

Chapter 4

Development and Implementation of the Intervention Programme

CHAPTER – IV

DEVELOPMENT AND IMPLEMENTATION OF THE INTERVENTION PROGRAMME

4.0. INTRODUCTION

The present study, which the investigator has taken, is meant for bringing transformation in ones' personality and enhancing emotional intelligence in them. Without a systematic development of an intervention programme we cannot expect of the optimal achievement of this objective and one of the important components of the intervention programme is content. Therefore content chosen from the theory of Enneagram and other psychological aspect of human life is important and empowering and having awareness raising qualities. Activities chosen are life-based and simple. In the development of the programme the investigator has used simple language and methods of experiential teaching, with inputs, inventories, discussions, workshops, sharing, demonstration and interviews, etc. Process adopted was for awareness building and motivating for transformation. There is no vagueness in the concepts and is based on the experiences of day-today life and researches done in this field.

In the light of the objectives of the study, the investigator has developed a teaching – learning strategy, which comprises of various sessions under certain Modules. The course framework of the whole programme is discussed in Chapter III. For the approval and to gain confidence, the investigator consulted two experts in the field of Enneagram and behavioural science. Approval letters are attached in the Appendix. I (a) & I (b).

The programme was implemented on the participants, who were student-teachers of Bethesda B.Ed. College, Ranchi, which was randomly selected for the present study. The intervention programme is presented here in a Module form. The whole educational programme was divided into 5 modules; first module consists of 4 sessions, second of 8 sessions, third of 8 sessions, fourth of 7 sessions and 6 sessions in the fifth module.

4.1. MODULE I

ORIENTATION ON THE PROGRAMME

SESSIONS COVERED:

- Session 1: Self – Introduction (50 minutes)
- Session 2: Orientation on the whole programme
 - Topic 1: Introduction to Enneagram (30 min.)
 - Topic 2: Emotional Intelligence, Emotional Mind (30 min)
- Session 3: Orientation on the whole programme (cont.)
 - Topic 3: Relationship between reason and Emotion (35min)
 - Topic 4: Personal Growth; the possibilities (35min)
- Session 4: Self- concept (60 min)

DURATION: 4 Hours approximately.

4.1.1. SESSION 1: Self – Introduction

The first session of the intervention programme will be an ice breaking session which involves activities of self- introduction. The activities will be used to create group cohesiveness and to boost ones' self-esteem. The main aims of this session will be as follows:-

4.1.1.1. Session Objectives

1. To enable the participants as well as the investigator to get acquainted and become at ease with each other
2. To “break the ice” in an initial group session.
3. To provide the participants with a chance to practice talking about themselves in a group setting.

4.1.1.2. Materials needed

- Craft paper
- Old magazines and newspapers
- Sketch pens and markers
- Paste or glue
- Masking Tape
- Brush and water colour

4.1.1.3. Methodology

- Games
- Group Sharing
- Individual exercises

4.1.1.4. Procedure

The investigator will welcome the participants to the programme and will initiate an activity of self-introduction. Instructions will be given as follows. The participants will be asked to advertise themselves with the help of a poster prepared by them, which will describe their best features, personal qualities, beliefs and values in life, main achievements, any other remarkable experiences of life, etc. Participants will be asked to imagine that they are “selling” themselves or making themselves known for a particular profession and accordingly prepare an advertisement chart in 20-25 minutes. Materials will be given to them to prepare the poster/chart. After the completion of the charts, all the participants will present their chart and explain in

their own words one by one. Later all the charts will be displayed on the walls of the session room.

4.1.2. SESSION 2: Orientation on the whole programme.

Topics:

- 1: Introduction to Enneagram
- 2: Emotional Intelligence, Emotional Mind.

The second session of the intervention programme will be used to introduce the concepts of Enneagram and Emotional Intelligence. The aims are as follows.

4.1.2.1. Session Objectives

1. To orient the participants about the Enneagram educational programme and its implication for the enhancement of the emotional intelligence.
2. To enable the participants to familiarize themselves with the terms of Enneagram system and get informed about the Nine personality – types.
3. To enable the participants to learn the meaning of emotional intelligence and appreciate its value for the success in life.
4. To enable the participants, become aware of their emotions and related behaviours and decisions they take in life.

4.1.2.2. Teaching Aids

- Over-head projector.
- Transparencies.
- Black Board and chalk

4.1.2.3. Methodology

- Lectures and Discussions
- Sharing
- Self – reflection
- Group sharing

4.1.2.4. Procedure

The second session will deal with two topics, namely Enneagram and Emotional Intelligence. With the help of Over-Head Projector and transparencies input session will be conducted on the above said topics. The investigator will point

out that Enneagram as a model can be utilized to improve relationships and communication styles. It can be a great help in self- transformation by identifying one's personality type and that of others with whom we interact. Input on History of emotional intelligence, its definition and meaning and the structure of human mind will also be given.

Activity I:

After the presentation of the content the following exercise will be given for self reflection. Each participant will go through the exercise individually.

Guidelines for exercise:-

1. Recall one event or the time when you felt that you would have not behaved or responded in that way but it happened even though you were not willing to happen in that way and you regretted later.
2. Recall any event or a particular time when you were carried away by the emotions of the other person, with whom you were interacting.
3. Recall the time when you felt relaxed and peace within, as soon as you knew what is happening to you and what your feelings at that moment are.
4. Name the feelings you have at this particular moment.

Activity II:

1. The participants will be divided into 4 small groups and will be asked to share their experiences of the exercise within the group.
 2. Synthesis: Participants will be asked to share with the big group, what happened to them during small group exercise and what are their opinions and understanding regarding their emotions.
-

4.1.3. SESSION 3: Orientation on the programme (continued)

Topics:

- 1: The relationship between reason and Emotion.
- 2: Personal growth is possible through meaningful discovery about oneself and related emotions.

4.1.3.1. Session Objectives

1. To equip the participants with the necessary knowledge of the relationship between Reason and Emotion and promoting desirable attitude for harmonizing these two.
2. To enable them recall any event, when any emotion has helped them in proper decision making.
3. To ensure the participants about the personal growth, which Enneagram system offers to each one of us.

4.1.3.2. Methodology

- Lectures
- Discussions
- Self-reflections
- workshops

4.1.3.3. Procedure

The following input on relationship between Reason and Emotion and about Personal growth will be given.

4.1.3.4. Content

THE RELATIONSHIP BETWEEN REASON AND EMOTION.

Emotions are powerful organizers of thought and action and are, paradoxically indispensable for reasoning and rationality. Up to now it has been a struggle for supremacy with one or the other attempting to rule. In the western world reason has been elevated and emotion downgraded. But recent biological discoveries point out to the need to integrate reason and emotion. Emotional Intelligence comes to the aid of IQ when we need to solve important problems or make an important decision and enables us to accomplish this in a superior fashion and in a fraction of the time. Moreover, emotions awaken intuition and curiosity, which assist in anticipating an uncertain future and planning our actions accordingly. There is no doubt that under certain circumstances, emotion can disrupt reasoning, yet research indicates that reduction in emotion may constitute an equally important source of irrational behavior.

When emotions are acknowledged and guided constructively, they enhance intellectual performance. Today's fast – changing, more open and fluid style of work puts a premium on the combination of intellect and EQ, especially when it comes to trusting and teaming with others to solve problems and seize opportunities. With this they are better able to motivate themselves and take the initiative – willing to take on responsibilities above and beyond their stated job – especially during times of crisis and change. They are able to build a rapport and high-trust relationships across the entire organization and are better able to take full and immediate advantage of informal, highly adaptive and strong networks and teams to create break through.

The notion of two minds has continued as an important theme in the understanding of the relationship between reason and emotion. The great depth psychologists Freud and Jung made their contribution and insights of modern biology to deepen our understanding of the way two minds work. The first thing in harmonizing the two minds is the acknowledgement that there are two ways of looking at anything, the rational and the emotional. The second thing is to hold neither way as superior to the other. When we favour one way above another, the repressed function usually becomes unconscious and later returns to haunt us in another form.

Another way to increase the connections between the two minds is to work with the emotions themselves. They make us feel so much that we have to start thinking. Then we can begin to recognize that feeling and thinking is interactive systems, each feeling the other. In many ways, though not all, emotions are actually created by our thoughts. Working with the emotions themselves reveals the deepest levels of our thought and offers us a chance to revise assumptions that are no longer valid or useful. Bringing, thinking and feeling together offer us new avenues of hope and potential. Once our emotions get our attention and we begin a dialogue with them then they can teach us specific things about our lives. They give us important information about:

- What we are thinking, both consciously and unconsciously about the past, present and future.
- Our deepest goals and values (though sometimes hidden from ourselves)
- Our purpose in life.
- Our communication style – our whole personality.

Thus, thinking and feeling can operate as an interactive system and is the optimum situation and requires very hard work. It brings the tremendous benefit of being able to see things from more than one perspective. We can think logically through something or we can intuitively feel it. We may want to analyze a situation rationally or we may prefer to see it in terms of relationships. This gives us a depth and authority, which can be gained in no other way. For instance, a senior teacher or educator who can make logical judgments, analyze the situations rationally, who has mastery over her subject but who is also informed by her intuition will be highly effective. Their decisions will be rounded and, most importantly, the people they work with or students whom they teach will respect them.

PERSONAL GROWTH IS POSSIBLE.

Enneagram is a method of self-discovery, a longest inner-journey, which helps people see them as they really are, so that they can then allow their best selves to break through into the light. On our journey through life we have managed to encumber and weigh ourselves down in one of the nine different ways. From small beginnings we have succeeded in constructing a complex persona to hide behind. This mask becomes a real burden to us and effectively hinders our progress to psychological and spiritual maturity. The Enneagram helps us to identify the mask or the weak point within ourselves, which may become at times, cause of our destruction and hindrance to growth and to find out the reason why we have fashioned it. It aims at self-knowledge and knowledge of people in general.

The Enneagram view of personality postulates that each person is born with a purity of essence. One remains in that state for a short time. A child immediately relates to the world around it and significant others who are the crucial influences for him/her, he/she finds himself/herself in need of defense against a world that is perceived as hostile. So the child develops a particular compulsive, defensive approach to life depending on the kind of energy that typifies the personality. Each person is born with a propensity, a preoccupation with a certain kind of energy. Somewhere in the first six years, the child fashions a mask or an idealization in order to present the self and defend the self against the outside world. Every person develops a compulsive style of coping with the world. The styles are the nine

personality types. The little child adopts one of these and remains that type, retains that basic life strategy during the course of his/her life. However, a person can be more or less compelled, as it is possible for the human person to become enlightened, face and work with the particular compulsive style one has adopted. Enlightenment often occurs for an individual in the course of conscious contact with oneself, awareness practices and acceptance of the wonder of one's being.

Enneagram is dynamic; it understands the description of types not as something etched in bronze but as the necessary recognition of our own fixation, so that we can be released from it. The Enneagram's power lies in linking personality type to specific aspects of the human essence. Essence consists of the permanent elements of being. An awareness of essence has also been called higher consciousness or spiritual attainment. The higher aspects of type are actually spiritual qualities, which belong to the realm of the divine. These spiritual gifts appear when awareness is shifted beyond the boundaries of thought and feeling. Education is about people – touching the essence of the students, facilitating a full awakening of their abilities. Teachers teach by being themselves, their choices, decisions, behaviours, their lives – are daily lessons they import to others. Future educators and teachers, with a good grasp of Enneagram personality types and character formation may be able to help children to build their personality more consciously and to awake their inner abilities. Because, besides giving us a deeper understanding of our personality type, Enneagram helps us to tap into the well-springs of strength, wisdom and love within each one of us. In doing so, it enables us to discover our truest selves and show the possibility of change, so that we can begin to grow toward personal integration, rear conversion and genuine spiritual wholeness.

The system offers the choice for proactive, rather than reactive responses and behavior. Knowledge of their E-type frees people to expand the way they think about themselves, to find compassion for themselves and others, to manage emotional energy with more skill and to begin, to end habitual undesirable behaviour. Once people get a look at the capacities inherent in their type, along with its wings, it gives them taste for working on themselves.

4.1.4. SESSION 4: SELF – CONCEPT

Topic : ‘What is my identity?’

This session consists of three activities and the main objectives are:-

4.1.4.1. Session Objectives

- (i) To enable the participants, find out the positive characteristics about themselves.
- (ii) Identify a characteristic or trait in themselves that they accept and like in themselves.
- (iii) Recognizing the importance of some things they do in life and the environment in which they live and to realize how these things contribute to their self-concept.
- (iv) To write down in few words – “who I am?”

4.1.4.2. Materials needed

Experience –sheet for all participants, poster papers, coloured markers, crayons, scissors, glue sticks, brush and other coloured papers.

4.1.4.3. Methodology

- Workshops
- Games
- Awareness – exercises
- Group Sharing
- Group discussion

4.1.4.4. Procedure

Activity I:

The experience sheet will be distributed to all the participants and will be read aloud and the participants will be told that they will have 15 minutes to complete the sheet. Then for 5 minutes they will share their sentences, which they have written in the experience sheet, with two other participants sitting next to them.

EXPERIENCE SHEET

Here are three columns of words. On each column, check the words that describe you best, or write a word or two of your own on each list and then write a sentence that describes you in the following form.

List1. Adjective	list2. Noun	list3. Action Verb
* Friendly	* Student	* Enjoys other people's company
* Polite	* Teacher	* Learns quickly
* Honest	* Girl	* Works hard
* Ambitious	* Mother	* Is good in painting, writing, music, etc.
* Cooperative	* Friend	* Performs well in studies
* Knowledgeable	* Daughter	* Gets along well with other
* Enthusiastic	* Person	* Have a sense of good and bad
* Smart	* Guide	* Is great in analyzing
* Optimist	* Leader	* Is fun to be with friends
* Creative	* Wife	* Have good ideas.

I am _____ and _____
 (from List 1) (from List 2)

Who _____ and _____
 (from List 3) (from your own list)

Activity II:

When the above triad discussions and sharing will be over, the group will gather together and will have a culminating discussion.

Discussion Questions

1. How does it feel to talk about yourself in this way to other?
2. Why is it good to say nice things about ourselves?
3. Why do you think it feels strange to complement yourself?

Activity III:

Introduction on the concept of self-image will be given. It will be explained that an image is a picture of something. It can be a photograph or drawing, and it can also be the image we see in our mind when we think about the real thing. Self-image is how we mentally see ourselves. Each of us may have several different self-images. We may have one image when we think of ourselves at home with our family, and a

very different one at work place or when we are with our friends. Participants will be asked to think of three of the best images they have of themselves and draw them on the drawing sheet. Then they will use those three drawings to design a poster which represents their images. Participants will be given poster papers, coloured markers, crayons, scissors, glue sticks, brush and other coloured papers. To help the participants in their imagination the following topics will be written on the Black-board.

My Family and Me

My friends and me

A favorite place

A favorite day of the year

My students and me

My best school subject

Something I'm proud of

Participants will be told to choose any topic and draw a picture of any shape on the poster paper, revealing the image they have of themselves when they think of that topic. Then choose two more topics and do the same. They will be free to choose any other topic of their choice, outside the list written on the board. Finally they will glue the drawings on a bigger poster on which the title "Images of (their name)" on the top, is written. After the completion of this exercise, participants will give explanation of their posters, in turn.

This activity will be followed by small discussion.

Small discussion Questions

1. When you imagine yourself in any image, positive or poor self-image, how do you feel?
 2. Why is it important to see us in any image?
 3. How did you feel to describe yourself in picture or in the form of drawing?
-

4.2. MODULE II

THE ENNEAGRAM INTELLIGENCES

SESSIONS COVERED:

- **Session 5:** Background of Enneagram System
 - Topic 1: Brief History of Enneagram (15 min.)
 - Topic 2: Explanation of Enneagram Diagram (15 min.)
 - Topic 3: Personality Triads and Emotions (15 min)
 - Topic 4: Synopsis of Nine Personality Types. (15 min.)
- **Session 6:** Enneagram Triads (60 min.)
- **Session 7:** Working with Enneagram (60 min.)
- **Session 8:** General Description of personality Type I and Type II (60 min.)
- **Session 9:** General Description of personality Type III, IV and Type V
(60 min.)
- **Session 10:** General Description of personality Type VI, VII and Type VIII
(60 min.)
- **Session 11:** General Description of Type IX, Sharing session of Experiences
(60 min)
- **Session 12:** Enneagram Quiz session (60 min.)

DURATION: 8 Hours approximately.

4.2.1. SESSION 5: Background to the Enneagram system.

Topics:

- (i) A brief history of Enneagram.
- (ii) Enneagram Diagram
- (iii) Personality triads and emotions
- (iv) Synopsis of Nine Personality types.

4.2.1.1. Session Objectives

- (i) The participants will have the knowledge of the origin of Enneagram and its present form.
- (ii) They will understand the dynamics of Enneagram with the help of diagrams.
- (iii) They will understand the personality triads and will be able to identify their own central energy.
- (iv) They will be familiar with the terms and terminologies of Enneagram.

4.2.1.2 Methodology

- Lectures
- Structured Learning Exercises
- Self directed study

4.2.1.3. Procedures

In this session four above mentioned topics will be dealt and the conceptual framework of the Enneagram system will be laid down. The methodologies adopted will be lecture and discussions. Transparencies will be used to present diagrams and figures. The content of the topics will be taken from different books on Enneagram of well known authors

4.2.2. SESSION 6: Enneagram Triads

Topics:

- (i) Enneagram Triads Personality Indicator Inventory
- (ii) Exercise on Personality Triads.

4.2.2.1. Session Objectives

- (i) The participants will identify their personality modality.
- (ii) They will be able to understand the basic patterns of their behaviour – how they think and how they feel.

4.2.2.2. Methodology

- Learning Exercises
- Quiz and games
- Lectures

4.2.2.3. Procedure

In the beginning of this session, revision on Enneagram Triads will be done and then the following activities will be carried out. The first activity will be to fill the inventory which indicates the person's personality modality and the second activity will be an exercise to identify the responses, to which category of personality triads they will fall.

Activity I:

Enneagram Triads Personality Indicator Inventory will be distributed to all the participants and 30 minutes will be given to complete the inventory. After completing the inventory, they will come in small group to share their responses and help each other in scoring. The highest score indicate the person's preferred personality triad.

Activity II:

Once, all the participants complete the inventory the following exercise will be given for further understanding and knowing oneself.

EXERCISE

For each of the following situation, find out your own response (thoughts and feelings come to you). Read the situations and without thinking for a long, write down your short responses. (Once you complete the task, you will go in a group of five and share your responses one at a time. Other group members will listen and try to identify in which category of the personality triads it will fall.)

Situations

- (A) You see a man beating a 3 year old child around the head in a market complex. What will be your response?
 - (B) Your students nominate your name for reward as a 'best teacher of the year'. What is your response?
 - (C) You have appeared in the Post-graduate degree examination and now the results are declared. Beyond your imagination you have failed. What is your response?
 - (D) On the crossroad you see an accident, in which one person is badly injured and the other person is dead. What is your response?
-

4.2.3. SESSION 7: Working with Enneagram

Topics:

- (i) How the Enneagram Works: Stress and Security
- (ii) Enneagram type Inventory.

4.2.3.1. Session Objectives

- (i) The participants will understand the dynamic system of Enneagram as everybody's personality alters somewhat when they are under stress and when they are in a secure and happy life situation.
- (ii) They will identify their own Enneagram type.
- (iii) To enable the participants learn few techniques of managing stress.

4.2.3.2. Methodology

- Lecture and Discussion
- Awareness Exercises
- Structured learning Exercises

4.2.3.3. Procedure

The dynamics of Enneagram will be made clear to the participants with the help of lecture and discussion and few breathing exercises will be done together as few techniques for managing stress. Input on "stress and security Level" will be given which includes the meaning of arrows in the Enneagram Diagram and Wings of each

personality type. The Enneagram inventory will be given at appropriate time, let's say after the breathing exercise, to identify their personality types.

Activity I:

In the following steps the participants will be lead to do the exercise.

1. Sit up straight in a comfortable position and feel relaxed.
2. Notice how you are breathing. Breathe slowly and deeply.
3. Close your eyes and breathe slowly through your nose. Inhale deeply so that the air fills the lower section of your lungs and your diaphragm pushes your stomach outward to make room for the air. Then as your lower ribs and chest expand, fill the middle part of your lungs. Finally, as your chest rises slightly, fill the upper part of your lungs. Do this in one continuous motion as you inhale.
4. Hold the breath for a few seconds.
5. Exhale slowly through your nose and mouth. As you exhale, allow all of the tensions to leave your body.
6. Continue to breathe deeply like this for 5-6 minutes.
7. Gently open your eyes and remain in the same position for few moments.
8. Resume your normal schedule feeling more relaxed than before.

Activity II:

Enneagram type Inventory (Appendix F & G) will be distributed to all the participants. After necessary instructions, 30 minutes will be given to fill the inventory. Key score board will be filled by them after the completion of the inventory. The investigator will be available to help the participants if needed. Once this task is over, the participants will be requested to tell their scores to the entire group and will be asked whether they feel comfortable to accept the result which their score board is showing. They are not forced to accept the result of the inventory if they feel that it does not represent their personality. Assurance will be given for further search.

Activity III:

Windmill Breathing Exercise:

1. Stand straight with your arms extended in front of you.

2. Inhale deeply so that the air fills the lower section of your lungs and your diaphragm pushes your stomach outward to make room for the air. Then as your lower ribs and chest expand, fill the middle part of your lungs. Finally, as your chest rises slightly, fill the upper part of your lungs. Do this in one continuous motion as you inhale.
3. Rotate your arms backward in a circle several times.
4. Reverse direction and rotate your arms forward, or alternate direction like a windmill.
5. Exhale forcefully through your mouth.
6. Breathe several deep, purifying breaths.
7. Repeat the steps for 5-6 minutes.

4.2.3.4. Content

How the Enneagram works: Stress and Security.

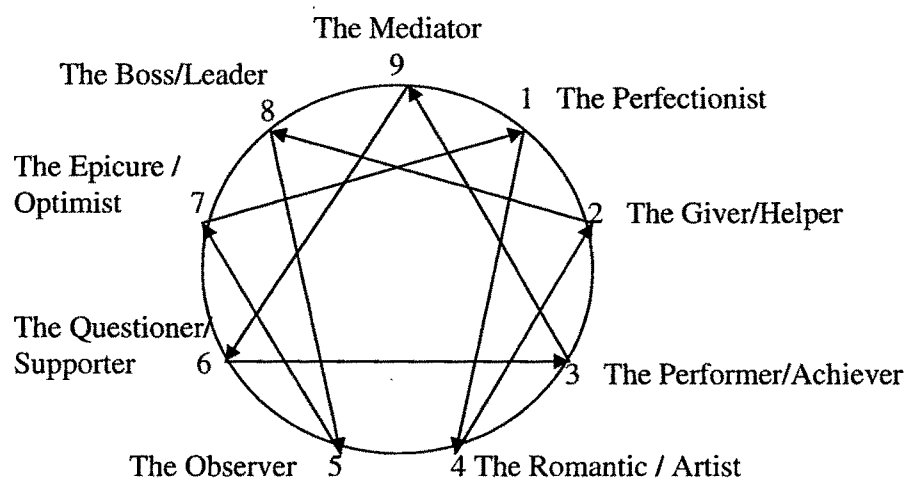


Figure 4.1.: The stress and security points

In the diagram (Figure 4.1.) the movements of the points are shown. The Enneagram is a dynamic system where a person in one point may behave in a particular way under stress and in another way under security. These are shown by the direction of the arrows. The direction of arrow indicates the change: for each type the arrow points 'towards' the stress point and 'away from' the security point.

People do not become another type in stress or security; they take on characteristics of that type, but retain the concerns and issues of their own. If someone has been stressed or secure for a long time they can appear very like their stress or security type. Therefore in the process of identifying one's own type one may need to take life circumstances into account.

It is also important to note that stress and security have many levels, and different degrees of these will have different results. In other words, the passion of each of the Enneagram type is not constant for everyone, some may be more compulsive in their passion and others may have worked hard to overcome it and it may not be obvious to an observer. The diagram below shows that many possibilities exist as the horizontal lines between averages and secure, and lines between average and stress show.

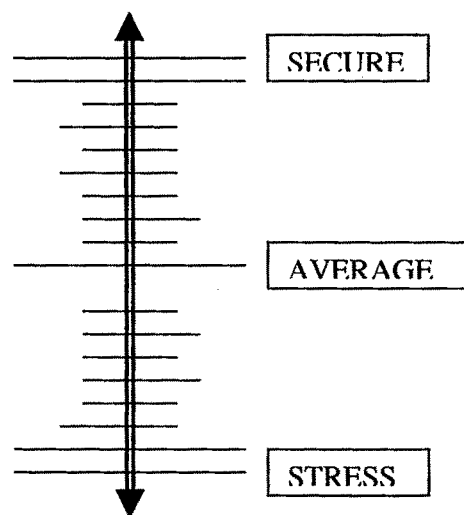


Figure 4.2.: Stress and Security Levels

The arrows: The types on the Enneagram are connected by means of arrowed lines (see Figure 4.1.). According to Enneagram theory, the movement in the direction of the arrows is movement towards our stress point, which brings with it the prospect of increased immaturity and disintegration. And movement against the arrow is seen as movement towards integration and wholeness. For example educator teaching a course where everything “clicks” relaxes their inner defenses. In that situation they may move against the arrow into behaviour patterns of the E-type behind their own. Teaching a class where the chemistry is “wrong” is stressful. Following the flow

pattern of the arrows, they are likely in this situation to move with the arrow and adopt the characteristics of the type ahead. In these situations a task-driven performer Three can come across as almost a different teacher. In a secure situation, Three goes to the Question six and teaches more slowly, thoughtfully, analyzing with the students and allows more time for process. And under stressful condition three shifts to Peacekeeper Nine. And their teaching will look like acting in a daze – spinning their wheels, unable to prioritize, struggling to move into action and postponing decision-making. Once we know our basic strategy, we can connect the arrows to our stress and secure points. (For each type it will be discussed in detail, in another session.)

Wings: As it is discussed earlier that within Enneagram type there is a whole range of possibilities, from being high up on the healthy, mature scale of the type to being low down on the unhealthy, stressful scale. This in itself allows for a wide variation even within the same type. But the theory of wings offers other possibilities and allows us to distinguish still further between people.

The wings are the numbers on either side of an individual personality type. For example Seven will have a wing in the six and a wing in the Eight. One wing may predominate, or both may be equally available, and they colour the E-type. Generally speaking, in the early part of life we rely on the energy from one of our wings to help us mitigate the compulsiveness of our own personality type. Later in life it seems to be a help to people to balance out their compulsiveness with the help of their second, underused wing.

The real value of the wings however, is that they allow us to step out of own type for a while and see what life looks like through another pair of glasses. It also commences a process of freeing us from our fixated world view so that in time we can experience what it might be like to see life whole, from all the different view points and not just from our own limited vision of what reality is or ought to be. (More detail discussion in another session)

4.2.4. SESSION 8: General Description of Personality Types

Topics:

- (i) Personality Type I
- (ii) Personality Type II

4.2.4.1.Session Objectives

- (i) The participants will understand fully the basic principle of the Enneagram, the passion and emotions working within them, and its strengths and weaknesses.
- (ii) By listening to the descriptions of the personality types I & II, the participants will reflect on their own pattern of behaviours that will help them to identify their type.
- (iii) Participants will be able to see some of the characteristics of type I & II in other people, whom they have come across.

4.2.4.2. Methodology

- Lecture
- Discussion
- Self - reflection

4.2.4.2. Procedure

To make the participant understand the Personality profiles of each Enneagram type the investigator will follow a simple pattern, which will help also to discover their type. This begins with an Identity Card, followed by story, General description, childhood scenario and strengths and weaknesses of each type. The Identity Card gives a quick overview of the type from the following perspectives.

Name – This refers to the name various authors of Enneagram used to understand the personality.

Identity – This refers to how each one of us perceives ourselves to be, not necessarily who we are in reality. It is therefore, a very personal summing up & not objective assessment.

Center – This refers to the preferred basic energy out of which the personality type operates. This we have discussed as 3 Personality Triads.

Compulsion – This refers to the central fixation or motivating force, which drives us to do what we do. The less we are aware of it, the more powerful it is in directing our way of being in the world, and the more difficult it is to control, particularly in situations of stress.

Passion – This refers to the particular vice or negative emotion, which we must deal with, if we are to become spiritually whole. The nine passions, which Enneagram identifies, are – pride, Avarice, lust, anger, gluttony, envy, sloth, deceit and fear.

Outlet – Consciously or unconsciously we generally seek to hide our predominant vice, but one way or the other it will surface. Our outlet is the way in which our passion surfaces. It is like a safety valve, which allows our vice to surface in more or less tolerable ways.

Fear – this refers to what we avoid most in our lives. It is intimately bound up with our compulsion.

Rejection – This refers to what we deny or overlook in our lives because it would damage our self-image. It is part and parcel of both our compulsion and our fear.

Defense Mechanism – This refers to the strategy we employ to defend our self-image and conceal our compulsion. Our compulsion is essentially a negative, not a positive force, which tears down rather than builds up. Deep down we know this to be true, so we devise strategies to keep it hidden from others and also from ourselves.

Focus – This refers to the central issues on which we concentrate or the particular way we pay attention to these issues.

Stance – This refers to two elements,

- (i) How we see ourselves in relation to the world. There are three basic ways in which we look at ourselves. (a) Bigger than the world, means that we feel confident and well able to cope with whatever life holds in store for us. (b) Smaller than the world, we feel unsure and see ourselves as always having to fight hard to get things done. (c) Adjust to the world, we have to conform so as to be able to achieve our goal.
- (ii) What our normal preferred way of acting is likely to be. There are also 3 ways in which we prefer to act, depending on our particular type. We can be aggressive or essentially hostile in our behaviour, we can be dependent or essentially relational in our behaviour or we can be withdrawing, so that whenever possible we remove ourselves and do not engage with life.

Need – This refers to our most fundamental psychological need – that element which will help us defuse our compulsive energy and grow to psychological maturity.

Healing – This refers to our most fundamental spiritual need, which will transform us and open the door for growth in holiness.

Virtue – This refers to the form of goodness or moral excellence, which is best, exemplified by a particular personality when it is not locked into its compulsive worldview.

Stories are presented just to illustrate a particular Enneagram type.

General description covers up a summary of each personality type, their compulsion and key characteristics. What that personality appears to be and its extremes, the habits of mind and concerns underlying that.

The childhood scenario is a section on the childhood origins of each personality fixated worldview. By the time we are adult our personality is developed as a strategy to help us cope with the outer world and it is an automatic biased perspective. The way we view others and interpret events is coloured by our choices and actions, which is based on our childhood experiences.

A list of strengths and weaknesses of each E – type concludes the Description.

4.2.4.4. Content (refer to Appendix. J)

4.2.5. SESSION 9: General Description of personality Types III, IV and V

4.2.5.1. Session objectives

- (i) To provide the participants, the information about Personality-types III, IV & V and explain their characteristics in order to help them and identify their own types.
- (ii) By listening to the descriptions of the personality types III, IV & V, the participants will reflect on their own pattern of behaviour that will help them to identify their type.
- (iii) Participants will be able to see some of the characteristics of type III, IV & V in other people, whom they have come across.

