# PROJECT:

# PRO-MOTION. Sensitive career management

**TITLE OF DOCUMENT: WP3 – PREPARATORY PHASE**
**NATIONAL REPORT – FOCUS GROUPS/INTERVIEWS & QUESTIONNAIRE**
**RESEARCH (EMPLOYEE (3.4 and EMPLOYERS 3.5)**

**PARTNER ORGANISATION:**
**PRIOS**
**NORWAY**

**Result no 3.4**
**Consolidated report based on focus groups and interviews with employers.**

1. **Introduction – reference to the aim of the project**

The primary goal of this task within WP3 was to investigate how highly sensitive individuals' function in various workplace environments, examining the perspectives of both highly sensitive individuals and employers across different sectors. To achieve this, a combination of focus group discussions and personal interviews was conducted.

Once the data was gathered, we conducted an inductive qualitative analysis, building upon the codes previously identified in the qualitative analysis conducted with the Polish sample. The findings largely align with the key themes and codes pinpointed in the preliminary analysis, and there were no significant changes needed in the original code framework. In the qualitative section of the report, we highlight the key attributes of the participants and include an Excel document featuring the most crucial codes identified in the analysis, specifically for the benefit of employers.

2. **The most important findings from the national reports – partners' share – what did we learn and how we are going to use this later in WP4**

Regarding the Employers that took part in the focus groups and in the individual interviews, a total of 3 participants were recruited. All were female (n=3) with a mean age of 49 years old (Minimum= 45 and Maximum= 53). Regarding their educational level, all three participants a University Degree. With regard to their profession one of the employers was a Civil marketer,

one worked with economics and business development, and the last one was an HR manager. One of the participants was married while two were single.

In the following Table we will describe the main quotations of participants considering the main themes and codes that appeared in the research. We have considered the codes with higher saturation after the thematic analysis of the Focus groups and the individual interviews.

Table 1. Main results from the qualitative analysis with employers

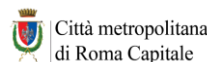| BELIEFS OF SENSITIVITY | QUOTATIONS |
|---|---|
| Stereotypes | *"So I walud say that many of the things that you can put on autistic traits are also what I would put on here."*<br><br>*"... when you have a challenge, for example with light and sound and so on, so that erm, you can lie to yourself too, right, it becomes some sort of self-reinforcing idea."*<br><br>*"... I've seen people ridicule or shake their heads and say, oh my God, it's probably not that bad or, isn't it, that they don't recognize the difference."* |
| **MANAGEMENT OF HIGHLY SENSITIVE PEOPLE** | |
| Devotion | *„A giver, and someone who takes initiative, is creative, is motivated for success. She is one of the smartest people I have."* |
| Strong emotional reactions in work | *"... when I once tried to talk a little: "can we just look at that overtime a little because I don't quite understand how you do it now, could we just have talked a little about it?". And then she stands and sheds a tear and then she says, "you don't trust me"."* |

| | |
|---|---|
| | *"So perhaps the strong emotions also mean that she does not perceive the opportunities she has for support."*<br><br>*"... or possibly constructive feedback on things that could be improved, they are quickly taken as criticism."* |
| Future orientation | *"I also think predictability, that things can get a little ahead. Don't find out things on a Friday afternoon and maybe get a heads up before big changes happen."* |
| **RESOURCE MANAGEMENT AND MOTIVATION** | |
| Adjusting conditions | *"... and if she, in a way, gets what she needs, then she is an ace."* |
| Assement of the process | *"And it's about the fact that some people need, like, day-to-day follow-up, others say talk to me once a month..."*<br><br>*"... I feel that they need more feedback."* |
| Repeatedly assuring the correctness of performing tasks<br>Low resistance to tensions in the organization | *"Trying to give them tasks, trying to confirm that the work they are doing is good. That it is good, and that you wanted to have it in the company."*<br><br>*"I think she needs to get confirmation and seeks teamwork for that reason. And not only seeking confirmation that she is good, but in a way seeking confirmation of, "Am I doing it right now?", "Is this safe to do?", so a bit like that the team is important in several ways then."* |
| The high need of transparent communication | *"But at the same time, we have a very good, open dialogue, so it's actually more exciting than a problem."*<br><br>*"... there is clarity in relation to what kind of tasks one must deliver on what it is that is one's own responsibility that one is allowed to deal with it."* |
| **RELATIONS** | |

