HOPE-CENTRED CAREER DEVELOPMENT IN ACTION

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• Developers:

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  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
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

Predictive Validity of Action-Oriented Hope

Higher action-oriented hope → Better performance

(in sports, illness recovery, academics, and attitude)
Hope-Centered Career Development Model

**Action-Oriented, Hope-Centered Career Development Model**

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

**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 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-CENTERED CAREER DEVELOPMENT MODEL

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope</td>
<td>I am hopeful when I consider my future.</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>I look for the underlying patterns of my preferences.</td>
</tr>
<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)

camp counsellor
FIRST in FAMILY
to pursue
college degree

riendly
loses CONFIDENCE

B student

SHY

LOOKS UP TO HIGH SCHOOL
COUNSELLOR

learning about people

EMILY'S HCCI RESULTS

Hope

Adapting

Implementing

Goal Setting & Planning

Self-Reflection

Self-Clarity

Visioning

Your Score

Group 25%

Group 75%
CONCEPT OF CAREER FLOW

• Positive Psychology

• Optimal Experience

— “the way that people describe their state of mind when consciousness is harmoniously ordered, and they want to pursue whatever they are doing for its own sake.” (Csikszentmihalyi, 1997; Seligman, 2002)
• A metaphor for considering all work experiences.

THE "CAREER FLOW" METAPHOR

• Optimal flow
• Whitewater
• Waterfalls
• Stillwater
• Stagnant water
• Flow interrupted...
OPTIMAL “FLOW” ACTIVITIES

• completely capture our attention
• engage us in tasks that provide an appropriate level of challenge
• reflect our values and call upon our strengths
• allow us to feel as though we can express who we are

IDENTIFY A SPECIFIC OPTIMAL CAREER FLOW EXPERIENCE:

Close your eyes and remember...

• What was the setting?
• Who was there?
• What tasks were you performing?
• What skills were you using?
• What interests and values were you expressing?
• Who initiated the activity?
• Now open your eyes and write down your reflections about this experience.
OPTIMAL CAREER FLOW

Identify

• When it occurs
• Skills you are using
• Values you are expressing
• Interests you are manifesting

Note

• The tasks you are performing, the environment in which it is occurring, and your reaction to it

Keep an optimal career flow log

INTERVENTION TOOLKIT

Miracle Question – Walking the Problem

Circle of Strength

Elaborating Metaphors

Two and Three Chair Problem Exploration

Yes – And (Applying Improvisational Techniques)

Questioning
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

FUNDING SUPPORT: CERIC
### LANGUAGE VERSIONS AND THEIR USES

<table>
<thead>
<tr>
<th>LANGUAGE VERSION</th>
<th>PARTICIPANTS</th>
<th>COUNTRIES</th>
<th>USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2400</td>
<td>Canada, United States, Bermuda</td>
<td>Research, Higher Education, Private Practice, Industry</td>
</tr>
<tr>
<td>Turkish</td>
<td>340</td>
<td>Turkey</td>
<td>Secondary school research</td>
</tr>
<tr>
<td>German</td>
<td>120</td>
<td>Switzerland</td>
<td>Secondary school research</td>
</tr>
<tr>
<td>Korean</td>
<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>
</tr>
</tbody>
</table>

### SASKATCHEWAN PATHWAYS PROJECT

IEHP Support, Bridging and Integration
5 year provincial project began April 1, 2011
Funded by Health Canada, in collaboration with the Saskatchewan Ministry of Health
Participants

March 31, 2012 = 66
March 31, 2013 = 334
March 31, 2014 = 489
January 1, 2015 = 612

OUR STARTING POINT

- Language - must meet regulatory body requirements or pathway ceases
- Language proficiency is critical to ensure safety
- Underemployed shift workers spread across the province
Flexible language supports to meet the unique needs of our participants:

- Language Workshops/Study Sessions
- Independent online courses
- Instructor-led virtual classroom

**Completion Rates – Independent Online Modules**

Trial #1 there were 14 out of 51 (27%)
Trial #2 there were 25 out of 61 (41%)
Trial #3 there were 27 out of the 50 (54%)
NEXT STEPS

