

# Information about the Use of Hope-Action Inventory

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Version: January 15, 2021

Presented by:

The Hope-Action Group



**Contact**

Hyung Joon Yoon

[hjyoon@hope-action.com](mailto:hjyoon@hope-action.com)

<https://hope-action.com>

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## Introduction to the HAI

The Hope-Action Inventory (HAI) was developed by Drs. Spencer Niles, Hyung Joon Yoon, and Norman Amundson in 2010. The HAI measures essential competencies for managing one's career development effectively (see below image). The competencies in the HAI are based on Hope-Action Theory.

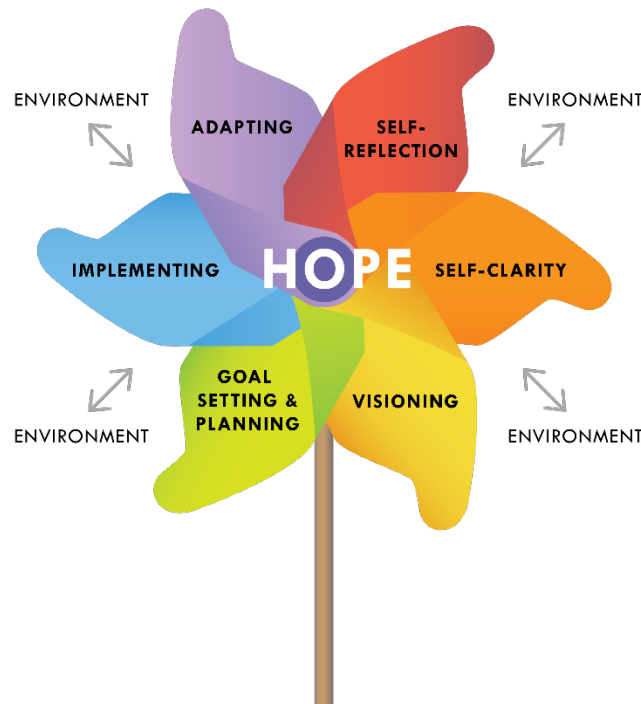


Figure 1. *Hope-Action Theory*

### Items of the HAI

The HAI with 28 items measure 7 subscales including Hope, Self-Reflection, Self-Clarity, Visioning, and Goal Setting and Planning, Implementing, and Adapting. Sample items of the HAI are shown below:

- Hope: I am hopeful when I think about my future.
- Self-Reflection: I take time to think about my thoughts and feelings.
- 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 and Planning: I set deadlines to complete my goals.
- Implementing: I take the next steps to meet my goals.
- Adapting: I am open to making changes to my plans.

### The Reliability and Validity of the HAI

The HAI has good reliability and validity. The overall HAI scale has coefficient  $\alpha$  of .92, and its subscales' coefficient ranged from .72 to .86. Confirmatory factor analysis showed that it has good construct validity (Currie, 2020; Yoon, 2017).

## Web-based HAI

Currently, the HAI is exclusively administered via online, <https://hope-action.com>. There is no plan to develop a paper-and-pencil version. The web system is flexible to support a research project as additional items or measures can be added to the system.

## The HAI Report

After taking the HAI online, participants are directed to a results page with a web-based report with an option to download it as a PDF document. The first section (**Introduction**) provides a brief overview about Hope-Action Theory (HAT) and its seven competencies with an image.

In the second section (**Your Scores**), participants can find their scores compared to a norm group employing the 25<sup>th</sup> and 75<sup>th</sup> percentile scores through a table and a radar chart. Participants can easily identify areas of their strengths and challenges according to the seven hope-action competencies.