4.2.5.2. Methodology

- Lecture
- Discussion
- Self – Reflection

4.2.5.3. Procedure

The same procedure, as taken in session 8, will be followed in this session too to describe the personalities of types III, IV and V. The content for this session is included in Appendix J.

4.2.6. SESSION 10: General Description of Personality Types VI, VII and VIII

4.2.6.1. Session objectives

- (i) To provide the participants, the information and knowledge about personality types VI, VII & VIII and give them the experiences to identify their own types and of others.
- (ii) To enable the participants to see the differences in nine personality types.

4.2.6.2. Methodology

- Lectures
- Discussions
- Self - Reflection

4.2.6.3. Procedure

The same procedure as before will be taken to explain the features of type VI, VII and VIII. The participants will be asked, whether they see any similarity or differences between the various types.

4.2.7. SESSION 11: Description of Type IX and Sharing Session of Experiences.

4.2.7.1. Session objectives

- (i) To provide the information and knowledge about personality type IX in order to identify their own type as well as of others.
- (ii) To enable the participants to share their experiences on nine types of people they have come across in their lives.

(iii) To provide a platform that participants will ask questions, discuss and clarify their doubts.

4.2.7.2. Methodology

- Lectures
- Discussions
- Self – Reflection
- Group Sharing

4.2.7.3. Procedure

In the first half of the session description of Type IX will be given taking the same steps as earlier. Then participants will share their experiences about the people belonging to nine different types, with whom they have come across earlier. They will try to recall the specific behaviours of these people. Also the participants will be given time to ask any questions or to clarify their doubts.

4.2.8. SESSION 12: Enneagram Quiz session

Topics:

- (i) Enneagram type quiz I
- (ii) Diagram – presentation quiz II

4.2.8.1. Session objectives

- i. To enable the participants to evaluate their understanding of nine personality types and their grasping power of identifying the Enneagram types of the people.
- ii. To enable the participants to have experience that how in a same situation different personality types of people respond differently.

4.2.8.2. Methodology

- Games (Quiz)
- Discussions

4.2.8.3. Procedure

The group will be divided into 4 small groups and four different names will be given to them. The following instructions will be given to the divided groups.

Activity I:

ENNEAGRAM TYPE QUIZ I

Instructions:-

The following paragraphs are simple descriptions of the nine types. Each paragraph will be read out loudly to the group and the participants will guess the type, which they think the paragraph fits in that personality pattern.

Each group will get their turn and the members have to answer in 30 seconds. If they fail to answer in 30 seconds, the question is passed to another 3 groups. The first group, who will raise their hands first will get chance to answer. For correct answer the group will get +5 points, for wrong answer -2 points and bonus points to other groups if they get chance is +2 for correct answer and -2 for wrong answer.

(The investigator with the help of one scorer and one observant will conduct this Quiz session) At the end the total score will be calculated and winner group will be congratulated.

The Descriptions:-

- A. I consider myself to be a strong and capable person. I usually have strong views and I'm willing to say what I think, even if that involves conflict with other people. I want others to be direct with me as well, and I don't like it when people avoid the issue at hand. I can be very generous and protective towards my colleagues and towards my students. I may be tough on them at times, but I'll stand by their side if anyone tries to treat them unfairly.
- B. I am a person who seeks balance and harmony in my life and in my work place. I work best in a well-ordered and predictable environment with clear responsibilities. I am very adaptable but I tend to resist change if it comes at a fast pace.
- C. I'm good at thinking ahead and creating new visions. I'm good at consulting, motivating, and talking with people, but I can become frustrated if others seem to be negative thinkers or don't share my enthusiasm. I like to find ways to enjoy my work and the people I work with, but I don't like routine work.
- D. I have very high internal standards for doing things correctly, and I can be very critical of myself and others in an effort to get the job done the right way, other

people may see me as overly judgmental but I try to be fair-minded. I strive to be responsible and if I say I'll do something, I'll do it and do it well.

- E. I am a supportive person who is known to care for people at work. I'm also an effective communicator, and I take pride in my ability to get along with anybody. Conflict or criticism makes me pretty nervous unless I'm sure people will still like me afterward I am especially good at seeing the potential in my students and I want to bring this out.
- F. I like to jump right into action because I'm goal and task-oriented. It's important for me to present a winning image, and I'm usually confident of my ability to perform well in any situation in which I find myself. I'm very practical about what works and I'm willing to change rules and procedures in the interests of efficiency.
- G. I consider myself an excellent strategist and theoretician, and I am generally regarded as an expert in my field. I'm usually very perceptive about ideas and concepts, but this may not translate into knowing how to relate to other people. I tend to be both self-reliant and self-motivated. I find my inner world and feel quite comfortable there.
- H. It is very important to maintain my individuality. Although I'm good at creating the appropriate external image for my job, I stay in touch with my inner feelings as well. I like to find meaning in my work and generally I seek to understand things deeply and emotionally.
- I. I consider myself a loyal person, who is committed to the institution where I work. I'm willing to take the time to think about strategy and to understand things thoroughly before taking action. I'm particularly good at anticipating problems and developing solutions. It's important for me to know where I stand with people, particularly my boss and authority.
- J. I'm too lenient in giving grades and marks and sometimes too lenient in deadlines. I always give people extensions and the benefit of the doubt, which is not always wise, because some people are manipulative. I think I'm overgenerous in being objective. I like teachers who take special interest in their students and who help them organize something or copy materials, notes for the next day.

- K. I'm a person of strong feelings. When I've a strong feeling, and I'm sure everybody has some feelings, I either get warm or kind of giddy in my head, or feel fluttering in my stomach. When I'm teaching a class I can be working with students and get a real strong feeling from one of them. I'm a good teacher and can be pretty flexible.
- L. I was a child of creativity; I grew up when we didn't have all the extras, what we have now, like computers & other wonderful things. There I was with my clothespins, making an airplane, doing things with chalk on the driveways, seeing everything as pieces you put together and have fun. I do a good tap dance, so that others don't know that I am afraid or that something is hurting me. I am good at pushing pain down and enjoy every moment of my life.

Scoring Key:-

This is the order in which the preceding personality descriptions correspond to the points on the Enneagram.

Paragraph A	➔	E – Type 8	Paragraph B	➔	E – Type 9
Paragraph C	➔	E – Type 7	Paragraph D	➔	E – Type 1
Paragraph E	➔	E – Type 2	Paragraph F	➔	E – Type 3
Paragraph G	➔	E – Type 5	Paragraph H	➔	E – Type 4
Paragraph I	➔	E – Type 6	Paragraph J	➔	E – Type 2
Paragraph K	➔	E – Type 4	Paragraph L	➔	E – Type 7

Activity II:

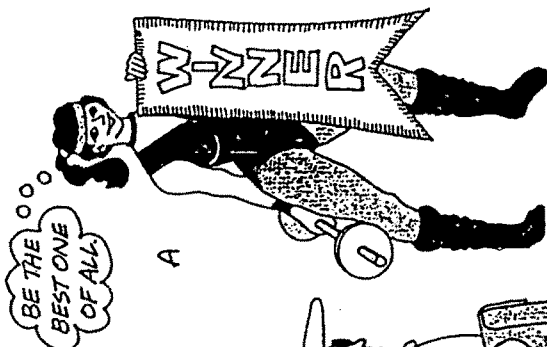
DIAGRAM – PRESENTATION QUIZ II

Instructions:-

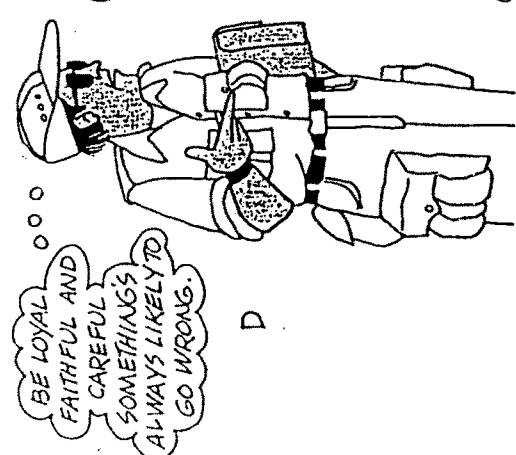
There are 16 situations which will be presented in a diagrammatical form to each group with the help of over head projector. There are nine characters in each situation. The group has to identify their personality types in 4 minutes. Each group will be given chance in turn to respond. For all correct answers there are +10 points and for each wrong answer -1. In case the group fails to answer, the next group will be given chance and the bonus point for one correct answer will be +1.

SITUATION 1

Which of these mottoes best expresses your core motivation or underlying attitude about life?



BE THE BEST ONE OF ALL.



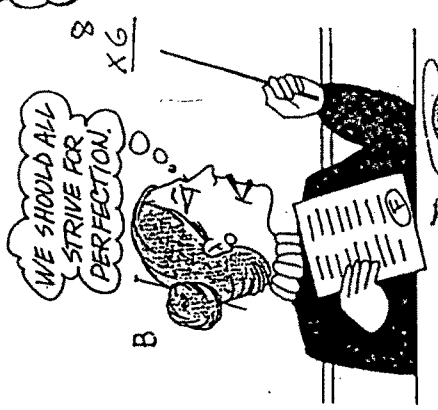
BE LOYAL AND FAITHFUL AND CAREFUL. SOMETHING'S ALWAYS LIKELY TO GO WRONG.



OTHER PEOPLE'S NEEDS ARE FIRST AND FOREMOST.



GIVE IMPORTANCE TO POSITIVE THINKING.



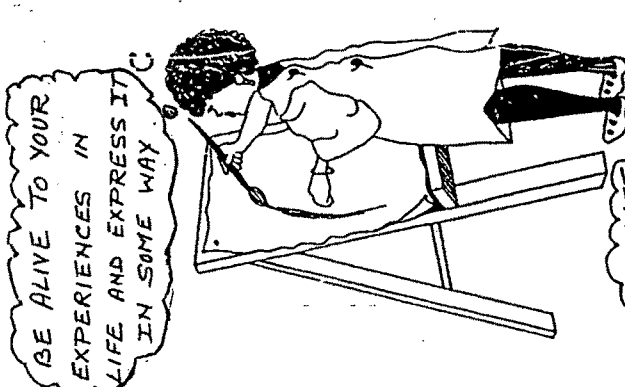
WE SHOULD ALL STRIVE FOR PERFECTION.



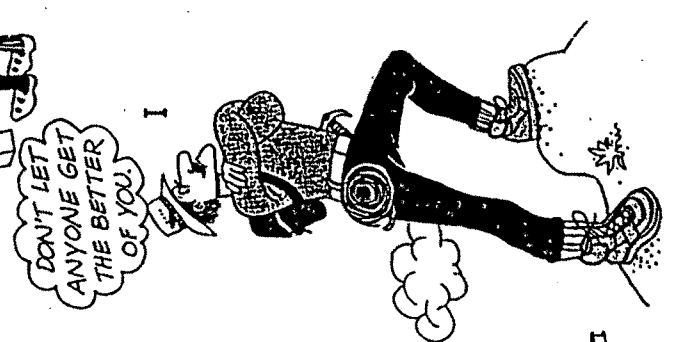
DON'T LET ANYTHING DISTURB YOU OR YOUR SURROUNDINGS.



IT'S IMPORTANT TO OBSERVE FIRST IN ORDER TO UNDERSTAND REALITY.



BE ALIVE TO YOUR EXPERIENCES IN LIFE AND EXPRESS IT IN SOME WAY.

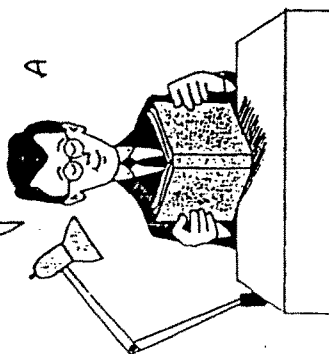


DON'T LET ANYONE GET THE BETTER OF YOU.

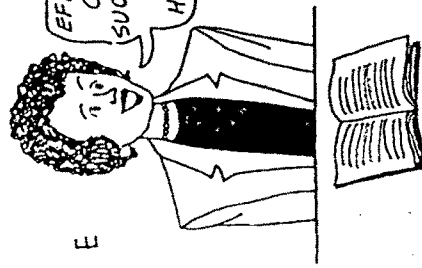
SITUATION 2

What would you highlight in your positive introduction of this process?

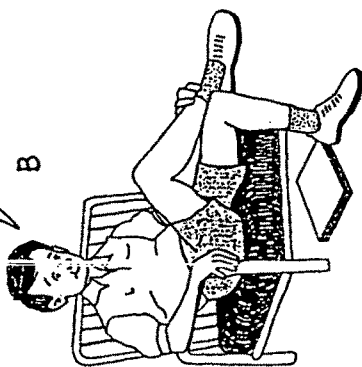
A
IT'S A WONDERFUL WAY TO BECOME MORE COMPASSIONATE TOWARDS OTHERS—AND MYSELF, TOO, I SUPPOSE.



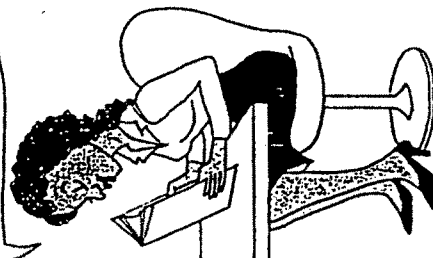
E
EFFECTIVE, EFFICIENT, COULD BE A VERY SUCCESSFUL PRODUCT FOR WORK, HOME, ANY GROUP.



B
IT'S A COMFORTABLE AND PLEASANT WAY TO LOOK AT YOURSELF WITHOUT MUCH BOTHER.



F
THE DIRECTIONS ARE VERY CLEAR. YOU DON'T GET ANXIOUS LIKE YOU DO WITH A TEST.



C

IT'S FUN, CREATIVE, AND FILLED WITH ALL KINDS OF POSSIBILITIES.



H
IT'S A NO-NONSENSE WAY TO HIT YOU RIGHT IN THE GUT.

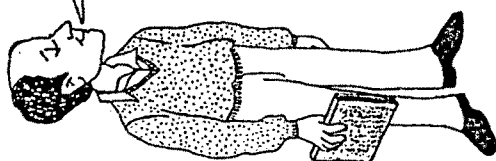


G
THIS PROCESS SHOULD BE REQUIRED FOR EVERYONE TO DO. IT IS CLEAR, PRECISE AND ACCURATE.



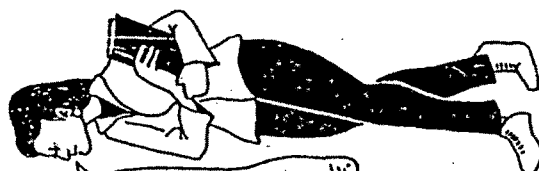
D

THE ARTWORK SHOWED A UNIQUE SENSITIVITY TO THE DIFFERENT ENERGIES.



I

THE WAY THE WORDS AND THE PICTURES FIT TOGETHER WAS VERY INTERESTING AND INFORMATIVE.



SITUATION 3

How do you never want to be seen?

A I NEVER WANT TO BE CAUGHT BREAKING THE RULES OF THE GROUP.

GROUP RULES

SLOW LEARNER

E

B IT WOULD BE SO DEPRESSING TO BE SEEN AS A BURDEN.

B

TIN LUP

F

I DON'T WANT TO BE STRESSED, UPSET OR BOTHERED.

D I CAN'T STAND BEING TAKEN FOR WEAK OR VULNERABLE.

D

H OH PLEASE DON'T MAKE ME LOOK AT THE DARK SIDE OF LIFE.

H

G OH MY GOD! THE MONSTER OF ANGER IS OUT OF THE CAGE.

G

!X??!

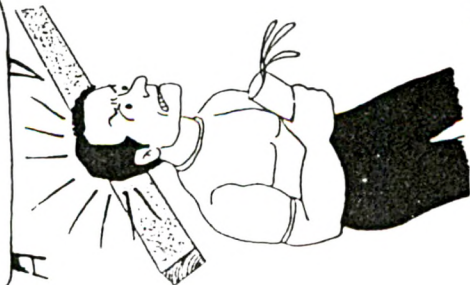
I IT WOULD BE TRAGIC TO BE SO ORDINARY THAT I'D NEVER BE NOTICED AS ME.

I

SITUATION 4

What is the worst way for you to be treated by others?

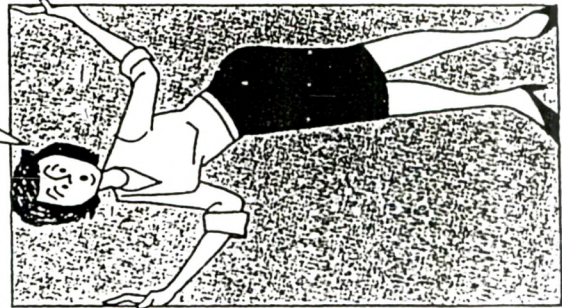
A I GET REALLY ANGRY WHEN SOMEONE DON'T SUPPORT ME.



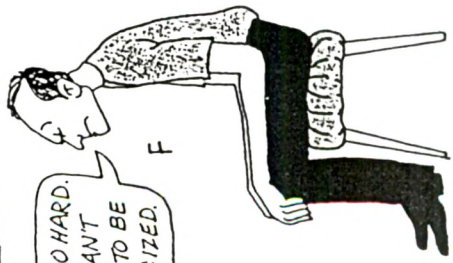
B I THOUGHT I HAD PREPARED FOR EVERYTHING. THEN THEY TRICKED ME.



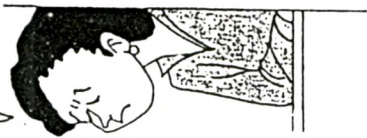
G WHEN CONFRONTED AND FORCED TO LOOK AT MY OWN PAIN, I FEEL TRAPPED WITH NO ESCAPE, NO OPTIONS, NO FREEDOM.



F I TRY SO HARD. I CAN'T STAND TO BE CRITICIZED.



C THE WORST EXPERIENCE IS WHEN I'M ASKED FOR MY IDEAS AND THEY'RE DISMISSED AS STUPID.



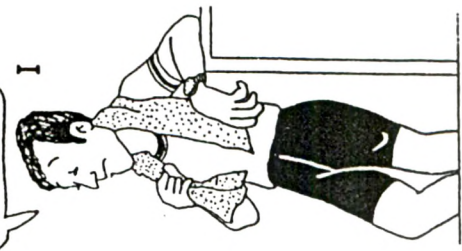
D I FEEL WOUNDED WHEN OTHERS TAKE ME FOR GRANTED AND DON'T APPRECIATE ALL I DO FOR THEM.



H OH IT'S SO DISTURBING WHEN PEOPLE YELL AT ME AND ARGUE.



I IT BURNS ME WHEN SOMEONE ELSE TAKES THE SPOTLIGHT.

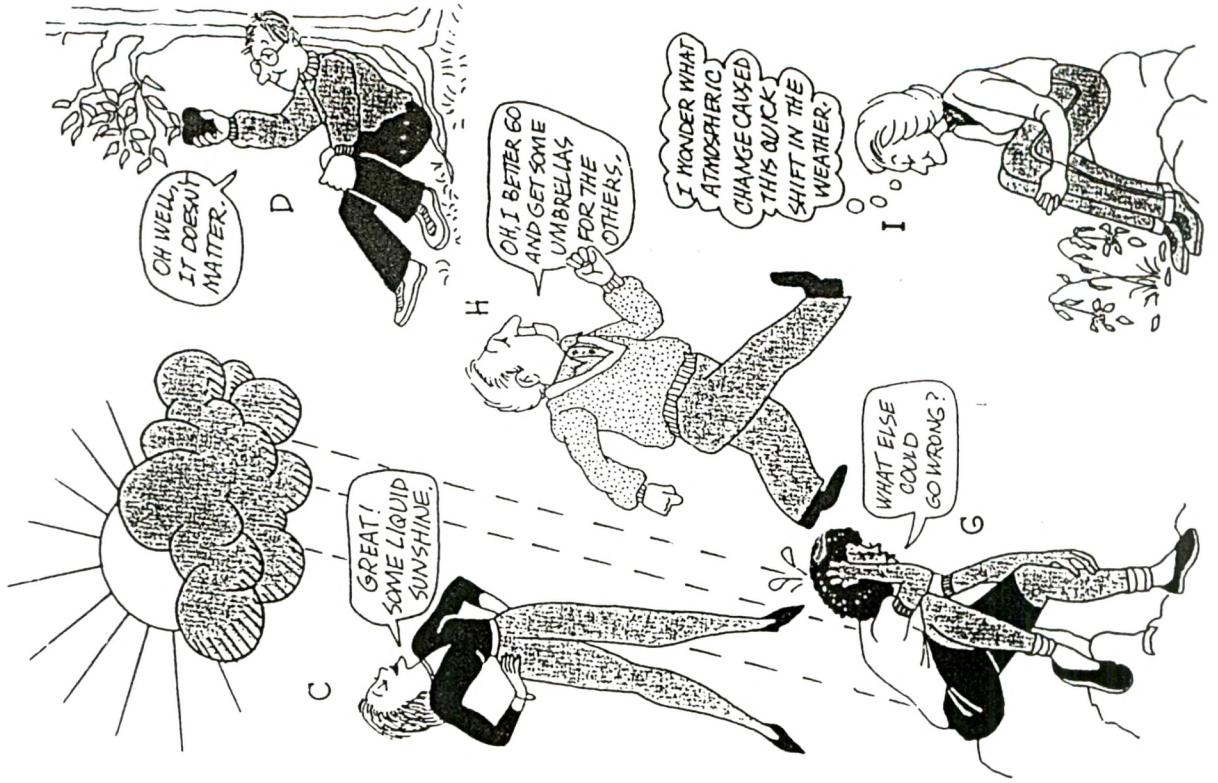
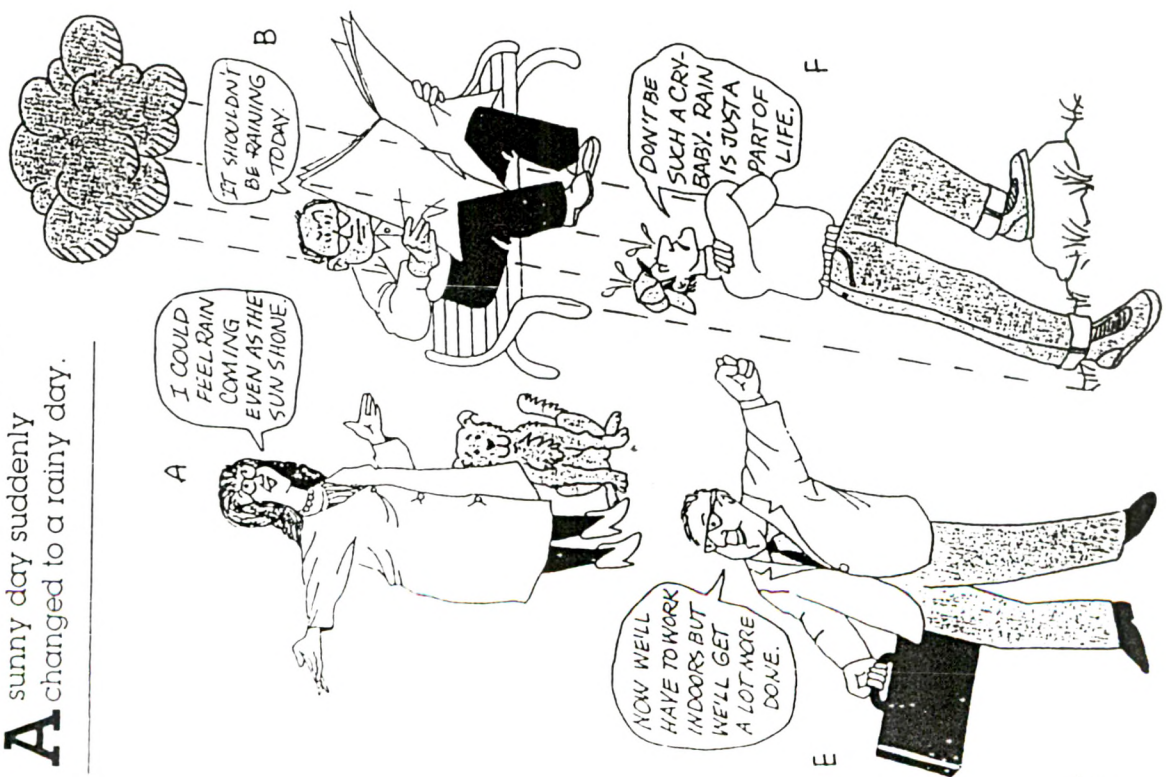


E I HATE REJECTION. IT'S DEVASTATING.



SITUATION 5

A sunny day suddenly changed to a rainy day.



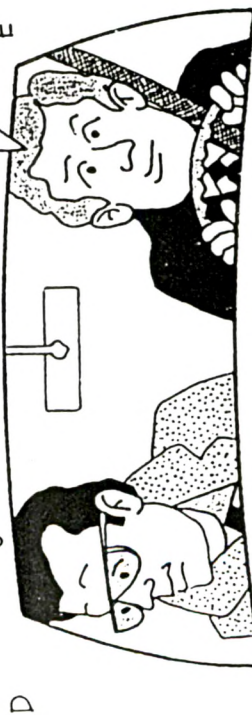
SITUATION 6

What is your attitude about driving?

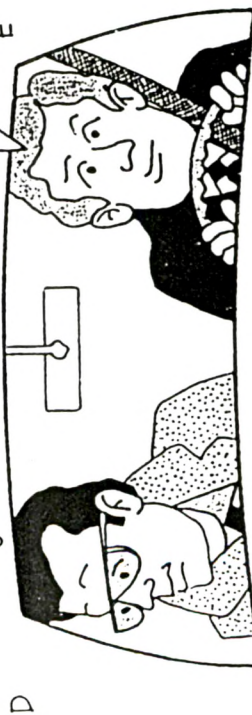


I WONDER HOW MANY PEOPLE IT TOOK TO BUILD THIS ROAD?

BEFORE I LEAVE I FILL UP, BUCKLE UP AND OBEY ALL THE RULES UNTIL THE POLICE DISAPPEAR.

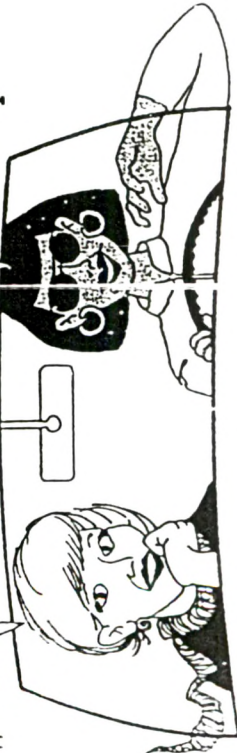


E



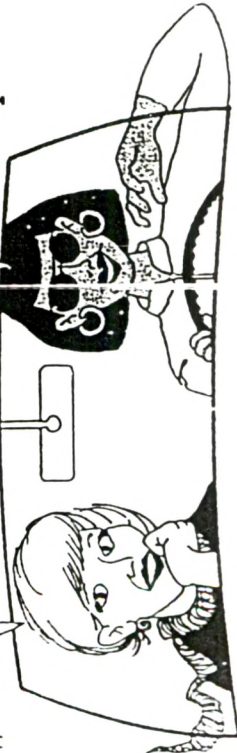
WATCH THIS. NO ONE ELSE WILL TAKE THIS ROUTE. I'LL GET THERE FIRST.

I



OH, I JUST LOVE THE FREEDOM OF THE OPEN ROAD.

H



B

I DISLIKE THIS WAY OF DRIVING. THEY DON'T KNOW TO RUN SMOOTH.



C

I'LL LET THAT FELLOW IN. HE LOOKS LIKE HE'S IN A HURRY.



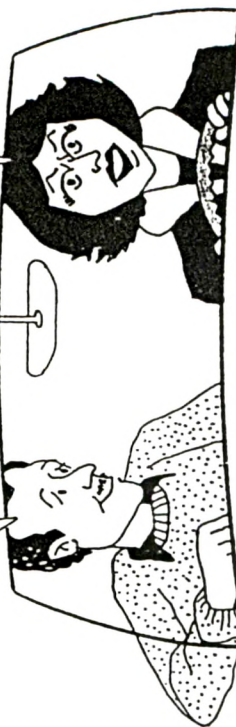
F

DRIVING IS SO RELAXING—THE HUM OF THE WHEELS, THE WARM SUN, THE RADIO MUSIC, AAAAAH!



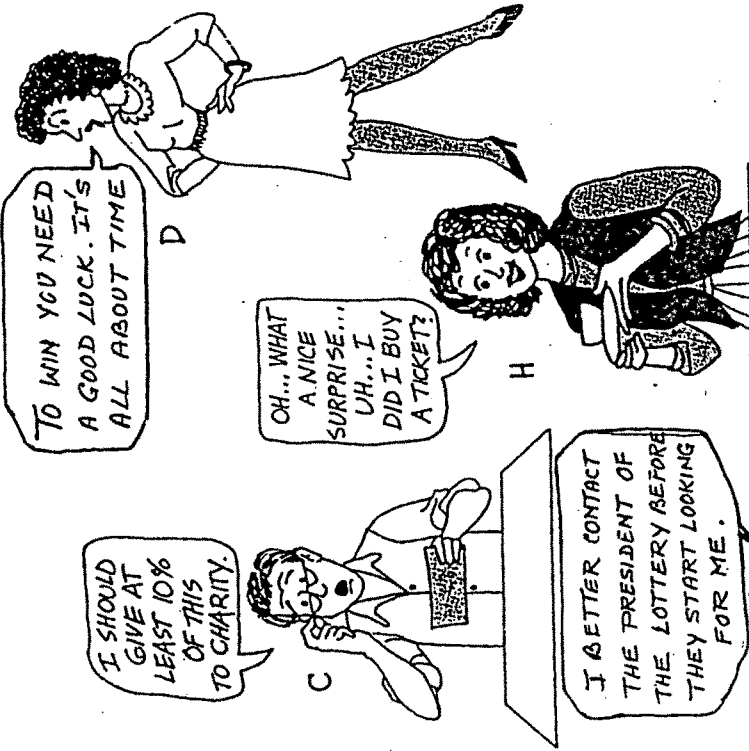
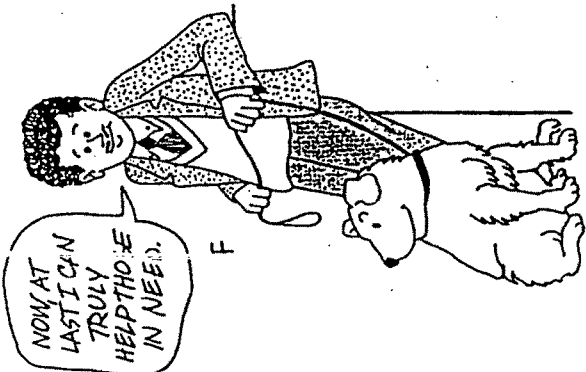
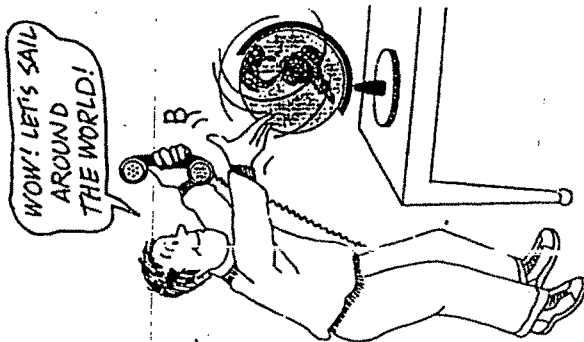
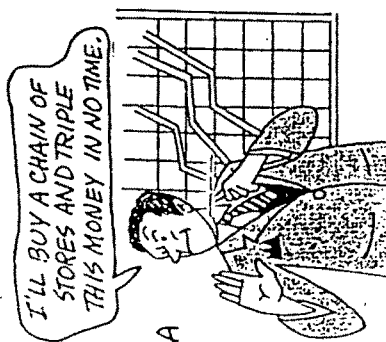
G

NO ONE SHOULD GET AWAY WITH THAT KIND OF DRIVING AND I'LL SEE HE DOESN'T.



