

# HOPE-CENTRED CAREER DEVELOPMENT IN ACTION

Norm Amundson / UBC

Tannis Goddard / Training Innovations

Amber Clarke / Saskatoon Health Region

## 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**

## 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 →



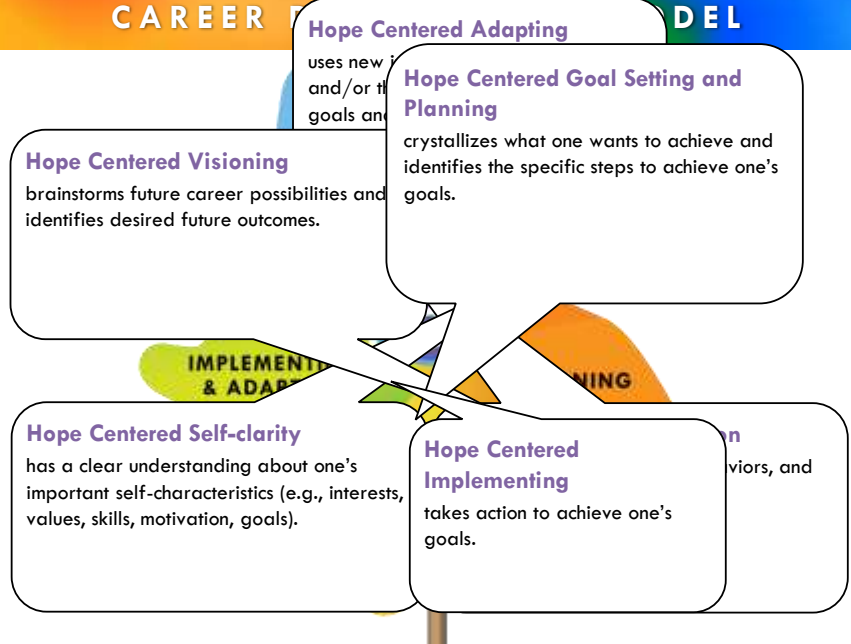
Better  
performance

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

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



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



**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

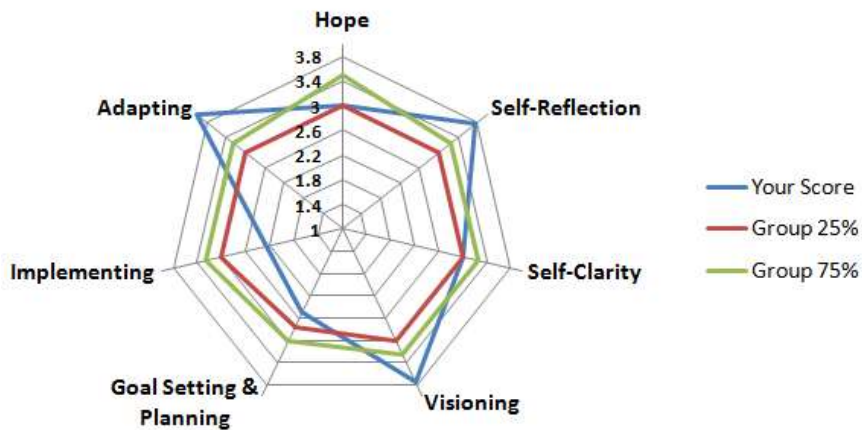
## SAMPLE ITEMS

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  
**FEELS "STUPID"** friendly  
**shy**  
**loses CONFIDENCE** **B student**  
**OLDEST of 3 kids** **FIRST in FAMILY TO PURSUE college degree**  
**(nervous) about** interests: **psychology sociology** LOOKS UP TO HIGH SCHOOL **COUNSELLOR**  
**VOLUNTEER HOURS WORK EXPERIENCE HIGHER GRADES** **learning about people**

EMILY'S HCCI RESULTS



# INTERVENTIONS

## 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)



# CAREER FLOW

- A metaphor for considering all work experiences.



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## 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

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## 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

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## 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

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## LANGUAGE VERSIONS AND THEIR USES

LANGUAGE VERSION	PARTICIPANTS	COUNTRIES	USES
English	2400	Canada United States Bermuda	Research Higher Education Private Practice Industry
Turkish	340	Turkey	Secondary school research
German	120	Switzerland	Secondary school research
Korean	450	Korea	Higher education and industry research
Hebrew	In progress	Israel	Higher education research

