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A new perspective on career transitions: Developing Career Renewal Power Model

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ABSTRACT This research aims to develop the Career Renewal Power (CRP) Model, which explains career transition processes through the concepts of need perception and need satisfaction, based on Glasser's Choice Theory. To investigate the structure and functioning of the model, two qualitative studies were conducted. Subsequently, the CRP Scale was developed, with exploratory and confirmatory factor analyses conducted to validate its structure and reliability. Finally, canonical correlation analysis examined the relationship between CRP and Career Adaptability. The qualitative findings revealed that the process between need perception and need satisfaction comprises three stages: sense-making, discovery-empowerment, and action-taking. Scale development identified a three-factor structure explaining 73.5% of the total variance, with confirmatory factor analysis results indicating a good fit. Canonical correlation analysis showed a 59% conceptual overlap between Career Renewal Power and Career Adaptability. These findings provide a robust framework for guiding individuals through career transitions, helping them satisfy their needs and advance their career development.

Keywords: *Career renewal power, Career transitions, Psychological needs*

Kariyer geçişlerinde yeni bir bakış açısı: Kariyer Yenilenme Gücü Modeli'nin geliştirilmesi

ÖZ Bu araştırma, ihtiyaç algısı ve ihtiyaç tatmini kavramları üzerinden Kariyer Yenilenme Gücü (KYG) Modeli'ni geliştirmeyi amaçlamaktadır. Model, hayatta kalma, sevgi ve aidiyet, güç, özgürlük ve eğlence ihtiyaçlarının kariyer geçişlerini yönlendiren temel ihtiyaçlar olduğunu öne sürmektedir. Modelin yapısını ve işleyişini incelemek için iki nitel çalışma gerçekleştirilmiştir. Ardından, Kariyer Yenilenme Gücü Ölçeği geliştirilmiş ve yapısının doğrulanması ile güvenirliğinin belirlemek amacıyla açımlayıcı ve doğrulayıcı faktör analizleri yapılmıştır. Son olarak, Kariyer Yenilenme Gücü ile Kariyer Uyum Yeteneği arasındaki ilişki, kanonik korelasyon analizi ile incelenmiştir. Nitel bulgular, ihtiyaç algısı ve ihtiyaç tatmini arasındaki sürecin üç aşamadan oluştuğunu ortaya koymuştur: anlamlandırma, keşfetme-güçlendirme ve harekete geçme. Ölçek geliştirme sürecinde, toplam varyansın %73,5'ini açıklayan üç faktörlü bir yapı belirlenmiş ve doğrulayıcı faktör analizi (DFA) sonuçları iyi bir uyum göstermiştir. Kanonik korelasyon, KGY ile Kariyer Uyum Yeteneği arasında %59'luk örtüşme olduğunu göstermiştir. Bu bulgular, kariyer geçişleri sırasında ihtiyaçlarını karşılamalarına ve kariyer gelişimlerini ilerletmelerine rehberlik edecek sağlam bir çerçeve sunmaktadır.

Anahtar Sözcükler: *Kariyer geçişleri, Kariyer yenilenme gücü, Psikolojik ihtiyaçlar*

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INTRODUCTION

Understanding and supporting career transitions has become increasingly vital in today's fast-changing labor market. However, most existing career development theories either focus on linear career paths or neglect the motivational role of unmet needs. This study is important because it introduces a theoretically grounded the Career Renewal Power (CRP) Model—that integrates psychological need satisfaction into the process of career transition. By doing so, it responds to the growing need for dynamic, flexible, and person-centered approaches in career counseling and human resource practices. The CRP Model not only enriches the theoretical landscape of career development but also provides actionable tools for practitioners aiming to support individuals through complex and non-linear career paths.

Career transitions have become a defining characteristic of the 21st-century workplace, driven by rapid technological advancements, economic fluctuations, and evolving workforce dynamics (Chudzikowski, 2012). Career transition is defined as a process in which an individual either objectively assumes a different role or subjectively changes their orientation toward an existing role (Latack, 1984). These transitions can be categorized into three main types: intra-organizational transitions (e.g., moving between departments within the same organization), inter-organizational transitions (e.g., moving from one organization to another), and inter-professional transitions (e.g., changing one's profession). Heppner (1998) further classifies career transitions as task changes, position changes, and career changes, emphasizing how these transitions reflect broader transformations in individuals' professional lives. These transitions, whether vertical or lateral, significantly influence career success throughout an individual's life span (Steindorsdottir et al., 2023). As pivotal moments in a person's professional journey, career transitions prompt individuals to reevaluate their goals and align their career paths with personal needs and aspirations (Duffy et al., 2016). Although several theories (e.g., Blokker et al., 2023; Savickas, 2013; Schlossberg et. al., 1995) address multiple psychological and contextual aspects of career transitions, much of the empirical literature still tends to emphasize normative and singular transitions (e.g., school-to-work or retirement), often giving less attention to the underlying motivational triggers or unmet needs that precede such changes. In today's dynamic environment, career transitions have become increasingly complex, requiring emerging adults to adopt proactive strategies for sustainable career development. Gerritsen et al. (2024) highlight the importance of health, social connections, and motivation in enhancing well-being and productivity while addressing systemic barriers that impede these efforts. Although career transitions are frequently viewed as opportunities for growth, they can also be significant sources of stress and uncertainty, underscoring the need for effective strategies to navigate these challenges.

Several theoretical models have been developed to understand career transitions, each offering unique perspectives. Schlossberg's 4'S Model (Schlossberg et al., 1995) focuses on four critical factors that influence career transitions: situation, self, supports, and strategies. This model emphasizes the contextual and personal resources available to individuals during transitions, offering insights into how individuals cope with change. However, it does not systematically address the role of unmet psychological needs in initiating or navigating transitions. Career Construction Theory (Savickas, 2013) provides a subjective approach, viewing career transitions as opportunities for individuals to construct meaningful narratives based on their life themes. While this model excels in explaining the psychological processes underlying career decision-making, it does not offer a structured framework for addressing basic human needs or the dynamic interplay between needs and career paths. The HEROIC Thinking Model (Feller, 2017) highlights the importance of clearing cognitive and emotional barriers to foster resilience and proactive decision-making during transitions. While valuable for strengthening cognitive and emotional coping strategies, this model does not explicitly address need-based motivational mechanisms or the broader systemic factors involved in career development. Similarly, the Hope-Centered Career Development Model (Niles et al., 2011) emphasizes the role of hope and resilience in managing career transitions. While hope inherently reflects a motivational tension that may emerge from unmet needs, the model does not explicitly identify or categorize these needs (e.g., survival, autonomy, belonging, power, or fun) as distinct drivers of career decision-making. In contrast, the CRP Model positions specific need-based motivations at the core of transition processes. The CRP Model

addresses a critical gap in the career development literature by systematically incorporating the role of unmet psychological and physiological needs into the explanation of career transitions. While existing models offer valuable insights into the subjective, cognitive, or contextual dimensions of transitions (e.g., Savickas' narrative identity, Schlossberg's situational analysis, or Niles' hope-focused planning), they lack an integrated framework that treats need perception and satisfaction as the motivational core of career change. Unlike these models, the CRP Model draws on Glasser's Choice Theory (Glasser, 2000) to explain not only why individuals initiate career transitions, but also how they proceed through them in a structured, cyclical manner. This dual emphasis on motive (need) and process (transition stages) provides both a theoretical and practical roadmap for understanding complex, nonlinear career paths in today's workforce. As such, the CRP Model does not merely extend existing theories—it repositions need satisfaction as the central driver of career renewal, offering a novel contribution that aligns with the growing recognition of psychological needs in contemporary career research (Ryan & Deci, 2017; Vansteenkiste et al., 2020). Although these models provide valuable insights, their limitations reveal a critical gap in the literature. Specifically, none of these frameworks adequately integrate the concepts of need perception and need satisfaction as central drivers of career transitions. They overlook how unmet needs—both psychological and physiological—motivate individuals to reassess and adapt their career paths.

While prominent models such as Career Construction Theory, and the Hope-Centered Model provide valuable insights into the psychological and contextual dynamics of career transitions, they often overlook the central role of unmet needs in initiating or sustaining these transitions. Although research in organizational psychology and career development has increasingly acknowledged the importance of need satisfaction (e.g., Ryan & Deci, 2000; Van den Broeck et al., 2016), few studies have directly connected this concept to the mechanisms of career change. For instance, Douglass and Duffy (2015) suggest that fulfilling basic psychological needs can significantly enhance career adaptability and motivation during transitions. However, these studies stop short of offering a structured model that systematically links unmet needs to the stages of career transition. This gap highlights the need for a comprehensive framework that incorporates need perception and satisfaction as primary drivers of career decision-making.

Human needs—whether emotional, physical, social, or economic—play a central role in shaping career behavior. Psychological theories such as Maslow's Hierarchy of Needs (Maslow, 1943), Self-Determination Theory (Ryan & Deci, 2000), and Choice Theory (Glasser, 1998) all converge on the idea that unmet needs can lead to dissatisfaction, disengagement, and ultimately, a desire for change. In career contexts, emotional needs like belonging and recognition influence job satisfaction and organizational commitment, while unmet physical or economic needs (e.g., job security, fair pay) may drive individuals toward new career paths. Social needs, such as connection and inclusion, impact how individuals perceive fit within a workplace culture. When these needs remain unfulfilled, individuals are more likely to reevaluate their goals and seek alternative roles that offer better alignment with their values and motivations. Therefore, addressing needs is not a peripheral issue in career development—it is fundamental to understanding why people stay, leave, or change direction in their careers.

