Making plans and decisions for your future is a daunting prospect for many people. These exercises will help you to make a start, providing a foundation for:

• Further careers research.
• Making decisions.
• Creating strongly rooted and persuasive applications.

Take your time:

• Do not try to crunch through the exercises in one sitting.
• Pause between exercises for reflection and review.
• You may even re-visit some exercises over time, throughout university and beyond.

It is NOT essential to do every exercise. Start with the tools that appeal or ‘speak’ to you most readily as they probably reflect your preferred learning style.

At any point, the Oxford careers team will be happy to offer impartial and confidential advice. Work with us if you would like help to interpret your results; need a second opinion; or want to explore ideas and discuss how best to move forwards.
OXFORD CAREERS COMPASS:

WHAT DRIVES CAREER SUCCESS?

People tend to succeed when doing work that:
- provides meaning and purpose for them.
- they enjoy, which allows them to express their strengths, applying and developing skills and knowledge they like to use.
- provides opportunities to learn, develop and progress.

Meaning and Purpose are linked to an individual’s underlying Values and beliefs.

Knowing your Skills and Strengths, and being able to provide evidence of these:
- underpins early career success
- is important to succeed in the recruitment ‘sales’ process

However, individuals differ in what Motivates them, and gaining recognition and rewards that you value is necessary for enduring career satisfaction.
Defining your Purpose
Successfully navigating the world of work suggests finding roles where 3 elements converge.

A nod to Jane Austen?:
*It is a truth universally acknowledged, that anyone not yet in possession of a good fortune, must be in want of a job from which they can derive a sufficient income.*
Seeking Direction
How do you decide on a career?

The career decision process can be illustrated as a cycle.

Start here ...

What’s important to you

Your strengths, interests and skills

Research career ideas

Make a decision

Take action

... and work around the circle, finding out more about yourself....

... improve your ability to make successful, evidence-based applications.

... and to identify careers/jobs you are excited to apply for and ...

... so that when you look at specific careers, it is easier to see if there’s a good match.....
The Circle of Life
The process is deliberately shown as a cycle.

You may re-visit this cycle throughout your working life, and especially when you review your career choices, whether that’s to make some minor adjustments or to go for a complete career change.

... and will provide a foundation to develop stronger employability skills and make better applications that showcase your skills, knowledge and motivation through clear examples supported by evidence of success.

This workbook concentrates on helping you to understand yourself ...

... as a basis for the next steps, such as generating career ideas and researching your options ...

Take action
Make a decision
Research career ideas
What’s important to you
Your strengths, interests and skills

...
The Exercises

This workbook will help you to explore the core themes that relate to your Values and Motivations, and how these might affect your career choices and future success.

Some may take 20-40 minutes, whilst others will be much quicker. Set aside enough time to complete each exercise in one sitting, but take breaks between exercises.

Most exercises finish with a summarising step or we ask you to write out ideas that best illustrate your relevant experience. These should both:

• Help you to distil your understanding related to your values and motivations; and
• Start to build up a set of personal experiences that you can use in persuasive applications.

Exercises to reflect on past experiences and choices:
• LifeLine
• My Degree: Pleasure or Pain?
• Work and Play
• Dream a little

Identifying your personal values, career interests and motivations that underpin your choices will empower you to make better decisions in future.

• Your top 8 Values & Motivations
• Me and My Work Environment
• My Preferred Work Styles
• Motivations and Rewards

Lasting, using OCTANE to identify your skills, to build expertise and get ready to you market your skills.

• Skills: Inventory
• Skills: Your Evidence
**LifeLine Exercise**

**INSTUCTIONS**

1. **DRAW YOUR LIFELINE:**
   Do not think about details at this stage. Quickly and intuitively draw a line to reflect your overall mood or plot your personal highs and lows: experiences that feel meaningful to you, such as Achievements; Life events; Social successes or failures; Work experience or achievements.

2. **DESCRIBE:**
   For each high and low, or turning point in your mind.
   a) IDENTIFY and NAME the event.
   b) Describe WHAT happened: the situation and the goal, process and/or outcome.
   c) Identify WHO else was involved in what happened and your personal context.
   d) Describe HOW you felt about what happened.

