



Meaningful Employment

The Science of Resilience

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Definition

Having meaningful work is one of the ways to achieve self-realization, cope with adversities, build resilience, and engender empowerment. To define meaningful work, we have to start by defining *meaning*. Meaning can be explored through the purpose, significance, and intentions of a subject, and the term in the context (Csikszentmihalyi, 1990). Based on Pratt and Ashforth's (2003) work, Rosso et al. (2010) define meaning in meaningful work as the output of making sense of something and its significance. Meaning is usually subjective and positive. Magnano et al. (2019) define meaning as something that provides a person with life purpose according to one's values and a chance for self-realization, growth, and fulfilment (Magnano et al., 2019). Rosso et al. (2010) also explain that meaning differs from meaningfulness, which shows how significant something is to an individual. 'Meaning of work' is the term used to describe both meaning and meaningful (Rosso et al., 2010).

From the perspective of existentialism, Fairlie and Flett (2004) define the term 'meaning of work' as "a constellation of fundamental beliefs about the nature of work and its value in the context of life meaning" (p. 3). Meaningful work provides a purpose that is greater than the extrinsic outcome of the work itself (Arnold et al., 200&). Stagger et al. (2012) defined meaningful work as a "work that is both significant and positive in valence (meaningfulness) ... [and] has a eudaimonic (growth- and purpose-oriented) rather than hedonic (pleasure-oriented) focus" (p. 323). Tummers and Knies (2013) define work meaningfulness as perceptions about their ability to understand the systems to accomplish the organizational goals related to their work.

Historically, most jobs were perceived as a calling. The concept of work as a calling gives meaning to it and into other aspects of life. However, attitudes toward work changed with the rise of capitalism and industrialization. People stopped seeing their job as a calling, which caused them to lose one of the primary sources of life satisfaction. Shifting the focus to purposes and meanings is needed to improve psychological well-being and quality of life (Dik and Duffy, 2009). Calling and vocation are often used interchangeably to refer to a sense of purpose that people get when engaging in a work that is personally significant to them. However, calling differs from vocation. Dik and Duffy (2009) define calling as:

An inclusive, cross-culturally relevant construct consisting of (1) a "transcendent summons" originating beyond the self; (2) an approach to work aimed at connecting work role activity with a broader sense of life purpose and meaning; and (3) "other-oriented" values and goals as a key source of motivation. (p. 427)

People with a calling have an external purpose and reasons for pursuing meaningful work, while vocation is solely an internal drive. Dik and Duffy (2009) define vocation as "an approach to a particular life role that is oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of

motivation” (p. 428). Lepisto and Pratt (2016) distinguish callings from meaningful work. Calling relates to an overall purpose of work that brings out meaningfulness which is different from meaningful work that has multiple meanings and is related to the day-to-day experience. Calling focuses on one meaning and the broader concept of work.

Theory

Meaning is the perspective a person uses to see the world. Martela and Pessi (2018) define meaning as a form of “mental representations of the world that aim to identify possible relationships among various phenomena” (p.2). Martela and Steger (2016) argue that there are three ways people find meanings in their life: if they can make sense of it (*coherence*), if they can find core goals and aims in it (*purpose*), and if they can find an important reason and values that make the life worth living (*significance*). Meaning frameworks are influenced by past experiences and a person’s social, cultural, and societal conditions (George & Park, 2016).

George and Park (2016) define meaning frameworks as “the complex web of propositions that we hold about how things are in the world and how things will be” (p. 206). Meaning frameworks are used to navigate daily life and identify one’s purposes and a foundation for values and goal-settings (Martela & Pessi, 2018). As explained above, meaning and meaningfulness are different concepts. Meaning focus on the description of the meaning framework attached to a concept (e.g. work), and meaningfulness focus on the evaluations of how well it fulfills and fit a person’s values and goals (Tummers & Knies, 2013; Martela & Steger, 2016). Jung and Yoon (2016) describe six traits of a person’s meaning of work: work centrality (based on how important the work is in a person’s life), entitlement norms (what a person should expect from work and working), economic orientation/ benefits, interpersonal relations with colleagues or leaders, expressive orientation (how fulfilling and engaging the work is), and obligation norms (p. 60).

Meaningful work is a subjective experience that can be seen from various perspectives (Rosso et al., 2010; Martela & Pessi, 2018). Some people perceive meaningful work as work that provides a person with a personal identity, a chance for engagement, and a feeling of importance (Britt et al., 2001). Meaningful work also provides people with a sense of pride, challenges, spirituality, and prevents depressions (Clark et al., 2007; Britt et al., 2007). Doing meaningful work presents people with better psychological adjustment, well-being, satisfaction, and a chance to self-actualize (Stager et al., 2012). Meaningful work helps people to obtain a sense of purpose and avoid boredom, which is critical for health and well-being (Ryff & Singer, 1998).

