Leadership, Emotional Intelligence, and the Enneagram: A Study of the Effects of Enneagram Training on College Student Leaders

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LEADERSHIP, EMOTIONAL INTELLIGENCE, AND THE ENNEAGRAM: A STUDY OF THE EFFECTS OF ENNEAGRAM TRAINING ON COLLEGE STUDENT LEADERS

A Capstone Experience/Thesis Presented in Partial Fulfillment of the Requirements for the Degree Bachelor of Arts with Mahurin Honors College Graduate Distinction at Western Kentucky University

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ABSTRACT

This thesis investigates the impact of Enneagram training on perceived empathy and self-awareness in college student leaders. The EQ-i 2.0 was used to assess the emotional intelligence of 16 student leaders, before and after the Enneagram training intervention. Qualitative methods, specifically open-ended journal prompts and semi-structured interviews, added a rich description of the participants’ perceptions of the Enneagram training’s usefulness. The quantitative data and qualitative data seemingly contradict each other with the former showing no statistical relationship between the Enneagram and self-awareness and empathy, while the latter is saturated with examples of positive effects. Participants felt they were able to understand themselves and others better through learning about personality types. Their self-reported behaviors changed in many instances, exhibiting increased empathetic concern. The various ways in which participants felt they grew overlapped with the elements of self-awareness and empathy as proposed by the literature. The findings add to a field of research marked with mixed results. The implications garnered from this thesis are relevant to organizations or individuals who are seeking to improve emotional intelligence.
I dedicate this thesis to Fr. Mike, who first introduced me to the Enneagram and more importantly has been a constant source of support as a father-figure in my life.
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INTRODUCTION

Leadership development has become an increasingly popular topic in both business and academic settings (Marques, 2017). The attention to leadership is also backed by a financial investment in leaders themselves. Today, CEOs and upper management are financially compensated 1,167% more than they were in 1978, compared to a growth of only 741% in the stock market over that time period (Marshel & Kandra, 2020). This is not surprising when writers of magazines, such as Forbes, designate effective leadership as an invaluable asset (Anderson, 2013). The leadership investment dollar isn’t stopping at compensation, however. The leadership development industry is worth $366 billion globally and $166 billion in the U.S. alone (Westfall, 2019). The scale of such an industry shows that businesses are willing to invest in sharpening their leaders’ skills and abilities. An increased focus on leadership in the business world has trickled down into college life as well.

Since businesses have placed so much value on leadership, they have started to look for it in the potential employees they are recruiting. In one survey, 86% of 3,300 HR leaders cited leadership as an important quality they were looking for (Volini et al., 2020). Students in college settings are expected to take on more leadership positions and develop their leadership skills if they want to be competitive when applying for jobs. A survey geared towards employers hiring college students found that 76% of respondents were looking for leadership experience on a college student’s resume (Gray & Koncz, 2017).
While college students know they need to develop leadership skills, it is not always clear what good leaders do, considering the scale and breadth of the leadership development industry.

Regardless of the many areas of development that exist, students can be confident in the usefulness of emotional intelligence. Emotional intelligence’s importance in leadership has been backed by a plethora of academic literature (Ashkanasy & Dasborough, 2003; Bratton et al., 2010; Holt & Wood, 2017; Sadri, 2012; Tzouramani, 2017). Empathy, one component of emotional intelligence, is useful in interpersonal interactions and helps build trust and cohesion in work groups (Tzouramani, 2017). Popular websites such as LinkedIn (Anders, 2013) also consider empathy a must have skill.

Empathy should be included in the description of a good leader. Just like other leadership skills, empathy does not come naturally to everyone. There are different components of empathy but responding with situationally appropriate empathy is not an automatic process (Decety, 2011). Empathy requires effort and is an ability that can be sharpened just like other skills (Bar-On, 2006; Wispe, 1986). Many studies have looked into the process of increasing empathic abilities of participants (Block-Lerner et al., 2007; McNaughton, 2016; Tzouramani, 2017). Therefore, it is worth noting that student leaders should look for avenues to increase their empathy if they want to develop essential leadership skills to be a competitive applicant for jobs.

One system that may be able to increase empathy is the Enneagram. The Enneagram is a problem-resolution protocol that suggests there are nine distinct personality types (Sikora, 2019). The object of the Enneagram is to increase self-
awareness and to transcend the limitations of habitual thinking and behavior patterns that are specific to each personality type (Chestnut, 2013; Riso & Hudson, 1999). This is relevant to empathy because self-awareness is viewed as a prerequisite to empathy (Gill & Ramsey, 2015; McNaughton, 2016; Trentini et al., 2021). Enneagram training has been shown to be related to self-awareness in many studies (Raitamaki, 2012; Richmer, 2011; Roh et al., 2019). Through learning about the self and others’ personality types, students of the Enneagram are able to understand the underlying motivations in their own and others’ communication and recognize where some miscommunication issues lie (Lapid-Bogda, 2004). Therefore, the Enneagram should be a useful tool in cultivating higher levels of empathy.

Both empathy and self-awareness are constructs of a larger theory of emotional intelligence (Bar-On, 2006). Emotional intelligence is different from cognitive intelligence (Bar-On, 2006). Given the emphasis on empathy as an essential skill in leadership, the larger theory of emotional intelligence has also made its way into the headlines of business articles (Moss, 2018). While there are many components of emotional intelligence, self-awareness and empathy are regarded by many to be the most important constructs of the theory (Bar-On, 2006). Therefore, it is worth exploring the Enneagram’s effect on emotional intelligence given that it has been shown to be a tool for self-awareness. It is useful to further Enneagram research to provide the empirical backing it needs to be validated as a psychological personality system. It has shown much potential, but if it is further validated, then it may be more widely accepted as a useful tool in improving emotional intelligence, and therefore creating better leaders.
LITERATURE REVIEW

Emotional intelligence is a well-researched topic that has shown to have many implications and uses when developed. Two of the most important components of emotional intelligence are self-awareness and empathy. The former is seen as a prerequisite to the latter, so many programs that seek to develop empathy, a highly praised skill, seek to first develop self-awareness. The Enneagram is a personality system that appears to overlap with some of the concepts of emotional intelligence. It appears worthwhile to explore the relationship between the Enneagram and emotional intelligence, given the high demand for emotional intelligence in leaders over the past few decades.

Emotional Intelligence

There are currently three theories of emotional intelligence that are widely accepted as valid: the Salovey-Mayer model, the Goleman model, and the Bar-On model (Bar-On, 2010, Mayer et al., 2008, MacCann et al., 2020). Emotional intelligence became a commonly used term after 1995 when Goleman popularized it (Bar-On, 2010; MacCann et al., 2020), but Salovey and Mayer were the first ones to develop an emotional intelligence theory in 1990 (Bar-On, 2006; Mayer et al., 2008).

Goleman’s model, though popular, was not empirically backed and received criticism from the academic world (MacCann et al., 2020). However, Salovey and Mayer developed their model through extensive research (Mayer et al., 2008). Mayer et al.
(2008) defined emotional intelligence as containing “the capacity to reason with and about emotions and/or the contribution of the emotions system to enhancing intelligence” (p. 505). Through their research, they developed a four-branch model of skills and abilities that make up emotional intelligence (Mayer et al., 2008). According to Mayer et al. (2008), the four branches included “perceiving emotions in oneself and others accurately; using emotions to facilitate thinking; understanding emotions; emotional language; and the signals conveyed by emotions; and managing emotions so as to attain specific goals” (p. 507). They considered their system an abilities-based model, and it was able to predict socially desirable behavior when empirically tested (Bar-on, 2006; Mayer et al., 2008; Bratton et al. 2010). These efforts gave emotional intelligence more legitimacy in academic circles.

Reuven Bar-On later developed his own model of emotional intelligence in 1998 (Bar-On, 2006). Bar-On’s definition of emotional intelligence differed from the first two models. While Salovey and Mayer used an abilities-based model and Goleman used a wide variety of managerial skills and competencies, Bar-On’s emotional social intelligence (ESI) was framed as “an array of interrelated emotional and social competencies and skills that impact intelligent behavior” (Bar-On, 2010, p. 57). His model included 15 ESI competencies that were encompassed by 5 key component clusters (Bar-On, 2006). These clusters and subconstructs can be found in Appendix A.

Though emotional intelligence didn’t make its way into academic language until the 1990s, the ideas of social intelligence were circulating throughout the 20th century (Bar-On, 2006). The social intelligence dialogue that had been occurring since Charles Darwin emphasized the necessity of emotional expression for survival played a
significant role in inspiring Bar-On’s model (Bar-On, 2006). The research that accompanied such dialogue helped pave the way for emotional intelligence to be differentiated from traditional views of intelligence (Bar-On, 2006). When Bar-On was developing his model of emotional intelligence, he found so much overlap between the social intelligence literature of the 20th century and his ideas that he considered it too difficult to differentiate them and therefore named his model “emotional social intelligence” (Bar-On, 2006). Bar-On’s model has been emphasized more than the others because its operationalization, the EQ-i, has been used more widely than the other two and has a much richer empirical backing (Bar-On, 2006). Therefore, using Bar-On’s model for ESI is the most practical decision for this study.

ESI has been established as its own separate construct from cognitive intelligences and has been shown to be an empirically backed model (Bar-On, 2006). Since the introduction of emotional intelligence, many studies have used the Salovey-Mayer and Bar-On models to explore the practical implications of such concepts. For example, average to above-average ESI has been shown to predict effective functioning in meeting daily demands and challenges (Bar-On, 2006). Higher ESI has been correlated to academic success, as well (MacCann et al., 2020). In a meta-analysis emotional intelligence was found to be a significant variable in predicting job performance (O’Boyle Jr. et al., 2010). Skilled managers were found to have higher levels of emotional intelligence (Bratton et al., 2010). Other areas it has significance in include occupational performance, social interaction, physical health, happiness, subjective wellbeing, and social competency (Bar-On, 2006).
On the other hand, lower emotional intelligence has been shown to have an array of negative effects. Significantly lower emotional intelligence, empathy in particular, has been correlated with neuroticism and borderline personality disorder (Winning & Boag, 2015). Lower scores also predict conflict in interpersonal relationships (Mayer et al., 2008). Low emotional intelligence is also related to emotional, social, and behavioral problems (Bara-On, 2006).

ESI should be accepted as a valid model given it’s empirically sound development and its implications for socially desirable behavior. It would be worthwhile to attempt to improve ESI, considering the many positive implications higher ESI has. Fortunately, ESI has been shown to be malleable rather than fixed (Bar-On, 2006). Like a muscle, it can be improved with training (Bar-On, 2006). This claim is backed by studies that have shown emotional intelligence can be increased with training (Bar-On, 2006; Buckley et al., 2020; Gilar-Corbi et al., 2018). Many of the programs these studies used to improve ESI started with empathy and self-awareness (Block-Lerner et al., 2007; Gill et al., 2015; Tzouramani, 2017; Winning & Boag, 2015). These two constructs are commonly regarded as the two most important constructs of ESI (Bar-On, 2006). Therefore, it is worth examining empathy and self-awareness more in-depth.

**Empathy**

Empathy is associated with a plethora of prosocial behaviors and is even seen as essential to social survival (Koch et al., 2018; Rogers et al., 2006; Singer et al., 2004; Trentini et al., 2021). Empathy, as defined by Bar-On’s model, is “the ability to be aware of, understand, and appreciate the feelings of others” (Bar-On, 2006, p. 21). This awareness, understanding, and appreciation of others’ feelings is not to be mistaken with
sympathy (Wispe, 1986). While they are similar in the situations they are aroused in, their reactions and cognitive functions are different (Koch, 2018; Wispe, 1986). Sympathy is concerned with the heightened awareness of others’ emotions and the urge to alleviate their pain (Wispe, 1986). Empathy, on the other hand involves a nonjudgmental comprehension of the positive and negative experiences of another self (Wispe, 1986). Sympathy is a move to action or communication that is not concerned with accurately assessing feelings, whereas empathy is more directly concerned with reaching mutual understanding (Wispe, 1986).

This difference between sympathy and empathy might lead the reader to consider empathy as a purely cognitive construct. However, empathy has both affective and cognitive components (Davis, 1983; Decety, 2010; De Waal, 2008; Singer et al., 2004). Affective empathy involves experiencing a situation with someone, but doesn’t require cognitive understanding of their emotions (Decety & Jackson, 2006). This can be observed in the somatic responses of children who mimic others’ emotions but may not have the capacity to understand those emotions (Decety and Jackson, 2006). Affective empathy, therefore, is more of an automatic emotional response to the emotions of another person (De Waal, 2008; Trentini et al., 2021).

Cognitive empathy, on the other hand, involves perspective-taking through imagination or the intentional adoption of the subjective perspective of another (Decety & Jackson, 2006, De Waal, 2008). The cognitive component usually develops later than the affective component, but in some cases, its development can become impaired (Decety & Jackson, 2006; Rogers et al., 2006). For instance, individuals with Asperger’s score lower than average on cognitive empathy, but actually score higher than average on
affective empathy (Rogers et al., 2006). Affective and cognitive empathy, therefore, are distinct from each other, despite having significant overlap.