3. **ANALYSE WHY YOU FELT AS YOU DID:**
   a) How much CONTROL and INFLUENCE did you have over the event or the decision?
   b) At high points, what made it so positive? How did it fulfill a need or desire?
   c) At low points, what did you do that made things better?

4. **REFLECT:**
   a) IDENTIFY any THEMES that recur or link your highs and/or lows.
   b) What are the two most important events that have had the biggest impact on you? How have these influenced you?
   c) Is there a particular person, or social context, that seems to be linked to a strong positive influence for you?

**Notes:** We recommend you draw a single line because in life relationships, study, work and external events all influence how you feel. However, if you think that it would be more helpful, you may choose to create a separate PERSONAL lifeline and STUDY/WORK lifeline. Alternatively, you could just plot the points and not join them up.
LifeLine Exercise

PROCESS
1. DRAW YOUR LIFELINE
2. DESCRIBE: annotate key points
3. ANALYSE
4. REFLECT: identify and note key themes below

MY THEMES:

a) When I’ve felt happy / successful / positive I notice that ……

b) When I’ve felt unhappy / when things have not gone well / been ‘down’ I notice that ……

Reflect further on your themes to understand which 2 or 3 aspects might be most influential for you – for example, the strength of your friendships/relationships and a sense of belonging; achieving significant milestones; being recognised for excellence; being part of a group or team (with or without success).

Challenge: Can you think of other times/examples where the presence – or absence – of a core theme has been important in how you felt about something you have done or that has happened to you?
First step on the ladder?

Agree or Disagree?

In the short-term, it’s possible to succeed, learn and contribute in fields for which you have little enthusiasm – perhaps even low expertise.

Some people also make a career out of it – but that is something we are trying to avoid through Career Planning!

To what extent do you agree with the following?

• I believe that expertise develops from engaged practice. I will be more likely to be engaged where I have a genuine enthusiasm for the subject or task at hand.

• Assuming I will not be an expert when I start working, I would prefer to enter a field where I will feel competent or secure but perhaps less enthusiastic rather than face a bigger challenge and steeper learning curve in a field I’d find intrinsically rewarding or rewarding?
Your Degree: Pleasure or pain (1)

Choosing what to study for 3 or 4 years is quite a big decision. This page prompts you to think about:

• how you made that decision - what you gave importance to, in order to understand your processes and values.
• how well that choice is working for you now, to gain insight into how to make other decisions in future.

Make some notes on the following

Q Why did you choose to study the degree you are taking? This may include a mix of the following and other things:
  • Intrinsic interest or passion for the subject
  • It seemed within reach – I was good at the right subjects at school, and the degree was a natural extension
  • Part of a plan – possibly linked to further study, vocation or career direction
  • Other people (e.g. parents; teachers) recommended it to you.

Q What areas of your current studies fascinate and absorb you?
Q What are you most proud of in your studies? And why?
Q Do other people share your pride? What other factors might contribute to your positive feelings?
Q Are there specific skills or knowledge you have developed that you would like to continue to use in future role(s)? What are they?
Q Is there a particular activity or way of working which you look forward to or do particularly well? Briefly describe an example, and note what it is that works for you?
Q If you want to use your degree subject knowledge in your work, which areas are most important/ interesting for you?
What to do?
Rate different aspects of your study from -3 – 0 - +3 against both Expertise and Enthusiasm. For example, you might rate:
- Specific subject areas
- Experience of lectures (listening; note taking)
- Experience of Tutorials
  - Receiving information
  - Speaking and defending your arguments
- Background reading or Researching essays
- Writing the Essays
- Labs and practical work
- Formal examinations
Plot these onto the 2 x 2 matrix to the left.

What to consider?
- Seek to understand how different activities feed or drain your energy and interest.
- Are the most positive elements aligned to your passions and interests – and your reasons for taking this course - or are there some surprises?
- For negative elements, what could you do to shift them into a more positive quadrant
**Work & Play:**

How you choose to spend your free time?
Think of activities you do either on your own or with others. Fill the table opposite for up to 3 activities:

- IDENTIFY and NAME the activity.
- Why do you choose to do this activity?
- What do you value most about each activity - what makes you feel fulfilled and satisfied?
- What takes away from your enjoyment?