## 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**



## WHO WE SERVE



### Participants

March 31, 2012 = 66

March 31, 2013 = 334

March 31, 2014 = 489

January 1, 2015 = 612

## OUR STARTING POINT

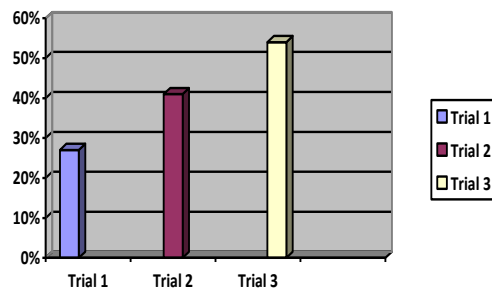
- ❑ Language - must meet regulatory body requirements or pathway ceases
- ❑ Language proficiency is critical to ensure safety
- ❑ Underemployed shift workers spread across the province

## FIRST SOLUTIONS

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!**

## HOPE

### □ CERIC Webinar:

#### Hope-Centered Career Development

### □ Cannexus 2014

### □ Pre-conference workshop



## RESEARCH

### □ 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



## PROCESS

- ❑ 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**

## RESULTS

*Mean Scores of the Initial and Final HCCI Tests*

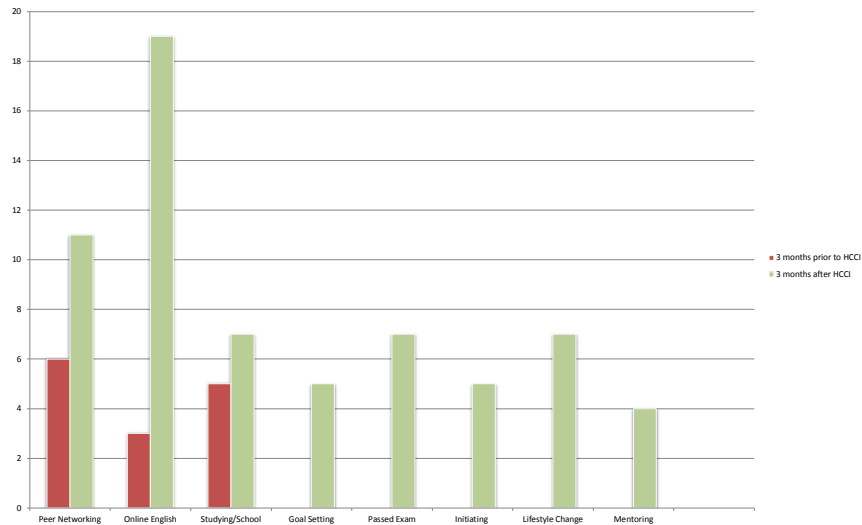
Scale	HCCI Scores		Mean Difference (B-A)	t	df
	Pre (A) (n = 19)	Post (B) (n = 19)			
HCCI Total	3.33 (.40)	3.72 (.19)	.39	4.61***	18
Hope	3.57 (.39)	3.86 (.33)	.29	3.88**	18
Self-reflection	3.26 (.44)	3.61 (.29)	.34	3.20**	18
Self-clarity	3.38 (.56)	3.83 (.21)	.45	3.92***	18
Visioning	3.38 (.59)	3.67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

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

## RESULTS

- ❑ 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

## RESULTS



## RESULTS

### *Participant Survey Results*

<i>Item</i>	<i>Response Percent</i>	<i>Response Count</i>
Strengthened or restored my belief that I will achieve licensure in Saskatchewan	100.0%	15
A way to understand the ups and downs of my pathway	93.3%	14
To envision my future and set goals to get there	93.3%	14
Better understanding of my strengths and challenges	86.7%	13
Manage the different challenges on my pathway	86.7%	13
A way to recognize and respond to the different challenges on my pathway	80.0%	12
Motivation to resume a class/course or exam preparations	80.0%	12
Improved sense of confidence moving forward	80.0%	12
Methods or tools for me to use to cope with the demands of my pathway	73.3%	11
Motivation to start a class/course or exam preparations	66.7%	10
Did not find benefit	0%	0

