Using the Enneagram to Facilitate Resolution of Supervisory Conflict

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Supervision conflict is natural and inevitable. However, if not resolved effectively it can be detrimental to the supervisory relationship. The Enneagram is a personality classification system that houses nine basic personality types and their interrelationships. It has been utilized to facilitate self- and other-awareness in various situations, from client-counselor dyads to corporate employee groups. The authors propose that the Enneagram, and its neurobiological influences, can be a useful tool within the counseling supervision process, strengthening both the supervision relationship as well as modeling understanding and awareness that supervisees that can utilize in their relationships with clients.

Keywords: supervision, Enneagram, neuroscience, creativity

Several books and articles address the topic of counseling supervision (Bernard & Goodyear, 2014; Campbell, 2000), as it is an important consideration for both new and experienced counselors. Despite the resources available, supervisors are searching for more innovative ways to conduct supervision, especially as new advancements continue to link creative expression with neuroscientific implications (Belkofer, Van Hecke, & Konopka, 2014; Chong, 2015). As new knowledge in interpersonal neuroscience is developed, supervisors will be presented with additional means of approaching the supervision process. In this article, we discuss the supervisory relationship as well as offer an overview of the Enneagram and its neuroscience influences. A case example is

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also included to demonstrate how to utilize the Enneagram for modeling understanding and awareness with supervisees.

Clinical Supervision

Clinical supervision is an instrumental component of the counseling training process, as it ensures counselors in training are adhering to the American Counseling Association (ACA, 2014) *Code of Ethics* and are choosing clinical interventions with intentionality (Bernard & Goodyear, 2014). The supervisory relationship is the foundation of effective supervision. The strength of the supervisory alliance between supervisor and supervisee is crucial, especially when challenges arise (Friedlander, 2015). While the relationship between supervisor and supervisee has a different focus than that of a counselor and client, parallels exist in the techniques used to strengthen the relationship, such as empathy, reflection of meaning and feeling, appropriate self-disclosure, attention to the here-and-now, and confrontation.

Parallel Process

Parallel process is a phenomenon occurring when the supervision relationship parallels the client-counselor relationship (Campbell, 2000; Tracey, Bludworth, & Glidden-Tracey, 2012). Campbell (2000) noted that common issues that appear in the parallel process are dependency, helplessness, anger, and control. When the supervisory relationship is stable, safe, and genuine, it is likely that this relationship is mirrored in the counseling relationship (Tracey et al., 2012). In contrast, if the counseling relationship has conflict or feels unstable, it is likely that these feelings will emerge in the supervisory relationship as well. The supervisee may feel helpless and angry within supervision, just as the client may feel in session, when there is conflict or instability in either relationship. The astute supervisor recognizes these issues as they occur and addresses them with the supervisee in an empathic, but direct manner in order to build and maintain a strong working alliance.

Conflict and Repair

As in any relationship, conflict is inevitable within the supervision process. By definition, supervision is "a power disproportionate relationship that includes both evaluative and therapeutic components" (Nelson, Barnes, Evans, & Triggiano, 2008, p. 172). Conflict does, however, provide an opportunity for growth and a stronger alliance (Bordin, 1983). As such, the supervisor is frequently providing feedback regarding skills and techniques, and encouraging the supervisee to take risks toward personal and professional growth. At the same time, the supervisor and supervisee co-create an intimate relationship much like the one between client and counselor. The varying dynamics can result in different conflict situations. Bernard and Goodyear (2014)

identified three primary types of conflict in supervision relationships: (a) conflicts from mismatched expectations or miscommunication, (b) normative conflicts as a result of supervisee developmental level, and (c) conflicts resulting from interpersonal dynamics within the supervisory relationship. All of these conflicts should be expected to emerge within supervision at various points. Often, they will occur simultaneously and be intertwined with one another. For example, a supervisee may encounter an ethical issue with a client and choose not to bring it to the supervisor's attention, for fear of receiving negative evaluation if the supervisee is unable to handle the issue on his or her own. This combines both conflict from mismatched expectations and normative conflict resulting from developmental level. The supervisor would likely want to know about the ethical issue and would want to process the issue to support the supervisee, understanding that encountering such issues is new and that finesse in handling them will take practice. However, supervisees are often fearful of negative feedback and of facing their own growth areas, which may make them hesitant to share information that they feel may highlight a deficit or error, or paint them as unfit to practice (Friedlander, 2015). When the supervisee chooses not to disclose such information to the supervisor, the supervisor is not able to provide a crucial service. The supervisee maintains a maladaptive belief that he or she should not share this type of information within the relationship. If the ethical issue is found out about at a later time, the supervisor is likely to be upset, particularly if the ethical issue continues or reoccurs. At this point, the interpersonal communication that takes place can either begin to resolve or exacerbate the problems around fear of disclosure. Ideally, the conflict will be addressed in a therapeutic manner which facilitates relational healing and promotes an even stronger alliance.