What can you learn from this?

- Do you see any of the same themes or motivations to those in your Lifeline or thoughts about your degree?
- Are there any important new ideas or elements being met through your hobbies or extracurricular involvement?

<table>
<thead>
<tr>
<th>WHAT is the activity?</th>
<th>WHO else is involved?</th>
<th>WHY do you enjoy it, or choose to do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dream a little:

Here’s your chance to reflect and find some clues about your unique pattern of interests and motivations. Make notes on this page or a separate sheet of paper.

Reflecting on the past can give us some indicators as to our preferences, so let’s start by remembering what you wanted to do when you were 12.

Think back to career ideas you might have had when you were younger. Can you remember what specifically attracted you to those careers. Are those ideas still interesting to you and how has your thinking changed since then?

Now think back to when you applied to study at Oxford.

What in particular attracted you to your college, assuming that you didn’t make an open application? Does that tell you anything about what matters to you? Might these factors be relevant to your choice of career/employer?

Let’s move to the present day and your life as a student.

Describe what a productive and enjoyable day at Oxford looks like in a few sentence, including time spent studying. What times of the day are you most productive? Where do you like to work? What other activities do you enjoy during the day? How do you sustain your energy or recharge your batteries? Does this give you any clues as to what you find fulfilling and what helps you stay motivated?
Imagine you have three lives and you have all the skills/aptitudes/resources to do anything you would like.

What would you do? Try and describe (or draw) your ideas below, using more detail than just a job title (use an extra page if need be).

**Example:** Be a successful artist who lives in an eco-friendly small-holding and runs art classes for disadvantaged people whilst also being a motivational speaker.

1. 

2. 

3. 

This exercise can help identify some of your core interests and values/motivations. The above example indicates an interest in art, and career ideas could be expanded by researching other jobs/sectors that combine creativity with altruism or the environment.

Are there any common themes that link these three lives that you might want to consider in your career choice?
Values & Motivations

Values are personal to you.
Values provide framework for making judgements about what is important and you will use them to guide your decisions and set priorities – perhaps without being aware of them, as they can be deeply innate (i.e. hidden from view), which can also make them difficult to identify.

Values as Guiding Principles
Personal values and beliefs about how people ‘ought’ to behave provide a set of guiding principles that you use to navigate the world. These tend to affect your motivation, and you will be more comfortable and happier if you behave in a way that is in line with your values.

Values as Preferences relate to Environment and Culture
Your values are also reflected in your preferences about your working environment and the culture or style of an organisation. How these elements affect your attitudes and job satisfaction can provide clues about what is most important for you.

Psychologically, values are remarkably stable from primary school age onwards, and tend to change little during your lifetime. Motivations can also be strong drivers for fulfilment, but may change as your career progresses, or in relation to other events in your life – for example, people with young children are likely to seek greater stability and security, at least for a time.
Values & Motivations

Going on your experience of life so far, choose your top 8 and write them in the table on the following page. If you choose some which are similar, group them as one and pick another.

- Altruism/Helping others/Social Good
- Autonomy
- Being an expert
- Being the best
- Belonging
- Challenge/Intellectual challenge
- Cheerfulness
- Contribution
- Cooperation
- Creativity
- Democracy
- Diversity
- Effectiveness
- Enthusiasm
- Excellence
- Fairness
- Financial reward (&/or generous leave!)
- Flexibility
- Fun
- Having an impact
- Independence
- Personal recognition
- Positioning (for next career move)
- Professionalism
- Progression (scope for rapid promotion)
- Responsibility (for people or things)
- Security
- Stability
- Status
- Teamwork
- Tradition
- Training & Development
- Unity
- Variety
- Vision
- Working Environment
Your Top 8 Values & Motivations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

**What to do?**

List your chosen top 8 values. Try to order these with the most important at the top.

For your Top 3, describe an event, a difficult decision or something you are proud of where your Values and Motivations were important in enabling you to be successful.

**What to consider?**

Are there any strong drivers that you must be part of your career?

