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The development of calling during college: a 3-year investigation

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Topics

- What is a calling?
- The dynamics of calling
 - Trajectories of change
 - Longitudinal predictors
- Conclusions



What is a calling?

A deeply *fulfilling* work that an individual believes *makes the world a better place*

(Wrzesniewski et al., 1997)

A calling is a *transcendent summons*, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a *sense of purpose or meaningfulness*, and that holds *other-oriented values and goals* as primary sources of motivation”

(Dik & Duffy, 2009)

A consuming, *meaningful passion* people experience toward a domain

(Dobrow et al. 2013)



An integrated definition

Calling is a multi-dimensional construct that describes spiritual, motivational, affective and identity-related facets of the relationship between individuals and a specific domain in life or work.

(Dalla Rosa, Galliani & Vianello, 2017)

So... what are these facets?

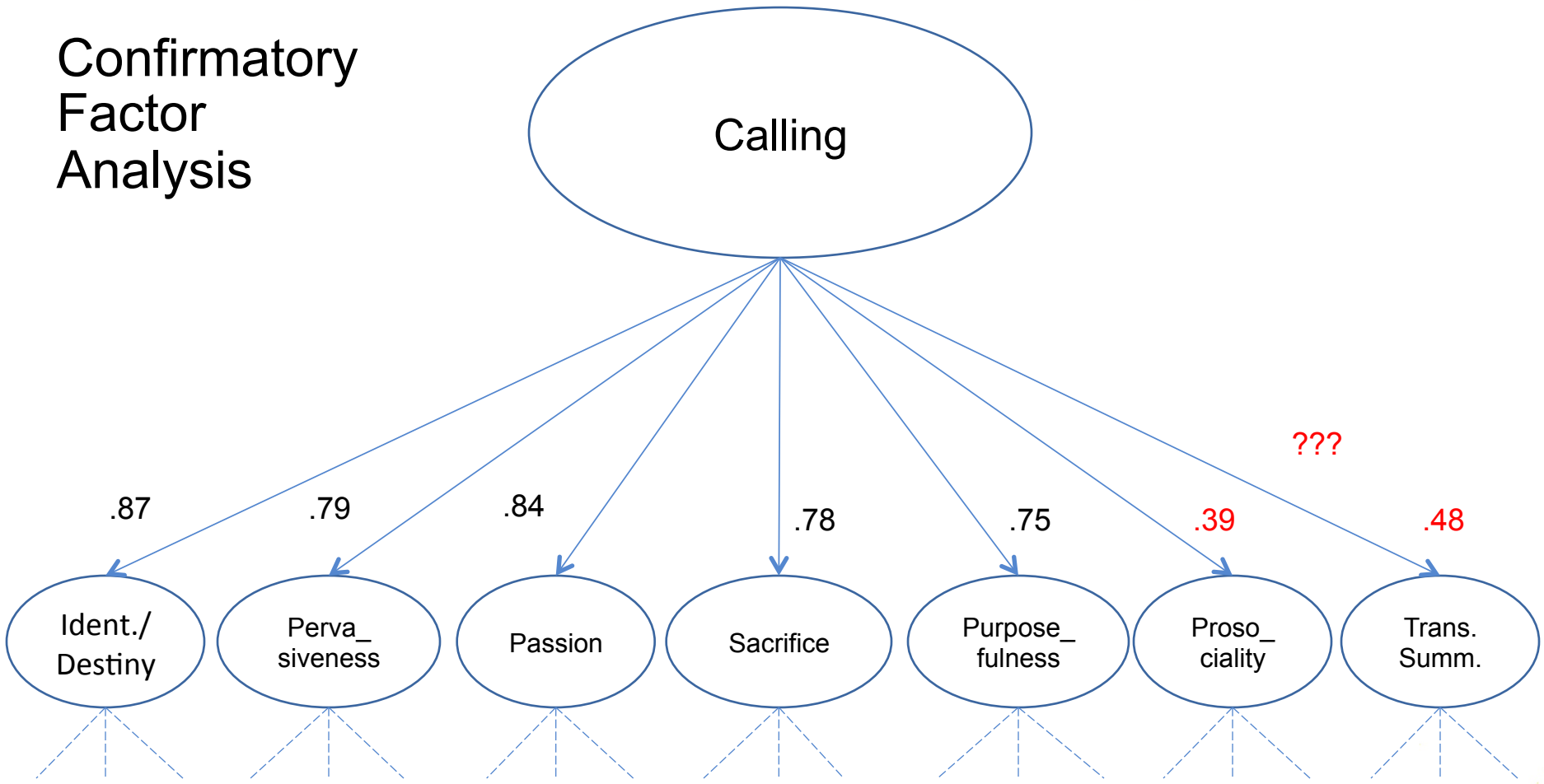


Dimensions of calling

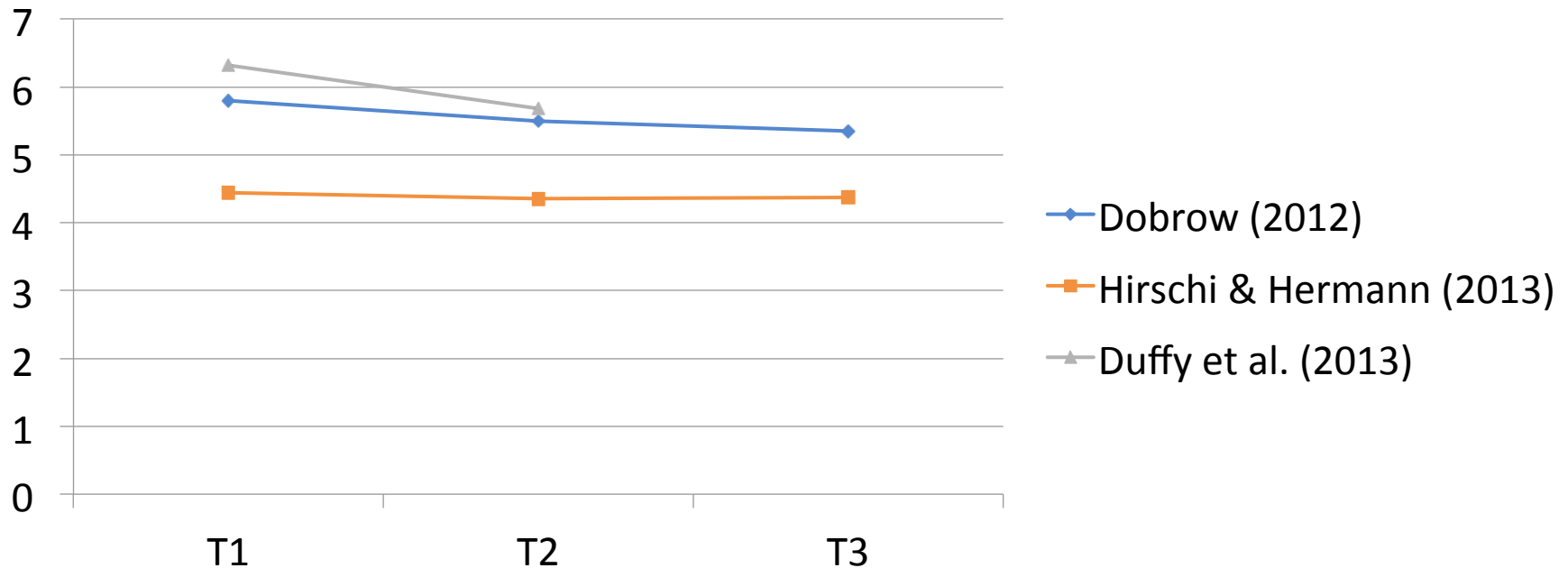
- **Identification** with the calling domain (I am what I do)
- **Pervasiveness** of thoughts regarding the calling domain (Always in my mind)
- **Passion** (I love it!)
- **Sacrifice** (I would sacrifice everything to be a...)
- **Transcendent Summons** (Originates from something beyond or stronger than me)
- **Purposefulness** (It makes me feel I have a meaning)
- **Prosociality** (It makes the world a better place)
