This is the transcript-

So I can't really think of a better lead in to what we're about to talk about than to first speak about optimism, and thenput that next to Maya Angelou. And now we move hope in. Seems a beautiful combination of optimism, Angelou, andhope. That sounds complete, doesn't it? Sounds like a one thing.

So I want to talk a little bit about hope and explain kind of what it is. And there is-- actually, unlike some of the othervirtues or human strengths we're talking about-- there actually is a hope therapy. And I want to give you a couple ofthe confines of that, but I would encourage you to read more about that because that is a tested intervention to makein psychotherapy the idea of instilling hope. Where are the others may be ancillary at some points, hope can be thefocus of therapy. And let's see how that's so.

So a definition of hope. It's goal-directed thinking, just like self-efficacy, just like optimism, goal-oriented thinking orgoal-directed thinking, which should not be a surprise to anyone because as we sit here and as we move on with ourday, we're thinking goal-directed. We just aren't always aware of it.

But there are two types of thinking that the area of hope would identify in the confines of hope therapy. And one isidentifying potential solutions, right? Goal-directed thinking. And that's called pathways, like finding the pathway.Make sense?

Agency thinking, my motivation to move on them. Those two things have to travel together. If it's one or the other, itwill be like a car with only two wheels on one side and no wheels on the other. So we need to think about these asone thing because really-- let me say it in a more plain way.

There's two ways in which you evaluate people's performance, say, in the workplace or evaluate if you're going togive them a job. You can evaluate them on their ability, and you can evaluate them on their motivation. And peoplewith high ability and high motivation, those are the keepers. But if you get a person with high ability and lowmotivation, I think you know what you have.

On the other hand, it's not so clear cut the other way. When you get a person with a lower ability but a highmotivation, I think we'd take that person depending on the context because if they're highly motivated, theirpathways thinking is going to follow. But we have to help nurture that along because we realize their skills andabilities may not be where they are. But they're so highly motivated we know that they're going to move at a veryquick pace to gain those skills. So, again, ability and motivation pathways and agencies, very much the same thing.

So let me show you this chart that takes pathways and agencies all the way through hope. And I'm going to do a littledrawing on this so if we can come into this a little closer.

So you have up here hope thoughts, right? These are the thoughts that you have that you hope for a certain outcomeor expectancy. And you use the pathways and the agencies that are available to you, right? And remember thedefinition of them. Pathways are the strategies, and agencies are the motivations.

So we have this emotion set that gets in the way that we want to feel a certain way about it after we're done, right?So we evaluate those. And we evaluate what outcome we would like and see if those emotions either can bemodified or matched to what we think the outcome would be. And then we go into this triangle of pathways thoughtsand agency thoughts.

And then we also take into account the stressors because we know even in situations where there are hope-- well, Iwould say every situation where there is hope, there's also obstacles because if it was a clear pathway, there'd be noneed for hope. The idea of hope is I have to get over some obstacles. And I have to have a strategy in which to do itto maintain and use my hope to do so. So you go through those stressors. And if there's too many emotions relatedto it that are related to it that are going to be negative, it's right back and start again.

If indeed you can surmount those stressors and have your goal of attainment or non-attainment, by the way, which isa goal too-- I don't want that to happen-- then you have this sense of going back and starting again over here afterachieving this, getting to your goal. So it's kind of a loop that says, every step I take, if I master that step of it, I keepgoing.

Otherwise, kind of like monopoly, it's do not pass go, whatever that saying is, right? Go back to start. But if you canattain that goal and manage your stressors, then you will have this circular idea of pathways and agencies thoughts,leading you through the obstacles, through the forest, if you will, to your goal.

Very important sequence of events. And I think this is actually something you can teach a client too. You could sitdown with a particular client that had maybe a high cognitive understanding and go through this with them. They'dprobably actually recognize it as theirs anyway.

