Precariousness in the time of COVID-19: A turning point for reforming and reorganizing career counselling for vulnerable workers

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Abstract:

The aim of the present article is to purpose new career counselling perspectives for vulnerable workers in the time of COVID-19 recession**.** We summarize perspectives on vulnerable workers following a recently advanced taxonomy on the work precarity framework characterized by three broad categories: precarity of work (i.e. fear and concern associated with the continuity of employment), precarity at work (i.e. psychosocial or physical safety at work, including discrimination, harassment, and unsafe working conditions), and precarity from work (i.e. uncertainty and insecurity due to maintaining employment that does not satisfy the basic needs of workers). These three facets of precariousness are frequently experienced by vulnerable workers, and they are related to poorer mental and physical health. The COVID-19 pandemic dramatically exacerbated this trend for vulnerable workers. Thus, suggestions for mitigating the impact of the current crisis are presented. Our perspective deals with the psychology of sustainability, sustainable development, and the psychology of working theory. In this framework, vocational psychologists could reform and reorganize specific career counselling practices for vulnerable workers, promoting sustainable and decent work and inclusivity. This could be achieved by applying four key points. 1) Enrich career counselling interventions with the processes of self-identity, reflection, and reflexivity on what constitutes actual sustainability for vulnerable workers in terms of professional and personal development. 2) Promote the use of an evidence-based methodology in accordance with the accountability principles for the 21st century. 3) Advocate to enrich available services with positive primary preventive strength-based actions and interventions through timely differentiated career counselling strategies. 4) Encourage applied research and practices to find new ways to balance resources with evidence-based efficacy; for example, by using the power of the audience in group-based life design counselling.

Keywords: career counselling, decent work, precarious work, psychology of sustainability, vulnerable workers.

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Introduction: Precariousness and Vulnerable Workers in the Time of COVID-19

It has been more than a year since the COVID-19 pandemic began to necessitate life-altering employment shifts around the globe (Blustein & Guarino, 2020; Kniffin, 2021). The outbreak of COVID-19 has triggered an economic shock whose impact will be felt through the years to come (Chowdhury et al., 2021; Islam, 2021). In the labour market (and in society at large), the economic downturn is accelerating the expansion of precarious work (Blustein et al., 2020a; Lai et al., 2021; Su et al., 2021) fuelled by various other changes of the 21st century (i.e. globalization, automation, artificial intelligence) (Blustein et al., 2019a, 2020a). The phenomenon of precarious work is a worldwide burden to the labour market, characterized by the growth of a new class of workers without an anchor of stability: the global precariat (Standing, 2011). In turn, millions of workers are facing unprecedented circumstances (e.g. unpredicted job loss, involuntary flexible or part-time work, financial deprivation) that dramatically restrict their social power and access to resources (Autin et al., 2020; Blustein et al., 2020b). This acceleration concerning the instability of working and living conditions is associated with concordant psychological experiences of uncertainty, insecurity, and chronic stress (Blustein et al., 2020b), putting workers' mental and physical health at risk (e.g. Ferry et al., 2021; Hensher, 2020; Hwang et al., 2021; López-García et al., 2019; Peiró & Tetrick, 2011; Saito et al., 2021). What is more, the precariousness in work and life domains seems to be a key variable in determining higher levels of mental distress in those workers that experience job insecurity (Urbini et al., 2020). At the same time, the current pandemic is exacerbating the structural inequalities of the labour market that existed before the crisis (Blustein et al., 2019a). Consequently, workers who were already vulnerable, marginalized, and discriminated against are those at higher risk, and scholars have included them under the umbrella term of vulnerable workers (e.g. Blustein et al., 2019a, 2019b; Restubog et al., 2021; Tamin et al., 2021). In this scenario, the psychology of working theory (PWT; Blustein, 2006a; Duffy et al., 2016) has advanced a critical prospect enriching the key words of Guichard (2009) with relevance to the labour market in relation to stable and peripheral workers. Primarily the PWT identifies vulnerable workers in terms of peripheral workers. They are all the younger and older workers, underemployed, unemployed, the poor, immigrants, ethnic minorities, and disabled people (Blustein et al., 2014). Furthermore, Allan and colleagues (2021) have recently proposed a new comprehensive taxonomy in the framework of the PWT (Blustein, 2006a; Duffy et al., 2016) that differentiates between precarious work and work precarity. Precarious work includes objective job features focused on conditions of uncertainty, insecurity, and instability in a) the continuance and amount of work; b) remuneration; c) power/resources to advocate for rights; and d) safe physical or psychosocial working conditions (Allan et al., 2021). In contrast, work precarity deals with employees' subjective perceptions of precarious work. Work precarity comprises three categories: precarity of work, precarity at work, and precarity from work. Precarity of work includes internal states related to uncertainty and insecurity about employees' short and long-lasting occupational perspectives (e.g. fear of not becoming reemployed; fear of unexpected organizational change; fear about maintaining a stable wage). Precarity at work comprises employees' subjective perceptions of uncertainty and instability in terms of workplace security or safety, encompassing concerns about bodily harm, harassment, bullying, discrimination, and social exclusion. Precarity from work includes uncertainty and instability arising from the psychological consequences of holding a job that fails to provide basic needs for individuals and their families (Allan et al., 2021).