Stager et al. (2012) list three factors that build meaningful work: psychological meaningfulness, meaning making through work, and work for the greater good. They explain that meaningful work is a subjective experience. Making meaning through work is part of psychological meaningfulness that leads to a meaningful life. A person’s psychological state of a job is influenced by three dimensions: knowledge of the results, experiencing responsibility and

meaningfulness (Hackman & Oldham, 1976). Hackman and Oldham (1976) constructed a job description survey (JDS), which consists of five characteristics of job dimensions: skill variety, task identity, task significance, autonomy, and feedback. Three characteristics of job dimensions need to be present to experience meaningfulness: skill variety, task identity, and task significance. A job that draws on skills and talents, requires completions, has a visible outcome, and has a significant impact on the external environment is more significant and meaningful. People experience positive affect by knowing that they personally performed well on a task that is significant to them (Hackman & Oldham, 1976).

Rosso et al. (2010) built an integrated framework of meaningful work based on four main sources: the self, others, the context, and the spiritual life. The self gives meanings by providing a person with sets of values and motivations. The work beliefs, which can be seen from their positive feelings toward a job, the degree of their involvement, and centrality toward a job compared to other life domains also provide meanings to the job. People who perceive their work as a calling, which is personally significant and aims toward a greater good, will find the job to be more meaningful (Rosso et al., 2010). In Rosso and colleagues' (2010) framework, a job also can be meaningful in relations to others if a job creates positive interpersonal relationships (e.g. with co-workers, leaders, group and communities, and family). The context of a job, such as job task, organizational mission, financial circumstances, the culture where the work is conducted also influence the meanings of a job. A job that fulfills the spiritual life will be perceived as more meaningful (Rosso et al., 2010; Clark et al., 2007). Rosso et al. (2010) postulate two psychological dimensions of meaningful work. The first dimension is a continuum dimension from agency to communion, which shows the source of meanings. The second dimension is based on the work target, from self-directed to other-directed. Both create the experience of meaningful work.

Based on Rosso et al.'s (2010) theory, Lepisto and Pratt (2016) constructed a dual conceptualization of meaningful work: a dominant perspective (realization) and an underdeveloped perspective (justification). The dominant perspective relates to a person's view of themselves and their self-realization needs. One of the common problems for self-realization at work is alienation (Hackman & Oldham, 1980; Lepisto & Pratt, 2016). Enriching work conditions allows people to overcome alienation and achieve self-realization. Another way to gain meanings of work is by justification, for example, through cultivating social bonds and meanings.

Martela and Pessi (2018) evaluate various definitions and theories of meaningful work and came up with three core concepts, which are tied together.

- Significance: work is perceived as meaningful if it has a value that is connected to a person's values. General values of work help people to justify the worthiness of it. A discrepancy between a person's values and the values that come from work creates a feeling of losing a sense of purpose or *anomie*.

- Broader purpose: work is meaningful if it has extrinsic effects, outside the individual's own benefits. For example, work that contributes to societal improvements or that is aligned with moral values is deemed as meaningful.
- Self-realization: meaningful work provides an individual with a chance to actualize and realize themselves. Individuals who can express themselves and their potentials at work experience fulfillment and meaning. A constraint at work diminishes a person's sense of worthiness and triggers a feeling of alienation.

Martela and Pessi (2018) explain that significance is a general and broadest evaluation of work, which can be seen from different points of view. The broader purpose, which focuses on others, and self-realization, which focuses on the self, are two dimensions of significance.

Various factors influence a person's experience of meaningful work. Rosso et al. (2010) explain that authenticity, self-efficacy, self-esteem, purpose, belongingness, transcendence, and cultural/interpersonal sense-making affect the mechanism of how a person processes the meaning of work. Another factor that influences meaningful work is transformative and empowerment leadership by superiors (Arnold et al., 2007; Pradhan & Pradhan, 2016; Matsuo et al., 2019). Transformative leadership aspires employees by providing them with a commitment to organizational goals and contextual performance. It mediates meaningful work by providing employees with a higher moral purpose to fulfill self-actualization needs. Fulfilling higher needs and self-actualizing results in better psychological well-being (Arnold et al., Pradhan & Pradhan, 2016).