So let's go on. So, again, childhood antecedents. Hope begins at home if there is a home, right? Parents nurture andteach pathways and agency thinking. Home is also a laboratory. It's a safe place to try things that you wouldn't tryoutside the home. So children can try things amongst the caregivers or the parents to try out their hope, to try outtheir agency, to try pathways, to perfect them in such a way that they get to be able to generalize and mature as theyget older.

And, again, as we just talked about with optimism, a strong attachment with the caregiver, be that the mother or thefather or whoever the primary caregiver is, is probably crucial to all. But it deserves mentioning each one becausewithout a secure attachment-- that first caregiver-- without a secure attachment, hope becomes very much an uphillbattle, not impossible, but an uphill battle.

As it says in the next one that childhood trauma can diminish hope. It doesn't say extinguish hope. That couldhappen, but hope is quite a resilient feeling in most of us, quite a resilient feeling. And to give up hope takes an awfullot. It means you were probably willing to give it up in the first place.

So people with high hopes, just like we were talking about overly optimistic, the same is true with hope. People withhigh hopes-- too high a hopes-- usually get them dashed, right? It's that sweet spot where your goal-driven thinkingmeets your resources and abilities and your expectations.

Aiming high is a great thing, but aiming straight toward the goal is even a better thing. Aim high, great. Let's makesure it's a place we can get to. Otherwise, not getting there-- and, remember, getting to that place that we aspire tocan be through a series of stages that builds hope along the way. It's not all or nothing. So stair stepping of hope toget to that goal depending on the complexity of the goal.

So the neurobiology, just like we talked about in optimism as well, is governed by-- hope is governed by the centralnervous system. And as we look at punishment and reward in those two systems, that inhibition and the activationsystem, we're also looking at hope being instilled or hope being diminished through these particular things. And thisis a learning model, a behaviorist model. But certainly, if we're reinforced through punishment or reward too often ortoo poignantly, that hope can be thrown out of balance.

OK. So what does hope predict because it's a nice thing to have that as a tool in your tool kit to not only maintainhope, but employ hope or apply hope. But it does have outcomes, positive outcomes, in academics because it's theidea of you take a person who says, I'm the first person in my family to get a college degree. That doesn't only instillhoping that person's future. It may just instill hope in the whole family's future for coming generations. We've seenpeople get an education that have changed generations behind them.

Hope can be that echoing feeling in generations to come. And it can be that spreading feeling in the currentgeneration. And certainly, hope has to do with this sense of accepting our identity, who we are and what we are,despite not gaining everybody's acceptance, maintaining the hope that you were made who you were for a reason.

The optimism that I'm here for a purpose, the hope that I was made for a reason, and I will fulfill that purpose. That'swhere it really takes hold of your life and lead you into what we constantly call, simply put, the good life.

So let's end as we did with optimism with a couple of cultural overlays on this related to agency thinking. It's notalways the same for everybody, right? Again, just like with optimism, it's a beautiful umbrella theory but then needs tobe modified for context. So we're in that same place that we were with optimism. But I think that's the place to be withboth.

So if you look at one of the studies by Chang and Banks, they looked at European Americans looked at lifesatisfaction as their agent thinking. The Asian-Americans looked at it for positive effects. And the Latinx looked at it--and this is important-- for deliberate and rational problem solving.

I think that what that goes into-- it touches a little bit-- and I'll let you think about this more-- it does touch ontosocioeconomic status as well as cultural differences because if your socioeconomic status is a challenged one, nomatter your race, ethnicity, or culture, deliberate and rational problem solving is going to be the only thing that makessense to you. And that makes sense to all of us, I think.

And there are some days that is the best we can do is just rationally problem solve. And certainly and withoutquestion, hope is probably the best medicine or the greatest antidote or even the best intervention for suicidalitybecause when a person loses their hope and there is now a sense again of learned helplessness and hopelessness,it's close to being over.

And that's why we must-- we must-- uphold the flag of hope, the flag of optimism, even in the face of adversity. And Ibelieve Ms. Angelou would tell us the exact same thing. Hold the flag of hope. Hold the flag of optimism, even in theface of adversity.

Well, shall we go? OK. Let's all go.