The Career Renewal Power (CRP) Model developed in this research addresses these gaps by offering a comprehensive framework that explains career transitions through the lens of need perception and satisfaction. Drawing on Glasser's Choice Theory (Glasser, 1999), the CRP Model identifies five core needs—survival, love and belonging, power, freedom, and fun—as the driving forces behind career development. The five basic needs outlined in Glasser's Choice Theory—survival, love and belonging, power, freedom, and fun—provide a motivational foundation for understanding career behavior. While other career theories acknowledge certain psychological needs, they often do so implicitly or in a fragmented manner. For instance, Savickas' Career Construction Theory emphasizes meaning-making and narrative coherence, aligning with Glasser's concepts of power and freedom, but it does not account for physiological needs or social belonging in a structured way. The Self-Determination Theory (Ryan & Deci, 2000) focuses on autonomy, competence, and relatedness, which partially overlap with Glasser's freedom, power, and love/belonging needs. However, it lacks explicit attention to survival and

fun, two needs that are increasingly relevant in today's work environments characterized by job insecurity and a search for meaningful engagement. In contrast, the CRP Model integrates all five needs into a unified, cyclical framework, offering a more comprehensive and actionable approach to understanding why and how individuals pursue career transitions. Each need represents a distinct motivational element. Individuals prioritizing survival seek secure and stable career options that emphasize occupational health, emotional safety, and job security. Those driven by the need for love and belonging value meaningful workplace relationships, loyalty to the organization, and a sense of inclusion, striving to create a family-like environment at work. The need for power revolves around competence, recognition, and respect, with individuals seeking opportunities to demonstrate their abilities and achieve success. Freedom emphasizes autonomy and self-determination, as individuals prioritize flexible working conditions, decision-making authority, and the ability to shape their career paths (Ayaz et al., 2024). Lastly, the need for fun focuses on enjoyment, exploration, and creativity, with individuals valuing humor, learning opportunities, and a playful work environment that fosters engagement and innovation (Wubbolding, 2017).

In the Turkish literature, empirical studies specifically addressing interventions for individuals undergoing career transitions remain limited. For instance, Kepir-Savoly (2017) developed a 12-session School-to-Work Transition Skills Development Program aimed at enhancing the career adaptability and optimism levels of individuals experiencing school-to-work transitions—one of the key forms of career transition. The sessions covered topics such as life roles, career narratives, interest areas, career goals, personal strengths, and professional networking. Quantitative data also point to the prevalence and nature of transitions in the Turkish context. Other qualitative research has explored motivations behind career transitions. For example, Göktürk (2019) found that mid-career women's decisions to change careers were associated with age, family background, and employment characteristics. Similarly, Mirzanlı (2016) identified several reasons for career transitions among generation Y, including a mismatch between job characteristics and personal expectations, dissatisfaction with organizational structures, and unmet career aspirations among highly motivated individuals. These national findings support the need for more context-sensitive and theoretically grounded frameworks—such as the Career Renewal Power Model—to better understand and guide career transitions in Turkey.

At its core, the Career Renewal Power (CRP) Model conceptualizes career transitions as a cyclical process comprising four interconnected stages. The CRP Model conceptualizes career development as a cyclical and dynamic process rather than a linear progression. The transition between stages—sense-making, discovery, empowerment, and action—is not strictly sequential or uniform across individuals. For instance, an individual who feels a growing dissatisfaction due to unmet needs may enter the sense-making stage, characterized by internal reflection and problem recognition. If this reflection leads to the identification of potential goals or alternatives, the individual moves into the discovery phase, seeking resources, options, or learning opportunities. This transition can be identified through narrative accounts in qualitative interviews, where individuals articulate a shift from problem awareness to solution exploration. However, some individuals may remain in the sense-making phase for extended periods—often due to emotional barriers, lack of support, or unclear values—which can stall their progress. The model allows for regression, looping back, or staying in a phase until readiness emerges. Unlike traditional linear models such as Super's developmental stages, which assume predictable progress, the CRP Model acknowledges the fluid and recursive nature of career behavior, especially in uncertain or rapidly changing environments. This flexibility makes it better suited for capturing modern career paths that are shaped by instability, identity shifts, and evolving life demands. Therefore, while the model provides four identifiable stages for conceptual clarity, it does not imply a fixed forward movement; rather, individuals may enter, exit, or re-enter any stage multiple times in response to shifting needs or external constraints.

This study assumes that the lack of need satisfaction acts as a motivational driver for career transitions—a core hypothesis grounded in Choice Theory (Glasser, 1999). To empirically examine this relationship, the qualitative phase investigates how unmet psychological or physiological needs influence participants' career decisions, by analyzing narrative accounts for patterns of dissatisfaction linked to

specific needs (e.g., survival, love and belonging, power, freedom, and fun). In the quantitative phase, the Career Renewal Power Scale, developed to assess perceived need satisfaction and unmet needs, is used in conjunction with the Career Adaptability Scale. Through canonical correlation analysis, the study examines how different dimensions of need-based motivation (e.g., perceived lack of freedom, power, or belonging) relate to patterns of adaptability, offering an indirect but empirical assessment of the proposed causal mechanism. Although causality cannot be definitively established due to the study's cross-sectional nature, the results provide supportive evidence for a directional relationship between unmet needs and motivation for career change.

This study aims to:
1. What are the core components and structure of the Career Renewal Power (CRP) Model as perceived by individuals with diverse career transition experiences?
2. How does the CRP Model function in the career development process of individuals from different professional backgrounds?
3. What are the psychometric properties of the Career Renewal Power Scale developed based on the CRP Model?
4. What is the relationship between the sub-dimensions of Career Renewal Power and Career Adaptability?

By addressing these objectives, the study not only seeks to advance theoretical knowledge but also aims to provide practical tools and insights for career counselors, organizational leaders, and individuals seeking to navigate career transitions in a structured and needs-driven manner.

METHOD

This research was conducted based on the exploratory-explanatory mixed methods design (Creswell, 2012). In the exploratory phase, the structure and functioning of the CRP model were explored. In the explanatory phase, a measurement tool for the CRP model was developed, and the relationship between this model and career adaptability was examined.

Study Group

Data were collected from five distinct study groups during the development of the Career Renewal Power Model. A criterion sampling method was employed for the first two studies, which focused on exploring the structure of the Career Renewal Power Scale and the functioning of the model. In contrast, convenience sampling and maximum variation sampling methods were utilized in the scale development and canonical correlation studies. Table 1 provides detailed information about the study groups involved in these sub-studies.

Table 1.
Working Group Information for the Development of the CRP Model

Name of the Study	Sampling Method	Number of Participants
Exploring the Structure of the CRP Model	Criterion	3
Exploring the Functioning of the CRP Model	Criterion	5
CRP Scale Development Study EFA	Easily accessible Maximum variation	248
CRP Scale Development Study CFA	Easily accessible Maximum variation	250
Examining the Canonical Correlation between the CRP and the Career Adaptability	Easily accessible Maximum variation	184

In the qualitative phase of the study, a total of eight participants were interviewed. The first sub-stage of data collection involved three participants who were selected using criterion sampling to explore the

structure of the CRP Model. To ensure variation in transition pathways rather than demographic diversity, the inclusion criteria required participants to (a) currently work in the education sector and (b) have experienced at least one major career transition — such as shifting from practitioner roles to academic positions, attempting a change between academic and corporate fields, or redefining career goals due to changing life circumstances. As shown in Table 2, two participants were male and one was female. All three held doctoral-level education; two were employed as academicians, and one was working as a psychological counselor in a private school. However, their transition routes differed markedly: one participant had moved from an unrelated field into academia following a misaligned initial career choice, another had temporarily explored corporate opportunities before realigning with his academic identity, and the third had shifted from academia to school counseling due to changing family priorities. This diversity in direction and motivation provided rich narrative variation for model construction.

In the study conducted to explore the functioning of the Career Renewal Power Model, data were collected from five participants. As shown in Table 2, two participants were male, and three were female. Four participants were employed in public institutions, while one participant worked as a teacher and psychological counselor in a private institution. The participants' ages ranged from 25 to 36, and their professional backgrounds included counseling, classroom teaching, and special education teaching.

In both qualitative studies, the number of participants was determined based on the purpose and depth of inquiry, following principles of data adequacy and information power (Malterud et al., 2016). The first study aimed to uncover detailed insights into the structural components of the CRP Model, for which three expert participants were sufficient to provide rich, context-specific narratives. The second study prioritized variation in professional experience to explore the model's applicability across different career contexts. Therefore, five participants were selected to reflect diversity in backgrounds and ensure data sufficiency. In line with Creswell and Poth (2016), qualitative research emphasizes depth over breadth, and smaller samples are acceptable when the goal is to gather in-depth and meaningful data rather than to generalize findings.

Table 2.
Information on the Participants whose Career Stories were Analyzed

Study	Participant*	Gender	Age	Institution Type	Branch
Exploring the structure of the CRP model	Asım	Male	27	Public	Psychological Counselor
	Ömer	Male	29	Private	Psychological Counselor
	Mine	Woman	26	Private	Psychological Counselor
Exploring the workings of the CRP model	Eren	Male	36	Public	Classroom Teacher
	Adnan	Male	30	Public	Psychological Counselor
	Aslı	Woman	33	Public	Classroom Teacher
	Hasibe	Woman	29	Public	Psychological Counselor
	Seçil	Woman	32	Private	Special Education

** Participant names have been used with changes*

In the quantitative phase of the study, convenience sampling and maximum variation sampling methods were employed. The CRP Scale was disseminated online through professional networks, mailing lists, and career counseling platforms. Convenience sampling allowed efficient access to working individuals, while maximum variation sampling ensured diversity in terms of age, gender, education level, and professional background. Quantitative data were collected from a total of 682 participants. During the development of the Career Renewal Power Scale, 248 participants contributed data for exploratory factor analysis and reliability testing, while 250 participants contributed data for confirmatory factor analysis. Among these 498 participants, 309 were female, and 189 were male, with ages ranging from 22 to 57. Regarding educational attainment, 373 participants held a bachelor's degree, 94 had a master's degree, and 28 had a doctoral degree. Additionally, data were collected from 184 participants to examine the canonical correlation between Career Renewal Power and Career Adaptability. Among these participants, 129 were female, and 55 were male, with ages ranging from 23 to 55 and professional

experience ranging from 1 to 33 years. In terms of educational background, 135 participants held a bachelor's degree, 45 had a master's degree, and 4 had a doctoral degree.

Data Collection Tools

Career Renewal Story Form 1

The Career Renewal Story Form 1 is designed to explore participants' career stories in depth. This interview form, developed by the researchers, was initially constructed based on the theoretical framework of choice theory and career transition processes. The first version of the interview form consists of five questions. Expert opinions were sought from two academicians specializing in career counseling and one academician specializing in qualitative research methods to refine the draft form. Based on expert feedback, it was noted that two of the questions were repetitive in nature, and it was decided to merge them with the other relevant questions. Based on expert feedback, a pilot implementation was conducted with two participants who had experienced a career transition and were considered successful in this process. Following the pilot study, it was determined that the interview questions were appropriate for the study's purpose and were clearly understood by the participants.

The form prompts participants to first describe their career stories in detail, providing a comprehensive narrative of their professional journeys. Participants are then encouraged to focus on their career transition processes, elaborating on their experiences during these pivotal moments. The interview form aims to capture the emotional, cognitive, and behavioral dimensions of career transitions.