People perceive their work as a job, a career, or a calling. Rosso et al. (2010) differentiate jobs, careers, and callings. They define a job as the kind of work that provides one mostly with material benefits, while a career is oriented to future advancements. A calling is work that is done not for material benefits nor career advancements but to fulfill higher needs to contribute to the greater good. The concept of calling and vocation or engaging in meaningful work is different across cultural backgrounds. Cultural background influences people's perception and their ways of self-actualizing. For example, people from collectivist cultures perceive success based on the perceptions and views of their community or group (Taormina & Gao, 2013). People with strong religious commitments may perceive callings and vocations as a life norm (Dik and Duffy, 2009).

People that find their work has fewer meanings need a positive affect disposition to engage with their work. Positive emotions broaden people's thoughts, resources, and actions in finding alternatives to adapt to their situations (Fredrickson, 2001). Positive emotions prompt people to engage in actions that give meaning and are associated with meaningful work (Steger et al., 2013).

The satisfaction of the need for meaningful work increases people's sense of obligation at work and improve their positive mood (Albrecht, 2013). Employees that perceive their work as meaningful also have a better engagement at work, have a higher work centrality, and are

more efficient. Having meanings in life also relates to a lower risk of cardiovascular mortality, cerebrovascular disease, and all-cause mortality (Tanno et al., 2008).

Relationship to Resilience

Having meaningful work helps people to cope with stressful events, improve their personal growth, well-being, quality of life, and create empowerment (Britt et al., 2001; Stager et al., 2012; Magnano et al., 2019). The inability to find stable and meaningful work affects a person's psychological well-being (Codell et al., 2011). Meaningless work causes apathy, burnout, and detachment in people (Tummers & Knies, 2013; Magnano et al., 2019). Sustainable development, in the form of meaningful life and work regardless of the uncertainties and challenges, consists of three categories: physical and mental health, happiness and satisfaction from broader perspectives, and current and future productivity. Having the courage to find a meaningful cause and work despite the obstacles gives people life satisfaction and improves their personal growth (Magnano et al., 2019).

Coping and bouncing back

Perceiving their work as meaningful. Along with the quality of personal hardiness, helped US soldiers stationed in Bosnia to cope with the stressful events there. Their personal hardiness aided them in focusing on the meaning of the works they were doing. Doing something meaningful heightened their willingness to engage with other people, increased their perceptions of how important the job was, and forged their identity as peacekeepers (Britt et al., 2001).

Having meaningful employment helps people with mental illness to gain back their self-concept. Thriving in challenges at work and contribution to the community improves their mental health. Strong (1998) did an ethnographic study on 35 psychiatric disability patients that were employed at a non-profit business that provided various work opportunities for skill training and self-development. For disabled employees at the organization, working gave them back their sense of self and identity that was lost after experiencing their illness (Strong, 1998).

Perceiving their work as meaningful helps paramedics and dispatchers build their resilience. Seeing their work as something that fits well with their beliefs and values helps them fulfill their life purpose, cope with stressful situations, engender personal growth, and prevent them from utilizing negative coping strategies, e.g. avoidance and detachment (Bilsker et al., 2019). Attainment of meanings through work also helps teachers in trauma-affected classrooms to cope with the challenges, avoid burnouts and exhaustion, and find the best pedagogies to manage and teach the students (Brunzell et al., 2018).

Meaningful work also improves psychological empowerment by enhancing self-efficacy, work competence, and decreasing work-related stress. Nurses in long-term care facilities endure continuous stressors from their workload and job demands. When they found less

meaning in their work, they reported more work-related stress (Li et al., 2008). Work meanings, with organizational supports, foster empowerment and prevent nurses from burning out (Li et al., 2008). The same results were found among physicians (Sotile et al., 2019) and counsellors (Skovholt et al., 2001). Physicians who can find meaning in clinical practice and teamwork, work with autonomy, respect, and perceive their job as a calling are more resilient and at a lower risk of burnout. Joy, dignity, and respect at work improve people's psychological well-being (Anandarajah et al., 2018). Knowing and remembering the reasons they took the job helps to prevent burnout and social isolation.

Identifying one's calling and finding a job that fulfills that calling increase work centrality and positivity in facing obstacles at work. It also helps in coping with job loss as having a calling enhances people's positivity toward the future (Duffy et al., 2014).

Self-efficacy and interdependence

Having meaningful employment also provides people with a sense of self-efficacy. People with mental illness are known to have a distorted view of their self-efficacy and experience a loss of identity. Engaging in work activities gives these individuals proof of their capability. Working also provides them with a space to connect with other people and build their social network. The day-to-day success gives people hope for bigger goal-settings in the long term and the courage to take back their life (Strong, 1998).

