

A PRACTICAL EAST-WEST EXPLORATION OF LEADERSHIP AND LEARNING

Abstract

This paper introduces a cross-cultural leadership model, The Process Enneagram©, which Gwen Andrews introduced to EASY International Language School, Weihai, China, in June 2005. Her action research methodology uncovered the true obstacles to the school's growth and was the key to overcoming them. Engaging the staff (Chinese, African, North American) in talking, listening, and co-creating a shared future using the Process Enneagram resulted in vigorous, sustainable growth: expansion of facilities, measurable increase in student performance, higher revenues. This archetypal model has been used successfully in many organizations and countries. This is the first formal case study of its use in Asia.

INTRODUCTION

Gwen Andrews served as vice-principal of EASY International Language School (EILS) in Weihai, China, from June 2005 to March 2007. The principal, who was also the owner of the school, believed that cross-cultural communications difficulties were at the root of the major problems facing the school. She agreed that Andrews, in addition to her other assignments, would explore EILS's cross-cultural communication practices and suggest ways to improve them. It was thought cross-cultural communications difficulties were hindering the school's growth and that fixing them would boost marketing thus attracting more students, building community and governmental support, and increasing the school's revenues. Andrews decided to take an action-research approach to EILS's cross-cultural communications challenge, using it as the topic of her master's thesis for Royal Roads University, in Victoria, Canada.

Andrews chose a tool called the Process Enneagram© developed by Richard N. Knowles (2002) for use in organizational transformation. This tool's roots reach back over 100 years to G. I. Gurdjieff. For the last 15 years, it has been used in many Western countries with great success. It is important to note that the Process Enneagram is different from the Enneagram of Personality and that attempts at mixing the two result in failure. The Process Enneagram is the only known tool that simultaneously helps people reach rational solutions to complex problems, develop the social connections they need to reach the most comprehensive solutions, and build the energy and emotional commitment to get the work done efficiently and successfully.

At EILS, Andrews found an ideologically driven, top-down management system in line with Chinese Communist Party notions of education. She discovered that this linear educational

model—based on a traditional hierarchical approach to learning and relying on repetition, drills, shame, and punishment as motivators—resulted in brittle administrative processes that discouraged improvement and growth and led to a less-than-optimal educational experience for the students. Andrews observed that lack of open communication between the principal and staff curtailed the expression of personal opinions, suppressed critical decision-making skills, and inhibited learning.

While the principal viewed herself as a competent, modern leader, many current educators and analysts would not consider her top-down, traditional management approach to be an ideal leadership style for promoting a strong educational system and robust learning environment. Contemporary formulations of people-centered leadership, such as those developed by Rost (1991), Wheatley (1992), and Knowles (2002), embrace the concept that organizations are complex adaptive systems of autonomous people continuously evolving and changing and seeking rational solutions to complex problems. Effectively addressing these problems requires using recursive processes in which information is freely flowing and shared abundantly and interdependent relationships are developed to open pathways to vibrancy and growth. The more traditional, top-down, linear tools are ineffective. The need to find and implement rational, innovative, coherent solutions is of equal importance in both the East and the West.

In Andrews's action-research study at EILS, both the instructors and administration were engaged using the Process Enneagram. This enabled Andrews and the participants in the Process Enneagram workshop to continually grow, evolve, and mature the processes they were using. Advances in leadership and in learning and sharing were indicative of both the process and the outcome. The educational system, the faculty, and the students all began to thrive, showing the

relevance of the use of the Process Enneagram tool in the East as well as the West. The success of the workshop at EILS supports findings of corporations, municipalities, nongovernmental organizations, and other groups across several continents, indicating that the Process Enneagram is archetypal in nature.

Andrews's work was effective in producing possibilities for positive changes, which were initiated by those affected—the administrative staff, clerical workers, and faculty. However, this resulted in sharp conflict as the principal feared losing control if the system opened up. She cited cultural differences in management strategies as the reason to initially dismiss the workshop's suggestions for change, particularly since the suggestions came from the lower levels of the organization. This kind of top-down-driven behavior in organizations is, unfortunately, seen in both the West and East.

Andrews had discovered that the cross-cultural communications problems were not at the root of the school's lack of performance and growth. Rather, the heavy-handed, top-down management approach was like a blanket smothering the people and the system. When it was lifted, new insights, energy, and commitment emerged. The cross-cultural communications difficulties were merely one part of a much bigger picture. The use of Process Enneagram was fundamental in revealing this new insight.