Without considering the different aspects of empathy, many studies have posited that women are more empathetic than men (Trentini et al., 2021). When controlling for the different components of empathy, the results are not as simple (Trentini et al., 2021). Aside from the distinction of affective and cognitive empathy, the alternative view breaks empathy down into four components: personal distress, empathic concern, fantasy, and cognitive affective (Davis, 1983; Konrath et al., 2011; Trentini et al., 2021). Women tend to score higher in the affective side of empathy and the personal distress component, which correlate together (Decety, 2010; Decety, & Jackson, 2006; Rieffe & Camodeca, 2016; Rogers et al., 2006; Trentini et al., 2021). This occurs because the automatic response one experiences in light of another’s emotions create a blurring between one’s own feelings and the feelings of others (Decety, 2011). When there is no differentiation between others and self, their pain is actually perceived as self-pain (De Waal, 2008; Trentini et al., 2021). This type of reaction can turn into the less accurate sympathetic response, where the person responds inappropriately in order to alleviate their own pain because they have also become affected by the pain of the other person (De Waal, 2008).

This brings about the need for a clarification. An inaccurate sympathetic response would not be considered effective or appropriate for a situation in which someone is in distress (Decety, 2011). But if there is a blurring between self and others, then a nonjudgmental empathetic response cannot be enacted (Decety, 2011). Therefore, it is necessary to distinguish between self and others to effectively be empathetic (Decety, 2011; McNaughton, 2016). Distinguishing between self and others describes the ESI
competency of emotional self-awareness (Bar-On, 2006; McNaughton, 2016). Self-awareness is viewed by many to be a prerequisite to empathy (Gill et al., 2015; Trentini et al., 2021; McNaughton, 2016). Before discussing the intertwined relationship of empathy and self-awareness, it would be useful to first explore the concept of self-awareness.

**Self-Awareness**

Original self-awareness theories saw the construct as the conscious attention to the knowledge of oneself (Silvia & Duval, 2001). Newer developments gave more credence to emotions and described self-awareness as being able to consult one’s inner feelings accurately (Bagshaw, 2000). Bar-On’s (2006) operational definition of emotional self-awareness is “the ability to recognize and understand one’s emotions” (p. 21). Bar-On preferred the term emotional self-awareness, but many definitions of self-awareness overlap with his definition and expand upon the construct. To reduce confusion, this construct will be referred to as self-awareness for the rest of the study.

Though the term self-awareness insinuates the construct is self-focused, it actually requires attention to others, as well. Atwater and Yammarion (1992) noted that assessing others’ evaluations of one’s self and incorporating them into one’s own assessment of self is an important part of self-awareness. Another study proposed that looking at the self through another’s eyes is one of three routes towards increasing self-awareness (Sutton et al., 2015). Self-awareness is an iterative process where outsider perceptions impact the view of self and the expression of self can impact outsider perceptions (Gill et al., 2015). Self-awareness, then, becomes more accurate when both internal and external...
perceptions of self are incorporated (Atwater & Yammarino, 1992; Gill et al., 2015; Sutton et al., 2015).

Bratton et al. (2010) illustrated the dynamic between self-perceptions and the perceptions of others playing out between business managers and their subordinates. The more agreement there was between a subordinate’s review of a manager and the manager’s self-review, the higher the manager’s self-awareness and overall emotional intelligence was (Bratton et al., 2010). This further supports the necessity of including awareness of others in the definition of self-awareness.

Rieffe and Camodeca (2016) defined emotional awareness as “the ability to recognize and appreciate the importance of emotions in oneself and others and link this to the relevant emotion evoking situation” (p. 341). This definition shifts the focus of self-awareness from simply being a tool for self-reflection to being a tool in interpersonal interactions. Self-reflection is only one aspect of self-awareness (Gill et al., 2015). To fully utilize self-awareness, one must regulate emotions and responses based on the emotional context (Decety & Jackson, 2006; Mayer et al., 2008). Its impact on interpersonal relations may be better explained by its connection to empathy.

As previously mentioned, self-awareness is commonly regarded as a prerequisite to empathy (Gill & Ramsey, 2015; Trentini et al., 2021; McNaughton, 2016). Wispe (1986) even included self-awareness in her definition of empathy: “the attempt by one self-aware self to comprehend unjudgmentally the positive and negative experiences of another self” (p. 318). This definition explains how self-awareness is then used as a tool to be empathetic in interpersonal relationships rather than just a state of self-reflection (Rieffe & Camodeca, 2016). Self-awareness is not only theoretically linked to empathy, it
is also empirically linked. In many studies, mindfulness training, a tool for self-awareness, was able to increase empathy (Block-Lerner et al., 2007; Brown & Ryan, 2003; Tzouramani, 2017; Winning & Boag, 2015). Other studies have explored the different ways increasing self-awareness can increase empathy adding to the solid connection between the two constructs (Trentini et al., 2021; Whiteside & Barclay, 2016).

The interconnected nature of self-awareness and empathy is more clearly viewed in the personal distress component of empathy. When one cannot differentiate between their own emotions and others’, or maintains too much focus on the self, they experience personal distress and decrease their ability to respond in an appropriate empathetic way (Decety & Jackson, 2006; Rieffe & Camodeca, 2016). For self-awareness to affect empathy, one must maintain a nonjudgmental disposition toward the emotions of self and others (Block-Lerner et al., 2007; Winning & Boag, 2015; Wispe, 1986). The nonjudgmental differentiation that self-awareness provides helps prevent empathetic responses from turning into experiences of personal distress (Wispe, 1986). Essentially, one must first remove judgement from emotions and understand their own emotions before they can begin to understand others and then effectively empathize (De Waal, 2008; Block-Lerner et al., 2007).

The personality system of the Enneagram fits in well with the concepts of self-awareness and empathy. The Enneagram is a transformational system in which self-awareness and a nonjudgmental inner self observer are essential components (Riso & Hudson, 1999). Through the transformational work of the Enneagram, one can come to see how the motivations of other personality types may differ from their own and create an appreciation for those differences (Koch, 2018). Similarly, taking the perspective of
others and appreciating such differences is a component of empathy (Decety, 2010; Decety & Jackson, 2006; Rieffe & Camodeca, 2016). The overlap of the emotional intelligence constructs and the Enneagram make it worth exploring this personality system more in-depth.

The Enneagram

The Enneagram is a personality system that is centrally focused on self-knowledge (Chestnut, 2013; Riso & Hudson, 1999). The system is explained by a geometric diagram that maps out nine distinct fundamental personality types (Riso & Hudson, 1999). It is both a prescriptive and descriptive model in that it describes how personality types typically function, but also shows the path to growth for each one (Chestnut, 2013; Riso & Hudson, 1999).

The modern development of the Enneagram started in the 1960s, when Oscar Ichazo developed the nine personality types descriptions and began teaching them in his school in Chile (Bland, 2010; Riso & Hudson, 1999). Claudio Naranjo discovered Ichazo and began studying the nine personality types under him (Bland, 2010). Naranjo took what he learned to California and began teaching them to a select few until the system leaked out to the public through the first Enneagram book to be published in the 1980s. Since it became public, it has continued to garner interest both in the secular world and in academia (Bland, 2010; Riso & Hudson, 1999).

Since the 1980s, the Enneagram has only grown in popularity (The Enneagram in Business, 2011). However, in the academic world, there have been many criticisms of the system (Sutton, 2012). Much of the criticism has derived from the small sample sizes
used in Enneagram studies and the lack of reliable and valid type testing (Bland, 2010). Questionnaires that seek to provide Enneagram types have an inherent challenge to overcome with validity. The Enneagram’s usefulness is partly due to its focus on subconscious desires and motivations, which makes it difficult to capture such personality characteristics at face value with a questionnaire (Sutton, 2012). Though the scrutiny for a lack of reliable and valid testing measures cannot be avoided, it should be noted that a personality theory’s entire value should not be equated to its testing measure (Sutton, 2012).

Despite the empirical controversies, the Enneagram is a rich system that has been expounded upon by many authors (Bland, 2010; Sutton, 2012). As mentioned earlier, the Enneagram describes nine distinct personality types. Each type answers three questions. 1) What is the type’s basic fear? 2) What is their basic desire which is in opposition of that fear? 3) What course of action do they take to fulfill their basic desire and satisfy their basic fear? (Riso & Hudson 1999). Each type revolves around this third question. The personality is a tool that is used to satisfy the basic desire (Riso & Hudson, 1999). It is a habitual set of defense mechanisms that were developed in childhood to help an individual survive the environment in which they grew up (Chestnut, 2013; Riso & Hudson, 1999). But as an individual ages, their personality limits them from flexibility in being their whole self by keeping them stuck in their patterns of behavior (Chestnut, 2013; Riso & Hudson, 1999). Riso and Hudson (1999) illustrated the personality types as living in a mansion but locking oneself in one room and forgetting the rest of the mansion exists at all.
Each personality type and the habitual patterns that describe it will now be briefly introduced. It should be noted that no type is objectively better than another, though some cultures value certain types over others (Riso & Hudson, 1999). All the types have their own strengths and growth areas. These growth areas usually become most evident when an individual is placed under stress (Riso & Hudson, 1999). For one to become self-aware, they must understand these tendencies and see how they usually manifest (Chestnut, 2013; Riso & Hudson, 1999).

**Type One**

Sometimes labeled as the reformer, this type is fixated on the idea that to be good, one must strive to be perfect (Riso & Hudson, 1999; Sikora, 2019). They provide useful skills to organizations by focusing on rules and structures. They are critical and can use this to increase the efficiency of a group dynamic. However, every type has their growth areas. Under stress, the One can become overly critical and restrained by the boundaries of rules and regulations. Leaders that identify as this type need to recognize that when they are stressed and revert to perfectionist tendencies, they need to check themselves and allow wiggle room for creativity or rely on others for creativity.

**Type Two**

Often labeled the helper, this type is fixated on satisfying the needs of others and strives to feel connected (Riso & Hudson, 1999; Sikora, 2019). These people help provide support to others in the group and are great helpers. They use their drive for others to lend a helping hand when someone else is overwhelmed. That said, this fixation on others’ needs can lead to a neglect of self under stress. Leaders that identify as this
type need to catch themselves in these moments and understand that they need to take care of themselves or they will crash and burn in their efforts to help others.

**Type Three**

Sometimes labeled as the achiever, this type strives to feel outstanding often by gaining success and achievements (Riso & Hudson, 1999; Sikora, 2019). Type Threes tend to strive for titles and accomplishments. They navigate social arenas by climbing the hierarchy and gaining status. They can be great leaders of organizations and lead the charge. On the flip side, under stress, they can become disingenuous and leave relationships lacking in place of achievements. Leaders who identify as this type should become aware of how they are perceived by others and work on those relationships so they can be effective leaders.

**Type Four**

Typically called the individualist, this type strives to feel unique (Riso & Hudson, 1999; Sikora, 2019). Fours are creative and want to see and be seen in refreshing ways. They add a level of thinking outside of the box to organizations they are a part of and can spice things up. Contrarily, under stress, Fours can revert to a melancholic state. If they do not feel that their uniqueness is valued, then they will withhold it. Leaders who identify as this type need to be aware of these tendencies and seek affirmation from close friends so they can feel appreciated and continue to offer their creativity to the group.

**Type Five**

Often called the investigator, this type strives to feel detached usually by being objective and logical (Riso & Hudson, 1999; Sikora, 2019). They see the world through
an analytical lens and think critically about issues. These types offer great insight and
ingenuity into the organizations of which they are a part. However, under stress they can
become withdrawn and detached from relationships or the group. Leaders as this type
must challenge themselves to continue to offer their insight, despite things not going
quite as logically as they would like.

**Type Six**

Many refer to this type as the loyalist because they strive to feel secure (Riso &
Hudson, 1999; Sikora, 2019). Type Sixes tend to be careful and safe to avoid the anxiety
of uncertain environments. They add a valuable perspective to organizations because they
help them see what is feasible and challenge risky, illogical arguments. Sixes can also
become too stuck in safety and avoid the necessary risks that organizations must take to
grow. Leaders who are in this type should be aware of their restrictive tendencies and
attempt to step out of their comfort zone.

**Type Seven**

Otherwise known as the enthusiast this type is fixated on experiences and strives
to be excited (Riso & Hudson, 1999; Sikora, 2019). Sevens tend to seek excitement in a
variety of experiences and want to explore new things. They add a level of exciting
energy to an organization and can provide ideas to make events more attractive.
Conversely, this need for excitement can lead them to become bored with their
relationships or projects. Leaders in this type should capitalize on their ability to seek
excitement, but also work towards remaining focused and committed.
**Type Eight**

Often called the challenger, this type strives to feel powerful typically by being in control (Riso & Hudson, 1999; Sikora, 2019). These types seek to take charge of the environments they are in rather than leaving it up to others. They can be the courageous one to step up when no one else is willing to. Yet, when under stress, Eights can become over-assertive and can be seen as aggressive. For a leader who is an Eight, one must understand that, while it is important to have strong leadership, they must soften their enactment, so they aren’t perceived as controlling.

**Type Nine**

This type can be referred to as the peacemaker, given that they strive to feel peaceful (Riso & Hudson, 1999; Sikora, 2019). Type Nines tend to resolve or avoid confrontational behavior so that there is peace in any given environment. In an organization, they can bring the tension down amidst conflict and bring the issue back to what is at hand rather than the emotions. Then again, because they seek peace, they may avoid the sometimes-necessary conflict in an organization which will lead to bigger issues later on. Leaders that are type Nines must challenge themselves to be confrontational when it is necessary so important issues are not left up in the air.