- **Destiny** (It will always be part of my life)



Confirmatory Factor Analysis



The development of calling: the literature



“within individuals, calling is variable, such that people’s calling can increase, decrease, or even stay the same” (Dobrow, p. 443).



So, where are we at?

- One study suggests no change
- Two studies suggest calling slightly decrease through time
- All studies have small and very specific samples (e.g. music and medical school)
- No study informs on *the shape of the trajectories of change*
- No study informs on the *inter-individual variability of these trajectories*



Research design and participants

- Three waves of data collection (2014, 2015, 2016).
- $N_{2014} = 5837$; $N_{2015} = 1700$ $N_{2016} = 881$
- Participants from 4 universities (Padua, Florence, Siena and Napoli)
- 24 different domains ranging from Agricultural Science to Statistics
- 2/3 are females, mean age at T1=23.37 (SD=4.82)



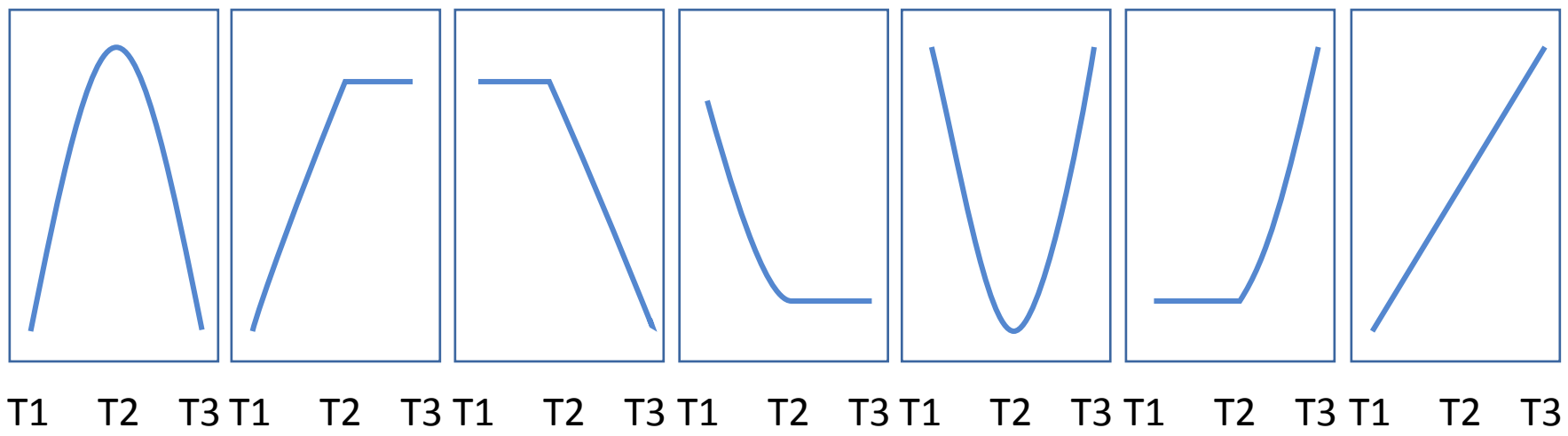
Measures

- *Calling* (7 dimensions).
- *Engaged Learning* (Schreiner & Louis, 2006).
 - *Active participation* (ad es. “Se non capisco qualcosa a lezione chiedo chiarimenti”)
 - *Focused Attention* (ad es. “Spesso vago con la mente durante le lezioni”).
 - *Meaningful processing* (ad es. “Di solito riesco a trovare il modo di applicare quello che imparo a lezione ad altri ambiti della mia vita”; “Sento che quello che imparo nei corsi mi è utile come persona”)
- *Clarity of professional identity* (ad es. “Ho un’idea ben precisa di dove voglio arrivare”, “Il mio futuro lavorativo mi è chiaro”).