In this environment, Andrews's work could not be sustained, certainly not with the impetus desired by the staff. However, following Andrews's mutually agreed upon departure, the principal gradually adopted the workshop's recommendations as she gained confidence in their more participative and open approach, realizing that the ideas brought forth by the workshop participants were logical and sound. While the principal had feared loss of control, she now

recognized that this newer way of leading gave her better control since everyone was working toward the same objectives. **She saw remarkable differences in learning, teaching, and inter-staff communications, which resulted in significant increases in enrollment, revenue, staff/student retention, and staff satisfaction.**

In this paper, we examine Andrews's implementation of the Process Enneagram at EILS and the results to date of her workshop at the school. Also, we explain the Process Enneagram and illustrate its use through the example of Andrews's EILS workshop.

THE PROCESS ENNEAGRAM

Background

The enneagram is a tool for transformation. It was introduced into the West by G. I. Gurdjieff (ca.1870–1949) in St. Petersburg, Russia, about 1915 (Tamdgidi, 2009). Gurdjieff came from Greek-Armenian parents and grew up and studied in the Caucasus. During the years 1919 through 1922, he deepened his teachings, gained a following, and founded the Institute for the Harmonious Development of Man, at Fontainebleau, France (Tamdgidi, 2009). No one, other than Gurdjieff himself, knows the origins of the enneagram. He believed that this was a tool for the conscious evolution of man. One of his students, P. D. Ouspensky, first published information on the enneagram in the book *In Search of the Miraculous: Fragments of an Unknown Teaching*, in 1949.

A. G. E. Blake has written extensively about the theory of the enneagram. His 1996 book *The Intelligent Enneagram* furthers understanding of this remarkable tool.

Richard N. Knowles expanded this work by developing a practical application of the enneagram called the Process Enneagram (Knowles, 2002). His book, *The Leadership Dance, Pathways to Extraordinary Organizational Effectiveness*, and Knowles's other writings (see www.RNKnowlesAssociates.com and www.CenterforSelfOrganizingLeadership.com) are the only body of Process Enneagram writings to date. This work, which is consistent with Blake's, provides much of the basic information regarding Self-Organizing Leadership©, which is the practical applications side of complex systems leadership theory (Hazy, Goldstein, & Lichtenstein, 2007).

Based on many years of work, Knowles (2002; www.RNKnowlesAssociates.com; www.CenterforSelfOrganizingLeadership.com) postulates that the Process Enneagram is a deep, archetypal pattern that is valid across many cultures. The insights developed in this paper provide additional support for this proposition. The Process Enneagram is focused on the activities taking place and is usually not noticed by people—either while doing something or after it is completed. It is like seeing a table set for dinner but not seeing all that went into making this happen. While the Process Enneagram is valid at a deep level across ethnic and organizational cultures, particular details revealed during its use reflect the individual culture in which the work is being done.

The Process Enneagram Tool

This tool shows the patterns of how organizations work. While it can bring to light any such patterns, it is especially useful in addressing complex problems, whose effective resolutions require a cyclical, recursive methodology. The Process Enneagram provides guidance to specific sequences of steps a team can take together to reach long-term solutions. It is consistent with the

theory of self-organization as developed by Guastello, Koopmans, and Pincus (2009): Order emerges naturally among mindful individuals when the system is open, recursive, and interacting with the environment. Structures are emergent, and information flows are patterned. The system naturally evolves toward the edge of chaos. The system maintains its identity as it continuously evolves.

The Process Enneagram is the only known tool that helps people working at the edge of chaos to reach rational solutions to complex problems while simultaneously making the social connections they need to accomplish the work together and building the emotional energy and commitment required to efficiently and effectively complete the job.

Complex problems are encountered when (a) a diverse group of people are brought together to develop and work toward a common goal, (b) levels of agreement as to what to they need to do are low, and (c) the certainty of the outcomes of their decisions is not clear. Complex problems are recursive and replete with questions, ambiguity, and surprise. Small changes can lead to big outcomes and visa-versa. A seemingly minor change—or unexpected outcome—in one area may dramatically affect the whole. Complex problems are fundamentally different from linear, step-by-step problems, which may be as simple as how to plow a field or as complicated as how to assemble a car. To approach complex problems effectively, people must be open and trusting; it is critical that firm boundaries be established for personal safety, to ensure that there are no barriers (e.g., personal attacks or reprisals) to the free exchanges needed to find solutions and achieve the best outcomes.

