

## Contents

---

Conference Logistical Notes.....	2
Conference Agenda.....	3
The Ken Smith Memorial Lecture .....	9
Conference Dinner Information.....	10
Abstracts .....	11
Bibliography Update: 2009-2011.....	29
Attendee List.....	31

## Welcome!

---

Welcome to Alexandria, Virginia and the 15<sup>th</sup> International Reversal Theory Conference! You are visiting the Washington D.C. area during our U.S. Independence Day holiday – while this may mean some larger crowds, I hope that experiencing our Nation’s Capital during this week makes it worthwhile.

I attended my first Reversal Theory Conference in 2003. It was a wonderful week, with thoughtful research and a spirit of intellectual openness and curiosity that was inspiring. What I remember most, however, was the friendliness I encountered at every break and over every meal. I walked in knowing only two people, but left with friendships that have lasted and deepened over the last nine years.

This conference has only happened through the efforts of many people. First, many thanks to the abstract review team; your time commitment and thoughtful feedback made this conference a better one. Second, thanks go to Hile Rutledge and the team at OKA. I would not have found Reversal Theory without you, and I thank you for your support. Third, I thank Michael Apter, for your collaboration in planning the conference, and for the intellectual gifts you bring to this world.

If you are new to our community, we welcome you. If you are returning, we welcome you back. If I can do anything to support your visit and journey, please do not hesitate to ask.

Welcome!

*Jennifer Tucker*

Jennifer Tucker, Ph.D.

15<sup>th</sup> International Reversal Theory Conference Lead

Alexandria, Virginia

[jtucker@tuckertalk.net](mailto:jtucker@tuckertalk.net)

## Conference Logistical Notes

---

Here are some logistical points for the conference – if you need support with anything during your stay, please don't hesitate to call Jenny Tucker's cell phone at 703-980-0209. The hotel front desk is also a great source of help and information.

- The conference presentation room and break room are located in the conference wing of the hotel off the lobby. A continental breakfast will be available in the break room starting at 8:30 AM each day for registered conference attendees.
- A buffet lunch with sandwiches and salads will be available in the hotel restaurant each day for registered conference attendees. Please wear your name tag so that we can identify any hotel guests that are not associated with the conference.
- If you would like to bring a guest to breakfast or lunch, please let Jenny Tucker know, and we will be happy to arrange it. We will ask you to reimburse Reversal Theory Society for the cost.
- Wireless Internet is available throughout the hotel for free – please ask the front desk for the access code if you are not able to connect from your device.
- There is a small shopping plaza across the street from the hotel with a convenience store (7-11), a pharmacy (CVS), a grocery store (McGruders), a bank, and some small casual restaurants (sandwiches at Quizno's, and pizza). There is also an ATM machine in the hotel.
- We will gather a final count for the Wednesday conference dinner on the first day of the conference, as well as provide a posting mechanism to organize other group dinners or shared tourist activities.
- The hotel has a very strict all-facility non-smoking policy. Please do not smoke in the building.
- The hotel runs a shuttle approximately every 30 minutes to Reagan National Airport and to the Pentagon City Metro – both are on the blue and yellow lines of Metro, our mass transit system. **Pentagon City is the best place to go for easy access to Washington D.C.** – the shuttle will drop you off outside a shopping mall – go to the basement of the mall to access the trains. When you are ready to return to the hotel, call the hotel and request a pick-up. (Tip: When the driver drops you off at Pentagon City or anywhere else, confirm that pick-up will be at the same point.)
- We have extra Reversal Theory Conference canvas bags! \$10 each. See Jenny Tucker.

### Hotel Contact Information

Courtyard Alexandria Pentagon South  
4641 Kenmore Avenue  
Alexandria, Virginia 22304  
Phone: (703) 751-4510

## Conference Agenda

---

### At a Glance Schedule

Day	Time Blocks
<b>Tuesday, July 5</b>	<ul style="list-style-type: none"> <li>• 8:30 – Registration Opens</li> <li>• 8:30 – Continental Breakfast</li> <li>• 9:00-11:30 – Newcomers Session (Break mid-morning)</li> <li>• 12:00-1:00 – Welcome Lunch</li> <li>• 1:00-2:15 – Opening and Keynote Speaker: Ms. Linda Hopper</li> <li>• 2:15-5:00 – Presentations (Break mid-afternoon)</li> </ul>
<b>Wednesday, July 6</b>	<ul style="list-style-type: none"> <li>• 8:30 – Continental Breakfast</li> <li>• 9:00-11:00 – Presentations (Break mid-morning)</li> <li>• 11:00-12:00 – Keynote Speaker: Dr. Fatali Moghaddan</li> <li>• 12:00-1:00 – Lunch</li> <li>• 1:00-4:30 – Presentations (Break mid-afternoon)</li> <li>• 5:00 – Rides Begin to Old Town Alexandria</li> <li>• 7:00 – Conference Dinner: Old Town Alexandria</li> </ul>
<b>Thursday, July 7</b>	<ul style="list-style-type: none"> <li>• 8:30 – Continental Breakfast</li> <li>• 9:00-10:00 – Keynote Speaker: Dr. Kenneth Cramer</li> <li>• 10:00-11:45 – Presentations (Break mid-morning)</li> <li>• 11:45-12:30 – Lunch</li> <li>• 12:30-1:30 – Presentations</li> <li>• 1:30-2:00 – Reversal Theory Society Meeting (All are invited)</li> <li>• 2:00 – Free Time</li> </ul>
<b>Friday, July 8</b>	<ul style="list-style-type: none"> <li>• 8:30 – Continental Breakfast</li> <li>• 9:00-10:30 – Presentations</li> <li>• 10:30-10:45 – Break</li> <li>• 10:45-11:45 - Ken Smith Memorial Lecture: Dr. Daniel N. Robinson</li> <li>• 11:45 – Closing Lunch</li> </ul>

**Tuesday, July 5, 2011**

8:30-9:00	<b>Continental Breakfast and Registration Opens</b>
9:00-11:30	<b>Newcomers Session: Hile Rutledge</b> Overview session for participants that are new to Reversal Theory or would like a refresher. Hile Rutledge is the CEO of OKA (Otto Kroeger Associates), and lead author of "Reversing Forward: A Practical Guide to Reversal Theory"
12:00-1:00	<b>Welcome Lunch</b>
<b>Tuesday Afternoon Session Moderator: Dr. Jennifer Tucker</b>	
1:00-1:15	<b>Conference Welcome: Jennifer Tucker</b>
1:15-2:15	<b>Keynote Speaker: Ms. Linda Hopper</b> <b>The Rosetta Stone and Metatheory</b> Ms. Linda Hopper serves as the Director for the Office of Training and Organizational Development in the Department of Human Resources for Georgetown University. She has played a critical role in making Reversal Theory a model in the Georgetown curriculum.
2:15-2:45	<b>Thriving in the Workplace: A Personal Development Workshop</b> George Reese, Georgetown University; Michael J. Apter, Apter Research and Louisiana Technical University
2:45-3:00	<b>Break</b>
3:00-3:30	<b>Metamotivations, Self-Construals and Esteem, and the Elusive Self</b> Kenneth M. Cramer, University of Windsor; Kathryn D. Lafreniere, University of Windsor; Zachary J. Cramer, University of Windsor; Ryanne K. Hedges, University of Windsor
3:30-4:15	<b>On Human Paradox</b> Michael J. Apter, Apter Research and Louisiana Technical University
4:15-5:00	<b>Using the Apter Leadership Profiling System (ALPS) as a Teambuilding Tool</b> Christophe Lunacek, Apter France; Stéphane Baetche, Apter France

**Wednesday, July 6, 2011**

8:30-9:00	<b>Continental Breakfast</b>
<b>Wednesday Morning Session Moderator: Dr. Jay Lee</b>	
9:00-9:15	<b>Opening Comments</b>
9:15-9:45	<b>Development of a Comprehensive State Measure</b> Mitzi Desselles, Louisiana Tech University; Stephanie Murphy, Louisiana Tech University; Victoria Smoak, Louisiana Tech University
9:45-10:15	<b>Application of Reversal Theory to Physical Activity Motives and Strategies for Mexican American Adults</b> Rebecca Keele, New Mexico State University
10:15-10:30	<b>Break</b>
10:30-11:00	<b>Libality and Affect: An Ecological Momentary Assessment Approach</b> Stephanie Murphy, Louisiana Tech University; Mitzi Desselles, Louisiana Tech University
11:00-12:00	<b>Keynote Speaker: Dr. Fatali Moghaddan</b> Dr. Fatali Moghaddan is the Director of the Conflict Resolution Program in the Department of Government at Georgetown University, and a professor in the Department of Psychology.
12:00-12:45	<b>Lunch</b>
12:45-1:00	<b>Conference Photo</b>
<b>Wednesday Afternoon Session Moderator: Dr. Kathryn Lafreniere</b>	
1:00-1:30	<b>Online Study of Normal and Overweight Participant Responses on Overeating, Exercise, and Feelings Tension Scales</b> Kelli Kramer-Jackman, University of Kansas School of Nursing; Sue Popkess-Vawter, University of Kansas School of Nursing
1:30-2:00	<b>Metamotivational Constructs, Sociocultural Attitudes, and Risky Eating Behaviours</b> Ashlyne O'Neil, University of Windsor; Kathryn D. Lafreniere, University of Windsor; Kenneth M. Cramer, University of Windsor

