

A framework to think school and career guidance in a VUCA world

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1. Abstract

Our article proposes a theoretical model concerning schemes and interventions in the domain of lifelong career and life construction. To build our theoretical model, we use different concepts, such as, for example, (1) the VUCA world to define the complex environment and the responses that individuals can provide to this complexity, (2) Life Design which postulates that career construction requires identity construction, (3) Lifelong Guidance, Counseling and learning which defines an individual's personal and professional construction at all stages of life and (4) the Guidance Oriented Approach to Learning which proposes intervention methods allowing personal and career construction at School. Our work is rooted in current thinking about how to help individuals, throughout their lives, individually and collectively, to build their future. A model for the development of educational and vocational guidance is proposed with the objectives of contributing to the development of individuals' professional lives and determining support actions seeking equity and social justice in their environment, at school and on the labor market.

2. Keywords

Life design; VUCA world; Guidance; School; Guidance Oriented Approach to Learning; Self-construction; Career construction

3. The VUCA world

Our society is characterized by constant changes resulting from a series of economic, social and ecological crises... (Cassiers, Maréchal, & Méda, 2017; Gadrey, 2010; Guichard, 2018; Pouyaud & Guichard, 2018). The business world uses the acronym VUCA to synthesize these upheavals (Malaval, 2018) which refers to the terms volatility, uncertainty, complexity, ambiguity. The VUCA world is a concept originally proposed by the United States Army War College to describe and analyze the volatility, uncertainty, complexity and ambiguity of particular situations or conditions (U.S. Army Heritage and Education Center, 2019; Whiteman, 1998) and which reflects a context defined by unpredictable changes. This concept has therefore been extended to describe the dynamics inherent in the digital revolution (Robbins, 2018), which represents one of the major developments in education, with its massification and the standardization of studies (Ghozlane, Deville, & Dumez, 2016).

To explain the four terms used in the acronym VUCA, we refer to Robbins (2018) and Bennett and Lemoine's (2014) articles (examples are provided from this article):

- Volatility refers to a relatively unstable change. Even when a situation is apprehensible and identifiable, it may be subject to both frequent and unpredictable changes; situational awareness does not anticipate these changes. According to the authors, the best response to volatility is agility: an institution must create enough flexibility and room for manoeuvre to manage change. The cost of kerosene is an example of a volatile situation, where prices often fluctuate at the beginning of the 21st century.
- Uncertainty refers to the lack of knowledge about the consequences or implications of an event, even if the causes and effects are understandable or identifiable. Acquisition of information, new or related to the situations addressed, makes possible to reduce uncertainty and anticipate the consequences. Terrorist attacks are characterized by uncertainty, because although the terrorist reality and its causes are known, the places and times of attacks cannot always be predicted with certainty.
- Complexity is the result of numerous information and practices networks. Each part of these networks is interconnected with the others and can be multiform, complex or even chaotic. The restructuring of companies by harmonizing their own operations and processes reduces the impact of external complexity. The establishment of a business in a new state is generally done through a complex network of tariffs, laws, regulations and logistics issues specific to the country in question.
- Ambiguity concerns the lack of knowledge of the "basic rules" of the situation: causes and effects are not identifiable or understandable and anticipation of consequences is impossible due to the absence of similar previous situations. Only experimentation can reduce ambiguity when it identifies relevant strategies to resolve situations where previous rules no longer apply. The transition from paper to digital media is ambiguous because of the lack of a preconceived understanding of individuals' practices in seeking and accessing information.

Therefore, in a VUCA society, the professional world expects individuals to be able to respond to the volatility, uncertainty, complexity and ambiguity of situations by becoming more and more often, knowledge workers, workers who can solve problems and produce quality solutions adapted to the continuous changes of an organization or a complex environment (Hasgal & Ahituv, 2017). In fact, since the mid-1990s (Bootz, Durance, & Monti, 2019), companies have been developing, due to the transformations of technology and the global economy (Fernandes, Ferreira, Veiga, & Peris-Ortiz, 2019), what is called knowledge management (Nonaka, 1991, 1994), in other words the need for them to be in constant innovation (Foray, 2009) or "the process of applying a systematic approach to capture, structure and manage knowledge throughout the organization in order to work quick, reuse the best practices and reduce the expensive reset of a project" (Meneses-Ortegón & Gonzalez, 2019, p. 289).

