

**UTILISING A PERSONALITY TYPOLOGY TO RESOLVE
SUBLIMINAL CONFLICT IN THE WORKPLACE**

by

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DECLARATION

I, Marilize Kingma (known as Lee), declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

M Kingma

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ABSTRACT

Reputable organisational gurus agree that workplace competency can be measured by the skills, knowledge and attitude of the employees. Skill and knowledge are the minimum that is expected from employers but attitude, which includes the construct of emotional intelligence, is more difficult to measure. It has often been said that people in organisations are hired for their skills and knowledge but fired for their poor attitude or behaviour. Changing adult behaviour is considered by many human resource practitioners to be nigh impossible. Human beings are creatures of habit and by the age of six years old their personalities are virtually formed. (Baldwin, 2001). If the six year old further experiences poor parenting or any other traumatic experiences, it may transpire that the adult who enters the workplace presents as a dysfunctional person. This person can rely only on skills and knowledge and will do his best to project an acceptable behavioural front to the organisation.

The premise of this research suggests that improved self-awareness can allow people in the workplace to recognise their own 'blind spots' and choose to deal differently with others when faced with conflict. It may be unrealistic to expect employees to demonstrate high levels of emotional intelligence, when they have never been given the opportunities to learn these skills. However, ignoring the behaviours that lead to dysfunctional conflict may come at a high cost for organisations. The researcher alludes to the cost of industrial disputes in South Africa, which are reaching unacceptable levels for both the private and the government institutions. It is also an alarming trend that many government institutions ignore the cost of lengthy individual labour disputes and outsource their responsibility to lawyers and forensic investigators, rather than adopting sound conflict resolution practices to resolve these matters. The effect of these strategies is to protect politicians and to blame the officials in administrative positions and furthermore to prosecute them via legal channels, a process that costs both ratepayers and taxpayers millions of rands in unnecessarily wasted revenue.

The primary research objective was to determine the most effective approaches to utilise the Enneagram as a tool to resolve subliminal conflict in the workplace. The researcher argues that increased self-awareness leads to individuals being more emotionally intelligent. In order to grow self-awareness an intervention or tool is needed to 'wake the person up' from his automatic responses to situations. The Enneagram is a modern tool with ancient roots, which can be used to give people clarity on their automatic behavioural responses. It is not intended

to put people in ‘boxes’, but rather to help them recognise what their fixations are and then to give them options and pointers on where they could progress in their development. Hudson and Riso (1993, 1995, 1996, 2000 and 2002) have authored five books and are recognised as being two of the most credible researchers and authors of the Enneagram. They identified three social styles based on the research of Karen Horney. The researcher investigated the relationship between the Horneviaan social styles and a Conflict Assessment questionnaire. Secondary objectives were thus as follows:

- Conducting a pilot study in the design of Conflict Assessment Style questionnaires.
- Investigating the relationship between the Conflict Assessment Style questionnaires and the Horneviaan social styles and to applying the consequent information during conflict training workshops.
- Facilitating the Mastering Conflict workshops.
- Designing Enneagram typing cards.
- Holding coaching sessions with each of the nine personality types in order to resolve a subliminal conflict issue.

Ontological coaching was suggested as an additional intervention over and above the conflict workshops to enable employees to deal effectively with conflict in the workplace. This way of coaching encourages people to become self-generating and self-correcting. This coaching methodology deals with people in a holistic manner and is based on phenomenological principles. Qualified coaches, either internal or external to the organisation, are able to hold a mirror to employees faced with dysfunctional conflict work situations to find solutions that lead to personal growth for those employees. When the lessons learned from coaching enable the individual to adapt or change, the organisation benefits too, in that the lessons learned are often passed on to others in that organisation. Sustained conflict resolving mechanisms have further advantages: employees who are parents or hold leadership positions in their communities are able to apply these behaviours in those spheres too, thus creating a systemic positive change. The researcher demonstrated how the Enneagram could be used as a model to help coaches understand their clients’ subliminal reactions to conflict situations. The intention of these coaching conversations was to assist employees in dealing with potentially dysfunctional conflict situations in a process that is both time efficient and creates lasting problem solving.

The researcher proposes that organisations that are serious about creating environments where people want to work, grow and succeed must adopt strategies where people are able to become more self-aware and to deal more effectively with conflict that does not enhance creativity. It is incumbent on the organisation to create learning forums for employees and to provide coaching dialogue as ways to explore meaningful and sustained remedies to dealing with dysfunctional conflict in the workplace. The researcher did not propose that the Enneagram is the *only* model that could be used in personal development interventions, but found it to be robust as a model to help “unstick” employees from their false perceptions of conflict situations, thus creating a way forward that offers lasting change and personal growth.

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GLOSSARY

Action Learning: Small group of people engaged in solving real problems while learning.

Assertives: People who will easily confront others without fear of rejection.

Behaviour: All actions that can be directly observed.

Coaching: A process of inquiry and personal discovery focused towards the individual's long-term excellence through self-correction and self-generation.

Coachee/Client: The person/employee being coached as described above.

Compliants: People who view themselves as unselfish and self-sacrificing, needing affection and approval.

Conflict: A perceived divergence of interest, or a belief that parties/or own current aspirations cannot be achieved simultaneously.

Conflict Style: Behaviour demonstrated when dealing with conflict.

Dysfunctional Conflict: A confrontation between groups which harm the organisation or hinder the achievement of organisational goals

Emotion: Feeling or effect that can involve physiological arousal, conscious experience and behavioural expression.

Enneagram: A geometric figure that maps out nine fundamental personality types of human nature and their complex interrelationships.

Emotional Intelligence (EQ): The ability of people to understand and manage their personal feelings and emotions, as well as their emotions towards others, events and objects.

Fixation: That which forms a block to personal growth.

Generative Learning: Allowing feedback to change the individual's existing mental models.

Mastery: Ability to deal with situations effectively and produce a positive outcome.

Personal Development: Growth in human capabilities which continue throughout life.

Personality: A stable set of characteristics and tendencies that determine commonalities and differences in the behaviours of people.

Personality Traits: An enduring personality characteristic that tends to lead to certain behaviours.

Personality Typology: The branch of psychology which focuses on the study of the individual's characteristics and of differences between people.

Phenomenology: Study of conscious experience as it exists for the person without attempt to reduce, divide, or compartmentalise in any way.

Practice: A behaviour that is repeated with the intention of improving a quality or a competence.

Psychology: The scientific study of behaviour and mental processes.

Self-Awareness: The ability to identify own thought processes, emotions and skills

Self-Generating: The ability to improve personal competencies, independently of a coach.

Self-Correcting: The ability to observe self and to make necessary adjustments.

Stress: An adaptive response moderated by individual differences, that is a consequence of any action, situation or event that places special demands on a person.

Subliminal: Information below the level of conscious awareness

Temperament: An individual's behavioural style and characteristic way of responding.

Transformation: Transcending of the psyche towards self-enlightenment.

Unconscious: Concept of a reservoir of wishes, feelings, and thoughts that are beyond conscious awareness.

Validity: The degree to which a test or diagnostic system measures the traits or constructs it purports to measure.

Withdrawns: People who put emotional distance between self and others.

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REFERENCING SYSTEM

BIBLIOGRAPHIC CITATION

The Harvard method of bibliographic citation was used in this thesis. Page numbers are supplied for specific quotes, but where the general focus of work is of a kind, no page numbers were provided.

DISCLAIMER

In order to avoid gender bias, the researcher has used he (or she depending on the context of the research) for ease of reference, but refers to both sexes.

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION AND AIMS OF RESEARCH

Many employers verbally espouse the principle that “people are our most important asset”, but this claim does not always translate into management practices or human resource strategies (Osterman, 1999). In the competitive global economy managers are demanding increased enthusiasm and self-awareness from workers through heightened employee involvement without necessarily altering organisational practices to reflect a similar commitment to employees (Pfeffer, 1998). In the drive for heightened productivity, employees are being asked to increase the levels of mental, emotional and physical effort. Organisational researchers have developed the concept of “organisational citizen behaviour” to characterise productive behaviours by employees that are above and beyond organisational requirements (Fahr, Early & Lin, 1997). The nature of the new psychological employment contract proposed for the contemporary workplace thus entails greater mental and physical effort and a heightened emotional intelligence on the part of employees that are often left vague and undefined (Simmons, 2002). The researcher suggests that the ability to acknowledge conflict as a normal construct and to harness its positive effects forms a vital part of this new employment bargain.

Anstey (2006:7) supports the notion that conflict and cooperation are concurrent and necessary processes in group life. However, he warns that conflict can have both dysfunctional and positive consequences. The struggle for health in group life may be seen as centred on efforts to achieve a viable balance in the ongoing tension between these processes so that sufficient cooperation is enjoyed to achieve goals of survival and growth for participants but also sufficient divergence to generate the creativity and energy required for this same purpose. Where this type of organisational culture is allowed to exist, it is usually fear-based, and dissidents stay silent out of fear of reprisals by those who hold the power.

This thesis explores the different ways in which people deal with conflict in the workplace, the premise being that, depending on personality type, people will automatically react to conflict situations in a subliminal manner particular to their personality type. The researcher furthermore explores how personality type relates to conflict styles. It was conceded that conflict is often subliminal – because it may be either avoided or ignored – and that acknowledging conflict is an important first step in the individual’s awakening. Empowered with the knowledge of how to recognise and view conflict, with the understanding of their own individual response to conflict and empathy for their fellow workers’ responses to conflict, employees are better positioned to master workplace conflict.

It was argued that conflict is not necessarily a negative phenomenon in the workplace, but rather a reality of human behaviour when employees interact with each other. It was further argued that conflict itself is neutral, and suggested that individuals give their own significance to how they either react subliminally (often with a negative consequence) or, when self-aware, choose to react with intentional constructive attention. It is important to note that the researcher has intentionally used the words “subliminal” and “subliminally” rather than the word “unconscious”, which has a loaded meaning closely associated with the work of Sigmund Freud and other psychologists who followed in his field.

1.2 BACKGROUND

The researcher agrees with Landman (2007) that demographics and a lack of values are among the major causes of the crime pandemic in South Africa. Creating awareness of people’s reactions to conflict and combining this with a value set of respect for self and others in society could encourage functional behaviour. Business, or more specifically, human resource practitioners, has a responsibility to address the lack of values and dysfunctional behaviour trends in our society. Subliminal conflict that is left to fester because management either lacks the skills for intervening or is apathetic can lead to serious demotivation for the hapless employees and their families and could ultimately lead to the demise of an organisation. Human resource costs are accounted as an expense on the balance sheet of companies, but most consistently successful organisations recognise that a motivated and functional work

force is an indispensable ingredient of business excellence. South African business is faced with a dire lack of technical and specialised skills. In the technological-skills competition and the race for retaining scarce black talent, companies need to offer a work environment where people are seen and recognised as individuals with their own talents and personalities.

Children growing up in South Africa are confronted with many social challenges no matter which demographic strata or economic levels they might come from. It could also be argued that the present-day generation suffers from many psychological issues that have remained unresolved because of the follies of previous generations, which may affect the way in which they show up at work and parent their own children. Most people accept that they do not have the power or capacity to change others. Therefore any person faced with a situation of conflict needs to rely on his own internal resources to resolve conflict. Furthermore, conflict is often hidden, or ‘subliminal’, liable to give rise to what may be termed unconscious conflict situations.

People are subjected to reports of violence and conflict every day through the media or even through personal experience. The more horrific the stories, the better the newspapers sell. They often then “zone out” in front of their television sets at night to be further subjected to emotional drama and violence. Many individuals have abandoned religion and children are being brought up with shaky value systems. These circumstances are not conducive to the development of creative mindsets and a willingness to foster healthy working relationships amongst employees.

At the time of conducting this research, the researcher was employed as Human Resources Manager of a medium-sized publishing house, employing 250 staff members. Groundwork preparations had taken place in the form of in-house development training on leadership topics such as mindfulness, principles of engagement and authentic communication, and the Enneagram. Most employees were prepared to reveal their behaviour styles by exploring their Enneagram personality type and were interested in learning about the “gifts” and “blind spots or fixations” of their types.

The personality typology chosen by the researcher was the “Enneagram”. The researcher has worked with different typologies but has found the Enneagram to be the most dynamic, because it gives people insight not only into their inherent personality type but also provides information and a “map” showing them how to become more integrated and, more specifically, to deal with conflict more constructively. Typologies such as the Thomas DISC System, Myers-Briggs Preferences and 16PF describe the traits of personality types, but do not offer the depth of personality development or emotional intelligence growth which is mapped out in the Enneagram. The Enneagram presents vertical insight to personality, while the other typologies are limited to a horizontal perspective. The Enneagram, pronounced “ANY-a-gram” is a geometric figure that maps out nine fundamental personality types. It is a development of modern psychology that has roots in ancient traditions. Its focus is self-awareness. The researcher espoused the use of the Enneagram as a model for people to view their individual behaviour through another perspective.

It was suggested that people who are able to self-reflect with greater awareness of their motivations for certain habitual responses to situations of conflict are able to choose a more satisfactory response. The Enneagram defines nine dominant personality types. Each personality type has its blind spots or fixations and gifts. The gifts are beacons to which people can aspire in their quest for self-development and personal growth. The blind spots or fixations are aspects of behaviour that create conflict or in some way prevent people from reaching their full potential.

1.3 PURPOSE AND OBJECTIVES OF THE STUDY

The researcher’s premise was that if employees accept conflict as a positive energy force of work life and are more self-aware, they will be more able to react to conflict constructively. Self-awareness or personal mastery occurs when employees are conscious of their inner motivations or subliminal reactions. Personal mastery occurs when employees are self-aware *and* react in a constructive manner, thus displaying a high degree of emotional intelligence. The researcher experienced the Enneagram as a model for her own personal development in viewing her behavioural motivations with

more clarity. It was thus chosen as the model to share with employees in her organisation, as an invitation to grow their emotional intelligence quotient.

A lack of self-awareness can contribute hugely to the failure of employees to deal with conflict effectively. This is evidenced in subliminal conflict (the unhappiness that “sits below the radar”). When employees cannot appreciate their personal responsibility in dealing with conflict, a situation that might have been resolved at the start of the conflict can deteriorate. Unresolved conflict can turn into gossip mongering, unhealthy competition, poor team work or even sabotage of others’ projects.

Individuals may be negatively affected by unhappiness in their current positions and levels of stress may create personal frustration, absenteeism and the lowering of morale. These negative constructs directly affect the performance of the business and may lead to internal hostility (such as gossip), loss of customers, loss of productivity and negative profit performance.

The importance of learning conflict skills in childhood was emphasised, although it was suggested that, given the appropriate conditions for learning, adults also have the ability to learn behavioural competencies. The effects of dysfunctional conflict in the workplace were viewed as both physical and psychological damage to the individual and the organisation.

Masculine and feminine culture and power distances were interrogated as possible contributors to an organisation’s ability to deal with conflict. More extreme signs of conflict were identified in bullying and sexual harassment, which could lead to significant loss of resources and cause reputational harm.

Conflict styles documented by Jung and Horney were identified in the research as being the Hornebian social styles. Enneagram conflict styles were in turn correlated with these well-researched styles. The Hornebian social styles encompass the nine Enneagram types and are distinguished in three triads, called the Assertive, Compliant and Withdrawn styles. The role of the unconscious or subliminal awareness was analysed with regard to how it influences employees’ self-awareness. The Thomas-

Kilmann model of conflict style was considered as an alternative conflict model to the Enneagram.

1.4 PRIMARY OBJECTIVE OF THE STUDY

The primary objective of the research was to determine effective approaches to utilise the Enneagram in dealing with subliminal conflict in the workplace.

If the Enneagram was to be used as the model for understanding individual behaviour type, it was important to research its dimensions and validity in learning institutions and the workplace.

The factors that prevent employees from seeing their own behaviour objectively needed to be examined and this is reflected in Chapter Four, *Defining Subliminal Conflict*, and Chapter Five, *Dealing with Conflict in the Workplace*. Emotional intelligence was explored as a potential key component in the ability to deal with conflict, and its effect on creating personal mastery and improved business performance was researched. In Chapter Seven, *The Relationship between Emotional Intelligence and Conflict Resolution*, the effects of emotional “blockages” in employees, and the consequent effects on communication in the workplace, were identified as a major cause of unhealthy reactions to conflict .

The researcher set out to find evidence in the literature that would demonstrate the inherent capacity for adults to experience personal development. It was also necessary to establish to what extent the unhealthy relationships that people have with themselves and others act as an inhibitor to this development. Evidence supporting the notion that personal development can germinate when people have genuine empathy with others and see themselves as part of a system of inclusiveness is illustrated in Chapter Seven, *The Relationship between Emotional Intelligence and Conflict Resolution*, and Chapter Eight, *The Enneagram as a Catalyst for Mastering Workplace Conflict*. It was also important to establish through the literature whether the raising of individual competencies in the realm of emotional intelligence can raise the vitality and growth quotient of the organisation.

1.5 SECONDARY OBJECTIVES OF THE STUDY

The secondary objectives were as follows:

- To design a Conflict Assessment Style questionnaire in order to identify the individual's Hornebian style and in turn to compare the individual's Enneagram type. The researcher intended to investigate the relationship between the Enneagram types and the Hornebian social styles as identified by Hudson and Riso (1999).
- To conduct a pilot study with twelve employees in order to validate the Conflict Assessment Style questionnaire.
- To conduct nine workshops termed "Mastering Conflict in the Workplace" where the Conflict Assessment Style questionnaires were to be completed by a total of 132 employees to encourage the participants to explore their habitual reactions to conflict situations in the workplace.
- To design cards to enable coachees to confirm their Enneagram Type.
- To examine if knowledge of the nine Enneagram type behavioural styles could be used in ontological coaching to create a model of conflict resolution for employees. Nine employees, each identifying with one of the nine Enneagram personality types and representing a work-related conflict issue, were to be invited to enter into a coaching relationship with the researcher. They individually entered into three voluntary coaching sessions with the researcher. Knowledge of the Enneagram type was utilised as a basis to give the researcher insight into the employees' structure of interpretation and habitual way of dealing with conflict in order to assist the employees to resolve their conflict issue.

1.6 RESEARCH METHODOLOGY

The research in the Body of Knowledge commenced with the history and methodology of the Enneagram model. The role of scientific research in psychology and more specifically the validity of the Enneagram as it has been used in business as a method of personality typing and personal mastery was explored. It was premised that for employees to deal with conflict constructively, they should have insight into their own and others' behaviour.

Conflict was defined as a construct of functional or dysfunctional energy in the workplace. Task, process and relationship conflict were identified. The causes of conflict were analysed and the ability to deal with conflict in constructive ways were attributed to genetic factors, Enneagram typology, childhood and social influences, the ability to deal with stress and the organisational culture. It was suggested that learning alternative coping mechanisms through self-awareness could influence the ability of employees to deal with conflict effectively.

The researcher aimed to investigate the validity of the Hornebian social styles in designing the Conflict Assessment Style Questionnaire. This research was conducted through the design and implementation of a self-assessment conflict style questionnaire. Following on from the questionnaire, workshops were held on Mastering Conflict in the Workplace, which further explored employees' reaction to dealing with conflict.

The researcher utilised the information gleaned from the self-assessment questionnaire to gather further evidence of how the Hornebian triads deal with conflict. The results of the self-assessment questionnaire were available during the Mastering Conflict in the Workplace workshops and thus provided the opportunity for employees to explore further how they wished to be treated when faced with conflict situations in the workplace and they communicated this in group dialogue sessions. This phenomenological research provided evidence of how the Hornebian triads react in conflict situations.

The abovementioned questionnaire measuring conflict style was developed by the researcher as an aide to creating self-awareness for the participants in identifying which style they used to deal with conflict situations. This questionnaire was also used to test the correlations between conflict styles and Enneagram types. The design of the workshops included action learning with the role-playing of different practices for each conflict type aimed at raising awareness of how participants reacted subliminally to conflict.

Following on from these workshops nine employees, each representing one of the nine Enneagram personality types, were invited to enter into three coaching sessions with the researcher. A coaching session was conducted with each employee where the researcher used the knowledge of the individual's Enneagram type to assist employees in understanding their structure of interpretation in a conflict situation wherein they were challenged. The research demonstrated phenomenologically how this knowledge could act as leverage in guiding the individual employee to become self-correcting and self-generating, thus finding solutions to workplace conflict situations.

Employees recognised themselves in their habitual behaviours through the trait descriptions of the Enneagram types and in this way they were able to recognise that they had different choices of how they responded to situations in a conscious manner. The coach, in this instance the researcher, designed individual practices for the coachees with the purpose of further instilling new and consistent behaviours.

However, feedback from the employees suggested that change would only occur when there was sufficient pressure to change, where new ideas were introduced into the system and when there was commitment from people and human resources to view themselves as change agents.

Coaching and Action learning supported by the model of the Enneagram as a tool to create improved self-awareness were considered as a process to bring about generative learning, lasting change and personal growth for employees.

This research presupposed that effective conflict management is crucial to the success of any organisation. The researcher further suggested that an improvement in self-

awareness, together with training interventions and coaching, will lead to individuals using conflict as a way to improve organisational innovation and effectiveness. Conversely, ignoring subliminal conflict can lead to serious morale problems, ineffective leadership, employee turnover, labour litigation, low productivity and reputational harm to the organisation.

The Enneagram was found to be a robust and valid model which can be used effectively in assisting employees to deal with conflict effectively, and more importantly build the Emotional Intelligence quotient in employees, thereby enhancing learning and strengthening the culture of the organisation.

This research is multi-disciplinary and falls within the discipline of Human Resource Management. The researcher's purpose was to build to the Body of Knowledge by outlining how the Enneagram could be utilised in resolving subliminal conflict in the workplace.

1.7 CONCLUSION

In this chapter the researcher introduced the topic of the research for this thesis. The background was outlined and the purpose and objectives of the research were stated. The research methodology was explained, specifying the primary and secondary objectives of the research.

In the next chapter the researcher discusses the Enneagram as a model for transformational personality typology. The history and explanation of the model and its dynamic complexities will be explored. The Enneagram will also be critically assessed as a tool for workplace application.

CHAPTER TWO

THE ENNEAGRAM – TRANSFORMATIONAL PERSONALITY TYPOLOGY

2.1 INTRODUCTION

The Enneagram is relatively unexplored by human resources practitioners as a model of personality typology and personal transformation. It was therefore necessary for the researcher to explain its methodology and historical roots. In this chapter the researcher therefore firstly set out to define the Enneagram and explore its history. This was followed with a discussion on its applications, primarily in a business environment. This was followed by an explanation of how the Enneagram indicates personality and of its utility as a tool in personal transformation.

The Enneagram may be utilised as a basic tool for personality typology or, with deeper knowledge of its more complex properties, may be used to analyse subtleties of personality.

It was thus necessary for the purpose of completion to explore some of the more complex properties of the Enneagram, that, is the Centres, the Wings and the Subtypes. The Enneagram was thus explored in the three different centres, i.e. the Thinking Centre, the Feeling Centre and the Moving Centre. The wings of the Enneagram, being the types adjacent to each type, were examined in relation to the levels of development or personal growth of the individual. The subtypes – self-preserving, social or sexual – were discussed.

Lastly, the ethical use of the Enneagram was debated by considering viewpoints of both proponents and critiques of the methodology.

2.2 DEFINING THE ENNEAGRAM AND ITS HISTORY

The word *Enneagram* (pro-nounced “ANY-a-gram”) is derived from Greek – “*Ennea*” meaning “nine” and “*grammos*” meaning “figure”. Hudson and Riso (1996:5) believe that the Enneagram is the map of human nature that people have long sought:

“Although the Enneagram symbol is ancient, as are many of the roots of its psychological theory, it is remarkably contemporary because human nature has not changed. The Enneagram, which has been transmitted to people from a variety of history’s rich spiritual and philosophical traditions, represents a profound understanding of human nature, something needed as much now as in the past.”

The Enneagram as Hudson and Riso present it is a distillation of spiritual wisdom from several profound schools combined with insights from modern psychology. It is at once ancient and modern, representing a dynamic synthesis of old and new. The history of the Enneagram goes so far back in time that it may be argued that some of the facts are more myth than absolute truth. The researcher has summarised the history from Hudson and Riso (1996) as follows:

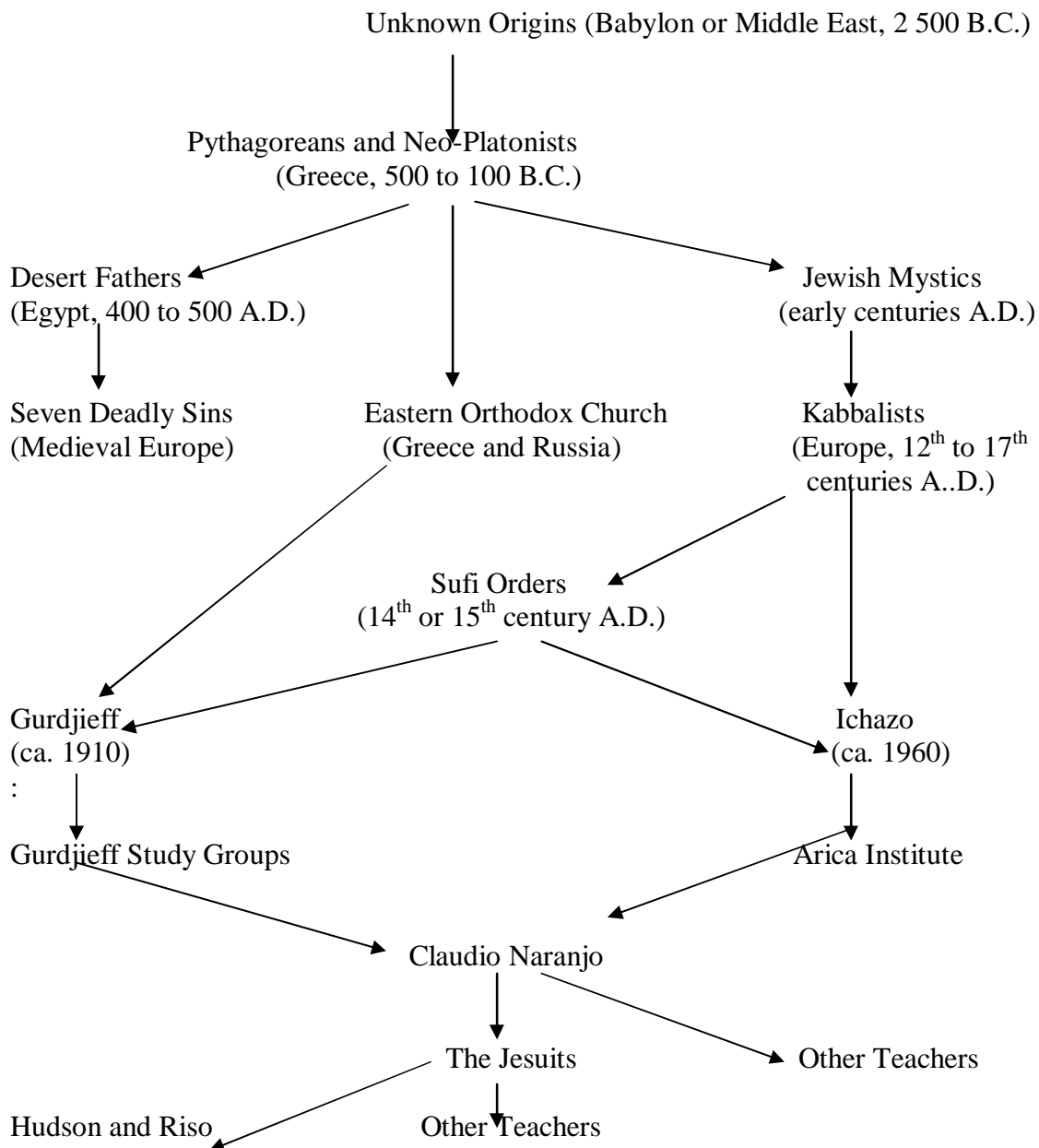
- The Enneagram symbol dates back 2 500 years.
- The roots of the ideas associated with it go back as far as the fourth century AD.
- Enneagram theories can be found in the ideas of Pythagoras, Plato and the Neoplatonic philosophers.
- Part of the Western traditions that gave rise to Judaism, Christianity, Islam and Hermetic and Gnostic philosophy are found in the Enneagram.
- George Ivanovich Gurdjieff, a Greek-Armenian born in 1875, brought the Enneagram symbol to the modern world.
- Gurdjieff became interested in esoteric knowledge as a young man and travelled the world with a group of friends to piece together the lost science of human transformation.
- This group travelled to Egypt, Afghanistan, Greece, Persia, India and Tibet spending time in monasteries and remote sanctuaries.
- On Gurdjieff’s travels, possibly in Afghanistan or Turkey, he came across the Enneagram symbol.
- Gurdjieff taught a complex study of psychology, spirituality and cosmology in St Petersburg and Moscow, using the Enneagram as a process model, not as a personality typology.

- As a young Bolivian student, Oscar Ichazo learned about the Enneagram from Gurdjieff. In the 1950s he discovered the connection between the Enneagram symbol and the personality types.
- Ichazo partly based his findings on the theory of the Neoplatonists, which later became known as the “Seven Deadly Sins”, plus two other “sins”: deceit and fear. They relate to the Enneagram types as:

Type 1: Anger	Type 2: Pride	Type 3: Deceit
Type 4: Envy	Type 5: Avarice	Type 6: Fear
Type 7: Gluttony	Type 8: Lust	Type 9: Sloth
- Ichazo also studied the Kabbalah, mystical Jewish teachings from communities in France and Spain from the 12th to 14th centuries.
- In 1970 a noted psychiatrist, Claudio Naranjo, went to study with Ichazo in Italy.
- Naranjo expanded Ichazo’s brief descriptions of the personality types.
- Don Riso, then a Jesuit seminarian, learned the basic Enneagram theory from Naranjo.
- Riso went on to define the nine levels of development in 1977. He also confirmed the psychological correlations of the Enneagram with the works of Jung, Freud and Horney.
- Russ Hudson joined Riso in 1991 and together they have developed the RHETI tests, authored five books on the Enneagram and taught the Enneagram around the world.

A summarised history of the Enneagram is presented in Figure 2.1.

Figure: 2.1 Summarised History of the Enneagram



Source : Riso & Hudson (1996:23)

Regrettably, there have been some bitter politics in the Enneagram world. Ichazo has made disparaging remarks about Naranjo in the media and Naranjo in turn has been critical of the Enneagram teachings by others. A student of Naranjo, Helen Palmer, has written a number of highly regarded books and has also taught the Enneagram to many students. In the 1980s Ichazo sued her for copyright infringement and for her interpretation of the Enneagram. Palmer successfully defended herself in court, the judge ruling that “*a dwarf standing on the shoulders of a giant can see farther than the giant himself. It matters not that the copyright owner thinks that the dwarf needs glasses*” (Hudson, 2005).

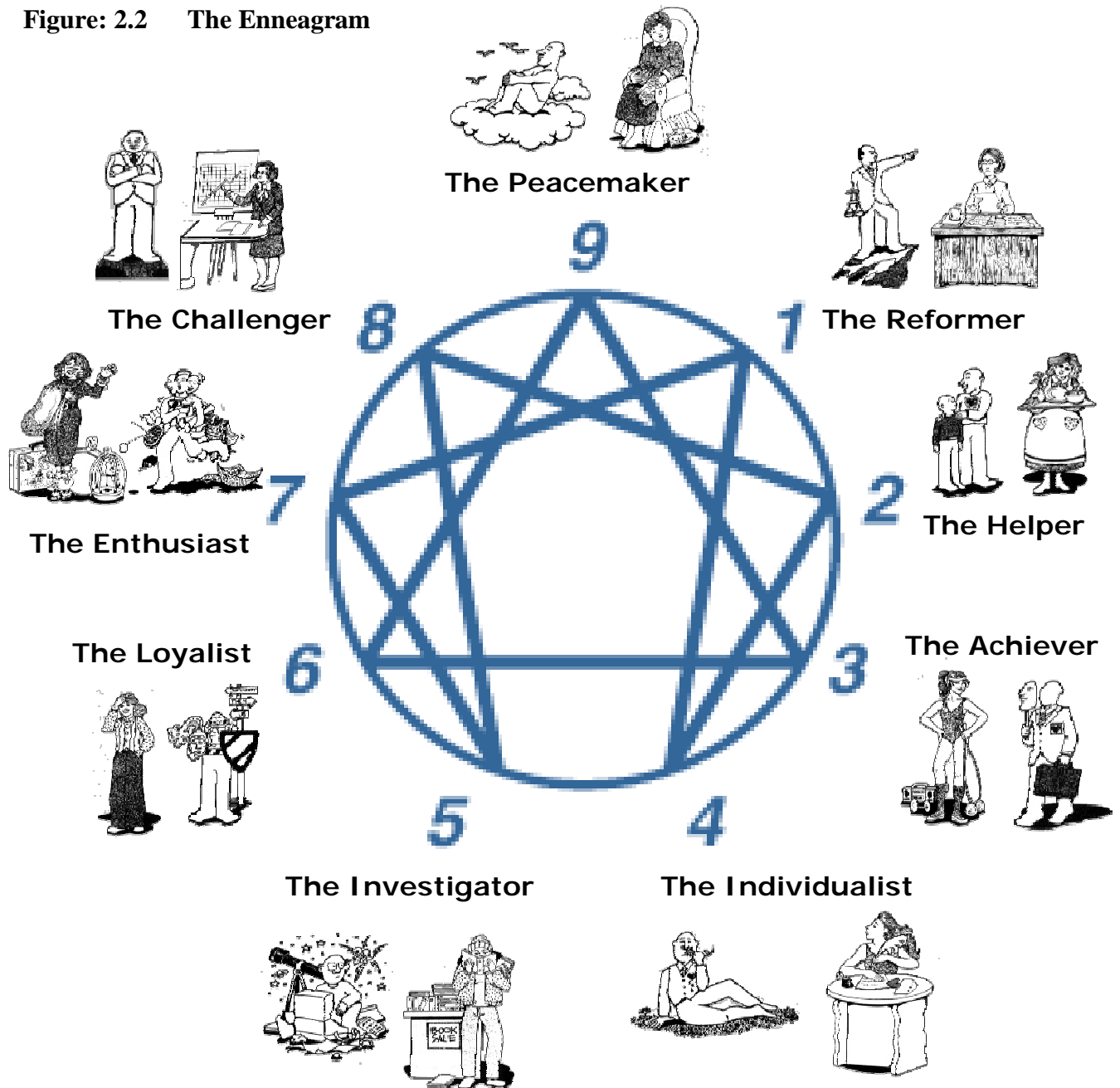
2.3 THE BASIC ENNEAGRAM TYPES

Hudson and Riso (2003) add the following important summarised points to the Enneagram theory:

- People do not change from one basic type to another. They do learn new skills and coping mechanisms but the foundation of personality remains the same.
- The descriptions of personality type are universal and apply equally to males and females.
- People’s traits within the personality type may apply more or less to them and fluctuate among the healthy, average or unhealthy levels, depending on how they cope with life stresses.
- The Enneagram uses numbers to designate each type, providing an unbiased, shorthand way of indicating much about a person without being pejorative or indicating pathology.
- There is no ranking value to the numbers, i.e. it is no better to be a Nine than a Two.
- No type is inherently better or worse than another.

The Enneagram model and the nine types are illustrated in Figure 2.2 below.

Figure: 2.2 The Enneagram



Source: [http:// www.enneagraminstitute.com](http://www.enneagraminstitute.com)

Baron and Wagele (1994) give the following basic descriptors of personality for each of the nine types. These descriptors are all couched in positive terms, but in The Levels of Development (Chapter 2.8) the levels of integration for each type (i.e., emotional maturity) will be discussed.

Type One – The Reformer

Reformers are realistic, conscientious and principled. They strive to live up to their high ideals. Ones are motivated by the need to live their life in the right way, including improving themselves and the world around them.

Type Two – The Helper

Helpers are warm, concerned, nurturing and sensitive to other people's needs. Twos are motivated by the need to be loved and valued and to express their positive feelings towards others.

Type Three – The Achiever

Achievers are energetic, optimistic, self-assured and goal-oriented. Threes are motivated by the need to be productive, achieve success and avoid failure.

Type Four – The Individualist

Individualists have sensitive feelings and are warm and receptive. Fours are motivated by the need to experience their feelings and to be understood, to search for the meaning of life and to avoid the ordinary.

Type Five – The Observer

Observers have a need for knowledge and are introspective, curious, analytical and insightful. Fives are motivated by the need to know and understand everything, to be self-sufficient and to avoid looking foolish.

Type Six – The Loyalist

Loyalists are responsible, trustworthy and value loyalty to family, friends, groups and causes. Their personalities range broadly from reserved and timid to outspoken and confrontational. Sixes are motivated by the need for security. Phobic Sixes are outwardly fearful and seek approval. Counterphobic Sixes confront their fear. Both of these aspects can appear in the same person.

Type Seven – The Enthusiast

Enthusiasts are energetic, lively and optimistic. Sevens are motivated by the need to be happy and plan enjoyable activities, to contribute to the world and to avoid suffering and pain.

Type Eight – The Challenger

Challengers are direct, self-reliant, self-confident and protective. Eights are motivated by the need to be self-sufficient and strong and to avoid feeling weak or dependent.

Type Nine – The Peacemaker

Peacemakers are receptive, good-natured and supportive. Nines are motivated by the need to keep the peace, to merge with others and to avoid conflict. Since they, in particular, take on qualities of the other eight types, Nines have many variations in their personalities, from gentle and mild-mannered to independent and forceful.

2.4 THE ENNEAGRAM AS A MODEL FOR TRANSFORMATION

Tart (1983:46) refers to “successful malcontents” as people who are successful by contemporary social standards. They have a decent job, reasonable income, reasonable family life, and reasonable acceptance in the community: all rewards that are supposed to bring happiness in society. Tart suggests that the rise of successful malcontents helped trigger the development of humanistic psychology and transferral psychology, schools that recognise the usefulness of psychological knowledge of ordinary life and the personalities necessary for it. In particular, Tart believes that the Enneagram is the most complex and sophisticated personality system – sensibly intelligent in its complexity but without confusion.

Palmer (1988:6) supports this view in that she believes that the Enneagram is one of the few systems that concerns itself with normal and high-functioning behaviour rather than pathology, and it condenses a great deal of psychological wisdom into a compact system that is relatively easy to understand. Palmer warns, however, that the Enneagram is not a fixed system:

“It is a model of interconnecting lines that indicate a dynamic movement, in which each of us has the potentials of all nine types, or points, although we most strongly identify with issues of our own. The nine points correlate well with current psychological typology and the interconnecting lines indicate specific relationships between the different types that are now beginning to be examined in the current psychological literature.”

Nathans (2004:4) suggests that the Enneagram differs from other personality typologies in the levels of analysis it involves:

“Whereas most personality typologies are related to behaviour or behavioural preferences, the Enneagram is concerned with basic underlying motivations and mental models. Every Enneagram type has a different way of looking at the world and interpreting it. Each type has its own selective perception. Our mental conception works as a self-fulfilling prophecy.”

Vollmar (1997:3) disagrees with both Palmer and Hudson and Riso as he believes that the Enneagram is a cosmic symbol for a higher power whose influence can be felt as a creative, life-giving force in all realms of earthly living:

“My attempt is to liberate the Enneagram from the Christian-cum-psychological strait-jacket in which it was confined some years ago when – perhaps unfortunately – it became widely known and popularised. Gurdjieff looked upon the Enneagram above all as a tool for helping people take decisions and make plans for the future.”

The researcher does not support Vollmar’s views because, while he is critical of those who interpret the Enneagram too narrowly, he presents a counter-argument that also gives it a narrow focus. The Enneagram can be utilised in many situations of understanding and dealing with behaviour and is not confined to decision-making and future planning.

Weatherbe (2002:51) acknowledges how instructive the Enneagram’s description of his own character has proved to be: how it explained his own perseverance in jobs he should have left. However, he warns that people edit out data that does not agree with the views they hold of themselves. Yet, he believes that they will still find the personality assessment accurate and predictive.

Goldberg (2004:17) gathered the following positive feedback from proponents who utilise the Enneagram both in business and psychotherapy: Josh Boran, prominent LA communications executive in Los Angeles: *“All other personality systems pale into insignificance”*. Barney Sofro, CEO of House of Fabrics, stated:

“The Enneagram genuinely enhances one’s skills in hiring and promoting employees. Sure, it helps me make better decisions, but the most wonderful thing about the Enneagram is how it has enhanced my relationships with the people in my life”.

Robert Frager, psychologist, stated:

“There is something very profound in the idea that all we have is attention. It’s the placement of attention that determines who we are and where we are. What the Enneagram is really saying is that where you place your attention is the world you live in”.

Seligmann (1994:68) reported on the use of the Enneagram in the following institutions:

“Stanford University School of Business focused on the Enneagram in a Personality, Self-Awareness and Leadership workshop. Annual Enneagram conferences are held, with 2 000 delegates from across the globe, sponsored by the Stanford Medical School’s department of psychiatry. The CIA uses the Enneagram to help agents understand the behaviour of individual world leaders. The US Postal Services have used the Enneagram to resolve employee conflicts. Clergy from the Vatican signed up for an Enneagram course.”

Mast and Thomson (2005:1) utilise the Enneagram in their executive coaching practice. Mast believes that the Enneagram portrays the strengths and limitations of people’s inner habits of attention and response in the following ways:

“Most clients will acknowledge how important it is to act in accord with their needs and values. But they are often out of touch with their deepest motivations. Instead, most people behave according to who they think they are, playing familiar roles and piling up trophies from their worldly successes. Often, the very characteristics that propelled them to reach personally important goals now get in their way. The Enneagram is a brilliant diagnostic tool to identify nine different ways of viewing the world, each of which has a common set of patterns. When you know these patterns

and how to interpret them, you will consistently see long-term, profound changes in your clients.”

Christensen and Olsen (2006) use the Enneagram in their executive coaching consultancy in the following ways:

- To combine hard business with a soft tool.
- To grow relationships and prevent misunderstanding between colleagues.
- To inspire business leaders and improve their relationships with their friends and family.
- To combine business models with modern psychology and essential and philosophical ideas.
- Leadership, team development, sales training and individual coaching.

2.5 THE ENNEAGRAM AS AN INDICATOR OF PERSONALITY

It was important to explore the notion of personality, since the Enneagram’s usefulness as a model for personal transformation could only be gauged after reaching clarity on the area of its impact. The Enneagram purports to be a model of discerning personality traits.

Holden (1987:600) concluded that social scientists would have to discard the a priori assumption that individual differences in religious and other social attitudes were solely influenced by environmental factors. Murray (1993:30) supports him as follows:

“Personality is a hypothetical entity seated in the brain, and is the ruling institution of the human organism. In interaction with the situation, it determines all the behaviour of the individual throughout life. The nature of the individual’s personality can therefore be deduced from his or her total life history. Personality consists of a dynamic set of needs, fantasies, opinions, hypotheses and expectations which influence the individual’s perceptions and interpretations of his or her world, which in turn influence his or her behaviour.”

The term *personality* comes from the Latin word **persona**, which means mask. Kluckhohn and Murray (1983:53) observed that every human being is:

- *like every other human being*
- *like some other human beings*
- *like no other human beings*

According to Hergehahn et al (2003:6), personality is a composite of factors. Different theories of personality emphasise different factors but, broadly, personality consists of:

- *Genetics*
- *Traits*
- *Culture-society*
- *Learning*
- *Personal choice*
- *Unconscious mechanisms*

The eternal debate regarding personality has often focused on the question whether personality type is due to “nurture or nature”. An investigation was thus conducted to establish whether the Enneagram theory holds that personality traits are due to genetics or to childhood experiences.

Horsley (2005:9) reports on extensive Enneagram studies carried out at Stanford University that discovered that, after only six months, neonates displayed nine distinct ways of relating and that these exactly matched the nine Enneagram types. She suggests that parents add “tints” to personalities through the way they raise their children. The country and place where nurturing takes place adds colour and flavour, but the basic personality governs the way people see the world, confirm their view and create their own reality.

Daniels (2000:35) quotes the long-term study by Thomas and Chess of children from the age of two months. They found nine temperaments that could already be distinguished in very young children, with an interobserver reliability of 90 per cent.

Daniels claims that there is a noticeable similarity between these temperaments and the Enneagram basic patterns, as shown in Table 2.1 below.

Table 2.1 Nine temperaments and their similarities **Source: Daniels (2000:12)**

TEMPERAMENTS	TYPES
1. Rhythm and regularity, predictability	1. Corrects errors to make life regular and predictable
2. Active approach, positive responses to new stimuli	2. Approaches others in positive ways
3. Level of motoric activity	3. Focuses on tasks or goals with high activity and go-ahead energy
4. Quality of moods, the amount of positive and negative emotional behaviour	4. Longs for heartfelt connection with intense feelings and changing moods
5. Threshold of responsiveness, the intensity level of stimulation necessary to evoke discernible response	5. Being highly sensitive to stimuli, detaches himself in order to observe
6. Maintaining attention, even in the face of obstacles, vigilance	6. Always aware of what can go wrong; vigilance demands persistence in attention
7. Ability to adapt, reactions are modified in desired directions	7. Bears in mind multiple options and possibilities, showing changeability and ease in shifting to desired directions
8. Intensity to reaction, the energy level of response irrespective of its quality of direction	8. Aims at power and control and has a high energy level
9. Measure to which someone allows himself to be distracted	9. Responsiveness to environmental stimuli alters the direction of ongoing behaviour, attention is attracted by environmental claims and he accommodates himself easily to them

Hudson and Riso (2003:64) support the abovementioned research:

“We all emerge from childhood with one of the nine types dominating our personality, with inborn temperament and other prenatal factors being the main determinants of our type.”

Higgs & Smith (2006:64) suggest that the Enneagram has relevance in the realm of Systems Thinking:

“The origins of the Enneagram are not Western science, but various forms of primal and Eastern mysticism. The Enneagram is particularly interesting because it is a systematic explanation of what social, economic and cultural systems do to us, as human beings. The Enneagram also has definite echoes of African philosophy: see, for example the description of the Type Three personality and how this echoes with the description of African masks. Note how Ubuntuism arises in the description of Type Two. The ‘system’ people are born into necessarily includes their past (their ancestors) and their present family network. In short people’s ancestors are part of who they are.”

The Enneagram is best utilised in a coaching modality as an enabler to help employees to grow in self-awareness and become aware of the “blind spots” or fixations of their personalities. The researcher has also observed that people are unable to change their Enneagram type either at work or in a domestic situation. People do, however, wear “work masks” depending on the behaviours they believe they should display in order to be accepted by their bosses and peers. These masked behaviours take their toll on them, since they have to expend a great deal of energy pretending to be that “persona”.

2.6 THE STRATEGIES OF THE NINE TYPES OF THE ENNEAGRAM

Tallon and Sikora (2004) have identified each point on the Enneagram as representing a strategy for interacting with the environment, as illustrated in Table 2.2 below.

Table: 2.2**The Nine Strategies****Source: Tallon & Sikora (2004:3)**

Strategy at Point One	Striving to be Perfect – The desire to be flawless, good, and to feel that everything is right with you and the World.
Strategy at Point Two	Striving to be Connected – The desire to be appreciated and to be deeply united with others and with your own feelings.
Strategy at Point Three	Striving to be Outstanding – The desire to stand out as an exemplary member of the group and to be seen as valuable, successful and accomplished.
Strategy at Point Four	Striving to be Unique – The desire to be different, autonomous, creative and to be understood and appreciated for your special qualities.
Strategy at Point Five	Striving to be Detached – The desire to be autonomous, independent and able to find serenity with your own thoughts.
Strategy at Point Six	Striving to be Secure – The desire to be safe and a part of a group, cause or philosophy; to trust others and your own judgment.
Strategy at Point Seven	Striving to be Excited – The desire to be stimulated, happy, enthusiastic and to have fun.
Strategy at Point Eight	Striving to be Powerful – The desire to be strong, to take action, and to express will, power and vitality.
Strategy at Point Nine	Striving to be Peaceful – The desire to be at peace with the world, other people, and your own thoughts; to be calm and relaxed.

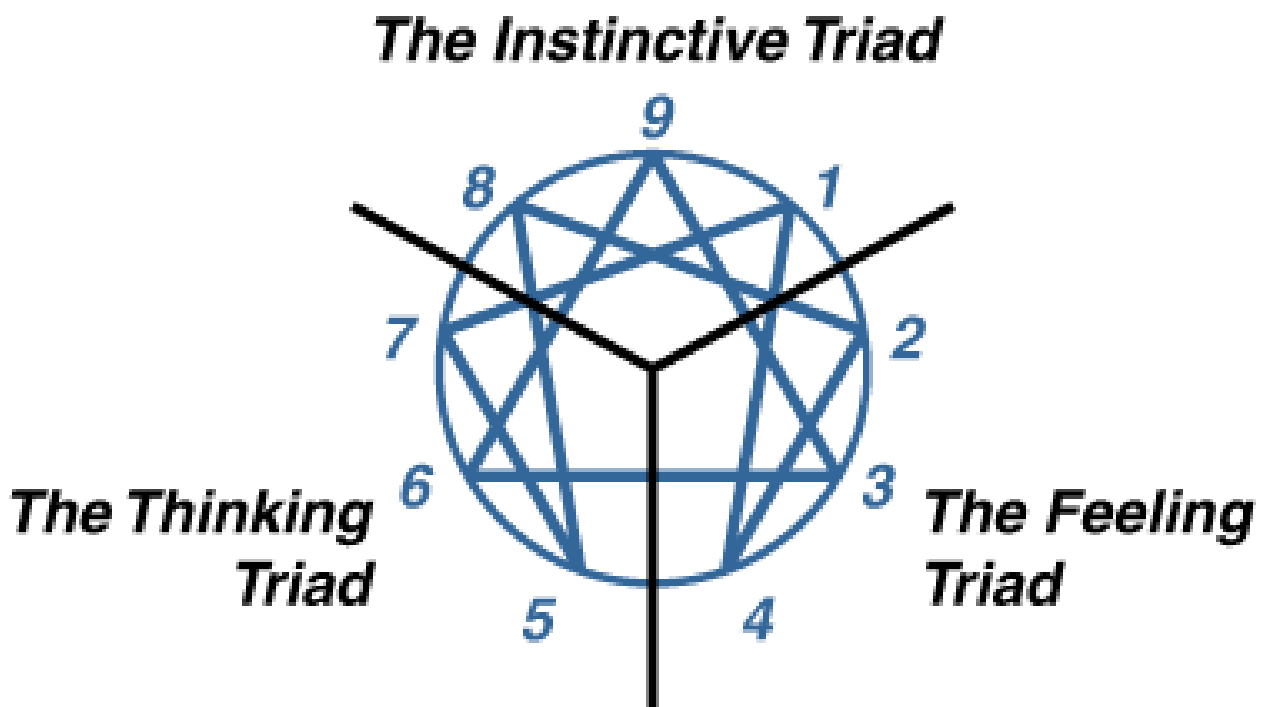
As stated earlier, people are born with an innate temperament in place, which evolves into a personality type. The strategy that develops for each type is formed by the inner message people hold about what they must strive for in order to survive. Tallon and Sikora (2004) aver that people have access to each of these strategies and, ideally, would draw upon and apply them when a situation warrants it. However, when stuck in a habitual pattern, people tend to rely on a favoured strategy regardless of the situation. The objective of using the Enneagram is to help people see the limitations of these habitual patterns and help expand behavioural choices to include more flexible and effective actions. Tallon and Sikora (2004) posit that **strategies** describe inner motivations and apply to everyone of that personality type. The **strategies** can be seen as what define the personality type – a Four, for example, strives to be unique;

a Six strives to be secure, and so on. If striving to be unique is not something that is central to a particular person's approach to life, he is not a Four, even if he has some "Four-ish" traits.

