CAREER ADVANCEMENT INVENTORY

Administration

and

Scoring Manual

Mental Health, Identity, and Adaptability
Research Lab

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2. Introduction

1a. Who is MHIA?

The Mental Health Identity and Adaptabilities lab conducts community-based research on the pathways to decent work for individuals with mental health challenges. Our goal is to support the work lives of individuals and communities who experience interruptions in their career paths. Our research is primarily focused on a concept called *Decent Work* as a minimum target of employment for individuals with mental health challenges.

Our research focuses on understanding both psychological and environmental factors that contribute to the career success of individuals with mental health challenges. While learning to adapt to various circumstances is important, we believe that building social environments that help people engage in meaningful work is, first and foremost, necessary.

1b. What is Decent Work?

Decent work is an aspirational ideal of employment for individuals with mental health challenges. Decent work constitutes work conditions that provide respect, a living wage, access to healthcare, opportunities for growth, adequate work supports, belonging, and interpersonally safe working conditions (Duffy et al., 2016). Individuals with mental health challenges have a right to decent work and employment programs and interventions need to focus on the attainment of decent work to prevent further povertization of individuals with mental health challenges. Individuals with mental health challenges encounter many barriers and facilitators to decent work.

We developed a theoretical model called the **Career Pathways Framework** that describes the progression of individuals with mental health challenges along career pathways. We also developed the **Career Advancement Inventory**, which is a corresponding measurement tool to map people on stages of development in their career pathways.
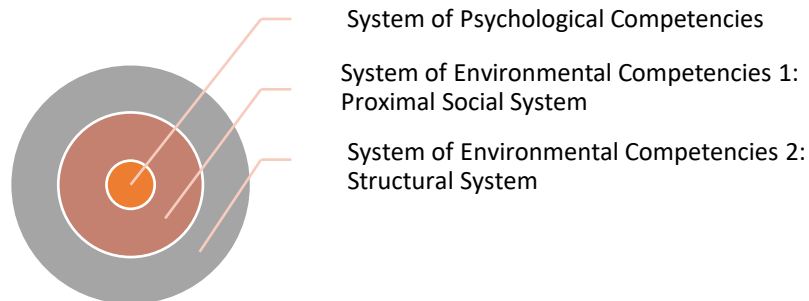
Career Pathways Framework

3. Career Pathways Framework

2a. Introduction

In CPF, careers are defined as pathways for individuals with mental health challenges to attain decent work with opportunities for progress. Career advancement is defined as participation in career progress. For example, feeling more confident, developing work interests, clarifying goals, engaging in preemployment activities, expanding work options, and diversifying skills all demonstrate progress.

The Career Pathways Framework (CPF) is a contextualized stage model of career advancement focused on decent work for individuals with mental health challenges. CPF assumes that a) psychological competencies are essential for career advancement among these communities, b) these psychological competencies follow a stage-like developmental process, and c) individuals can address their needs at their unique stage through support, collaboration, or services and advance to the subsequent stage. However, these psychological competencies at the individual level are nested within interpersonal and structural environments. These environments follow a similar stage-like developmental process and such progress is necessary for the advancement of these communities either as individuals or as a group.

System of Psychological Competencies

System of Environmental Competencies 1: Proximal Social System

System of Environmental Competencies 2: Structural System

What is the benefit of CPF?

There is substantial need for quality services that are grounded in understanding the individual, environmental, and structural determinants of decent work to address the interrupted career paths of individuals with psychiatric disabilities (Gruhl, 2020). In fact, identifying such factors from the perspective of supported employment services can serve to enhance their **applicability**, **accessibility**, and **advocacy**. In the past few years, there has been increasing efforts to include person-environment fit within the rubric of vocational rehabilitation (e.g., customized employment). CPF was designed to enhance supported employment services to provide more targeted interventions and in accordance with the diversity of communities of individuals with mental health challenges.

CPF is designed to conceptualize the location of individuals at the various stages of career advancement towards decent work. Successful careers and pathways to decent work follow a developmental process both for the individual and the environment. From a psychological perspective, individuals with mental health challenges may be at different stages of development and their career narratives and stories have primacy in their work lives. Through awareness of their competencies and environmental connections, individuals develop psychosocial resources to assist them in navigating the complexities and hostilities of work environments that are not always ideal for career success.

CPF integrates the theories of vocational rehabilitation and vocational psychology. Each of these fields has many different strategies and services that can help support the work lives of individuals living with mental health challenges. We draw from these to determine which strategies are optimally used at which stage of development. In combination, these approaches emphasize the roles of psychological awareness, education, employment, formal and informal supports, and social and systemic factors. In addition, CPF considers factors such as, the sporadic nature of mental illness, environmental constraints, and interpersonal connections, in providing essential supports and motivation. By identifying their "location" with respect to psychological competencies and the simultaneous needs of their environments, individuals can make progress towards their career goals and if needed, with the support of their service providers and loved ones.

We designed CPF to be broadly applicable to the very diverse populations of individuals living with mental health challenges, including those with minoritized and marginalized racial and ethnic identities, from different age groups, served by public and private agencies, and with co-occurring substance use disorders.

It is our hope that with advancements in research and policy, this model will contribute to the improvement of **service design, practitioner training,** and **employment outcomes** for this population.

2b. Assumptions of the Career Pathways Framework

CPF is grounded in five intersecting assumptions regarding individuals with psychiatric disabilities.

i. Career Advancement relies on favorable social environments

It is not enough for individuals with mental health challenges to work on improving their career competencies. Career advancement relies on supportive and helpful social environments for individuals to progress in their careers. Social environments include family, friends, colleagues, bosses and managers, mental health providers, employment support providers, etc. without whom career pathways can be isolating and challenging. Ideal social environments support decent work attainment by creating opportunities

for social learning, personal connections, instrumental support, and protections against marginalization.

ii. Career Development is Possible

Many people who live with mental health challenges do not believe career development is possible even after they have had careers or have shifted career paths. Career competencies do not disappear. They can and do evolve. Even after career disruptions, competencies such as *problem-solving*, *leadership skills*, *effective communication*, *networking*, etc. can be rebuilt, enabling individuals living with mental health challenges to engage in the process of career advancement (Gioia, 2005; Savickas, 2002)

iii. Decent Work is a Target Outcome

Decent work is a necessary and important outcome. Meaningful work and work satisfaction are influential for one's health and community integration. Minimal wage jobs and precarious work conditions do not provide individuals with mental health challenges opportunities out of poverty. They also do not allow for labor market protections that are typically available to individuals with disabilities and foster reliance on services. Pathways out of poverty need to be characterized by fair and livable income, safe working conditions, security in the workplace, opportunities for growth, access to healthcare, quality jobs, and equal opportunities and treatment of individuals.

iv. Marginalization is an Interconnected Process

Individuals with mental health challenges experience various forms of marginalization within the context of larger societal systems and structures. These structures do not value mental well-being. For example, toxic work cultures are often disrespectful, non-inclusive, and even abusive. These structures restrict access to decent work. The marginalization experience of mental illness (e.g., stigma, ableism) align with those associated with minority identities (e.g., racism, transphobia, ageism) prompting the need for an identity-first model where the identity of someone living with mental health challenges is recognized as one among other intersecting social identities that contribute to marginalization.

v. Mediating Environments

Ideal social environments mediate decent work attainment through opportunities of social learning, personal connections, instrumental support, and protections against marginalization. While social environments can be oppressive and create barriers to career progress, there can also be counteractive processes that help support decent work attainment.

