The background is a vibrant, multi-colored gradient transitioning from blue on the left to red on the right, with green and yellow in the lower half. A circular wooden button is positioned in the center, overlapping the text.

**THE EMERGENCE OF
HOPE AS A KEY THEME
IN CAREER
DEVELOPMENT THEORY
AND PRACTICE**

NORMAN AMUNDSON

Experience

HOPE





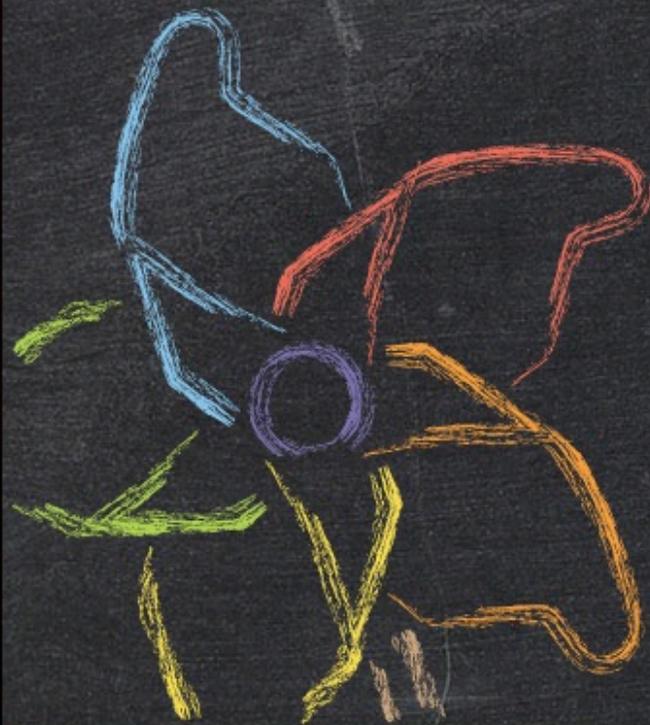
" CRISIS *of*
IMAGINATION "