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|---|---|
| Preference for working with individual responsibility | „... one of the most important things to thrive in the workplace is autonomy, for example, as you are allowed to manage your own everyday life.''<br><br>"... she needs a lot of freedom, independence, and to be able to define a little for herself what is success and what is not.'' |
| Importance of Emotional Climate | "... both professional recognitions, but also human recognition, i.e. being met as a fellow human being.''<br><br>"... (they) relate less to the words, but perhaps a little more to the body language, need more reassurance." |
| **PHYSICAL WORKING CONDITIONS** | |
| Sensitivity to light | "... you have to arrange where you sit and what you have to take into account in actual noise and light and sound.'' |
| Sensitivity to noise | "... certain people have received such um, uh headphones with such noise reduction."<br><br>"..., don't sit by the coffee machine because it makes noise..." |
| Overload at work in open space | "I would get involved in something like this with landscapes, that you create um, areas in the landscape where you, um, close off more or protect more, in order to reduce the challenges that some have.''<br><br>"I see that she needs to withdraw more often..." |
| The preference of constancy and order | "... and it is possible that this is a challenge for her as a sensitive person that she is unable to tidy up. And if she had managed to be such a neat, tidy person, she might have experienced less stress...'' |

| IMPLICATIONS FOR EMPLOYEE MANAGEMENT | |
|---|---|
| Harmful autocratic, directive style | *"I would guess that a person who is highly sensitive will have even greater challenges with being forced into a way of working."* |
| Participatory style | *"Do you have internal or external motivation or, uh and what are your triggers. When are you in the flow zone?"*<br><br>*"... and that you are allowed to participate in the board/the way group work is set up."*<br><br>*"Firstly, I would like to think that what you have to do is talk to and get to know and know what it is that motivates a person."* |
| Respecting needs | *"I believe that sensitive people can do a very good job if they are only given the right conditions, so I think that a continuous dialogue where you can be open about the work situation can be important."*<br><br>*"I think it is important to be able to make arrangements for the workplace, to have an understanding of different needs. And that the employee can be allowed to take part in, i.e. perhaps already in the employment process, that this is taken up. And when asked, if you have someone, true, you are asked, "do you enjoy sitting with others?", "do you feel most comfortable in the office?", "what can we arrange for you to feel comfortable?", regarding home office, the need for it and the possibility of being allowed to do so…."*<br><br>*…"(in the hiring process) I also think, "who fits with whom, how/ is this a positive person into the working environment? or can this become a negative person?". So I tend to put the person/personalities that I think go well together to work together."* |

| | *"And it's a bit strange to think that only two completely different environments can create two different workers."* |
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### 3. Conclusions

Our research findings indicate that, generally, managers possess limited knowledge about high sensitivity, yet exhibit a notable curiosity about the subject.

The managers we interviewed demonstrated a predominantly inclusive approach, recognizing the importance of involving their staff in various internal processes to achieve optimal outcomes. They made concerted efforts to accommodate individual needs. Furthermore, there was a consensus among these managers that high sensitivity warrants greater recognition and consideration within the realms of business management and human resources. However, it's important to note that due to the limited number of employer participants in our study, these results cannot be considered fully representative of the overall perspectives of employers, as was evident from the employee interviews.

**Result no 3.5**
**Consolidated report based on focus groups and interviews with employees**

### 4. Introduction – reference to the aim of the project

The central aim of this WP3 task was to investigate how highly sensitive employees function in the workplace across different sectors. This involved conducting a series of focus groups and individual interviews.

Following data collection, we undertook an inductive qualitative analysis, utilizing codes that were previously established in the qualitative analysis with the Polish sample. The outcomes were consistent with the primary themes and codes identified in the initial analysis, leading to no major revisions in the original coding proposal. In the qualitative report, we detail the principal characteristics of the participants, and an Excel file is included, which contains the most significant codes identified during the analysis, specifically tailored for employees.

### 5. The most important findings from the national reports – partners' share – what did we learn and how we are going to use this later in WP4

Regarding the Employees that took part in the focus groups and in the individual interviews, a total of 10 participants were recruited. The majority were female (n=29) with a mean age of 49,13 years old (Minimum= 27 and Maximum= 64).  Regarding their educational level, one has graduated elementary school, three have finished high school, four participants had advanced

vocational training, 22 have a University Degree, and one is recorded to have reached the level of Master.