Below are sample questions included in the interview form:
• Can you tell us about your career story in detail?
• If we focus on the significant transitions in your career story, how did you feel before the transition process? What factors influenced your decision to make a career transition?
• How did you navigate the transition process? Were there any challenges you encountered? If so, how did you overcome them?

This structured approach provides a thorough exploration of participants' career narratives while shedding light on the factors influencing career transitions.

Career Renewal Story Form 2

The Career Renewal Story Form 2 was designed to gather in-depth qualitative data to explore the functioning of the Career Renewal Power Model. The form was structured around the key conceptual stages of the model: feeling the need, making sense, discovery and empowerment, taking action, and need satisfaction. For each stage, semi-structured questions were developed to explore participants' subjective experiences during their career transitions. To ensure the content validity of the form, expert feedback was obtained from three academicians—two with expertise in career counseling and one with expertise in qualitative research methods. Based on their feedback, several revisions were made to improve clarity, relevance, and alignment with the theoretical framework. For example, some questions were reworded to avoid ambiguity, while others were added to ensure comprehensive coverage of each model stage. The sequence of questions was also revised to create a more natural flow during the interviews. Following these revisions, a pilot study was conducted with one adult participant who had recently experienced a significant career transition. The participant was selected purposefully to match the study criteria. The pilot helped evaluate the clarity, duration, and emotional impact of the questions. Feedback from the participant indicated that the form was understandable and relevant, though minor adjustments were made for wording and pacing. No significant conceptual changes were required after the pilot, and the form was finalized for use in the main study.

Below are sample questions included in the interview form:
• How did you decide to make a career change? What factors influenced your decision?

• Can you describe the process of determining your career goal? How did you define this goal, and what criteria guided your decision?
• How did you identify the qualities or skills needed to achieve your goal? What steps did you take to develop yourself during this process?
• What actions did you take to reach your career goal? What aspects of the process were easy or challenging for you?
• Once you achieved your goal, were you satisfied? Did you experience career satisfaction?

This interview form provides a structured approach to exploring participants' career transition journeys, offering insights into the stages and factors that contribute to their career renewal processes.

Career Renewal Power Scale

The Career Renewal Power Scale, developed as part of this research, consists of three sub-dimensions and 14 items. Exploratory factor analysis revealed a five-factor structure with eigenvalues greater than 1; however, upon examining the scree plot, it was determined that the scale adhered to a three-factor structure. This three-factor structure accounted for 73.53% of the total variance. The factor loadings of the scale items ranged from .72 to .86, indicating strong relationships between the items and their respective factors. Cronbach's alpha values demonstrated high internal consistency, with reliability coefficients of .94 for the Exploration and Empowerment dimension, .85 for the Taking Action dimension, .84 for the Meaning-Making dimension, and .93 for the overall scale. Confirmatory factor analysis further supported the three-factor structure, yielding fit indices of $\chi^2/df = 3.67$, RMSEA = .10, CFI = .93, TLI = .91, and SRMR = .05. These results indicate that the three-factor structure of the scale demonstrates an acceptable to good fit.

Career Adaptability Scale Short Form

The Career Adaptability Scale Short Form is a condensed version of the Career Adaptability Scale developed by Savickas and Porfeli (2012). The short form, prepared by Maggiori et al. (2017), was created by selecting the three items with the highest factor loadings from each dimension in the original scale. This version was adapted into Turkish by Işık et al. (2018), with fit indices demonstrating acceptable to excellent fit ($\chi^2/df = 2.13–3.38$, GFI = .950–.960, CFI = .941–.966, TLI = .922–.955, RMSEA = .059–.082). The internal consistency coefficients calculated during the reliability analysis ranged from .70 to .85 for high school students, .76 to .90 for university students, and .80 to .91 for working adults. Additionally, measurement invariance analyses indicated that the scale maintained formal, metric, and scalar invariance across both gender and age groups. In this study, the Cronbach's alpha coefficients were found to be .87 for the interest dimension, .89 for the control dimension, .86 for the curiosity dimension, and .90 for the confidence dimension.

Data Collection and Analysis

The data collection process began following the approval of the Scientific Research and Publication Ethics Committee of Hasan Kalyoncu University (Approval No: E-97105791-050.01.01-7526, dated 13.01.2022). Informed consent was obtained from all participants through a formal Voluntary Participation and Informed Consent Form, which was sent to each participant prior to the interview. Participants were provided with detailed information regarding the study's aims, procedures, and their rights, including their right to withdraw at any stage without any consequences. As part of the ethical and transparent research process, the semi-structured interview questions were shared with participants prior to the interviews to ensure informed participation and allow time for reflection. This approach enhanced participant comfort and engagement by minimizing anxiety related to unforeseen questions. However, this strategy did not significantly impact participation. None of the participants withdrew from the study after receiving the interview questions, and no interviews were interrupted or terminated prematurely. All participants completed the interviews, which lasted between 25 to 65 minutes. Audio recordings were made with explicit permission, and all interviews were conducted through online

platforms. Verbatim transcriptions were reviewed for accuracy, and interpretive content analysis was conducted via Maxqda 20 software, following the guidelines of Yıldırım and Şimşek (2016) and Gall et al. (2005). Multiple steps—such as researcher triangulation, independent coding, and participant feedback—were implemented to ensure analytical rigor and credibility.

The development of the Career Renewal Power (CRP) Scale followed a systematic multi-phase process. In the item generation phase, an initial item pool of 40 items was created based on two primary sources: (1) the qualitative data obtained from career narratives analyzed in the exploratory phase, and (2) the theoretical framework of Glasser's Choice Theory and the proposed CRP Model. The qualitative findings served as a foundational source for item generation in the CRP Scale. During the interpretive content analysis of participants' career narratives, recurring patterns related to psychological needs, motivational triggers, and transitional behaviors were identified. These patterns were then organized under the theoretical categories of the CRP Model—namely sense-making, discovery and empowerment, and taking action—which are grounded in Glasser's five basic needs. These coded categories directly informed the formulation of item statements. The initial item pool was thus constructed by transforming representative qualitative codes and themes into first-person, behaviorally anchored scale items that reflect each subdimension of the CRP Model. These items were designed to reflect the key stages and constructs of the model—sense-making, discovery and empowerment, and taking action. The initial item pool was subjected to three rounds of expert review. In the first round, three academic experts in career counseling evaluated the content validity and relevance of each item to the theoretical constructs. Items deemed ambiguous, redundant, or misaligned with the constructs were revised or removed. In the second round, two experts in educational measurement and evaluation assessed the items for clarity, dimensionality, and suitability for psychometric testing. In the final review, a language expert specializing in Turkish grammar and academic writing refined the items for clarity and linguistic accuracy. As a result of this iterative review process, 34 items were retained for pilot testing. During the pilot study with five participants, minor adjustments were made based on participant feedback regarding item clarity. The final version of the scale included 30 items, which were then subjected to exploratory factor analysis. After EFA, 14 items were retained based on factor loadings (.50 and above), theoretical alignment, and internal consistency metrics.

Within the scope of the main application, the data collection process was initiated based on the maximum variation sampling method. In this context, the scale form prepared on Google Forms was shared with the participants. Within the scope of data analysis, exploratory factor analysis was first conducted to provide evidence for the construct validity of the scale. After the results of the exploratory factor analysis were obtained, a new data collection process was initiated and data were collected within the scope of confirmatory factor analysis. Finally, in the study in which the canonical correlation between the Career Renewal Power Scale and Career Adaptability was examined, the data collection process was carried out through online environments. Within the scope of the analysis, the sub-dimensions of the Career Renewal Power Scale include the dimensions of making sense, discovery and empowerment and taking action, while the sub-dimensions of the Career Adaptability Scale include the dimensions of interest, control, curiosity and confidence. The analyses were conducted through SPSS 24 and Mplus 8.0 programs.

Trustworthiness

Within the scope of the research, credibility and consistency strategies were adopted following the recommendations of Creswell (2012), Miles and Huberman (2018), Yin (2018), and Yıldırım & Şimşek (2016). First, the researchers have long-standing experience in career counseling. One is the director and the other is the deputy director of the career center at their respective universities, enabling prolonged engagement and observational depth. To reduce researcher bias and increase transparency, a reflexive journal was kept throughout the data collection and analysis process. The researchers continuously reflected on their assumptions, perspectives, and decision-making processes. In addition, the initial codes and emerging themes were discussed with an external qualitative research expert, who provided feedback to ensure analytic rigor and minimize subjective interpretation. Moreover, participant

validation (member checking) was conducted by presenting the preliminary findings and theme structures to selected participants, who confirmed that the results accurately reflected their career transition experiences. Finally, thick descriptions and direct quotations from participants were used to increase the transparency and credibility of the findings.

FINDINGS

Study 1: Exploring the Structure of the Career Renewal Power Model

Three career stories were analyzed to explore the structure of the Career Renewal Power Model. The participants' career decision-making and transition processes were examined in depth to gain a comprehensive understanding of their experiences. The data obtained from these stories were then compared with theoretical frameworks, forming the foundation for the scale's structure. In this section, the participants' career stories were first individually analyzed to identify key themes and patterns. Subsequently, a collective evaluation of these narratives was conducted to clarify how the Career Renewal Power Model operates in real-life transition processes without assuming fixed or predefined stages.