15<sup>th</sup> International Reversal Theory Conference

2:00-2:30	<b>Highly Tempting Situations in Teen Smoking Cessation</b> Laura T. Jannone, Monmouth University
2:45-3:00	<b>Break</b>
3:00-3:30	<b>The Salience of Reversal Theory Pairs During Smoking Cessation</b> Kathleen A. O'Connell, Teachers College Columbia University
3:30-4:00	<b>Confirming the Autoceptive, Transactional States in Adolescent Participants in a Tobacco Awareness Program</b> Jay Lee, University of Houston; Brian Colwell, Texas A and M University; Dennis Smith, University of Houston
4:00-4:30	<b>The Big Tent: Reversal Theory as a Higher-Order Theory</b> Stephanie Murphy, Louisiana Tech University; Victoria Smoak, Louisiana Tech University; Mitzi Desselles, Louisiana Tech University
5:00	<b>Rides Begin to Old Town Alexandria</b>
7:00	<b>Conference Dinner: Old Town Alexandria</b>

**Thursday, July 7, 2011**

8:30-9:00	<b>Continental Breakfast</b>
<b>Thursday Morning Session Moderator: Dr. Kathleen O'Connell</b>	
9:00-10:00	<b>Keynote Speaker: Dr. Kenneth Cramer</b> <b>Six Criteria of a Viable Theory: Putting Reversal Theory to the Test</b> Dr. Kenneth Cramer is a Professor in the Department of Psychology at the University of Windsor, and was the 3M National Teaching Fellow in 2009.
10:00-10:15	<b>Break</b>
10:15-10:45	<b>Reversal Theory Motivations in Academic Dishonesty</b> Stephanie Ellis, Houston Baptist University; Claudia Escalante Gama, Houston Baptist University

15<sup>th</sup> International Reversal Theory Conference

10:45-11:15	<b>A Reversal Theory Perspective on Disaffection with School Mathematics</b> Gareth Lewis, University of Leicester
11:15-11:45	<b>Predicting Academically Risky Behaviours: Learning Orientation, Grade Orientation, and Reversal Theory's Personality Constructs</b> Kathryn D. Lafreniere, University of Windsor; Rosanne Menna, University of Windsor; Kenneth M. Cramer, University of Windsor; Ashlyne O'Neil, University of Windsor; Gregory K. Tippin, Lakehead University; Stewart Page, University of Windsor
11:45-12:30	<b>Lunch</b>
<b>Thursday Afternoon Session Moderator: Dr. Jennifer Tucker</b>	
12:30-1:00	<b>Reversal Theory: A New Approach to Antisocial Behaviors in Juveniles</b> Sophie Bouton, Laboratoire de Psychopathologie et Neuropsychologie, Paris; Nathalie Duriez, Laboratoire de Psychopathologie et Neuropsychologie, Paris
1:00-1:30	<b>Motivational Styles of a Spy: Applying Reversal Theory to Espionage</b> Lydia R. Wilson
1:30-2:00	<b>Reversal Theory Society Meeting (All Are Invited)</b> Agenda will include the Society's establishment as a non-profit organization, discussion about future membership and leadership structure, and an announcement about the 2013 conference location.
2:00	<b>Free Time for Tourist Activities</b>

**Friday, July 8, 2011**

8:30-9:00	<b>Continental Breakfast</b>
<b>Friday Morning Session Moderator: Dr. Michael Apter</b>	
9:00-9:30	<b>Reversal Theory and Spiritual Experiencing</b> Stephanie Ellis, Houston Baptist University; Claudia Escalante Gama, Houston Baptist University
9:30-10:00	<b>Parapathic Emotions: When Unpleasant Emotions Feel Good</b> Mitzi Desselles, Louisiana Tech University; Ann-Marie Rabalais, Louisiana Tech University; Michael J. Apter, Apter Research and Louisiana Technical University
10:00-10:30	<b>A Reversal Theory Approach to Understanding Meta-Stereotypes</b> Joan Craig, University of Windsor; Kathryn D. Lafreniere, University of Windsor; Kenneth M. Cramer, University of Windsor
10:30-10:45	<b>Break</b>
10:45-11:45	<b>Ken Smith Memorial Lecture: Dr. Daniel N. Robinson</b> <b>The Parapathic and the Greek Ideal: Reflections on “Positive Psychology”</b> Dr. Daniel N. Robinson is a Distinguished Professor Emeritus of Philosophy at Georgetown University and a faculty fellow at Oxford University.
11:45-1:00	<b>Closing Lunch</b>

## The Ken Smith Memorial Lecture

---

Kenneth Smith was, with Michael Apter, the originator of Reversal Theory. Smith and Apter were joint authors of the first publication in 1975 and other early publications. Together, they laid the foundations of the theory.

As a child psychiatrist, Ken was for many years Director of the Wiltshire Child Guidance Clinics in the West Country of the UK. He was also a visiting prison psychiatrist, and ran a private psychiatric practice. He was outstanding as a therapist, and local psychiatrists sent on to him their most recalcitrant cases. A larger-than-life character, a big man in every way, he had many talents and interests. He was particularly well-known in sporting, musical and antique collecting circles. He loved playing with ideas and filled notebook after notebook with them. He was an excellent speaker and took part in many television programs in the early days of science on television.

After he died at the age of 89 in 1999, a special memorial conference was organized in his home town of Bristol (March, 2000). Later it was decided by the Reversal Theory Society that a memorial lecture should be given at every biennial international conference run by the Society. The aim would be to have a distinguished outsider who would be a friendly critic of the theory. In the spirit of Ken Smith, the lecturer would be encouraged to be speculative, provocative and wide-ranging.

## Previous Lectures

- 2003. Rom Harre, Georgetown University, Oxford University. *"How cognitive is reversal theory?"*
- 2005. Brian Little, Harvard University. *"Personal projects and reversal theory: Itching, switching and twitching."*
- 2007. Rod A. Martin, University of Western Ontario. *"Humor and mental health: A reversal theory perspective"*.
- 2009. Bryce Kaye, Allied Psychological Services, Cary, North Carolina. *"Disinhibiting adaptive reversals in couples therapy: Sleuthing in the land of Oz"*.

## Fifth Memorial Lecture

We are extremely fortunate that the Fifth Memorial Lecture will be presented at this conference by Dr. Daniel Robinson, Philosophy faculty Oxford University, Distinguished Professor Emeritus of Philosophy Georgetown University. He will speak on *"The parapathic and the Greek ideal: reflections on 'positive psychology.'" Professor Robinson is the author of seventeen books and editor of thirty volumes. His most recent book is: Consciousness and Mental Life (New York: Columbia University Press, 2008.)*

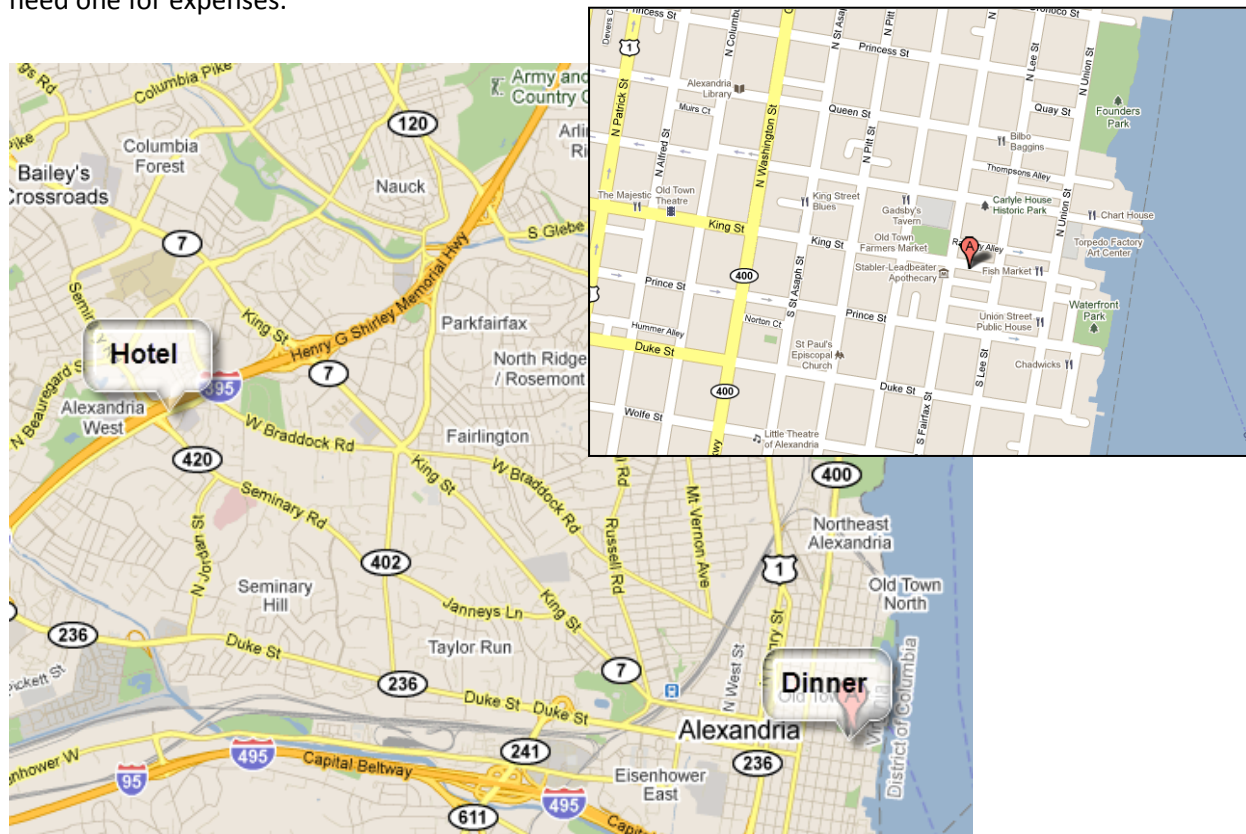
## Conference Dinner Information

---

**When:** Wednesday, July 6 at 7:00 PM  
**Where:** The Warehouse Bar and Grill  
 Old Town Alexandria  
 214 King Street, Alexandria, VA 22314  
<http://www.warehousebarandgrill.com/>  
**Price Range:** \$9.95 - \$32.95