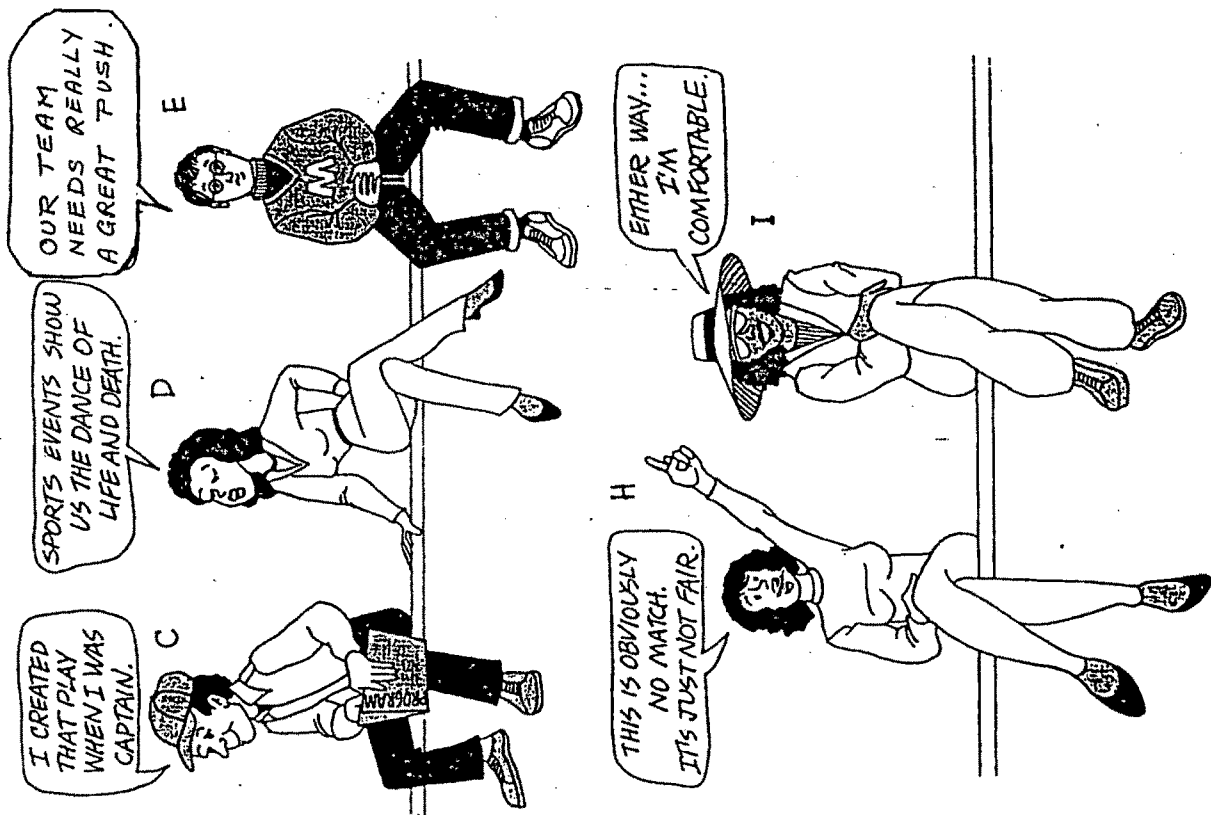
SITUATION 7

YOU JUST WON
RS. 50 LAKHS
IN THE LOTTERY.



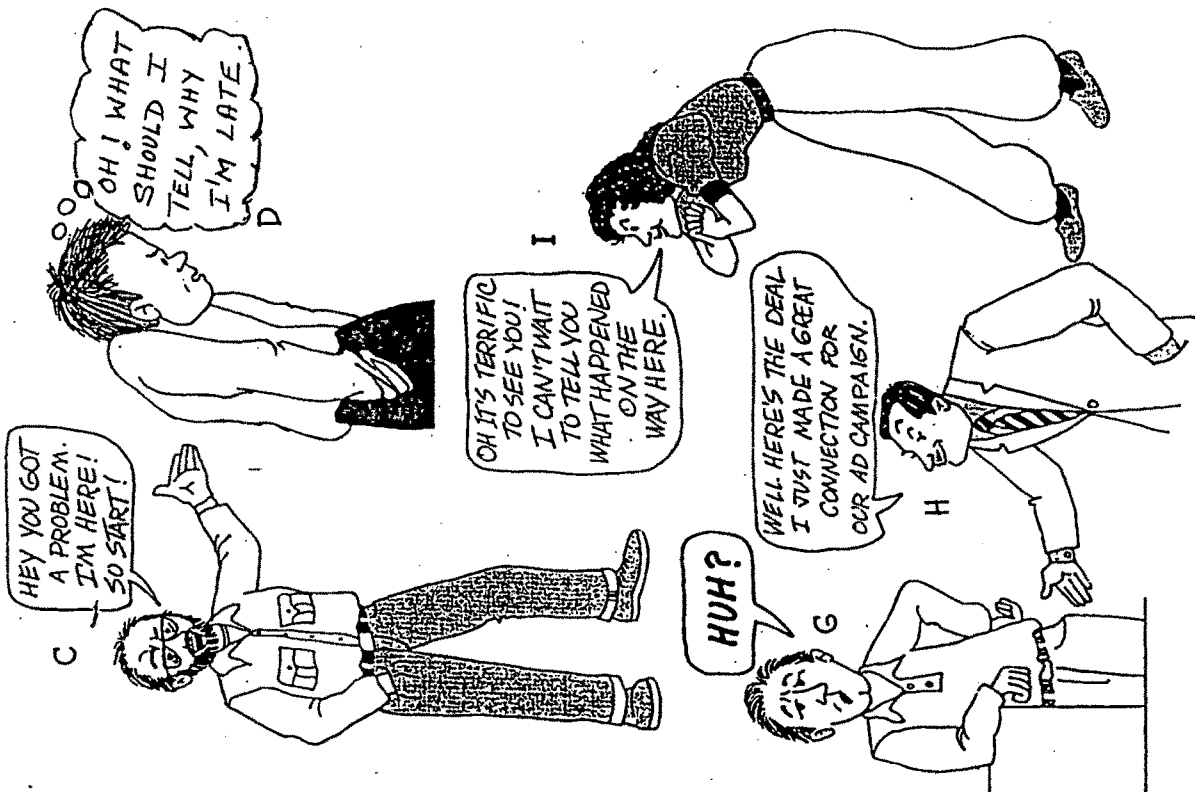
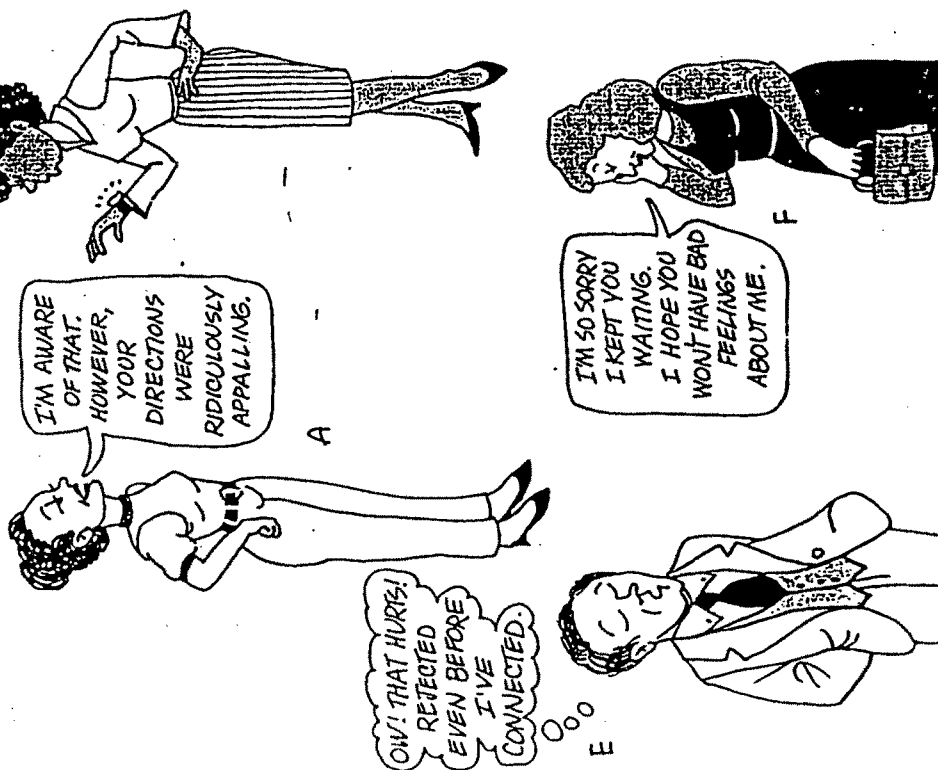
SITUATION 8

At a sports event, what are you most likely to be heard saying or shouting?



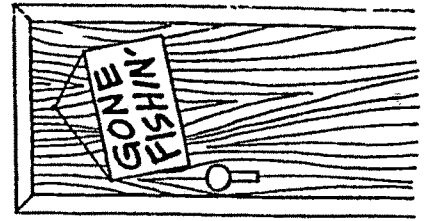
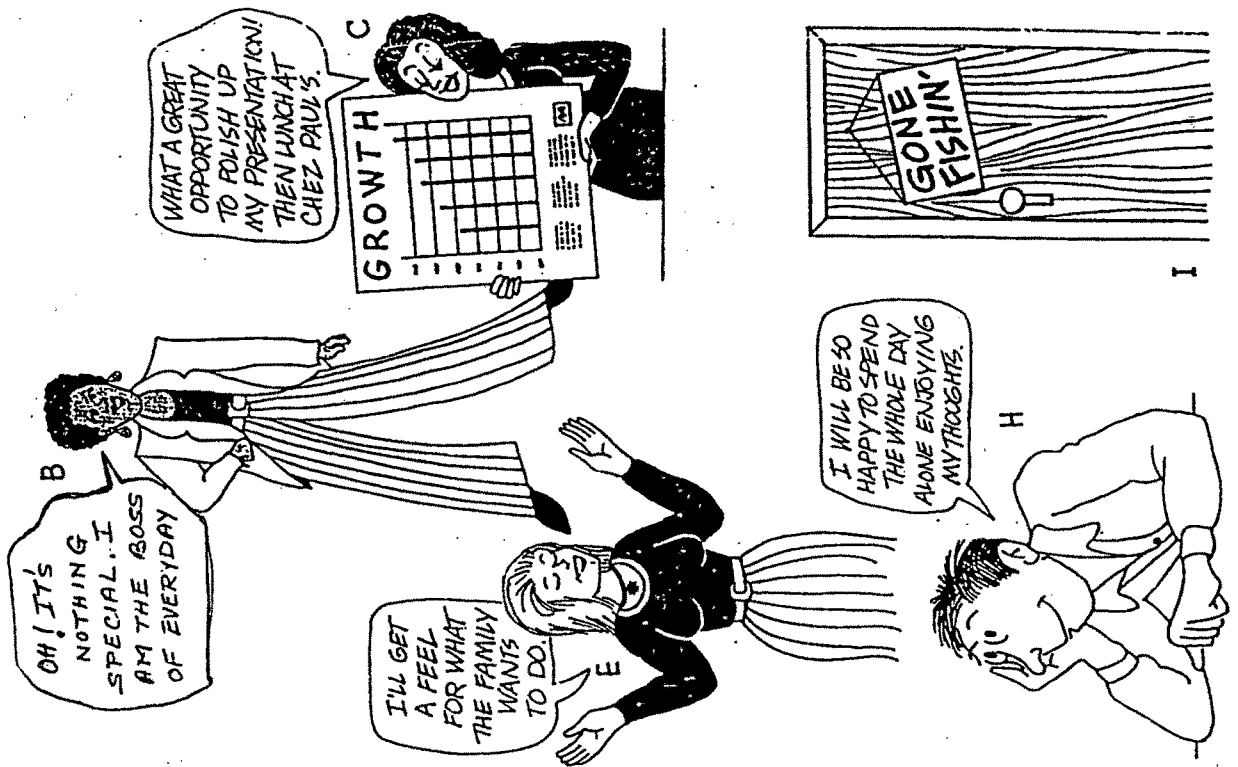
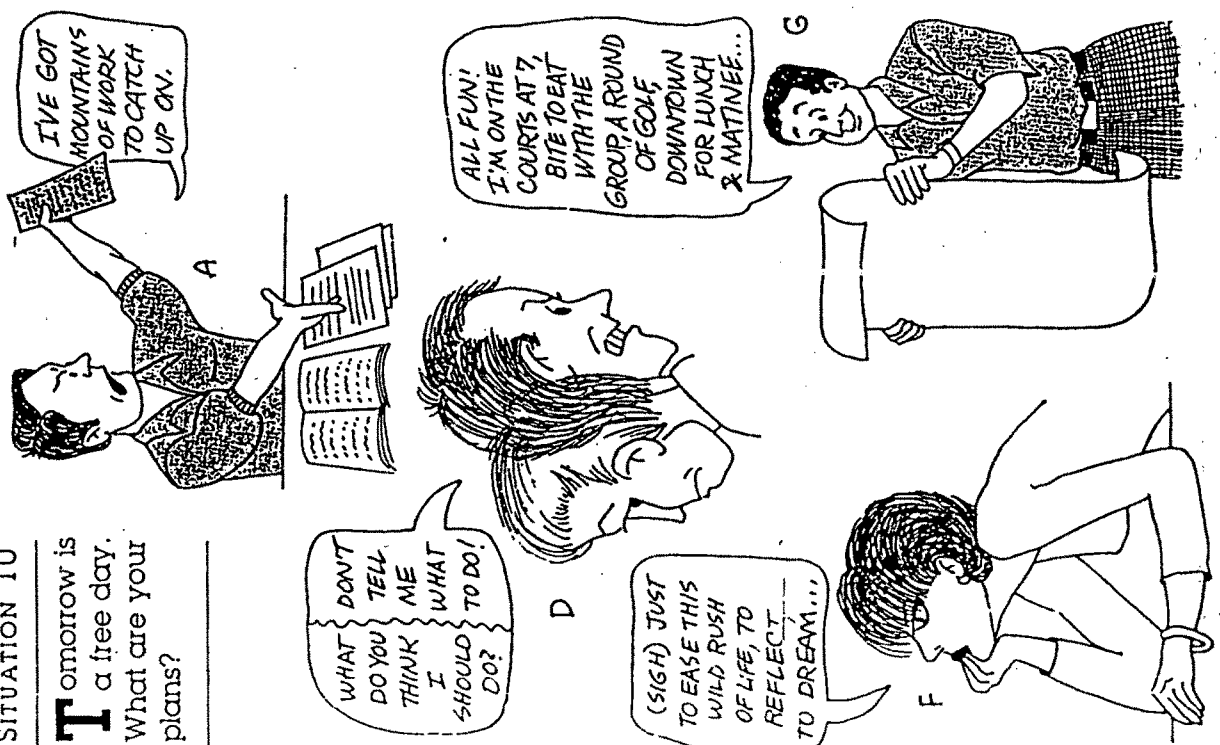
SITUATION 9

Someone who is waiting for you greets you by saying: "You're late!"



SITUATION 10

Tomorrow is a free day. What are your plans?

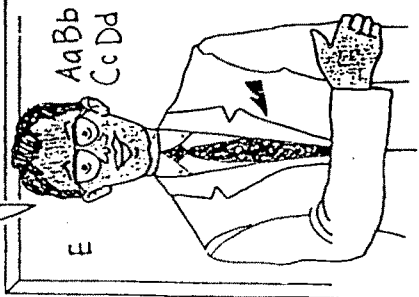


SITUATION 11

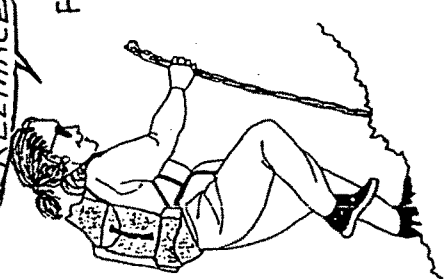
What's your preferred way to help the less fortunate?

A
GIVE ASSERTIVENESS TRAINING FOR BEATEN AND TORTURED WOMEN
& STAND ON THEIR OWN

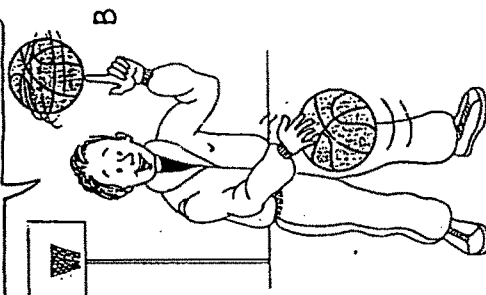
E
EDUCATE THE ILLITERATE.



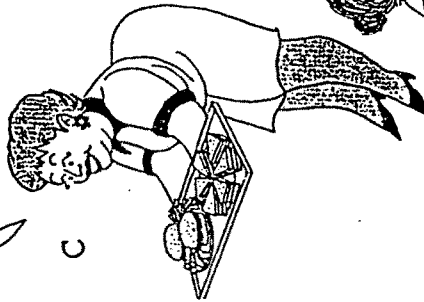
F
LEADING THE POOR CHILDREN TO RAISE THEIR SELF-CONCEPT AND FOSTER SELF-RELIANCE.



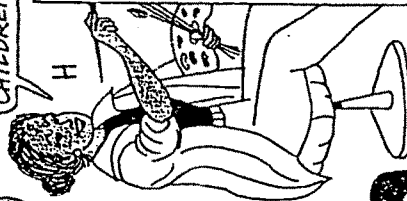
B
BRING FUN INTO SAD LIVES BY COACHING MIDNIGHT BASKETBALL.



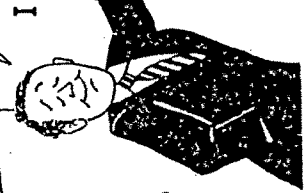
C
TAKING CARE OF THE HUNGRY.



H
ART THERAPY WITH ABUSED CHILDREN.

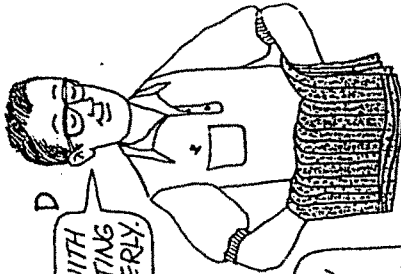


I
ORGANIZING FUND RAISING FOR THE CHARITY GROUPS.



G
TEACHING APPROPRIATE PARENTING CLASSES.

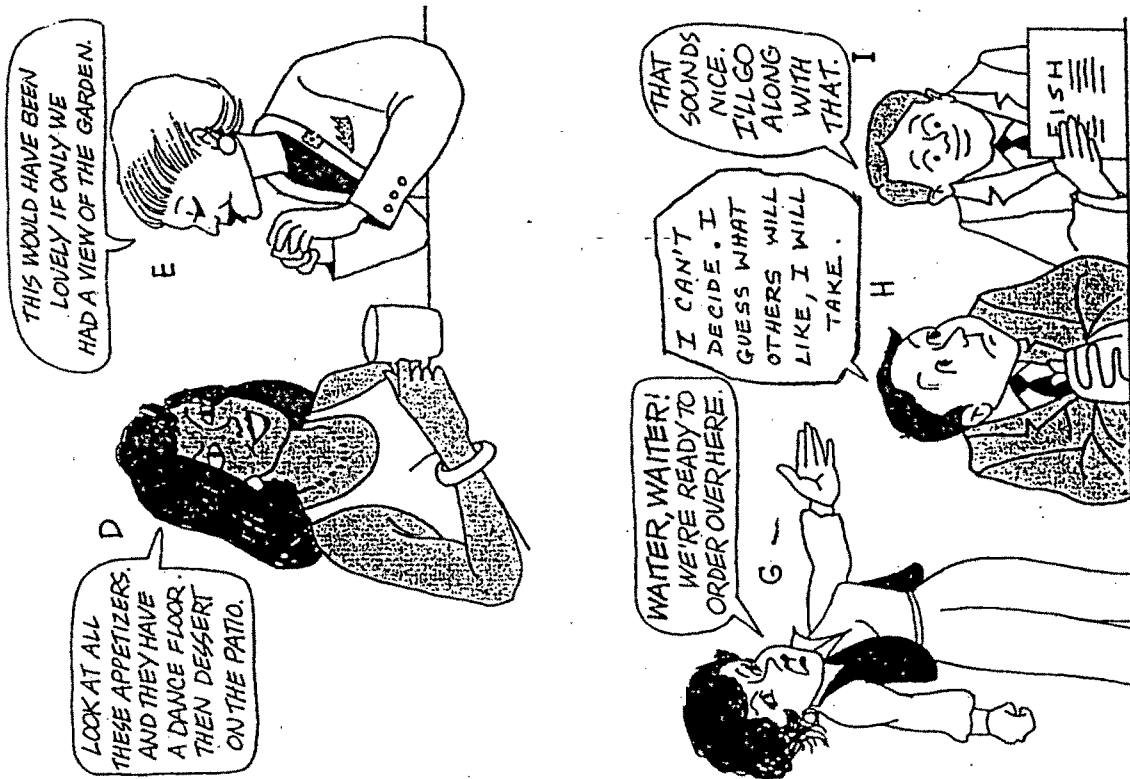
10 WAYS TO
1. how to be a parent
2. how to be a parent
3. how to be a parent
4. how to be a parent
5. how to be a parent
6. how to be a parent
7. how to be a parent
8. how to be a parent
9. how to be a parent
10. how to be a parent



D
SITTING WITH AND VISITING THE ELDERLY.

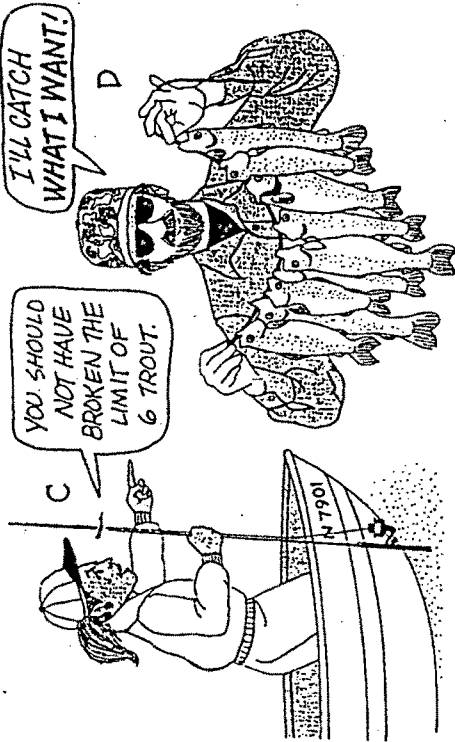
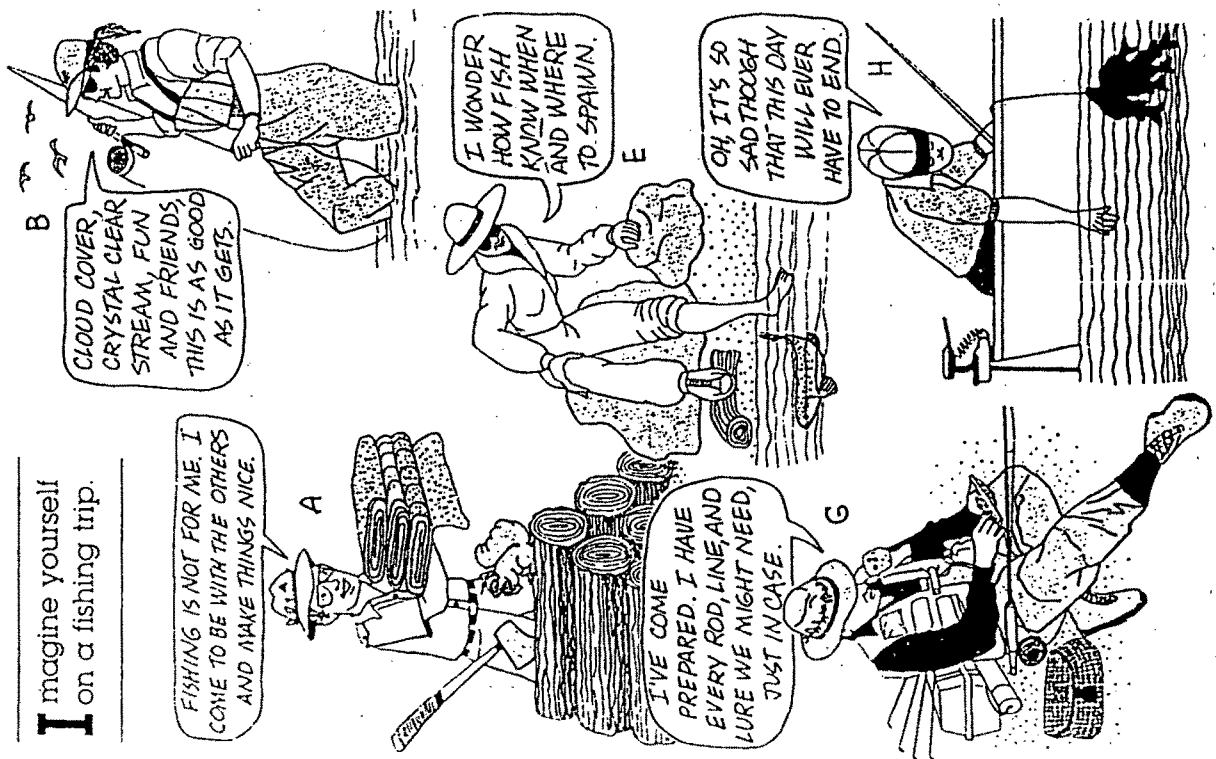
SITUATION 12

What do you usually say or do as you are getting seated and starting to order in a restaurant?



SITUATION 13

I imagine yourself on a fishing trip.



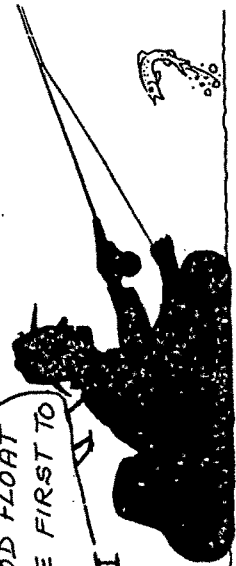
C
YOU SHOULD NOT HAVE BROKEN THE LIMIT OF 6 TROUT.

D
I'LL CATCH WHAT I WANT!

F
I JUST LOVE TO BE PART OF THE OUTDOORS.

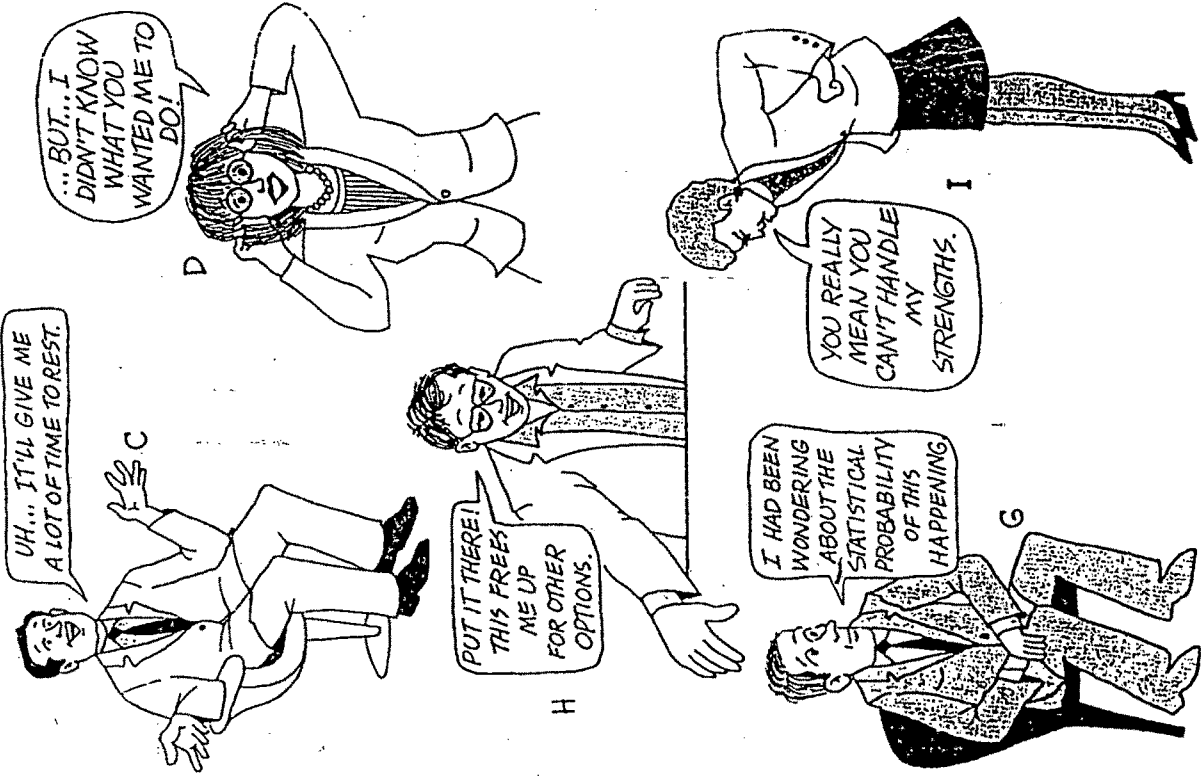
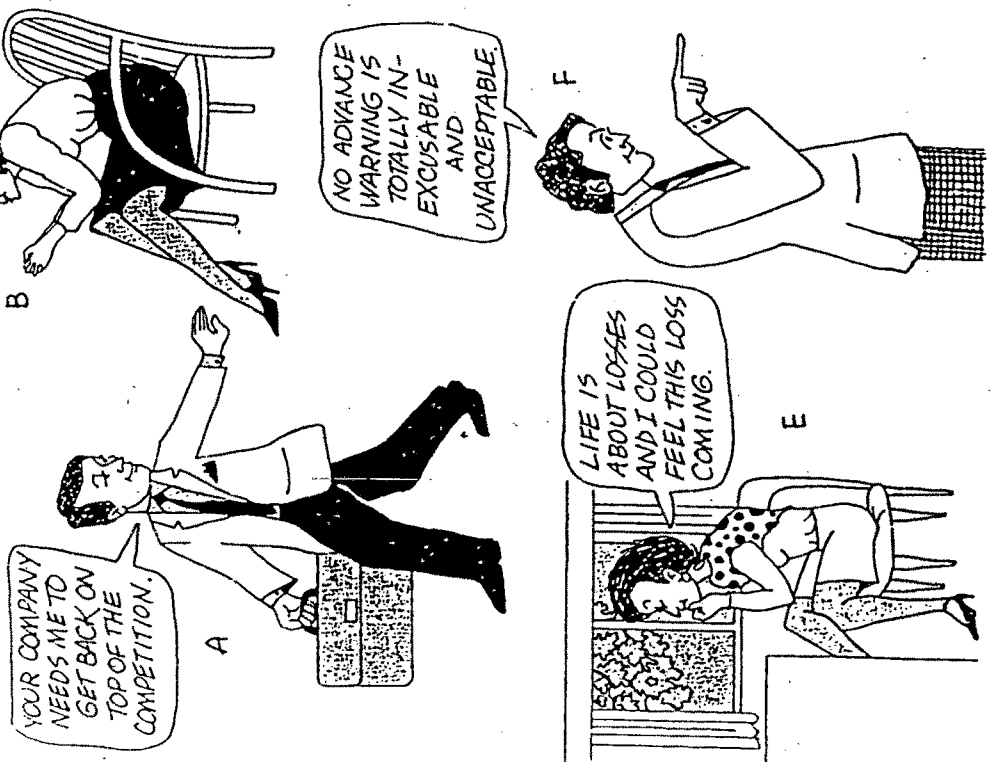
F

I
WITH THIS EXPENSIVE FLY ROD AND VERY GOOD FLOAT TUBE, I'LL BE THE FIRST TO CATCH THE LIMIT.