4. Designing your knowledge

The rapid evolution of information and communication technologies leads to a specific expectation on the part of companies towards workers who must

contribute to the development of an agile organization (Sarrazin and Sikes, 2013; Schwaber and Beedle, 2001) that evolves in an uncertain, complex, ambiguous and volatile world [...] Identifying, prioritizing, contextualizing, connecting and decompartmentalizing knowledge are key skills for future knowledge workers (Siemens, 2005, 2006 ; Levy, 2010). They can find intelligibility in the complexity (Morin, 2005) of the world (Bayart, Bertezene, & Vallat, 2013, p. 3).

Indeed, VUCA world asks organizations to reinforce collaborative practices and learning and continuously analyze the situation in order to identify opportunities and threats (Cousins, 2018).

To access this intelligibility of complexity, the Design Thinking current, which covers several fields, such as education, research or management in companies, proposes to adopt, in a simplified way, the approach that a designer could have in the treatment of a particular object (Kimbell, 2011). The central idea of Design Thinking is, in fact, to develop qualities such as empathy, creativity or design skills in order to meet the need of the VUCA world where their interactions, both with technologies and with any complex system, must be intuitive and satisfactory (Kolko, 2015). In the school context, this trend appears as an opportunity to develop in students the meta-skills or meta-competencies expected by 21st century societies, like communicative, social and creative meta-capacities (Scheer, Noweski, & Meinel, 2012).

As these researchers point out, these meta-skills, which can be developed early in the school curriculum, are mainly related (1) to knowledge management, which includes processes concerning selection, acquisition, integration, analysis and sharing of information in social network environments (de Corte 2010, cited by Scheer, Noweski, & Meinel, 2012), (2) the attitudes and values of the person and (3) the capacities for action (Weinert, 2003, cited by Scheer, Noweski, & Meinel, 2012): "teaching such metacognitive competences needs to go beyond isolated information acquisition in certain subjects, towards a holistic learning through experience and reflection in projects" (Scheer et al., 2012, p. 8).

From a pedagogical perspective, these skills, seeking the development of adaptability (Baldiris Navarro, Panagiotis, Gesa, & Sampson, 2016; Martin, 2010) and self-regulation (Hadwin, Järvelä, & Miller, 2017) of the individual, can be articulated within constructive, self-regulated, situated and collaborative learning environments (CSSC) to combine teaching-learning processes with social and motivational processes, avoiding making learning artificial or decontextualized (De Corte, 2012, 2016).

In terms of helping people (living in this kind of world) to orient themselves, a central question should be asked, "what personal attributes of an individual, which when strengthened, will meaningfully contribute to that individual's ability to manage their careers in a VUCA world?" (Franklin, Yanar, & Feller, 2015, p. 12).

5. Designing your life

In the field of career guidance, in 2009, Savickas and his colleagues published a paper entitled "Life designing: A paradigm for career construction in the 21st century" in the Journal of

Vocational Behavior (Savickas et al., 2009). This paper proposes to approach career guidance support in an international context by defining a model called Life Designing, based mainly on the theories of self-constructing (Guichard, 2004, 2007) and career construction (Savickas, 2006, 2013).

This model is based on five presuppositions related to the individual and his professional life: contextual possibilities, dynamic processes, non-linear progression, multiple perspectives, and personal patterns. Based on social constructionism, Life Design particularly recognizes "that an individual's knowledge and identity are the product of social interaction and that meaning is co-constructed through discourse" (Savickas et al., 2009, p. 239).

Career is therefore redefined in a holistic way and no longer as just the stages of professional life or as a reality halfway between the notions of work, employment, professions or trades (Young & Collin, 2000), but rather through "the full expression of who you are and how you want to be in the world, which keeps on expanding as it naturally goes through cycles of stability and change" (Franklin, 2014, p. 451).

To manage their personal and professional careers, it appears that individuals need support to navigate in increasingly complex educational and professional contexts requiring particular flexibility and adaptability capacities; career guidance becomes a central element of any lifelong learning strategy that can be put in place as early as possible in the school curriculum (Barabasch, 2017).

