

CONNECTIONS BETWEEN THE ENNEAGRAM PERSONALITY TYPE OF CHRISTIAN
UNIVERSITY PRESIDENTS AND PROVOSTS WITH STUDENT ENROLLMENT

by

Pamela J. Daly

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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ABSTRACT

Limited research has examined the relationship between the Enneagram personality styles of faith-based university presidents/provosts and the institution's student enrollment size. While there are many personality theories, the Enneagram is a sophisticated model that exposes the unconscious predispositions, motivations, anxieties, and behavioral tendencies of nine different personality profiles. Ego development is the evolution of personality constructs that integrate experiences into a personal framework of interpreting self and the world. Ego maturity is demonstrated by understanding self and others with the ability and motivation to maximize individual potential. Mature leaders exhibit wisdom, broad empathy towards self and others, tolerance of differing belief systems, and the ability to resolve conflict. These qualities are necessary for leaders to develop healthy and effective organizations. Using the theoretical framework of personality and leadership theories, the Enneagram personality styles scale is applied to leader effectiveness. This predictive, correlational study utilized a population segment of faith-based university presidents to complete Wagner's Enneagram Personality Style Scale (WEPSS) to determine if specific personality styles predict student enrollment size. A logistic regression analysis was used to examine the predictability of the Enneagram personality type of 68 faith-based presidents and provosts based on the size of student enrollment. The results showed no significant correlation between personality type and the size of student enrollment. However, the Effective Person (Type Three) occurred 48.5% of the time, which was more than three times the other personality types' recurrence. These results suggest further research is necessary regarding the Type Three prevalence in faith-based higher education leadership roles and their effects.

Keywords: Enneagram personality, leadership theory, university presidents, student enrollment

Dedication

This dissertation is dedicated to my three daughters, Jessica, Lauren, and Amanda. I want you to see and know that you can achieve your goals and dreams through Christ, who strengthens us (Philippians 4:13). Some people said this was a fool's errand at my age and stage of life, but I believe God called me to complete this for reasons I may not understand today. My prayer is that it serves you as an example of how great our God is despite our frailties.

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List of Abbreviations

Association for Biblical Higher Education (ABHE)

Coalition of Christian Colleges and Universities (CCCU)

Council of Independent Colleges (CIC)

Five Factor Model (FFM)

Integrated Postsecondary Education Data System (IPEDS)

International Association of Baptist Colleges and Universities (IABCU)

National Center for Education Statistics (NCES)

National Christian College Athletic Association (NCCAA)

16 Personality Factors (16PF)

The Riso-Hudson Enneagram Type Indicator (RHETI)

Variance Inflation Factor (VIF)

Wagner's Enneagram Personality Style Scale (WEPSS)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this study was to determine if there is a correlation between the Enneagram personality type of Christian university presidents and the size of their student enrollment. Chapter One provides a background for the topics of personality, leadership, and the status of higher education and Christian university student enrollment. Included in the background is an overview of the theoretical framework for this study. The problem statement examines the scope of recent literature on these topics. The significance of this research follows the purpose of the study. Finally, the research questions are introduced, and definitions pertinent to this research are provided.

Background

Today's modern public university has abandoned the historic religious roots on which it was founded (Mintz, 2017; Thelin, 2019). The vision of these institutions focuses on education as an avenue to legitimacy, literacy, and respectability, with limited attention to moral character development, cognitive debate, aesthetic appreciation, or social responsibility (Mintz, 2017; Thelin, 2019). The origin of higher education in the United States began during the colonial period inspired by New England settlers who attended Cambridge and Oxford and valued education. Additionally, the Puritans accentuated literacy for spiritual learning, theological training of clergy, and educated political leadership. This intersection of purposes regarding the necessity of higher education in colonial America generated Harvard College in 1636 and nine additional colleges and seminaries before the American Revolution (Bastedo et al., 2016).

Over the last three centuries, higher education institutions (public, private, religiously affiliated, nonprofit, and proprietary) have had diverse, missional perspectives. Still, the shared

purpose has been to contribute to the "public good." J. Daniels and Gustafson (2016) noted that faith-based institutions focused on mission are inextricably connected with community engagement. They are uniquely positioned to address social issues and engage the global community for good. Additionally, Christian universities continue to direct their attention to historical aspects of faith and learning, character education, and the integration of a Christian worldview across all scholarly disciplines (Adrian, 2003; Badley, 1994; Ma, 2010).

Faith-based institutions represent roughly 8% (1.5 million) of all registered college students nationwide (Coalition of Christian Colleges and Universities [CCCU], 2020). Cumulatively, Christian higher education in the United States contributes 340,000 jobs and has a \$60 billion economic impact each year, of which \$9.7 billion is collected in federal tax revenue (Carlson-Theis, 2018; CCCU, 2020). Faith-based higher education is a significant financial contributor and the cradle of tomorrow's values-oriented global leaders who are literate, legitimate, and respectably educated like their public university counterparts. Additionally, they are compelled to contribute to society's "common good" with innovative, collaborative, biblically grounded, global solutions (Collins & Clanton, 2018).

According to the Hoover Institute, many private Christian colleges are in financial peril (Eide, 2018; Schiffrin & Coudreit, 2019). Monetary pressures and declining student enrollment have caused growing numbers of institutions to close. The small to mid-sized Christian institutions of higher education struggle to remain solvent (Lynch, 2019). Endowments at these niche schools are generally modest, and revenue is generated almost exclusively through student tuition and fees. With year-over-year tuition hikes, many colleges have increased costs far beyond the annual cost of living, challenging students' ability to attend (Bundick & Pollard, 2019). Compounding the cost factor is the traditional student demographic decline, referred to as

"the cliff," that is quickly approaching an expected reduction of more than 15% after 2025 (Barshay, 2018). Additional factors include the waning public perception regarding the value of a four-year degree compared to the rising cost causing more students to seek alternate learning pathways (Rine & Guthrie, 2016). Costs of attending private colleges have become so burdensome that schools have nearly doubled their discount rates over the last two decades to achieve the incoming class size (National Association of College and University Business Officers, 2015). Compounding the headwinds facing struggling institutions is the effect that COVID-19 had in 2020. Shirly Hoogstra, president of the CCCU, commented that the association's schools face declining enrollment and significant financial loss (Rabey, 2020). In a November 2019 article, Forbes noted that of 933 private institutions, 675 received C or D grades when their financial viability was measured. Dozens of Christian colleges earned D grades from Forbes, including long-standing institutions like Anderson University, Judson University, and Azusa Pacific University, just to name a few. Already the pressure test is affecting schools like Nebraska Christian College and Cincinnati Christian University, announcing closures. It is predicted that more will follow (Rabey, 2020).

Faith-based institutions represent nearly 1,000 schools that are a subset of the 4,298 colleges and universities and approximately 20 million students in the United States (National Center for Education Statistics [NCES], 2019). The number of students attending private, faith-based higher education institutions is estimated at 1.68 million and provides 370,000 jobs within the United States (NCES, 2018). The loss of these institutions would create a negative seismic effect economically, socially, educationally, and morally.

Research studies consistently affirm three crucial truths about organizational leadership regardless of industry: (1) the role of the leader is critical to success and possibly the most vital

factor; (2) leadership is about driving team performance to support organizational well-being; (3) personality is a predictor of leadership style (Hogan & Kaiser, 2005; Horner, 1997; Northouse, 2019). Based on these pillars of leadership research, comprehending the complexity of personality and its impact is central to leadership. The term *personality* comes from the Greek word *persona*, which means mediator interpreting the world through the eyes of an individual (Dameyer, 2001). Allport (1937) was considered by many to be the founding father of personality theory. Sperry (2015) described it this way, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to life and its problems" (p. 28).

History of Personality Theory

Modern personality theory dates to Freud in the early 20th century, and many psychologists have studied and theorized the complexity of human motivation and personality. The academic frameworks that guided personality theory development across a broad spectrum of psychologists from diverse viewpoints have evolved for more than a century. These theories are numerous and include dozens of constructs, paradigms, and models. They are generally categorized into four archetypes: psychoanalytical theory, humanistic theory, trait theory, and behaviorism theory (McLeod, 2017). The psychoanalytical theory of personality focuses on the importance of the unconscious mind and early childhood experiences that influence adult behavior. The primary theorists include Freud, Jung, Adler, and Erikson (Kavirayani, 2018). This theory adopts a positive perspective of human nature and concentrates on how individuals can realize their highest personal potential. Rogers and Maslow are the two significant humanistic personality theorists (McLeod, 2017). Trait theory focuses on identifying, describing, and measuring traits that define individual personality. Eysenck posited three dimensions of

personality: 1) extraversion-introversion, 2) emotional stability – neuroticism, and 3) psychoticism. Other theorists identified extensive lists of personality traits. Cattell et al. (1955) identified 16 personality traits to measure personality differences.

Behaviorism personality theory focuses on the concept of operant conditioning, which is the construct that its consequences determine behavior, whether reinforcing or punishment, will determine the likelihood that the action will recur. Human behavior is assumed to be either a reflex to stimuli or a consequence of prior experiences, negative or positive (Skinner, 1976). Theorists like Skinner, Thorndike, Pavlov, and Watson all contributed to behaviorism. One notable theorist that emerged from the school of behaviorism is Bandura. He adapted Skinner's theory of operant conditioning and created a social-learning approach grounded in observational learning through a community context. This model postulates that people are not merely a product of their environment but also cognitively process observed events to determine how to respond, adapt, and interpret their experiences. Through modeling, self-efficacy, and experiential learning, individuals develop a contextual framework of themselves and their world (Bandura, 1977). Social learning has become a widely accepted construct among social workers and clinicians today (Hanna et al., 2013). While the quest to codify, classify, and comprehend human behavior through personality paradigms has been pursued for more than a century, no one theory conclusively captures human behavior causation, motivation, acuties, and anxieties.

Leadership Theories

Each of the four prominent archetypes of personality theory served as foundational paradigms in creating contemporary leadership theory in business and education. Eight significant epistemologies are commonly endorsed and practiced: the "Great Man" or natural-born leaders theory, trait theory of leadership, contingency theory of leadership, behaviorism

leadership theory, situational leadership theory, participative leadership theory, transactional leadership theory, and transformational leadership theory (Horner, 1997).

The "Great Man" theory is founded on the construct that some people are born with greatness as leaders. In contrast, trait theory posits that specific, definable traits or attributes like extroversion, courage, and confidence are essential to being a masterful leader (Cherry, 2019). Contingency leadership theories suggest that effective leadership can balance behaviors, needs, and context rather than having the right qualities or traits. Behaviorism theory postulates that leaders are made, not born, which aligns with Skinner's concept that people can learn to be leaders through observation and training (Northouse, 2019). Situational leadership proposes that leadership is based on an adaptive style determined by circumstances that are the most effective model since leaders leverage the best techniques from all the leadership techniques. For example, leaders assess when to demonstrate collaborative skills versus autocratic decisiveness based on the immediate challenge (Cherry, 2019).

Participative leadership theory promotes the concept that the ideal style encourages and incorporates team members' feedback in all decision-making processes (Horner, 1997). Transactional leadership is grounded in supervision, organization, and group performance, which validates a system of rewards and punishment based on performance (Burns, 1978). However, in the last 20 years, the concept of transformational leadership has evolved into one where the administrator is first focused on forming personal connections and motivating followers' higher-order thinking to satisfy their needs for self-development while visualizing the significance of the greater good of their work (Khorakian & Sharifirad, 2019). In this theory, colleagues are empowered to drive organizational success (Bolden et al., 2003). Although leadership paradigms contrast greatly, one principle is consistently agreed upon: leadership in any organization is

vastly consequential and is a critical component resulting in organizational success or failure (Boudreau et al., 2001).

Enneagram Theory

Beyond these conventional personality and leadership theories, the Enneagram's ancient construct has evolved into a modern personality framework. This theory is a hybrid of ancient wisdom amalgamated with modern psychology (Riso & Hudson, 1999). The sources of the term Enneagram come from the Greek and mean "nine-pointed symbol" (Matisse, 2007). The modern version of the Enneagram personality styles dates to 1915, when Gurdjieff, a Russian philosopher, introduced the Enneagram at a conference in France (Dameyer, 2001). It did not gain much attention until the 1950s. Ichazo, a Chilean psychiatrist, realized similarities between the Enneagram symbol and Pythagorean mathematics, which tied the Enneagram's foundation in ancient Sufi tradition to the modern version (Rohr & Ebert, 2019). Nearly 40 years later, an American counselor, Palmer (1991), in collaboration with Riso and Hudson (1996), integrated Enneagram's ancient traditions with contemporary psychology theories of personality and counseling to assist patients' self-discovery. Clearly defined personality types that describe the character orientation, perception habits, behaviors, anxieties, motives, and aspirations are numbered from one to nine. By exploring these personality types, individuals can become more self-aware of their underlying motivations, strengths, and weaknesses, incorporate higher-order reasoning, and develop the healthiest version of self (Bland, 2007). Most individuals have elements from several personality types, but one orientation is the more dominant personality. One type is neither better nor worse than another. Instead, the styles are a kind of roadmap on how an individual navigates his life experiences, the lens through which he sees and understands the world. The descriptive labels and associated number for the personality types are the

perfectionists (1s), the helpers (2s), the achievers (3s), the artists (4s), the observers (5s), the loyalists (6s), the enthusiasts (7s), the challengers (8s), and the peacemakers (9s; Rohr & Ebert, 2019). Each type is influenced by their "wings" or the styles directly adjacent to their primary type and number. Individuals identified as Achievers (3s) are likely to reflect the qualities of the Helper (2) and the Artist (4).

The Enneagram also identifies contributing factors that influence the primary type. Each of the nine personality types has a predictable stress default personality orientation and an aspirational personality orientation. According to Rohr and Ebert (2019), the individual personality types are grouped into three clusters or centers: the heart (social and devoted), the head (self-preserving and withdrawn), and the gut/instinct (sexual and hostile). The three associated clusters are as follows: heart-centered types include the Helpers (2s), Achievers (3s), and Individualists (4s); the head-centered types include the Observers (5s), Loyalists (6s), and Enthusiasts (7s); and the gut or instinct-centered types include the Challengers (8s), Peacemakers (9s), and Perfectionists (1s; Baron & Wagele, 1994; D. Daniels & Price, 2009). Diverse factors blend, creating a unique perspective of the world, self, and others. Understanding the Enneagram improves self-awareness and emotional intelligence, creating a deeper understanding of others and connecting with them thoughtfully and meaningfully.