Results

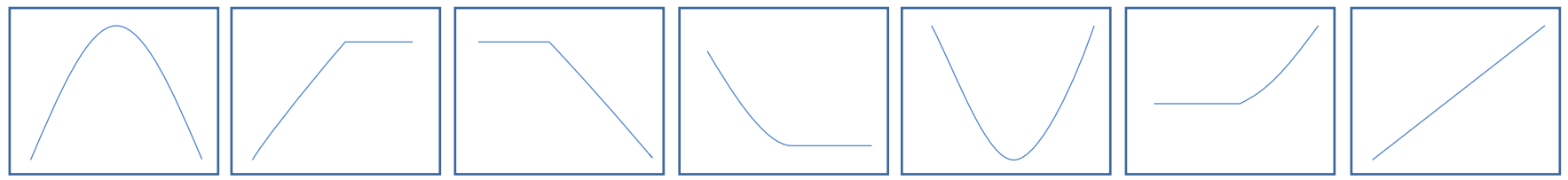
Seven developmental trajectories are recurrent among dimensions of calling:



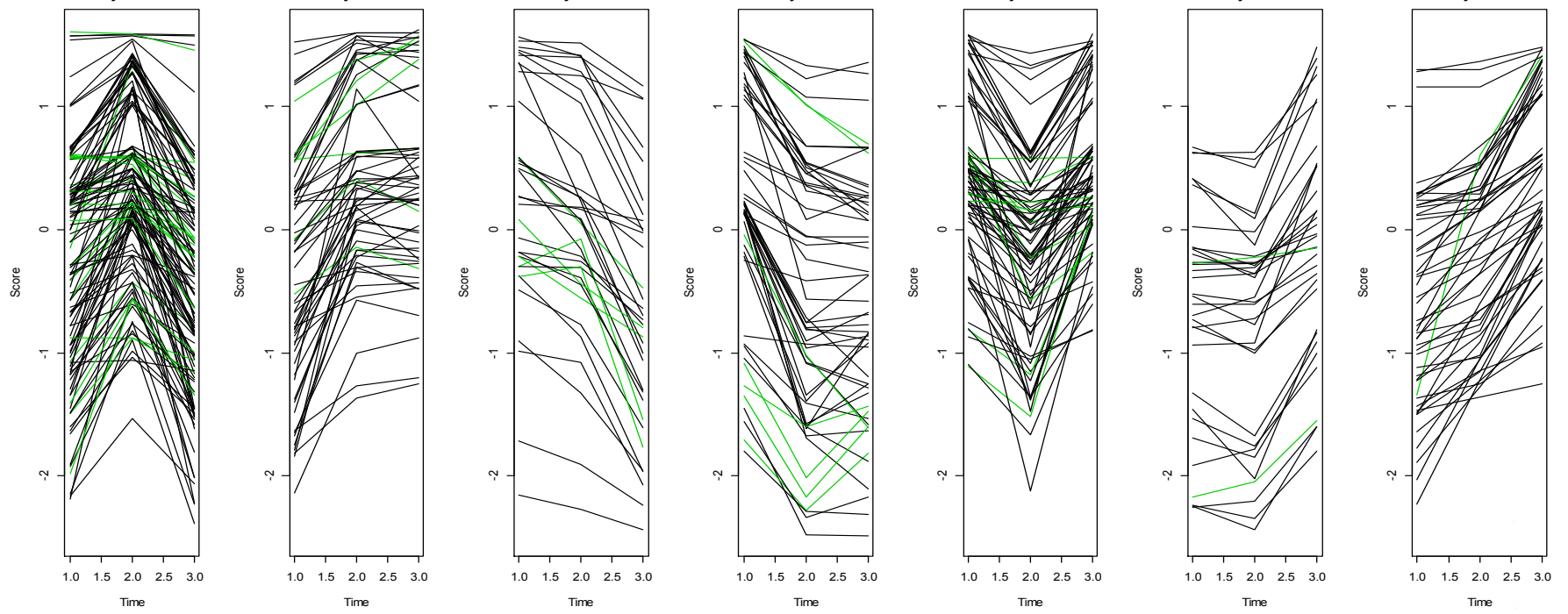
None of them include stability for more than 2 years



Pervasiveness



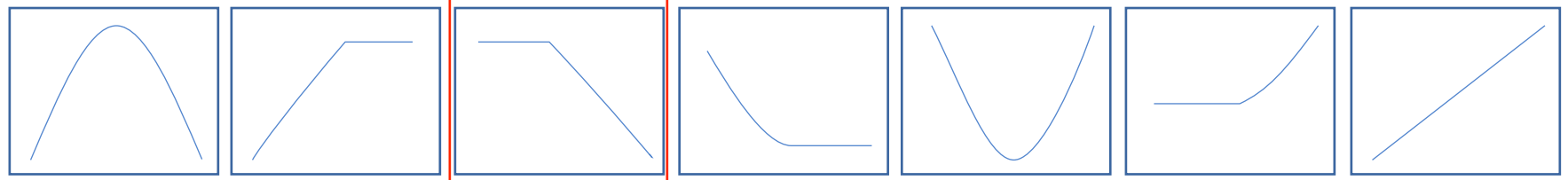
Cluster 1 of 7 - N = 121 P = 0.2 Cluster 2 of 7 - N = 61 P = 0.1 Cluster 3 of 7 - N = 34 P = 0.0 Cluster 4 of 7 - N = 55 P = 0.1 Cluster 5 of 7 - N = 79 P = 0.1 Cluster 6 of 7 - N = 33 P = 0.0 Cluster 7 of 7 - N = 51 P = 0.1
 .crit = 0.15 Subj below N = 21 P.crit = 0.15 Subj below N = 6 P.crit = 0.15 Subj below N = 5 P.crit = 0.15 Subj below N = 7 P.crit = 0.15 Subj below N = 10 P.crit = 0.15 Subj below N = 2 P.crit = 0.15 Subj below N = 1 P



