

Foreword

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Around the globe we are facing complex challenges resulting from the spectacular social, technological, economic and demographic developments that occurred during the two last centuries. Solutions to the climate crisis and for reducing our ecological footprint and promoting sustainable development will have to be found. These social, economic and technological developments have also led to globalization, including the increasing global movements of goods, resources, people, and knowledge. In this context, the power of the voices of groups of people has increased whereas the power of nations has decreased. All these changes are associated with social consequences, including the precarization, tertiarization, and dualization of the labor market. While the changes and consequences vary, people around the world experience them to some extent, whether living in Brazil, Indonesia, Canada, South Africa, or Switzerland. Overall, these evolutions seem to be associated with increasing social, economic, and ecological insecurity and a decrease of the incidence of social norms. This changing world is complex (educational systems, labor market, less clear social norms, etc.), and the work of career counselors is for this reason also increasingly complex. We have to take more information into consideration, with the increasing diversification of populations and career paths.

From the beginning, vocational and career guidance have been seen as ways to promote social justice. However, if we really want to achieve this, we must first make our interventions accessible to all. In order to promote sustainable careers, we not only have to increase access to decent, dignifying work, but also to secure career transitions. To do so, we

need to develop not only life-long learning, which is necessary to allow people to develop their employability, but also life-long counseling and training, to allow people to reposition themselves in the changing labor market. This includes implications for how people situate and define themselves in the social space. If vocational psychology and more specifically the life-design paradigm aim to promote sustainability, we must develop contextualized interventions adapted to a diversity of needs and situations. These interventions should be inclusive, context- and culture-sensitive, and include a holistic approach, situating career issues within challenges in all social and life spheres. This holistic approach implies considering an individual's entire life course, with its temporal and unique dimensions, different layers of the Self (dispositions, values, life-stories, life-themes, identities), and the cultural context. Many new intervention strategies have been developed for specific marginalized groups, for example migrants or people not in educational, employment or training. These interventions include more than vocational guidance. They often require several specialists (e.g. social workers, nurses, career counselors) to work together in a network of competencies. Interventions can include coaching or supportive counseling with more than the typical 3 to 5 career counseling sessions. In this context, group interventions are particularly relevant.

This book is an important contribution to our field because it provides many ideas for how our interventions can be adapted and expanded, in order to promote career counseling for all. This book makes the link between the theory, research, and practice of the useful life-design paradigm, which helps our counsees to link their past, present, and future during a de-re-co-construction process. This book also describes innovative new tools and explains how we can use them with a diversity of counsees and in various settings. The career interventions presented in this book will help counsees to develop their agency to be the main actors of their counseling process. This perspective insures that interventions not only

solve a specific problem or challenge, but also contribute to the development of individuals' career management abilities. Counselors can become the actor, agent, and author of their de-re-co-construction of career goals and plans. They will then have to be able to enact these plans! The articulation between narrativity and enaction, which promotes intentionality, is another important contribution of this book. Our interventions must stimulate counselors' reflexivity (need for meaning) and intentionality (need for continuity in a changing world). The world is changing very rapidly, and we must adapt our interventions to the changing needs of the population. This book helps us to address this need.

Finally, we need to convince policy makers of the importance of developing not only life-long learning but also life-long counseling for all. Career counseling should help provide security in an insecure world. To achieve this we must be innovative; developing new tools and interventions; adapting our theories; generalizing the access of these interventions, especially to underserved populations; and demonstrating their quality; as proposed by this important book.