



**ACTION-ORIENTED
HOPE-CENTERED
CAREER DEVELOPMENT**

AGENDA

Importance of Hope |

Three theories / one model |

The model/sample activities |

An assessment tool |

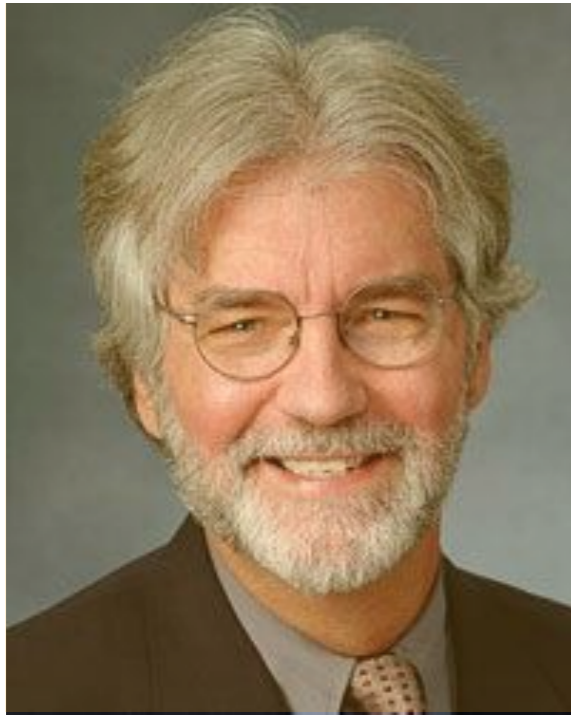
Case study |



Experience
HOPE



3 THEORIES INTO 1



SNYDER'S HOPE THEORY

Goals

Pathways

Agency



BANDURA'S HUMAN AGENCY THEORY

Self-reflection

Visioning

Goal Setting