Wagnild and Young (1990) explored factors related to resilience among older women and found that doing meaningful work and activities help them to persevere with a major loss and keep their creative mind. Working helps them to cope with suffering from loneliness and spousal loss.

Meaningful employment gives people a broader life purpose. Strong (1998) found that mentally disabled people found greater life purpose through their work. Working and engaging with others incite the feeling of usefulness and a focus to contribute to something external to themselves. Work connects them with people and acts as a vehicle to contribute to society, face challenges and thrives from them (Strong, 1998). For example, practicing physicians who work in teams are less likely to experience burnout and are more capable of achieving their goals (Anandarajah et al., 2018).

Improving

There are ways for organizations to make work more meaningful for a person (Martela & Pessi, 2018; Lepisto & Pratt, 2016), such as:

- An organization can give its employees leniency to decide its goals and how to pursue them. Giving employees autonomy on how to do their job provides them with an opportunity to utilize their skills and realize their potential.

- Having compelling values, missions, and goals helps employees to obtain a higher purpose and find a greater good in their work. Providing employees with work that has task significance or has positive implications on other people helps them to achieve a greater purpose in life.
- If the problem is alienation, enriching their work (e.g. by job design or job crafting) will help in generating autonomy, authenticity, self-competence, and independence.
- If the problem is anomie, create better meanings (e.g. by focusing on account-making). Knowing what we desire can resolve the uncertainty and knowing the reason why we desire something justifies our actions.
- Charismatic-transformational leadership fosters meaningful work for employees. Understanding the followers' effort is a moral statement that improves their accounts and worth.
- Even a mundane task can be meaningful if it is linked to a significant, prosocial cause (Allan et al., 2017)
- Mutual commitment between the organization and the employees can ensure job security (Steger & Dik, 2009)
- Recruiting people whose experiences and skills fit with the needs (Steger & Dik, 2009)
- Provide training and skill developments for employees (Steger & Dik, 2009)
- Having group reward structures and appreciations to individual performances (Steger & Dik, 2009)
- Open communications within an organization (Steger & Dik, 2009)

To ensure that people will not lose the meaning and reasons for choosing a profession, Skovholt et al. (2001) describe six ways to sustain the personal and professional self:

- *Enhance the experience of professional success.* Savour the recognitions you got from your peers, leaders, and client. Keep yourself updated with the latest knowledge, information, and developments in your area.
- *Maintaining professional development* to ensure continuous growth and avoid boredom
- *Increase your professional self-awareness* to find the most effective ways to work. You will be able to find the best strategies and adapt your resources if you are aware of your limitations and strengths.
- *Creating a positive work professional environment at work.* This is done by promoting transformational leadership strategies, mutual supports from peers and supervisors, mentoring others, and having fun.
- *Minimize ambiguous professional loss.* Acknowledge that sometimes there are no visible positive outcomes. Accept that sometimes you have to ask for help from your colleagues.
- *Keep the balance between professional and personal needs.* Do not forget to attend to your physical, spiritual, emotional, and social needs.

Below are some activities that proven to be useful in a career decision intervention (Brown & Ryan Krane, 2000; Brown et al., 2003):

- Writing goals, plans, and job analyses on notebooks or any materials. Written exercise helps people to look for work-related information outside any in-sessions events.
- Individualized feedback on test results, plans, etc. after a job intervention.
- Individual consultations for poor assessment performances.
- Build a social network to gather work resources related to their career options.
- Utilize in-session opportunities to gather information on the work environment on specific career options, e.g. by visiting career libraries, attending talk shows with guest speakers and panels, and using computer-guided interventions.
- Modeling opportunities, such as in the form of self-disclosure. Counsellors and past participants share their experience of how they gained the courage and achieved their career decisions to be what they are now.

Secondary school transitioning training

Carter and Lunsford (2005) analyzed the skills and training needed for transitioning adolescents with emotional and behavioural disorders from secondary schools to the work environment. The ability to transition from school to work is important in finding meaningful work, especially for youth who have emotional or behavioural difficulties. They listed four skills area that needs to be developed (Carter & Lunsford, 2005):

Social skills training

- Social skill training needs to be tailored to a person's needs.
- Before the training started, assessments are needed to identify social skill deficits.
- Teachers/ trainers need to give the students instructions consist with social skills that they need to improve.
- The training needs to be frequent. Teachers/trainers should allow students to improve their existing skills and not only focused on new skills attainment.
- The training needs to simulate multiple scenarios in various settings to enhance generalization.