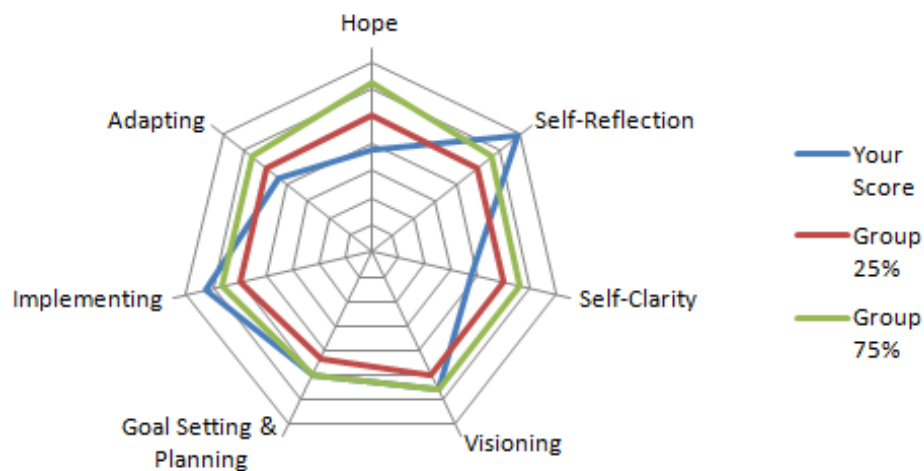


Figure 2. Radar Chart Example in the HAI Report

In the third section (**Interpreting the Diagram**), brief interpretations are provided for each score range where participants can find out next steps for improvement. The last section (**Strengthening Your Hope-Action Competencies**) is devoted for providing ideas that each participant can try in order to improve one's hope-action competencies. Specific directions are provided for each element. For example, to develop the *hope* competency, the following ideas are suggested:

- Engage daily in positive self-talk (e.g., "I can take control of my life," "My future will be bright," "I deserve to be loved.")
- Identify the positive aspects of your current circumstances in life.
- Think about a time in your life when you overcame a challenge. How did you find your way through the situation? What strengths and strategies did you use to be successful? Is there a

way that you could use a similar approach to overcome other challenges you encounter? You can rely on these qualities and strategies and use them to help you become more hopeful about the future. You possess more strengths than you may realize. Have a conversation with a trusted friend about their perceptions of your strengths.

- Identify one famous person whom you admire and then read what you can about them on the Internet. What were the challenges that the person overcame? How was the person able to maintain a sense of hope?

### Administration Approach

Once purchase is made, a unique code (e.g., xWr1Dei) is assigned to each administrator (e.g., coach, counselor, teacher, school) with ID and password. Each purchase will create a new code. Therefore, if you want to use different codes for different groups, you can make multiple purchases. Upon purchase, administrators are given the following message to be distributed to their students or clients.

Thank you for purchasing the Hope-Action Inventory (HAI). HAI is intended to be used multiple times to track your clients' progress of developing the Hope-Action competencies. We suggest that they take it again after making considerable efforts to develop the competencies, which could be in 2-3, 6, or 9 months after the initial assessment. For that, one unit of HAI provides two administrations by the same person.

Your key code for HAI is: **qfaqfn**, and this will expire on **Tue, 08/31/2021 - 12:00**. Please share this code with your clients along with the following instructions.

To take the Hope Action-Inventory (HAI), please follow the directions below:

1. Go to: <https://hope-action.com>.
2. Create an account and log in to the system.
3. On the left-side menu, click "Take Assessment" under Hope-Action Inventory.
4. Enter your key shown above and click "Continue."
5. After you take the HAI, you will be directed to the results page. You can download the report in a PDF format.

Thank you for your interest, and we wish you a fulfilling career.

Sincerely,  
Hope-Action Group

Figure 3. *Sample Message to Admin*

### Suggestion for HAI Administration

We recommend you administer the HAI before and after delivering a career development intervention to keep track of clients' progress. For that reason, each purchase allows you to use the key twice.

**HAI Pricing**

Please see Table 1 for pricing information.

*Table 1.*

Pricing for the HAI

Element		Cost (USD)	Note
<b>HAI Price per Use</b>	1-99	\$6.00 each	Each unit involves both pre-and post-test. We do not offer an option to purchase a one-time administration only.
	100-499	\$5.00 each	
	500+	\$4.00 each	

## Admin Pages

### User Listing

On the User Listing screen, admin users can check how many keys are assigned, used, and remaining. The admin can also check the expiration date of the key and last activity of the HAI. This feature is helpful in monitoring the use of the HAI.