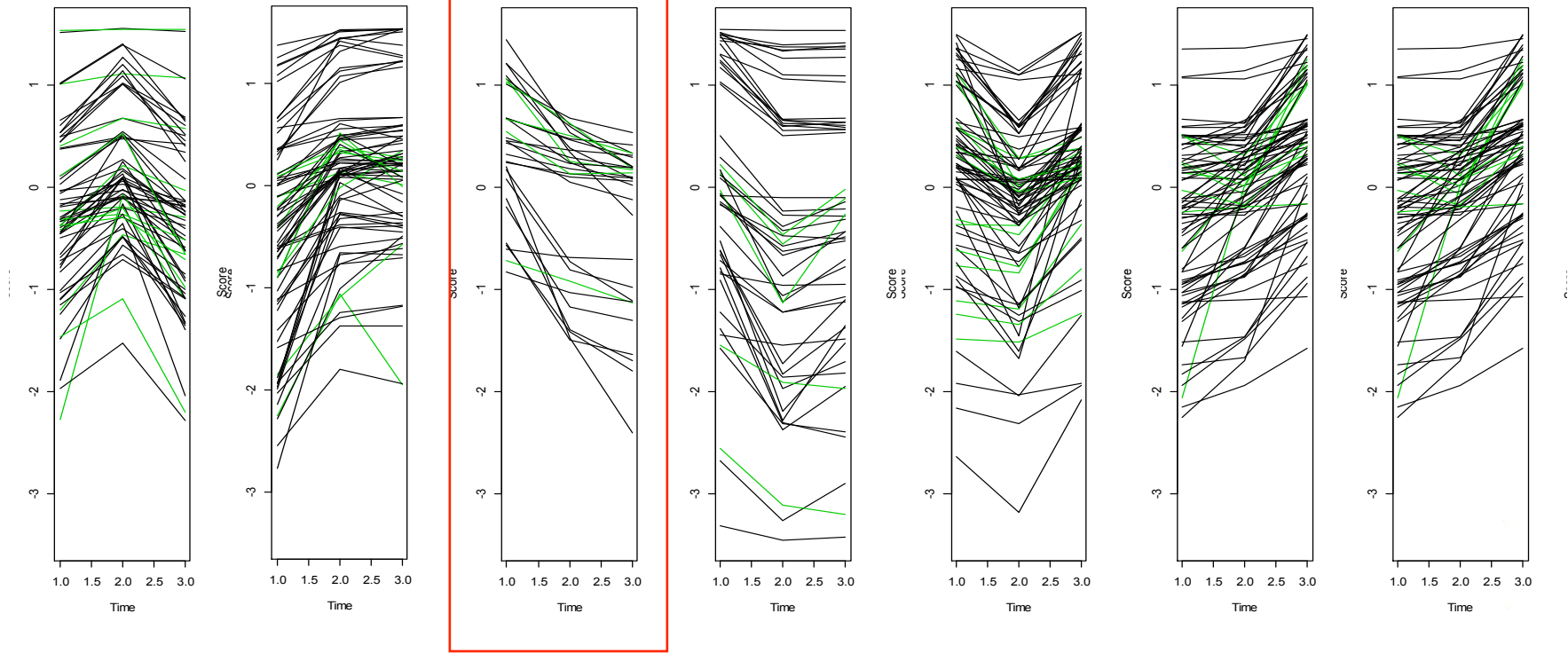
The dynamics of calling: trajectories of change



Passion



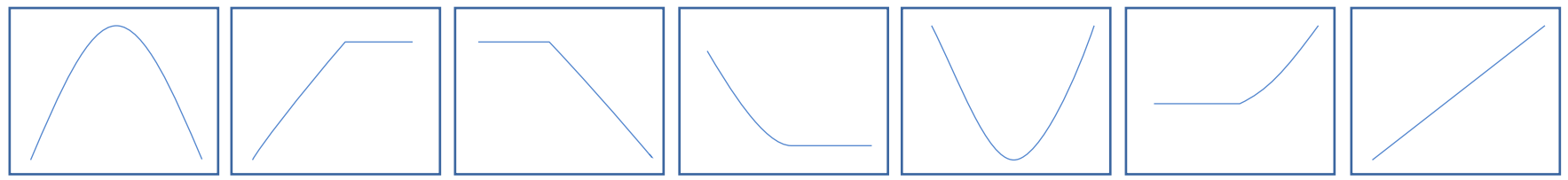
Cluster 4 of 7 - N = 62 P = 0.1 rit = 0.15 Subj below N = 12 Pcrit = 0.15 Subj below N = 9 P
 Cluster 1 of 7 - N = 75 P = 0.1 rit = 0.15 Subj below N = 9 P
 Cluster 7 of 7 - N = 30 P = 0.0 crit = 0.15 Subj below N = 5 P
 Cluster 3 of 7 - N = 48 P = 0.1 rit = 0.15 Subj below N = 5 P
 Cluster 5 of 7 - N = 78 P = 0.1 rit = 0.15 Subj below N = 13 P
 Cluster 6 of 7 - N = 78 P = 0.0 crit = 0.15 Subj below N = 9 P
 Cluster 6 of 7 - N = 78 P = 0.1 rit = 0.15 Subj below N = 9 P



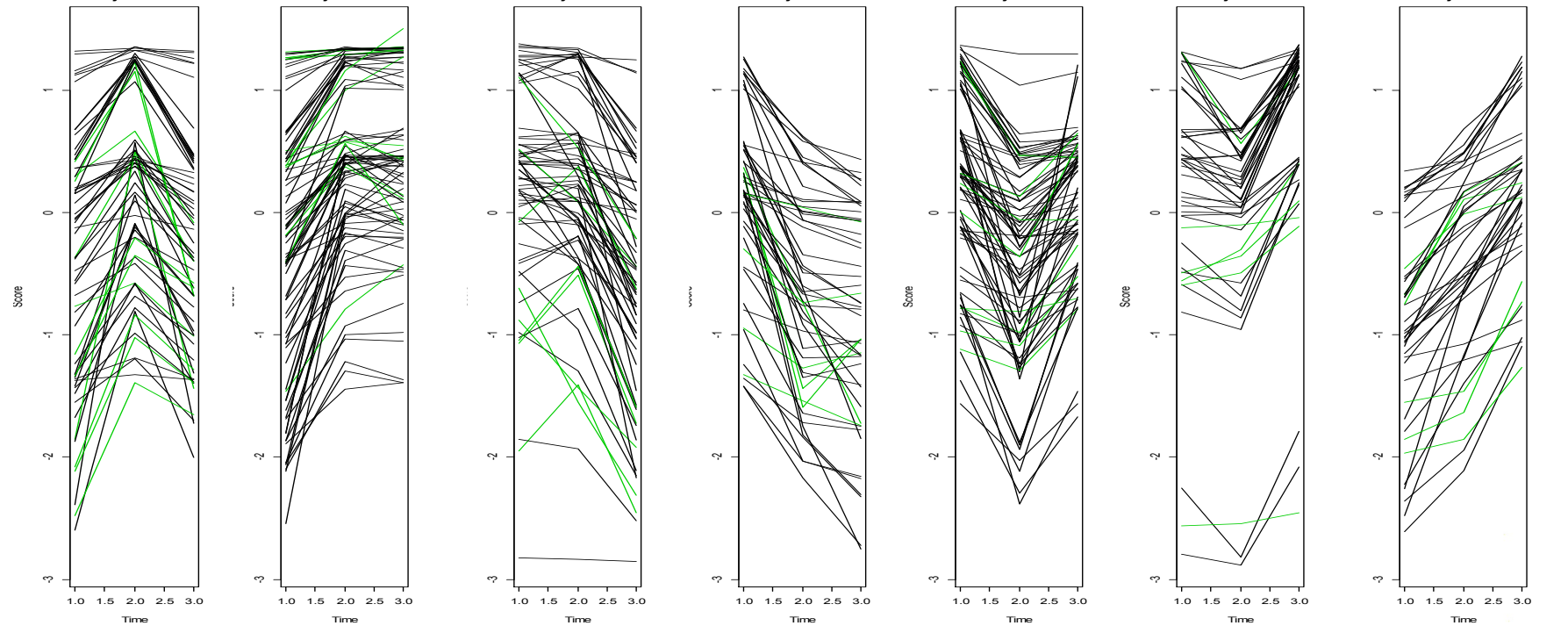
The dynamics of calling: trajectories of change