## NEXT STEPS

- ❑ 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



# HOPE

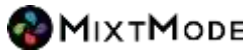
CENTRED CAREER | RESEARCH  
INTERVENTIONS | PROJECT

## PROJECT PARTNERSHIP

Funded by



Research Team



Tannis  
Goddard



Dr. Norman  
Amundson



Dr. Spencer  
Niles



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



**Unemployed  
job seekers**

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

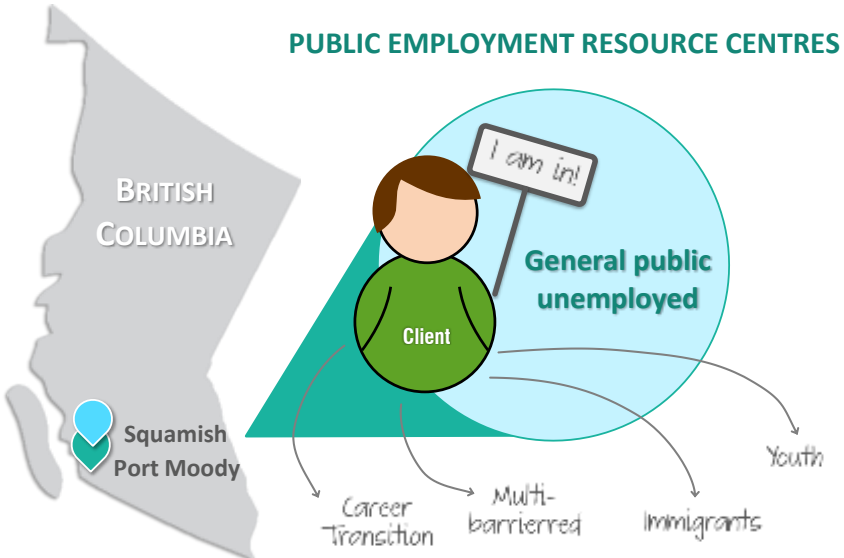


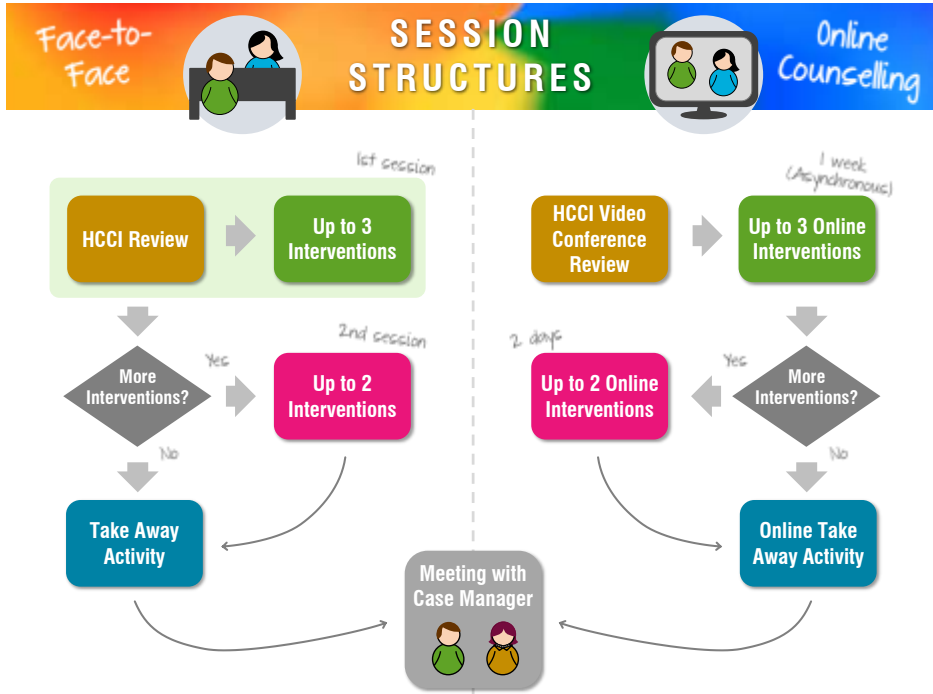
**Practitioners  
implementing f2f  
and online career  
services**