In the following Table we will describe the main quotations of participants considering the main themes and codes that appeared in the research. We have considered the codes with higher saturation after the thematic analysis of the Focus groups and the individual interviews.

Table 1. Themes, main codes and quotations after the thematic analysis with employees

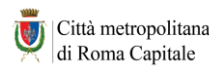| BELIEFS OF SENSITIVITY | QUOTATIONS |
|---|---|
| Stereotypes | *"... it is quickly something that one can be ashamed of and think that it is really just a hindrance. That we are too sensitive and tiring and we demand a lot..."*<br><br>*"I've been wondering a bit what's wrong with me..."*<br><br>*"Finding the balance between what I can tolerate and what I can't tolerate has been very difficult and I think there has been very little help along the way. It seems to have been perhaps blamed on PMS, blamed on depression, or it has been blamed on stress that one has been exposed to in connection with perhaps a break-up."*<br><br>*"Because there are things that I have experienced from board level, such as: "Ish, it's just a rag thing", true, "there you just have to go in and finish the issue, to do this and that..."* |
| **SENSITIVITY AT WORK** | |
| Need for a supporting climate | *"... for me it is very important to work in a place where you are a team about things, that we have to be there for each other and be generous with each other."* |

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|---|---|
| | *"… and if I hadn't now got into the job I have now, I think I would have lost all faith in returning to working life."* |
| | *"But finally I have found a key that seems like it might be a solution for me then."* |
| | *"It is also about colleagues, tasks, working hours."* |
| | *"We have a common point of view, we have a common view, we discuss, we reflect and we value each other highly."* |
| Over-responsibility | *"… I find that I am often used as a conversational partner for colleagues, which often means that I am drained because they use me as a support player."* |
| | *"… and I often experienced being called, sent a message in my spare time with matters that they really should have taken up with the manager, but which they take up with me because they feel that they are being heard."* |
| | *"… and I'm very much the conscientious type then, so I probably stretch the elastic from time to time, a little longer than I should perhaps push myself..."* |
| Strong emotionality | *"… I feel that I can use my intuition a lot with people. And that it is of great help."* |
| Stiffening in the event of overload | *"And I really enjoy being with people, but at the same time I take in a lot of impressions during the three hours of teaching. So then I actually prefer to be able to shield myself more after teaching, and not, for example, sit in an open office landscape, but to be able to sit and have time to plan/process impressions."* |
| Focusing on details and nuances | *"… then I could also see that "my world, how much more I can perceive and notice" just by using those qualities of mine in a good way."* |

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|---|---|
| | *"I can ask a number of questions that allow us to see things from several angles, I can probably take a number of perspectives that make my manager have to stop and do a few more rounds before implementing action strategies, things like that."* |
| **MANAGEMENT** | |
| Impostor syndrome | *"I'm very self-critical, maybe a little too much, but that's how it is. That you, you're looking for your own faults all the way then."*<br><br>*"… what I see can perhaps be challenging for someone who is hypersensitive is to become friends with themselves."* |
| Perfectionism | *"… concerned about things being done right, and when others don't necessarily do it, do what they have to, then it leads to frustration because I don't get to do my tasks."* |
| Ease of overloading | *"I can also be upset or frustrated after a meeting where I really have no reason to be upset or frustrated, but I sit and take in other people's feelings."*<br><br>*"What I struggle with the most are probably lunch breaks and sitting with many colleagues, especially when I have had many meetings…"* |
| Great need for independence / autonomy | *"I think I like working alone best. As long as I have the information I need. Then I do it."*<br><br>*"I like to arrange it (the working day) myself."*<br><br>*"I prefer a management style that gives me my freedom, and which is not like, "bam, bam, bam, this is what you are going to do", and very close follow-up, like "have you done your tasks?"."*<br><br>*"I prefer a leadership style that gives me my freedom…"* |