According to PWT scholars (Allan et al., 2021; Blustein et al., 2020b), work precarity represents a construct that may capture the subjective perspective of precariousness experienced by vulnerable workers. Literature has shown that workers from the vulnerable groups are more likely to be excluded from the labour force (Burgess & Connell, 2015), thus experiencing a progressive reduction of power and resources that forces them to the margin (Fang & Gunderson, 2015) or even out of the labour market (Guichard, 2009). Additionally, the imbalances of systemic forces hinder vulnerable workers' opportunities for stable

employment to the point where finding a job is extremely unlikely (Blustein et al., 2020a). As a consequence, nonstandard employment arrangements are becoming increasingly common among vulnerable workers (Edmonds et al., 2021; Jetha et al., 2020; Panikkar & Barrett, 2021). Thus, the dimension of precarity of work could describe in depth the psychological experience of vulnerable workers, who could have suffered from work precarity even before precarious work became widespread. Similarly, a growing number of studies have reported that vulnerable workers experience higher physical workplace hazards (Brown et al., 2021). Results of several studies showed that Black People (Seabury et al., 2017), Latinx (Sexsmith et al., 2021), older workers (Bravo et al., 2020), younger workers (Fraade-Blanar et al., 2017), and immigrant workers (Brown et al., 2021) suffer more workplace injuries. Furthermore, reflecting the wider society, the working milieu frequently recreates the hierarchy of power and legitimizes racist or prejudicial behaviours (Allan et al., 2021; Blustein, 2019a). A growing number of studies have reported that not only overt forms of racism but also microaggressions in the workplace are related to perceptions of workplace discrimination and linked with poor mental health outcomes (DeCuir-Gunby & Gunby, 2016; Erby et al., 2021). Microaggressions may exist among all vulnerable workers, including ethnic minorities, women, sexual minorities, persons with disabilities, and religious minorities (Metinyurt et al., 2021; Nadal, 2011; Pitcan et al., 2018). Therefore, the dimension of precarity at work could also underline the internal experiences of vulnerable workers that are related to precarious work. Lastly, vulnerable workers could also experience precarity from work. In fact, the jobs of vulnerable people often fail to yield adequate remuneration (Edmonds et al., 2021; Panikkar & Barrett, 2021), leading to a reduction in their economic and social stability related to housing, food, and relevant social relationships (Autin et al., 2021).

In summary, vulnerable workers seem to be affected in unique ways by work precarity. Structural forces that give rise to marginalization are exponentially worsened by the COVID-19 pandemic. Multiplicative effects could deteriorate future perspectives for the stable employability of vulnerable workers (Hall, 2020; Côté et al., 2021). In light of this, strategies to cope with the current crisis should aim to project new pathways for the sustainable inclusion and employment of vulnerable workers in line with the broader efforts that promote work as a human right (Blustein et al., 2019a, 2019b). Following these principles, the current article aims to propose new career counselling pathways to assist and empower vulnerable workers facing the troubling time of the COVID-19 crisis.

Integrating Personal and Career Counselling with Sustainable Development: a Pathway to Promoting Inclusivity and Decent Work for Vulnerable Workers

Recently, PWT researchers (Blustein, 2020a, 2020b) have called upon career development specialists to advocate for new interventions and policies aimed at protecting vulnerable workers from the current crisis (Autin et al., 2020). New opportunities could arise from the psychology of sustainability and sustainable development (Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018), a novel approach that integrates psychological sciences and the framework of sustainability. The psychology of sustainability and sustainable development adheres to the United Nations (UN) 17 Sustainable Development Goals (UN, 2021), and it is aimed to foster well-being in any kind of environment promoting strengths. Maree and Di Fabio (2018) have pointed out the pillars for career counselling interventions in the landscape of the psychology of sustainability and sustainable development. This approach follows life design counselling principles (Savickas, 2015), emphasizing the importance of the personal meaning in line with Guichard's (2009) self-construction theory and Savickas's (2015) career construction theory, and adheres to the principles of the PWT (Blustein, 2006a; Duffy et al., 2016). The objective of the career counselling interventions inspired by psychological sustainability is to promote sustainable career-life projects (Maree & Di Fabio, 2018) through reflection (i.e. a retrospective thinking that allow people to focus in deep and bring to the present memories, experiences and cognitions) and reflexivity (i.e. a prospective second-

order cognitive process of strong self-conscious evaluation of alternate ways of acting in the future) on what constitutes actual sustainability and harmonization (Di Fabio & Tsuda, 2018). This refers to goals and opportunities that are anchored to authentic interests, values, and meanings for individuals (Maree & Di Fabio, 2018). Such an approach complies with the entangled nature of personal and career counselling (Blustein, 2006b), analyzing "subjective" elements ("stories") in addition to "objective" elements ("scores") (Maree & Di Fabio, 2018).

