



Excerpt from

What Type of Leader Are You?

***Using the Enneagram System to Identify and Grow Your Leadership Strengths
and Achieve Maximum Success (McGraw-Hill, April 2007)***

Part 2

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This article, the second of three for the Enneagram Monthly, contains excerpts from chapter 3, “Strive for Self-Mastery,” and highlights Enneagram Styles Two, Five, and Eight. Part III, which will appear in next month’s issue, includes excerpts from chapter 7, “Make Optimal Decisions” -- with a focus on Enneagram Styles Four, Seven, and One -- and the last few paragraphs from the book’s conclusion, “Stretch Your Leadership Paradigms.”

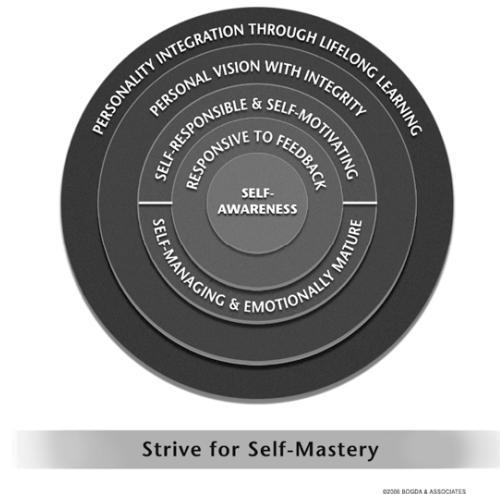
Chapter 3: “Strive for Self-Mastery” Excerpt

Emotional Intelligence (EQ) is fast becoming the single greatest predictor of leadership success across the globe, and Self-Mastery is the key element of Emotional Intelligence. Imagine an organization in which leaders are respected and have integrity, know both what they’re good at and the areas in which they need to develop, and take responsibility for selecting the best developmental opportunities for themselves. With leadership succession and scarcity being one of the greatest challenges for all organizations, the need for leaders who Strive for Self-Mastery has never been greater.

Self-Mastery refers to your ability to understand, accept, and transform your thoughts, feelings, and behavior, with a full understanding that each day will bring new challenges that are in fact opportunities for your self-development. Self-Mastery is not about controlling yourself; it is about becoming an expert on yourself through a commitment to honest self-reflection and the ongoing process of learning and growing from your experiences.

Having the ability to Strive for Self-Mastery means that you are skilled in the following six Competency Components:

1. Demonstrating a deep level of self-awareness
2. Responding to feedback in meaningful ways
3. Being self-responsible and self-motivating
4. Demonstrating self-management and emotional maturity
5. Possessing integrity that is aligned with your personal vision
6. Being committed to personality integration through lifelong learning



As you read further and reflect on the following six Competency Components of Strive for Self-Mastery, rate yourself in each area on a scale of 1 to 5. This will help you determine your areas of strength as well as the areas needing development.

The Six Competency Components of Strive for Self-Mastery

Component 1: Demonstrating a deep level of self-awareness

Being aware of your thoughts, feelings, and behaviors when they are occurring, rather than denying them or having a delayed reaction to them; appreciating your strengths and gaining insights from your mistakes; being sensitive to your impact on others; knowing when you are projecting your own thoughts and feelings onto other people, and taking responsibility for this; and having neither an over-inflated nor an undervalued sense of self-worth.

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|-----|---|---|---|---|------|
| Low | | | | | High |
| 1 | 2 | 3 | 4 | 5 | |

Component 2: Responding to feedback in meaningful ways

Seeking feedback from multiple sources, intentionally including people who may have something negative to say; being equally receptive to positive and negative feedback; differentiating useful feedback from someone's biased opinion; responding to feedback with a willingness to understand the information and take action when needed; being open to discuss your shortcomings and undergo coaching; and listening to and checking with others before forming final judgments and taking action.

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|-----|---|---|---|---|------|
| Low | | | | | High |
| 1 | 2 | 3 | 4 | 5 | |

Component 3: Being self-responsible and self-motivating

Taking full responsibility for your own thoughts, feelings, behavior, and performance; being forthcoming about your own deeper motivations; being able to realistically differentiate your own areas of personal responsibility from those of others in both positive and negative situations; seeking to problem solve when things go wrong rather than

blaming others; having an internal locus of control rather than being other-directed so you do not feel victimized by other people and events; feeling personally powerful enough to make things happen; being energized by tough challenges and able to take constructive action; and being generous with your time and resources, while also taking care of yourself.