Indeed, several works (Archer, DeWitt, & Wong, 2014; Beal & Crockett, 2013; Edelman, Holzer, & Offner, 2006; Eriksson, Högdin, & Isaksson, 2018; Fisher & Griggs, 1995; Gore, Holmes, Smith, Southgate, & Albright, 2015; Gray & Herr, 2006; Holmes, Gore, Smith, & Lloyd, 2018; Plank, 2001; van Tuijl & van der Molen, 2016) tend to show that work related to the development of young people's career guidance, as early as possible, makes it possible to overcome the lack of preparation for transitions and choices, whether they occur during school studies or when entering the labor market. Moreover, childhood can be considered as a stage of professional development that takes place throughout the individual's life and as a period of active and preparatory engagement in the world of work (Carosin, Canzittu, & Loisy, 2019) that develops primary concerns about the future and decision-making as well as the control and confidence necessary to make informed choices (Hartung, Porfeli, & Vondracek, 2005).

6. School guidance

While guidance assistance can be developed from an early age, it can be argued that School should or should have a role in this field since, as Guichard points out, it "now occupy a major place among the experiences of young people: [...]. In our societies, most of them frequent it every week for many hours, for a period of at least fifteen years. We can assume that this kind of experience has an impact on the structuring of their representations of the future" (Guichard, 2012, p. 16). Moreover, Guichard adds that "school contributes to the preparation of young people to guide their adult lives" (2012, p. 24) and that "the experiences that students live within the school system [...] constitute one of the major determinants in structuring their career and academic orientation intentions" (p. 30).

To facilitate the implementation of such guidance education, as Shepard and Mani (2014) note, due to the complexity of the task and the high number of students relative to the number of guidance specialists (Malatest and Associates Ltd., 2009), helping students' personal and professional development is everyone's responsibility. Guichard points out that the school's contribution in this area can take the form of "career education activities (career education; see Hoyt, Evans, Mackin and Magnum, 1972) conducted during specific workshops or through an infusion of guidance into mainstream education (the guidance school; see Gingras, 2007)" (Guichard, 2012, pp. 24-25).

This second type of action is also mentioned by Shepard and Mani (2014), who join the concepts of the Guidance Oriented Approach to Learning (GOAL or *approche orientante* in french), because of the large number of students that educational teams are responsible and the need to ensure that they learn disciplinary skills, the integration of guidance work within courses through the implementation of infusion is a practice that helps to develop vocational skills among young people. The authors add that this can be accomplished through the development of a real career development curriculum in other educational objects, making career education an integral part of school life and requiring the support and work of educational teams and guidance counsellors, but also of other people involved in extracurricular activities, parents, family and community.

For these researchers, the goal of guidance and counselling at school is to prepare students for the planning and management of their learning and career paths through:

- “self-awareness to help students identify their personal attributes;
- opportunity awareness to involve students in investigating, exploring, and experiencing the work world and the various pathways within it;
- decision learning to enhance informed decision making and planning;
- transition planning to develop skills for students to effectively move into new situations” (Shepard & Mani, 2014, p. 333).

7. Lifelong guidance support: a framework for the school

To develop our framework for reflection and to define guidance support, we first use the first four presuppositions¹ of Life Design (Savickas et al., 2009):

1. The individual and the context (or ecosystem) form a single complex and dynamic entity that organizes itself through a set of adaptations to each other.
2. Due to the complexity of society, guidance support no longer focuses on unique career development opportunities, but on the development of career paths and identities: counsellors must discuss with those who consult them about the *how to do?* and not the *what to do?*

¹ The fifth presupposition is not related to the process of guidance support, but to its evaluation, which requires "on modeling fractal patterns, striving to forecast emerging stable configurations of variables, rather than any single outcome variable in evaluation of counseling (Dauwalder, 2003)" (Savickas et al., 2009, p. 244).

3. Guidance support is not limited to advice on decisions but is established through the co-construction and support of individuals in the construction of their lives, in their overall complexity.
4. Guidance support is based on the processes of construction, set up by the person, of his multiple subjective realities.

By summarizing these four presuppositions, we can define guidance support as the assistance to self-construction (holistic and subjective) of an individual's plural and complex identity and career path in reciprocal adaptive interactions with his or her environment.