2.7 THE THREE CENTRES OF THE ENNEAGRAM

Identifying a person's Centre is an important indicator of his true Enneagram type. Another triad pattern appears in this construct, as illustrated below in Figure 2.3. In Figure 2.3, the Three Centres or Triads demonstrate that Types Eight, Nine and One form the Instinctive (or Moving) Centre; Types Two, Three and Four form the Emotional Centre; and Types Five, Six and Seven form the Thinking Centre. The innate intelligence of human beings, the components of essence, roughly correspond to the eastern concept of *chakras*. *Chakra* is the Sanskrit word for the seven main vortices of energy in the human being.

Figure: 2.3 The Three Centres or Triads



Source: <http://www.enneagraminstitute.com>

The personality is based upon, and people's psychological problems arise from, imbalances between the thinking, emotional and instinctive Centres. Nicholl (1985:57) has defined the Centres as triads and defined the three Centres or triads as follows:

THINKING CENTRE: As the name suggests, this Centre controls the thinking and intellectual functions. Nicholl (1985:57) assigns the following capacities to the Thinking Centre: repetition of words and phrases, mechanical talking, inquisitiveness, shrewdness, desire to know and understand, search for knowledge, higher levels of imagination, intellectual construction, creative thought and discovery. Negative descriptors include negativity, fault-finding, disagreeing, nitpicking, hair-splitting, criticising and disparaging.

EMOTIONAL or FEELING CENTRE: As the label indicates, this Centre is concerned with the expression of emotional energy, with attraction and repulsion, like and dislike. Nicoll (1985:67) assigns the following capacities to the Emotional Centre: Mechanical expression of emotions, all emotions relating to one's likes and dislikes, personal emotions, daily 'wills', small desires, religious and aesthetic emotions, moral feelings, artistic creation, the beginnings of conscience.

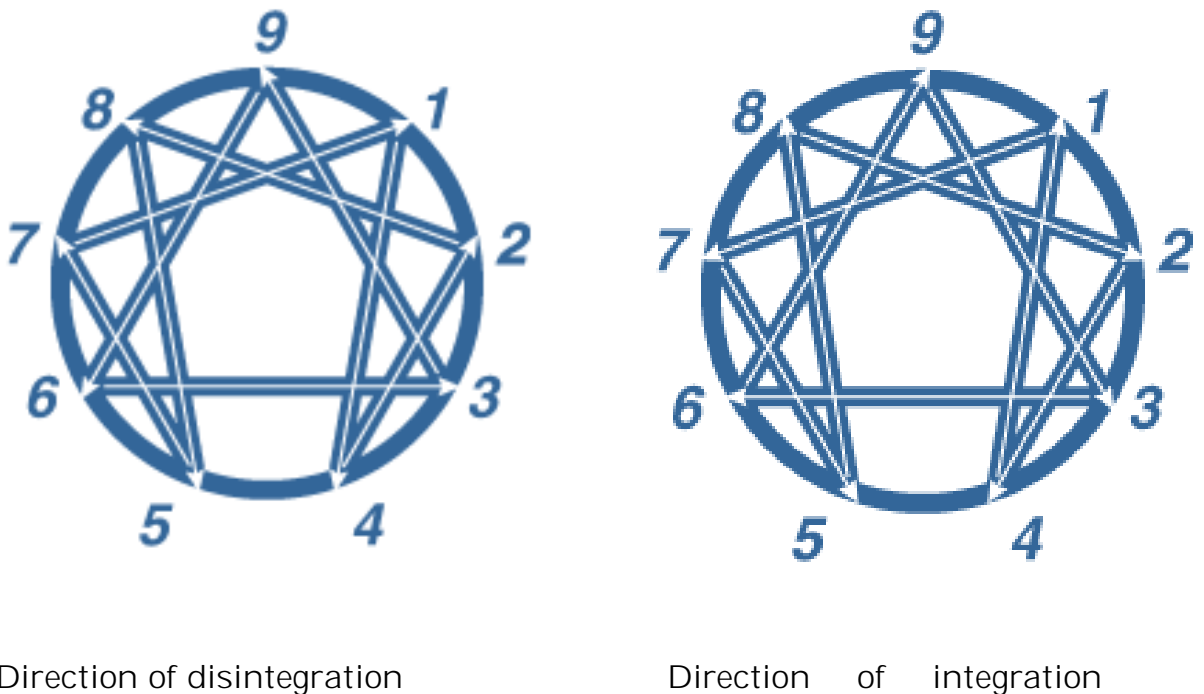
MOVING or INSTINCTIVE CENTRE: The Moving Centre controls what might be referred to as the intelligence of the body. This deals with the 'animal' knowledge, instincts, and coordination and survival skills of the organism. Nicoll (1985:85) assigns the following capacities to the Moving Centre: automatic reflexes, imitation on a small scale, limited adaptability to learning new movements of the body, pleasure in movement, enjoyment of games, some forms of acting, inventing and making adaptations of things.

According to Almaas (2006:242) the Moving or Instinctive Centre is also referred to as the Belly Centre or *Kath*, a name from Eastern esoteric tradition. The Japanese call it the *hara* and the Chinese call it *tan-t'ien*. It is the Centre of the inner physiology and refers to the person's sense of grounding, of being solidly on the feet, embodied, and in the world.

2.8 THE WINGS AND LEVELS OF DEVELOPMENT

In the Enneagram model no person is a pure personality type: everyone is a unique mixture of his or her basic type and usually **one** of the two types adjacent to it on the circumference of the Enneagram. One of the two types adjacent to the basic type is called the **wing**. There is disagreement among the various traditions of the Enneagram about whether individuals have one or two wings (Riso and Hudson 2003:74).

Figure: 2.4 The Wings and Direction of Integration and Disintegration



Source: www.enneagraminstitute.com

Schwartz (1995:403) praised Riso's key contribution to the Enneagram, namely, the development of a highly sophisticated map of the levels of psychological development for each personality type, from the most pathological to the healthiest. Schwartz was drawn more to the step-by-step development mode than to Palmer's approach, which considered that people developed higher capacity regardless of their initial level of psychological health.

The way the numbered points are connected, as illustrated in Figure 2.4, is significant psychologically because the lines between each of the types denote the Direction of Integration (health, self-actualisation) and the Direction of Disintegration (unhealthy, neurosis) for each personality type. Thus an average to unhealthy One will exhibit average to unhealthy behaviours of the Four; an unhealthy to average Four will exhibit average to unhealthy behaviours of the Two; an unhealthy to average Two will exhibit unhealthy to average behaviours of the Eight; the average to unhealthy Eight will display unhealthy to average behaviours of the Five; an average to unhealthy Five will display average to unhealthy behaviours of the Seven and an average to unhealthy Seven will display average to unhealthy behaviours of the One (Riso and Hudson 1999:236).

They interpret these movements as follows:

“The difference between moving in the Direction of Disintegration and the Direction of Integration is that moving in the Direction of Integration involves, and in fact requires, conscious choice. When people choose the path of Integration, they are saying to themselves, ‘I want to show up in my life more fully. I want to let go of my old stories and habits. I am willing to be with the truth of whatever I learn about myself and to risk making real contact with this moment and with others’.”

However, the researcher is of the view that, depending on whether people are behaving at generally healthy or unhealthy levels, they demonstrate behaviours from the points of integration and disintegration. A person who identifies with Type Three and might be stressed or lacking in self-awareness might take on the unhealthy qualities of Type Six and become distrustful and paranoid, even taking on the unhealthy qualities of Type Nine and becoming lazy and disconnected from others.

Similarly, someone who identifies with Type Three but is operating at a healthy and self-aware level may take on the healthy levels of Type Six – being compassionate and caring about colleagues – and the healthy level of Type Nine by being both serene and involved in the organisation. The researcher is of the opinion that when people are more self-aware and less stressed, they are also able to cope with conflict in a more effective way.

2.9 THE INSTINCTUAL SUBTYPES

The personality can also be viewed in terms of subtypes, which are distinguished as Self-Preservation, Social and Sexual. Sexual is not an acceptable term for the workplace, and the researcher has therefore chosen to use the term “Intimate”. Each of the Enneagram types has a stacking of subtypes: the most dominant, a second subtype, and a third subtype. The subtypes are referred to as Instinctual, because people have no choice over the way in which the subtypes are stacked, but with self-awareness people can learn ways to balance their subtypes.

Sikora (2005:1) has criticised the growing amount of literature published on the instinctual subtypes of the Enneagram, since he believes much confusion has been created by unclear definitions. Sikora defines the subtypes as follows:

“The ‘self-preservation’ subtype is focused on matters of survival, comfort, health, security and the accumulation of resources; the ‘social’ subtype is focused on relationships to and interactions among the group; the ‘sexual’ subtype is focused on matters of intimacy and bonding with significant others”.

Sikora (2005) furthermore postulates that one of these instinctual drives is dominant in each person, and his or her needs and values tend to cluster around it. People who share a particular personality type will show distinct differences based on their own subtype. For example, a social Three will be much more status- and image-conscious than a self-preservation Three, who will be focused more overtly on production than image (Sikora, 2005).

Sikora’s model, as illustrated in Table 2.3, has useful application in a work context, because it suggests the strengths and weaknesses of the subtypes. Table 2.4 illustrates the leadership strengths and weaknesses of the subtypes.

Table: 2.3 Instinctual Variants (Subtypes) at Work – Subtype Strengths and Weaknesses

Dominant Instinct (Subtype)	Is Naturally Drawn to:	May Neglect:
Self-Preservation	The Nuts and Bolts – Administrative (issues: structures, processes and procedures, playing the devil’s advocate, finances and budgeting; organisation of tools and materials.	The Sizzle – Presentation/promotion of self and product: networking with and charming others, competition.
Sexual	The Sizzle – Presentation/promotion of self and product; networking with and charming others, competition.	The Culture-Group dynamics, interpersonal communication, social cohesion and mores.
Social	The Culture-Group Dynamics, interpersonal communication, social cohesion and mores.	The Nuts and Bolts – administrative issues, structures, processes and procedures, playing the devil’s advocate, finances and budgeting; organisation of tools and materials.

Source: Sikora (2006:3)

Table: 2.4 Subtype and Leadership Strengths and Weaknesses

Dominant Instinct (Subtype)	Typical Leadership Strengths:	Potential Leadership Weaknesses:
Self-Preservation	Administration and processing data; predicting problems; creating processes; sober and dependable; effective in budget and finance issues.	May be too introverted: focus on task rather than interpersonal issues; lack of charisma; cautious rather than risk-taking; detached rather than inspirational.
Sexual	Generally more charismatic and dynamic than the other subtypes; good at building relationships with customers, channel partners, and strategic allies; good at selling both inside and outside the organisation; inspiring the workforce toward daunting goals.	May be too focused on charisma and neglect shaping the organisation's culture; can neglect career development of subordinates, self focus may lead them to put own interests ahead of the good of the company and employees.
Social	Understanding interpersonal dynamics and organisational culture: building teams: building consensus and shaping group identity; big-picture, strategic thinking.	May fail to pay attention to administrative details and neglect processes and procedures: may struggle with making difficult personnel decisions such as firing or reprimanding underperformers.

Source: Sikora (2006:4)

2.10 ETHICAL UTILISATION OF THE ENNEAGRAM

There is dissent among teachers and authors of the Enneagram over whether the model should be used purely for personal transformation and not in the corporate business world. The debate also centres on *how* it should be used and how a “healthy” personality should be defined. Difficulties may also arise if some employees are familiar with the language and meaning of the model while others have not had the opportunity to learn about it and thus feel excluded.

Voorhees (1991:5) questions whether the use of the Enneagram and other transformational technologies is non-destructive or whether they could potentially compromise or block human potential. Voorhees is disparaging of Ichazo’s claim that the Enneagram is a tool for systemising the description of all human psyche. He also refers to the differences of opinion that have arisen among the various Enneagram authors:

“For Riso health means that a person has learned the characteristics of their type and begun moving in the direction of their integration. For Palmer it is recognising our own type and how to cope with our issues; understand our work associates, lovers, family and friends.”

The noted Jungian analyst James Hillman (1980:37), discussing the dangers of a type-based approach, criticises the type concept on the grounds that it eliminates uniqueness and tends to rigidify a concept that allows for no other reality. Ichazo (1988:83) is also critical of Riso’s attempt to present the “positive” side of the fixations:

“If one makes the lower diabolic ego comfortable and pamper it..., it will never... start the process of breaking the pivotal fixation necessary to begin the process of serious awakening....”

Keyes (1990:14) warns that the drawback of the Enneagram is that it is the centrepiece of an esoteric tradition with a freight load of distractions, accumulated meanings and cumbersome speculations.

Leviton (1991:36) warns against organisations that emphasise exclusivity rather than openness.

“Exclusivity can be a code word for secrecy. Groups that claim to be the ‘only way’ or to have the ‘highest knowledge’ probably are still in the human potential Stone Age. If the exposing of personal development systems of the past twenty-five years has demonstrated anything it is that there are many paths to truth and that there is no one system that has all the answers or that is the best for everyone.”

This exclusivity may pose an ethical dilemma in the workplace if some employees have knowledge of, and familiarity with the use of, the Enneagram in understanding the motivations for behaviour while others do not. In the context of the researcher’s work, this situation might have arisen because these employees either chose not to learn about the Enneagram or joined the organisation after the Introduction to the Enneagram workshops took place.

Claudio Naranjo, an energetic contributor to the Body of Knowledge about the Enneagram, remains critical of the commercial use of the Enneagram, as reflected in an interview with Parkin (1996:24):

“Practically any psychological knowledge can be used either for self-understanding or for manipulation. Perhaps I should also add self-aggrandisement, since people who had little to offer before knowing the Enneagram have been able to become authorities through the intrinsic power of the Enneagram. I would have preferred to see the Enneagram serve the ends of transformation alone, rather than business goals such as selection and recruitment and promotions.”

The researcher supports the notion that the Enneagram can be used in the workplace, provided that the teachers or coaches are sufficiently trained in its complexities and are aware of not ‘boxing people’; they should rather use the model as a way to invite others to consider the motivations for their own behaviour. It may also not be the role of the human resources practitioner to point out employees’ personal blind spots or fixations, but rather to allow people to view the model in an objective way and to apply what they learn when observing themselves.

It is also important to note that not all employees are willing or interested enough to embark on self-development processes, and they should not be forced to learn about the Enneagram, as it is “rude to wake those who prefer to stay asleep”.

2.11 CONCLUSION

In this chapter the researcher defined the Enneagram, its history and its role in transformation of the personality. Different views were explored about how it should be applied – that is, should it be used solely for spiritual growth, is it primarily a process tool or can it be used in business as a way for people to become more self-aware and thus more effective in their work lives?

The Enneagram was discussed as an indicator of personality typology and nine different personality types were defined. Further complexities of the model were described in the three Centres, the Wings, the levels of development, the directions of integration and disintegration and the subtypes. Finally, the ethical use of the Enneagram as a tool in the business environment was considered.

The validity of the Enneagram is discussed in Chapter Three. The researcher sets out to establish the validity studies and draw comparisons with other well-known and respected personality typologies. If human resource strategies are to include the use of the Enneagram, in the researcher’s view it is necessary to ensure that the model has credibility and is not viewed as a “woolly” self-help fad of the month.

CHAPTER THREE

THE VALIDITY AND RELIABILITY OF THE ENNEAGRAM

3.1 INTRODUCTION

In this chapter the researcher offered different perspectives on the validity of psychological research. Human resources practitioners should be careful to use models in the workplace that have credence of validity and scientific rigour. More specifically, the researcher needed to test the validity and reliability of the Enneagram before it could be used as a model of personal development within her organisation. Research conducted on the Cronbach Alpha Coefficients of the Enneagram RHETI test by Newgent and Abdullah were reported. The recent findings of SHL, a world leader in occupational testing, of their initial validity assessment of the Enneagram were related. A comparison of the well-known and respected Myers-Briggs Type Indicator with the Enneagram was tabled. This was followed by an explanation of the methodology of Enneagram type identification. The potential negative factors of personality typing were explored and weighed up against the value of using the Enneagram as a system of identifying personality traits.

3.2 EMPIRICAL RESEARCH OF THE ENNEAGRAM

As an advocate of the hypothetic-deductive method of research, Eysenck (1991:774) challenged other psychologists to subject their theories to the same scrutiny, rejecting many theories because of their lack of scientific research:

“I would class among the inadmissible theories those of Freud, Adler, Jung, Horney, Fromm and Maslow. They fail essentially because for the most part they do not generate testable deductions. Historically these theorists have had some influence, but their theorising and their mode of working have not been in the tradition of natural science, and they have not been found responsive to adverse criticism or empirical disproof”.

Validation of both type assessments and the fundamental suppositions of the Enneagram (i.e. agreed definitions of commonly shared characteristics of the

Enneagram types) are critical to the further acceptance of the Enneagram by pragmatic audiences (Sikora, 2006:3).

He affirms the further process of validation:

“Jerry Wagner’s WEPPS assessment has strong validation and reliability support and I have found it to be the most accurate and corporate-friendly of the popular Enneagram type assessments. Riso and Hudson have done important work in the validating the ‘realness’ of the types.”

According to Schulze (2006:35) the Enneagram has proven to be a very precise and predictable grid for the description of human personality. Schulze (2006:59) has conducted research that proposes that it can be explained by genetically determined high, medium or low levels of three dominant central nervous system neurotransmitters. These neurotransmitters are chemicals that modulate brain activity in predictable patterns, namely dopamine, serotonin and norepinephrine.

In March, 2001, the Riso-Hudson Enneagram Type Indicator (RHETI, Version 2.5) was officially validated by independent research. The research, a doctoral dissertation conducted by Rebecca Newgent, Ph.D. at the University of Akron is entitled "An Investigation of the Reliability and Validity of the Riso-Hudson Enneagram Type Indicator". Dr. Newgent concluded that the RHETI is scientifically "valid and reliable" as a test instrument with "solid psychometrics."

With these findings, the RHETI has become the most widely used Enneagram-based questionnaire to be independently validated by an impartial researcher. The RHETI is a questionnaire of 144 pairs of statements in a forced-choice format which yields information not only about the user's main personality type but about other major personality structures, in particular the wings and the directions of integration and disintegration. In the vast majority of cases, the person's true personality type will be one of the top three scores. Equally noteworthy, the person's lowest scores will indicate which areas of his or her personality need more attention. The RHETI thus produces a full personality profile across all nine types which can be viewed as "psychological functions" or developmental aspects of the entire personality spectrum.

Dr. Newgent's study was based on a sample size of 287 people, 27.5% male and 72.5% female, ranging in age from 18-74 years of age. 88.2% were Caucasian, and 11.8% were non-Caucasian. The internal-consistency reliability scores indicate that the RHETI ranges from 56% to 82% accurate on the various types, with an overall accuracy of 72%. This is a solid score for a "forced choice" format test. According to research on the RHETI, the internal-consistency reliability alpha (Cronbach Coefficient Alpha) score for the nine types of the Enneagram as measured by the RHETI are as follows:

Table 3.1: Cronbach Coefficient Alpha research conducted by Newgent

Cronbach Coefficient Alpha	
TYPE	Newgent Study
Type One	73%
Type Two	82%
Type Three	56%
Type Four	70%
Type Five	56%
Type Six	66%
Type Seven	80%
Type Eight	75%
Type Nine	79%

Source: www.enneagraminstitute.com

The RHETI also compares well with the NEO PI-R test, which has become the psychometric standard for testing non-pathological personality. The NEO PI-R measures the factors of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness, (the "Five Factor Model"). According to Dr. Newgent the results of testing indicated strong correlations between the findings of the RHETI and the

factors of the NEO PI-R. Furthermore the results of testing for concurrent validity between the RHETI types and the NEO PI-R factors indicate that the majority of the demographic descriptive variables are invariant to the RHETI. The RHETI was able to predict the NEO PI-R factors a majority of times, with a few exceptions, regardless of the demographic variable.

The second independent validation of the RHETI has been completed by Mustafa Abdullah at the University of Baghdad for an advanced MA degree in psychology under Professor Qassem Saleh. Even though Mr. Abdullah translated the RHETI into Arabic, his findings are consistent with the first validation performed by Dr. Rebecca Newgent. The results of Mr. Abdullah's validation of the RHETI are on the left, below, compared with the results of Dr. Newgent's validation on the right:

Table 3.2: Cronbach Coefficient Alpha research conducted by Newgent compared to results of Abdullah research

TYPE	Alpha Cronbach coefficient	
	Abdullah study	Newgent study
One	82%	73%
Two	80%	82%
Three	70%	56%
Four	71%	70%
Five	72%	56%
Six	78%	66%
Seven	79%	80%
Eight	85%	75%
Nine	79%	79%

Source: www.enneagraminstitute.com

Most of the scores in the Abdullah study are within a percentage point or two of the Newgent study, indicating a basic "stability" for internal validity in the RHETI, even with the language and cultural differences. However, it is also striking that the three lowest scoring types—Three, Five, and Six—in the Newgent study are considerably higher in the Abdullah research, although Abdullah's findings are well within the average for his assessment of the RHETI as a whole (82% overall).

It is also noteworthy that Abdullah's findings are based on a sample size of 600 students drawn from the University of Baghdad, 200 each in the Schools of Law, Art, and Medicine. This sample size is extremely large for this kind of validation study, giving further weight to the accuracy of his findings. (www.enneagraminstitute.com)

SHL (UK) is a world leader in occupational testing. In 2004 Riso and Hudson were invited by SHL to embark on a major research project to explore connections between SHL's trait-based psychological tests and the Enneagram system. After a year of testing, independent researchers at SHL, led by Professor David Bartram, found that the nine personality types of the Enneagram were "real and objective", and that they stand on a par, psychometrically, with the Myers-Briggs system, the Big Five, and other well-known, accepted psychological systems. In short the Enneagram is now "scientifically supported" by preliminary tests, and two more years of research are planned to validate it further scientifically (www.enneagraminstitute.com)

The first questionnaire devised to measure personality types according to Jung was the Gray-Wheelright Inventory, which was soon replaced by the Myers-Briggs Type Indicator (MBTI). The MBTI, which consists of 166 forced-choices items, was developed in 1920 by Katherine Briggs and her daughter Isabel Briggs Myers (Briggs & Myers, 1976:76). The reliability and validity of this questionnaire have been established through many studies, and today the MBTI is the instrument of choice for identifying Jung's personality types. It is used extensively in commerce, for staff selection and recruitment. The MBTI and the Enneagram have a strong correlation, as Wagner (1983) has demonstrated in his research. (See Table 3.1.)

Table: 3.3 Comparison of Positive Correlations Among Enneagram Styles, Millon Personality Patterns and Myers-Briggs Preferences.

Enneagram Types/Points	Millon Scales	Myers-Briggs Scales
Point One	Disciplined	Judging
Point Two	Cooperative, sociable	Extrovert, feeling
Point Three	Self-assured, disciplined Social, assertive	Extrovert, sensate, judging
Point Four	Cooperative, sensitive	Introvert, thinking
Point Five	Apathetic, sensitive	Introvert, thinking
Point Six	Cooperative, sensitive, apathetic	Introvert
Point Seven	Sociable, self-assured, assertive	Extrovert, intuitive
Point Eight	Self-assured, sociable, assertive	Extrovert, intuitive, thinking, perceiving
Point Nine	Apathetic, sensitive, cooperative	Intuitive, perceiving

Source: Wagner (1983:14)

Swap (2003:98) believes that understanding the thinking style preference of a coachee is essential for effective communication between coach and coachee. He favours the four dimensions of the Myers-Briggs Type Indicator, which indicate different thinking style preferences. Someone who scores high on Extroversion, for example, is likely to welcome a highly interactive relationship with a coach. High scorers on Introversion, who prefer to consider carefully before responding, may be uncomfortable and resistant to a Socratic Dialogue in which immediate answers are required.

The Millon-Illinois Self Report Scale (Cohen et al, 1987) is designed to assess personality patterns organised into eight personality types. Wagner (1983) posits that Millon's formulation of the development of personality patterns parallels the concept of the development of ego-fixations in the Enneagram typology.

However, Flautt & Richards (1999:4) believe that these correlations have no great significance:

“There are indeed some statistically significant correlations, but every Enneagram type can in principle go hand in hand with every MBTI type, and the reverse is also true.”

Wagner’s study contributes to the delineation of Enneagram theory by evaluating it against two other typological approaches in a relatively large sample. His efforts to develop an objective assessment of the Enneagram type should promote further study, leading to the determination of the reliability and validity of type, description and distinction types and prediction of type in a simplified, valid manner.

3.3. IDENTIFYING ENNEAGRAM TYPE

Riso and Hudson (2003:11) suggest that if the Enneagram is to be used for self-understanding, or for understanding of others, an accurate assessment of the dominant personality type is required. Riso and Hudson have developed the Riso-Hudson Enneagram Type Indicator, which they promote as a reliable tool for type indicating. They concede that many people are able intuitively to sense their type, but the authors are attempting to complement intuition by verifying the personality types empirically.

In 1998 Riso also researched and developed Enneagram Cards as a means of self-discovery and type testing. Riso and Hudson tested the Cards with students and associates to develop the most effective set of 90 key words to distinguish the nine personality types.

Informal testing indicated that use of the Cards accurately identified personality type (and related features such as wings and Directions of Integration and Stress) in about 80% of cases (www.enneagraminstitute.com).

The researcher found the Cards to be accurate and reliable as a type indicator in 80% of assessments facilitated with individuals. However, it was found that the language used for trait descriptions are ‘American English’ and therefore sometimes difficult for South Africans to comprehend.

Other tests such as the Sikora SKI are available online as a method of personal typing (www.mariosikora.com). Adfen International, a South African human resources consultancy, has designed an online test, which also produces a leadership and

coaching report (www.adfeninternational.com). However, it was found that the Adfen test indicated the most preferred “work mask” in the dominant Enneagram type, and was therefore not accurate in identifying the true personality type. This indicates that employees may use different behaviours at work to those to which they are naturally disposed.

3.4 THE ENNEAGRAM AS A SYSTEM OF PERSONALITY TYPING

Sikora (2006:3) suggests that a pragmatic model of the Enneagram should contain the following definition of type:

- It should not be merely a list of traits.
- It must address the affective, cognitive and behavioural aspects.
- It must be descriptive and easily remembered.

According to Jung (1958:167), a person’s personality type can be identified only when the relative strength of his or her psychic attitudes and functions have been ascertained through long-term analysis and therapy. He also points out that attempts to change the individual’s personality type can lead to neurosis.

Freud referred to the *defence mechanisms* as strategies that the ego uses to defend itself against conflict between forbidden drives and moral codes, which causes neurotic and moral anxiety. Since the mechanisms are attempts to cope with unconscious psychic contents, individuals are not conscious of the fact that they are using defence mechanisms and are unaware of the deep-seated reasons for their defensive behaviour (Eidelson, 1968).

Allport (1966:10) refers to personality traits as having a real psychophysical existence in the individual, while common traits represent the comparable, measurable aspects of the personality. He is concerned about the danger of superficial psychological testing which measures only common traits and believes it would be incorrect to accept that a test can fully define an individual’s unique personality trait. Allport has serious misgivings about typological concepts such as the Jungian “extrovert” and “introvert” types.

According to Sechrest (1983:251), central and core constructs for the individual's maintenance of himself as a person cannot readily be changed. For someone who has high moral values, a construct such as "something I would do versus something I would never do" is clearly a core construct, since it is linked with a number of other constructs.

Paranje (1988:47) indicates that the *Bhagavad-Gita* divides individuals into three personality types on the basis of the dominant type:

- A person who is dominated by *tamas* is described as unbalanced, vulgar, stubborn, deceitful, hostile, sluggish, depressed and grey.
- The person who is dominated by *rajas* is greedy, aggressive, passionate and emotionally very labile, seesawing from joy to sorrow.
- A person dominated by *sattva* is non-egoistic, uninvolved in the mundane, untouched by success or failure and full of enthusiasm and resolve.

The researcher suggests that use of the abovementioned system of personality typing is problematic, as it is values based and prefers one personality type over another. In contrast, the Enneagram makes no judgments and has no preferences. The Enneagram does, however, indicate levels of development, which can act as a useful yardstick for people who are willing to be objective and honest in assessing their levels of development. The researcher has made reference to the Hudson and Riso Levels of Development in Chapter 2.8.

3.5 CRITIQUE OF THE ENNEAGRAM

In order to ensure that the Enneagram was a robust tool for this research, it was important to explore it as a model for personal growth and mastery. In addition, it was important to discuss other viewpoints and to assess what the pitfalls might be in using the system in the corporate environment.

Hayes (2000:1) is scathing in his attack on the validity of the Enneagram:

“These claims to system-hood are simply fatuous. All transcendental groups have mystical numbers but nine is generally not one of them – what if they were? Claiming that the Enneagram arose from ‘ancient wisdom tradition’ imbues it with an unwarranted cachet. Not only is this facile numerology, it runs counter to decades of research and theory in behaviour genetics, personality, leadership, creativity and moral development. Consultants who would consider using the Enneagram should realise that it won’t be tidy and engaging in the hands of someone not adept at characterisation, narration and plot. Nevertheless the Enneagram would work well for those who thrive on interpersonal dynamics but who think the Myers-Briggs Type Indicator is too measurement orientated.”

Schwartz (2002:113) argues that it is inevitable that the Enneagram’s rising popularity would prompt a backlash. He quotes Kathleen Speeth, a Berkeley psychologist who studied with Naranjo:

“When you see a person as a type, you tend to see some attributes and think you have seen the whole...this is true of any diagnostic system. But it is even more so true of the Enneagram because it is so addictive, so interesting and so easy to get into. You forget that the system gives closure where there is none. It leaves out a lot of information. In our secret self – our real self – we cannot be categorised. This is why I think that sensitive people recoil from the Enneagram,”

Speeth’s incendiary remarks generated equally impassioned responses. Schwartz (2000:136) quotes David Daniels as follows:

“We cannot not categorise. Human beings make distinctions to function and to communicate. The solution is not to suppress systems that categorise but to be more aware of their potential abuses in order to reduce and prevent them.”

Schwartz (2000:136) quotes Riso’s reply to Speeth’s comments:

“Does the Enneagram put you in a box? The fact is you are already in a box. The system shows us how our fixations block real contact with ourselves. What the Enneagram does is to give us a way out of the box.”

McAdams (2002) believes that psychologists have not embraced the Enneagram because it does not have a scientific basis. He posits that the broader aspects of

personality are largely stable during adulthood. He suggests that Stanford Business School uses the Enneagram because business has always embraced psychological fads in its perpetual battle to motivate workers but he does concede, however, that the Enneagram is not astrological stargazing.

Pacwa (1998:15) suggests that psychologists should subject their hypotheses to tests that allow the results to be repeated in scientifically controlled situations. Ichazo's Enneagram of personality types should be considered as one more hypothesis requiring such scientifically rigorous testing and peer examination. Geraets (1991:22) disagreed with Pacwa, stating that it is erroneous to think that science can give us absolute certitude:

“What is ‘scientific’ this year in the literature of a given discipline becomes outmoded and ‘unscientific’ as soon as a more probable thesis comes along. Scientific certitude is especially hard to come by in the psychological realms. The more materialistic and closed to the spiritual a psychology is, the more it lends itself to testing. The more open to the spiritual psychology is, the more difficult it is to verify its scientific methods.”

Seligmann(1999:64) warns that the Enneagram, just like gender, race and other bases of classification, faces the risk of “typism”. Stanford Professor Michael Ray includes Enneagram ethics in his course for MBA candidates. Helen Palmer is teaching “The Enneagram: a catalyst for conflict transformation” at the Harvard Summer School in 2007 (www.pon.harvard.edu).

While the researcher accepts that the notion of utilising the Enneagram in the workplace is novel, it is instructive to consider the view of De Bono (2000:149):

“Any new idea that does not raise a howl of protest is probably not a good idea. Those who are comfortable in the use of the old idea find it difficult to see the inadequacies of the old idea. If you have to imagine new benefits and you cannot achieve this effort of imagination, you have no choice except to resist the new”.

3.6 CONCLUSION

In this chapter the validity of the Enneagram was questioned. At the outset the role of scientific research in psychology was debated. The Cronbach Alpha Coefficients research for the Enneagram RHETI test were reported. Recent validation studies of the Enneagram were reported, followed by a discussion of correlation research between the well-respected Myers-Briggs and Millon personality tests and the Enneagram. The Enneagram was critically assessed as a system of personality typing in the accurate defining of personality traits and defence mechanisms. Finally, some critical views on the validity of the Enneagram were discussed.

In the following chapter subliminal conflict is discussed. The term 'subliminal conflict' may be interpreted in different ways and it was therefore necessary for the researcher to define this concept and then to establish what the effect is of unconscious or subliminal conflict on individuals, teams and the organisation.

CHAPTER FOUR

DEFINING SUBLIMINAL CONFLICT

4.1 INTRODUCTION

In this chapter the researcher intended to explore the meaning of *subliminal conflict* and how it relates to conflict. In the title of this thesis she referred to subliminal conflict rather than merely conflict. In choosing the terminology of subliminal conflict, she distinguished it from overt conflict. Overt conflict is usually obvious to the organisation, even though it can be more catastrophic, requiring an immediate response from management. Subliminal conflict is insidious, a “below the radar” phenomenon, but if left unheeded may present the organisation and its employees with as many negative consequences as would overt conflict. It was also necessary for the researcher to establish the links between subliminal conflict, personality, behaviour, the biological dimensions of conflict and social influences.

4.2 SUBLIMINAL IN THE CONTEXT OF PERSONALITY

The Oxford Dictionary (2005:909) defines “subliminal” as being: “Part of one’s personality outside conscious awareness”. The more commonly used term for subliminal, used in a psychological context, is “unconscious”. Freud assigns clear and definitive structural properties to the personality, which he says consists of three parts (the id, the ego and the superego) functioning on three levels of consciousness (the conscious, the subconscious and the unconscious) (1953:34). However Freud is criticised for accepting the dominant view of scientific thinking in his time, consequently believing that human beings function in this mechanistic way (Meyer et al: 1997:89).

Freud also averred that the conflict that essentially determines all behaviour takes place within the psyche, from which it may be concluded that his theory is also based on psychic determinism – namely, that all behaviour is determined by forces within the psyche (1961:24).

Psyche has a wider meaning than personality, for it encompasses the mind, spirit and soul. The personality describes distinctive characteristics or qualities that can be directly observed in behaviour. The researcher therefore argues that Freud's use of the term psychic determinism precludes the possibility that he held a mechanistic view.

Wilson (2002:23) suggests that a better working definition of unconscious is "*mental processes that are inaccessible to consciousness but that influence judgments, feelings or behaviours*". Miller (1995:59) offered sixteen distinct definitions of the unconscious, three examples being: unheeding, insensitive or instinctive. This number is rivalled only by the number of definitions that other authors have offered for consciousness.

Consequently, the researcher has chosen to use the word "subliminal", conveying the notion that conflict is not usually a conscious reaction without the burden of meaning that Freud's term "unconscious" denotes. However, the Body of Knowledge reflects the use of the term "unconscious" more readily and for the purposes of this literature review the two words will be used interchangeably.

The term "sublimation" is defined by Meyer et al (1997:75) as finding displacement objects and actions that are regarded by society as culturally valuable. When a person employs sublimation he or she expresses his or her unacceptable "base" drives in an acceptable or even valuable way, thus raising these lower drives to something "sublime". A base drive is considered here to mean that which is culturally without value. The researcher will argue that an act of sublimation can become the manifestation that creates conflict in the workplace.

For example, say a person had been bullied as a young boy by a teacher at school who had red hair. As an adult this employee reports to a new manager, who also has red hair. The employee initially finds that he cannot form a civil relationship with this manager – he has *subliminally* identified the new manager with the bullying teacher he knew – and his uncivil behaviour is his defence mechanism. The red hair has become a subliminal *trigger* for the way the employee reacts to his new manager. The employee's negative reaction towards his new manager illustrates how a lack of self-awareness can prompt an individual to form unfounded opinions of another person.

These opinions are usually felt as irritation, but can often lead to further dysfunctional conflict

Maddi (1989:29) posits that a defence mechanism is usually some form of sublimation. Through sublimation people are able to satisfy their sexual and aggressive urges in socially acceptable and approved ways, which, in turn, implies that they will have a satisfactory sexual relationship with someone of the opposite sex and will find fulfilment in their work. If however, the sublimation occurs in a negative way, the person will have difficulty in dealing with conflict constructively.

An inability to discern the causes of sublimation might create dysfunctional conflict in relationships. Freud summarised these relationships as the “ability to love and to work”. The researcher has focused on the concept of “loving work”.

4.3 CONFLICT IN RELATION TO THE UNCONCIOUS AND PERSONALITY

Jung (Clarke, 1992:65) agreed with Freud that conflict is an inherent part of being human. However, Samuels (1985:8) points out that there is a crucial difference between Freud’s and Jung’s views of conflict. For Freud, unresolved and unregenerate conflict is the wellspring of neurosis while Jung regarded the coming together of apparently irreconcilable psychic contents as the basis of healthy development, providing a new position from which the individual can proceed.

Jung (1960:123) distinguishes three ways in which the contents of the unconscious are formed:

- Mental data becomes unconscious because it loses its intensity and is forgotten.
- Some sensory impressions are not intense enough to penetrate to the conscious but do enter the psyche subliminally.
- Some mental information has been repressed by the unconscious.

Santrock (2002:477) asks whether personality is conscious or unconscious:

“How aware are individuals that they are, say, conceited or self-centred? How aware are they of the reasons they became conceited and self-centred? Psychodynamic theorists have been the strongest advocates of the unconscious mind’s role in personality. Most argue that they are largely the product of how our individual personalities developed. Behaviourists argue that neither unconscious nor conscious thought is important in determining personality, whereas social cognitive theorists stress that ‘conscious thought affects the aspects of personality, especially in the form of self-perception’. Trait theorists pay little attention to the conscious/unconscious issue.”

Allport (1961:27) suggested that the adaptive unconscious has a stable, characteristic way of responding to the environment, thereby meeting his definition of personality. This definition is supported by Miller (1995:64), who proposes that human beings owe a large proportion of their cognitive and behavioural capacities to the existence of an “automatic self” of which they have no conscious knowledge and over which they have little voluntary control.

The researcher does not agree with Samuels that there is a crucial difference in the way Freud and Jung view conflict and that academics have possibly made too much fuss over this apparent conflict. Freud suggests that *unresolved* conflict can lead to neurosis, whereas Jung suggests that conflict, when viewed as part of the psyche, can form the basis of healthy development. The researcher also believes that the psyche should be viewed as the construct from which personality is derived. Unconscious or subliminal conflict will therefore arise from the psyche, will manifest in the personality and will be observable by others in behaviour.

4.4 BIOLOGICAL DIMENSION OF THE UNCONSCIOUS

A further challenge for the unconscious mind is to deal with the body’s five senses, avers Norretranders (1998:56). By counting the receptor cells of each organ and the nerves that go from these cells to the brain, he has determined that human beings take in more than 11 million pieces of information at any moment. On the basis of his research, it is estimated that people can consciously process about 40 pieces of

information per second, which suggests that most of the information taken in by human beings is processed subliminally.

The physical site where subliminal conflict is “housed” is called the hypothalamus (Silverthorn 2001:263). This is the part of the human brain that contains various centres for behavioural drives, such as hunger, thirst, maintenance of body temperature, control of the release of adrenalin, secretion of hormones and control of reproductive functions. The hypothalamus interacts with the limbic system to influence behaviour and emotions.

The researcher therefore suggests that subliminal conflict may be triggered when the employee experiences hunger, thirst, uncomfortable temperature, fear or even sexual attraction to another person. Awareness of the biological dimensions may assist people to deal with conflict more functionally by simply having a drink of water, eating a healthy snack or switching on the air conditioner to regulate the temperature. Inappropriate “secretion of hormones” might be more difficult to control, but self-awareness could also lead to more appropriate behaviour.

4.5 BEHAVIOUR AND THE UNCONSCIOUS

McKay (2000:156) likens subliminal conflict to “dragging an enormous bag of old behaviour patterns around all the time”. He cites the example of a woman who irritated her family circle and often turned other people off. Her habitual behaviour pattern of satirising and parodying those around her was taken as a critical, negative attitude. McKay likens this behaviour to reaching into a bag of old tricks for a familiar way of reacting, instead of basing reaction on a fresh, more accurate assessment of the situation and the individual’s role in it. *“They are watching old tapes on their screen instead of concentrating on the live action reported by their senses,”* suggests McKay.

Riso (1993:4) believes that people build their identity from their chaotic and unconscious impulses. If people observe themselves carefully, they will discover that what goes on inside is the constant churning of their mechanical responses, like the machinery of the personality grinding along on its own. Riso believes that there is no

better tool than the Enneagram to help people observe themselves and thereby get some “distance” from their personality.

Bem (1972:45) believes that people have the ability to observe their own behaviour, which is a major source of self-knowledge. It serves people to have the capability to be “external” observers of their behaviour, so that they can understand their feelings, attitudes and traits. Bem also acknowledges that there are times when people know directly that they feel pain or love or sexual pleasure and do not need to *observe* their behaviour to figure this out. Demartini (2002:147) takes this position further by suggesting that people grow from impulse, where they simply react to the world; to instinct, where they are ruled by emotions; to intellect, where the mind starts to have some awareness of, and influence over, their destiny.

Wilber (2001:68) refers to the repression of the unconscious as follows:

“If the self is only 90% present, then 10% is stuck in this unconscious blob residing in the basement of development potential. So you have these ‘barbarians’ running around in the basement, impulsively demanding to be fed, to be catered to, to be the centre of the universe and they get very nasty if they are not fed. They scream and bite and yell and claw, and since you don’t even consciously know they are there, you interpret commotion as depression, obsession, anxiety or any number of neurotic symptoms that are completely baffling.”

Fromm (1973) made the distinction between a person’s rational or reactive hate and irrational, character-conditioned hatred. The first he defined as occurring in animals as well as in humans, with its primary objective the avoidance of destruction. The second, however, is a primary destructive trait found only in humans. Fromm (1973:34) described this as follows:

“...A continuous readiness to hate, lingering within the person who is hostile, rather than reacting with hate to stimulus from without. Irrational hate is rooted in the person’s character, its object being of secondary importance. It is directed against others as well as against self... The hate against self is usually rationalised as sacrifice, selflessness, asceticism, or as self-accusation and inferior feeling.”

The researcher supports Fromm, as she has dealt with employees who appear to be irrationally ill-disposed towards others and display a permanent attitude of cynicism and dislike of others. These employees sometimes do behave in a positive manner when required by a particular business requirement to do so, but they then subsequently revert to their usual behavioural style of being hostile and ill-disposed to others for no rational reason.

People can receive thoughts or ideas passively and pass them directly into their subconscious mind, suggests Price (2000:89). Or, people can receive them actively and apply their intellect. Over time these thoughts or ideas become habits and conditioning from which they build their belief system – their self-image. If people are unhappy about the results they are achieving and try to change their actions without changing their mental programming, their programming will modify their actions to get them back “in line”. Their results are therefore in control of them. If people want to change their results, they have to change their habits, conditioning and self-image.

Permanently ill-disposed employees may be unable to change their behaviour because they are unable to alter their self-image. The researcher suggests, however, that if an employee is ready and willing to change, coaching may be of assistance, for the coach holds a mirror for the employee to observe his habits, conditioning and outcomes in a non-threatening way.

4.6 SUBLIMINAL CONFLICT AND SOCIAL INFLUENCES

Horney (1939:86) distinguished two crucial needs that underlie all physiological and psychological needs and are fundamental to the unfolding of the personality: the need for *security or safety* (that is, the need to be free from anxiety and threat) and the need for *satisfaction* (that is, basic physiological needs such as the need for food, water sex and sleep).

In Horney’s view, a child’s dependence on his environment and parents may lead to neurosis or feelings of inferiority that may later be compensated for in adult life but, if correctly handled, may promote growth. Parents may act with real love and warmth towards the child and in doing so create an atmosphere in which his needs can be

satisfied and growth can take place. In contrast, parents' irresponsibility together with "neuroticising cultural influences" may prevent the fulfilment of the child's needs, which may lead to basic hostility and basic anxiety as the forerunners of neurosis.

Human beings may also experience subliminal conflict as a result of "life events" as formulated in the theory of stress by Holmes and Rahe (1967:213). Their proposition states that as the number of stressful events within a community increases, the proportion of the population that is unable to adapt to these changes also increases. That is, the demands exceed the capacity of these individuals to make required changes, and they are unable to cope with the stress. Of course some people thrive when faced with change (Turner and Avison, 1992:33). For example, although no one likes to lose a job, after the initial shock some people are invigorated by the search for and adaptation to a new position and ultimately adjudge themselves better for the move.

People's work environment plays a vital role in a social context, as this is where they typically spend the majority of their wakeful hours. The work environment meets their vocational ambitions, is where they choose to be employed, and creates the opportunities for them to be successful and to grow as human beings. Mahomedy (2006:33) is concerned, though, that most companies are the worst environment for employees to experience work:

"The corporate speak and words are delicious icing on a rotten cake. Employees cannot work indefinitely on icing the cake when the cake is their daily grind. I regularly meet talented individuals that dread another day behind the corporate glass. They are dissatisfied, resentful, and cynical about work. It does not take rocket scientist to work out that miserable employees wreck business performance."

Sociological research into chronic stress has focused on role strains of various kinds, including role conflicts, role overloads and role underloads (Thoits, 1983:97). Role strains may be experienced as especially stressful, because a person's identity is so closely tied to his central roles – for example, gender roles, marital roles and worker roles (Burke, 1991:837). Thus interruptions or the threat of interruption in these roles or the negative evaluation of role performances by oneself or others endangers the essential self. Other sources of chronic stress as identified by Aneshensel (1992:15)

include barriers to the achievement of life goals. These barriers include inadequate rewards relative to investments, excessive or insufficient demands from the social environment, social and economic hardship, and inconsistencies between the individual's various roles.

This view is shared by His Holiness Sri Ravi Shankar, who has addressed more than 2, 5 million people, including presidents and religious leaders. Conflict resolution, he said, was a booming industry:

“We want to put an end to this industry. Conflict is all about stress. Good sleep, proper food and a few moments to reflect on our lives and a sense of belonging is what is needed to combat stress. Religion, race, culture and language are all excuses to fight. But the real fight is stress” Viall (2006:9).

A Dutch study (Van Oudenhoven, 1998:47) explored the hypothesis that cultural dimensions influence the nature of interpersonal behaviours in organisations. This study identified flat structures within organisations to equate with low power distance, and steep, hierarchical structures to equate with high power distance. Results showed that managers from countries with a low power distance, identified as Denmark and the Netherlands, were more likely to use constructive conflict management techniques such as open and co-operative communication when in conflict with superiors than managers from high power distance countries, identified as Spain and Belgium. Moreover, managers from feminine cultures, which they identified as the Danish culture, also showed more problem-solving behaviour when in conflict than did managers from masculine cultures, which were identified as the United Kingdom and Belgium.

Many South African companies are typified by steep hierarchies and a disproportionate number of male managers. (This phenomenon is changing, however, thanks to legislation on employment equity, which encourages the promotion and appointment of women, especially black women.) It therefore follows that organisations in South Africa are currently most likely to be described as having high power distances and masculine cultures, which in turn would be more likely to produce organisation cultures with more conflict potential.

Sow (1980:6) suggests that certain cultures are influenced by the meso-cosmos:

“It is the place that gives rise to all good and bad fortune, the site of dramatic events as well as the source of worldly success. That is why it can be called the ‘structured collective imaginary’, for it is the space that gives form to the desires, fears, anxieties, and hopes for success...the day-to-day psychological fate of individual human beings is modulated by a subtle dialectic of complex (often ambiguous) relations between humans and the creatures of the meso-cosmos (African genies and spirits): invisible but powerful, good or bad, gratifying or persecutory.”

Malan (1989:56) warns that at this level it is important to be aware of how the traditional African perspective explains human dynamics. Behaviour is not the outcome of intrapsychic or interpersonal dynamics but is wholly attributed to external agents outside the person. Individuals cannot therefore hold themselves responsible or accountable for their own behaviour: the causes of all behaviour and events are the responsibility of supernatural beings and powers. Van Niekerk (1992:47) emphasises that in the traditional context behaviour and events cannot always be explained on empirical and rational grounds and that one has to look for invisible powers and beings behind the empirical, rational reality.

