experimenter.

Apparatus. The study required the use of a Panasonic Cassette recorder, a psychological test entitled the "Ideas Inventory" (Kassinove, Crisci, and Tiegerman, 1977, see Appendix A) and four items created by the experimenter. The first item was twenty job related problem situations (see Appendix B), which were presented to subjects during therapy sessions. The second item was four job related problem situations (see Appendix C) which were presented to subjects in a post-treatment interview. The last two items were a job evaluation (see Appendix D) presented to employers and a checklist of irrational behaviors (see Appendix E) used by judges to rate taped interviews.

Procedure. Subjects were selected from a group of residents who agreed to take part in the study. Triads were formed by matching subjects on seven biographical factors: educational level, marital status, race, age, type of criminal offense, number of prior offenses, and number of times employed. In many cases, identical factors were impossible to find. In these cases the closest approximations were used. A comparison of the means of the seven factors for each of the three groups was carried out (see Appendix F.)

Due to the small population available and the problems involved in created well-matched triads, different triads began their counseling

sessions at different times. The sessions began with two triads (six subjects). After the first two triads completed their sessions, three more triads sets were formed. As the second group finished, a third group of three triads were formed, and the experiment continued. In the first group of two triads, experimental sessions lasted seven weeks. In the next two groups experimental sessions lasted four weeks. The experimenter reduced length of time for practical reasons. For example, the longer the study took, the higher the rate of attrition. Also, if the time period was not altered, academic deadlines could not have been met.

The subject within each triad were randomly assigned to one of the three experimental groups. Each subject had an equal chance of being assigned to individual counseling sessions using a Rational-Emotive approach, Non-directive approach, or to a No-Treatment group.

Subjects in the Rational-Emotive and Non-directive group participated in seven individual counseling sessions where they were verbally presented three job--related problem situations (Appendix B) by the experimenter. The job situations varied and were randomly selected for each session. The situations were only used one time.

Prior to the verbal presentation, subjects were instructed to relax and imagine themselves in the situation which were about to be described. After each presentation they were asked to express their thoughts, feelings, and solutions to the problem. If the subject did not perceive a problem to exist, they were told to express their feelings and thoughts concerning the situation. These instructions were repeated at the beginning of each session. Although sessions were recorded, the main purpose was to introduce the tape recorder prior to the final interview session in which the tape recorder was actually used to collect data.

Subjects receiving the Rational-Emotive approach were systematically questioned and challenged about responses which indicated irrational beliefs. The experimenter utilized RET method (Ellis, 1962; Ellis, 1975) and "attacked" irrational beliefs, demanding evidence to support a belief and suggested alternative solutions based on evidence and reason.

Subjects receiving the Non directive approach were not challenged or questioned. Instead, subject's responses were reflected on and discussed in a non-critical manner by the experimenter. The experimenter was non-directive and supportive at all times during sessions.

When subjects in both groups responded in a rational manner to the problem situation the experimenter reinforced subjects with a positive verbal comment. For example "Very good solution" or "You handled that very well."

Subjects in both groups were reinforced for responding in a rational manner to increase the number of future rational response. Both groups received reinforcement so that changes in rational thought could be attributed to therapy approached, not reinforcement. It could be argued that by reinforcing the Non directive group the experimenter was being directive and was not really using a non directive approach. However, this argument is contradicted by research (Truax, 1966). Truax found that non directive therapists, although they probably would not admit it, differentially reinforced clients for responding in a certain manner.

After completion of the training sessions, subjects in all three conditions were administered a Likert-type questionnaire entitled the "Ideas inventory" (Kassinove, Crisci, and Tiegerman, 1977). No premeasures were taken, and comparisons were made between subjects in the three groups. This method was used to avoid sensitizing subjects to the measure. This design has been used before (DiGuiseppe and Kassinove, 1976) and is termed

desirable (Campbell and Stanley, 1966) when using cognitive therapy.

The same aspect of design applied to collecting taped interviews of subjects. All subjects were presented four job-related problem situations (Appendix C) involving individually taped interviews, by an interviewer who was naive about the subject's experimental status. The same four situations were used for each subject. These situations were similar to the previous ones used in counseling sessions.

