

Hope-Centered Leadership

APPLYING THE SCIENCE OF HOPE FOR
EFFECTIVE LEADERSHIP

Washington Judicial Academy – May 21, 2026

Today's **Agenda** in **Four** Acts

"The secret of your success is determined by your daily agenda."

- John Maxwell

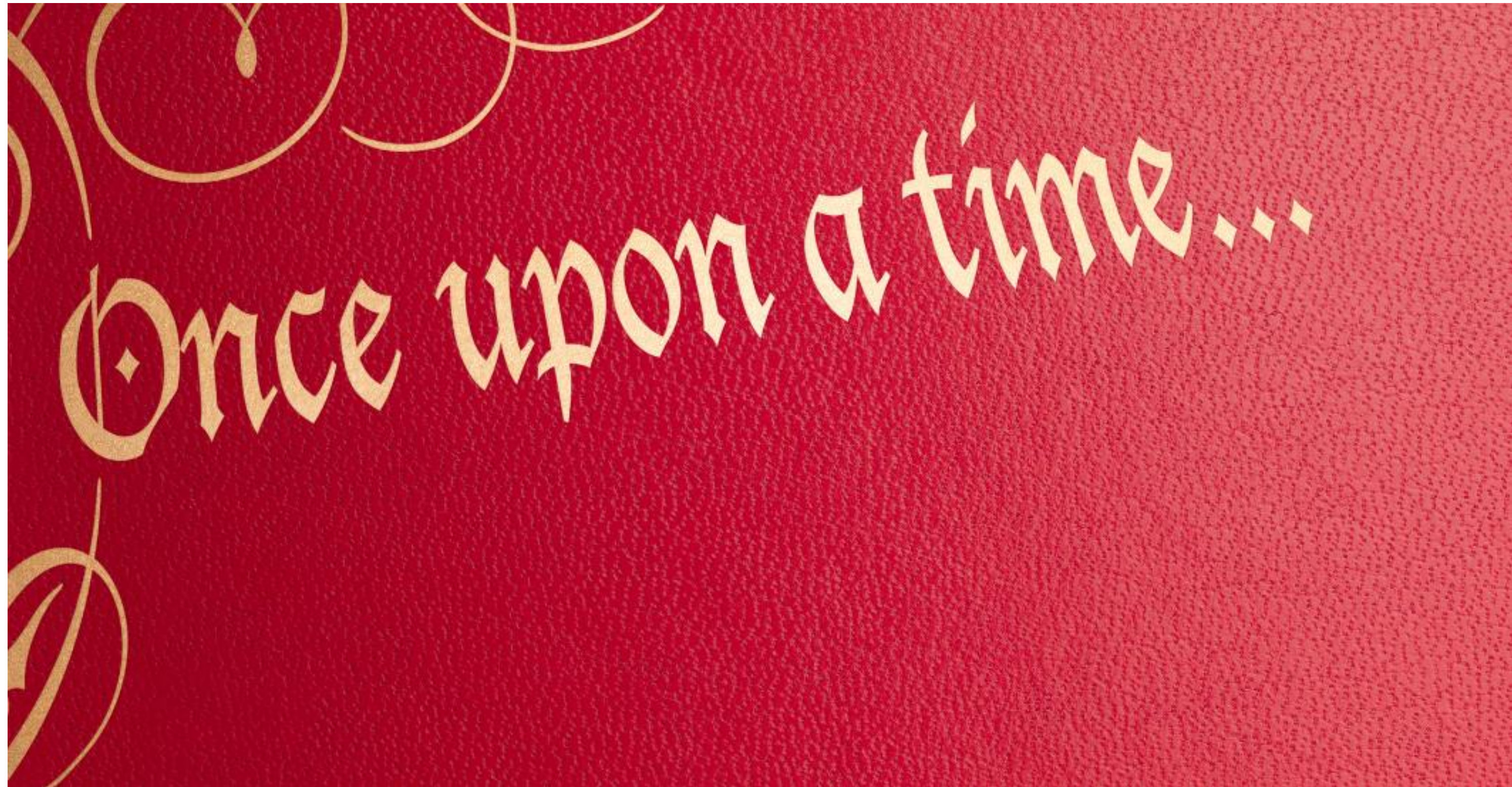


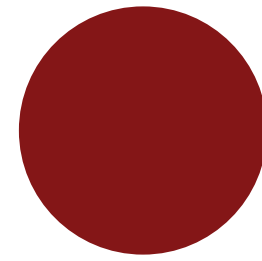
1 HOPE THEORY

2 HOPE IN PRACTICE

3 HOPE-CENTERED LEADERSHIP

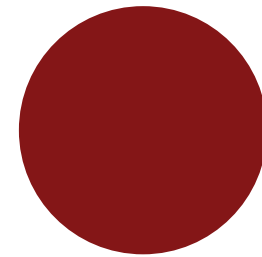
4 COMMUNITY OF PRACTICE





To Whom Does Hope Belong?

**"Once you choose hope, anything's possible."
- Christopher Reeve**



When a family walks out of your courtroom, do they leave with more or less hope than when they arrived?

"Beware how you take away hope from another human being."

- Oliver Wendell Holmes, Jr.

A C T O N E

Hope Theory

Understand the science: how hope functions as a cognitive and motivational force.

THE FRAMEWORK

Snyder's Hope Theory defines hope as agency thinking (willpower) combined with pathways thinking (waypower) directed toward meaningful goals.

THE SCIENCE

Hope is not a feeling; it is a learnable cognitive process. Higher hope correlates with performance, resilience, and well-being across domains.

THE QUESTION

If hope can be measured and developed, what does that mean for how we lead, teach, and build organizations?

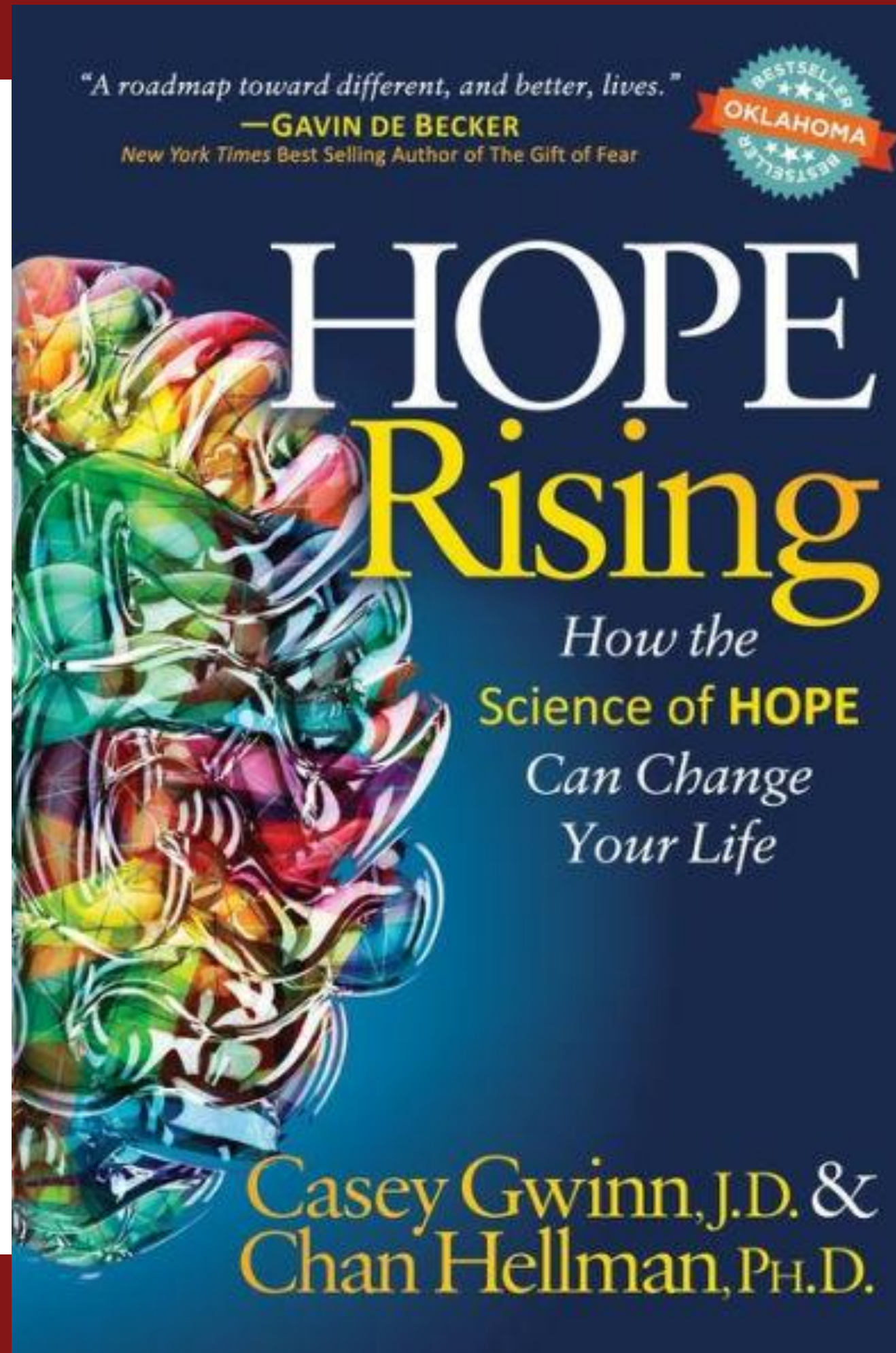
I

II

III

IV

DR. CHAN HELLMAN





Well-Being in Practice

✓ What is wrong with you?

Well-being is viewed as the reduction of adversity.

✓ Depression
Anxiety
Disengagement
Dysregulation

✓ What happened to you?

Well-being is viewed from a client-centered approach that focuses on what is right with you.



HOPE-CENTERED SOLUTIONS



“Hope is the belief that your future will be better than today, and you have the power to make it so.”

- Chan Hellman, Ph.D.