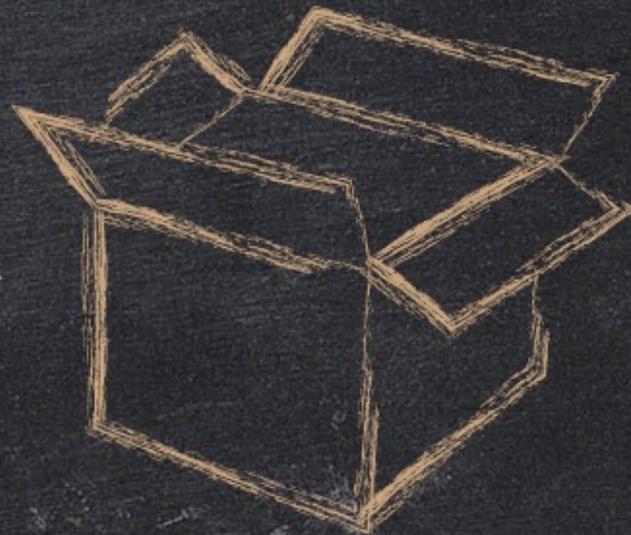
CRISIS OF
IMAGINATION

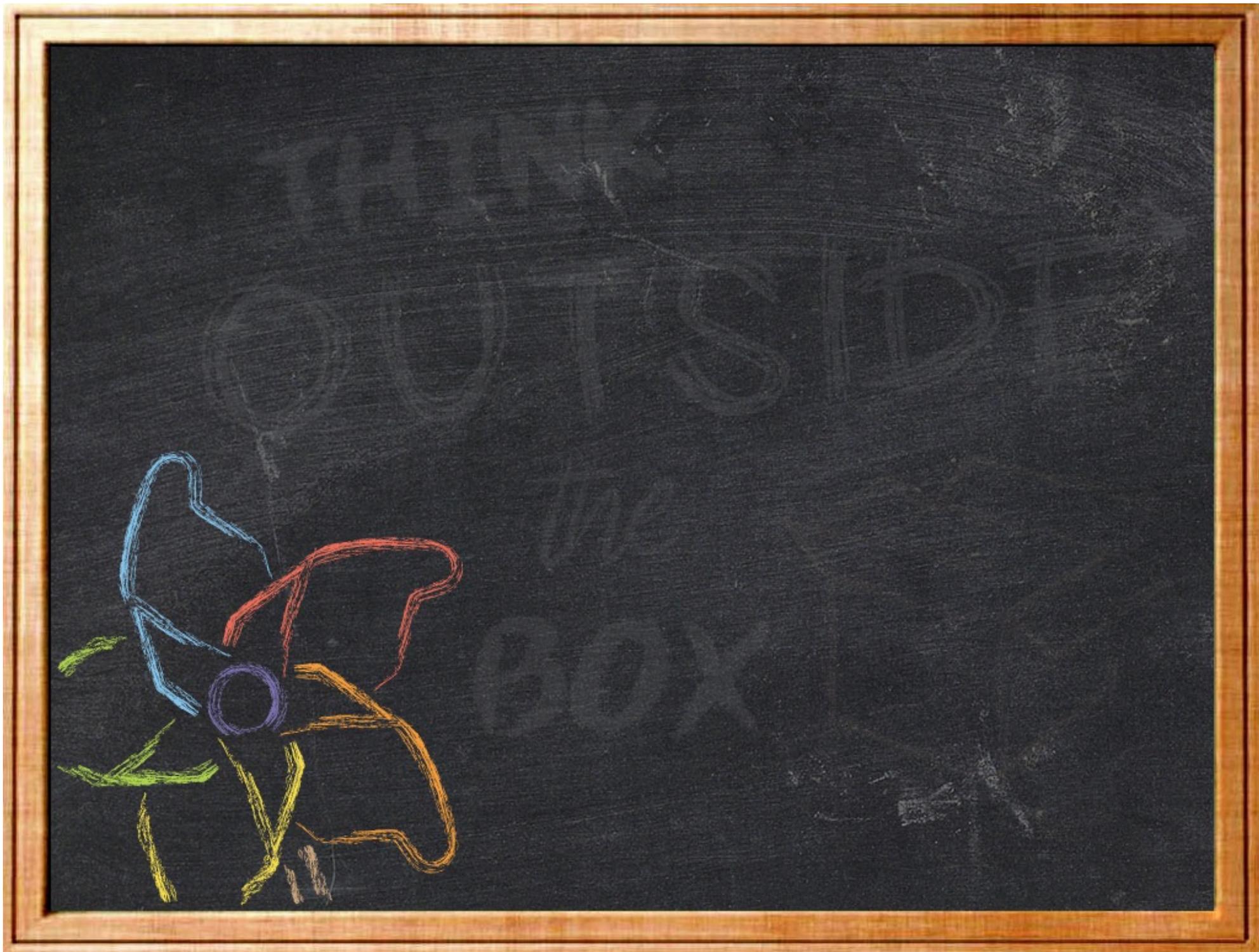


THINK
OUTSIDE



the
BOX





new MINDSET



new

RESULT





AGENDA

- Three theories / one model
- The model
- An assessment tool
- Interventions
- Research

ACTION-ORIENTED HOPE AND OPTIMISM

Optimism

The belief that things will turn out well.

Action-Oriented Hope

More directly connected to goal-directed actions.