4. Design of Psychological Competencies in CPF

The Career Pathways Framework is similar to models of stages of change in psychology or racial identity development (e.g., Helms, 1991). It is assumed that these stages are fluid and tend to overlap. CPF does not assume that these stages are discrete or that there are specific competencies that need to be achieved prior to movement onto the following stage. In fact, strategies that support self-reflection and symptom management are relevant across all stages. In CPF, there are five stages labeled Career Detachment, Career Consideration, Career Exploration, Career Choice & Preparation, and Career Establishment & Maintenance.

Each stage of development is also characterized by five psychological competencies. These core competencies are described here. The five core psychological competencies interact with environmental processes to facilitate career advancement among individuals with mental health challenges. These include **career adaptability**, **vocational self-efficacy**, **environmental awareness**, **work motivation**, and **vocational identity.**

The CPF theorizes that decent work is correlated with these psychosocial competencies, and that development of each competency can assist to improve decent work outcomes for individuals living with mental health challenges. While these competencies are highly correlated, our research demonstrates that people may have varying levels of development of each competency. For example, an individual may have high levels of vocational self-efficacy while also having low levels of work motivation.

We developed a diagnostic tool, the Career Advancement Inventory, to assist individuals, their loved ones, and vocational providers to map development of each competency. In the section below, each competency will have a corresponding score range. These scores are from the scale described on page 37 in the manual. You may take your scores from the CAI and connect them to stages of development (Career Detachment – Career Establishment and Maintenance). These stages will also correspond to specific resources and interventions we have suggested to assist in further developing these competencies, to ultimately assist towards working to the goal of decent work.

3a. Career Self-Efficacy

Self-Efficacy is the belief in one's ability to accomplish goals and perform tasks. For an individual with mental health challenges, they may:

- Find it challenging to identify their work-related accomplishments
- Have an absence of opportunities to observe and see people like themself succeed in the workplace
- Receive different forms of ableist messaging that tells them that they are incapable of career success
- Been told by others that they cannot handle the stress of working
- Avoid work due to fears of failure, disapproval from loved ones, and losing benefits

- Feel too overwhelmed by their symptoms to believe in their capacity to have a successful career

Based on Social Cognitive Career Theory (SCCT; Lent, 2013), Career Self-Efficacy can improve through

1. *Performance Accomplishments*: Identifying past work accomplishments and experiences

2. *Vicarious Learning*: Having successful role models

3. *Social Persuasion*: Supportive social messaging that increases vocational confidence

4. *Symptom Management Self-Efficacy*: Effective management of psychological symptoms.

3b. Career Adaptabilities

Career Adaptabilities are one's ability to adapt to various tasks, transitions, stressors, and traumas of one's life. Career Adaptabilities constitute the psychosocial resources that one needs for success in a career. For an individual with mental health conditions, they may:

- Have to prioritize their mental health situation over their career future
- Experience little control over their career outcomes
- Lack the opportunity to think about their career future
- Express concern that their mental health situation would not allow them to pursue a career

Based on the Career Construction Theory (CCT; Savickas, 2002), Career Adaptabilities for individuals with mental health conditions can improve through caring about and envisioning a work future, exploring interests in work possibilities and opportunities, and feeling in control of their work and life situations and circumstances. Individuals with mental health conditions who are advanced in their career path express greater concern about their work life, have greater interest in their work future, experience curiosity about work opportunities, growth, and future possibilities, and believe they have more control over the outcomes based on their work efforts and life circumstances.

In CPF, these areas of Career Adaptabilities are identified as:

Concern: The capacity to care about and envision one's career future.

Curiosity: The capacity to explore future possibilities.

Control: The capacity to exercise ownership over and change one's situation

3c. Vocational Identity

Vocational Identity is an individual's sense of themselves as a worker. Vocational identity develops since childhood and includes the sum of an individual's needs, interests, talents, skills, and values. For an individual with mental health conditions, they may:

- Find it difficult to commit to working and having a career
- Be unclear about their work interests and goals
- Express ambivalence about having a career
- Have difficulty identifying vocational skills and talents
- Identifying work as a personally worthwhile pursuit
- Express difficulty viewing work or careers as a source of fulfillment
- Become easily overwhelmed thinking about work or working

Based on Holland's vocational personal approach (1997) and Career Construction Theory (Savickas, 2002), Vocational Identity develops for individuals with mental health conditions as a) their identity as a worker becomes differentiated from their experiences as individuals living with mental illness, b) their work-related interests, goals, and skills become clearer, c) their feelings related to work are less overwhelming, and d) they more willing to take risks for their career future.

Vocational Identity is affected by interactions with environments where individuals with mental health conditions experience differential access to work opportunities and careers. Individuals living with mental health challenges have the opportunity to move towards creating a meaningful vocational identity.

In CPF, these areas of Vocational Identity are defined as:

Identity Differentiation: The expansion of perceived identity experiences that centers only on mental health concerns and issues. Identity differentiation happens when people with mental health challenges begin to see themselves as having other roles and identities.

Vocational Self-Concept: Clarity of work-related interests, goals, and skills.

Work-Related Affect: Increased positive feelings and emotional reactions to work related thoughts and experiences

Identity Commitment: Perceived degree of risk in the face of career commitment where individuals with mental health challenges remain steadfast in their resolve to work despite anticipated difficulties and challenges

3d. Environmental Awareness

Individuals with mental health challenges encounter social and systemic barriers to their career progress. While oppressive environments need to change, individuals with mental health conditions have had to learn to adapt to these social and systemic barriers.