In order to identify how the individual can react to the complexity of the environment, we focus on the four terms that define the possible responses to manage the VUCA world as efficiently as possible: agility, information, structuring and experimentation. These four concepts make it possible to identify areas of work that can define the type of skills or abilities that guidance support seeks to achieve. By joining the idea in Life Design that guidance assistance should seek the "how to do ? " rather than the "what to do? ", we recommend using agility, information, restructuring and experimentation as determinants of individuals' personal and professional development.

For example, self-knowledge is one of the axes often defined as necessary to investigate in theories and concepts related to school guidance, such as the GOAL (Ministère de l'Éducation du Québec, 2002; Pelletier, 2001) or career education [for example, the Activation of Vocational and Personal Development (AVPD) (Pelletier, Noiseux, & Bujold, 1974)]. Focusing on self-knowledge means considering orientation through the prism of "what to do? " and even when some researchers have proposed to decompose this concept through vocational skills, the global and complex nature of the development of the Self(s) does not emerge, nor does its link with other types of capacities related to personal and professional development. In addition, for the development of self-knowledge, we rely on Guichard's theory of self-construction, which argues that individuals construct

gradually a certain sense of self, constituting a synthesis unifying their various experiences, in a certain future perspective (provisionally established), constitutive of the person they want to become today in the world where they aspire to live (Malrieu, 2003; Guichard, 2000, 2004). This activity of synthesis and self-perspective leads individuals to engage in reflective activities about themselves, their experiences, their expectations, the opportunities available to them in the contexts in which they interact (Guichard, 2008). The development of multiple relationships to the self and to experiences thus appears to be one of the fundamental elements necessary for the development of this reflexivity and the capital of essential skills to guide one's life and career path (Guichard, 2012, p. 41).

If we change the focus to the one we propose here, we would define the development of self-knowledge as the development of a certain agility (in the sense of adaptation to change) in the construction of the self, while ensuring that we are self-structured through the acquisition of information and experimentation, each of these determinants impacting, to varying degrees, the

others and never having to be built from scratch (individuals have a certain degree of expertise in their fields) or completely resolved (their impact persists and can be changing).

However, if we propose to change the framework to think about guidance support, we use the concepts of the GOAL as part of the development of guidance in the school system, in particular:

- The principle of infusion related to the integration of guidance work within school subjects and not through guidance courses not related to the rest of the curriculum (Pelletier, 2004).
- The concept of collaboration, which aims to establish a "concerted approach between a school team and its partners, within the framework of which objectives are set and services (individual and collective), tools and pedagogical activities are put in place to support the student in the development of his or her identity and vocational development" (Ministère de l'Éducation du Québec, 2002, p. 18).
- The concept of mobilization, which seeks to develop personal projects in young people through the development of their self-knowledge, their academic motivation and the links between their experiences and their professional projects (Canzittu & Demeuse, 2017).
- The idea that "these three principles are neither linear nor exclusive. Indeed, infusion, collaboration and mobilization can be articulated at the same time, depending on the progress of the career development project" (Canzittu & Demeuse, 2017, p. 72).
- The progressive development of the individual's vocational maturity (Pelletier & Marquis, 1985).
- The fact that the "learning community formed by the learner and the various pedagogical actors is rooted in a social and cultural context that allows the development of particular skills" (Canzittu & Demeuse, 2017, p. 71) and that the teaching is situated (Tardif, 1998) in a given environment.

Another idea emanating from the guiding approach is to counter the fact that, on the one hand, in vocational training, there are few links between learning content and the trade that will be practiced and, on the other hand, "in the case of general training, the school is only giving students a hint of the social positions to which they seem more or less destined (Gottfredson, 1981)" (Guichard, 2012, p.20). We propose to extend the principle of situated teaching to that of a constructive, self-regulated, situated and collaborative learning environment (CSSC), as defined earlier in this text. Indeed, as Masdonati and Goyer point out,

it is a question of identifying the influences that can be exerted on how educational and vocational guidance "is done" and on how its target populations experience guidance issues. A key level of influence is macro-social and refers, in particular, to the consideration of the historical time in which young people's educational, professional and life paths are situated (Evans and Furlong, 2000; Sapin, Spini and Widmer, 2007) (Doray, 2012) (Masdonati & Goyer, 2012, p. 282).