The basic fears and desires reflect the Enneagram’s descriptive nature. The prescriptive side comes from the idea that one can tap into personal growth when they begin to transcend their personality by identifying with it less (Riso & Hudson, 1999). To achieve transcendence, the process starts with observation and self-reflection (Chestnut,
First, one has to become aware of their habitual personality, then to truly be mindful, one must watch themselves in the present moment when they are enacting these mechanisms (Chestnut, 2013). To accomplish this, it is essential to create an inner observer within oneself (Riso & Hudson, 1999). This inner observer should be nonjudgmental and look at the self objectively (Chestnut, 2013; Riso & Hudson, 1999). When the habitual emotional reactions begin to rise towards the surface, the goal is to watch them rise and pass, but not to identify with them (Riso & Hudson, 1999). It is the identification with the personality that holds one back from responding appropriately in times of stress (Chestnut, 2013; Riso & Hudson, 1999)

Along with the nine types, there are three subtypes, or instinctual biases, that are present within each of the nine types (Chestnut, 2013; Riso & Hudson, 1999; Sikora, 2019). These subtypes are sometimes referred to as “variants”, but this study will use Sikora’s (2019) terminology and refer to them as biases (Chestnut, 2013; Riso & Hudson, 1999). People with the Preserving bias focus on self-preservation in the form of security, safety, and comfort for anything that is held dear to the person (Sikora, 2019). The Navigating bias is oriented towards group relations and is expressed through dynamics, hierarchies, status, and roles within social settings (Sikora, 2019). The Transmitting bias deals with connection and can be more caught up in the attention and intensity of relationships. These subtypes explain which domain one is biased towards, but the Enneagram type influences the strategy one takes to satisfy it (Sikora, 2019). For example, a Navigating Three may seek to gain status in a group by being successful while a Navigating Four might aim to gain status through being unique. The combination of personality types and subtypes provides a complex model of motivations and behavior,
that can help an individual grow through self-knowledge (Chestnut, 2013; Daniels et al., 2018).

Now that the Enneagram has been described in a general way, it can be related back to the concept of emotional intelligence. The Enneagram holds self-knowledge as a central component of its system (Chestnut, 2013; Riso & Hudson, 1999). Both the Enneagram literature and self-awareness literature see objective nonjudgmental sentiments as essential in observing the self (Block-Lerner et al., 2007; Chestnut, 2013; Riso & Hudson, 1999; Winning & Boag, 2015). Brown and Ryan (2003) stated that mindfulness could increase self-awareness when it occurred in the present versus in a self-reflective state. Likewise, Riso and Hudson (1999) considered being able to catch personality habits in the moment as truly being self-aware. There are seemingly multiple overlaps between how the Enneagram describes self-awareness and how emotional intelligence defines it.

Not only are the Enneagram and self-awareness similar theoretically, there is also empirical connection. Self-awareness has proven to be malleable and can be improved (McNaughton, 2016; Sutton et al., 2015). In multiple studies, Enneagram training has been shown to have a positive effect on self-awareness (Raitamaki, 2012; Richmer, 2011; Roh et al., 2019; Sutton et al., 2015). The Enneagram can, then, be seen as a tool to impact self-awareness. The concepts of emotional intelligence and the Enneagram are interrelated enough that some Enneagram practitioners have integrated emotional intelligence goals with their training (Tallon & Sikora, 2006). The program that resulted from this integration is called “Awareness to Action (ATA)” and was the training program that was used for this study (Tallon & Sikora, 2006).
The Enneagram is also related to empathy, the other important aspect of emotional intelligence (Raitamaki, 2012). Scholars have considered self-awareness as the prerequisite to empathy, and the Enneagram can be seen as a tool for developing self-awareness (Raitamaki, 2012; Richmer, 2011; Roh et al., 2019). Many authors have shown that mindfulness training, another tool for increasing self-awareness, can increase empathy (Block-Lerner et al., 2007; Tzouramani, 2017; Winning & Boag, 2015). Perspective taking is also seen as a component of empathy (Davis, 1983; Decety & Jackson, 2006). Likewise, Enneagram training explores the perspectives different personality types may have when viewing the world (Daniels et al., 2018; Koch, 2018). Therefore, it would follow that the Enneagram could be a useful tool in increasing empathy.

Some studies have already applied the Enneagram to measure its relationship with empathy. Koch (2018) examined Enneagram competence and its effect on empathy but couldn’t find a statistically significant relationship. However, Koch lacked the use of a pre- and post-test, therefore the findings were only correlational. Roh et al. (2019) examined the differences in each types’ levels of empathy but found no significant differences. Daniels et al. (2018) found that higher levels of ego development with the Enneagram did correlate to higher levels of empathy. While Sutton et al. (2015) did not specifically look at empathy, they found that Enneagram training in the workplace increased appreciation of diversity and communication. Overall, the findings about the Enneagram’s effect on empathy are few and inconclusive, but are promising enough to justify exploring the relationship in this study. Thus, it is worth extending the
conversation into a leadership context as emotional intelligence and the Enneagram are becoming more widely used in business settings (The Enneagram in Business, 2011).

**Leadership Context**

Goleman’s suggestions of the usefulness of emotional intelligence in leadership popularized the positive view of emotional intelligence (Bratton et al., 2010). Though some scholars disagree with the notion that emotional intelligence is directly correlated with leadership, these claims often derive from the dispute over the measurement tools for emotional intelligence (Bratton et al., 2010). Despite these claims, there are plenty of scholars and studies that show emotional intelligence is correlated with successful leadership (Ashkanasy & Dasborough, 2003; Bratton et al., 2010; Holt & Wood, 2017; Sadri, 2012; Tzouramani, 2017).

Sadri (2012) claimed ESI is a key component of effective leadership. They found that excellent leaders had higher levels of ESI and that high ESI was a good predictor of leadership potential (Sadri, 2012). Higgs and Dulewicz (2016) found that directors in higher positions had more emotional intelligence than lower level managers did. They found self-awareness was an important component in these results (Higgs & Dulewicz, 2016). Whiteside and Barclay (2016) also found self-awareness as a useful tool in managers’ ability to be fair. Marques (2017) claimed that mindfulness, a tool for self-awareness, was a critical skill for leaders to have.

Leadership and empathy have also been discussed in the literature. LinkedIn called empathy a must have skill in 2020 (Anders, 2013). This claim is backed by decades of literature connecting empathy and effective leadership (Holt & Wood, 2017).
One more recent study by Tzouramani (2017) proposed that empathy is a useful skill for being more sensitive to a team atmosphere and, therefore, increases team cohesion. They also found mindfulness training as an effective way to increase empathy again emphasizing the importance of self-awareness as a prerequisite (Tzouramani, 2017).

Even when EI-specific training was not used in the workplace, it can be seen that many leadership development programs actually focused on key components of emotional intelligence unintentionally (Sadri, 2012). Buckley et al. (2020) conducted a longitudinal ESI training on students and found the program produced similar results to leadership training programs. Ashkanasy and Dasborough (2003) also named emotions as an intrinsic part of leadership. Overall, many authors have linked emotional intelligence to positive transformational and charismatic leadership.

In summary, emotional intelligence is an essential piece to leadership (Ashkanasy & Dasborough, 2003; Bratton et al., 2010; Holt & Wood, 2017; Sadri, 2012; Tzouramani, 2017). It is therefore important for students who are developing their leadership skills in college to consider working on their emotional intelligence. The literature has shown that emotional intelligence can be increased with many studies focusing on self-awareness and empathy (Bar-On, 2006; McNaughton, 2016; Sutton et al., 2015). Self-awareness is commonly regarded as the prerequisite for empathy, and self-awareness trainings have been shown to be effective in increasing empathy (Block-Lerner et al., 2007; Gill et al., 2015; Trentini et al., 2021; Winning & Boag, 2015). Further, the Enneagram is described as a transformation model focused on self-awareness (Chestnut, 2013; Riso & Hudson, 1999). Enneagram training has been shown to increase self-awareness and in some cases, be connected to empathy (Daniels, 2018; Raitamaki, 2012; Richmer, 2011; Roh et al.,
While there is more evidence provided for the Enneagram’s connection to self-awareness than empathy, the literature would suggest that Enneagram training should increase empathy if it increases self-awareness. It is important to explore if Enneagram training can increase empathy because it seen as a particularly crucial ESI competency for leaders (Anders, 2013; Holt & Wood, 2017; Tzouramani, 2017). This is particularly important for college student leaders who are trying to develop emotional intelligence competency that is seen as relevant and desirable by their potential employers (Anders, 2013; Ashkanasy & Dasborough, 2003; Bratton et al., 2010; Gray & Koncz, 2017; Holt & Wood, 2017; Sadri, 2012; Tzouramani, 2017; Volini et al., 2020). This leads us to the research questions of this thesis:

RQ1: How will Enneagram training affect participants’ self-perceptions of their self-awareness and empathy?

RQ2: How do participants describe self-growth gained from Enneagram training?

RQ3: How do participants describe the Enneagram training’s effect on their conflict management?
METHODS

Many Enneagram studies have been qualitative in nature. Qualitative studies provide a rich description of how the system affects participants, which may not be captured in quantitative studies (Creswell & Miller, 2000). This study also utilized quantitative methods to add to the literature which attempts to validate the Enneagram empirically. Qualitative data was approached from an emic viewpoint, so the findings could be emergent rather than using theory as the framework (Tracy, 2020). Quantitative analyses utilized paired sample t-tests. Together, the quantitative and qualitative methods provide a holistic picture of the effect Enneagram training had on the students’ emotional intelligence and leadership abilities.

Context

This study occurred in a public mid-sized, southern university with about 20,000 enrolled students. There are 259 registered student organizations on campus, each having multiple leadership positions available for students to hold. The student population is approximately 60% female and 40% male. This university is also a predominantly white institution with 79% of the students being white.

Participants

Participants met the following requirements to be able to participate in this study: 1) at least 18 years old, 2) currently holding a leadership position in one of the student of which organizations they are a part. The participants ranged from 19-22 years old,
averaging out at 21 years old. Of the 16 participants, 11 were female and the other five were male. Fifteen of the participants were white and one participant was Azeri. There were eleven seniors, four juniors, and only one sophomore because upperclassmen tend to hold more leadership positions.

Convenience sampling was utilized within the organizations the researcher is a part of, then snowball sampling helped to increase the pool of potential participants (Tracy, 2020). In total the researcher contacted 60 individuals for this project and gained interest from 30. Due to the requirements of the project, 10 were not able to participate. Twenty participants began the experiment, but four were not able to complete it due to scheduling conflicts. A total of 16 student leaders holding 33 different leadership positions in 26 student organizations completed the project. The leadership roles these students held included president positions of sororities, major specific clubs, and career specific clubs. They also held positions such as treasurer or secretary of ambassador clubs and Greek organizations. Finally, there were many positions such as committee chairs in the student government association and student ministries, teacher assistantships, and coordinators of philanthropy organizations among other roles. Of the 16 participants, 10 had little to no experience with the Enneagram and six had more in-depth knowledge of the system. Regarding Enneagram types, there were four type Threes, three type Ones, three type Twos, three type Fours, one type Seven, one type Eight, and one type Nine.

**Data Collection**

After gaining IRB approval, each participant took the Eclectic Energies test to determine their Enneagram type, which can be found in Appendix B (Berkers, 2020). They also took the EQ-i 2.0 as a pretest to determine their emotional intelligence levels
The rigorous testing of this model found the EQ-i 2.0 correlated the least with cognitive intelligence and therefore was a separate construct (Bar-On, 2006). EQ-i 2.0 scores correlated highly with ESI scores (Bar-On, 2006). The internal consistency of the EQ-i 2.0 scores was shown to be .97. Also, the test-retest reliability measured at .7 and .8 (Bar-On, 2006). This questionnaire has been shown to be valid and reliable, and is, therefore, an acceptable tool to use. In addition to completing the EQ-i 2.0 before and after the Enneagram training, participants completed journal prompts asking them about their leadership abilities at various points before, during, and after the training. See Appendix C for all journal prompts.

The first part of the experiment included Enneagram training via Zoom. Dr Houchens, a certified Enneagram trainer in Awareness to Action (Sikora, 2019) led the training. Training included an overview of the Enneagram, including the nine types and the three instinctual biases. After the workshop, participants were asked to complete another journal prompt relating to what they had learned. Participants also completed an ATA goals sheet, which can be found in Appendix D (Sikora, 2019).

The second part of the experiment involved another workshop three weeks after the first, led by the same certified instructor. This workshop involved learning about the communication styles of each type and how the types interact in times of conflict. Participants were moved into breakout rooms because it has been suggested that Enneagram or empathy training, in general, is more effective when done in group settings involving interaction with others (McNaughton, 2016; Sutton et al., 2015). Participants were again asked to complete a journal prompt which focused on what they learned in the second workshop and how they wanted to adjust their goals from last time.
Participants were asked to complete one final journal prompt three weeks after the second workshop to summarize their experience. Then, they took the EQ-i 2.0 again as a post-test to measure the effect the experiment had on their emotional intelligence (Bar-On, 2006). The four sets of journal prompts resulted in 98 total pages of text.

