



Toward effective career management of Highly Sensitive Students

–
Vocational Interests and the Sensory Processing Sensitivity of
high school students

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Structure

Theoretical Foundations

High sensitivity characteristics

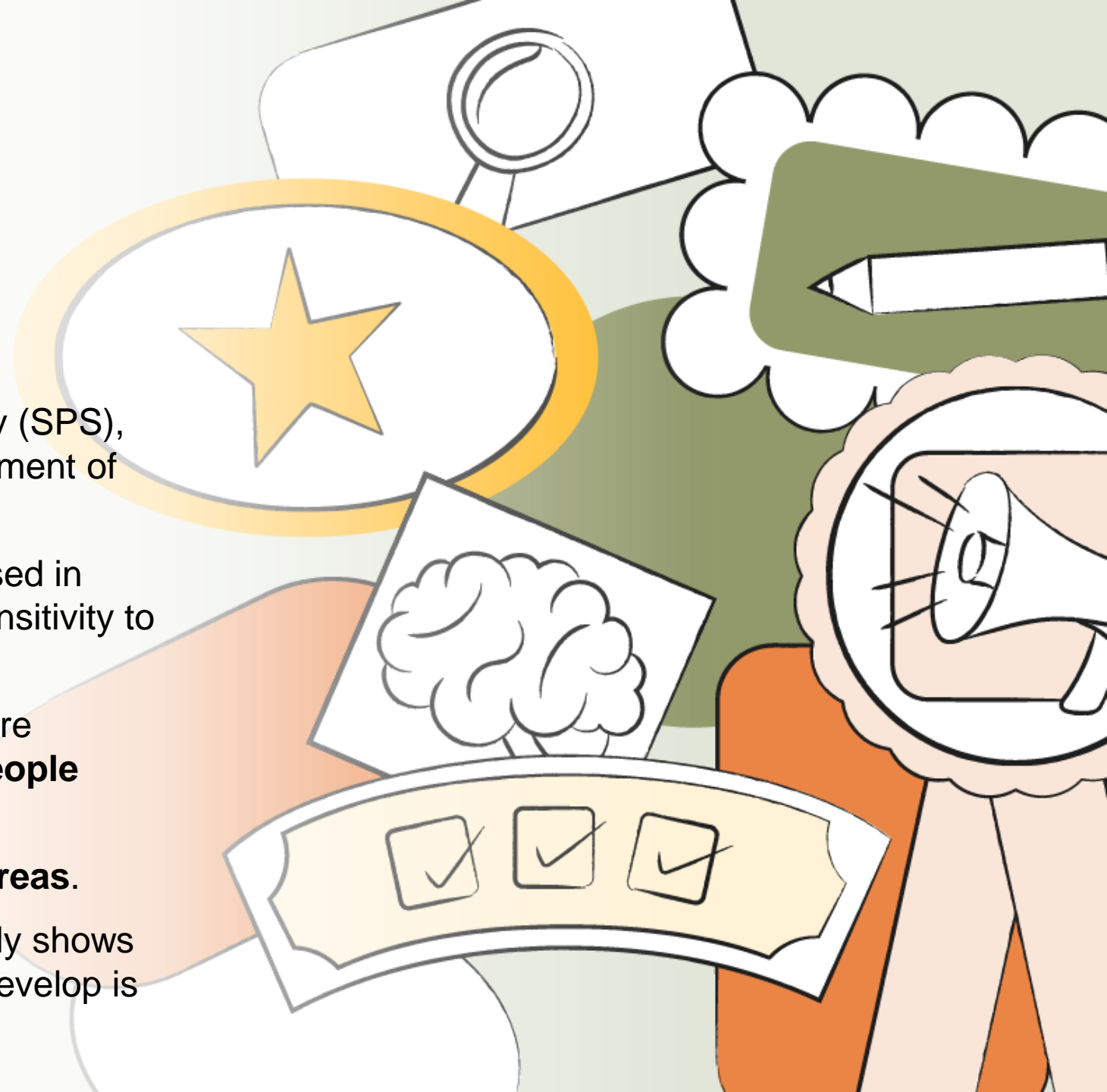
Methodology

Results

**Conclusions, Limitations
& Future Plans**

Theoretical Foundations

- The concept of sensory processing sensitivity (SPS), which is important for the theoretical development of the **environmental sensitivity model**.
- Due to its application value, the concept is used in applied studies of individual differences in sensitivity to environmental stimuli.
- Individuals with a high intensity of SPS trait are commonly referred to as **highly sensitive people (HSP)**.
- SPS has a great influence on **different life areas**.
- The evidence from the research results clearly shows that for HSP the environment in which they develop is of particular importance.



