ACTION-ORIENTED, HOPE-CENTRED CAREER INTERVENTIONS

NORMAN AMUNDSON
"CRISIS OF IMAGINATION"
WITH HOPE,
NO MATTER WHAT
PROBLEMS WE FACE
TODAY, THERE ARE
NEW POSSIBILITIES
FOR A BETTER
TOMORROW.
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

GOALS
WHAT DO I WANT TO ACHIEVE?

PATHWAYS THINKING
(ADAPTIVE PLANNING)
HOW WILL I GET THERE?
3 COMPONENTS OF HOPEFUL THINKING

AGENCY THINKING
Can I do it?
Will I do it?

PATHWAYS THINKING (ADAPTIVE PLANNING)
How will I get there?

GOALS
What do I want to achieve?
CONSEQUENCES OF LOW HOPE

• 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
**Hope Centred Visioning**
brainstorms future career possibilities and identifies desired future outcomes.

**Hope Centred Self-clarity**
has a clear understanding about one’s important self-characteristics (e.g., interests, values, skills, motivation, goals).

**Hope Centred Adapting**
uses new information about the self and/or the environment to adjust one’s goals and plans when necessary.

**Hope Centred Goal Setting and Planning**
crystallizes what one wants to achieve and identifies the specific steps to achieve one’s goals.

**Hope Centred Implementing**
takes action to achieve one’s goals.
ACTION-ORIENTED, HOPE-CENTRED CAREER DEVELOPMENT MODEL

HOPE

SELF-REFLECTION

SELF-CLARITY

VISIONING

GOAL SETTING & PLANNING

IMPLEMENTING & ADAPTING

ENVIRONMENT

ENVIRONMENT

ENVIRONMENT

ENVIRONMENT
HOPE-CENTRED CAREER INVENTORY (HCCI)
Purpose
To assess the degree of clients’ hope-centred career competencies.

Target Population
8th graders or above
### Sample Items

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

38 YEARS OLD

Introverted

COLLEGE DEGREE (BUSINESS)

plays guitar

DOWNSIZED

GAY

ENJOYS HELPING OTHERS

LACKS CONFIDENCE

IS THE "BREADWINNER"

Worked 12 YEARS in HR but finds it BORING!

Likes to spend time alone

ANXIOUS ABOUT ANY CHANGE

African American

PARTNERED WITH CHILDREN (2, AGES 14 AND 17)
JASON’S HCCI RESULT

Hope

Adapting

Implementing

Visioning

Self-Reflection

Self-Clarity

Goal Setting & Planning

Your Score

Group

Score

25%

75%
EMILY

16 YEARS OLD
camp counsellor
DAYCARE HELPER

FEELS “STUPID”

OLDEST of 3 kids
FIRST in FAMILY TO PURSUE college degree

(nervous) about VOLUNTEER HOURS WORK EXPERIENCE HIGHER GRADES

Interests:
psychology sociology

LOOKS UP TO HIGH SCHOOL COUNSELLOR

friendly shy

B student

loses CONFIDENCE

learning about people
INTERVENTIONS
What is a Metaphor?

a figure of speech in which two unrelated ideas are used together in such a way that the meaning of one lends definition to the other

a visual image that uses IMAGINATION to capture new connections and possibilities
METAPHORS

• Pull Things together

• Increase self efficacy by working with familiar situations

• Natural flow between reality and metaphors

• Communication tool

• Multiple metaphors expand creativity
• Recognize the metaphors around you

• Add a metaphoric lens

• Expand your metaphoric range
Thibodeau PH, Boroditsky L (2011),

Metaphors We Think With: The Role of Metaphor in Reasoning

http://dx.plos.org/10.1371/journal.pone.0016782
• Metaphors influence thinking about complex issues

• Metaphor thinking impacts information gathering and problem solving

• The influence of metaphors is covert
Imagine your problem solved!

- What were the steps? Walk the problem!

The backswing

Flow
OPTIMAL “FLOW”

- Captures our attention
- Engages us in appropriate challenge
- Allows us to fully express who we are
- Reflects our values
• Too much or too little challenge
• Insufficient or damaged resources
• Negative self-talk
• Fear
• Apathy
EXPANDING “CAREER FLOW”

- Strong current
- White water
- Waterfalls
- Still water
- Stagnant water
CAREER FLOW EXAMINED

• Identify an experience:
• Self or other initiated:
• Who was with you:
• Values expressed:
• Skills used:
• Interests expressed:
• Feelings generated:
CIRCLE OF STRENGTHS

Collaborative Problem Solving
Conflict Resolution
Research Skills
Planning
Organized
Likes to Keep Busy
Helping Others
Initiator
Focused
Likes Fun
Able to Delegate
Careful with Money
Meeting People
Public Speaking Ability
Gracious
Leadership
Networking
Attention to Details
Financial Responsibility
Seeing the "Big Picture"
Planning
Creativity
Thoughtful
Organizing Party
S

CIRCLE OF STRENGTHS
CAREER WHEEL
• From Complaints to Values
• Forty Metaphors (on Cards as well)
Evidence - Listen to the reasons for the belief and then seek any contradictory evidence
Development
Perspectives of others
Impact of beliefs
Offer of service; is there a desire to change
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
<table>
<thead>
<tr>
<th>LANGUAGE VERSION</th>
<th>PARTICIPANTS</th>
<th>COUNTRIES</th>
<th>USES</th>
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<tbody>
<tr>
<td>English</td>
<td>2400</td>
<td>Canada, United States, Bermuda</td>
<td>Research, Higher Education, Private Practice, Industry</td>
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<tr>
<td>Turkish</td>
<td>340</td>
<td>Turkey</td>
<td>Secondary school research</td>
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<tr>
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<td>450</td>
<td>Korea</td>
<td>Higher education and industry research</td>
</tr>
<tr>
<td>Hebrew</td>
<td>In progress</td>
<td>Israel</td>
<td>Higher education research</td>
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</tbody>
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THANK YOU

NORMAN AMUNDSON

normanamundson@ubc.ca