Asım's Career Story

Asım is a research assistant specializing in guidance and psychological counseling and is currently pursuing a PhD. He describes a pivotal moment in his career story as a "preference mistake" that led to his placement in the guidance and psychological counseling program: *"My goal was to study law. I couldn't decide whether I wanted to become a lawyer or a judge, but I was very interested in law and did extensive research about it."* When asked why he initially wanted to study law, Asım explained that he sought to *"help others"* and *"pursue a prestigious profession."* Despite his thorough research into the legal profession and his conviction that it suited him, Asım lacked sufficient information about the university preference process, which led him to "accidentally" enroll in the guidance and psychological counseling program. Reflecting on this period, he remarked: *"I can say that I threw away my first year of university. It was a period of emptiness for me."* During this time, Asım began to question his career plans and embarked on a process of self-discovery, exploring both himself and his department: *"I went on a search and started to examine my department."* He considered various career paths within the field for about a year, ultimately deciding to pursue a career in academia: *"I actually had a lot of options. I did internships in many institutions, observed different working areas, and decided that academia was the most suitable path for me."*

After clarifying his career goal, Asım researched what was required to achieve it and identified areas for self-improvement, including academic skills and exam preparation. He dedicated himself to this process with remarkable intensity: *"My goal was to be a good academic, and I was working with all my strength for this. I spent 10-15 hours a day on training and studying, preparing myself for student congresses, foreign language exams, and ALES."* Having identified the qualities necessary to succeed as an academic, Asım worked diligently to develop them and successfully reached his target. When asked why he chose to become an academic, he responded: *"I enjoy producing new things. I think I can contribute more to society in this way. Producing, contributing, and guiding others excites me."* Asım expresses high levels of satisfaction in his profession and states that being an academic brings him happiness: *"I am happy to be an academic and find great satisfaction in this career."*

Ömer's Career Story

Ömer is an academic specializing in Guidance and Psychological Counseling. He explains that he made a deliberate choice to study this field during the university preference process, motivated by a desire to contribute to others. However, in his career story, Ömer shares that he eventually became dissatisfied

with his work as an academic and began exploring new career possibilities: *"For me, academia had lost its old excitement. I felt that I had to try something new."*

In his quest for a more fulfilling profession, Ömer sought a role that would allow him to work in direct contact with people. He reflected on his professional competencies and began researching options that aligned with his interests. Through this process, Ömer identified the human resources field as a potential career path: *"I reviewed my options and felt that the idea of working in human resources excited me."* To explore this option further, Ömer reached out to professionals in the human resources field to learn about their experiences. During this exploration, he also discovered the specific skills and competencies required for such a role. However, after extensive research, Ömer concluded that human resources would not meet his expectations: *"When I researched human resources, I realized that it was not the field I had dreamed of. It was a short adventure for me."* Following this realization, Ömer shifted his focus back to his current field, investigating ways to better meet his needs within academia. By reflecting on his priorities and making adjustments, Ömer ultimately shaped a career that brought him greater satisfaction.

Mine's Career Story

Mine is a psychological counselor working in a private school. Her current role marks a career transition from academia, a field she had long dreamed of pursuing. Mine had aspired to become an academic since her undergraduate years, during which she researched the academic career path, developed relevant skills, and engaged in various academic activities. However, after completing her undergraduate degree, she was unable to secure a position at a university that aligned with her aspirations. Instead, she began working as a psychological counselor within the Ministry of National Education (MoNE).

Despite this initial setback, Mine remained determined to achieve her academic dreams. Within her first year of teaching, she found a university position and resigned from MoNE to pursue her goal: *"Being an academic was my dream. I achieved my dream, albeit late. This process also gave me valuable field experience."*

For Mine, the university environment fulfilled many of her professional and personal needs, bringing her a sense of satisfaction. However, her priorities shifted after she decided to get married. She began to feel that her academic career was negatively impacting her family life: *"After I got married, my priority became my husband rather than academia. Although my husband supported my academic aspirations, I believed that being an academic would harm my family life."*

Consequently, Mine made the decision to leave academia to prioritize her new needs brought about by marriage. She describes this decision as straightforward and resolute: *"It was not difficult for me to make the decision to quit academia. I was very sure of what I wanted to do."* Following her departure from academia, Mine began a new career search, reassessing her competencies and exploring potential opportunities. She relocated to the city where her husband lived and started seeking positions in private schools. This marked a turning point in her career path, as she revised her career goal to becoming a teacher in a private school. To achieve this new goal, she actively developed her skills and adjusted her professional aspirations to align with her updated priorities.

The analysis of three career narratives reveals several common elements in individuals' career transition processes. Firstly, it is evident that participants made their career decisions with a desire to meet their psychological needs. For instance, Asım's transition from law to counseling reflects a drive to help others and a desire for competence, aligning with his needs for love/belonging and power. Similarly, Ömer sought a work environment that would better fulfill his need for social connection and helping others, prompting his career shift. In Mine's case, her psychological needs shifted in priority due to marriage; while power was her initial motivation, the need for love/belonging became more salient, influencing her decision to leave academia. These findings suggest that the fulfillment of psychological needs plays a crucial role in career goal formation. Another common theme is the participants'

engagement in a detailed process of exploration and self-development to successfully pursue their career goals. Asım initially failed in his legal studies due to insufficient research but later succeeded in academia after thorough preparation. Ömer changed his career goal after realizing, through exploration, that human resources did not align with his preferences. Mine also took steps to improve herself in order to work in a private school following her marriage. These narratives demonstrate that exploring the target and preparing oneself are key components for a successful career transition. Lastly, after going through adequate self-development and empowerment, the participants were able to take action toward their goals without difficulty, supported by strong self-efficacy beliefs. Asım successfully transitioned to academia, Mine left an unsatisfying academic position to pursue a new goal, and Ömer, after careful consideration, chose to continue in his current career. These findings illustrate the core structure of the Career Renewal Power Model: a successful career transition begins with identifying a career goal aligned with one's psychological needs, followed by a phase of exploration and empowerment, and finally, action-taking supported by strong self-efficacy. When these stages are successfully completed, individuals achieve psychological need satisfaction and develop a fulfilling career trajectory.

Study 2: Exploring the Functioning of the Career Renewal Power Model

This study aimed to explore the functioning of the Career Renewal Power Model. The career stories of the participants were analyzed in relation to the sub-dimensions of the model, which include feeling need, making sense, discovery, empowerment, taking action, and need satisfaction. Each participant's statements were categorized and aligned with the corresponding dimensions of the model, and the findings were presented in a narrative format to provide a detailed and contextual understanding of their experiences.

Feeling the Need

Eren is a 36-year-old classroom teacher who works in a public school. Although he began his career as a classroom teacher, he eventually realized that this role did not fulfill his needs, prompting him to explore a new career path. Analyzing Eren's career story reveals that his primary career motivator was the need for power. Eren articulates this need explicitly, emphasizing its significance in his career journey: *"What attracts my attention the most here is that I feel the need for power. I think I need it to survive in some way and to motivate myself against people. I also feel a need to be different from others."* Eren expresses a strong desire to distinguish himself and achieve something meaningful in life, which ultimately drove his career transition. Adnan, a 30-year-old psychological counselor, began his career at a school he did not choose and where he felt unable to contribute to his students as he wished. He describes his discomfort as follows: *"I was directed to a school that I did not want for reasons beyond my control. I could not contribute to my students. Not being able to help my students bothered me a lot and I started a new search."* Adnan's inability to meet his need for love and belonging at his current institution led him to search for a new career path. Another factor in his career renewal process was his need for power, as he expressed a desire for greater respect and autonomy: *"I wanted to be respected more. I also wanted to be able to do some of the work directly myself."* Aslı, a classroom teacher, describes the beginning of her career transition process with the following statement: *"I wanted to help my students and the people around me more. I wanted to reach a wider audience and contribute to people. One of the things I could do for this was to become an assistant principal or principal."* Aslı highlights her aspiration to contribute more significantly to those around her, and her transition from teaching to administration was driven by her needs for love, belonging, and power. Hasibe shares a different career story, which began when she felt unsatisfied and unfulfilled in her high school teaching role: *"What affects the decision-making process is that I feel empty. I look for new things to improve myself."* She explicitly states that her need to learn was not being met, and this lack of fulfillment negatively impacted her career success: *"In high school, I realized that if I continued working like this, I would become very atrophied, and that was a factor. I wanted to improve myself."* Seçil's career story illustrates frequent changes in institutions due to dissatisfaction. She explains:

> *"I changed many institutions, and the common feature of these changes was that they no longer made me happy. I worked as a teacher in both the public and private sectors, and I also had university experience. If an institution starts to make me uncomfortable, I start to think about changing that institution." (Seçil)*

For Seçil, the inability to achieve need satisfaction within institutions led to discomfort. Her statement—"I start to think about changing the institution"—indicates her progression to the meaning-making stage, where she evaluates her options for career change.

Making Sense

Eren stated that during the meaning-making process, he sought an "exit" for himself and identified academia as the most suitable path: *"I thought that the best thing for me is the world of academia. Here, you can work, write a book, and publish an article—these are all things that will make you proud and happy."* He also highlighted his ability to contribute more to others and support their needs as an academic. Through this process, Eren identified academia as his career goal, reflecting the fulfillment of his psychological needs during the meaning-making stage.

Adnan, on the other hand, determined his new career goal by considering how becoming a school administrator could help meet his needs: *"Of course, it was an exhausting process for me until the semester break. So I decided to take the administration exam."* Adnan also expressed aspirations to advance further in the bureaucratic system after becoming a school administrator. His career goal, formed during the meaning-making process, focuses on becoming a school administrator, a role he perceives as capable of satisfying his psychological needs.

Similarly, Aslı's career goal of becoming an administrator emerged during the meaning-making process, driven by her desire to contribute more significantly to her students, parents, and society:

> *"As a teacher, I wanted to experience being an administrator. Although there were comments from my environment that I could not do it, I believed in myself. Although my working conditions have become more difficult, I think it is an important career step for me." (Aslı)*

Initially, Aslı limited her aspirations to school management, but in later stages, she set her sights on managerial roles in higher institutions within the Ministry of National Education, aiming to further fulfill her needs for contribution and growth.

In Hasibe's career story, her inability to meet her needs led her to consider changing institutions as a career goal: *"At the stage of deciding on my first career transition, it was effective that there were things that bothered me in the organization I was working in."* During her search in the meaning-making process, Hasibe identified the Science and Arts Center (BİLSEM) as an environment that could better satisfy her needs: *"I thought that the science and arts center would be more useful to develop my research skills. I moved to the science and arts center for research purposes from the institution I had been in for three years."* Hasibe's career goal reflects her focus on finding an institution where her psychological needs could be met, particularly her need for professional growth and learning.

Finally, Seçil described her career search as a response to unmet needs in her workplace: *"For me, the Ministry of National Education had turned into a vicious circle. I was tired of the teachers and parents at school. I wanted to search for something new, and this was academics at the university."* Her decision to pursue academia was formed during the meaning-making process, driven by her desire to escape dissatisfaction and find a more fulfilling professional environment.