I chose this restaurant primarily because of the range of menu items, hopefully to encourage attendance both by those on a budget, as well as those enjoying higher end dining. Its location, on the main street of Old Town Alexandria and about four block from the Potomac River waterfront, is also ideal for those that want to explore this beautiful neighborhood before and/or after the dinner. We will start running carpools to Old Town at approximately 5 PM. Logistics will be reviewed Wednesday morning.

**Dinner was not included in your registration fee. Please bring cash, or be prepared to write a U.S. check to the Reversal Theory Society for your share plus tax and tip.** We will have two large tables, with one check per table. Managing multiple credit cards would cause significant pain for staff, so please plan to contribute to the master bill in cash or by check for your share. I will be happy to do the bill payment coordination/math if everyone chips in, and will make copies of the receipt for those who need one for expenses.



## Abstracts

---

Abstracts are presented alphabetically by lead author.

Title	Author(s)
On Human Paradox	<ul style="list-style-type: none"> <li>• Michael J. Apter, Apter Research and Louisiana Technical University</li> </ul>
Reversal Theory: A New Approach to Antisocial Behaviors in Juveniles	<ul style="list-style-type: none"> <li>• Sophie Bouton, Laboratoire de Psychopathologie et Neuropsychologie (LPN) Paris 8</li> <li>• Nathalie Duriez, Laboratoire de Psychopathologie et Neuropsychologie (LPN) Paris 8</li> </ul>
A Reversal Theory Approach to Understanding Meta-Stereotypes	<ul style="list-style-type: none"> <li>• Joan Craig, University of Windsor</li> <li>• Kathryn D. Lafreniere, University of Windsor</li> <li>• Kenneth M. Cramer, University of Windsor</li> </ul>
KEYNOTE SPEAKER: Six Criteria of a Viable Theory: Putting Reversal Theory to the Test	<ul style="list-style-type: none"> <li>• Kenneth M. Cramer, University of Windsor</li> </ul>
Metamotivations, Self-Construals and Esteem, and the Elusive Self	<ul style="list-style-type: none"> <li>• Kenneth M. Cramer, University of Windsor</li> <li>• Kathryn D. Lafreniere, University of Windsor</li> <li>• Zachary J. Cramer, University of Windsor</li> <li>• Ryanne K. Hedges, University of Windsor</li> </ul>
Development of a Comprehensive State Measure	<ul style="list-style-type: none"> <li>• Mitzi Desselles, Louisiana Tech University</li> <li>• Stephanie Murphy, Louisiana Tech University</li> <li>• Victoria Smoak, Louisiana Tech University</li> </ul>
Parapathic Emotions: When Unpleasant Emotions Feel Good	<ul style="list-style-type: none"> <li>• Mitzi Desselles, Louisiana Tech University</li> <li>• Ann-Marie Rabalais, Louisiana Tech University</li> <li>• Michael J. Apter, Apter International</li> </ul>
Reversal Theory Motivations in Academic Dishonesty	<ul style="list-style-type: none"> <li>• Stephanie Ellis, Houston Baptist University</li> <li>• Claudia Escalante Gama, Houston Baptist University</li> </ul>
Reversal Theory and Spiritual Experiencing	<ul style="list-style-type: none"> <li>• Stephanie Ellis, Houston Baptist University</li> <li>• Claudia Escalante Gama, Houston Baptist University</li> </ul>
KEYNOTE SPEAKER: The Rosetta Stone and Metatheory	<ul style="list-style-type: none"> <li>• Linda Hopper, Georgetown University</li> </ul>
Highly Tempting Situations in Teen Smoking Cessation	<ul style="list-style-type: none"> <li>• Laura T. Jannone, Monmouth University</li> </ul>
Application of Reversal Theory to Physical Activity Motives and Strategies for Mexican American Adults	<ul style="list-style-type: none"> <li>• Rebecca Keele, New Mexico State University</li> </ul>

15<sup>th</sup> International Reversal Theory Conference

Title	Author(s)
Online Study of Normal and Overweight Participant Responses on Overeating, Exercise, and Feelings Tension Scales	<ul style="list-style-type: none"> <li>• Kelli Kramer-Jackman, University of Kansas School of Nursing</li> <li>• Sue Popkess-Vawter, University of Kansas School of Nursing</li> </ul>
Predicting Academically Risky Behaviours: Learning Orientation, Grade Orientation, and Reversal Theory's Personality Constructs	<ul style="list-style-type: none"> <li>• Kathryn D. Lafreniere, University of Windsor</li> <li>• Rosanne Menna, University of Windsor</li> <li>• Kenneth M. Cramer, University of Windsor</li> <li>• Ashlyne O'Neil, University of Windsor</li> <li>• Gregory K. Tippin, Lakehead University</li> <li>• Stewart Page, University of Windsor</li> </ul>
Confirming the Autoceptive, Transactional States in Adolescent Participants in a Tobacco Awareness Program	<ul style="list-style-type: none"> <li>• Jay Lee, University of Houston</li> <li>• Brian Colwell, Texas A and M University</li> <li>• Dennis Smith, University of Houston</li> </ul>
A Reversal Theory Perspective on Disaffection with School Mathematics	<ul style="list-style-type: none"> <li>• Gareth Lewis, University of Leicester</li> </ul>
Using the Apter Leadership Profiling System (ALPS) as a Teambuilding Tool	<ul style="list-style-type: none"> <li>• Christophe Lunacek, Apter France</li> <li>• Stéphane Baetche, Apter France</li> </ul>
KEYNOTE SPEAKER: The Psychology of Dictatorship	<ul style="list-style-type: none"> <li>• Fathali M. Moghaddam, Georgetown University</li> </ul>
Lability and Affect: An Ecological Momentary Assessment Approach	<ul style="list-style-type: none"> <li>• Stephanie Murphy, Louisiana Tech University</li> <li>• Mitzi Desselles, Louisiana Tech University</li> </ul>
The Big Tent: Reversal Theory as a Higher-Order Theory	<ul style="list-style-type: none"> <li>• Stephanie Murphy, Louisiana Tech University</li> <li>• Victoria Smoak, Louisiana Tech University</li> <li>• Mitzi Desselles Louisiana Tech University</li> </ul>
The Saliency of Reversal Theory Pairs During Smoking Cessation	<ul style="list-style-type: none"> <li>• Kathleen A. O'Connell, Teachers College Columbia University</li> </ul>
Metamotivational Constructs, Sociocultural Attitudes, and Risky Eating Behaviours	<ul style="list-style-type: none"> <li>• Ashlyne O'Neil, University of Windsor</li> <li>• Kathryn D. Lafreniere, University of Windsor</li> <li>• Kenneth M. Cramer, University of Windsor</li> </ul>
Thriving in the Workplace – A Personal Development Workshop	<ul style="list-style-type: none"> <li>• George Reese, Georgetown University</li> <li>• Michael J. Apter, Apter Research and Louisiana Technical University</li> </ul>
KENN SMITH MEMORIAL LECTURE: The Parapathic and the Greek Ideal: Reflections on “Positive Psychology”	<ul style="list-style-type: none"> <li>• Daniel N. Robinson, Oxford University</li> </ul>
Motivational Styles of a Spy: Applying Reversal Theory to Espionage	<ul style="list-style-type: none"> <li>• Lydia R. Wilson</li> </ul>
Humor Style from the Perspective of Reversal Theory: A Correlated Research (Poster)	<ul style="list-style-type: none"> <li>• Wu Yang, Central China Normal University</li> </ul>

## **On Human Paradox**

**Michael J. Apter, Apter Research and Louisiana Technical University**

Human paradox can be defined as behavior that makes little or no sense in terms of reasonable assumptions about what people want, such as the assumptions that people want to survive, avoid pain, prosper and be happy. For example, why do people ever play dangerous sports, identify with their aggressors, or watch sad movies? These and other less well-known paradoxes observed in psychological research (e.g. the negative effect of reward on pleasurable activities) become understandable in terms of metamotivational states and reversals between them. Analysis shows that there are five levels of paradox. These are: (1) Value-contradiction. This basic contradiction has it that there are multiple values that necessarily contradict each other (e.g. freedom and duty) these being associated with opposite metamotivational states. (2) Inconsistency paradox. From value-contradiction emerges the need to alternate over time between opposite metamotivational states in order to satisfy all values. This turns value-contradiction into self-contradiction. (3) Mismatch paradox. While alternating between the pursuit of different values in this way, it is possible to be in a metamotivational state that does not correspond with what the environment has to offer. (4) Observer paradox. From the outside, the person's behavior seems odd because an incorrect assumption is being made by the observer about the ongoing metamotivational states of that person. (5) Reflexive paradox. The attempt to influence someone through some action is counter-productive and puzzling because that action unknowingly causes a reversal in the person it acts on. Concrete examples will be given of all these types of paradox. Taken together, recognizing these paradoxes and how they arise provides a more dynamic and life-like view of human personality than trait-based personality psychology is able to do.