PREDICTIVE VALIDITY OF ACTION-ORIENTED HOPE

Higher action-
oriented hope



Better
performance

(in sports, illness recovery, academics, and attitude)

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

3 COMPONENTS OF HOPEFUL THINKING

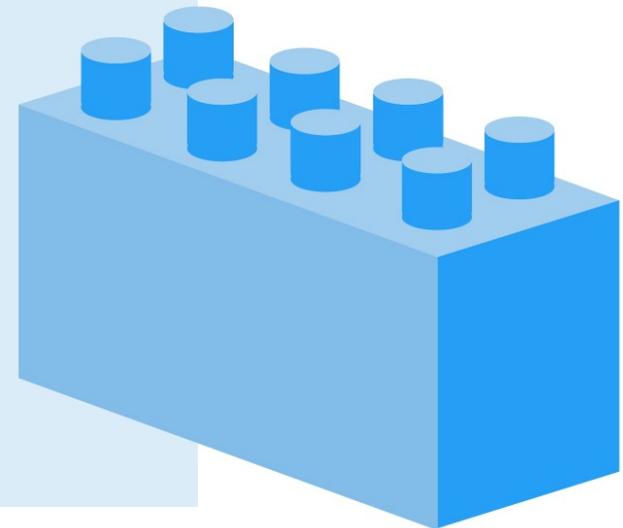
GOALS

**Anything the individual desires
to get, do, be, experience, or create**

Can be:

- Big or Small
- Short-term or Long-term

*Goals **anchor** purposive behaviour*



3 COMPONENTS OF HOPEFUL THINKING

PATHWAYS THINKING

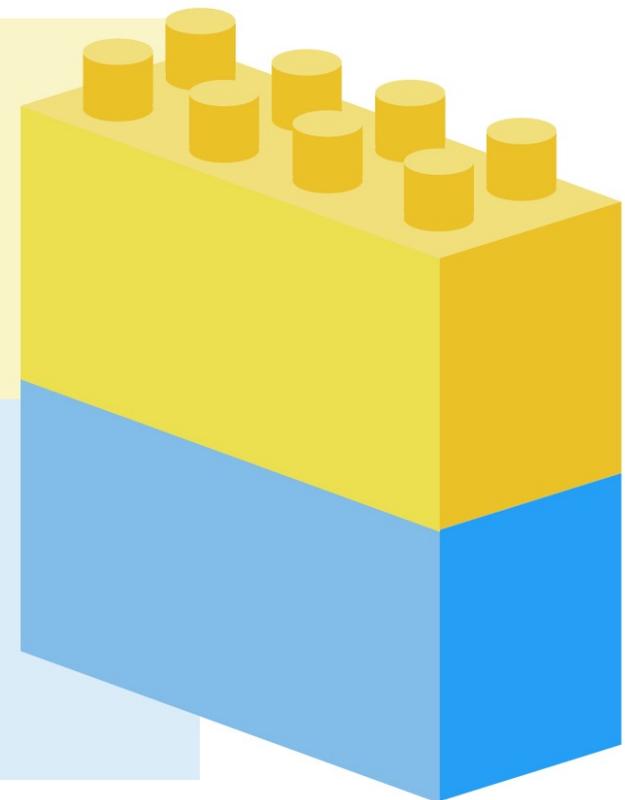
(ADAPTIVE PLANNING)

Strategies to achieve goals

How will I get there?

GOALS

**Anything the individual desires
to get, do, be, experience, or create**



3 COMPONENTS OF HOPEFUL THINKING

AGENCY THINKING

Thoughts regarding your capacity to initiate and sustain movement toward the goal