Burston (1991:171) explains Fromm’s point that humans must actualise their human natures by transcending their animal natures and must confront the *existential dichotomy* inherent in their human existence:

“Over and above the human-animal dichotomy, people are the only animals who, due to the self-consciousness, are aware of their own possibilities and limitations, including the fact that they must die. The pain of being human is also closely bound up with the fact that people want to be individuals, free from all bondage, yet also want to escape the loneliness and isolation by committing themselves to their fellows and to society. There is thus a conflict between individual and society which can be resolved only through balancing the demands for each. As Christian teaching would have it, this means ‘to love your neighbour as yourself’.”

An important emphasis in humanistic psychology is the conceptualisation of human nature as positive. Human nature is basically good or, at least, neutral. Vicious, destructive behaviour is attributed to bad environmental influences rather than to an

inherent disposition. There is always the possibility that humans make wrong choices and that the environment will exert a negative influence that will prevent them from actualising their true potential (Nel, 1971:8).

4.7 CONCLUSION

In this chapter a comparison was drawn between the meaning of unconscious and subliminal. The researcher identified similarities in these concepts but motivated her preference for the term “subliminal” to describe feelings or thoughts that are not evident in the person’s conscious behaviour.

The biological dimension of conflict was explored to help determine where conflict is “housed” in the human being. Links between the unconscious, self-awareness and observed behaviour were made. The influences of childhood experience on the person’s levels of acceptance or non-acceptance were shown.

Social influences, stress and a negative work environment were identified as contributing to heightened levels of subliminal conflict. Sensitivity to cultural influences, specifically African philosophies, was explored. It was suggested that human beings basically have good intentions but are influenced by the mores of the society and the circumstances in which they find themselves.

In the next chapter dealing with conflict in the workplace is discussed. It was important for the researcher to establish what different approaches or strategies can be adopted in order to ensure that conflict in the workplace is dealt with in the most effective manner.

CHAPTER FIVE

DEALING WITH CONFLICT IN THE WORKPLACE

5.1 INTRODUCTION

It was necessary for the researcher to gain an understanding of the preferred ways to deal with conflict in the workplace. Conflict may be categorised according to definitions created in different eras, such as the traditional, human relations and integrationist eras. It is proposed that conflict per se is not a negative construct and that it is more useful to view it as task-, relationship- or process-related.

The researcher explored the causes of dysfunctional conflict and analysed the consequent effects on the workplace as being material, psychological, physical or behavioural. Methods of dealing with conflict were debated in relation to the responsibility of the organisation and its culture, childhood influences on individuals, the views of different generations and communication styles.

The well-known and highly regarded Thomas-Kilmann Conflict Mode Instrument was reviewed as a tool for assessing conflict styles. Hudson and Riso's Harmonic Groups model was also defined as a way of viewing the Enneagram types in situations of conflict.

5.2 DEFINING CONFLICT

The early approach to conflict assumed that all conflict was bad. Conflict was viewed negatively, and the term was used synonymously with terms such as violence, destruction, and irrationality to reinforce its negative connotation (Putnam and Poole 1987:549).

The **traditional** view was consistent with the attitudes that prevailed about group behaviour in the 1930s and 1940s.

Conflict was seen as a dysfunctional outcome resulting from poor communication, a lack of openness and trust between people, and the failure of managers to be responsive to the needs of their employees.

The **human relations** position argued that conflict was a natural occurrence in all groups and organisations. Since conflict was inevitable, the human relations school advocated acceptance of conflict. Proponents rationalised its existence: it cannot be eliminated, and there are even times when conflict may benefit a group's performance. The human relations view dominated conflict theory from the late 1940s through to the mid-1970s (Putnam and Pool 1987:550).

While the human relations approach accepted conflict, the **interactionist** approach *encourages* conflict, on the ground that a harmonious, peaceful, tranquil and cooperative group is prone to becoming static, apathetic and non-responsive to needs for change and innovation. The major contribution of the interactionist approach, therefore, is to encourage group leaders to maintain an ongoing minimum level of conflict – enough to keep the group viable, self-critical and creative (De Druue and Van de Vliert 1997:617).

This view is shared by most of the current opinion on workplace conflict:

“Conflict can be positive or negative, constructive or destructive, depending on what is made of it. It is never static and can be altered depending on how it is viewed. Conflict resolution depends greatly on awareness, and there are clues from the obvious to the subtle” (Cornelius and Faire 2001:12).

Kaye's (1994:12) earlier research supports the abovementioned opinion:

“It must not be our goal to prevent conflict or discourage disputes. Our goal is to encourage good disputes. We want people to disagree with one another freely, constructively, not always pleasantly or kindly but always respecting legitimacy of other points of view and the value of the other person.”

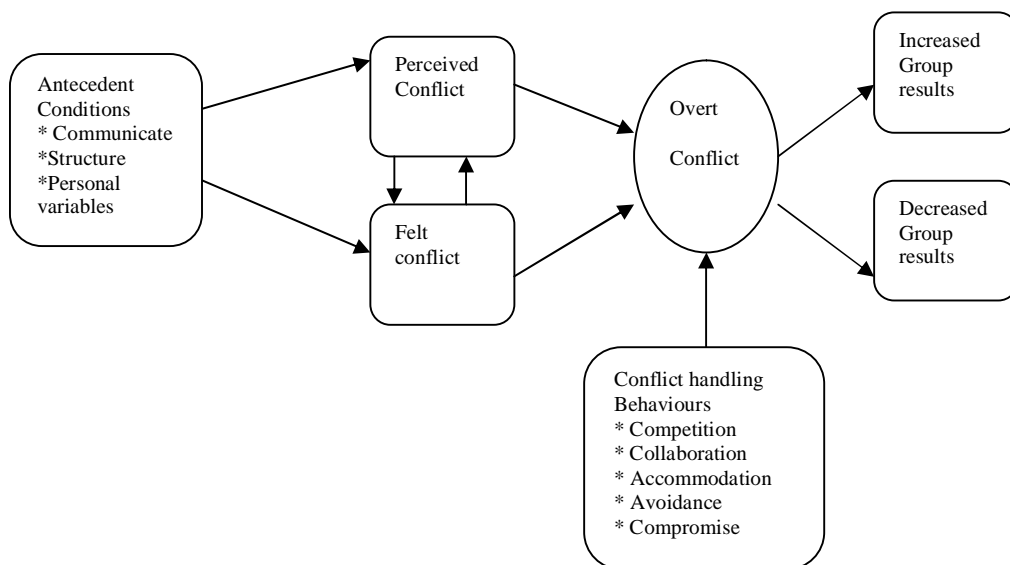
The most important variables are individual value systems and individual idiosyncrasies and differences. The evidence indicates that certain personality types –

for example, individuals who are highly authoritarian and dogmatic and demonstrate low self-esteem – can bring about conflict (Robbins, 2003:167).

The researcher suggests that the Enneagram typology demonstrates that it is not only the abovementioned personality types that create conflict. Personality types that may be described as manipulative, narcissistic, temperamental, detached, distrustful or “superior” may also create conflict. The authoritarian and dogmatic individuals represent only two idiosyncrasies, while many other variables exist in people’s behaviours that could lead to conflict.

Figure 6.1 below illustrates how the process of conflict occurs. The triggers may be the way employees experience the manner of communication, personal issues or the structure of the work.

Figure: 5.1 The Conflict Process



Source: Robbins (2003:168)

Conflict is either felt or perceived, which suggests that (in either case) it is not an objective construct. If the conflict is unconcealed, people have choices in dealing with it in either an avoiding, competitive, collaborative, compromising or accommodating manner. Robbins has based his categorisation of these behaviours on the research of Thomas-Kilmann. The researcher believes that the choice of behaviour is more likely to be based on the inherent personality type as illustrated in the Enneagram typology, unless the individual is sufficiently self-aware to adopt a certain behaviour style appropriate to the particular conflict. If the conflict is dealt with in a constructive manner, it may lead to improved group results, but if the conflict is dealt with in a dysfunctional way, it may lead to deficient group results.

5.3 DUALITY OF CONFLICT

Most people see conflict in a negative light. However, the interactionist view proposes that not all conflicts are bad. Rather, some conflicts support the goals of the group and improve its performance; these are **functional**, constructive forms of conflict. Alternatively, there are conflicts that hinder group performance; these are **dysfunctional** or destructive forms of conflict. The type of conflict must be identified in order to differentiate functional from dysfunctional conflict (Jehn, 1997:537).

Task conflict relates to the contents and goals of the work. **Relationship conflict** focuses on who does what to make the relationship dysfunctional by creating uncertainty about task roles, increasing the time needed to complete tasks, and driving members to work at cross-purposes. A low-to-moderate level of task conflict consistently demonstrates a positive effect on group performance because it stimulates discussion of ideas that improve the group's interpersonal relationships. **Process conflict** relates to how the work gets done. Studies demonstrate that relationship conflicts are almost always dysfunctional.

Jehn (1997:644) interprets these studies as showing that the friction and interpersonal hostilities inherent in relationship conflicts increase personality clashes and decrease mutual understanding, thereby hindering the completion of organisational tasks. On the other hand, low levels of process conflict and low-to-moderate levels of task conflict are functional. For process conflict to be productive, it must be kept low.

In the literature on responses to stress, the “flight or fight” concept is prominent (Selye, 1980:56). When the organism is faced with external threats, survival mechanisms prepare it to fight or flee. Cannon (1963:88) explains that this is caused by an emergency discharge of adrenaline, a quickening of the pulse, an increase in blood pressure, stimulation of the central nervous system, temporary suspension of digestion, a quickening of blood clotting, and a rise in the blood-sugar level. These physiological responses prepare organisms for heightened physical activity, such as aggression or flight.

Matteson (2002:351) supports the notion that functional conflict is a confrontation between groups that enhances and benefits the organisation’s performance. However, he warns that beneficial conflicts can often turn into harmful ones. The same level of stress and conflict that creates healthy and positive movement toward goals in one group may prove extremely disruptive and dysfunctional in another group. A group’s tolerance for stress and conflict can also depend on the type of organisation it serves. Vehicle manufacturers, professional sports teams and crisis-response organisations such as the police and fire departments have different points at which functional conflict becomes dysfunctional than organisations such as universities, research and development firms and media production firms.

On-the-job conflict has come to be viewed as a normal element of living within a complex work environment and may result in positive outcomes for the organisation. Employees engage in a series of behaviours in an attempt to reduce conflict or to protect their self-interest (Nicotera, 1993:46).

5.4 CAUSES OF CONFLICT

If the conflict is not dealt with effectively, it can have a more significant impact on both the employees’ work and non-work spheres (Thomas, 1992:37). “Where does conflict come from?” asks McKenna (1994:418). She posits the following sources of conflict:

- Frustration and aggression. Disagreement often reflects frustration – feelings of being ignored.

- Different objectives. Managers have one set of goals, typically including efficiency and cost-effectiveness, whereas employees may be focused on higher pay and longer holidays.
- Different values. These could be political – a difference in belief about the business or a disagreement about the manager’s right to manage.
- Jealousy. An employee can feel affronted if other members of staff are paid more or receiving extra perks.
- Culture. The tradition of ‘us’ and ‘them’.

The researcher suggests that two prime causes of workplace conflict can be traced back to the inappropriate response of one employee to another or to a situation. These inappropriate responses could be due to inherent behavioural habits or stresses caused by an external situation. The second cause is the sense of “self-entitlement”, which relates to employees’ different objectives (as mentioned above) or feelings of being ignored. These employees believe that in some fundamental way the organisation is not meeting their expectations but they do not leave the organisation in order to pursue other options, as they may be unable to compete in the labour market or may lack the self-esteem to seek other options.

The response of self-entitlement embroils employees in subliminal conflict, since they might not realise what the cause of their underlying unhappiness is. And, even worse for the organisation, they might subtly sabotage their workplace and their relationships with managers, colleagues or customers.

Bailey (2006), Senior Project Officer from the University of Cape Town’s Centre of Conflict Resolution, shares this viewpoint and adds:

“Conflict is neutral – people have choices in how they react to conflict. Not all conflict should be escalated. Sometimes gossip is intentional – i.e. spreading stories about others to harm them. It can also be unintentional. A story is told in confidence by someone who is sharing the experience to gain a better insight for themselves. However the other person repeats the story for ego gratification. ‘I know a story you don’t know...’.”

The researcher has found that gossip can have a detrimental effect on teams, as the stories being recounted often are not true, are not relevant to the workplace, damage the reputation of others and create unnecessary relationship conflict.

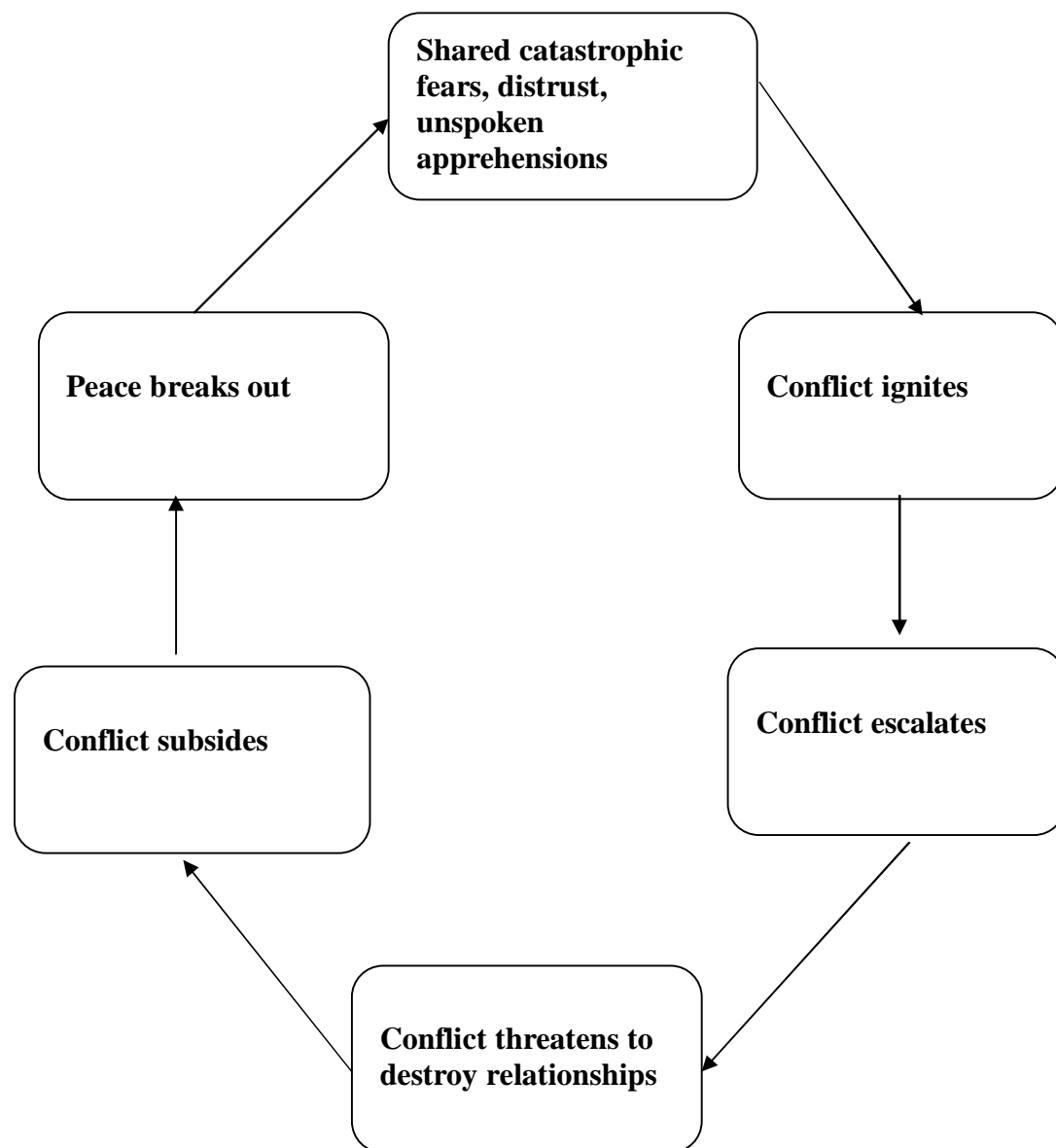
The process of repairing the reputation of an employee who has been the victim of gossip frequently involves a great deal of effort and managerial resources. However some employees create their own problems – they tell stories about themselves to others that are often exaggerated and scintillating. People often cannot resist the temptation of repeating a story that has humour potential and will earn them self-affirmation in the telling. It is therefore accepted that gossip is a normal social construct but that employees who are self-aware will not encourage malicious and potentially harmful gossip.

Borysenko (2003:144) makes the point that all religions include an ethical prohibition against gossip. Buddhism encourages the practice called “right speech”, one of the cornerstones of respect and compassion. Unfortunately, many people live in a culture where right speech is a lost art. Titillation and trash talk are common entertainment. People are inundated with the most intimate and gory details of the private lives of people from movie stars to politicians. Borysenko suggests that having the ability to confide secrets not only reduces anxiety and stress, but also helps protect people against heart disease, strengthens immunity and aids the body’s fight against cancer.

Allen (2007) reports that “one bad apple” can spread negative behaviour like a virus to bring down officemates or even destroy a good team. A single negative or toxic team member can be the catalyst for a group’s downward spiral. And “two good apples” are unable to change the dynamics into a positive energy flow, because the single toxic team member holds more force.

Figure 5.2 illustrates how cycles of conflict continue unless a definite change occurs. This change may occur when employees become sufficiently self-aware to notice that the cycles of conflict are counterproductive and decide to commit themselves to some form of behaviour change. Depending on the behaviour change the conflict can either escalate or subside. Some of the subliminal causes of conflict include the emotions of fear, feelings of distrust and unspoken apprehensions (Kaye, 1994: 56).

FIGURE: 5.2 THE CYCLE OF SHARED CONFLICT



Source: Kaye (1994:57)

5.5 EFFECTS OF DYSFUNCTIONAL CONFLICT IN THE WORKPLACE

Dana (1990:13) warned that dysfunctional conflict can result in loss to the organisation. She identified some cost factors as follows:

- Wasted management time
- Reduced quality of decision-making
- Loss of employees
- Restructuring
- Sabotage
- Lowered job motivation
- Lost work time
- Health costs

Edelmann (1993:3) suggests that for the individual, dysfunctional conflicts result in damage to his physical and emotional wellbeing, and loss of confidence and self-esteem. At a **psychological level**, common reactions include an inability to concentrate and think clearly, with an increase in irritability and an inability to relax. Minor **physical ailments** such as headaches, difficulty in sleeping and upset stomachs are also warning signs that, if left unheeded, may lead to ulcers and high blood pressure. **Behavioural signs** may involve withdrawal from relationships that are proving difficult, in addition to the overuse of alcohol, cigarettes or tranquillisers in an attempt to relieve tension. Edelmann further suggests that there is often a vicious cycle: conflicts lead to stress, which in turn results in an increase in cynicism about clients or colleagues, which leads to further conflict. Managing interpersonal conflicts is therefore an important contributor to the reduction of stress at work.

Work-group infighting has been identified as a major cause of the breakdown in organisational trustworthiness (Hodson 2004: 432). Co-worker relations constitute an important part of the “social climate” at work and provide a setting in which employees experience meaning and identity (Barker, 1999). Organisational trustworthiness can be expected to contribute to reduced conflict, gossip and infighting among co-workers through the identification and promotion of goals (Van Buren, 1999:541). In organisational climates characterised by untrustworthy or

unethical management behaviour, co-operative and supportive co-worker relations will suffer (Brass, 1998).

Conflict among co-workers has many sources. Actions aimed at defending one's autonomy need not be directed only at management. Employees' efforts at securing more satisfying working lives for themselves can also be directed against other employees. Any reduction in an employee's effort will be perceived negatively by other employees if they are inconvenienced or their own work is made harder as a result. Perceived unfairness in rewards is a further source of intragroup conflict (Hodson, 2004).

Gossip and character assassination are the front-line tactics in interpersonal conflicts at work. They inflict harm with minimal risk to the attacker. Yet they can also prolong and even intensify conflicts, as insults are levied, grudges accumulated and competing cliques strengthened (Anderson 1999).

Conflict between individuals and groups about how the organisation's goals should be achieved is often more serious than conflict due to other causes, aver Gerber et al (1998:325):

“Conflict is particularly serious when the various groups (sections or departments) must compete for the larger share of the budget. Serious conflict can, for example, arise if the production department attempts to increase the organisation's profits by reducing the range of products and increasing their quality, while it is the strategy of the marketing department – in pursuing the same goal – to market a greater variety of products.”

O'Leary (2006) has identified three stages of dysfunctional group conflict:

1. Everyone walks on 'eggshells'.
2. Employees start complaining and there is an air of irritation.
3. Employees become stuck, i.e. they are not engaged – they are indifferent. They speak for the group, not as individuals. They hang in for the money and security. As a result of cynicism, a lack of energy and negativity, middle management has to put out fires. The leader has lost credibility and social engagement is lacking.

Subtle, yet highly destructive, supervisory abuse is widespread across workplaces. Often the behaviours involve treating employees as objects rather than as human beings or simply being chronically disrespectful. This erodes the sense of shared purpose between employees and managers and heightens conflict in the workplace. The observation that injustice provokes resistance may be one of the few universal truths in social sciences (Jermier et al 1995).

Extreme forms of conflict in the workplace are bullying and sexual harassment. Einarsen (2000:27) defines bullying as hostile and aggressive actions that are systematically directed at one or more persons in such a way that those people are stigmatised and victimised. Bullying differs from ordinary workplace conflicts in that it consists of repeated and prolonged infringements of an employee's personal dignity. The victim's perceived inability to cope with the bullying may be due to an imbalance in the relative power of the parties involved, or it may be an indirect consequence of the bullying itself or of a foregoing interpersonal conflict.

Although sexual harassment may involve many motives, it typically has more to do with the abuse of power than with sexual motivation (Goleman, 1991:12). Harassers usually hold a dominant position in relation to the person who is harassed and abuse their authority by taking advantage of the other person's vulnerability.

Resentment and hostility directed at women who venture beyond the traditional gender boundaries and enter traditional male occupations may be expressed in the form of sexual taunts and overtures by men as a way of "keeping women in their place" (Fitzgerald, 1998:152).

In South Africa organisations have always had to deal with racial conflict, and hopefully have done so more constructively since apartheid was abolished. During apartheid employees were often affected, in that they were victims of many forms of discrimination and abuse. However, since the democratisation of the South African society and with the inception of new labour laws, a "pendulum effect" has been created which at times has left management embarrassed and confused about dealing with the complexities of racial conflict.

Organisations that do not deal with racial conflict in a timely and effective manner may face dire consequences, according to legal firm Sonnenberg, Hoffmann & Galombik (2006). A white employee at Old Mutual asked her manager “*Hoekom sit jy my langsam die Kaffir?*” (Why are you making me to sit next to a Kaffir?) According to the Oxford Dictionary, ‘Kaffir’ is a derogatory word meaning a Bantu inhabitant of South Africa. The Labour Court found this remark to be racist in nature as it conveyed malcontent in sharing offices with Africans. The employment equity manager employed by Old Mutual intervened only six months after the incident, after which the employee was dismissed, reinstated and then finally dismissed again. The media reported the matter in such a way that Old Mutual was shown as not defending its black employees who were victims of racial insults. The labour union took up the matter, which resulted in further collective conflict and ultimately cost Old Mutual vast sums in legal costs.

Steyn(1994:468) avers that communication is the only way in which conflict involving different cultures can be peacefully resolved:

“Effective communication in multicultural conflict requires that both difference and similarity be handled in a confirming manner. It is significant that disconfirmation of both similarity and difference tends to be inciting, especially when there is already conflict. This is because disconfirming behaviour tends to be dysfunctional, in that it does not further the aims of the interaction but tends rather to damage the relationship and communication climate. We all know that a single disconfirming response can live with us for a long time after the interaction in which it occurred and can cancel out the effect of many confirming responses.”

The Enneagram has been used across cultures world-wide and has shown no preference for any racial or cultural group. It can be used as a tool for understanding behaviour that encourages confirming responses and enhances a climate of effective communication underpinned by understanding of personal motivations.

The Tokiso Annual Labour Market Review categorises the types and prevalence of misconduct disputes referred to the Council for Conciliation, Mediation and

Arbitration (CCMA) in South Africa. The 2005/2006 report showed that the second highest category of disputes was in the realm of conflict:

- 35% cases involved integrity
- 26% cases involved conflict
- 20% cases involved insubordination
- 6% cases involved assault
- 1% cases involved intimidation

Beaumont (2006:3) states that the need for discipline, the evidence of dismissals and related disputes suggests that the South African labour market has a long way to go in achieving an ethos of self-governance by individuals.

Hoskin (2006:40) reports that the Human Resources Director of Edcon, Dr Urin Ferndale, used the company's human resources strategy to help turn the organisation around, placing the group in a strong position. When he joined the company he found that massive sums of money were spent on settlements at the CCMA. It was apparent that the company was taking financial strain because of adversarial relationships with labour. People were being dismissed without regard to proper procedures, not necessarily because of malicious intent but because of ignorance and a shortage of time. Ferndale made a decision that no more settlements would be paid and that there was no budget for the CCMA. This approach forced management to think much more carefully about how they handled labour-related matters in resolving conflicts.

The researcher would suggest that self-governance starts when individual employees have self-awareness and raise their individual emotional intelligence quotient. The Enneagram can be a robust tool in igniting and encouraging this self-awareness.

5.6 METHODS OF DEALING WITH CONFLICT

Clearly there is a responsibility on the individual employee as well as the manager and the organisation in managing conflict. Today's workers must demonstrate aptitude at social as well as technical skills (Muir 2004:99). Social skill sets – the

“good communication skills” often referred to in job descriptions – include the ability to manage interpersonal situations and conflict in the workplace. Business programmes often address conflict as a management or organisational behavioural issue, yet conflict is inherently a communicative issue (Reinsch & Selby 1997:27). Myers & Larson (2005:307) furthermore believe that from a communication perspective, the focus should be on the processing and interpreting of information, messages and meanings associated with a conflict situation. To this end they believe that a profound understanding of conflict can facilitate a student’s transition to full-time employment by helping him to interpret the nature or types of conflicts employees experience in organisations.

Meyer (1982) suggests that frustration does not always lead to aggression, and aggression is not only caused by frustration but by other stimuli as well (such as ridicule and threat). She suggests that members of society should be encouraged to learn to use alternative responses to frustration, such as negotiation and redefinition of unattainable goals.

Children and adolescents model the work-related communication they observe from family members, learning both positive and negative attitudes and behaviours from their parents and adult caregivers. During adolescence, a transition takes place and peer influence tends to overtake parental influence. Young adults relate uneasily to dealing with conflict and tend to ignore or avoid conflict with authority figures or persons in position of power (Jablin, 2001:732). These attitudes, when left untested and uneducated, stay with young adults and are prevalent in the workplace. If the necessary learning and positive reinforcement occur, these young adults could develop into more psychologically healthy adults.

Adulthood is characterised by healthy interpersonal relationships, which implies the following as summarised by Sullivan (1956:34):

- *Being able to compete and co-operate in a healthy way.*
- *Having a non-inflated self-system.*
- *Being able to sustain a successful intimate relationship.*

Codrington & Grant-Marshall (2004:13) have defined the next generation of employees (i.e. those children born between the 1980s to the 2000s) as the Millennial Generation. These are the young people who are typically entering the workplace today. The authors support the abovementioned perspectives and add the following:

“Orientation courses for Millennials will need to be fun and involve socialisation with their colleagues. The key will be to make them feel comfortable as quickly as possible while letting them sense the company’s values and culture by interacting with existing employees.”

The researcher does not suggest that all adults in the workplace emulate the characteristics as outlined by Sullivan above. Many of the adults referred to as the baby boomers (i.e. those children born between 1950s to 1960s) are in management today and may still be operating at low emotional intelligence levels without dealing with conflict in a functional way. However, it may be prudent to present the Millennial Generation with a new paradigm of dealing with conflict and encouraging self-awareness at an early stage of their personal development.

Codrington & Grant-Marshall (2004:137) refer to the concept of emotional economy. They predict that companies that will attract attention and custom will be those that:

- Are trustworthy and honest.
- Make their clients feel special.
- Provide services tailored to client preferences.
- Understand mass customisation and markets of one.
- Network with their clients, spreading their good name by word of mouth.
- Take issues related to the environment, corporate social responsibility and sustainability seriously.
- Treat their staff as human beings and not just as biological machines.

The emotional economy encourages the organisation to deal with all aspects of business in a manner that encourages the individual’s self-awareness and ability to deal with customers in ways that ensure that conflict is dealt with constructively and effectively. Knowledge of the Enneagram can be key in ensuring that these goals are met.

In contrast to the emotional economy is the autocracy of certain organisations where a defensive communication climate exists, where attitudes are rigid and power games and organisational politics prevail.

Defensive communication behaviour is very often evidenced in middle management in situations where there is a lack of security or where ambiguity about expectations, policies or rules exists. The management mindset that is typical of this type of organisation is, according to Jonas et al (1990:45), focused on solving problems, making rules, policing systems, adjudicating conflicts and commanding the actions of others.

These are primarily reactive, mechanistic strategies for dealing with conflict and do not lead to lasting change or growth for the individuals or the organisation. The organisation does not learn and the defensive communication pattern persists, which in turn leads to the need for more strict rules and policing systems.

5.7 ASSESSING CONFLICT STYLES

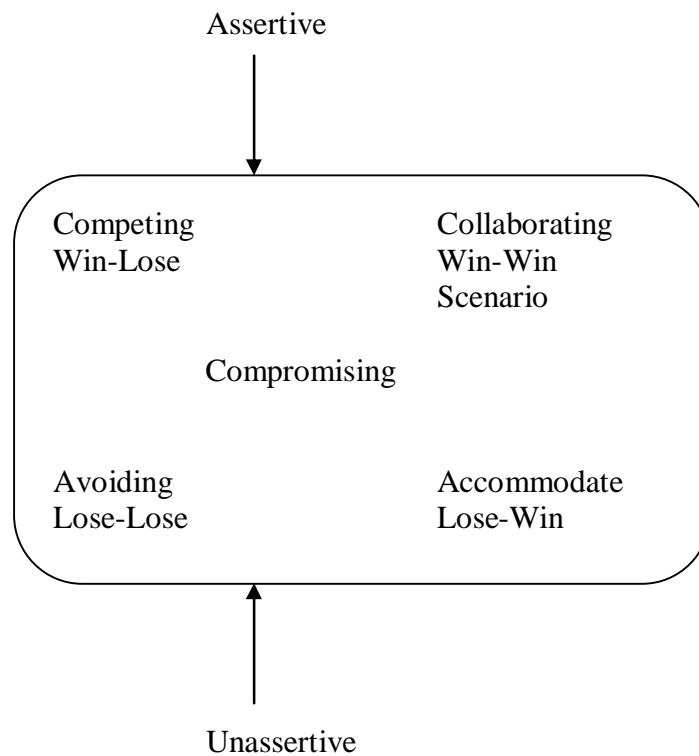
The Thomas-Kilmann Conflict Mode Instrument (1974) was designed to assess an individual's behaviour in conflict situations. Conflict situations are situations in which the concerns of two people appear to be incompatible. In such situations we can describe a person's behaviour along two basic dimensions:

- Assertiveness: the extent to which the individual attempts to satisfy his or her concerns.
- Cooperativeness: the extent to which the individual attempts to satisfy the other's concerns.

These two basic dimensions can be used to define the five specific methods of dealing with conflict. These five conflict modes are shown in Figure 5.3 below, where Competing refers to "forcing", Collaborating refers to "problem-solving", Compromising to "sharing", Avoiding to "withdrawal" and Accommodating to "smoothing".

Figure: 5.3

Thomas-Kilmann Conflict Mode Instrument



Source: Spencer (2006:78)

Spencer (2006) suggests that there is no one conflict management strategy that works with all people all the time. There are both effective and ineffective moments to demonstrate each of these behaviours. Although a person may prefer one Thomas-Kilmann conflict management style to another, it is valuable to release “a person’s inner chameleon” and learn how to adapt conflict reactions.

Spencer has used the Thomas-Kilmann model to create the following practical model of conflict behaviour reaction:

“Compete when:

- *There’s an emergency or crisis to resolve; a ‘fire’ to put out*
- *There’s an unpopular decision to make (and you must make it!)*
- *You’re certain that you’re correct about a critical issue or situation.*

- *Defending yourself against an underhanded, unethical opponent who'll take advantage of any 'weaker' conflict management style you exhibit.*

Collaborate when:

- *You must get 'buy-in' from others for a successful result.*
- *Attempting to gain understanding of another's ideas or opinions.*
- *Bringing a variety of views to light on an important issue.*
- *Seeing consensus.*
- *Smoothing over previous workplace hostilities or tension in a relationship.*

Compromise when:

- *There's some latitude about 'what you can live with'.*
- *You don't want to 'lose', but you realise that the stubbornness of conflict would be emotionally or literally costly.*
- *Two people of equal influence and strength have reached a stalemate.*
- *A quick, temporary 'fix' will help move things forward.*
- *A deadline looms and you must have some semblance of agreement.*
- *Competing or collaborating has failed.*

Avoid when:

- *The conflict is 'silly' and you can't be bothered.*
- *You know you can't win.*
- *The payoff for resolving the conflict is lower than the damage that may be created by pushing your point.*
- *You need more time to examine the issue and/or to think.*
- *Someone else can take care of it better than you.*
- *The conflict at hand is merely the 'presenting issue' and not the real reason why the strain exists.*
- *The conflict is too politically hot to handle from your position within the workplace.*
- *You're too 'hot under the collar' and need some time to cool off.*

Accommodate when:

- *The other's position makes more sense, has more validity than yours.*
- *It's your heart's desire to make amends or be of service.*
- *Building obligations/favours upon which you can later collect.*

- *The other has all the power and influence, and you know it.*
- *Keeping the peace and being happy is more important than being 'right' or having your own way.*
- *The issue between you and the other means so little to you and so much to the other”.*

The Hornebian social styles correspond to the Thomas-Kilmann styles as follows: Assertiveness may correspond to the Assertive Triad, which includes Types 3, 7 and 8 of the Enneagram types. Cooperativeness may correspond to the Compliant Triad (Types 1, 2 and 6) and Withdrawn Triad (Types 4,5 and 9).

The researcher suggests that individuals do not always choose to adopt a Conflict Mode as suggested by Thomas-Kilmann, but rather that they automatically respond to a way of dealing with conflict depending on their intrinsic Enneagram type. However, when people attain self-awareness they may choose to adopt a style of dealing with conflict that would be more beneficial to themselves and the other party affected by the conflict.

Knowledge of the Thomas-Kilmann Conflict Mode Instrument is useful to the person who has sufficient self-awareness to choose his behaviour style that will benefit all parties and thus result in a win/win situation.

The researcher believes that these pointers from the Thomas-Kilmann Conflict Mode Instrument are valuable in teaching people about dealing with conflict. They are, however, also limited, in that they do not give people insight into their habitual or intrinsic ways of dealing with or reacting to conflict. It is in this way that the Enneagram can be a valuable tool to help people understand their deeper motivations for their habitual patterns of dealing with conflict and to give them insight into more masterful ways of handling it.

An alternative Enneagram model to the Hornebian Triads was developed by Riso and Hudson (1999:64). They term this the Harmonic Groups, which indicate how each

person copes when he does not get what he wants. This reveals the fundamental way in which the personality defends against conflict, loss or disappointment.

The Positive Outlook Group consists of Enneagram types Nine, Two and Seven. These types respond to conflict and difficulty by adopting a 'positive attitude', reframing disappointment in a positive way. They want to emphasise the uplifting aspects of life and look on the bright side of things. These types are morale boosters who enjoy helping other people feel good because they want to stay feeling good themselves.

The Competency Group is composed of types One, Three and Five. These people have learned to deal with difficulty by putting aside their personal feelings and striving to be objective, effective and competent. They put aside their subjective needs and feelings; they try to solve problems logically and expect others to do the same.

The Reactive Group is composed of types Four, Six and Eight. These types react emotionally to conflicts and problems and have difficulty knowing how much to trust other people. When problems arise these types look for an emotional response from others that mirrors their concern.

Kline (2004:123) suggests the following pragmatic ways to deal with conflict effectively and at the same time fuel creativity:

“Do these things without fail:

- *Set a timer for three minutes.*
- *Take turns talking, three minutes each. Take as many turns as necessary to resolve the issue.*
- *Do not interrupt each other or take over each other's turn, no matter what.*
- *If you don't need all the time in one turn, save it for your next turn.*
- *Stop talking the instant the timer goes off.*

Do these things if you can:

- *Keep eye contact with the other person when they are speaking.*

- *Focus on finding a good idea, not on winning.*
- *Remember how intelligent you both are.*
- *Be fascinated by the other person's mind at work.*
- *Remember that there is an idea neither of you has thought of that will resolve the problem better than you can imagine.*
- *Smile once in a while (appropriately).*
- *Avoid saying things you will regret.*
- *Breathe out.*
- *If time runs out before you find a mutually good idea, schedule a time soon to continue."*

The researcher has found that many situations of negative conflict could be avoided if people did not take things personally. Ruiz (2006:60) gives the following advice in this regard:

"If you make a habit of not taking anything personally you won't need to place your trust in what others say or do. You will only need to trust yourself to make responsible choices. You are never responsible for the actions of others, you are only responsible for you. When you truly understand this, and refuse to take things personally, you can hardly be hurt by the careless comments or actions of others."

5.8 CONCLUSION

In this chapter conflict was defined and it was suggested that conflict need not be viewed as negative, since, when constructively channelled, it can be positive as a creative energy force in organisations. Conflict was defined in task, process and relationship contexts within the world of work. It was recognised that some organisations have more tolerance for conflict than others, and that this would depend on the nature of the industry and the organisational culture.

The causes of dysfunctional conflict responses in individuals were attributed to genetic inheritance, childhood experience, and the ability to deal with frustration and gossip. The question of organisational culture was explored and it was found that more autocratic management styles and a predominantly masculine culture might be

more prone to conflict. The effects of dysfunctional conflict in the workplace were distinguished as being either physical or psychological.

The cost to organisations that are unable to deal with conflict speedily and effectively was deemed to be measured in the loss of reputation and the waste of manpower resources. Extreme forms of conflict were seen as bullying or sexual harassment.

It was suggested that adults can learn the skills to deal with conflict, although it is more effective for children to learn about conflict through basic communication skills.

The Thomas-Kilmann conflict styles were defined and practical ways for dealing with conflict were suggested. Hudson and Riso's Harmonic Groups were defined according to Enneagram conflict styles.

In the following chapter the methodology for use of the Enneagram in dealing with workplace conflict is discussed. The reasons for employees' misconceptions regarding their behaviour are explored. The Karen Horney (Horneyan) social styles are analysed and the nine Enneagram conflict styles distinguished. This information forms a vital part of the research conducted through the nine coaching conversations and the design of the conflict style assessment.

CHAPTER SIX

A METHODOLOGY FOR UTILISING THE ENNEAGRAM IN DEALING WITH CONFLICT

6.1. INTRODUCTION

In this chapter the researcher discussed the methodology for utilising the Enneagram in mastering workplace conflict. At times employees find themselves embroiled in some form of conflict but are unable to distinguish whether their own behaviour might be the cause of the conflict, or whether other people or external factors are creating the conflict. The researcher holds the a-priori assumption that with insight into their behaviour and conflict styles, people are able to make this distinction more objectively.

An important aspect of the research was based on identifying three different conflict styles. Karen Horney's three social styles were identified as a model of viewing the Enneagram social types, i.e. the Withdrawn, the Assertive and Compliant styles. The researcher designed a conflict assessment questionnaire which was utilised as a model for learning about conflict response and to validate the Hornevia social styles. She also conducted nine coaching conversations with nine employees, each representing a different Enneagram type. These employees were presented with a situation in which there was workplace conflict. This literature research, together with the underpinning knowledge of the coaching methodology of the nine Enneagram types and the corresponding conflict styles, formed the basis of the design of the conflict assessment questionnaire.

6.2 UTILISING THE ENNEAGRAM AT WORK

Human resources practitioners and business people can become better managers by being more aware of their employees' personality types (Riso and Hudson, 1996:10). However, they warn that no one has a "God's-eye view" of the whole of human nature, so no one can say with absolute confidence what it all means. This is why there will always be an element of faith to psychology, not necessarily religious faith,

but a set of beliefs about human beings that goes beyond what can be demonstrated scientifically.

Austin (1996:48) views the Enneagram as a tool for managers to get a “fix” on the most unpredictable variable in any business equation: people. However, she warns that it should not be used to pigeonhole people, but rather as a way to find out how an individual ticks.

Sikora (2005) suggests that for any information to be valued in the business world, it has to be “actionable”. The Enneagram is often used in ways that are limited to typology or the cataloguing of common traits. The ability to see the trait patterns in oneself and others is useful in many ways but the understanding of what inspires these trait patterns is even more useful, which he terms “strategy”:

“The Enneagram should be understood as a system of strategies, an adaptation or complex of adaptations, that serves or appears to serve to achieve evolutionary success. The nine types are thematic approaches to interacting with the world. For whatever reason, we prefer one strategy and tend to rely on it significantly more than on the others, sometimes to our detriment.”

This view is supported by Bester (2006:3):

“It is tempting to view the Enneagram as a classification tool and although this is often its most visible use, it is really a model of relationships between various aspects of behaviour. This has become clear as we have examined the model in the context of team and leadership styles, which has been the focus of our work. Yet, simple classification is also useful to highlighting strengths and areas of challenge for any individual”.

Alonzo (2000:57) suggests that knowing the Enneagram can turn managers into better motivators:

“Learning the Enneagram personality type could offer some insights into what motivates people. Unfortunately there is not one type of incentive that will motivate all salespeople, or all factory workers for that matter. Every company is a collection of individuals with a variety of temperaments and hot buttons. A fundamental element of the Enneagram is its description of the nine distinct personality types. Each type is

rooted in a specific viewpoint or belief structure that largely determines what is important to you and how you interact with world to fulfil your hopes and dreams.”

The application of the Enneagram to the business world is a relatively recent development, but those companies and organisations that have benefited from learning the system can attest to its effectiveness, suggests Colina (1998:97):

“In every profession, people are doing the same job in apparently the same way. But beneath the surface, different types of people are doing that job from radically different perspectives. The Enneagram helps us to understand those different perspectives and enables us to realise that we cannot realistically understand others from only our own lens of perception. It has become a tool for discovering a new paradigm for understanding, motivating and communicating with employees, teams and managers”.

Orn Gudmundsson, CEO of Northland Corp. in La Grange Kentucky, has taught the Enneagram methodology to most of his salaried employees, although he cautions his sales people to analyse themselves first before they analyse their customers (Gelman, 1995). This is an important principle in the application of the Enneagram and the researcher supports the notion of “seeking to understand self before seeking to understand others”.

The researcher supports the abovementioned views on the use of the Enneagram in the workplace and emphasises that it should not be used as a tool to manipulate others or to get an “inside track” into the behaviour of others. She supports Hudson and Riso (2002) in their assertion that human behaviour will always have an element of mystery and no psychological assessment will give the complete answer to an individual’s behaviour.

6.3 THE EMPLOYEE’S FILTERED PERCEPTIONS

Wilber (2001:191) cautions that while the Enneagram divides personality into nine basic types, it does not illustrate levels of consciousness:

“As the personality begins to grow and develop, it tends to settle into one of these nine Enneagram types. With higher development the Enneagram types begin to unfold their corresponding essence and wisdom.”

People may become attached to their own life stories, or narratives. They might believe that they are the victims of their life stories and that conflict is just another unfortunate experience that life throws at them. Polonoff (1987:38) asks what makes the self-narrative satisfying, functional and adaptive. Accuracy, he suggests, is the most important criterion. Yet most narrative theorists reject the modernist assumption – that there is one true account of a person’s life and problems. Indeed, the use of the term “narrative” is meant to convey that there are many ways of telling a person’s story – not just the historical truth that must be uncovered before positive self-change can occur. The Enneagram offers people an opportunity to re-examine their life stories and view their behaviour choices objectively as part of their narratives.

One reason people fail to predict their own behaviour accurately is that they believe themselves to be “holier than thou”, and that they would be more likely than the average person to perform moral acts of kindness. Another is that people use different kinds of information when predicting their own versus other people’s behaviour. When predicting other people’s actions, they rely mostly on their cumulative knowledge of how the average person would act, including their hunches about the kinds of situational constraints people will face (Epley & Dunning, 2000:91). Self-awareness invites people to take responsibility for their own behaviour and to resist the temptation of predicting others behaviour. The Enneagram also allows people to have compassion for others in understanding their view of the world rather than expecting others to behave in an “average” way.

One of the reasons, according to Maslow (1971:27), why very few people realise their full potential seems to be a lack of self-knowledge and self-insight:

“The result of this is that the person depends on external directives, like advice or suggestions from other people, or rules, agendas and programs. To realise his full potential a person should have the courage to take risks and experiment with new ideas.”

Adler (1956:265) suggests that all neurotics have in common self-centredness, a concern with their own sense of security and superiority. Adler believes that neurotics safeguard strategies to protect what little self-esteem and illusions of superiority their mistaken lifestyle can generate. The feelings of self-esteem and superiority experienced by healthy persons are real, because they are based on social interest and therefore do not need to be supported by deceptive strategies.

The interpretation of tension and violence between groups leads Erikson (1969:502) to suggest that violence can be combated through the formation of a wider identity, which he defines as follows:

“A truly wider identity includes not only the capacity for empathetic identification with other people – and especially with people at first perceived as incomprehensibly ‘other’ – but also the willingness to understand the otherness as the all too familiar in ourselves”.

The researcher has found that people struggle to abandon their belief in their “life stories” and to take full responsibility for their own behaviour. They also find it hard to accept that they may have “blind spots” or “fixations” and would rather focus on the gifts of their personality types. This is typical of what Adler describes as the self-centredness and concern for security and superiority of the neurotic. He refers to this as the unhealthy side of the ego, which is prevalent in all human beings to some extent. An understanding of “self”, which can be accelerated through knowledge of the Enneagram, encourages people to take responsibility for their own behaviour, as suggested by Epply and Dunning above.

6.4 IDENTIFYING CONFLICT STYLES

Writers and teachers of the Enneagram differ over whether the types are *extrovert* or *introvert*. Introverts and extroverts may, one assumes, wish to be treated differently in situations of conflict and it was therefore important for the researcher to investigate these two types in relation to the Enneagram.

Jung (1960:40) distinguished two types of attitudes in which psychic energy is channelled:

- *Introversion* is an inner directedness of psychic energy based on the subjective expression of the ego. An introvert is preoccupied with his or her own emotions and experiences and often appears to be very aloof and even asocial.
- *Extroversion*, by contrast, is directed towards external reality – people, objects and events outside of the ego – rather than individual experiences or subjective perceptions. The extrovert reveals a lively interest in the world around him or her and appears very social.

In Chapter Two, Table 2.1 Daniels illustrates the similarities of early childhood behaviour of the type 3 (highly active) and the type 7 (multiple options and possibilities). This suggests that as children the Enneagram types 3 and 7 are more overtly extrovert. But as people develop and are influenced by others, by learning and by life experiences they may either become more or less introvert or extrovert.

Employees report that, depending on their work roles, they are expected to behave in more extrovert ways in order to be successful. These roles are typically to be found in the sales, marketing and business development functions and they rely on individuals being able to direct themselves externally and socially. These employees are being compelled to behave in more extrovert ways at work and may revert to their more natural behaviour of being more introverted when they are at home.

Based on the research conducted during the workshops that the researcher held with employees, working in the Hornebian styles, the researcher would suggest that Types 3, 7 and 8 are more likely to behave in an assertive, extrovert manner when faced with conflict. However, it does not follow that all the other types are by default introvert. It may be that within the other types there are extroverts who have learned behaviour styles as a result of peer, cultural, parental or social influences. Horney (1945:51) distinguishes a list of ten needs that can be grouped into three major adjustment patterns. Each of the three patterns describe the person's adjustment to other people:

- **Moving Toward People (Compliant):**

This adjustment pattern includes the person's need for affection and approval, for a dominant partner to control a person's life, and to live life within narrow limits. In sum this person needs to be liked, wanted, desired, loved; to feel accepted, welcomed, approved of or appreciated; to be needed, to be of importance to others, especially to one particular person; and to be helped, protected, taken care of and guided. These people see themselves as unselfish and self-sacrificing individuals who deserve to be loved unconditionally and can therefore be able to mask their extreme dependency. They are essentially the compliant type.

- **Moving Against People (Assertive):**

In most ways, these people are the opposite of the compliant type. This does not suggest that they are likely to break all the rules in the book, but rather that they find it easy to reject others' opinions and will easily confront others without fear of rejection. This adjustment pattern combines a person's needs for power, exploitation of others and personal prestige and achievement. He will assess any situation or relationship from the standpoint of "What can I get out of it?" This may apply to money, prestige, contacts or ideas. These people see themselves as powerful, respected leaders and are able to disguise any feelings of dependence, which they cannot acknowledge.

- **Moving Away from People (Withdrawn):**

This adjustment pattern includes the needs for self-sufficiency, independence, perfection and unassailability. What is crucial is the individuals' need to put emotional distance between themselves and others. They draw themselves a kind of magic circle that no one may penetrate. They seem to be saying: "If I withdraw, nothing can hurt me." Withdrawn, aloof types of people suppress their need for affection by seeing themselves as self-sufficient and independent, needing nothing from anyone.

In their research of the Compliant, Assertive and Withdrawn styles, Riso and Hudson (1999:60) have named these three groups the Hornebian Groups or social styles, in

honour of Karen Horney. These styles correspond with the types as shown in Table 6.1.