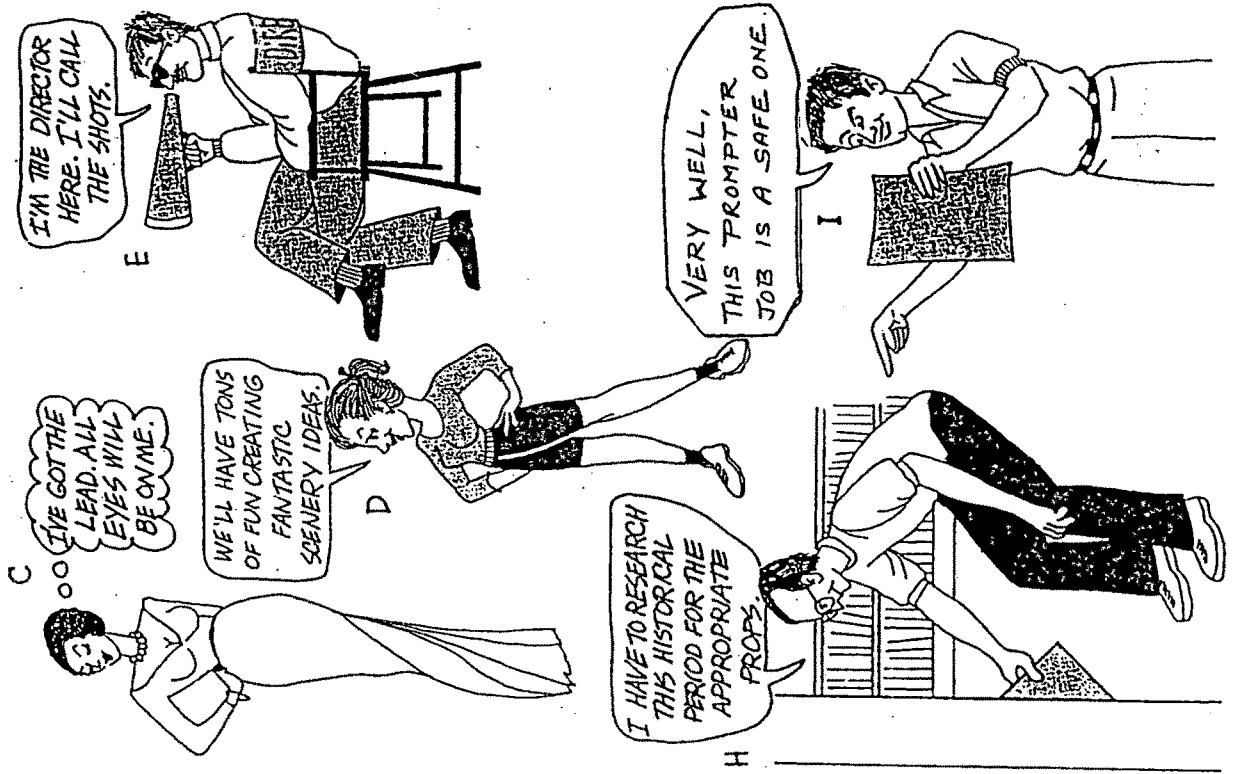
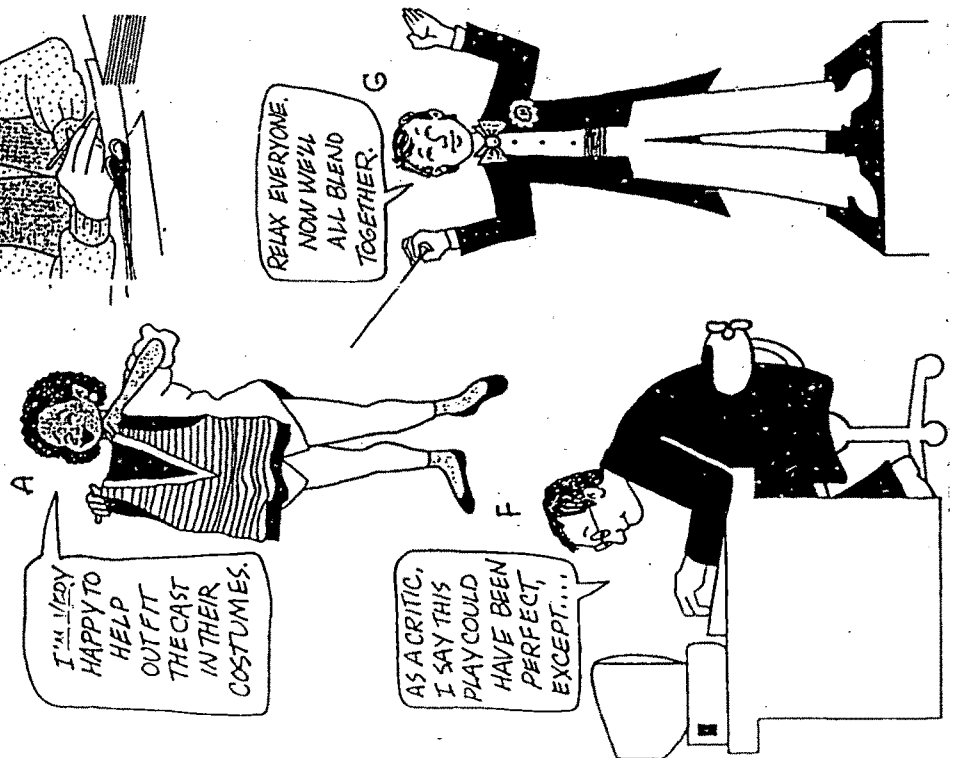
SITUATION 14

What is your response to the personnel manager who has just fired you?



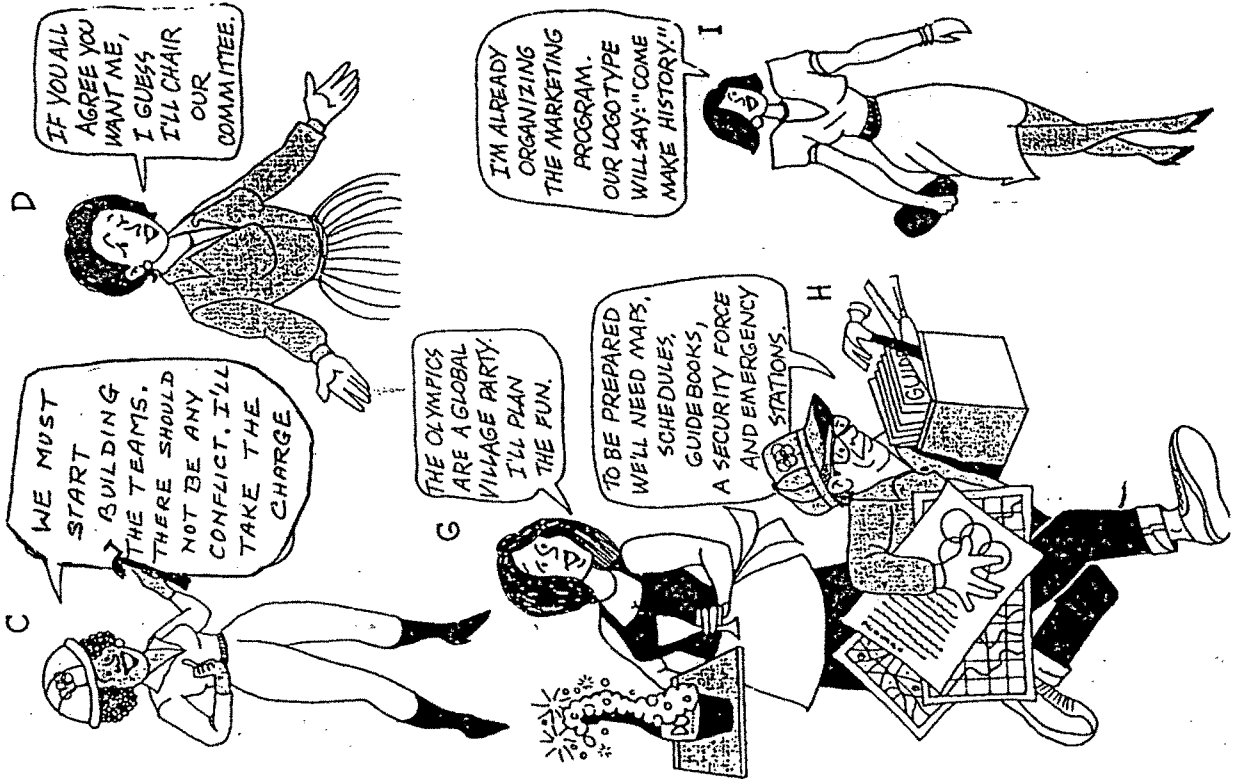
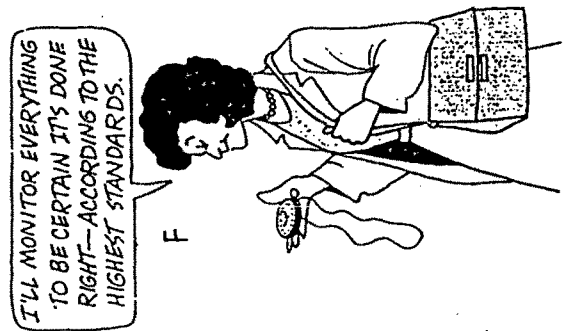
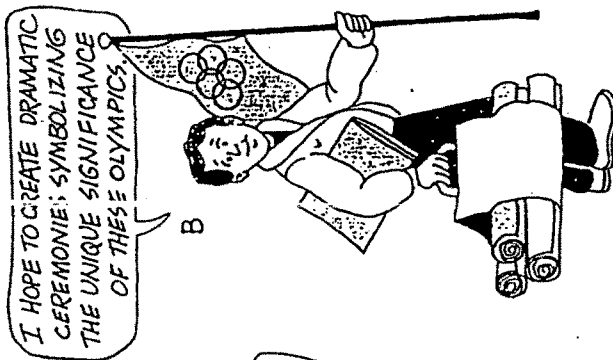
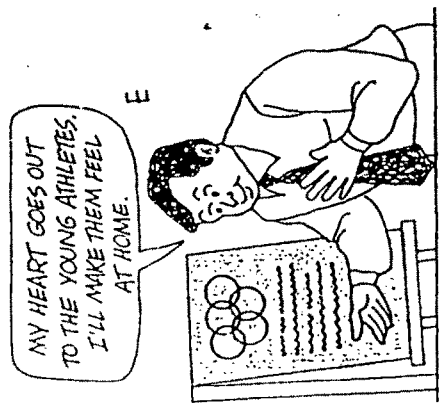
SITUATION 15

What job would best suit you in the production of a play?



SITUATION 16

Which job would you do on the Planning Committee for the Olympic Games?



Scoring key:

This is the order in which the diagrammatical representation of the situations correspond to the points on the Enneagram personality.

SITUATION 1	SITUATION 2	SITUATION 3	SITUATION 4
A → Point 3	A → Point 2	A → Point 6	A → Point 6
B → Point 1	B → Point 9	B → Point 2	B → Point 3
C → Point 4	C → Point 7	C → Point 3	C → Point 5
D → Point 6	D → Point 4	D → Point 8	D → Point 2
E → Point 9	E → Point 3	E → Point 5	E → Point 4
F → Point 2	F → Point 6	F → Point 9	F → Point 1
G → Point 7	G → Point 1	G → Point 1	G → Point 7
H → Point 5	H → Point 8	H → Point 7	H → Point 9
I → Point 8	I → Point 5	I → Point 4	I → Point 8

SITUATION 5	SITUATION 6	SITUATION 7	SITUATION 8
A → Point 7	A → Point 8	A → Point 3	A → Point 8
B → Point 8	B → Point 1	B → Point 7	B → Point 2
C → Point 4	C → Point 2	C → Point 4	C → Point 5
D → Point 9	D → Point 5	D → Point 1	D → Point 4
E → Point 3	E → Point 6	E → Point 5	E → Point 1
F → Point 1	F → Point 9	F → Point 2	F → Point 7
G → Point 6	G → Point 4	G → Point 8	G → Point 6
H → Point 2	H → Point 7	H → Point 6	H → Point 3
I → Point 5	I → Point 3	I → Point 9	I → Point 9

SITUATION 9	SITUATION 10	SITUATION 11	SITUATION 12
A → Point 8	A → Point 3	A → Point 8	A → Point 1
B → Point 1	B → Point 8	B → Point 7	B → Point 2
C → Point 5	C → Point 1	C → Point 2	C → Point 3
D → Point 9	D → Point 6	D → Point 9	D → Point 7
E → Point 4	E → Point 2	E → Point 1	E → Point 4
F → Point 2	F → Point 9	F → Point 2	F → Point 5
G → Point 7	G → Point 7	G → Point 5	G → Point 8
H → Point 3	H → Point 5	H → Point 4	H → Point 6
I → Point 6	I → Point 4	I → Point 6	I → Point 9

SITUATION 13	SITUATION 14	SITUATION 15	SITUATION 16
A → Point 2	A → Point 3	A → Point 2	A → Point 5
B → Point 7	B → Point 2	B → Point 3	B → Point 4
C → Point 8	C → Point 9	C → Point 4	C → Point 9
D → Point 3	D → Point 6	D → Point 7	D → Point 8
E → Point 5	E → Point 4	E → Point 8	E → Point 2
F → Point 9	F → Point 8	F → Point 1	F → Point 1
G → Point 6	G → Point 5	G → Point 9	G → Point 7
H → Point 4	H → Point 7	H → Point 5	H → Point 6
I → Point 1	I → Point 1	I → Point 6	I → Point 3

4.3. MODULE III

FAMILY SCRIPT METHOD & FACTORS INFLUENCING PERSONALITY TYPES

SESSIONS COVERED:

- Session 13: Family script Sharing Session(7 Hours)
- Session14: Factors Influencing the types; Wings of each personality-type(60 min)
- Session 15 : Factors Influencing the Types; stress and Security Points (60 min)
- Session 16: Self – Awareness Exercises (60 min)

DURATION: 10 Hours (approximately).

4.3.1. SESSION 13: Family Script Sharing session

4.3.1.1. Session objectives

- (i) For those participants, who have not been able to identify their personality type, this method will help them to identify.
- (ii) The participants will be helped to identify the dominant passion and the personal stance, which they take from the childhood itself.
- (iii) To start the process of self-transformation and healing in the sharing of family script.

4.2.1.2. Methodology

- Lecture
- Group sharing and Exercises

4.3.1.3. Procedure

A small introduction on Family Script method will be given to the participants followed by a Family Script Questionnaire, which each participant will go through it and write down in detail. They are given as much time they need to complete the Questionnaire and write down their childhood story, motivations and experiences in their own words. Next day they are divided into two groups of ten members for the sake of convenience in sharing and listening to each other. Enough time will be given for sharing sessions, each group at a time, so that each participant gets enough time to share her family script. While the members are sharing, the investigator notes down the significant points of the sharing, of each one. Once the sharing completes, there is an evaluation and discussion session for both the groups together. Few Questions are put to help the participant for discussion.

FAMILY SCRIPT METHOD

Introduction:

An understanding of ones Enneagram type requires an encounter with our darker side and the way we are programmed from our childhood. Beginning to know and acknowledge our negative traits and qualities involves knowing and get rid of those emotions, memories and motives, which inhibit the use of our full capacities and distort how we can identify our personality type. They are;

- i. Using inventories and questionnaires
- ii. By reading or listening to the descriptions of each type
- iii. Family script method

- iv. Others observation and identifying the type for one.

First two ways are already used and discussed. Family Script Method is a directed reflection or a sharing which results in an analysis of early family relationships. It offers an entry to Enneagram by identifying the dominant passion and the personal stance. Therefore if one has failed to identify his/her Enneagram type, or have any doubt in accepting his/her type, this method helps to clarify our doubts and recognize our vices.

Analysis of a family script focuses on four levels: the family of origin, the projection level, the introjections level and the possibilities of change in the present. A projection is a trait, attitude or part of a behaviour pattern, which belongs to ones own personality but is not experienced as such. Instead, it is attributed to objects or persons outside of that person. It is then experienced as directed towards the person by the outside agency. Introjections are the initial mechanism by which one takes in ideas and rule from significant others in his/her environment and make it his/her own.

As children, people receive a lot of messages and instructions from their family about how to conduct themselves. They learn how to behave, how to please their parents. They also pick up some of their parents attitudes toward life, particularly their view of importance that how precious they are in their eyes, when the children are growing up. They are investigating how they came to think of themselves in the way they do now.

The investigation will be done as follows. First, think back to a time in childhood before you started school. Who was around you? How old were they? Include all the family members, grandparents, and neighbours if they were special to you, and also pets if they were there. Write down two or three adjectives describing each person. Now put them in relation to one another to show who seemed close to you and who was emotionally far away.

To help the participants to write down the decisions they will make as a result of how this family felt to you while you were growing up, some questions will be given in the paper sheet. (Refer to Family Script questionnaire, Appendix H)

Activity I:

Sharing of the family script in two groups.

Activity II:

Synthesis of the group sharing with the help of few questions.

DISCUSSION QUESTION AFTER SHARING

1. How did you feel when you were writing your own family script?
 2. How did you feel or what was happening to you while you were sharing your own family life story in a group?
 3. What were you going through, while listening to others?
 4. What is your opinion about these sharing sessions and the questionnaire given to you? Did it help you in anyway? How do you feel now?
-

4.3.2. SESSION 14: Factors Influencing the Types; Wings of each Personality – Type.

4.3.2.1. Session Objective

The participants will become aware of the dynamics of Enneagram, that there could be wide variations in the same personality type because of the wings.

4.3.2.2. Methodology

- Lecture
- Discussions

4.3.2.3. Procedure

This session will be an input session where details of wings of each personality type will be discussed.

4.3.2.4. Content

WINGS

The points on either side of the Enneagram are called its wings. One wing may predominate, or both may be equally available and they flavor the Enneagram type. Therefore for example type SEVEN with strong wing of SIX will appear completely different than the type SEVEN with strong wing of type EIGHT. The Points THREE – SIX – NINE triangle have wings that can be seen as variants of the core preoccupations of that E-type triad or even as a more inner-directed and outer-directed version of the core point. For example, Point SIX with a point FIVE wing

(inner-directed) may be more private, withdrawn and overtly fearful. Point SIX with a point SEVEN wing (outer-directed), may be more outgoing, friendly, less overtly suspicious and doubtful. Similarly, a person with an E-type that falls on the hexagon, still acts out his or her preoccupations but with a specific colouring. Point EIGHT with a point NINE wing handles confrontation in a more stubborn, passive way, while point EIGHT with a point SEVEN wing is less overtly confrontational, more jocular, disarming the anger with a little charm.

Some teachers of Enneagram reject this theory of wings totally while others maintain that each type has only one wing, while still some others hang on to the theory of two wings because in their experience it appears to make sense. The presence of wings allows us to step out of our own type for a while and see what life looks like through another pair of glasses. There are elements within the energies on either side of our own type which are familiar to us. This means we do not have to make a complete turn-around to see things from different perspective. It commences us to free ourselves from our fixated world view so that in time we can experience what it might be like to see life whole, from all the different viewpoints and not just from our own limited vision of what reality is. For example SEVEN are escapists. They want life to be a basically happy existence and they go out of their way to get out of painful situations. Their SIX wing helps keep them anchored and encourages them to remain loyal to friends or organizations even when they go through tough time. Their EIGHT wing enables them to endure the inevitable pain of life and face up to issues that need sorting out, in spite of the suffering which may be involved. We take each type with their wings separately to discuss its characteristics and its values.

TYPE ONE : Perfectionist

- WINGS :
1. The Peacekeeper – NINE (Defender)
 2. The Helper – TWO (Attacher)

Type ONE with wing NINE

Perfectionist belongs to the Defender (Gut Center) triad, who interact in an interspace that exists between themselves & others. For ONE the interspace is problematic. With the NINE wings strong, they start desiring for harmony and can 'slob out'. They look for harmonious relations first and then doing the right thing. It helps them in accepting of others as they are, with their limitations and become

supportive and good listeners. The value of this wing acting strongly on ONE is that it allows ONE to step out of his/her type and see others as they are without pointing out their limitations and also lighten their own burden of self-criticism.

Type ONE with wing TWO

Helper TWO instinctively know the needs of others and are sensitive to other people's feelings. In ONE this wing of TWO motivates them to convey the feelings of warmth, understanding and genuine concern in their interactions. Also, they are able to develop a gracious environment, built on mutual approval. Instead of having critical mind, it helps them to become caregiver and emotional supporter.

Type TWO : The Helper

- WINGS:
1. The Perfectionist – ONE (Defender)
 2. The Performer – THREE (Attacher)

Type TWO with wing ONE

Type TWO often denies that they have any emotional need. With the wing of ONE (Gut Center) they try to look inside and take the aspect of self-criticism and develop analytic ability. Their focus of attention is balances by their attitude, that it is more important to make the other person involved, happy then to complete a task together, correctly. Helpers are the most outer-directed people, heart-centered and with the wing of ONE they develop a sense of inner-direction, which drives them to achieve. Type TWO with wing ONE, at times, may appear like perfectionist because of their way of communication, underscored with “right thinking” messages. And also others may feel judged if they disagree with them.

Type TWO with wing THREE

With the wing of THREE, type TWOs get the image of themselves as self-confident, efficient, having solid skills and as leaders. They start realizing their self-worth. They become task-oriented, particularly on behalf of a chosen mentor or boss. If the wing THREE is strong then they do not get emotional easily, if they feel that people are making continuous demands without giving anything back. They don't repress their own emotions but express to others to some extent.

Type THREE : The Performer

- WINGS: 1. The Helper – TWO (Attacher)
 2. The Royal Family – FOUR (Attacher)

Type THREE with wing TWO

Performers literally perform and constantly they seek to be the center of attention, especially in getting the job done. They don't bother with their own or others' feelings or emotional responses. They are impatient with people who waste their time through bad planning and inefficiency. With the wing of TWO they balance their emotional life and become people-oriented. They develop more warmth in themselves and become patient with the weak and inactive people. They start respecting leaders and become good team-players. Taking the team-members into consideration they do the task well. Self-awareness rises naturally and they come face-to-face with their feelings without putting on mask.

Type THREE with wing FOUR

For the performer, to come into the emotional world, this wing of FOUR helps a lot. They come to know that relationships are important in life than only achievements in the eyes of others, They start regarding themselves as sensitive, with the ability to experience feelings deeply. The urge for authenticity and finding meaning in whatever one does increases with the presence of this wing. Universal belonging, a feeling of connection to the universe, contribute or do something for the whole universe; these attitude develops with the strong influence of type FOUR.

Type FOUR : The Royal Family

- WINGS : 1. The performer – THREE (Attacher)
 2. The observer – FIVE (Detacher)

Type FOUR with wing THREE

The Royal family lives in a rich emotional world and think of themselves as different from others. If they don't do anything special they feel unworthiness and sometimes severe depression. The presence of wing THREE helps them to gain self-confidence, Reliability and efficiency. It helps them to come out of their aloofness and melancholic state of being. They start balancing their life in between feeling and doing. At times they appear very energetic and career oriented.

Type FOUR with wing FIVE

With the wing of FIVE, the Royal family becomes aloof, shy and need privacy. They may be out of touch with their emotions and at times suppress them. On the other hand it helps them to become big-picture thinkers and develop rationality. From inner-directed emotion (Heart centered) triad, they become inner directed mental (Head Centered) based triads. So a point FOUR with a FIVE wing has the characteristic patterns of a deeply emotional interior life highlighted by reclusivity and privacy. The presence of wing FIVE helps them to control their emotions and become more independent and nonjudgmental

Type FIVE : The Observer

- WINGS :
1. The Royal Family – FOUR (Attacher)
 2. The Questioner – SIX (Detacher)

Type FIVE with wing FOUR

Point FIVE with a FOUR WING, characteristically detached, reclusive and private, finds emotions much closer to the surface and are more easily resonant in relationships. Usually for FIVE, the need to fill their internal space is achieved by creating a rich inner world. With the presence of FOUR they become more creative, empathetic and intuitive. To some extent compassion and passion also develops. They start experiencing their life more through feeling than knowledge. Then try to come out of their cell and share knowledge and encourage creativity and help in analysis.

Type FIVE with wing SIX

Point SIX asks questions as a way of scanning to find zones of safety. But point FIVE with a wing of SIX asks questions to gain knowledge and at times question their own reality, out of fear. They take the characteristics of the best troubleshooter and in any team they will define the problem in such a way that everyone gets clear and logical conclusion. With the presence of this wing thinking with watchful take shape in the mind of type FIVE. They develop faith and trust in others and are able to work collaboratively.

Type SIX : The Questioner

- WINGS : 1. The observer – FIVE (Detacher)
 2. The Optimist – SEVEN (Detacher)

Type SIX with wing FIVE

Point SIX is one of the mentally based types who withdraw himself into the mind which gives relief in a sense that the world is safe because he/she is in his/her head. The Concept of questioning, being doubtful, tells them that the world is not safe and therefore to find security, it is good to question. With the help of a wing FIVE, they become contemplative, objective and creative synthesizers of ideas. Instead of remaining fearful and suspicious they act with courage and responsibility. Characteristically they will look like private people, withdrawn and lost in their inner world but also they will voice straightaway.

Type SIX with wing SEVEN

Type SIX with a SEVEN wing are characteristically fun-loving, gregarious, interested in multiple activities, good in networking. Their fear and anxiety are balanced by the energy they get from this wing. They develop optimistic attitude towards life and are not afraid to take risk in any decision-making. They start taking things lightly and not caught up with the doubtful mindset. It becomes less important for them to know who belongs and who does not belong to them. They are helped by the fascinating ideas of SEVEN and their logic and rationality get improved.

Type SEVEN : The Optimist

- WINGS : 1. The Questioner – SIX (Detacher)
 2. The Boss – EIGHT (Defender)

Type SEVEN with wing SIX

Optimists focus on future plans and new and exciting options. For them to live in present and accept the reality of pain and suffering is very hard. They are monkey-minded people, in the sense that they jump from one option to the other very fast and at times leave the job half-done. With the support of this wing they get the strength to be loyal, be responsible and make plans, keeping in mind, the practical points and authority. They become hard workers and troubleshooters.

Type SEVEN with wing EIGHT

Point SEVEN with a wing EIGHT get the spirit of Confrontation and act with Power. They can control their addiction to excitement and change. They become committed person and work for justice. They stop living in a fantasy world and start empowering others with their knowledge and super plans. Characteristically they appear very energetic, direct in the pursuit of goal, enjoy consuming, pleasure loving and also angry when challenged.

Type EIGHT : The Boss

- WINGS :
1. The Optimist – SEVEN (Detacher)
 2. The peacekeeper – NINE (Defender)

Type EIGHT with wing SEVEN

Bosses empower those under their protection with a mixture of challenge and support. They do not realize their own force. Control is a survival strategy for them. With the wing of SEVEN they are able to cool down their authoritative nature and excessive behaviour. They are also slow down in their attitude of blaming others and become creative imaginers. The value of this wing to type EIGHT is, they are helped to accept their limitations and control their anger. They would more easily 'go round the houses', plan and maneuvers, to get what they want than to fight for it.

Type EIGHT with wing NINE

Point EIGHT with wing NINE, sometimes, appears very stubborn, pleasure-seeking and avoiding conflict. They may postpone their own priorities and misplace anger. Usually type EIGHT is energetic and full of overwhelming actions. This wing of NINE helps them to inculcate patience and passivity to some degree. They try to be a team player and support the ideas of others. Many a times they will submerge their own wishes and urge for the sake of maintaining harmony and universal love.

Type NINE : The Peacekeeper

- WINGS :
1. The Boss – EIGHT (Defender)
 2. The Perfectionist – ONE (Defender)

Type NINE with wing EIGHT

Type NINE is one of the members of the defender (Gut Centered) triad, the instinctual triad and the two wings also are of Defender triad, which are skilled at using the body's own knowing as an indicator of how to respond to situations. There is an instinctive connection with this energy. But NINEs are not carried away with the energy; they don't want to disturb the peace and this is the root of the passive-aggressive behaviours of peacekeeper. With the presence of the wing of EIGHT, they maintain their energy by inertia. They are able to overcome their passive-aggressive behaviour and become good leader who is a mediator, supportive and good listener.

Type NINE with wing ONE

Point NINEs with wing ONE are precise, self-critical and at times judging others but, of course for them harmonious relations come before doing the right thing. The wing of ONE helps NINE to become more conscientious and moral, honest and idealistic. They are able to prioritize in life and see their own worth. They strive for excellence and work for continuous self-improvement.

Conclusion

Thus, we have seen how the wings of each particular type influence the way an individual manifests type. One type may at times lean towards its one wing and become more or less of that type, taking the characteristics of that type. But this does not mean that the individual's personality type has changed. The basic personality type remains till the end. From the evidence of 20-25 years of the oral tradition teaching of enneagram, wing influences seem to be particular to the individual – that is, they cannot be predicted. Looking at one's own personality, one may find that he/she leans towards one wing or the other all the time, or towards neither or to each at different times.

4.3.3. SESSION 15: Factors Influencing Types : Stress and Security Levels

4.3.3.1. Session objective

The participants will be able to understand the movements of personality types towards stress points and towards security points or towards integration, which again bring variations in the same personality type.