Environmental Awareness is an individual's knowledge of these barriers and access to vocational supports. For an individual with mental health conditions, they may:

- Have limited knowledge of world of work from having been out of the workforce for a while
- Be less familiar with available resources and supports to benefit their career progress and mental health while working
- View available resources and supports as less useful due to past experiences of accessing supports
- Be aware of work-related inequities and discrimination but not know how to address them
- Need a plan to deal with disruptions that affect their careers can occur

Based on the readiness phase of the Choose-Get-Keep model (Danley& Anthony, 1987; Farkas et al, 2000), Environmental Awareness can improve as individuals gain more practical knowledge about the world of work, become more attuned to the supports they have available to counter barriers, and view available supports as useful to their work life. Knowledge of the world of work can include familiarity with the job market, hiring practices, etc. but can also include knowledge of rights related to work-place discrimination, disability disclosure, paid time off, etc. Vocational supports include both practical and emotional supports. Attaining decent work is associated with an individual's knowledge and awareness of the barriers they encounter, as well as their access to appropriate and overall support options.

In CPF, the areas of Environmental Awareness that an individual can work on are identified as Knowledge of the World of Work, Empowerment, and Resource Appraisal. These constructs can be defined as follows:

Knowledge of the World of Work: Knowledge of the world of work pertains to an individual's knowledge of different work opportunities and career pathways available to them. It also relates to the individual's knowledge of how to engage in those different work opportunities and career pathways, such as where to apply, or what education to pursue.

Empowerment: Empowerment connects to the social supports that an individual is aware of that they may connect with in order to access support to move towards their career related goals.

Resource Appraisal: Resource appraisal relates to the knowledge of resources available to the individual, such as career counseling services or local clubhouses.

3e. Work Motivation

Work Motivation is an individual's view of work as being personally beneficial. For an individual with mental health conditions, they may:

- Express ambivalence towards their work future
- Identify the objective benefits of meaningful work
- Desire feedback on their work trajectory and difficulties
- Worry that work can never be personally enjoyable
- Appreciate the freedom to make decisions about their work life
- Worry that they will make mistakes if they pursue a career future
- Find it challenging to set career goals
- Expect that their work-related efforts will not yield the outcome they desire
- Express doubts that the risk of working is not worthwhile
- Feel helpless, on occasion, when faced with systemic barriers
- Find it hard to make independent decisions around their career

Based on the Social Cognitive Career Theory (SCCT) and Psychology of Working Theory (PWT; Duffy et al, 2016), an individual can improve their Work Motivation by setting clear personal goals, having expectations that their work efforts will yield a positive outcome, experience hope and optimism in the presence of setbacks, and view work as a source of meaning, connection, and growth.

In CPF, the areas that individuals can work on are identified as Personal Goals, Outcome Expectations, Work Hope, and Motivation.

These constructs are defined as follows:

Personal Goals: Clarity of defined work objectives.

Outcome Expectations: Belief that the results of work-related efforts will be yield the desirable outcomes.

Work Hope: Hope that efforts dedicated to working will yield the desirable outcomes

Motivation: perceived benefits of work and the endorsement of work as personally beneficial.

Environmental Competencies

Environmental contexts are necessary for career advancement. These environments need to evolve and change to support the career advancement of individuals with mental health challenges.

The Career Pathways Framework (CPF) is a contextualized stage model focused on the attainment of decent work among individuals living with mental health challenges. of diverse populations with lived experience. In CPF we recognize the effect of social and structural environments on the mental wellbeing and career growth of individuals in challenging mental health situations. Learning to adapt to shifting and conducive environments can help people live lives aligned with their values, interests, and goals. However, these systems tend to be dysfunctional and non-conducive to the career growth of individuals as they are often characterized by sanism, racism, classism, sexism, transphobia, heterosexism, casteism, anti-immigrant sentiment, classism, sectarian and communal violence, religious intolerance, ableism, and ageism.

The stage model of psychological competencies at the individual level described in CPF is embedded within two other stage models. This is like a matryoshka doll where a small doll is nested within a larger one that is nested within an even larger one. These two stage models occur at the community and institutional levels and are called the proximal social system and the structural system. This is demonstrated in the following diagram.

System of Psychological Competencies

System of Environmental Competencies 1: Proximal Social System

System of Environmental Competencies 2: Structural System
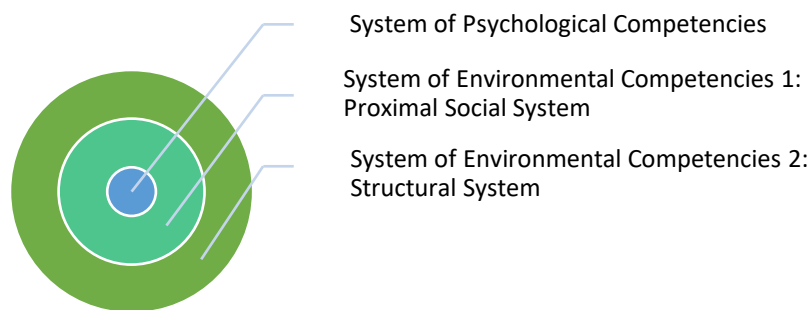
The Proximal Social System

The proximal social system is the first environmental context identified in the CPF system. The proximal social system is essentially the community system. Proximal social systems include the interpersonal and functional settings which are most immediate to the individual's everyday life like family and friends, living situations, learning environments, quality and access to services, availability of work, and even work environments. There can be restricted access to career pathways due to the inhibitive nature of these environments (e.g., lack of opportunities for vicarious learning; repeated messages that work would be too stressful). Most proximal social systems lack the required competencies to support individuals with mental health challenges attain decent work and achieve their career

goals. With community-level interventions, these proximal social systems can make progress from inhibitive to conducive environments for individuals with mental health challenges.
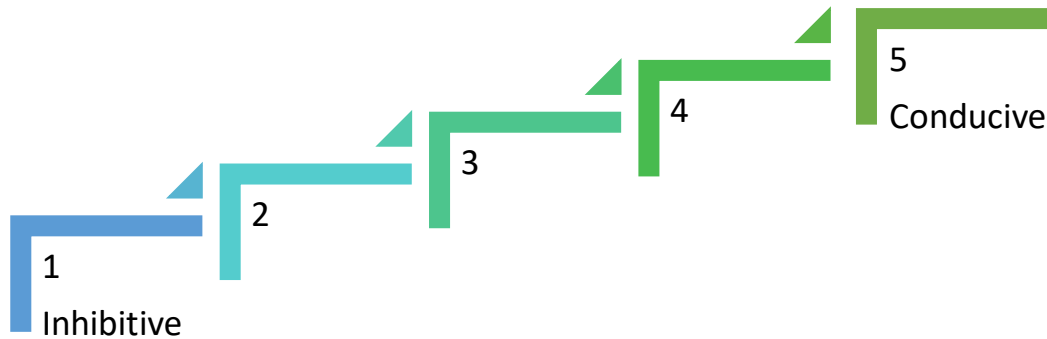
The Structural System