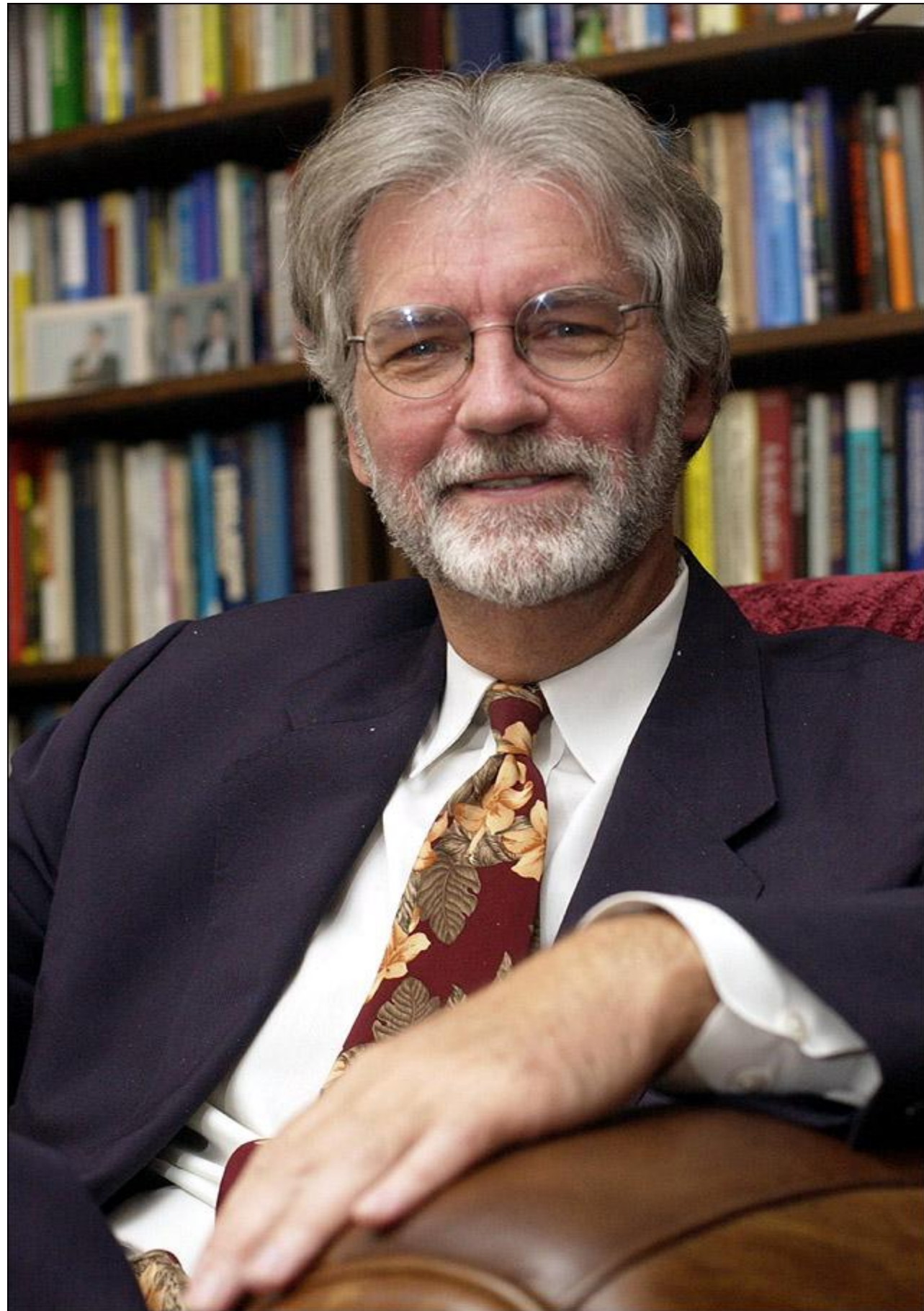
HOPE-CENTERED SOLUTIONS



HOPE

is one of the single best predictors of a child's, family's, employee's or organization's capacity to thrive.





Dr. Rick Snyder

Hope is defined as a cognitive orientation built on an interdependent sense of (a) agency (goal-directed determination) and (b) pathways (planning of ways to meet goals).

(Snyder et al., 1991)

HOPE-CENTERED SOLUTIONS

1.

Goals

Cognitive endpoint of purposeful behavior.

Short-term vs.
Long-term

Achievement vs.
Avoidant

2.

Pathways

Mental roadmaps to goal attainment.

Consider potential barriers

Identify multiple pathways

3.

Agency

Mental energy to pursue your goals.

Willpower

Intrinsic or Extrinsic

HOPE-CENTERED SOLUTIONS

The Experience of Hope

How well can you manage your willpower?