## **Reversal Theory: A New Approach to Antisocial Behaviors in Juveniles**

**Sophie Bouton, Laboratoire de Psychopathologie et Neuropsychologie (LPN) Paris 8**

**Nathalie Duriez, Laboratoire de Psychopathologie et Neuropsychologie (LPN) Paris 8**

The clinical assessment of recidivist male adolescent delinquents commonly shows that those juveniles present certain psychological features which belong to various categories of psychiatric disorders, but do not make up any typical psychopathological profile. M.J. Apter (1989) depicts delinquent juveniles as individuals searching for high level of arousal in order to avoid negative emotions such as stress, anxiety, and by inverting them into excitement and elation feelings. Bowers (1988) in a strong empirical study pointed out that, in these cases, a subject would be stuck in the paratelic state. However, this latter study did not explore the transactional metamotivational states of those juveniles. The psychodynamic approach supports that feelings of powerlessness in a relationship are reversed into active aggressive behaviors in the clinical framework of narcissism disorders.

The aims of the present study were to explore the whole metamotivational profile of recidivist male adolescents and, within this profile, to investigate the links between the somatic and the transactional

metamotivational states. The main predictions were that we will find, as in the Bowers study, a paratelic dominance, but also a specific transactional metamotivational profile based on autic dominance. The hypothesis about links between somatic and transactional states was that paratelic dominance could be seen as well as a pathological way to maintain the feeling of power or influence in social relationship. The study took place in a C.A.E (Educative Action Center - Ministry of Justice) and in the youth area of a Jail, both in the south of France, and drew on two groups of informants: clinical group with ten recidivist male adolescents, and control group with nine male schooled (or apprentice) not disruptive adolescents. The study used the Reversal Theory approach and the ESMA psychometric test (the French translation of MSP of Apter) with the non-parametric statistic Spearman's Rho test because of the smallness of the sample.

The results show very distinct metamotivational profiles between the two groups and confirm the previsions made about paratelic and autic dominance in the clinical group. They also point out that in the clinical group paratelic state is positively correlated with alloic-mastery state. Moreover all metamotivational states except one are associated significantly to certain transactional metamotivational states, which is not the case in the control group.

## **A Reversal Theory Approach to Understanding Meta-Stereotypes**

**Joan Craig, University of Windsor**

**Kathryn D. Lafreniere, University of Windsor**

**Kenneth M. Cramer, University of Windsor**

Meta-stereotypes are defined as the stereotypes that a person believes out-group members hold about their in-group. Vorauer, Main, and O'Connell (1998) found an association between meta-stereotypes and negative emotions concerning anticipated intergroup interaction, suggesting that increased meta-stereotypes may have a detrimental effect on interethnic relations. In an attempt to increase positive interethnic relations, literature describing cultural differences has been widely published to encourage ethno-cultural awareness. The current study investigated the relationship between ethno-cultural literature, meta-stereotypes, and motivational constructs from Reversal Theory. The ethno-cultural literature was a manipulated variable in the study with one condition that described within-group differences, and another condition that described between-group differences. Results from a sample of 100 undergraduate psychology participants showed that, a person's motivational style can influence the number of positive or negative meta-stereotypes that he or she perceives. Specifically, participants with negativistic dominance reported significantly fewer positive meta-stereotypes than those with conformity dominance; whereas, mastery-dominant participants reported significant more negative meta-stereotypes than those who were sympathy dominant. Correlational analyses indicated positive linear relationships between negative meta-stereotypes and participant scores on the negativistic and arousability subscales; alternatively, there was a negative linear relationship between positive meta-stereotypes and the paratelic subscale scores. The findings from this study suggest that Reversal Theory's motivational constructs may have considerable influence on meta-stereotypes; thereby, producing an indirect effect on intergroup relations.

**KEYNOTE SPEAKER: Dr. Kenneth M. Cramer, University of Windsor**  
**Six Criteria of a Viable Theory: Putting Reversal Theory to the Test**

There are six common criteria (Feist, 1997) used to assess theoretical mettle (comprehensiveness, precision/testability, parsimony, empirical validity, and both heuristic and applied value). These criteria will be reviewed for several personality theories, then templated over the critical assumptions of Reversal Theory (Apter, 2001). After quantifying the six criteria for almost 20 theories, a cluster analysis will identify Reversal Theory's closest theoretical neighbours, which should prove a useful exercise for theory-building.

**Metamotivations, Self-Construals and Esteem, and the Elusive Self**

**Kenneth M. Cramer, University of Windsor**  
**Kathryn D. Lafreniere, University of Windsor**  
**Zachary J. Cramer, University of Windsor**  
**Ryanne K. Hedges, University of Windsor**

Since the 1950s, researchers have evaluated the nature of self-definition using the Twenty-Statements Test (TST, Kuhn & McFarland, 1954), an open-ended instrument that asks respondents to provide 20 answers to the question: "Who am I?" Responses are divided into physical characteristics (e.g., I am tall, I am female), social descriptions (e.g., I am a student, I am a mother), attributive or psychological descriptions (e.g., I am sensitive, I am extraverted), and oceanic/nondescript characteristics (e.g., I am me, I am like no one else). Previous studies show a steady increase in the proportion of attributive self-descriptions, up to and including the highest rate (91%) reported at the new millennium (Grace & Cramer, 2002, 2003). As the most recent evaluation of over 150 Canadian undergraduates, the present study administered the TST along with several other measures: the Rosenberg (1965) Scale to assess self-esteem, the Singelis Self-Construal Scale (1994) to assess dimensions of self-independence (personal success) or self-interdependence (collective success), and the Motivational Style Profile (Apter, Mallows, & Williams, 2003) to assess metamotivational states. Results showed a dramatic shift in self-definition since the last published TST assessment in 2003, such that that only 63% of undergraduate students' self-statements were categorized as attributive or psychological, followed by social self-descriptions (25%), physical descriptions (11%), and oceanic descriptions (2%). Self-construals were not significantly related to the TST. However, independence correlated positively with esteem, paratelic state, arousal seeking, autic mastery, optimism, and effort; and correlated negatively with arousal avoidance, and conformity. Attributive self-statements were not related to metamotivational states, but social self-descriptions were, correlating with paratelic, negativistic, and conforming states. Essentially, individuals who strongly favour social or role-based self-definition have predictable (viz. peaceful and conforming) metamotivational states.

## **Development of a Comprehensive State Measure**

**Mitzi Desselles, Louisiana Tech University**

**Stephanie Murphy, Louisiana Tech University**

**Victoria Smoak, Louisiana Tech University**

Individuals can feel and behave differently within the same environment at different points in time (Apter, 2001). By assessing self-reports an individual's general emotions, motivation, and personality, researchers and practitioners often neglect to note that there are intra-individual changes that may occur within a week, a day, or even minutes. This article examines the measurement of psychological states based on reversal theory, a structural phenomenology that acknowledges human inconsistency. The Reversal Theory State Measure (RTSM) is introduced and consists of items representative of the four domains presented in reversal theory. The RTSM was administered to college students from diverse backgrounds, and psychometric analyses have been conducted to assess the validity and reliability of the instrument. Applications of the measure and future research ideas are discussed.

## **Parapatric Emotions: When Unpleasant Emotions Feel Good**

**Mitzi Desselles, Louisiana Tech University**

**Ann-Marie Rabalais, Louisiana Tech University**

**Michael J. Apter, Apter Research and Louisiana Tech University**

Why do people seek out experiences where they will shriek in fear, be moved to tears or become filled with righteous anger? These are examples of parapatric emotion, a construct that is unique to reversal theory. Parapatric emotion is defined as an emotion that is typically unpleasant but is enjoyed when in the paratelic state (Apter, 1992). Because highly arousing emotions of all kinds will be pleasant forms of excitement in the paratelic state, emotions that otherwise would be experienced negatively are enjoyed. The principal aim of the present study is to demonstrate that such emotions exist. Individuals leaving a cinema were asked to complete a brief questionnaire about the emotions they experienced during the film, whether the emotions were enjoyable or unpleasant and their opinion of the film. In addition to documenting the existence of parapatric emotions, the study will also examine the relationship between the frequency of parapatric emotions and satisfaction with the film. Implications for understanding the motivation of individuals employed in disturbing or emotionally challenging professions will be discussed.