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|---|---|
| Need to participate in decision making | *"No, I think I actually prefer that I have some flexibility myself to be able to choose to be creative because then I feel that I have a greater opportunity to create the everyday working life that I can vouch for myself.* |
| Intensive reaction to criticism | *"... and I can sometimes react to words, nuances in communication that are said that are not meant to be wrong, but in my system it sounds really bad."* |
| Sensitivity for time pressure | *"... to a certain extent that I get concrete tasks, but that I get a lot of freedom within how long I have to carry them out. So flexibility, preferably with regard to working hours."*<br><br>*"... I feel that it stresses me out a bit with time pressure."* |
| **RELATIONS** | |
| Aversion to confrontation | *"I can't handle a very high level of conflict, so I get restless if there are big conflicts at work. So that he (the manager) knows, to a slightly greater extent than others, he has to shield me from unrest actually."* |
| High adaptation cost | *"I'm also someone who doesn't want to shut people out, but then I've learned that I have to set some limits for myself. Because if I'm going to be so open and bring in others all the time, I won't have enough for myself in the end."* |
| Need of count on support | *"Because it is very important for me to feel that I am doing a good job, otherwise my well-being decreases."*<br><br>*"It is the fact that they listen when I say something or what is important to me. That it is taken into account. I understand that I can't get my way in everything, that is, but that they can at least try to meet me on things then."* |

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|---|---|
| The importance of communication in relations | *"Be a little prepared, not least clear about the work tasks, "what is my responsibility, what is not my responsibility"."*<br><br>*"I prefer to be told what to do and I do it."* |
| Great care for relationships | *"So it has been one of the most difficult things about working life that I would like to be there for my colleagues when I need it, while at the same time I am affected more than the others who manage to bounce things off. So I think it's a very difficult balancing act."*<br><br>*"... that ability that I can see when people don't understand things, I can tell if people are having a bad day. So I can more easily arrange for them and have a nice day..."*<br><br>*"... but I like to give positive feedback to people then. I absolutely love it (laugh)."* |
| **CONDITIONS** | |
| High efficiency of remote work / high efficiency of work from home | *"And the positive thing about a home office is that you only have yourself. You are not disturbed by noises and such, and..."*<br><br>*"But perhaps I've learned from home office that I can enjoy being with people, but it's important to have that downtime afterwards."*<br><br>*"I did notice in my home office that I was more protected from impressions and that I became less tired…"*<br><br>*"But the fact that I have a lot of freedom to manage my day, I work very independently, so I can still work later, I can distribute the tasks a bit as it suits me."* |
| Distraction by sound stimuli | *"Yes, disturbed knocking, loud noise, noise, lots of noise around me. Then I get tired."* |

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|---|---|
| | *"There is sound. To the greatest extent. Sound and like I said, that I feel like I'm being observed. I am not sheltered. Yes."*<br><br>*"That someone talks when you have to sit and work. I'm not always able to disconnect it, sometimes it can be difficult.*<br><br>*It's probably mostly that there can be a bit of noise when they talk, yes."*<br><br>*"Gets more tired on days like that, when there was a lot of sound and noise, and...Yes."*<br><br>*"So even those, if I sit with them (Headset) for too long, it puts pressure on my head. Both on the ears and on the head, and it's not comfortable."* |
| The aesthetics of the environment | *"Before I had a very bad conscience because I was very happy in my office, now I understand why I was happy in my office and then it is/then it has become a sanctuary."*<br><br>*"I'm the kind of person who can retreat into the office and it's almost quite dark in the room after teaching, because then I have so many impressions that then need to be processed in some way."*<br><br>*"No, so I have/I can vary my working position in the office, I can stand, I can sit, I can walk, I have a great deal of freedom of movement."*<br><br>*"I've got a wall like that which shields a bit, but it's not enough."*<br><br>*"... so if there is far too much light and then too much chaos and clutter, I guess I don't really feel very well."* |
| **PRACTICAL IMPLICATIONS FOR MANAGEMENT** | |

| Supporting monitoring in the supervision of the implementation | *"And what helps me is that those around me don't stress. That they show that, "we are taking it step by step", and, "this is going well". And ... It's harder to regulate myself then. so then it's very nice to have someone else who regulates, and can in a way lead a bit."*<br><br>*"And if I say that it is now too much for me, that it will be listened to. That I will not be pressured into things that I know will be too much, true."* |
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The qualitative analysis with employees revealed key insights regarding the workplace needs of highly sensitive individuals. These findings highlighted the significance of an inclusive management style that acknowledges and supports individual needs. Employees expressed that they thrive in emotionally inclusive environments that respect their unique requirements. Key to their well-being was the avoidance of high-stress situations and minimization of exposure to noisy, open workspaces. These individuals showed a preference for autonomous roles that foster creativity and the option to work remotely, balancing the social demands of the workday.