Are any of your current Top 8 likely to change in future, and if so, how? E.g. training & development can be important early in a career, but other issues can overtake them once you have a track-record.
Values & Motivations

You core values which are unlikely to change much throughout your life, although the emphasis you place on them may shift and your motivations are likely to flex or shift in response to changing circumstances.

It’s not always about the money!
When you first start out in your career it is easy to focus on pay and holiday entitlements as the ‘reward’ in exchange for your labour. Remember, money can be important, but for many people it is a ‘hygiene factor’ in that once pay is high enough, earning more money does not motivate further, nor does it compensate for having to work longer hours or for travelling more.

What changes as you become older and (perhaps) wiser?
As you gain experience you will come to know yourself better and it’s likely you will understand better how important core values and motivations are to you, and how these change. Remember that your first career step is just that … a starting point, and it is not forever.

It’s likely that you will revisit these considerations as you gain experience, and you may want to re-assess your career choices in the light of that growth. For example, few people perform well in a job if their values and motivations are not aligned with those of the role or the organisation, and it is not uncommon for people to re-evaluate – particularly in the early years.
Me & My Work Environment

Finding a working environment and culture that fits your personal style can be hugely important for success.

Every organisation has its own working culture:
- the way people work together
- how work is organised
- how people are supported, managed, recognised and rewarded.

If you like the people you work with, enjoy the work and feel that you ‘fit in’ well, you are more likely to thrive and do well rather than simple ‘survive’ work.

*Circle and/or describe the criteria that fit for you – write in others that are important*
Your personality and work environment preferences combine to reflect:
• how you organise and approach work
• the way you like to process information
• How you make decisions
• How you interact with other people.

Most people find work most satisfying when it fits their own personal style.

*Mark with an X the point on each scale opposite where you see yourself.*

*Resist sitting in the middle - make a choice – it may yield a useful insight*
My Preferred Work Style

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**What to do?**
- Identify the one that feels most important to you, and which of these dimensions is not important to you.
- Identify 3 more ‘important’ dimensions.
- For each of your top 4 dimensions:
  - Write a sentence or two to define ‘What does good look like?’
  - Is there a minimum requirement that must be satisfied?

**What to consider?**
- When networking: think of two questions you could ask someone in a role that you aspire to in order to better understand how each is reflected in:
  - the work they do and
  - the culture of the organisation they work for.
Motivation and Rewards

Think about some of your specific successes: things that you are proud of, or which made you happy, or that other people have praised.

Ring 6 to 8 of the items listed above (or define your own) that feel important to you as a recognition, reward or that gave you a sense of motivation.

In no particular order, label these A, B, C, D ... H, and turn to the grid below.

- Altruism/Helping others (individually)
- Challenge/Intellectual challenge
- Fun
- Personal recognition
- Producing a tangible ‘product’
- Benefiting society
- Responsibility – for people
- Responsibility – for outputs/delivery
- Security
- Variety
- Autonomy
- Financial reward
- Learning and personal growth
- Positioning (for next career move)
- Progression – scope for rapid promotion
- Making a profit
- Responsibility – for things (processes; technology)
- Status/Prestige
- Work/life balance

..........................................................

..........................................................
Motivation and Rewards

For each pairing, decide which of the two motivations / rewards selected is more important to you. For each pairing:

- **Score 1 in the row** for the winning letter/item.
- **Score 0 in the column** for the losing letter/item.

(as illustrated, A is preferred 3 times compared to items B-H, and scores 3.)

Fill the grid and add the totals at the end of each row. To create your ranked motivation and rewards profile, list with the highest scorers at the top. For ones that score equally, the winner of that pairing ranks higher!

- Consider your top 2 or 3 – does this feel right? Include 4th place if you are not sure.
- Try discussing this list with someone who knows you well – what do they think?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Most employers look for a mix of core transferrable skills, summarised on the next slide. These are not restricted to particular degree subjects and can be developed and demonstrated in many roles and settings: in your studies, extracurricular activity and voluntary roles as much as work experience and internships.

Oxford’s OCTANE model will help you to evaluate the skills you have, identify ideas and options to develop them further, and evaluate the quality of supporting evidence you can provide.