Vocational skills

- Encourage students who are interested in finding a job after finishing secondary school to participate in vocational education courses throughout high school.
- Provide students internship/ on-the-job training before finishing school. The experience helps them to learn about the work environment, norms, expectations, and responsibility. This is an opportunity to apply what they have learned at school to the real work environment.

Academic skills

- Better academic achievements provide a higher chance for future employment status and their lifelong career. Students need to be trained on how to integrate their academic knowledge with their vocational skills.

Self-discrimination skills

- Students need training in self-management, decision-making, problem-solving, goal-setting, and self-advocacy.

To ensure the smooth transition, four areas of supports need to be developed (Carter and Lunsford, 2005, p. 67):

Community linkages

- Ensure that students and their families are connected with supports and resources before graduation.
- Link students and their families with formal and informal sources of support.

Workplace supports

- Identify jobs and training sites that are rich in social and environmental support.
- *Provide appropriate levels of external support.*

Family involvement

- Actively involve family members in transition planning.
- *Support families with information, clear communication, and respect.*

Student involvement

- Support involvement in transition planning early in high school.
- Provide students with frequent opportunities to make choices. (Carter & Lunsford, 2005, p. 67)

Interventions

Calling-infused + Self-disclosure Career Workshop

Dik and Steger (2008) tested the efficacy of a career development workshop that focused on promoting work as a calling and provide workshop counsellor's self-disclosure using a randomized control trial design. Workshop counsellors and past participants' disclosure is perceived as one of the effective ways of modeling performed by experts, which improves the effectiveness of the workshop. Another way to improve the effectiveness of career intervention is by incorporating calling and vocation in the program. Dik and Steger (2008) ran the calling-infused and self-disclosure workshop in two 1-hour long sessions over two weeks. The focus in

all sessions is on written exercises, support building, and knowledge transmissions. The intervention consisted of:

Session 1:

- An explanation of a person-environment fit model for identifying a calling or vocation. The content of this session included:
 - Calling/ vocation session: ensuring participants that having a calling or vocation is suitable in any honest area of work; information on how to identify vocation or calling by doing career development activities; and acknowledging how the job might have implications for a greater good.
 - Self-disclosure session: counsellors self-disclose their career decision-making experience and how they successfully manage challenges and obstacles in their career.
- A goal-setting exercise
- A group interpretation of Strong Interest Inventory and a short description of the online sources of occupational information
- Homework: participants were asked to integrate their SII results with the occupational information

Session 2:

- Self-assessment regarding their informal skills, values, and needs.
- A written exercise, in which participants matched their information and tried to find the best-fitting work environments.
- A group exercise, in which participants showed supports towards various possible career options.
- Discussion about participants' plans for their future.
- A written goal-setting exercise.
- An exercise to help participants identify where to get some supports for career decisions.

Dik and Steger (2008) found that this self-disclosure intervention improved career decision self-efficacy in multidimensional aspects. The intervention increased confidence in participants' career decision-making process.

Legacy Mapping

A contribution to society and achieving a professional legacy is one way to make a job meaningful. Hinds et al. (2015) created a legacy map as a guide to find meanings and analyze career outcomes. Legacy mapping and planning facilitate more detailed value and goal transmissions to others. A legacy map shows the maker's important values and goals and their long-term plans to establish a legacy. To fully realize the legacy, a legacy map should be constructed by a member and their leader (Hinds et al., 2015).

Benefits of legacy mapping:

- Visually aids the creator to see where they are at now in their goals and what activities help them to achieve their goals. It also helps the creator to minimize activities that are not related to their long-term goals and see if their long-term plans are coherent with their goals/legacies.
- Showing others (team members and leaders) how the creator works, what their plans and legacies are. Sharing legacy maps helps other people to identify ways to support each other.
- Learning about other people legacy map also gives inspiration and build connections.

(See Appendix A for examples of a legacy map)

Step-by-step guidance to make a legacy map as a visual guide

1. Write down your goals (legacies) on the right side of the map. What do you want to improve with your work? To help, think about the questions below:
 - a. What is your motivation to work? What is your long-term goal achievement? What is the thing you want to improve in your profession?
2. Write down the steps you have taken to fulfil your legacy on the left side of the map. What have you done so far to get closer to achieving your legacy?
3. Write down your planned next steps and future steps in the middle.
4. Use a solid line to connect steps (the ones you have taken, your planned next steps, future steps, and the legacy) toward fulfilling your legacy.
5. Use a dotted line to show steps that are still in consideration whether they are aligned with your goals.
6. In a different section, write down activities that hinder you from achieving your legacies. This helps you to drop, modify, or share the activities with other people.