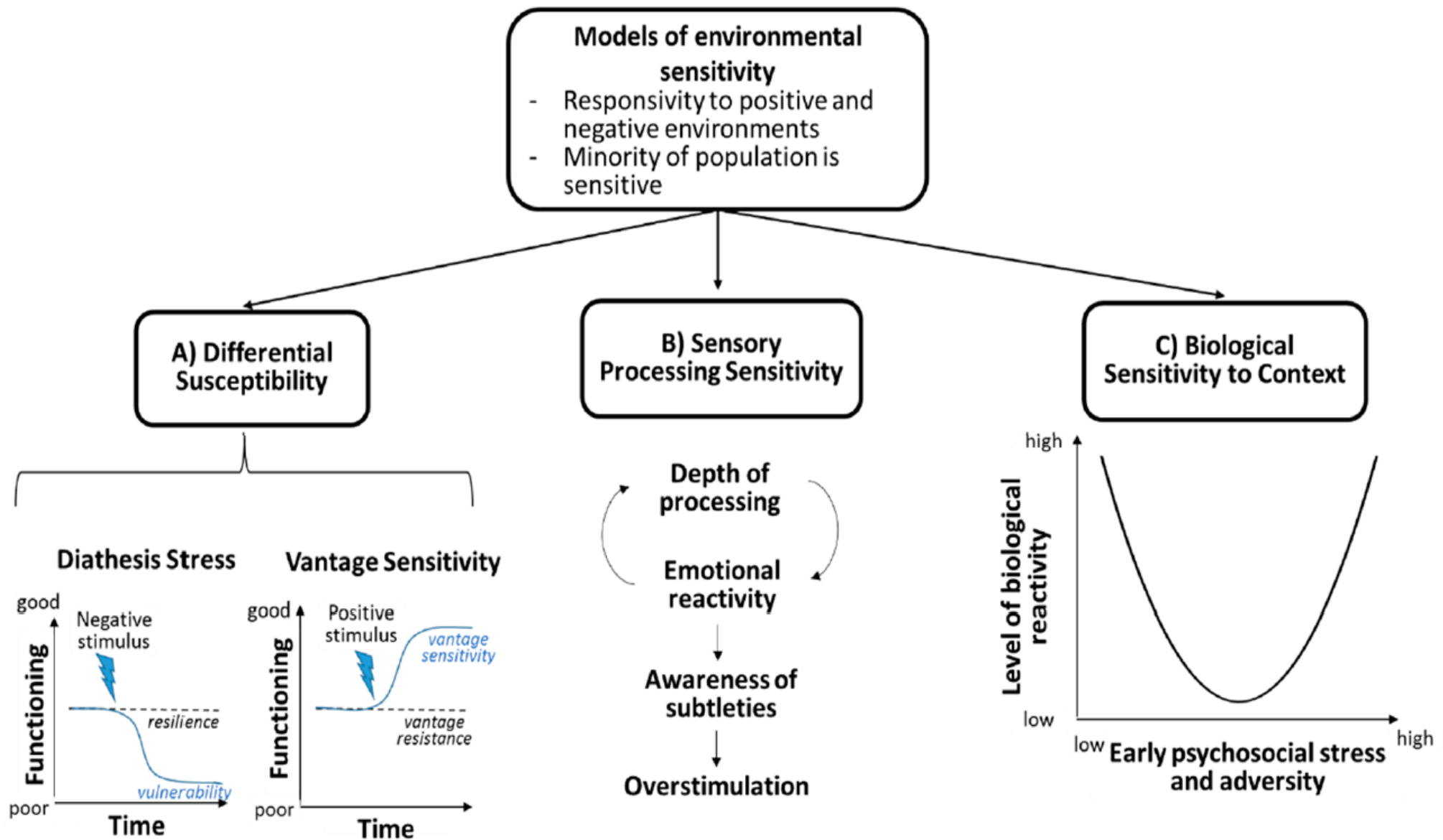