Some roles will also require specific ‘hard’ skills, such as languages; technical knowledge; coding or laboratory techniques; statistics. They are generally ‘teachable’ and easier to quantify/measure.
Employability Skills

Oxford’s OCTANE model and advice on 8 core transferrable skills, and the 2 exercises below can be used to identify:

- Skills you enjoy using;
- Skills you want to develop further.
- Examples you can use in applications to show where and how you have used your skills to best effect.

Communication: Written and Verbal
- Writing in a variety of styles, adapting format and content to the audience
- Explaining your message in a clear and logical way
- Listening to and understanding others (verbally and non-verbally)
- Developing a good rapport with people
- Speaking in an engaging way
- Evaluating, questioning and explaining
- Not interrupting; being sensitive to others’ values

Planning and Organising
- Prioritising tasks and using time effectively
- Organising people and resources
- Meeting objectives and working to deadlines

Leadership
- Directing and motivating others
- Setting objectives and delegating tasks to others
- Taking responsibility and monitoring progress
- Being flexible

Creativity
- Participating in or using creative skills to identify possible solutions, entertain or promote idea.
- Starting or helping others to start something new
- Using different approaches to address familiar situations

Commercial / Business Awareness
- Being knowledgeable about the wider environment in which an organisation works
- Identifying ways to improve efficiency resulting in time/cost savings
- Understanding the main principles for business success

Initiative / Problem Solving
- Gathering information systematically
- Analysing facts/data/situations
- Identifying the nature of a problem
- Proposing appropriate solutions though creative thinking

Teamwork
- Contributing to discussions
- Listening, negotiating, persuading, co-operating
- Respecting others
- Sharing responsibility

Self-Management
- Managing your time effectively
- Motivating yourself, particularly against set-backs
- Self-awareness, developing skills and seeking support when needed
- Initiative and resilience

Employability Skills

Oxford’s OCTANE model and advice on 8 core transferrable skills, and the 2 exercises below can be used to identify:

- Skills you enjoy using;
- Skills you want to develop further.
- Examples you can use in applications to show where and how you have used your skills to best effect.

Communication: Written and Verbal
- Writing in a variety of styles, adapting format and content to the audience
- Explaining your message in a clear and logical way
- Listening to and understanding others (verbally and non-verbally)
- Developing a good rapport with people
- Speaking in an engaging way
- Evaluating, questioning and explaining
- Not interrupting; being sensitive to others’ values

Planning and Organising
- Prioritising tasks and using time effectively
- Organising people and resources
- Meeting objectives and working to deadlines

Leadership
- Directing and motivating others
- Setting objectives and delegating tasks to others
- Taking responsibility and monitoring progress
- Being flexible

Creativity
- Participating in or using creative skills to identify possible solutions, entertain or promote idea.
- Starting or helping others to start something new
- Using different approaches to address familiar situations

Commercial / Business Awareness
- Being knowledgeable about the wider environment in which an organisation works
- Identifying ways to improve efficiency resulting in time/cost savings
- Understanding the main principles for business success

Initiative / Problem Solving
- Gathering information systematically
- Analysing facts/data/situations
- Identifying the nature of a problem
- Proposing appropriate solutions though creative thinking

Teamwork
- Contributing to discussions
- Listening, negotiating, persuading, co-operating
- Respecting others
- Sharing responsibility

Self-Management
- Managing your time effectively
- Motivating yourself, particularly against set-backs
- Self-awareness, developing skills and seeking support when needed
- Initiative and resilience
Use our online OCTANE model to explore the skills you have and identify ideas to develop your skills further.

<table>
<thead>
<tr>
<th>Skill</th>
<th>A: Rate how much you enjoy using this skill (A = 1-10)</th>
<th>Your best 1 to 3 examples of using this skill</th>
<th>B: Rate how good you are at using this skill (B = 1-10)</th>
<th>Calculate Development gap Dev Gap = A-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning &amp; Organising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative &amp; Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use our online **OCTANE model** to consider how well you can provide good quality evidence of your skills in applications.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Write in your best 1-to-3 examples of using this skill For each example, rate how strongly it provides evidence of your level of skill and the impact or value provided by your contribution. Score in the next column.</th>
<th>Rate each example 1-4:</th>
<th>Identify how to enhance the evidence you can provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning &amp; Organising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative &amp; Problem Solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>