In this regard, reflection and reflexivity are central components of the career counselling intervention through which people are guided to discover meaning via their stories and narratives (Di Fabio et al., 2019). Reflection and reflexivity on the sustainability of career-life projects are analysed using two axes of psychological reflection (Di Fabio, 2017a). The vertical axis encompasses reflexivity through a temporal perspective, and it attempts to understand "where I come from", enables the consciousness of "where I am", and continues towards "where I will go" (Di Fabio, 2017a). The horizontal axis comprises reflexivity towards a spatial perspective, and it ranges from an egoistic or self-centred position (i.e. gain for the self) to an altruistic or meta-centric position (i.e. gain for others) (Di Fabio, 2017a; Maree, 2013), exploring different balances between these positions (Di Fabio, 2017b; Di Fabio & Tsuda, 2018). Di Fabio and Svicher (2021) have advanced the coordinates for sustainable career-life projects for vulnerable workers. The coordinates include decent work on the temporal axis (i.e. "where vulnerable workers are going" with regards to career paths and professional planning) and inclusivity on the spatial axis as a meta-centric position to shorten the distance between vulnerable people and the labour market. Subsequently, Di Fabio and Svicher (2021) have provided a theoretical analysis on the real sustainability of this project. Here we propose a critical reflection for career development practitioners who aim to help vulnerable workers to project a sustainable career-life pathway that is able to protect them from work precarity.

Decent work represents the temporal coordinate of sustainable career-life projects for vulnerable workers. It is in line with the International Labour Organization (2008), the UN Universal Declaration of Human Rights (1948), the PWT Decent Work Agenda (Blustein et al., 2019a), and the 17 UN Sustainable Development Goals (2021) which include decent work as the milestone to prevent and eradicate inequalities in the labour market. Decent work is also the inverse of the conceptualizations of precarious work (Duffy et al., 2016; Allan et al., 2021). It describes the condition in which individuals are capable of fulfilling non-precarious jobs (Allan et al., 2021). Moreover, PWT researchers (Blustein et al., 2019a, 2019b; Duffy et al., 2016, 2019, 2020) have conceptualized that once individuals access decent work, they not only satisfy their basic needs but also become capable of promoting well-being through career and life domains (Duffy et al., 2016). Thus, characteristics of decent work associated with well-being could protect vulnerable workers from work precarity. However, as noted by Allen and colleagues (2021), no study has investigated the relationship between decent work, precarious work, and work precarity. Future research is thus needed to expand knowledge on these relationships.

Inclusivity (Blustein et al., 2019b) is the coordinate on the spatial axis of sustainable career-life projects for vulnerable workers. It is consistent with the PWT perspective (Blustein, 2006a; Duffy et al., 2016). The PWT researchers have introduced an inclusive psychological practice to assess the ways in which individuals and systems can change, namely the sources of agentic action (Blustein et al., 2019b). In this context, reflexivity could enrich the analysis of sources of agentic action by evaluating their real sustainability (i.e. finding the right balance between investing less or more than overall available resources for vulnerable workers in terms of individual, environmental, and social welfare resources) (Di Fabio & Svicher, 2021). Agentic action is classified by PWT researchers via three clusters (Blustein et al., 2019b). Critical reflection and action is the first cluster, which analyses the systemic causes of injustice enshrined in covert or overt aspects of the society. Proactive engagement is the second cluster, which evaluates the individual level of work volition, proactive personality, and career adaptability. The third cluster is social

support and community engagement, which deals with accounting for the levels of community support and organizing (Blustein et al., 2019b). Furthermore, the psychology of sustainability and sustainable development (Di Fabio & Rosen, 2018) could provide career counselling practitioners with other instruments to expand the analysis of the sources of agentic action. Harmonization (i.e. gaining authentic aims via the concept of balance) and the process of self-attunement (identifying the most vital objectives for a life of true meaning) could deserve special attention.

Overall, the psychology of sustainability and sustainable development could allow career counselling practitioners to move with the client towards narratives of meanings that encompass decent work and inclusivity (Blustein et al., 2019b). Furthermore, they could apply additional sustainable career and self-management strategies to support vulnerable workers (Di Fabio & Svicher, 2021; Svicher & Di Fabio, 2021) in coping with work precarity and revitalizing as well as regenerating psychological strengths and resources.