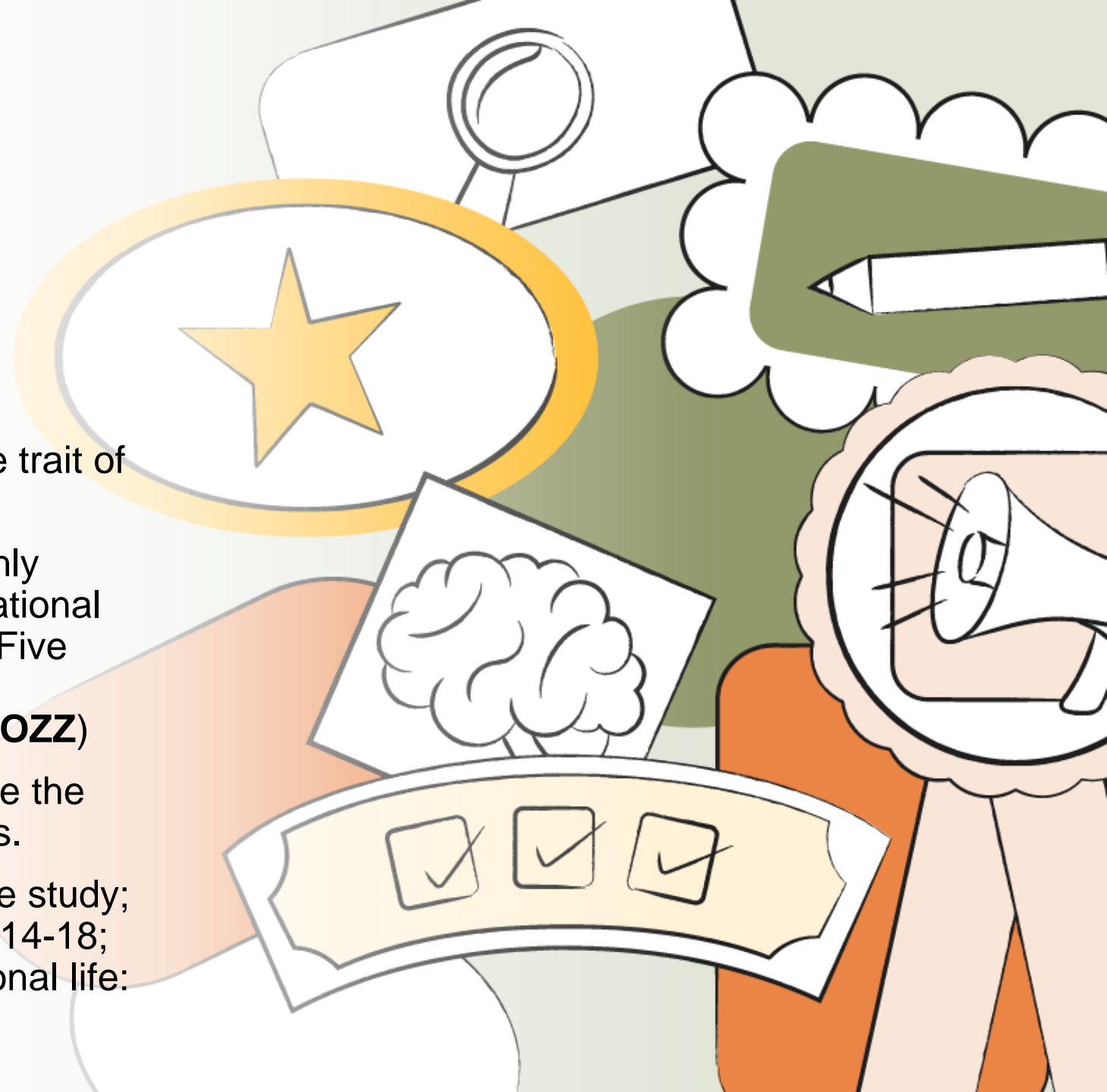