Assessment

The Work as Meaning Inventory (WAMI; Stager et al., 2012; Appendix B)

- Incorporate three facets of meaningful work: psychological meaning, broader meaning-making through work, and greater good
- Rated from 1= “*absolutely untrue*” to 5= “*absolutely true*”
- Cronbach’s alpha: .89 (psychological meaning), .82 (meaning-making), .83 (greater good)

The Comprehensive Meaningful Work Scale (CMWS; Lips-Wiersma & Wright, 2012; Appendix C)

- A 30-item questionnaire consisting of four dimensions of meaningful work (developing and becoming self, unity with others, expressing full potential, service to others) which relate to reality, inspirations, and tensions between self and circumstances

- Each item has two response scale: importance and frequency, which are rated on a 5-point Likert-type scale
- Cronbach's alpha: total scale: .92. Subscales: .90 (unity with others); .83 (serving others); .83 (expressing full potential); .72 (developing the inner self); .79 (reality); .89 (inspiration); and .85 (balancing tensions)

Existential Meaning of Work Scale (Fairlie & Flett, 2004)

- 27-item scale measuring the beliefs about the nature of work in relations to a person's life meaning
- Consists of two subscales: work as inhibiting self-hood (14 items) and work as enabling selfhood (13 items)
- Items are rated on a 7-point scale (1= "strongly disagree" to 7= "strongly agree")
- Cronbach's alpha: .83

Calling and Vocation Questionnaire (CVQ; Dik et al., 2012; Appendix D)

- 24-items measurements assessing the presence of calling the search for calling
- Rated on a 4-point scale

Brief Calling Scale (BCS; Dik et al., 2012; Appendix E)

- A 4-item scale assessing the presence's of calling or the willingness to search for one's calling
- Rated on a 5-point scale

The Job Diagnostic Survey (JDS; Hackman & Oldham, 1976)

- Consists of eight sections. For the meaningful work section, two pairs of items are used to describe people's feeling and perceptions about job

Meaning of Work Questionnaire (Jung and Yoon, 2016)

- Adapted from Dik and Steger's (2008) and Harpaz and Fu (2002) multi-item scales
- A 18-items scale covering six dimensions of employee's meaning of work: work centrality (3 items), entitlement norms (3 items), economic orientation (3 items), interpersonal relations (3 items), expressive orientation (3 items) and obligation norms (3 items)
- Rated on a 7-point scale from 1= "strongly disagree" to 7= "strongly agree"
- Cronbach's alpha: .795; .924 (work centrality), .855 (entitlement norms), .873 (economic orientation), .861 (interpersonal relations), .893 (expressive orientation, .899 (obligation norms)

Career Decision-making Self-Efficacy Scale Short Form (CDSME-short form; Betz & Lutz, 1996)

- A shorter version of the original career decision-making self-efficacy
- A 25-item form is developed to measure the degree to which an individual can successfully make a career decision
- The scale consists of five subscales with five items on each scale: accurate self-appraisal, gathering occupational information, goal selection, making plans for the future, and problem-solving
- Rated on a 10-point scale from 1= *“no confidence at all”* to 10= *“complete confidence”*