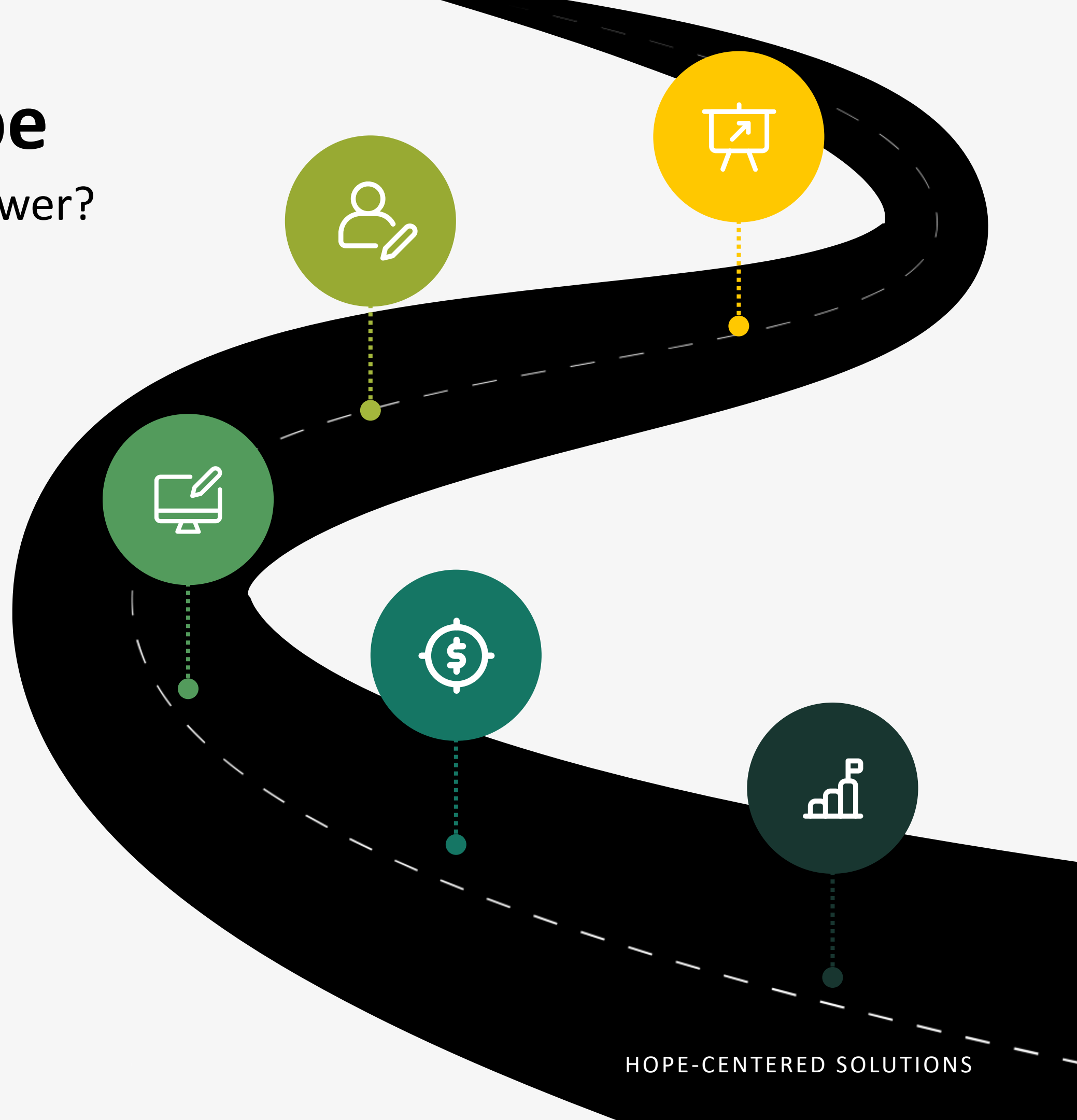
01 Identified Pathway

02 Challenges

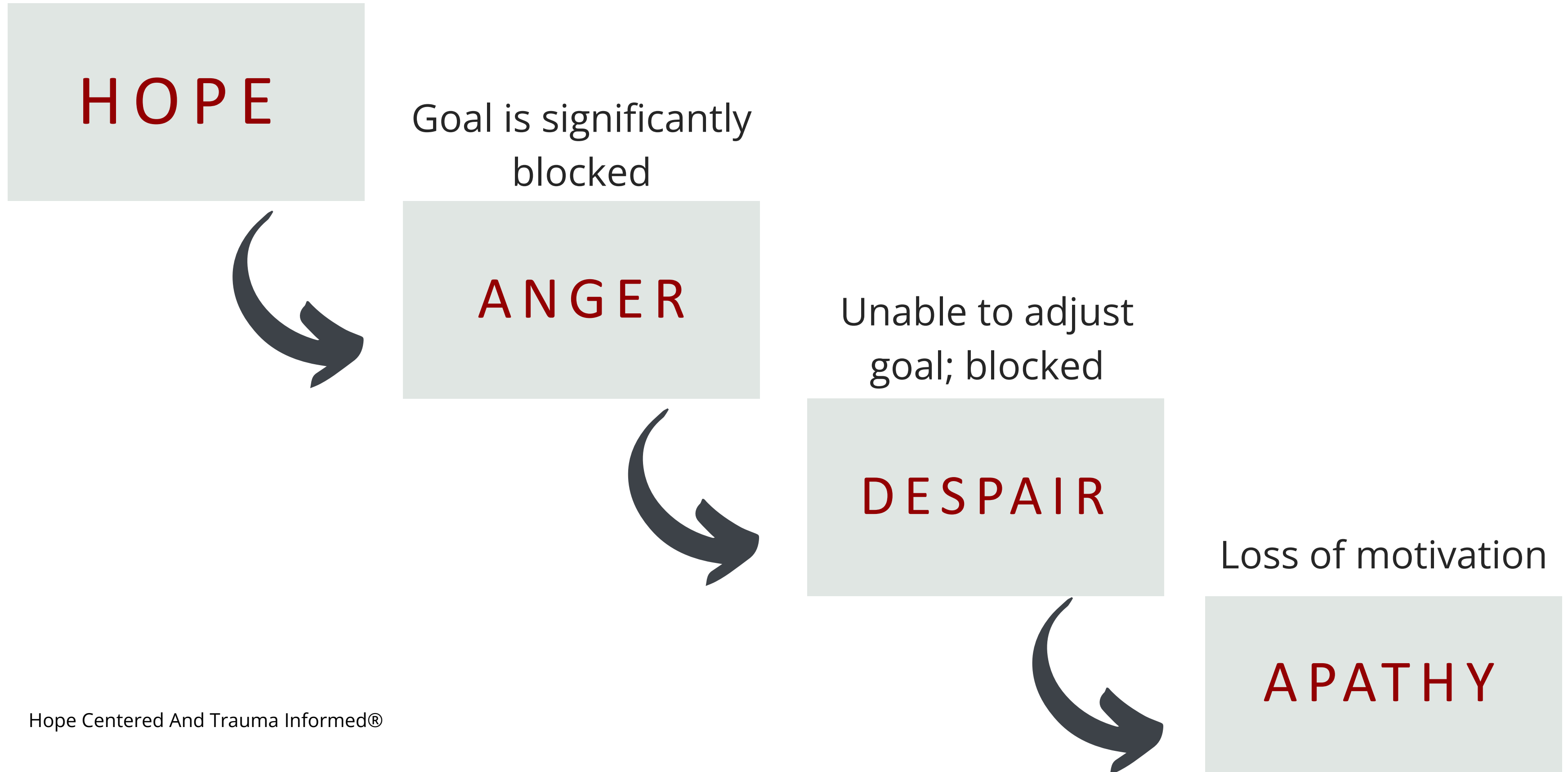
03 Attention Detractors

04 Roadblocks

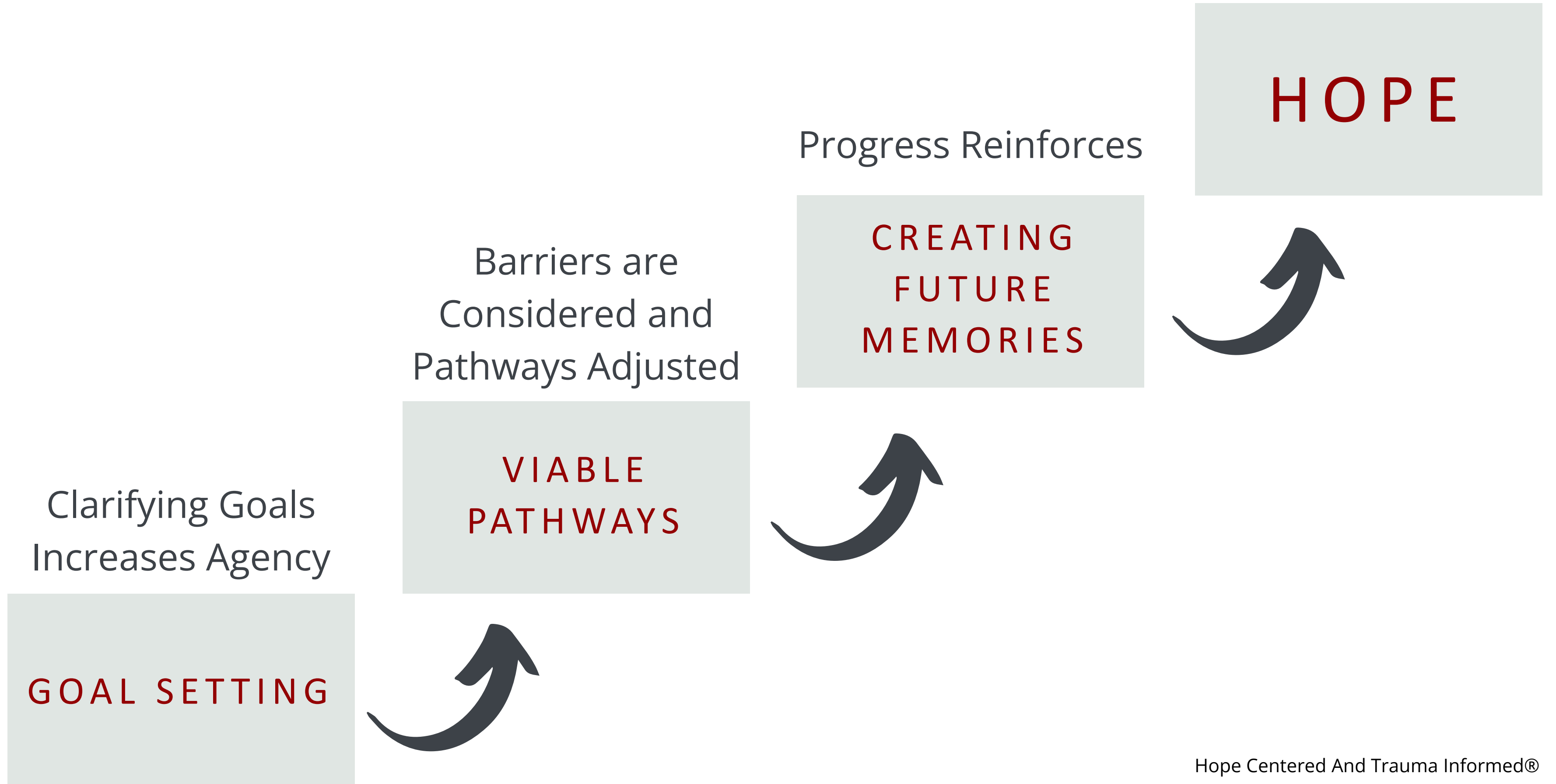
05 Valued Goal



HOW IS HOPE LOST?



HOW IS HOPE NURTURED?





Procedural, Distributive, and Restorative Justice

Procedural Justice

01

Being heard, respected, and treated with dignity in the process, regardless of outcome.

02

Agency
"I have standing here; my voice counts; I am not invisible."

03

A painful outcome can preserve agency if the process treated the family as human beings, not a case number.

Procedural injustice destroys agency even when the outcome is technically correct.

Distributive Justice

01

Outcomes that are proportionate, equitable, and achievable relative to what someone faces.

02

Pathways

"Routes forward exist"; the sense that a future is reachable opens or closes

03

A disposition order a youth or family cannot realistically complete is a pathways message: there is no route forward for you here.

Distributive Justice in the courtroom is a question of whether the orders and conditions being set communicate a future is still possible here.

Restorative Justice

01

Accountability framed as relational and reparative rather than purely punitive; the person has a role in the repair.

02

Agency + Pathways
"I have a role in the repair" restores both the will and the way simultaneously.

03

Reactivates both agency (a role in the repair), and pathways (accountability as a route forward).

Every interaction across these three dimensions of justice either builds or erodes hope.

PURPOSE

This study examined how hope changes the level of relationships with three types of justice: distributive, procedural, and interactional to predict organizational cynicism.

RESEARCH QUESTIONS

- 1 Does distributive justice — whether people feel their outcomes and rewards are fair — reduce cynicism?
- 2 Does procedural justice — whether people feel the decision-making process was fair and transparent — reduce organizational cynicism?

RESEARCH QUESTIONS

- 3 Does interactional justice, whether people feel they were treated with dignity and respect, reduce organizational cynicism? (Some correlations with Restorative, but these are immediate actions)
- 4 Does hope moderate any of these relationships meaning, does being a hopeful person strengthen or weaken justice's effect on cynicism?
- * **Why it matters for courts:** A youth or family who leaves court with high cynicism carries that distrust into every subsequent encounter with probation officers, social workers, and schools.

How Justice Types Directly Affect Cynicism w/o Hope

INTERACTIONAL

Treated with dignity?

$$\beta = -.318$$

$$p < .001 \quad R^2 = .101$$

Strongest direct effect. How the judge speaks, looks, and explains a ruling is the most powerful predictor of cynicism in institutional settings.

✓ **Most Powerful**

Negative β = more justice → less cynicism

DISTRIBUTIVE

Was the outcome fair?

$$\beta = -.258$$

$$p = .004 \quad R^2 = .670$$

Accounts for 67% of cynicism variation. Perceived fairness of outcomes powerfully shapes trust. More fairness = less cynicism.

✓ **Significant**

$p < .05$ = statistically significant result

PROCEDURAL

Was the process fair?

$$\beta = -.065$$

$$p = .471 \quad R^2 = .004$$

No significant direct effect. Fair procedures alone do not reduce cynicism unless recipients have hope to interpret them through.

✗ **Not Significant Alone**

R^2 tells you how much each type of justice is responsible for the cynicism

Hope as Force Multiplier: The Moderation Findings

When hope enters the model, it amplifies the protective effect of all three justice types against cynicism.

Distributive Justice × Hope

$\beta = -.364$ vs. $\beta = -.258$ w/o hope
 $R^2 = .406$ $R^2 = .670$
 $p = .004$ $p = .004$

Hope strengthens the cynicism-reducing power of fair outcomes. High-hope individuals benefit significantly more from equitable decisions.

Procedural Justice × Hope

$\beta = -.255$ vs. $\beta = -0.65$ w/o hope
 $R^2 = .440$ $R^2 = .004$
 $p = .002$ $p = .004$

Most striking: procedural justice had no direct effect, but with hope, it becomes significant. Hope UNLOCKS the power of fair processes.

Interactional Justice × Hope

$\beta = -.407$ vs. $\beta = -.318$ w/o hope
 $R^2 = .473$ $R^2 = .101$
 $p = .000$ $p < .001$

Dignity + hope is a compounding shield (protective factor) against cynicism. This combination produces the most powerful protection. People treated respectfully by leaders are dramatically less cynical.

Summarizing the Research (1 of 2)

1 How people are treated interpersonally is the strongest driver of cynicism.

Interactional justice, whether someone feels seen, heard, and treated with dignity, produced the most powerful direct effect. The way a decision is communicated matters more than the decision itself.

2 Fair processes alone do not reduce cynicism.

Procedural justice without hope had no statistically significant direct effect on cynicism. A by-the-book hearing does not by itself prevent cynicism from forming.

Summarizing the Research (2 of 2)

3 Fair outcomes reduce cynicism, but patterns matter more than single rulings.

Distributive justice was significant, accounting for the largest share of why cynicism varies across individuals. One fair ruling helps. Sustained equitable outcomes are what rebuild institutional trust.

4 Hope is the variable that changes everything.

When hope is present, all three justice types become significantly more protective against cynicism including procedural justice, which had no effect without it. Hope is not a soft add-on. It is the mechanism that makes justice impactful.

“

You cannot shame or belittle people into changing their behaviors.

— **Brené Brown**

“

If we nurture hope, people will go through programs with a higher rate of success.

— **Chan Hellman**



Hope matters.
Hope is a choice.
Hope can be learned.
Hope can be shared with others.

– Shane J. Lopez, *Making Hope Happen*

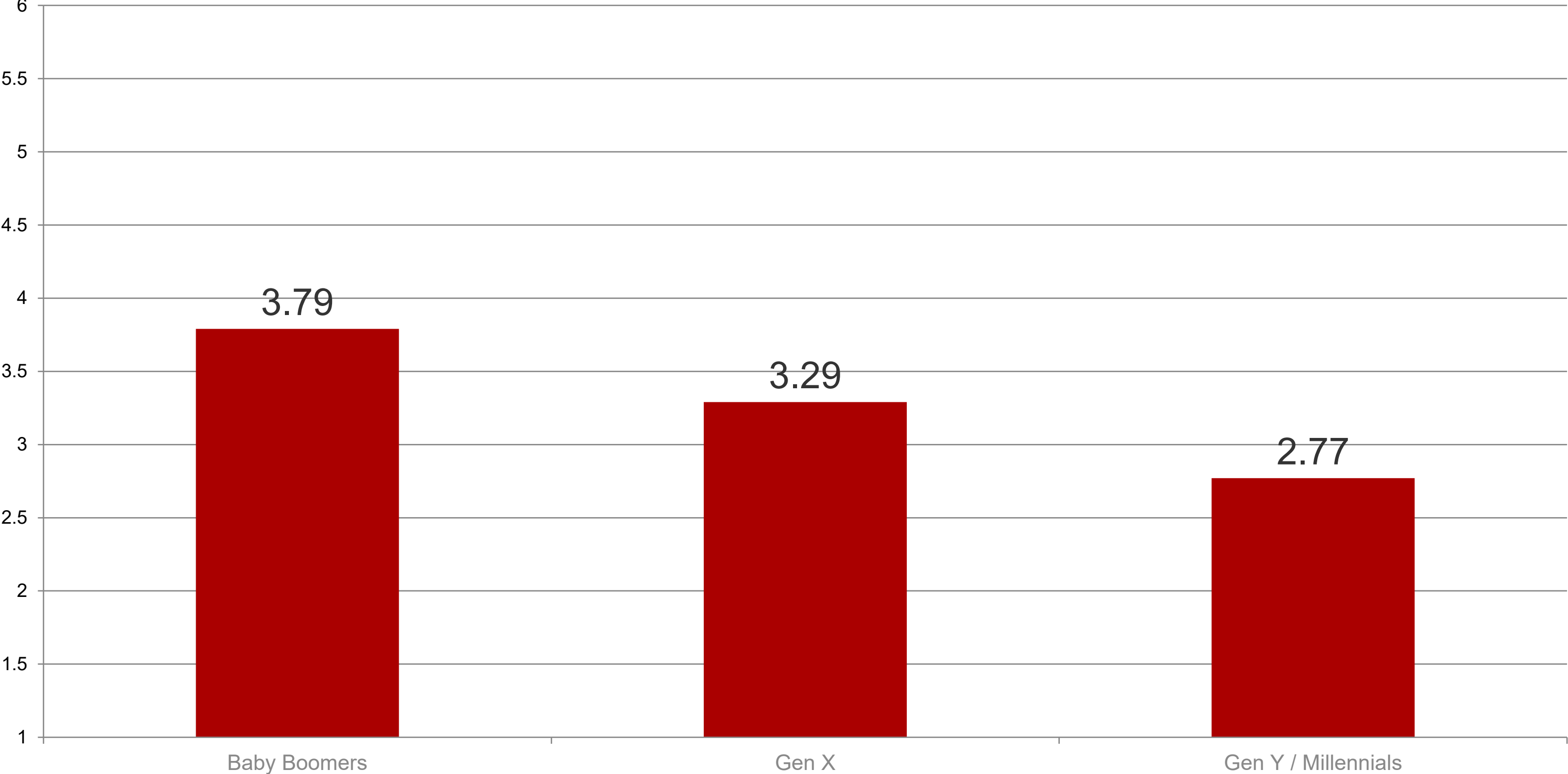
As a participant, with which generation do you identify?