## Reversal Theory Motivations in Academic Dishonesty

Stephanie Ellis, Houston Baptist University

Claudia Escalante Gama, Houston Baptist University

**Background:** At the core of the subject of academic dishonesty is a state-trait battle: are there “types” of students who cheat or is everyone at risk given the right circumstances? The literature suggests both; students with certain personality traits are more likely to believe that cheating is acceptable, but even students who maintain strict attitudes regarding academic honesty will engage in cheating if the conditions are right. Specifically, sensation-seeking, impulsiveness, low self-control, and external locus of control are significant trait factors. Situational predictors include grade pressure, lack of interest, unpreparedness, low self-efficacy for the material/task, perception of peers as cheating, and perception of situation as “high stakes.” Reversal Theory (RT) supplies an elegant structure for understanding these factors.

**Method:** This study examines college students’ (n=77) RT dominances, attitudes towards cheating, and RT states experienced during recent cheating episodes.

**Hypotheses:** Correlations were expected between strict attitudes towards cheating and paratelic (negative), rebellious (negative), and autic-mastery (positive) dominances. Students were expected to endorse mostly telic, conforming, autic, and sympathy states when describing recent cheating.

**Results:** As expected, a negative correlation between strict attitudes and paratelic ( $r = -.25, p < .05$ ) and rebellious dominance ( $r = -.31, p < .01$ ). No correlation was seen between attitudes toward cheating and autic-mastery dominance. Students were significantly more likely to endorse telic ( $\chi^2 = 57.87, p < .001$ ), autic ( $\chi^2 = 23.027, p < .001$ ), and sympathy ( $\chi^2 = 56.89, p < .001$ ) states.

**Discussion:** RT does offer a useful way of understanding the motivations behind cheating. Non-significant findings regarding self-mastery indicate that it may impact academic dishonesty more in the temporal sense of self-efficacy to perform well vs. self-efficacy to cheat. Also, the rebellious state as a motivation to cheat may be provoked by other, more salient states (e.g., telic) to “help” the student cheat when they would otherwise conform.

## Reversal Theory and Spiritual Experiencing

Stephanie Ellis, Houston Baptist University

Claudia Escalante Gama, Houston Baptist University

**Background:** Apter (1985) suggests that religion is inherently a telic, conforming, and sympathetic phenomenon. However, he maintains that religious experience is dynamic and that individuals may experience any of the RT states in a religious context. The present study seeks to determine the typical range of state-experiencing that occurs in spiritual life.

**Method:** This study examines college students' (n=77) Reversal Theory (RT) dominances, spiritual orientation (intrinsic/extrinsic), spiritual transcendence (i.e., experience of the sacred that affects one's self-perception, feelings, goals, and ability to transcend difficulties), and RT state endorsements during recent spiritual activities (e.g., individual prayer, group worship).

**Hypotheses:** Spiritual transcendence and intrinsic religious orientation will be positively correlated with telic, conforming, and sympathy dominances. There will be significant diversity in the range of RT states experienced during various spiritual activities.

**Results:** As expected, spiritual transcendence is positively correlated with telic ( $r = .331, p < .01$ ) and alloic-sympathy ( $r = .247, p < .05$ ) dominances. Transcendence and intrinsic orientation were not correlated with conforming dominance, but were negatively correlated with rebellious dominance ( $r = -.382, p < .01, r = -.311, p < .01$ , respectively). The vast majority of participants (n = 64) endorsed experiencing at least 6 of the RT states during spiritual activities. Of note, two prevailing patterns emerged – rebellious, sympathy, and autic experiencing during individual activities, and paratelic, conforming, sympathy, and alloic experiencing during group activities.

**Discussion:** The theory that religion is inherently telic, conforming, and sympathetic may be supported by the data that individuals with those dominances tend to have higher spirituality scores. Likewise, the diversity of moment-to-moment experiencing despite these dominances further confirms the dynamic nature of human experience. These data raise questions about rebellious religious experiencing (possibly proactive negativism; McDermott, 2001) and about the relative absence of the mastery and telic dimensions (possibly a cohort/sample effect).

**KEYNOTE SPEAKER: Ms. Linda Hopper, Georgetown University**  
**The Rosetta Stone and Metatheory**

Until the discovery and decipherment of the Rosetta Stone in Memphis, Egypt, there was no way to unlock the meaning of the ancient hieroglyphics. Today after decades of research in motivation and all its manifestations, a shared meaning for the discipline eludes us. In this presentation we will explore Reversal Theory and the challenge of doing what Locke and Latham urged: to build a more valid, more complete, and more practical theory of motivation. Does understanding and practicing Reversal Theory allow us to unlock the hieroglyphs of motivation so that a shared meaning can flourish? (Ref: Academy of Management Review; Vol. 29, Number 3; July 2004, pp. 338-403)

## **Highly Tempting Situations in Teen Smoking Cessation**

**Laura T. Jannone, Monmouth University**

In this research, the researcher uses reversal theory to see if teens who are trying to quit smoking will lapse or resist smoking according to their metamotivational states. Up to this study, only one more study (Burris & O'Connell, 2003) looked at this theory to predict whether teens who are attempting to quit smoking will smoke or resist in highly tempting situations. Specifically, the study compares highly tempting situations in which teens report lapsing with respect to whether they were in telic (serious-minded) vs. a paratelic (playful state), and whether they were negativistic vs. conformist states. The Quit 2 Win Smoking Cessation program was run in four high schools. Data was collected at assessment and at each session. An interview was conducted the week the teens quit. This interview examined the state of mind the student was in telic vs. paratelic, negativistic vs. conformist, whether cigarettes were available and coping strategies teens used to resist smoking. The interview protocol used in this study was based on the Metamotivational State Interview and Coding Schedule (MSICS) (O'Connell et al, 1991) The Metamotivational Interview and Coding Schedule is a semi-structured interview developed to assess metamotivational states of adults during temptation to smoke episodes. The investigator pilot tested the MSICS with two adolescents prior to this study. One hundred twenty-eight highly tempting situations were studied. The study found teens were likely to relapse in paratelic state vs. telic state.

## **Application of Reversal Theory to Physical Activity Motives and Strategies for Mexican American Adults**

**Rebecca Keele, New Mexico State University**

Prevalence of physical inactivity is highest among Mexican Americans (40%) as compared to only 18% among Whites. A study was conducted to test a culturally relevant exercise motivation instrument with 269 Mexican Americans living along the southern New Mexico border area. Two pairs of metamotivational states (telic/paratelic and mastery/sympathy) were used from reversal theory to develop an Exercise Motivation Questionnaire for Mexican Americans. Construct validation was supportive with items clustering into five factors consistent with reversal theory constructs explaining 54% of the variance. Further support was achieved with a positive correlation between the Exercise Motivation Questionnaire--Mexican American (EMQ-MA) and the Motives for Activity Participation Questionnaire ( $r = .10-.77$ ) and with regular exercisers scoring higher on all subscales. Internal consistency values for the subscales ranged from .80 to .90. This validation study resulted in a 30 item questionnaire containing five subscales.

The goal of current research is to use the EMQ-MA to develop individualized exercise interventions to promote physical activity. However, what is not known is what exercise strategies are most effective based on type of exercise motivation. The goal of this researcher's current and future research is to create and test algorithms for each type of exercise motivation that include specific exercise strategies that can be merged into an overall exercise prescription. The goal would be to match individual exercise

motivation to exercise strategies that are effective for each type of exercise motivation. To accomplish this, research is in process to determine what exercise strategies are most effective for the various combinations of exercise motivation scores based on the EMQ-MA. Discussion of how this study will hopefully inform an individualized exercise intervention will be included.

## **Online Study of Normal and Overweight Participant Responses on Overeating, Exercise, and Feelings Tension Scales**

**Kelli Kramer-Jackman, University of Kansas School of Nursing**

**Sue Popkess-Vawter, University of Kansas School of Nursing**

**Background:** Weight management outcomes usually focus on metabolic intake and output rather than motivations of unhealthy responses (overeating, skipping regular exercise, feeling down or low). Reversal theory is the basis for these three state measures that focus on unhealthy responses, lacking in weight management studies.

**Objective:** To evaluate the psychometric properties of three computer-administered tension measures, the Overeating Tension Scale (OTS), Exercise Tension Scale (ETS), and Feelings Tension Scale (FTS).

**Methods:** Psychometric evaluations (internal consistency reliability, construct validity, convergent validity for known groups) of three tension scales were conducted with 135 normal weight and 130 overweight participants. Known groups technique was used to evaluate construct validity and addressed the question: What is the relationship between total tension scores (OTS, ETS, and FTS) and subjects' body mass index (BMI; weight [kg]/height [m<sup>2</sup>])? The hypothesis tested was: Subjects with higher BMIs will have higher tension scores compared to subjects with lower BMIs on the OTS, ETS, and FTS.

**Results:** Preliminary findings are reported here; further analyses focus on convergent validity and content analyses of participants' reported situations before eating, skipping exercise, and feeling down. Internal consistency reliability for all three tension scales was OTS  $\alpha = .886$ , ETS  $\alpha = .846$ , and FTS  $\alpha = .827$ . Two tension scale total scores were significantly correlated with BMI [OTS (.241, .01, n=267); ETS (.210, .01, n=266)] no FTS significant correlations). Using a one-way ANOVA, the overweight group scored significantly higher on OTS and ETS scales compared to the normal weight group [OTS  $F(1, 264)=9.37$ ,  $p=.002$ ; ETS  $F(1, 264)=8.01$ ,  $p=.005$ ] (no FTS significant differences).

