HOPE-ACTION THEORY IN PRACTICE

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Optimism
The belief that things will turn out well.

Action-Oriented Hope
Connected to goal-directed actions.
(Positive outcomes found related to sport performance, illness recovery, academics, and job performance)
WHAT IS ACTION-ORIENTED HOPE?

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 behavior
PATHWAYS THINKING
(ADAPTIVE PLANNING)
HOW WILL I GET THERE?

GOALS
WHAT DO I WANT TO ACHIEVE?
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?
ONE GOAL

LIST 1 GOAL YOU HOPE TO ACHIEVE THIS 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 GOAL ACHIEVEMENT.

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

RATE FROM 1 (LOW) TO 5 (HIGH) YOUR CONFIDENCE THAT YOU CAN COMPLETE THOSE STEPS WITH SUCCESS.
• In the absence of goals, there is a lack of engagement in future planning.

• If clear strategies for achieving one’s goals are not identified, then one is likely to become stagnated and frustrated.

• If there is a lack of confidence and commitment to action, there will be no persistence toward goal achievement when challenges are encountered.
Hope-Action Theory
Niles, Amundson, & Yoon (2011)
SELF-REFLECTION

Ability to think about and examine your own thoughts, beliefs, behaviors 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? |
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.
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
Identify a career flow experience

Where were you?
Who else was there?
What were you doing?
What skills were you using?
What interests and values were you expressing?
What feelings and sensations did you experience?
The experience was special for me because
Involves creative brainstorming to uncover future career possibilities and identify desired future outcomes.
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 _______. An aptitude that I would love to develop is _______. My passion is _______.

Group members’ creatively brainstorm possibilities (real and imagined).

Debrief and process
GOAL SETTING & PLANNING

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

Moving actions forward and adjusting goals when situations in our environment change.
Implementers often encounter the FEAR OF TAKING ACTION... (Yet, there is risk in not risking)

“What if we don’t change at all ... and something magical just happens?”
• Move from **success** or **failure** to **learning**.

• Reflect upon goals implemented to create space for new learning about yourself and your experiences.

• Find someone trained in empathic listening and share.
What do I know now that I didn’t know then?

Is this what I thought it would be?

YES  NO

What does this additional information suggest to me about my goals?
HOPE-ACTION INVENTORY (HAI)
Purpose
To assess the degree of clients’ hope-centered career competencies.

Target Population
8th graders or above

NILES, YOON, & AMUNDSON, 2010
### SAMPLE ITEMS

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

WHAT WAS IT LIKE TO TAKE THE HAI?
WHAT DID YOU LEARN?
IN WHAT WAYS MIGHT IT BE HELPFUL?
WHAT LIMITATIONS ARE THERE?
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.
Hope-Action Theory Resources


• *Hope Central*, A new and comprehensive online system developed by *Kuder, Inc.* including the hope-action theory career, Hope-Action Inventory, videos, and activities for career development, finding life balance, developing wellness, and coping with challenging labor economies.

• 8-Week certification course in the practice of Hope-Action Theory
THANK YOU

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