Linking Together Positive Primary Prevention Addressed Towards Revitalizing Strength, Sustainability, and Social Justice as a New Challenge for Career Counselling

Career counselling professionals should begin thinking about how to deal with the immediate and long-term consequences of the COVID-19 crisis for vulnerable workers, especially in the area of work precarity (Autin et al., 2020; Blustein et al., 2020a, 2020b). A sustainable career-life project for vulnerable workers (Di Fabio & Svicher, 2021) could be the starting point to propose new programmes of career counselling interventions tailored for this marginalized population. In a broader way, such a programme has to strengthen the approach for career counselling in the 21st century. The COVID-19 crisis has exacerbated the trends of the contemporary labour market that have already been underway for vulnerable workers (e.g. Blustein et al., 2019a, 2020a, 2020b; Kniffin, 2021; Tamin et al., 2021). Accordingly, career counselling interventions for the 21st century follow the principles of life design counselling that apply narrative counselling (Savickas, 2011) and dialogue interaction (Guichard, 2016) to assist individuals in dealing with the new challenges of the contemporary labour market, basically considering the pillars of the PWT (Blustein, 2006a; Duffy et al., 2016).

Maree and Di Fabio (2018) have built upon this integrated approach by answering the call of Blustein and colleagues (2005) to develop a synergistic link between qualitative and quantitative methodologies (i.e. obtaining objective results without losing the subjective component of the client's stories) and enriching the life design counselling with a new quali+quanti perspective. The quali+quanti procedure combines the use of validated and reliable instruments to assess individuals' scores (quantity) with stories in a framework of qualitative analysis of subjective meanings (quality). Thus, following a quali+quanti approach, here we propose the phases for a career counselling intervention based on our sustainable career-life project for vulnerable workers, encapsulating decent work and inclusivity as the main coordinates of reflexivity.

As a general route, we link Guichard's (2016) taxonomy for interventions in the 21st century (i.e. information, guidance, and dialogue) and the life design approach (Savickas et al., 2009) with the PWT (Blustein, 2006a; Duffy et al., 2016). We then enrich them via psychological sustainability principles for vulnerable workers (Di Fabio, 2017a; Di Fabio & Rosen, 2020; Di Fabio & Svicher, 2021) and a positive strength-based primary preventive framework (Di Fabio & Blustein, 2016; Di Fabio & Kenny, 2016a, 2016b, Di Fabio & Saklofske, 2021).

It is worth noting that before providing any type of career intervention for vulnerable workers, it is necessary to carefully evaluate their circumstances (Blustein et al., 2020a). Thus, the first assessment phase should encompass the evaluation of individual characteristics, such as family composition, financial condition, and education level, as well as individual strengths and growth horizons of vulnerable workers

(Blustein et al., 2020a). The assessment of work precarity framework deserves particular attention during this phase and represents a valuable point of view to evaluate the vulnerable workers' job conditions. According to Allan et al. (2021), precarious work is composed of five main characteristics: 1) temporary work, 2) involuntary part-time work, 3) economic insecurity and low wages, 4) lack of workplace protections/rights/power, and 5) physically/psychologically unsafe workplaces. Similarly, precarity of, at, and from work (Allan et al., 2021) are composed of different facets. Precarity of work encompasses job insecurity, employment insecurity, and workplace uncertainty (Allan et al., 2021). Precarity at work deals with a lack of psychosocial safety, workplace social rejection, workplace discrimination, and alienation (Allan et al., 2021). Precarity from work involves poverty-wage employment, perceived income inadequacy, and lack of need satisfaction (Allan et al., 2021). This assessment phase should also include other relevant characteristics dealing with vulnerable workers' job conditions, such as decent work (Duffy et al., 2017) and occupational fatigue (Winwood et al., 2005).

The second phase is the information intervention, in which career counselling practitioners provide significant and reliable information concerning the labour market (Guichard, 2016). This phase could be expanded by also providing wide-ranging and detailed information about social benefits and rights provided to national and regional governments for vulnerable workers (Autin et al., 2020). It could also be relevant to evaluate in depth the severity of work precarity experienced by vulnerable workers, since work precarity facets are associated with poorer mental health (Blustein & Guarino, 2020). Job insecurity was found to be associated with depression, anxiety, and burnout (Benach et al., 2014; Sverke & Hellgren, 2002; Llosa et al., 2018). Workplace uncertainty has been related to lower well-being (Pollard, 2001). Deprivation of basic needs has been linked with poorer quality of life (Gildner et al., 2019). Thus, depending on the assessment results, in this phase, practitioners could facilitate access for vulnerable workers to psychological assistance services provided by public welfare systems or non-profit organizations (Autin et al., 2020).