**Discussion:** Tension scales were internally consistent. OTS and ETS yielded a relationship between overeating and exercise tension and overweight participants' BMI. Overweight participants reported higher total overeating and exercise tension than normal weight participants. After further testing, measures may provide data for long-term evaluation of weight management progress.

## **Predicting Academically Risky Behaviours: Learning Orientation, Grade Orientation, and Reversal Theory's Personality Constructs**

**Kathryn D. Lafreniere, University of Windsor**

**Rosanne Menna, University of Windsor**

**Kenneth M. Cramer, University of Windsor**

**Ashlyne O'Neil, University of Windsor**

**Gregory K. Tippin, Lakehead University**

**Stewart Page, University of Windsor**

Programs that intend to enhance university student engagement, and thereby increase student success and retention rates, often fail to consider individual differences in students that can contribute to disengagement, academically risky behaviours, and dropout. Previous research by our team has examined reversal theory predictors of risk-taking in late adolescent university students (Lafreniere, Menna, Cramer, & Out, 2009). Our previous research identified negativism and low effortful control (i.e., difficulty in suppressing tendencies to avoid a task) as predictors of the likelihood of engaging in academically risky behaviour. Other research by our team (Tippin, Lafreniere, & Page, 2010) examined predictors and consequences of having a learning orientation (i.e., being primarily oriented towards acquiring new knowledge and mastering material) versus a grade orientation (i.e., where attainment of high grades is the primary goal). We found that students with a strong learning orientation tended to be older and were higher in conscientiousness and openness, while students high in grade orientation tended to be younger, lower in conscientiousness and openness, and higher in neuroticism. Research currently under way by our team combines these perspectives, by examining temperamental and metamotivational constructs in relation to learning orientation and grade orientation, to assess their relative contributions to the prediction of engaging in academically risky behaviours. Findings from this investigation will contribute to knowledge on academic risk taking and recommendations for enhancing the success of programs aimed at increasing student engagement.

## **Confirming the Autoceptive, Transactional States in Adolescent Participants in a Tobacco Awareness Program**

**Jay Lee, University of Houston**

**Brian Colwell, Texas A and M University**

**Dennis Smith, University of Houston**

Previous results supported the concept of autoceptive states where adolescent smokers experience paradoxical motivations both to quit using tobacco and to continue using. The original study was based on a population of adolescent smokers (N = 1807) remanded to the Texas Youth Tobacco Awareness Program (TYTAP) and reported in 2009. A standard, validated questionnaire was used to collect demographic, tobacco use patterns, and relationship/environmental data. Factor analysis results

included a four-factor solution comprised of autistic mastery, two autoceptive factors - one to smoke and another to quit, and an optimism factor.

The same analytical approach was applied to a different data set from new TYTAP program participants since 2005 (N= 2013). A similar structure for four factors was recovered from these new participants. These four factors, identified from eleven items, aligned with 74.89 percent of the total variance. The autistic mastery factor (Factor 1) was aligned with 25.5% of the variance. Factor 2 and 3, the paradoxical, autoceptive factors (both to quit using tobacco and to continue using tobacco) were aligned with 16.9% and 16.5% of the variance. Factor 4, the optimism factor or confidence frame factor accounted for 15.8%. This solution was slightly different from the 2009 results as there were no significant cross-loadings.

The recovery of these factors in a new population provides additional theoretical support for the autoceptive states in modeling the very complex transactional states of adolescent smokers. Additionally, when applied to interventions, these results suggest several practical notions such as delaying tobacco use decisions to an age when developmentally, adolescents may be more capable of dealing with these complex motives and associated feelings as a strategy for not becoming a tobacco user.

## **A Reversal Theory Perspective on Disaffection with School Mathematics**

**Gareth Lewis, University of Leicester**

Disaffection with mathematics among young people is a serious problem with individual, social and economic consequences. To date, research into disaffection has focused mainly on attitude and beliefs, but there are empirical, theoretical and methodological limitations to this approach. In contrast, we place motivation and emotion at the centre of a study of disaffection, and use the Reversal Theory framework to explore the dynamic and complex motivational landscape of young people in education. We report a re-analysis of two data sets using the theory, and an analysis of data from five interviews with disaffected students, using the theory as a guiding framework. Finally, we propose ways in which Reversal Theory can be further applied in educational research.

## **Using the Apter Leadership Profiling System (ALPS) as a Teambuilding Tool**

**Christophe Lunacek, Apter France**  
**Stéphane Baetche, Apter France**

As far as we know, the Apter Leadership Profiling System (ALPS) is generally used as a 180° tool for managers. We have been trained to use it as coaching instrument, aiming to give the coachee insight on how he or she views his way of favoring microclimates, compared to his or her team's view, and then

work on how to improve his or her ability to generate appropriate climates, and this, in order to improve his team's performance.

In France, we have developed and experienced an approach that involves the team throughout the process. First and as everyone, we manage to inform the team about the project, the approach and the tool and then ask them and their manager to fill out the online questionnaire. Then, we provide them with the debriefing in two times: first with the manager and second with his or her team. The approach is to accompany the manager in his debriefing to the team in order to help him or her with pedagogical task on the one hand and with the teambuilding issue, on the other. The outcome is to get the team involved in dealing with the microclimates and contribute more significantly in enhancing the team's performance. During this presentation, we will present the methodology we have created through the use of a case study.

**KEYNOTE SPEAKER: Dr. Fathali M. Moghaddam, Georgetown University**  
**The Psychology of Dictatorship\***

Traditional approaches to the understanding of dictatorship have been reductionist and misguided; I present a springboard model of dictatorship that gives highest priority to the social, historical, economic, and political conditions, but also incorporates dispositional factors. Central to the springboard model is the idea that under certain conditions a potential or actual dictator can be treated as a 'savior' and national hero, whereas in other conditions the same leader will be treated as an evil tyrant. Such shifts in population level attitudes toward leadership can be usefully explored using reversal theory. \*Based on: Moghaddam, F. M. (forthcoming). The psychology of dictatorship. Washington DC.: APA Press.

**Lability and Affect: An Ecological Momentary Assessment Approach**

**Stephanie Murphy, Louisiana Tech University**

**Mitzi Desselles, Louisiana Tech University**

The purpose of this study was to explore the relationship between an individual's lability (number of change in state throughout a day) and overall affective experience (positive or negative) of that day. Using an episodic measurement approach (e.g., Stone & Shiffman, 1994; Shiffman, 2008; Beal & Weiss, 2003), the current study presents a method for measuring reversal theory states and acts as a pilot study for future research. Approximately 40 students from diverse backgrounds volunteered to participate in this study. Students received SMS messages with a link to a brief state measure five times a day for two days. At the end of each day, they also completed the Positive and Negative Affect

Schedule (PANAS) (Watson, Clark, & Tellegen, 1988). Preliminary results are analyzed and implications for the psychological diversity hypotheses of reversal theory are discussed.

## **The Big Tent: Reversal Theory as a Higher-Order Theory**

**Stephanie Murphy, Louisiana Tech University**

**Victoria Smoak, Louisiana Tech University**

**Mitzi Desselles, Louisiana Tech University**

Interest in Reversal Theory (RT) as a psychological framework is steadily increasing. Empirical research supports the theory's practical applications in a variety of domains (i.e. therapy, organizational climate, sports, health, etc.). Despite 500 publications and more than 20 books, the theory is still not widely known among industrial/organizational psychologists. The present article intends to further the understanding of RT by demonstrating its utility as a higher order theory that integrates models of work motivation. Established theories, including goal-setting theory, theories of needs and motives, and theories of arousal, are described in relation to RT dynamics. This exposition argues that the theory is both a theoretical synthesis of existing psychological perspectives as well as a distinct conceptual model. Practical implications and future research initiatives are highlighted.

## **The Salience of Reversal Theory Pairs During Smoking Cessation**

**Kathleen A. O'Connell, Teachers College Columbia University**

The *salience* of a pair of metamotivational states is "the degree to which, for an individual, the pair as a whole tends to be central or peripheral in awareness" (Apter, 2001, pp 39-40). Previously, my colleagues and I have shown that lapses during smoking cessation are related to paratelic, negativistic, and sympathy states. However, we have not investigated the extent to which the salience of a pair of reversal theory states affects smoking cessation. The Motivational State Profile (MSP) assesses salience by adding the scores for each member of the pair together. However, the MSP assesses state dominance, which may be altered during the early phases of smoking cessation. The purposes of this study are (1) to explore ways of assessing the salience of metamotivational pairs during smoking cessation (2) and determine whether these assessments predict resisting or lapsing during a cessation attempt.

A case study approach (Yin, 2009) will be used to examine the data provided by two to three smokers who used audio recorders and handheld computers to report their experiences during highly tempting situations. Transcripts from narrative recordings will be reviewed for evidence of salient pairs. In addition, participants' state ratings for each of the pairs will be subjected to various types of analyses (e.g. descriptive statistics for different scoring algorithms, factor analysis within each subject) to determine if salience can be assessed. The quantitative assessments will be compared to the

assessments of the narrative recordings to triangulate the findings. The resulting salience measures will be used to determine which pair is most important in predicting success at cessation.