The structural system is the second environmental context in the CPF system. The structural system consists of the institutional domains of social, cultural, political, and economic structures that pertain to individuals experiencing mental health challenges. These structures can often be exclusionary contributing to restricted access to career pathways. In these structures, individuals with mental health challenges who are from historically marginalized communities encounter joint employment disparities. For example, Black Americans with mental health challenges have to navigate both racist and sanist structures where policing practices, urban poverty, mass incarceration "interlock" with discriminatory hiring practices, the vestiges of institutionalization and deinstitutionalization, and work disincentives embedded within Social Security Disability Insurance Systems (Doede, 2016; Jackson et al., 2016). These structural systems include marginalizing processes that restrict access to decent work, but they also include counteractive processes. These counteractive processes either exist within the systems or disrupt these systems, such as the peer empowerment movement or the Americans with Disabilities Act.
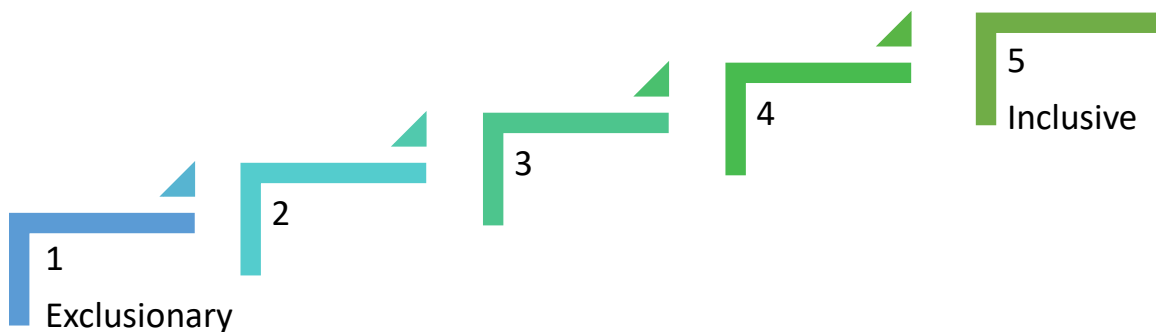
CAREER ADVANCEMENT INVENTORY

The Career Advancement Inventory

The Career Advancement Inventory is battery of surveys based on the psychological competencies that we believe captures the developmental progression of career pathways of individuals with psychiatric disabilities. This measure assesses psychological competencies necessary for career advancement, predicts decent work outcomes, and creates opportunities to guide targeted interventions for these individuals.

The Career Advancement Inventory was developed using robust psychometric methodologies including mainstream Classical Test Theory and Rasch Modelling with Guttman's Facet Mapping Approach. By integrating these approaches, we built a diagnostic tool that a) reliably measures each psychosocial competency and b) maps each competency along a developmental continuum. The results of this survey provide a blueprint for individuals with mental health challenges. Peer participation was essential to the development of this instrument. Peer participation was integrated into every step of the development process, including:

1) Focus Groups to establish construct definitions
2) Development of initial item set
3) Interpretation of data analyses
4) Re-writing of items (iterative item development)
5) Review of items for construct validity
6) Administration of survey in a community sample
7) Interpretation of final data analyses
8) Dissemination and training of research findings and methodology

This instrument battery has been extensively researched, and results have demonstrated reliability, validity, measurement objectivity, test – retest reliability, and feasibility and acceptability in community settings.

The CAI has demonstrated construct validity. Analyses have demonstrated that the CAI Self-Efficacy sub-scale is correlated with the General Self-efficacy Scale. The CAI Career Adaptabilities sub - scale is positively correlated with the Career Adapt-Abilities Scale. All CAI sub-scales are also negatively correlated with the BASIS-24, which is a measure of symptom severity and functioning for individuals with mental health challenges.

The survey centers the experience of diverse individuals with mental health challenges. Providers, including employment providers, can assist their clients complete the survey. When completing the survey, you will be presented with two different types of questions. These include 57 brief statements which you will be asked if you agree or disagree with and 15 short vignettes. In your response to these vignettes, you will be asked to compare yourself to the employment experience of individuals described in the vignettes.

You can complete the survey provided in the next section and score the survey following the instructions provided.

Online Administration Option:

You may take the survey online using our website (mhialabs.com). If you complete the survey online, it will automatically provide you with the scores and direct you to the resources that are specific to your score range. When using the online survey, make sure to save the score report you receive at the end to reference. You may take the survey many times at different time points, to assess your progress.

Career Advancement Inventory

Instructions: In this survey, we will present you with several statements regarding work and careers. Underneath each statement will be five choices, ranging from "strongly disagree" to "strongly agree." Please select the choice that best reflects how you feel about each statement within the timeframe of the past month.

Self-Efficacy

1. I don't feel capable of keeping a job.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

2. I lack the energy to search for work opportunities.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

3. My mental health situation does not get in the way of seeing myself as a worker.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

4. I feel confident in my ability to achieve my work goals.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

5. I am confident in my ability to network and connect with others in pursuit of my career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

6. I feel confident in my ability to find job opportunities.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

7. I feel capable of overcoming work-related obstacles.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

8. I feel equipped to manage the stress of working.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

9. I can maintain a healthy balance between work or school and my other responsibilities.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

10. I feel well prepared to take the next steps in my career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

11. My strategies for managing symptoms at school or work are successful

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

12. I can get back on track if my mental health situation disrupts my career plans.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

13. I feel capable of progressing in my career in the face of systemic barriers.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

14. I have had enough experience to know how to deal with work-related discrimination.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

15. I am confident in my ability to resolve difficult interpersonal conflicts at work.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

16. I'm able to bounce back from difficult work or education related experiences.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

17. Based on my accomplishments, I am confident that I will achieve career success.

Strongly	Disagree	Somewhat	Agree	Strongly

	Disagree		Agree		Agree
	1	2	3	4	5

18. My mental health situation does not interfere with my career progress.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
	1	2	3	4	5

19. I am confident that my mental health situation will not get in the way of managing work-related pressures.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
	1	2	3	4	5

Self-Efficacy Vignettes

Instructions: You will read a list of scenarios that describe a person's work life. Please read each vignette carefully. Once you read the scenario, you will be asked to compare your work life to the situation described.

The people in these scenarios are meant to represent a diverse range of characteristics, including different race, sex, gender identity, and social backgrounds.