The screenshot displays the 'Account Information' section of the Site Administration interface. It features a table with the following data:

User Name	Key	Participant Limit	Keys Used	Keys Available	Exp. Date	Last Activity	Report	Edit	Status
			14	86	10-22-2017	10-17-2017	<a href="#">View Participant Report</a>	<a href="#">Edit</a>	✓
			9	491	01-18-2038	11-06-2017	<a href="#">View Participant Report</a>	<a href="#">Edit</a>	✓
		<i>Contents hidden for confidentiality</i>	34	466	01-18-2038	10-03-2017	<a href="#">View Participant Report</a>	<a href="#">Edit</a>	✓
			1	3	09-29-2017	09-23-2017	<a href="#">View Participant Report</a>	<a href="#">Edit</a>	✓
			0	5	09-14-2017	-	<a href="#">View Participant Report</a>	<a href="#">Edit</a>	✓

Below the table, it indicates 'Showing 1 to 10 of 13 entries' and includes pagination controls (Previous, 1, 2, Next) and action buttons (Check All, Uncheck All, Delete).



## Participant Listing

Admin users can view the list of participants and their reports. Clicking on the HAI hyperlink enables them to view and download the HAI report of the selected participant.

The screenshot displays the 'View Report' page for an Admin user. The page features a table with the following columns: Key, Participant Name, Email Address, Time Finished, and Report. The table contains 10 rows of data. The middle three rows are obscured by a watermark that reads 'Contents hidden for confidentiality'. The Report column contains 'HAI' links for each row. Below the table, there are buttons for 'Check All', 'Uncheck All', and 'Delete'. The sidebar on the left lists navigation options: General, Account Manager, Manage Questions, View Participant Report, Download Raw Data, and View Error Log. The top header shows 'Site Administration' and 'Admin'.

Key	Participant Name	Email Address	Time Finished	Report
<input type="checkbox"/>			10-06-2017 12:57:30 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-06-2017 01:00:14 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-06-2017 01:01:45 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-06-2017 01:02:11 PM	<a href="#">HAI</a>
<input type="checkbox"/>	<i>Contents hidden for confidentiality</i>		10-09-2017 07:14:30 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-11-2017 03:21:29 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-17-2017 05:01:04 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-19-2017 12:59:35 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-19-2017 05:01:55 PM	<a href="#">HAI</a>
<input type="checkbox"/>			10-20-2017 12:41:50 PM	<a href="#">HAI</a>

Check All Uncheck All

## The HAI Report

Upon clicking on the HAI hyperlink on the Participant Listing page, admin users will be able to see the following page.

The screenshot shows a web application interface for 'Site Administration'. The user is logged in as 'Admin'. The main content area is titled 'Report' and displays 'Your Results of the Hope-Action Inventory'. The report is prepared by Hyung Joon Yoon, Ph.D. The participant information is as follows:

Participant Information:			
Name:	Hidden for confidentiality	Gender:	Male
		Age:	33
		Date Taken:	Sep-28-2017

**1. Purpose**  
 The Hope-Action Inventory (HAI) measures hopefulness and hope-centered competencies for effective career self-management. The elements in the HAI are based on the Hope-Action Model (HAM). The HAI is consist of the following seven competencies:

- **Hopefulness** indicates the degree of your hopefulness about your future.
- **Self-reflection** involves examining your thoughts, beliefs, behaviors, and circumstances.
- **Self-clarity** involves having a clear understanding about one's important characteristics (e.g., interests, values, skills, motivation, goals).
- **Visioning** involves brainstorming future possibilities for your career and identifying your desired future outcomes.
- **Goal Setting and Planning** involves the process of crystallizing what you want to achieve and identifying specific steps to achieve the goals.
- **Implementing** involves taking action to achieve one's goals.
- **Adapting** involves using new information about the self and/or the environment to adjust your goals and/or plans when necessary.

## Downloading Raw Data

If you are interested in downloading the raw data including the HAI, other measures, and demographic variables, you can download it in an Excel format by clicking “Download raw data” on the left hand side menu.