Safran and Muran (1996) outlined the rupture-repair process within the therapeutic alliance by discussing the method for handling conflict. If a conflict – a rupture within the relationship – is ignored, neglected, or addressed with abuse of the counselor's power, the relationship will deteriorate as the client loses trust for the counselor. However, if the conflict is addressed therapeutically, with empathy and genuine curiosity, the rupture can be repaired, and subsequently, create a stronger therapeutic alliance (Friedlander, 2015; Safran, Muran, & Eubanks-Carter, 2011). This model is paralleled within the supervisory relationship.

The supervisor and supervisee will eventually reach a point of conflict, related either to the counseling process or to an issue within the supervisory relationship. (The example detailed above encompasses both of these areas.) Regardless of the manifestation of the conflict, the supervisor must attempt to handle the situation in an empathic and teachable manner (Friedlander, 2015). This provides critical information to the supervisee through modeling conflict management and resolution in a non-harmful way. In a relationship with distinct power dynamics, such as supervision, it is always the responsibility of the person with the most power to initiate discussions of conflict in a way that facilitates collaboration and mutuality (Duffey, Haberstroh, Ciepcielinski, & Gonzales, 2016; Jordan, 2008). This, of course, does not mean that the supervisee will

never be the first to approach the conflict, but the responsibility for addressing such issues falls on the supervisor. It is important that the supervisor can explore and have compassion for the supervisee's perspective, while still providing corrections and alternative actions for future issues that may arise. When the supervisee feels heard and understood— even if made acutely aware of the work needed to do in his or her own challenge areas —the relationship can be repaired. Often, at this point, the relationship becomes even stronger because both the supervisor and supervisee know that they are able to address and work through conflicts that occur (Safran et al., 2011).

Personality Inventories in Supervision

One method of enhancing the supervisory working alliance is to utilize personality inventories in supervision. Structured personality inventories can be a valuable tool as they provide tangible evidence of an individual's psychological stance (Piedmont, 1998). While most supervision models do not emphasize the personality differences of supervisees (Lochner & Melchert, 1997), several researchers have utilized personality inventories to measure the effects of personality on the supervisory relationship, including differences in cognitive styles between the supervisor and supervisee (Lochner & Melchert, 1997; Swanson & O'Saben, 1933) and expectations for supervision (Swanson & O'Saben, 1993). Such inventories are frequently included in the beginning of the supervisory relationship as a way to better understand one another, build a working relationship, and anticipate areas of conflict. The information from the assessment can be revisited throughout the supervision relationship to address conflict as well as to enhance self-awareness.

The Myers-Brigg Type Indicator (MBTI; I. B. Myers, McCaulley, Quenk, & Hammer, 1998; P. B. Myers & Myers, 1998) has been identified as the most commonly used inventory within supervision (Lochner & Melchert, 1997; Schacht, Howe, & Berman, 1989; Swanson & O'Saben, 1993). Supervision models based on the MBTI have also been developed (Kitzrow, 2001; Moore, Dietz, & Dettlaff, 2004). A study by Lochner and Melchert (1997) found that supervisees with higher scores on the MBTI dimensions of Sensing, Thinking, and Judgment preferred supervisors who were more task oriented, while those who scored lower on these dimensions preferred supervisors who were more interpersonal in nature. Similarly, Swanson and O'Saben (1993) found that supervisees who scored higher on the dimensions of Perceiving and Thinking expressed a desire for supervisors willing to challenge them directly, while those who were more intuitive, therefore relying more on insight and possibilities, preferred gentle confrontation from their supervisors. In addition, Schacht et al. (1989) found that the facilitative conditions – unconditional positive regard, empathy, and congruence – were significantly more important to Feeling-type supervisees than Thinking-types. Bernard, Clingerman, and Gilbride (2011) used the revised NEO (Neuroticism, Extraversion, Openness to New Experiences) Personality Inventory (NEO PI-R; Costa & McCrae, 1992b) to measure personality in combination with the MBTI. The authors noted that

supervisors tended to approach supervision with Intuitive and Perceiving activities regardless of the supervisee's or supervisor's personality types. However, they argued that training supervisors to use interventions based on MBTI personality types would enhance the supervision process. The assumption can be made, then, that use of other personality inventories to develop interventions and facilitate the supervisory relationship may also be beneficial.