- Manage time/set realistic goals
- Values - how they impact/interact with a pathway
- Self-efficacy - impact on self-motivation

RESULTS

- Independent online course - 41%
- Virtual classroom - blended model - 40%

It was clear there were other factors involved!
CERIC Webinar:

Hope-Centered Career Development

Cannexus 2014

Pre-conference workshop

April 2014 - how hope impacts a pathway to licensure

The three key objectives:

- To understand and explore correlations between client demographics, HCCI results, and progress on a pathway back to licensure

- To implement and measure the effectiveness of various career interventions to bolster hope

- To explore the role of hope as a predictor of, or catalyst for, forward movement on pathway back to licensure
- Introduce the HCCI model - (metaphor of a wheel)
- Concept of Career Flow
- Initial HCCI and debrief
- Mid-way follow-up appointments/Video
- Final HCCI and debrief
- Participant survey
- Participant focus groups
INTERVENTIONS

- Circle of Strengths*
- Walking the Problem*
- Visioning *
- Goal Setting/Time Management techniques
- Thought awareness
- Journaling
- Support with language programming

* additional descriptions of these interventions can be found in Active Engagement Enhancing the Career Counselling Process by Norman E. Amundson, 2009

EVALUATION

- Initial and final HCCI scores analyzed for statistical significance
- Tracking of behavioral indicators of forward movement
- Case notes
- Participant Survey
- Focus Groups - external facilitator
Mean Scores of the Initial and Final HCCI Tests

<table>
<thead>
<tr>
<th>Scale</th>
<th>Pre (A) (n = 19)</th>
<th>Post (B) (n = 19)</th>
<th>Mean Difference (B-A)</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCCI Total</td>
<td>3.33 (.40)</td>
<td>3.72 (.19)</td>
<td>.39</td>
<td>4.61***</td>
<td>18</td>
</tr>
<tr>
<td>Hope</td>
<td>3.57 (.39)</td>
<td>3.86 (.33)</td>
<td>.29</td>
<td>3.88**</td>
<td>18</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>3.26 (.44)</td>
<td>3.61 (.29)</td>
<td>.34</td>
<td>3.20**</td>
<td>18</td>
</tr>
<tr>
<td>Self-clarity</td>
<td>3.38 (.56)</td>
<td>3.83 (.21)</td>
<td>.45</td>
<td>3.92***</td>
<td>18</td>
</tr>
<tr>
<td>Visioning</td>
<td>3.38 (.59)</td>
<td>3.67 (.32)</td>
<td>.29</td>
<td>2.04</td>
<td>18</td>
</tr>
<tr>
<td>Goal-setting and planning</td>
<td>2.89 (.75)</td>
<td>3.44 (.56)</td>
<td>.55</td>
<td>3.47**</td>
<td>18</td>
</tr>
<tr>
<td>Implementing</td>
<td>3.07 (.59)</td>
<td>3.76 (.27)</td>
<td>.70</td>
<td>6.03***</td>
<td>18</td>
</tr>
<tr>
<td>Adapting</td>
<td>3.51 (.50)</td>
<td>3.88 (.21)</td>
<td>.37</td>
<td>3.56**</td>
<td>18</td>
</tr>
</tbody>
</table>

Note. * = p < .05, ** = p < .01, *** = p < .001. Standard Deviations appear in parentheses below means.

- Overall increase in subscale scores following the interventions is significant
- Most significant increase – subscale of implementing
- Substantiated through the tracking of behavioral indicators of forward movement
Participant Survey Results

