

6.1 Self-Prioritizing (Compassionate)	Empathy & Altruism	Service-Minded/People-Oriented Roles
6.2 Self-Prioritizing (Self-Centered)	Self-Focus & Ambition	Achievement/Status
7.1 Need for Recognition (High)	Achievement/Power	Managerial Competence/Status
7.2 Need for Recognition (Low)	Benevolence	Lifestyle/Service
8. Mission-Driven	Benevolence	Service/Dedication to a Cause
9. Profit-Driven	Power	Entrepreneurial Creativity/General Management
10. Respect for Tradition	Tradition	Lifestyle/Security
11. Modernity	Progress & Change	Innovation-Forward/Disruptive Roles

Exhibit 5.2

6. Why We Didn't Use Schwartz or Schein's Model in Its Entirety

We built on established value and career-driver frameworks by tailoring and extending their key ideas to meet the unique needs of learners:

- **Adapting Universal Motivations for Academic Clarity**

The original broad set of human values included goals that can feel abstract to adolescents. We distilled those down to the ones most relevant for choosing subjects and shaping study habits—such as a sense of purpose or the need for security—and turned them into straightforward reflection exercises and academic action steps.