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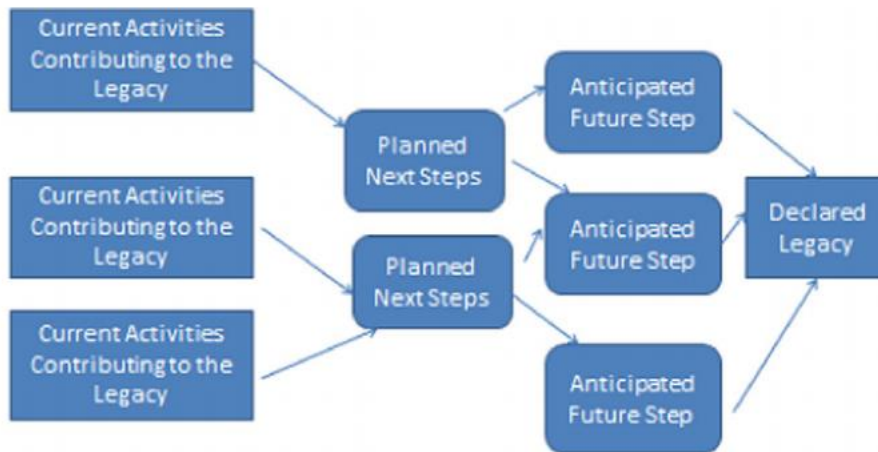
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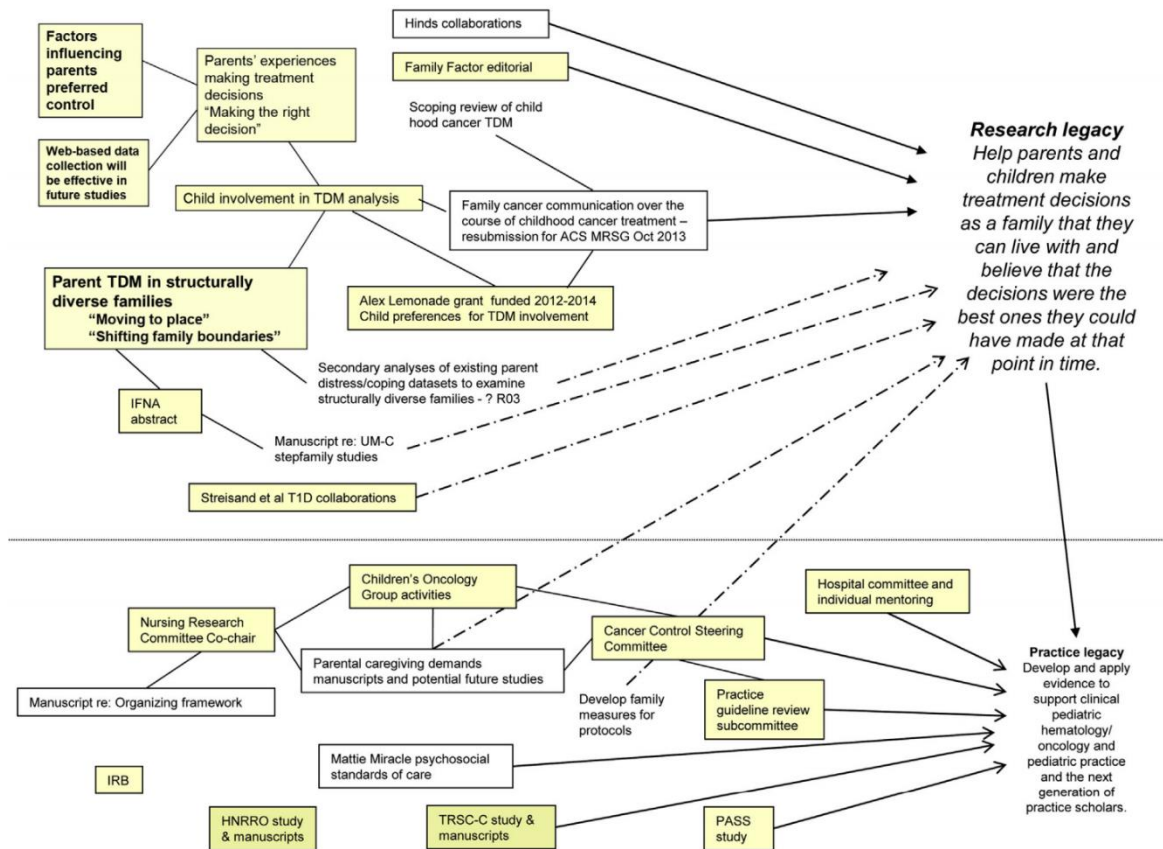
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Appendix A: Legacy Maps

Hinds et al. (2015, p. 214-216)



Other



Appendix B: The Work as Meaningful Inventory

Stager et al. (2012)

		1	2	3	4	5
		<i>Absolutely untrue</i>				<i>Absolutely true</i>
1.	I have found a meaningful career.					
2.	I view my work as contributing to my personal growth					
3.	My work really makes no difference to the world					
4.	I understand how my work contributes to my life's meaning					
5.	I have a good sense of what makes my job meaningful.					
6.	I know my work makes a positive difference in the world.					
7.	My work helps me better understand myself.					
8.	I have discovered work that has a satisfying purpose.					
9.	My work helps me make sense of the world around me.					
10	The work I do serves a greater purpose.					