Sacrifice

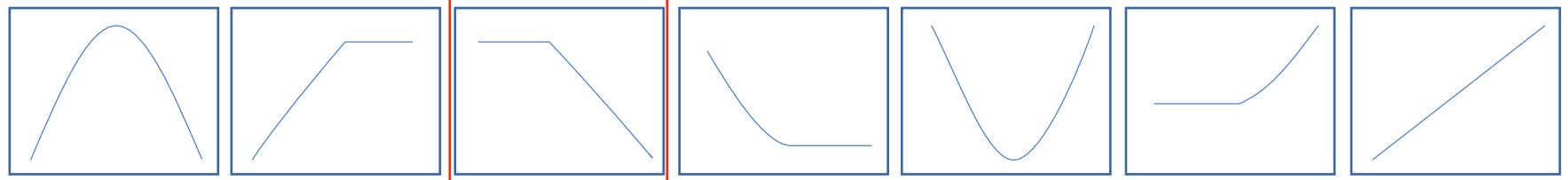


Cluster 4 of 7 - N = 62 P = 0. Cluster 1 of 7 - N = 89 P = 0. Cluster 3 of 7 - N = 67 P = 0. Cluster 6 of 7 - N = 50 P = 0. Cluster 2 of 7 - N = 78 P = 0. Cluster 5 of 7 - N = 45 P = 0. Cluster 7 of 7 - N = 43 P = 0.
 rit = 0.15 Subj below N = 11 It = 0.15 Subj below N = 13 rit = 0.15 Subj below N = 8 R rit = 0.15 Subj below N = 7 Ecrit = 0.15 Subj below N = 9 Ecrit = 0.15 Subj below N = 6 F It = 0.15 Subj below N = 6 F