In these interviews subjects were asked to express their thoughts, feelings, and solutions to the problem situation. The interviewer was not familiar with RET or Non directive Therapy, and only presented the situations to the subjects.

These taped interviews were then scored on irrational content by judges who were unaware of the subject's therapeutic status. Each of the four were scored for absolutistic thinking, self-rating, self-damnation, over-generalization, inappropriate emotional response, fear of disapproval, and short-term oriented behavior (for discussion, see Ellis, 1962; Ellis, 1962; Ellis and Harper, 1977.) Each judge was presented a checklist (Appendix E) to evaluate subjects responses on seven factors. The judges were trained to evaluate these responses through readings, discussion, lecture, and practice ratings of recordings made of therapy sessions.

The job evaluations were collected at the conclusion of the study. These job evaluations were filled out by subject's immediate job supervisor. If subjects were not working at the time of the job evaluation, the lowest possible score was recorded on the job evaluation form (Appendix D). Although subjects may have been out of work for other reasons than poor work performance, the experimenter decided data could have been biased, if certain reasons for unemployment were deemed legitimate and others were not. The experimenter defines employed as "Working at least 20 hours a week and receiving a wage for

that work."

Results

Averages for groups on the three post-treatment measures, percent employed, number employed, and number unemployed are presented in Table 1 (page 22a). The mean scores for groups on job evaluations are in the expected direction. When subjects who were unemployed were assigned the lowest rating on each of the six scales, the rationale being that unemployment represented the poorest possible job performance. An alternative approach would be to delete data from unemployed subjects. When this is done, the mean job evaluations no longer follow the predicted pattern, however this may be entirely due to the small number of subjects and their uneven distribution across groups. A comparison of the mean scores for the "Ideas Inventory" and irrational verbalization reveal little difference, however, a difference does arise between the percentage and number of subjects employed. This difference is in the expected direction, but a Cochran Q test failed to demonstrate a significant difference between the number of subjects employed and unemployed ($Q=3.5$, $df=2$, $p > .05$).

A Friedman two-way analysis of variance was used to determine significant differences between groups on job evaluations, scores on the "Ideas Inventory", and irrational verbalization as rated by judges. There was no significant difference between groups on job evaluations ($\chi^2_r = 2.5$, $df=2$, $p > .05$), the "Ideas Inventory" ($\chi^2_r = 1.3$, $df=2$, $p > .05$), or rating by judges of irrational verbalization ($\chi^2_r = .9$, $df=2$, $p > .05$). The agreement between judges was determined at 85%.

A Spearman rank correlation was used to determine if a relationship existed between scores on the "Ideas Inventory" and job evaluations ($r_s = .01$, $N=20$, $p > .05$), "Ideas Inventory" and irrational verbalizations ($r_s = .12$, $N=20$, $p > .05$), or job evaluations and irrational verbalizations ($r_s = .326$, $N=21$, $p > .05$).

Discussion

The present study appears to be one of the first attempts to use RET with a prison population. Previous studies have only attempted to compare the degree of irrationality in a prison population to a "normal" population (Morris and Zingle, 1977) or use RET with a younger delinquent population (Reardon or Tosi, 1977). The experimenter failed to find any mention of therapeutic use of RET with an adult prison population.

The results of the present study failed to offer statistical support for any of the hypotheses previously stated in the introduction. However, there are some interesting findings and questions to be raised.

One interesting result was the orderly decrease of scores on the Job Evaluations for the three groups (Table 1). This difference can be attributed to the scores given unemployed subjects. The experimenter assigned the lowest score (1) to each of the six criteria on the Job Evaluation forms (Appendix D) for those subjects not employed.

The difference then appears between the number of subjects employed (Table 1) This is an important outcome, although statistically insignificant. Possibly an increase in the number of subjects or the length of therapy could produce a significant difference. Ellis (1962), usually working with a neurotic population, produces positive changes in clients over ten sessions of therapy. Perhaps seven sessions were not enough to make significant changes in the difficult population involved in this study, but this can only be answered by future research.

Another interesting outcome is the score on the Ideas Inventory (Table 1). Subjects produced a mean score of 72.6 which is relatively high compared to the findings of Morris and Zingle (1977). In their research, the prison population was tested with another rational inventory (Adult Ideas Inventory), which is based upon the same eleven irrational beliefs as the Ideas Inventory used in the present study.