Implementing

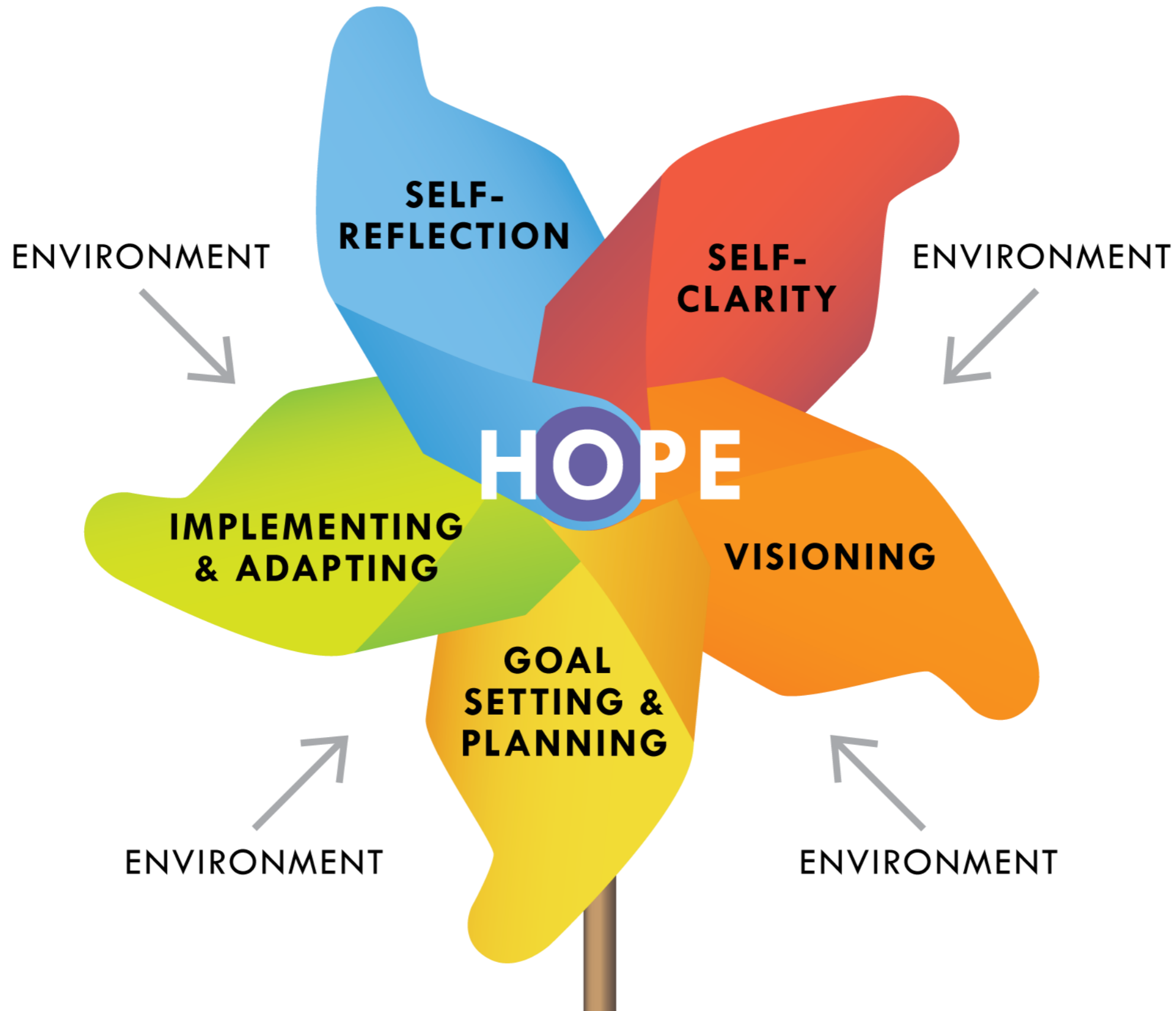


HALL'S PROTEAN CAREER THEORY

Self-clarity
(self-identity)

Adaptability

ACTION-ORIENTED, HOPE-CENTERED CAREER DEVELOPMENT MODEL



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 skills do you enjoy using? What skills do you desire to develop?

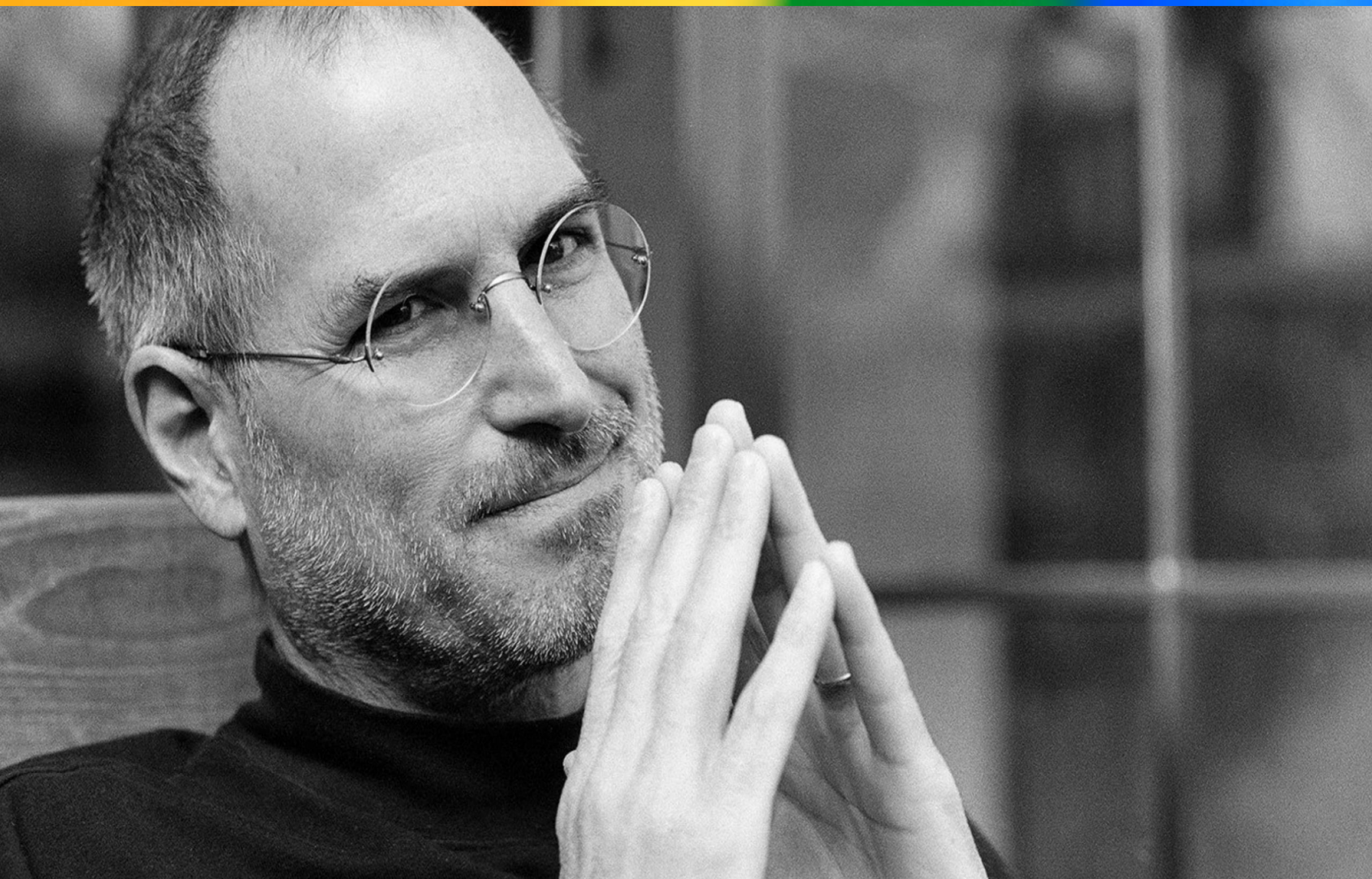
What gives you a sense of purpose?