Figure Models of Environmental Sensitivity (Greven et al., 2019).

Methodology

- **Objective:** highlight the importance of the trait of HS & Big Five for career development.
- **Methods:** the Polish adaptation of the Highly Sensitive Person Scale (**HSPS-10**), International Personality Item Pool - Polish Version Big Five Markers-20 (**IPIP-BFM-20**) and the Youth Vocational Interests Questionnaire (**MŁOKOZZ**)
- Regression analyzes were used to estimate the importance of a trait for vocational interests.
- **438** high school students participated in the study; 266 girls (60.7%), 172 boys (39.3%); Age: 14-18; What would you like to do in your professional life: 62,5% know; 37,5 does not know;



RESULTS

Youth 14-18

	SUBJECT INTERESTS (S) [Realistic]		INNOVATIVE INTERESTS (I) [Investigative]		ARTISTIC INTERESTS (A) [Artistic]		SOCIAL INTERESTS (S) [Social]		MANAGEMENT INTERESTS (M) [Enterprising]		METHODOLOGICAL INTERESTS (M) [Conventional]		N
	rS	p	rS	p	rS	p	rS	p	rS	p	rS	p	
Extroversion	0,053	0,266	-0,065	0,177	0,154**	0,001	0,218**	<0,001	0,466**	<0,001	0,098*	0,040	438
Agreeableness	-0,131**	0,006	-0,010	0,827	0,165**	<0,001	0,398**	<0,001	0,110*	0,022	0,276**	<0,001	438
Conscientiousness	-0,014	0,765	0,025	0,596	-0,011	0,819	0,194**	<0,001	0,090	0,060	0,662**	<0,001	438
Emotional stability	0,312**	<0,001	0,000	0,999	-0,247**	<0,001	-0,105	0,028	0,136**	0,004	-0,082	0,085	438
Intellect	0,108*	0,023	0,170**	<0,001	0,183	<0,001	0,107*	0,02	0,305*	<0,001	0,056	0,242	438
High Sensitivity (SPS)	-0,134**	0,005	0,131**	0,006	0,223*	<0,001	0,016	0,714	-0,149**	0,002	0,055	0,253	438

RESULTS

GIRLS

	SUBJECT INTERESTS (S) [Realistic]		INNOVATIVE INTERESTS (I) [Investigative]		ARTISTIC INTERESTS (A) [Artistic]		SOCIAL INTERESTS (S) [Social]		MANAGEMENT INTERESTS (M) [Enterprising]		METHODOLOGICAL INTERESTS (M) [Conventional]		N
	rS	p	rS	p	rS	p	rS	p	rS	p	rS	p	
Extroversion	-0,004	0,943	-0,113	0,066	0,172**	0,005	0,198**	0,001	0,486**	<0,001	0,087	0,159	266
Agreeableness	-0,087	0,156	-0,005	0,941	0,136*	0,026	0,352**	<0,001	0,195	0,088	0,277**	<0,001	266
Conscientiousness	0,012	0,843	0,076	0,219	-0,019	0,762	0,195*	0,001	0,040	0,513	0,704**	<0,001	266
Emotional stability	0,195**	0,001	-0,004	0,944	-0,150*	0,014	0,014	0,820	0,171**	0,005	-0,083	0,179	266
Intellect	0,037	0,543	0,069	0,262	0,298**	<0,001	0,153*	0,013	0,235**	<0,001	0,039	0,524	266
High Sensitivity (SPS)	-0,066	0,282	0,164**	0,007	0,205**	<0,001	-0,033	0,596	-0,197**	0,001	0,042	0,494	266

RESULTS

BOYS

	SUBJECT INTERESTS (S) [Realistic]		INNOVATIVE INTERESTS (I) [Investigative]		ARTISTIC INTERESTS (A) [Artistic]		SOCIAL INTERESTS (S) [Social]		MANAGEMENT INTERESTS (M) [Enterprising]		METHODOLOGICAL INTERESTS (M) [Conventional]		N
	rS	p	rS	p	rS	p	rS	p	rS	p	rS	p	
Extroversion	0,259**	<0,001	0,017	0,821	0,104	0,173	0,235**	0,002	0,430	<0,001	0,072	0,350	172
Agreeableness	0,013	0,865	0,046	0,546	0,080	0,299	0,429**	<0,001	0,120	0,117	0,200**	0,009	172
Conscientiousness	0,091	0,236	-0,041	0,594	-0,083	0,279	0,153*	0,045	0,154*	0,043	0,591**	<0,001	172
Emotional stability	0,276**	<0,001	-0,096	0,210	-0,207**	0,006	-0,108	0,160	0,115	0,133	0,063	0,410	172
Intellect	0,160*	0,036	0,301**	<0,001	0,140	0,067	0,115	0,133	0,416**	<0,001	0,126	0,099	172
High Sensitivity (SPS)	-0,123	0,107	0,150*	0,049	0,202**	0,008	0,000	0,999	-0,008	0,252	0,002	0,976	172