In summary, there are fundamental differences between individuals, as observed in human behavior, motivation, aspiration, perceptions, anxieties, and philosophies. The concept of personality theory and its effect on leadership ability has intrigued psychologists, educators, medical professionals, and corporate moguls for decades. Their body of research is well documented by Bandura (1977), Cattell et al. (1955), Freud (1923), Haggblom et al. (2002), Horner (1997), Kavirayani (2018), Maslow (1943), McLeod (2017), Northouse (2019), Rogers

(1957), Schultz and Schultz (2005), Skinner (1981), Wagner (2010), and others. A comprehensive personality taxonomy detailing the complexity of human performance and organizational effectiveness has not been reached. However, researchers and psychologists of the Enneagram are garnering increasing consideration and following based on their comprehensive map of the human psyche correlating personality types and pathways to self-actualization of the human potential (D. Daniels et al., 2018; Newgent et al., Oosthuizen, 2013; Ormond, 2007; 2004; Palmer & Brown, 2014; Sutton, 2012). Studies on the Enneagram personality type and leadership development have been conducted frequently in the business and corporate settings, demonstrating its effectiveness in adult ego development (Chestnut, 2017; D. Daniels et al., 2018; Goldberg, 1999; Knowles, 2017; Shannon et al., 1999; Sikora, 2011; Taylor, 2013). Research has recently expanded to investigate Enneagram-based development for educators in Indonesian Catholic schools (Ho, 2018).

Problem Statement

The Enneagram is an ancient theory of personality and human behavior that includes writings over hundreds of years and across many disciplines. Business culture and leadership development studies have been extensive (Colina, 1998; Knowles, 2017; Lapid-Bogda, 2004; Ormond, 2007; Sikora, 2011; Taylor, 2013; Wang et al., 2019). Research on the effect of personality and medicine has also gained recognition (Komasi et al., 2019). The field of clinical psychology has researched and applied the Enneagram concepts to patient therapy sessions for decades (Bland, 2010; D. Daniels et al., 2018; Killen, 2013; Matise, 2019; Schwarz & Zarrabi, 2017). Career guidance practices (Goldberg, 1999; Moss, 2019) and educational leadership training programs (Ho, 2018; Lee & Shim, 2016) have recently been constructed using the Enneagram concepts and applications. Spiritual and religious leaders from various faiths have

incorporated this wisdom into their work with parishioners (Fryling, 2017; Ichazo, 1976; Johnson, 2019; Palmer, 1991; Riso & Hudson, 1999; Starke, 2016; Wall, 1996). There is a limited body of knowledge regarding the impact of leadership personality on student enrollment (Gigliotti, 2019). More specifically, there is a paucity in the literature regarding the Enneagram personality styles of Christian university presidents and the impact on the institution (Dopson et al., 2018).

Many private and Christian higher education institutions face closure if their presidents cannot lead their student enrollment growth (Eide, 2018). Bauer-Wolf and Busta (2019) noted, "A 2016 report from Ernst & Young, an affiliate of the Parthenon Group, found 800 colleges vulnerable to 'critical strategic challenges' due to their small (enrollment) size, compared to a much smaller share of colleges with registrations over 1,000" (p. 1). In the report by EY Parthenon (2020), the analysts summarized that current higher education leaders need to embrace new strategies to deal with the enrollment and financial crisis or risk shuttering their campuses like 100 of their peer institutions between 2016 and 2019.

Personality theorists and researchers debate the authenticity and reliability of psychological frameworks and their relevance to leadership profiling (Bandura, 1977; Ichazo, 1976; Northouse, 2019; Rogers et al., 2014; Skinner, 1981). Yet, these essential leaders' perceptions, motivators, and fears are vital to the successful navigation of the current precarious challenges. Suppose significant correlations between a validated personality type or types and student enrollment growth could be identified. In that case, institutional governance bodies might more reliably identify and develop chief administrators that possess attributes that enhance organizational sustainability (Hulme et al., 2016).

According to D. Daniels et al. (2018), there is insufficient literature on Enneagram personality types applied to leadership development: "In empirical research, the potential to intentionally promote post-conventional development is largely unexplored" (p. 231). This current research study sought to add to the body of knowledge and determine if specific Enneagram personality types excel in the high-profile leadership role of the president of a Christian institution of higher education. This absence of information and research on the subject is unfortunate because it can potentially transform presidents' effectiveness and their institutions' future. The problem is that the literature has not adequately addressed how the Enneagram personality types of presidents at Christian universities affect student enrollment.

Purpose Statement

The purpose of this quantitative, correlational study was to examine the connections between the Enneagram personality styles of faith-based university presidents in the United States and the size of their student enrollment. The criterion variable is the university's *student enrollment*. The definition of *student enrollment* is the total headcount of the institution's part-time (less than 12 units per semester), full-time (12 credit units or more per semester), undergraduate, graduate, online, hybrid, and residential students (NCES, 2019).

The predictor variable is the Christian university *president's Enneagram personality style*. The Enneagram is a complex personality typology that describes nine distinct and fundamentally different cognitive, emotive, and behavioral patterns (Rohr & Ebert, 2019). *Enneagram personality styles* are defined as the following: The Perfectionist, the Helper, the Achiever, the Individualist, the Observer, the Loyalist, the Enthusiast, the Challenger, and the Peacemaker (D. Daniels & Price, 2009). The president's faith-based affiliation was assumed

through their position within a purported Christian institution and professional membership with either the CCCU or the Association of Christian Colleges and Universities.

Significance of the Study

This study is significant to the topic affecting Christian higher education enrollment, stability, and leadership effectiveness. Extensive research on business and corporate leadership Enneagram personality development has been conducted, but there are few, if any, studies that focused on Christian higher education leadership. There is a need to examine the intersection between the Enneagram personality style of senior faith-based education leaders and institutional success. This study provides insight into the prominent types of Enneagram personality styles among Christian university leaders; it also expands how specific personalities complement the developmental stages across the university's lifespan (D. Daniels et al., 2018; Eide, 2018).

This study is significant to the population of Christian universities and their governance bodies, which guide scholastic leaders of ethical and religious higher education. As the number of private Christian higher education institutions struggling to survive increases, understanding how personality influences leadership decision-making has become more critical. There are 1.68 million students, 370,000 employees, and a \$60 billion economic impact from the faith-based higher education sector (Carlson-Theis, 2018; Collins & Clanton, 2018). Executive leaders need the knowledge, skills, abilities, and leadership courage to address the surfeit of challenges that impact student attraction, selection, admission, and retention (Hogan & Kaiser, 2005). With a data-informed roadmap of personality traits necessary to effectively navigate diverse market volatilities, private university trustees may be better equipped to support and guide university leaders. "The Enneagram personality system offers a comprehensive guide to type-specific personalities and their associated strengths, limitations, and core beliefs" (D. Daniels et al., 2018,

p. 1). Moreover, this personality framework encompasses development plans for each of the nine Enneagram types creating a pathway to post-conventional ego development (Chestnut, 2017; Goldberg, 1999; Lapid-Bogda, 2004).

Additionally, because this study was conducted with a subset of the 653 Christian higher education presidents, it may add consciousness to religious leaders who lack appreciation for the intrinsic value of fostering self-awareness in mental, emotional, and physical perceptions. The level of ego development and emotional intelligence acquired through understanding the Enneagram personality styles enhances individual performance and satisfaction (Rohr & Ebert, 2019). Given the importance of Christian higher education in the advancement of service, societal "common good," economic impacts, cognitive development, and the moral belief of young minds and future leaders, the limited research on this subject is problematic. This study adds to the body of knowledge on Christian higher education leadership personality and provides governing bodies an enhanced understanding of how to support and develop presidents' practical leadership traits based on their innate predisposition; it may also contribute to the factors related to hiring decisions. Furthermore, it offers a targeted research study focused on religious higher education leaders' ego development to positively affect faculty, staff, and student engagement and advance the missional vision (Eide, 2018; Rine & Guthrie, 2016).

Research Question

RQ: To what extent can the Enneagram personality style of faith-based university presidents and provosts predict their student enrollment size?

Definitions

1. *Christian higher education* – Christian higher education is the group of postsecondary education institutions of learning whose stated missions are Christ-centered and rooted in

the historic Christian faith. These institutions are "committed to supporting, protecting, and promoting the value of integrating the Bible – divinely inspired, true, and authoritative throughout all curricular and co-curricular aspects of the educational experience on campus, including teaching and research" (CCCU, 2019, p. 1).

2. *Enneagram* – The Enneagram is a dynamic personality system that describes nine unique thinking patterns, feelings, and acting. Those unique patterns are codified as the Perfectionist, the Helper, the Achiever, the Individualist, the Observer, the Loyalist, the Enthusiast, the Challenger, and the Peacemaker (D. Daniels & Price, 2009).
3. *President* – A president is the highest-ranking leader within the higher education institution. This individual is usually appointed to the role by the institution's Board of Trustees. This role provides oversight of the academic quality and support services for all the programs and their component entities, fiduciary duties, administration of personnel, data systems, and student success and satisfaction (Bowles, 2013; Simon, 2009).
4. *Personality* – Personality is the dynamic organization within the individual of those psychophysical systems that determine his or her unique adjustment to life and its problems. Inclusive are the various elements of perception, orientation, motives, fears, ambition, values, and interpersonal preferences (Allport, 1937; Rogers et al., 2014).
5. *Student enrollment* – The total number of individuals who officially registered with a university to engage in an educational program and have participated in instructional activities endorsed and offered by an institution (NCES, 2019).

CHAPTER TWO: LITERATURE REVIEW

Overview

The researcher conducted a systematic review of the literature to explore the correlation between the effects of Christian university presidents' and provosts' personality types as measured by the Enneagram personality styles on the size of the institutions' student enrollment. This chapter will review the current literature related to the study topic. In the first section, the theoretical framework related to ego and personality development, social learning, leadership and practice, and an overview of the Enneagram personality theory are discussed. Next, a synthesized review of recent literature surrounding the Enneagram's history, application to leadership and practice, and its reliability and validity are presented. Lastly, an evaluation of the body of research is presented regarding higher education status compared to the Christian universities' purpose and vision, current challenges, enrollment trends, and a forecast of future viability. In conclusion, a gap in the literature is identified, presenting a worthwhile need for this study.

Theoretical Framework

The theoretical framework that guided this study on personality theory developed among numerous psychologists and has evolved for more than a century. Psychology, ego development, and personality theory represent a vast number of thinkers and models. This theoretical framework has categorized the breadth of personality constructs into four overarching paradigms. Allport, considered by many to be the founding father of personality theory (Sperry, 2015), described personality as follows: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to life and its

problems" (Allport, 1937, p. 28). Each of the four primary personality systems has led to the current leadership frameworks discussed and applied in business, medicine, and education.

Ego Development Theory

Going back to Freud at the turn of the 20th century, psychologists studied the cognitive, moral, emotional, and social development of humankind (Freud, 1923). According to theorists Erikson and Sullivan, "The ego was theorized to mature and evolve through stages across the lifespan due to a dynamic interaction between self and the outer environment" (Lerner et al., 2013, p. 58). Several prominent paradigms have emerged and materially contributed to the understanding and evolution of the educational systems, mental health services, and corporate human capital development (Crain, 2010). Maslow's (1943) hierarchy of needs, Erikson's (1997) eight stages of emotional development, Piaget's (1969) six cognitive development stages, and Kohlberg's (1974) six moral development stages represent the leading theories of the complex elements of thinking and behavior.

For adult leadership development, moral and ego development is a primary focus. Kohlberg's theory was built in alignment with Piaget's six stages model, but he classified the stages into groups of two, creating three levels. Level One (pre-conventional) represents the stages of childhood development and learning right from wrong. Level Two (conventional) signifies conformity to social order and authority, typical of adolescents and adults. Level Three (post-conventional) epitomizes abstract moral reasoning as the individual realizes they have a social contract and that moral reasoning is based on abstract reasoning. Kohlberg speculated that not all people would achieve this level of rational thinking (Kohlberg, 1976).

Loevinger incorporated Kohlberg's moral development frameworks and contributed to the delineating of ego development stages between the inner self and the external environment to

explain the formative stages that lead to meaning-making. In her theory, the ego strives to master, integrate, and make sense of life's experiences. Loevinger's system resembles a broader scope of moral developmental stages, which she adopted and combined with Sullivan and Grant's framework of the interpersonal-maturity continuum (Blasi, 1993). Most personality theories rest on ego development or a version of it, which is frequently described as the construct by which a person interprets his world and dictates how he responds to it (Loevinger, 1983). There are nine sequential stages in Loevinger's model, representing a progression of advanced thinking and perceiving the world (see Table 1).

Table 1

Loevinger's Model of Ego Development

Level	Primary Descriptors
Impulse (E2)	Physical needs and impulses Simple dichotomies (e.g., good or bad)
Self-Protection (E3)	Opportunistic and exploitive Typically adhere to rituals and traditions
Conformist (E4)	Respect for rules and social acceptance Perceive self in the simplest concrete terms (e.g., I am a nice person)
Self-Aware (E5)	Increased self-awareness and reflection Decreased stereotyping, but still does not see individual differences
Conscientious (E6)	Significant developmental transition marked by increased perspective-taking Development of internalized standards and person choice and responsibility
Individualistic (E7)	Increased sense of individuality and awareness of own incongruence and empathy Greater appreciation of differences, empathy, and mutuality
Autonomous (E8)	Increased respect for others, their choices, and their need for autonomy Greater understanding of interdependence and striving for self-fulfillment
Integrated (E9)	Individuality, autonomy, congruence, and self-actualization Few individuals achieve this level of social-cognitive development

Note. Reprinted from “An Integrative Social-Cognitive Developmental Model of Supervision for Substance Abuse Counselors-in-Training,” by S. M. Sias & G. W. Lambie, 2008, *Journal of Teaching in the Addictions*, 7(1), p. 62 (<https://doi.org/10.1080/15332700802072282>). Copyright 2008 by Taylor & Francis. Used with permission (see Appendix H).

Each stage generally aligns with the human physical growth and developmental stages. Ego maturity reflects a well-grounded sense of self-confidence balanced with others' mutual respect and emotional intelligence (Lerner et al., 2013). The first two stages occur in childhood, and the remaining steps are developed in adulthood. Children experience the impulsive stage where their worldview is selfish, focusing only on the present. In the second stage, the self-protective step, the child understands the concept of blame and deflects personal responsibility by blaming others. At this point, the construct of moral code and orderly structure are essential. The conformist stage occurs at school age when individuals begin to view and understand themselves in terms of social norms. Conforming to the expectations of society creates a sense of acceptance and belonging to the larger group. These steps of development are foundational to the continuum of ego maturity.