Table: 6.1 The Hornebian Social Styles

ASSERTIVE STYLE	COMPLIANT STYLE	WITHDRAWN STYLE
Enneagram types 3,7 & 8	Enneagram types 1,2 & 6	Enneagram types 4,5 & 9
Moving against people	Moving towards people	Moving away from people
Ego-oriented and ego-expansive	Share a need to be of service to others	Unconscious often wells up through daydreams and fantasies
Respond to stress by building up, reinforcing	Respond to stress by consulting “superego” to find right thing to do	Respond to stress by moving away from the world into their imagination
Difficulty in processing feelings	Try to obey internalised rules from childhood	Difficulty moving from imagination to action
Threes are aggressive in pursuit of their goals and in their competition with others	Ones are compliant to the ideals after which they strive	Fours are withdrawn to protect their feelings and their fragile self-image
Sevens are aggressive about engaging the environment and satisfying their appetites	Twos are compliant to the superego’s direction to be always selfless and loving	Fives are withdrawn, away from action, into their thoughts
Eights are aggressive about asserting themselves against others and the environment	Sixes are compliant to the superego’s direction to do what is expected of them	Nines are withdrawn so that others will not disturb their inner peacefulness
Insist/demand what they want	Earn things by placating superego	Withdraw to get what they want
Approach is active and direct	Try to be good boys and girls	Disengage from others to deal with their needs

Source: Riso and Hudson (1999:87)

Riso and Hudson (1996:435) suggest that while Horney did not work out nine personality types herself, her clinical observations brought her to the brink of doing so. However, they suggest that Horney was inconsistent about the number of subcategories she employed, creating separate categories for what is really the same personality type at the Different Levels of Development.

6.5 ENNEAGRAM CONFLICT DESCRIPTORS

Palmer and Sikora have ascribed conflict descriptors to each Enneagram type. This research is useful for employees who wish to grow in their self-awareness, as it helps show them that they might be reacting to conflict situations in automatic or reactive ways. Similarly, they may use this knowledge in order to gain a better understanding of where their “opponents” are likely to be positioned when conflict arises. The researcher found that the descriptors as shown in Table 6.2. offer different perspectives on the Enneagram types, but in no way did she find any contradictions in the interpretations of Palmer and Sikora.

Table: 6.2 Comparison of Palmer and Sikora’s conflict descriptors

Type One	Feel secure with guidelines and strict accountability.	Able to leave emotions aside – logical and dispassionate.
	May feel controlled and stifled by demands for meetings and reports.	If self-aware, do not take disputes personally.
	Like to make binding rules.	See things in black and white.
	May limit others’ options and ambitions.	Logic may be more geared to making their point than listening to others.
	Peer conflict typically focuses on their need to be right: “It wasn’t my fault.”	Can become rigid and entrenched in own point of view.
	Refuse to pick up others’ responsibility.	As stress increases, may become strident or shut down.

Type Two	Can be temperamental.	Strive to resolve disputes though cooperation.
	Irritable with and dismissive of implied disrespect.	Can be pushovers.
	Pride will not allow them to be kept waiting and will not countenance the mundane.	Once in conflict may become assertive.
	Become angry if overlooked.	Good at resolving third-party conflicts.
	Personal problems may leak into workplace.	May resist compromise and can become vocal.
	Disappear when confronted by big emotions.	May become accusing of others.
	Not only forgive, they forget.	If highly stressed, become aggressive and volatile.
Type Three	Expect everyone to be task- and role-oriented.	Can resolve conflict unemotionally.
	Furious when projects are interrupted.	May view conflict resolution as a waste of time.
	When trouble arises, impatience is evident in conversation.	View conflict as impediment to getting things done.
	With bad news, first reaffirms the positive.	Focus more on winning than compromise.
	Power struggles may arise between them and others.	Can become combative, arrogant and evasive.
	Need to be reassured that goal is still possible.	May go behind people's backs to garner support from influential people.

Type Four	Can make others feel deficient.	If self-aware, can use empathy and insight to resolve disputes.
	Adopt a push-pull style of relating.	Shyness can prevent them from being open.
	Avoid the known, wanting to follow new and more exciting routes.	The need to process thoughts and feelings leads to hesitation.
	Can be biting toward immediate competitors.	May appear aloof and stubborn.
	Insist that colleagues choose sides.	May retreat and sulk, unwilling to listen.
Type Five	Not available to others.	Detached and unemotional when faced with conflict.
	Lack of opposition can be confused with support.	Uncomfortable with others' emotions during conflict.
	Others are not aware of their decision-making processes.	Others may feel frustrated at their lack of emotion.
	Can make decisions without apparent input from others.	Tend to flee from conflict.
	Few defences against public confrontation.	May appear arrogant, uninterested and unwilling to engage others.
	Others may perceive them as callous and high-handed.	If self-aware, can see where things went wrong.

Type Six	A rush of enthusiasm makes them cautious.	May overreact to conflict, becoming fearful and aggressive.
	May be perceived as negative.	See relatively minor conflict as threatening.
	Anti-authoritarianism is a potential conflict area.	Want alignment with the group, may see disagreement as being attacked.
	Need non-threatening people on their team.	Unaware of growth potential of conflict.
	Success gives them confidence.	Tend to stereotype.
Type Seven	May seek shortcuts to avoid pain.	If self-aware, can handle conflict well by focusing on the positive.
	Desire to equalise authority can create conflicts.	Generally avoid conflict as it is unpleasant.
	Tend to avoid conflict and to avert criticisms.	Usually retreat first, then become demanding.
	Exaggerated, promissory plans may terminate in poor follow-through.	If everyone can focus on an exciting future, problems will go away.
	Avoid nitty-gritty detail.	May find it hard to focus on the other person's story.
	Can be guilty of not sharing the load.	Dismiss others' grievances with their bad behaviour.

Type Eight	Must take action when they feel threatened.	Enjoy some degree of conflict.
	Often perceived as troublemakers.	A cause to fight or opponent to battle is energising.
	Can be seen as aggressive complainers.	State their agenda but do not listen to others well.
	Push the limits for clarity.	Tend to make demands rather than requests.
	Fight to win.	Often act too quickly, without considering others' feelings.
	Can go "over heads" and manipulate.	When bored can go looking for a fight.
	Compromise feels like capitulation.	See life as a battlefield with enemies everywhere.
	Mediation is for wimps.	Try to resolve conflict by force.
Type Nine	Start off as ambivalent and then turn to stubborn non-communication.	Work hard to avoid conflict.
	Whoever gets their ear gets heard.	Enjoy arguments about politics, sport, religion etc.
	Inadvertently create conflict by withholding information.	Good mediators for third-party conflict.
	Their 'non action' strategy can infuriate others.	Naturally supportive and ensure that both sides are heard and appreciated.
	Passive-aggressive – "Will only do as much as I'm paid for"	Have difficulty setting boundaries and may become overwhelmed.
	When stubborn, can be selfish and uncompromising.	Can show bursts of anger as stress increases.

Source:Palmer (1999)

Sikora (2004)

The abovementioned conflict descriptors were used as indicators for each of the nine employees who were coached as described in the research chapter of this thesis.

6.6 CONCLUSION

In this chapter the benefits were identified of having insight into the behaviour types for both managers and employees in organisations. The reasons for misunderstanding and confusing personal motivations were explored, and the Enneagram was proposed as a tool to view behaviour in a way that is both objective and accurate.

Conflict styles and personality types were identified according to the theories of Jung and Horney. A comparison was made between Horney's social styles and the nine Enneagram types. Further analysis was made of the Enneagram conflict descriptors as identified by Palmer (1999) and Sikora (2004). Conflict descriptors for each type were distinguished as a way for people to gain better insight into their own and others' behaviour when faced with situations of conflict.

In the next chapter the relationship between emotional intelligence and conflict is explored. The researcher views conflict handling skills as a vital determinant of emotional intelligence. It was therefore necessary to explore how the constructs of emotional intelligence and conflict interrelate.

CHAPTER SEVEN

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND CONFLICT

7.1 INTRODUCTION

In this chapter the researcher assessed the relationship between emotional intelligence and conflict in the workplace. Before embarking on her research related to the “Mastering Conflict” workshops in her organisation it was thus important to establish whether emotional intelligence is a learned skill. The link between negative emotions and conflict was confirmed. The effects of stress as a major contributor to the lowering of emotional intelligence were explored. The researcher’s hypothesis was that heightened stress levels affect the way in which employees deal with conflict. Methodologies for the development of emotional intelligence were presented from the perspectives of a number of recognised psychological perspectives.

7.2 DEFINING EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990:185) defined the construct of emotional intelligence as involving an individual’s ability to monitor his own and others’ emotions, to discriminate between the positive and negative effects of emotion and to use emotional information to guide thinking and actions. In later work Salovey and Mayer (1997) argued that emotional intelligence is differentiated from other forms of intelligence because it deals specifically with the management of emotions and emotional content. Their conceptualisation of emotional intelligence focuses on emotional abilities that link emotion and cognition, whereas the broader definition provided by Goleman (1996) incorporates social and emotional competencies, including some personality traits and attitudes.

Goleman (1999:178) considers *conflict management* to be a competence of emotional intelligence and summarises it as follows:

- Handling difficult people and tense situations with diplomacy and tact.

- Spotting potential conflicts, bringing disagreements into the open, and helping to de-escalate tension.
- Encouraging debate and open discussion.
- Orchestrating win-win solutions.

Senge (1990:6) juxtaposes personal mastery with emotional intelligence as follows:

“Personal mastery might suggest gaining dominance over people or things. People with a high level of personal mastery are able to consistently realise the results that matter most deeply to them – in effect; they approach life as an artist would approach a work of art. They do that by becoming their own life long learning. As such, it is an essential cornerstone of the learning organisation. The roots of this discipline lie in both Eastern and Western spiritual traditions and in secular traditions as well.”

The researcher believes that the mastering of conflict largely relies on the individual’s ability to monitor his own and others’ emotions. She also prefers Goleman’s broader definition of emotional intelligence – that social, emotional competencies are key to how employees behave at work. The personality traits and attitudes to which Goleman refers also support the theories of the Enneagram typology. The researcher chose to use the concept of personal mastery as described by Senge as the underpinning philosophy of teaching conflict skills in the workplace to employees in structured workshops. These workshops were called “Mastering Conflict in the Workplace”. The Facilitator’s Handbook is contained in Annexure 3. The term “*Managing*” was consciously avoided, as it implies that conflict can be controlled or manipulated as an object *external* to the employee’s locus of control. Employees may also hold the misguided notion that only *managers* deal with conflict and that other roles in the organisation have less or no responsibility for dealing with conflict.

Feldenkrais (1978) suggests that most conflicts occur because society lacks institutions for schooling and cultivating emotional sensibility. Furthermore, the emotional centre of most Middle Europeans, he believes, is frighteningly underdeveloped. In this culture the male archetype dominates, making it extremely difficult for female archetypal qualities to be expressed. South Africa is also considered to be largely a patriarchal society, although, as suggested in Chapter 6, the

business profile of the country is slowly changing as more women of different cultures enter the corporate world.

From a scientific point of view, emotional intelligence is the synthesis of knowing, thinking and feeling. This amalgam can be viewed as a psychophysiological synchronisation if it includes the effect of the body's physiological responses. The greater the degree of overlap between the knowing, thinking, feeling and responding aspects of awareness, the more positive is the physiological synchronisation. Combining left-brain and right-brain thinking has long been a minimum requisite for executives and leaders. But truly great leadership requires an even deeper level of awareness. The concept of whole-brain thinking has concentrated mainly on the cognitive and contemplative (Pryke, 2006:11).

The researcher supports the notion that synchronised feeling, thinking and knowing leads to heightened emotional intelligence. This also corresponds with the Enneagram theory as it relates to the Centres as discussed in Chapter Two (i.e. the thinking awareness relating to the Head Centre, the feeling awareness relating to the Emotional or Feeling Centre and the knowing awareness relating to the Moving or Instinctive Centre). The Enneagram theory proposes that when these three Centres are aligned, the individual operates at a healthy psychological level and will therefore deal more masterfully with conflict.

Gurdjieff (1963), the "father" of the Enneagram model (as referred to in Chapter 2), further challenges the concept of emotional intelligence by suggesting that the greatest mistake is to believe that a human being always remains a constant unity. According to Gurdjieff, a human being never stays the same for longer than a short period. He continually changes; he rarely stays constant even for a single hour.

The ability to be aware of and master emotions is also thought to facilitate functional, rather than dysfunctional, conflict resolution and consequently contributes to better team performance. Although the role of functional conflict in achieving higher performance is well documented, there is also a prediction that, with greater emotional intelligence, *teams* will also achieve better performance (Jordan and Troth,

2004:195). Jordan and Troth explain the ability to master conflict with high emotional intelligence as follows:

“The individual with high emotional intelligence would be aware of their anger, be able to connect with their anger, and regulate it to motivate their behaviour constructively. On the other hand, an individual with low emotional intelligence may not be aware of their emotions or the source of these emotions and allow anger to consume their thoughts and dwell on the injustice that may have precipitated their anger in the first place. Each of these emotional abilities has implications for how individuals perform in teams and, in particular, how they resolve conflict.”

The Western view of humankind is firmly anchored in the Cartesian reification of reason in Descartes’ maxim: “I think therefore I am”. According to Viljoen (1991:16), Descartes’ characterisation of human consciousness is responsible for the foothold gained by the “cognitised” view of humankind in modern Western thinking – hence the definition of cognitive functions as rationality, in which there is no room for intuitive thinking. It is true, of course, that some Western thinkers have stated the case for intuition. Philosopher and author Blaise Pascal (1632-1662), a young contemporary of Descartes, was eloquent in his plea that, besides the “logic of reason” there should be a place for the “logic of the heart”. According to Pascal, the heart is:

“The personal, spiritual centre of man, his innermost operative centre, the starting point of his dynamic relationships with other people, the precision instrument by which he grasps his reality is in its wholeness. Heart certainly means mind: not however mind as pure theoretical thinking, as reasoning, but as spontaneous present, intuitively sensing, existentially apprehending and totally appreciating” (cited in Viljoen, 1991:213).

The researcher supports Pascal’s view that people function from the basis of their dynamic relationship between their minds and feelings or hearts, as described by Pascal. Their optimal functioning depends on the synchronisation between these centres and the intuition that leads them to action. In the business world people are often evaluated only on their minds and results, but the heart is forgotten. It is the lack of integration of these centres that often prevents people from managing situations of conflict in the most constructive manner.

7.3 THE IMPACT OF EMOTIONAL INTELLIGENCE AT WORK

Steadily more companies are aware that emotional intelligence is a vital component of any organisation's management philosophy. Business Schools focus on leadership programmes that are intended to foster personal development and lead to higher levels of emotional intelligence. High intelligence is taken for granted as a requirement for executives to manage businesses at effective levels, but high emotional intelligence is often the factor that separates the managers from the leaders. Leaders are able to manage the business but also have the emotional intelligence to create working environments that produce creativity, enthusiasm and organisational loyalty.

Intelligence (IQ) test results for teenagers remain constant when compared to IQ tests results for adults, using age-appropriate complexity test batteries. Unlike IQ, which changes little after the teenage years, emotional intelligence (EQ) seems to be largely learned, and it continues to develop as people go through life and learn from their experiences.

Jaworski (2003:7) decries the fact that the principle of compassion or love is an inadmissible topic in most businesses and institutional settings and yet is fundamental to the practice of fundamental knowing. Since primary knowing is based on the wholes larger than the self, it is at its essence deep compassion. A key dynamic that occurs when a team or a group accesses primary knowing is that the walls or boundaries between the participants fall away and intense collective feelings sweep through the group. Accordingly, a profound opening of the heart is a natural and essential element of the practice. Without this element, primary knowing simply does not take place.

The researcher argues that the degree of compassion within a team is related to the way in which situations of conflict are mastered. Gossip is more prevalent when people are not mindful of other's feelings and often results in dysfunctional relationship conflict. Competition that is fuelled by unhealthy egos may produce short-term successes for the organisation in terms of good sales or high product delivery, but in the process these tactics often destroy the confidence of those with a

different personality type. According to the Enneagram typology, the Competitive types are more likely to be types 3, 7 and 8 and the Withdrawn types (who are more likely to be on the losing side) are types 4, 5 and 9.

Where managers often err is by ignoring the emotional elements in organisational behaviour and assessing individual behaviour as if it were completely rational. Managers cannot strip out emotions from the workplace because they cannot take emotions out of the people. Negative emotions can hinder job performance. Positive emotions can increase arousal levels, thus acting as motivators to higher performance. Whenever conflicts arise, managers can be sure that emotions are surfacing too. Success in resolving these conflicts is, in fact, largely due to the manager's ability to identify the emotional elements in the conflict and to encourage conflicting parties to work through their emotions (Nelton, 1995:25).

The researcher has observed that a high percentage of absenteeism occurs when employees are unable to deal with their emotional problems, which then result in real or imagined physical ailments. According to Boase (2007:48), managers in South Africa consider absenteeism to be the most serious discipline problem. She confirms that although sick leave should be used only for illness it is often used for personal reasons other than illness. Smanjak (2007:19) supports Boase with reported research from the 2006 Unscheduled Absence Survey, which states that although personal illness remains the most frequently reported reason for unscheduled absences (at 35%), this accounts for only one-third of all unscheduled absences in US companies.

General practitioners are usually not sensitive to or trained to diagnose these situations, and will readily prescribe medicines rather than suggesting to their patients that they may have emotional issues that require their attention. More appropriate handling of conflict could also result in a reduction in the number of employees presenting with medical conditions caused by emotional problems.

The Dalai Lama (2005:121) questions why modern psychology pays relatively little attention paid to compassion and altruism. Scientific investigation into human behaviour has centred on negative emotions such as aggression, anger and fear. The researcher suggests that people have to acknowledge their more base qualities, as

illustrated in the Enneagram fixations, before they can aspire to the more positive qualities as outlined by the Dalai Lama. This view is shared by Briskin (1998:268), who suggests that the soul that is uncared for becomes angry, whether it be manifested in ecological crisis, or in collective human crisis, embodied in cities, institutions or businesses. Briskin believes that the question of caring for the soul is not “What is the solution?” but rather “Where do I start to heal the wounds that surround me and that are in me?”

Emotional intelligence is not just another buzzword or “flavour of the month”, suggests Kelly (2006:20). It is the combination of knowing self, choosing self, and giving to self. It includes the skills, habits and understandings that shape thoughts, feelings and actions in relationships with self and others. Some 75% of careers are derailed for reasons related to emotional competencies, including the ability to handle interpersonal problems, unsatisfactory team leadership during times of difficulty or conflict, and the inability to adapt to change or inspire trust.

The researcher believes that strategic human resources departments should give serious attention to the effects of low emotional intelligence, as this may derail the best strategies for organisational design and transformation management. The talent war for scarce skills and retention of knowledge workers is also negatively affected if the organisation does not aspire to a high EQ. Talented employees do not choose to stay with an organisation where there are undercurrents of subliminal conflict and they do not enjoy opportunities to grow as human beings.

Interventions such as leadership skills training, coaching and conflict mastery skills should be adopted to ensure that employees are supported in developing their individual EQ optimally. Roux (2006:33) argues that emotional intelligence is more than just the emotional; it also includes spiritual, personal and mental elements. The spiritual is the only source capable of generating power or energy. However this energy is controlled by our emotions: we recharge our psychological batteries through the spiritual and release energy through emotions (we laugh, cry, and so on). The “physical” and “mental” do not generate power or energy; they are the users of thinking and doing, posits Roux.

It may be more appropriate to refer to “spirited” energy in the workplace. The researcher is of the opinion that many people confuse the term “spiritual” with religious belief. This can prompt the fear that their belief systems are being questioned or criticised. While the researcher is not advocating that human resources practitioners become limp in their practices in a quest to be politically correct, they should be mindful to ensure that all employees feel respected no matter what belief systems they may uphold.

7.4 NEGATIVE EMOTIONS LEADING TO CONFLICT

Negative emotions that are indicative of low EQ can lead to employee deviance (Bedeian, 1995:50), such as when employees voluntarily behave in ways that violate established norms and threaten the organisation, its members or both. These actions fall into categories such as production (e.g. leaving early, intentionally working slowly), property (e.g. stealing, sabotage), political (e.g. gossiping, blaming co-workers), and personal aggression (e.g. sexual harassment, verbal abuse). Many of these behaviours can be traced to negative emotions and the resultant inability to deal with conflict. The emotion of envy is often associated with hostility, “backstabbing” and other forms of conflict-related behaviour, such as negatively distorting others’ successes and positively distorting the individual’s accomplishments. These behaviours erode the trust levels in the organisation, because employee deviance calls for management intervention, which is usually reactive and can be punitive. Those employees who are intent on supporting their “victimised” colleagues and want to retaliate against management tend to perpetuate the cycle of negative behaviours.

When the need to generate trust is seen as management’s responsibility alone, broader organisational and societal issues can be neglected, and employees and managers may feel a lack of relatedness and of meaning. The extent to which these impediments exist is evident in the number of strategies that have been suggested to improve trust, such as self-managed work teams, team building, restructuring and re-engineering. This standard repertoire of human resource management no longer appears innovative or appropriate. A careful psychological analysis of the dynamics and factors that underpin the issue of trust needs to be carried out, advise Cilliers and May (2006:39).

The researcher has found that the more involved employees are in organisational developments, the more empowered and willing they are to take responsibility for their behaviour and respond to conflict situations positively. When people are excluded from decision-making they become cynical and divisive. Furthermore, trust breaks down and negative conflict increases.

7.5 EMOTIONAL INTELLIGENCE AND LEADERSHIP

Collins (2001:36) suggests that there are two categories of people: those who could never subjugate their egoistic needs to the greater ambition of building something larger and more lasting than themselves, and those who develop what he has termed Level 5 Leadership. This leadership consists of two elements summarised as follows:

Professional Will:

- Creates superb results, a clear catalyst from good to great.
- Demonstrates an unwavering resolve to do whatever must be done to produce the best long-term results, no matter how difficult.
- Sets the standard of building an enduringly great company; will settle for nothing less.

Personal Humility:

- Demonstrates a compelling modesty, shunning public adulation, never boastful.
- Acts with quiet, calm determination; relies principally on inspired standards, not inspiring charisma.
- Channels ambition into the company, not the self; sets up successors for even greater success in the next generation.
- Looks out the window, not in the mirror, to apportion credit for the success of the company – to other people, external factors and good luck.

This view is sharply contrasted by Barrow (2006:4), who suggests that ruthless bosses who shout at their staff, trample on their feelings and set impossible standards have the greatest chance of being successful. He quotes Roderick Kramer from the

Stanford Graduate School of Business, who believes that the “great intimidators” are the best bosses, because they have “porcupine power” and are loud, rough and in your face. His findings into the S-factor, the scare factor, involved extensive research into what made some of America’s top executives and politicians so successful. One of the top tactics is to be angry and let everyone know it.

“A bad temper is a very powerful political tool because most people don’t like confrontation. People will think twice before confronting you if you’ve got a reputation for being willing to scorch a little earth”.

Bannon (2003) disagrees with this view, as he believes that one of the most difficult business challenges is to communicate with someone who is angry. He suggests that the key to managing another person’s anger lies in breaking the cycle and establishing mutual understanding. By finding common ground, one begins to build communication.

Although the popularity of Jack Welch, past CEO of General Electric in the USA, tends to ebb and flow, no one questions that he transformed the organisation by being tough (Quinn, 2004:189). Quinn further suggests that Welch practised tough love by evaluating his managers on delivering the hard numbers but living the soft values. If they failed on either one, they got a second chance. If they did neither, they were gone. If they did both, they were rewarded extensively. Quinn cautions that others should not attempt to imitate Welch unless they are first willing to model what the system requires.

The researcher agrees that uncontrolled anger has no place in the workplace. Honest revelations regarding the speaker’s anger are acceptable and may even assist in dealing with conflict constructively. The display of anger by someone in a powerful position in the organisation can create fear and mistrust among employees regardless of where they are positioned in the organisational structure. It can mislead junior employees, who might believe that they should emulate the display of overt anger to win respect; and it can cause a rift among peers, who will avoid emotionally exhausting and unpleasant interactions with their angry colleague.

Mann (2002:20) warns that communication is 100% the responsibility of the person speaking, not 50% the responsibility of the person speaking and 50% the responsibility of the person listening. It is the speaker's responsibility to cause the other person to understand what he or she is saying. If the other person isn't listening, it is the speaker's responsibility to attract his attention and get him to listen.

Nelson Mandela, as quoted by Kalungu-Banda (2006:99), gave the following sage advice to people in conflict:

"It is wrong to think that nothing good can come from those who are opposed to us. Those who try to see good even in their opponents open up new possibilities in life. They also allow nations, organisations and families to create the essential bridges needed for developing shared understanding and forging bonds that guarantee peace and happiness".

7.6 EFFECTS OF STRESS ON EMOTIONAL INTELLIGENCE

Goleman (1999) posits that stress has a negative effect on emotional intelligence that in turn prevents people from dealing with conflict in a functional way. It could be argued that employees have a responsibility to master their emotions and should, even if there are irritants in the workplace, react in appropriate ways. However, in many situations, stresses are created by systemic problems in the organisation. It is therefore more helpful to accept that employees deal with stress in certain ways, and that learnt coping mechanisms should be provided for in human resource strategies in order to ignite employees' best potential. A debate about who or what is to blame for the stress does not change the negative behaviour people display when they are ill-equipped to cope with life's challenges.

Garrett (2005) suggests that organisations should help their people understand their own emotions and those of their colleagues, which in turn will lead to better performance, more effective management, greater motivation and less stress. The researcher suggests that organisations have emotional intelligence too. It is manifested in thinking styles, the way people are treated and the way the organisation deals with other companies.

Wolter (2006:73) believes that people's moods vary all the time, depending either on what they have or have not accomplished or on the satisfaction of their customers. He argues that even the highest achievers have their off days. Experience has taught them that it's not how people feel, but rather what they do that defines the outcomes of their success.

Cloke and Goldsmith (2005:79) argue that emotions are always present in relationships, which include the employer-employee relationship, even when they are not apparent or obvious. The only question is whether people are capable of acknowledging them and of learning to respond more skilfully and intelligently to them. Cloke and Goldsmith (2005:84) further suggest:

“By examining and openly expressing feelings, he will be led to their sources, which are often hidden from view. If he can learn to open these gateways skilfully and easily – in ways that do not cause damage to others – and allow whatever he has kept pent up to emerge in ways that are constructive and vulnerable, he will be able to integrate his emotions with logical analysis and use them to lead him to a deeper understanding of the issues, his opponent, and most importantly himself”.

Humphreys (2003:63) questions the notion that it is difficult to measure emotional hurt and in turn to legislate for it. The measures for emotional hurt, he believes, include fear, depression, stress, psychosomatic illnesses, avoidance, timidity, aggression, physical pain, insomnia and absenteeism from work. Humphreys has identified three *emotional responses to emotional instructions*. These emotional instructions are directed at the employee and may come from a manager or colleague.

The researcher suggests that these emotional responses may be automatic for people who are stressed, are psychologically unhealthy or lack emotional intelligence. Aggressive responses may be typical of the Enneagram Assertive Types 3, 7 and 8; Passive responses may be typical of the Withdrawn Types 4, 5 and 9 and the Passive-Aggressive responses may be typical of Types 1, 2 and 6.

They are illustrated in the table below:

Table: 7.1 Emotional Responses

Instructions	Aggressive	Passive	Passive-Aggressive
“Stop crying”	You scream: “You never listen.”	You choke down tears	You suppress your feelings and become depressed
“Pull yourself together”	“You’re a great f...ing help!”	You bottle up feelings	You stop communicating
“Don’t be angry”	“Why? Can’t you cope?”	You swallow anger	You bury your anger and take to confiding in another
“Don’t go all sloppy (loving) on me”	“You hate me, don’t you?”	You stop showing warmth	You withhold affection
“Not afraid again, are we?” (said in a sarcastic voice)	“What are you, my bloody analyst?”	You hide fears	You hide fears and withhold affection

Source: Humphreys (2003:63)

Tolle (2005:21) warns that if people are cut off from their emotions, they will eventually experience them purely on a physical level, as a physical symptom or problem. A strong unconscious emotional pattern may even manifest as an external event that appears to just happen to people. Tolle claims to have observed that people who carry anger inside without being aware of or expressing it are more likely to be attacked, verbally or even physically, by other angry people, and often for no apparent reason. They have a strong emanation of anger that certain people pick up subliminally, triggering their own latent anger. The manifestation of this anger creates a cycle of escalating conflict.

7.7 DEVELOPMENT OF EMOTIONAL INTELLIGENCE

The researcher suggests that coaching and adult learning interventions are two ways in which employees can develop their emotional intelligence. Heightened emotional intelligence should assist employees to deal with task, relationship and process conflict in more constructive ways. According to the theory of Dollard and Miller (1998:30), personality consists of habits. In its simplest form a habit is a connection between a stimulus and a response, with the stimulus leading to the response.

However, Covey (2004:42) gives the following sage advice in dealing with stimulus and response:

“Between stimulus and response there is a space. In that space lays our freedom and power to choose our response. In those choices lie our growth and our happiness.”

Covey argues that the size of the space is largely determined by man’s genetic or biological inheritance and by childhood upbringing and present circumstances.

Ouspensky (1971), a pupil of Gurdjieff who brought the Enneagram to the West, distinguished two types of psychology: the study of man as he is and the study of man as he can become. When an individual has ascertained what Enneagram type he is, he can do one of two things: let it be, or use this knowledge for self-improvement.

Manning (2006:48) suggests the following summarised ways to develop emotional maturity:

- *“Intend to change those behaviours which do not serve you or others.*
- *Introspect by facing reality, acknowledge any problematic flaws or issues you may have.*
- *Ask for feedback from your partner and or colleagues regarding your behaviour. Do a “Stop, start, continue” assessment: ask them to tell you what you should stop, what you should start and what you should continue to do. Listen without argument to what they have to say.*

- *Become and remain unselfish.*
- *Do not try and control others. Seek to resolve differences amicably and do not be demanding.*
- *As far as possible, socialise only with people who bring out the best in you.*
- *Embrace your spirituality. Search for the meaning of life.”*

Flaherty (2005:3) offers coaching as a method that allows people to become more effective and fulfilled:

“Coaching is a way of working with people that leaves them more competent and more fulfilled so that they are able to contribute to their organisations and find meaning in what they are doing. Well-coached clients can observe when they are performing well and when they are not and will make any necessary adjustments independently of the coach. By keeping this criterion in mind, coaches can avoid the big temptation of becoming indispensable and, instead, work to build the competence of their client. We can always improve, and well-coached people know this and will continually find ways on their own to do so. They’ll practice more, or they’ll watch others perform, or they’ll learn an activity that will strengthen them in a new way that improves competence.”

The researcher suggests that knowledge of the Enneagram offers a clear and robust model for effective coaching. Coaching is a way to grow emotional intelligence in the individual who is open to this learning and is committed to personal transformation. The suggestions for emotional maturity suggested by Manning can be enhanced by the support offered by both coaching and adult learning. The levels of development as identified by Hudson and Riso (see Chapter 2) also act as a yardstick to evaluate where the individual finds himself in his process of self-development.

O’Leary (2006) believes that the Enneagram types have the following Emotional Intelligence strategies:

- Type One: Moralistic about emotions. “There is a right and a wrong way to experience feelings”.
- Type Two: “Your feelings become mine”.

- Type Three: Put emotions on hold.
- Type Four: Have such deep feelings, they cannot be expressed.
- Type Five: Think about emotions.
- Type Six: Confuse emotional hospitality and liability.
- Type Seven: Brainstorm emotional intelligence.
- Type Eight: Place justice over emotions.
- Type Nine: Dull their feelings – difficult to gauge emotions.

Freud (Meyer et al 1997:84) does not provide much detail on optimal development, presumably because he is primarily interested in the explanation and treatment of psychic disturbances, and for him there is no essential difference between healthy and psychologically disturbed people. Both groups, as he sees it, are grappling with the same psychic problems, namely handling the continual conflict between drives and morals. The difference between the two is simply the matter of degree – the healthy are better at conflict resolution than the disturbed. Although Freud believes that a completely conflict-free existence is not possible, it is clear that what he called the *genital character* is the personality type that comes closest to representing the ideal of balanced conflict management. This type of personality can be described from developmental, structural and dynamic perspectives.

The researcher believes, however, that there is merit in this model, as the genital character described by Freud can be likened to the *healthy* personality type as identified by Hudson and Riso for each of the nine Enneagram types.

According to Rogers (Kirchenbaum & Henderson, 1990:403), as individuals perceive and accept into their self-structure more of their sensory and visceral experiences, they necessarily develop more understanding of and acceptance of others as separate individuals. They start to replace their present value system – based so largely upon introjections that have been distortedly symbolised – with a continuing organic valuing process.

However May (1967:15) criticises Rogers for both his emphasis on subjectivity and for omitting from his analyses the negative components of human existence, such as

emotions of anger, aggression, hostility and rage. May opines that humans should actively confront the issues of good and evil in them, in their society and in their world. If people accept Rogers' emphasis on rationality, and his belief that the individual will simply choose what is rational for him, they leave out a large section of the spectrum of human experience, namely all the irrational feelings.

Kelly (1955:831) suggests that some individuals persist in using constructs even when they are repeatedly and consistently invalidated (that is, although they are shown to be ineffective), for example when someone persists in classifying people as hostile even though he actually wants to help them. There is inadequate contact with reality: people do not accept that their constructs do not provide them with sound predictions.

A general characteristic of disturbed people is that they believe their problems are caused by the circumstances of their lives, whereas in reality their problems derive from their *interpretation* of those circumstances. Kelly suggests that people need never be victims of their own biographies.

The researcher suggests that people usually do the best that they can with the knowledge or intelligence that they have at the time of their actions. She believes, for example, that adults are often able to forgive their parents for their perceived follies once they are able truly to understand them. Those adults are aware that they have a responsibility to gain the highest possible EQ to ensure that they can show up as functional parents themselves and help their children develop optimum understanding of their behaviour.

It is in this way that the Enneagram has been immensely liberating for some individuals. They are able to separate themselves from the repeated stories of their childhood experiences and other histories. They also understand that, owing to their personality type, they may be predisposed to behave in certain ways. Their personal development lies in the awareness that they are able to choose different ways of reacting to situations.

According to *constructivism*, people create their realities through the meanings they link to what they observe. Crosby (1991:69) uses the illustration of frogs by Chilean biologist Humberto Maturana as an analogy to explain constructivism:

“When we see a frog catch a fly, we assume that the fly looks much the same to the frog as it does to us. In fact, however, the frog’s eyes allow it to perceive the fly only when it moves, and then just as a vague moving shape. The frog therefore has access to the reality of the world only as it is filtered by its sensory apparatus. In the same way we construct our own reality by the means of the eyes with which we see it, and it is filtered reality. This is why Maturana says that five members of a family do not have five different views of the same family, but that five different families are actually created, based on the five members’ completely different sets of meanings.”

Similarly, five members of a family would have five very different views, depending on their inherent different Enneagram types. Some members might share a type, but other nuances such as their wings, levels of integration and subtypes would affect the way they view the world. However it was suggested in Chapter 2 of this thesis that the “tints” of personality are created by nurturing, i.e. parental, peer and societal influences, which play an important role in the way the individual develops his views and set of meanings.

Hancock (1985:49) builds on the notion of constructivism with the *ecosystemic approach*; i.e. that a person *assigns meaning to everything he or she comes into contact with*, and that this meaning represents reality for that person. This reality is valid for the person concerned, although someone else might construe that reality differently. The approach therefore recognises different realities that exist side by side. But it is also possible that people can construct a reality together, about which they agree or reach consensus. For example, we agree that a framed piece of glass is called a “window”. Yet some people find “shop windows” endlessly entertaining, while others walk past them.

Rogers (1961:189) believes that an existential existence allows the person to approach experience without a preconceived structure, permitting the experience itself to form and reform the structure from moment to moment. The self-concept and the personality emanate from the experience; experience is not distorted and remodelled

to fit the self-concept. This openness to experience speaks of excitement, daring, adaptability, tolerance, spontaneity and a lack of rigidity, and presumes an underlying foundation of trust.

The researcher supports Rogers' notion of an existential existence in that it is the will to experience reality differently that allows people to grow and develop their true potential, regardless of their Enneagram type. However, having the knowledge of an individual's personality type can be a starting point to understand his structure of interpretation; a learned skill can be a springboard for new approaches.

7.8 CONCLUSION

In this chapter the management of conflict was identified as a key competence of emotional intelligence. It was suggested that emotional intelligence, or personal mastery, leads to better personal performance and thus improved organisational performance. The relationship between emotional intelligence and conflict was illustrated in the link between heightened emotional intelligence and conflict mastery. The effective synchronisation of the knowing (instinctive response), feelings or emotions and thinking was considered to be fundamental to effective leadership, which in turn translates into improved trust levels in the workplace.

The qualities of emotional intelligence were defined. It was proposed that when these are evident the organisation benefits in terms of improved performance. The effects of stress on emotional intelligence were discussed. Honesty in communicating emotions, even when they are negative, was encouraged, as the blocking of emotions can be somatically experienced in the body.

Ways of raising emotional intelligence were explored through coaching and raising self-awareness. Different views were discussed regarding emotions, especially those that are considered to be negative. An important factor in emotional intelligence and behaviour was individuals' perception of reality according to their own structure of interpretation.

In the following chapter the deployment of the Enneagram in the workplace is discussed. The processes of coaching and adult learning are propounded as ways to assist employees to master conflict. The Enneagram is suggested as the catalyst tool for self-awareness in unlocking these two processes for the growth and development of employees.

CHAPTER EIGHT

THE ENNEAGRAM AS A CATALYST FOR MASTERING CONFLICT

8.1 INTRODUCTION

If the Enneagram was to be used as a methodology for resolving workplace conflict, the researcher needed to explore the constructs of employee growth and development and what factors influence and trigger this growth and development. It was also necessary to establish whether conflict should be avoided, or whether it was more useful to encourage employees to explore more useful ways of recognising and dealing with conflict. Furthermore, it was necessary to know under what conditions personal and organisational learning takes place, in order to establish a methodology that might have an effective and lasting change on employee behaviour. The two methods of generative learning were explored, namely adult learning in a workshop situation and individual coaching. In both these methods the Enneagram was utilised as the basis for creating individual self-awareness.

8.2 PERSONAL GROWTH AND DEVELOPMENT

Horney's views regarding personal growth are based on the supposition that people have an inherent capacity to grow and realise their potential to the fullest. This drive can be inhibited by unhealthy relationships with the self and others. Horney, (1950:15) believed that:

“Inherent in man are evolutionary constructive forces, which urge him to realise his given potentialities. This belief does not mean that man is essentially good, which presuppose a given knowledge of what is good and bad. It means that man, by his very nature and of his own accord, strives toward self-realisation, and that his set of values evolves from striving.”

Jung (1953:176) believed that ultimate development lies in attaining the self:

“This usually occurs in the early middle years of a person's life as a result of the individuation process. The more we become conscious of ourselves through self-knowledge and act accordingly, the more the layer of the personal unconscious that is superimposed on the collective conscious will be diminished.

In this way there arises a consciousness which is no longer imprisoned by the petty, oversensitive, personal world of objective interests. This widened consciousness is no longer that touchy, egotistical bundle of personal wishes, fears, hopes and ambitions which always has to be compensated or corrected by unconscious countertendencies; instead, it is relationship... bringing the individual into absolute, binding and indissoluble communion with the world at large.”

The researcher supports Horney’s notion that people have an inherent capability to strive for self-realisation but she disagrees with Jung that this state of being is confined to mid-life. People mature at different ages and stages of their lives; it is surely unlikely that self-realisation is confined to mid-life. The Enneagram is a model that can trigger understanding of the personality and lead to consciousness and self-realisation at any stage, including childhood. A by-product of this consciousness is the ability to deal with conflict in a constructive, actively chosen way, rather than being simply a reactionary response.

High (2002) confirms that knowledge and understanding of the Enneagram can enable a person to:

- Identify unconscious patterns that trigger reactions.
- Observe patterns internally.
- Detach attention from the patterns.
- Cope with issues and reduce suffering.
- Improve personal, family and work relationships.
- Become a happier and more effective person.
- Discover latent talents and abilities that speak to one’s life purpose.

In the opinion of Adler (Anshbacher and Anshbacher 1956:41), optimal development occurs when a person has wide social interests and empathy with other people, and feels united with the present and the future as a whole. Social interests include characteristics such as love of one’s neighbour, awareness of the environment and involvement in the future of the world.

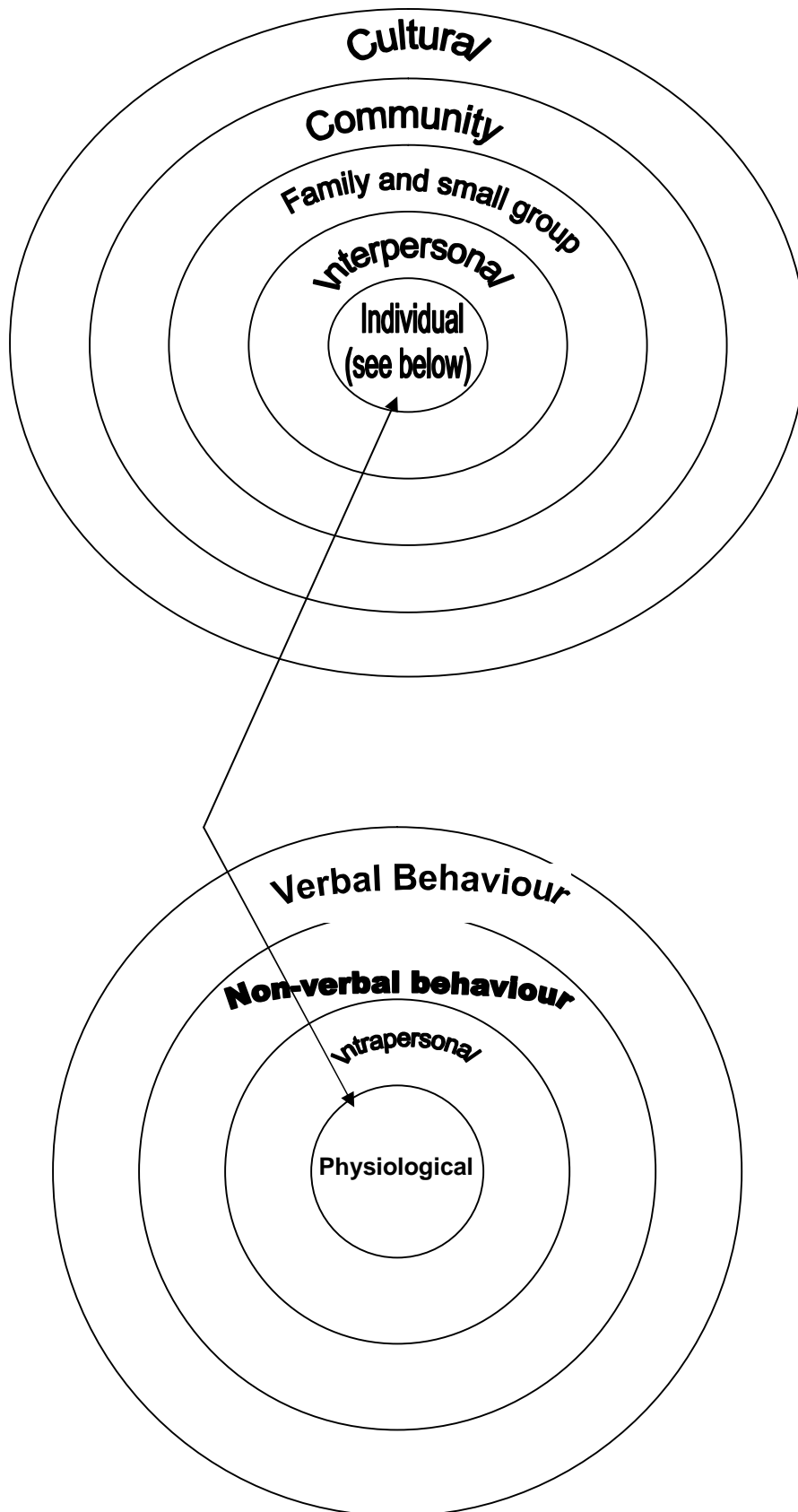
These are apt descriptors of how employees should be invited to view the world of work. Employees who are concerned with the sustainable development of their organisations are interested in how they relate to colleagues, managers and customers. In this scenario effective conflict resolution would fit the profile of optimal development as described by Adler.

Jasnoski (cited in O'Connor & Lubin, 1984:44) points out that psychology no longer focuses on the smaller elements of behaviour, but has come to regard human functioning in terms of larger wholes or systems.

The researcher agrees with this notion, as she believes that employees are often significantly affected by their cultural, community and family influences. An employee who might be concerned about a sick child or experiencing difficulties in getting along with her neighbours might overreact to an insignificant conflict situation at work, because her interpersonal and individual systems have been affected. This might be demonstrated in a verbal outburst or in a display of body language showing distrust of and anger towards colleagues. Her intrapersonal way of being has been affected. If she lacks self-awareness (the ability to reflect on the subliminal causes of her reaction), she may somatise her feelings. This in turn could lead to illness such as tension headaches, which might prompt her to take sick leave. The researcher suggests that a high percentage of sick leave and absenteeism is caused by the effects of larger wholes, as demonstrated by Jasnoski.

As illustrated in Figure 8.1, it is clear that the individual remains central in the ecosystem; he is also depicted as interacting with others – the family, small groups, the community – both culturally and as part of the physical environment. Systems are regarded as synergistic, i.e., the whole is always more than the sum of the parts. Information about separate parts of a system cannot therefore simply be added together in order to say something about the whole.

FIGURE 8.1: The Human Ecosystem
Source: O'Connor & Lubin (1984:98).



Indeed, the focus is on interactions within and between systems, and on patterns of the interactions (Jasnoski, 1984). This diagram can also represent the workplace, because it illustrates the individual as follows:

- As an employee, the individual experiences a personal relationship with his manager or supervisor.
- The employee interacts with others within a team or a division.
- The employee interacts with the community that is established by the organisation. This community consists of customers and suppliers.
- Through the community of customers and suppliers the employee becomes part of the culture of the organisation. He also becomes identified with the way in which the market perceives the organisation and its products and the brand value that the organisation projects.

The employee's psychological and behavioural interactions with the various systems therefore have a meaningful outcome on how the organisation is understood – and therefore the way in which it is perceived by its market.

Knowledge of the Interpersonal, Verbal, Non-verbal and Intrapersonal systems of the Enneagram can give an individual insight into ways to respond to conflict. These social interests can be likened to the workplace in that there is empathy for work associates, awareness of the sustainability of natural resources and a sense of contributing to the future growth of the organisation.

Erikson (1963:34) has an optimistic view of development, which includes all the ego strengths and other positive aspects of relationships with specific people or society as a whole, which can be summarised as follows:

- Hope includes hope and trust in the future of society and even in the whole of mankind.
- Competence includes the ability to do things that can benefit the group and skills that will be used during adulthood to care for the family.
- Generativity and care include the need to care of other people and, especially, the need to provide for the future of the group and of humankind.

Hillman (1975) points out that a tensionless state, devoid of paradoxes and conflict, is not conducive to a soulful life, since we gain vitality from tension, we learn from paradoxes and we gain wisdom and self-confidence by coping with the contradictory, confusing and complex multiplicity of the soul. This view is juxtaposed with Moore (1989:38):

“The sign of a soulful life is its rich texture and its complexity. The soul’s complexes, therefore, are not to be simply ironed out, because they are the stuff of human complexity.”

According to Frankl (1969), people obtain optimal development when they function on the spiritual level of their natures and, when they function on this level, they fully exercise their freedom of will and fulfil the basic human motive, namely, to search for, find and realise meaning in their lives. Frankl points out that optimally developed people, people who attain full human stature, form a small minority because it takes courage and boldness to be optimally human.

The researcher does not advocate a selfish obsession with the discovery of ‘self’, but rather a curiosity of viewing the personality in a new lens combined with a curiosity of others when confronted with dysfunctional conflict. Wheatley (2002:145) suggests the following:

“Be brave enough to start a conversation that matters. Talk to people you don’t know. Talk to people you never talk to. Be intrigued by the differences you hear. Expect to be surprised. Treasure curiosity more than certainty. Invite in everybody who cares to work on what is possible. Acknowledge that everyone is an expert about something. Know that creative solutions come from new connections. Remember you don’t fear people whose story you know. Real listening always brings people closer together. Trust that meaningful conversations can change your world. Rely on human goodness. Stay together”.

8.3 TRIGGERING BEHAVIOURAL CHANGE

Barash (1979:94) asks why some behaviours are sweeter than others, and offers the following explanation:

“The process of evolution, operating on human beings, has produced a creature for which certain behaviours just do not go at all, whereas others go very well indeed. Here we are in the realm of evolutionary events, where human inclinations are as often revealed as the handmaidens of fitness. Any behaviour that increases a person’s inclusive fitness will be sweet and will therefore be preferred over other behaviours. If this sounds selfish it is because it is selfish. It is assumed that everything human organisms do is selfish, humans included.”

Behaviour change is often quite difficult suggests Post (1922:78) in her etiquette manual:

“There is one thing every girl who would really be popular should learn, in fact she must learn: self-unconsciousness! The best advice might be to follow the precepts of mental science and make her believe that a good time exists in her own mind. If she can become possessed with the idea that she is having a good time and look as if she were, the psychological effect is astonishing.”

It may be argued that the organisation does not have the right to expect people to change their behaviour. Coupled with this assertion is the question of who is to decide what distinguishes moral from amoral behaviour. A way of dealing with these complexities is to invite employees to contribute to the development of models of what they deem to be the desired behaviours they wish to aspire to and what they would expect to see in the behaviour of the leadership of the organisation. Invitation to participate in creating models of ideal behaviour is more likely to lead to employees supporting *inclusive fitness* than imposing models in a mechanistic way.

The researcher has found that both these notions are useful in understanding what motivates employees to change in the workplace. Barash has described the Darwinian theory that people evolve to survive. When this growth is positive, employees with negative attitudes will often take on the behaviours of strong leadership. In the

beginning of this change process employees may pretend to be changing as described by Post, but often they adopt more positive behaviours because they feel the effects of having 'a good time'. However for changed behaviour to remain consistent, self-awareness should also be prevalent as 'having a good time' changes when employees are confronted with conflict and are required to rely on their developed inner resources.