Personality traits explain the variability observed among children in terms of Vocational Interests

VOCATIONAL INTERESTS	% of the variability
SUBJECT INTERESTS (S) [Realistic]	12% Emotional stability & Intellect
INNOVATIVE INTERESTS (I) [Investigative]	5% Intellect & high sensitivity
ARTISTIC INTERESTS (A) [Artistic]	16% Extroversion, emotional stability (-), intellect and high sensitivity
SOCIAL INTERESTS (S) [Social]	21% Extraversion, agreeableness, and conscientiousness
MANAGEMENT INTERESTS (M) [Enterprising]	29% Extraversion & and intellect
METHODOLOGICAL INTERESTS (M) [Conventional]	49% conscientiousness (beta = 0.672) & the rest

The model is statistically significant

Anova^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12528,784	7	1789,826	60,360	<,001 ^b
	Residual	12750,496	430	29,652		
	Total	25279,281	437			

a. Dependent Variable: METHODOLOGICAL INTERESTS (M)

b. Predictors: (Constant), Intellect, Conscientiousness, Emotional stability, Extroversion, SPS, Agreeableness

Conclusions



- **Personality and temperament traits may lead to career choices that can be rewarding for the individual, giving them a sense of commitment to work and high rates of professional achievement.**
- Likewise, compensatory choices and plans based on misconceptions can be detrimental to professional development.
- **A preliminary analysis of features related to reactivity to environmental stimuli may contribute to improving professional well-being.**
- The interaction of traits with working conditions can be of key importance for the professional development of young people, which is especially important in the context of highly sensitive people.
- **Artistic interest related to emotional instability - the choice may be a self-regulation strategy - what about managerial competences?**



PRO-motion
Sensitive career
management

Thank you for your attention!