Further, while models of supervision do not explicitly consider the supervisor's or supervisee's personality type, the varying constructs within the models are inherently tied to manifestation of personality. For example, the integrated developmental model of supervision (IDM, Stoltenberg, McNeill, & Delworth, 1998) houses three separate levels of development the supervisee passes through, with overriding structures (autonomy, motivation, and self-awareness) and key domains (intervention skills, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment plans and goals, and professional ethics). The structures of autonomy, motivation, and self-awareness are connected, to some degree, to the supervisee's personality – as are the key domains they must master in each phase of development. If the supervisor had both the supervision model and a personality inventory to guide sessions, it may result in more effective supervision and development of the supervisee's skills and abilities. Similarly, the use of the popular discrimination model of supervision (Bernard, 1979) requires the supervisor to know when it is most appropriate to fall into one of three roles: teacher, counselor, or consultant. The supervisor's understanding of how and when to use these roles, and attend to various foci emphasized within the model, is likely tied to his or her personality, motivation, and fear. Taking an example from the MBTI, if a supervisor is a strong Thinking-type, they may prefer to remain in the teacher or consultant roles rather than move into a counselor role, even when needed, whereas a strong Feeling-type may feel most comfortable in the counselor role when they truly need to be acting as teacher in that moment.

Through various studies, it is well-documented that understanding the personality of both parties in supervision can be imperative in developing a positive and productive supervisory relationship, but up until now, researchers have relied primarily on the MBTI to measure personality differences and similarities. Currently, it appears that there is no published research regarding the use of the Riso-Hudson Enneagram Personality Typology (RHETI; referred to as the Enneagram throughout this article) within supervision. The Enneagram is an inventory that can help identify motivations and fears that drive behavior and interpersonal interaction both in and out of the supervisory relationship. The Enneagram's dynamic approach to personality promotes awareness of underlying behavioral motivations within individuals, with acknowledgement that their current mood state and environment (stressed or calm) has an impact on how personality manifests. This method of examining and understanding personality based on motivations through basic fears and desires may be even more helpful in the supervision process than the MBTI or other personality inventories because of the

intrinsic way these fears and desires play out in all interpersonal interactions, and particularly, within the supervision process and the supervisee's work with clients.

The Enneagram

The Enneagram is characterized by a geometric figure that categorizes nine basic personality types and their various interrelationships with one another (see Figure 1; Matise, 2007; Palmer, 1988; Riso & Hudson, 2003). This classification system is thought to stem from ancient Sufi traditionand promotes insight and understanding around broad patterns of human behavior, allowing greater awareness of self and others. Within the nine types each has a focus on specific motivating factors, values and beliefs, fears and concerns, and preferred methods of interpersonal communication (Matise, 2007). The combination of intra- and interpersonal insight results in the potential for increased understanding and compassion for others (Tapp & Engebretson, 2010), thus resulting in relationships characterized by authenticity and mutual respect. Given this notion, the supervisors can utilize the Enneagram to understand and enhance their supervisory relationship with the supervisees.
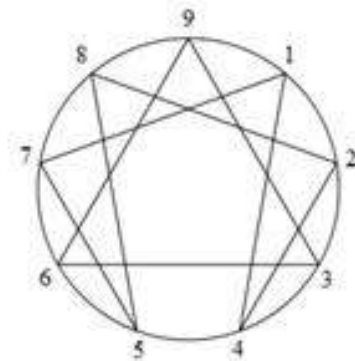