**Policy makers  
funding public  
resource centres**

# RECRUITMENT SOURCES

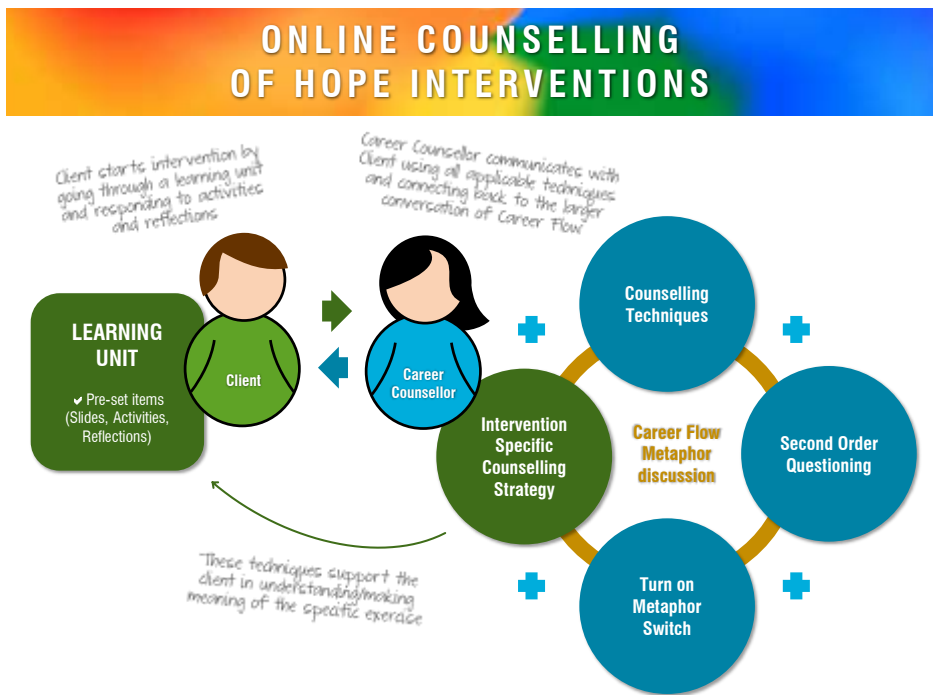
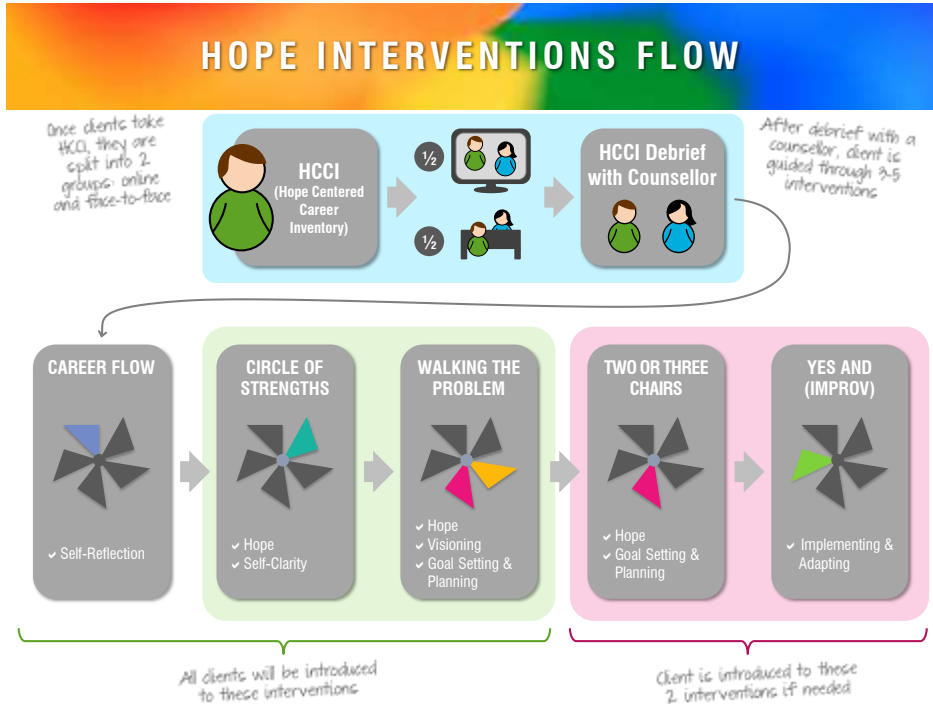




## HOPE CENTRED MODEL OF CAREER DEVELOPMENT



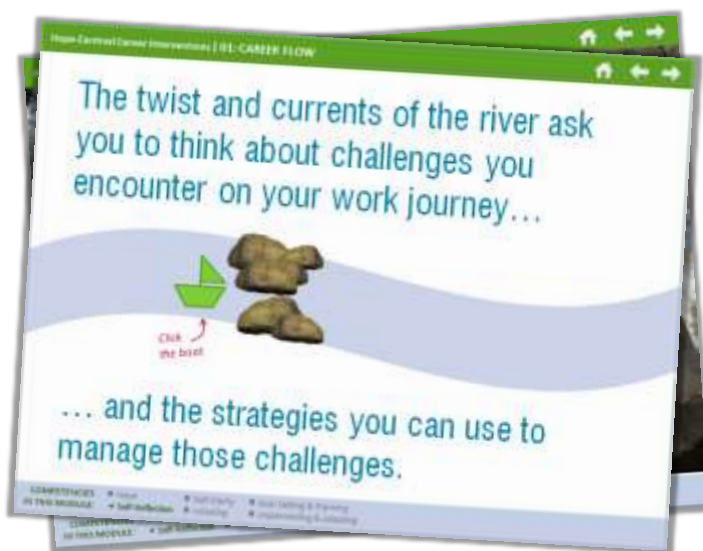




## SAMPLE: ONLINE INTERVENTIONS



## SAMPLE: ONLINE INTERVENTIONS



## SAMPLE: ONLINE INTERVENTIONS



## SAMPLE: ONLINE INTERVENTIONS



## PROJECT WEBSITE

[hopecareerinterventions.wordpress.com](http://hopecareerinterventions.wordpress.com)



## THANK YOU

[norman.amundson@ubc.ca](mailto:norman.amundson@ubc.ca)

[tannis.goddard@training-innovations.com](mailto:tannis.goddard@training-innovations.com)

[amber.clarke@saskatoonhealthregion.ca](mailto:amber.clarke@saskatoonhealthregion.ca)