The development of the information at the various points of the Process Enneagram helps people set these boundaries, organize themselves, and uncover the true challenges that underpin

the complex problem they are facing so that they can achieve the most all-encompassing, effective, and sustainable resolutions. It offers a map for the initial work (the discussions in which possible solutions emerge), a map for implementing the procedures necessary to effect lasting changes, and maps for assessing progress and continually refining the participants' suggestions, recommendations, and ideas. The nine points on the Process Enneagram, visited in various sequences, are the basis for the creation of these pathways to success.

The complexity of interaction among the nine points of the Process Enneagram during the discussion and the development of the work toward a common goal is clearly delineated by dominant and less dominant lines within the Process Enneagram diagram. The Process Enneagram is shown in Figure 1.

Put Figure 1 here.

There are nine points beginning with point 0,9 at the top and moving clockwise around to number 8 and then back to 0,9. These points are labeled as follows:

- Point 0 – Identity
- Point 1 – Intention
- Point 2 – Issues and Ambiguities
- Point 3 – Relationship
- Point 4 – Principles and Standards
- Point 5 – Work
- Point 6 – Information
- Point 7 – Learning and Potential

- Points 8 – Context, the external environment, and Structure, the internal view of the organization
- Point 9 – Identity, the completion of the cycle, and the beginning of the next cycle

Three primary processes are shown: The Circular Process, the Zigzag (recursive) Process, and the Triangular (self-organization) Process.

The Circular Process (points 0, 1, 2, 3, 4, 5, 6, 7, 8, 9) represents the visible world that can be seen by the people working in an organization. Often, unique cultural features show up here. The Circular Process is the foundational process and provides the basis for working with the Process Enneagram. In this process, a working group establishes baseline data from which to proceed.

Supported by the baseline data in the Circular Process, the Zigzag (recursive) Process (points 1, 4, 2, 8, 5, 7, and back to 1) represents a world that is invisible to most people and is the process of how work is accomplished. When an organization is guided by the sequence of these steps, the people in it are co-creating a current implementation plan to help them solve the complex problems they are facing. At the same time, as they proceed, their creative energy is being stimulated, and they are developing a strong commitment to address the problem.

The deepest of the processes, the Triangular (self-organization) Process (points 0, 3, 6, 9) is the core process and supports the other two. This process is also invisible and represents the process of self-organization. It guides participants as they share information, build interdependent, trusting relationships, and develop their identity and meaning as a group. This is

how they fit into the whole. Critical social connections emerge as they engage in this process with integrity.

The Process Enneagram is cyclical; every point is revisited and further developed in subsequent cycles allowing more, often new, information to be exposed.

THE PROCESS ENNEAGRAM WORKSHOP: AN EXAMPLE OF ITS USE IN THE EASY INTERNATIONAL LANGUAGE SCHOOL, IN WEIHAI, CHINA

In any situation, the Process Enneagram workshops begin with a question that is important to the participants; they have a sense of urgency about addressing it. At the EASY International Language School, the question for Gwen Andrews's group was, "How should we create and clarify cross-cultural communications within the multicultural workplace?" The thought was that answering this question would enable the school to grow and develop more quickly. While this question seems a bit vague, it was fine as a starting point. This beginning question framed all the subsequent work and formed the baseline for the workshop's progress.

In Process Enneagram workshops, three maps are often developed over times ranging from one day to several weeks, depending on the availability of the participants to work together. Map 1 is the initial state; Map 2 is the current implementation plan; in Map 3 the agreed-upon recommendations become a living strategic plan. In the case of EILS, the elements of Map 3 emerged after Andrews's departure as the people in the school lived out the plan of Map 2, supported by shifts in the principal's thinking. (Later, as we will see, Andrews created Map 3 from these elements.) Even though the formal workshop had disbanded, the work did not die.

The entire workforce at EILS—teachers as well as administrative and clerical staff—participated in the Process Enneagram workshop that Andrews facilitated. They were from several areas of China—which comprises 56 distinct cultures—as well as North America and Africa. Many of the staff members held dual responsibilities as teachers. The principal did not participate in the sessions as it was clear to Andrews that her presence would have intimidated the others, dampening free expression and precluding meaningful involvement.