The analysis emphasized the importance of a work environment that offers transparent communication and autonomy. Emotional connections and a supportive atmosphere were deemed crucial for fostering positive relationships. Environmental factors, such as light, temperature, and sound levels, were also identified as critical considerations for creating a conducive workspace for highly sensitive employees.

Additionally, a quantitative analysis was conducted with a group of participants who were identified as highly sensitive employees. This analysis further supported the qualitative findings, underscoring the need for workplaces to adapt to the nuanced requirements of highly sensitive staff.

**Descriptive statistics of the sample.**

Descriptive statistics for the participants who took part in the quantitative phase of the project are given below.

Table 2. Sociodemographic data of the sample

| Sociodemographic variables | Total sample N=39 n (%)/Mean (DT) |
|---|---|
| Age | 39.49 (10.47) |
| Gender | |
| *Male* | 11 (29.7) |
| *Female* | 26 (70.3) |
| Level of education | |
| *High school* | 15 (40.5) |
| *Undergraduate* | 12 (32.4) |
| *Postgraduate* | 10 (27.0) |
| Marital status | |
| *In a couple or married* | 25 (67.6) |
| *Single* | 12 (32.4) |
| Size of the place of residence | |
| *Until 20,000 inhabitants* | 17 (45.9) |
| *From 20,001 to 100,000 inhabitants* | 15 (20.5) |
| *100,001 inhabitants or more* | 5 (13.5) |
| Formal background | |
| *Agriculture* | 1 (2.7) |
| *Carpentry* | 1 (2.7) |

| Sociodemographic variables | Total sample N=39 n (%)/Mean (DT) |
|---|---|
| Gastronomy | 1 (2.7) |
| Economics | 3 (8.1) |
| Personal services | 12 (32.4) |
| IT | 2 (5.4) |
| Management | 1 (2.7) |
| Mechanical engineering | 1 (2.7) |
| Media | 2 (5.4) |
| Nursing | 1 (2.7) |
| Sales & service | 5 (13.5) |
| Social studies | 4 (10.8) |
| Sports science | 2 (5.4) |
| Teachers | 1 (2.7) |
| Current professional field | |
| Management | 8 (21.6) |
| Professionals | 6 (16.2) |
| Industry- and craftworkers | 2 (5.4) |
| Technicians and intermediate personnel | 1 (2.7) |
| Professional farmers, forestry workers & fishermen | 1 (2.7) |
| Office personnel | 1 (2.7) |
| Others | 4 (10.8) |

**Instruments used**

In the quantitative phase of the project, we provide details about the instruments we used to gather data:

- **Sociodemographic information:** We included a customized questionnaire to collect information about the participants' key characteristics, such as gender, birth year, education level, the size of their place of residence, marital status, field of study, current profession, the name of their employer, and the work group to which they belong

  - The **Maslach Burnout Inventory** (MBI; Maslach, 1996) is an instrument designed to assess Burnout syndrome. It consists of 22 items with a Likert-type scale ranging from 1 (never) to 5 (daily). It is distributed in 3 subscales: i) Emotional Exhaustion (EA), 9 items: 1,2,3,6,8,13,14,16,20. The maximum score is 54. High scores correspond to high feelings of being emotionally exhausted by the demands of the job. ii) Depersonalization (DP), 5 items: 5,10,11,15,22. The maximum score is 30. High scores correspond to a high tendency of coldness and detachment attitudes. iii) Personal Accomplishment at work (PR), 8 items: 4,7,9,12,17,18,19,21. The maximum score is 48, The higher score, the greater feelings of self-efficacy and self-fulfillment at work. The syndrome can be observed when the person scores high on the first two subscales and low on the third. The internal consistency of the subscales is $\alpha = 0.82$ for AE, $\alpha = 0.80$ for DP and $\alpha = 0.85$ for RP (Manso-Pinto, 2006).

