ACTION-ORIENTED HOPE-CENTERED CAREER DEVELOPMENT

AGENDA
- Importance of hope
- Three theories / one model
- The model / sample activities
- An assessment tool
- Case study

3 THEORIES INTO 1
- **Snyder’s Hope Theory**
  - Goals
  - Pathways
  - Agency
- **Bandura’s Human Agency Theory**
  - Self-reflection
  - Visioning
  - Goal setting
  - Implementing
- **Hall’s Protean Career Theory**
  - Self-clarity (self-identity)
  - Adaptability

ACTION-ORIENTED, HOPE-CENTERED CAREER DEVELOPMENT MODEL

SOUL TEACHERS
SELF REFLECTION

Ability to think about and examine your own thoughts, beliefs, behaviours and circumstances.

- What is important to you?
- What do you enjoy?
- What gives you a sense of purpose?
- What do you hope others would say about you if they were asked?

SELF-CLARITY

Occurs as people develop answers to self-reflective questions.

Achieving self-clarity is a process and requires time for the understanding to come into sharp focus.

VISIONING

Involves brainstorming and exploring future career possibilities and identifying desired future outcomes.

GOAL SETTING & PLANNING

Learning what actions need to be taken to achieve the career and work life desired.

PATHWAYS (PLANNING TO MEET GOAL)

“Hope is defined as the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use these pathways.” (Snyder, 2002, p. 249)
IMPLEMENTING & ADAPTING

Moving actions forward and adjusting goals when situations in our environment change.

REVIEW NEW LEARNING

What do I know now that I didn’t know then?

Is this what I thought it would be?

What does this additional information suggest to me about my goals?

YES NO

HOPE-CENTERED CAREER INVENTORY (HCCI)

Purpose
To assess the degree of clients’ hope-centred career competencies.

Target Population
8th graders or above

NILES, YOON, & AMUNDSON, 2010

SAMPLE ITEMS

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Item</th>
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</thead>
<tbody>
<tr>
<td>Hope</td>
<td>I am hopeful when I consider my future.</td>
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<tr>
<td>Self-Reflection</td>
<td>I look for the underlying patterns of my preferences.</td>
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<tr>
<td>Self-Clarity</td>
<td>I can list at least five things that I am good at.</td>
</tr>
<tr>
<td>Visioning</td>
<td>I often imagine possible future events in my life.</td>
</tr>
<tr>
<td>Goal-Setting &amp; Planning</td>
<td>I set goals with a concrete timeline.</td>
</tr>
<tr>
<td>Implementing</td>
<td>I act on what to do next to meet my goals.</td>
</tr>
<tr>
<td>Adapting</td>
<td>I am flexible to improve my plan.</td>
</tr>
</tbody>
</table>

EMILY

16 YEARS OLD
FEELS “STUPID”
OLDEST of 3 kids
(nervous) about
VOLUNTEER HOURS
WORK EXPERIENCE
HIGHER GRADES

COUNSELLOR
LOOKS UP TO HIGH SCHOOL
CONFIDENCE
LEARNING ABOUT PEOPLE
EMILY'S HCCI RESULTS

HOW WOULD YOU HELP EMILY?

What additional information would you like?

Given the information you do have, what level of concern do you have for Emily (1 = no concern; 5 = great concern)?

What are the reasons for your concern?

What would you hope to accomplish in your first session with Emily?

WITHOUT ACTION-ORIENTED HOPE

Striving for success may make no sense

Planning for the future may feel like waste of time

Setting goals can seem meaningless

WITH ACTION-ORIENTED HOPE

Self-reflection to develop self-clarity makes sense

Creating a vision of future possibilities has purpose

Setting goals and making plans is meaningful

Taking action is logical

Adjusting plans is expected and adaptive