Andrews started the first session of the workshop by creating the conditions for openness and safety. She then encouraged the participants to discuss each point around the Process Enneagram, beginning with Identity (point 0). Here the group began to develop a sense of clarity about who each person was in this effort. Next, at Intention, the participants co-created their vision of the school. By imagining, sharing, and exchanging freely, they developed a sense of camaraderie and ownership.

Andrews chronicled the process by jotting down a collage of thoughts at each point. She did this during the sessions in full view of the group so that each participant could see that what he or she had said had been recorded (see Map 1 [Figure 2]). This was the first time many of the employees felt they had been heard in the organization, thus intensifying an already exciting and engaging atmosphere.

After establishing the group's Identity and Intention, the participants moved to Issues and Ambiguities. At this point, a host of problems surfaced, arising from people's frustration with the way they were forced to work—separately and together—in the school; a lack of clarity regarding roles, responsibilities, and expectations; and a dearth of opportunities to express opinions or offer suggestions. This could have degenerated into a complaint session, but the

participants kept their focus on the bigger picture and moved forward to Relationship. Here it became clear that there were low levels of trust and interdependence among the employees, hampering their effectiveness.

During the discussion of Principles and Standards, the top-down process of management came into sharp focus. Rules, regulations, and the like were imposed on staff with no discussion or participation by those affected. Treatment was arbitrary and based more on the “rule-maker’s” attitude toward an individual than on his or her performance. Rewards and punishments were meted out inconsistently. The picture of the school as an organization controlled from the top was emerging. And the group discovered that the things imposed from above were driving the difficulties that had come to light at Issues and Ambiguities.

As Andrews moved the discussion further around the Circle, more characteristics of a strong, top-down management approach appeared. No longer held back by fear and fragmentation, employees were sharing stories and experiences, and in this exchange, they were seeing beneath the surface of the school and uncovering the values underlying its operation, the “values-in-use.”

Values-in-use are what drive much of an organization’s real behavior and dysfunction and are often inconsistent with its espoused values (Argyris, 2000). It is imperative to bring the topic of values-in use and espoused values into the discussion and record the findings. As the EILS workshop participants visited and revisited points on the Circle, it became clear that the espoused values of the school—such as “honoring teachers and students”—did not match what was surfacing in the workshop—such as punitive practices and humiliation (see Principles and Standards, Map 1). In addition, it became clear that much of what the principal thought was

holding the school together—such as her role as sole leader (“director rules” in Principles and Standards; “director sees no need to change” in Issues and Ambiguities)—was in fact creating much frustration among the teachers and staff, dampening their effectiveness and thus preventing what the principal herself wanted most, the growth of the school’s revenues and increased respect from the outside community and party leaders. When the workshop had completed the Circular Process of the Process Enneagram, it was on its way to uncovering the real obstacles to the school’s success.

The collage of thoughts voiced at each point during this workshop became the organization’s “Initial State” (Map 1). As in many Process Enneagram workshops, this is most comprehensive picture that many of the participants have ever seen of their organization. It is clear from Map 1 that the challenges the EASY International Language School faced were almost all related to the smothering, top-down management style.

Put Figure 2 here.

During the discussions, it is sufficient to get only about 80 percent right at any point. This is because the process is cyclical, and each point will be revisited and further developed in subsequent cycles. To address the gaps and inconsistencies in Map 1, Andrews repeated the Circular Process informally with the workshop members. There were few changes in the group’s Identity and Intention, which is normal. Now they were ready to co-create their current implementation plan, or “Plan for Change” (Map 2 [Figure 3]) using the ZigZag (1, 4, 2, 8, 5, 7, 1) Process, which is the sequential process of how work actually gets done. After looking at Intention (point 1), they established a new set of Principles and Standards of behavior, ones to which all the participants were willing to commit in a courageous and disciplined way in order to

accomplish the Intentions they had set at point 1. By comparing the Principles and Standards in Map 1 and Map 2, one can see the differences are quite distinct. It is critical that this cycle begins here.

It is interesting to note that in Knowles's experience (2002; www.RNKnowlesAssociates.com; www.CenterforSelfOrganizingLeadership.com), across organizations—regardless of differences in the nature or area of their work—the patterns of behavior shown in maps of top-down management systems (Map 1 in this paper) are remarkably consistent; similarly maps of more participatory, Self-Organizing Leadership management systems (Map 2 in this paper) are remarkably consistent regardless of the type of work in which the organizations are engaged.