TABLE 1 MEAN SCORES OF GROUPS AND DATA

GROUP	JOB EVALUATION	JOB **** EVALUATION	IDEAS INVENTORY	IRRATIONAL VERB.	% EMPLOYED	# EMPLOYED	# UNEMPLOYED
RET	63	63	71.6	8.6	100%	6	0
NON-DIR.	48	80	73.4	8	62.5%	4	2
No-TREAT	40.7	72.6	72.5	8	50 %	3	3

***** Job Evaluations averaged without unemployed ratings

Morris and Zingle found that the prison population scored significantly lower on ratings of rationality when compared to a "normal" population. Subjects in the present study had scores similar to those of a "normal" population (74.4) (Kassinove, Crisci, and Tiegermen, 1977). This contradiction in findings can be explained in a number of ways.

The results on the Ideas Inventory suggest that criminal behavior may not be based on irrational beliefs. Morris and Zingle (1977) content that irrational beliefs contribute to criminal behavior and are a major factor which interferes with prisoner rehabilitation. The failure to find a considerable difference between a prison population and "normal" population on the Ideas Inventory casts doubt on the assumption that criminal behavior and attitudes are a result of irrational beliefs.

It could also be possible that the measure (Ideas Inventory) was inadequate because of its approach for assessing irrationality. Of the 33 statements, not one of the irrational beliefs can contribute more than the other ten beliefs to the final score. By using a Likert type scale a ceiling effect might have occurred. It is possible one or two beliefs contribute to criminal behavior more than the other irrational beliefs, but the method used is not effective in assessing that degree of contribution. This could result in a prison population, whose criminal behavior and attitudes are based on a few irrational beliefs, scoring the same as a normal population.

The contradiction between the findings of Morris and Zingle (1977) and the present study concerning the rationality of a prison population may be a result of a sampling bias. The former study involved prison inmates incarcerated at large correctional institutions. The subjects in this study were selected from a work release program. This program selects its participants from a prison population. To be selected, participants usually

low escape risks, have a low probability of violent behavior, can find and work at a job successfully, and follow the rules of the program or to be returned to prison. It is possible that the selection procedure for a work release program excludes the portion of the population which would produce the more extreme scores of irrationality.

If this relationship does exist between the behavioral criteria for entrance into a work release program and scores of rationality, the latter could be incorporated into the entrance criteria. It could also be beneficial to research this relationship and the possibilities of developing measures of rationality as an alternative means for selecting participants for a work release program. Such a procedure could reduce the time required for screening, manpower needed to screen prisoners, and costs.

The Ideas Inventory could also be inappropriate for use in a criminal population. This inventory is based on the eleven irrational beliefs proposed by Ellis (1962). Ellis' work was mainly done with a neurotic population. The inventory was also developed using a "normal" (college students) population, which is not representative of a prison population.

Schmallegger (1979) contends the criminal and non-criminal populations are completely different. It is possible that the behaviors and attitudes of a prison population are based on irrational beliefs, but not the beliefs Ellis has proposed. If true, the use of RET in a prison population is inappropriate until further research and developments are carried out in a prison population.

The experimenter suggests the ineffectiveness of RET in the present study is related to the subject population. Goldberg (1976) points out the relative ineffectiveness of psychotherapy in a prison population. He suggests success rates can be increased by screening prospective clients from a prison

population thoroughly, before beginning therapy. Due to the small size of the population in the present study such a selective screening was not possible. But the experimenter questions the use of selective screening in a criminal population.

It is obvious that selective screening will increase success rates. But is this a suitable way to deal with the low success rates in prison? By selectively screening clients, the therapist leaves behind a group of people who need help and will not receive it because they don't fit into a therapy model.

If psychotherapies are going to be used in a prison population, therapists should concentrate on developing therapies which are relevant to such a population. Most psychotherapies are developed using neurotic, normal, or psychotic populations. Why then are these therapies considered relevant to prison populations? Granted there are neurotics and psychotics in prison, but as Schmallegger points out, criminal behavior and attitudes are completely different from those of a "normal" population.