The third phase is the guidance intervention, which aims to develop individuals' employability via the construction of adaptable vocational self-concepts (Guichard, 2016). In this phase, the element to be considered is the meaning that individuals seek to give to their vocational self-concepts (Guichard, 2016). According to the PWT, a job in line with decent work characteristics is the main determinant that allows the attainment of meaningful work (Duffy et al., 2016). Thus, in exploring the vocational self-concepts of clients, the career counselling specialist could propose an analysis of the factors that are reducing or facilitating access to decent work (Di Fabio & Blustein, 2016). This analysis could be conducted through an evaluation of the psychological sustainability coordinates for vulnerable workers (decent work and inclusivity for each client). The reflective grid for sustainability could be used (Di Fabio, 2017a). The grid enables reflection on the following dimensions: sustainability or no sustainability; crisis of sustainability or no crisis of sustainability; some sustainability or some crisis of sustainability; and neither sustainability nor crisis of sustainability (Di Fabio, 2017a).

The fourth phase is the dialogue intervention, which helps individuals to construct their life meanings (i.e. reflecting on what individuals want to achieve in their lives and careers, including past and future goals) (Guichard, 2016). This phase could be expanded via the meaning paradigm (Di Fabio & Blustein, 2016) and psychological narratives of meaning (Savickas, 2011). The meaning paradigm allows the passage from a motivational to a meaning perspective, opening the possibility of supporting the coherence, direction, significance, and belonging that sustain the construction of career-life projects (Di Fabio, 2017a; Di Fabio & Blustein, 2016). Positive psychological narratives of meaning are built upon Savickas's (2011) concept of "storied self" intervention and facilitate workers in constructing and developing optimal stories, starting with particular real-life work events (i.e. "from facts") and terminating with a focus on relationships and details of meaning ("from perception of the facts" and "from success experience",

respectively). Concurrently, a positive strength-based primary preventive action cannot be missed in this phase (Di Fabio et al., 2018; Di Fabio & Kenny, 2018; Di Fabio & Saklofske, 2021). Positive strength-based primary preventive actions could be included: acceptance of change (Di Fabio & Gori, 2016), intrapreneurial self-capital (Di Fabio, 2014b), and life-project reflexivity (Di Fabio et al., 2018). Acceptance of change intervention belongs with the propensity to accept rather than escape from changes, since acceptance is considered a source of well-being (Di Fabio & Gori, 2016). Intrapreneurial self-capital intervention refers to facing recurrent career challenges by advancing creative new answers and shaping the environmental constraints into resources (Di Fabio, 2014b). Lastly, life project reflexivity intervention is aimed to inspire reflexivity regarding the individual's future in career-life projects by examining three components: projectuality, authenticity, and no acquiescence (Di Fabio et al., 2018).

The last phase deals with assessing the effectiveness of results obtained through career counselling interventions by applying, right before and after the intervention, specific narrative tools, such as the Future Career Autobiography (Rehfuss, 2009), the Life Adaptability Qualitative Measure (Di Fabio, 2015), the Career Counselling Innovative Outcomes coding system (Di Fabio, 2016), and the Qualitative Subjective Identity Forms Systems Evaluation for Future (Di Fabio & Mcllveen, 2018). At the same time, as reported in the quali+quanti approach, adequate quantitative instruments have to be implemented; for example, the Authenticity Scale (Wood et al., 2008), the Work and Meaning Inventory (Steger et al., 2012), and the Life Project Reflexivity Scale (Di Fabio et al., 2018). The phases of our programme are summarized in figure 1, whereas instruments available for each phase are displayed in table 1.

From this perspective, the COVID-19 crisis could be used as an opportunity to advance a new vision for reinforced career counselling based on a quali+quanti approach (Maree & Di Fabio, 2018) specifically tailored for vulnerable workers. This new vision also asks for advocating for future-specific welfare policies. A synergy between policy makers, institutions, career counsellor researchers, and practitioners seems to be the highway to promoting inclusivity for vulnerable workers. Career counsellors have to advocate that governments advance specific resources and policies, making the labour market fair for vulnerable workers. Career counsellor researchers and practitioners also have to enforce effective and efficient interventions, helping policy makers and institutions to have clear scientific evidence of the effectiveness of interventions and cost-effective practices in favour of vulnerable workers to help them to better cope with the enormous challenges of the current labour market.

Proposal for Reforming and Reorganizing Career Counselling for Vulnerable Workers

The COVID-19 crisis has increasingly restricted access to stable jobs for vulnerable workers, providing them with fewer resources and less power (Blustein et al., 2020a, 2020b). Both social security and the ability of vulnerable workers to advocate for their rights have dramatically decreased (Allan et al., 2021). In this context, career specialists should embrace a critical point of view and collectively advocate for provisions of social services to vulnerable workers (Blustein et al., 2019a, 2020a, 2020b). The current crisis has also deteriorated the financial resources of governments (Green & Loualiche, 2021). Thus, feasible partnerships between governments and career counselling specialists have to follow a sustainable balance in terms of cost-effectiveness. Using this principle, we (re)organize a career counselling strategy for vulnerable workers to enrich available services, proposing four steps.