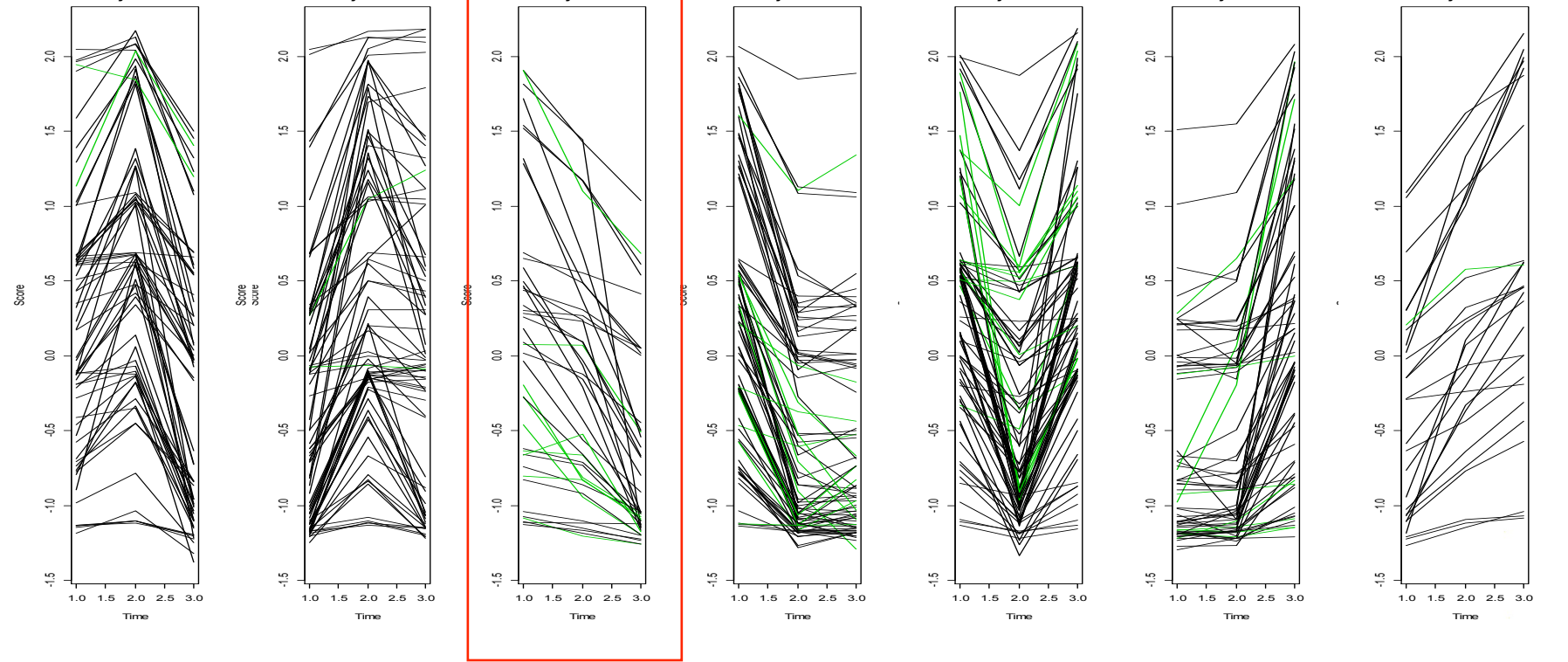




Transcendence



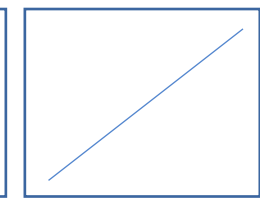
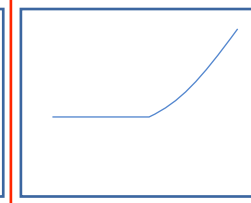
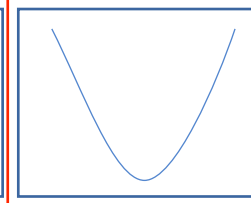
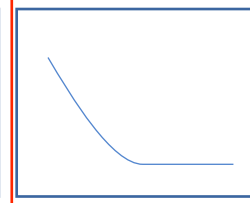
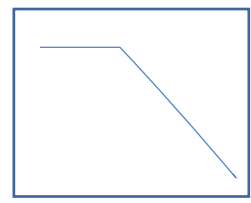
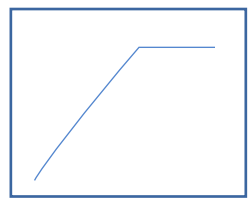
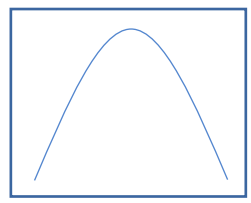
Cluster 1 of 7 - N = 63 P = 0.0001 Crit = 0.15 Subj below N = 2
 Cluster 6 of 7 - N = 74 P = 0.0001 Crit = 0.15 Subj below N = 2
 Cluster 5 of 7 - N = 41 P = 0.0001 Crit = 0.15 Subj below N = 9
 Cluster 2 of 7 - N = 81 P = 0.0001 Crit = 0.15 Subj below N = 12
 Cluster 4 of 7 - N = 81 P = 0.0001 Crit = 0.15 Subj below N = 13
 Cluster 3 of 7 - N = 67 P = 0.0001 Crit = 0.15 Subj below N = 9
 Cluster 7 of 7 - N = 27 P = 0.0001 Crit = 0.15 Subj below N = 1



The dynamics of calling: trajectories of change



Purposefulness



Cluster 3 of 7 - N = 76 P = 0.1
crit = 0.25 Subj below N = 2 P

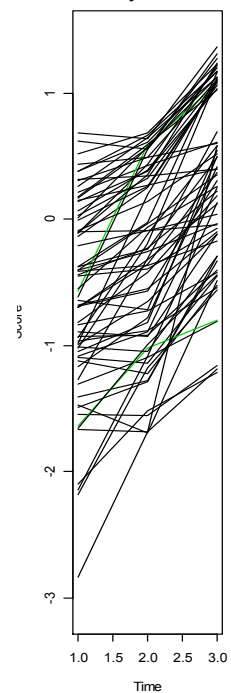
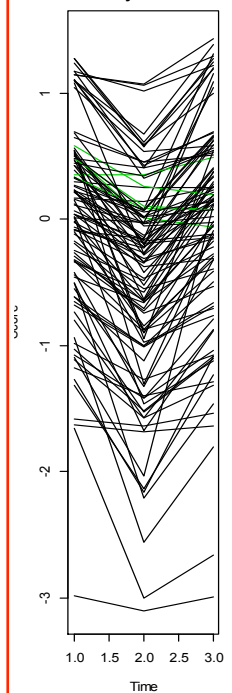
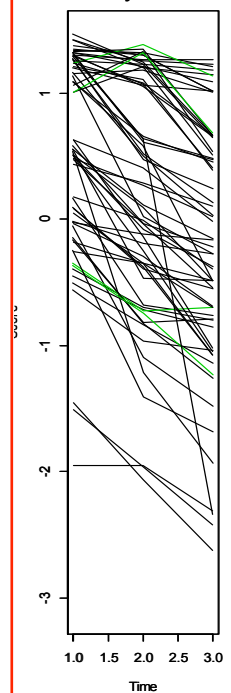
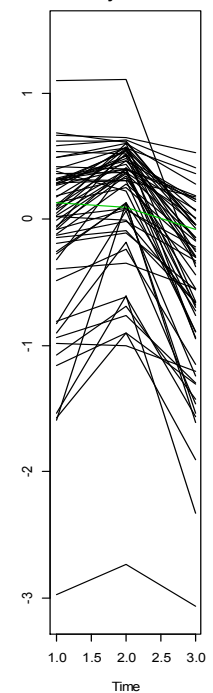
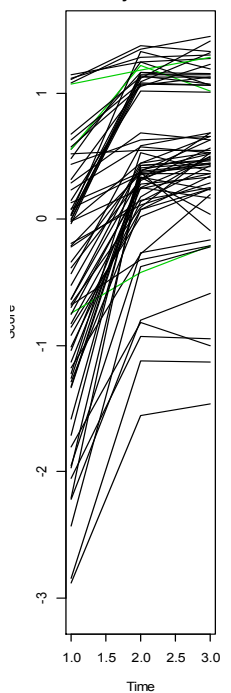
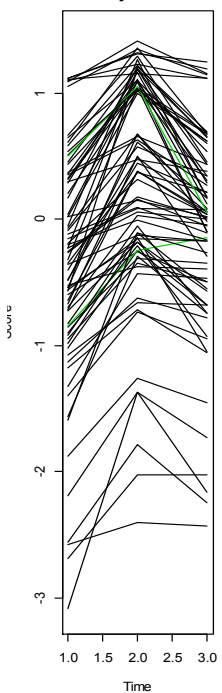
Cluster 5 of 7 - N = 65 P = 0.1
crit = 0.25 Subj below N = 3 P

Cluster 1 of 7 - N = 60 P = 0.1
crit = 0.25 Subj below N = 1 P

Cluster 6 of 7 - N = 34 P = 0.0
crit = 0.25 Subj below N = 2 P

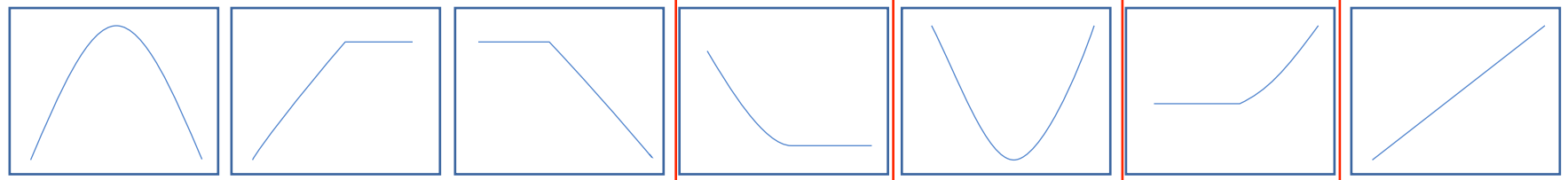
Cluster 4 of 7 - N = 101 P = 0.1
crit = 0.25 Subj below N = 5 P