It seems relevant to us to go beyond the idea that school guidance and vocational guidance are two distinct entities. Indeed, we propose, as with concepts related to Life Design, to consider

guidance support throughout life as holistic, contextual and preventive (Savickas et al., 2009). As the authors state

life designing and career building compose an iterative process throughout the life cycle. In parallel process, specialist in life designing must continually interact with specialists in career management to offer the best possible assistance to citizens as they design and enact their work and family roles (p.249).

This constant interaction lies in the fact that guidance assistance, like any human action, is both synchronic and diachronic, that it brings together the *Kaïros*, event time, unplanned and the *Chronos*, programmed, linear and predictable time (Pelletier, 2001).

Thus, the interest in considering educational and vocational guidance as stages in the personal and professional development of individuals and not as two separate entities is based, *inter alia*, on the fact that generally

decision-making is not limited to a specific moment but is a progressive construction of a choice or guidance, a construction that is made in relation to various biographical events that make sense according to the social interactions that feed reflection (Doray, 2012, p. 79).

The definition of school guidance would be simplified by its geographical actualization only: it is guidance at school, in the school context, or rather, it is the guidance assistance provided by and in the education system. Vocational guidance would then qualify the other actions aimed at developing a personal and professional project and implemented in any context other than the School. However, this distinction would have no real meaning: guidance is continuous, and the places and moments of its elaboration would become what they are in their original sense, that is, places and moments.

In addition, we recommend that the term guidance no longer be used as a synonym for managing student heterogeneity or school transitions. Indeed, in this sense, it tends to identify with school selection processes:

although frequent, the distinction between school guidance, with its positive connotations when it is not imposed, which evokes freedom, and school selection, generally negatively connoted and evoking coercion, is all relative. While subjects make many choices of orientation, the institution that validates them makes a selection that can be more or less severe. As the school population is divided into educational programs/sectors/fields of unequal value in terms of the benefits that can be expected from their attendance, school guidance processes can be described as selection processes (Huteau, 2007, p. 316).

Guidance corresponds to the assistance or the support for to the personal development of the individual, throughout his life and a GOAL or, more broadly, school guidance is therefore the development of a set of actions that allow this development at the School. Thus "the great challenge

for research in the field of educational and vocational guidance is, it seems, to succeed in understanding the dialectic between subjectivity and social influences in an integrative and not compartmentalized vision (Doray)." (Masdonati & Goyer, 2012, p. 287).

8. Modeling a processing of information by the individual within a VUCA environment

From all the considerations we have just outlined, we propose the following schematization for thinking about guidance support in the 21st century.