Andrews moved the participants through the Zigzag Process, and in the co-creation of Map 2 a living, vibrant organization began to emerge. When they examined the Issues and Ambiguities in Map 1 in light of the new Principles and Standards, many of them changed or even disappeared. Once the Issues and Ambiguities were reworked, the participants moved to Structure and Context, where they determined the major changes needed to move the school beyond the obstacles uncovered during the Circular Process. The group continued to the Work point at which they identified the specific activities or tasks needed to address unresolved Issues and Ambiguities and to provide support for the new Principles and Standards. (Because only new information is recorded on a new map, when the group arrived at Work during this second cycle, they returned to Map 1 to review Issues and Ambiguities.) At Learning and Potential, they discussed what they had learned in Work and the new prospects and possibilities that were emerging.

Since everything is interconnected, when one point changes, all the points need to be revisited, since they will all change. No matter which specific process is being followed (e.g., Circular, ZigZag, Triangular), its completion requires that the participants review every point on the Circle. So, for instance, after the EILS team had worked through the points in the ZigZag Process in the appropriate order, they went back to the remaining points and discussed them in light of the information that had surfaced during the ZigZag Process. This completed Map 2.

The focus of the EILS workshop was now aimed at accomplishing their Intention. And because the process is iterative, the learning continued at a new level.

Put Figure 3 here.

When the first two cycles (which may occur over a long period of time) have been worked through with integrity and good will, the Triangular Process (points 0, 3, 6, 9) illuminates a healthier, more sustainable environment, which can be seen by comparing Maps 1 and 2. Interdependence and trust emerges at Relationship; new information emerges at Information; a deeper meaning emerges at Identity. The new camaraderie leads into another cyclical process of learning and growth. The new information and insights provide the basis for people to have the courage and will to work in new ways.

Put Figure 4 here.

The living strategic plan (Map 3) is the guide for everything that needs to be accomplished for the process of transformation to occur. It should be posted on the wall of the workshop's meeting rooms and reviewed each time the group reconvenes. This is essential as it keeps the conversational space open and alive.

In the case of EILS, Map 3 was created by Andrews three years her departure. It shows the state of the school she observed in a visit in 2010. Although Map 3 was not created by those who accomplished this work—the principal, participants in the workshop, and employees who came later—it clearly shows that they were creating their future based on the recommendations, discoveries, and ideas generated by the workshop and captured in Map 2. This is especially striking when one compares the Principals and Standards of Map 3 with those of Map 1. The school is becoming more vital, self-organizing, and sustainable. Andrews shared Map 3 with the principal, and it is currently providing powerful insights for her and the staff as they progress. If Map 3 could have been co-created while Andrews still there and the workshop was intact, the progress would have been even quicker.

Self-organizing processes need to have some structure to help people maintain their focus so the organization does not fall apart. The key element of this structure is a metaphorical *Bowl* that simultaneously provides the order necessary for the organization's continuance and the freedom people need to do their best work. It contains the organization's vision, mission, expectations, principles, and performance standards. Workshop participants co-create this while developing their living strategic plan (Map 3). The leader of the group uses the Process Enneagram Bowl to keep everyone focused and living up to their commitments. This is a key piece of work for the leader. With a well-developed Bowl, the organization does not crumble into fragmentation and confusion.

The dialogue and thinking developed using the Process Enneagram moves from the outside in. Once created, the ideas at the core are quite stable and apply to everything an organization does going forward. Therefore a strong core is fundamental to *any future work* that

the people want to do. The process is co-created and cyclical, building on itself and opening up growth and potential, thus fostering learning in a more sustainable environment.

Some Important Experiences

During this work at the EASY International Language School, with confidentiality assured and with guiding questions to allow the focus to be maintained, information sharing became a living and growing entity and people became empowered. Sharing Issues and Ambiguities did not “open a can of worms,” but rather was just one step in a larger process. People steadfastly kept their eyes on the whole so that they would not get stuck at any point. In working their way around the Circle, they came alive with suggestions and a willingness to make commitments to the hard work ahead, work that was not simply thrust on them from above but that they had initiated and co-created themselves. They left the sessions with gratitude for the opportunity to be heard, for the ability to help create the future of their workplace, and for the recognition they were receiving for the good work that was being done, individually and collectively.

When the process was completed, they realized that the information had always been available to them through each individual staff member’s knowledge. Previously, the information had been scattered, now it was whole.