Apter, M. J. (2001). (Ed.), *Motivational styles in everyday life: A guide to reversal theory*. Washington DC: American Psychological Association.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed. Vol. 5). Los Angeles: Sage.

## **Metamotivational Constructs, Sociocultural Attitudes, and Risky Eating Behaviours**

**Ashlyne O'Neil, University of Windsor**

**Kathryn D. Lafreniere, University of Windsor**

**Kenneth M. Cramer, University of Windsor**

Previous research has assessed both sociocultural effects (e.g., Thompson et al., 2004) and personality influences (e.g., Elfag & Morey, 2008; Miller et al., 2008) on eating disordered behaviour, but comparatively little research has employed the theoretical framework of reversal theory. The present study examined the relationship between reversal theory's metamotivational constructs and risk of eating pathology, along with the mediating effects of sociocultural attitudes. A non-clinical sample of 123 undergraduate students completed the Motivational Style Profile (MSP), Sociocultural Attitudes Towards Appearance Questionnaire (SATAQ-3), Eating Attitudes Test (EAT-26), and a demographic profile. Autic sympathy was determined to be a significant predictor of increased eating behaviours related to dieting, bulimia and food preoccupation, oral control, and overall eating pathology in the female subsample. These effects were fully mediated by sociocultural factors of internalization, information, and pressures. Negativism was also shown to be significantly related to eating disordered behaviours. Findings are discussed in relation to the role of reversal theory in enhancing our understanding of risks associated with and the ability to predict the development of eating pathology. These results could contribute to the assessment and treatment of females who engage in risky eating behaviour.

## **Thriving in the Workplace – A Personal Development Workshop**

**George Reese, Georgetown University**

**Michael J. Apter, Apter Research and Louisiana Technical University**

For more than ten years, the authors have regularly provided one-day self-development workshops, based on reversal theory, at Georgetown University where they are available to employees as part of a university sponsored staff development program. Over the decade, a number of exercises and activities have been developed, and these may be of interest to counselors and coaches using reversal theory in their work. 1.) The day starts with an exercise in which participants (between twelve and twenty four in number) are each asked to create a poster advertising themselves. This poster acts as a point of reference throughout the day. 2.) The idea of motivation is explored, and the way that motivation guides how one sees the world is demonstrated by means of Thematic Apperception (TAT) projective tests. 3.) Self-inconsistency is discussed with reference to certain interesting historical characters. 4.) The basic ideas of reversal theory are explained, using a variety of materials, and implications for the workplace are emphasized. 5.) The Apter Motivational Style Profile (AMSP) reports are returned to attendees (who took the AMSP during the week before the workshop) and discussed with them. 6.) In the afternoon, the reversal process itself becomes the main topic, and various ways of controlling and inducing reversals are reviewed. 7.) A systematic way of doing this, using images, the so-called "Eight Rooms" technique, is carried out in small groups. 8.) Finally, a set of scenarios are acted by participants from scripts that they are provided with. Each scenario represents a problem in personal relationships, including problems of a kind that might arise in the workplace, and this exercise allows people to identify the problems and discuss how they might have been resolved, using concepts from reversal theory.

**KEN SMITH MEMORIAL LECTURE: Dr. Daniel N. Robinson, Distinguished Professor Emeritus of Philosophy at Georgetown University; Faculty Fellow at Oxford University**

**The *Parapathic* and the Greek Ideal: Reflections on 'Positive Psychology'**

Reversal theory gives central importance to the power of art to excite emotions otherwise engaged by the raw and unstaged facts of life. As with games and related "paratelic" activities, such states serve at once as rehearsals or preparations and at the same time as a means by which to assess the attainment of those sensibilities and empathic resources on which nothing less than moral life depends. The current new wave of "Positive Psychology" offers an instructive example of the extent to which Reversal Theory would have psychology tap into what is actually basic to meaningful lives.

## Motivational Styles of a Spy: Applying Reversal Theory to Espionage

Lydia R. Wilson, Esq.

**Objective.** What motivates a trusted insider turn to betrayal? This work in progress attempts to answer this question by examining the motivational styles of several convicted US spies, and asks whether saturation in certain motivational states or the failure to reverse motivational states is a common characteristic.

The objective of this research is to achieve a better understanding of the psychology of those engaging in espionage – not to diagnose or establish a profile of those who might become a spy. Rather, this work examines the motivational states of those convicted of espionage and asks whether extremes in certain motivational states contribute to the decision to commit espionage.

**Methods.** Case study, interviews and if possible, the administration of the Apter Motivational Style Profile (AMSP) to convicted espionage subjects will be my primary methods of research. For subjects such as Aldrich Ames, Jonathan Pollard, Ana Montes and Robert Hanssen, a fair amount of unclassified information is available from and about these subjects. They are also of particular interest because all enjoyed the highest level of security clearances granted by the US Government; and, with the exception of Jonathan Pollard, all committed espionage for a decade or more. Additionally, investigators, psychologists, friends and colleagues, who have extensive knowledge of these subjects, are also available for interviews. My plan is to apply RT to this array of information and to identify trends and patterns of motivational states among those studied.

**Discussion of Expected Results.** The application of RT may reveal extremes in some motivational states among those convicted of espionage. For example, narcissism is a common characteristic of such persons; therefore, when analyzed, these subjects should tend to be Mastery/Self dominant and low in the Sympathetic/Others domains. By looking at espionage through the RT lens, this theory may reveal that these subjects spend an inordinate amount of time in certain states or may be unable or unwilling to reverse states in a healthy way.

Dwelling in certain motivational states may indicate a social need or weakness common among spies. Granted, the AMSP can only provide a snapshot in time of a subject's motivational states. Further, all of the subjects have been in prison for many years; therefore, a current AMSP will not reveal the exact motivational state of the subject while they were committing espionage. Yet, I believe the subjects' psychological make-up is so extreme, their motivational states may not have changed over time. Certain patterns of certain states may remain constant. This constancy, perhaps, will provide understanding about the consequences of saturation in a particular state as it relates to espionage.

## **Humor Style from the Perspective of Reversal Theory: A Correlated Research (Poster)**

**Wu Yang, Central China Normal University**

Having always been a hot topic in positive psychology, humor, suggested some recent researches, will exert different effect on mental health according to its different style, in contrast to the traditional idea. The aim of this research is to investigate the psychological groundings underlying different humor styles. The basic idea of this research is using the metamotivational structure in reversal theory to understand the psychological mechanism underneath differing humor styles. Together with Humor Style Questionnaire (Chinese version), we adopted and translated Apter Metamotivational State Profile after testing the reliability and validity of its Chinese version. The results show that there are significant correlation between humor style and motivational style, or, each humor style has its particular metamotivational correspondents. This kind of relationship suggests that, as a feature of humor behavior, humor style is also influenced by the reversal properties of metamotivational states.

## Bibliography Update: 2009-2011

---

The complete Reversal Theory Bibliography currently lists 253 published papers, 24 books, 189 chapters, and 72 masters and doctoral dissertations. This section lists papers and dissertations from 2009 to 2011, as well as current books in print. Access the full bibliography at <http://www.reversaltheory.org/about-2/bibliography/>

### Recent Papers (2009-2011)

- Ballester, S., Chatri, F., Muñoz Sastre, M. T., Rivière, S., & Mullet, E. (2011). Forgiveness and unforgiveness: A systematic inventory of motives. *Social Science Information*, in press.
- Bonin-Scaon, S., Munoz Sastre, M.T., Chasseigne, G., Sorum, P. & Mullet, E. (2009). End-of-life preferences: A theory-driven inventory. *International Journal of Aging and Human Development*, 68(1), 1-26.
- Frith, J.J., Kerr, J.H., & Wilson, G.V. (2011). Immediate improvements in emotions and stress following participation in aerobics, circuit training and Tai Chi. *International Journal of Sport Psychology*, 4, 1-18.
- Grange, P. & Kerr, J.H. (2011) Do athletes renowned for their aggressive play transfer aggression to non-sport settings? An exploratory qualitative study. *Journal of Aggression, Maltreatment and Trauma*, 20. 359-375.
- Guedj, M., Muñoz Sastre, M. T., & Mullet, E. (2011). Donating organs: A theory-driven inventory of motives. *Psychology, Health & Medicine*, in press.
- Kerr, J.H. (2009). Analysis of recent incidents of on-field violence in sport: Legal decisions and additional considerations from psychology. *Aggressive Behavior*, 35, 41-48.
- Kerr, J.H. & Males, J.R. (2010). The experience of losing: Qualitative study of elite lacrosse athletes and team performance at a world championship. *Psychology of Sport and Exercise*, 11, 394-401.
- Kerr, J.H. & Males, J.R. (2011). Experiencing aggression in sport: Insights from a lacrosse world championship tournament. *Sport and Exercise Psychology Review*, 7, 26-33.
- Klabbers, G., Bosma, H., van den Akker, M., van Boxtel, M.P.J., Kempen, G.I.J.M., McDermott, M.R., & van Eijk, J.Th.M. (2009). Measuring rebelliousness and predicting health behaviour and outcomes: an investigation of the construct validity of the Social Reactivity Scale. *Journal of Health Psychology*, 14(6), 771-779.
- Kpanake, L., & Mullet, E. (2011). Motives for skin bleaching among Western Africans. *Household and Personal Care Today*, in press.
- Legrand, F. D., Bertucci, W.M., & Thatcher, J. (2009). Telic dominance influences affective response to a heavy-intensity 10-min treadmill running session. *Journal of Sports Sciences*, 27(10), 1059-1067.
- Legrand, F.D., & Thatcher, J. (2011) Acute mood responses to a 15-minute long walking session at self-selected intensity: Effects of an experimentally –induced telic or paratelic state. *Emotion*, in press.
- Makris, I., & Mullet, E. (2009). A systematic inventory of motives for becoming an orchestra conductor: A preliminary study. *Psychology of Music*, 1-16.
- Neto, F., Pinto, C., & Mullet, E. Singing Fado: A test of an eight-factor model of motives for performing music. *Psychomusicology: Music, Mind, Brain*. In press.
- Thatcher, Joanne, Kuroda, Yusuke, Legrand, Fabien, & Thatcher, Rhys. (2010) Stress responses during aerobic exercise in relation to motivational dominance and state. *Journal of Sports Sciences*, in press.