	<u>N</u>	<u>%</u>
Baby Boomers (1946-1964)	3	15.0%
Generation X (1965-1980)	9	45.0%
Generation Y (1981-1996)	8	40.0%

How many hours per week do you work?

	<u>N</u>	<u>%</u>
1 – 20 hours	2	10.0%
21 – 40 hours	1	5.0%
41 – 60 hours	13	65.0%
61+ hours	4	20.0%

Exhaustion by Generation



N: Boomers=3 | Gen X=7 | Gen Y=7

1 = Strongly Disagree

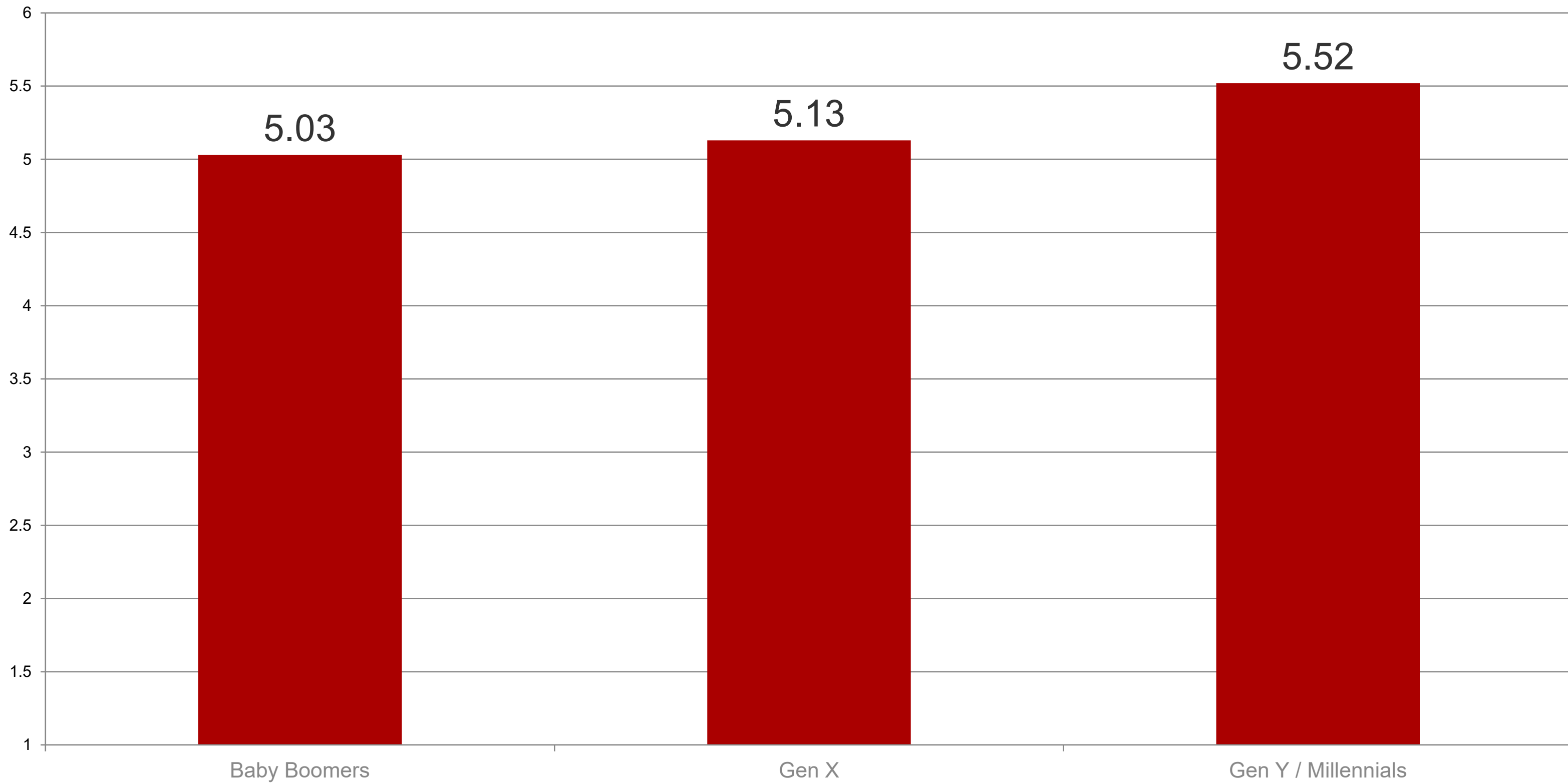
6 = Strongly Agree

Note: Items 3, 5, 7, and 8 reverse coded prior to computing mean.

Significant Exhaustion Items

1. There are days when I feel tired before I arrive at work (scored the highest).
2. After work, I tend to need more time than in the past in order to relax and feel better.
4. During my work, I often feel emotionally drained.
6. After my work, I usually feel worn out and weary.