Figure 1. The Enneagram

Neuroscience Influence

Supervision is based on a working alliance, which is the relationship formed between supervisor and supervisee. As with all relationships, attachment is the cornerstone, enabling people to maintain healthy connection. Advances in the field of interpersonal neurobiology shed new light into understanding relationships, including how to repair unhealthy attachments. Siegel (2010a) suggested the possibility of a neurological basis [for the Enneagram] that has never before been described in our conventional literature "with interpretations of its meanings and origins woven into how we as humans make sense and tell the story of our inner experience" (p. 157). The author also suggested that taking both temperament and childhood attachment into consideration, in terms of how they interact to create personality through the Enneagram, could be helpful in

moving toward integration. Killen (2009) also supported the idea that the Enneagram had a neurological basis and hypothesized a model for the neurobiological origins of type structure. Both the creators of the Enneagram and developmental psychologists agree that human beings inherently share basic needs in these three general areas: (a) care and social/nurturing connection; (b) certainty, trust, security, and safety; and (c) self-worth and support satisfaction of their various needs and wants (Killen, Daniels, & Arthur, 2011). Humans, thus, have a basic need to be connected with one another, and according to Badenoch (2008) and Siegel (2010a), it is also precisely for what the human brain is wired. These connections allow individuals to build, maintain, and repair relationships (Siegel, 2010a). Consequently, effective counseling supervision requires a strong working alliance between the supervisor and supervisee in order to create and maintain these vital relational variables.

Van der Kolk (2014) pointed out, "…we get our first lessons in self-care from the way that we are cared for" (p. 110). Implicit memory is stored in the limbic system of the brain. This includes early affective experiences, images, perceptions, behavioral impulses, and sensations experienced with parents. These memories result in an anticipation of what can be expected within relationships and are reactivated in individuals' daily lives as they interact with others (Badenoch, 2008; Siegel, 2010a; van der Kolk, 2014).

Countertransference, for example, is one way that implicit memory may impact the supervisory relationship. The supervisor may have a negative reaction to a supervisee and not realize why this is happening. Using the Enneagram as a self- and other-awareness tool can help the supervisor respond to the supervisee in a healthy way. Killen (2009) stated, "As we grow and develop, we learn skills in regulating our emotions in ways that generally promote survival and effective social functioning" (p. 51). Some of these skills, however, are negative "mental habits" (Killen, p. 40), rooted in our limbic system and are not conducive to healthy functioning. However, the self-awareness gained from the Enneagram can offer insight into our relational functioning, allowing these habits to be changed, and thus, enhance the supervisory relationship. Obvious byproducts of this parallel are healthier counselor-client relationships.

Enneagram Wings

The two Types to either side of an individual's dominant Type on the Enneagram figure are called *wings*. Wings are likely to have a strong influence on the dominant personality and behaviors; no one possesses a pure dominant personality Type without influence of wings. This is one of several reasons why two people of the same Type may not look identical in their personality or behavior. Individuals do not typically have equal influence from both wings on either side, but instead, have one wing that exerts the strongest influence (Riso & Hudson, 2003). For example, a Type 3 could have a wing of 2 or 4. A stronger developed 2 wing will result in personality characteristics of compassion, generosity, and emotional expression in conjunction with typical Type 3

features.   Conversely, a developed 4 wing could contribute features of creativity and extreme self-consciousness.
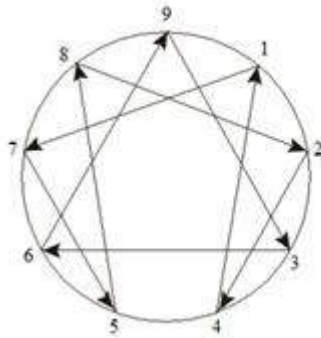

Figure 2. Directions of disintegration.

Directions of Integration and Disintegration

The Enneagram figure comprises many interconnected lines, which determine directions of integration and disintegration. Each personality Type has two lines connecting it to two other Types; one of these lines is the direction of disintegration, and the other is the direction of integration. Depending on the context, an individual's personality will adapt and respond. When an individual becomes overwhelmed or is experiencing stress, there is movement in the direction of disintegration (see Figure 2), in which the individuals adopts the challenging qualities of a related Type in conjunction with their dominant type. Directions of disintegration are as follows: 1 moves to 4, 4 moves to 2, 2 moves to 8, 8 moves to 5, 5 moves to 7, and 7 moves to 1. Within the smaller triangle, 9 moves to 6, 6 moves to 3, and 3 moves to 9. When an individual is calm, healthy, and moving toward growth, there is movement toward integration (see Figure 3), in which they take on positive and healthy qualities of a different related type. Direction of integration are as follows: 1 moves to 7, 7 moves to 5, 5 moves to 8, 8 moves to 2, 2 moves to 4, and 4 moves to 1. Within the smaller triangle, 9 moves to 3, 3 moves to 6, and 6 moves to 9.
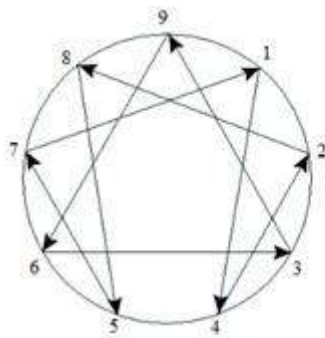

Figure 3. Directions of integration.

