

## Calling Scale

Dobrow S. R., Tosti-Kharas J. (2011). Calling: The development of a scale measure. *Personnel Psychology*, 64, 1001–1049. doi:10.1111/j.1744-6570.2011.01234.

The italicized text indicates the domain-specific segment of the text—music, art, business, management—that can be adapted for use in other domains. Respondents used 7-point response scales for all items, where 1 = *strongly disagree* and 7 = *strongly agree*.

1. I am passionate about *playing my instrument/singing/engaging in my artistic specialty/business/being a manager*.
2. I enjoy playing *music/engaging in my artistic specialty/business/being a manager* more than anything else.
3. *Playing music/engaging in my artistic specialty/business/being a manager* gives me immense personal satisfaction.
4. I would sacrifice everything to be *a musician/an artist/in business/a manager*.
5. The first thing I often think about when I describe myself to others is that I'm *a musician/an artist/in business/a manager*.
6. I would continue being *a musician/an artist/in business/a manager* even in the face of severe obstacles.
7. I know that being *a musician—either professionally or as an amateur—/an artist—either professionally or as an amateur—/in business/a manager* will always be part of my life.
8. I feel a sense of destiny about being *a musician—either amateur or professional/an artist—either amateur or professional/in business/a manager*.
9. *Music/my artistic specialty/business/being a manager* is always in my mind in some way.
10. Even when not *playing music or practicing/engaging in my artistic specialty/doing business activities/acting as a manager*, I often think about *music/my artistic specialty/business/being a manager*.
11. My existence would be much less meaningful without *my involvement in music/my involvement in my artistic specialty/my involvement in business/my being a manager*.
12. *Playing music/engaging in my artistic specialty/being in business/being a manager* is a deeply moving and gratifying experience for me.