Well-being by Generation

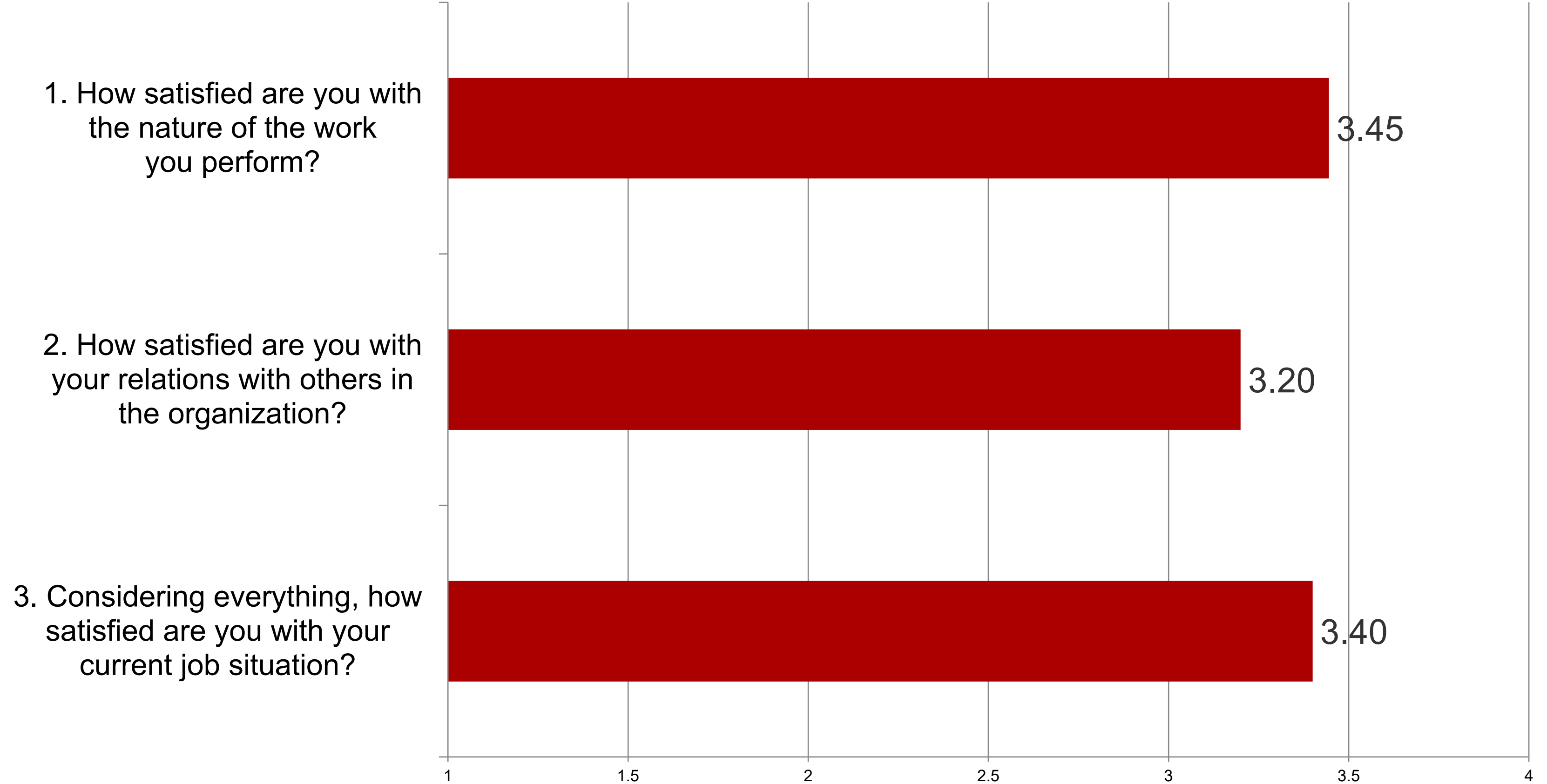


N: Boomers=3 | Gen X=7 | Gen Y=7

1 = Strongly Disagree

6 = Strongly Agree

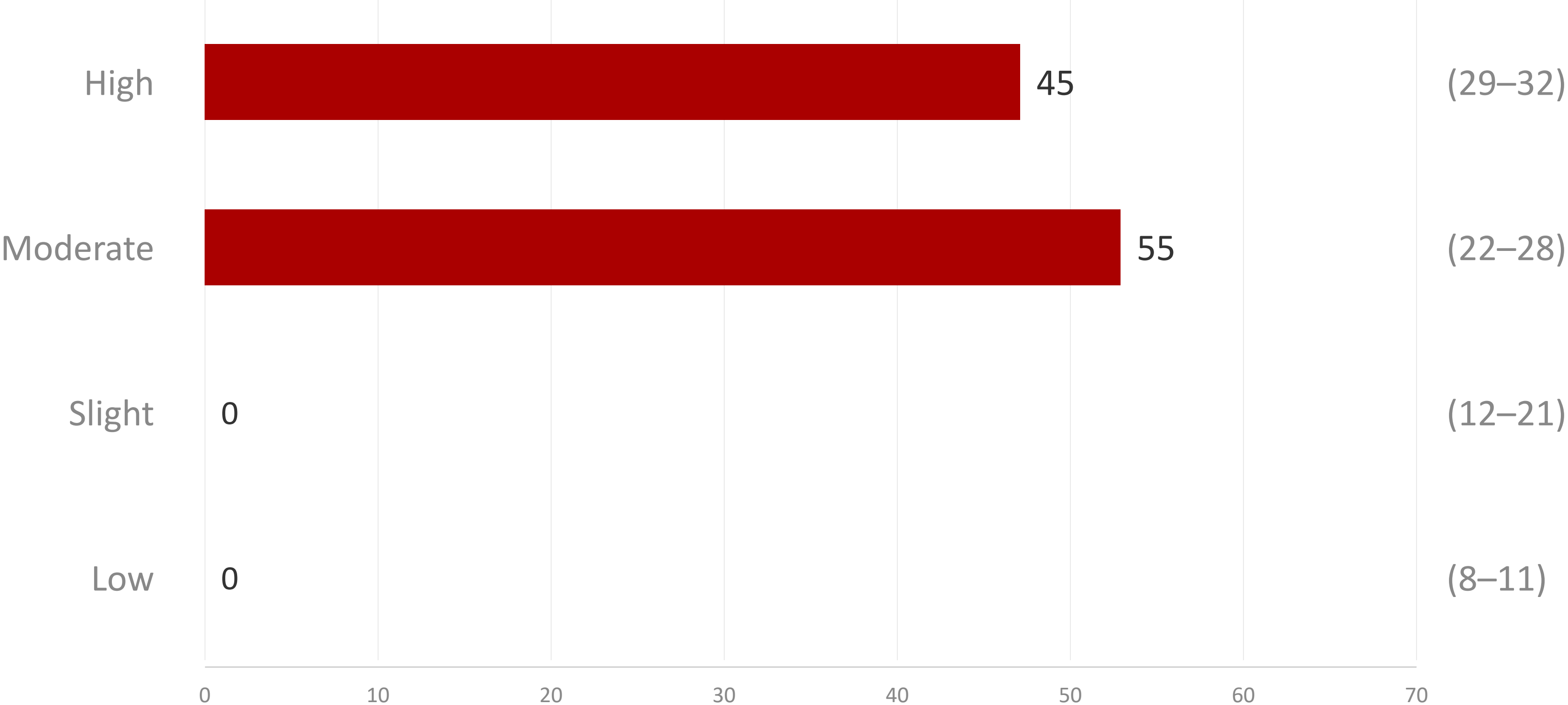
Job Satisfaction



1 = Very Dissatisfied

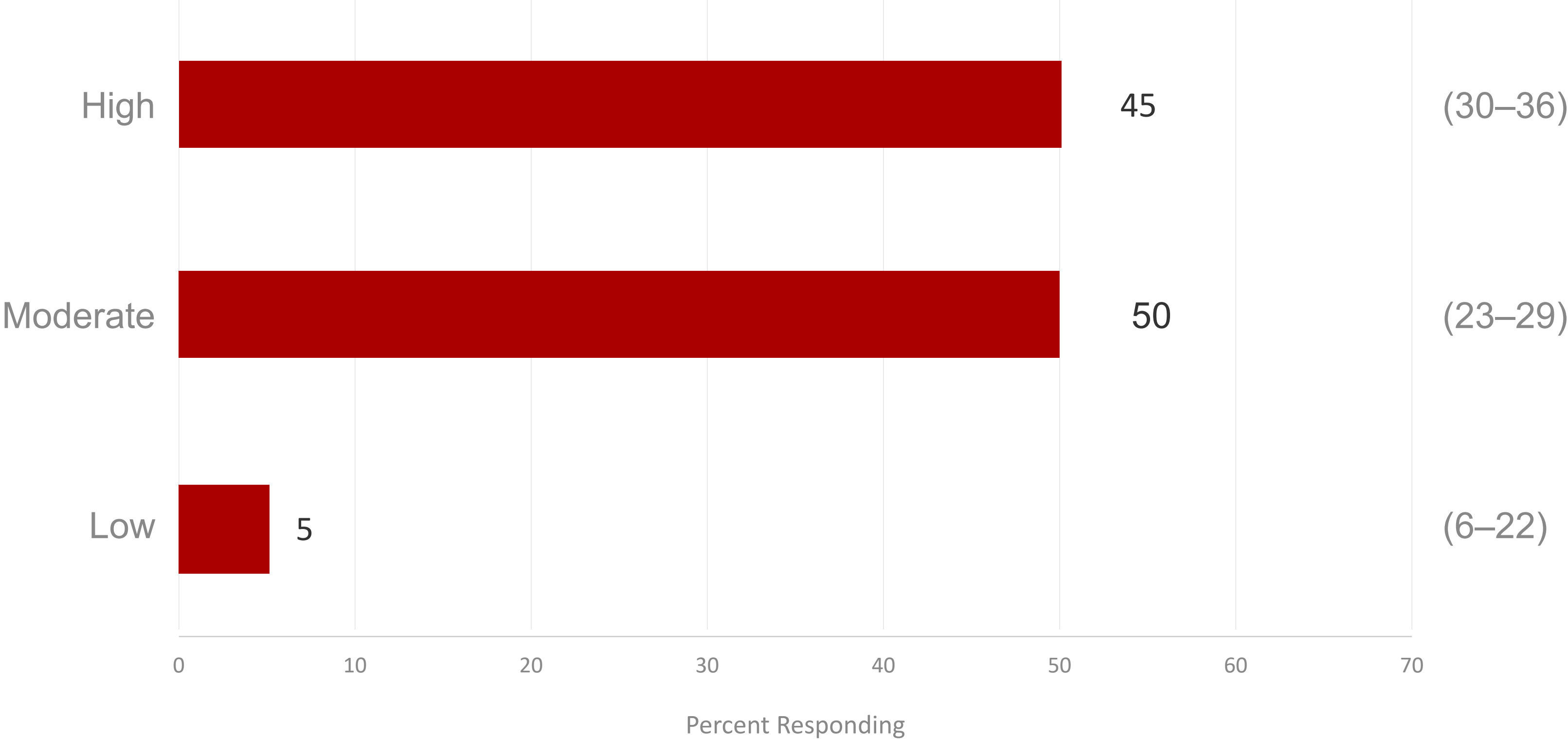
4 = Very Satisfied

Individual Hope Scores

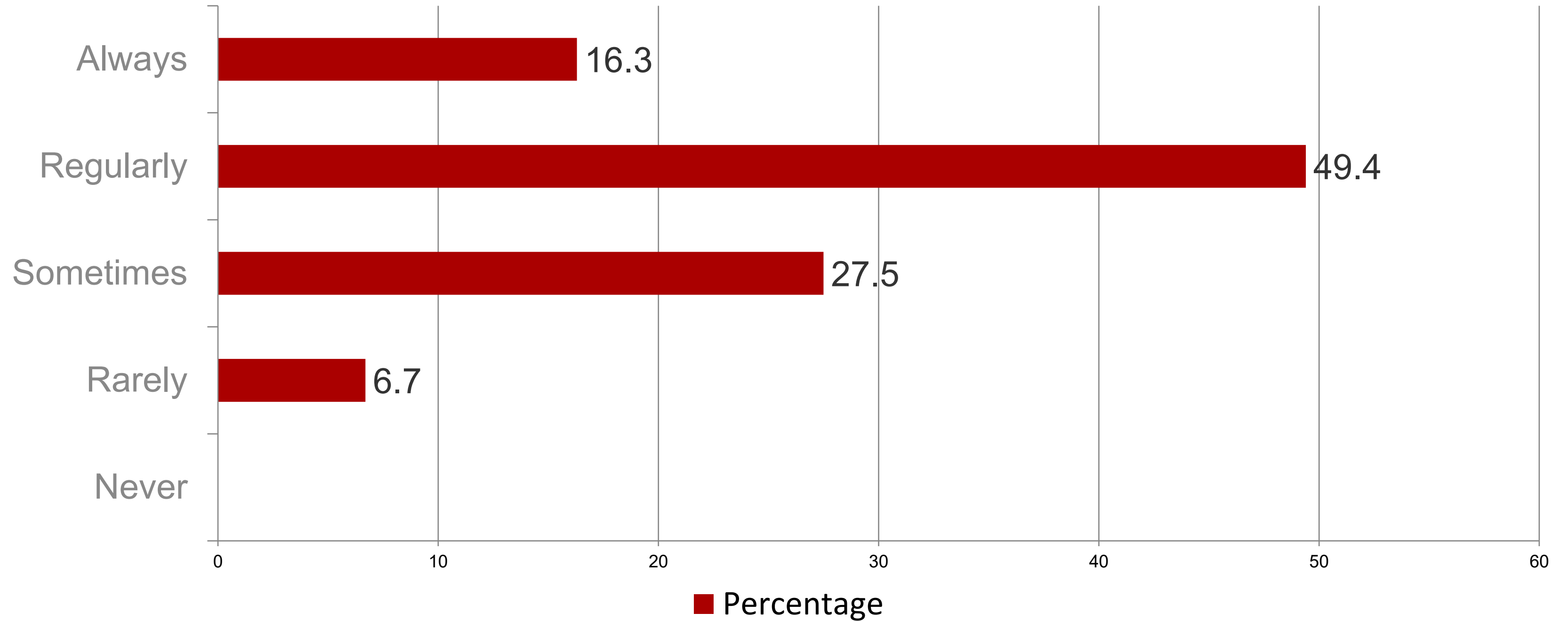


Percent Responding

Collective Hope Scores



Hope-Centered Leadership - Overall



Significant Hope-Centered Leadership Items

- *2. I help people see that their personal goals align with the court's goals.
(Goal)
- 3. I provide useful opportunities for people to learn skills that help them achieve their goals. (Pathways)
- 6. I intentionally encourage people to generate multiple routes to achieve their goals. (Pathways)
- *9. I intentionally create space for people to shape their responsibilities to meet court requirements in ways that are more meaningful and satisfying. (Agency)

A C T T W O

Hope in Practice

Move from construct to behavior: what hope looks like when it is lived and applied.

AGENCY IN ACTION

Hope-driven individuals set stretch goals, sustain motivation through setbacks, and self-regulate effectively under pressure.

PATHWAYS THINKING

Practiced hopefulness means generating multiple routes to a goal — and rerouting when obstacles appear rather than stopping.

MEASURING HOPE

If hope can be measured and developed, what does that mean for how we lead, teach, and build organizations?

I

II

III

IV

Judicial Academy Panel



Panel: Recognizing **Hope** (or Its Absence) on the **Bench**

Think about a young person or family you've worked with who seemed to have lost hope or who surprised you with their resilience. What did that look like from where you sat, and what, if anything, did you or the court do that seemed to matter?

Panel: The **Weight** of the Role

Judicial work in the family system can be both meaningful and exhausting. How do you personally sustain your own sense of hope and purpose when the cases are hard and the outcomes are uncertain?

Panel: Procedural Justice as a **Hope-Building** Practice

Research shows that feeling heard and treated fairly can matter as much as the outcome itself. Have you seen a moment in your courtroom where the process, not the ruling, seemed to shift something for a family? What was happening in that moment?

Panel: Court **Culture** and the **Leader's** Role

Judges set a tone for the courtroom, for the team, sometimes for an entire county's system. What does a hope-centered court culture look like to you in practice, and where do you think leadership matters most in creating or sustaining it?

Participants: What Did You Hear?

- 1. What did you hear from the panel that surprised you? What confirmed something you already knew?*
- 2. Where in your own work do you feel most constrained from practicing hope-centered justice?*
- 3. Is it possible that regardless of role — judge, attorney, CPS worker, parent, youth — everyone in the courtroom can leave with more hope? What would have to be true for that to be the case?*

Break Time: 10 Minutes

ACT THREE

Hope-Centered Leadership

Integrating hope into leadership identity: how leaders cultivate agency and pathways in others.

THE LEADER'S ROLE

Hope-centered leaders model goal-directed thinking, create psychological safety for rerouting, and protect followers from resource drain (JD-R integration).

ORGANIZATIONAL IMPACT

Teams led by high-hope leaders show greater engagement, lower burnout, and stronger adaptive performance, particularly in high-demand professions.

THE RESEARCH BASE

Hope-centered leadership is not theory. It is a documented, replicable pattern of behavior that produces positive results.