Employees are more likely to adopt consistent behaviour change if they are given frequent informal feedback from their peers and managers. This calls for employees to be "*feedback fit*", i.e. willing and able to receive feedback that is intended to act as mirror for a reality check on behaviour, and is not intended to be critical or judgmental. The other approach to change is that of punishment and reward, which is more likely to result in reactive behaviour where the employees do not take personal accountability (intrinsic motivation) for their behaviour but rather act according to extrinsic motivation. Management theorists have long rejected the reward/punishment approach that is typical of the "Taylorist" approach to managing people. People are clearly motivated by more than money and are not just a resource to the organisation (Ten Bos, 2002:5).

Pruitt and Rubin (1986) point out that adversaries often fail to understand that the feelings people have for one another are reciprocal. This failure inhibits their capacity to acknowledge fear rather than aggression as a behavioural motivator, further feeding perceptions of each other's malice and destructive intentions.

Coser (1956) suggests that stable, close relationships may be characterised by conflict. If these are "realistic" rather than based on accumulated hostility and ambivalence, and they do not threaten basic consensus, they may be seen as an index of the stability of a relationship.

Demartini (2002:112) suggests that, along with love, war is an essential part of wholeness and wellbeing:

"Half the time you need a good war in your relationships. Conflict and competition are necessary for growth. We're not here to have only peace; we're here to have both sides of the coin. Conflict challenges you, making you look at yourself. When you self-

inspect, change your beliefs and the way you handle things, and learn how to master communicating in terms of others values, you grow. You can't avoid having opinions and expectations, but to get stuck in them is to stop your growth."

The researcher suggests that for a person to spend half of his time in conflict would be time- and energy-consuming and exhausting. She furthermore suggests that conflict should not be invited or created but, if it surfaces, it can invite self-awareness and openness to learning new ways of viewing individual paradigms and thus become an opportunity for self-inspection and personal growth.

McGowan (2006:40) expressed the following view regarding a healthy exposure to conflict:

"True satisfaction requires some struggle with adversity, not a life protected from pain. To live a full human life, a tranquil, carefree existence is not enough. We also need to grow – and sometimes growing hurts."

Hellriegel et al (1983:451) identified the following conditions for successful behaviour change, summarised as follows:

- People in the organisation must feel pressure in order to be ready for change.
- Their participation in re-examining problems and practices is necessary to build commitment for change.
- New ideas and concepts must be brought in from the outside to help people in the organisation find fresh approaches to improve its effectiveness.
- To ensure initial success and prevent major failures that can slow the pace of change, an organisation should limit the scope of early change efforts.
- An organisation often needs a skilled leader, or change agent, to bring in new ideas and to support individuals in the process of improving its effectiveness.

The researcher suggests that, for learning and change to occur in the organisation, all the abovementioned factors need to be in place. The environment for change needs to be created consciously by the leadership of the organisation with the input of

employees. The responsibility for the change initiatives rests with both the change agent and the people committed to the change initiatives.

8.4 SELF-AWARENESS THROUGH CONFLICT STYLES

Hills (2007:5) devised strategies for each of the Hornebian social styles to develop conflict skills. She argues that all people have to face difficult issues, regardless of their Enneagram type. All people possess strengths, although they do not always recognise them. By exploring the responses people tend to use to deal with conflict constructively when confronted with these situations, they can call upon their existing qualities, as defined by Hills (2007):

The Compliant types (1, 2 and 6)

- Learn to think objectively and linearly.
- Sort out issues and rely on their inner vision.
- Trust their impressions and thinking process.
- Evaluate themselves compassionately.
- Learn to set boundaries.

The Withdrawn types (4, 5 and 9)

- Put their enlightened solutions into practice.
- Notice what needs to be done and do it.
- Learn how to think practically.
- Develop appropriate assertiveness.
- Become fully involved in life.

The Aggressive types (3, 7 and 8)

- Slow down.
- Develop a vocabulary for feelings.
- Learn to listen and be present.
- Share their true feelings with others.
- Pay attention to other people's needs and feelings.

Nathans (2006:41) warns that people cannot be forced to develop themselves. What organisations can do is to lay down requirements for behaviour. Thus first-order learning with the Enneagram can be made a requirement. The Enneagram is a powerful instrument; it is therefore very important that people's boundaries be respected.

Condon (1999:27) warns that no matter how far one develops, one will always have to contend with the Enneagram of fixations:

“Many spiritual practices deny the subconscious will and the profit we have from lower motivations (Enneagram of the fixations). They emphasise combating sinful tendencies through discipline and through denial. But when we direct ourselves exclusively at higher spheres it is difficult for us to integrate that in our daily lives and work. When we deny our defences and historic dilemmas (fixations) they simply come back after meditation. We can be a meditator of world class and still have immature relationships and bouts of anger in our daily life. On the other hand, when we direct ourselves exclusively at our ‘lower’ personality aspects (fixations) we can remain stuck in our psychological paradigm. Some people use the Enneagram to make problems, excuses and limitations they did not have before they immersed themselves in the Enneagram.”

Condon describes why people have to operate in practice on both levels of consciousness. The workplace may not be the arena where people should be invited to practise meditation, but it is an appropriate place for them to acquire awareness of their behaviour and motivations. And it is in the workplace that knowledge of Enneagram types, and coaching as a methodology for sustained behavioural change, can effectively train employees to deal with conflict.

8.5 LEARNING CONFLICT RESOLUTION MASTERY

Conflict management is a learned social skills-set (Hale et al 1995:83). Educators can augment students' nascent communication strategies for dealing with conflict in the following manner:

“We can do so by showing learners that although conflict topics and settings may be diverse, the core concerns are typically about relationships, processes or tasks.

Learners benefit by identifying conflict types and making appropriate communicative decisions on how to respond to the conflict. They realise that left unattended, relational and procedural conflicts can lead to dissatisfaction and lowered work performance. Task conflicts, however, may be beneficial and lead to creative thinking. Part of the strategic communicative response is seeking third-party conversations with people who may be most helpful in providing information to help frame or resolve the conflict.”

Organisations have a close relationship with the process of learning and thus with knowledge and its transmission. Since organisations can be seen as systems that learn, learning is intrinsic to organisational renewal. The father of the learning organisation, Senge (1990:9), sees five “component technologies” of the learning organisation:

- System thinking
- Personal mastery
- Mental models
- Shared vision
- Team learning

The researcher incorporated these five components in the methodology adopted for the Mastering Conflict workshops that were conducted in her organisation. Employees were invited to view conflict in a systemic way; the notion of personal mastery was preferred over the “managing of conflict”; mental models were adopted according to the Enneagram typology; learning took place in teams; and shared vision was encouraged through the attendance of all employees at all levels of the organisation.

The literature on training and development techniques is massive. New training methods appear every year. Some of them are deeply rooted in theoretical models of learning and behaviour change, others seem to be the result of trial and error, and still others (e.g. interactive multimedia, computer-based business games) seem to be more the result of technological than theoretical developments (Saari et al, 1988). Of these

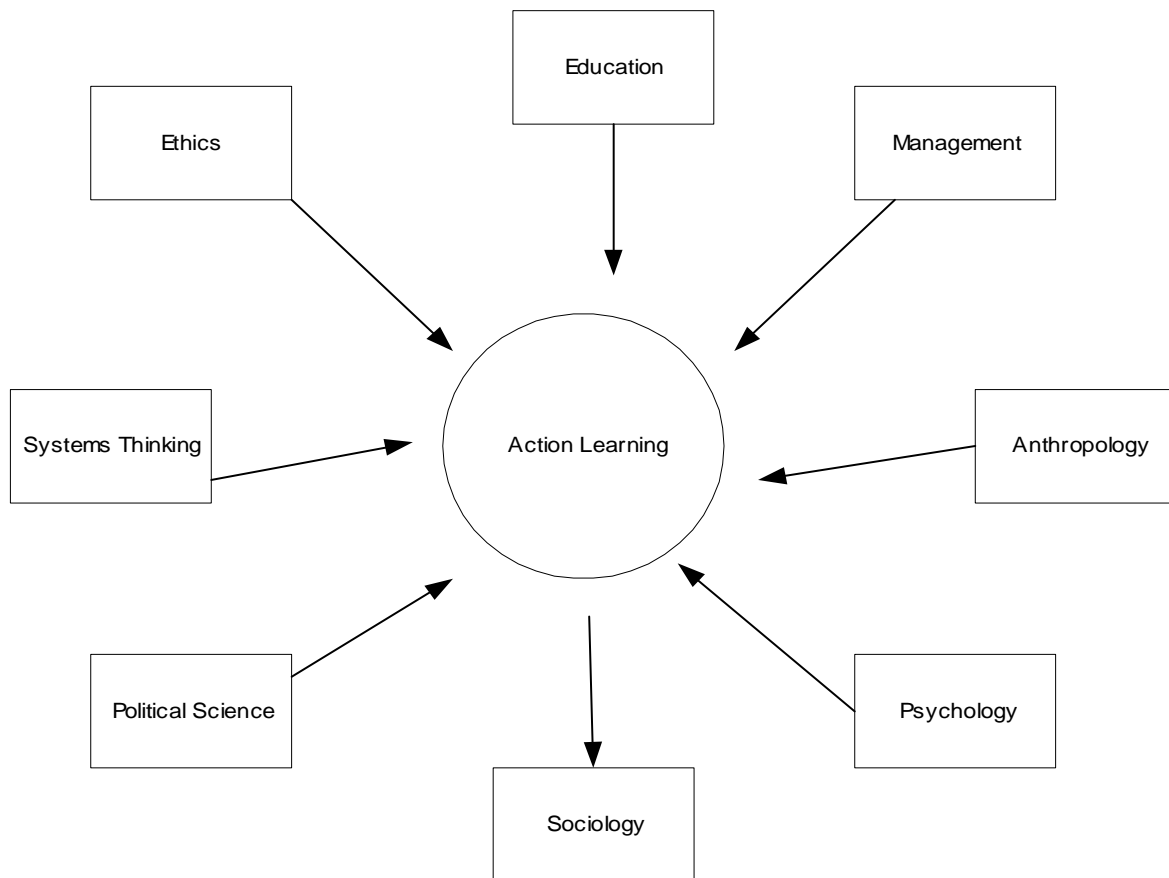
methods the researcher chose to use the principles of action learning in the Mastering Conflict workshops held in her organisation.

In the workshops held in the researcher's organisation, small groups of employees who identified with the social styles derived from their Enneagram types discussed how they wanted to be treated in situations of conflict. This information was shared with the other groups and was documented by the researcher for purposes of further learning in the organisation. The learning interventions that were introduced to this organisation were largely designed around the development needs of the employees but were also presented as a way to encourage them to see other perspectives and paradigms – in other words, to avoid closed-system thinking.

Marquardt (2000) describes action learning as both a process and powerful programme that involves a small group of people solving real problems while at the same time focusing on what they are learning and how their learning can benefit each group member and the organisation as a whole. Action learning comprises a well-tested framework that enables people effectively and efficiently to learn to handle real-life situations. It is built on the application of new questions to existing knowledge as well as on reflection about actions taken during and after the problem-solving sessions.

Action learning's greatest value is its capacity for equipping individuals, teams and organisations to respond to change more efficiently. What has made it so powerful (as illustrated in Figure 8.2) is its ability to integrate the theories and practices of several disciplines – namely, education, psychology, management, systems thinking, political science, ethics, anthropology and sociology. Figure 8.2 describes the roots of action learning, which stem from a broad systemic sphere of philosophies and management practices that are all interrelated in the process of learning.

Figure 8.2 Theoretical Roots of Action Learning.



Source: Marquardt (2000:97)

These training interventions may be termed generative or double loop learning (Argyris 1985:96). Double loop learning is explained as follows:

“In generative learning we allow our mental models to be influenced, perhaps changed by the feedback. The extra loop may be a reinforcing one if it strengthens our old mental models and so leads to the same decisions, or it may be a balancing one if it makes us question them. This loop will only be a balancing loop if we have a certain goal; to be curious, to continuously question our ideas and beliefs. Without this goal, the loop will be a reinforcing one – unless feedback is so bizarre as to shake us out of our complacency.”

Single loop learning is explained as a balancing feedback loop and tends towards adaptation and stability (O’Connor and McDermont 1997:123):

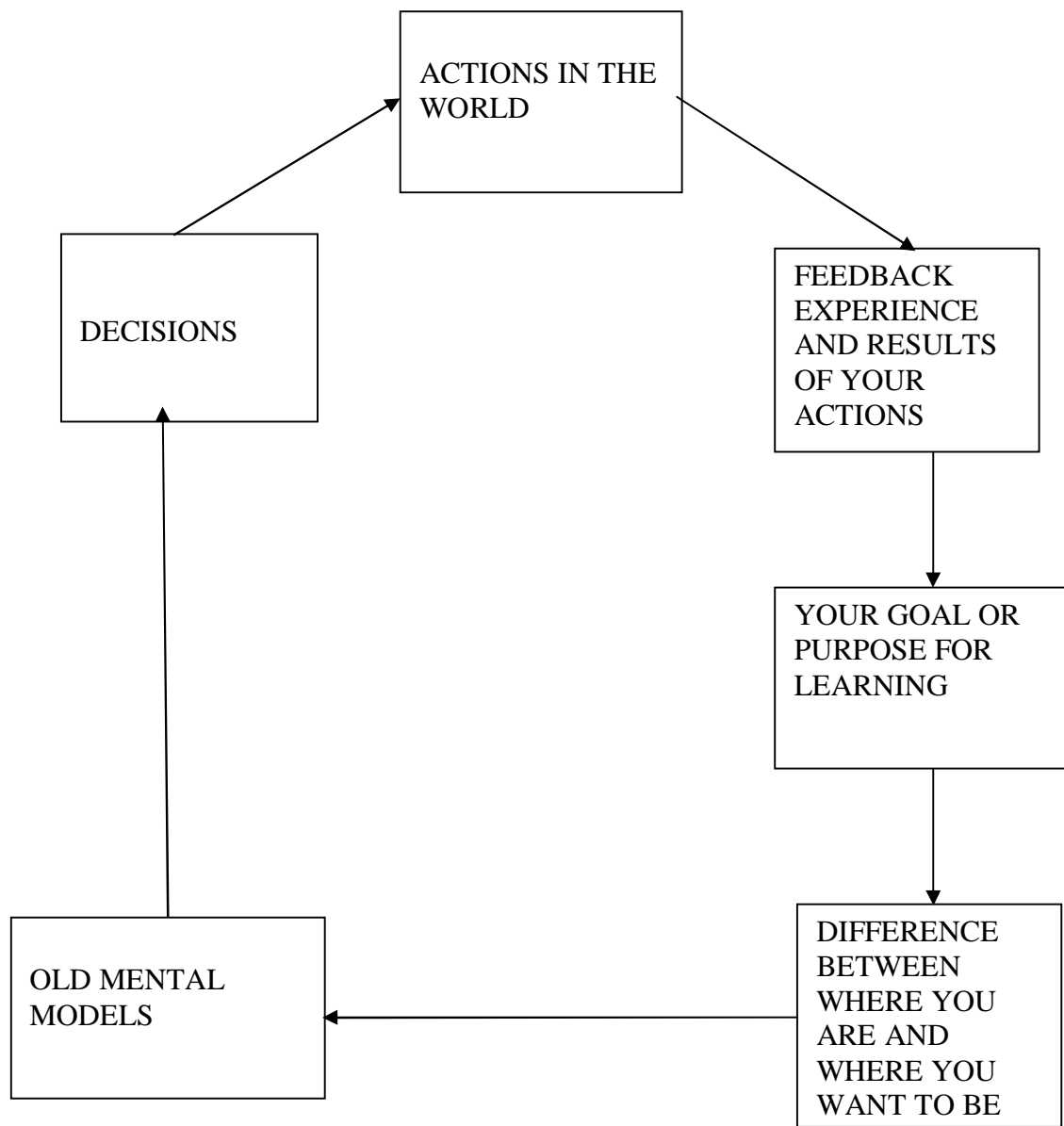
“In organisations it tends towards procedures, institutions, the ‘system’ of doing things. After a while these practices may become stuck and hinder new ideas. Nothing inhibits future success like making procedures to formalise what generated a previous success. An organisation selects people who think in the same way it operates, and so they are likely to continue in the same path – another balancing loop that works against change when it is needed. Individuals and organisations may become increasingly inward-looking, more and more a closed system. Closed systems decay and run down. For change and renewal a new type of learning is needed.”

Bateson (1987) creates three distinctions in defining generative learning:

- **No learning.** Repeat the same action regardless of the result, paying no attention to the feedback. Examples: Habits, using script regardless of the results.
- **Simple learning.** Pay attention to feedback and change your action depending on the results you get. Your choices and actions are dictated by your mental models, which are not changed. Examples: Trial and error, rote learning, learning a skill.
- **Generative learning.** Allow feedback to affect and change your mental models of the situation. This leads to new strategies and new classes of action and experience that were not possible before. Examples: Learning to learn, questioning your assumptions, seeing a situation in a different way.

The researcher utilised the principles as demonstrated in Figure 8.3 during the coaching conversations with individuals who were confronted with a conflict situation. This model of generative learning is congruent with the principles of integrated coaching as discussed further in this chapter.

Figure 8.3 Generative Learning



Source: Bateson (1987:96)

Foley (2004: 56) offers a more complex view, suggesting that adult learning consists of four different processes:

Learning as acquisition: Knowledge is a substantive thing – a skill or competency, concept, new language, habit, expertise, or wisdom – that an individual obtains through learning experiences.

Learning as reflection: Learners are active constructors of knowledge, creating new meanings and realities rather than ingesting pre-existing knowledge.

Practice-based community: Learning focuses more on people's ability to participate meaningfully in everyday life within their communities, with the emphasis on the practical rather than on the intellectual.

Learning as co-emergent: Learning is less people-centred and instead is part of the relationships that develop among all people and everything in a particular situation; people, spatial arrangements, movements, tools and object.

The researcher has attempted to implement Foley's views by providing an understanding of personal behaviour in relation to conflict resolution. This knowledge was gained through presenting the Enneagram model.

Nadler and Nadler (1994:34) created a Critical Events Model, which consists of a sequence of events linked by evaluation and feedback.

The eight events are:

- Identify the needs of the organisation.
- Specify job performance.

- Identify learner needs.
- Determine objectives.
- Build curriculum.
- Select instructional strategies.
- Obtain instructional resources.
- Conduct training.

They make the following comments when describing the process of identifying the needs of the organisation:

“Problems arise within groups (the total organisation or parts of it) and with individuals (employees and external customers). The needs of individuals and the organisation do not have to be in conflict, though such a conflict sometimes exists. Generally, the needs of both the individual and the organisation have to be identified. However, because human resources are provided by the organisation, it is necessary to first look at the organisational needs. This can be done without demeaning or ignoring individuals.”

In a sustained body of work on discussion as an educational method, Brookfield (1999) points out that for many adult educators, discussion is seen as the “education method par excellence”. However, Brookfield points out that, particularly in our competitive and individualistic culture, it can be difficult to facilitate a discussion where everyone participates equally. Discussion groups can become “an arena of psychodynamic struggle”, says Brookfield, in which participants will be alternately defensive and aggressive. He argues that meaningful and productive discussion is more likely to take place if the following four conditions prevail:

- The discussion topic is stimulating.
- The group leader is well versed in both group dynamics and the topic for discussion.
- Group members possess reasonably developed reasoning and communication skills.

- Group members have devised and agreed on an appropriate moral culture for group discussion.

Teachers do not just present information; they perform a number of roles or functions. Shor (1980:98), who taught working-class students at the City University of New York, stated that in his classroom work he filled the following nine roles:

- Convener
- Facilitator
- Advocate (of missing perspectives)
- Adversary (of oppressive behaviour)
- Lecturer
- Recorder
- Mediator
- Clearing house
- Librarian

Heron (1993:57) endorses Shor's views, arguing that there are only six "authentic interventions" that a teacher can make. For Heron, a skilled practitioner is one who can move from one intervention to another as required. Interestingly, research into teaching functions shows that indirect teaching (student work organised by teachers) contributes more to students' learning than direct (didactic) teaching (Schulman, 1986). The facilitators found that they needed to adopt all the roles as suggested by Shor during the preparation and presenting of the Mastering Conflict workshops. However, they found that the facilitative intervention style was more effective than the authoritative style as defined by Heron in Table 8.1.

Table: 8.1 Heron's six-category intervention analysis

Styles	Category	Description
Authoritative	Prescribe	Advise, judge, criticise, evaluate, direct, demand, demonstrate.
	Inform	Be didactic, instruct/inform, interpret.
	Confront	Challenge, feedback, question directly, expose.
Facilitative	Be cathartic	Release tension, elicit response.
	Catalyse	Inform, encourage.
	Support	Approve, confirm, validate.

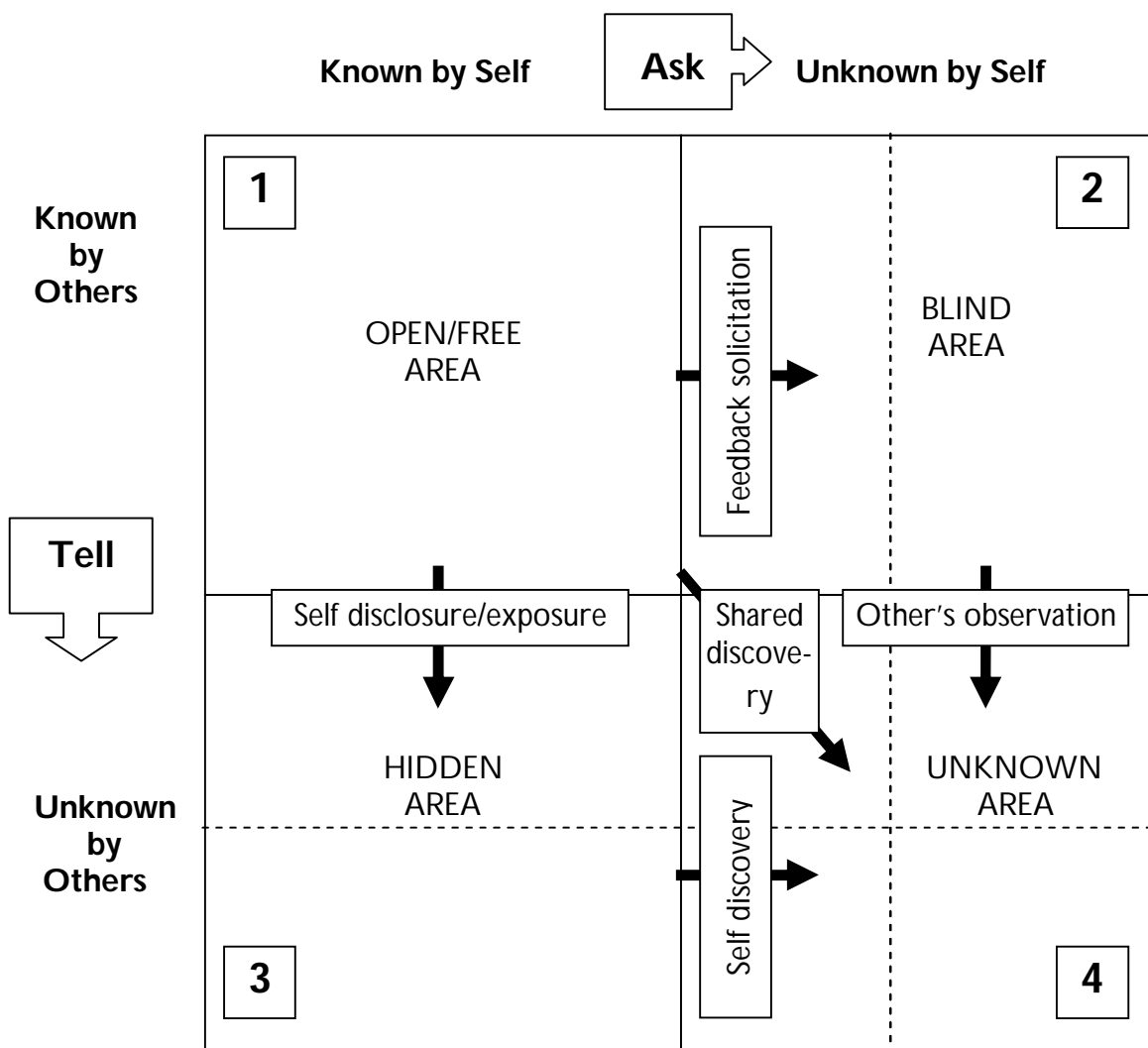
Source: Heron (1993:67)

The researcher would therefore concur with Schulman that indirect learning contributes more than didactic learning to students' learning. The Mastering of Conflict workshops fell within the scope of development learning as opposed to functional learning. Further research may be able to elicit whether an authoritative style might be more appropriate for functional learning than development learning.

8.6 CHANGING BEHAVIOUR THROUGH COACHING

In the 1950s, Joseph Luft and Harry Ingham, working at the Western Training Laboratory in the USA, developed a framework to illustrate how people reveal themselves. Their design was named the Johari Window (Figure 8.4), and it has been the mainstay of interpersonal skills training programmes for the last forty years.

Figure 8.4 : The Johari Window



Source: (Alan Chapman, www.businessballs.com)

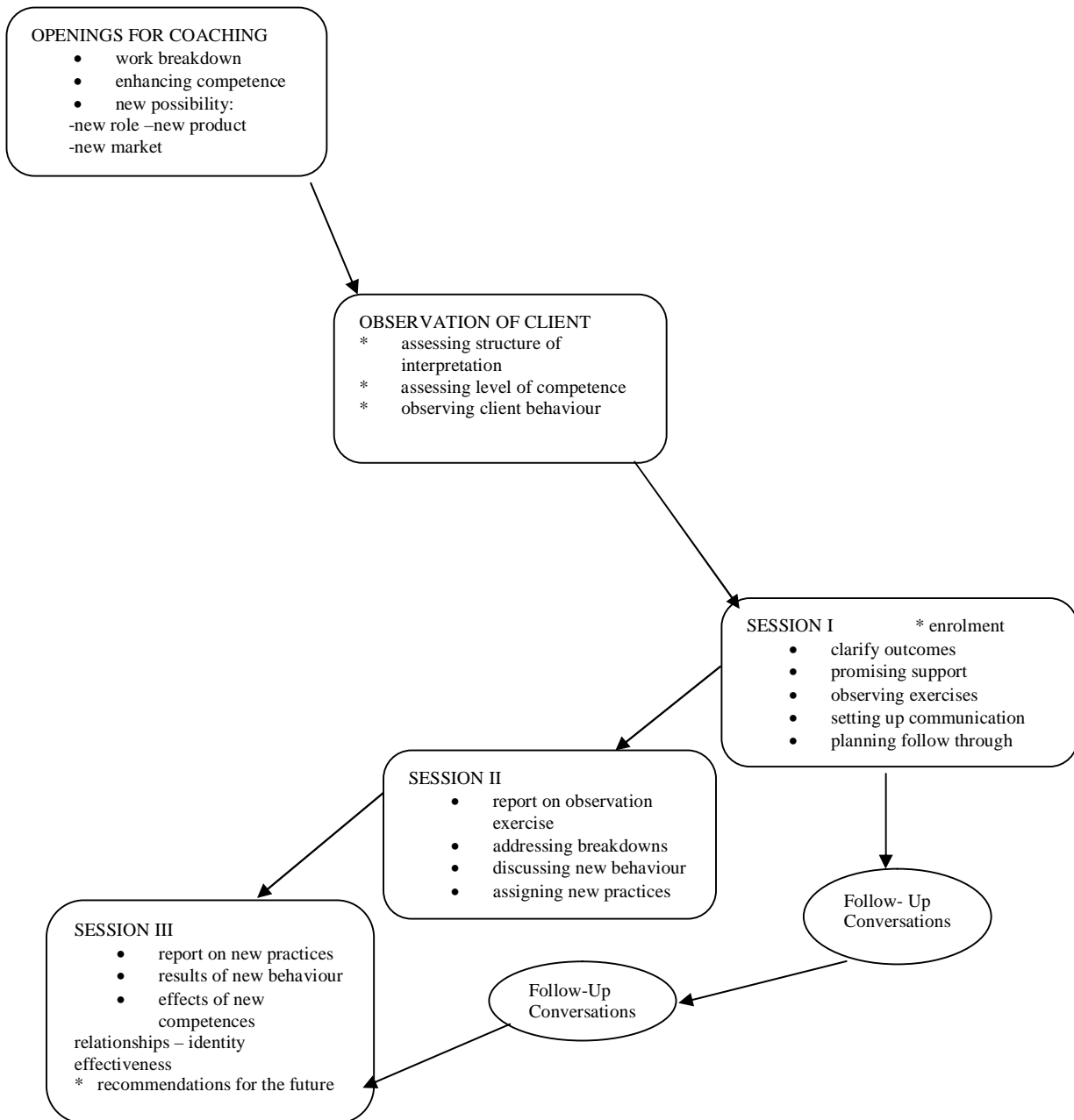
The currency of this model has spanned decades because it highlights how partial our realities are, and indicates that increased skill in our relationships comes from gaining more information about ourselves. Coaching is a fast-track way of opening up the Johari window, because it encourages individuals to reveal more about themselves and provides a structure to reduce the unknown areas (McDermott and Jago, 2001).

The Enneagram plays a powerful role in opening the windows of the “Unknown” to oneself and others, as it explains behaviour that people have automatically resorted to in situations of conflict.

In a coaching conversation, the coach listens to the coachee’s story about what is not working in his world. One of the ironies of life is that people get stuck, and sometimes seek coaching, because their stories are not working for them. That is, their stories keep them trapped as observers, preventing them from observing things differently and adopting alternative actions that may produce more satisfactory outcomes (Sieler, 2005: 296).

Flaherty (1999:113), as reflected in Figure 8.5, describes the first conversation of coaching as the stage when one establishes the coaching relationship: that is, the coach requests commitment from the client (or coachee), and the coachee promises commitment.

Figure: 8.5 Overview of Three Conversation Coaching



Source: Flaherty (1999:112)

Flaherty outlines the following process for three-conversation coaching:

- The self-observation exercise that the coach assigns during the first conversation will allow the client to come up with his own data. The coach should be aware of any premature impulse the client may want to put into action. The focus should be kept on the long term.
- During the second conversation, the learning from the observation exercise is put into action. By beginning a new exercise assigned by the coach, the client will become more competent. The coach builds on what the client reports, expanding or fleshing out the client's observations. The coach and client together explore how observation, action and outcomes are connected. Through discussion they then examine what new behaviour the client could initiate that would bring about the desired outcomes. The coach identifies what competence is necessary to perform the behaviour successfully.
- The challenge of the third conversation is to ensure that sufficient structure and competencies are in place on termination of the programme that the client remains self-correcting in the future. The coach acknowledges progress in all areas of the client's life, and shows the client his new competence and its outcomes in all those areas. The coach highlights the ways in which people can now trust and rely upon the client. In other words, the coach discusses the new identity the client has begun to establish and what new possibilities this opens for the client.

Executive coaching has relied on a combination of two modalities, i.e. Cognitive-Behavioural Therapy (CBT) and Narrative Therapy as described above. CBT's basic premise is that thoughts produce feelings, which in turn affect behaviour. If people change their thinking, feelings and actions shift accordingly. CBT is less concerned with the origin of thoughts and more concerned with the mechanisms involved in changing how people think. Irrational beliefs are reframed in order to pave the way for more healthy coping strategies. Narrative therapy relies on the belief that people arrange their lives into stories. This process helps people find new ways of

understanding themselves and their world through “re-authoring” their stories (Twiggs, 2007:56).

Behaviour therapists honour **Occam’s Razor**, the principle of parsimony, which is a sound precept for corporate coaches to follow. According to this principle, “one should never employ a more complex explanation when a less complex will do”. When something as simple as reinforcement explains someone’s behaviour, there is no sense on embarking on a complex intra-psychic wild-goose-chase (Craighead et al, 1976:13).

Another element of behavioural thinking that is important for corporate coaches to remember is that behaviour therapy is experimental. “Research is treatment and treatment is research,” goes the saying. This means that every effort to coach a client is viewed as an experiment. Interventions are used with goals in mind. Progress toward the goal is checked, and the experiment is adjusted, according to that progress. This method is suitable for modern organisations that are interested in continuous improvement (Thoreson and Coates, 1978:5).

Peltier (2001:47) posited that there are two general ways in which a coach can apply behavioural principles:

“The coach can use the laws and methods of behaviour therapy to help clients understand themselves and change as people. Secondly the coach can teach clients how to use behavioural methods to improve their own organisation. Thoughtful application of behavioural principles ought to form the foundation for any healthy and productive organisation.”

Pemberton (2006:60) suggests that when coaching is offered at the right time in a way that focuses on developing specific solutions that are right for that particular individual, it allows for ripples of growth, of which the coach may never be aware. A timely observation is a pebble that is offered to the individual. If he picks it up and uses it to break the surface, its impact can spread far more widely than he ever anticipated.

Prochaska and Clemente (1995:38) believe it to be important that it is understood what happens when individuals attempt to change. Their model-of-behaviour change identifies six stages:

- **Pre-contemplation.**

Here the individual is engaged in behaviour that he wishes to change. Implicit in the wish is a lack of *intent* to change behaviour.

- **Contemplation.**

At this stage the individual starts to consider the possibility of changing.

However he also sees the advantages of staying as he is.

- **Preparation.**

Here the individual takes steps to change his behaviour. He makes minor adjustments to his thought patterns. Often individuals who ask for coaching have reached this stage.

- **Action.**

Here the individual is actively engaged in the new behaviour. He has found his target and identified ways of meeting it. He may also be searching for ways of overcoming any problems that might stop him maintaining the new behaviour.

- **Maintenance.**

At this stage an individual sustains behavioural change over time. He works to prevent relapse and to reinforce the gains of the Action stage.

- **Termination.**

This stage is marked by a perceptible lack of temptation to behave in the old ways.

Daniels (1999:69) warns that although the Enneagram can be employed in many ways to improve the interaction between people in organisations, it can be misused:

“Someone who does not want to learn and change can misuse the Enneagram as an excuse for his attitude. It is also a form of misuse when a professional in an organisation puts people in the boxes of their type. Knowledge of the Enneagram types releases no one from a duty to keep looking keenly at every individual as an individual. What is crucial is appreciating how this specific person represents his type, and that this can vary from person to person.”

8.7 COACHING WITH THE ENNEAGRAM

The Hornebian triads provide an important insight when used in coaching, as they give both the coach and coachee valuable awareness of the ways in which people limit themselves. In Chapters 2 and 4 of this thesis the Hornebian triads were confirmed as consisting of the Withdrawn Style (Types 4, 5 and 9), the Assertive Types (Types 3, 7 and 8) and the Compliant Style (Types 1, 2 and 6). Chapter 2 also explored another view of triads within the Centres i.e. the Gut, the Thinking and the Feeling.

The researcher has found that anger, fear and confusion of feelings are often central to how people deal with conflict situations. These emotional reactions may also be referred to as defence mechanisms as discussed in Chapter 5.1. Insight into these defences can assist coachees in an exponential way in dealing with others in more mindful ways.

The Centres give insight into the dominant defences that people adopt when confronted with conflict. Day (2007) defines them as follows:

THE GUT CENTRE – ANGER

Type Eight

Externalised anger.

Anger is easily available.

Type Nine

Core of anger.

Anger that “went to sleep” – passive aggression.

Type One

Internalised anger.

Have to be in the right to legitimise anger.

Anger for a righteous cause.

THINKING CENTRE – FEAR

Type Five

Internalised fear.

Afraid to feel.

Type Six

Core of fear.

Internal fear is projected onto the environment.

Type Seven

Externalised fear.

Fear is diffused into pleasant options.

EMOTION CENTRE – WHAT IS BEING FELT

Type Two

Externalised version of “what am I feeling?”

Feelings are suspended.

Type Three

Core of “what am I feeling?”

Feelings are suspended.

Type Four

Internalised version of “what am I feeling?”

Dramatisation of feelings.

The researcher also suggests that employees should be reminded of the importance of developing the three intelligences i.e. Emotion, Thinking and Gut in a balanced way.

Arien (2005:23) calls this the power of presence and refers to a fourth intelligence:

“The power of presence means that people are able to bring all four intelligences forward: mental, emotional, physical and spiritual. Some individuals carry such presence that they are identified as charismatic or magnetic personalities. People are drawn to them; they captivate interest even before they speak or others know anything about them.”

The researcher found that coachees often reported a shift in their behaviour once their Enneagram type was identified. This was self-correction and self-generation of behaviour and was not influenced by the coach. The likelihood of sustained change is

increased through this self-observation, since it is not imposed by another person but is rather experienced through the individual's own structure of interpretation. However, when employees were stressed by external factors in their lives they often reported having resorted to their type fixations or blind spots.

8.8 CONCLUSION

In this chapter the researcher explored the notion that human beings have an inherent capacity to grow, which can be hindered through unhealthy childhood experiences or distorted self-perceptions. Optimal development can only occur when individuals have empathy for others. Conflict can add vitality and growth to the path of self-mastery if it is viewed in a positive way. Cognitive thinking was compared to intuitive thinking and it was suggested that both are required for individuals to enjoy inclusive fitness in the workplace.

Incentives for individual change and growth were identified as existing either in the form of external pressures, personal commitment or new ideas for possibilities. The agents for change were identified as the organisation's human resources capability, in the system of Action Learning; and the Enneagram, as a model for coaching. A combination of the two achieved generative "double loop learning", which was identified as being more likely to have lasting results in behavioural change.

In the next chapter the research methodology for this thesis is discussed. The researcher clarifies her research question and her strategy for collecting evidence on how the Enneagram is used as a methodology to encourage employees' self-awareness and provide the tools to master conflict.

CHAPTER NINE

RESEARCH METHODOLOGY

9.1 INTRODUCTION

In this chapter the methodology of this research study was presented and discussed. Attention was given to the purpose and objectives of the research, the research design, the development methodology of the conflict assessment questionnaire, the pilot study, the workshops held and the coaching sessions. Ethical issues of the research were considered. Apart from conducting a detailed literature review, the researcher designed and administered questionnaires to gather relevant data and conducted nine Mastering Conflict Workshops. A pilot study of the questionnaires was conducted and Enneagram typing cards were designed. Phenomenological research was conducted by way of nine individual coaching relationships (each representing an Enneagram personality type) conducted over three coaching sessions per individual.

9.2 PURPOSE AND OBJECTIVES OF RESEARCH

In designing research, the researcher must determine precisely what the object of study is (Durrheim, 2006:41). As stated in Chapter 1, **the primary objective of this research was to determine the most effective approaches to utilise the Enneagram as a way to deal with conflict in the workplace.**

The researcher's point of departure was that individuals' understanding of their personal conflict style would increase their awareness of how they behave in or react to situations of conflict. During the literature research in previous chapters, it was argued that increased self-awareness helps uncover the subliminal factors that may prevent people from dealing with conflict constructively. This research was deemed to be of a qualitative nature and falls within the category of *attribution theory*, which proceeds on the principle that human beings are constantly making decisions about what kinds of attributes or attitudes other people have (West, 1978).

Secondary objectives of the research were as follows:

- To conduct a pilot study on the Conflict Style Assessment questionnaires.
- To investigate the relationship between Horney's social styles and the Conflict Assessment Style Questionnaires and to apply the consequent information during conflict training workshops.
- To facilitate the Mastering Conflict workshops.
- To design Enneagram typing cards.
- To hold coaching sessions with each of the nine personality types in order to resolve a subliminal conflict issue.

The researcher's premise was concerned with internal causes in explaining how personality type and conflict style inform people's reaction to conflict in the workplace.

9.3 RESEARCH DESIGN

Qualitative methodology has emerged as part of a broad movement that Rabinow and Sullivan (1979) call an "interpretive turn" in social science epistemology. Kelly (2006:346) refers to this as "contextual" research, which is less concerned with discovering universal, law-like patterns of human behaviour (e.g. theories of cognitive and moral development that apply to all people in all contexts), and is more concerned with making sense of human experience from within the context and perspective of human experience.

According to Murphy and Davidshofer (2001:156), psychological measurement is a process based on concrete, observable behaviours. Hence, a psychological test is nothing more than a sample of behaviours. To determine whether a test provides a good measure of a specific construct, the researcher must translate the abstract construct into concrete behavioural terms.

Rosenthal & Rosnow (1991:27) support this assertion as follows:

"In the field of social psychology, the study of the attributions is concerned with how people explain the causes of interpersonal events. People have a 'common sense'

psychology by which they explain the causal relationships in every day life. People will attribute behaviour either to external causes (such as the weather) or internal causes (personality traits or moods).”

There can be no separation of the knowledge of the experience and the meaning of experience posits Benner (1985:7):

“Meaning resides not solely in the individual or solely in the situation but is a transaction between the two so that the individual both constitutes and is constituted by the situations. The researcher’s question is one of meaning.”

Therefore this study used an interpretive phenomenological approach guided by the philosophies of Heidegger (1962). The goal of this approach is the accurate description and understanding of experience as it is lived. It is used to elicit characteristics of human experience including thoughts, feelings and perceptions.

Rychlak (1973:47) identified Franz Brentano’s philosophy of phenomenology as belonging to interpretive research. Brentano rejected the idea that perception is the result of stimuli impinging from the outside. People go to their world and consequently attach personal meanings to the things they experience:

“Phenomenology examines phenomena or manifestations as given – in other words just as they occur, without imposing personal theories or specific systems upon the phenomena. They should be comprehended in their full reality they manifest themselves. This reality is as the person sees it and if, for example, the person’s view of reality is to be understood, the therapist has to be open-minded and prepared to enter in to the person’s world.”

According to Higgs & Smith (2006:56), phenomenology is by no means a new philosophy – it is an intrinsic part of the world’s oldest religions: Hinduism and Buddhism.

“Phenomenology attempts to penetrate illusion in order to get at the reality underlying that illusion. One of the problems phenomenology has in making itself understood is that it does not have an explicit, systematic or organised methodology. Instead, it encourages us to explore, to ‘look again’ and reflect. It asks people to concentrate on the now, the immediate, which, unlike the past or the future, is the

‘most real’ moment we are currently experiencing. In temporal terms, according to phenomenologists, the most illusory way to live is by either a nostalgic hankering after the past or, alternatively, a constant focus on the future.”

Rogers (1959:2) adopted a three-fold way of viewing personality:

1. **The organism**

The total individual with all his physical and psychological functions is the central figure, who interacts constantly with the dynamically changing world in which he lives. Behaviour is determined by his specific subjective perception of his world and the meaning he attaches to it.

2. **The phenomenal field**

This represents the totality of a person’s perceptions and experiences, and includes perceptions of objects or events outside the person, and the meanings attached to them and inner experiences and meanings that relate to the person himself.

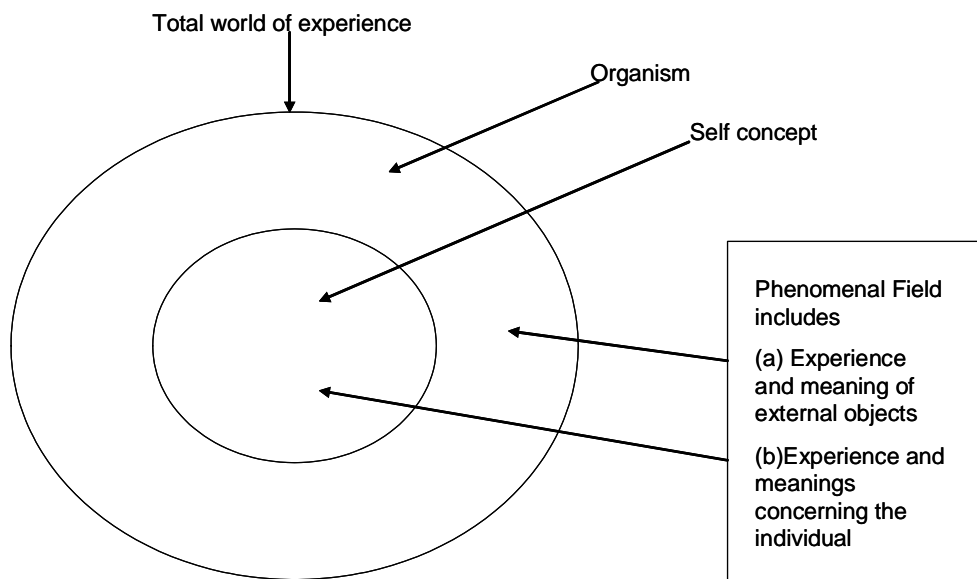
3. **The self-concept**

The differentiated part of the phenomenal field that concerns the person himself, defined as:

“The organised consistent conceptual gestalt composed of perceptions of the characteristics of the ‘I’ or ‘me’ and the perceptions of the relationships of the ‘I’ or ‘me’ to others and to various aspects of life, together with the values attached to these perceptions. It is a gestalt which is available to awareness though not necessarily in awareness. It is a fluid and changing gestalt, a process, but at any given moment it is a specific entity.”

In meeting the secondary objectives of the research, the researcher adopted a phenomenological approach that incorporates Rogers’ personality model as illustrated in Figure 9.1.

Figure 9.1 **Rogers' Theory**



Source: Krause (1964:70)

9.3.1 DETERMINING THE MOST EFFECTIVE APPROACHES TO UTILISING THE ENNEAGRAM IN DEALING WITH SUBLIMINAL CONFLICT IN THE WORKPLACE.

An important principle for the researcher was to conduct research that would benefit her organisation in a tangible way, rather than focusing only on academic results. With this principle in mind the researcher saw the opportunity to conduct *interpretive* research. The literature research informed effective approaches to utilise the Enneagram in the workplace in the systematic research of:

- Examining the Enneagram as a model of transformational personality typology in Chapter Two.
- Confirming the validity and reliability of the Enneagram in previous research conducted in Chapter Three.

- Defining subliminal conflict in Chapter Four.
- Exploring different approaches to dealing with conflict in Chapter Five.
- Examining a methodology for utilising the Enneagram in the workplace in Chapter Six.
- Investigating the relationship between emotional intelligence and conflict resolution in Chapter Seven.
- Focussing on the Enneagram as a catalyst for mastering conflict in Chapter Eight.

The collective knowledge gained from the abovementioned research enabled the researched to formulate effective approaches for implementing the Enneagram in the workplace.

9.3.2 CONDUCTING A PILOT STUDY IN THE DESIGN OF THE CONFLICT ASSESSMENT QUESTIONNAIRES.

The purpose of the pilot study was to assess whether there was stability in the measurement of the traits of Assertiveness, Compliance and Withdrawn.

A pilot study was conducted with 12 employees who were approached by the researcher to complete the conflict assessment questionnaire before the first Mastering Conflict workshop was held. All of these employees had previously attended the Introduction to the Enneagram workshops and were therefore cognisant of their Enneagram types.

9.3.3 INVESTIGATING THE RELATIONSHIP BETWEEN HORNEVIAN SOCIAL STYLES AND THE CONFLICT ASSESSMENT QUESTIONNAIRE.

Research was conducted in the correlation between the Enneagram types and the Hornevian social styles as identified by Hudson and Riso (1999). The researcher designed a Conflict Assessment Style questionnaire in order to identify the

individual's Hornebian style, which was in turn compared to the individual's Enneagram type. This information was utilised in workshops termed 'Mastering Conflict in the Workplace' as evidence to encourage the participants to explore their habitual reactions to conflict situations in the workplace.

The Conflict Assessment Style questionnaire purported to indicate the coachee's dominant style of dealing with conflict (Annexure 1). The Rational Scale Construction (Gregory, 2004:124) was utilised for the development of a self-report personality inventory. All scale items correlated positively with each other and also with the total score of the scale. This is illustrated in the Conflict Assessment Questionnaire (Annexure 1).

The three styles identified were Assertive, Compliant or Withdrawn and were based on the personality descriptors of the Hornebian styles (see Chapter 6). The researcher developed the descriptors listed below based on the research of Karen Horney as identified by Hudson and Riso (1999).

The following methodology was used in designing the conflict style questionnaire. A description of each of the Hornebian styles was identified, based on the literature research of these styles as discussed in Chapter 4. The options a, b or c given for each of the questions were designed to reflect the conflict-related behavioural traits determined for each of the three styles. The questions were arranged randomly by means of the random number statistical tool. This ensured that those completing the questionnaires could not do so in a predetermined manner. This element of the design thus validated their responses.

The descriptors for the Assertives (Enneagram Types 3, 7 and 8) as illustrated in the Facilitators Mastering Conflict Workbook (Annexure 2) are as follows:

- Ego-orientated
- Respond to stress reinforcing ego
- May find difficulty in dealing with feelings

- Confident that events happen when they are around
- Expect others to react to them
- Can be openly critical of others
- Demand what they want
- Are active and direct in getting needs fulfilled

The following abbreviated statements reflect the questions determined for the Assertives (refer to Annexure 1 for the complete questions).

- Firm in pursuing goals
- Lean towards a direct discussion
- Will confront others if they are wrong or uninformed
- Known to speak their mind
- React to difficulties immediately
- Try to win own position
- Will push to get point made and accepted
- Assert wishes to achieve goals
- Will not back down if in the right
- Confident in approaching strangers
- Important to achieve what goals are set to achieve
- Can handle being teased
- Insist on what is wanted
- Those who push hardest usually get to the top

The descriptors for the Compliers (Enneagram Types 1, 2 and 6) as illustrated in the Facilitators Mastering Conflict Workbook (Annexure 2) are as follows:

- Try to be of service to others
- May want to rescue others
- Are concerned with being responsible

- Want to meet other's expectations
- Comply to their inner voice
- Often become authority figures
- Unconsciously feel that they are better than others
- May show unskilful compassion

The following abbreviated statements reflect the questions determined for the Compliers (refer to Annexure 1 for the complete questions).

- Show the logic and benefits of position
- Attempt to get all the facts and issues out
- Will confront others if they are unfair
- Try to do what is right to avoid tension
- Will consider the appropriate course of action before responding
- Will give away points, as long they are allowed to have some too.
- Try to what is necessary to avoid tension
- Make sure they have the correct story before confronting others
- Go out of their way to meet their responsibilities to others
- Need to be accepted for who they are
- Value being able to contribute to helping others
- Are troubled by sloppy standards
- Believe one should work hard for rewards
- Honouring beliefs is what should be strived for.