Exploration and Empowerment

After setting his goal of becoming an academic, Eren began researching the competencies required to

succeed in academia. He identified gaps in his knowledge, including conceptual understanding and foreign language proficiency. He explains:

> *"I researched what I needed for an academic career. I had conceptual deficiencies—what is an article, what is a hypothesis, and so on. I realized I was completely unfamiliar with these. I also needed to improve my English for my PhD." (Eren)*

For Eren, this stage marked the discovery process, where he identified the essential conditions for achieving his goal. Once he recognized these areas for improvement, Eren acted quickly, with support from his environment, to enhance both his academic knowledge and language skills:

> *"I was aware of my shortcomings and started by reading books recommended by professors. I read books for 3-4 months and began studying English to address my language deficiency. I worked on improving myself both academically and in foreign languages." (Eren)*

Adnan's career transition to becoming a school administrator was marked by a lack of engagement in the discovery and empowerment stages prior to his transition. He recounts: *"To be honest, after I decided to become an administrator, I didn't do much research about the role. I applied for the exam, prepared, and passed. Suddenly, I became a vice-principal, but I didn't have anything except my observations."* After transitioning, Adnan began to identify the skills and knowledge he needed for his new role, including legal regulations and administrative practices. Reflecting on this period, he describes the challenges of his unpreparedness:

> *"The first year of my administration was very unproductive because I didn't know exactly what to do—I was unprepared. It was also difficult for me to organize my friendships. But as I improved myself, I became a much better manager." (Adnan)*

Adnan's experience illustrates how his empowerment process occurred after the transition as he developed skills and knowledge to better fulfill his role.

Similarly, Aslı did not fully engage in the discovery process before transitioning to school administration, leading to difficulties during her initial years as a manager:

> *"I learned many things about management through experience. At the beginning, I didn't even know how to prepare a salary. I was unprepared for bureaucratic processes. However, with support from my environment, I discovered how to handle these challenges, even though it was difficult." (Aslı)*

Despite these initial struggles, Aslı approached the empowerment process with determination: *"Although this process was very difficult for me at first, I believed that I would succeed and aimed to prove it to those who doubted me."* As an administrator, Aslı also focused on addressing school needs, seeking resources for student development: *"After becoming an administrator in a village school, I started looking for new resources for the students. When I couldn't find a music teacher, I bought a guitar and learned to play."*

Hasibe's discovery process began when she set her goal to work at the Science and Arts Center (BİLSEM). She explains: *"First, I researched science and art centers. I had an undergraduate friend working at BİLSEM, so I asked about its content, how it works, what my weaknesses were, and what I needed to improve if I went there."* Based on this research, Hasibe identified areas for improvement and actively engaged in the empowerment process, focusing on skills needed for her new role: *"Since I would be working with gifted children in my new institution, I improved my skills in creativity within psychological counseling processes. I also concentrated on research and project development."*

In her career story, Seçil emphasizes the active use of the discovery process, which she considers essential for achieving her career goals: *"So far, I have achieved the goals I set for my career. I did this by researching the ways to reach my goals, discovering new methods, and supporting this with*

connections." She utilized the discovery process throughout her roles in public and private schools and during two university experiences. Additionally, she actively engaged in the empowerment process by addressing her areas of weakness: *"To improve myself in the field of special education, I started participating in projects as a volunteer during my university years. After beginning my profession, I pursued different studies in areas where I saw myself lacking."*

Taking Action

In Eren's career story, two key instances of taking action stand out. The first was her enrollment in a master's program, marking the beginning of her academic career journey:

> *"My goal was to have an academic career, and I knew that a master's degree was necessary for this. I had two options for a master's degree, but I didn't have much information when making this choice. I only recalled what I had learned in my undergraduate courses." (Eren)*

Adnan, in contrast, quickly moved from the decision-making process to the action stage, bypassing the discovery and empowerment stages:

> *"The bad examples I saw around me and the problems I experienced in my own institution influenced my quick decision-making. I wanted to get out of this situation as soon as possible, and I was confident that I could be a good manager." (Adnan)*

He further emphasized: *"My decision-making process was very fast. I thought it would be better for me and applied for the exam."* Driven by a strong desire to meet his unmet needs quickly, Adnan's rapid mobilization reflected his urgency to escape his dissatisfaction. Similarly, Aslı transitioned swiftly from meaning-making to taking action, also bypassing the discovery and empowerment stages. She viewed the opportunity to become an assistant principal as a way to fulfill long-held career aspirations and acted quickly:

> *"I was initially hesitant about becoming an assistant principal because I was pregnant. People around me didn't think it was suitable for me as a woman. However, management was an important stepping stone toward my career goals, and I volunteered to become an assistant principal by making a decision beyond what my environment expected of me." (Aslı)*

In contrast, Hasibe described her taking action process as straightforward, facilitated by her active engagement in the exploration and empowerment stages: *"It was not difficult for me to put my decision into practice. I thought about the institution I was working in and the institution I wanted to move to and imagined which one would make me happier."* Her clarity about her goals and preparation supported her smooth transition:

> *"I thought that the Science and Arts Center would be more useful for me to develop my research skills. It wasn't difficult to leave the institution where I had worked for three years because I knew exactly where I wanted to move and why." (Hasibe)*

Seçil also found the taking action stage seamless during the various transitions in her career. Her success in the stages of meaning-making, discovery, and empowerment contributed to her ease in taking action: *"In this journey I set out to improve myself, I left many environments that didn't satisfy me. Even now, if you ask me whether I would leave, I'd say yes—for example, I would leave academia."* Seçil's proactive engagement in earlier stages made the process of taking action a natural and confident step in her career transitions.

Need Satisfaction

Eren, who is in the process of achieving his career goal of becoming an academic, continues to progress despite not yet fully reaching his objective. He expresses significant satisfaction with his journey thus

far, as it allows him to fulfill the needs he identified as important at the start of the process:

> *"I am receiving my doctoral education from a good team at a quality university. I am aware of my shortcomings, and they are doing their best to help me address them. After completing my doctoral education, I want to realize my dream by transitioning to academia." (Eren)*

Adnan, who transitioned into school management, emphasizes his high level of satisfaction with his current role, noting that it fulfills his important needs:

> *"I am very satisfied with the knowledge I have gained in my current position, and I want to continue advancing—for example, as a senior manager. Maybe in the future, this could even lead to becoming a district director of national education." (Adnan)*

Similarly, Aslı reflects on her satisfaction as a school administrator, having overcome initial challenges by later engaging in the discovery and empowerment stages. She explains that these experiences have allowed her to meet her essential needs and achieve happiness in her role: *"Right now, I can say that I'm glad I became a school administrator. I'm glad I took this step. I am truly happy in this process."* Each challenge Aslı encountered presented opportunities for her to further discover and strengthen herself, positively impacting her career success. For Hasibe, transitioning to a new institution has enabled her to meet the needs she values most, bringing her satisfaction in her current organization:

> *"Freedom and success are very important to me, and belonging also holds significance. I feel the need to excel in my profession and perform well in my job. Here, I can comfortably meet these needs. They were met in previous institutions too, but here, it's in a different way." (Aslı)*

Finally, Seçil highlights her ability to fulfill her needs by actively engaging in the career renewal process and starting a new renewal cycle whenever her needs remain unmet: *"So far, I have been able to fulfill the decisions I've made in the way I wanted. I didn't wait too long in sectors that didn't meet my expectations or make me happy."* Her proactive approach to career renewal ensures her continued satisfaction and alignment with her career goals.

Evaluation of Career Stories

An analysis of the participants' career stories reveals common features in their career transition processes. First, the beginnings of these transitions are closely linked to the lack of psychological need satisfaction in their working lives. Participants who were unable to fulfill the psychological needs they prioritized—or experienced a shift in the importance they placed on these needs—actively sought careers where these needs could be met. Within the framework of the Career Renewal Power Model, this process begins with feeling the need and progresses to making sense. During the meaning-making stage, participants establish a career goal aimed at fulfilling the psychological needs they deem important. This goal is then prepared for implementation during the exploration and empowerment stage. Participants who successfully navigate these stages tend to implement their career goals effectively, leading to need satisfaction. Conversely, participants who insufficiently experience the exploration and empowerment stage often encounter adaptation challenges after their career transitions, necessitating further rediscovery and empowerment efforts.

The findings suggest that participants who engaged more deeply in exploratory and self-development processes appeared more likely to take action toward their career goals with confidence. Rather than implying a fixed sequence, these observations illustrate a recurrent pattern in how individuals navigated their transitions. In many cases, need recognition, exploration, skill-building, and action-taking appeared interrelated rather than strictly linear. These emergent patterns informed the preliminary structure of the Career Renewal Power Model, which remains open to refinement in future studies with broader samples.

Study 3: Career Renewal Power Scale Development Study

Exploratory Factor Analysis

Exploratory factor analysis was conducted on 248 participants to explore the factor structure of the measurement tool. The KMO coefficient calculated at the initial stage was found to be .92. Bartlett's test of sphericity was significant at 2415.66 ($p<0.01$). The values obtained show that the structure is suitable for factor analysis. Within the scope of exploratory factor analysis, eigenvalues and scree plot were used as factor extraction techniques. It was decided that the minimum factor loadings of the items in the scale should be at least .50 as suggested by Todman and Dugard (2007). Considering that the factors to be obtained within the scope of the analysis are related, varimax (orthogonal) rotation technique was used.

In the first stage of the analysis, exploratory factor analysis was conducted on 40 items in the scale without any factor limitation. The results show that there are five factors with eigenvalues greater than 1. When the slope accumulation graph was examined, it was seen that the flattening in the graph occurred after the 3rd factor. Exploratory factor analysis was repeated by eliminating items that loaded on more than one factor and items with factor loadings below .50. As a result of the factor analysis that continued until a stable structure was formed, a final structure consisting of three factors and 14 items was obtained.

Table 3 shows the eigenvalues and explained variance ratios of the factors. The obtained three-factor structure explains 73.53% of the total variance. The eigenvalue of the first factor is 7.42 and the variance explained is 52.97%. The eigenvalue of the second factor is 1.84 and the variance explained is 13.1%. The eigenvalue of the third factor is 1.04 and the variance explained by it is 7.4%.

Table 3.
Eigenvalues and Explained Variance Ratios

Factors	Initial Core Values			Rotated Totals of Factor Loadings		
	Eigenvalue	Variance	Cumulative	Eigenvalue	Variance	Cumulative
1	7.416	52.974	52.974	4.266	30.471	30.471
2	1.839	13.137	66.111	3.03	21.643	52.114
3	1.039	7.42	73.531	2.998	21.417	73.531

Table 4 shows the rotated components matrix obtained as a result of exploratory factor analysis. When Table 4 is examined, it is seen that the item factor loadings in the first factor named as exploration and empowerment vary between .721 and .831. In the second factor named as taking action, item factor loadings ranged between .726 and .826. Finally, the item factor loadings of the third factor named as making sense are between .727 and .859.