I

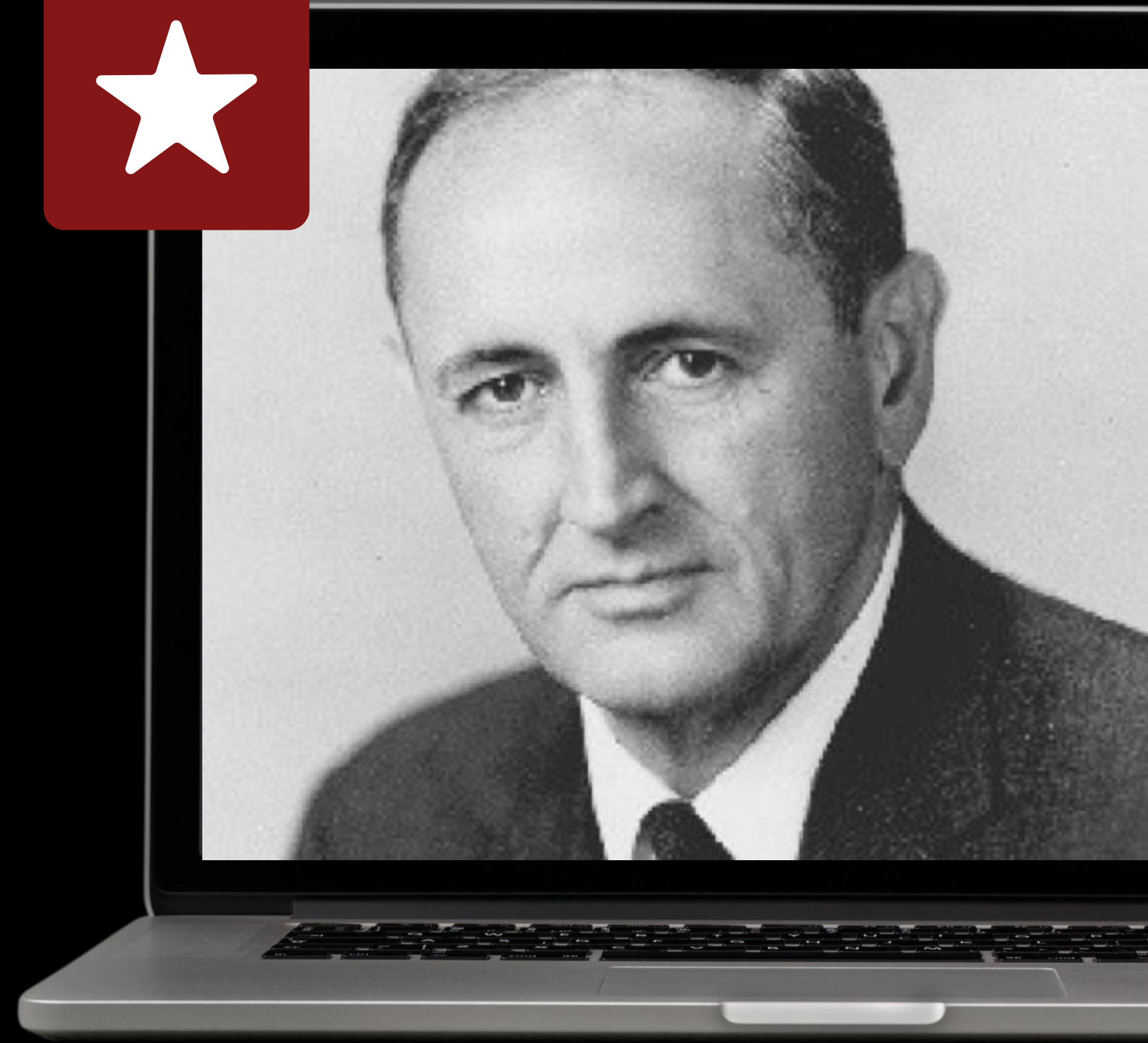
II

III

IV

“The first and last
task of a leader is
to keep hope
alive.”

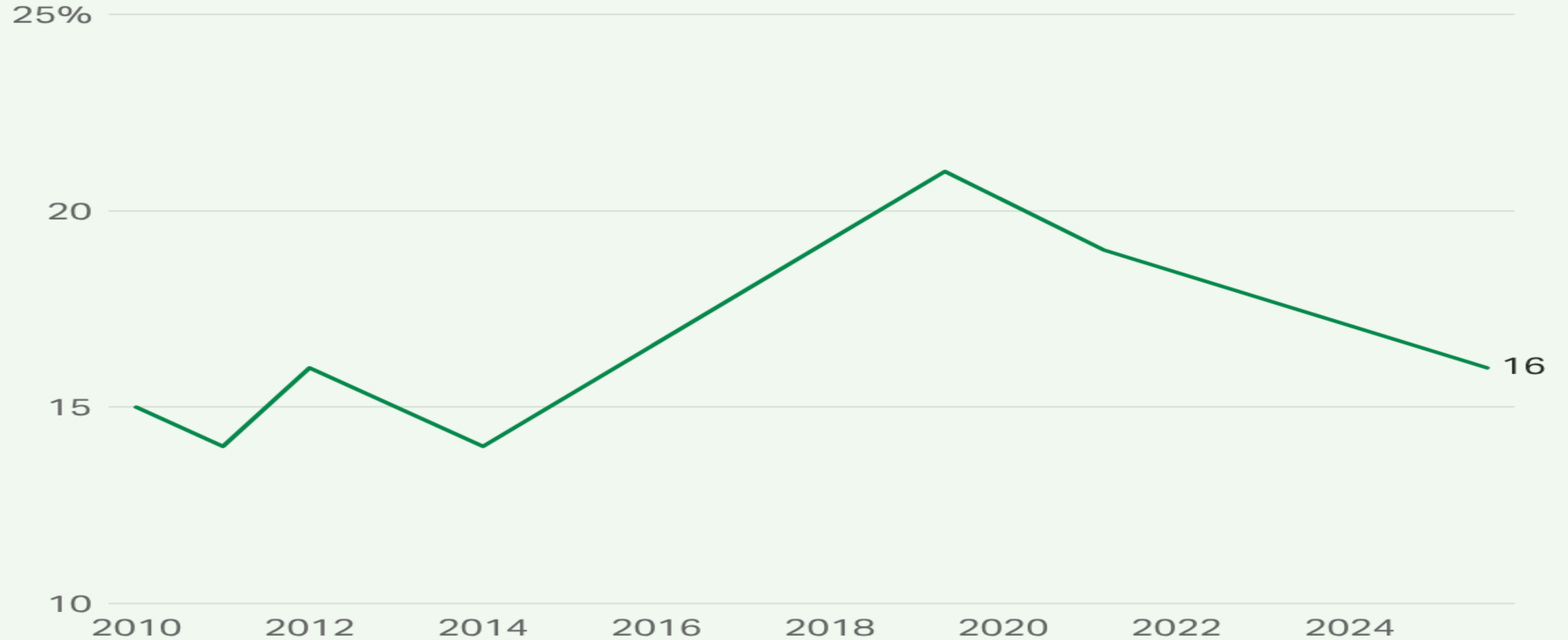
JOHN W. GARDNER,
NO EASY VICTORIES, 1968



Do Leaders Inspire Enthusiasm About the Future?

The leadership of my company makes me enthusiastic about the future.

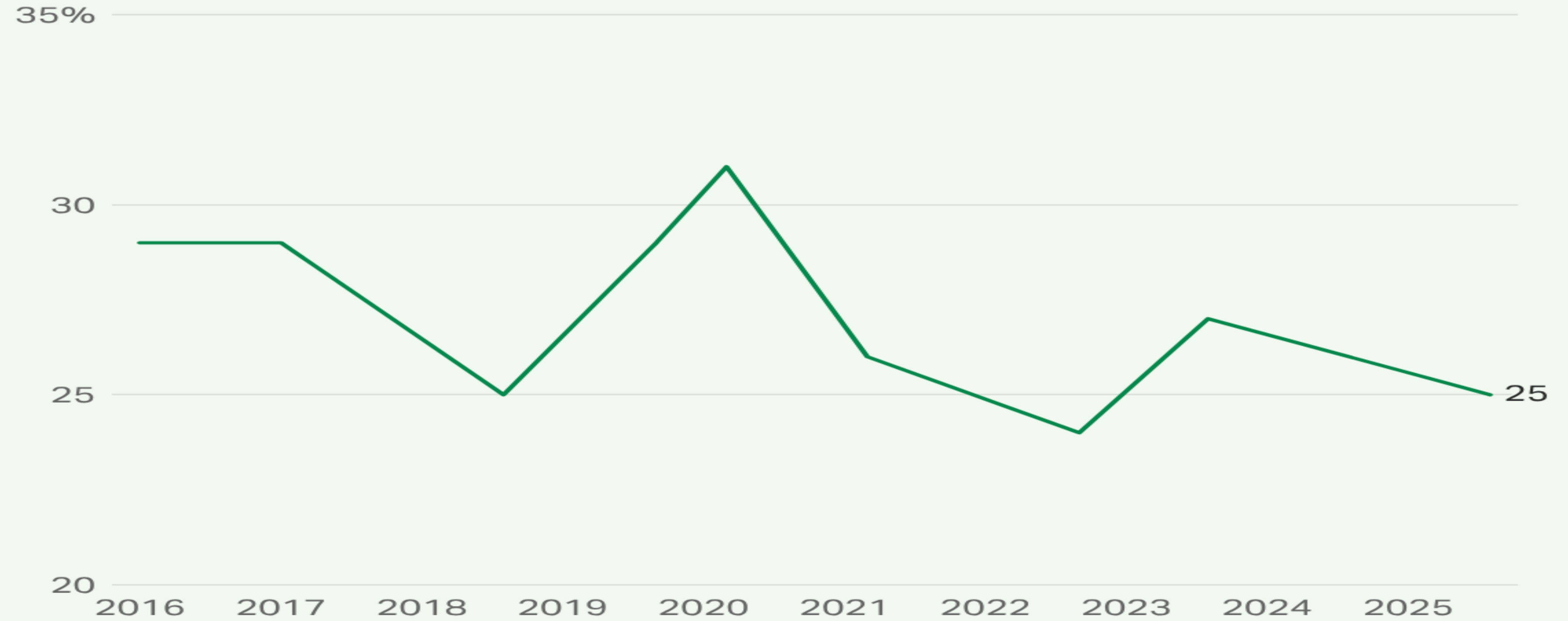
— % Yes



Opportunities Exist for Closer Manager-Employee Collaboration on Goals

My manager includes me in goal setting

— % Strongly agree



WHAT IS LEADERSHIP?

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.”

(Northouse, 2019)

HOPE-CENTERED SOLUTIONS

Power and Influence

Power Types and Sources



1 Positional

- Legitimate
- Reward
- Coercive
- Information

2 Personal

- Referent: (respected, admired, or trusted)
- Expert: (knowledge, skill, or experience)

Leadership Traits

vs.

Leadership Behaviors

Traits Timeline



1948

intelligence
alertness
insight
responsibility
initiative
persistence
self-confidence
sociability

1974

1948 +
achievement
cooperativeness
tolerance
influence
masculinity

1991

drive
motivation
integrity
confidence
cognitive ability
task knowledge

2017

cognitive ability
extraversion
conscientiousness
emotional stability
openness
agreeableness
motivation
social intelligence
self-monitoring
emotional intelligence
problem solving

Leadership Behaviors

EVIDENCE-EFFECT-CHANGE



Focuses on what leaders do
and how they act.



HOPE-CENTERED LEADERSHIP

“Hope-Centered Leadership is defined as behaviors that activate and nurture hope through setting task-oriented goals, navigating change-oriented pathways, and cultivating relations-oriented agency.”

- Christopher Freeze, Ph.D.

Hope Theory and Taxonomy of Leadership Behaviors

(Snyder et al, 1991)

(Yukl, 2012)

1. Task-Oriented

- Planning
- Clarifying
- Monitoring
- Problem-Solving

Goals

Pathways

Agency

Setting Task-Oriented Goals

- **Planning:** Sets goals people value and identifies the resources needed to make those goals achievable.
- **Clarifying:** Communicates goals, expectations, and procedures clearly enough that people know what success looks like and how to pursue it.
- **Monitoring:** Tracks progress and uses feedback to encourage, adjust, and keep hope directed toward the goal.
- **Problem-Solving:** Identifies obstacles quickly and provides direction that helps people learn to address challenges.