Type Descriptions

Complete type descriptions and discussion of the entire Enneagram system are beyond the scope of this article, but overviews of each basic type, wings, and directions of integration and disintegration are provided. For a comprehensive discussion and explanation of the Enneagram and its many features, see Riso and Hudson (2003) and Palmer (1988).

Type One. Ones are often structured and serious. They tend toward perfectionism, are often focused on the "right way" to do something, and frequently come across as pushy or bossy (Matise, 2007). They are typically attempting to better themselves and others, and may find it difficult to relax and be playful as their self-discipline is often at the forefront of their personality. Ones fear making mistakes and may become upset when they receive criticism. However, anger is often manifested as moodiness and irritation, as Ones do not want to feel out of control (Nathans & Van der Meer, 2009).

Type Two. Twos want to see themselves as "good," and they can often be found helping others, which can quickly spiral in general people-pleasing behaviors. Often, they are compassionate, friendly, and sentimental individuals (Riso & Hudson, 2003). They are driven to connect with others by demonstrating generosity. Their primary fear is to be unwanted or unworthy of love, and they sometimes find themselves self-sacrificing to please others in order to feel needed and to keep this fear at bay (Matise, 2007). The unchecked need for altruism can lead to self-neglect, possibly surfacing as subconscious resentment towards others and emotional manipulation to meet needs.

Type Three. Threes are frequently achievement oriented and driven by ambition (Riso & Hudson, 2003). Others perceive them as competent, self-confident, and charming. However, Threes can become preoccupied with others' perceptions of them, leading them to become over-competitive and caught up in their work (Nathans & Van der Meer, 2009). Additionally, with the focus on what others think of them, Threes can lose sight of their own personal values and which accomplishments are truly important to them. Instead, they place their value in how others see them, sometimes basing self-worth on achievements and attention from others. This fragile foundation for self-worth means even a minor failure or setback can be devastating to this type (Matise, 2007).

Type Four. Fours are often individuals filled with creativity and intuition. They frequently carry a self-image of being highly unique compared with everyone around them and are typically very emotionally aware. They are usually on a quest to uncover their distinct identity and life purpose (Matise, 2007). While Fours are highly in tune with their own identity, they are also quite focused on personal flaws. They often carry

a belief that their flaws make them unlovable and misunderstood. This chronic feeling of being an outsider can result in isolation due to self-indulgence and self-pity. This is unfortunate, as Fours have a deep desire to create authentic connections with those around them. However, they can hold a grudge against those who have hurt or disappointed them, and they may struggle to release feelings of negativity to the point of blinding themselves to positive aspects of their lives (Matise, 2007).

Type Five. Fives are characterized by curiosity, insight, and innovation. Their investigative nature allows them to see new and unique perspectives (Nathans & Van der Meer, 2009). Fives' desire to know and master their environment facilitates development of their various skill sets, but it can also result in extreme preoccupation with their own internal dialogue, frequently leading to social isolation. Fives carry strong insecurities about their capabilities and successes in their day-to-day lives, which they attempt to counteract through acquiring as much knowledge as possible. Their time observing and contemplating various issues helps to build their self-confidence through knowledge and understanding (Riso & Hudson, 2003). Fives especially delight in having a specific, and often arcane, niche of expertise. However, if Fives cannot learn to gather knowledge and simultaneously function in the world, they risk living in isolation.

Type Six. Sixes are fueled by secure relationships and often demonstrate loyalty and responsibility (Riso & Hudson, 2003). They often promote cooperation in others, as they have a strong focus on providing and receiving support, and they are excellent at troubleshooting any conflicts that may arise. However, Sixes are doubtful of their own abilities to navigate the challenges of life independently, and find various ways to counter their fear of being alone (Matise, 2007). They tend to place blind loyalties in other people, constructs, and systems to create feelings of certainty and to avoid feeling lonely. They respond to the strong influence in front of them, at any given moment, until they are able to develop a way to trust themselves in their environment. This often results in a paradox; Sixes can appear both weak and strong, passive and aggressive, brave and scared. This manifestation of contradictions is a textbook characteristic of Sixes.