Table 4.
Rotated Component Matrix after Exploratory Factor Analysis

Items	Making sense	Exploration and Empowerment	Taking Action
1. Sometimes I question the course of my career journey.	.859		
2. I occasionally reflect on what kind of work life I will have in the future	.764		
3. I feel the need for renewal in my career.	.748		
4. From time to time, I think about what I could change in my career.	.727		
5. I improve myself in line with my career needs.		0,831	
6. I explore which qualifications I need to achieve my career goals.		0,791	
7. I thoroughly research the career goals I want to achieve.		0,791	
8. I work on improving the areas where I fall short in reaching my career goals.		0,786	

Table 4. *(Continued)*
Rotated Component Matrix after Exploratory Factor Analysis

Items	Making sense	Exploration and Empowerment	Taking Action
9. I explore what actions I need to take to reach my career goals.		0,744	
10. I develop myself to reach my next career goal.		0,721	
11. I do not have difficulty taking the steps I have planned.			0,826
12. When I make a decision, I follow through to the end.			0,775
13. I put my decisions into action to achieve my set goals.			0,77
14. I take the final step needed to reach my ultimate goal with ease.			0,726

Reliability Analyses

Within the scope of the reliability studies of the measurement tool, the internal consistency coefficients of the sub-dimensions and the total score of the scale were calculated. When Table 5 is examined, it is seen that the internal consistency coefficient for the first factor is .94, the internal consistency coefficient for the second factor is .85 and the internal consistency coefficient for the third factor is .84. The internal consistency coefficient for the whole scale is .93.

Table 5.
Reliability Coefficients of the Scale for the Sub-Dimensions

Factor	Cronbach's Alpha
Making Sense	.84
Exploration and Empowerment	.94
Taking Action	.85
All scale	.93

The item statistics of the scale are given in Table 6. When the table is examined, it is seen that the correlation coefficients calculated between the items in the scale and the total score vary between .48 and .80. There is no item among the scale items that increases the Cronbach's alpha coefficient in case of deletion.

Table 6.
Career Renewal Power Scale Item Statistics

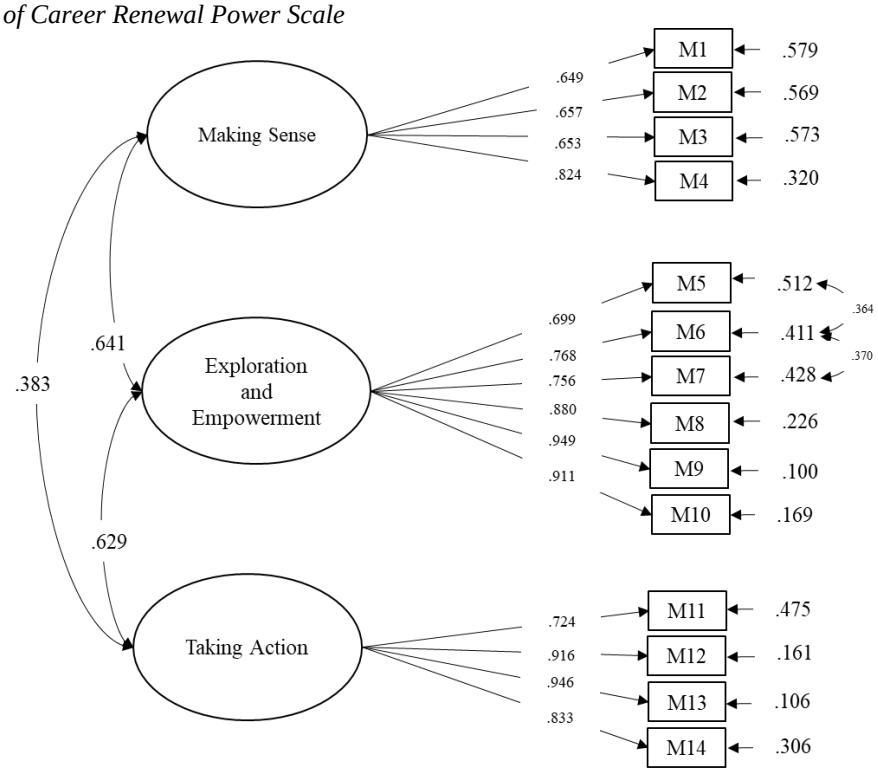
Item No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Adjusted Item Total Correlation Coefficient	Cronbach's Alpha Coefficient if the item is deleted
1	51,79	58,23	0,76	0,92
2	51,82	58,48	0,75	0,92
3	52,06	58,79	0,65	0,92
4	52,05	57,21	0,78	0,92
5	51,91	58,59	0,78	0,92
6	52,28	59,67	0,56	0,93
7	51,88	58,57	0,83	0,92
8	51,95	60,10	0,59	0,92
9	51,86	60,72	0,66	0,92
10	51,9	60,75	0,53	0,93
11	51,98	60,33	0,60	0,92
12	51,92	61,33	0,53	0,93
13	51,82	62,01	0,48	0,93
14	51,92	58,52	0,79	0,92

Confirmatory Factor Analysis

Confirmatory factor analysis was performed on the data collected from 250 participants in order to determine the model fit of the 3-factor structure of the Career Renewal Power scale discovered within

the scope of exploratory factor analysis. The diagram of the three-dimensional structure of Career Renewal Power is presented in Figure 1.

Figure 1.
CFA Diagram of Career Renewal Power Scale



When Figure 1 is examined, the relationship between the variables in the three-factor structure is .64 between making sense and exploration-empowerment, .63 between exploration-empowerment and taking action, and .38 between making sense and taking action. The interrelationships of the factors are significant. In addition, all of the items in the factors have a significant relationship with the factors they are connected to. Item factor loadings ranged between .65 and .95. When the fit indices of the model are examined, it is seen that the results obtained are satisfactory. In the first model obtained within the scope of the analysis, $\chi 2/sd= 3.67$, RMSEA=.10, CFI=.93, TLI=.91, SRMR=.05. Then, in order to improve the model, two modifications between M5 and M6 and M6 and M7 were applied and improvements were observed in the fit indices. The new fit indices obtained are $\chi 2/sd = 2.59$, RMSEA= .07, CFI= .96, TLI= .95, SRMR= .04.

Study 4: Criterion Validity: Examining the Canonical Correlation Between Career Renewal Power and Career Adaptability

In the last study conducted within the scope of the development of the Career Renewal Power scale, the canonical correlation between CRP and Career Adaptability was examined to ensure criterion validity. Meaning-making, exploration-empowerment and taking action were included in the analysis, while relevance, control, curiosity and confidence were included in the analysis.

Table 7 shows that the canonical model is statistically significant [Wilks's λ= .472, F(12,429,90) = 11.72). In determining the power of the obtained canonical model, Wilks's λ value was calculated. The 1-λ value provides information about the amount of common variance in the canonical model. The 1-λ value obtained as a result of the analysis is .528. This result shows that the common variance shared between Career Renewal Power and Career Adaptability is 52.8%.

Table 7.
Multivariate Significance Tests

Test Name	Value	Approx. F	Hypotheses sd	Error sd	Significance Value of F
Pillais	.605	10.36	12	492	.000
Hotellings	.955	12.80	12	482	.000
Wilks	.472	11.72	12	428.90	.000
Roys	.425				

Note: S=3, M=0, N=80

After testing the significance of the canonical model, the significance of the canonical functions obtained within the scope of the analysis was examined. The significance of canonical functions is based on the eigenvalues and correlation values of the functions (Sherry & Henson, 2005). The results show that there are 3 canonical functions between Career Renewal Power and Career Adaptability. While the first two functions are significant, the third function is not significant. The eigenvalue of the first function is .739, the canonical correlation is .652 and the square of the canonical correlation is .425. The eigenvalue of the second function is .210, the canonical correlation is .417 and the square of the canonical correlation is .174. In the first canonical function, Career Renewal Power and Career Adaptability share a variance of 42.5%, while this ratio is 17.4% in the second canonical function. For the first function, the rs2 value between Career Renewal Power and Career Adaptability was found to be 42.5104. The common variance shared between these two variables is 42.51%. When the second canonical function is analyzed, it is seen that the rs values of the variables of exploration, empowerment and taking action in Career Renewal Power are below .45. Meanwhile, interpretation makes a strong contribution to the model with a value above .45. When Career Adaptability is analyzed, it is seen that the rs values of the variables of interest, curiosity and confidence are below .45, while the control variable has a value above .45. The rs2 value between the two variable groups was found to be 17.3889. The common variance ratio shared between these two variables is 17.4%. In the 2nd canonical function, the signs of interpretation and control variables are opposite. Accordingly, as the participants' interpretation skills increase, their control skills decrease.

Table 8.
Eigenvalue and Canonical Correlation

No.	Core Value	Canonical Correlation	Square of Canonical Correlation
1	0,739	0,652	0,425
2	0,21	0,417	0,174
3	0,007	0,082	0,01

Table 8 shows the standardized coefficients, structural coefficients and shared common variance for Career Renewal Power and Career Adaptability. In the structural coefficients, variables with a value of .45 and above contribute significantly to the canonical function. In the first canonical function, it is seen that all of the variables in Career Renewal Power have values greater than .45. Likewise, all variables related to Career Adaptability also contribute to the model above .45.

As shown in Table 9, the signs of the dimensions of exploration and empowerment, taking action and meaning-making in Career Renewal Power are the same with each other. In addition, the signs of the dimensions of interest, control, curiosity and confidence in Career Adaptability are the same with the variables in Career Renewal Power. This situation indicates that the variables change together. In other words, when there is an increase in the variables in Career Renewal Power, the variables in Career Adaptability also increase.

When the first and second canonical functions are considered as a whole, the total variance shared between Career Renewal Power and Career Adaptability is 59%. This result shows that Career Renewal Power and Career Adaptability are two groups of variables that are closely related to each other.