What do you hope others would say about you if they were asked?

DAVID WHYTE



STEVE JOBS



STEVE JOBS

Follow your heart and trust it knows where it's going

Sometimes the worst thing becomes the best thing

Life is short

Don't let anything drown out your inner voice

Stay hungry. Stay foolish.

SOUL TEACHERS





Note to Self:
Pay Attention

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.

ACCOMPLISHMENT INTERVIEW

Career Client

Career Counselor

Recorders

1

Identify something you've done about which you feel very proud.

1

Help the client deconstruct the experience.

1

List all the transferable skills and attitudes you hear the client describe

2

Describe what you did to make this happen.

2

Get the detail of the experience.

3

Ask, "What did you have to do to make that happen?"

4

Summarize and repeat.

COMPLAINTS ACTIVITY

1 | List your top 7 “pet peeves”

2 | Flip them- what are the values embedded in each one?

3 | Rank order them

4 | Give one up...

5 | If you gave the resulting list to someone who knows you well, would they see these values in how you live?
If yes, great!
If your answer is more mixed, what changes can you make to move closer to yes?

VISIONING

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

The background features two street signs on a dark blue background. The top sign is tilted and reads 'FUTURE AVE'. The bottom sign is horizontal and reads 'VISION ST'. The signs are semi-transparent and serve as a metaphor for the 'visioning' process.

SMALL GROUP BRAINSTORMING

Share important self-information using the stem: I am the kind of person who enjoys _____; I value _____; and I'm good at _____? What is really important for you to know about me is _____.

Group members' must brainstorm possibilities (real and imagined).

Debriefing and processing

GOAL SETTING & PLANNING



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

GOAL SETTING

SMART

SPECIFIC

MEASURABLE

ACHIEVABLE

RELEVANT

TIMELINE

YOUR GOALS

LIST 2 GOALS
YOU HOPE TO
ACHIEVE IN
THE NEXT
YEAR.

RATE FROM 1
(LOW) TO 5
(HIGH) YOUR
LEVEL OF
CONFIDENCE
THAT YOU
WILL ACHIEVE
THAT GOAL.

IDENTIFY 3
THINGS YOU
CAN DO TO
MOVE
TOWARD
GOALS
ACHIEVEMENT.

RATE FROM 1
(LOW) TO 5
(HIGH) THE
LIKELIHOOD
THAT YOU
WILL TAKE
THOSE STEPS
IN THE NEXT
YEAR.

ASSIGN AN
APPROXIMATE
TIMELINE FOR
TAKING EACH
STEP.