Stage Five, self-awareness, is considered by Loevinger to be the first adult stage. It represents increased self-awareness and the ability to cognitively view multiple solutions to various situations, representing stability as an adult. In Stage Six, the conscientious step, the adult has accepted and internalized societal rules. A sense of responsibility, goal setting, and ideals are acknowledged. There is an ability to view the world in a broader social context, and guilt is experienced when expectations are not met. At Stage Seven, individualistic ego, a person develops an appreciation and respect for individuality and interpersonal ties. The individualistic ego demonstrates a broad tolerance for others' actions and thoughts as autonomous from stereotypical roles. They seek personal development and growth, stretching their mind to embrace more complex constructs. In Stage Eight, the autonomous ego, individuals become synthesizers of the data and experience around them by integrating ideas. The independent ego can navigate ambiguity, conceptualize complexity, and embrace polarity. The last stage, rarely

attained, is the integrated ego in which one exhibits wisdom, compassion for others, tolerance and acceptance of differences, and a strong sense of personal identity and destiny (Loevinger & Wessler, 1970).

Personality Theories

There are four significant perspectives within the study of personality: psychoanalytic, humanistic, trait theory, and social-cognitive (Cherry, 2019). Within these primary categories are a surfeit of similarities and differences. The quest to define, classify, and understand human behavior through personality and determine how one thinks, feels, reacts, and perceives the world has been a quest throughout human history. As far back as Ancient Greece with Hippocrates in 370 BC, man has been striving to unravel the essence of what makes individuals unique. Plato proposed four groupings (artistic, sensible, intuitive, reasoning), and Aristotle postulated similar factors that contributed to persona composition (Ford, 2013). Thousands of years later, philosophers and psychologists are still theorizing. To date, no one theory definitively expresses the breadth of complexity in human behavior, its causation factors, motives, and fears. However, personality is better understood today than previously (Cherry, 2019).

Psychodynamic Theory

Freud (1923) is known as one of the earliest modern psychologists in the 20th century and is widely credited for developing the psychoanalytic view, emphasizing childhood experiences and the unconscious mind. Freud alleged that personality included three parts: the id, ego, and superego. Jung (1912), after spending years working with Freud, independently developed a similar psychodynamic theory that postulated the three forces of the personality were the ego (the center of consciousness), the personal unconscious, and the collective

unconscious. Other psychodynamic theorists included Adler, Erikson, and Fromm, who also adopted much of Freud's theoretical framework but rejected the construct of innate drive and sexual fixation propagated by Freud. Instead, they emphasized the relationship between the patient and various personality development stages and their relationship with the therapist (Cherry, 2019).

Humanistic Theory

The humanistic theory of personality focuses on psychological growth, free will, and self-awareness. With an optimistic view of human potential, the theorists attempt to describe the levels of personality growth. Maslow (1943) developed the five levels of human motivation and need. Maslow's hierarchy is the foundation of humanism, which starts with physiological needs as the first level, followed by safety needs, the need for love and belonging, which leads to esteem, and finally, self-actualization. The four tenets of humanism include (1) a focus on the here and now; (2) mental health requires personal responsibility for one's behavior, (3) every person is inherently worthy regardless of their actions, and (4) true happiness is a journey of self-discovery and self-improvement (Schultz, 2005). Rogers (1957) expanded on Maslow's (1943) constructs and extended them to create the person-centered theory. Rogers' view of personality declared that an individual's self-concept was the most crucial feature of their character because it encompassed their feelings, beliefs, and thoughts regarding themselves. These two noteworthy psychologists of humanistic personality theory postulated that the ultimate human achievement of self-actualization was the motivating force behind human behavior (DeRobertis, 2013).

Trait Theory

There exists a broad range of trait theories, and they refer to personality as biologically or genetically constructed (McLeod, 2017). Various paradigms have attempted to identify, describe,

and measure unique personality traits. Allport, also known as the trait psychologist, conducted an extensive survey and identified 18,000 characteristics, and created a list of 4,500 trait-like words to describe human behavior (Kavirayani, 2018). Eysenck, whose trait theory of personality from the 1940s was based on biological factors and genetic composition, employed a factor analysis process when he studied 700 soldiers who exhibited neurotic disorders and reduced their behavior to two dimensions called introversion/extroversion and neuroticism/stability (McLeod, 2017).

Raymond Cattell, in the 1960s, differed from Eysenck in that he argued the number of personality traits was much larger than two. He produced a personality trait list of 16 attributes, known as the 16 Personality Factors (16PF), which has garnered interest among some psychologists (Cattell et al., 1955). The most prominent theory among the trait perspectives developed by Robert McCrae and Paul Costa (1987), the big five theory, or the five-factor model (FFM), identified five key dimensions of personality: extroversion, neuroticism, openness to experience, conscientiousness, and agreeableness. The big five theory is applied to business, education, vocational choices, relationships, and beyond (Barrick et al., 2003; DeFruty & Mervielde, 1999; Harrison et al., 2019; Hogan & Blake, 1999). However, in the last decade, there has been increasing criticism that the FFM is not an authentic personality theory of human behavior but rather a lexical hypothesis based on verbal descriptors of individual characteristics (Block, 2010).

Each of these trait theories attempted to explain motivation through the advancement of intelligence across all living creatures. Rooted in Darwinism, these theories promote the concept that individuals are active agents shaped by their desire to survive and use all resources available, including biological dominance, better known as natural selection (Darwin, 1836). Social

Darwinism, hypothesized by Herbert Spencer (1879), that in addition to physical superiority, human intelligence, culture, and societal structures, supported environmental adaptation resulting in survival of the fittest. Collectively Darwinism and Social Darwinism assume that by developing coping traits, personality types, and motivational drives that come from their genetic phenotype, individuals survive ecological and social threats (Bouchard, 2016).

Cognitive Behaviorism Theory

The fourth early personality perspective, cognitive behaviorism personality theory, originated with B. F. Skinner. His approach was founded on the construct that human free will was an illusion and that behavior was a byproduct of previous consequences. Skinner, considered the most influential psychologists of the 20th century (Haggbloom et al., 2002), predicted behavior would recur if the prior results to actions were positive and that human reactions were highly unlikely to recur if the consequences to previous actions were negative. Skinner (1953) labeled this the principle of reinforcement. Based on Darwin's theory of evolution, behaviorists describe human behavior as a systematic manner of responding to environmental variables in either a respondent or operant means. Therefore, through a series of stimuli, responses, and reinforcements chained together, complex human behavior is mostly predictable (Skinner, 1981). Pavlov and Watson were avid followers of Skinner's behavioral theory and are also considered co-pioneers of modern behaviorism (McLeod, 2017).

Social Learning Theory. Out of cognitive behaviorism, personality theory questions emerged around behavioral complexity and nurture, which Skinner could not explain. Albert Bandura's (1977) social learning theory is an extension of operant conditioning that suggests that behavior positively rewarded will persist while negatively rewarded behavior will diminish. This construct, combined with social nurturing, became the foundation of social learning theory. It

claims that learning is not purely behavioral; it is also a cognitive exercise in a societal context. Learning occurs through modeling, vicarious reinforcement, and the learner is an active agent of the information and mental processing. In the social learning theory, the participant draws on modeling in various forms: live models, verbal instruction on how to behave, and symbolic modeling through outside sources like media. Albert Bandura (1982) emphasized in his theory of personality the human predisposition to experience observational learning, the innate need for self-efficacy, and reliance on situational influence. Bandura is recognized for balancing the question of nurture and nature's implications on personality development (Cherry, 2019; Kavirayani, 2018).

Theories of Leadership

The study of human personality theory evolved into the research and application of effective leadership (Van Vugt, 2016). Across ethnicities, industries, and environmental contexts, management styles have been researched extensively. Leadership is commonly defined by the traits, qualities, decisions, and behaviors of a leader as complex (Horner, 1997). Seven primary leadership theories have emerged in the last century.

Great Man Theory

The “Great Man” theoretical construct begins with the belief that leaders are exceptional people born with innate qualities that make them destined to lead (Bernard, 1926). The model refers to Eysenck's theory of biological personality determination. The most significant drawback is the emphasis on vague innate qualities, the absence of discussion on learned skills, and the reality that a defined set of traits can never be agreed upon (Northouse, 2019).

Leader Trait Theories

Other theories of leadership focus on the specific attributes good leaders demonstrate. This theoretical framework emerged from extensive research in the trait theories, which is considered the most researched theory (Horner, 1997). Cattell's 16PF and McCrae and Costas' FFM personality trait theories frequently employed in corporate leadership development programs add one-dimensional value. However, in some trait theories, the list of adjectives became extensive since theorists and companies could not agree on a standard set of traits. Therefore, the model became untenable (Hogan et al., 1994). Still today, the FFM trait theory model of leadership is used in corporate and educational development programs.

Behavioral Action Theory

Behavioral leadership theories concentrated on the actions of leaders rather than a set of defined qualities. The perceptible influence of Skinner, Pavlov, and Watson is evident in this model. Leaders who demonstrate successful actions are rewarded, and adverse outcomes are punished. This theory is frequently observed in corporate sales teams, where inducements, reward systems, and shaming are standard practices (Northouse, 2019).

Situational Leadership Theory

Situational leadership is a more contemporary approach to the dynamic environment that leaders experience. The paradigm promotes that leaders adapt their leadership style, methods, and direction depending on the circumstances. An example is that one situation may require a leader to respond in an autocratic manner during a crisis, yet the leader may employ a more participative approach during a brainstorming event (Blanchard et al., 1993). The concepts of Maslow and Rogers' self-actualization are applied to the theory because it assumes the leader has developed a broad scope of coping skills that can be employed as required.

Contingency Leadership Theory

Contingency theory, a refinement of the situational leadership model, concentrates on identifying variables that will deliver effective outcomes. By leveraging diverse leadership techniques, administrators mitigate the demands of the followers and promote the development of desirable behaviors, skills, and knowledge to empower the organization to reach its specified objectives (House & Mitchell, 1974). This paradigm leverages Bandura's social learning theory with dependencies on modeling observation and cognitive processing to adjust the general performance for a more favorable outcome.

Transactional Leadership Theory

Transactional leadership leverages the relationship between the leader and follower, where mutual benefits result from an informal contract. Rewards and recognition are provided when loyalty and compliance are delivered by the employee, simulating concepts from Skinner's (1976) stimulus-response theory. Simply stated, leaders use a traditional utilitarian view of workers and exercise their power and position to direct followers to accomplish tasks by applying positive or negative awards (Burns, 1978; Horner, 1997).

Transformational Leadership Theory

Transformational leadership theory and, similarly, the goal-path method are considered the most progressive leadership theories because of the robust methodology of motivating followers by satisfying higher-order needs (Bass, 1985) and engaging subordinates to contribute to the organization. The leader's role is to modernize an organization's culture and performance to become a high-performing entity (Bolden et al., 2003). Transformational leadership is grounded in Rogers' and Maslow's humanism theory of self-actualization (McLeod, 2017).

Additionally, elements of motivation theory and expectancy theory are detectible (Bandura, 1982).

Alternative Leadership Theory

The alternative leadership theories support various uncontrollable factors. One example of this is a recent emergence of leadership selection based on height and age or the "Big Man" model (Elgar, 2016; Kramer, 2006; Murray & Murray, 2011). This theory is frequently observed in the sporting model. Drawing from evolutionary biology insights, a preferred leadership attribute of physical stature is commonly accepted in the animal kingdom. However, in a study conducted by Mark Elgar (2016), the height of sporting team captains had no predictable correlation to being selected for the role, yet age did. Team captains of the 2012 London Olympics sporting teams were more likely to be older than their teammates but no taller than their teammates.

All seven prominent leadership theories are grounded in various personality methods and strive to apply those constructs to the corporate realm of leadership behavior. New leadership theories continue emerging, and researchers note, they are generally grounded in expectancy theory, equity theory, goal-setting theory, humanism theory, and reinforcement theory (Horner, 1997).

Personality Correlation to Leadership Effectiveness

A review of the voluminous leadership literature emphasized several critical points about leadership. First, leadership is vastly consequential and may be the most crucial issue in the social sciences. It impacts every type of organization and the future of society. Leadership is the ability to build and maintain the performance of groups, teams, and companies, and the measure of a leader is aligned to quantifiable results. Good leadership stimulates employee and

organizational outcomes, which enriches the quality of life for its community; conversely, inadequate leadership degrades the team members and their performance (Hogan & Kaiser, 2005).

The meta-analysis of the interconnectivity between leadership and personality conducted by Judge et al. (2002) examined 78 studies and showed a direct correlation. Using a common taxonomy of the FFM, the multiple *R*-value for the dimensions of Extroversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness showed a 0.53 predictability for all five aspects to positively affect leader effectiveness. Similar positive results between leadership effectiveness and specific personality attributes were found in studies conducted by Hogan and Hogan (2002), Judge and Ilies (2002), and Lord et al. (1986). The results demonstrated a direct overlap between personality and leadership effectiveness. Personality predicts leadership; the character of a person determines how they will lead.

Regarding whether leaders influence their organization's performance, several studies conducted resulted in substantial positive results. Peterson et al. (2003) surveyed 17 Fortune 500 corporation CEOs, including IBM, Coca-Cola, Disney, Xerox, CBS, Chrysler, and General Motors. The hypothesis included that leader personality influences the dynamics and culture of the top-level executives, and the qualities of the high-level executives influence the company's performance. The results demonstrated a powerful effect in the 0.50 range that the CEO's personality, directly and indirectly, affects many aspects of the team and organizational functioning. Additionally, Harter et al. (2002) conducted a meta-analysis, including 198,514 employees from 7,939 business units. The conclusion was that employee satisfaction and engagement were correlated (0.37) to the company's performance.

Ultimately, the purpose of leadership is to produce organizational effectiveness. Hogan and Kaiser (2005) suggested that there are five components required: talented personnel, motivated personnel, a talented management team, an effective strategy, and monitoring systems to track performance. It is the responsibility of senior leaders to identify and execute these critical elements. This pertinent synopsis of leadership articulates the gravity of why the study of personality correlations to leadership performance and corporate outcomes requires ongoing research.

Related Literature

Beyond the theories of personality and leadership theory are several other significant research areas associated with this study. The central focus on the Enneagram effectiveness requires an in-depth review of the framework, literature that explores higher education leadership challenges, and senior executives' professional development processes in higher education. Additionally, the study focused on the impact of the faith-based university presidents' solicited personality attributes related to the purpose and value of Christian higher education, recent changes, and the sector's future.