4.3.3.2. Methodology

- Lecture
- Discussions
- Self – Directed study

4.3.3.3. Procedure

There will be Input Session on dynamics of change in personality types.

4.3.3.4. Content

Introduction

When we look at the diagram of Enneagram, we will see lines from point away and toward any point. These lines show the shift in mental and emotional strategy that we experience when we are under stress and when we are in a secure, happy life situation. That's why each point is connected to two others with the arrows. The direction of arrow indicates the change, and for each types the arrow points 'towards' the stress point and 'away from' the security point.

Stress is the way our body reacts to change, both internal and external. We feel insecure, afraid to take risk and our mental and emotional state, which includes anxiety, helplessness, Hopelessness, depression, burnout, are such that we are unable to perform well in life; we are affected physically, mentally, socially, emotionally and spiritually. And we start taking in effective ways of coping with these type of situation, for example, smoking, drugs, alcohol and another unhealthy ways. On the other hand when people are in the state of secure feeling, they perform well, their physical, mental and emotional health is sound. There is no useless anxiety and worries. However, it is important to mention here that not all stress is negative. The word Eustress has been coined to describe positive stress. It is the type of stress; one is likely to experience when he/she inherits a large amount of money or receive an unexpected promotion or reward. Eustress is the stress of winning and achieving. Negative stress is distress. It is the stress of losing, failing, overworking and not coping. It is harmful for a healthy life. It is also important to note that stress and security have many levels, and different degrees of these will have different results. The move towards another type occurs when the stress or security is deep and pervasive.

Following the flow pattern of the arrows, in stress situation, one is likely to move with the arrow and adopt characteristics of the type ahead of one's own. In security, one moves against the arrows into behaviour patterns of the type behind. We take each personality type one by one to discuss on this particular aspect.

Dynamics of change for type ONE

Shift to Point SEVEN (Security)

When perfectionists shift to point SEVEN under the situation of security, it is almost as if another person emerges & we see the playful side of the ONE. They are less inclined to judge themselves and others. In between their work they can have fun, be careful, keep their options open, and fantasize in a free flowing way. The shift to SEVEN happens naturally with a shift of scene. Ones are famous for being completely different when they're on vacation. They are undistracted by familiar responsibilities when they leave home. A more playful and relaxed aspect of being emerges that shows many of the characteristics attributed to SEVEN. In secure periods, they just worry less, and then the discipline that they have worked so hard to develop can carry them forward. They can take time off to rejuvenate without worrying that the office or the house or the classroom will fall into chaos in their absence. Now they can see their options by entertaining seven – like plans for the future. It's not that error escapes their attention, but they are also aware of the good work they have accomplished.

Shift to point Four (Stress)

At the first signs of stress, the critical inner voice of perfectionist gets very loud, and they start seeing error everywhere. Eventually their irritation spills over, directed at student if the perfectionist is a teacher. They don't think irritation as anger, because anger is a "bad" emotion for them. Their focus shifts to relationships or emotions and their feelings of being unlovable. They can become depressed, feeling that they are worthless and will never get it right – so life is pointless. Even though ONES shift to FOUR when they feel stressed, they can access the gifts of the FOUR, like unique creativity and deep connections.

Dynamics of Change for type TWO.

Shift to point FOUR (Security)

When TWOS feel secure they experience their emotions more deeply, directing their attention and energy away from others onto themselves. In the point FOUR stance Helpers allow their own emotional needs to surface and they find ways to satisfy them. They find a release into the artistic side of themselves very energizing. Secure TWOS are less afraid of rejection and can produce highly individualistic work. It is then, when they can achieve a unique, FOUR – like expression. They enjoy working alone and need less approval for what they accomplish. Rather than being a place of depression, the FOUR position allows Helpers a chance to stand on their own.

Shift to point EIGHT (Stress)

The first signs of stress stimulate the basic defenses of their type. Being left out of the loop is terrifying, so they place themselves to heighten their importance. Under this situation they access the EIGHT energy, aggression and anger. Helpers, in stress, experience a desire to exact revenge by increased manipulation and even deceit, for example, by withholding information, not sharing important reports, data, and news. They can even punish people for their ingratitude. The shift into EIGHT is usually marked by explosive anger. They become remarkably un-cooperative, tenaciously hanging on to whatever they can get.

A positive aspect of this shift is that, they can access the gifts of this type, like harnessing energy for others, and truth telling.

Dynamics of Change for type THREE.

Shift to point SIX (Security)

When THREES feel secure they slow down, stop worrying about losing their prestigious image. There is space for feelings to surface and time to think about themselves and others. This shift at times can also be discomforting because doubts emerge. Faced with fears, questions and doubts, bubbling emotions can be overwhelming. When the discomfort level is too high they quickly kick into action mode again. The positive side of this security position lies in the discovery of real feelings, which makes empathy and emotional loyalty possible. On the other hand it creates insecurity. Suddenly they are less certain, less confident. They become

dependent on a partner, to boost their image. Usually it is very scary for THREES to just be yourself. They are not meant to be deceptive, but in this situation they can tell the difference between their genuine responses and the image that automatically emerges when they seek positive feedback. Knowing themselves and others as people instead of producers allows them to absorb their thinking, lend themselves to their point of view and take advantage of the diversity around them.

Shift to Point NINE (Stress)

When THREES are stressed their attention is split into an internal taskmaster counting off all the tasks that have to get done, while they find themselves losing their ability to prioritize. For the THREE in NINE, there is a sense of not being able to move into action and of becoming more and more frustrated and frightened. And the best use of NINE serves to open trust in relationships. Since they are unable to function at their usual pitch, they have to pin their hopes on someone else. This can lead to a reconsideration of the childhood conclusion that only winners are worthy of love. Externally, they may look energetic and engaged but internally they lose self – confidence and are distracted. Even though, THREES can experience the gifts of this type, like unconditional love and support of others.

Dynamics of Change for type FOUR.

Shift to point ONE (Security)

The shift to point ONE allows FOURS to know what is right, to provide a moral compass, a direction to move toward in making decisions and taking action. This is a great stress reducer for FOURS who are often at the mercy of intense emotions. They also shift to point ONE when they need to organize their lives in order to bring some structure and sequential logic to what they are thinking and experiencing. When a relationship or their work goes well and they start to feel secure in themselves, they add another aspect of perfectionism to their personality, taking on qualities of type ONE and becoming critical of themselves and others. Now they are secure enough to pick at problems which they previously ignored. They get into gear by pacing their work, balancing their interests and finding emotional equanimity.

Shift to point TWO (Stress)

In this stress situation FOURS are very uncomfortable. It usually occurs when too many people make too many demands on the FOURS and they lose their personal

boundaries, their sense of balance. There is a push-pull way of relating, as they feel the need to attract people and be approved of. In the TWO stance, the Royal family is concentrating so hard on making connections to give other people what they want; the connection is no longer forming inside the FOUR. Here they deliberately challenge sadness by reaching out to others and revitalizing an interest in projects and teams. Even though FOURS take the negative characteristics of TWO when they are stressed, they do experience the gifts of this type. They can be truly altruistic and use their energy to potentiate others.

Dynamics of Change for type FIVE.

Shift to point EIGHT (Security)

The shift to point EIGHT occurs when observers feel secure. They experience the EIGHT energy viscerally as a physical manifestation, a rush through their bodies. They report that they learn to trust their gut instinct. They can bring good ideas to fruition, much to the relief of their coworkers and friends, who don't have to guess what they are thinking. Thus they have become a definite presence, a figure to rally around, instead of a bystander. They are able to communicate the image in their mind, so that others can carry the vision forward. Sex can be important area of security for FIVES. Although they are primarily mental beings, secure FIVES can be quite at home in their bodies. They like physical sensation, athletics and sexuality. They participate physically and emotionally. They move into action rather than retreat.

Shift to point SEVEN (Stress)

When FIVES feel stressed, they access the energy of SEVEN. They retreat even further into their minds with their thoughts in a chaotic whirl. More and more possibilities open up for them, making it even more difficult to deal with the matter at hand. They find themselves thinking a lot, up in their head so to speak, with useless thoughts running around in there. Like type SEVEN, scanning for all possible escape strategies, they are unwilling to commit themselves to any, and may appear scattered. From the perspective of FIVE, the positive side of SEVEN can produce a genuine ability to enjoy the flow of events rather than to contract against surprise. This is a situation where they have to act so quickly that it is possible to jump in and wing it without being prepared. They can become optimist and develop the quality of formulating options.

Dynamics of Change for type SIX.

Shift to point NINE (Security)

In the shift to point NINE, questioners are able to relax, to let down their defenses, open their hearts and access the universal, unconditional love and peace, which the peacekeeper exemplifies. This is felt energetically throughout the body. There is openness and trust, almost counterintuitive stance for the ever-vigilant SIX. When SIXES shift to this situation, people like them because they are slowed down, they listen to people with warm heart and focus is shifted from problem areas. In this state they naturally adjust to other people's pacing, miraculously trusting that the job will get done. Their attention shifts to seeing best-case outcomes and they are not afraid to move ahead.

Shift to point THREE (Stress)

The first sign of stress of SIX is, they look very much worried and doubtful. The questioners steps out of their heads and move to action. They perform; get the job done but not in natural style as of THREE. Because for them it is too hard to move forward, everything looks difficult and the words "I Can't" come naturally. The shift into THREE can be either energizing or terrifying because the same neurological pattern supports both excitement and fear. It just depends on where their attention goes. Phobic SIXES can stay in this state of mind for a long time. They want to be rescued. They want someone else to do it for them. When the tension hits a critical point, it triggers fight or flight. The counter phobic can't wait and moves into action fast. And they feel better once they are in motion.

Dynamics of Change for type SEVEN.

Shift to point FIVE (Security)

When SEVENS feel secure, they shift to point FIVE and relish privacy. Their mind does not slow down, but speeds up and starts processing the thoughts. As such they never turn into FIVES; rather the stance of withdrawal appears from a FIVE – like perspective. Pressed for commitment, SEVENS often withdraw into themselves to consider their options. Secure life situations can, paradoxically, create a crisis of choice. Even a good choice feels terribly limiting in comparison with all the possibilities of imagination. FIVE characteristics appear when SEVENS are pressed to choose. To do so, they have to make the choice their own rather than feeling

pressured by someone else's needs. It's a time for them of quiet and deep self-evaluation, and it commonly appears in midlife, when choices begin to disappear. It's a time for them to center and redirect attention to priorities. They say that nature or some other physical setting that can impact the senses helps turn off monkey mind and usher in the relative quiet and even mindedness of FIVE.

Shift to point ONE (Stress)

In the situation of this shift, the relentless self – criticism comes into play. SEVENS move to ONE, which is called judging mind. Attention turns toward comparing oneself with others. The SEVEN version of judging mind is centered on deprivation. The focus is on enjoyment, on having or not having, rather than the ONE preoccupation with matters of right versus wrong. Judgments appear with any sense of limitation, and they quickly disappear when SEVENS feel satisfied. SEVEN-judgment concerns curtailment of pleasure rather than ethical considerations. Shift to point ONE may produce clarity of purpose and moral dedication. SEVENAS don't waffle or look for loopholes when they are fully committed to a difficult task. This is actually one of the best positions for SEVENS. Things get finished, and perfectly finished, and pleasure comes from the accomplishment of a job well done.

Dynamics of Change for type EIGHT.

Shift to point TWO (Security)

When EIGHTS shift to point TWO, they allow themselves to be vulnerable, needy and open. They also take care of others in a loving way, different from their usual combative protection. They can now connect with people much more on an interpersonal level. They become more emotional and letting out their tenderness. Bosses who are secure enough want to be of help. They can be excessively generous, romantic and attentive and they can quite suddenly withdraw support. This aggressive giving and taking makes it quite clear who's in control. They themselves feel good in this situation and so does everyone else around them. They become outgoing and gregarious, having a great time extending a protective mantle and making the way safe for those, who are under their care. When they feel good enough for long enough, their control needs soften and they find themselves moving toward people rather than testing them out. Their protective and empowering instincts are magnified and they enjoy their increased openness.

Shift to point FIVE (Stress)

When EIGHTS are under stress, they shift to the privacy of FIVE. They stay there until their excessive energy has dissipated and wonder why everyone else is walking cautiously around them. When not in control, weak or in self-vengeance, they take on the aspects of FIVE, withdrawing mentally or physically to think things through and regain balance. In extreme situations this can last months, and they become depressed, inactive, incommunicative and unable to decide what they think and act on it. Like FIVES, EIGHTS feel no great desire to discuss the content of private thinking. Many EIGHTS say that they love the FIVE position – hours alone, often devoted to intellectual pursuits. This produces in them self – awareness, rational thinking and objectivity.

Dynamics of Change for type NINE.

Shift to point THREE (Security)

When NINES feel secure they shift to point THREE and access the THREE energy, drive to achieve goals, ability to prioritize and perform. But they don't take on the THREE competitiveness or success – failure syndrome. Usually NINES feel secure when they have bought someone else's agenda and use their energy to further that agenda. They operate from the principle of inertia; a body in motion tends to stay in motion, while a body at rest tends to stay at rest. A good schedule can make NINES feel secure, and structured guidelines allow them to be extraordinarily productive in a THREE like way, unencumbered by decision making. Moving into THREE excites interest in performance, material possessions, social prestige and a high profile image. Whether the move to THREE is useful or not is determined by their focus of attention. In a low – level security position, NINES tend to act by rote, repeating the same procedures of the last time and jumping into someone else's enthusiasm or to a project which looks good but is not a personal choice. But when the focus turns to goals that they choose, the energy level stays high and an incredible amount of work gets done in practically no time.

Shift to point SIX (Stress)

Conflict is a big stressor and signals of depression of NINES. Obsessive thinking begins and they start to imagine worst-case scenarios. Under sever pressure, NINES stop and cannot move. The low side of stress is frozen panic. They report the

feeling of paralysis. Externally they may look comfortable but inside they're numbed out. Any small encouragement and an offer to help them initiate first steps can break a depression cycle. NINES, in depression, become afraid of consequences and blame themselves for in-action. Blame easily shifts to others. They feel victimized; it is authority's fault. They know exactly what they don't want when they're in stress. A real agenda can be set. Sometimes they will act for themselves and their own interests against the will of others when they are afraid, rather than diverting, distracting or diffusing their attention. Fear gives them access to the single – pointed focus of the SIX. They can access the gifts of SIXES, like courage and logical thinking.

4.3.4. SESSION 16: Self – awareness Exercise

Topic:

“THIS IS ME” Exercise

4.3.4.1. Session objectives

- (i) The participants will be able to recognize their individual interests, abilities, strengths, weakness and emotions.
- (ii) They will be able to examine the individual differences among the same personality type that will help them to discover their uniqueness, and commonness, which is a source of comfort because it shows that one is not alone but many share the same perspective.

4.3.4.2. Methodology

- Lecture
- Workshop
- Awareness-Exercises

4.3.4.3. Procedure

A small introduction on awareness will be given in the beginning and then one copy of experience sheet “THIS IS ME” will be distributed to each participant. Explanation will be given, if needed, and they will be given 20 minutes to complete that sheet. After completion they will go in a group of members are having same

personality types. They will share their experience sheet and find out the differences and commonness. After this there will be follow-up discussion.

AWARENESS EXERCISE: A SMALL INTRODUCTION

Words are the only tools we have for systematically turning our attention and awareness to the feelings within us, and for describing and reflecting on our thoughts and behaviors. Once we know our personality type and the chief passion dominating within us, we have to manage those feelings which are related to this passion. First to know what they are, we must practice describing them in words. When a particular feeling is grasped in words several times, the mind soon begins to automatically recall ideas and concepts in association with the feeling and can start to provide ways of dealing with the feeling. With practice, the mind becomes more and more adept at making these connections. When a recognized feeling comes up, the mind can sort through alternative responses to the feeling. As an individual practices this response sequence in reaction to a variety of feelings, he / she will find words floating into consciousness that accurately identify what is going on emotionally and physically for him / her. This knowledge in turn develops the capacity to think before and during action. The ability to put words to feelings, to understand those words, to sort through an internal repertoire of responses and to choose appropriate, responsible behaviour in reaction to a feeling indicates a high level of self-awareness and emotional intelligence. By sharing their own experiences in the group and listening to others add in the process of self-awareness because all in an environment of safety, individuals are gently and gradually prompted to explore deeper within themselves and to grow and expand in their understanding of others. As this mutual sharing takes place, they learn that feelings, thoughts and behaviour are real and experienced by everyone. They begin to see each person as unique and to realize that they are unique too. Out of this understanding individuals experience a growing concern for others.

Activity I:

EXPERIENCE SHEET			
<u>"THIS IS ME"</u>			
INSTRUCTION <ol style="list-style-type: none"> 1. Select words for Column 1 and draw circles around those which describe the things you do well and enjoy doing. 2. Select words from Column 2 and draw circles around those that describe you. 3. Select words from Column 3 and draw circles around those that describe the feelings you go through often. <p>After completion go to your sharing group. You are given 15 – 20 minutes for sharing and listening.</p>			
Column 1	Column 2	Column 3	Column 4
Drawing	Brown hair	Abandoned	Hostile
Running	Blue eyes	Affectionate	Impatient
Using Computer	Thin tall girl	Afraid	Independent
Cooking	Short and beautiful	Alienated	Insecure
Listening to music	Curly hair	Anxious	Inspired
Helping poor	Black long hair	Annoyed	Isolated
Swimming	Energetic personality	Appreciated	Jealous
Playing musical instruments	Long artistic fingers	Bored	Joyous
Talking with friends	Responsible person	Burdened	Lonely
Dancing	Helpful person	Bad	Lazy
Solving mathematical problems	Charismatic leader	Betrayed	Left out
Reading novels	Friendly nature	Comfortable	Lovable
Acting on stage	Neat & tidy	Confident	Proudly
Cleaning the room	personality	Curious	Misunderstand
Writing stories	Brown skin	Cut off from	Miserable
Taking part in sports	Having pet dos	others	Nervous
Driving	White fair skin	Delighted	Optimistic
Gardening	Intelligent	Dependent	Overlooked
Gardening	Loyal to friends	Depressed	Peaceful
Correcting papers	Creative	Disturbed	Persecuted

Sleeping	Enthusiastic	Dominated	Pleasant
Exercising authority	Good social worker	Friendly	Preoccupied
Planning	Smart student	Enthusiastic	Quiet
Obeying my boss	Loving teacher	Fearful	Relaxed
Going for parties	Smiling face	Frustrated	Rejected
	Inspiring guide	Good	Restless
	Demanding wife	Grateful	Sadness
	Peaceful nature	Greedy	Shocked
		Guilty	Shy
		Happy	Sorry
		Helpless	Tense
		Hopeful	Threatened
			Uneasy
			Violent
			Worried
			Wonderful



4.4. MODULE IV

TRANSFORMATIONAL ENNEAGRAM WORKSHOP

SESSIONS COVERED:

- Session 17: The Enneagram: A tool for transformation (120 +60 min.)
 - Topic 1: Self – Transformation
 - Topic 2: Growth Path
 - Topic 3: Resolution and Self - Observation
 - Topic 4: Working with the Transformation –Sheet of each Type.
- Session 18: Personality Types and Communication (120 min.)
 - (Relationship with nine types of students)
 - Topic 1: Effective Communication
 - Topic 2: Communication Styles of each Type
 - Topic 3: Tips for better Communication
- Session 19: Enneagram and Time – management. (120 min.)
 - Topic 1: Time- Management Work –Sheet
 - Topic 2: Time- Management Style of each E- Type
 - Topic 3: Time – Management Tips for Nine E-Types.

DURATION: 7 Hours approximately.

4.4.1. SESSION 17: The Enneagram: A tool for transformation

Topics:

- (i) Self – transformation
- (ii) Growth Path
- (iii) Resolution and self – observation
- (iv) Working with the transformation – sheet of each type.

4.4.1.1. Session Objectives

- (i) To provide the participants an opportunity to choose appropriate paths for self – transformation and practice them daily in their lives.
- (ii) To offer them enlightenment through Enneagram as to why we so often mask our own mistakes and form a wrong idea of the motivations of others. And as we wake up to our wrong beliefs and prejudices, we wake up to our wrong beliefs and prejudices, we recognize that all is not right and that something essential is missing.
- (iii) Also the participants will discover and affirm their natural strengths to work more effectively as a teacher and in their personal relationships.

4.4.1.2. Methodology

- Lecture
- Discussions
- Self –Reflection
- Self-directed study

4.4.1.3. Procedure

Introduction to the topic and transformation outlines and tips will be given in the beginning of this input session. After each topic, the participants will be given time to reflect and work themselves on the points given to them. For the last topic, transformation – sheet are given to the participants according to their respective Enneagram – type.

4.4.1.4. Content

Introduction:

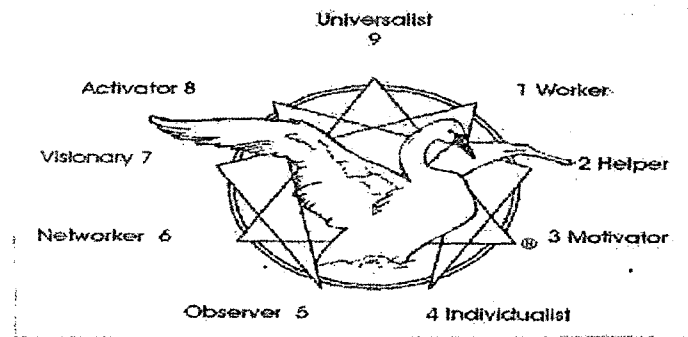


Figure 4.3.: Swan, symbol of healing in Enneagram

(This Enneagram symbol with the star bursting out of the circle and the Swan (a symbol of healing) Superimposed, expresses their presentation of the Enneagram as a part of a system of healing)

Given the exploding pluralism of life styles and opinions today, there is a distinct need for help in getting properly oriented. In today's confusion, competence in decision – making and reliability in diagnosing trouble, both in private and the public sphere have largely been lost. This need for direction has been sensed by the New Age Movements, whose leaders have produced a swelling harvest of therapies, developmental schemes and methods of guidance and hundreds of book about them. People are looking for psychological, spiritual-religious and esoteric techniques that they expect to help them cope better with everybody's problems and promote their personal transformation.

The Enneagram is that paradigm for transformation when it is connected with the three centers of intelligence – thinking, feeling and doing. These are experiences with which we can all identify. When confronted with a decision, we typically ask ourselves, “What do I think about it?” “How do I feel about it?” and “What will I do about it?” These are the three basic arenas in which life calls people to respond. When we combine the three centers with the Enneagram, healing, transformation and spiritual growth emerge. The Enneagram is a tool to uncover our compulsive life patterns.

Enneagram is self – critical and is oriented to experience. Enneagram is capable of dialogue and has spiritual orientation. It means that this model can be discussed in combination with the most varied world views, and it blends spiritual experiences and anthropology for opening up awareness of one's own way of conversion. Along with its negative starting point, the Enneagram also has a double positive one. First, the longing concealed behind our weaknesses comes into view as a gift of God, for e.g. behind the workaholic, know – it – all manner of ONES lies a longing for perfection. In this way we can deal more compassionately with others and ourselves. Second, when people get a look at the capacities inherent – but sometimes ignored – in their type, along with its wings and partner energy, it gives them a taste for working on themselves.

People make relationships and personality makes people what they are. That's why understanding ones personality and others can enhance ones understanding of people and their relationships Enneagram is the easiest to grasp and make use of, for the understanding of personality and transform our relationships. It is important to note that Enneagram does not promise perfection. Its goal is to help us to learn ourselves and let go of the belief that life should be an ongoing quest for perfection and then we can learn to rise to the more worthwhile challenge of reaching our potential. The Enneagram locates its strength not in scientific verifiability but in experiential intuition and lays its claim to usefulness in the latter domain not the former. This model describes nine ways of inner growth, each based on the central features or fixation and moving towards its essential opposite. This has obvious implications for everyone who discovers their Enneagram – type strategy and who through self –awareness and attention practice; transform their core-energy from the bondage of habitual behavior to the relief of freedom from its charge. (Levine)

With this healing perspective of Enneagram we will try now to take resolution and practice the practical tips given by different authors of Enneagram for each personality type. The structure of these practical suggestions given below is in four main sub-headings.

- (i) Self – transformation (Joseph PT)
- (ii) Growth – path (Levine)

(iii) Taking resolution and self-observation (Palmer)

(iv) Working with Transformation – sheet.

Self – Transformation For Ones.

- Claim your anger, acknowledge it as your reaction to imperfection, soften it with sympathy for human limitations.
- Remember that much of what you say will be understood as critical even though you may not think it is. Don't over emphasize it.
- Motivate students through appreciation and clear direction rather than harsh criticism.
- Mind your own business. Take a vacation from being responsible for the moral well-being of your students and others.
- Your severe judging manner may invite your students or colleagues to hide their mistakes and thereby keep you from the information, feedback or wisdom that you need. So learn to tolerate mistakes.
- Be willing to adapt and innovate, despite the risk of making mistakes.
- Live in peace with the things you cannot change and open your eyes to see your own contradictions.
- Stop believing that you are in a position to judge your students and others.
- Accept that you can make mistakes.

Growth Path

The growth path for ONE is from correcting error to serenity, from an indirect anger that takes the form of criticality and judging to a type of serenity. This indirect anger, which focuses on error and is driven by the “shoulds” and “oughts” of the inner critic, and the sense of responsibility that comes with being the exemplar of perfection, carries commensurate resentment. Serenity encompasses a sense of letting go, of letting the world take responsibility for itself. To help yourself in the growth path, you can take shift to point SEVEN where almost another person will emerge out of you. You will be able to see the playful side of yourself, and will be able to take things lightly, which is not important in life.

Taking Resolution and self – observation

- It would help ONES if they could recognize when their mind begins to criticize and then ask the question: “What do I need that is being blocked by my ‘shoulds’?”
- Take time to observe the critical mind in action, and dis-identify with it – use it to remind yourself of your achievements and skills.
- Ask people and your students, how you’re coming across. Explore how you are as a person rather than in relation to your rules and activities.
- Take your own personal resolution, what you think, will help you best at present.

Working with Transformation – sheet.

Read the statements, given in the sheet, attentively and see which is more appealing to you. The statements, with which you agree and are applicable for you, mark them. From statement number 1 to 16, pick up the statements, related to your behaviors and feelings, which you want to release from you, and from statement number 17 to 25, pick up the statements, what you would like to promote and affirm in yourself. Combine these statements with the resolution you have taken earlier and practice it daily in your life, till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE ONE

1. I now release holding myself and other to impossible standards.
 2. I now release my fear of losing control and becoming irrational.
 3. I now release my fear of being condemned for being wrong.
 4. I now release refusing to see my own contradictions.
 5. I now release rationalizing my own behavior.
 6. I now release obsessing about things I cannot change.
 7. I now release all bitterness and disappointment with the world.
 8. I now release feeling that other people's beliefs and values threaten mine.
 9. I now release believing that I am in a position to judge others.
 10. I now release driving myself and others to be perfect.
 11. I now release ignoring my own emotional and physical distress.
 12. I now release feeling angry, impatient and easily annoyed.
 13. I now release fearing and disowning my body and my feelings.
 14. I now release allowing my desire for order and efficiency to control my life.
 15. I now release automatically focusing on what is wrong with things.
 16. I now release feeling that it is up to me to fix everything.
-
17. I now affirm that I can allow myself to relax and enjoy life.
 18. I now affirm that the best I can do is good enough.
 19. I now affirm that I am grateful that others have many things to teach me.
 20. I now affirm that I can make mistakes without condemning myself.
 21. I now affirm that my feelings are legitimate and that I have a right to feel them.
 22. I now affirm that I treat others with tenderness and respect.
 23. I now affirm that I am gentle and forgiving of myself.
 24. I now affirm that I am compassionate and forgiving of others.
 25. I now affirm that life is good and unfolding in miraculous ways.

Self – Transformation For Twos.

- Balance your talent for relationships with tasks, skills and technical data.
- Learn to make objective appraisals and reasonable decisions for students that are not biased by human factors.
- Accept task – oriented students who may not be as friendly and personable as you are.
- Deal straight, without manipulating.
- Release all attachment to feeling victimized and abused, for example feeling that others owe you for the things you have chosen to do for them, feeling possessive of loved ones, calling attention to what you have done for others.
- Make time to be alone and bring your attention back inside, for example meditating; notice the anxiety and desire to focus out again.
- Remember that real love for students is not that they depend on you but to help them develop their own self.

Growth Path

The growth for helpers occurs when awareness dawns that the pride they take in being able to meet others' needs is a trap that keeps them from developing a sense of self and robs them of their own identity, the freedom to act spontaneously on behalf of themselves. Freedom means, an ability to know what is the appropriate relationship between us and the appropriate measuring out of giving and taking. One of the greatest gift of knowing Enneagram for you could be to sense with someone what is your true relationship to them, what is your true contribution to them. Shift to point FOUR also helps TWOS in the process of transformation. With this they are more in touch with themselves and can claim their own power rather than the power behind the throne.

Resolution and self – observation.

- Go underground until you feel needed again and let of the hire – fire board as far as you can
- Even though your actions are honorable in your own eyes, you feel rejected when other people disagree. Therefore observe your feeling and know your true value to others.

- Develop interests and activities that are meaningful to you, which gives you satisfaction and do them on your own without looking for approval.
- Notice your own achievements and their worth.

Working with transformation sheet.

As the instructions given earlier, take your transformation sheet and work on it, practice them till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE TWO.

1. I now release all feelings of rage and resentment towards others.
 2. I now release all attempts to justify my aggressive feelings.
 3. I now release all attachment to feeling victimized and abused.
 4. I now release the fear that I am unwanted and unloved.
 5. I now release all attempts to force others to love me.
 6. I now release making other feel guilty for not responding sufficiently to my needs.
 7. I now release abusing food and medications to make up for my loneliness.
 8. I now release feeling that others owe me for the things I have chosen to do for them.
 9. I now release believing that no one willingly takes care of me.
 10. I now release expecting others to repay my help the way I want.
 11. I now release all physical ailments, aches and complaints.
 12. I now release calling attention to what I have done for others.
 13. I now release feeling possessive of loved ones.
 14. I now release doing things for others to make myself needed.
 15. I now release flattering others to make them feel good about me.
 16. I now release not wanting to acknowledge my negative feelings.
-
17. I now affirm that I own all my feelings without fear.
 18. I now affirm that I am clear and conscious of my motives.
 19. I now affirm that I am loveable for who I am.
 20. I now affirm that my happiness does not depend on pleasing others.
 21. I now affirm that I can let go of loved ones.
 22. I now affirm that I nurture my own growth and development.
 23. I now affirm that I love others without expecting anything in return.
 24. I now affirm the joy and warmth that fills my heart.
 25. I now affirm my gratitude for all that others have given me.

Self – Transformation For Threes.

- Respect other people as valuable in themselves, not to be used simple as means to an end.
- Look beyond self-interests to the common good of the students, school –family, organization or your own family by animating, organizing, recognizing and promoting talents of individual members.
- Balance task skills and academic achievements with interpersonal concerns.
- Practice honesty. Note your tendency to embellish, particularly around how you appear to others.
- Release your fear of failure and being humiliated and desiring to impress others with your performance.
- Don't always compare yourself and your students with each other.
- Stop from time to time and ask "What am I feeling?"
- Notice yourself changing image to please and ask yourself: "Is this who I am, or am I going for the image?"