PATHWAYS THINKING

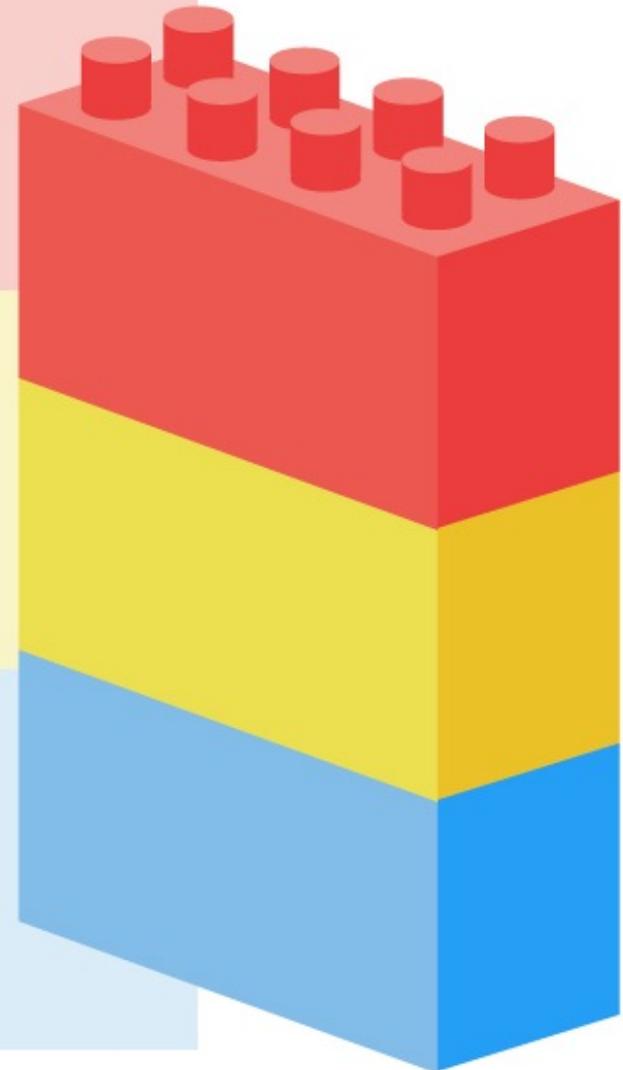
(ADAPTIVE PLANNING)

Strategies to achieve goals

How will I get there?