The Enneagram

The Enneagram inventory of personality types is not a new system. It is an amalgamation of ancient wisdom combined with modern psychology (Riso & Hudson, 1999). The contemporary version (dated 1915) descends from Gurdjieff, a Russian philosopher who was searching for a systematic science for transforming the human psyche and discovered the Enneagram. He expanded its meaning to include various other forms of ancient wisdom, which included God as One, the law of three forces, and the law of seven, which consists of the processes and development over time, which were introduced at a conference in France

(Dameyer, 2001). It did not gain much attention until the 1950s when Ichazo, a Chilean psychiatrist, realized similarities between the Enneagram symbol and Pythagorean mathematics. Extending the framework, he created the modern version by developing the nine comprehensive personality styles (Rohr & Ebert, 2019). Nearly 40 years later, an American counselor, Palmer (1991), in collaboration with Riso and Hudson (1996), integrated Enneagram's ancient traditions with contemporary psychology theories of personality and counseling to assist patients' self-discovery.

Background

The word Enneagram is derived from Greek and refers to a nine-pointed symbol (Matise, 2007). The ancient system of personality and personal essence is represented by an emblem that includes nine unique personality types, each with unique behavioral patterns, perceptions, emotions, motives, and fears (D. Daniels & Price, 2009). No personality orientation is better or worse than another. The potential for all nine types is present in everyone. However, one style is generally more dominant and best represents a person's view of the world, their behavioral actions, and interpersonal relationships. No personality system can fully explain a person's complexity, nor does the Enneagram attempt to do so. Personality types, represented by numbers one through nine, were described by Cron and Stabile (2016) as a type of map for how a person navigates and experiences the world. Each person is generally a combination of at least two types.

The Enneagram is a tool built on a theory of nine personality types. It attempts to explain why people behave as they do and identifies growth opportunities by revealing their inner motives, fears, and weaknesses. Self-awareness empowers people to grow and nurture meaningful relationships and confront negative behaviors that might prevent them from personal

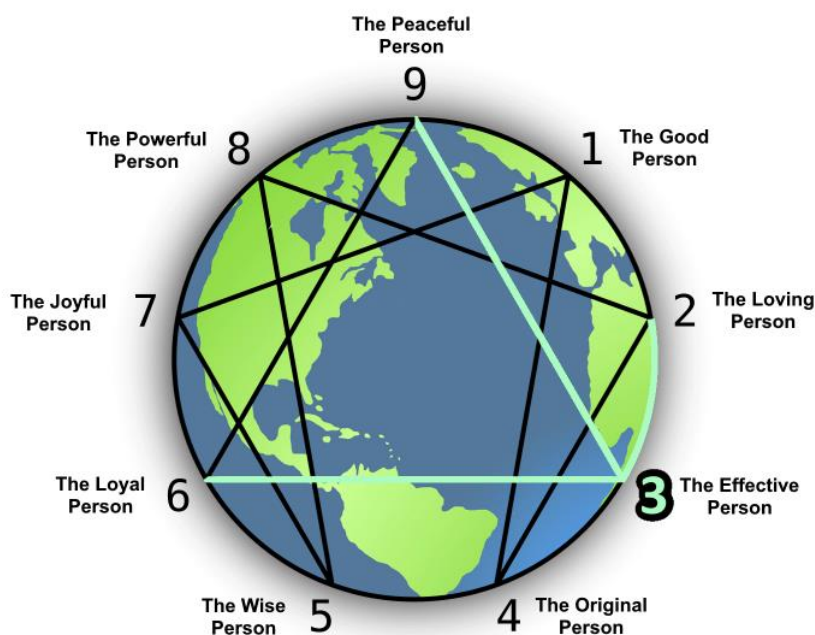
satisfaction (Baron & Wagele, 1994). Understanding the Enneagram improves individual emotional intelligence, creating a deeper understanding of oneself and others, and strategically connecting with them.

Enneagram Personality Types

Within the Enneagram personality types, there are nine unique orientations (see Figure 1). Each style has a generalized overview of the personality type, fundamental perspectives that describe the core beliefs, principal characteristics, causes of stress and anger, and critical insights to guide personal growth. The depth of self-awareness promotes self-efficacy and enhanced emotional intelligence regarding others' behavior (D. Daniels & Price, 2009).

Figure 1

Enneagram Personality Symbol



Note. Image use with permission from www.WEPSS.com (see Appendix I).

Type One: The Good Person/Perfectionist. This personality type is often described as idealistic, conscientious, responsible, precise, improvement-oriented, having high standards, and

is often called the Reformer. They are body-based or instinct-driven types. The negative side of this type is that they can also be judgmental, critical, and inflexible. They focus on what should be corrected, what is right, and compare others to themselves. Their wings are the Mediators (9) and Givers (2). Reformers avoid making mistakes, fearing judgment as unworthy. Yet their strengths are integrity, conscientiousness, strong work ethic, and self-reliance. Situations of unfairness, irresponsibility, and inferior work create stress for this personality. When stressed, this type shifts to the Romantic type (4). When relaxed and secure, this personality reflects the positive attributes of the Enthusiast type (7), eager curiosity, optimism, and serenity (D. Daniels & Price, 2009).

The Reformer's leadership style thrives where order, planned structure, a clear objective, and high standards are the norm. Solid and healthy Reformers are conscientious leaders with a solid vision who are results-oriented and deeply ethical. They are compelled to promote their expectations and anticipate obedience (Goldberg, 1999). The mature ego of a Reformer leads with high moral standards that are both principled and achievable. However, due to their perfectionistic expectations, team members under this personality's leadership are often reticent to offer opinions or risk sharing innovative ideas. Even highly talented individuals prefer to remain unnoticed for fear of making a mistake and receiving severe criticism (Chestnut, 2017).

Type Two: The Loving Person/Giver. This personality type needs to be needed, and therefore, is appropriately labeled the Helper. These individuals are helpful, generous, supportive, empathetic, expressive, and exuberant. They are within the heart or feeling-based types. The wings for the Helper (2) are the Perfectionists (1) and the Achievers (3). A tendency of this type is that they absorb the emotions of others. The Helper (2) avoids disappointing others and feeling unappreciated. Their core fear of being rejected as useless causes them to strive to

earn approval from others (Schwartz, 1995). When pressured or stressed, the Giver/Helper type behaves more like the Challenger (8). However, when relaxed and secure, this type reflects a Type Four Romantic (Baron & Wagele, 1994).

The leadership style of the Helper (2) includes vital emotional intelligence, nurturing others, magnetism, and demonstrates "servant leadership" (Goldberg, 1999). These managers view their role as a support function to their colleagues. The art of leadership is developing and empowering its platform to influence others. Unhealthy Helpers are too empathetic and service-oriented, leading to their exhaustion, creating a martyr complex, making them incapable of leading through difficult situations (Chestnut, 2017).

Type Three: The Effective Person/Performer. The Performer is often referred to as the Achiever because they have a deep-seated need to accomplish. They take the initiative, are goal-oriented, adaptable, and have a good sense of workgroup dynamics. They are part of the feeling-based or heart types. Emotions are channeled energy into getting things done (O'Hanrahan, 2019). The wings of the Performer (3) are the Giver (2) and the Romantic (4). In times of stress like an impending failure or doing too much, they move toward the Mediator. In times of security and relaxation, they lean toward the Questioner because they are naturally curious. Johnson (2019) noted that resiliency and optimism drive the Achiever (3) even when confronted with challenges and failures. The greatest fear of this type is a personal failure. This persona is not well-connected to their feelings and has a propensity to avoid feelings (Wall, 1996).

"Much of modern management theory is about trying to teach people to be Threes" (Goldberg, 1999, p. 101). As a leader, the Performer (3) is naturally goal-oriented, setting clear objectives and constantly measuring progress. They adjust as needed to reach clear targets. Threes are often labeled social Darwinists, who believe the most successful, diligent, and

dedicated survive. Intuitively astute at understanding other people, Performers modify their presentation to impact their audience positively. Winning or being the best motivates them and fuels their efforts to do all the hard work necessary. By modeling a solid work ethic and commitment to the goal, these leaders inspire others to follow and are often very effective leaders. However, they tend to be out of touch with their emotions and avoids them, staying focused on achievements. Immature ego development in the Performer is aggressive and overbearing, ignoring valuable feedback and pushing themselves and their teams to burn out (Chestnut, 2017).

Type Four: The Original Person/Romantic. The Romantic is often referred to as the Individualist because they are the artist's personality. These types are feelings-based, and their feelings lead them into a sense of longing. With a warm, creative, compassionate, and intuitive style, they need to experience their feelings and be understood, search for meaning, and avoid being ordinary (Baron & Wagele, 1994). The two wings for the Romantic (4) that influence them are the Achiever/Performer (3) and Observer (5). These types long for distinctiveness. If they are psychologically unhealthy, they are moody, withdrawn, and prone to depression (Rohr & Ebert, 2019). In times of stress caused by envying what others have or due to unmanageable emotions, this type moves toward the Giver (2). When relaxed, they lean into the Perfectionist (1). The Romantic needs personal encouragement and thrives when focused on the present positives and requires significant investments in time and support of their feelings and idealism (D. Daniels & Price, 2009).

The Type Four leader is generally authentic, strives to be unique, passionate, and focused on meaningful work. They are courageously individualistic and want to be distinguished from the ordinary with an aesthetic sensibility (Goldberg, 1999). Built with a depth of emotions, they

connect well with others, see an organization's culture, and challenge its focus to be honest and kind. The immature ego development of a Four demonstrates stubbornness to impractical perfection of their imagined fantasy. They frequently become moody and withdrawn, pushing others away by judging less emotional colleagues as inauthentic (Chestnut, 2017).

Type Five: The Wise Person/Observer. The Observer types are mental or head types. With a quest for knowledge, they are researchers and intellectual scholars. Privacy and autonomy are priorities for these types, and it gives them a sense of freedom as they detach themselves from emotions. Fives are motivated to understand the world around them and beyond, be self-sufficient, and fear to look foolish (Baron & Wagele, 1994). As eager analysts, they observe, calculate, and critique the world. Strong feelings, intrusive people, and a sensation of inadequacy lead to a fear of being fully depleted and stressed (Palmer, 1991). When the stress is significant, the Fives move toward the Enthusiast (7), and when healthy and relaxed, they aspire to be more like the Challenger (8). The Observer is influenced by the two wings of Romantic (4) and Loyalist/Questioner (6). This type experiences ego development when they embrace emotions, learn how to manage them, and accept them as natural and healthy (D. Daniels & Price, 2009).

As leaders, the Observers (5) like "to be in charge and can be ambitious, relentless, and intimidating in pursuit of control and booty" (Goldberg, 1999, p. 160). Their strengths as leaders are their ability to analyze information with precision and objectively. They tend to be highly intelligent, deep thinkers, and sharp-minded. Since they are also humble, brilliant, and level-headed, others are drawn to follow their lead. Additionally, having a Five as a supervisor means there will be plenty of autonomy as they are flexible about how the work is accomplished. Immature ego development in the Five personality creates a paralyzed leader who thinks there is never enough information to make decisions. They may also be very controlling over important

project information, only parsing it out in nominal doses, as necessary. With a strong need for personal space, they may be disengaged and avoid interpersonal connections and teamwork, critical to organization development and success (Chestnut, 2017).

Type Six: The Loyal Person/Questioner. Sixes are mental, exerting their intelligence and insightfulness to determine whether people are friendly or hostile. They are often referred to as the Loyal Skeptic because they are likable, dutiful, trustworthy, analytical, and cautious. These types tend to worry and test for authenticity. They avoid being helpless, out of control, or ending up dependent on others (O'Hanrahan, 2019). When stressed, this personality moves toward the Achiever/Performer (3). When relaxed and healthy, they reflect the Mediators' (9) positive attributes, including serenity, sociability, and equilibrium. The Questioners' development opportunity is to regain their optimism in self, others, and the world around them and realize anxiety is a life dimension that requires managing (Wall, 1996). The careers most aligned with the Loyalist are teachers, professors, activists, or any opportunity that provides a platform to turn their worry into something positive (Moss, 2019).

As a leader, the Loyalist (6) tends to be uncomfortable with their authority and the boss's public role. Using their formidable intellectual powers, this persona is good at critically assessing data and troubleshooting threats. They use this analysis to create mitigation strategies that circumvent dangers. Additionally, they remain calm in a crisis and are adept at managing the situation due to their level of preparedness (Chestnut, 2017). The immature ego of the Loyalist is negative, inordinately critical of others, and anxious. Others see them more as managers of resources rather than inspirational leaders (Goldberg, 1999).

Type Seven: The Joyful Person/Enthusiast. Sevens are referred to as Enthusiasts, Adventurers, and Epicures by various researchers of the Enneagram. According to Merriam-

Webster (n.d.), an epicure is a person with sensitive and discriminating tastes, especially in food and wine. These types are mental- or head-centric personalities who are forward thinkers and actively moving in a positive and progressive direction. Having fun and pursuing their interests are their priority (Rohr & Ebert, 2019). Adjectives to describe Sevens include charming, spontaneous, joyful, and optimistic. They can be pain-avoidant, unfocused, impetuous, and inconsiderate (D. Daniels & Price, 2009). The Enthusiast's values are focused on three priorities: energy, optimism, and pleasure (Lapid-Bogda, 2004). Two wings that influence their personality are the Loyal Skeptic (6) and the Protector (8). During times of stress, their shift occurs because they feel constrained, trapped, or bored. The growth personality that inspires them when relaxed is the Observer (5). Considered a generalist and charismatic, the Seven is prone to overindulge in pleasures to the point of addiction. Still, they are gregarious and therefore have many friends (Shannon et al., 1999).

This personality type leads with optimism, creativity, and energy. The Enthusiast moves projects along, empowers others, and avoids obstacles that impede progress. By flattening the power hierarchy, Sevens share authority with others, thereby diffusing accountability. They rarely do well with the command-and-control managerial positions, seeing it as mundane (Goldberg, 1999). Yet, because they are high energy and optimistic, they are inspiring leaders that colleagues enjoy following. Sevens paint a vision for the future and rally organizations to dream with them, celebrating the successes along the way and reframing impediments as lessons learned that would support success (Chestnut, 2017). The immature ego of the Sevens uses their enthusiasm to avoid difficult challenges and conflicts. They can be shallow in their vision and relationships with others, skimming the surface and failing to slow down and analyze issues

more carefully. Demonstrating hyper-enthusiasm is seen as disingenuous. There is an appropriate time for celebrating, but partying prematurely can distract from completing milestones.