Low High
1 2 3 4 5

Component 4: Demonstrating self-management and emotional maturity

Displaying thoughtful emotional and behavioral responses, rather than being reactive or acting impulsively; being flexible, clear, and handling change in productive ways; making wise decisions even when it is not possible to have all the information or the total picture, or when the information is ambiguous, negative, or personally troubling; staying open and receptive when things don't go as you expected; being considered mature by a wide variety of people; maintaining equilibrium under pressure and helping keep others calm in a crisis; encouraging honest debate while also willing to end a discussion and move on; and being sensitive to issues of fairness, due process, and effective pacing when interacting with others and taking action.

Low High
1 2 3 4 5

Component 5: Possessing integrity that is aligned with your personal vision

Having a personal vision that is values-based and includes an understanding of what you want out of life and work; adhering to a set of core values in both normal and challenging situations; showing courage and tenacity, particularly in times of duress; being committed to truth-telling and to transparency of thought, feeling, and action; being able to select the right time and place and the most effective amount of disclosure both about yourself and work situations; keeping confidences and being trusted by a wide variety of people; being looked to by others for direction in times of crisis; not misrepresenting yourself for personal gain; following through on what you say you will do; and being steady and consistent.

Low High
1 2 3 4 5

Component 6: Being committed to personality integration through lifelong learning

Effectively using your analytical capacity, emotional intelligence, and ability to take action; staying committed to working on improving yourself by leveraging (but not overusing) your strengths, developing your weaker areas, and compensating for any real limitations by utilizing the talents of other people; taking full responsibility for creating and implementing your development plan; sharing your knowledge willingly and being able to learn from others; continuously reflecting on your experience in order to understand yourself and make self-improvements; and knowing when you need to get help from others and being willing to do so.

Low High
1 2 3 4 5

We are all at different stages of self-mastery. No matter what your current level, there is always room to grow and to strengthen your capacity. Self-mastery is an ongoing, never-ending process. Along the way, you will experience periods of great insight and personal movement, and you will also encounter times when you feel frustrated and stuck. During periods of duress, you may even find that your self-mastery level slips. This happens to many people and is not a cause for concern. The insights of the Enneagram and the recommended development activities will help you use difficult times as an opportunity for self-development. Even at times when it may appear that no progress is being made, if you have patience, you will often find these periods actually produce the greatest growth of all.



The following chart shows the three levels of self-mastery¹ -- low, moderate, and extreme -- and describes how individuals behave at each stage with respect to the Competency Components of Striving for Self-Mastery. For the purpose of greater clarity, the six Competency Components are subdivided into the following categories: Self-Awareness, Responsiveness to Feedback, Self-Responsibility, Self-Motivation, Self-Management, Emotional Maturity, Personal Vision, Integrity, Personality Integration, and Lifelong Learning Commitment.

¹ The Enneagram authors who created and developed the Levels of Development, which can be applied to the issue of self-mastery in leadership, are Don Richard Riso and Russ Hudson in their books, *Personality Types* and *The Wisdom of the Enneagram*. The following material has its genesis in their work, which I am grateful to have their permission to use.

| Self-Mastery Component | Low Self-Mastery | Moderate Self-Mastery | Extreme Self-Mastery |
|---|--|--|--|
| General Behavior | Exhibits reactive, unproductive behavior most of the time; demonstrates minimal personality integration | May be aware of own inner experience, but responds out of habit more often than not; demonstrates some degree of personality integration | Highly aware of own inner experience and able to respond out of choice in productive and highly flexible ways; demonstrates a high degree of personality integration |
| Self-Awareness Self-awareness involves the capacity to be self-observing (being conscious of one's own thoughts, feelings, and behaviors while these are occurring) | Unaware of own thoughts, feelings, and behaviors and/or dishonest about true motivations; not self-observing | Can be self-aware, although does not routinely put a high priority on this; has more difficulty being self-aware under duress; is intermittently self-observing | Routinely accesses and is honest about own thoughts, feelings, and behaviors; has realistic self-image; able to be self-observing most of the time |
| Responsiveness to Feedback | Defends against, denies, and ignores feedback and/or blames others when criticized | Sometimes responds effectively to feedback, but can also under- or over-respond | Welcomes feedback and uses it constructively; can distinguish between accurate feedback and biased opinion |
| Self-Responsibility | Has distorted perceptions of own motivations; sees others as causing his or her behavior; projects own thoughts and feelings onto others | Can act self-responsibly; under duress, has difficulty differentiating own responsibility from that of others | Takes full responsibility for own actions |
| Self-Motivation | Either unmotivated or motivated by negative factors such as internal fears or external threats | Partially self-motivated; often expects others to be the motivating force | Highly self-motivated and self-determining |
| Self-Management | Overcontrolled or out of control; behavior highly reactive | Sometimes makes conscious choices, but more often acts as if on automatic pilot | Highly self-managing rather than reactive or acting out of habit; is in control without being controlled or controlling; makes conscious and constructive choices |
| Emotional Maturity | Perceives self as victim | Fluctuates between personal reactivity and the ability to have perspective on self, others, and events | Mature in almost all situations; can rise above personal responses to understand multiple factors and perspectives affecting the situation |
| Personal Vision | No personal vision or has a negative vision | Unarticulated or oversimplified personal vision | Clear, positive personal vision |
| Integrity | Behaviors and actions inconsistent with values, or has destructive values | Generally positive values, but behavior not always consistent with values | Has positive values and "walks the talk" |
| Personality Integration | Behavior reflects a low level of accurate self-knowledge as well as incongruity among thoughts, feelings, and behaviors | Behavior reflects intermittent self-knowledge and/or an overemphasis on thoughts, feelings, or actions; behavior not always congruent with feelings or stated intentions | Behavior demonstrates a high degree of self-knowledge and is congruent and integrated with thoughts and feelings |
| Lifelong Learning Commitment | No commitment to self-development or lifelong learning | Moderate to low commitment to self-development; engages in self-development when under duress | High commitment to ongoing self-development, demonstrated through continuous action |