Type Seven. Spontaneity, play, and optimism drive the lives of Sevens. They often possess a variety of talents and skills, and are often seeking out new experiences (Riso & Hudson, 2003). Their thrill-seeking attitude can result in over-extension when they try to do too much at once, and their adventurous nature can eventually result in exhaustion. Others may perceive Sevens as flaky or delinquent. Their unending sensation-seeking behavior is a coping skill driven by the anxiety of being unsure of what they want out of life. Their constant seeking of new experiences keeps them occupied, and keeps anxiety at bay. Paradoxically, as Sevens move into a faster pace of exploration, their choices tend to be worse and they are less able to find satisfaction, resulting in

anger and frustration (Matise, 2007).

   Type Eight. Eights are known for being assertive and resourceful, with a strong sense of confidence. With strong personalities, they can be excellent resources for others who need guidance or encouragement, but they typically attempt to keep themselves separated from highly emotional interactions (Tapp & Engebretson, 2010). Eights fear rejection and will often reject others in an anticipatory attempt at self-protection; however, this behavior creates difficulty in forging genuine connections. This desire to protect themselves can manifest as trying to master their environment and exert control over others (Tapp & Engebretson, 2010). In striving for independence and authority, they risk becoming domineering and confrontational. Eights may struggle to recognize their own vulnerability, and they often suppress hurt feelings that they are unsure of addressing (Louden-Gerber & Duffey, 2008).

   Type Nine. Nines are typically amiable, creative, and encouraging personalities. They often make excellent mediators due to their optimism and desire for external and internal stability (Riso & Hudson, 2003). However, Nines may appease others in an attempt to avoid conflict and avoid a rupture in their relationships. This desire for everyone to get along may put Nines at risk for becoming too permissive, and they may often minimize their own anger, which can result in resentment and passive-aggressive attitudes (Louden-Gerber & Duffey, 2008). Nines retreat into personal emotional fantasies when they feel threatened or overwhelmed, which stagnates their emotional energy. When this happens, Nines can appear lazy and apathetic to their environment (Riso & Hudson, 2003).

The Enneagram in Supervision

It is natural for the brain to react based on its earliest experiences of the world, but this does not have to be a permanent state. Siegel (2010b) defined neuroplasticity as the brain's "…capacity for creating new neural connections and growing new neurons in response to experience" (p. 5). Included in this is the brain's ability to repair attachments that are not beneficial to healthy relationships. Killen, Daniels, and Arthur (2011) stated that using the Enneagram is about "developing heightened awareness of the arousal of these emotions that kick start the habitual patterns of thinking and acting of our particular type, and then choosing to act differently" (p. 11). While this can be a difficult process, the Enneagram offers a different paradigm that offers insight and allows for a deeper understanding of the characteristics related to one's type. This understanding leads to self-acceptance, which according to Rogers (1961), results in change.
   The relational implications associated with each Enneagram Type have been used in counseling relationships to enhance the relationship itself and bring upon insight and change (Tapp & Engebretson, 2010). In the counselor-client relationship, the counselor

can use the Enneagram to create connection with a client, and also to help them "gain empathy into their experiences and the experiences of others" (Tapp & Engebretson, 2010, pp. 65-66). The same process can take place within the supervisory relationship, especially during times of conflict. Recent research indicates that supervision conducted from a developmental-relational model – which is founded in part on the Enneagram Personality Typology – produces a healthy and productive supervisory relationship (Duffey et al., 2016).

Case Example: Karla and Sarah

Karla works as a full-time licensed counselor in a private group practice, and frequently supervises counselors who are working toward full licensure. Karla is a One on the Enneagram, and believes that her strong stance of social advocacy, along with her high standards and expectations for her practice, has contributed greatly to her success. She has recently taken on Sarah, a new master's level graduate, and type Seven on the Enneagram, as a supervisee. Sarah initiated the relationship and brought in a tentative plan for supervision, which impressed Karla, who thrives on organization and structure. Their initial discussion of supervision left them both feeling optimistic about such an ideal relationship. They quickly found that they get along well, although Karla finds that she is sometimes put off by Sarah's high energy and use of humor in their supervision sessions. However, she interprets Sarah's curiosity and eagerness to learn new skills as desire to grow and improve, with which she strongly identifies.