First, new career counselling interventions must also provide interventions specifically tailored for vulnerable workers, taking into consideration the complex features of the contemporary labour market as a specific target (Di Fabio & Svicher, 2021). As mentioned above, these tailored interventions have to include the counselling taxonomy for interventions in the 21st century (Guichard, 2016), the life design approach (Savickas et al., 2009), and the PWT (Blustein, 2006; Duffy et al., 2016) perspectives linked with the psychological sustainability principles for vulnerable workers (Di Fabio, 2017a; Di Fabio & Svicher,

2021) and positive strength-based primary preventive actions (Di Fabio et al., 2018; Di Fabio & Kenny, 2018; Di Fabio & Saklofske, 2021).

Second, the use of an evidence-based methodology is needed to ensure a valid balance in terms of cost-effectiveness following an accountability perspective (Whiston, 1996, 2001). The accountability principles for the 21st century have generated career counselling guidelines for a methodologically sound approach in both qualitative and quantitative frameworks (Di Fabio, 2014c). The ten guidelines are the following. 1) Use the Pillar of Accountability, characterized by a focus on community-service cost, effectiveness of interventions, and evidence-based practices (Whiston, 1996, 2001). 2) Recognize measuring effectiveness, combining multiple measures to assess the outcomes of career counselling interventions (i.e. the application of multiple measures to measure multiple perspectives) (Di Fabio, 2014c; Whiston, 1996, 2008). 3) Apply the new framework for the 21st century consistently with the recent progress in career counselling intervention assessment, moving from "scores" to "scores and stories" (Di Fabio & Maree, 2012, 2013). 4) Adhere to a quali+quanti perspective to evaluate narrative career counselling interventions (Rehfuss, 2009). 5) Implement recently developed qualitative measures to capture the client's narrative of change (Rehfuss, 2009; Rehfuss & Di Fabio, 2012). 6) Use the recently developed qualitative measures more congruently with the outcomes of postmodern narrative interventions (e.g. the concepts of personal life meaningfulness or the concept authentic self) (Bernaud, 2013; Di Fabio, 2015, 2016). 7) Require established methodologies of intervention (Whiston, 1996, 2001) to be capable of assessing the accountability principles of decreasing costs of intervention to retain their effectiveness. 8) Develop different outcome criteria to assess the effectiveness of goal interventions based on the new taxonomy of Guichard (2016) (i.e. information, guidance, and dialogue). 9) Provide new solutions for enriching career management and life management with a positive psychology perspective based on fostering individual strengths and self-attunement (e.g. positive information, positive guidance, and positive dialogue) (Di Fabio, 2014a). 10) Measure the effectiveness of interventions through different positive psychology approaches, taking into account both the hedonic (Watson et al., 1988) and eudaemonic (e.g. Ryan & Deci, 2001; Ryff & Singer, 2008) approaches.

Third, it is necessary to also advocate to expand the use of positive strength-based primary preventive actions (Di Fabio et al., 2018; Di Fabio & Kenny, 2018; Di Fabio & Saklofske, 2021) to enhance the available career counselling services and interventions for vulnerable workers. Positive strength-based primary preventive actions and interventions tailored for vulnerable workers could be a promising path to improving inclusivity while also answering to the social justice principle. Primary prevention could be particularly effective in the long term, providing vulnerable workers with higher resilience to cope with the psychological and environmental burden that they frequently face (Blustein et al., 2019a; Di Fabio & Saklofske, 2021; Wilson et al., 2019). This goal could also be achieved by planning specific training for career counselling professionals or professionals already employed in the currently available services to enhance specific skills concerning positive preventive strength-based interventions for vulnerable workers. Similarly, this strategy could be applied early via the overall student population of high schools and universities.

Fourth, it is important to encourage and advocate for more research to find effective methods to better cope with the costs of career counselling services and interventions in general, including specific services for vulnerable workers. In this vein, group-based life design counselling (Di Fabio & Maree, 2012) could open up new perspectives. Group-based life design counselling is a group intervention in the life design perspective that uses the power of the audience technique (Di Fabio & Maree, 2012). This group intervention is one-to-one career counselling in the setting of an audience group. After explaining the group's rules, the career counsellor starts working with a client in the group and then proceeds with the next client, allowing participants to pay attention and provide wisdom to each other, drawing participants

into the counselling process (Di Fabio & Maree, 2012). The career counsellor guides the clients to respond to specific stimuli by applying exercises that each member of the group carries out (Di Fabio & Maree, 2012). Through this process, self-discovery, personal growth, meaning-making, and decision-making are respectively mediated (Di Fabio & Maree, 2012). Hence, each participant is simultaneously a client of the one-to-one career counselling intervention and afterward a listener of the career counselling intervention of other participants. Moreover, individual members can also gain meaning in their lives by reflecting upon the shared individual experiences of each different member, which is referred to as the "power of the audience" (Di Fabio & Maree, 2012). In the course of the intervention, career construction and life designing are promoted via a participative disposition (Di Fabio & Maree, 2012). It is therefore a one-to-one career counselling intervention reinforced by the power of the audience in a group context with relative cost containment.