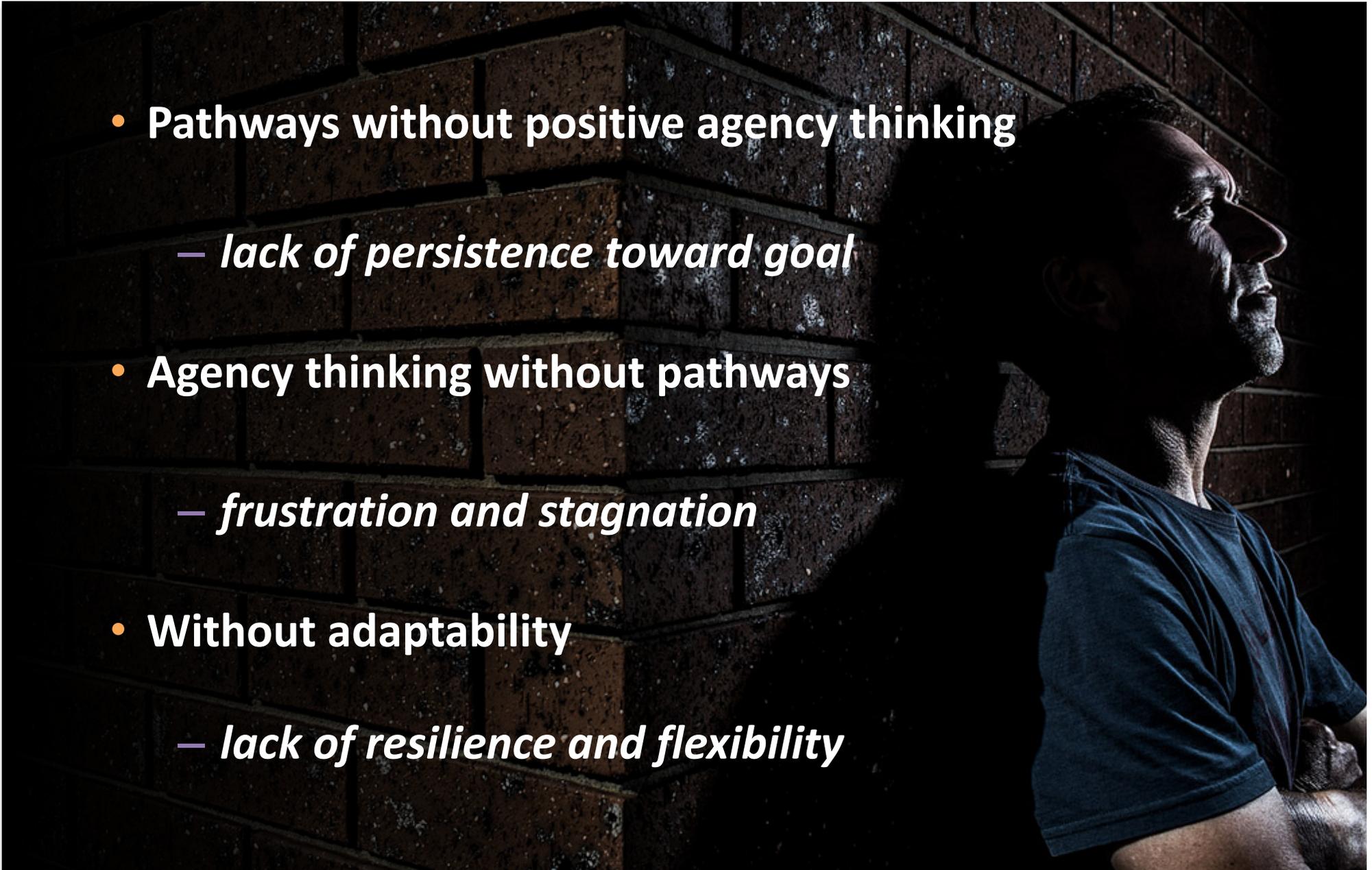
GOALS

Anything the individual desires to get, do, be, experience, or create



PATHWAYS, AGENCY, ADAPTABILITY

- **Pathways without positive agency thinking**
 - *lack of persistence toward goal*
- **Agency thinking without pathways**
 - *frustration and stagnation*
- **Without adaptability**
 - *lack of resilience and flexibility*



THE ROLE OF ACTION-ORIENTED HOPE

- To translate self-efficacy into **action**
- Maintains **persistence**
- Essential for **adaptability**



DEVELOPMENT

- Developers:

Spencer Niles - Wm. & Mary University, U.S.

Hyung Joon Yoon – Al Akhawayn
Univ., Morocco

N. Amundson – University of
British Columbia, Canada

- First Presented in “Career Flow: A Hope-Centred Approach to Career Development”
– S. Niles; N. Amundson & R. Neault

ACTION-ORIENTED, HOPE-CENTRED CAREER MODEL

Hope Centred Adapting

uses new
and/or t
goals an

Hope Centred Goal Setting and Planning

crystallizes what one wants to achieve and identifies the specific steps to achieve one's goals.

Hope Centred Visioning

brainstorms future career possibilities and identifies desired future outcomes.

IMPLEMENTING
& ADAPTING

PLANNING

Hope Centred Self-clarity

has a clear understanding about one's important self-characteristics (e.g., interests, values, skills, motivation, goals).

Hope Centred Implementing

takes action to achieve one's goals.