Please consider how each person's work life compares to your own in the past month. For each item, please choose the most closely matching response option. For practice, here is an example:

PRACTICE EXAMPLE: *Tan would like help finding a job. He is unsure how to best represent his experiences on a resume. He wonders where to look for openings. Most of all, Tan wants to improve his interviewing skills.*

Tan is much further along in his work life than me	Tan is further along in his work life than me.	Where I am in my work life is similar to Tan.	I am further along in my work life than Tan.	I am much further along in my work life than Tan.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

Please Note: This vignette is for practice purposes only – not for scoring.

Instructions: You will now be asked to read another set of scenarios. Once again, please consider how each person's work life compares to your own in the past month. For each item, please choose the most closely matching response option.

Check the most closely matching response option for each of the following:

1. *Serena is developing confidence in her abilities as a worker. She recalls her work history with anxiety but also gives herself credit for the success she has had. Serena can think of some people whose example she would like to follow in the future. She is developing confidence in her ability to manage her mental health situation so that she can work. She feels conflicted by the messages she receives from those in her life who worry that work may be adding more stress.*

Serena is much further along in her work life than me	Serena is further along in her work life than me.	Where I am in my work life is similar to Serena.	I am further along in my work life than Serena.	I am much further along in my work life than Serena.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

2. *Rafael feels very confident in his ability to pursue the career of his choice. He recalls his past work experiences as accomplishments and opportunities for growth. He can think of many role models whose example he tries to follow. Rafael is very confident in his ability to manage his mental health situation while working. He is encouraged by people in his life who express confidence in his success.*

Rafael is much further along in his work life than me	Rafael is further along in his work life than me.	Where I am in my work life is similar to Rafael.	I am further along in my work life than Rafael.	I am much further along in my work life than Rafael.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

3. *Simona has little confidence in her ability to work. She recalls her past work experiences as a series of personal failures, and there is hardly anyone whose example she would like to follow in the future. Plus, she has little confidence in her ability to manage her debilitating symptoms while working. Overall, she agrees with those in her life who think that work would be too risky and stressful for her.*

Simona is much further along in her work life than me	Simona is further along in her work life than me.	Where I am in my work life is similar to Simona.	I am further along in my work life than Simona.	I am much further along in my work life than Simona.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

Career Adaptabilities

1. I am curious about new work opportunities.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

2. I am interested in learning about work-related options.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

3. I regularly think about my career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

4. I am eager to learn more about my career path.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

5. I have long term work-related goals.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

6. I am focused on learning about ways to further my career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

7. I can see that work is a worthwhile pursuit for me.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

8. I am willing to take the risks that are involved pursuing a career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

9. There are interesting career possibilities in my future.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

10. I would have more control of my career future with more supports and resources.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

11. I don't see myself as a worker.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

12. I have control over my career situation.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Career Adaptabilities Vignettes

Instructions: You will read a list of scenarios that describe a person's work life. Please read each vignette carefully. Once you read the scenario, you will be asked to compare your work life to the situation described.

The people in these scenarios are meant to represent a diverse range of characteristics, including different race, sex, gender identity, and social backgrounds.

Please consider how each person's work situation, in general, compares to your own. For each item, please choose the response option that most closely matches your general experience **within the past month**.

1. *Li thinks very little about her work future. Her mental health situation dictates her day-to-day life and she believes she has little control over her ability to work. It is difficult for her be curious about future work opportunities.*

Li is much further along in her work life than me	Li is further along in her work life than me.	Where I am in my work life is similar to Li.	I am further along in my work life than Li.	I am much further along in my work life than Li.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

2. *Sasha thinks regularly about her career path. Her mental health situation is a manageable part of her day-to-day life. Sasha believes that she is in control of her career-related decisions, and she is very interested in exploring future career opportunities.*

Sasha is much further along in her work life than me	Sasha is further along in her work life than me.	Where I am in my work life is similar to Sasha.	I am further along in my work life than Sasha.	I am much further along in my work life than Sasha.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

3. *Now and then, Cal thinks about his work future. He has become curious about work opportunities. While his mental health condition still determines aspects of his day-to-day life, Cal believes he has regained some control over his ability to work.*

Cal is much further along in his work life than me	Cal is further along in his work life than me.	Where I am in my work life is similar to Cal.	I am further along in my work life than Cal.	I am much further along in my work life than Cal.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

Vocational Identity

1.   I am certain that this is the career path I want to be on.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

2.   My chosen career path is well-matched with my interests and abilities.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

3.   I feel good about my chosen career path.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

4.   My current career path is very fulfilling.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

5.   My career path reflects my values.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

6.   I'm at the peak of my career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

7.   I take pride in my work.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

8.   Other people's prejudice about my mental health situation no longer affects how I view myself as a worker.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Vocational Identity Vignettes

Instructions: You will read a list of scenarios that describe a person's work life. Please read each vignette carefully. Once you read the scenario, you will be asked to compare your work life to the situation described.

The people in these scenarios are meant to represent a diverse range of characteristics, including different race, sex, gender identity, and social backgrounds.

Please consider how each person's work situation, in general, compares to your own. For each item, please choose the response option that most closely matches your general experience **within the past month**.

1. *Avery identifies as a strong worker. She believes there are many ways to see herself other than in terms of her mental health situation, and she has a clear idea of her career-related goals, interests, and skills. Even with the mental health symptoms she has to deal with, she is excitedly pursuing her career. She is strongly committed to the next steps even if it involves risks.*

Avery is much further along in her work life than me	Avery is further along in her work life than me.	Where I am in my work life is similar to Avery.	I am further along in my work life than Avery.	I am much further along in my work life than Avery.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

2. *Taylor has difficulty thinking of herself as a worker. Her view of herself is closely tied to her mental health situation. With the symptoms she has to deal with, Taylor feels overwhelmed at the thought of pursuing a career. She is not sure what her work-related interests, goals, and skills would be. It feels much too risky to commit to something right now.*

Taylor is much further along in her work life than me	Taylor is further along in her work life than me.	Where I am in my work life is similar to Taylor.	I am further along in my work life than Taylor.	I am much further along in my work life than Taylor.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

3. *Alan's sense of himself as a worker changes from day to day. He believes that there is more to him than his mental health situation. His career-related interests, goals, and skills are becoming increasingly clear. In light of the symptoms he has to deal with, Alan sometimes feels overwhelmed, but he is willing to take the risks needed to pursue a career path.*

Alan is much further along in his work life than me	Alan is further along in his work life than me.	Where I am in my work life is similar to Alan.	I am further along in my work life than Alan.	I am much further along in my work life than Alan.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