Karla notices, after several weeks, that it is difficult to keep Sarah on track in supervision. She is clearly bright and competent, but she often tangents into ideas that are unrelated to the case at hand. Even more irritating to Karla is Sarah's frequent last-minute rescheduling of their weekly supervision meeting, which Karla has routinely marked in her calendar. She addresses this with Sarah in one of their sessions, to which Sarah was several minutes late. When Karla brings out the initial supervision contract and points out the agreed upon meeting time, Sarah nods her head, but quickly counters that they are still meeting for the necessary time each week, even if not at the originally scheduled time. Karla, struggling to keep her composure, points out that, "That's not the point." They had agreed on a particular time, and she expects it to be kept, otherwise the rest of her schedule is affected. Sarah becomes quiet and nods her head, then changes the subject to one of her clients.

For the next several weeks, Sarah keeps their scheduled supervision time, although she often hurries through the door just as it is time to start and often appears distracted. When Sarah contacts her to reschedule another session, Karla is furious, and she immediately calls Sarah in to discuss professionalism and responsibility. Sarah discloses that she has various other commitments that she is balancing along with her internship, which have caused her to have to rearrange her schedule lately. Karla dismisses this, and again, pulls out the original supervision contract and impatiently refers to the agreed upon meeting time, stating that she does not think Sarah is taking her role at the practice

seriously. Sarah finds herself rolling her eyes as she walks out of Karla's office, annoyed by Karla's rigidity.

Karla pores over her supervision resources, trying to find the right solution for the situation. She recalls trainings she has attended in which the Enneagram was used for facilitating insight in populations, from corporate employees to clients, coming in for relationship challenges. After pulling out her books, she realizes this could be a useful tool for her supervision process as well. She sends Sarah the information and the assessment, asking her to complete it and bring the results to their next meeting. Both Karla and Sarah are surprised by the resulting discussion, once they sit down together. They realize that they have completely misinterpreted each other's positions and intentions within the supervision relationship.

Sarah, a Seven, shares that she often feels like she needs to stay busy to be happy. She enjoys counseling, and knows that she has a natural skill for it, but has a difficult time trusting herself to make major decisions and commitments. She worries that she may be missing out on something else if she settles on a career and does not want to feel trapped. She has been taking several art classes at the community college, is involved in community theater, and volunteers with a self-sustaining community garden that harvests food to provide for several homeless shelters in the area. All of these commitments have left her feeling fulfilled, but exhausted, and have been her reason for rescheduling sessions. Her intention is never to be disrespectful or undisciplined, but she wants to be involved in a range of different activities, and they sometimes conflict with one another. She recognizes that her spontaneity can be perceived as impulsivity and unprofessionalism, and it can be detrimental when not kept in check.

Karla, a One, acknowledges that she can be perfectionistic and rigid at times, particularly when she feels that she is not being taken seriously. She shares with Sarah her deep desire to be useful and to create change for people who are not always able to advocate for themselves. She knows that she can come across as bossy and critical, but that it comes from an intention of wanting to help others reach their greatest potential. However, she acknowledges that it is difficult for her to take situations lightly, or to be flexible, when she always has a structure and plan in place. She feels that she needs the structure to keep her on task and organized, but that she can become resentful of others when they do not demonstrate the same adherence to structure.

The two are able to determine, from these insights, what they need from themselves and the other within the supervisory relationship. It is important to Karla that they have structure and that Sarah demonstrates a drive to continued growth as a clinician. Sarah needs to be allowed some flexibility, but agrees that she will not schedule other commitments over the scheduled supervision time, and that if she does need to reschedule a supervision session, she will let Karla know several days in advance. They also both agree that they will remain aware of how the other may perceive their behaviors, and to engage in open communication about their motivations and intentions. Karla will strive to include a balanced ratio of positive feedback to constructive criticism, and Sarah will create a list of topics to cover prior to session so

that she is better able to stay on topic.

Both women leave this session feeling connected to and understood by the other. This different interaction has helped to strengthen their working alliance and mend the rupture within their relationship (Friedlander, 2015; Safran et al., 2011). Developing greater insight toward themselves, and for each other, has helped them to understand what they both need from the relationship, and how they will best thrive. Without this awareness it is likely that they would have continued to struggle in their supervisory relationship, possibly ending the relationship due to increased conflict. Furthermore, they are meeting the basic needs understood by Enneagram theory and interpersonal neuroscientists: safety, trust, understanding, and connection. The fulfillment of these basic needs create a context that is imperative to a successful and effective supervision process (Friedlander, 2015; Killen, Daniels, & Arthur, 2011).