Type Eight: The Powerful Person/Challenger. Described as strong-minded, decisive, energetic, and assertive, the Challenger, or Protector, is a natural-born leader (Rohr & Ebert, 2019; Starke, 2016). These are social justice advocates, and champions for the truth are loyal and bold. This behavior among women is often disparaged as society sees the Eight's personality trait of boldness as a masculine trait and expects women to be less blunt and more accommodating (Baron & Wagele, 1994). The two wings that influence this type are the Loyalist (7) and the Mediator (9). When stressed, the Challenger senses helplessness or anger due to injustice or manipulation, which propels them toward the Observer's (5) negative qualities, including arrogance, avoidance, and judgementalism. Their aspirational personality is the Giver/Helper (2) with qualities of generosity, kindness, and helpfulness. While courageous, intense, and decisive, the Challenger needs to harness the instinct or body-based energy into productive causes with discipline over their emotions and excessive appetites and become more collaborative (O'Hanrahan, 2019).

As leaders, Eights are natural tyrants. They prefer to manage by decree rather than by relying on process and policy. These types are bold, direct, and commanding as leaders. Their approach is "effective in taming unstable, uncharted environments where a strong force of will, even brashness, is needed" (Goldberg, 1999, p. 252). Additionally, Eights can see the big picture and envision the elements necessary to achieve the objective. While most are intimidated by this persona, Eights are also very protective and generous to those they like and make good mentors. The immature or unhealthy Eight leaders' weaknesses are their lack of emotional control, where anger and intensity are expressed in an overbearing manner. They over-control every aspect of

the business, destroying creativity. Self-confidence can be a detriment if it blinds a leader from hearing other team members' viewpoints. Eights are formidable leaders but benefit from tempering their intensity and control and employing a more comprehensive range of tactics in their leadership (Chestnut, 2017).

Type Nine: The Peaceful Person/Mediator. The Nine's personality type is a peacemaker who strives for harmony in life and relationships. They are accepting, patient, pleasant, and diplomatic (Shannon et al., 1999). The two wings of influence are the Challengers (8s) and the Perfectionists (1s). Depending on the impact of the adjacent types, Mediators have many variations in their personalities. They can be passive and gentle like the Perfectionist or bold and independent like the Challenger (Baron & Wagele, 1994). They are motivated by the need to keep peace and merge with others. Confrontation, strong emotions, and being treated as insignificant cause them stress (Cron & Stabile, 2016). During times of pressure, the Nines shift toward the Loyalist (6), and their aspirational style is the Performer (3) because they often are more aimless than the other personalities (D. Daniels & Price, 2009; Moss, 2019).

Type Nine leaders at their best are "genial and nondirective, nonactivist coaches who inspire and operate by consensus" (Goldberg, 1999, p. 283). They set broad directives and provide wide latitude to carry them out. Their style of leadership is to delegate, empower, and monitor from a distance. Since relationships and harmony are a priority, these managers engage in conversations with their direct reports to elicit their plan for executing the tactics but employ all necessary strategies to avoid direct conflict. As process engineers, Nines find solutions to problems by changing the systems rather than assessing blame to individuals (Goldberg, 1999). They provide a solid structure, listen to varying viewpoints, are accommodating and hospitable. However, the immature ego of a Nine is lazy, fears change, is passive-aggressive toward others,

and acts indecisive due to hearing too many opinions and not having a firm personal conviction. Embracing the concept that conflict is inevitable and that decisions are essential to good leadership helps this persona function more effectively (Chestnut, 2017).

Enneagram as a Leadership Tool

Enneagram personality profiling is prevalent in organizational talent development. Self-awareness, emotional intelligence, and ego development are central to team building and creating a positive work culture (Ormond, 2007). One of the Enneagram's strengths is its ability to extend beyond describing a person's personality traits; it reveals their motives behind the behavior and the essence of who they are. As a result, it is a rapidly growing tool with working professionals, academic communities, and business executives. Applying the Enneagram self-discovery system enhances ego maturity in the personal and professional dimensions (D. Daniels et al., 2018).

Studies have been conducted within religious and spiritual organizations, comparing church leadership and its follower size. Johnson (2019) found a strong correlation; 79.31% of the 114 pastors that led churches with parishioners higher than 2,000 were classified as Achievers (3) or Challengers (8). Johnson summarized, "An important implication is that the Enneagram is not a measure of leadership ability but a measure of leadership personality" (p. 69).

One aspect of personality is the framework by which decisions are made. Researchers applied the concept of mindfulness to the Enneagram personality clusters and how it affected their decision-making process (Wang et al., 2019). The experiment focused on the three dimensions of Enneagram (head, heart, and instinct) and applying mindfulness as a mediating role to measure the effect on decision-making. The influence of mindfulness level on decision-making styles verified as positive and predictive for the instinct-centered personalities: Enthusiasts (7s), Challengers (8s), and Mediators (9s).

To increase ego development, D. Daniels et al. (2018) conducted extensive Enneagram training of participants. The results showed those with comprehensive Enneagram education increased and sustained their ego development level compared to those who did not receive the treatment (D. Daniels et al., 2018). Their conclusion stated, "The Enneagram's developmental roadmap for each type's unique personality progression provides a sufficiently complex model to enable individuals to effectively navigate their internal experience" (D. Daniels et al., 2018, p. 237).

Three Prominent Enneagram Leadership Types

There is a growing interest in three orientations within the Enneagram nine personality types due to their frequent recurrence among leaders. Leadership motivation theories often state that leaders are driven by three primary elements: affiliation, achievement, and power (Sikora, 2011). While most adults have all three needs, these vary proportionately between individuals. The instinct for membership reflects the desire to be liked by others and the desire for interpersonal harmony and peace. The need for achievement relates to the need to achieve goals and accomplishments, and these individuals are doers with little regard for the bureaucracy that hinders them. The need for power reflects the desire to shape the environment and influence others (Sikora, 2011). The theory promotes two types of dominance: personal and institutional. One is self-serving, and the other desires to advance its goals. Individuals journey through the stages of power in a similar way as described in ego development theories.

Each of the three motivators consists of strengths and weaknesses. While the proportion of each quality varies between individuals, power is typically a dominant factor among leaders. The motivation theory of leaders concerning power, affiliation, and achievement aligns well with the descriptions of the Enneagram Achievers/Effective Person (3s), Challengers/Powerful Person

(8s), and Mediators/Peaceful Person (9s). Understanding people's unconscious motives and the opportunities for developing into highly effective leaders through the consideration of personality proclivities provides a paradigm for personal development (Sikora, 2011).

Enneagram Leadership and Gender

A recent meta-analysis examined the gender gap in leadership compared to a previous study completed 25 years ago (Bandura et al., 2019). The study demonstrated that the gap has decreased between male and female leaders but still exists to a lesser degree. The evaluation included 132 gender studies that tested personality and behavioral traits. The findings identified unique gender dispositions toward agency (dominance) and communion (nurturance) within the workplace as components leading to a gender gap in leadership. There is an opportunity to investigate this study's results and the agency traits associated with the Enneagram types. Leadership emergence has been associated with agency traits in combination with participation. Further research is needed to determine how the Enneagram personality type training could impact gender gaps in leadership (Bandura et al., 2019).

Higher Education Leadership Development

In the rapidly changing landscape of higher education, senior leaders face complex and multidimensional challenges, unlike in the past. A meta-analysis review of the literature (69 relevant papers) focused on leadership development within higher education globally. The results demonstrated a fragmented approach to leader development with little grounding in theory or adaptation from corporate best practices. The concern is that higher education leaders are not adequately equipped to manage and lead through the current challenges, and the results could negatively impact the sector. Dopson et al.'s (2018) extensive literature review demonstrated few widely acknowledged leadership development theories or paradigms within higher education, yet

research indicates that the context of leading in higher education is rapidly evolving and becoming more complex. A more effective method of identifying and developing leaders is required. A gap exists, and there is a need for additional research to explore systems for leadership development, such as the Enneagram personality type theory.

Christian Higher Education

Within the Christian higher education sector lies a belief in one true God and Creator over all the universes. The emergence of learning and personal growth is central to humanity's relationship and knowledge of the Creator, which advanced educational institutions have supported for several hundred years. However, today's faith-based colleges and universities find themselves facing an uncertain future.

Purpose and Value

The origin and history of faith-based higher education in the United States of America goes back more than 200 years and consistently represents a missional focus (J. Daniels & Gustafson, 2016; Gehrz, 2015). The biblical foundation of these institutions ties to the New Testament command to promote the Great Commission: "Therefore go and make disciples of all nation, baptizing them in the name of the Father, the Son, and of the Holy Spirit, and teaching them to obey everything that I have commanded you" (*New International Version*, 1978/2011, Matthew 28:19). The founders of America valued the education of young men in the Christian faith and ministry tenets through classical training developed in Europe. The Age of Enlightenment and the scientific model influenced these training centers during subsequent years and added multidisciplinary studies. Religious programs slowly faded, and higher education's secularization became widespread (Bastedo et al., 2016).

Today's modern public university has abandoned the historic spiritual roots on which it was founded (Mintz, 2017; Thelin, 2019). Yet, a small number of faith-based universities continue to direct their attention to historical issues of faith and learning, character education, and the integration of a Christian worldview across all scholarly disciplines (Adrian, 2003; Badley, 1994; Ma, 2010). One of Christianity's preeminent tenets is based on Jesus's instruction to love one's neighbor as oneself (*New International Version*, 1978/2011, Matthew 22:39). Based on this missional approach, J. Daniels and Gustafson (2016) stated that faith-based institutions are strategically positioned to contribute to the "public good," which the government articulates as the primary purpose of higher education. Furthermore, according to Lewing (2018), Christian higher education, aligned with its mission of service, integrates academic instruction, community service, and faith that supports and promotes civic responsibility and society's betterment.

Current State

In the last decade, small private colleges and universities have experienced shrinking enrollment. These institutions predominantly depend on tuition and fees as their primary source of revenue. These escalating financial pressures and declining enrollment may lead to an increasing number of campus closures (Eide, 2018; Gigliotti, 2019). Moody's Investor Services released a report in 2015 projecting that campus closures will likely triple, especially among small private colleges due to their inability to meet economy of scale and over-dependence on tuition for revenue. Furthermore, the Council of Independent Colleges (CIC) reported on 560 private institution's financial health. One of the CIC's sobering conclusions stated that fully one third of the schools missed the standard benchmark established by the United States Department of Education for good financial health (Eide, 2018). According to Rine and Guthrie (2016),

leaders of faith-based colleges face an uncertain landscape riddled with public skepticism, rising costs, educational quality concerns, relevance to the job market, increasing government regulations, and financial insecurity.

Enrollment Predictions

According to Davignon (2016) and Rees (2018), students choose faith-based colleges for similar reasons as students who want secular universities. In a survey of 5,963 Christian college students, financial assistance was the top reason that influenced students to attend their institution (71.9% rating). Christian identity was rated nearly as high (70.5%), and its academic reputation was the third highest-ranked influence (63.3%). Satisfaction levels are aligned with the same factors as the influence factors, including social integration, as one of the strongest predictors of overall satisfaction (Davignon, 2016). Another study of 16,845 students at a Christian university demonstrated that the institution's student selection is positively correlated with a shared faith disposition (Rees, 2018). The critical concept is that students' cultural fit to an institution is crucial to enrollment and retention.

Future Forecast

Standards for reporting fiscal resources, spending, student outcomes, and institutional effectiveness are essential to the public, students, parents, employers, donors, and alumni. Sustainability reporting in higher education has been defined and reported very differently from the corporate sector's methodology and practices. Researchers Ceulemans et al. (2014) evaluated 178 articles concerning the current stewardship reporting practices and their effectiveness within higher education and suggested strategies for better transparency of institutional sustainability. One key concept focused on the annexation of a broader range of outcomes, including financial details, student outcomes, research impacts, community partnerships, and operational

investments. As higher education costs have risen significantly, sustainable reporting offers the public clarity on institutional solvency (Ceulemans et al., 2014). Sustainability reporting is an example of the changing landscape of higher education and senior leaders' new accountabilities. It demonstrates the societal expectation of business transparency, accountability, and synthesized reporting. Leaders in higher education are no longer permitted to remain aloof from the broader issues of humanity; instead, there is a demand for institutional transparency on every level. These institutional metrics require a leader with the understanding and capability to motivate the organization to embrace them.

Summary

Many Christian higher education institutions are facing a financial crisis (Eide, 2018). The closure of faith-based colleges and universities negatively affects society's future influencers' leadership and professional development (J. Daniels & Gustafson, 2016). Researchers have explored factors that contribute to attracting and securing relevant and successful faith-based higher education presidents to change this forecast. While many elements contribute to institutional well-being, including enrollment sustainability, academic reputation, brand recognition, student satisfaction, and prudent fiscal stewardship, the president is considered the primary force behind the institution's culture, mission, vision, values, strategies, and talent acquisition (Rees, 2018).

Recent research supports the correlation between the lead pastor's Enneagram personality type and the size of protestant church attendance (Johnson, 2019). This study has similarities to higher education leadership and student enrollment. One possible solution to improving the faith-based university's future may be applying knowledge and understanding of the Enneagram personality types to selecting and developing this crucial role. A gap exists in the literature

concerning the effect of the Enneagram personality type and size of faith-based university student enrollment.

CHAPTER THREE: METHODS

Overview

This quantitative, non-experimental, correlational study investigates the relationship between the Enneagram personality type of faith-based higher education presidents and the size of their institution's student enrollment. Binomial logistic regression was used to test the correlation between the variables: Christian university president's Enneagram personality type (predictor variable) and the size of the institution's student enrollment (criterion variable). The definition of *student enrollment* is the total headcount of the institution's part-time (less than 12 units per semester), full-time (12 credit units or more per semester), undergraduate, graduate, online, hybrid, and residential students (NCES, 2019). Chapter Three discusses the study's design, research questions and hypothesis, participants and setting, instrumentation and procedures, and data analysis.

