



Four Aspirational Goals for the Career Calling Assessment

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Given the deep variety of sources regarding OD, I set out to develop a meaningful assessment with four goals in mind:

1. First ensure that the answers to these questions are continuously data driven, reliable and valid, open to all university researchers, and drawn from reliable sources, including OD consultants, employers, instructors, associations, researchers, and students. It's equally as important to encourage diverse streams of inquiry that utilize this data as well as constructive criticism that helps to improve the assessment. To make this possible, eventually I hope to share our data freely with researchers. Crowdsourcing research in this way should, as we get better at it, increase the speed of insights, and deepen our current dialogue around advancing the field of OD. Eventually, we even plan to incorporate web-scraping and machine learning to reduce this labor-intensive endeavor!
2. My second goal is to balance this real data with idealistic conceptualizations, competency models, and theoretical origins of OD. This balance is crucial because, it seems, there's no shortage of strong opinions from our stakeholders. Whatever it is that brought you to this assessment, we must all humble ourselves. Confirmation bias affects employers, researchers, educators, and students alike - therefore balancing these perspectives is an invaluable aspect of this project.
3. My third goal is to make sure that at the end of the day, career advice is not only technically accurate, efficient, and ideal but also sage: in other words, is grounded in wisdom, humanity, and prosocial attitudes. This includes recognizing that people need space to change their minds and deepen their perspectives around what they find most meaningful. What matters to you right now, can change in five minutes, five weeks, or five years. Perhaps there is no greater teacher than life.
4. Finally, my fourth goal is to integrate a free, member-driven dialogue feature, which takes what we've learned through the assessment's quantitative analysis and challenge its assumptions, draw inspiration from it, see beyond it, generate questions we haven't asked ourselves yet, and use it as a springboard to dream about how we can all work in unison to change organizations, systems, and the world. By adding a community component, our aim is to weave these dialogic discoveries back into improving the assessment. It could also be a very useful way to put employers in touch with the employees they seek, and more importantly, can learn from.