The descriptors for the Withdrawns (Enneagram Types 4, 5 and 9) as illustrated in the Facilitators Mastering Conflict Workbook (Annexure 2) are as follows:

- Inclined to daydream and fantasise
- Move away from others to an inner space
- Easily "zone out" into own imagination

- May find it difficult to move from imagination to action
- May feel different from others – not fitting in
- May avoid or retreat from conflict
- May disengage from others to deal with needs
- May bury their aggression

The following abbreviated statements reflect the questions determined for the Withdrawns (refer to Annexure 1 for the complete questions).

- Avoid taking a position that would create controversy
- Sometimes allow others to solve the problem
- Will let others maintain their views if it makes them happy
- Avoid hurting others feelings
- Try to postpone issues to think them over
- Will hold tongue if it means that others are not antagonised
- Usually not worried about differences of opinion
- May try to sooth others feelings to preserve relationships
- Often sacrifice their wishes in favour of others wishes
- Sometimes have a sense of being different to others
- Not getting own way is often less important than hurting others
- Having time out is a good way to meet own needs
- Time for dreaming is rewarding in itself
- Being true to self is most important

9.3.4 FACILITATING THE MASTERING CONFLICT WORKSHOPS.

The researcher solicited support from the Chief Executive Officer and the Executive team of the organisation to present the workshops on Mastering Conflict in the Workplace. This training need arose partly from a number of incidents of petty disputes and personality clashes which had resulted in a loss of productivity. In one situation the organisation terminated the services of an employee. The topic of these

workshops had also arisen as a result of positive feedback from participants in previous workshops presented by the researcher in her organisation.

These previous workshops had dealt with subjects such as leadership, assertiveness, principles of engagement and an introduction to the Enneagram. Most of the participants had previously identified their Enneagram type through an online Quick Test on the *www.enneagraminstitute.com* website, which they then further verified by learning about the behavioural descriptions of each type at the Enneagram workshop. A number of employees were able to intuitively discover their type through the narrative descriptions given by the researcher on the nine different behavioural traits for each type. These traits were presented as “Gifts” and “Blind Spots”. Participants who knew their Enneagram type entered this on the conflict style report.

The workshops were thus conducted on the topic of Mastering Conflict in the Workplace (the Facilitators guide is contained in Annexure 2). The researcher and the human resources practitioner who reports to her designed and presented the workshops at a venue located in a tranquil, rural environment. The training material was designed to be interactive and experiential. The teaching method used was based on adult learning principles and Action Learning. (Refer to Chapter 8.4.) A total of 132 employees were randomly selected in groups of 20, and eight different workshops were held. An average of 12 to 15 employees typically attended (there was usually a degree of absenteeism owing to sickness or unforeseen work commitments). Seven workshops were held in Cape Town, near the organisation’s head office, and two were held in Johannesburg. Participants were invited to the workshops by the human resources team via personalised invitations printed on red paper with the heading “Does work conflict leave you seeing red?” (See Annexure 3.)

Participants attending the workshops completed the conflict assessment questionnaire as described above as part of an exercise to discover their particular conflict style. The questionnaires were designed to be easily administered by the participants and for the results to be immediately available for further learning purposes.

After determining their individual dominant conflict style, participants joined up in three separate groups with those who had been identified as Assertive, Compliant or

Withdrawn. It was explained that no one style is preferred over another and that each style has inherent benefits and pitfalls. The groups were then asked to brainstorm for twenty minutes how they would want to be treated by the other groups. A scribe was chosen in each group to record the group's "*Tips on how to deal with us in situations of conflict*". The group nominated one person to give feedback to all the workshop participants at the end of the brainstorm period.

The question of interest to the researcher was thus: "*How do the three different conflict styles want to be treated when they are faced with some form of conflict in the workplace?*" This question would also help bring to light some of the subliminal issues behind how people want to be treated by others. The feedback of the three groups is contained in Annexure 4.

The researcher's premise was that people are inclined to blame others for their discomfort when reacting to conflict in dysfunctional ways, rather than focusing attention on their own subliminal thoughts and behavioural motivations. A less threatening way for an individual to express these thoughts was to articulate them as a request relating to how other people should treat that individual.

9.3.5 DESIGN OF THE ENNEAGRAM TYPING CARDS.

Coachees who were unsure of their Enneagram types were able to verify their types with Enneagram cards designed by the researcher. These cards displayed nine dominant traits on one side of a card, and a short description or motivation on the other side of the card. (Refer to Annexure 5.) The researcher would hold each card up for the individual, who would either accept or reject it. After all the cards were viewed, the researcher and coachee sorted the accepted cards by the Enneagram type number on the back of the cards. The dominant number of cards indicated the Enneagram type of the coachee.

The concept of using the cards emanated from the cards designed and distributed by Hudson and Riso (www.enneagraminstitute.com). However the researcher found that the language used in the Hudson and Riso cards was sometimes difficult for South Africans to understand, as the choice of words was based on American linguistics.

The choice of language and descriptors of the cards were chosen by the researcher based on her own observations of people's behaviour. The researcher is indebted to Hudson and Riso for developing the idea of card typing.

9.3.6 CONDUCTING THE COACHING SESSIONS.

The researcher intended to establish whether knowledge of the nine Enneagram-type behavioural styles could be used in ontological coaching to create a model of conflict problem solving for employees. Nine employees, each identifying with one of the nine Enneagram personality types, who represented a work-related conflict issue, were invited to enter into a coaching relationship with the researcher. These employees individually entered into three voluntary coaching sessions with the researcher. Knowledge of the Enneagram type was utilised as a basis to give the researcher insight into the employees' structure of interpretation of, and habitual way in dealing with conflict.

The researcher used Flaherty's integrated coaching methodology as described in Chapter 8, together with the research knowledge of the Enneagram types as described in Chapter 4, to encourage these employees to resolve their conflict situations.

The researcher held coaching conversations with employees in her organisation. These employees had identified their individual Enneagram type (as described above) and the researcher concurred with their identification.

Each employee had presented a challenge based on a situation of conflict. The researcher kept records of the conversations and subsequently designed a template to capture the flow of each coaching intervention. The template captured the following questions and enquiries into the coachee's structure of interpretation at the time of coaching:

- Conflict situation.
- Shift required by the client in order to resolved the conflict.

- Client competence in dealing with the situation.
- Objective of coaching.
- What should the client have incorporated to meet this objective?
- What was preventing the client from doing this?
- What practice could be assigned to the client?
- What were potential breakdowns in the client carrying this out?
- Outcome of the coaching.

9.4 ETHICAL ISSUES OF THE RESEARCH

According to Kaplan & Saccuzzo (2001: 605), several different kinds of human rights are relevant to psychological testing. Among these is the right *not* to be tested. Individuals who do not want to subject themselves to testing should not do so. And ethically they cannot be forced to do so. Test takers have the right to know their test scores and interpretations as well as the basis of any decisions that affect their lives. Other human rights comprise the right to know who will have access to test data and the right to confidentiality.

It was therefore made clear to the participants at the workshops that the conflict assessment questionnaire was not a psychometric test but rather a self-scoring assessment, which was being conducted as a way for them to gain insight into how they typically deal with conflict. The participants were also informed that the results of the assessments would be used in this thesis by the researcher.

Another potential ethical problem is that people can be labelled with their Enneagram type. Labels that imply that a person is not responsible for his behaviour may increase the risk that the person so labelled will feel passive or helpless. The risk here to an Enneagram Type Four who is referred to by some authors as the “Tragic Romantic” would be that they might want to behave in escapist ways and avoid meeting business objectives. Similarly, the Type Nine is considered to be a candidate to “zone out”.

This is not behaviour that the organisation should have to tolerate. More seriously, such negative behaviour traits could become self-fulfilling prophecies, prompting people to adopt behaviours that might not have surfaced before. It was stressed during the workshops held that insight to the Enneagram is useful in that it invites people to consider their personality fixations, which should lead to higher self-awareness and ultimately third order learning, leading to personal growth.

Confidentiality was also an important aspect of the research. Although the researcher reassured her clients of confidentiality while engaged during coaching conversations, it was necessary to obtain permission from her clients to use the content of the coaching interventions in this research. The clients were assured that no names would be used and that information that could in any way be detrimental to them would not be used in this thesis.

9.5 CONCLUSION

The researcher confirmed the primary and secondary objectives of the research. The theory of the chosen methodology was contextualised. The research design was described for each objective.

In the next chapter the researcher reports on the outcomes of the research conducted. The findings of the correlation between Enneagram types and the Hornebian social styles are tabled. The participants' feedback on how they wished to be treated in situations of conflict gathered from the workshops is discussed from a phenomenological perspective. Evidence from the three coaching sessions with each of the nine employees, each with a different Enneagram type, using the Enneagram methodology as a model for coaching, are reported.

CHAPTER TEN

RESULTS OF RESEARCH

10.1 INTRODUCTION

The purpose of this chapter was to illustrate and discuss the findings from the research conducted. The most effective approaches of utilising the Enneagram in the workplace were defined; the conflict style questionnaires and Enneagram types relationship was discussed as were the interpretive research gathered from the Mastering Conflict Workshops wherein the three groups expressed their preferred way of being dealt with in situations of conflict. The pilot study findings and card typing process were reported. The findings from the nine different coaching conversations were then discussed. For the purposes of this section of the thesis, the researcher was termed ‘coach’ and the employee being coached was termed the ‘client’.

10.2 UTILISING THE ENNEAGRAM IN THE WORKPLACE

The researcher has often been asked by employees how knowing their personality type is of benefit to them and more specifically how this knowledge can assist them in dealing with conflict more effectively.

Knowledge of personality type gives people a model of understanding their own behaviour, motivations and insight into their automatic reactions to certain situations and people. When this understanding is utilised in a non-manipulative way, it can lead to people reflecting on their behaviour in a non-critical manner. It is an automatic response for people to employ the “inner critic” to find fault with their own behaviour or, alternatively, to adopt a blaming attitude in finding fault with others. They end up feeling guilty, angry or despondent and decide to nothing more about the situation until they experience another conflict situation. Alternatively they blame their past, parents, teachers, friends, colleagues or bosses for their dissatisfaction and for their

not dealing with their conflict. This cycle continues for most people unless they wake up to the knowledge that they have the personal choice to change their situation.

Knowing that there is a whole “tribe” of people in the world with the same Enneagram type can be reassuring, encouraging individuals to be forgiving of themselves and others for dysfunctional behaviour. Recognising personality traits of a type leads people to desire to know how they can grow and change. Taking personal responsibility for growth is the first step in bringing about sustained change. The second step is asking for support and further knowledge and it is in this way that the human resources practitioners can play a vital role in furthering a climate of EQ development.

The researcher supports the notion that personality is formed at a young age but that people have the choices to develop themselves further during their entire lifespan. Facing up to subliminal conflict can be a challenging experience, as people are more inclined to “let sleeping dogs lie”.

However, the sleeping dogs often turn into rabid dogs and maul their owners as the subliminal conflict slowly destroys workplace relationships, cause physical and psychological illness and generally turn the organisation into an environment that is toxic with bad undercurrents. If the Enneagram is to be used, it is important to establish how its different dimensions worked when the researcher utilised them for the purposes of this research.

The researcher does not support the use of the Enneagram as a psychometric tool to be used for recruitment or promotion-assessment purposes. The Enneagram is most suited as a model for personal growth, the development of emotional intelligence (such as conflict skills), teamwork competencies and leadership development.

The subtypes can give valuable insights regarding career development. Sexual (or Intensity) types are often more suitable for work involving sales, marketing or a role where personal persuasion is necessary. Self-preservation types are likely to fare better in roles that require administration, precision or analysis of data. The Social types do well in team situations or project-based roles. Knowledge of the subtypes

may also be useful in assessing individual needs in the ergonomics of organisations. Social types typically thrive in open-plan working environments, but the Self-Preservation and Sexual types may prefer to have their own cubicle or office space. The new generation of office design often ignores individuals' personal preferences and personality requirements. These oversights have led to many unnecessary conflicts, as some people are inherently uncomfortable in how they are positioned and often take this frustration out on others. The researcher suggests that assessment of the subtypes would be a useful area of further research in the field of ergonomics.

The natural distribution curve of acceptable employee behaviour indicates that most employees are operating at least at a minimum level of emotional competency. If this were not the case, human resources practitioners would spend most of their time resolving workplace conflict. In the realm of workplace conflict, it is usually one or two employees who create 90% of the dysfunctional conflict. It could be argued that every person is on a path of self-improvement. Apart from a few exceptional individuals such as the Dalai Lama and Nelson Mandela, who have reached a stage of optimal EQ, most people are somewhere on the continuum of EQ self-development.

It might not be the role of the human resources department to be the sole guides of EQ self-development; people should be encouraged to embark on self-development as a personal choice and in their private time. However in the leadership domain, where employees' behaviour affects the levels of competencies and outputs of others, it may be argued that the organisation is making a return on its human capital investment by encouraging self-development. (Refer to Chapter 7.) Many reputable organisations have embarked on self-development strategies through executive coaching, 360-degree assessments, and emotional intelligence and leadership interventions. It is in these strategies that the Enneagram is well appointed as a model of enlightening people with regard to incremental self-development.

If organisations are to resolve dysfunctional conflict, they should establish pragmatic human resource interventions for those who are not coping well with conflict, so that they may learn different coping mechanisms. The researcher did not suggest that the human resources department become an institution of psychotherapy. The researcher concurs with Foucault (1972) that psychology gives us little more than a punitive

treadmill. First of all, it has its origins in the study of those who are seriously deranged. The norms and statements of psychology are self-serving, suggests Foucault, as they encourage others to be “made over” to conform to the psychological school to which the practitioner subscribes. This simply moves the prisoner from one cell to another.

It is essential for the human resources practitioner to obtain executive support for the introduction of any EQ intervention; the adoption of the Enneagram was no different. The researcher was able to demonstrate the benefits of the model to the chief executive officer of the organisation by explaining its properties and validity and, most importantly, by inviting him to explore his own Enneagram type. With his support she was able to introduce the model to the remainder of the executive and then to present the workshops that are referred to in the body of the research. The CEO sponsored the researcher to attend three overseas seminars and gave her permission to conduct the research for this thesis.

For the purposes of this thesis the researcher has confined the area of research to the application of the Enneagram in resolving subliminal conflict. It became clear, though, that human behaviour cannot easily be confined to one sphere, especially the construct of conflict, as it has so many varied influences. Using the Enneagram during the coaching conversations assisted coachees to grow in problem solving, career development, exit strategies, work and life balance, work communication, performance management and effective communication.

During the course of the research it became clear that the majority of the participants fell in the compliant category. This may have relevance to how people behave at work, as there is a high need to be seen to be obeying managers, organisational rules and work procedures. These examples are typical of compliant behaviour. It was later suggested that participants rather see themselves in their social roles in order to avoid the potential distortion of the high compliant rate.

According to Hudson and Riso (see Chapter 4), the withdrawn group correlates with Enneagram Types 4, 5 and 9; the assertive group correlates with Types 3, and 8 and the compliant category correlates with Enneagram Types 1, 2 and 6. The nature of the

work performed in a publishing environment specialising in law and academic products would attract type 1 and 6 personalities. Type 1’s strategy is to strive for perfection and Type 6’s strategy is to strive to be secure. (Refer to Chapter 2: Sikora.) This may then account for the high percentage of compliant scores in the overall result.

The Assertive group indicates a 100% correlation between the Assertive group and Enneagram Types 3, 7 and 8. The Compliant group indicates a 95% correlation to Types 1, 2 and 6. The Withdrawn group indicates a 100% correlation to Types 4 and 9. However a limitation of the research was evident in that only one Type 5 participant was identified as a Compliant, which is contrary to Hudson and Riso’s assertion that Type 5 identifies with the Withdrawn group.

Only two Enneagram types scored less than 100% in the vertical categories. However Type 3 was a small group with only 3 participants. As mentioned above Type 5 scored zero and Type 9 scored 90% as one participant identified with the Compliant group rather than the Withdrawn group.

10.3 THE PILOT STUDY

Table 10.1 below indicates the dominant scores of the 12 employees who completed the Conflict Style Assessment Questionnaires. The scores from this study indicated that there was an uneven distribution towards a dominant score for the “Compliant” rating. 7 Employees presented with a dominant Compliant style, 2 with Assertive styles and 3 with Withdrawn styles.

Table 10.1 PILOT STUDY RESULTS

	ENNEA TYPE 1	ENNEA TYPE 2	ENNEA TYPE 3	ENNEA TYPE 4	ENNEA TYPE 5	ENNEA TYPE 6	ENNEA TYPE 7	ENNEA TYPE 8	ENNEA TYPE 9	TOTALS
ASSERTIVE	0	0	1	0	0	0	1	0	0	2
COMPLIANT	1	1	0	1	1	2	0	0	1	7
WITHDRAWN	0	0	0	1	0	0	0	0	2	3
TOTAL	1	1	1	2	1	2	1	0	3	12

Some statements were adjusted to ensure a more even distribution curve over the three categories of Compliant, Assertive and Withdrawn. This was done by using language that would be more specific and descriptive of behaviour that is Assertive and Withdrawn, rather than Compliant. It could be argued that behaving in an overall compliant fashion is the most desirable behaviour within the typical organisational context. This may have contributed to the weighting of the scores in the Compliant category. Feedback from the participants led the researcher to change some of the descriptors to be more easily understood. For example, the wording was changed from “*Appreciating my individualism*” to “*Being true to self is most important*”.

10.4 INVESTIGATING THE RELATIONSHIP BETWEEN THE CONFLICT ASSESSMENT QUESTIONNAIRES AND THE HORNEVIAN STYLES

Figure 10.1 reflects the total distribution of employees who attended the workshops, defined by their highest score which either indicated a conflict style Assertive, Compliant or Withdrawn.

Figure 10.1: Chart of Employees Conflict Styles

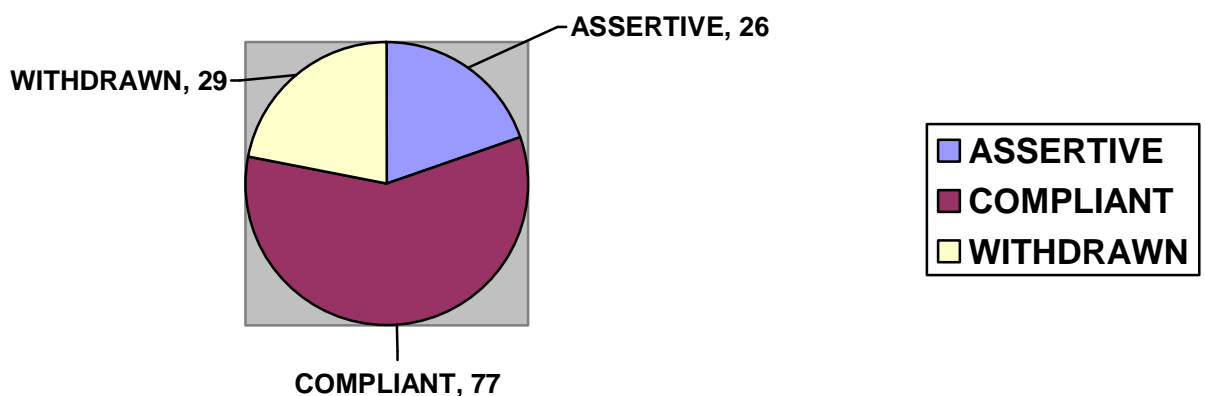


Table 10.2 reflects the number of employees who identified with the Assertive, Compliant or Withdrawn Styles. The top row reflects the dates on which the 9 workshops were held.

Table 10.2 Assertive, Compliant and Withdrawn Conflict styles

	07 SEP 06	29 SEP 06	05 OCT 06	17 OCT 06	07 NOV 06	16 NOV 06	21 NOV 06	22 NOV 06	05 DEC 06	TOTALS
ASSERTIVE	3	2	2	1	3	5	7	2	1	<u>26</u>
COMPLIANT	10	6	7	11	6	11	7	12	7	<u>77</u>
WITHDRAWN	2	2	2	3	5	6	1	5	3	<u>29</u>
TOTAL	<u>15</u>	10	11	15	14	22	15	19	11	<u>132</u>

Table 10.3 reflects the relationship between the Enneagram type and Assertive, Complaint or Withdrawn conflict styles.

Table 10.3 Relationship between the Enneagram Types and Conflict Styles

	ENNEA TYPE 1	ENNEA TYPE 2	ENNEA TYPE 3	ENNEA TYPE 4	ENNEA TYPE 5	ENNEA TYPE 6	ENNEA TYPE 7	ENNEA TYPE 8	ENNEA TYPE 9	TOTALS
ASSERTIVE	0	0	3	0	0	0	7	7	0	17
COMPLIANT	10	16	0	0	1	21	0	0	1	49
WITHDRAWN	0	0	0	8	0	0	0	0	10	18
TOTAL	10	16	3	8	1	21	7	7	11	84

A Chi-square analysis was conducted to ascertain whether there was a statistically significant relationship between the Enneagram type groupings and the Conflict Styles. This is reflected in Table 10.4. and Table 10.5.

Table 10.4 Observed Values

	Enneagram Types 3,7,8	Enneagram Types 1,2,6	Enneagram Types 4,5,9	TOTAL
Assertive	17	0	0	17
Compliant	0	47	2	49
Withdrawn	0	0	18	18
TOTAL	17	47	20	84

Table 10.5 Expected Values

	Enneagram Types 3,7,8	Enneagram Types 1,2,6	Enneagram Types 4,5,9
Assertive	3.440	9.512	4.048
Compliant	9.917	27.417	11.667
Withdrawn	3.643	10.071	4.286

Chi-square = 156.5

p-value = 0.0000

There is a statistically significant relationship between the Enneagram type groupings and the Conflict Style Assessment. 44% cells have expected values less than 5 but no cell has an expected value less than 0.

During the course of the research it became clear that the majority of the participants fell in the compliant category. This may have relevance to how people behave at work, as there is a high need to be seen to be obeying managers, organisational rules and work procedures. These examples are typical of compliant behaviour. It was later suggested that participants rather see themselves in their social roles in order to avoid the potential distortion of the high compliant rate.

According to Hudson and Riso (see Chapter 4), the withdrawn group correlates with Enneagram Types 4, 5 and 9; the assertive group correlates with Types 3, and 8 and the compliant category correlates with Enneagram Types 1, 2 and 6. The nature of the work performed in a publishing environment specialising in law and academic products would attract type 1 and 6 personalities. Type 1's strategy is to strive for perfection and Type 6's strategy is to strive to be secure. (Refer to Chapter 2: Sikora.) This may then account for the high percentage of compliant scores in the overall result.

The Assertive group indicates a 100% correlation between the Assertive group and Enneagram Types 3, 7 and 8. The Compliant group indicates a 95% correlation to Types 1, 2 and 6. The Withdrawn group indicates a 100% correlation to Types 4 and

9. However a limitation of the research was evident in that only one Type 5 participant was identified as a Compliant, which is contrary to Hudson and Riso's assertion that Type 5 identifies with the Withdrawn group.

Only two Enneagram types scored less than 100% in the vertical categories. However Type 3 was a small group with only 3 participants. As mentioned above Type 5 scored zero and Type 9 scored 90% as one participant identified with the Compliant group rather than the Withdrawn group.

10.5 MASTERING CONFLICT WORKSHOPS

After completing the conflict style questionnaire, during the eight workshops individual participants were invited to form groups identifying with either the Compliant, Withdrawn or Assertive group. Each participant's highest score, ie, whether he identified with the Compliant, Withdrawn or Assertive category, showed which category he is most typically aligned to. It was stressed that the purpose of the exercise was not to put people into "boxes" of behaviour, but rather to use the information to learn more about how people typically react to conflict situations.

The groups were asked to discuss and note briefly how they would want others to deal with them in situations of conflict. They were given 30 minutes in which to discuss this, and each group appointed a scribe and a group member to give feedback to the entire group after the exercise. The facilitators noted the feedback phenomenologically, as the groups gave feedback during the workshops and it was therefore the research not recorded in quantitative manner. The complete schedule of feedback is contained in Annexure 4 and is summarised below.

10.5.1 COMPLIANT GROUP

This group verbalised a strong need to be listened to. They felt strongly that they did not want to be interrupted, and needed time to tell their version of events and their interpretations. This suggests that others need to be patient with them, even if the Compliant are inclined to be verbose in responding to situations of conflict.

They also expressed a need for others to deal with them in a sensitive way but also did not want others to confuse emotions with facts. Appreciation for empathy was acknowledged. Their request that others remain open-minded suggests that they believe they themselves have the answers and are automatically in the right. In addition, their need for compromise indicates that others should accommodate their position towards *their* point of view. They also want to be acknowledged for their point of view and contribution to the discussion. Comments such as “we mean well”, and “don’t withdraw from us” revealed a need to move towards others in situations of conflict (as was illustrated by Horney). (See Chapter 4.) There was a high need for respect, principled debate, adherence to rules and factual references. Sensitivity to the perception that others were patronising or pretentious in any way towards them was highlighted.

A common wish was that others should not bring up issues from the past, but should rather focus on the facts of the current debate. Being personally criticised was raised as being difficult for them to deal with. This resonates with their need to have others focus on facts and not feelings as mentioned above. This group also expressed the desire that conflict be dealt with privately and not in a group environment. They were also sensitive to voice tone and body language. Others should be mindful of not overpowering them. They expressed a need for conflict to be dealt with speedily and not to be buried or trivialised.

This group was the largest of the three groups and in many of the workshops was therefore split into two feedback entities. There was always a high degree of congruency in the specific feedback of the two entities. The persons giving the feedback usually took careful notes from their respective participants and read these back to the whole group.

10.5.2 WITHDRAWN GROUP

This group was firm about how others should be aware of their emotions and of how emotionally vulnerable they can be when faced with conflict. They were clear regarding their need to be treated with sensitivity, warning others that they are likely to take things personally. An expectation that others should read their moods and

body language was expressed. They were able to articulate how their family and childhood experiences had influenced their way of dealing with conflict.

They expressed a need to be given time out to gather themselves and to deal with their own thoughts and emotions before being confronted by others. Unless there was some level of trust, they were not willing to engage with others. Any sign of “attack” by others would cause them to withdraw entirely from conflict.

They were reactive regarding how others should treat them in situations of conflict by expecting others to “wake them up”; “come and find us”; and “give us guidelines on dealing with difficult situations”. There was a clear expectation that others should take the initiative to engage them when they had withdrawn. They requested others to tap into their creativity and ideas as a way of resolving conflict. They were even more definite than the Compliant group about their need to be dealt with in private.

Humour was encouraged as a way to defuse the emotional discomfort of conflict. There was a note of irony in their expressing that they have more difficulty in dealing with the assertive group during conflict than the compliant group. The withdrawn group demonstrated the need to withdraw from others in order to capture their emotional balance, as illustrated by Horney (see Chapter 4). It is pertinent that they also warned others that their withdrawing should not be interpreted as their belief that they have lost the argument.

This group was measured and reserved in giving feedback and spent some time deciding which of their number should give the feedback. The energy was slower and sometimes group members could be vague and inarticulate in expressing themselves.

10.5.3 ASSERTIVE GROUP

This group readily admitted that they often engage in aggression when faced with conflict. This illustrates the notion of “moving against others” as described by Horney (see Chapter 4). However, they warned others not to retaliate with aggression, as this could escalate the conflict. They expressly wanted others to avoid bringing any emotion to bear, which they considered to be soppiness, and to rather

stick to facts that were to the point. They welcomed others to express themselves “straight”. Implicit in this request was that the “facts” they demanded were based on their own structure of interpretation and a disregard for the views of others. Others’ viewpoints were considered to be irrelevant or “bullshit”.

They warned others not to raise their voices first, allowing them to take the lead in the race of raising voices. Raising their voices in conflict seemed normal to them and they wished not to be questioned about this but rather for others to focus on the issue being discussed. Similarly they warned others not to show threatening body language, as they would retaliate. They acknowledged that they might “lose it” at times and then would want others to give them time to cool down.

They demanded that others should hear their full version before being interrupted. They were inviting of a heated debate, as long as others did not attack them personally but rather focused on the topic being discussed. Assertives expressed a fear of being ignored and wanted their ideas and suggestions to be acknowledged. They suggested that others should engage them by focusing on what is right, rather than what is wrong. They were willing to debate negatives, but chose to start off looking at the positives. They also wanted to avoid nitpicking and would rather look at the “bigger picture” when discussing problems.

Although they preferred straight communication, they did not want others to decide matters for them and had an intense dislike of being judged harshly or controlled. They also needed space around themselves. Assertives were aware that they might come across too boldly to others, and therefore asked others not be too sensitive when they become impassioned. They did not mean harm to their opponents but felt fiercely about the subject matter. They did not want others to withdraw from them, but rather to hear them out. They enjoyed being challenged and eagerly waited to hear the others’ argument. They preferred to hear bad news exactly as it was, rather than hearing a softer, possibly less real, version. They also wanted to hear the news immediately.

This group was pragmatic and expressive in giving feedback, and in some cases there was heated debate among the members in finding consensus. The energy was fast

and the high confidence levels displayed by the members were never in doubt. The person giving the feedback usually stood up, unlike the spokesperson of the other two groups, who remained seated within their groups.

10.6 ENNEAGRAM TYPING USING CARDS

Using the Enneagram cards as a way of typing was found to be accurate and offered an opportunity to engage with the coachee in a non-threatening and fun way. At the time of conducting this research 78 people had explored their Enneagram type, and 69 people had found their type to be accurate. The typing was verified by the researcher in feeding back a description of the behavioural traits and motivations for the predominant type. The coachees reported that they had enjoyed the process and that they also found the interactive process to be more insightful than doing an online or paper assessment test.

The researcher also intuited that the coachees were honest in their responses as there was eye contact between her and each coachee. The coachees reported their first and immediate responses directly to the coach, rather than pondering over responses as they would if they had been completing the exercise alone.

10.7 THE COACHING SESSIONS

As indicated in Chapter Nine, a phenomenological method of research was used to conduct the research during the coaching sessions. The researcher observed the behaviour, language, body movement and moods of each of the coachees. These observations have been recorded in the template described in Chapter Nine.

The researcher recorded the findings from the nine coaching conversations that were held with the employees, who each faced a different conflict situation within the organisation. The researcher was available to employees as a qualified executive coach in the role of human resources manager. Employees who requested coaching were assured that the conversations would be treated with absolute confidentiality.

The researcher needed to make a conscious shift during each coaching conversation to ensure that she was showing up as a coach and not as the human resources manager for the organisation. This meant that even if there were ways that she could intervene to remove obstacles for the person being coached, i.e. the coachee, she did not discuss any matters with other managers unless the coachee gave her express permission or asked her to do so.

During the coaching sessions held with individuals the researcher found the three stages of coaching as identified by Flaherty (refer to Chapter 8.5) to apply in the following way. An employee would contact the researcher, in this instance the coach, with a conflict situation. In the first coaching session the employee would display signs of wanting to change his behaviour, but would often still blame external factors or other people for his difficulties.

The preparation stage signified a readiness to change and this was usually demonstrated at the end of the first session as commitment for change and acceptance that change starts with the coachee. During the second session the coachee committed to action that might include observing his own behaviour. The maintenance stage was established during the second session, when the coachee reported on the observation exercise and discussed new behaviours. The termination stage signified that a new behaviour had been adopted and that the coachee was committed and becoming habituated to a new way of being.

10.7.1 COACHING ASSESSMENT - TYPE ONE

- **CONFLICT SITUATION**

The client became embroiled in overt and subliminal conflict with a manager regarding his expectations of obtaining a promotion. He had applied for a position for which he believed he was qualified but the manager was keeping him uncertain by not telling him outright whether he was successful or not. The client had been appointed in an acting position, which had further created expectations of his being successful in the position that he desired. The subliminal conflict arose because he was unable to communicate his true feelings about the unfair process and did not focus his anger directly towards the manager.

- **SHIFT REQUIRED BY THE CLIENT IN ORDER TO RESOLVE THE CONFLICT**

The client was invited to observe that as a Type One (*the Reformer*) he might be oversensitive to criticism or to being found “wanting”. (Refer to Chapters 2.3 and 4.5.) His attitude to the promotion was that it was principally the right decision to appoint him to the position, as he had been groomed for it in succession planning. He believed that if someone else was appointed to the position, he himself would be a failure. The client needed to separate his competencies and sense of worth as a highly respected professional in his field from the appointment to the position he desired so much. His belief was that it was the right thing for him to be appointed was informed by his own perceptions and he was not willing to consider that his manager might take other factors into account in making the appointment.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was reacting with bursts of anger towards his manager, which in turn were being perceived negatively and ruining any possibilities of his being appointed permanently from the acting position. He was spending a great deal of time brooding on the perceived unfairness and in the process was not focusing on his responsibilities, while behaving negatively towards those in his team.

The client became physically ill: he may have somatised his anger by not expressing his feelings and instead allowing the subliminal conflict to grow into unmanageable frustration. He appeared to be embroiled in a battle; he showed tension around his jaw area; he was withdrawn; and he treated others in a perfunctory manner. His colleagues were concerned about his wellbeing.

- **OBJECTIVE OF COACHING**

The client needed to view the process of recruitment in a more fatalistic and pragmatic manner without linking his self-worth to the appointment. His anger at being kept in the dark for a period of six months might have been justified, but he also had to accept that matters in the corporate world are not always fair and do not always evolve in the manner that the individual would ideally wish for.

- **WHAT SHOULD THE CLIENT HAVE INCORPORATED TO MEET THIS OBJECTIVE?**

The client should have reflected on the fact that he also had choices to exercise if he believed that he was not being treated fairly. He should have found ways to express his frustration and anger towards those where he could feel safe in doing so, but needed to refrain from fits of anger towards those who ultimately would decide his fate. This approach was even more important if he wished to stay with the organisation and not to pursue other alternative positions.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client was adopting a way of dealing with conflict that veered from controlling his anger to showing it in inappropriate bursts. He was feeling self-righteous and blaming his manager for creating these strong feelings of doubt in his own abilities. His ego was bruised, as he believed others thought less of him for not having been appointed to the position permanently.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

Coaching questions:

The client was asked to reflect on what areas of his life he could and could not control. A follow-up question asked whether he had considered the possibility that he could *not* control the outcome of the appointment decision.

Self-assessment:

The client was asked to record his occupational strengths and competencies and to give a descriptive example of having demonstrated these in his working career.

Body work:

The client was invited to find a physical outlet to express his anger in a way that left him feeling tired but relaxed afterwards.

Sharing of frustrations:

The coach asked the client whom he could depend on as an active listening partner to support him through this difficult period in his career.

- **WHAT WERE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

Although Type Ones are compliant in subscribing to coaching practices, they need to be sure that the actions are “right” before committing to the coach.

- **OUTCOME OF THE COACHING**

The client did indeed follow the practices suggested by the coach. He embarked on a disciplined exercise regime and felt more physically fit and less tense. His overall health improved. He already shared a good relationship with his wife and enlisted their constructive communication to further share his frustrations and their effects on his self-esteem. She was able to reassure and support him in restoring his belief in himself. He also completed the self-assessment exercise, which prompted him to compile an updated curriculum vitae.

A few weeks later the client was offered a position with a previous employer that promised more opportunity and growth than the one he had been hankering after with his present employer. He accepted this position and the coach met with him a few months after he had settled into his new role. He looked fit and relaxed. The tension had dropped from his face and he was full of enthusiasm about his new career challenges. He had also met with his former manager who had created the frustration and was able to accept why he may not have been the ideal candidate. Although he still believed that the process adopted by the organisation regarding his application was unnecessarily lengthy and unfair, he was able to let go of his resentment.

In retrospect he believed that he had learned much through his difficult experience and was reflective and accepting of his fate. This behaviour is typical of the type One when they become self-aware, as they become wise and philosophical in how they experience life’s challenges.

10.7.2 COACHING ASSESSMENT - TYPE TWO

- **CONFLICT SITUATION**

The client was employed in a service position where she dealt with customers daily. She was experiencing petty frustrations with many of her customers. This may be termed subliminal conflict, as she was not having outright arguments, but many of her interactions with others left her feeling frustrated and guilty about not having dealt with others in a sufficiently professional or caring manner.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**

Type Twos are regarded to be the caring and nurturing type of the Enneagram and are therefore termed the *Helper*. (Refer to Chapters 2.3 and 4.5.) However, dissonance may occur when the Type Two is stressed or lacking in self-awareness, because they may feel that their needs are not being met. They are then unwilling to meet the needs of others and may feel that there should be a “pay-back” for their troubles in assisting others. The client might have been feeling frustrated in her current role, as her career aspirations were not being met, which in turn led her to feel frustrated and resentful towards those to whom she needed to deliver a service. It was therefore necessary for her to reflect on her own needs before she could resolve her frustrations with her customers.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was unaware of her own subliminal dissatisfaction regarding her current role. She had also received feedback from her manager that she was missing deadlines and was not being proactive or interested in delivering quality work. She had been given a poor performance rating and was disappointed, being unable to accept her own shortcomings.

- **OBJECTIVE OF COACHING**

The client needed to view her work weaknesses candidly and she to take charge of her career aspirations. At this time she was behaving like a victim and was not in control of her own destiny.

- **WHAT SHOULD THE CLIENT HAVE INCORPORATED TO MEET HER OBJECTIVE?**

The client should be invited to articulate clearly what her career aspirations were and, with this newfound realisation, to formulate an action plan to realise her full potential.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client appeared apathetic and resigned to carrying out mundane duties and serving others whom she believed were making unreasonable demands on her.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

An observation exercise:

The client should be encouraged to become aware of her own needs during the course of a day. This self-awareness should be stretched over a typical working week. Every evening she should record her needs in a journal and then assess whether or not they had been met.

- **WHAT WERE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

The client was at first visibly surprised at the thought of having unfulfilled needs. However, once she gave this further thought it dawned on her that in many ways she was doing many things for others but was not meeting her own needs.

- **OUTCOME OF THE COACHING**

Through the observation exercise the client became aware that she was not meeting her main career needs. She had completed a business degree but was working in a position that was far below her level of competence and qualifications. She furthermore realised that her irritation towards others was partly because their requests were of such a basic nature that someone at a more junior level could be carrying out her duties.

This awareness encouraged her to analyse her competencies and true life and work expectations. She realised that her interest in health and fitness could be extended to create a small agency selling health products. This would also allow her more time to spend with her young children. Her current full-time job away from her children conflicted with her values of wishing to spend more time with her young family.

With this knowledge she was able to formulate an exit strategy with her manager over a period of six months. This would give her time to establish her business after working hours. With her new-found confidence she was able to negotiate flexible hours with her manager. She felt more confident and in control of her own destiny.

10.7.3 COACHING ASSESSMENT - TYPE THREE

- **CONFLICT SITUATION**

The client was manager of a large department consisting of Information Technology (IT) and Logistics. The supervisor who was responsible for IT was not performing and she had received numerous complaints about the general substandard performance of IT. She had recently been promoted and had also recently taken charge of IT. She believed that a conflict situation was brewing between herself and the IT supervisor because of the problems in that department. The conflict was subliminal in that it had not been brought into the open but was rather being experienced by both parties as serious discomfort in their communication and in their perceptions of each other.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**

Type Threes are the *Achievers* of the Enneagram. (Refer to Chapters 2.3 and 4.5.) They set themselves high standards and they do not like to fail. Often they can take on too much responsibility and may even become burnt out as they neglect themselves in their quest to achieve results.

The client had taken on extensive new responsibilities in a short period of time. Although she was considered to be highly efficient in the area of Logistics, she had no technical experience of IT. It was necessary for her to accept that the current

supervisor was not coping and she had to confront the situation and make decisions about the optimal management requirement of the IT department. Failure was difficult for her to deal with and she was faced with the possibility of having to inform the IT supervisor that he had failed in his position.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was pragmatic in her outlook and realised that if she did not take some action this might lead to her own failure. She was feeling stressed as a single mother, she was studying part time towards an MBA and had recently taken on this promotion. She also reported to a new CEO whose high regard was important to her.

- **OBJECTIVE OF COACHING**

The client intended to resolve the management problem in IT and to resolve the subliminal conflict with the current supervisor.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client had taken on so much responsibility that she appeared stressed and she was not coping with systematic problem solving. She had also set herself very high objectives in achieving results.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

An observation exercise:

The client was asked to note the incidents when fear of failure arose and whether those fears ever came to fruition.

Body work:

The client was overweight and aware that she was not eating well or exercising, as she had too many other commitments. She agreed to a moderate exercise plan, which included a relaxed walk with her children. She also undertook to be more mindful of eating healthily and moderately.

Appreciative enquiry:

The client agreed to assess what was working in the IT department. She also agreed to list the strengths and weaknesses of the current supervisor, and to identify his training needs.

- **WHAT WERE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

Type Threes are not likely to sit back and allow things to go wrong. The coach felt confident that the work situation would be resolved by pragmatic intervention from the client. The area of more concern was that this manager could be facing real burnout, as she had so many commitments and might have been neglecting herself in the process.

- **OUTCOME OF THE COACHING**

The client completed the Appreciative Enquiry and came to the realisation that the supervisor was expected to operate at a level at which he was not qualified. Although there might have been performance problems, e.g. not reacting speedily enough to customers' requests, he also lacked IT strategic vision to acquire the necessary solutions for the organisation.

With this knowledge the client was able to obtain the authority from the CEO to recruit an IT manager. The coach role-played a discussion with the client that she then carried out with the supervisor, explaining to him why his expectation was unrealistic but stressing that he was valued for his technical skills. The supervisor was initially disappointed at not getting the management position but later accepted that he was not ready for this added responsibility. A plan was devised for further training and mentorship that would enable him to grow into a management position. Both parties felt that their working relationship had improved as the issues had been discussed honestly and the subliminal conflict was cleared.

The client also realised that she needed to schedule time to relax with friends. The exercise regime suggested to her was mild, as the coach believed that anything more taxing or competitive might be further damaging, owing to her "driven" nature. She appeared more relaxed but admitted that she still feared the "F-word" – failure.

10.7.4. COACHING ASSESSMENT - TYPE FOUR

- **CONFLICT SITUATION**

The client was facing subliminal conflict regarding her current role and aspired to be more satisfied in a career outside of her current expertise. The conflict was subliminal in that she experienced frustration with herself but was unable to articulate the cause and was allowing her moods to affect those with whom she interacted at work. She was highly efficient and well regarded by others in her current role but still felt that something was missing in her work life. She was becoming resentful of her current role and sometimes appeared moody and withdrawn.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**

As a Type Four the client was experiencing what has been commonly accepted to be a big dilemma for the *Individualists*. (Refer to Chapters 2.3 and 4.5.) No matter what the Individualists achieve in their careers or life, there always appears to be something missing in their own structure of interpretation. This can be described as a missing piece of a puzzle. Although this might be a deeply frustrating experience for the Type Four, it may also be the energy that drives them to be creative and to keep searching for fulfilment, whereas others might be more ready to accept their lot in life and possibly stagnate as a result. This client therefore needed to figure out for herself whether the feeling of subliminal conflict could be eased in some other way, or whether it could be the impetus to propel her towards another, more meaningful career goal.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client displayed a high degree of self-awareness and was familiar with the theory of coaching and the Enneagram. However this knowledge was not an automatic answer to her current difficulty and she was thus responsive to being coached in reconsidering her options in dealing with her current dilemma.

- **OBJECTIVE OF COACHING**

The client wished to resolve internal conflict regarding her uncertainty about her career choices.

- **WHAT COULD THE CLIENT HAVE INCORPORATED TO MEET THIS OBJECTIVE?**

The client needed to be more pragmatic in viewing her options for her future career ambitions. She was invited to separate her need to be engaged in something “meaningful” from the practical constraints of finding other employment possibilities.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client tended to focus on what was missing in her life rather than appreciating the things she had that gave her fulfilment.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

An observation exercise:

The client was invited to notice when she felt that things were missing from her life or when she might be feeling envious of what she perceived others to have.

A journal exercise:

The client was invited to list what her values were in life and then to match these with activities she engaged in to meet these values in her daily work and private life.

Career choices:

The client was invited to list those careers that she was qualified or might, with further study, be able to enter.

- **WHAT WERE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

Type Fours may consider themselves to be too “special” to follow the practices assigned by their coach. The client may also withdraw into depression and not be interested in completing the practices.

- **OUTCOME OF THE COACHING**

The client was diligent in completing the practices. She was tearful at times and showed visible signs of emotion. She was surprised to find that in many ways she was fulfilling her life values in activities outside of her work. She often travelled to interesting and unusual destinations due to her husband's work opportunities. Her manager was generous in giving her leave to accompany him. She gained emotional balance from attending yoga classes and also appreciated the flexi-time that allowed her to do so. Her SPCA adopted kittens were the contented recipients of her tender expression of nurturing. Her husband was a positive influence in allowing her to be creative and invited her to assist with his journalistic career. She loved her garden, as it allowed her a creative expression.

The client resolved that she would be more fulfilled in a specialist position rather than the generalist one where she was currently employed. She also realised that to resign from a position where she actually felt appreciated after many years of study to follow a completely different path, i.e. studying horticulture, might be impractical and risk her current happiness. Furthermore, she was able to appreciate the many activities and experiences she enjoyed outside of her work life which contributed to her overall sense of values and wellbeing.

10.7.5. COACHING ASSESSMENT - TYPE FIVE

- **CONFLICT SITUATION**

The client, who identified with Type Five, had experienced subliminal conflict with an employee who reported to him. This employee often barged into the client's office and emoted about issues that she believed required his urgent attention. She was not meeting her deadlines and when confronted on these issues she attempted to derail the discussion by avoiding the problem area.

The nature of the conflict was subliminal, as the client was unable to grasp the cause of his frustration towards the employee and was in turn behaving negatively towards her overtures to connect with him.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**

The client was invited to observe that as a Type Five, the *Observer*, he may have a tendency to detach and therefore choose to work in isolation. He also avoids emotive behaviour as this invades his sense of having a locus of control over his work life. (Refer to Chapters 2.3 and 4.5.)

He was withdrawing from dealing with the relationship issues that were impeding the communication he was required to have with others. He was therefore stuck in a cycle of continued frustration with the employee and she was also expressing her frustration by behaving in a childish manner to gain his attention. While he was not dealing with their style of communication she was likely to continue to “barge” into his space as she believed this was the only way to gain his attention.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was not coping well: he believed the problem lay entirely with his subordinate and, while he was not prepared to observe his own “blind spots”, the situation was only likely to deteriorate.

- **OBJECTIVE OF COACHING**

The client wished to resolve the subliminal conflict with his employee and generally improve his way of communicating with his staff.

- **WHAT COULD THE CLIENT INCORPORATE TO MEET THIS OBJECTIVE?**

The client should have a willingness to engage in a meaningful conversation with his employees. He needed to ask this specific employee what was preventing her from meeting her deadlines. Boundaries needed to be established around their communication times.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client displayed a tendency to withdraw from others and avoid conflict situations.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

An observation exercise:

The client was encouraged to observe himself when he withdrew from others to avoid possible conflict. This information was to be recorded in a journal. He was encouraged to notice his body sensations, his thoughts and feelings when he chose to withdraw.

- **WHAT WERE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

Type Fives are inclined to respond negatively to others' suggestions about changing behaviour, as they often tend to have an arrogant intellectual view towards others' reasoning or suggestions.

- **OUTCOME OF THE COACHING**

The client did not carry out the practice of recording but he did observe himself. In future exercises he discussed his tendency to withdraw from others. He also committed to spending individual time with his subordinates. He practised asking questions about their wellbeing, rather than adhering strictly to work enquiries, which were his usual focus of conversation. He scheduled a meeting with his difficult employee, but asked his own manager to be present. The employee admitted that she found the work unstimulating and resigned a few weeks later.

This may not have been an ideal outcome to the conflict but the employee's resignation created an opportunity to recruit another person who was more productive in the position. The client also benefited from seeing how engaging with his individual team members raised the trust levels among them, creating opportunities to prevent misunderstandings occurring. This outcome ultimately led to improved productivity in his business unit.

10.7.6. COACHING ASSESSMENT - TYPE SIX

- **CONFLICT SITUATION**

The client, who identified with Type Six, was experiencing subliminal conflict with his manager. Type Six is known as the *Loyalist* (refer to Chapters 2.3 and 4.5). He was recently appointed as manager for a retail division and his manager was part of the panel that promoted him into the position. The client believed that he was not meeting the standards set by his manager and constantly felt inadequate and was spending much time after hours worrying about the situation. The conflict was subliminal, as the client was unable to see that his distrust of his manager was creating further distrust with his own subordinates.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**

The client was invited to observe that when in Type 6 fixation mode he was “reliving” negative experiences with authority figures from his school and working life. His distrust of his manager was creating feelings of paranoia that might be unfounded. Establishing trust with his manager was vital as the lack of trust was also creating subliminal conflict with the employees who reported to the client.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was feeling inadequate and was losing confidence in his ability to be successful in carrying out his duties. When things went wrong in his division or when his team did not meet their sales targets, he blamed his manager, and this was the message he relayed to his staff. His distrust of his manager was giving him headaches and he was taking this stress home. He lay awake at night worrying about the situation, which in turn fed his unfounded fears of being dismissed.

- **OBJECTIVE OF COACHING**

The client needed to become aware that the mental paranoia he was creating was the cause of his woes. His manager would not have supported his appointment unless he believed he had the potential to be successful.

- **WHAT COULD THE CLIENT INCORPORATE TO MEET THIS OBJECTIVE?**

The client could take responsibility for establishing a more trusting relationship with his manager. He could become aware that by “bad-mouthing” his manager to his staff he was creating more conflict, fostering a culture where people would not feel responsible for their own actions and would fail to learn from their mistakes.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client admitted to always having been distrustful of authority and it would thus involve a big behavioural shift for him to view authority in a more positive light.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

An observation exercise:

The client was asked to observe his own staff and ask himself whom did he believe trusted him and whom did not. Then he should assign reasons for others’ distrust of him – what was causing it?