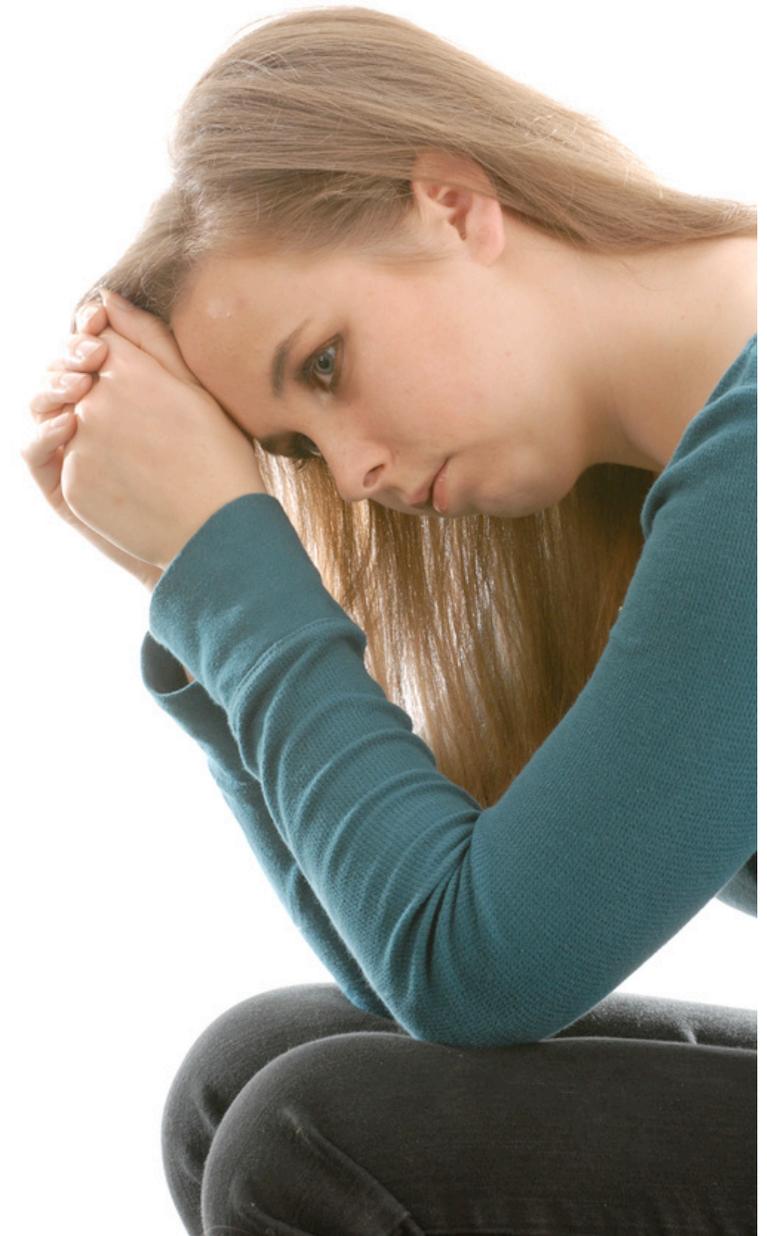
on
aviors, and

ACTION-ORIENTED, HOPE-CENTRED CAREER DEVELOPMENT MODEL



WITHOUT ACTION-ORIENTED HOPE

- Striving for success makes **no sense**
- Planning for the future is a **waste of time**
- Setting goals is **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



EMILY

16 YEARS
OLD

camp counsellor

DAYCARE HELPER

friendly

FEELS "STUPID"