Learning

The Process Enneagram work at EASY International Language School began after the principal and the vice-principal, Gwen Andrews, agreed that Andrews would examine cross-cultural communications practices, which the principal believed to be the most significant

obstacles to the school's growth and performance. **With input from teachers and staff, Andrews quickly determined that these were *not* the cause of the fundamental problems facing the school. The visible cross-cultural issues were merely a cover for invisible problems created by the top-down management process. Once this came to light, everything began to change.**

The first picture that the workshop developed (Map 1) was the organization's present moment. It was the most comprehensive picture that the people had seen of themselves. As they developed Map 2, interesting gaps and inconsistencies emerged. Everyone could see these in their own words. This provided guidance and opened up opportunities for their continued evolution.

Due to the principal's fear of anarchy within the staff, she did not readily accept many of the workshop's initial recommendations. Instead, she stored them for possible future review. Andrews gave every member of the staff a copy of her thesis to thank them for their participation. But when they did not see immediate change in the school itself, many felt that their voices had once again been shut down.

Most of the staff were university students, and their tenure at the school was based on the amount of time left in their university studies. When the principal tabled the workshop's recommendations, many staff members reorganized their curriculum so they could focus on personal and professional goals. Even those who continued for the full length of their original contracts lost the zeal for the longer-term changes, those toward which they happily would have worked even though they would not have been around to see their full flowering. Andrews left the school shortly after the workshop's plan was turned over to the principal, and the role of

facilitator of the process appeared to be vacant, which further demoralized the staff. However, unknown to the staff, the principal had decided to take on the role of facilitator herself.

Success Realized

In the three years since Andrews left EASY International Learning School, the principal has put into practice many of the recommendations generated by the school's Process Enneagram workshop, and they have been remarkably successful. The action plan that was created using the self-organizing process of the Process Enneagram has more than exceeded anyone's expectations. Even though the principal has not formally used the Process Enneagram in her implementation of these changes, as with all archetypes, the Process Enneagram may operate below the horizon; its conscious use is not always necessary.

The principal thoughtfully considered each of the workshop's recommendations and put energy and resources into addressing many of them, resulting in rapid growth in student enrollment and staff retention, markedly higher scores on standardized tests, and expansion into other facilities—all bringing increased revenue. The school's enrollment has doubled; students now travel from all parts of the district to attend EILS. It attracts more international teachers and offers programs in Russian, French, and German as well as English. Not only has it exceeded growth expectations in all areas, but also it is receiving recognition for the high quality of the education it provides and for its professionalism. EASY International Language School is now considered to be Number One in the district.

The principal deserves much credit not only for the insight she showed in initiating this process and the skill she exhibited implementing the strategic plan, but also for seizing new and

exciting opportunities, such as online and multi-language training workshops. She maintains sole directorship of the organization but is open to suggestions from the teachers for continued growth. The staff members who co-created the strategic plan are no longer at the school, but new successes emerge and weave through all points of the process.

At EILS, merging the traditional hierarchal system of management with aspects of collaborative and Self-Organizing Leadership has provided continuing positive outcomes for staff, students, management, and the bottom line.

When Andrews visited the school three years after the delivery of the recommendations, she saw a dramatic difference in attitude between the current staff and management and that of the group engaged in the original strategic planning process. She observed that the school now has a deep sense of professionalism and teamwork and is proud to continue the work that transformed EILS into the district leader in language education. With or without the *conscious* use of the Process Enneagram process, the principal and her staff have a deep awareness of the interrelationships among the points of the Process Enneagram and a wider understanding of the impacts, both positive and negative, of those interrelationships.

CONCLUSION

Work at English International Language School, in Weihai, China, has confirmed findings of Process Enneagram workshops in Australia, New Zealand, Indonesia, South Africa, United Kingdom, Canada, and the United States, among others, verifying that the Process Enneagram is a tool that can be used successfully in a diverse range of personal, corporate, and governmental settings. The Process Enneagram process transcends boundaries of culture and

geography, developing and using social connections and building the emotional energy that enables deep commitment to facilitate the successful completion of co-created plans and recommendations.

A simple shift in the process of engagement, with a focus on the co-created Principles and Standards changes everything.