Six participants were purposefully selected for semi-structured interviews (Creswell & Miller, 2000). The interviewees were selected based on their amount of change in raw empathy scores to reflect the different amounts of change in the participant population. Four females and two males were selected to reflect the ratio of males and females in the participant population as well. The interview protocol can be found in Appendix E. Each interview was conducted via Zoom in accordance with the university’s COVID-19 health and safety precautions. Online interviews may not be traditional but can be comfortable for participants because they are able to speak in their own space and have the ability to exit the interview at any point, should they desire (Gray et al., 2020). For example, Archibald et al. (2019) found their participants actually preferred Zoom over face-to-face or telephone interviews. The interviews were video/audio recorded for the purpose of transcribing. Within 24 hours of the interview, the recordings were downloaded to the researcher’s personal computer and deleted from the cloud for participants’ privacy. Interviews ranged from 46 to 57 minutes, for an average of 51 minutes and 5 hours total. Interview transcriptions yielded 186 pages of text. To ensure participants anonymity, pseudonyms were assigned to each participant, their organization, and the university.
Data Analysis

The quantitative data was analyzed via paired sample t-tests to compare pre- and post-test scores for self-awareness and empathy. For the qualitative data, this thesis utilized phronetic iterative analysis by allowing themes to emerge from the data while also applying existing theory (Tracy, 2020). Interview transcripts and journal prompts were coded thoroughly with line-by-line analysis (Straus & Seth, 1998). There were 256 codes which arose from the initial analysis. A second examination of the codes narrowed the list down to 181. Through axial coding, the fragmented codes were then grouped, by their similarities into 35 categories (Strauss & Seth, 1998). Each category was defined so that clear parameters would determine which codes belonged to each category. Through a second examination of the categories, the initial 35 were condensed into 15, completing the axial coding (Strauss & Seth, 1998). Finally, thematic analysis was used to connect the categories into six emergent themes that encompassed how the participants perceived the answers to the research questions (Strauss & Seth, 1998). After checking that the parameters of each theme made them distinguishable, the themes were repetitive, and the content of each theme was forceful enough to denote a significant finding, the six themes were condensed down to five (Owen, 1984).

Verification Procedures

To verify the accuracy of the qualitative methods, various verification procedures were used. First, member checking helped guarantee the participant’s voices were accurately captured in the report (Creswell & Miller, 2000). Two participants reviewed the researcher’s findings and discussed the accuracy with him. Second, the paper was reviewed by a professor-advisory committee to provide a fresh perspective to the project.
and to challenge the author’s assumptions (Creswell & Miller, 2000). Third, the findings relied on rich, thick descriptions from the participants to relay what they meant (Creswell & Miller, 2000).

Role of the Researcher and Ethical Considerations

This write-up includes the role of the researcher to provide further transparency and self-reflexivity (Creswell & Miller, 2000). I am currently a student leader in the campus environment in which I am conducting research. I know many of the participants personally. These relationships may reflect a like-mindedness and impact the findings. I have also used the Enneagram in my personal life for self-growth and may be biased towards its impact potential.
FINDINGS

From the qualitative data, five emergent themes addressed the three proposed research questions. Participants explained their journey in understanding their personality through the Enneagram, and then took their understanding to others by imagining life from their perspective. They articulated how they grew through this process by taking part in internal work and by adjusting their behavior in interpersonal relationships. Regarding conflict management, participants expressed that they had gained new understanding of conflict and broadened their avenues for communicating through it. Using these lessons, they found ways to avoid conflict by being proactive.

Results

Paired sample t-tests were run to examine differences in self-awareness and empathy pre-versus post-treatment. There were no significant differences between pre- and post-test scores for self-awareness ($t (15) = -.44, p = .67$) or empathy ($t (15) = 1.38, p = .19$). The quantitative data is summarized in Table 1, means (SD).

Table 1

EQ-i descriptive statistics

<table>
<thead>
<tr>
<th></th>
<th>Self-Awareness</th>
<th>Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28.56 (3.92)</td>
<td>38.56 (5.32)</td>
</tr>
<tr>
<td>Post-test</td>
<td>28.75 (3.32)</td>
<td>37.56 (6.12)</td>
</tr>
</tbody>
</table>
Using the Enneagram as a Tool for Self-Awareness

Two themes emerged to address the first research question which asked how the Enneagram training affected students’ perceived self-awareness and empathy. The first theme, *Using the Enneagram as a Tool for Self-Awareness*, answered the part of the question that was directed towards self-awareness. Through Enneagram training participants were able to understand their personality types and habitual patterns. They also gained a greater appreciation of their motivations and emotions. This self-knowledge gave them context for how they operate as leaders and helped them evaluate themselves more accurately.

*Enneagram Awareness*

The first subtheme of, *Using the Enneagram as a Tool for Self-Awareness*, revolved around the general awareness of the Enneagram system that participants gained. Six participants knew about the Enneagram before this study, while the other 10 had very little prior experience with it. However, all participants felt they gained new knowledge about their personality type and the Enneagram in this experiment. The participants either became more confident in their previous notions about what type they were, discovered their type for the first time, or worked through their previous confusion. Amira (pseudonym) had taken the Enneagram test before and knew she had been typed as a Three [characterized as striving to feel outstanding (Sikora, 2019)], but wasn’t sure what that meant. After the workshop, she recounted, “Once we had the workshop with Dr. Houchens, that’s when I was like, okay, this is literally me.” The workshop helped Jackson sort out his confusion with typing himself. When asked if he was confident in his typing, he answered, “I do feel pretty confident in it, I used to think I was a Four
[characterized as striving to feel unique (Sikora, 2019)], but I, from what I remember, unhealthy Fours, or unhealthy Ones look like Fours. I think I was just an unhealthy One [characterized as striving to feel perfect (Sikora, 2019)].” They established a base level of knowledge they could work up from once they became confident in their types.

Participants not only identified with a certain type, but were able to understand their personality better by recognizing the habitual tendencies that are tied to their Enneagram type. The training helped Bradley, a Seven [characterized as striving to feel excited (Sikora, 2019)], understand how his personality patterns play out in his leadership roles. He elaborated,

From this information, I have learned that there are patterns within my leadership. Before, I used to think that I was able to change with the dynamic jobs that I am responsible for. However, it seems that through the Enneagram I can locate what leadership styles I use, and how they impact my success.

Sarah realized her strict habitual patterns could prove to be limiting and provide a challenge to overcome. She critiqued,

I also noticed that I have many growth areas that would make me a better leader. For example, since I am a type One I strive for perfection but I need to improve my ability to keep an open mind while leading and not assume that my way is the best way.

Though participants may have been aware of how they behaved before, this training helped them specifically name and identify the patterns into which they tend to fall.

The instinctual biases provided new insight to participants, as even the most well versed in the Enneagram had never explored them before. Anna identified with the Navigating instinctual bias [characterized as focusing on group hierarchies (Sikora, 2019)], and felt that the instinctual biases were the most informing part of the workshop. She affirmed, “I feel like I learned the most from hearing about the different variants
[biases]. I realized how I dive headfirst into projects, thrive on creating connections with people, and want to create a name for myself.” To Anna and many other participants, the knowledge they gained didn’t just help them understand themselves in isolated vacuums. Instead, they used this knowledge to understand how their personality types function in group contexts. Anna furthered this thought by saying, “This all comes forward strongly in the type of leader I am and how I relate to the group of people I am leading.” With the instinctual biases, they deepened their understanding of the group dynamics of which they were a part.

**Motivations and Emotions**

The second subtheme of, *Using the Enneagram as a Tool for Self-Awareness,* comprised the connections participants made between their surface level actions and their motivations and emotions. The participants continued to dive deeper into understanding themselves after they became confident in their typing. The next step for them involved an evaluation of the motivations behind their typical behaviors. Rachel connected her motivations as a type Three to her actions in becoming a leader when she verbalized, “I have learned that lots of people with my Enneagram type (Three) are quick to step into leadership positions.” Amira, also a type Three, shared a similar experience to Rachel. She added,

The achievements and accomplishments that I was receiving or doing felt as if it was part of luck in most scenarios but now, I am able to reflect it all back to the work I put in and how it is also due to me being a Type Three and striving for achievements.

To Rachel, other Threes, and those who have studied the Enneagram, it makes sense that Threes’ basic needs would motivate them to become leaders. Four of the participants in
this study were type Threes [Achievers, striving to feel outstanding (Sikora, 2019)]. They expressed how their motivation to be outstanding lead them to become leaders, but other types found that their motivations for taking on leadership roles stemmed from different roots.

An underlying basic desire fuels each types’ motivation according to the Enneagram. Participants explored this concept and discovered how their motivations were influenced by these deep desires. Seth, a type Four, explained why his basic desire motivated him to become involved on campus. As he thought about the reasons why he was so involved, he reflected, “Part of that is through you know the kind of a forced tendency to want to feel needed, to want to feel special in that situation by being needed by these people to do this kind of thing.” Lane began to understand that her needs as a Two [characterized as striving to feel connected (Sikora, 2019)], influenced the way she behaved in her organizations. She realized, “I learned that as a Two, I strive for connection. I do spend a great deal of time aiming to build rapport with the (student organization) members and meeting the younger girls for coffee.” They connected their outward actions and inward desires to create a holistic view of themselves.

For some participants, processing their emotions could be difficult because they hadn’t always known where their desires and motivations came from. Yet through the Enneagram, they were able to understand the source of their emotions. Maddie summed up learning about emotions best by confessing,

I couldn't understand and grasp it, so I would just ignore it and not address those emotions, and so I think now through the program I have a little bit more of a framework to kind of view what I'm thinking and it kind of helps me to just kind of process, like why are you disappointed right now? Like is it because of yourself, or is it because you have these expectations… It just helps me to kind of
put words to things that I kind of wouldn't have been able to necessarily process as well before.

This kind of understanding can be very important for someone like Morgan, who tends to avoid conflict. She asserted, “I am a very outgoing Nine [characterized as striving to feel peaceful (Sikora, 2019)], so I’m learning how to express myself and I have been feeling my feelings lately instead of shoving them down like I usually do.” Participants felt they gained a greater level of perceived self-awareness by processing and understanding their emotions, motivations, and habits.

**Linking Personality to Leadership Style**

The third subtheme of, *Using the Enneagram as a Tool for Self-Awareness*, contained the participants’ application of the Enneagram training to leadership contexts. The participants used their self-knowledge to connect how their personalities influenced their leadership styles. Fin felt that the Enneagram provided him clarity into how he leads. He claimed,

> Being able to put a label on the qualities I possess makes me a much more confident leader. It allows one to say, ‘I am a type One, type Two, etc., and this is how I lead.’ I think that is pretty empowering. It offers a person rationale into how they lead.

Bradley also found it useful to apply knowledge of the Enneagram to his leadership roles. He indicated, “It seems that through the Enneagram I can locate what leadership styles I use, and how they impact my success.” They were able to analyze their actions as leaders more accurately with this insight.

They reflected on their leadership behaviors and considered how their personality types came with strengths and weaknesses. In her final journal prompt, Paige considered how to capitalize on the strong points a type Two had, as she commented, “Like I said in
the first journal prompt, I have strengths in compassion and drive. Now I need to learn how to combine those two. That is how I will grow as a leader.” Participants contemplated newly discovered strengths and identified directions for them to grow. As she learned about her strengths and weaknesses Maddie recognized that the important part is; “being able to hold on a little tighter to the strengths and then kind of understanding what those weaknesses are and kind of working through them kind of on the side.” These discoveries of strengths, growth areas, and habitual tendencies gave participants a more accurate view of their leadership styles.

To summarize, the participants used the Enneagram as a tool for growing in self-awareness in three ways. They explored their personality types and became aware of their habitual patterns. Diving deeper, participants explored how their motivations impact their behaviors and emotions. Finally, they processed how their personalities affect their leadership styles.

**Trying on Others’ Shoes**

The second theme, *Trying on Others’ Shoes*, addressed the part of the first research question that focused on empathy. In their Enneagram training, participants not only learned about themselves, but learned about other personality types as well. They acknowledged their struggles with considering issues from another point of view and began to consider how they might go about taking on new perspectives. As they learned about the perspectives of others, they began to practice empathy and validate the experience of other personality types.
**Considering Another Perspective**

The first subtheme of, *Trying on Others’ Shoes*, was concerned with perspective-taking. In their Enneagram training, participants acknowledged that their worldviews shape the way they interact with others and how different worldviews could evoke different actions. Some of the participants experienced previous difficulty with empathizing previously because they had not viewed an issue from another perspective. Lane pointed out that she struggled to empathize and claimed the Enneagram “helped me especially in communicating with other people. I think sometimes it's hard to empathize or to understand even that people just think differently than us, and so I really appreciated and valued learning about all the other different types.” For others, the struggle to empathize wasn’t so evident to them until they learned more about other perspectives. Maddie, a logical and perfectionist One, explained how this revelation occurred. When asked if she puts herself in other people’s shoes, she speculated,

> I would love to say yes, but, and I think if you'd have asked me before the Enneagram I would have said yes, but I think now I don't even think about putting myself in other people's shoes as much, I think, because I'm just so focused on like well, this is right so like why can't. Like we both know that this is right so let's just agree on that, or we both know that this is wrong.

She realized that she wasn’t able to empathize as well as she thought because she didn’t truly understand others before she learned about the Enneagram types.

Empathy requires an understanding of the other person, which would make it impossible to truly empathize without such understanding. Olivia, a type Three, came to believe that there is no one way to empathize with everyone and added, “It is important to show them empathy in the way that they can accept and understand instead of the way
that your personality type might prefer it.” Morgan suggested that empathizing with someone may involve being uncomfortable herself. She proposed,

A way I could be more empathetic is to embrace anger or conflict and think about what the other person may be feeling when they are presenting me with their point. Their anger may be valid so instead of being scared and running away I should talk through their anger with them in order to gain a better perspective on what they are feeling.

Morgan, Olivia, and other participants discovered new aspects of empathy and increased their understanding of others. They also felt themselves adjusting their perceptions of others based on what they learned about the different types.