Conclusions

Precarious work and work precarity are long-lasting occurrences in vulnerable workers (Allan et al., 2021; Autin et al., 2020; Blustein et al., 2019a). The current global economic crisis has illuminated the fact that vulnerable workers experience increasing pressure from multiple structural barriers that obstruct their stable employment. Career counselling researchers and practitioners can take an ethical position to help vulnerable workers advocating for their rights to stable and decent work. Researchers and practitioners can also start to reform career counselling interventions to help vulnerable workers in designing more sustainable, decent, and inclusive lives. To this end, psychological sustainability principles could illuminate this pathway by having as main objectives decent work and inclusivity for vulnerable workers. Under the light of sustainability, it is possible to combine the counselling forms for interventions in the 21st century using life design and the psychology of working approach with positive primary preventive strength-based actions and interventions. Furthermore, guidelines for accountability related to career counselling may make this path more viable by improving the balance between the costs and effectiveness of career counselling interventions also specifically tailored for vulnerable workers.

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Figure 1. Phases of the proposal for career counselling interventions tailored vulnerable workers

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PHASE 1: ASSESSMENT PHASE

Evaluation of individual characteristics (Blustein et al., 2020a)
- Family composition
- Financial condition
- Education level
- Individual strengths and growth horizons

Assessment of work precarity (Allan et al., 2021)
- Precarious work
    - Temporary work
    - Involuntary part-time work
    - Economic insecurity and low wages
    - Lack of workplace protections/rights/power
    - Physically/psychologically unsafe workplaces
- Precarity of work
    - Job insecurity
    - Employment insecurity
    - Workplace uncertainty
- Precarity from work
    - Poverty-wage employment
    - Perceived income inadequacy
    - Lack of need satisfaction

Assessment of vulnerable workers' job conditions
- Decent work (Duffy et al., 2017)
- Occupational fatigue (Winwood et al., 2005)

PHASE 2: INFORMATION INTERVENTION (Guichard, 2016)
- Provide significant and reliable information concerning the labour market (Guichard, 2016)

Expanded by
- Provide information on social benefits and rights for vulnerable workers
- Evaluate possible mental healt issue related to work precarity (Allan et al., 2021)
- Facilitate possible requests for psychological assistance

PHASE 3: GUIDANCE INTERVENTION (Guichard, 2016)
- Develop clients' employability via the construction of adaptable vocational self-concepts (Guichard, 2016)

Expanded by
- Evaluation of the psychological sustainability coordinates for vulnerable workers (decent work and inclusivity for each client) (Di Fabio, 2017a; 2017b; Di Fabio & Svicher, 2021)

PHASE 4: DIALOGUE INTERVENTION (Guichard, 2016)
- Helps individuals to construct their life meanings (Guichard, 2016)

Expanded by
- The meaning paradigm (Di Fabio & Blustein, 2016)
- Psychological narratives of meaning (Savickas, 2011)
- Positive strength-based primary preventive actions (Di Fabio et al., 2018; Di Fabio & Kenny, 2018; Di Fabio & Saklofske, 2021)
    - Acceptance of change (Di Fabio & Gori, 2016)
    - Intrapreneurial self-capital (Di Fabio, 2014b)
    - Life-project reflexivity (Di Fabio et al., 2018)

PHASE 5: ASSESSING THE EFFECTIVENESS OF RESULTS
- Assessing the effectiveness of results obtained through career counselling interventions by applying the quali+quanti approach (specific narrative tools and adequate quantitative instrumenta (Maree & Di Fabio, 2018)