Hope Theory and Taxonomy of Leadership Behaviors

(Snyder et al, 1991)

(Yukl, 2012)

1. Task-Oriented

- Planning
- Clarifying
- Monitoring
- Problem-Solving

Goals

2. Change-Oriented

- Envisioning Change
- Advocating Change
- Encouraging Innovation
- Facilitating Learning

Pathways

Agency

Navigating Change-Oriented Pathways

- **Envisioning Change:** Shares a vision connected to what people believe and want, building confidence that a better future is achievable.
- **Advocating Change:** Recognizes impediments and opportunities that threaten current goals and actively makes the case for why change is necessary to keep pathways viable.
- **Encouraging Innovation:** Creates a culture where people feel safe to think creatively without fear of negative consequences.
- **Facilitating Learning:** Treats failure as part of the process, using mistakes to build new skills and discover new knowledge.

Hope Theory and Taxonomy of Leadership Behaviors

(Snyder et al, 1991)

(Yukl, 2012)

1. Task-Oriented

- Planning
- Clarifying
- Monitoring
- Problem-Solving

Goals

2. Change-Oriented

- Envisioning Change
- Advocating Change
- Encouraging Innovation
- Facilitating Learning

Pathways

3. Relations-Oriented

- Supporting
- Developing
- Recognizing
- Empowering

Agency

Cultivating Relations-Oriented Behaviors

- **Supporting:** Builds the mutual trust and relational safety that allows people to share what they need and sustain their motivation.
- **Developing:** Invests in growth by aligning learning opportunities with both personal aspirations and organizational goals.
- **Recognizing:** Acknowledges contributions meaningfully, reinforcing the connection between effort and achievement.
- **Empowering:** Invites people into decision-making, building the autonomy and creative confidence that agency requires.

The Four Needs of Followers -- Distribution

Now, please list three words that best describe what this person contributes to your life. (open-ended)

■ Hope ■ Trust ■ Compassion ■ Stability



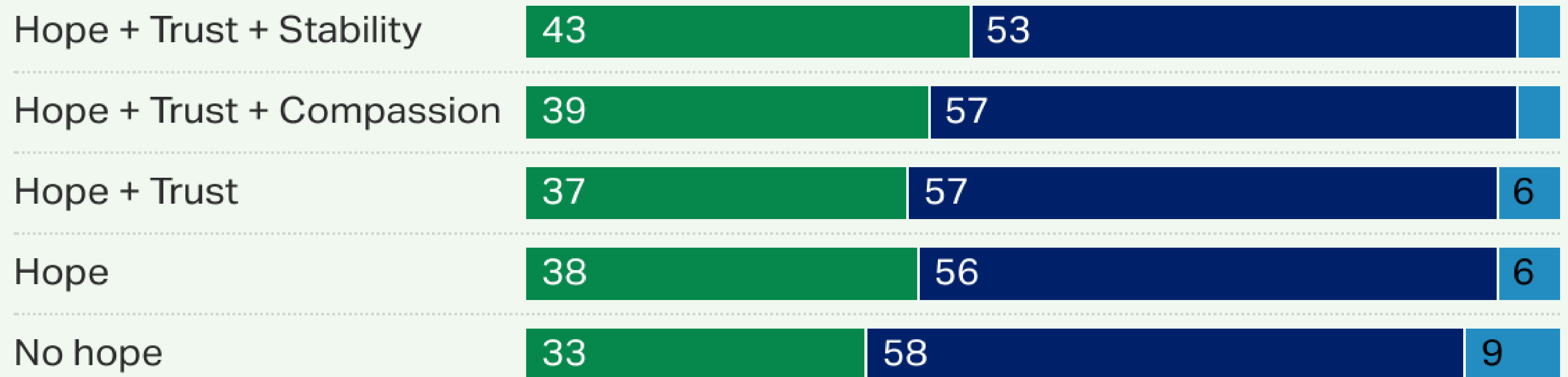
Base: n=72,439 responses across 52 countries and territories

Note: Due to rounding, percentages may not sum to 100%.

N.B. People could give up to three responses, so this report provides statistics at the responses level rather than the respondent level. Any nonsensical responses that could not be grouped into one of the four codes were excluded from the analysis.

Relationship Between Leadership Traits Mentioned and Life Evaluation

■ % Thriving ■ % Struggling ■ % Suffering



Note: Due to rounding, percentages may not sum to 100%.



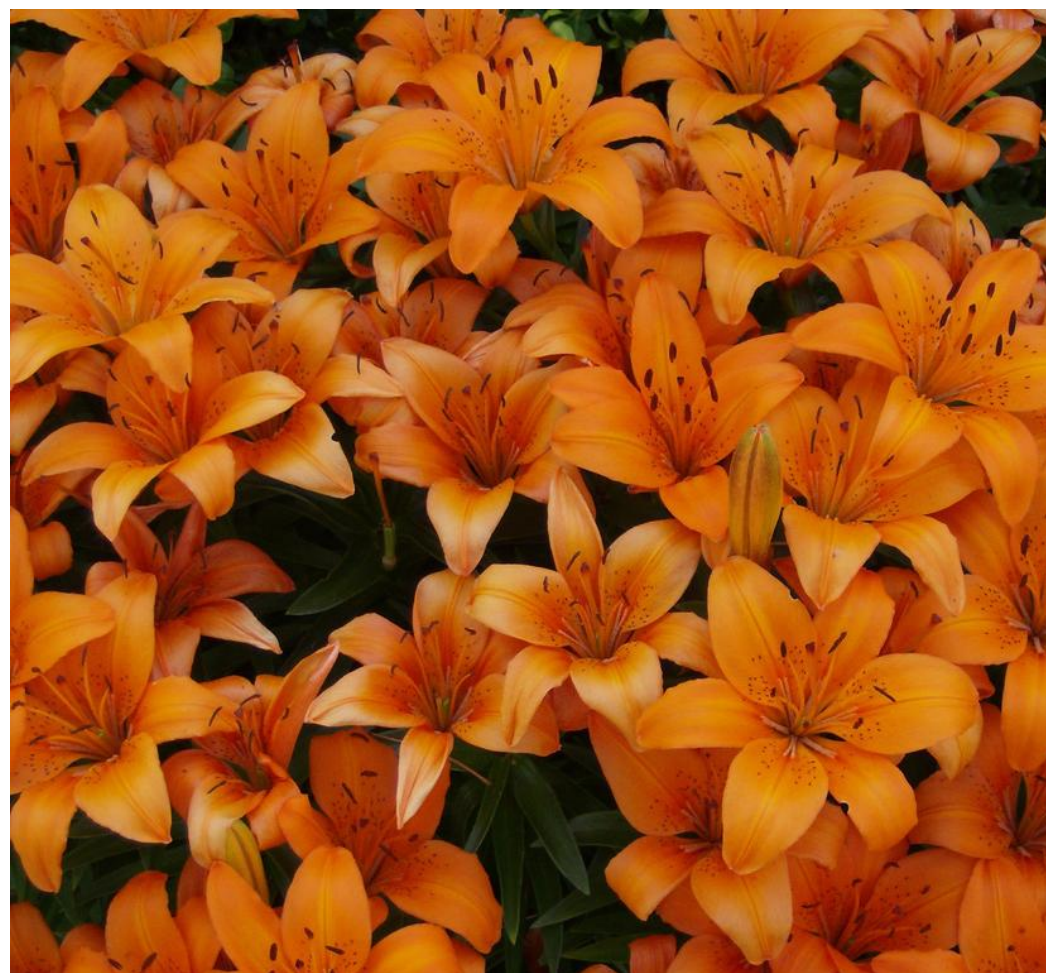
HOPE-CENTERED LEADERSHIP

“Hope-Centered Leadership is defined as behaviors that activate and nurture hope through setting task-oriented goals, navigating change-oriented pathways, and cultivating relations-oriented agency.”

Results – 9-item Measure

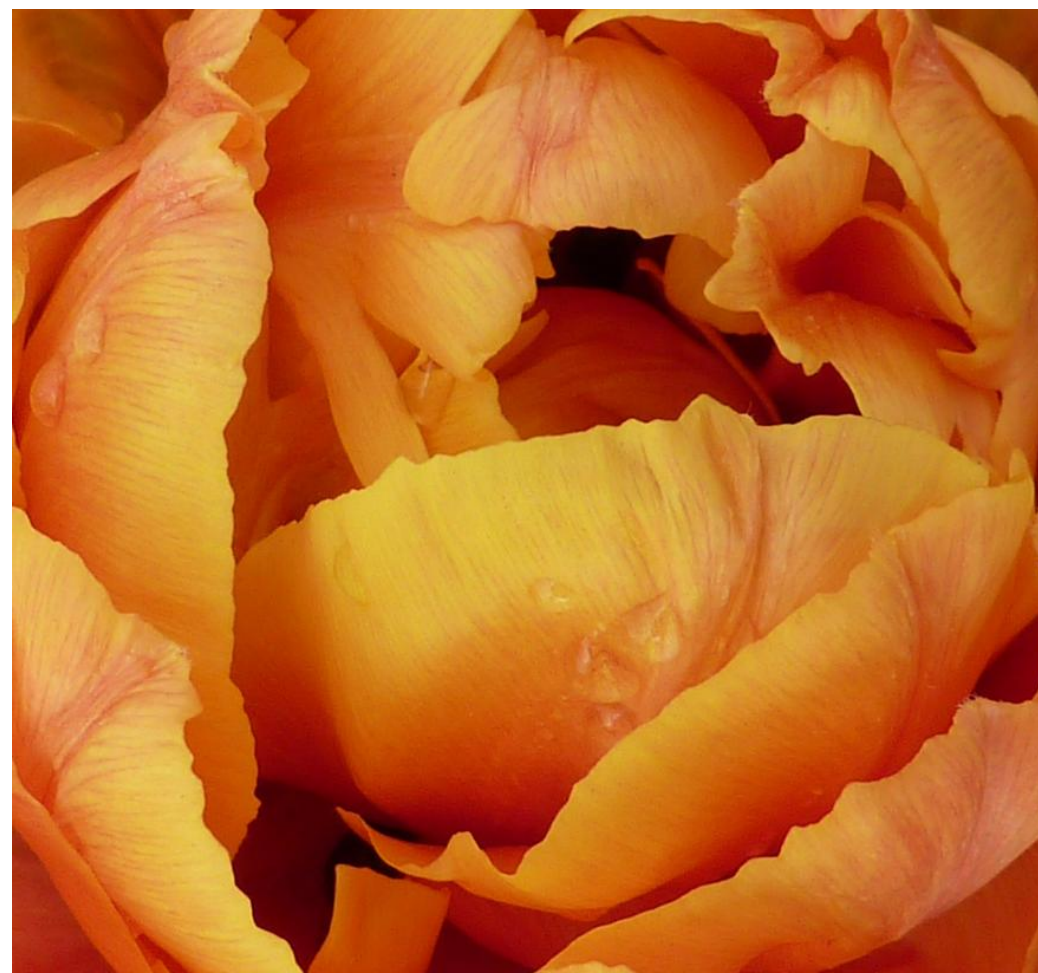
	Items	Subcategory
1	My supervisor helps me to believe that our organization has a bright future.	Goal
2	My supervisor helps me to see that my personal goals align with the organization's goals.	Goal
3	My supervisor provides useful opportunities to learn skills that help me achieve goals.	Pathway
4	My supervisor encourages me to be creative in solving problems in route to achieving goals.	Pathway
5	My supervisor creates a safe and supportive environment to successfully work through challenges to goal attainment.	Pathway
6	My supervisor encourages me to generate multiple routes to achieve goals.	Pathway
7	My supervisor instills confidence in my ability to overcome challenges and achieve goals.	Agency
8	My supervisor recognizes my progress in successfully reaching goals.	Agency
9	My supervisor allows me to craft my job responsibilities to be more meaningful and satisfying.	Agency

5-item Likert-type scale of 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Regularly, and 5 = Always.



Job Demands

Physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort and costs.