Studies cited before (Monohan, 1975; Feldman and Marinelli, 1975) point out the problem of any therapy method in a prison population. The same environment and peer group which socialized an individual are maintained in prison and extinguish the more socially desirable behaviors and attitudes. Goldenberg suggests therapeutic efficiency could be enhanced by increasing the time spent in the community. This community time would be supervised and approved by correction officers.

Important research needs to be done if RET is going to be used in a criminal population. Certain assumptions must be questioned and researched. Can it be assumed that the same irrational ideas which prevail in a "normal" population prevail in a criminal population? Is it possible that

the same ideas prevail in a criminal population, but certain ones exert more control over behavior? Which methods or combination of methods are most effective in a criminal population? Is the socialization process which produces a non-criminal similar to the process which results in a criminal? If it is different, will different treatment methods need to be developed? Will increases in rationality reduce criminality, or is the environment in which a criminal lives such that there are no real rational alternatives but crime?

In conclusion, neither Rational-Emotive or Non-directive Therapy were effective in increasing rationality as measured by ratings of judges and the Ideas Inventory. Both methods also failed to make significant behavioral changes on the job as rated by immediate supervisors, although an important difference appeared between groups concerning the number of subjects employed. It would appear that if RET is going to be used in a criminal population therapists are not going to be able to make assumptions about this population based on information from a "normal" population. Further research should be directed at finding similarities between the normal population and criminal population with inregard to rationality and whether increases in rationality will reduce criminal behavior. Researchers should also consider socialization differences, environmental factors influencing rationality, and developing appropriate measures of rationality for a prison population.

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Appendix A
The Idea Inventory
by
Howard Kassinove
and
Richard Crisci

Name: _____

Sex: Male _____ Female _____

Age: _____

Date: _____

People have different ideas. We are interested in hearing about your opinions and ideas regarding the following statements. Place an "X" through the number which best reflect your beliefs about each of the ideas.

- 1 = Agree (A)
- 2 = Uncertain (U)
- 3 = Disagree (D)

	A	U	D
1) People need the love or approval of almost every one they consider important.	1	2	3
2) I feel like I'm a stupid person when I don't do as well as my friends.	1	2	3
3) Criminals need to be severely punished for their sins.	1	2	3
4) It's awful when things are not the way one wants them to be.	1	2	3
5) People in my family sometimes make me very angry.	1	2	3
6) I constantly worry about dangerous accidents occurring.	1	2	3
7) It's easier to put off some responsibilities and difficulties rather than face them directly.	1	2	3
8) I get upset when there is no one to help me think about difficult problems.	1	2	3
9) It upsets me to recognize that some of my long held beliefs are almost unchangeable.	1	2	3
0) One should be upset over other peoples' problems and difficulties.	1	2	3
1) I'm afraid I won't find the one best way to deal with my superiors.	1	2	3
2) I get upset when other people dislike my looks or criticize the style of clothing I wear.	1	2	3
3) To be a worthwhile person, we should be thoroughly adequate, achieving and competent in almost all ways.	1	2	3
4) Our enemies should be made to suffer and pay for their evil acts.	1	2	3
5) I get upset and angry when my plans go wrong.	1	2	3

		Name		
		A	U	D
16)	Unhappiness is caused by people or events around us and we have almost no control over it.	1	2	3
17)	I frequently worry about getting a terrible disease.	1	2	3
18)	I get very anxious and try to stall when I must face a difficult task like giving someone very bad news.	1	2	3
19)	We need to be dependent on others and on someone stronger than ourself.	1	2	3
20)	I get depressed when I realize that I'll never be able to change some of my strong habits.	1	2	3
21)	I get very depressed when I hear that one of my acquaintances is seriously ill.	1	2	3
22)	It's awful when we can't find the right or perfect solution to our problems.	1	2	3
23)	When I walk into a party, I feel very bad if people don't come over and greet me.	1	2	3
24)	I feel inadequate and worthless when I fail at school or work.	1	2	3
25)	People who are bad and wicked should be blamed and punished.	1	2	3
26)	I feel angry and rejected when my opinions and ideas are not accepted.	1	2	3
27)	I can't help but feel depressed and rejected when others let me down.	1	2	3
28)	When something is dangerous and causing great concern, we should constantly think about the possibility of its occurrence.	1	2	3
29)	Since I get very nervous, I avoid situations where I will have to make difficult decisions.	1	2	3
30)	I become anxious and need the help of others when I must face difficult responsibilities alone.	1	2	3
31)	Many events from our past so strongly affect us that it is impossible for us to change.	1	2	3
32)	I get overwhelmed with emotion when I see a severely retarded person.	1	2	3
33)	I worry that I won't find the right solution to my problems at school or work.	1	2	3