Growth Path

The Growth path for THREEs is from self-deceit to honesty. Stop and take a good look at yourself, sometimes become inactive and know your self-esteem and worthiness. Learn to become aware of what the differences are between when you are stating and feeling the truth or building and protecting an image.

Resolution and self – observation.

Evaluate yourself honestly. You are not identical with your professional status. You are not your work but you want a life apart from your career. Try to develop the ability to distinguish between what you feel and how you want to look in the eyes of others. Accept the tasks which is satisfying, instead of jumping quickly into litigation or attractive business.

A good way for Threes to stay on track would be to ask oneself: "For whom do I work? For myself? For what I believe in? Or to look good in the eyes of others? "Making it a point during each day to ask, "what am I feeling?" This will help to discover the difference between emotionally satisfying work and working to enhance a public image.

Working with transformation sheet.

As the instructions given earlier, take your transformation sheet and work on it, practice them till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE THREE.

1. I now release being obsessed by my hostile feelings toward others.
 2. I now release believing that sabotaging others will make things better for me.
 3. I now release feeling jealous of others and their good fortune.
 4. I now release my fear of falling and being humiliated.
 5. I now release fearing that I am inadequate and will be rejected.
 6. I now release feeling that I must conceal my mistakes and limitations.
 7. I now release closing down my feelings in order to function.
 8. I now release betraying my own integrity to get the admiration of others.
 9. I now release attempting to misrepresent myself and my abilities.
 10. I now release the grandiose expectations I have of myself.
 11. I now release craving constant attention and affirmation.
 12. I now release using arrogance to compensate for my own insecurity.
 13. I now release desiring to impress others with my performance.
 14. I now release concealing myself behind masks.
 15. I now release comparing myself with others.
 16. I now release driving myself relentlessly to be the best.
-
17. I now affirm that I have value regardless of my achievements.
 18. I now affirm that I am centered and emotionally available.
 19. I now affirm that I am caring and have a good heart.
 20. I now affirm that I take in the love that others give to me.
 21. I now affirm that I am responsible to those who look up to me.
 22. I now affirm that I am happy to work for the good of others.
 23. I now affirm that I develop my true talents by accepting who I am.
 24. I now affirm that I delight in the accomplishments and successes of others.
 25. I now affirm that I can reveal my real self without being afraid.

Self – Transformation For Fours

- Be professionally receptive to valid and helpful criticism without becoming defensive.
- Respond objectively from your mind rather than over-reacting from your feelings.
- Learn to trust in a relationship that allows you to share your deepest feelings at your own pace.
- Don't take everything so personally and then feel shameful and misunderstood by others.
- Release all claims of needing to be treated differently and all self-hatred and self-contempt.
- Start to value and enjoy the mundane; see the extraordinary quality in the ordinary & weak students.

Growth Path

Growth for FOURS occurs when they can experience equanimity, calmness or tranquility. And this equanimity comes about when the extraordinary and the mundane are present together, and there's richness in that. A growth path for FOURS is to undertake, a search for completeness and wholeness, try to include the extremes of sadness and ecstasy as part of the same daily experience. Shift to point ONE allows FOURS to know what is right, to provide a moral compass, a direction to move towards in making decisions and taking action.

Resolution and self – observation.

Pay attention to your desires and feelings as FOUR always searches to find the best in what's missing. Tending to dramatize emotional crisis, FOURS see their contribution to the institution or family in terms of their unique emotional offerings to their colleagues and the significant friendships they have developed. Therefore when you are in high drama, learn to pause, observe yourself and ask "what do I really need? What would give me satisfaction?"

Take up some body-based activity to learn to ground yourself. Discover the qualities in yourself which you envy in others. Honour your own idealism and your ability to empathize with your students, without getting attached to them. When your emotions become very strong about something, question them by tracking back to the first feeling which triggered them; it may be different from what you feel now.

Working with transformation sheet.

As the instructions given earlier, take your transformation sheet and work on it, practice it in your daily life till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE FOUR

1. I now release my anger and regressions against myself.
 2. I now release all self-hatred and self-contempt.
 3. I now release all feelings of hopelessness and despair.
 4. I now release all self-sabotaging thoughts and actions.
 5. I now release feeling that I am inadequate and defective.
 6. I now release the fear that I am unimportant and undesirable.
 7. I now release feeling that people always let me down.
 8. I now release being distraught, fatigued and inhibited.
 9. I now release feeling that people always let me down.
 10. I now release all unrealistic expectations of others and myself.
 11. I now release all claims of needing to be treated differently.
 12. I now release all self-indulgence in my emotions and behaviour.
 13. I now release all self-doubt and emotional vulnerability.
 14. I now release wanting to protect myself by withdrawing from others.
 15. I now release all wasteful fantasies and romantic longings.
 16. I now release dwelling on the past to prolong my feelings.
-
17. I now affirm that I am not defined by my feelings.
 18. I now affirm that only the feelings I act on express who I am.
 19. I now affirm that I open myself up to people and the word.
 20. I now affirm that I use all of my experiences to grow.
 21. I now affirm that the goodness of my life, my friends and myself.
 22. I now affirm that I love myself and treat myself gently.
 23. I now affirm that I am free of the damage of my past.
 24. I now affirm that I am transforming my life into something higher.
 25. I now affirm that I am bringing something good and beautiful into the world.

Self – Transformation For Fives

- Work through disagreements to a stronger relationships rather than giving up and withdrawing from friends.
- Balance observation with participation in team action.
- Express your appreciation and praise your students for their work in order to motivate relationship-oriented people.
- Check the effect your communication has on your students and others. Because of you it may seem like you are offering helpful ideas and facts but to others it may seem like, you are a condescending and arrogant know-it-all.
- Listen. Try to get out of the habit of thinking what you are going to say while the other person is talking.
- Release isolating yourself by rejecting others and all fearfulness of the world around you.
- Learn to let yourself be seen; not just who you are but what you do.

Growth Path

The growth path for FIVE has to do with the idea of guarding or hoarding-in the sense of energy and time management, of knowing they have so much to give, of being private and detaching from emotions in order to conserve energy. Growth comes from the sense of not being so attached to these habits, of letting go, of allowing, of letting spontaneity rise. FIVE needs more spontaneous interaction with the students and with others. With the shift to point EIGHT they learn to trust their gut instinct and experience the energy of EIGHT in their body.

Taking Resolution and self – observation.

Things will be different once FIVES start involving themselves with others and not work only according to his way. They need to notice when their desire to pull back becomes urgent. Rather than standing back and observing, it helps to engage in small, unobtrusive actions. When the desire to get away is deflected, a good way for FIVES to stay on track would be to ask the Question “where an I?” Taking stock of whether you’re connected to your feelings or detached, you are in a position to return to what you feel, rather than to intellectualize your emotions. Allow yourself to feel physical sensations and emotions whilst they are happening. Also cultivate here-and-now behaviour, particularly allowing yourself luxuries.

Working with transformation sheet.

As the instructions given earlier, work on your transformation sheet and practice it daily till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE FIVE

1. I now release all fearfulness of the world around me.
 2. I now release all feelings of powerlessness and hopelessness.
 3. I now release my fear of being violated or overwhelmed by others.
 4. I now release m dark and destructive fantasies.
 5. I now release isolating myself by rejecting others.
 6. I now release believing that no one can be depended upon.
 7. I now release desiring to antagonize others and run their peace of mind.
 8. I now release being cynical and contemptuous of the normalcy of others.
 9. I now release fearing that others will exploit me.
 10. I now release feeling that I am a misfit in life.
 11. I now release being secretive and hiding from people.
 12. I now release postponing my emotional needs.
 13. I now release neglecting my physical health and appearance.
 14. I now release the agitation and restlessness of my mind.
 15. I now release feeling that I always need to know more before I do anything.
 16. I now release avoiding my life by escaping into my mind.
-
17. I now affirm that I am secure and grounded n the reality of my own life.
 18. I now affirm the strength and worker of my body.
 19. I now affirm the value of my inventiveness and sense of humor.
 20. I now affirm that I accept uncertainty and ambiguity.
 21. I now affirm that my life and struggles are meaningful and rewarding.
 22. I now affirm that I have faith in the future and in human beings.
 23. I now affirm that I reach out to others confidently as an equal.
 24. I now affirm that I find serenity in being compassionate towards others.
 25. I now affirm that I support others from the fullness of my heart.

Self – Transformation For Sixes

- Affirm yourself with positive thinking rather than indulging in worry and insecurities.
- Take responsibility for your actions rather than allowing your anger to agitate you to blame others.
- Develop confidence in your own abilities so that you can relate appropriately to authority, accepting or questioning it as the situation requires.
- Acknowledge your anxiety and tensions as part of your inner life.
- Release your tendency to be negative and complaining and being suspicious of others, instead learn to give compliments to others and to your students.
- Notice how doubt shuts out relationships between you and your students and practice trusting and having faith.

Growth Path

Growth for SIXEs occurs when they can act with courage. They describe courage as the ability to move into action without thinking, because so often thinking replaces doing. The conditioned response to fear is cowardice that keeps the phobic Six hanging back and the counterphobic moving towards confrontation. Their personal growth is to learn to tolerate more uncertainty, and develop a more balanced sense of appreciating the positive side of things, and the positive qualities of other people. Their ability to trust will be helped by confronting themselves with the question, “what if, what I think I see here is not real?” and then doing the task calmly and respectfully. In the shift to point NINE, SIXEs are able to relax, let down their defenses, open their hearts and access the universal, unconditional love and peace.

Taking Resolution and self – observation.

The tide turns for SIX when the question marks are erased. They need to be aware when anxiety appears. SIX needs to ask, “What would motivate someone to manipulate me?” They need to solicit others actual opinion before their imagination escalates into worst-case-scenario thinking. Take up a physical practice to help bring your awareness into your body and out of your head. Be cautious of growth methods which are intellectually based, balance them with the physical. Notice, also when you question authority rather than looking for points of agreement. Ask yourself from time to time “Am I imagining this? Is it a genuine intuition or a projection?”

Working with transformation sheet.

As the instruction given earlier, work with the transformation sheet and practice it till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE SIX

1. I now release my fear of being abandoned and alone.
 2. I now release my self-defeating, self-punishing tendencies.
 3. I now release all feelings of dread about the future.
 4. I now release feeling persecute, trapped and desperate.
 5. I now release overreacting and exaggerating my problems.
 6. I now release taking out my fears and anxieties on others.
 7. I now release being suspicious of others and thinking the worst of them.
 8. I now release feeling inferior and incapable of functioning on my own.
 9. I now release feeling cowardly and unsure of myself.
 10. I now release acting 'tough' to disguise my insecurities.
 11. I now release my fear and dislike of those who are different from me.
 12. I now release blaming others for my own problems and mistakes.
 13. I now release being evasive and defensive with those who need me.
 14. I now release my tendency to be negative and complaining.
 15. I now release my fear of taking responsibility for my mistakes.
 16. I now release looking to others to make me feel secure.
-
17. I now affirm that I am independent and capable.
 18. I now affirm that I can keep my own identity in groups and in relationships.
 19. I now affirm that I have faith in myself, my talents and my future.
 20. I now affirm that I meet difficulties with calmness and confidence.
 21. I now affirm that I am secure and able to make the best whatever comes my way.
 22. I now affirm the kinship I have with every human being.
 23. I now affirm that I am understanding and generous to all who need me.
 24. I now affirm that I act courageously in all circumstances.
 25. I now affirm that I find true authority within me.

Self – Transformation For Sevens

- Look beyond instant gratification to discover what is good for you in the long term.
- Be sure that you have the resources of time, money and personnel to complete the tasks you are planning. Patiently overcome obstacles and consistently apply and dedicate yourself to the tasks at hand.
- Every idea that comes into your head does not need to be expressed.
- Curl your tendency to make fun of people, to treat them carelessly and to tell them to lighten up.
- Learn to listen without thinking about what clever thing you are going to say next. Develop habits of self-discipline. Stay organized. Prioritize what you are doing.
- Release all compulsion and addictions and escaping from yourself through distractions and constant activity.

Growth Path

Personal growth for SEVEN will be to notice what your hunger for options actually costs you and recognize that life is choices. In accepting limits or staying with one thing, learn to overcome feeling trapped. Practice accepting the present, whether painful or pleasurable, stimulating or boring. An optimist's growth path is to move from an expectation that the experiences life offers are the foods of delights created expressly for the SEVEN's tasting, to a sense of finding some fulfillment in the routine and putting down in doing committed work. SEVEN need to let go of trying to stoke the inner excitement, of being entitled to the first bite and the first taste of everything. They need to develop a sense of restraint, a type of sobriety. With the shift to point FIVE they allow themselves the time and space to do things which they have neglected earlier. They are able to read and write.

Taking Resolution and self – observation.

A taste for pleasure may get SEVEN into trouble. Therefore they need to be aware when a pleasant option beckons. When a fascinating possibility comes to mind, it helps to step back and ask. "Is this move constructive or another escape from commitment?" take up a meditation practice and notice the boredom factor in personal growth. Realize that pleasure is only half the story. Remind yourself you may be missing something, and include painful experiences. Let go of some of the

options and a deeper focus on fewer things may bring you more valuable experiences. Notice also your rationalization and re-framing, particularly when criticized or pinned down. Ask yourself, 'what are the facts?' Learn to include criticism and conflict.

Working with transformation sheet.

As per instruction given, work out with your transformation sheet and practice it till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE SEVEN

1. I now release all reckless and destructive impulses.
 2. I now release feeling that I will be overwhelmed by anxiety.
 3. I now release all compulsions and addictions.
 4. I now release burning myself out y trying to satisfy all my desires.
 5. I now release running away from the consequences of my actions.
 6. I now release insulting or abusing others to vent my frustrations.
 7. I now release allowing my insecurities to drive me into dangerous situations and behaviour.
 8. I now release sacrificing my health and happiness for instant gratification.
 9. I now release being demanding and impatient with others.
 10. I now release fearing that there will not be enough for me.
 11. I now release always feeling that I need more.
 12. I now release wanting every moment to be exciting and dramatic.
 13. I now release escaping from myself through distractions and constant activity.
 14. I now release letting my lack of self-discipline ruin my opportunities.
 15. I now release overextending myself with more than I can do well.
 16. I now release believing that external things will make me happy.
-
17. I now affirm that I am happiest when I am calm and centered.
 18. I now affirm that I can say no to myself without feeling deprived.
 19. I now affirm that there will be enough for me of whatever I need.
 20. I now affirm that I am resilient in the face of setbacks.
 21. I now affirm that I find satisfaction in ordinary things.
 22. I now affirm that I stay with projects until I complete them.
 23. I now affirm that I care deeply about people and am committed to their happiness.
 24. I now affirm that there is a spiritual dimension to my life.
 25. I now affirm that I am profoundly grateful to be alive.

Self – Transformation For Eights

- Use power reasonably and responsively, and you will gain the heart felt respect of people.
- Build up teamwork rather than trying to accomplish too much alone.
- Empower others to assume responsibility for their lives and work so that they can protect their interests.
- Balance toughness with gentleness and strength with the ability to receive help and support from others.
- Don't assume its okay for you to intrude. Instead, ask permission. Be diplomatic; "Can I come in?", "May I offer a suggestion?" Listen for the response. Learn what rules you are violating before you violate them.
- Release all anger, rage and violence from your life and the fear of ever being vulnerable or weak.
- Also release thinking that anyone who does not agree with you is against you. Avoid attempting to control everything in your life.
- Take time during the day check how your energy is and whether you are acting on impulse.
- Write down and review insights about yourself daily as a way of opposing self-forgetfulness and denial.

Growth Path

The growth path for EIGHT is from relying on excess on energy, force, time, laughter, power, food etc, to taking risks and trusting there'll be sufficient to meet their needs. Learning not to indulge in excess to test whether you're alive means its okay to be vulnerable, to be passive, to receive. Shift to point TWO allow themselves to be vulnerable, needy and open. They also take care of others in a loving way, different from their usual combative protection. Thus you will grow as you find that real strength is in the ability to be receptive and open to others and to recover your original innocence and ability to be vulnerable.

Taking Resolution and self – observation.

EIGHTs need to pause when they feel totally right in an argument, If indeed their view was 100 percent accurate, there would be no disagreement. It helps to stand

back and internally question; “Am I seeing the full picture?” “Can I exchange places and see the rightness of another point of view?”

Use anger to remind you to relax and breathe deeply several times a day. Before moving into action, review the possible consequences, and remember long-term goals. And start to recognize and welcome your vulnerability and Weaknesses as a sign of innocence. Notice your tendency to blame others, and acknowledge your involvement in Negative situations.

Working with transformation sheet.

As per instruction given, work out with your transformation sheet and practice it till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE EIGHT

1. I now release all anger, rage and violence from me life.
 2. I now release dehumanizing myself by violating in any way.
 3. I now release being verbally or physically abusive.
 4. I now release believing that taking vengeance will free me from my own pain.
 5. I now release hardening my heart against suffering.
 6. I now release my fear that others will control me.
 7. I now release believing that I do not need others.
 8. I now release believing that I must bully people to get my way.
 9. I now release my fear that others will control me.
 10. I now release feeling that I must only look after myself.
 11. I now release my fear of losing to anyone.
 12. I now release feeling that I must never be afraid.
 13. I now release attempting to control everything in my life.
 14. I now release allowing my pride and ego to run my health and relationship.
 15. I now release thinking that anyone who does not agree with me is against me.
 16. I now release being hard-boiled and denying my need for affection.
-
17. I now affirm that I believe in people and care about their welfare.
 18. I now affirm that I am big-hearted and let others share the glory.
 19. I now affirm that I am honourable and therefore worthy of respect.
 20. I now affirm that I am most fulfilled by championing others.
 21. I now affirm that I have tender feelings and good impulses.
 22. I now affirm that I can be gentle without being afraid.
 23. I now affirm that I master myself and my own passions.
 24. I now affirm that there is an authority greater than me.
 25. I now affirm that I love others and ask for their love in return.

Self – Transformation For Nines

- Be willing to assert yourself in a manner appropriate to effective leadership.
- Find out what your priorities are, and focus your attention and energies on carrying them out.
- Write a mission statement for each of your tasks and projects to clarify where you are going and why. Do the same for your life.
- Don't let decisions that can be made, drag on. It is neater and less confusing to make the decision and move on.
- Release turning away from whatever is unpleasant or difficult and ignoring problems.
- Try to notice when your silence is passive resistance, and if it is, let others know where you actually stand.
- Stick to the point as much as possible and notice your stubbornness and passive resistance.
- Start a daily practice of previewing what is important for you today, and reviewing how well you did with this.

Growth Path

The growth path for NINE is from being asleep to oneself to right action on one's own behalf which, of course, then translates to taking action on behalf of others. They need to be able to line up the facts with their intuition, to decide what the right action is in a particular set of circumstances.

Your personal growth is remembering that you do make a big difference to others and telling others more clearly what you want or need. Its ritual for you to learn to be more comfortable with conflict or anger and to set better personal boundaries even learns to say 'no' – as this helps you better express your authentic self and show them more in a relationship. Shift to point THREE helps you to access the energy of HTREE and drives you to achieve goals, ability to prioritize and perform.

Taking Resolution and self – observation.

When NINES are caught in a conflict, they need to remember their own position as they draw on their talent for empathizing with others. Aware of your tendency toward self-forgetting, you need to space out or prematurely comprising and

include your own position in the picture while maintaining a sympathetic bond with the others.

Notice when you get distracted or obsessive, what the accompanying feelings were and start to let yourself feel them through. Also pay attention to yourself deciding to agree or disagree; ask yourself what you think, regardless of other's opinion. Decide on goals, make action plans with clear time frames and enlist support in sticking to them.

Working with transformation sheet.

As per instruction given, work with your transformation sheet and practice it daily till it becomes the part of your nature.

TRANSFORMATIONS FOR PERSONALITY TYPE NINE

1. I now release not taking an active interest in my own life.
 2. I now release turning away from whatever is unpleasant or difficult.
 3. I now release feeling that there is nothing I can do to improve my life.
 4. I now release being numb and emotionally unavailable.
 5. I now release refusing to see my own aggressions.
 6. I now release ignoring problems until they become overwhelming.
 7. I now release all dependency and fear of being on my own.
 8. I now release all wishful thinking and caving up too soon.
 9. I now release neglecting myself and my own legitimate needs.
 10. I now release seeking quick, easy "solutions" to my problems.
 11. I now release feeling threatened by significant changes in my life.
 12. I now release losing myself in comforting habits and routines.
 13. I now release feeling that most things are just too much trouble.
 14. I now release all inattentiveness and forgetfulness.
 15. I now release going along with others to keep the peace.
 16. I now release living through others and not developing myself.
-
17. I now affirm that I am confident, strong and independent.
 18. I now affirm that I develop my mind and think things through.
 19. I now affirm that I am awake and alert to the world around me.
 20. I now affirm that I am proud of my self and my abilities.
 21. I now affirm that I am steadfast and dependable in difficult times.
 22. I now affirm that I look deeply into myself without fear.
 23. I now affirm that I am excited about my future.
 24. I now affirm that I am a powerful, helping force in my world.
 25. I now affirm that I actively embrace all that life brings.

4.4.2. SESSION 18: Personality and Communication

Topics:

- i. Effective Communication
- ii. Communication styles of each type
- iii. Tips for Better Communication with students

4.4.2.1. Session Objectives

- (i) To enable the participants, understand the patterns of communication with respect to each personality type.
- (ii) To enhance the skills of better communication for better personal relationships and improve our language within the context of personality types.
- (iii) To enable the participants to discuss their experiences of communication with different personality types, especially with students.

4.4.2.2. Methodology

- Lecture
- Discussions
- Home –Assignment
- Self –directed exercises

4.4.2.3. Procedure

Introduction and concept of the theme will be given to the participants in this session so that the understanding is created for effective communication. Characteristics of communication style of each personality type and few tips for effective communication will be given to them. Then few practices and home assignment will be given so that they will watch out for their own communication style, when they are talking to a particular Enneagram type. They will be told that only tips are given to them and not the rules, therefore if an approach doesn't work for them, drop it. They shouldn't label people or treat them as a type but ask questions and acknowledge the answers whether they fit in their own view or not. Use communication to discover more about the different types, and why they respond as they do; including their own. The following home assignment will be given at the end of the session.

Home – Assignment

1. Choose two people at home or companions in the hostel, whose personality type you have identified and have conversation with them separately for at least 7 – 10 minutes using the tips given for each type and later write down your experiences in few words.
2. (a) Think of one of your friends and write down the pattern of relationship you have with that friend in about 10 sentences. This will include your communication pattern, responses to each other, feelings for each other etc.
(b) And then write two points as a suggestion to improve your relationship with that friend.

4.4.2.4. Content

Introduction

This session outlines how each of the nine Enneagram personality types incorporate two fundamental drives formulated during childhood; a Basic Fear and a Basic Desire. Enneagram theory postulates that our personality is driven by these two basic drives. In other words, the underlay of these drives colour our life scripts and dialogues. Hence, the identification and appreciation of our Basic Fear and Basic Desire, and those of others, provides a foundation for effective communication. Therefore we will discuss about effective communication skills within the context of personality styles and empathic listening. We will try to identify our own ‘Ennea-relation’ dialogue to fine-tune our communication in order to be better understood by others.

Again, each of the nine types contains two common elements; a consistent motivating force and an unrecognized gift at the core of the personality. The result in our day-to-day experience is that each of the nine types holds a unique set of values and standards. This is how we make judgments regarding what is constructive versus what is destructive in our lives. These criteria give rise to specific needs and desires, and eventually they evolve into a language system that makes sense to us but is easily misunderstood by others. Each Enneagram type has its own set of needs and desires that are expressed in its own language system. If we have the specific knowledge of our inner-self then we can alter our communication, management and motivational types for greater effectiveness.

The way we communicate with others is related to our lens of perception. Each of us is on the lookout for relevant information that supports our point of view and often, without knowing it, we tailor our response accordingly. For example, Romantic FOURS, who rely on close personal associations, will notice signs of developing rapport. Once those signals seem confirmed, a nonverbal vocabulary of assumed mutual understanding permeates their communications. The conversation needn't be overly emotional or personally revealing, but feeling statements make FOURS feel understood. Observer FIVEs, on the other hand, preoccupied with privacy and detachment, far less likely to respond to relational cues and outgoing Epicure SEVENs, who favour adventure over emotional contact, are inclined to steer the conversation away from feelings. People of different Enneagram types reveal their communication style not only in words but in facial expressions, body posture, hand gestures, tone of voice, and closeness to others, eye contact and other nonverbal signals.

Every one of us experience misunderstanding in relationships. Some people just don't seem to grasp the point of views others hold, and views that must be mistaken. Once we grasp how fundamentally the world-views of the types differ, we start to realize that an opinion or feeling which seems self-evident from where we stand, may truly seem crazy to someone else, and vice versa. It is as though we speak different languages without realizing it. The words are the same, so we believe we can understand and be understood, while in truth we may be far from it. The Enneagram is not a way of matching people to people or jobs. It predicts that of two people meet on the diagram of Enneagram at some point, they may understand that part of each other's behaviour better. Krishnamurti rightly said that understanding creates compassion; it also fosters creative relationships. By learning the languages of the other types, suspending our own judgments on what they say and how they come across, we discover understanding and heal relationships. Therefore in this session simple lists of a few communication tips for each type will be given. These tips are about day-to-day interactions, therefore be flexible in how you apply them.

Communication style of ONE

On the basis of clinical-therapeutic observations Karen Horney (1952) had concluded that in every situation a person has in principle three possible ways of

reacting; moving away from people (the detached or withdrawn types), turn against people (aggressive types) or move towards people (the compliant types). Riso (1987) related these fundamental modes of movement to the nine Enneagram types. Therefore type ONE falls in the category of Compliant type. When making a presentation, ONEs transmit facts to their audience, rather than speak in generalities. They strive to make complex notions orderly and are uncomfortable when a discussion wanders in tangential direction. They produce well-documented information, conveyed in point-by-point fashion. Their commentaries are full of “oughts”, “shoulds” and “musts”. In aiming for a perfect product, they like to spend hours preparing, dissecting, and comparing one opinion to another to construct an unshakable analysis. Teachers belonging to this type, like to prepare their lesson plan well in advance. ONEs can mentally blank out during the question-and-answer period, especially when a question generalizes the discussion beyond the specific information that they’ve just presented. Communications are most meaningful when ONEs feel secure enough to voice those incomplete thoughts, hunches and improvisations that form the subtext of an interesting presentation. ONEs are generally silent until they’ve considered the point they want to make, but their mental debate produces a thoughtful, worried expression. As their inner tension builds, others feel judged without a word being said.

IF YOU ARE A TYPE ONE:

- Praise others when they do or say something you like and give permission to yourself to have fun and crack jokes.
- When you have helpful input to give, make sure you acknowledge what is working and appreciable before suggesting improvements.
- Beware of sarcasm or cynicism when you are feeling hurt or disrespected.
- Speak about your feelings as well as what you think; you’re logical approaches may seem unfeeling or critical to others.
- If others or your students seem unhappy or dissatisfied, remember it is probably not aimed at you or your responsibility and simply listen to their troubles.
- Sometimes your self-criticism makes you seem unapproachable and students may keep their distance even if they like you, so if you like those, their behaviour, their efforts, tell them.

IF YOU ARE TALKING TO TYPE ONE:

- ONEs are very critical, which can be either useful or become overly negative. Try to welcome criticism while playing it in a positive context. Don't take their angry energy personally.
- Remember, they may not be aware of how they feel, and ask questions in a non-critical way to help them access their feelings.
- Be direct, they are sensitive to, and critical of, manipulation. Be as specific as you can.
- If they don't listen, invite them to tell you what they are thinking. While acknowledging their good intentions, help them to see that there is more than one right way to accomplish a goal.

Communication style of TWO:

Type TWO always belongs to compliant type. Therefore when communicating, they are testing the situation for signs of affirmation. They are energized when others nod, smile and say yes. They interpret this as recognition and respond with their best efforts. They are seductive communicators, attractive persons who make people feel recognized and supported. The downside of communicating with TWOs is that coworkers or students feel guilty about failing to meet an unspoken agenda. It can be stunning for others to realize that these implicit expectations were operating all along. They give the message – “Look what I did for you; you wouldn't have made it without me”.

TWOs are strongly other-oriented, which means they shine the spotlight and focus their attention on others. This effectively shields them from being seen for others. This effectively shields them from being seen for themselves. Because their needs and wants remain in the dark, others don't notice them or fulfill them. Therefore to prevent this, communication with TWOs must include an airing of the Giver's need. Final out, what does a TWO expect? What does he / she want to get in return?

IF YOU ARE A TYPE TWO:

- Remember to tell people and your students about yourself as well as inviting them to tell you about them.
- Try to be yourself in conversation, rather than pleasing the other person.
- If you feel taken for granted or treated unfairly, say so calmly as soon as possible.
- Ask for what you need rather than blaming others for not giving to you; others don't know your needs always.
- Don't feel rejected when others say no to your offers to help and start offering something else instead. Give people space to solve their own problems.

IF YOU ARE TALKING TO TWO:

- Tell them, you appreciate what they do for you. Maintain personal warmth and a friendly tone as much as possible while delivering your message.
- Let them know that you like them even though if they don't render their help. Set limits on how much they do for you.
- Ask them how they are feeling, and what they need right now, particularly when they seem emotional or spaced out.
- Encourage them to make "I" statement rather than simple reporting on what people need from them.
- TWOs communicate through their body language and tone of voice. The way they say things is often more important than the context. Help them understand their impact on other people. Remind them that not everyone likes as much personal contact as they do.

Communication style of THREE:

Type Three falls in the category of Aggressive Type and when it comes to putting across a concept, they sway the crowd by promoting goals and results. They use vocabulary and body language in such a way that keeps the audience engaged. They intuitively adjust their public personality to ensure maximum positive feedback. They have an ability to sense what the crowd or their students like and give them what they want. In fact they can rouse the emotions of their audience without actually feeling those emotions themselves. They can appear to be different people on different occasions, depending on their audience. They can bowl their listeners over

with their drive and energy; there is practically no time lag between idea and action. Others or students may be skeptical about the way THREES go about things, but it is hard for them to resist being swept up in the wake of a goal directed THREE, who is committed to making her vision a reality.

Performers are result – conscious people, involving themselves as a proto type of their own successful enterprise. The students and others see them as a star, hero, someone who looks fully committed 100 percent of the time. The best way to communicate dissatisfaction to THREEs is to make sure that their image is protected.

THREEs want eye contact so that they know how they're coming across. Conversations are usually a progress report for them. They typically promote their current interest at another's expense. Their energy pumps up when attention turns to their activities and dies when it is somebody else's turn.

IF YOU ARE TYPE THREE:

- Remember, many others are not as ambitious as you: therefore make the effort to listen and recognize the strong points of your students and others.
- Remember, you are easily distracted visually so in important conversation place yourself where it can't happen.
- Let people know what you are truly feeling; they make like you better for it, and consider what they have to say carefully.
- Also let people know you appreciate what they contribute, at work and with friends.
- Make time to listen to people's feelings, especially loved ones and your students.