Design

The design utilized in this study was a quantitative, predictive, correlational design. Rudestam and Newton (2015) stated, "The key to evaluating a completed study is whether or not the selected method is sufficiently rigorous and appropriate to the research question and whether or not the study is conceptually and theoretically grounded" (p. 27). The two purposes of correlational studies are to explore the causal relationship between variables and predict variable outcomes, so it is the appropriate approach (Gall et al., 2007). This study attempted to determine if there is a predictive, correlational relationship between the two variables. Joyner et al. (2018) stated, "The quantitative perspective derives from a post-positivist epistemology, which holds that there is an objective reality that can be expressed numerically" (p. 81). Quantitative research focuses on the measurement of variables and the relationship between them. Typically, empirical

analysis is derived through data collection, survey tools, or experiments, where one group receives the treatment and the control group does not. This study employed data collection tools rather than experimental testing. Variables were not manipulated in this study. Instead, as a non-experimental, predictive correlational design, the predictor variable was the Enneagram personality style of Christian university presidents. The Enneagram is a complex personality typology that describes nine unique and fundamentally different cognitive, emotive, and behavioral patterns (Rohr & Ebert, 2019).

The Enneagram is comprised of nine vibrant personality styles with descriptive and numeric labels (D. Daniels & Price, 2009). The Reformers (1s) are described as having high internal standards for correctness with self-imposed expectations to conform to those standards. They are highly responsible individuals who are analytical and sometimes overly critical of those who do not meet their expectations (Palmer, 1991). The Helpers (2s) give freely of themselves and find it challenging to say no. Given their genuine concern for others and the tendency to become very emotional, Helpers value relationships and invest hard work to make them meaningful (Kingma, 2009). The Achievers (3s) are motivated to be the best in all they do. As energetic, competitive, and ambitious, Achievers focus on task completion, and being successful is highly valued. These individuals are the least in touch with their emotions and avoid self-reflection (Chestnut, 2017).

The Individualists, sometimes called the Romantics (4s), are sensitive people with intense feelings. They long for both emotional connections and a deeply felt experience of relationship. They are prone to demonstrating dramatic responses and frequently long for what they cannot have, rarely living in the present with appreciation. These individuals experience life through their refined sense of aesthetics, emotions, and continually look for meaning (Cron & Stabile,

2016). The Observers (5s) are characterized as quiet, analytical people who value their time alone. They take in information by observing the world around them. These individuals avoid being burdened by the expectations of others and prefer not to discuss their feelings. Curious and encompassing an active imagination, Observers enjoy and protect their energy and time alone to feed their mental life. Motivated by a strong need to be self-sufficient, Observers research and analyze every possibility before making decisions (Goldberg, 1999). The Loyalists (6s) are focused on safety and security. They have a heightened sense of danger and experience excessive fear, which motivates them in one of two directions to withdraw from things that resemble danger or challenge them head-on. Their strong imagination leads to ingenuity but also contributes to their propensity to be judgmental of others. However, once these types commit themselves to another person, they are very loyal (Rohr & Ebert, 2019).

The Enthusiasts (7s) tend to be optimistic and adventuresome. With an active mind and short attention span, these individuals consistently seek connections between different ideas and with many people. These energetic types enjoy starting new projects but seldom finish (D. Daniels & Price, 2009). Having fun and enjoyment in life is a central motivation and makes these individuals the life of the party. The Challengers (8s) are focused on justice, and they embrace it wholeheartedly. Others see them as bold, honest, and reliable. They can be extremely blunt and abrasive at times because of their direct communication style. Respect for others must be earned, and Challengers find it hypocritical to follow authority they do not respect (Palmer, 1991). The Peacemakers (9s) quickly see all points of view. Others believe they are indecisive because they can articulate the benefits and disadvantages of any viewpoint. Yet, this makes them good negotiators between disparate perspectives. With a keen interest in other people's issues, it is common for Peacemakers to focus on their tasks and maintain clear priorities (Chestnut, 2017).

Since these individuals are agreeable, patient, people-pleasers, others enjoy their presence. Avoiding conflict and maintaining a comfortable and harmonious lifestyle is a crucial motivator for the Peacemaker.

The criterion variable is the president's institutional student enrollment. The definition of *student enrollment* is the total headcount of the institution's part-time (less than 12 units per semester), full-time (12 credit units or more per semester), undergraduate, graduate, online, hybrid, and residential students (NCES, 2019). The quantitative, predictive, correlational design supports the research of questions related to the predictive causal relationship between variables (Gall et al., 2007). This description is aligned with the current study, where the predictor variable (Enneagram personality style) was compared to the criterion variable (size of student enrollment).

Like this study, correlational research requires an empirical and calculated approach that measures the variables' statistical relationship. As noted by Galvan (2017), quantitative analysis is primarily devoted to statistical data presentation. Furthermore, quantitative methods frequently deliver an economy of design, rapid and consistent data collection, precluding the researcher from pursuing alternate, less effective strategies (Creswell & Creswell, 2018). A quantitative correlational study was an appropriate approach for this investigation because it meets the criteria of multiple variables, is cradled in established personality theory, used validated measurement tools for comparison, and focuses on the statistical analysis of the relationship between the variables (Gall et al., 2007).

Research Question

RQ: To what extent can the Enneagram personality style of faith-based university presidents and provosts predict their student enrollment size?

Hypothesis

H₀: There is no statistically significant relationship between the criterion variable (size of student enrollment) and the predictor variable (Enneagram personality style) for faith-based university presidents and provosts.

Participants and Setting

The participants for this study were drawn from a convenience sample of Christian higher education presidents and provosts within the 150 member institutions of the Council for Christian Colleges and Universities (CCCCU), the 200 member institutions of the Association for Biblical Higher Education (ABHE, 2020), the 256 member institutions of National Christian College Athletic Association, (NCCAA, 2020), and the 46 member institutions of International Association of Baptist Colleges and Universities (IABCU, 2020). The CCCCU requires that all approved member institutions meet specific requirements demonstrating their alignment with the Christian faith. These include an institutional mission statement that is Christ-centered, reflecting a commitment to biblical truth in teaching and evangelism. Additionally, participating schools adhere to Christian beliefs such as one God who is the Creator, humankind was created in God's image with inherent worth and dignity, and marriage is intended to be between a man and a woman (CCCCU, 2020).

Similarly, ABHE, NCCAA, and IABCU state that their objectives serve as a spiritual fellowship for Christ-centered institutions. The organizations promote academic excellence, biblical principles of creation, sin, salvation through Jesus Christ, biblical character values and ethics, and agreement in the Godhead of Jesus the Son, God the Father, and the Holy Spirit. Members provide academic quality and integrity, reflecting a Christian worldview and accountability to this accrediting agency (ABHE, 2020; IABCU, 2020; NCCAA, 2020). In this

study, the participants included the highest-ranking leaders from private Christian colleges, universities, and seminaries within the United States from the professional associations that adhere to Christian tenants of faith. "Quantitative researchers attempt to discover something about a large group of individuals by studying a much smaller group" (Gall et al., 2007, p. 259).

Considering the setting is faith-based institutions that belong to an association whose membership requirements and mission embrace the Christian virtues and values, it was assumed that these institutions' presidents and provosts align with Christianity's religious views and beliefs. Faith-based colleges and universities originated from the Protestants; however, today, these institutions across the United States of America include a broad spectrum of religious sects, including Catholic, Lutheran, Baptist, Protestant, and Wesleyan (J. Daniels & Gustafson, 2016). These advanced learning centers are distinctly positioned to work toward the common good for society. Their leaders promote the institutional mission, vision, values, and service projects informed and motivated by their faith (J. Daniels & Gustafson, 2016).

Among the ABHE, IABCU, NCCAA, and the CCCU institutions, there are approximately 662 faith-based institutions of higher education across the United States that are considered Christian. Each of these schools has an institutional leader commonly titled president or provost. A request was made to these organizations for these institutions' member email lists. As a professional member of these associations, the researcher was familiar with these organizations and their executive staff. By leveraging their organizational directories, 807 email invitations were sent to the member institutional presidents and provosts to complete an Enneagram personality assessment and a general survey about their institutional enrollment.

The study's sampling design was drawn from an accessible target population using convenience sampling since the respondents were chosen based on their suitability and

availability (Creswell & Creswell, 2018). In correlational studies, it is recommended that a minimum of 30 participants are needed for each subgroup: institutions with a small enrollment of fewer than 2,000 students and those with greater than small enrollment of more than 2,000 students. The definition of “*small*” was determined by evaluating the descriptive statistics of the entire Integrated Postsecondary Education Data System (IPEDS), the core postsecondary data sectors that embrace the Christian faith's core beliefs and eliminate those that adhere to other religions; IPEDS identified 790 institutions. Additionally, the enrollment outliers were redacted, including institutions with enrollment under 100 students and those over 23,000. The mean enrollment was 2199. The enrollment definition of “*small*” institutions is 10% or less than the mean, which equates to all colleges and universities where the enrollment is between 100 and 2000 students. The definition of *greater-than-small* includes “*large*” institutions with enrollment equal to or greater than the mean plus one standard deviation equivalent to 5006 students, and schools with enrollment between 1001 and 5005 are equivalent to “*medium*” sized.

A minimum required sample for a correlational study with two subgroups (small and greater than small) is minimally 60 participants, and a minimum of 66 participants is necessary for a medium effect size with a statistical power of 0.7 at the .05 alpha level (Gall et al., 2007; Moinester & Gottfried, 2014). Therefore, the researcher included at least 70 respondents to ensure a minimum of 66 qualified respondents aligned with the correlational and effect size requirements. The distribution of presidents and provosts between the *small* and *greater-than-small* institutions was nearly equal to ensure equitable representation. The sample distribution included demographic information for both population groups to encompass 53 males and 15 female presidents or provosts of two-year institutions, four-year institutions, and seminaries.

Instrumentation

Functional personality theory should be scientifically tested and validated (Gall et al., 2007). Additionally, the framework should be comprehensive and applicable. The Enneagram demonstrates the potential to satisfy all three of these criteria. One measure of validation and reliability of a theory is the construction of a reliable questionnaire. This process is a common practice in personality research (Sutton, 2012; Tastan, 2019).

There are two primary concerns in constructing a psychological measure that aligns with a scientific theory. First, it must be reliable, delivering the same results when the test is repeated. Secondly, it should be valid, accurately measuring what is intended. Using the framework of the Enneagram personality styles, several assessment tools have been constructed. The Riso-Hudson Enneagram Type Indicator (RHETI), a 124-item instrument, was developed by two researchers, Don Riso, one of the world's most foremost writers and developers of the Enneagram, and Russ Hudson, a scholar and co-founder of the Enneagram Institute and co-author with Riso on several of his books (Enneagram Institute, 2012). In their research of the RHETI, Newgent et al. (2004) found a sufficient alpha coefficient (at 0.70 or above) on six of the nine types, demonstrating internal consistency for most of the styles. Dameyer (2001) conducted a test-retest reliability analysis with results of 82%, which is considered significant. When considering the structure validity, Patrick Sharp (1994) conducted a factor analytic study. The instruments studied were the three Enneagram personality inventories designed by Cohen and Palmer (Palmer, 1988), Wagner (1981), and Zinkel (1974). Sharp's (1994) factor analytic study provided evidence of the Enneagram's structural validity at the industry standard.

The Wagner Enneagram Personality Style Scale (WEPSS), created by Wagner (1999), is another instrument with solid reliability and validity. A large sample of 1,429 people found a

high-reliability level, with a Cronbach alpha value of 0.75 across the whole scale (Newgent et al., 2004; Sutton, 2012; Yilmaz et al., 2014). The median test-retest correlations were conducted over eight months with outcomes of 0.81, 0.75, and 0.77 and support the reliability of the WEPSS (Bernt et al., 2014). The WEPSS is also the only personality inventory associated with the Enneagram theory that demonstrates sufficient reliability, validity, and standardization to be reviewed and included in *Buro's Mental Measurements Yearbook*. Wagner (1981) also conducted validity testing that included Cohen's *Kappa of* .83 overall and a range from .76 – 1.00 depending on personality type. The WEPSS has become a preferred instrument for personal development in corporate settings and clinical settings (Ormond, 2007; Palmer, 1991; Wagner, 2010). Based on these results, the WEPSS instrument was employed to research the Christian university president's personality type as defined by the Enneagram. The reviewer in the *15th Mental Measurements Yearbook* stated,

The WEPSS represents a praiseworthy effort to cross the divide between quantitative-based mainstream psychometric approaches and less mainstream interpretive approaches to personality. The appeal that the WEPSS offers is a detailed description of test results very similar in texture to that provided by the Myers-Briggs Type Indicator. (Plake et al., 2003, p. 712)

This instrument was used in numerous studies worldwide and across various settings, including educational (Lee & Shim, 2016), religious (Johnson, 2019), clinical therapy (D. Daniels et al., 2018; Schwarz & Zarrabi, 2017; Wang et al., 2019), medical and health-related research (Komasi et al., 2019), and corporate talent and culture development (Knowles, 2017; Lapid-Bogda, 2004; Moss, 2019; Sikora, 2011; Taylor, 2013).

The WEPSS online inventory is comprised of 200 items on a 5-point Likert scale ranging from 1 = *almost never fits me* to 5 = *almost always fits me*. Definitions for each of the descriptors are accessed by hovering the cursor over the word. The average time to complete this personality inventory is 20 to 40 minutes (Wagner, 1999). The WEPSS Institute administers and scores all assessments through a computer-based platform and scoring algorithm. Test-takers are notified by email regarding the WEPSS results. According to Bernt et al. (2014),

Scoring yields *Total*, *Resourceful*, and *Non-resourceful* percentile scores for each of the nine personality styles, as well as a style summary that identifies a core style, a "wing" (or auxiliary) style, and two "connected" styles (the default style under stressful vs. relaxed conditions). (p. 1)

Percentile scores for each of the nine personality types range from 1–99 percent. The 50–85th percentiles are in the range of *sometimes fit me*. The 15–50th and 85–95th percentiles are in the fields of *seldom fit me* and *frequently fit me*, respectively. While scores below the 5th percentile and above the 95th percentile are defined by the categories *almost never fit me* and *almost always fit me*, respectively. Statistically, the 15th and 85th percentiles are one standard deviation away from the mean (50). The 5th and 95th percentiles are two standard deviations away from the norm (WEPSS, 2020). Permission was obtained from the testing institution, WEPSS.com, to conduct this study using the WEPSS (see Appendix A).