Appendix B

Job Situations for Treatment

1. You are working for a building contractor. This is your first summer working for this particular company, however you have had prior experience. Your coworkers are receiving substantially more pay than you (anywhere from 3 dollars to 7 dollars), even though you do the same work. They are considered your supervisors. You are receiving harder jobs and find your coworkers disappearing on you. One holiday weekend the boss asks your crew to work on a job which has fallen behind schedule. The crew agrees to work. Next pay check you realize everyone was paid double time except you. You finally decide that something has to be done, you have been taken advantage of once to often. You complain to your boss, but he explains you are a trainee and not entitled to double time. Finally, your boss says you are a trainee for another two months and if you don't like it you can quit. How do you feel about your job and what will you do?
2. You are filling out an application for a job with the Pennsylvania Department of Transportation. The application asks some very personal questions about criminal records, drug involvement, alcohol problems, religious beliefs, physical health, and job experience. Many of the questions they ask, you feel will hurt your chances of getting the job. You have three choices; one, to answer the questions honestly and possibly lose the job; two, leave them blank and probably be questioned later; or three, lie and get the job, but possibly be found out later. How will you answer the questions and why?
3. You are working for a small construction firm, which is owned by a demanding boss. For the last two weeks things have been going wrong for your crew (rain, truck breaks down, broken equipment, and poor materials). Because

of the trouble during the last 2 weeks your crew has fallen a week behind schedule. Your boss has been on your back because of the delays; he has argued with you and given a one week extension to finish the job. None of the previous delays were your fault, but the boss will not accept that as a reason for work falling behind schedule. At the start of the new week everything is going fine until Thursday, when a generator breaks down. This incident means the job will not be finished until next Monday or Tuesday, which your boss is not going to like. Your crew decides to work late Friday and Saturday to finish before Monday. But more problems slow work down and you won't be able to finish until Monday. You call your boss and let him know. He is furious. You explain that the delays were not your fault, but your boss says "That's the difference between a good foreman and a poor one." He does not appreciate the crew trying to finish the job. The job is finished on Monday. On Tuesday the crew starts a new job and you are no longer foreman. How do you feel about the incident and what will you do?

4. You have been hired by a factory which produces paper products. You are placed on a conveyor line and shown what to do. Your job will be to fold the bottom of juice cartons. You work from 8 to 4, Monday thru Friday. You receive a ten minute break in the morning and a one hour lunch break. You are paid minimum wage. How do you feel about your new job?

5. You are working for a moving company. You have been working for six months now and everything has been going fine. You like your job, but only consider it temporary.

You and your friends have been talking about a trip to the shore for a vacation during the summer. Plans have been made two months before the date of the vacation. The group has decided to camp out, so you have invested in some camping equipment. As soon as the plans were finalized you ask your

boss for the time off. He says that will be fine.

Everything is organized and ready to go. It is your last day of work before you and your friends go camping. It is 3:00 o'clock, one hour before quitting time and your boss tells you that you are needed next week to work. You ask him if there is anyone else who could work. He says that practically everyone is taking their vacation and you are the lowest in seniority. As he is leaving he says "See you bright and early Monday."

What are you going to do and why?

6. You are working at an electronics factory producing T.V. components. Your job is on the conveyor line. You are being paid piece work at 10 cents a part (your average production is 350 pieces a day or 35.00 dollars). Your foreman has asked you to do an extra adjustment on your component. It's a very minor adjustment, so you agree to do it. You check your production after three days and find that the minor adjustment is costing you five dollars a day. You also find out the other two guys who work in your section refused the foreman when he asked them to make the adjustment. You ask your foreman for an increase in piece production to put you back to your average earnings, or have the other two workers do it also, to take some of the burden off you. He says that he can not give an increase and the other two refused to do it. The foreman expects you to do the extra adjustment.