Environmental Awareness

1. I know where to get help with my career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

2. When I think about work, I don't even know where to begin.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

3. I know what career options are available to me.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

4. I know my rights as a worker.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

5. Most of my work experiences have been failures.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

6. Other people see me as someone who is capable of working.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

7. I don't know much about the world of work.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

8. I can think of some work-related accomplishments in my life.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

9. I can get the help I need if my mental health requires a change in my work situation.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

10. I have identified work-related supports for my mental health situation should I need them.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

11. There are many people I can trust to help me with my work difficulties.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

12. I feel supported enough to take some career risks.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

13. There are people I rely on to help me further my career success.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

14. I have the supports needed to protect my rights as a worker.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

15. I have the supports I need to make good career decisions.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

16. I know someone who can help me think about my work future.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

17. Encouragement from others has helped me pursue a career.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

18. I have learned about careers from people I admire.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Environmental Awareness Vignettes

Instructions: You will read a list of scenarios that describe a person's work life. Please read each vignette carefully. Once you read the scenario, you will be asked to compare your work life to the situation described.

The people in these scenarios are meant to represent a diverse range of characteristics, including different race, sex, gender identity, and social backgrounds.

Please consider how each person's work situation, in general, compares to your own. For each item, please choose the response option that most closely matches your general experience **within the past month**.

1. *Angelica is learning more about the world of work. She has some knowledge of where to go and who to turn to aside from treatment providers. She is aware that there are likely barriers to work, such as stigma and discrimination, and she is interested in learning ways to address some of these. Angelica believes that using work supports would be helpful at this time.*

Angelica is much further along in her work life than me	Angelica is further along in her work life than me.	Where I am in my work life is similar to Angelica.	I am further along in my work life than Angelica.	I am much further along in my work life than Angelica.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

2. *Jordan knows little about the world of work. He doesn't know where to go, or who to turn to, aside from treatment providers. He is aware that there might be barriers to work, such as stigma and discrimination, but he is not sure what could ever be done about them. Jordan would find it pointless to use work supports at this time.*

Jordan is much further along in his work life than me	Jordan is further along in his work life than me.	Where I am in my work life is similar to Jordan.	I am further along in my work life than Jordan.	I am much further along in my work life than Jordan.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

3. *Marcia knows more than most about the world of work. She knows exactly where to go and who to turn to for help with her career. She has mastered ways to overcome her barriers to work, such as stigma and discrimination. Marcia finds her work supports to be invaluable, if and when she needs them.*

Marcia is much further along in her work life than me	Marcia is further along in her work life than me.	Where I am in my work life is similar to Marcia.	I am further along in my work life than Marcia.	I am much further along in my work life than Marcia.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

Work Motivation

(**Please Note**: This Subscale only has vignettes)

Instructions: You will read a list of scenarios that describe a person's work life. Please read each vignette carefully. Once you read the scenario, you will be asked to compare your work life to the situation described.

The people in these scenarios are meant to represent a diverse range of characteristics, including different race, sex, gender identity, and social backgrounds.

Please consider how each person's work situation, in general, compares to your own. For each item, please choose the response option that most closely matches your general experience **within the past month**.

1. *Roger has a hard time seeing how work can fit into his life right now. He is unclear about what his career goals could be, and given current obstacles and potential mental health setbacks, he has little hope for his work life. Given all of this, he expects that any work efforts would be a waste of time.*

Roger is much further along in his work life than me	Roger is further along in his work life than me.	Where I am in my work life is similar to Roger.	I am further along in my work life than Roger.	I am much further along in my work life than Roger.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

2. *Sania sees work as being very meaningful in her life. Her career goals are clearly defined, and even in the face of obstacles and potential mental health setbacks, she maintains a steady sense of hope for a bright future. Ultimately, she sees many positive outcomes from her work-related efforts.*

Sania is much further along in her work life than me	Sania is further along in her work life than me.	Where I am in my work life is similar to Sania.	I am further along in my work life than Sania.	I am much further along in my work life than Sania.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

3. *Charlie is beginning to see how work can fit into his life. He is clarifying his career goals, and even in the face of current obstacles and potential mental health setbacks, he is beginning to feel hopeful about his work life. Given all of this, he expects to see some positive outcomes from his work-related efforts.*

Charlie is much further along in his work life than me	Charlie is further along in his work life than me.	Where I am in my work life is similar to Charlie.	I am further along in my work life than Charlie.	I am much further along in my work life than Charlie.
☐ **1**	☐ 2	☐ 3	☐ 4	☐ 5

Scoring Instructions

Please follow the instructions provided to score the survey completed. If you complete the survey online, it will automatically provide you with the scores.

<u>Reverse Coded Items</u>
Reverse coded items are items that are responded to negatively. Their scores must be re-coded in order for them to be appropriately added into the sum scores of each sub-scale. For each reverse coded item, please re-code the responses as such:

1 = 5

2 = 4

3 = 3

4 = 2

5 = 1

These are the reverse coded items.

- Self-Efficacy
  - Questions 1 & 2
- Adaptabilities
  - Question 11
- Environmental Awareness
  - Questions 2, 5, and 7

<u>Item Scoring</u>
Once you have re-coded the items, please add all the scores you obtained on the items for each sub-scale. Make sure to include both the Likert-type and vignette style items for each sub-scale in the same score. When you have your raw scores for all 5 sub-scales, you may map them onto this chart provided in the next page to understand your scores.

Score Mapping

Career Advancement Inventory Score Map

	Self-Efficacy	Career Adaptabilities	Vocational Identity	Environmental Awareness	Work Motivation
Stage 5	94 - 110	59 - 75	46 - 55	88 - 105	14 – 15
Stage 4	76 - 93	49 - 58	39 - 45	69 - 87	12 – 13
Stage 3	57 - 75	36 - 48	29 - 38	56 - 68	9 – 11
Stage 2	39 - 56	25 - 35	21 - 28	41 - 55	6 – 8
Stage 1	22 - 38	14 - 24	11 - 20	21 - 40	3 – 5

Career Advancement Inventory Case Example

Background: Katherine is a 41-year-old White female with a dx of bipolar, PTSD, and generalized anxiety disorder. She has a master's degree and works 30-40 hours a week in human services.