IF YOU ARE TALKING TO THREE:

- Speak in the language of results and accomplish. Emphasize action over context and theory.
- If you want them to change how they are doing something, or consider a change, show them how it will help them achieve a better result. Criticism will not help.
- To make positive contact, match their energy level; once they are with you, you can alter the pace somewhat.
- If you feel manipulated and hurt, let them know what it feels like; they may genuinely not know they are doing it, and they do not like hurting people.

- Don't take it personally if they get distracted or move on quickly to the next action; ask if they could slow down for a moment and tell them why.
- Tell them, if you like them and enjoy their company they don't find it easy to believe they are valued for themselves.
- Build in regular checkpoints and feedback sessions to promote quality and growth. Raise questions and concerns in a way that sounds constructive instead of negative.

Communication style of FOUR:

Four are withdrawn type and they radiate emotional intensity. If they're putting on a workshop or any session, they want to produce a learning experience that is never been seen before; one that generates meaningful ideas instead of being "just another session". Rather than just stating the facts, they might reveal having to probe beneath the facts and figures to "the underlying significance" or the data's "crucial importance". The audience gets both what they think and how they feel about the material. Unlike THREES, who demonstrate goals and result, FOURS pull on the heartstrings of an audience, speaking directly to those in the room who are open to an emotional encounter.

FOURS find ways of inserting themselves into the topic of discussion, because they want to be seen a living soul behind the façade of abstract. If they feel unappreciated, they may overreact. Their presentation may come across as self – absorbed because they lead with their feelings. As people listen, they feel seduced and then rejected. They are attracted by the inviting format and then feel dumped if they have questions or reservations. FOURS favour unique elegance in clothing and carriage, expressing the fact that they're different and slightly ahead of the current style. They may also convey a melancholy tone, all of which creates a dramatic initial impression. Feeling statements instantly get their attention. Eye contact is prolonged and FOURS literally lean toward people who are passionate about their work. They like personal communication.

IF YOU ARE TYPE FOUR:

- Remember, most people are not as attuned to feelings as FOURS have. Therefore tell them what you're feeling, rather than waiting for them to guess.
- In discussions, beware getting caught up in your emotional response. Try to focus in the here and now.
- If necessary, tell people you may seem over-emotional or distracted and ask them to help you stay grounded.
- Also invite people to help you lighten up if you feel yourself getting attached to your emotions.
- Beware of being sarcastic in your communication, if you feel inferior or victimized.

IF YOU ARE TALKING TO FOUR:

- Provide personal support and warmth and match intensity with them so that they feel you are there for them.
- Be straight forward when asking for help. Acknowledge the importance of their personal reactions and feelings and focus on their task effectively and result.
- Give them compliments, particularly for their creativity and unique contribution rather than for their results. Listen to their intuitions – they may well see things which others can't see.
- Remember, they have low self – esteem, even if it doesn't show, and let them know you care for and value them.
- Stand fast in the face of FOURS emotional reactions or upset. Simply hearing them without reacting is usually the effective response. Have confidence that the crises will pass.
- Be firm when FOURS seem willing to risk all for an innovative idea. Recognize their enthusiasm, but insist on examining the consequences and stick to procedure when appropriate.

Communication style of FIVE

FIVES, too belong to withdrawn type and their communication style can be best described as “extremely, close to the vest” Almost everything that goes on in their minds is kept to themselves. They are cerebral, objective, unemotional and

private and therefore even their close neighbour may not know if they have kids or where they are working. Thus FIVES want as much structure as possible when it comes to communications. They want a specific agenda and a time frame for each appointment. Spontaneous communications are draining for them and small talk can be a form of torture. They like to concentrate on one thing at a time and tend to be experts in tiny fields of knowledge. They respond exactly to the question asked, avoiding generalities and fuzzy thinking. Students often hear from FIVE – teacher saying, “Please be specific”. The internet is a classic illustration of a FIVES communication loop. On the net, pure information can be silently exchanged between a few avid minds that have no inclination for a face – to – face meeting. In conversation their focus is factual rather than persuasive. Facts are safe, neutral and without hidden expectations, whereas emotional attention can feel coercive, triggering inner questions such as “How much time and energy will this take?” or “What more will be expected of me?” They communicate facts without frills, often in memo form or in tiny handwritten messages. Both good news and bad news are neatly and unemotionally notated. Their memos or letters are neutral in tone, free of personal intentions, purposes and reactions. Because of all these people tend to see a FIVES withholding stance as negative. It comes across, as “I don’t care.” Emotional distancing makes FIVES seem like intellectual observer rather than active participants in a conversation. In conversations with a FIVE, there may be long periods of silence. They can sit without moving for a very long time, providing little in the way of body language or facial clues to reveal their inner state. They present a low-key profile that is difficult to read.

IF YOU ARE TYPE FIVE:

- The more you withdraw, the more you may provoke the thing you don’t want; therefore if you can, tell people how you feel.
- Let people know that before you can make a decision you need time on your own to think it through; therefore they need private space and time.
- Let friends know that it is not that you don’t have feelings but you have difficulty in expressing them.

- Try to respond to people's feelings as well as words, so that they don't feel rejected or dismissed. Try to have personal contacts with students and appreciate them emotionally.
- Let your students or other people know that it is hard for you to stand conflict or any emotional intensity. Prepare them that they understand you and create a structure and situation that will help in communication.

IF YOU ARE TALKING TO TYPE FIVE:

- Be aware they are very sensitive to non-verbal signals and therefore they may withdraw themselves if you are not interested.
- Don't take it personally if they withdraw and remember they have difficulty expressing themselves, therefore don't interpret this as personal animosity or disinterest.
- FIVES are extremely sensitive to intrusion. Respect their boundaries and privacy. Give them advance notice of a visit rather than spontaneously dropping in.
- Identify a mutual intellectual interest to engage them in classroom interactions and conversation. They are more comfortable with ideas and not with the feelings. Make agreements on the charges and responsibilities and plan a schedule, otherwise you will have trouble at the end. Tell them ahead of time if you need to talk to them.
- Make request and don't demand. Give them time alone to make decisions.

Communication style of SIX:

SIXES are cautionary and they belong to complaint category. At first they voice great interest in any task but that enthusiasm is typically followed by doubt and doubt produces hesitation. They're skeptical; they see all the potential loopholes. Therefore they tend to focus on the loopholes in an argument, rather than concentrating on points of agreement. Primed to expect opposition, they come equipped with an internal scanning device that sweeps the horizon looking for inefficiency, inconsistencies and hidden agendas. To convince themselves and to alert others, SIXES voice their doubt. Their intention is to reduce risk but others may count this as negative thinking. They also question their own material. Doubt may also produce a self-contradictory pattern of speck, raising an unspoken alarm in others.

When they feel unsafe they resign to open their mouth but once assured of safety, the tone changes with warmth. Public speaking is a challenge for them because, from their perspective, success and visibility invite animosity. They go for content and not the seductive feeling that comes from connecting with an audience. In any presentation they are slow at the start and look anxious but by the end of the presentation they are lost in the purity of their idea and logic of their argument. Usually they seem 'wired' and tense in the spotlight. Their facial expressions and postures create yes / no, hot / cold situation and others will not know where they stand. Communication about objective data or business commitment can be far more consistent than a personal interaction.

IF YOU ARE TYPE SIX:

- When you doubt, check for the reality by asking friends what they think.
- Others may not hear the message behind your actions therefore tell them what you feel as well as support them in action.
- Remember some people and some of your students actually need regular contact as proof for your reliability or friendship or guidance.
- Your doubt may be seen as untrustworthiness, because it seems you think one thing then change; tell people you are likely to seem to vacillate, even when committed, but that if you commit to something you will do it.
- If you catch yourself dominating a conversation, ask yourself what you feel and consider talking about that.

IF YOU ARE TALKING TO TYPE SIX:

- SIXES need reassurance before moving into action. Maintain the positive vision while acknowledging problems or dangers. Listen and acknowledge that you understand, otherwise you cannot be trusted.
- Support them in taking one step at a time. Help them set limits on their worry, and don't criticize or judge their fears.
- Be humorous and encourage them to laugh and see the positive side. Give plenty of advance notice with your reasons.
- Don't impose too many social expectations, but do encourage them to understand the importance of rapport and personal contact. Warmth and friendliness support good team work.

- SIXES may give too much power to their boss or other authority figures and then either becomes rebellious or overly compliant. Help them stay in the middle ground and support them in keeping their own sense of personal authority.

Communication style of SEVEN:

Belonging to the category of aggressive type, SEVENS are convincing communicators because they are fascinated by new concepts. Collectors of existing ideas, they like to network as a way of expanding their breadth of information. They want to stay informed about emerging trends, rather than commit themselves to a predictable course of action. Because of their optimistic focus, SEVENS can unintentionally short change the details. Communications are full of loopholes, contingencies, and backups – all of which are designed to keep their options open, thus for others their messages are contradictory and ever – changing. Still the SEVEN approach is a useful mind-set for occupations demanding on –the-spot sorting of information. Sevens shine as the point men in the field, where fluid data demands spontaneous decision making. They tend to reframe problems and recontextualize ideas in ways that can baffle more logical thinkers. They are good story-tellers. They convey their enthusiasm, while teaching, in a charming, personal manner filled with metaphors and “imagine how this could be” word pictures. This speech pattern rarely follows a logical step – by – step progression. Their style is to support the basic premise from a number of different angles, showing points of agreement between each rather than focusing on the differences.

Without saying a word, their bright expression and active body language excludes enthusiasm. Even among old friends, they find something new to talk about and can always bring a fresh look to a long – standing topic of mutual interest. They invite others to share their enthusiasm, but the message is that it’s their party and they get to choose the menu, the entertainment and the topic of conversation. They are hard to control and they communicate colourful metaphors and stories and the listeners feel drawn towards them.

IF YOU ARE TYPE SEVEN:

- Listen to people; their opinions and feeling may be true as yours.

- If someone tells you their problems, ask if they would like your advice or help; don't simply tell them what they could do. Also if you have delegated something to someone, and you have an idea for doing it even better suggested it to them and don't rush in and do it yourself.
- Let people and your students know that even implied criticism makes you angry and warn them not to take it personally. Let them know also that it is hard for you to speak about your feelings and what matters to you emotionally.
- At times you imagine things so fully that you believe that you have told other people but you have not done so, that you have to remind yourself.
- When you have a brilliant idea for improving something or change your goal posts, let people or your students know before you act, so that they have a chance to co-operate and don't feel lost and ignored.

IF YOU ARE TALKING TO TYPE SEVEN:

- Remember, they tend to wander off in their minds, keep them present by asking questions, including their feelings.
- Join them in light-hearted conversations and participate in their moment of joy. Engage their fascination with new ideas and possibilities. They are the ones who keep the dream alive and inspire others.
- Listen to and appreciate their grand visions, and if you put forward your ideas, expect some initial resistance and give them time to incorporate it.
- Don't criticize or give instructions; make suggestions based on the short to medium term gain of doing things that way. Bring them back to the issue time to time.
- SEVENS are easily bores or distracted. They prefer that information be delivered quickly. Their attention may wander during long presentation, therefore highlight or summarize the major points and allow them to respond and comment.
- They tend to make agreements loosely. They may say yes to you and then change their mind if another option comes up. Help them and remind them time to time when you expect a serious commitment.
- Also be prepared for frustration or sarcasm when limits are set or their ideas are turned down. But they can be the bonding agents that hold an officer together; they see light at the end of the tunnel.

Communication style of EIGHT:

EIGHTs too belong to aggressive type and they are direct communicators. Some people typically appreciate their blunt and forthright style. Quick to assign blame when they feel threatened, they mobilize energy rapidly by creating a target for action. What is not communicated is the fact that they are equally hard on themselves when, in seeing their own errors, their anger turns inward.

Their opinion is immediately known because they are not afraid to talk about it. They speak in terms of justice, pointing out what seems unfair and how to balance the scales. People working with them have learned that the best way to deliver news is straight out, without qualification. They view him as assertive, powerful and protective. People who get along best with them make sure to tell them on the spot about the consequences of their proposed action. They do not waffle, delay or soften their delivery. People feel an EIGHT'S presence without a word being said. Even when they are physically small, their body language is direct and unpretentious. There is a up – and – out surge of energy that broadcasts an impression of size and determination. Also it is noticed by others that EIGHTS communicate poorly when things get quiet. Without the excitement of a constructive outlet or obvious goal, they can turn to troublemaking. When they're bored, they can fan the flames of minor incidents until they become major bonfires, disturbing a peaceful atmosphere.

IF YOU ARE TYPE EIGHT:

- Remember, that a raised voice often makes other people stop listening and then you tend to be more louder, therefore ask the other person to help clarify the discussion by telling you what they think you have said.
- Also to make people clear that if you ask a lot of questions, it is to understand and not to hassle them.
- Listen to other people carefully and consider their point of view before replying.
- Watch for your tendency to say hurtful things without meaning to, and if you do, apologize as soon as you realize it.
- If people hurt your feelings tell them so at once, they may not know you can be hurt.
- Remember, other people don't have such immediate responses as you do; it may work to give someone time to consider rather than insisting on sorting it out now.

IF YOU ARE TALKING TO TYPE EIGHT:

- EIGHTS are usually assertive about what they want. Meet them directly and be clear with your yes or no responses. Say what you mean and ask directly, don't hedge or avoid issues.
- EIGHTS can regard having to make compromises as weakness. Let them know you understand their position and then state your ease. If you say you will do something, do it.
- Listen to the content of what they have to say even when they are angry or blaming. Accept their anger without taking it personally, if you have made a mistake, say so while maintaining your self-worth.
- Help them to moderate their forcefulness when appropriate. Reframe justice issues so that all sides are equally heard. Don't lie unless you don't mind being attacked or written off.
- Remember what feels like an argument or an attack on you just be their way of engaging enjoyably and safely; tell them if it is too intense and you are feeling hurt.
- Don't tease them; they are quick to take a bait and do not easily forgive feeling humiliated.

Communication style of NINE:

Because NINES see the value in most position, their communications tend to be ambiguous. They become detached or withdrawn type. After hearing them state the ease for both sides of an argument, a listener wants to know, "But which side are you on?" Mediators prefer the comfort of neutrality and avoid conflict and anger at all costs. Easily pulled into other people's agendas, NINES who can't say no communicate tacit agreement by going along. Their attention easily shifts from essential task to inessential work, creating a time-consuming burden of details. In the workplace, NINES lean on a safe structure to keep the peace. They blend into the organizational climate, suppressing anger, energy and overt enthusiasm – anything that might create conflict. This personality style also affects the way NINES give presentations. They are often uncomfortable reaching for the new or unfamiliar place and audience. It is hard to come directly to the point and the audience loses its own

sense of direction as the speaker looks for a starting place. Once settled in, NINES adapt an even, pedantic tone that communicates neutrality, rather than opting for an emotional pitch that could polarize opinion. They favour familiar material, road – tested by personal experience and are extremely convincing when they speak from deeply held belief; “Its best to go with what I know.

Even when they are distresses, they do not radiate a sense of hurriedness. They do not radiate a sense of hurriedness. They follow their own pace and tone in communication. If they are dissatisfied they may slow down more or even unwilling to give an opinion. They take the stance of passive-aggressive tactics of delay.

IF YOU ARE A TYPE NINE

- Remember, when you don’t know what you feel or what you want and others may experience your silence as rejection, so tell them what is going on inside.
- Try to notice when your silence is passive resistance, and if it is, let others know where you actually stand. Are you angry, try to find out?
- If you feel unheard, tell people that are the case rather than speaking at greater length. Stick to the point as much as possible.
- If you are a question, find out what exactly the person wants to know so you can give a focused answer.

IF YOU ARE TALKING TO TYPE NINE

- Listen and let them know you have heard what is important to them. Acknowledge them because they often feel left out or unheard.
- If you don’t hear yes, it is probably no. Don’t assume that silence is agreement. So ask questions to find out what they think.
- Remember, they can be much dispersed, ask questions to help them focus. Remember they like structure. They want well-defined procedures and clear lines of command. When making changes, acknowledge the difficulties and ask for their cooperation.
- In any meetings or gathering, remember that they may agree with each speaker as they are speaking so ask them in advance to let you know their considered opinion.
- They can be stubborn about taking orders. Try to communicate the overall context or the organizational need behind the orders. They have a tendency to talk at

length, sometimes avoiding the bottom line. Interrupt them in a friendly way when necessary, and ask for their help in getting to the point.

TIPS FOR BETTER RELATIONSHIP WITH NINE TYPES OF STUDENTS IN THE CLASSROOM.

The Enneagram system focuses on personality, and we know that personality greatly affects how a teacher teaches and how a student learns. There is a great benefit in knowing how the personality bias of a teacher or a student affects how she/he learns.

The Enneagram system allows a teacher to evaluate him/herself as it renders assessments for students and teachers. It enhances all interactions, especially those necessary for teaching and learning. Children learn in different ways. Despite this, it is still customary for teachers to teach in one specific way. The only students this type of teacher reaches are those who have a learning style that coincides with the teacher's teaching style. There are many learning style models available but here our concern is of Enneagram model, which helps teachers, future teachers, who are interested in teaching them all.

In working with teachers, students and other professionals in private sessions or in groups, the underlying perceptions, beliefs and patterns of behaviour are explored to investigator. On the basis of that here are some tips for teachers to build better relationships with all the students, having nine different personality types in a classroom.

- Do a personality assessment of the students, the first week of the academic year. This will enable the teachers to budget their time more wisely and discover the preferred teaching strategies which will suit all the students in the class.
- Create learning or interest centers that allow for students exploration and experimentation. Incorporate games, simulations, role-playing, field trips, dance, art and music etc. into the curriculum.
- Produce a positive classroom atmosphere. Such an atmosphere encourages chemical responses in students that help them learn.

- For perfectionist students, the ideal relationship would be with someone who sees them as perfect and whom they see as perfect, according to their specific ideas of perfection. Therefore state your criticism gently, repeating that it is constructive feedback. Show appreciation for their power of critical, analytic thinking and for their neat and orderly tasks.
- In relationship TWO, helper try to do more nice things than their friends, to be deserving of getting their needs met. Therefore allow time to make personal contact with them and acknowledge their little things done and encourage them to spend time alone to get in touch with themselves.
- THREE's ideal relationship would be with someone, who was successful so that they could both create the image of prestige. Therefore give these students the opportunity to interact, discuss, compete and make friends with students of similar type. Sometimes shift their focus on task to their feelings. Allow time for them to ask questions, express their doubts and suggestions and walk sometimes with their pace.
- In relationship FOURS look for signs 'of not being loved' and need constant reinforcement that they are loved. Therefore establish connection with them that they feel that you love them. Encourage their creativity, have patience with their moods and avoid harsh criticism.
- In relationship FIVES tend to get overwhelmed by the needs of others – feeling that they don't have enough for themselves. Encourage them to take part in teaching with you, to share their observations and knowledge. When they write good papers ask them to read them to the class. Before you ask them to participate, give them comfort zone for themselves and work privately. Give them opportunities to sit and study in the library.
- SIXES' ideal relationship would make them feel safe always. Therefore create an atmosphere where SIX students can feel safe to express their doubts and questions, and feel free to be spontaneous and creative. Give constant reassurance of their standing in your mutual relationship and show them that you are aware of the pros and cons of any task given to them.
- In relationship SEVENS have trouble making a commitment and staying present. As students, they are constantly thinking about how it would be better

with someone else, or sharing thoughts about what to do next to keep things exciting. They have a strong sense of idealism that is difficult to satisfy in relationship. Therefore be aware of their imaginative mind and playful nature, ask questions so that they are present in a particular situation and engage them in light-hearted conversation. Give them opportunities to express their buoyancy and enthusiasm. Also train SEVENS in the discipline of meeting deadlines and seeing through a process. Help them to learn to get out of their minds so that they can be present without thoughts, hopes and plans for the future.

- In relationships EIGHTS are volatile, demanding, generous and intense. They require loyalty and respect of their partner, but not of themselves. If they feel betrayed they can be violent. Give them opportunity to champion and become leader of the group. Be direct in your dealings with EIGHT students otherwise they intuit ambiguity and it makes them suspicious. Structure a process whereby these students can be helped to see where they were wrong and to shoulder their part of the blame. Help them to see that when their excessive all-or-nothing behaviour becomes a compulsion, they are usually in denial.
- In relationship NINES can be comfortable to be with, agreeable, and yet not present. They tend to indulge in numbing activities like watching TV at home, taking drugs with friends and so on. Give them some form of body work to help uncork their energy. Give them unconditional support through providing a safe place to fail. It is essential for NINE students to conduct regular feedback sessions. Together with them, structure a framework of short-term objectives to help NINES achieve their goals. These students are excellent at conflict resolution; use them to help articulate many points of view. Also teach them to say 'NO' whenever necessary and tell them, it does not necessarily lead to conflict.

These are only tips for teachers and not rules. If an approach doesn't work, drop it. Remember not everyone of same type has all the 'typical' reactions. Use communication to discover more about the students of different types and why they respond as they do – including your own.

4.4.3. SESSION 19: Enneagram and Time –Management

Topics:

- (i) Time-management work-sheet
- (ii) Time-management style of each type
- (iii) Time-management tips for each type.

4.4.3.4. Session Objectives

- (i) To help the participants develop an understanding and appreciation of time-management in relation to their relationship and success in their workplace and life.
- (ii) To help the participants develop an ability for effective time-management by giving them few important tips for each personality type.

4.4.3.2. Methodology

- Workshop
- Lecture
- Group sharing
- Group- work

4.4.3.3. Procedure

A small introduction on time-management in relation to Enneagram will be given in fifteen minutes. After the introduction a worksheet on time-management will be given to the participants to work on it. After the completion of this work-sheet, participants will share it in a small group. They will come together again in a big group and the investigator will explain the style of time-management of each type in general. Side-by-side the time-management tips are also given for each personality type.

4.4.3.4. Content

Introduction

Time is a constant. There are exactly sixty seconds in a minute, sixty minutes in an hour and exactly twenty-four hours in a day. Yet different types of people have a subjective perception of time's passage. Although we all use the phrases – spend time, waste time, save time etc. but we all mean these phrases very differently. No Enneagram type uses time more effectively than another, because time is a constant

and we all have the same amount of it. But each Enneagram type inwardly calibrates time in its own way. (Palmer 1997)

We will see each type one by one, to find out the style of time-management of each Enneagram type and see how this factor is crucial to success in the workplace and life. Before that we will do some exercise on time-management. A work-sheet on time-management is given to each participant, who according to the instruction given, will complete the exercise and know their priorities & point of view in time-management.

Activity I :

TIME – MANAGEMENT

Please fill in the approximate amount of time each week (in hours/minutes) that you spend on each of the following activities. Activities which are not of your concern leave the space blank.

Particulars	Activities	Hours/Minutes
As a Teacher	1. Planning the lessons.	
	2. Checking and correcting the notebooks of students	
	3. Evaluation of your own teaching	
	4. Evaluation of students	
	5. Teaching the subject matters	
	6. Criticizing students, parents or authorities	
	7. Giving advice and help to students	
	8. Spending time with favorite students	
	9. Writing report of the task entrusted to you	
	10. Organizing activities in the classroom	
	11. Building emotional ties with the students	
	12. listening to individual student's problems and ideas.	
	13. Reinforcing the students	
	14. Seeking new information and techniques of teaching.	

	15. Arranging co-curricular activities and entertainment programme	
	16. Giving time and attention to school authorities	
	17. Reminding the students of the rules and regulations of the school	
	18. Telling stories to others	
	19. Meetings and discussions	
	20. Any other	
As a family member	1. Sitting together with family members and listening and talking to them	
	2. Budgeting and planning weekly expenses	
	3. Cleaning and arranging/decorating the house	
	4. Cooking / knitting / stitching etc	
	5. Teaching younger members of the family	
	6. Attending to the needs of old people	
	7. Visiting neighbours / friends	
	8. Any other	
As a student	1. Revising the lessons	
	2. Using library to update yourself with new knowledge	
	3. Planning & preparing time-table for study	
	4. Discussing matter with friends	
	5. Practice writing notes, articles, essays etc.	
	6. Completing assignments	
	7. Attending lectures, seminars and workshops	
	8. Any other	

As a citizen of the country	1. Community voluntary work	
	2. Service to any special committees	
	3. Visiting the sick & needy, serving the poor etc.	
	4. Giving time for ecological factors	
	5. Any other for the service of the country & for people.	
As an individual person	1. Prayer and worship	
	2. Reading & updating yourself	
	3. Socializing (Visiting friends, writing letters, emails, party & fun)	
	4. Physical and mental exercises	
	5. Resting & relaxing	
	6. Watching TV programmes, movies	
	7. Self keep-up	
	8. Any other for personal growth	
TOTAL		

TIME – MANAGEMENT STYLE OF EACH ENNEAGRAM -TYPE

ONE – Style

ONEs live under the gun of time. There is never enough time to produce good results and that good people don't waste time. They feel rushed and resentful of time. It is hard to take satisfaction or feel relief even when the task is done. Pleasure deferred until the work is done. Focus on perfect work and eliminating error can lead to slow progress. Critical voice is a major source of procrastination, causing them to spend time evaluating every step against impossible standards of perfection.

Time-management tips for ONEs

If you are ONE, when tackling a task or project, begin by establishing reasonable parameters and deadlines. Keep the focus on goals and results. Delegate responsibility to others. Schedule fewer tasks than you believe you can accomplish and include specific relaxation time. Your capable team members may be able to offer

you little reality checks when anger and frustration over imperfections slows progress. Throughout the course of any task or project keep your options open by assuming that there is more than one way to accomplish a task and remind yourself that every mistake is a learning experience.

TWO – Style

TWOs live on relational time. They see time through the lens of relationships. They feel that meaningful time is spent working with others. Time seems to fly during emotionally charged interactions, while impersonal tasks take forever. They can be patiently bored in a meeting not because they are incapable paying attention, but because content without contact feels like a waste of time. They can do a full time job while staying abreast of their favorite person's progress. Highly efficient in the interests of a relationship, they like to promote others and perform so as not to forfeit approval from important people.

Time-management tips for TWOs

If you are TWO, your best self will come through by recognizing and supporting the unique gifts of others while maintaining a focus on your own responsibilities. This also allows your friends, companions or colleagues to learn from their own mistakes and ask for help when they need it. Focus on your own work and limit activities and projects that you can keep an eye on personal goals and responsibilities and schedule specific time for personal needs. Pushing on through the mundane parts of your work and practicing saying 'NO' will also give you more time for the emotional engagement that keeps everyone connected.

THREE – Style

THREEs live on professional time. They perform in a 'think-do' pattern, by prioritizing and acting immediately. Private goals are less important than those that come to public attention. They believe that time is a finite resource that is allocated to production. They break goals into tasks and give them a specific time frame. They define time as the space between now and the next deadline. The inner sense of time is organized around the most pressing priority. Their pace is always rapid and focused.

Time-management tips for THREEs

If you are a THREE, the center of action where the push to produce is foremost can pull you in and allow speed to replace quality. Slow down when necessary. Remember your productivity will only improve when you slow down enough to take a step back and evaluate all courses of action before moving ahead. Spending time for planning, evaluating and reflecting will minimize mistakes and give you needed time to relax. Encouraging others to use their unique talents and delegating a task will add to your efficient management of your time. This will give you space to express true feelings regardless of outside image and evaluate growth edges as well as successes.

FOUR – Style

Fours live in mythic time. They mark time. It takes time to think about significant matters and then to re-examine them from different perspectives. To a FOUR, clock time is not as important as glimpsing the course of destiny behind conventional timetables. Time is experienced through meaningful moments. They can be extremely flexible with time, can easily change tasks on plans in mid-stream. They thrive off intense emotional interactions, in which time passes quickly. Also they don't like working to deadlines – it cramps creative style. They resent time constraints imposed from outside.

Time-management tips for FOURS

If you are a FOUR, the time between grand moments of importance can seem dull and endless in comparison. Allow the meaningful pieces of the work to carry you through the mundane tasks. Be aware that you have a very subjective sense of time; therefore remember clock time, schedules and deadlines. Being proactive in getting yourself involved in the work that interests you and delegating the portions that feel burdensome when possible will move time along. Taking time to make and keep schedules and deadlines will free up more space for you to spend exploring creative solutions.

FIVE – Style

FIVES live on private time. Time alone to disengage, reflect and gather their thoughts are vital. Controlling their own time is a key ingredient for the independent lifestyle they crave. They organize around compartmentalized events. Time is handled

and spent like currency. They like to get a return on investment of time. They have trouble in distinguishing between thoughts and actions. They become so absorbed that they lose track of time. They don't like the pressure of urgency but need deadlines. They feel that they never have enough time to learn all they can about the situation; always seeks more information/data. Also they quickly finish required tasks in order to spend time with personal interests.

Time-management tips for FIVEs

If you are a FIVE, remember that your brilliant thought needs to get to the other members of your team or students; and before the storm is over, differentiating between knowledge / thinking and action and moving on with projects even if they are not fully developed will allow your talents to shine. And by balancing being a team player and engaging with others with need private time you can best meet your needs.

SIX - Style

SIXes keep track of time. The world is a hazardous place, so they spend time building a secure bunker. They see time as an authority to submit to or rebel against. Focuses on planning for challenges; "when time runs out" They resist deadlines when there is not enough time to thoroughly analyze or anticipate challenges. Loyalty to others can challenge them prioritizing. They work well under objective crises that require action. They want others in authority to prioritize their tasks and time requirements.

Time – management tips for SIXes

If you are a SIX, by defining fears/ doubts and giving them voice you begin to trust yourself in the decision process. Your doubts will also be addressed more thoroughly by asking for clarification on reporting, accountability and expectations. Establishing personal priorities and goals and learning to say 'NO' will also give you more time to take for yourself while remaining true to your responsibilities to others. Schedule time away from your duties too, so that you have fun time with your friends.

SEVEN – Style

SEVENs play with time. Time is limitless for them. There is always enough time to sandwich in a new experience and then its time to move on. There's an elastic property to a SEVENs use of time. They can always make too in the day for more experiences and activities. They are oriented towards future. Fixed time-tables feel

limiting and time drags when they are bored. They move at a rapid pace when engaged fully, often overextends or over commits, do not see time's limitations. They pressure others to quickly respond to their needs or time demands.

Time – management tips for SEVENs

If you are a SEVEN, build in time to plan the next task while still at work on the current one. Stay on the track and discuss with your companions. By taking a step back, and taking the time to plan few course of action, you can get the best experience out of time. Staying focused on the present moment allows you to have realistic expectations regarding work and plan few more activities with more depth.

EIGHT – Style

EIGHTs are in control of time. When they are on time, then everyone else has to show up promptly, and when they want off, then everyone gets a break. They focus on what interests them while other things get moved aside. They like to stay in motion and do not like to run on other's time. They use leadership style to motivate and move others according to their agenda. They are excellent troubleshooters and time managers in crises and remain calm under pressure.