What will you do?

7. You are working as a machinist at a metal works. Your job is to cut out sheet metal for different products. Your hours are from 7 to 3. You have been working there for one year now and considered an experienced worker. You have noticed in the paper a rival company looking for part time help. One day on the way home from work you stop in at the rival factory and apply for the

job. One week later you find out you have been hired on a part time basis. Your hours will be from 4 to 8 on Monday, Tuesday, and Thursday. Everything is going fine for a month and you enjoy the extra money. But one day your foreman on the full time job asks you about the part time job for the rival. You are honest with him and explain your position. As far as you know there is no rule that you can not have part time employment somewhere else. The foreman says that is true, but there is an unwritten rule that it is not permitted to work for a rival. You tell him you need the extra money and the hours are excellent. He tells you that you should find another part time job. What will you do and why?

8. You are working in a garage as a mechanic. You have been employed for five months and have had a lot of prior experience working on cars. The boss says your work is of high quality. One thing you have noticed lately is the material which you work with is of low caliber. You begin to worry because three cars which you worked on have come back for repairs. The boss mentions it to you on your lunch break and you tell him it might be the material. He tells you nonsense, a little more careful work is needed. One week later the boss tells you that the brakes you repaired last week failed and the person was in an accident. Also, the customer was filing a law suit against the garage. You know the results are not because of your work, but because of the material you are working with. You can not convince your boss that it is the material. What are you going to do?

9. You are applying for a job at a state agency. You are applying along with 20 other applicants. From what you have seen, you are the most qualified for the job. You have been interviewed and have been waiting one week to hear from the agency. The next day you receive a letter from the interviewer that states you were not hired. The letter did not contain any reason for the

turndown. You call the interviewer and ask why. He tells you even though you were one of the most qualified applicants, they could not hire you because they had to hire minority applicants to increase their number in the agency. How do you feel about the situation and what will you do?

9b. If subject belongs to a minority the following will be used:

You are applying for a job at a state agency. You are applying along with 20 other applicants. From what you have seen you are not qualified for the job. You have been interviewed and have been waiting one week to hear from the agency. The next day you receive a letter from the interviewer saying you were hired and to report on Monday. On Monday you see the other workers and realize that the agency hired all the minority applicants. When you mention it he tells you that only minorities were hired whether or not they were qualified. How do you feel about the hiring situation and your new job?

10. You have been working at a gas station for one week. Your pay schedule is every two weeks. You have been talking to some of the other workers who have been at the station for a period of time and find out your boss is hard to find at pay day. You make a mental note to make sure you pick up your check as soon as you can come Friday. Friday rolls around and your boss is nowhere to be found and you need your check. First thing Monday morning you ask your boss for the check, he says "I am sorry, but I haven't had time to write them up." You tell him you need the money and he says he will have the check tomorrow. The following day your boss is not in. How do you feel and what are you going to do about the situation?

11. You have been working with concrete for four years now and have enjoyed your work. You consider yourself an experienced worker and have a good rep-

tation in the business. You have been working for a new company now for three months. Everything has been going fine until your boss' son begins to run the crew. He does not have the experience you do and you have had many arguments with him. You find that the quality of work has been poor since the boss' son has taken over. You mention it to the boss, but he says to give him a chance as foreman and he will do all right. It has been three weeks and you find the quality of the work has not improved and you are afraid it will ruin your reputation. You talk to your boss again, but he will not listen. How do you feel and what will you do?

2. You have been hired by a factory which builds trailers. They have hired you for a supervisor's position. However, you must undergo training for two years before you assume your position. You have been training for one year and two months now and fit into the organization well. One day you are contacted by a man from a rival company who offers you the exact same position for more pay and you can start as soon as you want. What will you do and why?

3. You have applied for a job with an insurance company. The company sets up an interview with you on Monday. You prepare yourself for the interview and arrive on time Monday morning. You feel that you could do a good job at this position. The interview goes fine in your estimation. One week later you receive a letter from the company which tells you that you were not qualified and maybe to look in a different field. You contact the interviewer and ask him why you were not qualified. He tells you it was because you have a criminal record and the position you applied for dealt with handling large sums of money. You assure him that you are trustworthy, but he says there is nothing he can do. How do you feel about the situation and what will you do?