Body work:

The client was invited to join a yoga class in order to relax and take his mind off his mental anguish.

Appreciative enquiry:

The client was asked to list the people in authority whom he trusted and what the qualities were that made him feel able to trust them.

- **OUTCOME OF THE COACHING**

Initially it seemed that the coaching was paying dividends, as the client was making an effort to build a better relationship with his manager. He initiated visits to his manager and attempted to engage his manager in conversations that were not restricted to work. He also asked his manager for help in areas where he still felt weak. The client felt physically improved due to his attending the yoga class and he was less stressed, experienced fewer headaches and was sleeping better.

However, the client was experiencing continuing problems with his own staff, who were accusing him of double standards and of not communicating clearly with them.

The coaching came to rather an unfortunate and sudden close, as the client misrepresented sales figures by declaring them before they were due. He chose to avoid the ensuing disciplinary action by resigning. He and his wife decided to emigrate to another country to embark on a new chapter of life.

The coach was able to meet the client before he emigrated after this unfortunate course of events and suggested to him that he seek some clinical therapy, as his issues with authority stemmed mainly from the very poor relationships he had with his parents as a young boy. The client admitted that he had misrepresented the sales figures in an attempt to gain positive feedback from his manager, whom he had been so keen to impress.

10.7.7. COACHING ASSESSMENT - TYPE SEVEN

- **CONFLICT SITUATION**

The client, who identified with Type Seven, was experiencing subliminal conflict with an employee who was not achieving her stated results and at times was not being truthful about meeting specific objectives. The client was showing signs of great frustration but seemed unable to engage the employee in a performance appraisal to deal with the issues at hand. The conflict was subliminal, as the client was becoming frustrated with his employee but was unable to articulate the cause of his frustration or deal with her lack of performance.

- **SHIFT REQUIRED BY THE CLIENT IN ORDER TO RESOLVE THE CONFLICT**

The client needed to become aware that as a Type Seven he may be inclined to avoid painful situations. Type Seven is known as the *Enthusiast*. (Refer to Chapters 2.3 and 4.5.) He appeared jocular and wanted to be popular with all his staff. He was well liked but at times his staff members had found him to be unavailable. His short bursts of frustration were causing him stress. While he was not dealing with the poor performance of the employee in question, he also ran the risk that his other employees would consider him to be unfair and inconsistent.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was avoiding the situation by making jokes about the errant employee and not confronting her. This situation was creating further subliminal conflict in the team, as the other members were aware of the inadequate performance and yet observed that the situation was not being dealt with effectively.

- **OBJECTIVE OF COACHING**

The client needed to be aware that there are some problems that are not pleasurable to deal with but, by making light of them, one can in fact aggravate the problem.

- **WHAT COULD THE CLIENT INCORPORATE TO MEET THIS OBJECTIVE?**

The client could find the courage to confront the employee in a calm and objective manner about her shortcomings. This might decrease his own frustration levels, alert the erring employee of her performance shortfall and improve his standing with the rest of his team, whose positive regard he desired.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client was inclined to adopt a superficial and jocular attitude rather than taking any unpopular action against his staff.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

An observation exercise:

The client was invited to observe when he used humour to cover up painful or difficult situations in his daily life. He was invited to record this in a journal.

Problem solving:

The client was asked what the consequences could be to the team and the company if he were to leave the conflict situation unattended.

Role Play:

The client was invited to role-play the conversation with the coach in dealing with the employee's poor performance.

- **WHAT WERE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

Type Sevens are often considered to be the “butterflies” of the Enneagram. They find serious, potentially painful conversations too difficult to face. If they lack self-awareness, they will avoid difficult situations.

- **OUTCOME OF THE COACHING**

The manager responded well to the coaching and was able to identify how he had been using humour to handle difficult situations and cover up painful emotions. His father had recently died a painful and slow death and he believed that this had made him reluctant to deal with further painful situations.

He realised that his avoidance of the necessary action was affecting the other team members negatively and he wished to avoid dampening their enthusiasm in attaining their objectives. He felt more confident in dealing with the erring employee and arranged to meet with her shortly after the role-play. He reported that the conversation had not been as difficult as he had initially feared and that while he stayed objective she had responded well. The coach reminded him to follow up the discussion in writing to ensure that she understood the seriousness of the discussion.

A few months later the client reported that the employee’s performance had improved vastly and that he was using his new-found confidence in dealing with difficulties in other problem-solving situations.

10.7.8. COACHING ASSESSMENT - TYPE EIGHT

- **CONFLICT SITUATION**

The client, who identified with Type Eight, was experiencing subliminal conflict with her manager owing to her unmet expectations of promotion and the fact that she was unable to show her initiative and take projects to their conclusion. The conflict was subliminal, as she was not voicing her true expectations but instead was angry, threatening to resign if she was not given a promotion.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**
 The client was invited to observe that Type Eights have a natural tendency to take the lead or be in control. Type Eights are known as the *Controllers*. (Refer to Chapters 2.3 and 4.5.) Although the client was respected and delivered good results in her current role, she was unfulfilled, as she believed that she should be in a leadership role. She was not managing her career expectations in a rational way, and her bursts of anger were affecting her relationships with her manager and her colleagues.
- **CLIENT'S CURRENT COMPETENCE IN DEALING WITH THE SITUATION**
 The client was unable to appreciate her natural strength of personality and was unable to deal with her feelings of anger.
- **OBJECTIVE OF COACHING**
 The client wished to resolve her subliminal conflict with her manager and to deal with her career expectations in a more rational and less aggressive way.
- **WHAT COULD THE CLIENT INCORPORATE TO MEET THIS OBJECTIVE?**
 The client could become more accepting of her own way of being and find constructive ways to deal with her anger and disappointments. She was holding on to a perception that to succeed meant that she had to be aggressive in order to be taken seriously.
- **WHAT COULD THE CLIENT INCORPORATE TO MEET THIS OBJECTIVE?**
 The client could be invited to balance her instinctive reactions and realistic ambitions in order to find a way to communicate her needs in a manner that is acceptable to others. Her aggression was creating barriers to her future career aspirations.
- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**
 The client was trapped in a behaviour cycle of either doing nothing (disengaging from others) or experiencing outbursts of anger. She believed that she was a victim

of her circumstances and was unable to see further possibilities for herself in her career path with the organisation.

- **WHAT PRACTICE COULD BE ASSIGNED TO THE CLIENT?**

A distinction:

If a vehicle travels at 200km per hour it may go out of control and cause a fatal accident. At the least it may land the driver with a hefty fine. However, if the vehicle remains static, it makes no progress on its journey. Travelling at a moderate speed ensures steady progress and means that the driver is likely to get to the end destination safely. The client was invited to see that if she could moderate her behaviour, she could still get to where she wanted to go.

Body work:

The client smoked heavily and was not exercising. Again the distinction of the vehicle is useful in that if the vehicle stands stationary for too long it may rust and if it is filled with the wrong octane this may lead to corrosion in the engine. The client was also asked to sense her emotion of anger in her body and to focus on the area in her body where the feeling was situated. The client was invited to think of a form of exercise that she might find interesting. The coach accepted that the client would only address the possibility of giving up smoking when she was ready.

Role-play:

The client was invited to role-play a conversation with her manager wherein she promoted what value she could add to the department if allowed to take on more responsibility.

- **WHAT WERE THE POTENTIAL BREAKDOWNS IN THE CLIENT CARRYING THIS OUT?**

Type Eights are inclined to be autonomous in their way of being and may not readily accept guidance from others.

- **OUTCOME OF THE COACHING**

The client requested a meeting with her manager and expressed her needs as role-played with the coach. A week later she was assigned to a project where she was

made solely responsible for the outcome. The project fared well and she was praised on the outcome. The client still experienced difficulties in getting her colleagues to cooperate with her and the coach agreed to hold further coaching conversations with her in dealing with this challenge. The client joined Smoke Enders but after having given up smoking for two weeks reverted to her old habit. She did, however, join the gym and found that this assisted her in feeling fitter and having fewer outbursts of anger. Sensing her anger in her body, primarily in her stomach area, also made her more mindful of breathing slowly and deeply when feeling that she might be losing control and raising her voice to others.

10.7.9. COACHING ASSESSMENT - TYPE NINE

- **CONFLICT SITUATION**

The client was managing a department of volatile professionals who were pressurising him at every turn by questioning his authority and generally making his life miserable. He was suffering from headaches, was irritable at home and was not enjoying his work. He had tried many ways to keep the peace but was losing control and was not losing respect from his subordinates. The client had been promoted from within this team recently. The conflict was subliminal, as he was unable to diagnose the cause for his unhappiness but was instead avoiding dealing with his subordinates directly.

- **SHIFT REQUIRED BY CLIENT IN ORDER TO RESOLVE THE CONFLICT**

The client was invited to observe that as the Type Nine, the *Peacemaker* of the Enneagram, conflict in any form is extremely stressful. It is the Type Nine's natural tendency to avoid conflict at all costs. (Refer to Chapters 2.3 and 4.5.) The cost to the client was that when he avoided the issues being raised by his difficult subordinates, they judged him to be weak and indecisive.

The client needed to take charge of the situation by asserting his authority or finding alternatives to the role to which he had been assigned.

- **CLIENT COMPETENCE IN DEALING WITH THE SITUATION**

The client was not coping and believed that he had failed. This feeling had caused him to withdraw, which in turn led to a vicious cycle of avoidance on his part and retaliation from his subordinates. Meetings had become unmanageable and he was now avoiding any collective discussions. The effect of this was that the team was not communicating and productivity was suffering.

- **OBJECTIVE OF COACHING**

The client had to decide whether he could change sufficiently to accept the challenge of his new role; if not, he needed to find an alternative position.

- **WHAT COULD THE CLIENT INCORPORATE TO MEET THIS OBJECTIVE?**

The client had to accept that he would have to adopt a more courageous style and confront those of his subordinates who were undermining his authority.

- **WHAT WAS PREVENTING THE CLIENT FROM DOING THIS?**

The client was clearly unhappy and did not seem motivated to take on the challenge of managing these strong and wilful individuals. He was visibly pale and lacking in energy.

- **WHAT PRACTICE COULD BE ASSIGNED TO THIS CLIENT?**

Problem-solving exercise:

The client was invited to describe his ideal work situation, imagining that he had been given a magic wand to create such a position. He was to list his strengths and values and measure these against the experiences he was having in his current role.

Self-observation:

The client was asked to note the times he felt lacking in energy. He was asked to describe the effect of this on his body and to identify the circumstances in which these feelings were triggered.

- **OUTCOME OF THE COACHING**

The client realised that the position he had been appointed to did not warrant the stress that he had to face every day. He accepted that he could not change his team members. He also accepted that it would not be authentic for him to be assertive enough to deal with their challenges.

In a subsequent conversation with his manager, the client showed him the results of the problem-solving exercise. His manager recognised that the client had valuable skills and experience and that the organisation could not afford to lose his talents. He was able to reorganise the business unit in such a way to accommodate the client in a new role with less conflict potential.

The client was placed in charge of a smaller and less volatile team where he soon found his level of comfort and effectiveness. However, he took the learning from his previous role and consciously engaged with his new team, having regular meetings and dealing with conflict situations early in order to prevent escalation of problems.

10.8 LIMITATIONS OF THE RESEARCH

The researcher confined the group of participants to the organisation where she is employed. A high percentage of Compliant scores was evidenced. This information highlighted the fact that an overrepresentation of one personality type may not necessarily benefit an organisational culture.

However, the researcher was not in a position to canvass further participants of any particular type where a specific type was underrepresented. This was evident in the Type 5 group, which only had one participant, and the Type 3 group, which only had three participants.

Dr Hennie Kriek, Managing Director of SHL, a leading psychometric test vendor in South Africa, recommended that a sample size for conducting a survey or test should be 80 people. Although 132 employees participated in the conflict style assessment, only 84 knew their Enneagram typology. It could also be argued that in order scientifically to validate the correlation between the Enneagram type groups and the

conflict style assessment, a minimum of 80 people should have represented each Enneagram type. However, it was not the intention of the researcher to create a validated psychometric instrument, but rather to use the conflict style assessment as a way of indicating a preferred way of dealing with conflict in a learning environment.

10.9 CONCLUSION

In this chapter the best approaches of utilising the Enneagram in the workplace as way to deal with subliminal conflict was discussed. The results of the pilot study of the conflict assessment questionnaires were tabled. The results of the investigation of the relationship between the conflict assessment questionnaires and the Hornebian styles were analysed. The Enneagram typing cards and the facilitation of the Mastering Conflict workshops were discussed. The nine coaching conversations were described. Limitations of the research were raised.

In the following chapter the researcher discusses crucial aspects of the Enneagram in relation to the research which was conducted. Alternative Conflict Models to the Enneagram are reviewed, the relevance of the research findings is discussed and the perils of ignoring subliminal conflict are enumerated.

CHAPTER ELEVEN

DISCUSSION

11.1. INTRODUCTION

In this chapter the researcher reviewed the findings of the research conducted. Alternative models of conflict style assessment were reviewed. The relevance of the research findings was discussed, the perils of ignoring subliminal conflict were debated and suggestions for implementing the Enneagram in the workplace were listed.

11.2. OBSERVATIONS FROM THE WORKSHOPS

While conducting the research for this thesis the researcher was able to meet the needs of her organisation in creating interventions for dealing with conflict more functionally. In the process of presenting the Mastering Conflict workshops individuals were presented with opportunities for self-development and growth. The individuals who engaged with the researcher in coaching conversations were also given opportunities to grow their self-awareness and were able to solve their short-term problems of dealing with their real conflict situations. The researcher would claim that she and her co-facilitator were able to create an environment in which employees were given opportunities to benefit personally, rather than having been in a way demeaned or ignored as individuals. Thus there was no conflict of interest between the training needs of the organisation and the individual employees.

Feedback from the participants of the workshops reflected that they had found the training to be both stimulating and informative and they had enjoyed the facilitation styles of the researcher and the human resources practitioner.

The facilitators in turn found the groups capable of grasping the material and were encouraged by their lively participation. Mindful listening and expressive language skills were demonstrated by most groups. Participants behaved with honesty yet empathetically towards each other.

It was especially significant to note that even when groups consisted of delegates with vastly different education levels and were at all levels of seniority, there was no apparent difference in the comprehension of the material or participation in group dialogue. This supports the notion as illustrated in Chapter 7 that EQ can be learned at any stage of adult development, whereas IQ is static from a young age.

11.3 MISS-TYPING

The researcher has had personal experience of being identified as an Enneagram type that turned out not to be her true type. This is termed miss-typing. The results of two reputable online assessment tests showed that her dominant type was Type Seven, the Enthusiast. Despite attending many courses, two based in Europe and one in the United States, she was convinced that Seven was her type. After some intense debriefing with a teacher from Denmark she was invited to reflect on the descriptions of Type Three, the Achiever. She then discovered that this was her true type.

Certain types are more easily confused with others. Types Three and Seven are both Assertive types, although Three is in the Heart Centre and Seven is in the Head Centre. When Type Three and Type Seven are both of the Sexual Instinctual Variants (refer to Chapter 2) they are even more alike. It is important to note that the self-observations and reflections added more value to the researcher's self-development and personal growth experience than the outcome of the type itself. However, the knowledge of her true type has further assisted her in resolving childhood issues that had previously troubled her. Furthermore, this awareness has assisted her in dealing more constructively with conflict situations. This experience has led the researcher to believe that finding the true Centre should be the starting place for the individual wanting to establish his Enneagram type.

Other types that can easily be miss-typed or confused are Types One and Five, Two and Six, Seven and Nine, and Eight and Four. However all the types have the potential for miss-typing and individuals should not rely on tests alone. The researcher has found one-on-one coaching to be the most helpful way of assisting people to find their

true type. The Enneagram card system was also both accurate and helpful in a coaching context.

11.4 THE CENTRES

Knowledge of the Centres allowed the researcher to hold a mirror to coachees, or clients, to observe the areas of their behaviour that they were neglecting. The Type One coachee, predominantly in the Gut Centre, ignored his feelings of hurt and shame, which translated into suppressed anger when he did not get the promotion to which he aspired. The Type Five, predominantly in the Head Centre, focused only on his subordinate's shortcomings and was unaware that he might need time with her to discuss how she felt about the work situation. When he realised that people have a need to establish relationships (feelings) with their manager, he consciously made an effort to spend time in informal conversation. This in turn created more trust and ultimately led to improved productivity, less relationship conflict and increased trust levels. (Refer to Chapter 6.3.)

The Type Two coachee, predominantly in the Heart Centre, was able to realise that because she was ignoring her own needs and focusing on others' needs, she was behaving in an irritable fashion towards her colleagues. Although she had a need to be "nice" to others, her work was not stimulating for her and she was unable to hide her irritation from others. Her actions were not authentic and this resulted in people complaining of her apathy and poor service levels. Her behaviour was indicative of someone who was ignoring her Head Centre.

The Type Eight coachee, predominantly in the Gut Centre, eventually learned that when she reacted to situations with unbridled anger, she got herself into trouble and other people did not want to work with her. As she became more aware of her physical feelings of frustration, she learnt to regulate her breathing and choose more appropriate ways of reacting to others when faced with task conflict. In this way she became more aware of her Feeling Centre.

11.5 THE WINGS

As discussed in Chapter 2, the Wings are supplementary characteristics and the dominant wing is either on the left or the right of the true type. Thus a Type Six could have a dominant Five Wing or Seven Wing. The Type Six coachee identified with a Type Five Wing. This translated into behaviour that was focused on facts and knowledge. He found it important to search the Internet for information and simultaneously doubted the views of others, believing their information to be “wrong”.

The conflict he experienced with his manager was often based on his perception that the manager was incorrect and he would then ignore his authority in carrying out suggestions made to him in good faith. This in turn broke down trust between them, which finally led to the breakdown of the relationship.

This example illustrates that if the person is operating at an average to unhealthy level, they are likely to take on the average to unhealthy aspects of the Wing Type. The notion of the Wings makes typing more complex, but it can also lead to optimal self-awareness for the individual in his personal growth.

11.6 THE SUBTYPES

The subtypes help people to further understand their subliminal reactions to conflict situations as demonstrated in Chapter 2. The coachee who identified with Type Four showed a predominant Self-Preservation subtype. Her least dominant subtype was Social. This created stress and a measure of conflict in her work situation, as she was disinclined to deal with people in collective situations.

As a dominant Self-Preservation type she was highly efficient in creating training material and conducting research. However, she avoided interacting with employees in groups as she did not feel comfortable in social environments. This discomfort led her to believe that she might be in the wrong profession. She was toying with the idea of throwing away years of study and experience to pursue a career in horticulture.

Awareness of her dominant subtype assisted her in seeing that, while she should focus on her strengths, her areas of avoidance could become more manageable. She decided to stay in her current profession but committed to seeking a position based in an area of specialisation.

11.7 LEVELS OF DEVELOPMENT

The levels of development as identified by Riso (Chapter 2) support the research by Daniel Goleman on Emotional Intelligence (Chapter 7). People with higher self-awareness operate at the higher levels of their Enneagram type. Unresolved childhood issues, stress factors at work or home, and dysfunctional work situations are all factors that could influence the levels at which individuals might operate at any given time.

The clear descriptions of the levels for each Enneagram type are useful, in that they offer a clear insight for the coach and coachee into the levels of emotional intelligence at which the coachee is operating. Although circumstances can influence people to lower these levels, the researcher believes that the more stable the person is and the more practised in self-awareness, the more likely it is that he will deal with the external factors.

The workplace is fraught with situations of potential conflict. It has been argued that task conflict is conducive to higher creativity and should be encouraged. However it comes more naturally to the person with higher levels of emotional intelligence to steer this conflict along positive channels and to prevent issues from descending into negative relationship or process conflict (as discussed in Chapter 6).

11.8 POINTS OF INTEGRATION AND DISINTEGRATION

When faced with conflict situations or stress factors people are more likely to move to their points of disintegration. In the coaching situation the manager who identified with Type Seven became critical and judgmental towards the employee who was not performing. These are the “blind spots” areas of Type One. After finding the courage

to engage with the employee, he was able to move to his point Five, the Integrated point of Type Seven.

In this way he was more focused and objective in dealing with her specific performance shortcomings. The conversation that the Type Seven manager had with his employee was based on facts, was objective and was judicious. These are the “gifts” of the Type Five.

Accessing points of Integration requires self-awareness, intent and attention. When people are in touch with their automatic reactions to situations they can manifest more positive behaviours that demonstrate higher emotional intelligence.

11.9 REVIEW OF ALTERNATIVE CONFLICT MODELS

The researcher evaluated the Thomas-Kilmann Conflict Mode Instrument in Chapter 6.7 as a model for conflict-resolution skills in the workplace. This instrument is well known and respected in business schools and conflict management training courses.

An assessment of individual style can illustrate whether an individual has a more competitive, collaborating, accommodating, avoiding or compromising style. This knowledge can usefully be applied to help people choose to employ different behaviour styles in different situational contexts.

The Enneagram types that most accurately compare to the Thomas-Kilmann styles are as follows:

Competing - Type Three (the Achiever) , Type Eight (the Controller) and Type Seven (the Enthusiast).

Accommodating - Type One (the Reformer), Type Two (the Helper) and Type Six (the Loyalist).

Avoiding - Type Five (the Observer), Type Nine (the Peacemaker) and Type Four (the Individualist).

Knowledge of the Thomas-Kilmann (1974) styles is a useful as a model in illustrating the styles of behaviour in conflict, but is limited in assisting individuals to understand their motivation for their automatic reactions to conflict situations.

Understanding of the Enneagram types can assist individuals to deal with conflict through self-awareness of their own and others' behaviours. However, it must be stressed that the choice of behaviour change lies only with the individual, as no person can control another's choice of behaviour.

Hudson and Riso (1999) defined another triadic grouping which they termed the Harmonic Group. The Harmonics consists of the Positive Outlook Group (Types Two, Seven and Nine). They adopt a positive outlook, reframe disappointments in some positive way, avoid looking at anything painful or negative in themselves and downplay or gloss over problems and want to get them settled as soon as possible. The Competency Group (Types One, Three and Five) ignore their personal feelings, want to be objective and competent, have issues working within in a system and want to solve problems logically, efficiently, objectively and with as little emotion as possible. The Intensity Group (Types Four, Six and Eight) react emotionally to conflicts and problems, look for emotional response from others that mirrors their concern, have strong likes and dislikes and have difficulty knowing how much to trust others.

The Harmonic model offers insight into the reactions of the different types to conflict, but the researcher chose to focus on the Hornebian triads for the purpose of this research.

11.10 RELEVANCE OF RESEARCH FINDINGS

The conflict resolution questionnaire showed a high rate of validity in correlation to the Hornebian social styles. This questionnaire is a useful indicator of conflict style as it can accurately assess whether the individual is likely to have a conflict style that is Assertive, Compliant or Withdrawn.

This knowledge can assist in training or coaching interventions to creating a model for coachees to assess the efficacy of their natural style of dealing with conflict. The feedback from the abovementioned groups in how they prefer to deal with conflict is useful, as it can reveal to the different groups how to deal with those who are inherently different to themselves.

This feedback is summarised as follows: Assertives should be mindful that they can be perceived as too strong and pushy and offend others rather than encouraging the resolving of subliminal conflict. They should be willing to allow others to air their opinions and focus on active listening by being more patient. Their straight talking may be offensive to others and it is useful to use language that is more empathetic. Awareness of their voice will assist them in lowering their voice and not creating unnecessary tension. Allowing others to express their emotions may go a long way in diffusing a conflict situation.

Compliants should be willing to push back at the Assertives and not be too quick to judge others. They could also “lighten up” by being less serious and rule-bound in their approach. If they avoided being too long-winded in explaining or blaming others, they would irritate others far less. They should try to be less sensitive to criticism. Not everyone is focused on facts alone, and awareness of the Withdrawns’ emotions will create more empathy to resolve conflict.

Withdrawns should attempt to be less sensitive and be more willing to state their viewpoint directly. They should also state their needs without apology and not expect others to read their minds. They should not shrink away from their more Assertive or Compliant colleagues. Being moody or sulking about an issue does not resolve subliminal conflict. They should take responsibility for their own behaviour and not expect others to pick up on their emotions. They should initiate difficult discussions and not always wait for others to take the lead.

Utilising the Enneagram in uncovering subliminal conflict with individuals during coaching conversations was found to be insightful as a model of understanding the motivations for each type’s behaviour. The researcher remained objective in regard to the coachee’s structure of interpretation of the conflict situation, and did not impose

her knowledge of the Enneagram. However, her knowledge of the type created a context in which she could understand the individual's motivation and was invaluable in suggesting a practice, which in each case led to a resolution of the conflict situation.

11.11 IGNORING SUBLIMINAL CONFLICT

In Chapter 6 the researcher illustrated what the effects of dysfunctional conflict are on the individual, the team and the organisation. Employees lose their effectiveness and may become psychologically and physically ill. Subliminal conflict is even more insidious as people are not aware of its existence. It consists of negative behaviour and emotions that lie beneath the radar and, if left unattended, can become harmful to individuals and the organisation.

Chapter 6 also highlighted that in male-dominated organisations and steep hierarchies subliminal conflict can be more evident, as the culture of these organisations does not invite people to freely discuss emotional tensions or place importance on resolving relationship conflict.

Knowledge of one's inherent personality style of either moving towards, against or away from conflict can help an individual to engage more effectively when faced with overt or subliminal workplace conflict. Employees freely gave feedback during the Mastering Conflict in the Workplace workshops on how they were likely to behave in situations of conflict as reflected in Chapter 4.4. Assertive types enjoy the robust engagement of a conflict situation, while Withdrawn types wish to be treated in a more understated way. Compliant types value factual information, while Withdrawn types welcome recognition of their emotions during conflict.

The researcher was able to employ the more specific Enneagram conflict descriptors of Sikora and Palmer (Chapter 4.5) in the coaching conversations with the nine different coachee types.

Type One was accusatory towards his manager and his viewpoint became rigid and entrenched when he did not get the promotion he desired. Type Two became hostile towards her customers and allowed her personal problems to leak into the workplace.

Type Three expected her subordinates to be task-oriented and initially viewed conflict resolution as a waste of time. Type Four avoided the known and was more keen to follow new and meaningful routes. Her initial shyness made it difficult for the coach to gain her trust.

Type Five was perceived as callous and high-handed by his subordinate and initially avoided confronting the cause of the subliminal conflict. Type Six was perceived as negative by his team and overreacted to conflict by becoming fearful and aggressive towards his manager. Type Seven looked for shortcuts in avoiding the pain of dealing with his poor performing employee and generally avoided the unpleasantness of conflict. Type Eight was seen as an aggressive complainer by her manager and tended to make demands rather than requests. Type Nine infuriated his team by his non-action and experienced difficulty in setting boundaries, in the process becoming overwhelmed by his team members.

The researcher was able to use her knowledge of the Enneagram types to bring to the surface the subliminal reaction to conflict for each of the coachees. Ignoring the motivations for their reactions would have made finding solutions both arduous and complicated.

The researcher favours the human relations definition of conflict, which views it as a natural occurrence that can benefit performance. When employees recognise that conflict is of a task nature, they are able to engage in healthy debate, safe in the knowledge that their views are not being perceived as a personal affront to the other person. (Refer to Chapter 5.) Organisations should encourage this creative conflict, since a total absence of task conflict may lead to the stifling of creativity and the growth of insidious “group think”, where people agree with each other or those in senior positions from fear of reprisals. These organisations employ subliminal conflict as a way to control people in a mechanistic style (which was typical of outmoded mid-20th-century managerial thinking).

Exposing subliminal conflict may be uncomfortable in the moment, as it requires employees to be courageous and honest about their true feelings and opinions. However, when communication is mindful and people have attained a high level of

EQ, honesty is appreciated and people are free to be creative and relaxed. This leads to a **human resource approach** that leaves individuals more satisfied and the organisation more effective.

In Chapter 7 it was stressed that EQ can be developed in adults, unlike IQ, which is said to be static by early childhood. Organisations that invest time and resources in EQ interventions lessen the likelihood of negative social ills such as gossip and raise individual effectiveness in encouraging leadership skills.

A culture of gossip can cripple a team as it breaks down trust, which in turn negatively affects productivity and objectives. Gossip can lead to subliminal conflict and often stems from poor leadership. (Refer to Chapter 5.) Managers who discuss their subordinates negatively with others set the tone for gossip through their poor example. Employees soon realise that confidentiality is not respected when personal matters are leaked to others. Human resources practitioners also have a responsibility to ensure that any information about employees is treated carefully and appropriately. This responsibility becomes more onerous when the human resources practitioner takes on the role of internal coach.

Encouraging employees to express their emotions effectively is part of raising the EQ of the organisation. The blocking of emotions can lead to further subliminal conflict. Knowledge of the Enneagram can release emotional pressure when people understand their underlying motivations for their habitual reactions to certain people and situations.

11.12 IMPLEMENTATION ISSUES FOR ORGANISATIONS

In summary the researcher recommends the following to companies preparing to implement the Enneagram as a personality typology for resolving workplace conflict.

- Human resources should utilise the Enneagram methodology as part of their overall human resources strategy, lest it becomes just another “HR fad”.

- Human resources practitioners should invite a knowledgeable Enneagram teacher with verifiable training and experience to present the model to the executive team in order to gain support for the implementation beforehand.
- If the human resources team are to be facilitators of the Enneagram system, an investment should be made in their training in order to give them a thorough understanding of the model.
- The ethics of the Enneagram should be taught to participants or coachees, with emphasis on not typing others judgmentally. The system should rather be seen as a way to understand oneself and thus treat others with more compassion.
- The Enneagram should not be used as a system of recruitment and selection but rather as a methodology of encouraging employee development and heightened emotional intelligence – most especially the ability to deal with conflict masterfully.

11.13 CONCLUSION

In this chapter the researcher discussed the findings of the research conducted. Alternative models of conflict assessment were discussed and the relevance of the research findings was demonstrated in the feedback from the Assertive, Compliant and Withdrawn groups. The perils of ignoring subliminal conflict at work were highlighted. Lastly, implementation of the Enneagram into an organisation was discussed.

The next chapter of this thesis is also the conclusion. The credibility of the Enneagram is demonstrated, as are the merits of utilising the model in the workplace. The researcher designed an integrated model of conflict mastery, which is discussed as a way to unify the research and summarise the findings of this thesis.

CHAPTER TWELVE

CONCLUSION

12.1 INTRODUCTION

In this chapter the researcher discussed the credibility of the Enneagram and the merits of utilising it as a tool for dealing with subliminal conflict in the workplace. An approach for integrated conflict mastery was described.

12.2 THE CREDIBILITY OF THE ENNEAGRAM

Human resources practitioners who consider using the Enneagram as a tool for self-development face negative perceptions from people within the organisation. This response is based on their preconceived ideas about the Enneagram. Business people want assurance that human resources processes are professional, valid and non-threatening, and that they deliver results.

Human resources practitioners who decide to use the Enneagram system should be trained by a reputable practitioner to ensure that they have a thorough knowledge of the model and the credibility to teach it, as well as to facilitate team or coaching interventions. The cost of this training should be viewed as an investment in the individual providing the interventions, because, if the individual leaves the organisation, the knowledge will be lost (it is not easily transferable to others).

A few employees within the researcher's organisation expressed concerns that the Enneagram was a derivative of "pop psychology". Some observers confused the model with Eastern dogma or esoteric theory, and accused it of being anti-Christian or lacking in scientific validity. As mentioned above the researcher experienced all these concerns from employees who were invited to attend introductory Enneagram workshops. The validity tests carried out by reputable industrial psychometric practitioners such as SHL should help allay these fears.

Many psychologists use the Enneagram as a model for working with their clients in clinical interventions. (See Chapter 3.) It is also important to compare the Enneagram with other reputable typologies such as the Myers-Briggs Preferences and the Millon Personality Patterns. (See Chapter 3.)

It was therefore important to share the SHL research findings with sceptical employees and to obtain management acceptance of the use of the Enneagram as a model of personality typology. The fact that the Enneagram is being used as a leadership development tool at Harvard and Cambridge Universities in the United States and the Graduate Schools of Business in Cape Town and the Witwatersrand also reassured doubtful employees.

It is, however, a complex model and should not be used by people who have not been adequately trained in understanding its complexities. The wings, subtypes, points of integration and disintegration and centres add further complexity to the model. When the types are viewed as triads, i.e. the Assertives, Compliers and Withdrawns, the triads dilute the specific traits of the nine types. It is therefore important that participants are first exposed to a basic introduction to the Enneagram and where possible find their own Enneagram type.

Human resources practitioners who use the model should also be mindful about using the Enneagram in an ethical manner. This has reference to the following points:

- Enneagram students should be actively discouraged to attempt to type others. Not only are these attempts often inaccurate, but they can also be perceived as intrusive to others, because they tend to make people feel that someone is making judgments about behaviour that they do not own. Behaviour traits may be easy to observe, but only the individual understands the *motivation* for the behaviour.
- Similarly, Enneagram teachers should also desist from attempting to type their students. Even if they have excellent knowledge of the system, they do not have divine insight into others' motives for behaviour. Sometimes people need guidance in understanding the motives for their behaviour. Teachers and coaches

should encourage this exploration by asking coaching questions rather than imposing their opinions on their students. This process of enquiry creates a climate where the most self-reflection and the greatest generative learning occur. (See Chapter 8.)

- Teachers should stress at all times that no one type is better than another and all types are needed in every aspect of business and social spheres. People should rather be invited to reflect where they may find themselves regarding their level of development (or emotional intelligence) and how they are affected by stress or conflict situations.

The challenge is for teachers to know the material of the Enneagram with the necessary depth to avoid erroneous interpretations and, importantly, to ensure that the ethics of the Enneagram are upheld as discussed in Chapter 2. People should not see their blind areas or fixations as excuses for their shortcomings. Type Threes may be inclined to deceit, but this does not give them permission to exaggerate figures or bend the facts in order to get acclaim for a story well told. Similarly, the Type Eights are inclined to show their anger at the slightest provocation, but this does not mean that they should be allowed to offend others with their liberal displays of emotion. Type Nines may be inclined to run out of energy before a task is completed, but again this does not excuse their non-delivery on projects. Enneagram teachers or coaches need to balance their responsibility to others in “not waking those who are sleeping rudely” or, at the other extreme, not massaging people’s egos. This suggests that people should not use the Enneagram as a model to excuse their blind spots, but rather as a compass to reach their full potential utilising their personality gifts.

The self-help industry has burgeoned in the last five years as people search for meaning in life and answers to their everyday challenges and conflicts. In many communities the influence of formal religion has declined; material values combined with greed are forcing people to push themselves harder to attain what they believe to be happiness and success. The researcher does not believe that self-help books are necessarily harmful to people, but a superficial delving into them often leads to more frustration. The self-help neurosis encourages a drive towards another elusive goal. Unfortunately, the Enneagram has often been labelled as belonging to the genre of

self-help material, because some people believe that knowing their number will solve all their life's problems!

It was also important to emphasise that no model of human behaviour devised by man will ever be all-encompassing. The human being is ultimately mysterious and is not designed to be scientifically deconstructed. No matter how predictable people might appear to be or how well they might seem to be known, according to their habitual behaviour, they often surprise others by doing things that would never have been expected of them.

The Enneagram is not a religion nor does it in any way favour any religious doctrine over another. Some religious institutions such as the Catholic and Jesuit faiths have adopted the model as a tool of self-awareness for both their ministry and fellow worshippers. The researcher found that certain individuals, being either very religious or completely non-religious, were sceptical about the use of the Enneagram in the workplace.

For a few individuals, there was concern that the model would run contrary to Christian doctrine. This is an unfounded fear: the Enneagram was embraced by the Jesuits (as reflected in its origins as illustrated in Chapter 2, Figure 2.1 The History of the Enneagram); and a number of Enneagram teachers and authors have a religious background and their writing is influenced by their convictions, e.g. Richard Rohr. However, its use as a system of personality typology has no specific bearing on or relation to any religious doctrine.

Some individuals were also sensitive about "exposing" their personality to others. This sensitivity is somewhat incongruous, as people's personalities are exposed to others in the course of everyday working life. The researcher also found that a few individuals, who focus on disciplines that are primarily based on factual principles such as law, were more liable to be sceptical about the Enneagram.

A further potential problem involved in introducing as the Enneagram into an organisation is that employees who join after workshops have been held will not have the same opportunity to learn the theory supporting the model. They may then feel

excluded from the thinking and language of their colleagues. However, if there is sufficient interest and the benefits are evident, further workshops can be planned. The level of interest in these could be a measure of how the employees who were formerly exposed to the model communicated its worth and value to their new colleagues.

Human resources practitioners should not dismiss these concerns; it was important for the researcher to counteract employees' fears with factual information. Ultimately, people should not be forced to accept a model with which they disagree on either religious or intellectual grounds. Those who were in any way negatively disposed to the model were in the minority. It was also gratifying that some people were initially sceptical but by the end of the series of workshops had changed their minds and in some instances were interested in furthering their own reading and knowledge of the Enneagram.

12.3 THE MERITS OF UTILISING THE ENNEAGRAM IN THE WORKPLACE: HUMAN RESOURCE ISSUES

Access to the Enneagram model is freely available as it has not been licensed or patented by any entity or individual. Therefore the costs of ongoing use of the model are relatively low compared to other models that attract usage and licence costs. The researcher referred to the academic debate regarding the scientific measurements and research methodologies in the fields of psychology in Chapter 9. As a human resource practitioner and not a psychologist, her field of interest lay in finding a model that would have practical application in enabling employees to have clarity in viewing their behaviour through an "unblemished lens". The phenomenological observations gained through coaching people validated the veracity of the Enneagram model, for the coachees were able to view their behaviour and identify with their habitual ways of being. These were conclusions reached by the coachees and not the researcher in her role as the coach.

It is in this way that the Enneagram is a powerful tool to be held as a mirror for others to observe their own behaviour and then to make choices about showing up in a more effective way. The Enneagram is also not simply a set of nine boxes, or categories, to classify individuals and then make sweeping observations about their collective

behaviour. It has been illustrated that the complexities and permutations in the Wings, the Subtypes, the Centres, the levels of development and the points of Integration and Disintegration do not allow for this. These dimensions create a different nuance to every type, and result in people behaving differently even if they are of the same basic type.

Belief systems, personal values, nurturing, culture and education also have an influence on how people behave, as illustrated in Chapter 7. However, many people find themselves stuck in “boxes of discontent” – of confusion, conflict and unhappiness – and the Enneagram can be the ladder to guide them out.

When people accept that they are born with an inherent personality type, they tend to be more forgiving of their own and others’ blind spots. They are also less likely to blame their parents, teachers and childhood experiences, and are likely to be more willing to take responsibility for their own self-development and EQ growth. The researcher does not suggest that Enneagram type is the only factor in how people behave, as referred to above, but it is an important aspect of personality motivations.

Knowledge of the Enneagram also frees people from believing that their life stories define who they are. They are able to let go of the narratives that imprison them and instead can embrace constructivism in choosing to change through different meaning ascribed to their reality of life circumstances and relationships.

It is important to note, however, that personal motivation and choices are more useful than a simple knowledge of the Enneagram typology and behavioural traits. But awareness of people’s automatic responses and the emotional “froth” that can cloud their judgment can be a powerful tool in understanding behaviour. With this awareness, people can widen their choices of behaviour to engage more effectively in the workplace.

12.4 INTEGRATED CONFLICT MASTERY

The researcher developed the model below, using Wilber’s four-quadrant holonic model as indicated by the descriptions in italics (Wilber 2000:67). Quadrant 1 depicts

the 'I' or the individual's interior. These are inherent qualities over which the individual has limited control. Enneagram type is a genetic construct which people are born with, in the same way as the colour of their eyes is a genetic "given". As illustrated in the literature research, the different Enneagram types deal with conflict differently.

People cannot always control their psychological and physical health, although they can take responsibility for making life choices that will promote good health. Illness, whether temporary or permanent, can affect the way people deal with conflict. The degree of empathy that people can show each other also influences how conflict is dealt with. Some Enneagram types are more disposed to empathy than others.

Stress is a further factor affecting the way people deal with conflict; some individuals have better stress coping mechanisms than others. Childhood experiences, too, have a major influence on how people handle conflict. Parents, peers and teachers influence children; and similarly, the culture informs people's responses to conflict, since some cultures are more robust and others more diplomatic in the way people engage with each other.

Quadrant 2 describes the 'IT' or exterior of the individual in his behavioural choices. The level of self-awareness is a major determinant of how skilful people are in dealing with conflict. This influences their communication skills, including the choice of language and body language they employ when dealing with conflict. Mastery of conflict is a learnt skill that can be acquired through workshops, for example, or coaching interventions. Emotional intelligence such as mindfulness influences people's ability to self-correct and self-generate. Emotional intelligence can be developed at any stage of life. People adopt values and religious beliefs as they progress through life, although their choices of these systems are often influenced by childhood and cultural experiences.

Quadrant 3 describes the 'WE' or the interior collective or cultural effects of how the individual deals with conflict. Life partners, family and friends are directly affected in a positive or negative way by individuals' reactions to conflict as depicted in

quadrants 1 and 2. In the workplace the interior collective consists of managers, colleagues, customers and suppliers.

Quadrant 4 describes the 'ITS' or the exterior collective or social effects of the influences from the preceding three quadrants. The organisational culture is partly created by the way in which conflict is experienced. This in turn influences the organisation's business markets, the financial results, the community and the society.

FIGURE 11.1 INTEGRATED CONFLICT MODEL

<p>1. I Interior-Individual (Inherent)</p> <p>Enneagram type</p> <p>Psychological health</p> <p>Physical health</p> <p>Empathy with others</p> <p>Stress coping mechanisms</p> <p>Childhood experience</p> <p>Culture</p>	<p>2. IT Exterior-Individual (Behavioural)</p> <p>Level of self-awareness</p> <p>Mastery of conflict</p> <p>EQ</p> <p>Ability to self-correct and self-generate</p> <p>Values</p> <p>Religious or spiritual beliefs</p>
<p>3. WE Interior-Collective (Cultural)</p> <p>Life partner</p> <p>Family</p> <p>Friends</p> <p>Work relationships with: Customers Manager Suppliers Colleagues</p>	<p>4. ITS Exterior-collective (Social)</p> <p>Society</p> <p>Organisational culture</p> <p>Community</p> <p>Market</p> <p>Business results</p>

Source: Adapted from Wilber (2000:67)

The researcher therefore suggested that in the above model quadrant 1 should be viewed as the landscape from which people's influences stem. These influences should not be ignored but rather understood in the most objective manner possible. Quadrant 2 creates the major opportunity for growth and self-development. Quadrants 3 and 4 illustrate how people's behaviour choices impact those around them. It is this impact that prompts human resources practitioners to invest time and resources on strategies that will lead to improved skills in mastering subliminal conflict.

12.5 IMPLICATIONS FOR FUTURE RESEARCH

The Enneagram offers a number of opportunities for triads to be compared in relation to common behaviour types. This can be likened to observing the night sky through different lenses and from different angles. The truth and accuracy of the model is not compromised, but rather the model is viewed in different ways. Hudson and Riso's Harmonics Groups is a field of study that could be further researched in assessing conflict styles.

12.6 FINAL CONCLUSION

In Chapter 6.5 the researcher outlined the South African labour relations situation, which is characterised by a high incidence of individual as well as collective labour disputes. The individual disputes have been classed as 35% integrity-related and 26% conflict-related. These are the disputes that have come before the industrial tribunal. Many other disputes do not reach this last stage of conciliation, mediation or arbitration and remain unsettled within organisations. Even more disputes remain buried as subliminal conflict, creating misery and losses for both individuals and organisations.

Effective conflict resolution lies not only in effective communication skills. EQ skills are required to sustain a culture of generative learning and skilful conflict mastery. Information workers and the new generation of entrants to the workplace are motivated by an emotional economy, which emphasises humanity and avoids a mechanistic approach to people. This calls for honesty and an ability to "look into the

mirror, not out of the window”. In today’s competitive global market, employers do not have the luxury of using precious management time and resources to resolve conflict situations. And these could have been avoided if people had been more EQ-alert in the first place. What is required from employees is to be self-generating and self-correcting. These qualities are even more essential in the leadership of the organisation, which should set an example by displaying attitudinal competencies.

Cornell (2002:49) supports this view as follows:

“It is by using and developing our creative soul gifts that we can be fully empowered to jointly create a more wholesome world. For this to become a new way of being, we need to awaken from the nightmare of seeing ourselves as limited beings. The more we hold to a diminished image of humanity, the more we become swallowed by low self-esteem, hopelessness and fear. When we believe ourselves to be without talent and power, we lack the energy we need to bring in new visions of wholeness and connection with all life. Instead, we act as victims and accept the dictates of a few who feed us images of destruction and project to us a sense of hopelessness.”

The Enneagram is a robust model which can assist employees in the workplace to “look into the mirror” to develop their own individual personal-growth and self-awareness strategies. When people begin to understand the motivations for their behaviour, and especially the reasons for dysfunctional conflict situations, they can decide to adopt different behaviours.

Organisations that adopt a consistent approach to conflict and even encourage positive task conflict will have more success in avoiding subliminal conflict. Human resources practitioners need to motivate resources for adopting processes such as learning interventions and coaching to encourage an enquiring attitude to mastering conflict. Many people have only experienced conflict in negative ways as a result of their childhood experiences, personal histories or other work experiences. These attitudes are not likely to surface during interviews and it is thus incumbent on the organisation to encourage a climate of learning the mastery of conflict skills.

In this process of encouraging the development of EQ, human resources practitioners need to remain mindful to honour the individual's religious beliefs, personal history and values. These individual needs should be measured against the organisation's values, business objectives, resources and policies. A human resources strategy can then be formulated that will encourage the development of EQ and conflict mastery. Bloom (2006:79) offers the following sage advice, which organisations should heed:

"We must start on a real pilgrimage, a long pilgrimage. We are near enough now to look one another straight in the eyes, reaching beyond the eyes, into the depths of living hearts...It is all too easy to see in the other what repels us, makes strangers of them. It is easy to see in those who are on our side nothing but the most attractive qualities."

Utilising the Enneagram in resolving subliminal conflict in the workplace can have a wider effect when people start showing up more functionally in their families, within their friendships and their communities. Rosen (2003:107) suggests that a distinction should be made between two kinds of philosophies: lovers and theorists; and still others who will show a mixture of the two. The lovers are passionate in their search and speech; the theorists are dispassionate and sober. This distinction needs qualification, he adds. Thinkers without love are sterile, lovers without thought are mindless.

The researcher was aware of the advantage and disadvantage of embarking on research on a subject that she unequivocally loves. She has, however, attempted to illustrate the theory in demonstrating the robust and pragmatic properties of the Enneagram as a compass to guide people as they embark on the journey of becoming more self-aware. She remains eternally in love with the Enneagram for the lightness it has brought to her and all those with whom she has connection.

"Within each of us is a ray of light flowing from the depth of our Being. When this light penetrates our consciousness, we stand in that perfect moment on the true path of our life. This true path is what we are all looking for. In everything we do and everything we pursue." (Rabbin: 2004:47)

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ANNEXURE 1

CONFLICT ASSESSMENT QUESTIONNAIRE

When answering these questions, picture yourself in a work context. Place a cross next to the one statement which best describes you for each number i.e. a, b, or c.

1. a I usually avoid taking a position that would create controversy
 b I try to show the logic and benefits of my position
 c I am usually firm in pursuing my goals

2. a I usually lean to a direct discussion of the problem
 b I attempt to get all the facts and issues out in the open
 c I sometimes allow others to solve the problem

3. a I will confront others if they are wrong or uninformed
 b If it makes the other person happy I will let them maintain their views
 c I will confront others if they are being unfair

4. a I avoid hurting others feelings
 b I try to do what is right to avoid useless tension
 c I am known to speak my mind

5. a I react to difficulties immediately
 b I try to postpone issues to think them over
 c I will consider the appropriate course of action before responding

6. a I will give away points, as long as I'm allowed to have some too
 b I try to win my position
 c I will hold my tongue if it means others are not antagonised

7. a I will push to get my point made and accepted
 b I try to do what is necessary to avoid tension
 c It is usually not worth worrying about differences of opinion

8. a I might try to sooth others feelings to preserve our relationship
 b I make sure I have the correct story before confronting others
 c I assert my wishes to achieve my goals
9. a I go out of my way to meet my responsibilities to others
 b I won't back down if I'm in the right
 c I often sacrifice my wishes for the wishes of someone else
10. a I sometimes have a sense of being different when meeting others
 b I need to be accepted for who I am
 c I am confident in approaching strangers
11. a I value being able to contribute in helping others
 b It is important to get what one sets out to achieve in life
 c Not getting your own way is often less important than hurting others
12. a Having time out is a good way for me to meet my needs
 b I can handle being teased and will use humour to win others over
 c It troubles me when others have sloppy standards
13. a Time for dreaming is rewarding in itself
 b If you don't insist on what you want, it does not happen
 c One should work hard to earn your rewards
14. a Those who push hardest usually get to the top
 b Being true to oneself is most important
 c Honouring one's beliefs is what we should strive for

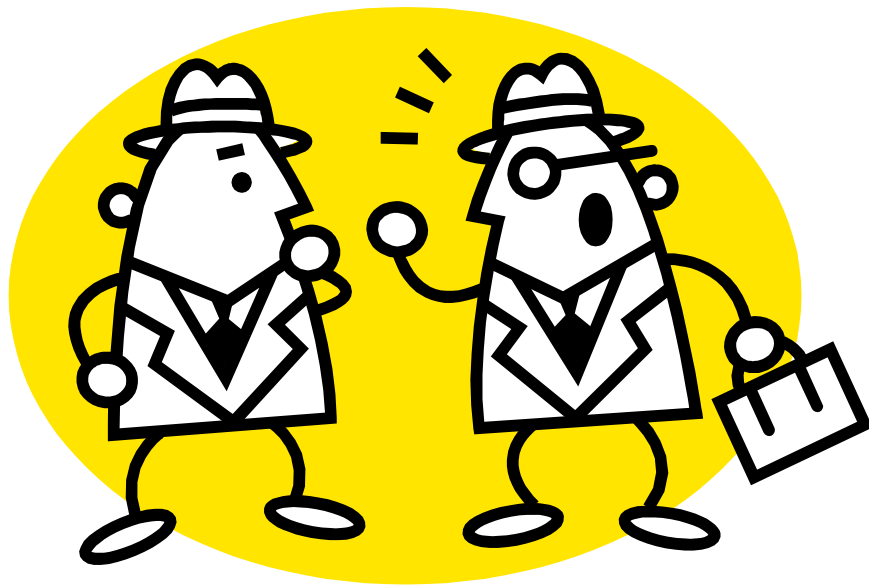
Your Enneagram Type is:

Place the same cross on the score sheet as you have on your answer sheet.