Participants truly began to step into the shoes of others after learning about the perspectives of different personality types. Amira tried viewing the attitudes of her co-workers differently. As she was talking about the Enneagram’s effect on her empathy, she mentioned, “So now I’m constantly putting myself in other people's shoes and like looking at that perspective too before I completely analyze the conflict.” Jackson was able to better empathize with the type Twos in his life through this training. Jackson, a diligent problem-solving One, expressed that he didn’t like the help that Twos would offer him when he vented,

Their feedback is then like a new suggestion in that ‘well how can I help you, I want to help you’ and, in my mind I'm already thinking through everything that I can do to help and a lot of times I don't really want any feedback on how to help.

Yet, he shifted his perceptions of Twos’ offers to help after he learned more about their motivations. Instead of viewing their offers to help as bothersome, he reframed their actions by thinking, “but just realizing like oh, they actually just care about this, and they like want to help me and it actually helps them by being able to help me.” Jackson, along
with other participants, stepped into the perspectives of others to understand where they were coming from and why they acted the way they did.

**Validating Other Personalities**

The second subtheme of, *Trying on Others’ Shoes*, focused on the acceptance and validation participants felt for the alternative perspectives they had been considering. Before the Enneagram training, participants did not fully understand other personality types, the motivations they held, and how those differentiated from their own. Therefore, it was difficult for them to consider the perspectives of others as valid viewpoints.

Jackson had a hard time accepting other argument styles because his strategy involves approaching issues in a logical progression as a One. He acknowledged,

> There are definitely things that people say that I usually naturally get frustrated by like even if it's small like logical inconsistencies like, if I if I cannot see how you got from A to B to C I'm probably just going to stop listening and that's really not kind on my part.

Seth, who strives for uniqueness as a Four, also dealt with this issue. He echoed, “I have struggled in the past with not viewing others as unique people with different skills and personalities that are valuable for the team.” Seth, Jackson, and others had a problem assuming that their worldview was the only right worldview.

Over the course of the study, the participants felt better equipped to validate the lived experiences of their peers as they gained more awareness of others’ perspectives and their own. Rachel concluded that she shouldn’t view another personality style negatively because of their differences, but should be accepting. She continued, “We all succeed in different ways, and other people’s version of ‘success’ may be much different..."
than mine, but that doesn’t make it any less valid.” Lane took this thought one step further and elaborated,

I will be able to better empathize with people whom I have conflict because I will have an increased understanding of their personality. Sometimes, what may come across as a differing standpoint or disagreement, but it’s actually a result of different thinking and different strategy. It increases my awareness of the importance of others’ opinions, because I need them to help balance myself out. They became more inclined to accept and validate the strategies of other personality types when they were able to understand their mindsets.

Altogether, the participants felt they grew in empathy by taking two steps in trying on others’ shoes. By learning about other personality types, they took on different perspectives. After taking steps towards understanding different perspectives, the participants felt more accepting of others’ strategies.

**Inner Work**

Two more themes emerged in response to the second research question, which inquired about the students’ perceived self-growth from Enneagram training. The first of these two themes, *Inner Work*, addressed the ways the students felt they grew internally. Through this training, participants reframed their world views to be less self-centric. They tried switching up their intrapersonal communication and actively worked towards catching themselves in their habitual tendencies.

**Reframing Worldviews**

The first subtheme of *Inner Work* regarded the shifts in outlooks participants underwent. One important step in the journey towards self-growth involved combating self-centrism. Some participants didn’t recognize that people viewed the world different
from them until they learned about the Enneagram. Maddie explained this enlightenment after being asked about what she gained from the training. She analyzed,

I think I have just a much greater appreciation for what makes people do or why people do what they do. I think a lot of times just I tend to put my own assumptions on people and I kind of I just expect people to be perfect.

Heather, a Four who strives to feel unique (Sikora, 2019), explained why it is important to avoid self-centrism. She posited,

I can be quite self-centered, and this quality hurts me as a leader. I can let myself focus only on my emotions and forget the feelings of my peers, and my tendency to feel misunderstood causes me to become withdrawn and bitter toward others, negatively impacting my ability to be a good leader.

They accepted that their way wasn’t the only right way or that their unique needs weren’t the only ones to be met. This reformatory perspective change helped them reframe how they view relationships.

They also applied these lessons to their leadership roles. Enneagram training helped them recognizing where they could shift their leadership tendencies based on what needs their type strives to satisfy. Seth refocused his involvement in organizations based on the understanding that a Four strives for uniqueness. He vocalized, “I think that I need to strive to feel unique not by taking on more activities, but trying to excel in the areas I already am involved in.” With the Enneagram, they felt they could re-evaluate the routes they were taking to satisfy their needs and desires.

**Internal Dialogue**

The second subtheme of *Inner Work* included the participants’ adjustments to their internal dialogue. Multiple participants expressed some form of self-criticism as part of their original self-talk. Heather summed up what this might look like stating, “Once I
begin to realize that my plans cannot be executed in the ways I had hoped, I become
critical of my own abilities and think of myself as a failure.” Amira also experienced self-
criticism but underwent a transformation through this training. She illustrated,

I know that, like I whenever I talk to myself, like I analyze myself very harshly so
whatever that I do, I will harshly commented on myself and then nobody else will
notice it, I will be the one to notice it. But I still do that, but I feel like I have lots
of tenderness of it, because now that I know what's my type and, like how do I
react to situations and like how I avoid failure in the case of failure, I just shut
down and like be very harsh to myself or. So now, the self-talk is like a little bit
positive in a way I’m like ‘it's okay you do this but don't do it again Amira don't
fail this or like try to do a better job next time’ so it's a slightly positive, than
when it started, I would say.

It was important for these participants to understand themselves better so they could talk
to themselves in a less critical way.

For Olivia, learning about the instinctual biases helped her to have a more positive
self-view. As a Navigating bias, focused on group hierarchies, she discovered,

I have been told I tend to change my personality when I am in different settings,
so this realization makes a lot of sense and helped me to realize that this
personality trait does not have to be a bad thing and that I am actually using it to
the group’s advantage.

Fin also grew in his self-view. He had heard some negative things in the past about Fours,
but after learning for himself, he appraised, “Being a Four is not necessarily a bad thing.”
Whether the participants had been told negative things about their habits or became jaded
towards them on their own, they adopted more positive self-views after they came to
understand that these habits were automatic parts of their personality type.

Jackson also had a breakthrough in self-acceptance. He had always been aware of
his tendencies, but after learning about the Enneagram, he found some peace in knowing
that’s just the way he is. He conveyed,
I think it's helped me kind of understand why I feel this way. And kind of just being able to cope with it better. I think a lot of the time, my task orientation mindset, or whatever can kind of make me feel anxious. But being able to realize like this is just how my mind works, has helped me to realize that. Like I'm just kind of wired this way.

Participants introduced more grace into their internal dialogue by accepting their tendencies as part of their personality, rather than criticizing them.

**Taking a Step Back**

The third subtheme of *Inner Work* consisted of participants’ experiences with catching themselves in their habitual personality patterns. The student leaders put what they learned about their Enneagram types into practice. They became more present and attempted to step back in moments where their habits usually went unchecked. Amira paid closer attention to herself to make sense of what was happening. She suggested,

> I most certainly feel as if I know myself better than I thought I knew as I continued to learn about my Enneagram type, and everything that is associated with it. Starting this journey, I did not pay a lot of attention to the actions I was doing as for being a leader, but now that I have gained so much information and insight about my Enneagram type, I pay close attention to everything I do and connect it back to being a type Three.

Heather took this paying attention a step further and used it to control her emotional reactions by taking a step back. She explained,

> I am continuing to practice a more rational mindset and relying more on my logic than my immediate emotional responses. Learning about my distorting filters – feeling demeaned, fear of being misunderstood – can contribute to my irrational thinking. When I read situations through these filters, I can step back and ask myself if these feelings are realistic and change my thought patterns based on my answer.

Rachel also referenced the importance of catching herself by taking a step back. She propounded, “I need to sometimes take a step back and evaluate why I am doing what I am doing and determine if it is just for self-recognition/promotion.” Through these
workshops, participants paid attention to their habits in real time and also developed an ability to step back from the situation and catch themselves in their automatic cycles.

In brief, the participants perceived self-growth in the inner work they underwent through this project. They worked on reframing their view of the world so that they were not at the center of it. The participants also adopted a more graceful tone in their internal dialogue after gaining understanding of their Enneagram type. Finally, they used their increased awareness to catch themselves in the midst of acting out their defense mechanisms.

**Adjusting Approach to Interpersonal Relationships**

The second emergent theme of research question two, *Adjusting Approach to Interpersonal Relationships*, addressed the ways students felt they grew in their external actions. Participants adjusted their perceptions of others as they learned more about their differences. With these changes, they were able to trust their peers more and introduce more delegation into their leadership styles. They also found their behavior changing in their relationships and used the Enneagram as a tool for change.

**Perception Shift**

The first subtheme of *Adjusting Approach to Interpersonal Relationships* revolved around the participants’ move towards perceiving others nonjudgmentally. Participants challenged their previously held assumptions about others after gaining a better understanding of how they perceive the world. Illustrating what this mindset shift looks like, Courtney, a driven and successful type Three, relayed,

*I think as a leader, I’ve judged others too quickly on how they go about their work. This process has helped me realize that people operate in different manners, each*
attempting to solve a problem and lead in their own way. Being able to recognize that quality in others and understand their process of thinking helps me approach leadership and group work from a manner that is more flexible and can be adjusted to other’s way of thinking.

Maddie, the One who sees issues in black and white, related to Courtney in challenging her assumptions. She expanded,

I think the Enneagram just kind of helps to put a little bit more, I guess, like human nature into it, for me. Like it helps me to not I guess make assumptions about people, based on the argument, but to kind of look at like what's at the root of kind of the conversation if that makes sense. I think that's been actually really beneficial to just be able to kind of realign how I look at people and then how I interpret how they are acting in my own kind of head, you know.

The challenge to previous perceptions and assumptions set them up to adopt a less judgmental perception of others. Seth saw that his previous judgements and assumptions of others could be explained by instinctual biases and, therefore, changed his evaluation of such behaviors. He credited the Enneagram in helping him with negative feelings he harbored towards others, who he perceived as infringing upon his uniqueness in a group, when he indicated,

So that helps me to understand that you know where I might think that they're like trying to show off or something like maybe that's just their that's their instinctual bias like going that direction. And it might not necessarily be to them a negative thing or you know prideful issue or whatever it's just like their natural tendency.

This move away from judgment did not occur solely in group settings or formal relationships. It was also present in more intimate relationships where they knew the other person well already. Lane noticed a shift in how she viewed her relationship with her mother. She disclosed,

I assume the worst of her a lot of times. I’m like ‘oh she's like she's so mean, and she doesn’t really want to resolve conflict.’ It's not true it's just like goes about validation differently than I would. So, I like knowing that. That helps me a lot with forgiveness and being open to hear like what the issues really are.
These participants opened up new possibilities for communication in their interpersonal relationships by trying to understand the other person rather than writing them off in their head with preconceived notions or judgements.

**Learning to Trust**

The second subtheme of *Adjusting Approach to Interpersonal Relationships* consisted of the participants’ perceived growth in delegating tasks. Most of the participants shared a common issue in their leadership roles. They felt a sense of being overwhelmed by their commitments. It wasn’t always that they were involved in too many leadership roles. This usually occurred when they were doing everything themselves because they lacked trust in their peers. In the beginning of the workshop, Courtney felt like her way of doing things was the best and this was why she didn’t trust others. She acknowledged,

> I have a hard time trusting that people will get a job done with the quality with which I would, so I find myself taking on and holding on to tasks that should be passed to someone else. This makes my plate too big and makes other people feel as unimportant, not trusted, or uninvolved.

Later in the process, she connected her type and instinctual bias to make sense of why she had this difficulty. She articulated,

> I think that I, as a type Three and Navigating, have a hard time trusting other people to get the job done as well as I could, because I try to be outstanding within a group. So, when I am in a leadership position and understand myself as an outstanding leader within the group, I believe that I am best qualified to do tasks, which then leads to me taking on a lot of responsibility.

The problem wasn’t limited to Courtney, however. Another type Three, Amira, mentioned this issue five separate times in her interview. Seth, also struggling with delegation, concurred,
I will work myself until I have nothing else left to give before I assign tasks to others that I think I could do myself. Partially, I don’t want to seem demeaning as I tell someone to do something. The other part of me thinks I could do a better job and don’t want them to ‘mess it up’.

Maddie added, “I definitely need to learn to be better at delegating tasks and being okay if something isn’t done the way that I think it should be.”

This appeared to be the most common problem for the participants, but many of them were able to find solutions in their Enneagram training. Their references to delegation became more prevalent after the second workshop. Sarah felt that her experience with the Enneagram helped her approach the issue in a new way. She affirmed,

Before taking this workshop, I felt that I had to do everything myself in order for it to be done right and that was tiring me. I am now able to trust people and give them some of the work that I was doing. That has made me a better leader and a better friend.

Courtney shared how her goal for this workshop came to fruition. She noted,

My goal was to share responsibility and let go of some control when it comes to the executive board of the ambassador group I am in. I think I have been making good progress in this, incorporating in open discussions and listening more than talking at the meetings. I also have been actively delegating tasks instead of taking it all on myself.