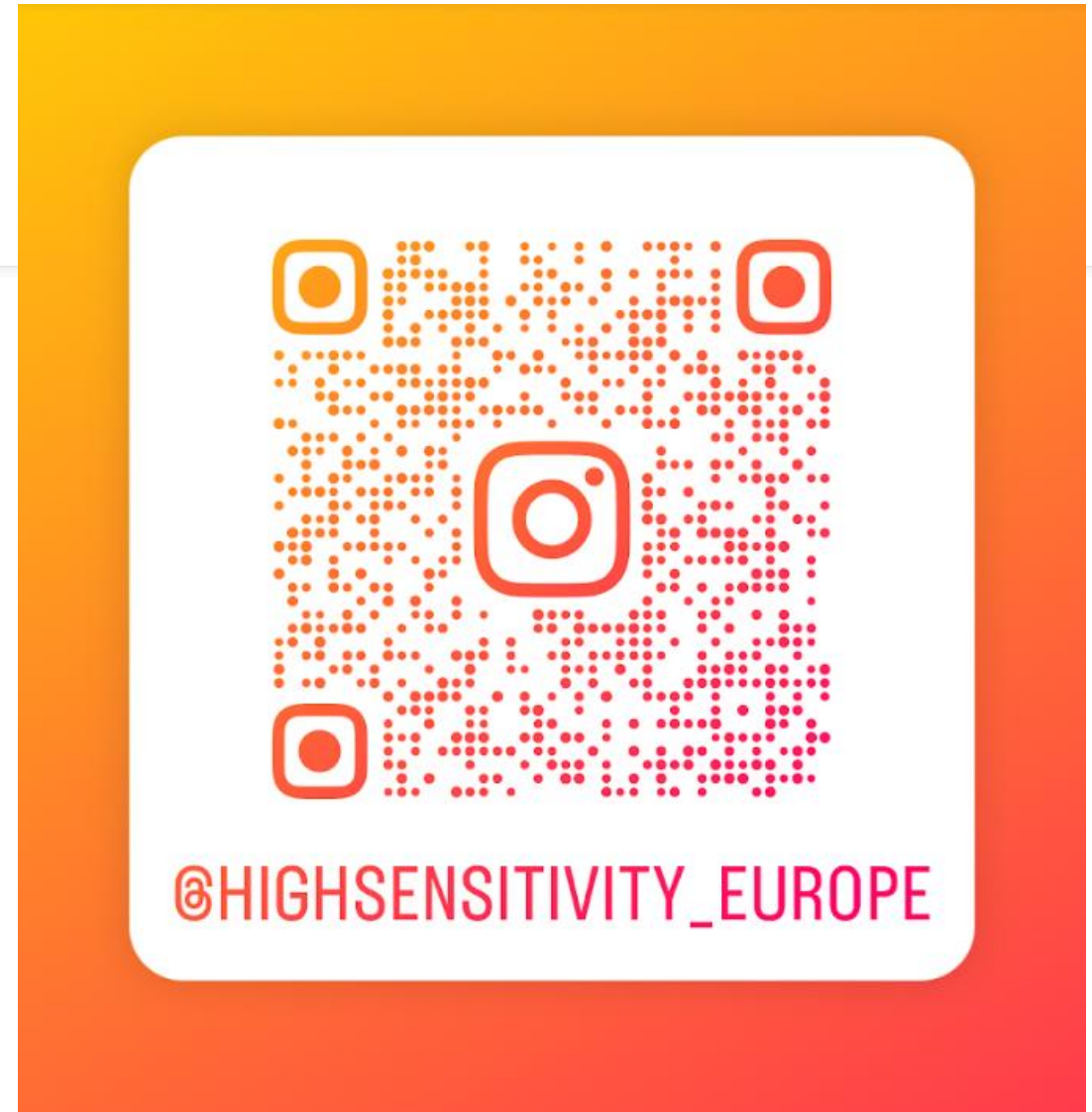
RESEARCH TEAM



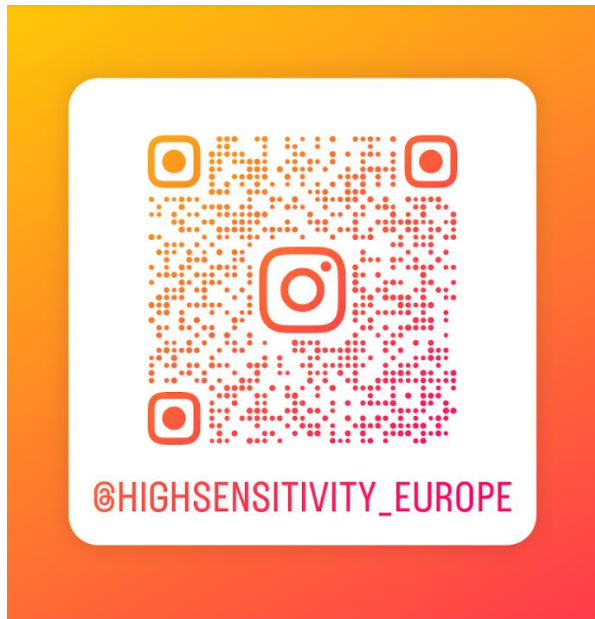
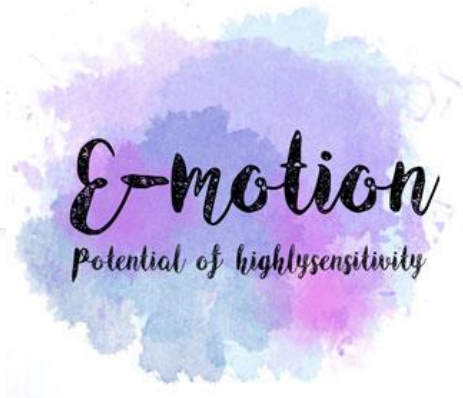
This project has been funded with the support from the European Commission "PRO-MOTION. Sensitive career management" 621491-EPP-1-2020-1-PL-EPPKA3-IPI-SOC-IN. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Thank you for attention!

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