Procedures

The researcher began the data collection process with several successive steps. First, the researcher requested approval from the Institutional Review Board (IRB) to conduct a personality study on the targeted population (see Appendix B for IRB approval). During the participant recruiting process, the researcher requested a modification of the participants in the

research to include Christian university provosts. The role of a chief academic officer or provost is frequently the primary role before promotion to the institutional president (Bennett, 2019) and therefore fit the parameters of the study. This additional role expanded the target group, allowing the researcher to achieve the statistically significant minimum threshold. The IRB reviewed and approved the request (see Appendix C). Using the membership lists for faith-based organizations, including CCCU, ABHE, IABCU, and NCCAA, recruitment emails were sent explaining the research study with an extended invitation to participate (Appendix D). The duplicate recruitment emails were sent as follow-up communications two additional times over 10 weeks. Individuals responded with interest to join the study by clicking on the embedded *Survey Form* (Appendix E), completing the two qualifying questions, and completing the informed consent document electronically. Once the researcher received the consent form, participants received a welcome email with a prepaid WEPSS test code and weblink to complete the personality survey (Appendix F). WEPSS is an electronic assessment form of the Enneagram personality styles. Additionally, participants were informed that data obtained from the Enneagram personality style scale was secure, ensuring confidentiality and anonymity.

The typical cost of the WEPSS is \$10; however, the researcher established a prepaid account, and participants received a web link with a unique access code that provided entry to the WEPSS assessment. Instructions for completing the WEPSS were prominently displayed by the test provider's website when participants logged in. Since there are 200 items to which the participant must respond, the survey generally takes 20–40 minutes.

Additionally, other relevant demographic information was optional for participants to complete. During the testers' registration process, WEPSS solicits the participant's name, ethnicity, gender, age, level of education, and email. These details are printed on the WEPSS

final report sent to the researcher and the participant. The National Center for Education Statistics (NCES) was retrieved to collect the participant's institutional data, specifically student enrollment from the 2018–2019 academic year. NCES is a function of the U.S. Department of Education, a government entity responsible for collecting and reporting institutional data annually. If the institution's enrollment data were not listed in NCES, the college or university's annual report was referenced for officially declared enrollment data. These statistics helped the researcher determine in which group to place the participants, small student enrollment schools, or greater than small student enrollment schools (see Appendix G). If the institution's student enrollment was less than 2,000 total unique students, it was classified as *small*. This size descriptor is aligned with the EY Parthenon's (2020) study definition and dummy coded as "0" in an Excel spreadsheet. Institutions with enrollment greater than 2,000 total unique students were classified as *greater-than-small* and dummy coded as "1" in the Excel spreadsheet.

Each of the faith-based university president's Enneagram personality types was also entered into the Excel data spreadsheet with the corresponding personality number correlated with the highest percentage score of one of the WEPSS nine personality styles. For instance, if *Alpha Christian College* has a total enrollment of 750 unique students and the president's Enneagram personality score most closely correlates to a Peacemaker (9), then the representation for *Alpha Christian College Alpha* is a "0" enrollment size and "9" personality type. This information was used for data analysis, graphs, and correlational statistics.

Data Analysis

Binary logistic regression and descriptive statistics were calculated for the personality variable (Enneagram personality styles: Good Person, Loving Person, Effective Person, Original Person, Wise Person, Loyal Person, Joyful Person, Powerful Person, Peaceful Person) using IBM

SPSS Statistics (Version 24) predictive analytics software. The logistic model is used to predict an event's probability when the outcome variable is categorical. It is a set of statistical processes that calculate or estimate the relationship between a dependent variable and one or more independent variables when the variables do not conform to standard linear regression assumptions (Tolles & Meurer, 2016). In this study, the dependent variable has two categorical levels (less than 2,000 enrolled students and more than 2,000 enrolled students), making a binary logistic regression model effective. Due to the dichotomous, non-experimental nature of the study and the variables and the purpose of demonstrating the relationship between the variables, logistic regression is the appropriate statistical function. Response bias was determined using wave analysis. By comparing the early respondents to the later respondents, the researcher can discover if there is an effect of non-respondents on the estimates (Fowler, 2014).

Predictor Variable

Descriptive statistics were calculated for the predictor variable, Enneagram personality styles, which includes the frequency count (Gall et al., 2007) for each of the nine Enneagram personality types (Good Person, Loving Person, Effective Person, Original Person, Wise Person, Loyal Person, Joyful Person, Powerful Person, Peaceful Person). This predictor variable is categorical based on the WEPSS assessment of one dominant personality style determined by the faith-based university presidents' and provosts' responses. The finalized WEPSS assessments were coded as "1," "2," "3," "4," "5," "6," "7," "8," or "9" in alignment with the Enneagram number assignment to the personality labels for each participant.

Criterion Variable

The criterion variable was the institution's size of student enrollment in the fall of 2019. The student enrollment is defined dichotomously as either *small* or *greater than small* (medium

and large), where student enrollment of 2,000 or fewer students equates to *small*, and enrollment *greater than small* is equal to or greater than 2,000 students. EY Parthenon's (2020) study determined that schools with fewer than 1,000 students are defined as very small colleges representing 40% of degree-granting institutions in the United States. Dichotomous categorical criterion variables are best analyzed by conducting binomial logistic regression, which was used to test the null hypotheses (Gall et al., 2007).

Binary logistic regression analysis must include multiple levels of cross-examination and triangulation (Peng et al., 2002; Tabachnick & Fidell, 2007). A Wald test was conducted to assess the logistic regression model for significance on the predictor variable. The prediction model's strength and effect size are measured using Cox and Snell's and Nagelkerke's pseudo-*R* values. To determine if logistic regression supports goodness-of-fit, the log-likelihood function was conducted (Gall et al., 2007). If the chi-square statistic is large enough to be statistically significant, the binary logistic regression goodness-of-fit assumption is confirmed.

While some general linear models and linear regression demand restricted assumptions such as linearity, normality, homoscedasticity, and measurement level, logistic regression does not (Warner, 2013). Binomial logistic regression assumptions include: (1) the binary nature of the dependent variable; (2) the independence of observations; (3) insignificant multicollinearity between independent variables; and (4) a relationship between the linearity of independent variables and log odds (Warner, 2013). In this study, the dependent variable is either small or greater-than-small, making it binary. The independence of observations was achieved through the participant's use of a uniquely assigned one-time weblink and access code for the WEPSS assessment. Multicollinearity of the predictor variables was examined through the variance

inflation factor (VIF). Directly measuring the variance standard error coefficient, high VIF indicates variable multicollinearity.

Additionally, odds ratios were calculated to identify the chance ratio that the Enneagram personality type variable had on predicting the institution's student enrollment size. Finally, a histogram was constructed to demonstrate the correlational coefficient. This pictorial representation of the correlation between the variables of Enneagram personality style and size of enrollment provides the researcher observation-oriented modeling to analyze frequency patterns, clustering, and data gaps with the alpha level set at $p < 0.05$ (Gall et al., 2007). Finally, a classification table was provided, presenting the prediction output of the logistic regression data.

Social science research, including personality theory, mental health disorders, and business performance, frequently conducts logistic regression analysis to determine the relationship between variables. An example includes studies with variables related to homicide rates by people with schizophrenia (Montanez, 1998). Another researcher examined how entrepreneurial ventures differ in type and size by personality (Bernardino et al., 2018). Wood's (2006) study analyzed the impact of organizational variables on business performance. Canadian researcher Gilmour (2014) investigated stress variables on mental health. The value of logistic regression analysis in social science research is well documented.

CHAPTER FOUR: FINDINGS

Overview

In Chapter Four, the descriptive statistics will be discussed, as well as data screening, procedures, and the assumptions for logistic regression analysis. The results for the null hypothesis will be examined, the logistic regression results reviewed, and Chi-squared and odds ratios for the predictor variables of the nine Enneagram personality types.

Research Question

RQ: To what extent can the Enneagram personality style of faith-based university presidents and provosts predict their student enrollment size?

Null Hypothesis

H₀: There is no statistically significant relationship between the criterion variable (size of student enrollment) and the predictor variable (Enneagram personality style) for faith-based university presidents and provosts.

Descriptive Statistics

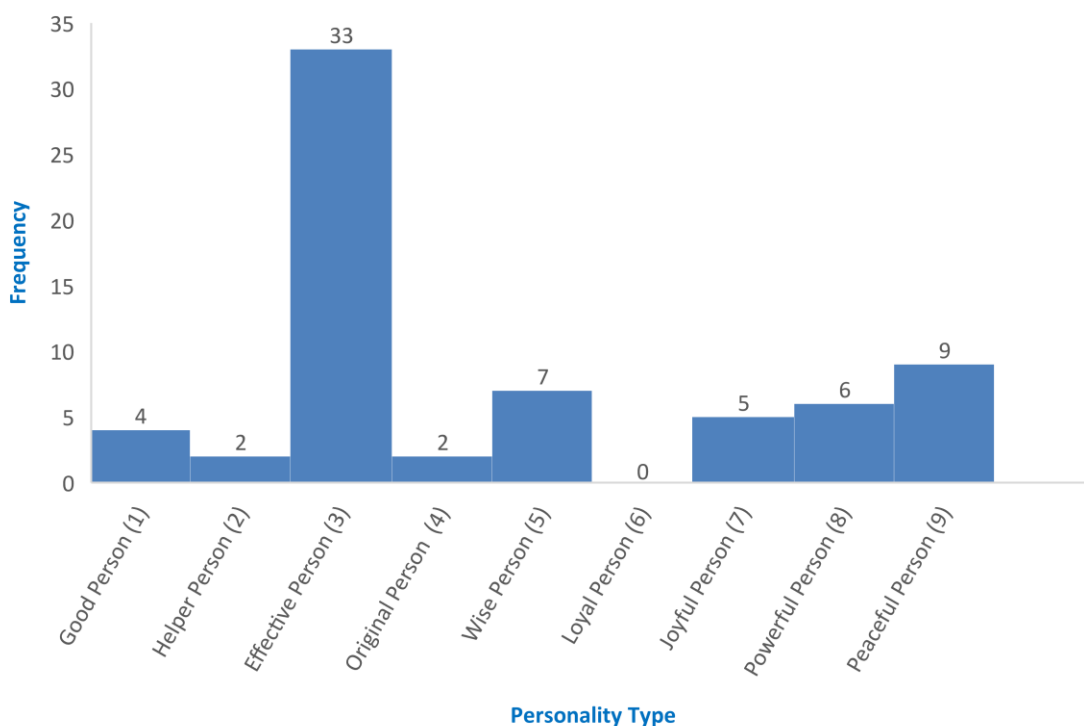
This analysis studied data from 68 private Christian higher education leaders who are either presidents or provosts of their institution. A total of 93 leaders responded with interest to participate in the study, which was 14% of the target population. However, only 68 participants met the length of time in their role and successfully completed the Enneagram. These leaders were geographically dispersed across the continental United States, representing 26 states spanning from New York to California. Of the participants, most were member institutions of the CCCU ($n = 38$) or members of the IABCU ($n = 6$). The remaining 24 participants represented various ecumenical institutions that publicly declared missional alignment to biblical truth and Christian formation of students. Of those who chose to identify their biological gender, 53 were

male, and 15 were female. Fifty-one of the participants held the title of president, while 17 were provosts or chief academic officers.

The personality assessment tool used for this study was Wagner's Enneagram Style Survey (WEPSS). Of the nine personality types, all but the Loyal Person (Type Six) were represented in the results. The histogram presented in Figure 2 shows the distribution of the participant personality surveys. The Effective Person (Type Three) comprised 48.5% ($n = 33$) of the total respondents, by far the most prominent personality type across all respondents. The next highest personality type represented was the Peaceful Person (Type Nine) at 13.2% ($n = 9$) of the participant pool and the Wise Person (Type Five) at 10.2% ($n = 7$). While the remaining types appear in the data, their recurrence is insignificant, less than 10%, across the entire population.

Figure 2

Frequencies Histogram of Personality Styles



The study included 37 institutions where enrollment was defined as *small* (less than 2,000 total students enrolled) and 31 where enrollment was defined as *greater-than-small* (more than 2,000 total students enrolled). Table 2 presents the breakdown of institutional size represented by the participating presidents and provosts.

Table 2

Frequencies for Predictor Variables for Student Enrollment

Institution Size	Observed Enrollment	Percentage of Schools
Small	37	54%
Greater-Than-Small	31	46%
Total	68	100%

Results

The research results include data screening, assumptions, and the results of the null hypothesis. Both predictor and criterion variables were examined. Warner's (2013) assumptions regarding binary logistic regression are addressed. The goodness of model fit was analyzed.

Data Screening

Data screening was conducted on the predictor variable of personality types to determine any data inconsistencies through sorting, an inspection of personality type data input, and visual examination to ensure accuracy. One personality survey was incomplete and removed from the data set. The remaining 68 personality assessments were complete, properly scored for associated Enneagram personality style, and correctly labeled according to their pseudonym and institutional enrollment size.

Assumptions

There are four assumptions associated with logistic regression analysis (Warner, 2013), and all are met in this study. First, the outcome variable must be a dichotomous variable, and the

requirement is met since the variable is split into two possible groups, *small* enrollment and *greater-than-small* enrollment. Secondly, there can be no multicollinearity among the predictor variables. The assumption states the variables (enrollment size) must be independent of one another. In this study, enrollment size is a categorical variable, and the two possible outcomes are distinct from one another. Therefore, multicollinearity is not applicable and could not be analyzed. This study meets Warner's (2013) third assumption because only the relevant predictor variable is evaluated – the personality style. Finally, the fourth assumption is met because the outcome variable is exhaustive and mutually exclusive. Student enrollment is defined as either *small* or *greater-than-small*, which includes all numeric possibilities, and yet, they are distinct categories without overlap as described earlier. In alignment with the assumptions required by Warner (2013), this study appropriately implemented logistic regression analysis.

Results for Null Hypothesis

A binary logistic regression analysis model was used to test the relationship between the predictor variable (Christian higher education presidents' and provosts' Enneagram personality style) and the criterion variable (enrollment size) at the 95% confidence level. The criterion variable was dummy-coded as "0" for *small* and "1" for *greater-than-small*. The predictor variables have historically been coded from 1–9. Institutional leaders in this sample were sorted by a predictor variable, personality style, and the categorical size of their institution's total student enrollment. The result of this test of the null hypothesis was to confirm that the relationship between leader personality and student enrollment was statistically significant, $p < .001$. However, the model was not a good fit according to Cox and Snell's $R^2 = 0.003$ and Nagelkerke's $R^2 = 0.004$ (Table 3). Therefore, the model was not tenable, and there was no

statistically significant, predictive relationship between institutional enrollment size (*small* or *greater-than-small*) and the leader's personality style (Enneagram styles 1–9).

Table 3

Logistic Regression Model Analysis

-2 Log likelihood	Cox & Snell R^2	Nagelkerke R^2
93.539	.003	.004

The researcher further investigated the predictor variable using Wald ratio analysis (see Table 4). For the Enneagram personality types 1–9, the Wald ratio was not statistically significant, $\chi^2(1) = .01$, $p = .528$. The odds ratio was .838, which showed that leaders' personality is a weak predictor of the institution's size of student enrollment. Therefore, the researcher failed to reject the null hypothesis.