Amira, who felt a large connection to this issue, was also able to grow in it. She reported,

I definitely was able to resolve the ATA process goal that I set to myself, where I am able to empathize with the person I am conflicted with and am able to prevent myself from completing the specific task that I gave to the person and instead help them complete it successfully while guiding them.

These leaps into trusting others came from an increased understanding of other Enneagram types and decreased judgments of their strategies. Jackson was able to implement these practices into a work situation. After realizing he had completed all of
the tasks he had assigned to one of his team members, he had a conversation with him and released his grip on withholding trust. He divulged,

I got to kind of give him some responsibility, and so it was it was kind of difficult for me. It sounds funny because it's not like it was anything huge, it was like ‘hey I need you to call this guy, let me know what he says’... it's pretty simple things but for some reason in my head, I was just worried about it. And so I think that was a good step in the right direction for me to to realize that I need to give him opportunity to do what he signed up to do what he wants to do. And then help him along the way, if he needs it, but really just kind of get it off my off my to do list and trust other people with what they can do so.

The Enneagram training provided opportunities for participants to grow in the area of delegation, and many of them began to implement their new knowledge.

**Real World Examples**

The third subtheme of *Adjusting Approach to Interpersonal Relationships* contained the personal examples participants used to understand how the Enneagram would work in their lives. A common theme among participant responses to journal prompts and interview questions was their strategy to understand what they were learning by using examples in their lives. They kept friends, family members, and groups in mind when they learned about the different types and even used other participants to learn.

Maddie thought talking with other participants in the breakout rooms helped her extend the theoretical knowledge into her daily relationships. She recounted,

In one of the breakout rooms, there were a few other Ones, I think, at the time. And they had different instinctual biases and it was kind of interesting to kind of differentiate between. Like all three of us probably on the outside, are doing a very similar thing like in a certain situation but kind of our motivation behind that is very different. Like, for example, one of my other roommates Sydney is she's also a One but she's the self-preserving type so she cares a lot about making sure that she like herself is kind of in check and in order.
Lane kept coming back to examples of her and her mom’s relationship throughout the interview. She said, “My mom and I are really close and so I think that's why I think she just was in the back of my mind as we were going through this.” By referencing the relationships and groups they were a part of, they could figure out ways to apply their knowledge. Rachel, for example, looked to find ways she could apply her training to the organizations to which she contributes. She maintained,

I need to understand that other people don’t express their ideas and emotions in the same way I do. Some people need to feel comfortable in a group setting to participate, and I need to be a part of making that environment feel comfortable for them.

As John, a type Eight who strives to feel powerful (Sikora, 2019), learned about the differences in motivations, he found ways to change his leadership style. He exclaimed, “I found more ways to get a fire underneath people to start taking pride and passion. I feel like I have become a better communicator and leader through learning more about this as well.” Lane, the type Two stiving for connection, went so far as to change the structure of her organization’s meetings after she considered what impact her training could have. She exclaimed,

I have been able to use what I’ve learned here to implement different ideas from other girls and just hear their perspectives more so, and kind of structure our meeting separately. So, we have had more from the ideas of some of the officer girls. We started implementing a lot of guest speakers, so we’ve had them come in, but we’ve also facilitated inner social interaction by forming small groups and also we did junior-senior buddy program. So, each junior has a senior pair or buddy and they meet up like hopefully like once every two weeks is the goal. So just like hearing those ideas and then being able to implement ideas from other officer girls has been good.

By referencing their relationships outside of the training and learning alongside other participants, these leaders were able to implement what they learned and see positive outcomes.
To summarize, the participants felt they grew by adjusting how they approached interpersonal relationships. One way they accomplished this was by shifting their perceptions of others to be more nonjudgmental. Learning to trust people who were different types enough to delegate time consuming tasks to them was another part of this process. Finally, the participants used real world examples to help them apply the Enneagram to their daily relationships.

**Communicating Through Conflict**

Finally, one theme, *Communicating Through Conflict*, emerged to address the third research question about the students’ perceived growth in their conflict management. Participants gained an increased understanding of how their type and other types approach conflict. They realized they needed to communicate more and sought to implement that change. They also discovered new ways to navigate the differences that are present between personality types.

**Conflict Awareness**

The first subtheme of *Communicating Through Conflict* comprised the awareness of their own and other types’ conflict management styles. The student leaders learned about how their Enneagram types typically respond to conflict in the second workshop of this project. They re-evaluated their understanding of conflict by applying their knowledge of their type’s tendencies. Using an ATA concept of pinches and crunches, Anna, a type Four, felt she gained new insight on her reactions to conflict. She reasoned,

In light of the information I learned today, I can use the different information on the pinches and crunches for my type to better understand when I haven’t had time to rest and be able to self-talk my way out of a stressful situation.
Amira was also able to recognize when she was being pinched and then found herself being able to make a more empathetic decision in a conflict based off her heightened awareness. She elaborated,

At work, one of the partners did not complete the task that I asked them to complete and, in the past, I would have just done it myself without re-asking them. However, I noticed that I was pinched at that moment, and strategically I knew how I would normally react so instead I asked the person again to complete the task and simply prepared myself to empathize with the person I am conflicted with, and even if the work they complete is not the best, I would accept it and instead of fixing it myself I would be teaching them how to do it correctly.

Some participants saw their basic desires playing a role in their conflict communication styles. As a type Two, Paige learned how she communicates in conflict and how she might adjust her strategies in the future. She recounted,

I found out how to more effectively communicate with the other types based on how I react and how to deal with conflict. I learned that I am connected when I communicate, I love to make sure that people know I care, so they care about me in return.

Participants also found it useful to learn about the other Enneagram types and how they react to conflicts. Maddie explained that understanding the personality types of others can help break down a complicated conflict. She expressed,

Knowing things about myself and the Enneagrams of others helps to better understand the reasons for why they do what they do. I have already found that this can help reduce conflict because it allows you to get to the root of whatever is happening instead of assuming why someone does something.

Many of them felt it was useful to learn how they are perceived by other types in conflict. They gained a mirror-like moment of clarity and adjusted how they approached conflict based on what they learned about their projected image. Thinking on this subject, Courtney pondered, “When it comes to communication and conflict, I discovered that I might be too dismissive and keep too much to myself, in a way that makes me unapproachable or seemingly upset with others.” John, a typically blunt type Eight, also
began to understand how he comes off to other people and used this information to adjust his strategy. He shared,

I have learned to deal with conflict a lot better than I used to because of this. Prior to this study I would be short and cut off and be a bold direct person. From this I feel as if I have calmed situations down rather than escalating them. I think I have handled situations better and have gotten better results and solutions from conflicts. Many conflicts arise from the lack of communication or misunderstanding and I feel that the discussions that I have had because of conflict has been resolved by knowing and understanding different types of personalities and how to address situations better.

Perhaps the most critical development in the participants’ conflict awareness was their shift towards giving feedback in conflicts. Lane, a self-described quiet leader, decided to step out of her comfort zone and address an issue in an organization of which she was the president. She recalled,

So, I like sat down with them, which was a little confrontational for me more so than usual. But less passive and more straightforward and I think it was beneficial because they were able to see like okay I'm responsible for this like why, like you know I should be doing this and. Then they did it and it went well, but there was never a full-blown conflict like there is no raising voices or anything like that it was just a conversation, but it was a conversation that went differently than what it would have been beforehand.

Seth also provided an example of how he changed his approach to giving feedback in a group project for class. Not only did he find new insights for addressing conflict in groups, he also focused on communicating his emotions in more intimate relationships. He shared,

Some things that might be helpful for me to be able to communicate, especially with you know, a partner in the future, or even just friends it's like. hey you know when I'm in a stressful situation or in this kind of crunch like I'd really appreciate, if you, you know would listen or let me express my feelings to their fullest extent you know, like, I might not be done talking when you're done talking kind of thing, and so that was helpful.

Amira summed up the workshops’ effectiveness in raising conflict awareness by admitting, “The workshop definitely showed my true colors and how I can be
approaching to the conflicts in the best way for both myself and the person I am conflicted with.”

**Interpersonal Communication**

The second subtheme of *Communicating Through Conflict* focused on the participants’ adjustments to interpersonal communication inside, and outside, of conflict. Not every participant found themselves in full-blown conflicts to practice their new knowledge of the Enneagram. However, they were able to apply what they learned about their type’s communication styles to be more empathetic to others and reduce conflict in the first place. Morgan, the nonconfrontational Nine, began to understand how her communication style was causing problems when she realized, “The biggest insight I gained in terms of growth areas was that I tend to say yes but mean no and I use agreeing words often.” Maddie acknowledged that her nonverbal communication could use some adjustments to be more welcoming to others. She considered,

I think most of the insights came from looking at what my own body language that a One typically portrays. I tend to be direct and firm. Although this can be a strength, I think I could grow in being relatable and warm in my leadership style.

Seth felt that the workshop illuminated his communication style to him. He illustrated,

Through this experience, I learned more about how to describe my communication style as a leader and how others may perceive my communication. As a Four, this may mean that they see my conversations as self-absorbed or too self-referencing. Also, I now understand more about why some people can see my body language as intense. It was clear that the way I prefer to talk to others may seem demeaning and unhelpful at times when reading about other types. To combat this tendency, I want to address people in ways that they may prefer based on their preferred strategies.

In any conflict, there are at least two parties. The participants also considered the communication styles of others, became more accepting of them, and adjusted to them in order to reduce conflict. Heather walked through this transformation as she described,
In the past, I have found myself frustrated with those who don’t share their emotions or seem to speak in a more reserved manner. I want to share all of my thoughts and feelings, and I tend to expect others to do the same. The workshop taught me that others may choose to communicate more privately and that I can still see the value in that style of communication even though it is different from mine.

Maddie also placed more value in the other strategies than she had before. Talking about the difference in communication styles, she expressed, “I have a greater appreciation for it because I know a little bit more about where it comes from, and like kind of what it represents on the inside of a person.” Lane applied her understanding of communication differences to her relationship with her mom. She suggested, “I think, knowing that she feeds off of that communication and off of that like coherence, has helped me better understand how to communicate with her and how to respect her in what she’s saying and her feelings.”

Lane also noted the importance of understanding the intentions behind the communication of other types. As she was reflecting on the interpersonal relationships in her organization, she proposed, “Sometimes they're going to act differently than me or they're going to think differently, sometimes their intentions are not what I think them to be. So, it's important for me understand that before I jump to conclusions.” Amira expanded on this idea and went so far as to try and bring intentions out in the open so there would not be any misunderstanding. She explained,

It just comes back like again putting yourself in the other person's shoes like or maybe they were just upset that they just sound really harsh. But when in fact they were just not intending to sound harsh. And at work we talk about this like we were all like pretty close to each other. So, if somebody said something that like that was confusing or like the intention was unclear, I would just be like ‘well what did you mean when you said that?’
These participants learned how the differences between personality types can lead to miscommunication and took different measures to improve their interpersonal communication in turn.

**Navigating Differences**

The third subtheme of *Communicating Through Conflict* was concerned with the routes participants took to avoid or resolve conflict preemptively. Another strategy participants used to reduce conflict on the front end was reframing the way they viewed conflict. They adjusted their intrapersonal communication to effectively prevent conflicts themselves. Instead of perceiving another person’s communication in a conflict as an attack, Heather reviewed how the difference in personality type may mediate a conflict. She verbalized,

> I learned through this workshop that others have different motives than I do, and they understand their environment and responsibilities differently than I do as well. When my actions conflict with the actions of another leader in my organization, I can understand the conflict not as attack on my but as an opportunity to understand whatever circumstance we are facing from a different point of view.

It was also useful for participants to reframe how they felt conflict situations had to unfold. They opened themselves to the idea of acting in a way that others may prefer. Olivia dove into this topic and said,

> I am working on being better about accepting their differences of ideas instead of forcing my tendencies onto them. The workshop opened my mind to the varieties of ways people react to situations and the things they want to hear or want done when they are in those situations. I will continue working on being more attuned to other personalities and giving them the treatment they wish to have when they are going through a stressful situation.

Morgan also worked on letting go of the need for conflicts to end the way she preferred. As a type Nine, she is incredibly uncomfortable with conflict and usually
rushed to address it, regardless of how the other person wants to deal with it. She came to understand that it isn’t always appropriate to approach conflicts that way. She declared to herself, “The issue does not always have to be solved though, and not everything has to end peacefully and I just have to understand that.”

Rachel made a conscious effort to adjust her approach to others based on how they prefer to address a conflict. She insinuated that her automatic process would be to discount others and go about her own preferred way as a Three. As she learned more, she challenged herself and concluded,

I learned that each type handles conflict differently, and I don’t need to discount someone for dealing with that conflict in a different way than me. I need to take a step back and consider how other types may process the information and approach the conflict differently/on a different timeline.

Participants, like Rachel, navigated the differences between personality types by reframing conflicts and approaching them in ways that others preferred.

**Collaboration**

The fourth subtheme of *Communicating Through Conflict* included the participants’ new attempts to collaborate with their peers. The lack of collaboration in some participants’ leadership styles contributed to conflict for them. Other organization members either clashed with the participants over this, or didn’t feel as connected and checked out, therefore, creating more problems. Bradley struggled with utilizing collaboration and incorporating other members’ ideas. He evaluated,

Being a generally laid back, easy going person, it can sometimes be difficult to say no or explain to them why their idea is not a good one. Everyone seems to have some input, but it can often be hard to sort through all the opinions to make the best decisions.
Reflecting on some of his clashes with other organization members, John added, “I had made them feel like they were just servants rather than making them feel like a useful person and being a part of the decision and accomplishments that they had come up with rather than getting told what to do.” While not all participants struggled to collaborate like Bradley and John, they were still able to find new ways to collaborate more effectively. Lane speculated that communicating about the pinches and crunches of their Enneagram types would help them work together as a team. She detailed,

I would like to share my pinches with them and ask them to share theirs with me over time. Ideally, we will be able to encourage one another as we seek to work on our pinches and crunches to bring out the best in ourselves. I will use this to increase the collaboration with them in meeting planning and this will allow them to give more insight regarding ideas they have for future meeting ideas.