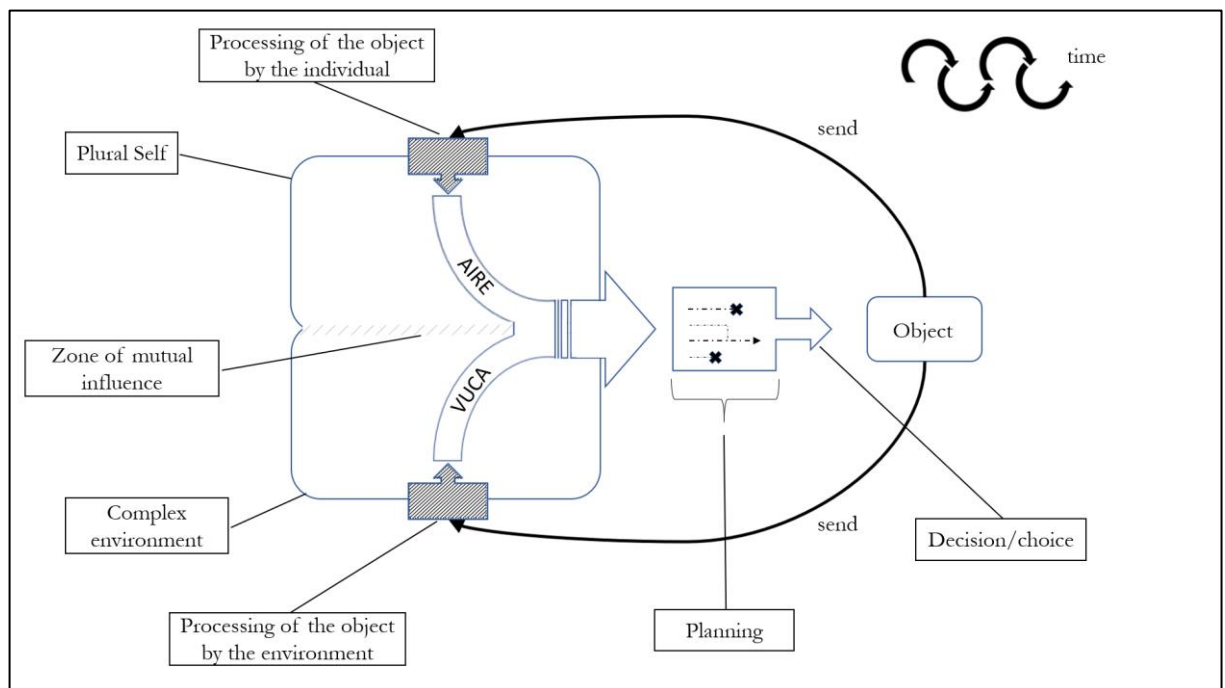


Figure 1 Modeling the processing of information by the individual within a VUCA environment

The model presented here illustrates the mutual influence of the environment and the individual on each other as well as the internal processing of information by these two entities. In the context of guidance support, these objects correspond to decisions relating to the personal and professional development of the individual.

The individual is composed of a plural Self, a concept that we link to Guichard's *Se faire soi* model (Guichard, 2004): guidance assistance corresponds for the individual to the possibility of "engaging in a reflexive process [...] relating in particular to the subjective identity forms (current, past or anticipated) in which he has built himself or in which he anticipates himself, to the system of identity frameworks in which these forms are embedded and to his usual modes of self-relation" (Guichard, 2004, p. 533).

The environment is determined by a certain degree of volatility, uncertainty, complexity and ambiguity, the importance of which is so great that the individual must be prepared for it.

The individual and the environment influence each other and co-construct each other. This zone of mutual influence constitutes a part (and not the whole) of these two entities. Therefore, for a similar object, the environment and the individual each operate a particular treatment process.

Guidance support is provided during this treatment with the aim of reducing degrees of volatility, uncertainty, complexity and ambiguity through interventions related to the development of individual autonomy through the acquisition of skills related to the concepts of agility, information, restructuring and experimentation. This guidance assistance work takes place through a planning phase that allows the individual to make decisions about developmental, personal or professional choices. Some decisions may not be actualized, others may be reoriented, and some may be confronted with the reality of the individual and the environment. This decision constitutes an object sent to these two entities. The individual and the environment operate a new processing of the data relating to this object. The relevance of these data is judged in relation to their VUCA degree. The object can then be re-processed in a guidance support. In this case, another planning process is put in place. If no guidance assistance is provided, the individual alone can operate the planning process, or it may simply not be conducted or insignificant.

The whole process of interaction between the individual and the environment must therefore be considered iterative and presented as a succession of time loops where this process produces objects that are themselves returned to a similar new treatment process.

In the process, decisions may or may not be taken. In the first case, they are still not considered immutable and are subject to treatment by the environment and the individual.

The idea behind the acronym VUCA is that guidance support aims to reduce the levels of volatility, uncertainty, complexity and ambiguity in individuals' decisions and actions.

Guidance assistance is therefore more concerned with the process than with the decision. Guidance support must enable the individual to develop skills that allow them, autonomously, to reduce the impact of VUCA. If we take again the example of self-knowledge, in our model, the purpose of guidance assistance is not to help the individual to know himself better, but to develop a certain degree of self-knowledge that significantly reduces one or more degrees of VUCA. In addition, we believe that concepts such as self-knowledge, professional knowledge or decision-making should be treated together, in other words, by highlighting the links between them and not as separate objects. This necessity is linked to the very complexity of the concepts of the VUCA world, which they seek to reduce the degree of influence.

The model also assumes that guidance support is an iterative process that can be implemented at any time throughout the individual's life, because the mutual influences of the individual with the environment take place throughout life.