  - The **Satisfaction with Life Scale** (SWLS) (Diener et al., 1985) is an instrument designed to assess the global cognitive judgements of individuals' satisfaction with their life. It consists of 5 items with a Likert-type scale with 7 response possibilities in which participants indicate the degree of agreement with each statement (from 1=Strongly disagree to 7=Strongly agree). The internal consistency of the scale was $\alpha = 0.87$

(Diener et al., 1985). A score of between 5 and 35 is obtained. Scores are assigned in six categories: 31-35, very satisfied; 26-30, satisfied; 21-25, somewhat satisfied; 20, neutral; 15-19, somewhat dissatisfied; 10-14, dissatisfied; and 5-9, very dissatisfied (Pavot & Diener, 1993).

**Procedure**

Prior to complete the research survey electronically via Google platform, participants were provided with the informed consent, and they were asked to accomplish the online questionnaire, which took 7 minutes roughly. Participation was voluntary anonymous, and no compensation of any kind was received for it. Participants could drop out of the study at any time. Appropriate measures were taken to safeguard the information in compliance with Organic Law 3/2018 on data protection and guarantee of digital rights. The scale used is:

0 = Never

1 = At least a couple of times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

**Results**

HSPS dimension analysis

The objective of the analysis is to present survey responses in a format that emulates the HSPS dimensions, providing insights into participants' experiences related to hypersensitivity.

As methodology, the average scores for selected questions from the survey have been grouped to approximate the HSPS dimensions. The total score for each dimension is the mean of the included questions. The standard deviation is calculated from the responses to provide an indication of response variability.

According to Norwegian translation and validation of HSPS, Sensitivity to overstimulation could be related to questions Q01, Q02 and Q03.

Aesthetic sensitivity cannot be directly represented in the provided questions.

Low sensory threshold could be associated with Q06 and Q08.

Psychophysiological discrimination could correspond to questions Q04,Q05, Q15 and Q22.

Harm avoidance might be related to questions Q11 and Q22.

Based on this understand, we can present the average scores and standard deviations for these HSPS dimensions

Findings

The following table presents the mean (M) and standard deviation (SD) for the HSPS dimensions based on the survey questions. Score from 0-6.

| HSPS Dimensions | Mean (M) | Standard Deviation (SD) |
|---|---|---|
| Sensitivity to Overstimulation | 2.61 | 1.82 |
| Aesthetic Sensitivity | N/A | N/A |
| Low Sensory Threshold | 1.91 | 1.67 |
| Psychophysiological Discrimination | 2.00 | 1.57 |

| | | |
|---|---|---|
| Harm Avoidance | 1.30 | 1.57 |
| HSPS Total Score | 2.21 | 1.66 |

Conclusion

The survey results presented in the HSPS dimension format suggest that participants experience varying degrees of sensitivity to overstimulation and psychophysiological discrimination moderately, while harm avoidance is less commonly reported. The absence of questions directly related to aesthetic sensitivity in the survey prevents analysis of this dimension. The HSPS total score is a composite average, indicating a moderate level of overall sensitivity among the participants.

MBI dimension analysis

Objective of the analysis is to calculate the mean and standard deviation for each MBI dimension using survey questions that approximate the content of the MBI questionnaire.

As methodology, the selected survey questions were grouped to approximate the MBI dimensions. The total score for each dimension is the mean of the included questions' scores, and the standard deviation reflects the variability of responses within each dimension.

Findings

The table below presents the mean (M) and standard deviation (SD) for each MBI dimension. Score from 0-6.

| MBI Dimensions | Mean (M) | Standard Deviation (SD) |
|---|---|---|
| Emotional exhaustion | 2.29 | 1.77 |
| Depersonalization | 1.30 | 1.56 |
| Personal accomplishment at work | 3.36 | 1.68 |

Conclusion

The results suggest that participants experience Emotional exhaustion at a moderate level, with a relatively high standard deviation indicating variability in this experience. Depersonalization is reported less frequently among the participants, as indicated by the lower mean score. Personal accomplishment at work appears to be more common, with participants reporting positive experiences and achievements in their professional lives.

## 6. Conclusions

When we look at our survey and compare it with other big surveys, like the Maslach Burnout Inventory, we see some similarities. It's pretty common for these kinds of surveys to show that people feel burnout in different ways. Our survey shows the same thing: some people in our group feel tired from work, but they also feel like they're doing well in their jobs.

Talking about being highly sensitive, our survey says that people who are very sensitive tend to feel more worn out because they feel things very deeply. But at the same time, these very sensitive people are often very creative and appreciate beauty a lot, which may be why they also feel like they achieve a lot in their work.