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The Process Enneagram©

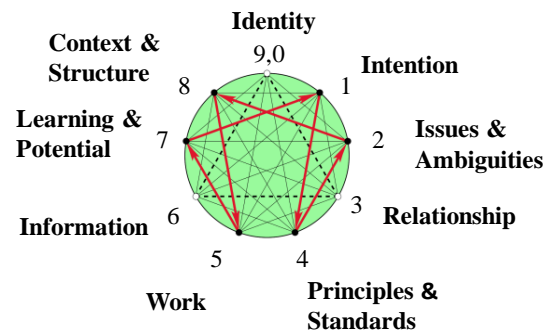


Figure 1



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EASY International Language School Initial State; Map 1

Context

- PRC wants more English spoken for tourists, like for the Olympic Games in 2008
- Suspicious of change
- Communist Party very watchful

Structure

- Top down
- Director very rigid
- Little participation & sharing

- Keeping people's roles separate and discouraging sharing suppresses learning
- Professional skills inhibited

- Little information shared

- Poor delivery

- Low trust in messenger

- Lack of information on:

- Goals
- Organizational standards

- Confusion/ mis-information

- Often changed after delivery

- Mixed & confused assumptions

- Teach

- Attend required meetings

- Fulfill assigned roles

- Use Process Enneagram

- Participants

- 10 Chinese, 1 Canadian

- Use Qualitative Action Research approach

- Interviews/ group discussions

- Use Process Enneagram

- Structure for data collection

- Help everyone to see what was happening

- Help solve complex problems

- Weihei, PRC
- Owner/Director/Teacher
- Director thought everything was okay & everyone was happy; we are all happy family
- Started June 2003; Andrews 2005
- Teacher's Rules
- Store Front; 16.8 square meters
- <100 Students
- Dual roles
 - Student/Teacher
 - Staff/Teacher
 - Teacher/Cultural Ambassador
- Several Mandarin dialects
- Transitioning from student to teacher
- Keen to learn & share
- Feel responsible to share foreign culture

- Increase cultural understanding
- Create comprehensive orientation program
- Help chinese people speak good English
- Build a successful, profitable school; expand it
- Enjoy English teaching
- Be mentor & staff trainer
- Role models for English language learning
- Learning & cultural understanding
- Be willing to participate in the process
- Create organizational goals & documentation
- Develop strategic plan

- Director saw no need to change
- No organizational documentation
- Staff required to attend but not participate in Staff meetings
- Fear; 2 month employment fee
- Lack of clarity of roles
- Unstructured meetings
- Low respect
- Fragmented staff

- No opportunity to discuss concerns, opinions, achievements, difficulties
- Awe, fear of retribution confused
- Varying skill & interest levels
- Cultural misunderstandings
- No teamwork

- Low level of trust & interdependence
- Inequality among staff; unequal treatment by Director
- Acute imbalance in action/reward cycle
- People excluded from information sharing

- Director rules
- EASY Teacher's Rules (12 of them)
- Unfair/ inconsistent treatment
- Public humiliation
- Favoriticism/ double standards
- Don't share information
- Don't include people
- High tuition & low salaries
- Idon't pay attention to cultural differences
- Rule maker doesn't follow the rules
- Keep roles separated