Enneagram Dimensions of Strive for Self-Mastery

The Enneagram dimensions of Strive for Self-Mastery are described on the following pages for each of the nine Enneagram styles, including behaviors at the three different levels of self-mastery -- low, moderate, and extreme. For each Enneagram style, the descriptions are followed by three specifically designed self-development activities. As you read the activities in this chapter suggested for your Enneagram style, ask yourself this question: *Which of the activities will be the easiest for me to do?* This activity will give you incremental benefits. Then ask yourself the following question: *Which of the activities will be the greatest stretch for me?* This activity will accelerate your development.



Enneagram Style
GIVING

ENNEAGRAM STYLE TWOS

Twos want to be liked, try to meet the needs of others, and attempt to orchestrate the people and events in their lives.

Descriptions

| Descriptions | |
|-----------------------|--|
| Extreme Self-Mastery | <p>The Humble One</p> <p>Core Understanding: there is a profound purpose to everything that occurs that is independent of one's own efforts. Enneagram Twos with extreme self-mastery do not give to get, and they do not feel a need to reinforce their self-worth by getting others to like them and orchestrating other people's lives. Gentle, generous, humble, inclusive, and deeply compassionate, they give simply to give and express their own deeper needs directly. Their sense of well-being and warmth draw others to them.</p> <p>Example: Before the age of 35, Maurice would have avoided or felt hostile toward people who criticized him or made excessive demands on him. However, after doing a great deal of self-development work, Maurice found that when these situations occurred, he was able just to listen to the kernel of wisdom in a criticism, say no nicely to demands he could not meet, and carry no lingering resentments when others did not follow his advice.</p> |
| Moderate Self-Mastery | <p>The Friend</p> <p>Core concern: feeling valuable, liked, needed, appreciated, and worthy</p> <p>Twos with moderate self-mastery often have many friends and/or are at the center of social groups or institutions. They read people well and tend to engage others through flattery, attention giving, doing favors, and other forms of interpersonal behavior -- such as showing warmth -- that are sometimes sincere, but sometimes not. They may also be emotional, aggressive, and hovering. Having difficulty saying no, they often orchestrate interpersonal dynamics behind the scenes. They can be compassionate and helpful, often offering useful advice that they expect others to take.</p> <p>Example: If Jill had a negative feeling about someone, the person wouldn't know it unless he or she was part of her inner circle. With this group of friends, Jill shared what she really thought about everyone, and these comments were often far more negative than any comments she expressed directly to the individuals involved.</p> |

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| Low Self-Mastery | <p>The Manipulator</p> <p>Core fear: being unwanted, discarded, and intrinsically unworthy</p> <p>Twos with low self-mastery can be master manipulators, using guilt, blame, or shame to control others. These Twos fall into psychological despair, then try to make the other person feel responsible. When their efforts are thwarted, these Twos will use full force to get what they want, but will take no responsibility for their unproductive behavior.</p> <p>Example: Although Vince had been a well-respected executive coach, Vince felt threatened when the organizations with which he worked began to use other coaches as well. He not only became more prescriptive and controlling with his clients, he also began to systematically undermine his competitors with people he knew in the client organization.</p> |
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Development Stretches for Twos

Spend time alone. Engage in solo activities that allow you either to reflect or to do nice things for yourself (self-nurturing). When alone, Twos have a tendency to maintain contact with others through e-mails, phone calls, or even just thinking about someone else. Time spent truly alone will give you the chance to pay more attention to your inner experience instead of continually diverting your focus to others.