She then went on to implement tangible changes in her leadership role. She reported,

I confronted the officers with my idea of changing the structure of our meeting to encourage more conversation and initiation, and several officers suggested inviting an outside voice. Ultimately, communicating with the officers about their opinions and enforcing a participation policy proved to be effective for their input.

Courtney was also working on this throughout the project and felt she made progress in her own way. She supposed, “I think I have been making good progress in this, incorporating in open discussions and listening more than talking at the meetings.”

To some participants, better collaboration didn’t necessarily need to be structural. They suspected they could collaborate with other leaders or members simply by listening more. Sarah, for instance, felt she needed to grow in the area of listening, “After learning more about my Enneagram I have learned that I need to allow my opinions to change and to allow others to offer their opinions.” As the workshop went on, she added, “I can better empathize by being a better listener. I think I tend to be a passive listener but just by truly
listening to the other person will improve my empathy.” Maddie’s growth in listening occurred internally rather than in an external action. She stated, “yeah, so I think inwardly I have tried to not so much, just like disregard that person, based on what they're saying and listen a little bit better.”

To Lane, listening could do more than just add a new level of collaboration. Listening could also help her understand the motivation behind her peers’ ideas. This motivated her to not only listen, but also ask questions to be able to listen actively. She elaborated,

It has caused me to be more inclined to other people to seek out their reasoning, ask them, ‘Hey, why do you think that?’ You know, ‘Why do you think that we should go this route rather than this one?’ And kind of just hearing your perspective when before I didn't even think that I didn’t even like think about why they would I would have a different perspective than me I would have just assumed.

Participants found success in collaborating in their leadership roles by changing the structure of their meetings, listening more, and actively asking questions to incorporate the thoughts and feelings of other organization members.

In conclusion, the participants felt their conflict management improved by learning how to communicate more effectively. First, they felt they became more aware of the miscommunications that occur between different personality types in conflict. Second, they explored how their communication style impacts others and how the discrepancy between intentions and outward communication can lead to conflict. Third, the participants adjusted their conflict strategies to meet the conflict and communication needs of others. Finally, they incorporated more group discussion and collaboration in their leadership strategies to
create greater avenues of communication in their organizations. The qualitative data is summarized in Table 2.

Table 2

*Qualitative Data Matrix*

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<tr>
<th>RQ1</th>
<th>RQ2</th>
<th>RQ3</th>
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<tr>
<td>How will Enneagram training affect self-perceptions of their self-awareness and empathy?</td>
<td>How do participants describe self-growth gained from Enneagram training?</td>
<td>How do participants describe the Enneagram training’s effect on their conflict management?</td>
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| **Theme 1**
*Using the Enneagram as a Tool for Self-Awareness*

Participants felt increased self-awareness through understanding their personality type, recognizing how their motivations affect their behaviors and emotions and how these discoveries shed insight on their leadership styles.

| **Theme 2**
*Trying on Others’ Shoes*

Participants felt they became more empathetic through perspective taking and validating the perspectives of other personality types.

| **Theme 3**
*Inner Work*

Participants felt they grew internally by reframing their worldview, adopting more graceful self-talk, and catching... |
<table>
<thead>
<tr>
<th>Theme 4</th>
<th>Adjusting Approach to Interpersonal Relationships</th>
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<tbody>
<tr>
<td>Participants felt they grew externally by perceiving others with less judgment, trusting others enough to delegate, and using real world examples to use the Enneagram in everyday life.</td>
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<tr>
<th>Theme 5</th>
<th>Communicating Through Conflict</th>
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<td>Participants felt they became better at managing conflict by becoming aware of the miscommunications between different personalities that cause conflict, recognizing how the impact of communication styles can be different than the intention, adjusting to meet the needs of others in conflict, and incorporating more collaboration and group discussion into their leadership strategies.</td>
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DISCUSSION

Statistical analysis of an EQ-i pre- and post-test, four sets of journal prompts from each participant, and interviews with six participants yielded answers to the proposed research questions. In response to research question one, exploring what effect Enneagram training would have on participants’ self-awareness and empathy, the statistical analysis provided some answers. Perceived self-awareness, as measured by the EQ-i, remained unaffected by Enneagram training while perceived empathy actually decreased, though not significantly. Without further insight, these findings would suggest that the Enneagram may not be a tool for increasing self-awareness or empathy. However, these findings may be explained by the qualitative data and limited by the relatively small sample size.

The qualitative findings showed that participants felt they gained new levels of self-awareness and empathy, grew in their intrapersonal and interpersonal relationships, and became better at managing conflict. This section of the data was rich with explanations of how the project impacted them. A particular comment in the qualitative data may shed light on the problem with decreased empathy. Maddie had mentioned that before learning about the Enneagram, she thought she was more empathetic, but after learning more about her personality, she realized she may have been less empathetic than originally thought. Participants may have answered questions in the posttest more accurately than in the pre-test because they gained a more accurate understanding of
themselves, leading to decreased perceived empathy scores. Overall, the qualitative data helps to explain the quantitative data because it is saturated with examples of perceived benefits to self-awareness and empathy from the training.

Again, the first research question explored the effect of Enneagram training on perceived self-awareness and empathy. The increase in self-awareness was observable but not statistical. Participants began to understand their personality types better and were able to spot their habitual patterns. Understanding the personality is the first step towards growth in the Enneagram system (Chestnut, 2013). Participants were also able to dive deeper and process their emotions and the motivations that guide them. The basic desires are an essential piece to understanding each Enneagram type (Riso & Hudson, 1999). Being able to process emotions is also of significant importance for self-awareness (Decety & Jackson, 2006; Mayer et al., 2008). Likewise, it affects empathy because one must be able to recognize their own emotions and differentiate those from another individual in order to be empathetic (Block-Lerner et al., 2007; De Wall, 2008; Decety & Jackson, 2006; Rieffe & Cmaodeca, 2014). Because participants felt they became more self-aware, they were able to gain a more accurate perception of their empathy which may have resulted in lower empathy scores on the EQ-i 2.0 albeit more accurate. Emotional regulation is also considered an intrinsic part of leadership (Ashkanasy & Dasborough, 2003). Participants’ ability to understand their personality types, process their emotions and differentiate those emotions from others based on what they learned in the workshop points towards a claim that their perceived self-awareness was affected in a positive way by the Enneagram training.
Participants also shared direct perceived effects on their empathy. They learned about other personality types and thought it helped them consider the perspectives of others and, in effect, be more empathetic. This should be considered a more empathetic change because perspective taking is one of the four components of empathy (Decety & Jackson, 2006, De Waal, 2008). Not only did participants consider the perspectives of others, they also became more accepting of those perspectives and went so far as to validate them. For perspective taking to be a part of empathy, the acceptance aspect is also necessary (Decety, 2010; Decety & Jackson, 2006; Rieffe & Camodeca, 2016). Since the participants found themselves more equipped to take on the perspectives of others and more accepting of those perspectives, their perceived empathy would seem to have been positively affected by Enneagram training.

The second research question inquired into the self-growth that participants felt they gained. Participants felt they grew by beginning to catch themselves in the midst of acting out their habitual tendencies. Multiple participants used the words “step back” and described this process as a conscious effort towards changing behavior. In the Enneagram system, this is a critical pivoting point towards changing behavior (Chestnut, 2013; Riso & Hudson, 1999). The participants were never prompted about this action in their journal prompts, so they were truly making connections to the system that stuck with them.

Participants also perceived growth in their internal dialogue. They reframed their view of the world and themselves so they could obtain a less critical and more accepting self-view. An important step in this process was moving their disposition towards being nonjudgmental. Both the Enneagram literature and emotional intelligence literature stress the importance of having a nonjudgmental introspection for growth in self-awareness.
(Chestnut, 2013; De Waal, 2008; Block-Lerner et al., 2007; Riso & Hudson, 1999; Winning & Boag, 2015; Wispe, 1986). This would suggest again that they made progress in increasing their perceived self-awareness.

They expanded their nonjudgmental self-view to include others as well. They learned that their strategy was not the only valid way of addressing problems and came to reduce their judgement of other styles and view them as equally valid. Like self-awareness, empathy requires nonjudgmental dispositions to be effective (Block-Lerner et al., 2007; Decety, 2010; Winning & Boag, 2015). It is so essential that it is included in Wispe’s (1986) definition of empathy. Through Enneagram training, participants felt they were able to understand and practice an essential component of empathy.

When the participants took part in the training workshops, they worked in breakout rooms to discuss what they had learned. They expressed that talking with people of the same or other types helped them connect what they were learning about other types to real people, and then were able to connect it to the relationships in their life, as well. One Enneagram scholar posited that Enneagram training was most effective for developing empathy when it is conducted in group settings (Sutton et al., 2015). McNaughton (2016) also claimed that it was important for empathy training to occur in group settings. The perceptions of the participants proved to further this line of thought.

Delegation was a big takeaway for many participants. Though it is not necessarily a component of self-awareness or empathy, it seemed to be the outcome of both. The more self-aware participants were able to recognize that their tendency to take on more tasks on their own came from their habitual patterns and personality tendencies. This
recognition, in combination with an empathetic appreciation for the differences of other peers, helped them relinquish some trust in their leadership roles.

The third research question focused on conflict. In the second workshop, the ATA program focused more on conflict styles of the Enneagram types. Participants gained new awareness of their conflict management tendencies, and more importantly began to learn how their behaviors can be perceived by others. They found this to be very helpful in adjusting their approaches to conflict situations. Sutton et al. (2015) found that one of three routes to increasing self-awareness was seeing oneself through others’ eyes. In this way, participants explored yet another component of self-awareness.

There were also tangible effects on perceived empathy in the participants’ exploration of conflict. They incorporated what they learned about other types into changing their approach to interactions so they could act in a way more suitable towards the other person’s preferred strategy. This is an important change because motion to address a situation without understanding the other person’s emotions or view would be considered sympathy rather than empathy (Wispe, 1986). Participants expressed that they were attempting to listen to fully understand and be empathetic, rather than acting off of assumption.

**Theoretical/Practical Implications**

Theoretically, these findings diversify the relevant literature. The quantitative data did not reveal any statistically significant relationship between Enneagram training and self-awareness and even suggested a negative relationship with empathy. Fortunately, a mixed methods approach allows for greater context and explanation of findings.
Regarding self-awareness, the participants expressed growth in various competencies that aligned with key components of self-awareness as defined by emotional intelligence literature. Their experiences with understanding and processing their emotions, engaging in nonjudgmental introspection, and self-observation through the lens of others’ perceptions were all described as processes of growth in perceived self-awareness by the literature, but were gained from Enneagram training (Block-Lerner et al., 2007; Decety & Jackson, 2006; De Waal, 2008; Mayer et al., 2008; Sutton et al., 2015; Winning & Boag, 2015; Wispe, 1986). This would suggest that the Enneagram would appear to have positively affected participants’ perceived self-awareness in this study and would add to the literature that has made such claims already.

The explanation for the decreased empathy also came from the qualitative data. A participant said she felt that she may not have assessed her empathy as accurately in the pretest because she was not as self-aware at the time and, therefore, may have misjudged her estimates. Such remarks justify the argument for continuing to explore the relationship of the Enneagram and ESI. For example, despite the quantitative finding of decreased perceived empathy, the qualitative findings are rich with examples of participants’ perceived growth in components of empathy after Enneagram training.

Similar to self-awareness, many of the experiences participants had with empathy in this study overlapped with the components laid out by the literature. The literature posits that perspective taking, accepting other perspectives, viewing others’ emotions nonjudgmentally, and understanding others to respond in appropriate ways are all aspects of empathy (Block-Lerner et al., 2007; Decety, 2010; Decety & Jackson, 2006, De Waal, 2008; Rieffe & Camodeca, 2016; Winning & Boag, 2015; Wispe, 1986). Participants
expressed that they gained competency in each of these components through their Enneagram training. These findings add relevant information to literature that has so far produced mixed results on the relationship between the Enneagram and empathy.

Practically, this study has implications for the structure and type of Enneagram training used for emotional intelligence outcomes. Participants cited the helpfulness of breakout rooms and group work within the workshop. This furthers the claim that empathy training is more impactful when done in group settings (McNaughton, 2016; Sutton et al., 2015). Also, the training program used was ATA, which incorporated ESI perspectives in its programming (Tallon & Sikokra, 2006). For organizations that are looking to use the Enneagram for the purpose of increasing ESI, they may want to consider using a program such as ATA that keeps both concepts in mind.

Organizations such as colleges should consider incorporating Enneagram training into their student leader development programs. Colleges that want to prepare their students for careers after graduation may be able to develop essential leadership skills, such as ESI, through Enneagram training. The participants in this study provided a plethora of examples where knowledge of the Enneagram helped them be more emotionally intelligent in their student organizations. Practicing these skills in peer-to-peer settings in organizations may help them prepare for using emotional intelligence and the Enneagram in future workplaces. Further, this type of training may be valuable in workplaces. After, going through training, colleagues could share their Enneagram types with each other in order to help them adjust to each other’s personality types and create a more empathetic workplace. It would be important to wait until after the training’s completion given that participants in this study gained more clarity about which type they
were throughout the study. If their types were shared prematurely they may not be share accurate assessments with their colleagues.