shy

OLDEST
of 3 kids

FIRST in FAMILY
TO PURSUE
college degree

loses
CONFIDENCE

B
student

(nervous)
about

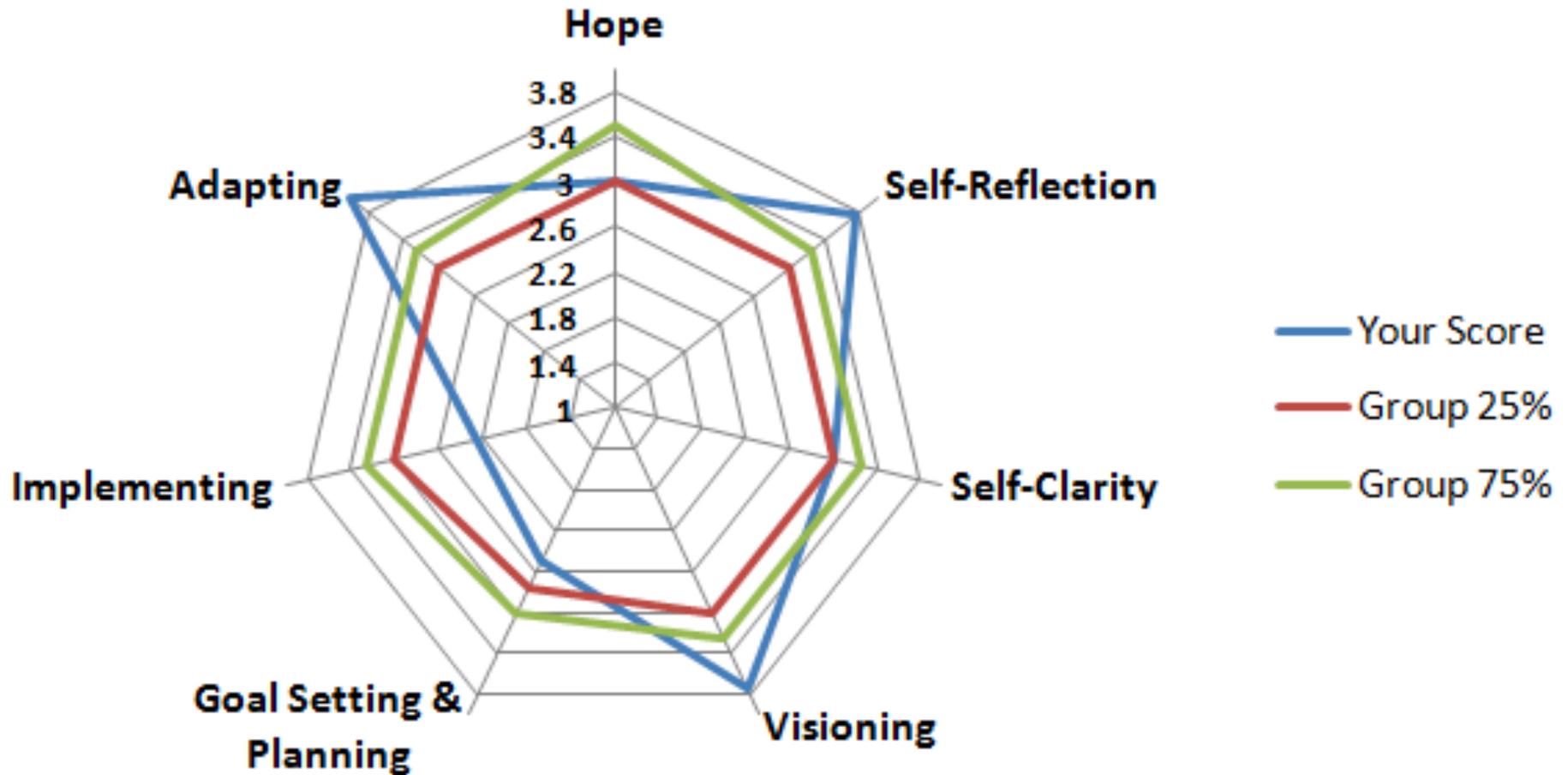
interests:
psychology
sociology

LOOKS UP TO HIGH SCHOOL
COUNSELLOR

VOLUNTEER HOURS
WORK EXPERIENCE
HIGHER GRADES

learning about people

EMILY'S HCCI RESULTS



YOUR TURN

WEB SITE: <http://mycareerflow.com>

CODE: I3gOwbb

r e s e a r c h

RESULTS

Quantitative Results (n = 1685)

Students with higher levels of Hope had clearer vocational identities and higher grade point averages

Qualitative Results (n = 15)

Students with high levels of hope and high barriers Identified personal and environmental factors

SPONSOR

Canadian Education and Research
Institute for Counselling (CERIC)

ARTICLES

Canadian Journal of Career
Development (2014 / 2015)

CURRENT RESEARCH

- International studies validating HCCI
- Treatment intervention studies (Toolkit)
- Developing online and face-to-face processes
- Populations: Unemployed clients, immigrants, disabilities, secondary school students

SPONSOR

Canadian Education and Research
Institute for Counselling (CERIC)

ARTICLES

Canadian Journal of Career
Development (2014 / 2015)