

## RESEARCH REPORTS

# The Color and Texture of Hope: Some Preliminary Findings and Implications for Hope Theory and Counseling Among Diverse Racial/Ethnic Groups

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A rainbow is a prism that sends shards of multicolored light in various directions. It lifts our spirits and makes us think of what is possible. Hope is the same—a personal rainbow of the mind.—(C. R. Snyder, 2002, p. 269)

For decades, researchers have been interested in identifying individual-differences variables that are linked to adjustment. One variable, which is believed not only to represent an important individual-differences predictor of a range of adaptive outcomes but also to have important implications for counseling students, is hope (Snyder, 1995).

### Snyder's Hope Theory

One of the most promising and comprehensive models of hope to emerge in the scientific literature has been the one proffered by Snyder and his colleagues (see Snyder, 2002, for a recent review). According to Snyder's (1994) hope theory, people are believed to be guided by efforts to reach and obtain goals. As a disposition to engage in conscious efforts to obtain a goal, hope is expected to

extend a range of psychological benefits (Snyder, 1994, 2002). However, unlike other positive expectancy variables (Snyder, Sympson, Michael, & Cheavens, 2001), hope can also be understood as a composite of more specific components (Snyder et al., 1991). Specifically, Snyder et al. (1991) have shown that hope, as measured by their Hope Scale, can be taken to represent a cognitive set composed of two relatively distinct ways of thinking about a goal. *Agentic thinking* involves thoughts related to one's successful determination or resolve about reaching goals (e.g., "I meet the goals that I set for myself"), whereas *pathways thinking* involves thoughts about one's effective ability to pursue different means to obtaining goals (e.g., "I can think of many ways to get out of a jam"). According to Snyder et al. (1991), "the[se] two components of hope are reciprocal, additive, and positively related, although they are not synonymous" (p. 571). For example, consistent with the notion that positive thoughts about one's ability to reach important goals (agentic thinking) may foster positive thoughts about how those goals may be met (pathways thinking), and the converse, Snyder et al. (1991) found modest positive associations between agentic thinking and pathways thinking using the Hope Scale across six large samples of college students ( $r$ s ranged from .38 to .46).

Findings from recent studies have offered converging support for key tenets of hope theory. One important tenet is that hope is associated with greater constructive goal-seeking behaviors. Consistent with this view, Chang and DeSimone (2001) found that hope in adults was positively related with engaged coping behaviors and negatively related with disengaged coping behaviors. Indeed, findings from a number of different studies of adults have consistently implicated an important positive association between hope and adaptive problem-solving behaviors (see Rich & Bonner, 2004). For example, on the basis of D'Zurilla, Nezu, and Maydeu-