Ask yourself: *What do I really need?* Becoming more aware of your feelings can lead to greater clarity about your true needs. Ask yourself what you need repeatedly until your answers become deeper. Or, ask yourself the simple question, *What am I feeling right now?* and explore these feelings in depth. This latter question is important because Twos tend to repress their feelings -- that is, when they have a feeling, they may either not acknowledge it or underestimate its depth and intensity.

Examine the ways in which you give in order to get something in return. Make a list of everything you have done for other people in the last week, whether that's bringing someone home from the hospital or listening longer than you may have desired. Next to each item, write down what you wanted in return. Continue this list for several weeks. You may find that your behavior changes simply from becoming more aware of giving to get. If not, then reflect on the price you pay for continuing this behavior.



ENNEAGRAM STYLE FIVES

Fives thirst for knowledge and use emotional detachment as a way of keeping involvement with others to a minimum.

Descriptions

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| Extreme Self-Mastery | <p>The Integrated Wizard</p> <p>Core understanding: true wisdom involves an integration of thoughts, feelings, and action and comes from direct experience</p> <p>When Fives have done the personal work of learning to fully experience their feelings in the moment and to completely engage in life rather than observing it from afar, they become lively, spontaneous, joyful, and imaginative. Their wisdom comes from the full integration of the head, heart, and body. These Fives have moved beyond a primarily cerebral way of existence into a state of contagious zest for ideas, feelings, and experiences.</p> <p>Example: From what everyone can observe directly, Tina is very different from what she was like two years ago. After having engaged in some deep personal development work following marital difficulties, Tina is now animated, interactive, and expressive. She is also an excellent listener, one who listens with her heart as well as her head, and people constantly seek her out for personal advice.</p> |
| Moderate Self-Mastery | <p>The Remote Expert</p> <p>Core concern: conserving inner resources and energy, maintaining privacy, and accumulating knowledge in order to feel competent</p> <p>At the mid-level of self-mastery, Fives appear remote and private, guarding their time, energy, and autonomy and disliking surprises. They avoid situations in which they are likely to be the center of attention, as well as circumstances that require them to reveal personal information. Detached from their feelings of the moment, they are able to reconnect with their emotions later, when they are alone and feel comfortable. Hungering for knowledge about anything that interests them, they keep their needs to a minimum and tend to be guarded and controlled, although they can be highly spontaneous with the few people they trust.</p> <p>Example: At the self-development training program in which Troy was a participant, he said very little. When he did speak, everyone sat back and listened closely; they were curious about him. During breaks and at lunch, Troy kept to himself, standing alone or coming to the dining room after everyone was already seated. The only time anyone saw him appear extremely uncomfortable was when another program participant said to him, “Troy, tell us something about yourself. We hardly know you.”</p> |

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| Low Self-Mastery | <p>The Fearful Strategist</p> <p>Core fear: being helpless, incapable, depleted, and overtaken</p> <p>At the lowest level of self-mastery, Fives become frightened, withdrawn, and isolated. Hostile and haunted, they come to believe that others are planning to do them harm; as a consequence, they will plot and scheme how to harm others as a way of circumventing what they imagine will be done to them. Secretive and implosive, they remove themselves from interaction with others and have extremely limited access to their own feelings. Their minds become so overactive that their mental processes seem out of control, even to them.</p> <p>Example: Emily, an attorney, felt extremely threatened when the firm hired Scott, an outgoing lawyer with a long client list, to work in her department. Within three months, he had established more positive relationships with other lawyers in the firm than Emily had done in three years. Concerned that Scott appeared to be a superstar, Emily did everything she could to undermine him. For example, she refused to work with him on cases or allow him to use the department's paralegal staff, and she made derogatory comments about him to clients and to anyone in the firm who would listen to her.</p> |
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Development Stretches for Fives

Allow yourself to need others. Each week, think of one thing you can't provide completely for yourself and that you therefore need from others. Then think of someone who might be able to provide this for you, and ask that person if he or she will do so. What matters most is not whether the person says yes, but that you identify a need and then ask for it to be met.

Connect with and express your feelings. For two or three days, every hour on the hour, ask yourself this question: *What am I feeling right now?* Don't settle for a one-word answer. Then ask this: *And what else am I feeling?* After three days, continue asking yourself both questions, but do so at those times when you are aware that you are becoming extremely analytical. These moments of extreme analysis may be covering over your feelings.