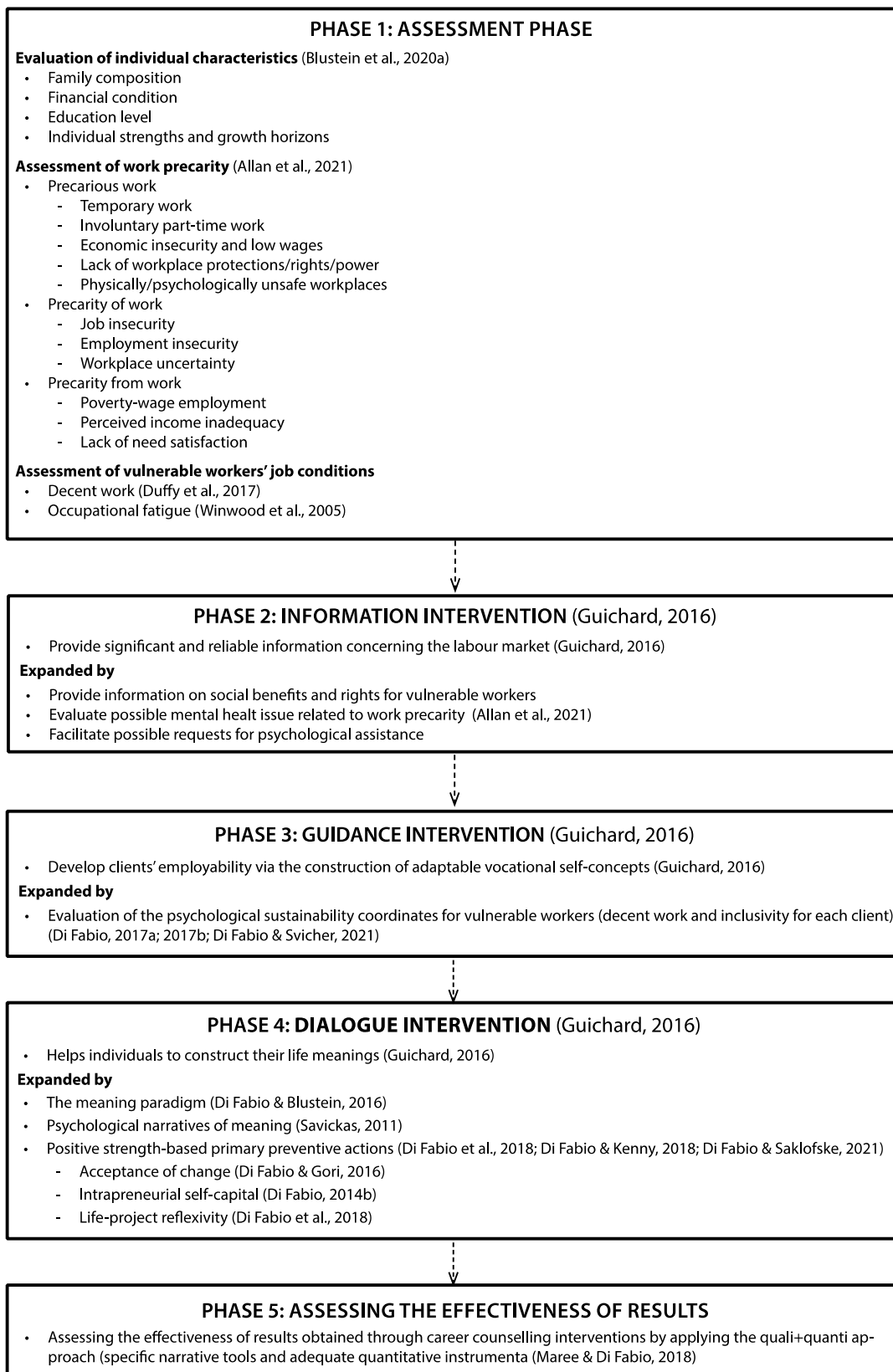**Table 1.** Tools implemented in each phase of the proposal for career counselling interventions tailored vulnerable workers

Phase	Tools
1. Assessment phase	Decent Work Scale (DWS; Duffy et al., 2017)
	Occupational Fatigue Exhaustion Recovery (OFER) Scale (Winwood et al., 2005, 2006)
3. Guidance intervention	Grid for sustainability (Di Fabio, 2017a)
4. Dialogue intervention	**Narrative tools**
	Future Career Autobiography (FCA) (Rehfuss, 2009)
	Life Adaptability Qualitative Measure (LAQuA) (Di Fabio, 2015)
	Career Counselling Innovative Outcomes coding system (CCIO) (Di Fabio, 2016)
	Qualitative Subjective Identity Forms Systems Evaluation for Future (QSEF) (Di Fabio & McIlveen, 2018)
	Quantitative instruments
	Authenticity Scale (AS) (Wood et al., 2008)
	Work and Meaning Inventory (WAMI) (Steger et al., 2012)
	Positive strength-based primary preventive actions
	Acceptance of Change Scale (ACS) (Di Fabio & Gori, 2016)
	Intrapreneurial Self-Capital Scale (ISCS) (Di Fabio, 2014b)
	Life-Project Reflexivity Scale (LPRS) (Di Fabio et al., 2018)
	Acceptance of Change Scale (ACS) (Di Fabio & Gori, 2016)
5. Assessing the effectiveness of ---results	Re-administer the scale using in phase 4