## A List of Publications

### Books

- Niles, S. G., Amundson, N. E., Neault, R., & Yoon, H. J. (2020a). *Career flow & development: Hope in action* (2nd ed.). San Diego, CA: Cognella. ISBN: 978-1-5165-9304-0. <https://www.amazon.com/dp/1516593049/>
- Niles, S. G., Amundson, N. E., Neault, R., & Yoon, H. J. (2020b). *Career recovery: Creating hopeful careers in difficult times*. San Diego, CA: Cognella. ISBN: 978-1-7935-1892-7. <https://www.amazon.com/dp/1793518920/>
- Niles, S. G., Amundson, N. E., & Neault, R. (2011). *Career flow: A hope-centered approach to career development*. Boston, MA: Pearson. <https://www.amazon.com/dp/0132241900/>

### Book Chapter(s)

- Niles, S. G., Amundson, N. E., & Yoon, H. J. (2019). Hope-action theory: Creating and sustaining hope in career development. In N. Arthur, R. Neault, & M. McMahon (Eds.), *Career theories and models at work: Ideas for practice* (pp. 283–294). Toronto, ON: CERIC.

### Scholarly Journal Articles

- Yoon, H. J., Bailey, N., Amundson, N. E., & Niles, S. G. (2019). The effect of a career development programme based on the Hope-Action Theory: Hope to Work for refugees in British Columbia. *British Journal of Guidance and Counselling*, 47(1), 6–19. <https://doi.org/10.1080/03069885.2018.1544827>
- Amundson, N., Goddard, T., Yoon, H. J., & Niles, S. (2018). Hope-centred interventions with unemployed clients. *Canadian Journal of Career Development*, 17(2), 87–98.
- Clarke, A., Amundson, N., Niles, S., & Yoon, H. J. (2018). Action-oriented hope: An agent of change for internationally educated professionals. *Journal of Employment Counseling*, 55(4), 155–165. <https://doi.org/10.1002/joec.12095>
- Yoon, H. J., In, H., Niles, S. G., Amundson, N. E., Smith, B. A., & Mills, L. (2015). The Effects of Hope on Student Engagement, Academic Performance, and Vocational Identity. *The Canadian Journal of Career Development/Revue Canadienne de Développement de Carrière*, 14(1), 34–45. <http://cjcdonline.ca/download/the-effects-of-hope-on-student-engagement-academic-performance-and-vocational-identity/>
- Niles, S. G., In, H., & Amundson, N. (2014). Using an action oriented hope-centered model of career development. *Journal of Asia Pacific Counseling*, 4(1).
- Smith, B. A., Mills, L., Amundson, N. E., Niles, S., Hyung Joon, Y., & Hyoyeon, I. (2014). What helps and hinders the hopefulness of post-secondary students who have experienced significant barriers. *The Canadian Journal of Career Development/Revue Canadienne de Développement de Carrière*, 13(2), 59–74. <https://cicd.scholasticahq.com/article/13992-what-helps-and-hinders-the-hopefulness-of-post-secondary-students-who-have-experienced-significant-barriers>
- Niles, S. G., Yoon, H. J., Balin, E., & Amundson, N. (2010). Zor zamanlarda umut odaklı kariyer gelişimi modelinin kullanılması [using a hope-centered model of career development in challenging times]. *Turkish Psychological Counseling and Guidance Journal*, 34, 101–109.

### Trade Journal Article(s)

- Yoon, H. J. (2018). Understanding and applying Hope-Action Theory [희망-실천 이론의 이해와 적용]. *Career Info*, 13, 14–23. [In Korean]. Retrieved from <http://www.keis.or.kr/WebBook/ecatalog5.jsp?Dir=70&catimage=2&callmode=admin>

#### Master's Theses

- Currie, L. N. (2020). *Factor structure of the hope-action-inventory in a problematic substance use sample* [University of British Columbia]. <https://doi.org/10.14288/1.0389957>

#### Doctoral Dissertaions

- Luat, D. (2016). *Exploration of hope-centered factors that influenced United States military retirees' career progression* [Grand Canyon University].
- Bast, R. A. (2019). *The impact of hopeful career state on work engagement and turnover: A case study of front-office employees in U.S. full-service hotels* [The Pennsylvania State University].