Time – management tips for EIGHTs

If you are an EIGHT, by becoming a team player and sharing ideas and decisions with others you can evaluate and reassess pitfalls to minimize their impact. You are then in the best position to delegate tasks and find win-win solutions, which will increase efficiency. You are good in effective planning but don't get impatient with delay. Give a second thought before moving into action and listen to people. Also think before you speak, especially when you are worked up about an issue.

NINE – Style

NINEs are suspended in time; they equalize time, everything happens in its own time. Different events, opportunities and the time they take have equal weight. They keep emotionally balanced and do not get upset over things. They need schedule and dislike anything new or risky. They are slow to get moving, respond to crisis with calm and determination. They have difficulty in decision making which leads to procrastination. They can use time as a passive manipulation tool.

Time – management tips for NINEs

If you are a NINE, focusing on the immediate next steps and using a time lag will free you up to move at your own speed and prevent a backlog of responsibilities from pushing you around. By setting and keeping deadlines and plans you can avoid procrastination and prioritize tasks. Engaging yourself in the planning and process portions of any task will also keep you invested and involved, while allowing sufficient time to relax. Confront problems early on, in a friendly way and don't let things build up.

4.5. MODULE V

SYNTHESIS OF THE PROGRAMME AND GOAL SETTING

SESSIONS COVERED:

- Session 20: Attention Practices
 - Topic 1: Exercise for self-awareness (30 min.)
 - Topic 2: Triads Attention Practices (30 min.)
 - Topic 3: Awareness Practices for each E-type (30 min.)
- Session 21: Developing Appreciation and love
 - Topic 1: Stroke Awareness Exercise (60 min.)
 - Topic 2: 10-Step curriculum for emotional wisdom (30 min.)
- Session 22: Goal Setting Session (60 min.)
- Session 23: Evaluation Session (60 min.)
 - a. Reaction Scale
 - b. Verbal Evaluation

DURATION: 5 Hours approximately

4.5.1. SESSION 20 : Attention Practices

Topics:

- (i) Exercise for Inner Presence / Self-awareness
- (ii) Triads Attention Practice
- (iii) Awareness Practice for each E-type

4.5.1.1. Session Objectives

- (i) To provide the participant the exercises of becoming self-observant in order to befriending their personality and becoming self-forgiving.
- (ii) To develop the inner discipline of awareness, of understanding the emotional and mental habits of the E-type and engaging the three centers of energy.
- (iii) To provide awareness practices specific for each type that the participants will be able to discern the inner observer, who watches the thoughts, memories and feelings, and call upon it in their daily life.

4.5.1.2. Methodology

- Lecture
- Workshops
- Self-awareness Exercises

4.5.1.3. Procedure

An introduction to Attention practices will be given to the participants so that they are oriented to do the exercises for self-awareness. After the introduction, they will be shifted to a carpeted hall where they can sit in a relaxed position to do the exercises. They will be guided step by step to do the exercises.

Awareness practices specific to each type will also be given after the exercise and the participants will be asked to practice it daily. To do this exercise they have to stop several times a day to review, what they are doing, thinking and feeling at that moment and to find out where their focus of attention is.

4.5.1.4. Content

Introduction

How deeply the Enneagram can help us is purely a personal matter. If anyone is serious about the growth, willing to embrace the discomfort as well as the delight of self-discovery, the profound truths it reveals will provide a lifelong guide for each stage, helping one to see where he/she is and what to do next. The first step is to try

on ones E-type identity, to see how it fits one. Let the knowledge sink in, practice becoming aware of ones focus of attention, of where ones energy goes, of how ones defense mechanisms, ones avoidances and gifts operate in his/her world. Watch oneself interacting with others and learn to be self-aware. Self awareness is the guide to knowing one's type, how to work with ones fixation, how to come back to oneself, how to develop that neutral place, that safety zone from which one can operate proactively, and not reactively, in those charged situations one deals with everyday. Knowing the Enneagram opens wide the shutter of the perceptual lens, allowing us to see the 360 degrees of human possibility, but that knowledge also gives us added responsibility; we know our own E-type intimately, but also the eight other E-types with whom we share the classroom and our lives. It is not important to type the people or students but important is to know oneself, absolutely, deeply. The goal of Enneagram is not to overcome ones personality but to befriend it and use its quirks as wake-up calls. It is good to ask oneself why one's fixation is being provoked, and what one could do about it and learn from it. Noticing oneself in action, however 'wrong' it might sometimes seem, forgive yourself, and have compassion for your personality. Don't set value judgments on your own type. The very act of seeing your patterns will start to release them.

How do we come to know ourselves? One aspect of the Enneagram system that separates it from any other model of personality is that it indicates a growth path for each of the E-type strategies. The path is there for us to walk along. In order to be able to come into a quiet place inside ourselves, we need self-awareness. Attention practices lead to self-awareness and will help us acquire objectivity so that when our fixations come on us the strongest, we can step back and have a choice as to how to respond. Practice self-observation. Purposely stop several times a day to review what you are doing, thinking and feeling or preview and review the day in a formal way. Notice yourself in the act when you are doing or about to do something automatic and reactive. Discuss with your friends here, what you are going to do now, and which is a basic practice which helps you find the neutral ground of your being strengthens the inner observer and forms a basis for other practices if and when they become appropriate.

EXERCISE FOR DEVELOPING THE SAFETY ZONE

Sit comfortable with your feet on the floor, your hands on your lap, close your eyes and bring your attention inward. Steady yourself with your breath. Breathe in, breathe out and concentrate on your breathing. Try to become so quiet that you can hear your heartbeat. When any thoughts come, let them go without judgment and return to the breath. If you can remember to breathe, you can stop the fixation. Find the breath. Think of it coming through your nostrils, moving down through the belly then turning around and exiting through the mouth. Breathe in and breathe out, find out your own rhythm. For five minutes continue concentrating on your breathing. Now try to breathe into the belly, breathe deeply breathe in, hold it for few seconds and then breathe out. Try this again for five minutes. Slowly later on you build it for ten to twenty minutes. Return to the breath, the neutrality of breathing, and open your eyes. With this exercise gradually over the weeks and months you will find a spaciousness growing inside you, a safety zone, a place you can return to simply by finding the breath.(Repeat this exercise again). Once you get used to this exercise, you don't have to close your eyes and become self-conscious. Find your breath and try to get so still inside that you can hear your heartbeat. The more you practice, easier it becomes and then it will be automatic that you will find your center.

ATTENTION PRACTICES IN THE SAFETY ZONE

Once you are steady with your breath, even your eyes are closed, try to place your attention in the middle of the room. Focus your attention against the far wall. Bring your attention back to book reading distance & then bring your attention back inside your body. We are practicing mental attention state. Consciously remember and visualize the face of someone you love and who you have not seen for a long time. Remember their face, what do they look like. Pay attention to each part of the face, hair, colour of the eyes etc. Are they smiling, angry, sad or looking back at you with love? Try to get as clear a picture in your mind of this person as you can. Keep that picture there and fill in the details. Keep following the breath. Slowly let the picture of the friend or loved one dissolve. Now we will practice imagination. Close your eyes again and imagine that you are in a beautiful flower garden. Try to see with whom you are? What time of the day is it? What do you smell/ what do you see in the

garden? What is your feeling? Give time to fill in the picture you have in your mind now with your imagination. Now keep the breath conscious, come back to the normal breath and open your eyes. You will feel your mind is clear. This is called empty mind. The real purpose of this exercise is that there is a link between two aspects of your perception. The personality self that has thoughts, memories, feelings that define your interpretation of the world. The inner observer is the one who watches the thoughts, memories and feelings.

We repeat the exercise of breathing and visualization. Soft and relaxing music at a low volume is played while instructions are given. Sit in a comfortable position. Gently close your eyes and slowly breathe in and out. Take a deep breath and let it out. Take another deep breath and let it go. Continue to breathe deeply. Imagine a warm summer day. You are outside, lying on your back in lush green grass. You are looking at the sky, which is a beautiful blue. You see soft white fluffy clouds that look like large tufts of cotton. Point to one of the biggest clouds and, as you slowly pull your hand back, watch the cloud begin to drift toward you. See it float down close to the ground. Climb onto the cloud. Feel how soft and comfortable it is. As you breathe, feel the softness of the cloud and watch the cloud become pink. Take a deep breath and fill your lungs with the lovely pink of the cloud. Notice how you are feeling. Breathe in and out slowly. Now think of your favorite colour and notice that your cloud has become that colour. Take a deep breath and breathe in your favorite colour. Notice how you are feeling now. Change the colour again and notice how that colour feels. Change the colour one more time and notice how you feel. Now as you breathe out, watch all the colours flow out like a rainbow. Enjoy lying in your rainbow cloud. Say to yourself, “I am relaxed”, “I feel good”, “I am healthy”, “The colours are pretty and relaxing”. Take another deep breath and blow the beautiful rainbow cloud away. Slowly when you are ready, open your eyes and look around. Gently stretch and notice how relaxed and good you feel.

TRIADS ATTENTION PRACTICES

We can engage the three Centers, which the Enneagram explains, in every lesson we teach, at whatever level, with any group and in every discipline. Each of us is capable of creating variants to suit our purposes with three basic exercises that follow. The three triads – The Body (Gut), E-types Eight, nine and One align with the

great energy of groundedness; the Emotional (Heart) triad, E-types Two, Three and Four align with the great energy of universal love; the Mental (Head) triad, E-types Five, Six, Seven align with the great energy of visualization. We are free to follow the order of any center or spend more time on one center a day and give time for other centers the other day and so on. The ideal is to do these short exercises in every lesson and every day. But it depends how one makes it possible.

ENGAGING THE BELLY CENTER

During each lesson, for two minutes everybody in the class should stand up, raise your arms, stretch, move your shoulders, shake out your legs, and do some conscious breathing to get into your bodies. These exercises are good for Eights, Nines and Ones; for the other E-types initially it is boring and uninteresting but they become accustomed to it.

This is the realm of the instinctual e-type. They need their space and have a sense of being Defenders of that space. Issues here have to do with anger. Anger is an energizing emotional mechanism for this group at the top of the Enneagram. It is through breathing exercises that we access the energy in the belly. We start the exercise once again.

Please stand, place your feet firmly on the floor, sense your feet, and visualize energy coming out of the ground, up through your feet, your legs, through the body. Bend your body forward, hands falling towards the floor. Draw a deep breath in through the nostrils so as to draw the energy in. slowly raise your body and straighten up and raise your hands above your head. Pull up the energy, sense where it goes. Now breathe out gently while you lower your arms to your sides with your hands facing palm down. Feel all the tension flow out; breathe out through your mouth. (Similar type of other exercises could also be done)

ENGAGING THE HEART CENTER

During each lesson for 2-3 minutes everybody in the class should turn to the person next to them and interact, connect, share a thought about the work or about lesson, or family etc. The Twos, Threes and Fours enter into this exercise with enthusiasm, for other types, it can be a little disconcerting at first.

This is the realm of emotional E-types. They are outer-directed, attachers, conscious of their image, and need approval. Issues here have to do with emotions.

They need to access emotional energy, open their hearts, learn to be passive, receptive etc. The other types can also access their heart energy with the following exercise.

Find a partner. Look at her face and admire. After a minute close your eyes. What do you feel for this person? Can you feel that emotion in your body? What would you call that emotion? Open your eyes, look at your partner again and repeat the exercise a couple of times. The objective is to be able to know and name different emotions. The connection, having to face someone else, is most important.

Again find another partner and talk to her for 3 minutes and then stop. Find out where is your attention. Is it on the other person? Is on what you are saying or what she is saying? Repeat the exercise, open your heart. Feel the connection through something other than mind, thoughts and words.

ENGAGING THE HEAD CENTER

During each lesson, for 4-5 minutes everybody in the class should work privately with themselves, a one-to-one encounter with their own minds. Write down your thoughts for 2-3 minutes without lifting your pen, engage your mind. Have some conversation in your own head with yourself. For Fives, Sixes and Sevens this is home territory but for other E-types it can feel alienating in the beginning.

This is the realm of the mentally based, fear E-types. They are inner-directed, detachers, who rely on the working of the mind in order to feel safe. Issues here have to do with fear. They need to access mental energy, still their minds, and find that sense of inner spaciousness that has nothing to do with intellectual ability. Other E-types can also profit through this exercise and access mental energy.

Find a place for you against a wall, face the wall with your closed eyes, and so that you can't see anyone. Imagine that you are the only person in the world. Get right up there into your heads. Don't think of anything, just say to yourself, I am the only person in the world and that is okay because I have my head. Open your eyes but don't see anyone else's eyes. Keep lowering your gaze and walk around the room and keep the sense, being the only person in the world. After two minutes take your seat and share the experience with the person sitting next to you.

CONCLUDING EXERCISE

Stand still on your feet, close your eyes and imagine that you have line running through you, from your feet to your head and connected to the ceiling-a length of string to line up the head, heart and belly. Visualize this any way you want. If all the three are not in one line, try to push forward or backward so that you see a line going through the middle of your head, down your throat, through the center of your body into the ground, lining up the three centers. This will actually put you in balance. Slowly, when you are ready, open your eyes.

AWARENESS PRACTICES FOR EACH E-TYPE

In the following paragraphs, awareness practices specific for each of the E-types are presented based on the basic proposition for the types. In these practices you have to decide on a specific facet of your type to observe and simply stop for a short period of time several times a day to self-reflect on where attention and energy are at the moment.

Type-ONE

Mind going to Error to correct. How has my attention been going to what is wrong or in error? To mistakes and to what needs improving? What sensations and feelings did I have in connection with these? How have I been judging myself? Worrying and berating myself? How constant was the voice of judgment present. How did I treat the situation as good or bad? Right or wrong? How did my inner critic make me feel? How did I judge others? What did this make me feel do? Did I feel resentful? In what way did I feel that I was being judged or criticized? Did I turn suggestions/ advice into criticism?

Type-TWO

Sensing important needs of the others and attending to affect these. How has my attention and energy going to others' need? How quick was I to act on what I perceived needed help? In what ways did I alter or change myself to fit what others seemed to want? In what ways did I feel or act as though I am indispensable? Take pride in being needed? Act like I know better what others need than they themselves do? Feeling others are dependent on me? What did I do to support or nurture myself? Take care of my needs and desires? In what ways did I let myself receive from others?

Type-THREE

Image: How has “looking good” been present during this past time interval? Creating an image in front of others? Adjusting and matching to others? Wanting recognition? Selling myself? How many times my focus was on task? Kept myself active and busy? How have I been concentrating on the fastest, shortest way to get things done? What feelings have I had during this past time interval? What am I feeling now? What attention did I give to others feelings?

Type-FOUR

Longing for that which is missing. How has my attention and energy being going to what is missing that seems important? How did longing and envy for something or someone come up? For fuller connection? For my ideals? How did I experience disappointment in myself? In others? What have I been feeling during the past interval of time with what intensity? Did my feelings go to extremes? How did my feelings influence my action? Was I able to sustain a steady course of action in the presence of strong feelings? How have I been drawn to that which seems special or unique? In what ways have I put down or neglected the ordinary or mundane? Have I been feeling a pride in my being different? In elite ness, in what ways have I ignored others and related events and situations back to me personally?

Type-FIVE

Have I been quick to withdraw from contact? From claims or demands upon my time and energy? How have I reacted when I felt intruded upon? How did I protect my boundaries? How have I been mainly thinking and analyzing situations? Was I watching “from a distance”? Did I fall into analysis paralysis? And did I “unhook” from feelings and go up into my mind? How might have I been minimizing my wants and desires? Did I look for privacy and lonely place? What if anything, did I ask for from others?

Type-SIX

How did fear and anxiety come up? How did I get alarmed or apprehensive? What did I avoid because it felt threatening or fearful? What did I challenge because it felt threatening or fearful? What situations did amp up or magnify in my mind? What negative spin or worst case scenario thinking preoccupied me? What felt potentially threatening? What did I project from my mind onto others? How did internal

questioning and doubting take place in my internal dialogue? How was I a devil's advocate? How was I ambivalent over a course of action of about a person?

Type-SEVEN

Planning for possibilities; in what ways did new, interesting ideas come to mind? How did various positive options and opportunities absorb my attention? My energy? How was I off in the future, away from the present moment? In what ways and how much did my attention keep going to what I wanted, felt or thought about things? Did I tend to 'forget' others' feelings or needs? How did I respond to blocks to my plans, ideas or actions? How did I deal with these? Did I notice distress in others or myself? How did I react to 'negative' events, feelings or feedback? What events during this time period would it have been 'natural' to experience pain or distress. How did I avoid distress and hurts in others and myself?

Type-EIGHT

Impulse or urge to action; how did my big energy come up and get expressed? Did I just 'go for things' I wanted without thinking? Was I quick to anger or confrontation? Did I take direct action when delaying action and reflection would have been wiser? Did I mainly just assert my position, my view of justice or right? How did I affect others? Did I notice the impact of my energy and expression on others? How did I assert control and power? How did I forget to be sensitive or tender towards others? Did I notice any weaknesses or vulnerabilities in myself?

Type-NINE

In what ways did I just go along with others' agendas? How did I forget myself by merging into others? In what ways did I get side tracked into doing habitual things? What happened to my real priorities? Have I been trying to sort out all the different points of view and delaying in taking decision? How did feeling resistant come up? How did anger come up? Stubbornness? How have I been influenced by wanting things to be comfortable? How did I respond when tension or something discomforting came up? What did I do when conflict emerged?

4.5.2. SESSION 21 : _Developing Appreciation And Love

Topics:

- (i) Stroke Awareness Exercise
- (ii) 10- step Curriculum for Emotional Wisdom

4.5.2.1. Session Objectives

- (i) To enable the participants to develop an appreciation for each personality type and acknowledgement of characteristics of each type.
- (ii) To enhance the skill of giving compliments with the help of stroke awareness exercise and structured feedback exercise.
- (iii) To enable the participants to apply the wisdom of Enneagram in their lives.

4.5.2.2. Methodology

- Lecture
- Group – exercise and interaction
- Group –sharing
- Discussion

4.5.2.3. Procedure

With the short introduction, participants will be given the exercise sheet on stroke-awareness. After the completion of this exercise another exercise, structured feedback will be given to the participants. Each participant will take one partner at a time and follows the steps given to them. Like this, they take all the members of the group one by one.

4.5.2.4. Content

Introduction

When we learn the Enneagram, we naturally get obsessed with classifying everybody. But we must remember that the purpose of Enneagram is not to pigeonhole anyone but it provides us a path to growth and help us to be compassionate with oneself and others. We don't judge anyone but appreciate the characteristics and virtues of particular type one belongs to. One way of appreciating the other E-type is by giving compliments and strokes. We will have this practice with the help of stroke awareness exercises.

From our childhood, we receive and give strokes countless times and we are not aware of it. Strokes play an important role in our growth process. As a teacher, we

need to give strokes to our students for their all round development. Sometimes we need to push them forward by giving only positive strokes and not adding negative strokes with that. There are many ways by which we can give strokes to our students. e.g. By listening to them, smiling, being approachable, being friendly and sincere, by keeping confidentiality, being fair and non partial, showing interest in persons, awarding, giving gifts and prizes, forgiving, appreciating good work and the person, giving constructive feedback etc.

Usually we learn the patterns of giving and receiving strokes from our parents or parent figure in our childhood, and the same pattern we use in our daily life. By exercises we can become aware of our pattern and improve in giving and receiving strokes. Also this exercise will help us to appreciate the characteristics of each E-type.

To begin our exercise, I give you the story of “Warm Fuzzies and Cold Prickles.”

Once in one village, there was an old lady who used to go round in the village and distribute warm fuzzies to each and all, whom she used to meet, and her bag never used to get empty of warm fuzzies. This way big and small, all in the village also used to exchange their warm fuzzies and were very happy and healthy. There was another old lady, who used to give country medicines to sick people. Since all the people were happy and healthy, no one was going to take medicines from her. This old lady started feeling jealous and threatened by the good work of the first old lady. She planned to do something so that people got sick and come to take medicine from her. She started spreading rumors about warm fuzzies and convinced children and youth not to accept warm fuzzies from the old lady. In due course of time, when children and others started rejecting warm fuzzies, the old lady stopped distributing them and people also had nothing to exchange with each other. Slowly one by one people were getting sick and dying. But this second old lady did not want people to die, only to get sick so that they come to her to take medicines. Thus she herself started distributing cold prickles to all, going round in the village as the first old lady used to do earlier with the warm fuzzies. Now people were not dying but were getting sick, unhappy and started going to take medicines from the second old lady.

With the background of this story, where warm fuzzies represents positive strokes and cold prickles represent negative strokes, try to complete the stroke awareness exercise and then structured feedback exercise.

Activity I:

STROKE AWARENESS EXERCISE

1. Think of your parents or any parent figure who had authority over you when you were a young child. Write their name.
2. What percentage of strokes that you got from these people consisted of warm fuzzies as opposed to cold prickles?

Warm Fuzzies _____% Cold Prickles _____%

3. Jot down about the way your parent figure stroked you with.
Physical Touch :
Body Language :
Written Messages :
Gifts :
4. If all the strokes you received, about what percentage of them were for specific performance as opposed to strokes for being?
5. Make some notes about how you felt about the various kinds of strokes that you got as a child.

6. While this information is fresh in your mind, remember what kind of strokes you get now, and from whom?
7. Now of all the strokes you give to others, roughly what percentage of them involves warm fuzzies as opposed to cold prickles?

Warm Fuzzies = _____% Cold Prickles = _____%

How would you like these percentages to be?

Warm Fuzzies = _____% Cold Prickles = _____%

8. Are there people whom you ignore to give positive strokes, compliments, appreciation? Who are they? Do you like to give them positive strokes?
9. Of all the strokes you give, about what percentage involves strokes for specific behaviour as opposed to strokes for being?

Strokes for specific performance = _____%

Strokes for being = _____%

How would you like these percentages to be?

10. Planning for improvement:

Describe how and when you will stroke others.

- a) Written messages – (Letters, e-mails, greeting cards etc)
- b) Gifts
- c) Body Language – (facial expressions, gestures, postures etc.)
- d) Verbal compliments, saying nice things to people.

Activity II :

STRUCTURED FEEDBACK (EXERCISE)

To exercise giving strokes as well as constructive feedback we will do the following exercise. Please take one partner at a time and follow the following steps.

1. Call the person by name and tell that what you have perceived when you met her first.
2. Now how do you see her (changed perception).(With the help of Enneagram, now I know that you are)
3. Describe the qualities and virtues you see in her. Give her compliments as much as you can.
4. Give suggestions for improvement. You start with the sentence, “you would do better in life if you”

10 - STEP CURRICULUM FOR EMOTIONAL WISDOM

Introduction

Our E-type is the theme that remains constant throughout our life while the possibilities for physical, mental, emotional and spiritual evolution are limitless. We can use the information gained from knowledge of our type, our passions and fixations, to develop those patterns that do not come naturally and direct our attention to choices other than the ones we seem habituated. To develop these patterns, we need to raise our emotional wisdom so that we will be able to travel along the path of transformation smoothly. Here we have 10-step curriculum, suggested by Jeanne Segal (1997), which we can superimpose on everyday life, and which will keep us self-aware and self-fulfilled.

TEN STEPS:

1. Take care of your body and give it a priority.
 - a) Get enough rest at night, at least for seven hours.
 - b) Exercise, stretch, move and tone.
 - c) What you eat affects how you feel emotionally, mentally as well as physically. Overeating and eating the wrong foods may dull perceptions and emotional awareness.
2. Search for feeling in your body, not in your head.
3. Build emotional muscle everyday by taking time to focus on emotional experiences.
 - a) Create an environment of comfort and safety.
 - b) Clear your mind and concentrate on breathing fully and deeply.
 - c) Take time to scan your body to find out where you most intensely experience feeling.
 - d) Allow your feelings to intensify by continuing to breathe deeply and directing your breath to the area of strongest feeling in your body.
 - e) Live in the moment by sustaining emotional awareness in your everyday life.
4. Accept all your feelings.
 - a) You can accept feelings, which you don't enjoy necessarily, provided you stay out of your head and in physical experience.
 - b) By accepting what you feel, you merge EQ with IQ.
5. Open your heart to others.
 - a) Take your capacity to feel into love, work and family relationships.
 - b) Let your feeling resonate with the feeling of all others.
6. Take action – do things that make you feel useful and relevant and that give you satisfaction.
7. Listen with empathy.
 - a) Listen to the feelings beneath the words.
 - b) Listen with your eyes, your heart, your stomach and other parts of your body as well as your ears.
8. Tell people how you feel.

- a) Deep feelings are a source of strength.
 - b) Messages sent from the heart penetrate intellectual barriers.
9. Use change as an opportunity to grow.
- a) Bring variety in what you do and live.
10. Take a dose of humour with you wherever you go.
- a) Laughter instantly balances head and heart.
 - b) Nothing gets you out of your head more quickly than a real belly laugh.
-

4.5.3. SESSION –22. : Goal Setting

4.5.3.1. Session Objectives

- (i) To enable the participants to understand themselves deeply and accordingly write their vision and mission statements.
- (ii) To enable the participants to set SMART – Goals so that they become more aware of their personality at deeper level and make use of the knowledge and wisdom gained through Enneagram educational programme.
- (iii) To allow the participants the application of Enneagram for their personal growth, professional growth and social growth.

4.5.3.2. Methodology

- Lecture
- Individual exercises
- Sharing

4.5.3.3. Procedure

A short introduction on goal setting will be given to the participants and then they will be given 25-30 minutes to write down their goals. Once they complete this task, they will read aloud their vision and mission statements together with their goals, to the group, which has a great positive effect on personal determination and clarification of ideas.

4.5.3.4. Introduction and Guidelines

Once the workshop is concluded, people generally ask, “What is the next step? What do we do now?” “How can the Enneagram help us in our day-to-day life, in the classroom and other concerned areas?” “How Enneagram model can be used as a tool in decision making, communication and building relationships? All these questions will get answers if we deliberately set goals and determine to make efforts to achieve those goals. Slowly and gradually the knowledge and wisdom of Enneagram will sink in our hearts and minds and we will become more and more aware of our focus of attention and of where the energy goes.

Goals are targets and objectives for future performance. If the goals are set properly then it helps an individual to focus his/her attention on the item of greater importance which is the goal of the bigger group or community. To set a goal better planning is needed which includes the allocation of resources such as time and energy and preparation of action plans for the attainment of goals. Goal setting works as a motivational process because it creates a discrepancy between current and expected performance. Individuals who successfully achieve goals tend to set even higher goals in future. For the success of any intervention programme or training programme there is a need for follow up. And goal setting helps in the follow-up programme. To set a ‘SMART’ goal following elements need to be considered.

S	-	Specific
M	-	Measurable
A	-	Active
R	-	Relevant
T	-	Timely

To help one to set the goals, here are some guidelines, which are presented in a diagrammatical form.

GOAL SETTING FORMAT

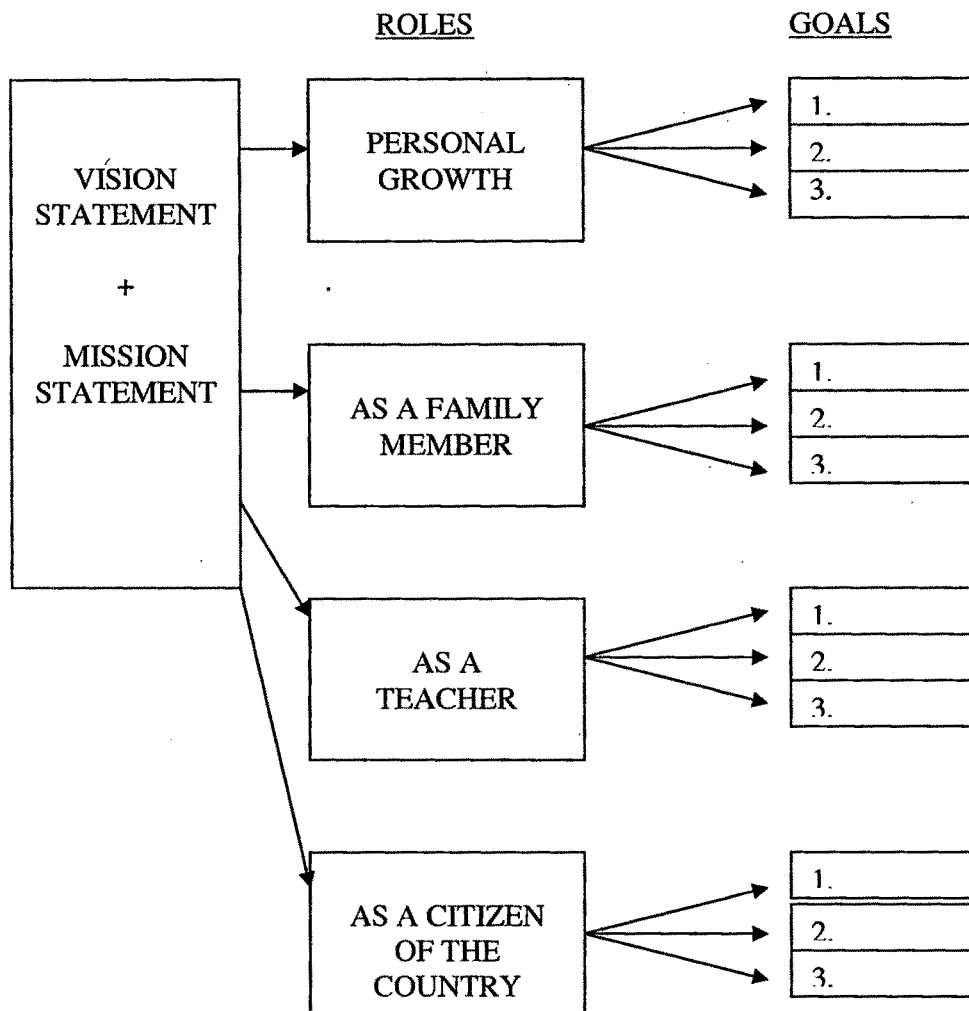


Figure 4.4 : Goal setting format

4.5.4. SESSION 23: Evaluation Session

4.5.4.1. Session Objectives

- (i) To make the participants aware of what they have learnt, benefited of and discovered about themselves.
- (ii) To evaluate the whole Enneagram educational programme in terms of participant's achievement, satisfaction, interactions and suggestions.

4.5.4.2. Methodology

- Individual exercise
- Group interactions
- Sharing

4.5.4.3. Procedure

In this session first the Reaction Scale for feedback will be given to each participant and they will try to complete it in 20 minutes. In the second part of this session, each participant will be given opportunity to verbalize her experiences during the whole intervention programme. They will be asked to give feedbacks as well as their suggestions for such programme in the future. The observer will record their responses in this feedback session.

The session will be concluded by giving thanks to all the participants for accepting the request of the investigator, for their full cooperation and open sharing and discussion.

4.6. Overall Observation

The whole intervention programme went off smoothly according to the planned schedule. The participants had shown great eagerness and interest during the programme and were ready to practice what they had learnt. They took part in all the activities and there were no absentees. They shared their experiences openly and were relating with each other. The whole intervention programme took three months, including of the administration of pretest and posttest. The time-table was flexible according to the availability of the participants. The developed Enneagram educational programme was implemented effectively without much difficulty. It was not merely a theoretical activity but helped the student –teachers in finding remedies for better interaction and relationship with the students.