	Self-Efficacy	Career Adapt-Abilities	Vocational Identity	Environmental Awareness	Work Motivation
Career Establishment and Maintenance	94 - 110	59 - 75	46 - 55	88 - 105	14 – 15
Career Choice & Preparation	76 - 93	49 - 58	39 - 45	69 - 87	12 – 13
Career Exploration	57 - 75	36 - 48	29 - 38	56 - 68	9 – 11
Career Consideration	39 - 56	25 - 35	21 - 28	41 - 55	6 – 8
Career Detachment	22 - 38	14 - 24	11 - 20	21 - 40	3 – 5

Based on Katherine's scores in each of these subscales, we can see where she falls in different aspects of career advancement, and it gives us a specific picture of her strengths and areas for growth

Self-efficacy: *Career Detachment Stage*

Katherine has little confidence in her ability to work. She recalls past work experience as a series of failures. She doesn't have many role-models whose example she would like to follow. She doesn't feel capable of managing her mental health symptoms while working, and overall sees working as risky and stressful.

Career Adaptabilities: *Career Exploration*

Although mental health problems affect her day-to-day life, she is curious about work opportunities and feels like she has some control over her ability to work and adapt to new changes.

Work Motivation: *Career Establishment and Maintenance*

Katherine sees work as being very meaningful in her life. She has clear goals and is able to maintain hope for a bright future despite potential mental health setbacks. Overall, she believes that her work-related efforts will yield positive outcomes.

Environmental Awareness: *Career Detachment*

Katherine doesn't know really know where to go to find work related supports aside from treatment providers. At this point in time, she would find it pointless to use work supports. Furthermore, she is aware that there might be barriers to work for people with serious mental health issues such as stigma and discrimination but doesn't know what could be done about them.

Vocational Identity: *Career Establishment and Maintenance*

Katherine identifies as a strong worker, believing that there are ways to view herself other than being defined by her mental health situation. She has a clear idea of her career-related goals, interests, and skills, and is excitedly pursuing her career while dealing with mental health symptoms. She is willing to take risks to continuing on her path.

Summary

Katherine's scores tell us a lot about her strengths. She is curious and hopeful and sees merit in working. She Believes she can be a strong worker and can view herself in ways other than her mental health situation. Has well-defined goals, interests, skills. Overall, she is hopeful about work future.

Similarly, we can clearly see the areas she **struggles** with: Her low self-efficacy tells us she struggles to manage her mental health symptoms while working. Although she is working, she doesn't feel confident in abilities. On top of this she feels unsupported in her work life, as evidenced by her low environmental awareness. She doesn't know what supports are available to her and she doesn't see them as helpful to her at this point.

A practitioner or counselor might find this assessment helpful to pinpoint what Katherine needs help exploring, such as information about work supports and help building up her self-confidence, but also can be used to build upon her preexisting strengths, such as her strong vocational identity and work motivation.

Score Interpretation

In this section, you will find a description of the experiences of a person who scored within the range that you have obtained from the survey.

Career Self-Efficacy

Career Detachment Stage (22-38)

At the Career Detachment stage, people have yet to develop confidence in their ability to move in a vocational direction of their choosing.

- They have difficulty identifying work or school experiences from which they can draw a sense of accomplishment or may have negative associations with past work experiences.
- They may not feel confident in their ability to overcome obstacles to getting a job, such as gaps in their work history.
- They may not feel capable of keeping a job, fearing that symptoms may get in the way or that they will lose income and healthcare benefits associated with programs such as social security disability insurance.
- They frequently receive messages from providers and loved ones that they are not ready to work and that work is too stressful
- They may not feel confident that any current work situation that they are in will continue

Career Consideration Stage (39-56)

At this stage, people have an emergent belief in their ability to move in a vocational direction of their choosing.

- They may have one or two recent work or school experiences from which they can draw a sense of accomplishment, but they largely have negative associations with past work experiences.
- They may feel somewhat capable of overcoming obstacles to working.
- They may not feel capable of keeping a job, fearing that symptoms may get in the way or that the stress of working may become overwhelming.
- They may have difficulty believing that people like them can eventually sustain a meaningful work life.

Career Exploration (57-75)

At this stage, people are developing their belief in their ability to move in a vocational direction of their choosing

- They feel confident in their ability to advance their work lives in the direction of a career

- They have faith in their ability to bounce back when they experience challenges
- They believe that if their mental health significantly disrupts their progress, they can get back on track and will accomplish their work goals, even if it takes longer than their peers

Career Choice & Preparation (76-93)

At level 4, people are developing a strong belief in their ability to advance their career lives in a direction of their choosing

- They report feeling confident in their ability to advance their careers in a direction of their choosing
- They report feeling equipped to manage the stresses of working
- At the same time, they are not always confident they will have the energy it takes to manage their mental health situation, work or study, and search for future work opportunities

Career Establishment & Maintenance (94-110)

At level 5, people have developed a strong belief in their ability to advance their career lives in a direction of their choosing

- They report feeling confident in their ability to advance their careers in their chosen direction
- They report feeling confident their mental health will not get in the way of managing work-related pressures and will not stop their career progress
- They report feeling well-equipped in areas that can be particularly challenging, such as securing opportunities for growth through social networks

Career Adaptability

Career Detachment (14-24)

Individuals who scored similarly are in a position that makes navigating the demands of working difficult.

- They sometimes think about a work future but do not have the resources or supports they would need to formulate a plan.
- They experience little control over their career situation.
- They can devote little attention to learning more about work and are not interested in learning about their work options at this time.

Career Consideration (25-35)

Individuals who scored similarly experience some difficulty navigating the demands of modern work life.

- They regularly think about their work future and are identifying strategies, skills, and resources that will support their career exploration, such as illness management strategies and specialized employment services.
- They feel they would have more control over their career situation if they had more supports and resources.
- They are eager to learn more about a career path and are curious about work opportunities.

Career Exploration (36-48)

Individuals who scored similarly are developing their capacity to navigate the demands of modern work life.

- They often think about their work future and are formulating a plan.
- They have developed some strategies, skills, and resources that will support their career preparation, such as illness management and participation in employment services.
- They have increased their supports and resources but have not yet achieved a sense of control over their career situation.
- They have strength in their willingness to take the risks that are involved in pursuing a career, such as an increase in stress or a reduction in financial support from family or social security benefits.
- They are very curious to learn more about their career path.

Career Choice & Preparation (49-58)

Individuals who scored similarly have a strong capacity to navigate the demands of modern work life.

- They have worked hard to develop important strategies, skills, and resources that will support the establishment of their career, such as effective workplace communication.
- They experience a sense of control over their career situation. With support, they are able to respond to unanticipated changes at work or school.
- They feel in charge of their career decisions and their career future.
- They are highly focused on learning about ways to further their career.

Career Establishment & Maintenance (59-75)

Individuals who scored similarly have a very strong capacity to navigate the demands of modern work life.