14. You have been hired by a construction company to build a high rise apartment. You do not seem to get along with your immediate supervisor even though your work is allright. One day the construction supervisor (your supervisor's boss) stops to talk to you. He asks you why you can not do your job. You don't understand because all your work has been inspected and approved by your supervisor. The next day you ask your immediate supervisor "What's going on?" He says "Quality work is only one aspect of the job, cooperation is another." You have tried to get along with your supervisor, but things just don't work out. Your job is being jeopardized by a personality conflict. How do you feel about the situation and what will you do?

15. You are working for a company as a salesman. Your job is to visit different department stores and show them your company's goods. You have been working at the job for five months. You receive pay once at the end of every month in one lump sum. Your check for July should be in today from the main office. However, it isn't. You tell them you will pick up the check on Monday. On Monday the check is not in either. They explain that the checks are flown in from New York and will be in at the end of the week. Bills have arrived and rent is due. At the end of the week the checks are in, but yours in misplaced. It just so happens that next week is vacation for the main office. This means the earliest you can get your check is in one and half weeks. How do you feel about the situation and what will you do?

16. You are working at a lumber yard. Your job is to help buyers load their orders and to make sure the wood is in order and quantity. You have been working for a month now and you enjoy your job except you are only receiving minimum wage. You can barely get by with what you are being paid, but you hope for a raise. Two months pass and you have not received a raise. Finally, you go in and talk to your boss, but he says he can not afford a

raise. You ask him when he will be able to and he says he does not know. One more month has passed and you still have not received a raise. How do you feel about the situation and what will you do?

17. You are working in a factory which produces farming equipment. You are a group leader on the night shift. For about a month now you have noticed the inspectors (who are of higher status than you) take naps during the night, slowing down your production. You have no say over what they do and although production backs up, your group's production rate is unchanged. However, you have begun to notice that a few men in your group are starting to take more breaks than they did before. They tell you it's because the inspectors are so backed up. The poor attitude of the inspectors is rubbing off on your crew and slowing your production rate. You mention it to the foreman of your department and he says to let it run its course. The only trouble is that the production manager is on your back. You tell him the problem, but all he can say is it's your problem to solve. Nobody seems interested in solving the problem and your job is in trouble. The workers hear that you have spoken to the foreman and are treating you coldly. What are you going to do?

18. You are working for an asphalt contractor on a parking lot. You have been working for the company for three months now and the crew has just acquired a new chief. The new chief is not too sure about the work being done and keeps asking for advice, which you give freely. For the next two months you give him advice on just about every job and the results turn out well. In fact, the crew chief has just received a raise for all the good work. One day he asks for advice on paving a street. You tell him what you would do and he thanks you for the advice. One week later you find out the advice was wrong. The crew chief chews you out. Two days later, on another job, he

asks you for advice. What will you do, give him advice, or not?

19. You belong to a sheet metal workers union. Contract time is coming up and there has been talk of a strike. If there is a strike it will be very hard to make ends meet. In two days your union meets to discuss demands for the new contract. The demands which are proposed seem unreasonable to you and you vote against them. They are passed and the next day the union head presents them to the company, who rejects them. The union plans to strike. You do not agree with the union demands or the strike. What are you going to do?

20. You are working for a pool company installing above ground swimming pools. You have just completed a job in which the customer was satisfied. You double check your work and everything is fine. For the next two weeks you go about your regular business of installing pools. One day your boss asks you to go back to the job which you had previously done and do a service call. It seems that bolts around the pool loosened, making the deck unsteady. The call is an hour away and it takes you two hours to repair the pool, then another hour to drive back. In all, the complete job takes four hours. Friday you turn in your hours, including four hours for the service call. Your boss notices you put down hours for the service call and tells you that those hours are on your own time, the job should have been done right the first time. You explain that it was done correctly the first time and that you should be paid. He still says no. One week later he is looking for someone to do a service call and he asks you. What are you going to do?