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total no. of crosses
	c	a	a	c	a	b	a	c	b	c	b	b	b	a	
	b	b	c	b	b	a	b	b	a	b	a	c	c	c	
	a	c	b	a	c	c	c	a	c	a	c	a	a	b	
	Total														14

ANNEXURE 2. MASTERING CONFLICT WORKSHOP FACILITATOR GUIDELINES

Mastering Workplace Conflict



Dealing with difficult situations, and discovering when we are the problem

People are like teabags.
You find out how strong they are when you put them in hot water
Anon

Juta Human Resources 2006

Schedule

Time	Length	Item/Exercise
9:00	10 mins	Welcome
9:10	15 mins	Introductions
9:25	15 mins	What would you like to get out of today?
9:40	10 mins	What is conflict?
9:50	10 mins	How does it affect us at work?
10:00	10 mins	How can we benefit from conflict?
10:10	15 mins	Handshake game
10:25	10 mins	Stimulus and response model
10:35	10 mins	Johari Window
10:45	15 mins	Tea
11:00	15 mins	What is my conflict style?
11:15	20 mins	Hornevian groups
11:35	15 mins	Practices for different style groups: Assertives
11:50	20 mins	Practices for different style groups: Compliant
12:10	20 mins	Practices for different style groups: Withdrawn
1:00	60 mins	Lunch
2:00	10 mins	Ladder of Inference
2:10	20 mins	What in my history influences the way I deal with conflict?
2:30	10 mins	Trust Model
2:40	20 mins	Case study
3:00	10 mins	Four Agreements
3:10	10 mins	Billy the Robot
3:20	10 mins	Check out and Feedback

Welcome

(10 Mins)

Introductions

(15 Mins)

Toilet roll introductions

Pass a toilet roll around the group and instruct each person to take as many squares as they think they want. Obviously some will take one or a few, but some will take a whole bunch.

Once everyone has their squares, go around the group and ask them to introduce themselves. They need to tell the group something about themselves for every square that they took – obviously the jokers will have to say a lot!

What are our learning outcomes for today?

(15 Mins)

Record group's responses on a flipchart

What are our learning outcomes for today?

- ✓ To create awareness of conflict as an energy force
- ✓ To realise that we have choices in how we deal with conflict
- ✓ To recognise how compromise can help us to move to creative outcomes
- ✓ To appreciate how allowing us and others to know more about ourselves leads to better communication
- ✓ To uncover and understand our preferred way of dealing with conflict
- ✓ To learn different practices that will allow us to be more skilful in dealing with conflict
- ✓ To become aware of how our childhood experiences of conflict have influenced us in how we react to conflict as adults
- ✓ To choose more appropriate ways to communicate and thereby manage our conflict
- ✓ To create awareness of how trust impacts our ability to deal with conflict
- ✓ To discern ways of coaching others in dealing with conflict
- ✓ To recognise how our emotions affect us when confronted with conflict
- ✓ To improve our communication skills
- ✓ To understand how power dynamics can influence us

Feel free to add to any more of your own:

- ✓
- ✓
- ✓

What is conflict?

(10 mins)

Record group's responses on a flipchart

How does it affect us at work?

(10 mins)

Record group's responses on a flipchart

How can we benefit from conflict?

(10 mins)

Record group's responses on a flipchart

Handshake game

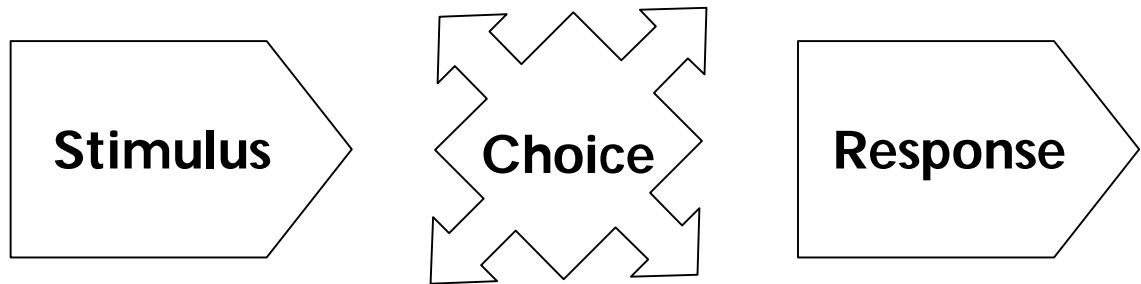
(15 mins)

- ✓ Ask participants to choose someone to work with.
- ✓ Ask participants to stand opposite their partners, joining hands in a handshake fashion.
- ✓ Before the game starts, announce the rules:
 1. Win as many points as you can
 2. Each point is won when your joined hands touch one of the partner's hips.
Remember to keep score!
- ✓ Play for 2 minutes
- ✓ Canvas scores.

Discussion Points:

- ✓ How were points won?
- ✓ Who realised that co-operation (win-win model) worked the best?
- ✓ Sometimes have to give in a little and compromise to get the best out.

Stimulus and response model
(10 mins)



What is my conflict style?
(15 mins)

Instruct the group to complete the questionnaire, and then add up their scores.

Hornevian groups
(20 mins)

Work through the content on the next few pages with the group allowing for discussion and some debate.

Try to keep each of the groups in a positive light.

What is conflict?

“ a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralise, injure or eliminate their rivals”

Coser

“ a perceived divergence of interest, or a belief that the parties current aspirations cannot be achieved simultaneously”

Rubin

How does it affect us at work?

- ✓ Wastes time and money (salary) in preventing, managing and resolving conflict
- ✓ Causes stress, which results in related illnesses, absenteeism and presenteeism
- ✓ Talented people could leave the company
- ✓ Time lost on rumours, gossip
- ✓ Lost productivity
- ✓ Reduced collaboration
- ✓ Impact on staff morale and motivation
- ✓ Customers turn away
- ✓ Lost creativity and opportunities

How can we benefit from conflict?

- ✓ Learn and grow in our capacity to transform our lives
- ✓ Become more skilled in conducting relationships
- ✓ Become more effective in our working life
- ✓ Can arouse problem-solving in teams
- ✓ Triggers creativity and innovation
- ✓ Stimulates new ways of interacting which can lead to improved communication, trust, sensitivity and understanding

Stimulus and response

Between stimulus and response there is a space. In that space lies our freedom and power to choose our response. In those choices lies our growth and happiness.

Johari Window
(10 mins)

1. **Open area** - What is known by the person about himself and is also by others
 - Social roles - Person you present to the world (Job/work, Pastimes, games, values)
 - Aim to develop 'open area' - when we work in this area with others we are at our most effective and productive, and the group is at its most productive too. Space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.
 - Expand into blind space by seeking and actively listening to feedback from other group members ('feedback solicitation') or other offering feedback, sensitively of course.
 - Expand into hidden space by disclosure of information, feelings or other asking the person about him/herself.
 - Need culture of open positive communication, to encourage positive development of 'open area'

2. **Blind area** - what is unknown by the person about him/herself but which others know
 - What others see and you hide from yourself
 - Clues - Incongruent behaviour, Over-reactions
 - Not effective or productive space for individuals or groups
 - Ignorance about oneself, or issues in which one is deluded or issues that others are deliberately withholding from a person. We all know how difficult it is to work well when kept in the dark. No-one works well when subject to 'mushroom management'. People who are 'thick-skinned' tend to have a large 'blind area'.
 - Reduce blind area by asking for sensitive feedback and disclosure at own discretion. Some more resilient than others - care needs to be taken to avoid causing emotional upset.

3. **Hidden area** - what the person knows about him/herself that others don't
 - Unrevealed - All areas of privacy / Hang-ups and secret fears / Dark secrets held consciously / Resentment, shame / Uninhibited private behaviour
 - Natural for very personal and private information and feelings to remain hidden, some should and could. A lot is not very personal, it is work- or performance-related, and is better positioned in the open area.
 - Aim to reduce through disclosure and exposures of relevant information and feelings - by telling others how we feel and other information about ourselves we reduce the hidden area, and increase the open area, which enables better understanding, cooperation, trust, team-effectiveness and productivity.
 - Reduces the potential for confusion, misunderstanding, poor communication, etc, which all distract from and undermine team effectiveness.
 - Disclosure at individual's discretion - some more keen and able than others to disclose - pace and depth that they find personally comfortable. Some more resilient than others - care taken to avoid upset. Also need to be careful –as disclosure is a two edged sword.

4. **Unknown area** - unknown by the person about him/herself and is also unknown by others
 - Depths of soul / Repressed material / Undiscovered potential / a fear or aversion that a person does not know they have / an unknown illness / repressed or subconscious

feelings / conditioned behaviour or attitudes from childhood / Clues – Denial, Repetitive behaviour, Patterns, Projections, Ego defences

- Can be quite close to the surface can be positive and useful, or deeper aspects of a person's personality, influencing his/her behaviour to various degrees.
- Aim to reduce through self-discovery or observation by others, or in certain situations through collective or mutual discovery, Counselling!
- Whether unknown 'discovered' knowledge moves into the hidden, blind or open area depends on who discovers it and what they do with the knowledge, notably whether it is then given as feedback, or disclosed.
- Process of self discovery is a sensitive one - extent and depth to which an individual is able to seek out discover their unknown feelings must always be at the individual's own discretion. Some people are more keen and able than others to do this.

Practices for different style groups:

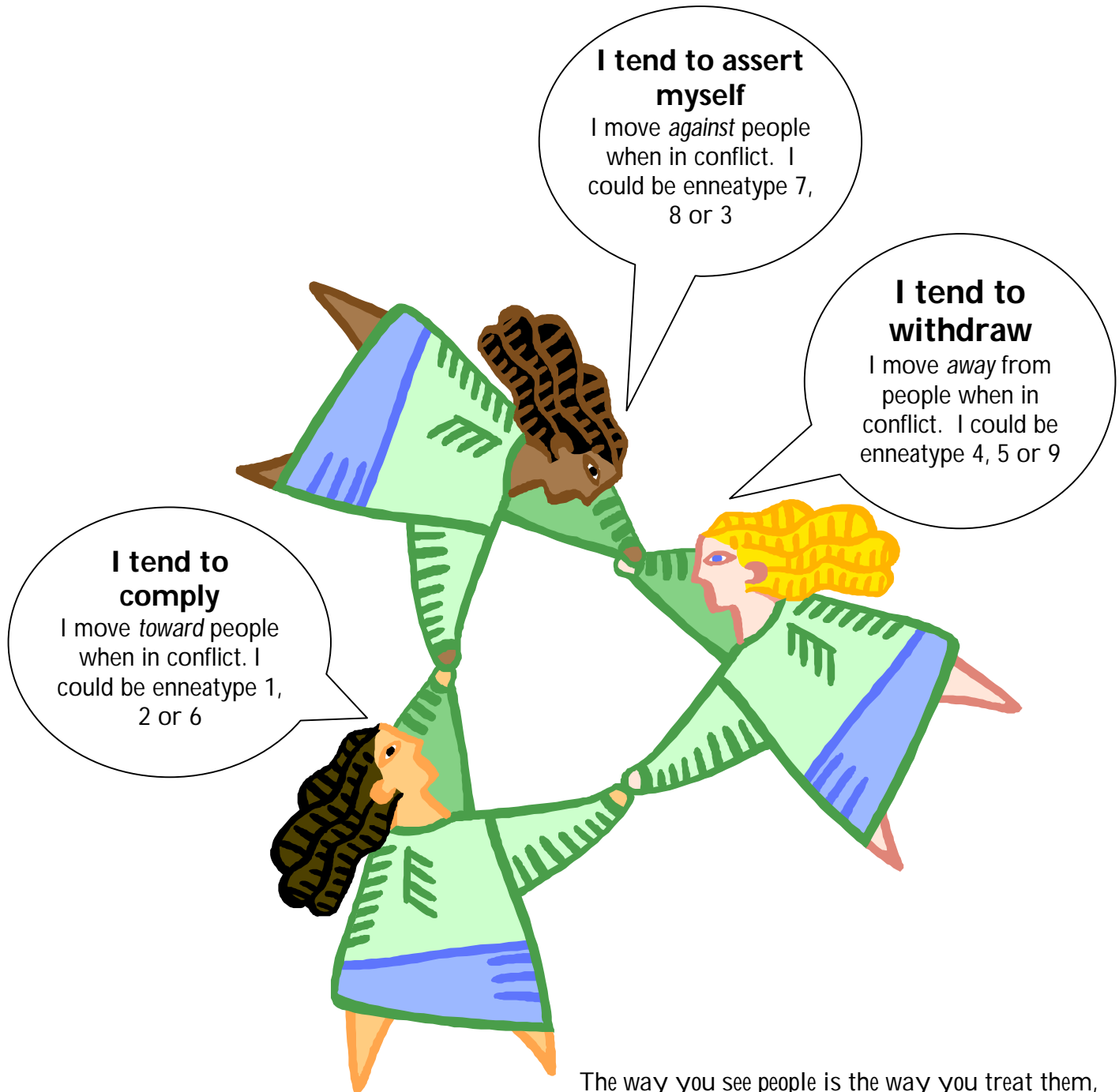
Assertives

(15 mins)

- ✓ Invite two people to debate the topic of 'Open plan' vs 'Own Office'
- ✓ Ideally they should 'own' the viewpoint in reality so ask for a member of the group who agrees with each standpoint to volunteer
- ✓ Allow the debate to proceed for 5 minutes
- ✓ Call time-out
- ✓ Explain the two step model
- ✓ Ask them to try again for another 5 minutes
- ✓ Ask the pair to comment on the two different processes

Horneyan Groups

These groups were named in honour of Karen Horney, a psychiatrist who developed Freud's work by identifying three fundamental ways in which people attempt to solve inner conflicts. We could say that the Hornevia group indicates a 'social' style. When we are victims of our groups we are either over-assertive, too compliant or we withdraw. By being aware of how we operate, we can start to change behaviours that do not serve us. By being aware of how others operate, we can start to change our behaviour to get the best out of the other person.



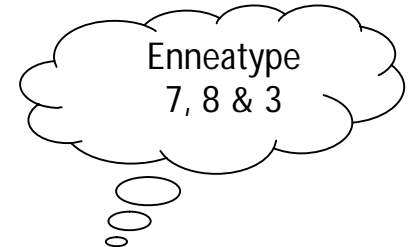
The way you see people is the way you treat them,
And the way you treat them is what they become

Assertives

'We move against people'

During conflict, we can be described as:

- ✓ Ego orientated
- ✓ Respond to stress reinforcing ego
- ✓ May find difficulty in dealing with feelings
- ✓ Confident that events happen when we are around
- ✓ Expect others to react to us
- ✓ Can be openly critical of others
- ✓ Demand what we want
- ✓ Active and direct in getting needs fulfilled



Our conflict style:

Our conflict style mostly involves criticism, judgement and aggression. It involves a domineering, threatening, indignant and hostile attitude. When we are in attack, we are usually frightened but do not usually acknowledge this. In other words there is an underlying panic beneath our aggression. We fear not being in control of the situation, not getting what we want (which is common to all victim behaviour, but in this instance attack is the method that we use to control the other person). Attack is about catching people doing things 'wrong' and wanting to intimidate them or make them feel guilty about what they have done. Attack is absent of warmth. In its extreme form it involves a significantly raised tone of voice and critical language.

Adapted from Mark Kahn

Our body language:

Our body language is threatening, tight, agitated and hostile and might include a flick of the wrist and finger or a hand on the hip coupled with a tone that is irritable, dismissive, sarcastic or hard.

Mark Kahn

The consequences of the way that we deal with conflict:

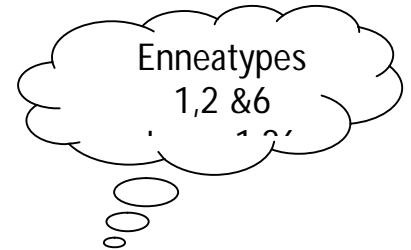
- ✓ Attack creates and maintains a culture of fear
- ✓ Team spirit disappears because attack creates a culture of fear and the greater the fear, the more inhibited people become (the old authoritarian style or business was based on fear and people were more comfortable functioning in this way than they are now)
- ✓ Attack is threatening for others
- ✓ It breaks trust
- ✓ People either avoid (retreat from) attackers or retaliate against them

Compliants

'We move towards people'

During conflict, we can be described as:

- ✓ Try to be of service to others
- ✓ May want to rescue others
- ✓ Concerned with being responsible
- ✓ Want to meet other's expectations
- ✓ Comply to inner-voice
- ✓ Often become authority figures
- ✓ Unconsciously feel that we are better than others
- ✓ May show unskilful compassion



Our conflict style:

We often want to rescue others - either because we are in the right, we think others are helpless or we think we know better than others. Rescue is misdirected compassion. It is kindness at the wrong time, in the wrong place and with the wrong people. Rescuers are in fear of conflict and pain. We may choose to not say what we think and feel, usually because of fear of being wrong, making mistakes or being judged

Our body language:

It ranges from quiet and unassuming to overly polite and sweet. It is usually very 'immobile' and over-contained or shut-down. It can be likened to Little Lord Fauntleroy (Frances Hodgson Burnett), a character in English literature who was overly compliant and sweet.

The consequences of the way that we deal with conflict:

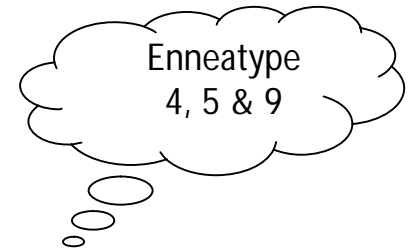
- ✓ People get mixed messages – we are sometimes more concerned about being right than supporting the team
- ✓ Conflicts can get buried – the fish goes under the table
- ✓ Spirited, open communications is blocked and so team performance drops

Withdrawns

'We moving away from people'

During conflict, we can be described as:

- ✓ Inclined to daydream and fantasise
- ✓ Move away from other to an 'inner space'
- ✓ Easily zone-out into own imagination
- ✓ May find it difficult to move from imagination to action
- ✓ May feel different to others – not fitting in
- ✓ May avoid or retreat from conflict
- ✓ May disengage from others to deal with needs.



Our conflict style:

This is about passivity and avoidance. Being silent when we have something to say that reflects our authenticity is retreat. Being silent when there is a 'watershed moment' is retreat. 'Watershed moments' are moments in which the direction that the relationship, team or organisation is going to take, will change. The bigger the watershed moment, the more important it is for us to speak. When we are in retreat, we are hiding from confrontation. There is little trust, group participation or creativity in retreat.

Our body language:

It reflects a desire to hide, to 'disappear'. Retreat is risk-avoidant. This may lead to gossip and rumour mongering. We cannot be direct so the energy of the buried aggression has to go somewhere else. This may result in gossip, which fuels a culture of indirectness, discontent and victim consciousness. It may also result in us 'dumping' on loved ones at home, or even may play itself out in bodily and mental illnesses.

The consequences of the way that we deal with conflict:

- ✓ People don't know that we are scared of speaking your mind
- ✓ Can't build trust with people as people don't know what we really think
- ✓ The fish goes under the table
- ✓ Can encourage attack as the silence irritates the Assertives

Practices for Assertives

Listening – conversations for clarity:

- ✓ Don't talk about yourself
- ✓ Don't change topics
- ✓ Don't advise, diagnose, reassure, encourage, criticise or bait
- ✓ Don't think ahead about what you will say
- ✓ Don't ignore or deny the other's feelings
- ✓ Assess what they are feeling from what they are not saying
- ✓ Watch non-verbal communication

The Listening continuum:	5 Empathetic Listening	Within the other's frame of reference
	4 Attentive Listening	Within one's own frame of reference
	3 Selective Listening	
	2 Pretend Listening	
	1 Ignoring	

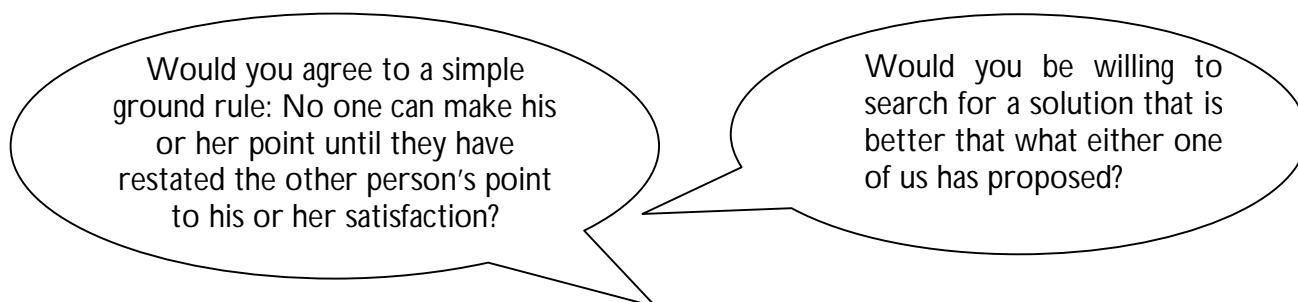
Staying cool:

- ✓ Conflict is 'hot'. In anticipation of conflict we get 'hot'. Heat requires cooling. Breathe slowly and deeply
- ✓ Be aware of your rating on the Emotional Richter Scale (ERS). The greater the emotion, the higher the ERS

Asking questions:

- ✓ Questions help us in gaining understanding of others needs and fears. Examples of such questions are "What happened?", "Can you tell me what you mean by", "Can you tell me what you would like to accomplish here?", "How will you know?", or "I am unsure of why this is important to you, please explain".
- ✓ In asking questions you have to put your agenda aside for a while
- ✓ Are they tearful? Do they seem agitated?
- ✓ Don't pretend to understand if you don't
- ✓ Enquire about their needs, concerns, anxieties and difficulties. Ask questions that encourage them to open up
- ✓ Confirm that you understand them. Paraphrase the main point you think that they are making with "Are you saying that what you want is...?", or "Are you saying that you don't want to handle so much pressure" or "Do you feel really angry?"

Two steps to achieving synergy – the third alternative:



Practices for Compliant

We are concerned with the rules, wanting others to do it our way, 'rescuing' them along the way and attached to an outcome which will be 'right'

Introduce 'lightness':

- ✓ Do not take yourself too seriously
- ✓ Soften the conversation by the introduction of subtle humour eg "you are tough on your people" with a half smile

Deal with anxiety:

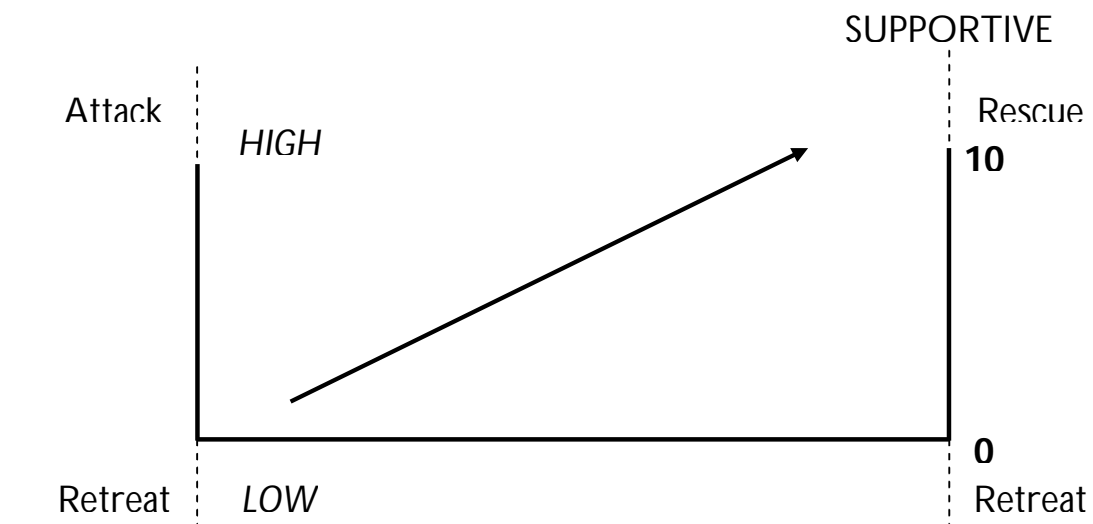
- ✓ Be aware of your feelings of agitation, fear or outrage
- ✓ Don't deny your emotions
- ✓ Ask yourself "Whose problem is this really? How much is mine, how much is theirs?"
- ✓ You do not have to like someone in order to resolve a conflict with them. You did not join the company because you liked everyone. Resolving conflict is about putting aside your likes and dislikes

Give, receive and use feedback:

- ✓ Avoid looking to blame when things go wrong
- ✓ This leads to us being hyper critical and oversensitive to criticism at the same time
- ✓ Try to 'celebrate' mistakes as an opportunity to learn

Balance being supportive and directive:

- ✓ The trust dynamic is a skill that balances the capacity for being supportive with the capacity for being direct:



Mark Kahn

Cooperative power:

Power is expressed in many forms. Nature has it, organisations have it and groups have it. Power is neutral. The way it is used makes it constructive or destructive. "Ultimate Power" is the ability to produce the results you

Common power bases:

Reward
Punishment
Position
Information
Expertise
Relationships

desire most and create value for others in the process. Real power is shared, not imposed.

Anthony Robbins

Ask yourself these questions and write down the thoughts:

What does power mean to you?

What role does power play in your life?

Who has power over you?

Who do you have power over?

Around whom do you feel powerful?

Around whom do you feel powerless?

How do you give away your power?

Withdrawals

(20 mins)

Ask participants to answer the five questions

Pair up in different pairs and discuss answers

Compliance
(20 mins)

Ask participants to write down answers to questions

Pair up and discuss

Ladder of Inference
(10 mins)

Practices for Withdrawns

Victim consciousness involves allowing the world to control your experience. It is not that you have victim consciousness, but how quickly and effectively you can get out of it that matters.

Take courage:

- ✓ Without courage we are doomed to function primarily in our dramas. It takes courage to risk being honest, open and direct. Courage requires us to express our authenticity and our individuality in ways that enable us to become skilful in the face of conflict

Desire to grown and learn from adversity:

- ✓ Life is often a choice between two things: grow or stagnate. Adversity is an opportunity for growth. There are enormous benefits to be gained from pain and struggle, suffering and sadness. When we use these opportunities we transform our lives.

Get into your body:

- ✓ There is a release of energy in the body when you remember or label accurately for the first time something that is hard to bring to your conscious mind.
- ✓ We release emotions by talking things over with friends, playing sport, going for walks, dancing, screaming or singing in the car, throwing pillows at the wall, or rhythmically hitting a mattress.

Managing emotions:

- ✓ For most people emotion is the first sign that discussion has become conflict. Resolution is blocked if the emotions are not handled well.

Think of a recent time when you felt angry, hurt or frightened:

Why was I feeling so angry, hurt or frightened?

What did I want to change?

What could I have needed or done in order to let go of that feeling?

Whose problem was it really? How much was mine, how much was theirs?

Five goals to pursue for communicating emotions:

- ✓ Aim to avoid the desire to punish or blame. What action can I take?
- ✓ Aim to improve the situation. What action can I take?

- ✓ Aim to communicate your feelings appropriately. What action can I take?
- ✓ Aim to improve the relationship and increase communication. What action can I take?
- ✓ Aim to avoid repeating the same situation. What action can I take?

(If communication is not appropriate, what other action can I take?)

"Everyone can win. How to resolve conflict"
Helena Cornelius and Shoshana Faire

It takes strength to be certain
It takes courage to have doubts

It takes strength to fit in
It takes courage to stand out

It takes strength to share a friend's pain
It takes courage to feel your own

It takes strength to hide your pain
It takes courage to show it and deal with it

It takes strength to stand guard
It takes courage to let down your guard

It takes strength to conquer
It takes courage to surrender

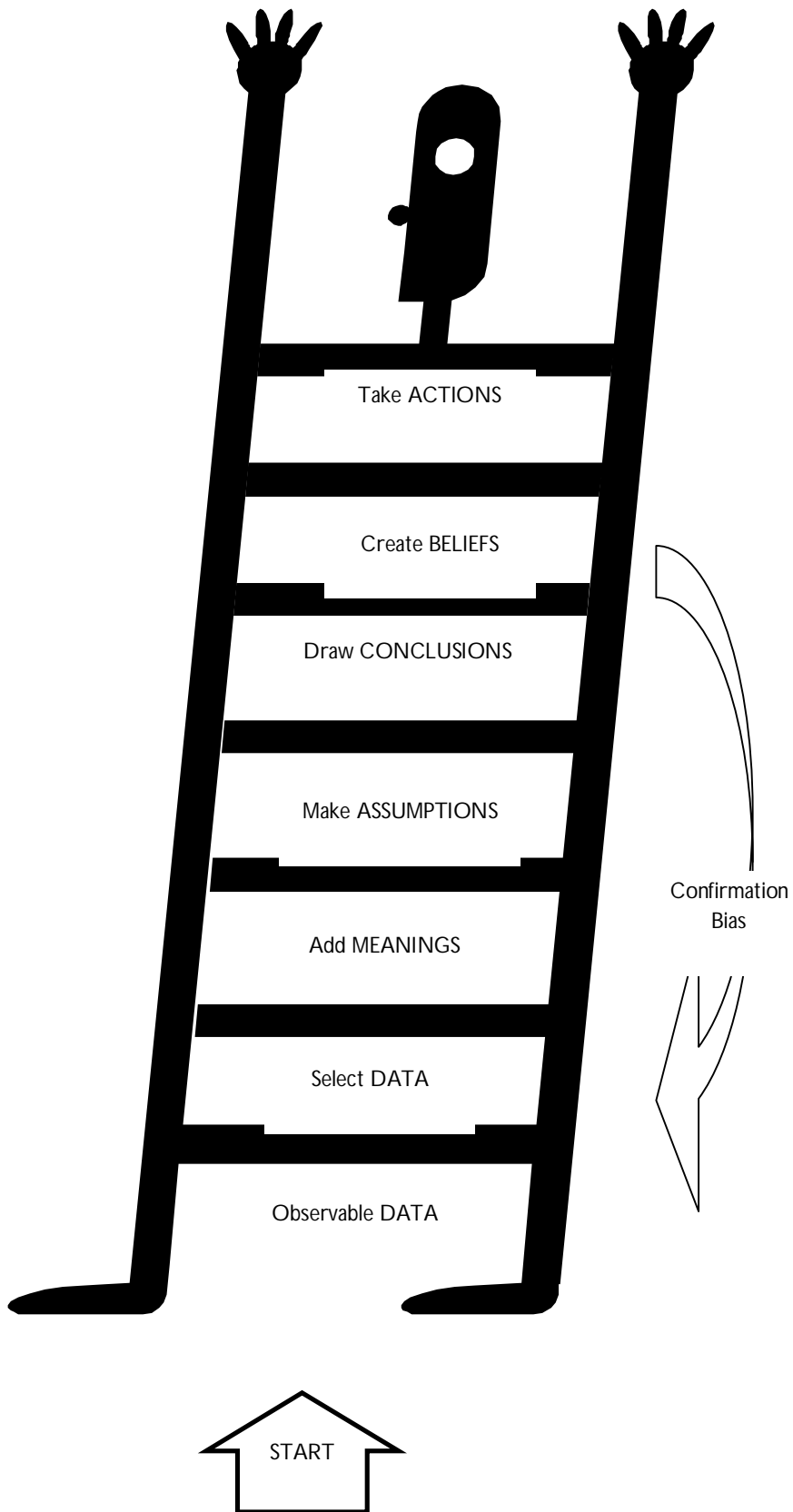
It takes strength to endure abuses
It takes courage to stop them

It takes strength to stand alone
It takes courage to lean on a friend

It takes strength to love
It takes courage to be loved

It takes strength to survive
It takes courage to live

Ladder of Inference



Originally developed by Chris Argyris, and subsequently presented in Peter Senge's "The Fifth Discipline: The Art and Practice of the Learning Organization.")

What in my history influences the way I deal with conflict?
(20 mins)

Ask participants to pair up again and discuss

'How did I experience conflict in my home when I was growing up?'

Trust Model

(10 mins)

Case study

(20 mins)

Ask participants to read the short case study.

In groups of three, answer the questions

Four Agreements

(10 mins)

Billy the Robot

(10 mins)

Ask a volunteer to read

Check out

(20 mins)

Go around the room and say what you are going to do differently as a result of today.

Make it something that no one else has said.

Feedback

(10 mins)

Honest feedback is one of the greatest gifts you can give someone, so please fill it in honestly.

Trust Model



*Write the wrong things that are done to you in sand,
but write the good things that happen to you on a piece of marble.
Let go of all emotions such as resentment and retaliation, which diminish you,
and hold onto the emotions such as gratitude and joy, which increase you.*

Case study

Jane works as a clerk in a retail store. She believes that her shift manager, June, frequently engages in personal activity, such as talking with friends and taking long lunch breaks, while on the clock. Last Friday, June left the store for several hours, leaving Jane alone in the store. Upon June's return, Jane asked June where she had been. June refused to answer, and the two did not speak during the remainder of Jane's shift. After work, Jane talks with her friend Steve:

- Jane:* June left me alone in the store again today. I was supposed to stock, but I had to run the cash register and answer the phone. I'm not paid well enough to do her job and mine, too...
- Steve:* What a pain! I think you should take long breaks while she's there. How can she complain? You could tell on her for taking long breaks. You're a great employee, they treat you like dirt.

On Monday Jane talks with a different shift manager, Amy, who seeks information about the problem from an insider's perspective.

- Jane:* I was alone in the store Friday while June was gone. I had to run the register and stock and I don't like to be left alone...
- Amy:* Where did June go?
- Jane:* I don't know where she went but she left with her friend at lunchtime and didn't return until 4:00pm – the end of my shift.
- Amy:* Does June leave often?
- Jane:* She leaves early at least a couple of times a week, and her friends come in frequently and they go on break or stand back in the office and talk.
- Amy:* Is it affecting sales?
- Jane:* Well I don't know – I try to take care of everything, but I can't wait on people and stock too. Sometimes people are waiting in line.
- Amy:* I think you need to discuss the situation with Sarah, the store manager.

Discussion:

- ✓ What is the nature of the conflict?
- ✓ Why does Jane talk to Steve?
- ✓ Why does Jane talk to Amy?
- ✓ What help or assistance does Jane get from Steve that may help her resolve the conflict?
- ✓ What help or assistance does Jane get from Amy that may help her resolve the conflict?
- ✓ Does Jane change the way she describes the problem when talking to Amy?
- ✓ What are the potential problems associated with the third-party conversations with Steve and Amy?
- ✓ What should Jane do next?

Four agreements for conflict



Don't take anything personally

Nothing that others do is because of you. What others say and do is a projection of their own reality



Always do your best

Your best is going to change from moment to moment - it will be different when you are healthy as opposed to sick. Under any circumstances, simply do your best and you will avoid judgement, abuse and regret



Be impeccable with your word

Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others

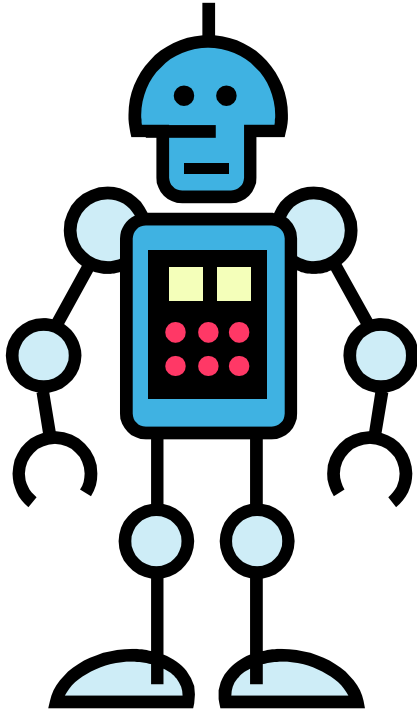


Don't make assumptions

Ask questions and get others to express what they really want. Communicate with others as clearly as you can to avoid misunderstandings

*Adapted from " The Four Agreements"
Don Miguel Ruiz*

Billy the Robot



Billy is a robot, a big new shiny Robot. He had a set of buttons on his chest. When the children push the green one he laughs, when they push the orange one he cries, when they push the blue one he is sad and when they push the big red one he gets very, very angry. The children laughed and laughed as they pushed the buttons and Billy did his tricks, first sad, then angry, laughing then crying.

At first Billy enjoyed these games, he liked playing with the children and making them laugh and doing exactly what they wanted. He had only just come from the shop and this was much more fun. After a while however Billy began to wish he could choose when to be sad, and when to be happy.

So one night Billy got a screwdriver from the garage and took the shiny plate with the big buttons off his chest. He then carefully turned it round so that the buttons were on the inside where only Billy could find them. When the Children got home from school they were surprised to find Billy's button had gone. But they soon found out that Billy was much more fun when he chose to be sad or happy. And Billy was very, very happy now because no one ever made him sad, or happy or cry again because he decided what mood to be in because he was in charge of his own button. Are you?

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<http://www.jasonmahoney.com/metaphor/stories/015.htm>

Mastering Conflict at Work Evaluation

Name (optional)

Date

What two or three things have been of most value to you and why?

As a result of this workshop, what will you do differently?

What do you think we could have included?

What would you like us to have left out?

What would you say to other people about this workshop?

What feedback would you like to give the facilitator?

And lastly, out of interest, what conflict style type are you? (please tick)

Assertive

Compliant

Withdrawn

And what Enneagram type are you? (please tick)

1

2

3

4

5

6

7

8

9

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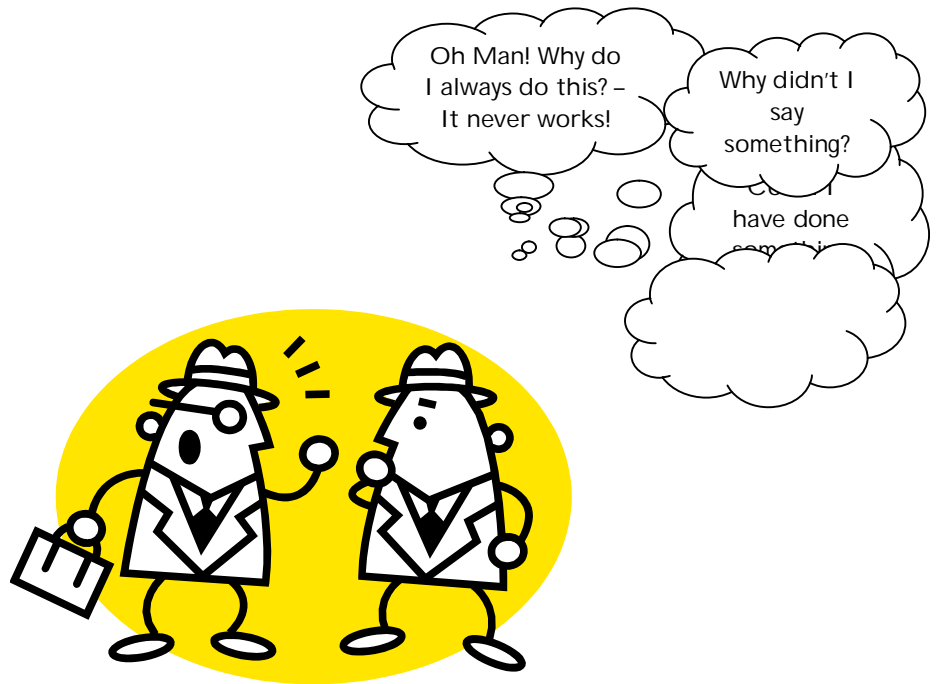
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Annexure 3 Invitation to Conflict Workshop

**Does work
conflict
leave you
seeing red?**



How often has it happened that you experience conflict with a colleague, a customer or supplier and afterwards think “Why did I deal with this like that? Did I just catch myself doing what I always do? Is there a better way for me to have managed this?”

In your feedback from both the Depth Learning and the Find Your Voice workshops, the most requested topic for the next round of workshops was dealing with conflict. And so, we are delighted to invite you attend this next phase of learning and growth, which we are calling ‘Mastering Workplace Conflict’.

Building on what we have learnt at previous workshops, we have designed this workshop to be fun, interactive and to provide opportunities for meaningful and sustained behavior change. This workshop is designed so that we can observe how we deal with our every-day conflicts, establish if these ways serve us and, most importantly, learn more constructive ways to master differences.

Mastering Workplace Conflict Group Feedback Annexure 4

COMPLIANTS	WITHDRAWNS	ASSERTIVES
<ul style="list-style-type: none"> • Be sensitive to our feelings • Be open minded • Listen to us • Compromise – meet us half way • Know we mean well and want a solution • Give us constructive criticism • Don't prolong the conflict and give us openness and honesty • Don't over-power us • Please listen • Give us time to think • Focus on the facts – not personal issues • Avoid bringing up past issues • Use high principles in debate • Be respectful 	<ul style="list-style-type: none"> • Treat us with respect and honesty • We need to feel trusted before we will open up • Don't attack or be demanding of us • Be aware of your tone and body language • Be direct • Prefer to deal with Compliers to Aggressives in negotiations • Aggressives risk making poor decisions by not listening to us • Be sensitive to our feelings • Our family/upbringing has influenced our reaction to conflict. • Listen to us carefully 	<ul style="list-style-type: none"> • Stick to the facts • Avoid irrelevant stuff • Your aggression will escalate our aggression • Stay unemotional • Get to the point • Say it straight • Don't raise your voice first • Watch your body language or we might retaliate • Give us 'cool down' time • Don't bog us down with emotional details • Stick to logic • Hear my full view before responding to me • Don't interrupt me • Make sure of your fact – don't 'bullshit me' • Don't attack us -

<p>towards us</p> <ul style="list-style-type: none"> • Concede the point to us where we have agreed on an issue • Acknowledge our contribution to the debate • We want resolution • Give us constructive criticism • Don't withdraw from us – we want to hear you • Don't over-power us or get too excited • Please listen to us • Give us time to think • Focus on the facts not our personal issues • Don't open old wounds – let by-gones be by-gones • Its how you say it, not what you say • Don't pretend to be nice to us in an effort to make conflict go away • Bring things into the 	<ul style="list-style-type: none"> • We need time to recharge • Don't be an 'empty vessel with much noise' • Respect us and our feelings • Be sensitive to us • Appeal to our moods – read our body language • Give us clear guidelines • Wake us up • Give us an activity • Ask for our input • Harness our creativity • Encourage us to keep flowing with ideas • Remind us to go into action after a discussion • Have one on ones with me, not in groups - I don't want to hurt you, and I don't want to be hurt 	<p>attack the issue</p> <ul style="list-style-type: none"> • Acknowledge our ideas – be open to suggestions • Don't ignore us • Ask questions • Facts are more important than emotions • See the bigger picture • Don't decide for us • We want your honesty – not to be judged • Don't' attack me, because I will fight back • Don't start with what I did wrong, because I will defend myself. Start with what I did right • Don't ask why I am shouting, ask me what's wrong • Choose your timing • Don't patronize me, say it as it is • Don't feel threatened
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<p>open</p> <ul style="list-style-type: none"> • Listen and respect our feelings • Acknowledge what I have said • Be upfront and direct • Be honest and sincere - No hidden agendas and no manipulation • Be positively critical • Don't be narrow minded - Really listen to the facts I am telling you • Have one on ones with me • Ask the right questions • Give me a chance to put my point across • Focus on fact, not feeling • Take me seriously • Be very honest with me – don't make excuses. • Don't patronize me – Don't talk down to me. • Listen to my 	<ul style="list-style-type: none"> • Give me options or choices of ways in which we can deal with the conflict • Be aware that I will take things personally, so be careful about how you say things • Give me space • After a while, come and find me, but really work hard at bringing me out – listen and take me seriously • Don't attack me where I'm emotionally vulnerable. • Allow me time to gather facts and think about things before I respond to you. • Ideally I want time out before I respond to you. • Talk to me in private – I am sensitive to others reactions. 	<p>by me – I am just empassioned by life.</p> <ul style="list-style-type: none"> • Don't withdraw from me. • Come back at me with your argument. • I want to be challenged. • Want your immediate response. • Don't make excuses when things go wrong – just tell it to me like it is. • Remember, I am always right! • Be upfront and straightforward • Don't try to control me • Don't make decisions for us or agreements based on your assumptions about us • We like our own space too sometimes • Our trust is hard to earn, and once broken, difficult to rebuild • Say it like it is
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<p>opinions before you disagree with me.</p> <ul style="list-style-type: none"> • Give it to me straight and specific i.e. the facts • Be rational • Be careful how you use emotions – don't manipulate me • Be direct – give me the facts • Be honest – honesty is about facts • Don't shout at me – speak calmly and clearly – so I can get all the information • Be clear about what you are saying • Respect my opinion and what I have to say - don't ignore me • Don't shout • Follow the rules • Be open minded • Share your problems • Give me positive criticism • Be honest and open 	<ul style="list-style-type: none"> • Avoid any emotional attack. • When I go quiet on you, ask me for my opinion. • You may use humor to diffuse a situation. • Don't shout at us – we will withdraw • Don't interrupt us – we want to be listened to • Just because we have withdrawn, doesn't mean you have won • We don't like saying things that will hurt others, so don't hurt us • Pay attention to us • Take the initiative to come to me • Give me prior knowledge of the issue so that I can prepare • Manage your anger, don't get cross with me 	<ul style="list-style-type: none"> • Don't interrupt • Know your facts • Sort it out now • Don't ignore the problem or me
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<ul style="list-style-type: none">• Give me the facts• Listen to my ideas• Don't take it personally or be emotional	<ul style="list-style-type: none">• Give me room and space• Listen to my feelings	
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ANNEXURE 5

ENNEAGRAM CARD DESCRIPTORS

TYPE 1

Critical

Can find fault with self and others

Perfectionist

What matters needs to be corrected

Idealistic

Holding strong views on how things should be

Self-Disciplined

When committed will follow through for self and others

Opinionated

Holding strong views on how things are

Impatient

Needing to take action immediately

Principled

Having strong belief systems

Irritable

Experience stress when things go wrong

Responsible

Taking care of that which matters

Serious

Having a steady intention and not getting side-tracked

TYPE 2

Caring

Concern for others' needs and well being

Closeness to Others

Express warmth by touching others – physically or emotionally

Generous

Enjoy giving to others

Flattering

Keen to give others compliments

Empathetic

Give sympathy in a genuine way

People-Pleasing

Needing to satisfy others' needs

Thoughtful

Often find ways to make others happy

Compassionate

Care deeply about others' pain

Nurturing

Wanting to give advice and care for others

Selfless

Sometimes neglect self for others

TYPE 3

Competent

Able to do many things well

Performance-Driven

Focused on results

Charming

Able to win others over with ease

Competitive

Winning at what matters

Confident

Strong belief in self

Pragmatic

Getting things done in most practical way

Ambitious

Achieving results through self and others

Adaptable

Can easily change depending on circumstances

Image Conscious

Aware of how others view oneself

Role Model

Others sometime look up to one as a positive being

TYPE 4**Intuitive**

Can feel or sense things easily

Creative

Think about or do things differently

Emotional

Often feel things deeply

Imaginative

Use imagination to heighten feelings and emotions

Dramatic

Feels emotions deeply and may act out accordingly

Passionate

Feel things deeply and strongly

Introspective

Quiet and thoughtful

Moody

Can become temperamental

Sensitive

Easily hurt by others

Special

Feeling different to others

TYPE 5

Observant

Notice things which others may ignore

Curious

Wanting to know more about what is of interest

Unsentimental

See things on an objective level

Private

Enjoy time alone with own thoughts

Pre-occupied

Busy with own thoughts

Independent

Able to cope alone

Exploratory

Wanting to find out how things work

Expert

Knowing things at a deeper level

Focused

Can spend uninterrupted time on one thing

Analytical

Exploring things of interest to see how they work

TYPE 6

Reliable

Others can depend on one

Organised

Effort is made to have things run smoothly

Doubting

Can waiver in making choices

Worrying

Spend energy on thinking what can do wrong e.g.relationships or projects

Cautious

Careful about committing to people/ideas

Loyal

Once a true friend, it is for life

Blaming

Can find fault with self or others

Negative

Of self and others

Suspicious

Others need to prove themselves first before allowed in

Prepared

Plan for the unexpected

TYPE 7**Spontaneous**

Will easily respond to stimulus

Adventurous

Enjoy exploring new things

Opinionated

Can be perceived as superior by others

Scattered

May lose thoughts, objects or direction

Impatient

Wanting things to happen instantly

Escaping

Inclined to find an easy way out of difficulty or pain

Excessive

May over-indulge e.g. food, substances or experiences

Optimistic

Inclined to see bright side of life

Outgoing

At ease in meeting new people and expressing self

Seeking Variety

Enjoyment from different people, experiences or places

TYPE 8

Strong

Resilient – bounce back after difficulties

Straight-talking

Others may at times be offended

Wilful

Wanting to do things own way

Show anger

Easily express angry feelings

Resourceful

Will find a way out of difficulty

Shrewd

Street-wise in finding solutions

Assertive

May walk over others

Inspiring

Can get others to buy into a vision

Heroic

Can sacrifice self for others

Territorial

Requiring room to move and control of own space

TYPE NINE

Patient

Able to wait for an appropriate outcome

Relaxed Appearance

Don't visibly get worked up about things

Day Dream

Can get lost in own thoughts

Non-Reactive

First check the facts before reacting to problems

Stubborn

Sometimes choose to do nothing about a situation

Serene

Enjoy peacefulness

Diplomatic

Will not upset others unnecessarily

Passive-aggressive

May show anger in hidden ways

Resigned

Avoid controlling or staging an outcome

Easy Going

Avoid conflict and often negotiate for peace