The idea of the co-construction of the objects of reality by individuals and the environment leads us to consider two fundamental questions for guidance assistance:

1. The first is the one proposed by Guichard and his colleagues: "by what active life can I give meaning and perspective to my life?" (Guichard, Bangali, Cohen-Scali, Pouyaud, & Robinet, 2017).
2. The second is a rewriting of the first by shifting from a focus on the individual to a focus on the environment: "by what reality can we give meaning and perspective to human existences? »

9. Conclusion

Our modeling of the processing of information by individuals, as part of their personal and professional development, is based on a set of twelve assumptions that we summarize:

1. The environment in which individuals live in the 21st century is complex and our societies can be described as "liquid" (Bauman, 2000) because "transformations were (and are) so diverse and so rapid that social representations, collective beliefs, major value systems, etc., no longer have time to solidify themselves" (Guichard, 2019).
2. The VUCA world concept makes it possible to determine the four major characteristics of these societies, which are their high degree of volatility, uncertainty, complexity and ambiguity.
3. This concept also makes it possible to define the four types of response that the individual can provide to reduce the degree of these four characteristics, which are the development of agility, the access to information, the ability to restructure and the possibilities for experimentation.
4. Design thinking is based on meta-competencies or meta-capacities that involve creativity, information processing, knowledge synthesis strategies and the generation of alternatives when solving problems (Koh, Chai, Wong, & Hong, 2015). The concept of design makes it possible to characterize the type of developmental processes that enable these four types of responses to be articulated, at the level of learning and teaching knowledge, but also with the individual's personal development (cf. the theory of Life Design).
5. School guidance and vocational guidance are only one reality, that of lifelong guidance.
6. Lifelong guidance should be understood as personal and professional development throughout life. Guidance assistance is therefore intended to help individuals to develop themselves personally and professionally.
7. As the individual and the environment influence each other, guidance support will also aim to build a more fair, sustainable and equitable society.
8. School has a key role to play in supporting lifelong guidance. In order to respond to the complexity of the environment, the implementation of an educational approach to guidance as advocated, for example, by the GOAL, should allow the development of a personal and professional development curriculum integrated with other disciplines and part of everyday school life.
9. The development of such curriculum requires the definition and evaluation of specific skills, determined, framed and precise, to respond to the VUCA world. These skills must allow school actors to integrate them into their pedagogical and didactic actions. These skills must be integrable by both teachers and other stakeholders in the School.
10. The implementation of a curriculum for personal and professional development can be achieved within a constructive, self-regulated, situated and collaborative school environment.
11. The process of personal and professional development is iterative and continuous.
12. Just as the environment is complex, the individual develops a plural Self composed of a set of subjective identity forms.

Our model aims to question the guidance assistance that can be provided (at school or as a counsellor) to individuals in today's societies. If we can consider that the purpose of a life (if there is one?) would be to approach Happiness (one's own? that of others, of those around us?), it is very difficult to propose an evaluation or even a simple estimation. Therefore, it seems more relevant to us to analyze, not only the result of the construction of the individual, but rather the various processes put in place to respond to problems and difficulties that arise during life. We join Masdonati and Goyer who postulate that educational and vocational guidance (to use the terms that these authors use to describe what we call in this article, guidance assistance or personal and professional development),

is in a privileged position to disempower, as much as possible, the individual when he is under some influences over which he has little or no control (Masdonati, 2007). It is also able, *why not?*, to intervene on the context, in particular by identifying and denouncing the constraints facing young people, but also by using their social environment to promote a framework conducive to unfettered paths (Masdonati & Goyer, 2012, p. 283).

Guichard also points out that interventions in guidance and personal and professional development can, and should, lead to the

construction of active lives contributing to equitable and sustainable development, and decent and human work, addressed to the "homo consultants of pop-culture", in other words to a person whose mind is formatted in such a way that he tends to ignore these issues in his daily decision-making. The new generation of researchers and practitioners from guidance and counselling assistance will have to find ways to overcome this difficulty in order to offer individuals interventions that will lead them to integrate, in their thinking, the dimensions of sustainable development, social justice, legal human dignity and decent work for all (Guichard, 2019).

If the model presented in this article does not pretend to fulfil this main ambition, it nevertheless wants to contribute to it by offering a framework for reflection to actors in the field, whether they are part of the School or the world of work.

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