Table 9.
1st and 2nd Canonical Function Analysis of the Relationship between Career Renewal Power and Career Adaptability

Variables		1. Canonical Function			2. Canonical Function		h^2(%)	
		Sek	r_s	r_s^2	Sek	r_s	r_s^2	
Career Renewal Power	Explore and Empower	-0,146	-0,79	.62	-0,594	-0,02	.00	.62
	Taking Action	-0,782	-0,956	.91	-0,261	-0,224	.05	.91
	Making sense	-0,233	-0,591	.35	1,217	0,764	.58	.93
R_c^2			425.104			173.889		
Career Adaptability Skills	Interest	-0,853	-0,927	.86	0,405	0,362	.13	.86
	Control	-0,406	-0,749	.56	-1,283	-0,482	.23	.79
	Curiosity	0,393	-0,69	.47	0,873	0,269	.07	.47
	Trust	-0,22	-0,804	.65	-0,02	-0,033	.00	.65

DISCUSSION

The structure of the Career Renewal Power Model was first identified through qualitative research, followed by a scale development study based on this structure. The research findings from the exploration of the model's structure and functioning indicate that need satisfaction serves as the foundation for career-related behaviors. This finding forms the core of the developed model. The process begins with sense-making, where individuals recognize and clarify unmet needs, reflecting on their dissatisfaction and career goals. This is followed by the discovery stage, during which individuals explore the skills, resources, and opportunities necessary to address their needs and achieve their objectives. In the empowerment stage, individuals focus on personal development, acquiring the competencies required to succeed in their chosen career paths. Finally, the process culminates in the action stage, where individuals take concrete steps to fulfill their career objectives, aligning their professional trajectories with their prioritized needs. This dynamic cycle ensures continuous adaptation and growth as new needs emerge or priorities evolve. The CRP Model offers a number of distinctive strengths that address the limitations of existing theories. First, it integrates need perception and satisfaction as central elements, providing a comprehensive understanding of how unmet needs motivate career transitions. By addressing both psychological and physiological dimensions, it bridges a critical gap in existing models, such as the 4'S Model and Career Construction Theory. Second, its dynamic and cyclical structure reflects the evolving nature of career transitions in modern workplaces. Unlike linear approaches, the CRP Model emphasizes that career development is an ongoing process, continuously driven by emerging or unmet needs. Third, the model provides a systematic and actionable framework for navigating transitions. The structured stages of sense-making, discovery, empowerment, and action offer clear guidance for both individuals and career counselors, enhancing its practical applicability. Finally, the model's emphasis on cross-cultural relevance ensures its adaptability across diverse populations. By focusing on universal needs such as survival, belonging, and autonomy, the CRP Model can address career transitions in global and multicultural contexts, making it a valuable tool in an increasingly interconnected workforce. Through this holistic approach, the CRP Model not only enhances our understanding of career transitions but also provides a robust framework for supporting individuals in achieving meaningful and satisfying career trajectories.

When examining the Career Renewal Power Model, it becomes evident that career-related change processes begin with the feeling of need and conclude with need satisfaction. Savickas (1995) similarly posited that unmet needs create a sense of deficiency, prompting individuals to take action to address these gaps. In this context, needs serve as a motivating force for individuals to enhance their careers and develop themselves (Savickas, 2013). Similarly, in the Career Renewal Power Model, the driving factor behind sustained career development is the desire to fulfill these needs. The emphasis on need satisfaction in the workplace aligns with Work Adjustment Theory (Dawis & Lofquist, 1984), which highlights the importance of satisfying employees' needs to achieve harmony between the work

environment and employees. According to this theory, when employees' needs are unmet or when the importance of these needs changes, they are likely to pursue career transitions. The Career Renewal Power Model also highlights the dynamic nature of needs and the necessity of readaptation as personal and environmental conditions evolve (Dawis & Lofquist, 1984). Considering the positive effects of meeting these needs on individuals' psychological well-being during career transition processes (Blustein, 2008; Blustein et al., 2023; Vansteenkiste & Ryan, 2013), the functionality of the model becomes evident.

The Career Renewal Power Model outlines a process that begins with recognizing a need and progresses through stages of meaning-making, discovery and empowerment, and ultimately taking action. Successfully navigating these stages enables individuals to achieve psychological need satisfaction, which is closely linked to positive career outcomes. The findings of this research align with the model, demonstrating that fulfilling psychological needs significantly enhances job commitment and career satisfaction (Timms & Brough, 2013). Moreover, satisfying these needs has been shown to foster more positive attitudes toward work (Deci & Ryan, 2000), whereas unmet needs are associated with diminished workplace performance (Deci & Ryan, 2008; Duffy et al., 2017). In the workplace, psychological need satisfaction not only bolsters intrinsic motivation but also improves job performance and strengthens positive work attitudes (Gagné & Deci, 2005). Supporting these findings, a meta-analysis indicates that basic need satisfaction increases job satisfaction and emotional commitment while reducing turnover intentions (Van den Broeck et al., 2016). Blokker et al. (2023) offer an integrative perspective on career transitions, identifying three critical dimensions—person, context, and time—that shape the process. Their review underscores the importance of considering both proximal outcomes, such as employability and job satisfaction, and distal outcomes, including health and productivity, as key indicators of a successful transition. These findings collectively highlight the significance of addressing psychological needs within the career transition process to facilitate both immediate and long-term success

The canonical correlation analysis between Career Renewal Power and Career Adaptability shows that 59% of the total variance is shared, indicating a moderate conceptual relationship between the two constructs. The meaning-making stage in the Career Renewal Power Model parallels the concept of interest in Career Adaptability, where individuals plan their careers and set goals for the future (Savickas & Porfeli, 2012). However, the key distinction is that, in the Career Renewal Power Model, the goals set during the meaning-making stage are explicitly tied to fulfilling psychological needs.

The subsequent discovery-empowerment stage involves individuals identifying and developing the characteristics needed to achieve their career goals and meet their prioritized needs. This aligns with the curiosity dimension in Career Adaptability, which involves exploring career goals (Hartung & Savickas, 2024; Porfeli & Savickas, 2012). The Career Renewal Power Model differentiates itself by emphasizing personal development alongside the discovery process. The final stage, taking action, involves individuals implementing their career goals. This stage relies heavily on self-efficacy, which aligns with the confidence dimension of Career Adaptability, defined as persisting despite obstacles and maintaining action (Savickas, 2013).

During the scale development process, expert feedback was sought on the item pool, which was created based on the theoretical framework of the Career Renewal Power Model and qualitative findings. Pilot applications were conducted, followed by exploratory factor analysis (EFA), which identified a three-factor structure explaining 73.53% of the total variance. The factors were determined based on eigenvalues greater than 1 and theoretical expectations (Hair et al., 2006). The minimum acceptable factor loading was set at .50, as recommended by Todman and Dugard (2007). Confirmatory factor analysis (CFA) of the three-factor structure showed good fit, with the following indices: $\chi^2/df = 2.59$, RMSEA = .07, CFI = .96, TLI = .95, and SRMR = .04. These results meet the criteria for good fit as defined by $\chi^2/df < 3$, RMSEA < .08, CFI > .95, TLI > .95 and SRMR < .05 (Brown, 2006; Jöreskog & Sörbom, 1993; Kline, 2005). Internal consistency coefficients were also calculated, with values of .84 for making sense, .94 for exploration and empowerment, .85 for taking action, and .93 for the overall

scale. These results indicate high reliability for both the sub-dimensions and the scale as a whole (Büyüköztürk, 2024).

CONCLUSION

This research developed a model and measurement tool to explain individuals' career development processes and career transitions within the framework of Glasser's Choice Theory. While various studies have examined the impact of need satisfaction on career development, the Career Renewal Power Model offers a detailed framework that defines this process and makes it measurable. The model incorporates Glasser's (1998) psychological needs—survival, love and belonging, power, freedom, and fun—providing a distinctive approach to career development through the lens of Choice Theory. The Career Renewal Power Model outlines the steps adults can take during career transitions, from initiation to completion. By grounding transitions in research findings, the model facilitates systematic planning and management of career changes. Moreover, it serves as a foundation for individual and group career counseling, providing guidance for those navigating career transitions.

The practical implications of the CRP Model are multifaceted. For career counselors, the model offers a structured tool to guide clients through career transitions by helping them identify their dominant unmet needs. This can be achieved through structured interviews, reflective exercises, or by using the Career Renewal Power Scale developed in this study. For example, clients who express dissatisfaction with workplace recognition or a lack of challenge may be primarily driven by unmet power needs, whereas those reporting emotional disconnection or isolation may be motivated by love and belonging needs. Counselors can tailor interventions based on these dominant needs, offering strategies aligned with individual motivational profiles. For human resource professionals and organizational leaders, the CRP Model provides a framework for understanding what drives employee motivation and career behavior. By assessing employee feedback, conducting needs-based climate surveys, or integrating elements of the CRP Model into performance reviews, organizations can identify patterns of unmet needs at the team or organizational level. For instance, recognizing a widespread desire for autonomy (freedom) can inform job redesign efforts, while detecting unmet needs for fun or engagement may suggest the need for team-building or creativity-based initiatives. Such targeted efforts can enhance employee retention, job satisfaction, and performance.

The model is particularly relevant for university students transitioning from education to professional life. Practitioners can encourage students to adopt a protean career orientation while emphasizing career planning and networking strategies, which are empirically linked to career success during school-to-work transitions (Bazine et al., 2024). Career counselors and educators should implement coaching programs to enhance protean career orientation, as demonstrated by Zhang et al. (2023), who found that such programs improve career adaptability, vocational identity, and proactive behavior. Culturally informed strategies are essential when supporting career transitions. For instance, Kim et al. (2024) highlight that South Korean women workers often face health-related challenges and shifting career priorities, necessitating tailored interventions. Although the CRP Model is grounded in Glasser's Choice Theory, which posits five universal human needs, the way these needs are prioritized and expressed can vary significantly across cultural contexts. For instance, in collectivist cultures such as many East Asian or Middle Eastern societies, the need for love and belonging may take precedence over the need for autonomy or power. In contrast, individualistic cultures may emphasize freedom and self-determination. Therefore, when applying the CRP Model across diverse populations, career counselors and organizational leaders should adapt their strategies to reflect cultural values and norms.

The model allows for such adaptation by not prescribing a fixed hierarchy of needs but rather encouraging practitioners to identify which needs are most salient for the individual within their socio-cultural context. Needs assessment tools, interviews, or culturally sensitive career inventories can help identify dominant motivations. For example, in cultures where fun and playfulness may be less overtly

expressed in professional settings, the need for "fun" might be interpreted as intellectual stimulation or meaningful engagement instead. Future research should explore how cultural dimensions—such as individualism/collectivism, uncertainty avoidance, or power distance—moderate the relationship between need satisfaction and career decision-making within the CRP framework.