<table>
<thead>
<tr>
<th>Item</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthened or restored my belief that I will achieve licensure in Saskatchewan</td>
<td>100.0%</td>
<td>15</td>
</tr>
<tr>
<td>A way to understand the ups and downs of my pathway</td>
<td>93.3%</td>
<td>14</td>
</tr>
<tr>
<td>To envision my future and set goals to get there</td>
<td>93.3%</td>
<td>14</td>
</tr>
<tr>
<td>Better understanding of my strengths and challenges</td>
<td>86.7%</td>
<td>13</td>
</tr>
<tr>
<td>Manage the different challenges on my pathway</td>
<td>86.7%</td>
<td>13</td>
</tr>
<tr>
<td>A way to recognize and respond to the different challenges on my pathway</td>
<td>80.0%</td>
<td>12</td>
</tr>
<tr>
<td>Motivation to resume a class/course or exam preparations</td>
<td>80.0%</td>
<td>12</td>
</tr>
<tr>
<td>Improved sense of confidence moving forward</td>
<td>80.0%</td>
<td>12</td>
</tr>
<tr>
<td>Methods or tools for me to use to cope with the demands of my pathway</td>
<td>73.3%</td>
<td>11</td>
</tr>
<tr>
<td>Motivation to start a class/course or exam preparations</td>
<td>66.7%</td>
<td>10</td>
</tr>
<tr>
<td>Did not find benefit</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
- Trial # 2 - to further explore action-oriented hope as a catalyst for forward movement, and a key determinant of success on a pathway to licensure

- Results available in spring of 2015

- Exploring online delivery
PROJECT PARTNERSHIP

Funded by ceric

Research Team

MixtMode
Tannis Goddard

UBC
Dr. Norman Amundson

Winnipeg School of Social Work
Dr. Spencer Niles

Arab American University
Dr. Hyung Joon Yoon

OBJECTIVES

- Develop both online and face to face interventions.
- Measure their effectiveness when used with unemployed adults.
- Understand the impact of face to face and online delivery outcomes.
- Examine the experiences of Practitioners for both methods of delivery.
STAKEHOLDER IMPACT

Stimulate interest among Practitioners and Researchers to examine the effects of HOPE on career

Unemployed job seekers

Policy makers funding public resource centres

Practitioners implementing f2f and online career services

RECRUITMENT SOURCES

PUBLIC EMPLOYMENT RESOURCE CENTRES

Client

General public unemployed

Career Transition

Multi-barrired

Immigrants

Youth
SESSION STRUCTURES

HCCI Review → Up to 3 Interventions

More Interventions?

Yes → Up to 2 Interventions

No → Take Away Activity

HCCI Video Conference Review → Up to 3 Online Interventions

More Interventions?

Yes → Up to 2 Online Interventions

No → Online Take Away Activity

Meeting with Case Manager

HOPE CENTRED MODEL OF CAREER DEVELOPMENT

Self-Reflection

Self-Clarity

Implementing & Adapting

Visioning

Goal Setting & Planning
CAREER FLOW

1. Self-Reflection
2. Visioning
3. Goal Setting & Planning
4. Implementing & Adapting

CIRCLE OF STRENGTHS

1. Hope
2. Self-Clarity

WALKING THE PROBLEM

1. Hope
2. Visioning
3. Goal Setting & Planning

TWO OR THREE CHAIRS

1. Hope
2. Goal Setting & Planning

YES AND (IMPROV)

1. Implementing & Adapting

HCCI

(Hope Centered Career Inventory)

HCCI Debrief

with Counsellor

½

½

All clients will be introduced to these interventions.

Client is introduced to these 2 interventions of model.

HCCI

(Hope Centered Career Inventory)

HCCI Debrief

with Counsellor

½

½

ALL clients take HCCI, they are split into 2 groups: online and face-to-face.

After direct with a counsellor, client is guided through big interventions

ONLINE COUNSELLING
OF HOPE INTERVENTIONS

Client starts intervention by going through a learning unit and responding to activities and reflections.

Career Counselor communicates with client using all applicable techniques and connecting them to the larger conversation of Career Flow.

LEARNING UNIT

- Pre-set items (Slides, Activities, Reflections)

Counselling Techniques

- Career Flow Metaphor discussion

- Second Order Questioning

Career Flow Metaphor discussion

- Turn on Metaphor Switch

- Career Counseling

- Intervention Specific Counselling Strategy

These techniques support the client in understanding/meaning of the specific exercise.
SAMPLE: ONLINE INTERVENTIONS

Twists and bends
Present challenges where you feel unprepared or prepared to manage

The twist and currents of the river ask you to think about challenges you encounter on your work journey...

... and the strategies you can use to manage those challenges.
PROJECT WEBSITE

hopecareerinterventions.wordpress.com

THANK YOU

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