Appendix C

Job Situations for Interview

1. You have been hired to install swimming pools. For the first two weeks you have been paid three dollars an hour while your coworkers are being paid for each completed job. They work to finish their job as quick as possible. You realize that it will be improbable that your pay will be substantial. You ask your boss to pay you for completed jobs, but he says, "not yet," you are still being trained. You believe yourself competent enough to install a pool, but your boss says two more weeks of training. How do you feel and what will you do?

2. You are working with three other guys building a garage. It's lunch time and the four of you leave for a bite to eat. You stop at a McDonald's to eat and on the way back the other three guys want to stop at a bar for a beer. You tell them that we should get back and finish the job. They ignore you and go into the bar. You decide to stay in the truck and wait. They stay in the bar one hour. The crew returns to the job, but cannot finish before quitting time. The crew returns to the shop and the boss pulls the crew on the side and starts complaining about production. The boss tells you the rest of the time it takes to finish the job will not be paid and that you will finish tomorrow no matter how long it takes. You have been docked a day's wages because the guys on the crew wouldn't listen to you. How do you feel about the situation and what will you do?

3. You are working in a shoe factory on the conveyor line. You have been working at the job for one month and have been having trouble keeping up with the conveyor belt. Your foreman has been telling you to pick up the production rate, but the faster you do the job the more mistakes you make. Finally, one day you reach your quota, but the foreman comes back and starts yelling at you because of the number of mistakes. How do you feel and what

will you do?

4. You have been looking for a job for four months with no luck. Your application is in at over 15 places with no sign that you will be hired by any of them. You have been contacted by one of the companies to which you applied. They inform you that you will have to go through a three day orientation program at the end of which you will be hired and start salary. For some reason you cannot get along with your supervisor and during your three day orientation there are numerous conflicts with him. Finally, at the end of your orientation you are informed that you will not be hired because someone with better qualifications has been found. How do you feel and what will you do?

APPENDIX D

DATE _____

EMPLOYEE _____

POSITION _____

PLACE OF EMPLOYMENT _____

SUPERVISOR _____

1 2 3
VERY POOR

4 5 6
POOR

7 8 9
FAIR

10 11 12
GOOD

13 14 15
EXCELLENT

ATTITUDE _____

INITIATIVE _____

PUNCTUALITY _____

ABILITY TO ACCEPT RESPONSIBILITY _____

ABILITY TO ACCEPT CRITISIM _____

JOB PERFORMANCE _____

SIGNATURE _____

DATE _____

NAME _____

JUDGE _____

RATINGS OF RATIONALITY

SITUATION 1

ABSOLUTISTIC THINKING

SELF RATING

SELF DAMNATION

OVERGENERALIZATION

INAPPROPRIATE EMOTIONAL RESPONSE

FEAR OF DISAPPROVAL

SHORT TERM/LONG TERM

SITUATION 2

ABSOLUTISTIC THINKING

SELF RATING

SELF DAMANATION

OVERGENERALIZATION

INAPPROPRIATE EMOTIONAL RESPONSE

FEAR OF DISAPPROVAL

SHORT TERM/ LONG TERM

SITUATION 3

ABSOLUTISTIC THINKING

SELF RATING

SELF DAMNATION

OVERGENERALIZATION

INAPPROPRIATE EMOTIONAL RESPONSE

FEAR OF DISAPPROVAL

SHORT TERM./LONG TERM

Appendix F

Biographical Factor	RET	Nondirective	No-Treatment
Age	$\overline{24.1}$	$\overline{23.5}$	$\overline{24}$
Race	7 white/1 black	8 white	7white/1black
Education	$\overline{10.25}$	$\overline{9.75}$	$\overline{11}$
Div/Sep	1	4	4
Single	5	4	4
Married	2	1	0
Offenses:	8	8	8
Burglary	2	4	3
Arson	0	1	1
Terroristic Threats	1	1	0
Larceny	1	1	0
Nonsupport	0	1	2
Perjury	0	0	1
Drug Related	1	0	1
Drunk Driving	1	0	1
Corrupting a Minor	1	0	0
Average # of Offenses	$\overline{2.5}$	$\overline{2}$	$\overline{2}$
Average # of Times Employed	$\overline{2.37}$	$\overline{2.5}$	$\overline{2.5}$