A key limitation of this study is the occupational homogeneity of the sample, as the majority of participants were drawn from the education sector. While this allowed for in-depth exploration within a shared professional context, it limits the model's immediate generalizability to other occupational groups. Different professions may involve distinct organizational structures, motivational climates, and cultural norms that influence the salience and expression of psychological needs. Therefore, future research should examine the applicability of the CRP Model across a broader range of professional domains—such as healthcare, engineering, or business—to assess whether the structure, function, and relative importance of needs remain consistent. Cross-occupational validation would strengthen the model's theoretical robustness and practical relevance, especially in diverse workplace settings. Future research should incorporate other-referent success criteria—such as peer recognition and societal impact—to achieve a holistic understanding of career transition success, as suggested by Mussagulova et al. (2023). Counselors should also encourage reflective sensemaking for individuals facing setbacks, as Kutscher and Mayrhofer (2023) emphasize that this process fosters resilience and long-term growth. Programs designed to enhance students' future work selves and core self-evaluation are critical for adaptability during career transitions. Fu et al. (2023) demonstrate that tailored interventions targeting these factors can foster positive adaptability trajectories. Furthermore, building on the research of Akkermans et al. (2024), future studies could investigate how cultural or industry-specific factors influence self-regulation processes in career transitions. Socioeconomic status and organizational norms are additional cultural dimensions warranting exploration, as noted by Ulaş-Kılıç (2024). Career counselors should also involve parents in the career development process, as Jannesari et al. (2024) found that parental support significantly enhances young adults' career satisfaction and employability, particularly by fostering protean career orientations. The increasing integration of digital tools in education has transformed career transitions. Bazine and Freour (2025) highlight that digital educational contexts motivate proactive skill development, enhancing career satisfaction. Counselors should also address the influence of societal narratives on clients' perceptions of agency and success, as emphasized by Vahidi et al. (2022), who underscore the importance of critical media literacy in countering structural inequities. Educational and career counseling programs should focus on sustaining individuals' sense of calling during career transitions. Rosa et al. (2024) emphasize the importance of aligning career aspirations with work experiences to achieve long-term satisfaction and success. By identifying the psychological needs that students prioritize and aligning these with career options, the model can significantly enhance career satisfaction and success. University career centers, in particular, are well-positioned to utilize this model to guide students in setting career goals and aligning them with their psychological needs.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Hızla değişen teknolojik, ekonomik ve toplumsal koşullar, bireylerin kariyer yollarını yeniden gözden geçirmelerini ve bu doğrultuda kariyer geçişlerini gerçekleştirmelerini zorunlu hale getirmiştir. Bu durum, kariyer geçişlerini bireylerin profesyonel yaşamlarında kritik bir dönemeç haline getirmiştir. Kariyer geçişleri, bireylere kendilerini geliştirme ve yeni hedeflere yönelme fırsatı sunarken, aynı zamanda belirsizlik ve stres kaynağı olabilmektedir. Bu nedenle, bu süreçlerin etkili bir şekilde yönetilmesi önemlidir. Ancak mevcut teorik modellerin büyük bir kısmı, bireylerin kariyer geçişlerindeki temel motivasyon kaynağı olan psikolojik ihtiyaçları yeterince ele almamaktadır. Bu eksikliği gidermek amacıyla bu araştırmada Kariyer Yenilenme Gücü (KYG) Modeli geliştirilmiştir.

KYG Modeli, bireylerin kariyer geçişlerini temel psikolojik ihtiyaçlar çerçevesinde açıklayan yeni bir teorik çerçeve sunmaktadır. Bu model, bireylerin tatmin edilmeyen ihtiyaçlarını belirlemelerini, bu ihtiyaçları karşılayacak kariyer hedefleri oluşturmalarını ve bu hedeflere ulaşmak için adımlar atmalarını desteklemeyi amaçlamaktadır. Glasser'in (1998, 2000) Seçim Teorisi'ne dayanan modelde beş temel ihtiyaç tanımlanmıştır: hayatta kalma, sevgi ve aidiyet, güç, özgürlük ve eğlence. Bu ihtiyaçlar, bireylerin kariyer yolculuklarında değişim ve yenilik yapmalarını motive eden temel unsurlardır. Modelde kariyer geçiş sürecinin temel amacı kişinin önem verdiği ihtiyaçları doyurabildiği yeni bir kariyer örüntüsüne sahip olmasıdır.

Araştırmanın temel amacı KYG Modeli'nin yapısını ve işleyişini analiz etmek ve bu modele dayalı bir ölçek geliştirmektir. Ayrıca, bu ölçeğin kariyer uyum yeteneği ile ilişkisi incelenerek modelin teorik ve pratik geçerliliği test edilmiştir.

Araştırma, keşifsel-açıklayıcı karma yöntem tasarımına dayanmaktadır. Nitel aşamada, bireylerin kariyer hikayeleri analiz edilerek KYG Modeli'nin yapısı ve işleyişi incelenmiştir. Nicel aşamada ise KYG Ölçeği'nin geliştirilmesi için veri toplanmış ve geçerlik-güvenirlik çalışmaları gerçekleştirilmiştir. Araştırmanın çalışma grubunda beş farklı örneklem üzerinden veri toplanmıştır. KYG Modeli'nin yapısının keşfedildiği ilk nitel çalışma kapsamında üç katılımcıya ulaşılmıştır. İkinci nitel çalışmada KYG Modeli'nin işleyişi keşfedilmiştir. Bu kapsamda beş katılımcıdan veri toplanmıştır. Açımlayıcı faktör analizi kapsamında 248 ve doğrulayıcı faktör analizi kapsamında 250 katılımcıya ulaşılırken, kanonik korelasyon çalışması ise 184 katılımcıdan veri toplanmıştır. Nitel verilerin toplanmasında Kariyer Yenilenme Gücü görüşme formları kullanmışır. Ayrıca KYG Modeli ile kariyer uyum yetenekleri arasındaki kanonik korelasyonun incelenmesinde Kariyer Uyum Yetenekleri Ölçeği Kısa Formu kullanılmıştır. Veriler, hem nitel hem de nicel yöntemlerle analiz edilmiştir. Nitel veriler, içerik analizi yoluyla değerlendirilmiş, nicel veriler ise açımlayıcı ve doğrulayıcı faktör analizi ve kanonik korelasyon ile analiz edilmiştir.

Bulgular, bireylerin kariyer geçiş süreçlerinin temelinde karşılanmamış psikolojik ihtiyaçların yer aldığını göstermiştir. KYG Modeli'ne göre, bu süreç dört aşamada ilerlemektedir: ihtiyaçları hissetme, anlamlandırma, keşif ve güçlenme, ve eyleme geçme. Gerçekleştirilen içerik analizi sonucunda bireyler, öncelik verdikleri ihtiyaçlarını karşılayamadıklarında yeni kariyer hedefleri belirleme eğilimine girmekte ve bu hedeflere ulaşmak için anlamlandırma aşamasından başlayarak belirli bir yol izlemektedirler. Anlamlandırma aşaması, bireyin ihtiyaçlarını ve bu ihtiyaçları karşılayacak yolları belirlediği aşamadır. Bu aşamda aynı zamanda kişinin bir kariyer hedefi belirlediği görülmektedir. Keşfetme ve güçlenme aşaması, bireyin kariyer hedefine ulaşma sürecinde sahip olması gereken özellikleri belirlemesi ve kendisini bu kapsamda geliştirmesini içermektedir. Eyleme geçme aşaması ise bireyin somut adımlar atarak kariyer hedeflerine yöneldiği son aşamayı temsil etmektedir. Bu sürecin sonunda katılımcıların başlangıçta önem vermiş oldukları ihtiyaçlarını doyurabildikleri ve kariyer başarısına ulaşabildikleri görülmektedir.

KYG Ölçeği, üç alt boyut ve 14 maddeden oluşmaktadır: anlamlandırma, keşif ve güçlenme, ve eyleme geçme. Açıklayıcı faktör analizi sonuçları, ölçeğin üç faktörlü yapısının toplam varyansın %73,53'ünü

açıkladığını göstermiştir. Doğrulayıcı faktör analizi ise model uyum indekslerinin iyi düzeyde olduğunu ($\chi^2/df = 2,59$, RMSEA = .07, CFI = .96, TLI = .95) ortaya koymuştur. Ölçeğin toplam Cronbach's Alpha güvenirlik katsayısı .93 olarak hesaplanmıştır.

KYG ile Kariyer Uyum Yeteneği arasındaki kanonik korelasyon analizi, bu iki yapı arasında %59 ortak varyans olduğunu ortaya koymuştur. KYG Modeli'nin anlamlandırma aşaması, Kariyer Uyum Yeteneği'nin ilgi boyutuyla; keşif ve güçlenme aşaması, merak boyutuyla; eyleme geçme aşaması ise güven boyutuyla paralellik göstermektedir. Ancak KYG Modeli, bu süreçleri bireylerin temel psikolojik ihtiyaçlarını tatmin etmeye odaklanarak ele almasıyla diğer modellerden ayrılmaktadır.

KYG Modeli, bireylerin kariyer geçişlerini sistematik bir şekilde planlamalarına ve yönetmelerine olanak tanıyan bütüncül bir yaklaşım sunmaktadır. Model, bireylerin öncelikli ihtiyaçlarını anlamalarına, bu ihtiyaçları karşılayacak kariyer hedefleri belirlemelerine ve bu hedeflere ulaşmak için somut adımlar atmalarına rehberlik etmektedir. Üniversite kariyer merkezlerinde, bireysel ve grup kariyer danışmanlığı çalışmalarında ve kurumsal kariyer planlama süreçlerinde kullanılabilecek pratik bir model olarak önerilmektedir.

Gelecekte, KYG Modeli'nin farklı kültürel bağlamlarda ve çeşitli demografik gruplarda uygulanabilirliği test edilmelidir. Ayrıca, modelin kariyer danışmanları için eğitim programlarında bir rehber olarak kullanılması, bireylerin kariyer tatminlerini artırmaya yönelik etkili stratejiler sunabilir. Bu modelin yaygınlaştırılması, bireylerin profesyonel yaşamlarında daha anlamlı ve tatmin edici kariyer yolları oluşturmalarına katkıda bulunacaktır. Bireylerin kariyer geçiş süreçlerinin yaşam boyu devam edildiği düşünüldüğünde KYG Modeli'nin yaşam boyu ihtiyaç doyumunu ve kariyer başarısını sağlamada önemli bir katkı sunacağı düşünülmektedir.