Discussion of Conflict Resolution Process

Karla and Sarah are experiencing a clear conflict of interpersonal dynamics within their supervisory relationship (Bernard & Goodyear, 2014). Karla's intense focus on keeping a specific structure and tendency to become critical and controlling initially kept her from approaching Sarah from a position of empathy, curiosity, and concern. Similarly, Sarah's fear of committing to a profession and her tendency to overstretch herself impeded her ability to approach her internship (and Karla, by proxy) in a professional manner. It is also important to realize that most conflicts are not mutually exclusive, and often involve several types of conflict at once. If this case is conceptualized from the integrated developmental model (IDM) of supervision (Stoltenberg, McNeill, & Delworth, 1998), it is clear that there are normative conflicts present as well. Sarah appears to be a Level 1 supervisee, characterized by her lack of self-awareness, high levels of self-focus, high levels of anxiety acting as motivation, a lack of comprehensive ethical awareness, and difficulty confronting and self-disclosing—evidenced by her inability to tell Karla what was going on from the beginning.

As the supervisor, and the one with the most power in the relationship, it is Karla's responsibility to create space for conflict to be addressed. While her first attempts are not well-received by Sarah, her final choice to use the Enneagram as a space to explore motivations and fears is one that resonates with them both. The authors suggest using the Enneagram from first supervisory meeting so that the results can always be revisited as a springboard for discussing conflict. Below are suggested steps for how to utilize the Enneagram within the supervisory process:

1. Initial session: Introduce the Enneagram typology with all other paperwork (i.e., the supervision contract, the supervisory working alliance inventory, etc.).
2. Second session: Bring the results to supervision and discuss both the supervisee's and supervisor's types, and how they may manifest within the relationship, as well as how they may interact in positive and negative ways.

3. Revisit and discuss Type manifestations as needed throughout supervision. This can relate to conflicts of any type that arise between the supervisor and supervisee, or challenges that the supervisee is facing with clients. For example, Ones may have a tendency to want to "fix" their clients; Sixes are so loyal that they may follow suggestion and techniques from their supervisors to a fault; Threes may not feel effective or competent unless they see visible and tangible changes in their clients; and Nines may struggle to challenge or confront their clients for fear of making them angry. Discussing how these tendencies relate back to the Enneagram, and the influence of wings and directions of integration and disintegration, can help organize and contextualize challenges, as well as provide insight for how to better address such issues.

While it is recommended that the use of the Enneagram begins at the start of the supervisory relationship, these steps can be modified to begin at any point within the supervision trajectory.

Conclusion

The Enneagram has been used within client-counselor relationships to build understanding and self-awareness. However, there is little documentation of use of the Enneagram typology within supervision, despite the clear benefits that it could bring to the supervisory relationship. The case example showcases a situation in which understanding and clear communication is paramount. The Enneagram houses the potential to facilitate a safe and trusting relationship in which the supervisor and supervisee can examine their motivating fears and desires, resulting in a deeper understanding of one another and a more effective supervisory relationship.

A benefit of using the Enneagram in supervision is that it is easy to acquire and requires no training to administer. Supervisors can choose to utilize an online version which automatically scores and provides an in-depth report (we recommend using the version at www.theenneagraminstitute.org), but requires payment for each assessment. Another option is to purchase *Discovering Your Personality Type* by Riso and Hudson (2003). The book includes the most recent version of the Enneagram assessment, directions for implementation, scoring, and interpretation, as well as in-depth discussion of the various facets of the assessment.

There are no major limitations to utilizing the Enneagram system, as the assessment is designed to be utilized across cultures and ages. The typology does assess behavior and beliefs prior to age 25, so it may not be as reliable with teenagers who are still developing their personalities; however, most supervisees are likely to be in their early 20s or older, simply due to the structure of the educational system. Additionally, many supervisors may wish to use supplementary materials along with the Enneagram to assess other pieces of supervision and fitness to practice (i.e., the supervisory working alliance inventory (Efstation, Patton, & Kardash, 1990). Certainly, the

Enneagram should not replace any model of supervision; rather, it should supplement and aid self- and other-awareness throughout the supervisory process.

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