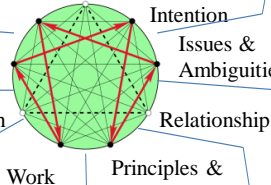


Figure 2

**EASY International
Language School
What do we need to be doing?
Plan for Change; Map 2**

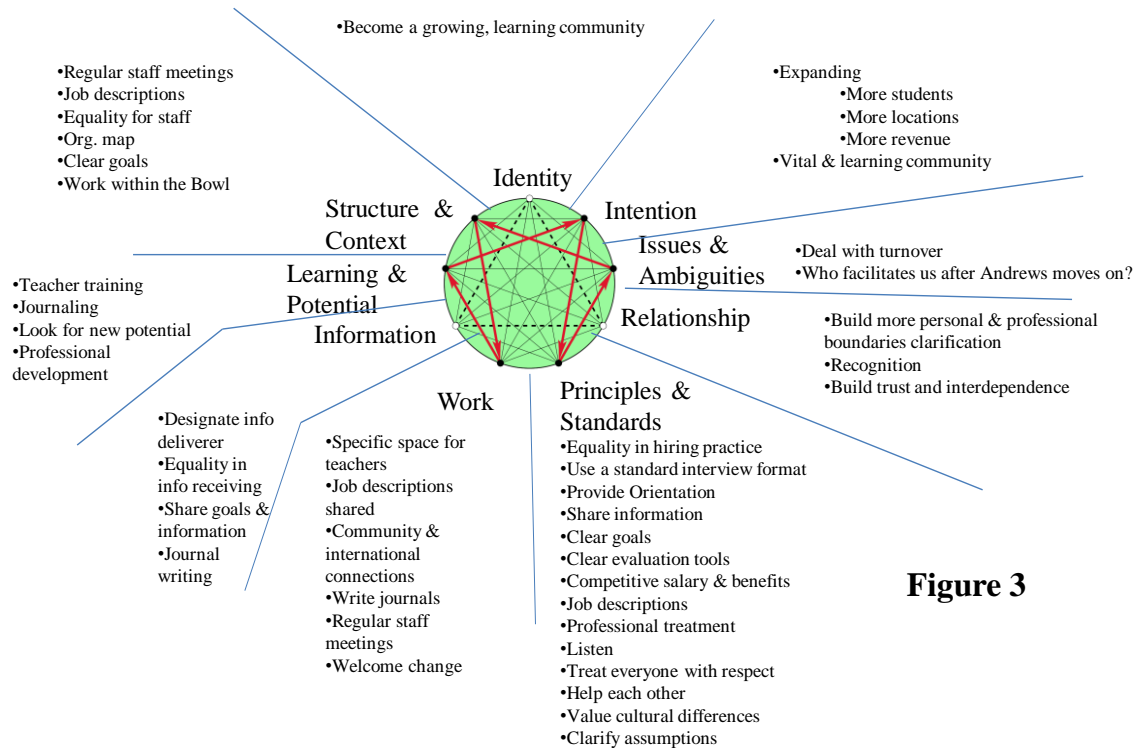


Figure 3

**EASY International
Language School
Future State; Map 3**

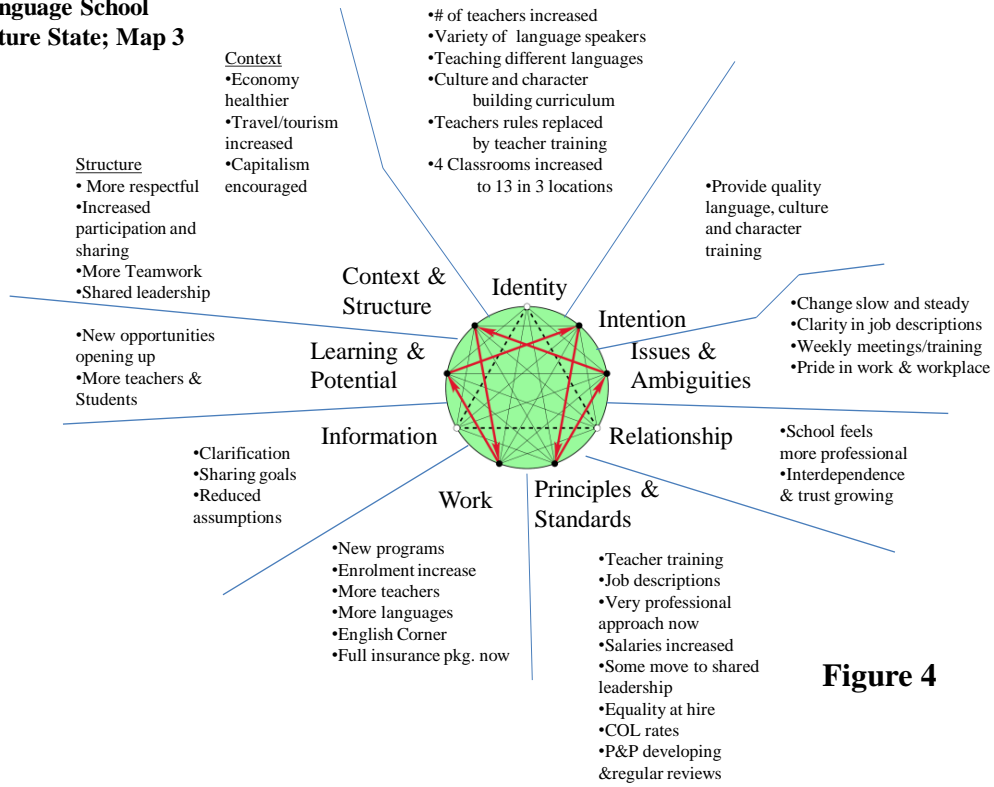


Figure 4