Cluster 2 of 7 - N = 67 P = 0.1
crit = 0.25 Subj below N = 2 P





Prosociality



Cluster 3 of 7 - N = 103 P = 0.2
crit = 0.25 Subj below N = 2 Rcrit = 0.25 Subj below N = 4 P

Cluster 1 of 7 - N = 67 P = 0.1
crit = 0.25 Subj below N = 3 P

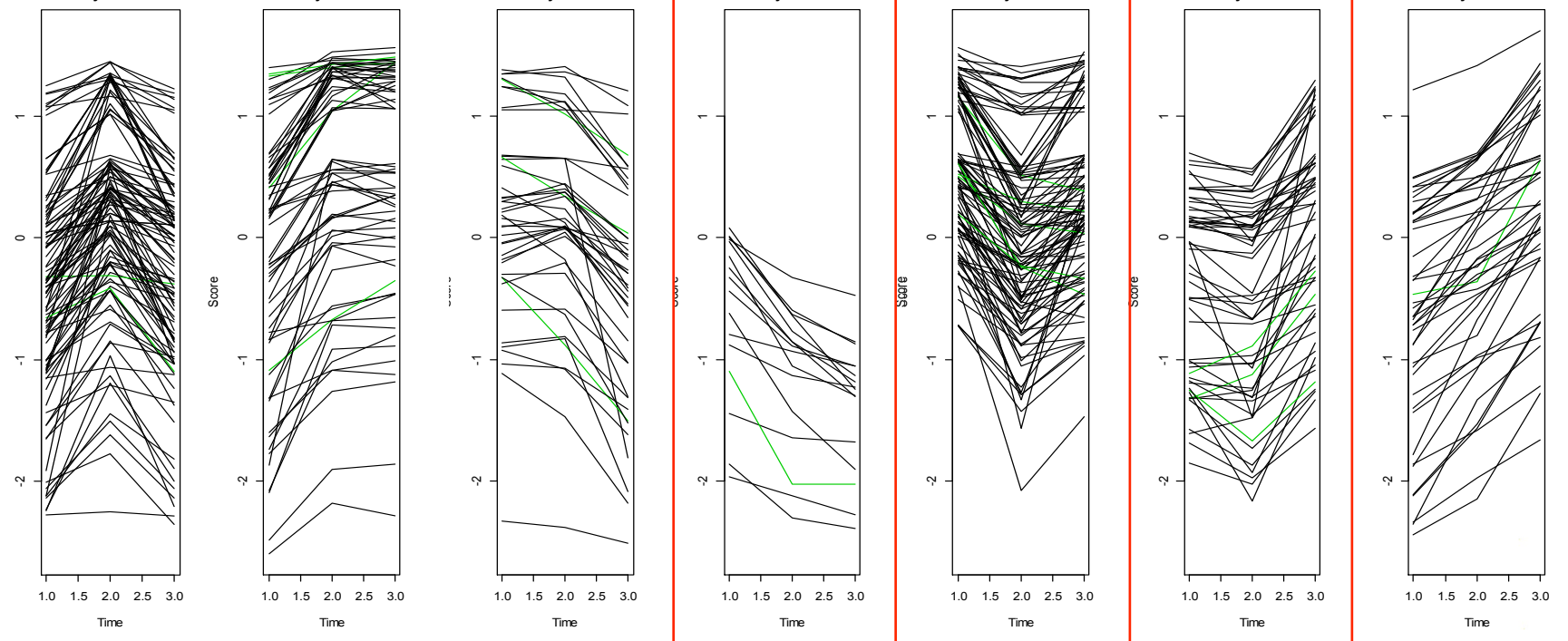
Cluster 6 of 7 - N = 42 P = 0.1
crit = 0.25 Subj below N = 3 P