Job Resources

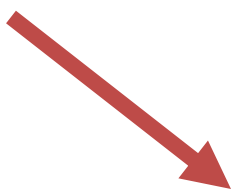
Physical, psychological, social, or organizational aspects of the job that work towards goals, reduce job demands and costs.

Job Demands– Resources Theory: Taking Stock and Looking Forward

Bakker & Demerouti, 2017

BURNOUT

Burnout has been defined as a syndrome of chronic **exhaustion** that manifests itself in a **cynical, negative attitude** regarding work, and **reduced professional efficacy**.



- Maslach, Schaufeli, & Leiter, 2001

Three steps to burnout:

Imbalance

Results in psychological strain.

Depersonalization

Results in poor treatment of others; lashing out.

Self-critical thinking

Results in withdrawal from others and responsibilities.

EXAMPLES OFF JOB DEMANDS AND RESOURCES

DEMANDS

Work over/under load
Lack of control
Lack of feedback
Poor communication
Role conflict or ambiguity
Emotional demands
Physical demands
Work-home conflict
High work pressure
Self-undermining
Poor leadership
Trauma

RESOURCES

Autonomy
Social support
Relationship with supervisor
Performance feedback
Opportunities for growth
Learn new skill
Psychological Capital - (Self-efficacy, optimism, resilience, and **HOPE**)
Goal setting
Trust

OUTCOMES

Less burnout
(exhaustion,
disengagement,
inefficacy)
Less absenteeism
Less stress
Higher well-being
Higher performance

JUDICIAL OFFICER JOB DEMANDS AND RESOURCES

DEMANDS

Trauma Exposure

Caseload Pressure

Procedural Inconsistency

Distributive Inequity

Restorative Justice

Compassion Fatigue

Public Scrutiny

Administrative Burden

Outcome Ambiguity

RESOURCES

Peer Relationships

Team Support

Due Process Clarity

Hearing everyone's voice

Explaining Decisions

Recognizing Inequity

Separating harm from person

Trauma-Informed Training

Court Culture

Hope

Hope-Centered Leadership

OUTCOMES

Less Compassion Fatigue

Less Burnout

Lower Turnover

Greater Fairness

Families Feel Heard

Hope-Sustaining Practice

Team Cohesion

Sustained Performance

Restored Agency

Greater Perceived Legitimacy



SOUND FAMILIAR?



"Instead of looking at what is wrong with employees [families], it was now possible to investigate under which conditions employees [families] flourish at work [in court]."

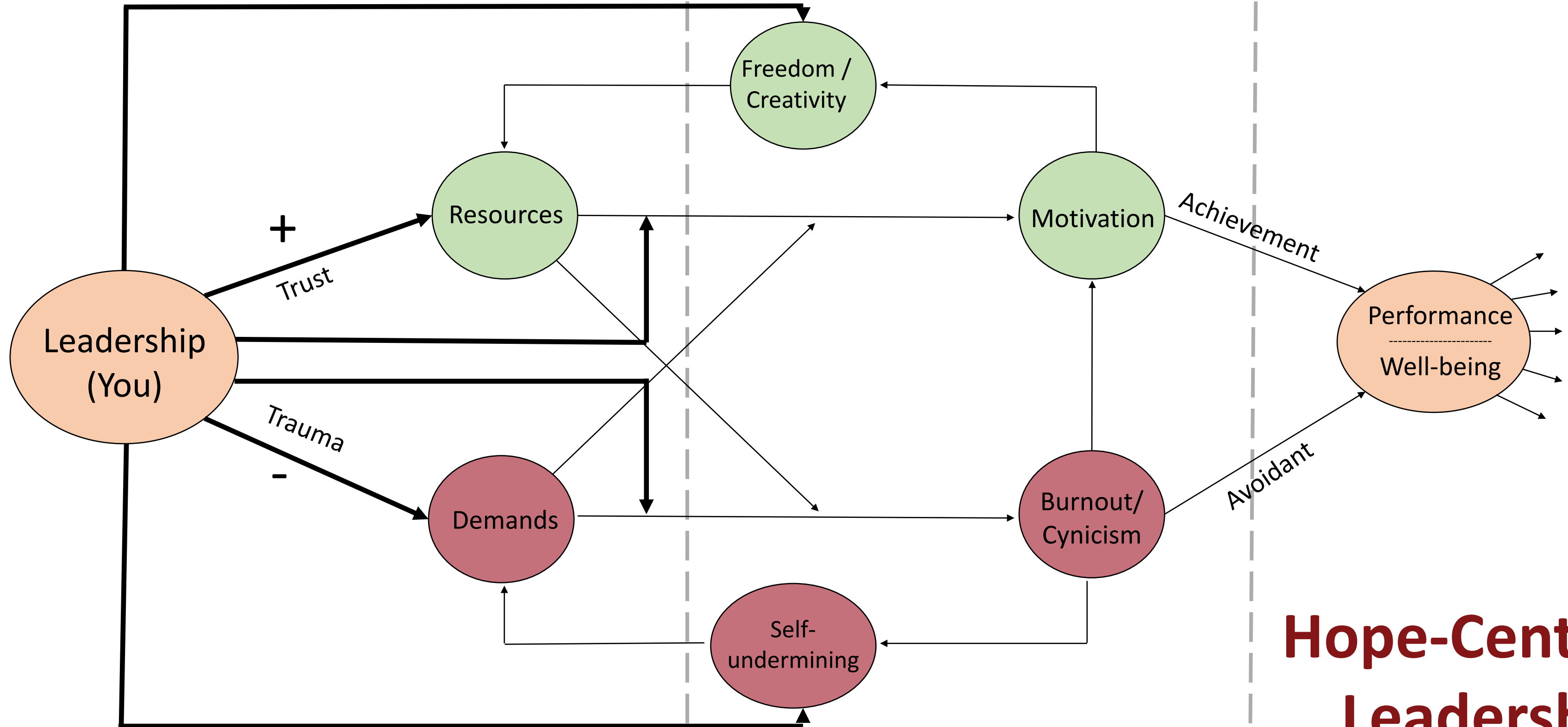
BAKKER & DEMEROUTI, 2017

Are your **leadership** behaviors
a **resource**
or a **demand**?

Pathways

Agency

Goal

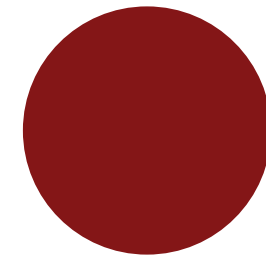


Concluding Thought

“Leaders must help people believe that they can be effective, that their goals are possible of accomplishment, that there is a better future that they can move toward through their own efforts.”



John W. Gardner
On Leadership, 1993



To Whom Does Hope Belong?



Thank you!

ACT FOUR

Community of Practice

Sustain and scale hope: build shared learning structures that keep hope alive across the court system.

I

II

III

IV

BUILDING THE COMMUNITY

A community of practice within the judicial branch creates shared language for hope-centered leadership by connecting all participants.

SHARED LEARNING

Look for formal and informal opportunities to turn learn into a court-wide culture and sustained practice.

THE INVITATION

What would it take to make hope a part of how your court learns?

This morning you reflected on hope: what it is, how it works, and what your role has to do with it. This afternoon I want us to do something with that. You're going to work in small groups, and what you generate will help shape practical tools (a bench card) for this work. You're not just thinking about hope-centered leadership, you're starting to build it.

FOCUS AREA 1

Shelter Care

The shelter care hearing is often the first point of contact between a family and the court system after a child is removed. Families arrive in crisis. Children are frightened. The process that follows will either begin to repair trust or compound the trauma already in motion.

Hope-centered shelter care does not require optimism about outcomes; it requires intentionality about process.

"SOUND STRATEGY STARTS WITH HAVING THE RIGHT GOAL." - MICHAEL PORTER

- 1. When you think about a shelter care hearing where you felt you were at your best, what were you doing?*
- 2. At what point in the shelter care process do families most often lose hope and is there a moment where the court can intervene in that loss?*
- 3. If you imagine addressing the child directly during a shelter care hearing: what would you want them to remember about how they were treated, years from now?*
- 4. What is one thing you could say or do at shelter care that would signal to a family: "This system sees you as a person, not a case"?*

FOCUS AREA 2

Disposition

Disposition is where pathways thinking is most directly at stake. The services ordered, the conditions set, the framing of accountability all communicate to a youth and family whether routes forward exist or have insurmountable challenges.

Disposition done well doesn't just close a chapter, it opens the next one. The way accountability is framed tells a youth whether a future is still within reach.

"TO ACHIEVE GOALS YOU'VE NEVER ACHIEVED BEFORE, YOU NEED TO START DOING THINGS YOU'VE NEVER DONE BEFORE." - STEPHEN COVEY

- 1. How do you currently invite youth and families to participate in disposition planning? What genuinely gets in the way of that participation?*
- 2. When a disposition outcome feels fair and predictable to a family, what made it that way? What produced that experience?*
- 3. What does a hope-sustaining disposition order look like versus one that forecloses pathways? What's the difference in language, structure, or tone?*
- 4. If you were designing a disposition process from scratch with hope science in mind, what would you change first?*

FOCUS AREA 3

Permanency

Permanency hearings involve the longest time horizons and the highest stakes. For youth, permanency is existential. It is a question about whether they belong somewhere.

Hope-centered permanency work holds that question with honesty and refuses to let uncertainty become hopelessness. Even when the path is uncertain, the hearing can affirm that this child still matters.

"A LEADER IS ONE WHO KNOWS THE WAY, GOES THE WAY AND SHOWS THE WAY." - JOHN MAXWELL

- 1. How do you communicate permanency goals in a way that keeps hope alive — even when timelines are uncertain or the path to reunification is fragile?*
- 2. What do families most need to hear from you at a permanency hearing to believe that a future — some future — is still possible for their child?*
- 3. When reunification is no longer the goal, how do you frame alternative permanency in a way that is honest without being hope-ending?*
- 4. What is the most important thing a judge can do to make a permanency hearing feel like a turning point rather than a verdict?*

FOCUS AREA 4

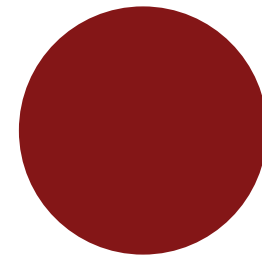
System Leadership

Judges not only lead courtrooms, they set the hope climate of entire systems through their tone with colleagues, their response to difficult outcomes, & the culture they model.

A hope-centered leader is an environmental architect: someone who understands that the conditions they create determine whether hope can survive in people around them.

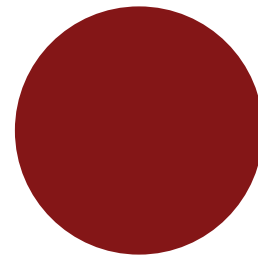
“LEADERSHIP IS THE CAPACITY TO TRANSLATE VISION INTO REALITY.” – WARREN BENNIS

- 1. What does a court system with a hope-centered culture look like? If you walked into one, how would you know it?*
- 2. What do you do formally or informally to sustain the hope and well-being of the people who work with you? What have you seen others do that you'd like to borrow?*
- 3. Where in your system does hopelessness spread most quickly? What conditions allow it, and what, if anything, has slowed or interrupted it?*
- 4. If you could change one structural or procedural thing in your jurisdiction to make hope-centered practice easier to sustain, what would it be?*



Tool Generation — Bench Card Development

Translate the key moments surfaced in the breakout into draft bench card content. Groups move from identifying what matters to articulating it in a form that is brief, portable, and usable at the point of practice. The goal is raw material, not a finished product.



Share Out + Close

One representative from each group shares briefly: the key moment their group identified as most significant, and one or two draft bench card items they'd stand behind.



The End