Individuals may also consider studying the Enneagram or attending Enneagram workshops on their own. The participants implemented what they learned in their interpersonal relationships, as well as in the organizations they led. They felt they understood family members, roommates, and close friends better after they learned about the person’s Enneagram type and their own. An individual who is looking to grow in ESI for reasons outside of leadership may find success with the Enneagram.

Limitations/Future Research

As with any study, this research has some limitations that could be addressed in future studies of this context. First, this study took place during the COVID-19 pandemic. For this reason, the workshops took place over Zoom rather than in in-person settings. Participants also were not interacting with peers in-person as much as they would during a normal school semester. This may have affected how much of the workshop participants retained, and how much they were able to use in their daily lives.

Second, the small sample size and the lack of a control group makes the findings non-generalizable. A small sample size also has low statistical power which may explain why there were no statistically significant results. The sample size, which was mostly white and female, was not diverse enough to represent the entire student population or the general college student population. Further, the males in this study may not be representative because the researcher is in Honors and academic-oriented social
organizations. The lack of a control group also makes this study correlational in nature, therefore adding another reason why the results cannot be generalized.

Third, the time period and structure of the experiment may not have allowed enough time for the effects to come to full fruition. Only six to seven weeks passed between the time participants took their pre-test and post-test. Had the program been more extensive in nature and the time periods between testing been longer, there would have been more room to measure longitudinal effects.

Finally, journal prompts, interviews, and the EQ-i rely on self-report, which includes inherent bias. When answering the EQ-i, participants could have answered in socially desirable ways or not answered accurately because they were not fully self-aware. Likewise, in the qualitative portions of the study, participants may have answered questions in a way that they thought the interviewer, or the study, was leaning towards.

Future research could explore a variety of areas. There were discrepancies between the participants’ original Enneagram tests and the type that they felt they were when the study concluded. Future studies could retest for personality at the end of the training to measure how much change there is between initial perception of type and type confidence. Culturally and ethnically, the participant demographics were mostly homogenous. It would be useful to explore how Enneagram training affects people of different cultural backgrounds in a cross-cultural study.

One solution to the confusion about the EQ-i and self-awareness could be to include a qualitative survey about how participants answered the survey and their attitudes towards the pretest versus the posttest. Another way to combat this issue would
be to administer a pretest, train them in self-awareness, then include a mid-way test and a post-test to see if there are any differences between tests as participants become more self-aware.

Future studies should also try to utilize a true experimental design with larger sample sizes rather than a correlational design. A longitudinal study would allow more time for any effects to be revealed, as well. Studies in other universities with different population samples may prove to be effective in comparing any geographical differences. Finally, it would be insightful to administer leader performance surveys to the members of the organizations the student leader participants are associated with to see if anything changes externally in their behavior.

**Conclusion**

This research shows how Enneagram training can affect student leaders’ perceptions of self-awareness, empathy, self-growth, and conflict management. Students perceived themselves gaining greater understanding of their emotions, their projected image, and how to be nonjudgmentally introspective. They perceived their empathy increasing through perspective taking, nonjudgmentally perceiving others, listening and seeking to understand, and learning in a group setting. Though the findings did not reveal any statistical correlation between the Enneagram and self-awareness and empathy, they do contribute to a greater conversation about the overlap of the Enneagram and ESI competencies. This is of particular importance because of the rising popularity of the Enneagram and the essentiality of ESI in leadership. College student leaders would do well to develop their ESI competency and may find the Enneagram to be a helpful tool in that journey.
APPENDIX A

The EQ-i Scales and What They Assess

**EQ-i SCALES The ESI Competencies and Skills Assessed by Each Scale**

<table>
<thead>
<tr>
<th>Intrapersonal Self-awareness and self-expression:</th>
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<tbody>
<tr>
<td><strong>Self-Regard</strong></td>
<td>To accurately perceive, understand and accept oneself.</td>
</tr>
<tr>
<td><strong>Emotional Self-Awareness</strong></td>
<td>To be aware of and understand one’s emotions.</td>
</tr>
<tr>
<td><strong>Assertiveness</strong></td>
<td>To effectively and constructively express one’s emotions and oneself.</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>To be self-reliant and free of emotional dependency on others.</td>
</tr>
<tr>
<td><strong>Self-Actualization</strong></td>
<td>To strive to achieve personal goals and actualize one’s potential.</td>
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<tr>
<th>Interpersonal Social awareness and interpersonal relationship:</th>
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<tbody>
<tr>
<td><strong>Empathy</strong></td>
<td>To be aware of and understand how others feel.</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>To identify with one’s social group and cooperate with others.</td>
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<tr>
<td><strong>Interpersonal Relationship</strong></td>
<td>To establish mutually satisfying relationships and relate well with others.</td>
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<th>Stress Management Emotional management and regulation:</th>
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<tr>
<td><strong>Stress Tolerance</strong></td>
<td>To effectively and constructively manage emotions.</td>
</tr>
<tr>
<td><strong>Impulse Control</strong></td>
<td>To effectively and constructively control emotions.</td>
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<tr>
<th>Adaptability Change management:</th>
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<tr>
<td><strong>Reality-Testing</strong></td>
<td>To objectively validate one’s feelings and thinking with external reality.</td>
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<tr>
<td><strong>Flexibility</strong></td>
<td>To adapt and adjust one’s feelings and thinking to new situations.</td>
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<tr>
<td><strong>Problem-Solving</strong></td>
<td>To effectively solve problems of a personal and interpersonal nature.</td>
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<td>General Mood Self-motivation:</td>
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<td>-----------------------------</td>
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<tr>
<td>Optimism</td>
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<tr>
<td><em>To be positive and look at the brighter side of life.</em></td>
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<tr>
<td>Happiness</td>
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<tr>
<td><em>To feel content with oneself, others and life in general.</em></td>
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APPENDIX B

Eclectic Energies Assessment

This is a free online assessment of the Enneagram types. The questionnaire consists of 52 questions with a 7-point scale between two personality traits.
https://www.eclecticenergies.com/enneagram/test-2

Select how your personality is, as compared to most people.
Think of how you've been over a long period of time, try not to go by your mood of the moment.
It's also important to be as honest as possible; try not to enter how you wish you'd be, but how you actually are.

(52 questions)

1. Obtrusive - Shy
2. rule breaking - rule abiding
3. go along with others - strong-willed
4. relaxed - anxious
5. stingy - generous
6. pleasure-seeking - dutiful
7. not competitive - competitive
8. undemanding - demanding
9. pessimistic - optimistic
10. decisive - indecisive
11. suspicious - trusting
12. not much committed - loyal
13. careless - responsible
14. ever relying on others - independent
15. dispassionate - passionate
16. focus on myself - focus on others
17. not showing emotions - emotionally expressive
18. indifferent to politics - strong political opinions
19. confident - insecure
20. teams and groups person - individualistic
21. indifferent - caring
22. passive - dynamic
23. uncritical - meticulous
24. ordinary - different
25. tolerant - critical
26. nonchalant - apprehensive
27. adventurous - cautious
28. low energy - energetic
29. leave people to their own devices - help people
30. treating everyone as equals - domineering
31. deliberating - spontaneous
32. don't care about success - need to be successful
33. not sociable - sociable
34. ignoring feelings - go by feelings
35. reluctant - enthusiastic
36. wishing well - envious
37. trouble saying "no" - say "no" easily
38. go towards people - withdraw from people
39. modest - ambitious
40. self-accepting - self-critical
41. aloof - warm
42. undisciplined - disciplined
43. easily distracted - diligent
44. seldom feeling guilty - often feeling guilty
45. even tempered - temperamental
46. private - open
47. timid - assertive
48. open - reserved
49. accepting - perfectionistic
50. avoiding conflicts - confrontational
51. tactless - diplomatic
52. pragmatic - idealistic
APPENDIX C

Journal Prompts

Phase 1:

- **Pre-workshop journal:**
  - Describe a time when you struggled as a leader to understand why others were making decisions or arguing perspectives that were different than your own.
  - Describe what you think are your greatest strengths and growth areas as a leader.

- **Workshop:** Introduction to the Enneagram and Instinctual biases – goal to establish type and bias

- **Post-workshop journaling:**
  - What have you learned about yourself as a leader from this information? RQ1
  - What has this revealed about your strengths and growth areas as a leader? RQ1
  - How can this help you better empathize with people with whom you have conflict in your leadership role? RQ1
  - Completion of ATA Process sheet with goal to address a growth area. RQ2

Phase 2 (approximately 3 weeks later):

- **Workshop:** Managing conflict, deepening empathy, and growing in leadership self-awareness.
- **In-workshop journaling:**
  - What new insights did you gain today in terms of your strengths and growth areas as a leader? RQ1
  - What new insights did you gain in terms of how to better empathize with people with whom you have conflict in your leadership role? RQ3
  - What kind of progress are you making toward your ATA goals? How might you adjust your ATA process strategy in light of today’s new information? RQ2
Phase 3 (approximately 3 weeks after Phase 2 workshop):

- EQ-I, repeated
- Journaling:
  - What new insights have emerged for you in terms of your strengths and growth areas as a leader? RQ1
  - What new insights have emerged for you in terms of how you can better empathize with people whom you have conflict in your leadership role? RQ3
  - What was the resolution of your ATA process goal? What additional adjustments might you make to your strategies if you continued pursuing this goal? RQ2
APPENDIX D
ATA Worksheet

<table>
<thead>
<tr>
<th>1 Awareness</th>
<th>2 Authenticity</th>
<th>3 Action</th>
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<tbody>
<tr>
<td>• Pay attention.</td>
<td>• Identify and Resolve</td>
<td>• Create and execute an action plan to</td>
</tr>
<tr>
<td></td>
<td>Conflicting Commitments</td>
<td>anchor new attitudes.</td>
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<tr>
<td>• Understand your habitual patterns.</td>
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<tr>
<td>• Set a goal for change.</td>
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<tr>
<th>Identified Behavior:</th>
<th>Preferred Strategy:</th>
<th>Action Plan to Anchor the New Behavior:</th>
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| Current Behavioral Patterns:        | Current Story (and how it          |                                           |
|                                     |   creates an obstacle for change): |                                           |
|                                     |                                     |                                           |

| Goal for Change:                    | New Story (and how it makes room   |                                           |
|                                     |   for change):                      |                                           |

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<thead>
<tr>
<th>What:</th>
<th>Where:</th>
<th>When:</th>
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APPENDIX E
Interview Protocol

RQ1: How will enneagram training affect participants self-perceptions of their self-awareness and empathy?

RQ2: How do participants describe self-growth gained from Enneagram training?

RQ3: How do participants describe the Enneagram training’s effect on their conflict management?

Opening Questions
1. Tell me a little bit about yourself?
2. What organizations are you involved in here on campus?
3. What do you hope to accomplish with your involvement in those organizations?
4. What leadership roles do your serve in?
5. How would you describe your experience as a leader?

Generative Questions
6. What Enneagram type are you? RQ1
   a. Do you feel confident in your typing? Why or why not?
7. What clicked for you throughout the process of learning about your type? What didn’t make sense? RQ1
8. Walk me through the process of learning about yourself? What was that like for you? RQ1
9. What about learning about others?
10. How do you perceive the instinctual bias working in your life? RQ1
11. Did you gain any awareness of the instinctual biases of the other types? RQ1
    a. If so how did that affect how you view others’ actions? RQ2
12. How do you think differently now versus before your enneagram training? RQ2
13. Describe a time during this process where your new knowledge from the enneagram changed your behavior? RQ2
14. How did this knowledge affect your self-talk? Your talk with others? RQ2
15. How do you view your feelings now? To what extent do you look at them through the lens of the enneagram? RQ2
16. Do you feel like you have grown as a leader from this training? RQ2
    a. If so, in what ways do you think you have grown?
Directive Questions

17. When in situations of conflict do you consider putting yourself in the other person’s shoes? RQ1
   a. If so, how do you navigate that?
   b. Has that changed or stayed the same? RQ3
18. How has the knowledge of the enneagram helped you to see an issue from another person’s viewpoint? RQ1
19. What do you feel you’ve learned about how you handle conflict? RQ3
20. What (if any) changes have you made to your conflict resolution tactics based on this knowledge? RQ3
21. How has the enneagram increased your awareness about what causes you to feel pinched? RQ1 RQ3
22. How would you navigate preventing a pinch from turning into a crunch? RQ3
   a. Has this changed or stayed the same?
23. Describe a time you’ve thought differently or behaved differently than before in a conflict during this process? RQ3
24. How would you go about giving feedback to someone on a conflict? RQ3
   a. Would this change depending on the person or stay the same?
25. Do you feel like you understand how people could receive your words and actions differently than you intended them? RQ3
26. What insight do you feel you’ve gained on understanding other people’s intentions? RQ1
27. How aware are you of your communication style now? RQ1
28. To what extent do you feel accepting of other communication styles? RQ1
   a. Has this changed or stayed the same? RQ2
29. Would you recommend learning about the enneagram to the people close to you? Why or why not? RQ1

Demographic Questions

30. What advice would you give to someone seeking personal growth as a leader?
31. What is your age?
32. What is your ethnicity?
33. What gender do you identify as?
34. What year in school are you?
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