- They feel in control of their career future.
- They have resources that allow them to prioritize work.
- They have the capacity to sustain career progress, even in the face of unexpected change.
- They maintain an interest in future career opportunities.

Vocational Identity

Career Detachment (11-20)

People who scored similarly do not see themselves as workers.

- They do not know their career interests.
- Their view of themselves as someone with a mental health condition gets in the way of how they see themselves in terms of work.
- Other people's prejudice about their mental health situation very much affects how they view themselves as workers, and they can judge themselves quite harshly.

Career Consideration (21-28)

People who scored similarly do not yet know who they are as workers.

- They are still identifying their values, interests, aptitudes, and skills.
- Their view of themselves as someone with a mental health condition oftentimes gets in the way of how they see themselves in terms of work.
- Other people's prejudice about their mental health situation sometimes affects how they view themselves as workers, and they can judge themselves quite harshly.
- There are many days when thinking about work and managing their mental health situation feels overwhelming.
- They see work as a worthwhile pursuit, but they are not yet prepared to make sacrifices needed to progress in their work lives.

Career Exploration (29-38)

People who scored similarly are getting to know themselves as workers.

- They have a good sense of their values, interests, aptitudes, and skills.
- Their view of themselves as someone with a mental health condition sometimes gets in the way of how they see themselves in terms of their career and their work.
- Other people's prejudice about their mental health situation no longer affects how they view themselves as workers, but they can still judge themselves harshly.
- They feel good about their choice of career path and are willing to make sacrifices needed to move forward

Career Choice & Preparation (39-45)

People who scored similarly mostly know who they are as workers.

- They have a strong sense of their career goals, interests, and skills.
- Their mental health occasionally gets in the way of how they see themselves in terms of school or work.
- They are certain about their choice of career path.
- Their career commitment rarely waivers in the face of challenges.

Career Establishment & Maintenance (46-55)

People who scored similarly know who they are as workers.

- They have a clear idea of their career values, interests, aptitudes, and skills.
- Their mental health does not get in the way of how they see themselves in terms of their career.
- They may see themselves at the "height" of their career.
- They derive fulfillment and well-being from multiple aspects of their work, such as improved financial security and positive relationships with coworkers.
- They are firmly committed to their career path.

Environmental Awareness

Career Detachment (21-40)

People who scored similarly are not sure what living with mental health condition and sustaining a decent work role entails.

- They are mostly unfamiliar with the world of work and may not be aware of available career services in their communities.
- They know at least one person who can help them.
- They have experience with systemic barriers (ex. stigma and discrimination) but do not know where to get help to address these issues.
- They may be afraid of or not know how to ask for help.

Career Consideration (41-55)

People who scored similarly are beginning to learn what it will take to get and keep a decent work role as an individual living with a serious mental health condition.

- They may not be familiar with available career services or may not be sure how to access them.
- They do know at least one person who can help them and who encourages them to pursue work.
- They are building strong relationships with someone they can rely on to help them learn more about a career path of interest.
- They have some experience with systemic barriers (ex. stigma and discrimination) but do not know where to get help to address these issues when they arise.
- They are learning that having a strong support system is critical to making career progress; however, they may be afraid of or not know how to ask for help.

Career Exploration (56-68)

People who scored similarly are learning what it takes to get a decent work role as an individual living with a serious mental health condition.

- They are familiar with available career services.
- They have a support system in place that helps them to make good career decisions and to address major systemic barriers.
- They know people they can rely on to help them with work concerns.
- They are interested in learning more about the world of work and increasing their work supports.

Career Choice & Preparation (69-86)

People who scored similarly know what it takes to sustain a career as an individual living with a serious mental health condition.

- They are overcoming major challenges and building strong relationships with people who can help them with work or school difficulties.
- They have learned how to rely on the people they trust to help them advance their careers.
- They have gained some experience with systemic barriers (ex. stigma and discrimination) but are not always sure know how to get help to address these issues when they arise.
- They know that having a strong support system is essential to their career, even during times of success.
- They are usually not afraid or ashamed to ask for help.

Career Establishment & Maintenance (87-105)

People who scored similarly know more than most about what it takes to sustain a career as an individual living with a serious mental health condition.

- They have overcome major challenges to maintain a network of individualized supports.
- They know their communities and the world of work well enough to know where to go and who to turn to when their mental health requires an adjustment or change in their work situation, such as requesting formal accommodations.
- They have considerable experience with systemic barriers (ex. stigma and discrimination) and know how to identify and address these issues when they arise.
- They know that having a strong support system is essential to their career, even during times of success.
- They are not afraid or ashamed to ask for help.

Work Motivation

Career Detachment (3-5)

People who responded similarly may not wish to pursue a work or school change in the near future.

- They have difficulty seeing how work could play a meaningful role in their lives.
- They deeply value the freedom to make independent decisions about work or school.
- They have little hope that a sustainable work life could be a reality for them.
- They expect that making efforts to change their work or school situation would not be worthwhile.

Career Consideration (6-8)

People who responded similarly are considering a work or school change.

- They sometimes see how work could play a meaningful role in their lives.
- They deeply value their freedom to make their own decisions about work or school.
- They have begun to hope that a better work life could be a reality for them.
- They worry that making efforts to change their work or school situation would not be worthwhile.

Career Exploration (9-11)

People who responded similarly are pursuing a work change.

- They see work as a potential source of meaning in their lives. They imagine work could be enjoyable and an important source of social connection.
- Even in the face of obstacles and setbacks, they feel that building a work life may not be as hopeless as it once seemed.
- They have a newfound sense of determination to achieve their work goals despite barriers.
- They have mixed expectations as to whether exploring work will lead to satisfying outcomes.

Career Choice & Preparation (12-13)

People who responded similarly have been pursuing a work change for some time.

- They see work or school as a meaningful part of their lives.
- Their expanded sense of career options helps them to feel mostly hopeful about their work future.
- They expect their efforts in work or school will result in increased satisfaction, success, and well-being.

- Unaddressed fears about the risks involved in pursuing a career and about personal limitations related to their mental health may become a barrier to progress.

Career Establishment & Maintenance (14-15)

Individuals who scored similarly have made significant work changes.

- They see work as a very meaningful part of their lives.
- Given their knowledge that they have career options, even in the face of obstacles and potential mental health setbacks, they maintain a hope for a bright future.
- Having already achieved many career goals they have set for themselves, they expect future work efforts will continue to result in a sense of satisfaction, success, and well-being. At the same time, individuals at this level of motivation have invested more of themselves and feel there is more at stake.
- Fears occasionally resurface about the risks involved in pursuing a career and about their personal limitations related to their mental health situation.

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