- Thatcher, J., Kuroda, Y., Thatcher, R., & Legrand, F.E. (2010) Perceptual and cognitive responses during exercise: Relationships with metamotivational state and dominance. *European Journal of Sport Science*, 10:3, 199-207.
- Tucker, J. (2010). A Symphony of States and the Meaning of the Moment: Introducing Reversal Theory. *Bulletin of Psychological Type*. 33(2), 12-13.
- Wu, Y. (2011). Psychology of humor. *Journal of Yangtze University*, 4, 34, 145-148.

### Recent Dissertations (2009-2011)

- Bouton, S. (2010) Etudes des liens entre emotions, motivation et communication chez des adolescents delinquants et non-delinquants. Masters dissertation, University de Paris 8, France.
- McGarva, D. J. (2010) *Exploring the Balance of Intrinsic and Extrinsic Motivation in Screenwriting*. Unpublished doctoral dissertation, Saybrook University, San Francisco, CA.
- Sanchez, V. (2010) L'acte de modification de pages de sites internet ou "deface": des indices objectifs aux traces/marques psychologiques de la delinquance informatique. Doctoral dissertation, University of Toulouse, France.
- Tucker, J. (2009) Motivating Subjects: Data Sharing in Cancer Research. Doctoral dissertation, Virginia Polytechnic University, Blacksburg, VA.

### In-Print Books (2001-2011)

- Apter, M.J. (Ed.) (2001). *Motivational Styles in Everyday Life: A Guide to Reversal Theory*. Washington, DC: American Psychological Association.
- Apter, M.J. (2005). *Personality Dynamics: Key Concepts in Reversal Theory*. Loughborough, UK: Apter International Ltd.
- Apter, M.J. (2007). *Reversal Theory: The Dynamics of Motivation, Emotion and Personality*. 2nd. Edition. Oxford: Oneworld Publications.
- Apter, M.J. (2007). *Danger: Our Quest for Excitement*. Oxford: Oneworld Publications.
- Apter, M.J. (2008). *La Théorie du Renversement : La Dynamique de la Personnalité*. Translation by S. Pakzad and E. Loonis of "Personality Dynamics: Key concepts in Reversal Theory." Paris : Attitudes Design & Edition.
- Carter, S. & Kourdi, J. (2003). *The Road to Audacity: Being Adventurous in Life and Work*. London: Palgrave Macmillan.
- Kerr, J.H. (2004). *Rethinking aggression and violence in sport*. London: Routledge.
- Kerr, J.H. (2001). *Counseling Athletes: Applying Reversal Theory*. London: Routledge.
- Mallows, D. (2007). *Switch to Better Behaviour Management: Reversal Theory in Practice*. Dereham, Norfolk: Peter Francis Publishers.
- Rutledge, D.H. & Tucker, J. (2007). *Reversing Forward: A Practical Guide to Reversal Theory*. Fairfax, VA: OKA (Otto Kroeger Associates).

## Attendee List

---

Dr. Michael J. Apter  
Apter Research & Louisiana Tech University  
Ruston, Louisiana, United States  
[mjapter@aol.com](mailto:mjapter@aol.com)

M. Stephane Baetche  
Apter France  
Paris, France  
[stephane@apter-france.com](mailto:stephane@apter-france.com)

Mme Sophie Bouton  
Université Paris 8 Laboratoire de  
Psychopathologie et Neuropsychologie  
Saint Denis cedex, France  
[bouton\\_sophie@orange.fr](mailto:bouton_sophie@orange.fr)

Ms. Janice Brangman  
AMBECA International, LLC  
Fairfax, Virginia, United States  
[janice@AMBECA.com](mailto:janice@AMBECA.com)

Mrs. Joan Craig  
University of Windsor  
Belle River, Ontario, Canada  
[craigj@uwindsor.ca](mailto:craigj@uwindsor.ca)

Dr. Ken Cramer  
University of Windsor  
Windsor, Ontario, Canada  
[kcramer@uwindsor.ca](mailto:kcramer@uwindsor.ca)

Dr. Mitzi Desselles  
Louisiana Tech University  
Ruston, Louisiana, United States  
[mdessell@latech.edu](mailto:mdessell@latech.edu)

Dr. Stephanie Ellis  
Houston Baptist University  
Missouri City, Texas, United States  
[sellis@hbu.edu](mailto:sellis@hbu.edu)

Ms. Lynn Hayden  
Lynn Hayden Management Consultant  
Austin, Texas, United States  
[lynnhayden2@sbcglobal.net](mailto:lynnhayden2@sbcglobal.net)

Ms. Linda Hopper  
Georgetown University  
Washington DC, United States  
[hopperl@georgetown.edu](mailto:hopperl@georgetown.edu)

Dr. Laura Jannone  
Monmouth University  
Red Bank, New Jersey, United States  
[ljannone@monmouth.edu](mailto:ljannone@monmouth.edu)

Ms. Becky Keele  
New Mexico State University  
Las Cruces, New Mexico, United States  
[bkeele@nmsu.edu](mailto:bkeele@nmsu.edu)

Dr. Kelli Kramer-Jackman  
University of Kansas School of Nursing  
Kansas City, Kansas, United States  
[kkramer-jackman@kumc.edu](mailto:kkramer-jackman@kumc.edu)

Dr. Kathryn Lafreniere  
University of Windsor  
Windsor, Ontario, Canada  
[lafren1@uwindsor.ca](mailto:lafren1@uwindsor.ca)

Dr. Jay Lee  
University of Houston  
Houston, Texas, United States  
[drjaylee@mac.com](mailto:drjaylee@mac.com)

Mr. Gareth Lewis  
University of Leicester  
Nottingham, AK, United Kingdom  
[gareth@gldevelopment.co.uk](mailto:gareth@gldevelopment.co.uk)

15<sup>th</sup> International Reversal Theory Conference

Mr. Christophe Lunacek  
Apter France  
Paris, France  
[c.lunacek@impact-rh.com](mailto:c.lunacek@impact-rh.com)

Dr. Fathali M. Moghaddam  
Georgetown University  
Washington DC, United States  
[moghaddf@georgetown.edu](mailto:moghaddf@georgetown.edu)

Ms. Stephanie Murphy  
Louisiana Tech University  
Ruston, Louisiana, United States  
[Slm059@LaTech.edu](mailto:Slm059@LaTech.edu)

Dr. Kathleen O'Connell  
Teachers College Columbia University  
New York, New York, United States  
[oconnell@tc.columbia.edu](mailto:oconnell@tc.columbia.edu)

Miss Ashlyne O'Neil  
University of Windsor  
Windsor, Ontario, Canada  
[ashlyne.oneil@gmail.com](mailto:ashlyne.oneil@gmail.com)

Dr. Sue Popkess-Vawter  
University of Kansas School of Nursing  
Florence, Colorado, United States  
[spopkess@kumc.edu](mailto:spopkess@kumc.edu)

Mr. George Reese  
Georgetown University  
Washington DC, United States  
[reeseg@georgetown.edu](mailto:reeseg@georgetown.edu)

Dr. Daniel Robinson  
Oxford University, Georgetown University  
Washington DC, United States  
[dan.robinson@philosophy.ox.ac.uk](mailto:dan.robinson@philosophy.ox.ac.uk)

Mr. Hile Rutledge  
OKA - Otto Kroeger Associates  
Fairfax, Virginia, United States  
[hrutledge@typetalk.com](mailto:hrutledge@typetalk.com)

Ms. Elizabeth Scott  
Brighter Strategies LLC  
Alexandria, Virginia, United States  
[liz@brighterstrategies.com](mailto:liz@brighterstrategies.com)

Dr. Jennifer Tucker  
OKA - Otto Kroeger Associates  
Fairfax, Virginia, United States  
[jtucker@tuckertalk.net](mailto:jtucker@tuckertalk.net)

Mr. Tom Weishaar  
Teachers College  
New York, New York, United States  
[tom.weishaar@gmail.com](mailto:tom.weishaar@gmail.com)

Ms. Lydia Wilson  
Legal & Security Professional  
Springfield, Virginia, United States  
[lydiarwilson@hotmail.com](mailto:lydiarwilson@hotmail.com)