Cluster 5 of 7 - N = 16 P = 0.0
crit = 0.25 Subj below N = 1 P

Cluster 4 of 7 - N = 106 P = 0.3
crit = 0.25 Subj below N = 5 P

Cluster 2 of 7 - N = 55 P = 0.1
crit = 0.25 Subj below N = 3 P

Cluster 7 of 7 - N = 45 P = 0.1
crit = 0.25 Subj below N = 1 P



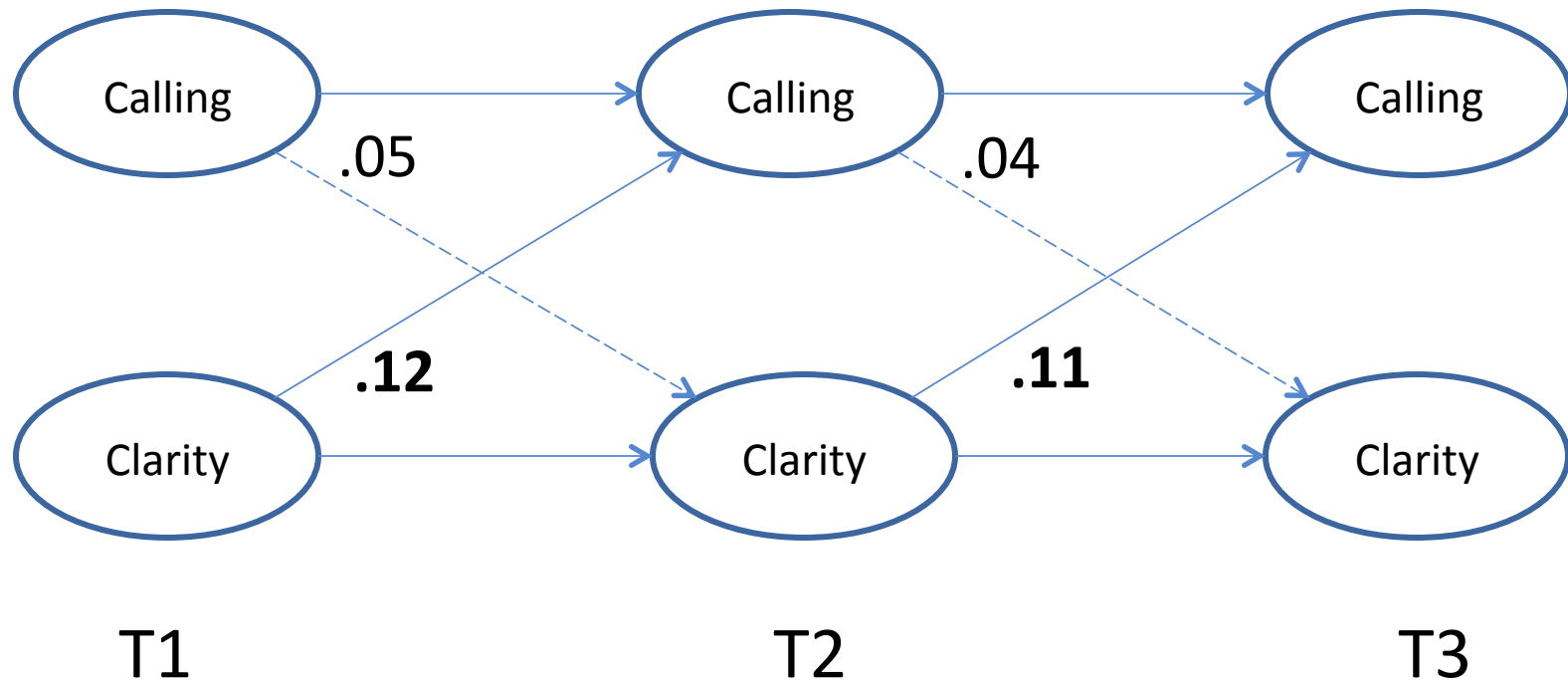
The dynamics of calling: trajectories of change



Why does calling change?

- Longitudinal predictors of calling:
 - Clarity of professional identity
 - Engaged Learning

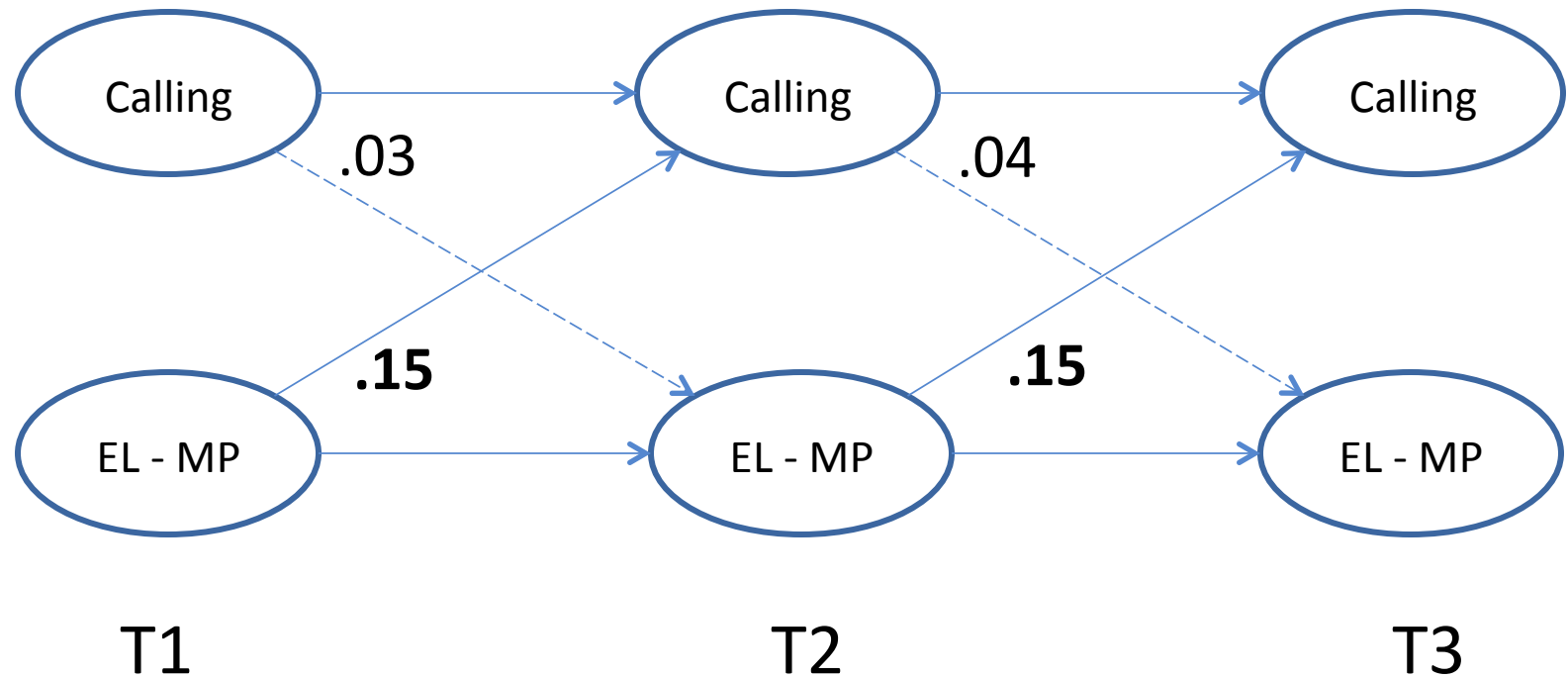
Clarity of professional identity predicts calling (not viceversa)



$\chi^2_{(363)}=938.44, p<.001; CFI=.92; RMSEA=.06; SRMR=.10$



Engaged Learning – Meaningful Processing predicts calling (not viceversa)



$\chi^2_{(467)}=944.75, p<.001; CFI=.93; RMSEA=.05; SRMR=.075$



Conclusions

- Calling is far from being a stable construct.
- The more students have a clear idea of their future and the more they engage in learning activities, the more they develop a calling.
 - Meaningful processing is the most important predictor among Engaged Learning dimensions: it refers to how much students transfer learning to their life and feel that they learn useful things.
- Practical implications:
 - We can help students develop a calling fostering their meaningful processing of learning, and helping them clarify their career goals.
- Future research:
 - More time points
 - Predictors of change and trajectories