Note: Positive meaning: 1, 4, 5, 8

Meaning making through work: 2, 7, 9

Greater good motivation: 3(R), 6, 10

Appendix C: The Comprehensive Meaningful Work Scale

Lips-Wiersma & Wright (2012)

1. I have a sense of belonging
2. I can talk openly about my values when we are making decisions
3. We talk about what matters to us
4. We support each other
5. We reassure each other
6. We enjoy working together
7. I feel I truly help our customers/ clients
8. We contribute to products and services that enhance human well-being and/or the environment
9. What we do is worthwhile
10. We spend a lot of time on things that are truly important
11. I create and apply new ideas or concepts
12. I make a difference that matters to others
13. I experience a sense of achievement
14. I am excited by the available opportunities for me
15. At work my sense of what is right and wrong gets blurred (*reverse scored*)
16. At work I feel divorced from myself (*reverse scored*)
17. At work we face up to reality
18. We are tolerant of being human
19. We recognize that life is messy and that is OK
20. I feel inspired at work
21. The work we are doing makes me feel hopeful about the future
22. The vision we collectively work towards inspires me
23. I experience a sense of spiritual connection with my work
24. In this work, I have the time and space to think
25. We have a good balance between focusing on getting things done and noticing how people are feeling
26. I create enough space for me
27. I have a good balance between the needs of others and my own needs

Appendix D: Calling and Vocation Questionnaire

Dik et al. (2012)

Instructions:

Please indicate the degree to which you believe the following statements describe you, using the following scale. Please respond with your career as a whole in mind. For example, if you are currently working part time in a job that you don't consider part of your career, focus on your career as a whole and not your current job. Try not to respond merely as you think you "should" respond; rather, try to be as accurate and as objective as possible in evaluating yourself. If any of the questions simply do not seem relevant to you, "1" may be the most appropriate answer.

1 = Not at all true of me

2 = Somewhat true of me

3 = Mostly true of me

4 = Absolutely true of me

1. I believe that I have been called to my current line of work.
2. I'm searching for my calling in my career.
3. My work helps me live out my life's purpose.
4. I am looking for work that will help me live out my life's purpose.
5. I am trying to find a career that ultimately makes the world a better place.
6. I intend to construct a career that will give my life meaning.
7. I want to find a job that meets some of society's needs.
8. I do not believe that a force beyond myself has helped guide me to my career.
9. The most important aspect of my career is its role in helping to meet the needs of others.
10. I am trying to build a career that benefits society.
11. I was drawn by something beyond myself to pursue my current line of work.
12. Making a difference for others is the primary motivation in my career.
13. I yearn for a sense of calling in my career.
14. Eventually, I hope my career will align with my purpose in life.
15. I see my career as a path to purpose in life.
16. I am looking for a job where my career clearly benefits others.
17. My work contributes to the common good.
18. I am trying to figure out what my calling is in the context of my career.
19. I'm trying to identify the area of work I was meant to pursue.
20. My career is an important part of my life's meaning.
21. I want to pursue a career that is a good fit with the reason for my existence.

22. I am always trying to evaluate how beneficial my work is to others.
23. I am pursuing my current line of work because I believe I have been called to do so.
24. I try to live out my life purpose when I am at work.

Scoring instructions (items listed should be summed):

CVQ-Presence-Transcendent Summons = 1, 8-reverse coded, 11, 23

CVQ-Search-Transcendent Summons = 2, 13, 18, 19

CVQ-Presence-Purposeful Work = 3, 15, 20, 24

CVQ-Search-Purposeful Work = 4, 6, 14, 21

CVQ-Presence-Prosocial Orientation = 9, 12, 17, 22

CVQ-Search-Prosocial Orientation = 5, 7, 10, 16

CVQ-Presence total = 1, 3, 8-reverse coded, 9, 11, 12, 15, 17, 20, 22, 23, 24

CVQ-Search total = 2, 4, 5, 6, 7, 10, 13, 14, 16, 18, 19, 21

Appendix E: Brief Calling Scale

Dik et al. (2012)

Broadly speaking, a “calling” refers to a person’s belief that she or he is called upon (by the needs of society, by a person’s own inner potential, by God, by a Higher Power, etc.) to do a particular kind of work. The following questions assess the degree to which you see this concept as relevant to your own life and career. Please respond honestly, not according to what is socially desirable or what you feel you “ought” to think. Please indicate the extent to which each of the following statements currently describe you, using the following scale.

1 = Not at all true of me

2 = Mildly true of me

3 = Moderately true of me

4 = Mostly true of me

5 = Totally true of me

1. I have a calling to a particular kind of work.
2. I have a good understanding of my calling as it applies to my career.
3. I am trying to figure out my calling in my career.
4. I am searching for my calling as it applies to my career.

Scoring instructions (items listed should be summed):

BCS-Presence = 1, 2

BCS-Search = 3,4



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