3 INGREDIENTS OF HOPE



PATHWAYS (PLANNING TO MEET GOAL)

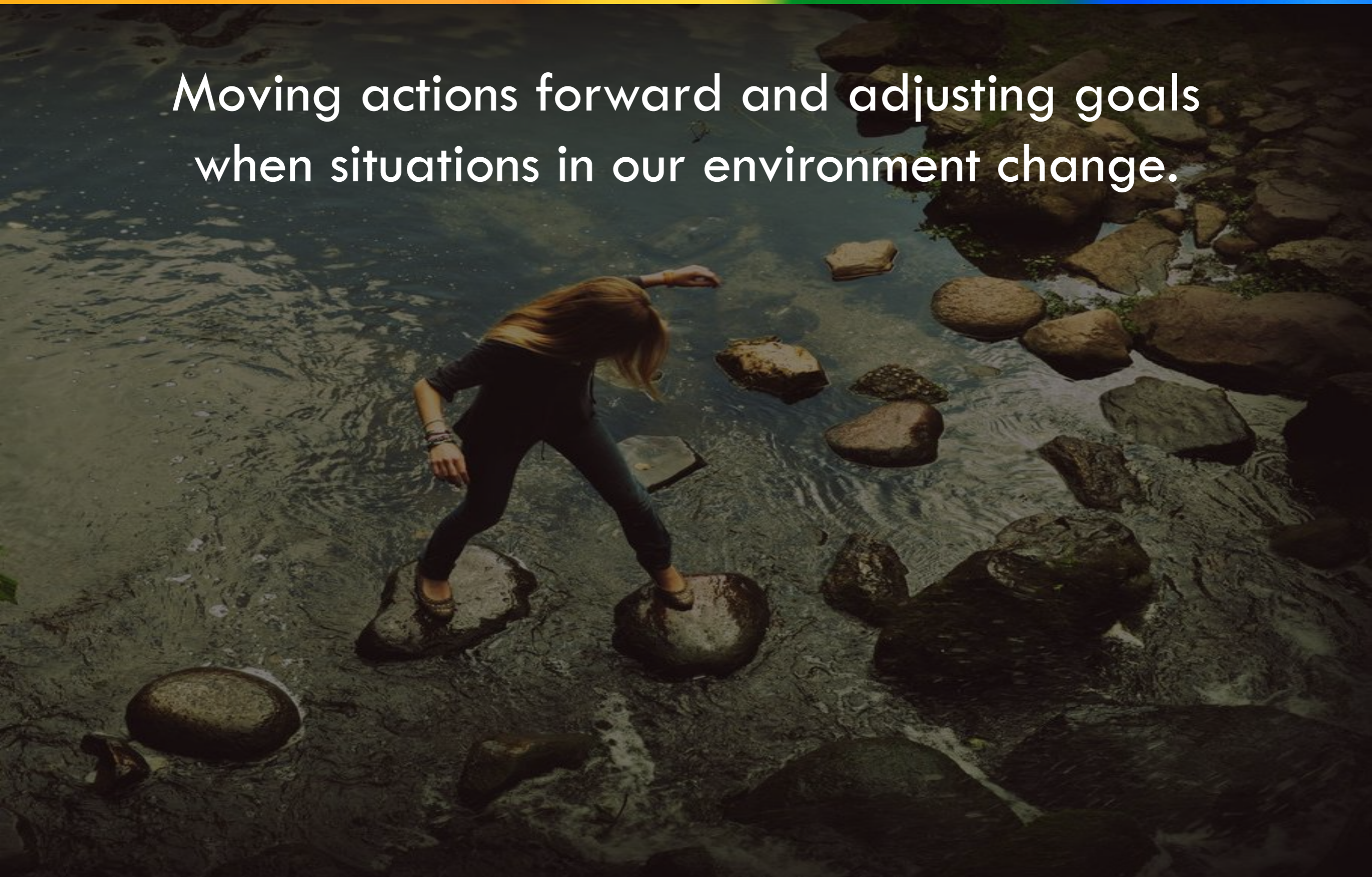


*“**Hope** is defined as the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways”
(Snyder, 2002, p. 249)*

I can/will do this!
(Agency: goal-directed energy)

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)**

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

Hope

I am hopeful when I consider my future.

Self-Reflection

I look for the underlying patterns of my preferences.

Self-Clarity

I can list at least five things that I am good at.

Visioning

I often imagine possible future events in my life.

Goal-Setting &
Planning

I set goals with a concrete timeline.

Implementing

I act on what to do next to meet my goals.

Adapting

I am flexible to improve my plan.