Increase your capacity to engage rather than to withdraw. When you attend any sort of social gathering, force yourself to stand or sit right in the middle of where people are interacting. When you do this, look at other people and smile, which will encourage them to approach you. When they do, engage in interaction by asking a question or telling them something about yourself.



ENNEAGRAM STYLE EIGHTS

Eights pursue the truth, like to keep situations under control, want to make important things happen, and try to hide their vulnerability.

Descriptions

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| Extreme Self-Mastery | <p>The Truth Seeker</p> <p>Core understanding: vulnerability and weakness are part of being human, and multiple truths must be assimilated in order to reach the real truth</p> <p>The challenge for Eights who seek extreme self-mastery is to learn to manage their vast energy and reservoir of anger by fully acknowledging their long-hidden vulnerability. When they have accomplished this, Eights are generous, strong, open-hearted, and open-minded. Although still direct and honest, they speak from the heart and head as well as from the gut, and they solicit and embrace differing opinions. Their protectiveness of others is gentle rather than controlling, and they are grounded, warm, and deeply confident.</p> <p>Example: The first time Edward became tearful in public, he felt deeply embarrassed and didn't even know what was bothering him. His strong and brave façade was crumbling, and he worried that he was falling apart and losing everyone's respect. This event, however, catapulted Edward into a deep level of introspection, and Edward emerged as a deeply confident, gentle, and empathic person, one whom others would go to for a sympathetic word, a keen insight, and a feeling of being safe.</p> |
| Moderate Self-Mastery | <p>The Immovable Rock</p> <p>Core concern: self-protection and showing weakness</p> <p>Eights who possess moderate self-mastery try hard to manage their frustration and anger. Although they can be sensitive and generous, they can also be controlling, dominating, and aggressive. Quick to respond, they are also quick to take action and expect immediate responses from others. They have strong opinions, and their presence is almost always felt, even when they are quiet. As a result, others often look to them for decisions and clarity of direction. Although these Eights can be humble regarding their accomplishments and often become embarrassed when complimented in public, they also like to be appreciated and respected. If given a large challenge, they rise to the occasion. Try to constrain these Eights or force them to contain their vast energy, and they become angry, blaming, and/or sick.</p> <p>Example: One of Carla's greatest attributes was her ability to create an organization that was extremely successful and well-respected, with a work environment that fostered teamwork and high morale. Because of this, she felt confused and demoralized when her human resource director told her that people were leaving the company because Carla intimidated them. Although she had been told before that people found her intimidating, Carla had never understood the cause. When she asked the human resource director for more information, Carla was told this: "They find you warm and generous one day, and then the next day, for no reason they understand, they find you irritable and short-tempered. These fluctuations scare people."</p> |

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| Low Self-Mastery | <p>The Bully Core fear: being harmed, controlled, or extremely vulnerable</p> <p>Eights with low self-mastery can be direct to the point of cruelty, unleashing a flood of anger and destructive punitive behavior. Believing they must overcome their enemies using whatever means necessary, they justify their actions by blaming the other person for what is, in fact, their inability to acknowledge their own intense vulnerability. At worst, they can deteriorate into antisocial and/or violent behavior, because they cannot contain or control their explosive anger.</p> <p>Example: Ray was one of the new owners of a newly constructed, four-unit condominium complex that was having serious problems with construction defects. He was so certain that the other condominium owners were being naïve and making decisions that were not in his best interests that he secretly contacted the developer directly, relayed confidential information from a meeting of the home owners' association, and reached a side agreement with the developer. When the other unit owners asked him why he had done this, he responded, "Well, the rest of you are too stupid to know better, and the developer thinks you're all idiots anyway. You're just jealous because you didn't make your own deals."</p> |
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Development Stretches for Eights

Take care of yourself physically. Get enough sleep on a regular basis, eat healthfully and in moderation, and exercise regularly. The more you take care of yourself physically, instead of wearing yourself down to exhaustion, the less emotionally reactive you will be.

Slow down your impulse to take action. Each time you feel the impulse to take action -- for example, giving an opinion, suggesting or demanding that someone else do something, or in any way mobilizing forward action -- stop yourself and think: *What is going on inside me that makes me want to move forward so quickly? What will happen if I don't take action right now?*

Share your feelings of vulnerability. How many times have you allowed yourself to feel sad or cry in the last year? How many times have you become angry? It is likely that you have been angry far more often than sad. Can you identify areas of vulnerability that your anger may be masking? Even if your anger has been the result of another person's being treated poorly or someone's not stepping up to perform a task for which they are responsible, can you identify an area of your own vulnerability that this is activating?

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