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

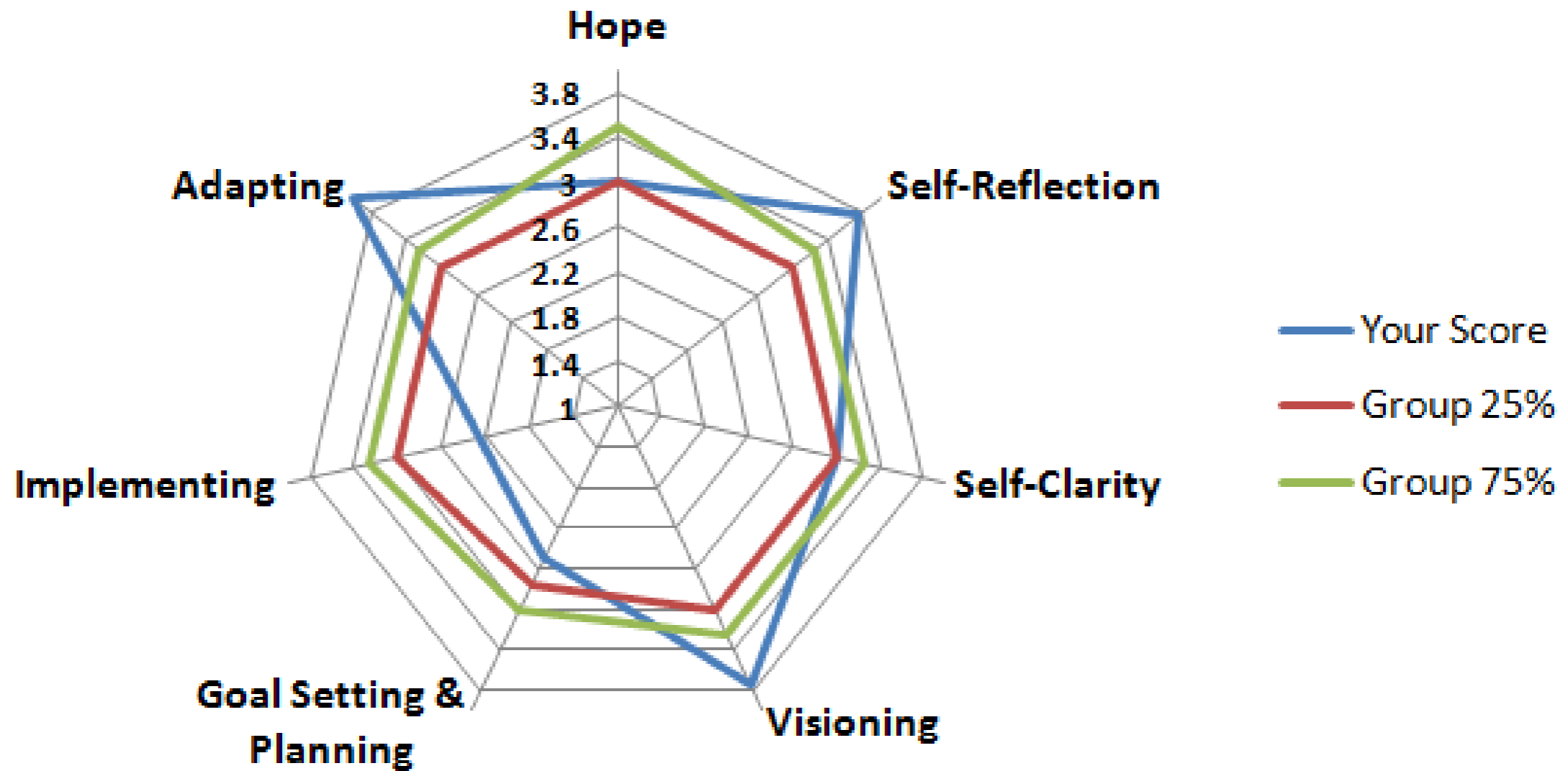
interests:
psychology
sociology

LOOKS UP TO HIGH SCHOOL
COUNSELLOR

VOLUNTEER HOURS
WORK EXPERIENCE
HIGHER GRADES

learning about people

EMILY'S HCCI RESULTS



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 |

THANK YOU

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Spencer G. Niles

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Dean Niles has authored or co-authored approximately 130 publications and delivered over 125 presentations on career development theory and practice. He is an Honorary Member of the Japanese Career Development Association, Honorary Member of the Italian Association for Educational and Vocational Guidance, and a Lifetime Honorary Member of the Ohio Career Development Association. He has conducted career advisor/career counseling training in Argentina, Australia, Belgium, Canada, Denmark, England, Finland, Germany, India, Ireland, Italy, Japan, New Zealand, Portugal, Qatar, South Africa, Scotland, Spain, Sweden, Switzerland, Turkey, and the United Arab Emirates.