Table 4

Summary of Logistic Regression Analysis Predicting Enrollment Methodology

	B	SE	Wald	df	Sig.	Exp(B)
Constant	-0.177	0.243	0.528	1	0.467	0.838

Summary

Chapter Four provided a summary of the data collected and the procedures used to analyze the data. The data consisted of the student enrollment methodology and the nine Enneagram personality styles of the faith-based institutional presidents and provosts associated with their student enrollment. The descriptive statistics were reported as well as the results from the binary logistics regression analysis. The statistical analysis found that the predictor variable of Enneagram personality style was not a significant predictor of institutional enrollment, and the

researcher failed to reject the null hypothesis. Chapter Five will discuss the statistical findings relative to the related research and implications of this research and its conclusions.

CHAPTER FIVE: CONCLUSIONS

Overview

Chapter Five will discuss the results of the statistical analysis in Chapter Four. It will investigate the implications in light of higher education leadership. Also included in this chapter, the study's limitations will be discussed, and suggestions for future research will be recommended.

Discussion

The purpose of this predictive, quantitative correlational study was to examine whether the Enneagram personality style of Christian higher education presidents and provosts could predict the size of their institution's student enrollment. The null hypothesis assumed there would be no predictive relationship between the criterion variable, size of enrollment (*small* or *greater-than-small*), and the predictor variable, the Enneagram personality style of the institution's leaders (1. the Good Person, 2. Loving Person, 3. Effective Person, 4. Original Person, 5. Wise Person, 6. Loyal Person, 7. Joyful Person, 8. Powerful Person, 9. Peaceful Person). Christian institutional leaders completed the Wagner's Enneagram Personality Style Scale (WEPSS), which resulted in a single predominant score that aligned with one of the nine personality styles. The leader's institutional total enrollment data for 2019 were extracted from the National Center for Education Statistics (NCES) and converted to a categorical definition of small (< 2000 students) or greater than small (> 2000 students). These were then analyzed using a binary logistic regression test. Overall, the model effect was moderate at best, and the statistical data demonstrated low significance, which required the researcher to fail to reject the null hypothesis. Even so, there were other notable implications in the study.

Enneagram Personality Style Summary

While the distribution of personality types collected from Christian higher education leaders was diverse for both the *small* and the *greater-than-small* colleges and universities, several personality types were significantly more frequent than others. For instance, across the entire population of 68 participants, not one Enneagram Type Six (Loyal Person) was collected. This finding may validate a statement by Chestnut (2017), “Leadership can be challenging for self-preservation Sixes. They may periodically succumb to fear and anxiety, have a hard time making decisions or appearing decisive and struggle to appear strong or act from a clear sense of power and authority” (p. 204).

The personality style with the highest frequency was Type Three, the Effective Person. Representing 48.5% of all responders ($n = 33$ of 68), this persona is significantly more prevalent. Described as a compulsively productive professional with a goal-driven work ethic (Wagner, 2010), it is not surprising that this type is the most frequent in leadership. Higher education leadership at the chief executive level requires extensive education and an abundance of ambition. Being a leader who naturally strives to achieve more, does it efficiently, and looks good doing it encompasses many commonly recognized traits for promotions within organizations. This type was classified nearly equally in *small* and *greater-than-small institutions* ($n = 18$ and $n = 15$), respectively. Enneagram researchers stated, “You will find them (in copious amounts) at the highest levels of most organizations, as work climbing the corporate ladder or being the best at whatever they are doing is what motivates them” (Chestnut, 2017, p. 106). With a drive to achieve, and since many faith-based leaders embrace the virtue of helping others, they are inspired to focus their accomplishment efforts on contributing to the greater good.

The Peaceful Person, the Nine, was the next most frequent persona among the participants ($n = 9$). Just over 13% of the population were identified as this type. Leaders with the Nine personality lead by consensus, model inclusion, and defuse conflict. They are good mediators and focus on harmony (Wagner, 2010). Often their ability to work effectively with others is noticed by supervisors and contributes to their promotability. Additionally, as Chestnut (2017) noted, the healthy Nine moves toward the Three's achievement attributes for growth, thereby becoming efficient, diligent, and collaborative, qualities required to be a strong higher education leader.

The third most frequent persona in this study was the Five, the Wise Person. Representing just over 10% of the participants ($n = 7$), this type is very analytical, insightful, and observant. It is not surprising that in higher education, the role of a president or provost would often reflect this persona. Wagner (2010) stated, "There is objectivity about the Fives' stance toward reality that makes them good researchers, teachers, and consultants" (p. 333). Knowledge and data are the hallmarks of higher education, and it is not surprising that a deeply grounded personality in those values would excel in this environment.

The remaining Enneagram types represent less than 10% of the population of this study. The Eight (Powerful Person) accounted for 8.8% of responders; the Seven (Joyful Person) accounted for 7% of responders; the One (Good Person) accounted for 5.8% of responders, and the Two (Helper Person) and the Four (Original Person) each accounted for 2.9% of responders.

This study's personality style distribution across the population indicates a strong correlation between Christian higher education leaders inclusive of all student enrollment sizes and the Effective Person, Type Three. However, there were no significant connections between

specific Enneagram types and the two categorical enrollment groups in this study, *small* and *greater-than-small*.

Implications

This research contributes to the knowledge base of Christian higher education leaders and Enneagram personality types. Lapid-Bogda (2010) and Chestnut (2017) provided extensive research into how Enneagram personality influences work and leadership, demonstrating that every personality type can become a leader. However, as noted earlier, the most common personality type in leadership in most organizations across America is the Three, the Effective Person, due to their internal programming to achieve established goals. This study confirmed Lapid-Bogda and Chestnut's prior research and showed no significant differences between leader personality at *small* or *greater-than-small* Christian higher education institutions. This study is the first-known study that examines the Enneagram personality of Christian higher education leaders and student enrollment. Research that studies personality framework in correlation to vocational achievement within Christian higher education is lacking.

Limitations

All the Christian higher education leaders in this study were from the continental United States. Gall et al. (2007) stated that research findings across constrained settings demonstrate hazards of generalizing research. Other regions of the world may have unique factors that influence Enneagram leader personality outcomes. In this study, the most common Enneagram style was the Three with 33 of the 68 participants in the sample size. Since this study only examined Christian higher education leaders in one country, it is possible that other leadership attributes would contribute to vocational promotions and advancement to provost or president in a different country.

All leaders in this study indicated a religious affiliation. Upon being appointed to their institutional leadership role, leaders agreed to the faith statement and alliance of the religious institution. However, this study did not include any non-Christian higher education leaders. The lack of a more diverse sample may have limited the generalizability of the outcomes.

This study was disproportional in gender representation. Of the 68 participants, only 15, or approximately 22%, were female. A more even distribution between genders may have impacted the outcomes.

Recommendations for Future Research

There are several areas related to this study where future research is recommended. Because this study only examined Christian higher education institutions within the United States, it would be beneficial for comparable studies to be conducted at sister institutions in other countries to determine if the results are similar.

Also, the high number of males in this study of Christian higher education leadership is an area that calls for additional research. Studies that focus on female Christian higher education leaders would be beneficial. It could better inform Christian higher education leadership development programs and mentor relationships that cultivate the next generation of faith-based higher education leaders, managers, and executives.

Further research needs to be conducted into the intersectionality of the multiple components of institutional success. Enrollment is only one measure of academic and operational health for a university or college. Personality is a primary contributor to leadership style, which is critical to organizational success (Hogan & Kaiser, 2005; Horner, 1997; Mullen, 2018; Northouse, 2019), but to what degree other elements influence corporate sustainability is not entirely clear.

Summary

Chapter Five discussed the findings of the study in regard to the research question and null hypothesis. The null hypothesis was not rejected, and there was no significant relationship between Christian university leaders' Enneagram personality style and the size of their student enrollment. The Enneagram Three personality style's prominence in the findings regardless of enrollment size was reviewed, and the implications, both empirically and practically, were examined. Limitations of the study were discussed, including limiting participants to Christian leaders located only in the United States; the inclusion of non-Christian higher education leaders may produce alternate outcomes. Also, recommendations for future research in areas related to this study were suggested.

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APPENDICES

Appendix A: WEPSS Approval

Sent: Wednesday, September 16, 2020, 5:28 AM
To: Pamela Daly <[REDACTED]>
Subject: Re: WEPSS Study

Hello Ma'am.

You may purchase test codes at <https://www.wepss.com/buy.asp> and then share those test codes with whomever you wish. When you purchase, you have the option of purchasing such that the results of each test go to the test taker, the test code purchaser (presumably, you), or both.

I would draw your attention to the fact that you get a 10% discount for purchasing 25 or more test codes at a time - which is to say, if you purchase 50 and then 25, you will get 75 test codes, but only spend \$675 to do so - costing less than if you purchased test codes in smaller quantities.

Please note that each individual who takes the test should ideally do so on account of their own. The creation of an account at wepss.com is free.

YOUR PURCHASE IS SENT TO YOUR PAYPAL PRIMARY EMAIL ADDRESS - or, if you have no Paypal account or choose to check out as a guest, to the email address that PayPal requires you to provide for your receipt. This is the #1 complaint of people who experience difficulty in receiving their test codes. In literally over a decade, not once has our automated system failed to send a test code when it was purchase. This usually occurs nearly instantaneously; it may, on occasion, take a little while - this is due to PayPal processing slower rather than our system. Our system produces test codes within the second of PayPal notifying us of cleared payment.

YOU SHOULD WHITELIST US FIRST to ensure that your test codes and test results end up in your inbox, not in a spam folder. A link to whitelisting instructions is on the purchase page.

Regards,

Darryl Hadfield
Technical Support



www.wepss.com

Appendix B: IRB Approval**LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

March 11, 2021

Pamela Daly
Rebecca Lunde

Re: Modification - IRB-FY20-21-333 Connections Between Christian University Presidents' Enneagram Personality & Student Enrollment

Dear Pamela Daly, Rebecca Lunde:

The Liberty University Institutional Review Board (IRB) has rendered the decision below for IRB-FY20-21-333 Connections Between Christian University Presidents' Enneagram Personality & Student Enrollment .

Decision: Exempt - Limited IRB

Your request to recruit leaders with the title of provost or chief academic officer along with university presidents has been approved. Thank you for submitting your revised study documents for our review and documentation. Your revised, stamped consent form can be found under the Attachments tab within the Submission Details section of your study in Cayuse IRB. Your stamped consent form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Thank you for complying with the IRB's requirements for making changes to your approved study. Please do not hesitate to contact us with any questions.

We wish you well as you continue with your research.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix C: IRB Modification Approval

LIBERTY UNIVERSITY

INSTITUTIONAL REVIEW BOARD

January 18, 2021

Pamela Daly
Rebecca Lunde

Re: IRB Exemption - IRB-FY20-21-333 Connections Between Christian University Presidents' Enneagram Personality & Student Enrollment

Dear Pamela Daly, Rebecca Lunde:

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

Research Ethics Office

Appendix D: Recruitment Letter

Greetings:

My name is Pamela Daly, and I am a doctoral student working on my dissertation through Liberty University in the School of Education. I am conducting research as part of the requirements for a Doctor of Philosophy in Education degree. The purpose of this study is to look at correlations between Christian university presidents' Enneagram personality style and the size of the institutions they lead to determine if the institution's student enrollment size can predict the personality type of the institution's president. I am writing to invite eligible participants to join my study.

Participants must be Christian university or college presidents and in the role at their current institution for at least one year prior to August 2018. If willing, participants will be asked to complete the following:

- An online version of Wagner's Enneagram Personality Style Scale (WEPSS)(30 minutes)
- Your institution's publicly available school enrollment data from fall 2018 will be obtained from the National Center of Educational Statistic's Integrated Postsecondary Education Data System (IPEDS) and linked to your survey results for the purpose of this study.

Names and other identifying information will be requested as part of this study, but the information will remain confidential. If you have any questions, please do not hesitate to contact me at pjdaly@liberty.edu.

In order to participate, please click the following link to complete the screening survey and sign the consent.:

Survey Link

A consent document is provided in the above survey link, following successful completion of the screening questions. The consent document contains additional information about my research. After you have read the consent form, please electronically sign the consent form by typing your full name and date in the required text box and click the button to submit.

After I have received your completed consent form and contact information, I will email you a link and access code to complete the assessment within 48 hours.

Participants will not be directly compensated for participating in this study. However, if the researcher receives 70 completed responses by [DATE], a donation of \$500 will be made on behalf of the participants to a Christian non-profit organization, Global Scholars, that equips and supports Christian professors to serve Christ in secular universities worldwide through a variety of proven programs and services.

Thank you for your time; I know it is valuable!

Pamela Daly

Pamela Daly
Ph.D. Candidate
pjdaly@liberty.edu
Liberty University

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Appendix E: Consent Form

Consent

Title of the Project: Connections Between Christian University Presidents' Enneagram Personality and Student Enrollment

Principal Investigator: Pamela J. Daly, Ph.D. Candidate, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be a Christian university or college president who has been in the position for at least one year prior to August 2018. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of this study is to look at correlations between Christian university presidents' enneagram and the size of the institution they lead to determine if the institution's student enrollment size can predict the personality type of the institution's president. Individual personality type often influences leadership style. This study examines how frequently specific personality types as defined by the Enneagram occur at the highest leadership position within Christian higher education and if there is a correlation to institutional enrollment.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:

1. Complete the online version of Wagner's Enneagram Personality Style Scale (WEPSS) (30 minutes).
2. Your institution's publicly available school enrollment data from fall 2018 will be obtained from the National Center of Educational Statistic's Integrated Postsecondary Education Data System (IPEDS) and linked to your survey results for the purpose of this study.

How could you or others benefit from this study?

Participants receive a direct benefit from taking part in this study when they obtain their Enneagram personality assessment results which will provide personal insights to personality attributes.

Benefits to society include the potential to impact future leaders in Christian higher education regarding personality and leadership qualities that effect student enrollment growth.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only

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the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses will be confidential through the use of pseudonyms.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

How will you be compensated for being part of the study?

Participants will not be directly compensated for participating in this study. However, if the researcher receives 70 completed responses by the project end date, a donation of \$500 will be made on behalf of the participants to a Christian non-profit organization, Global Scholars, that equips and supports Christian professors to serve Christ in secular universities worldwide through a variety of proven programs and services.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Pamela Daly. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at pjdaly@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. Rebecca Lunde at rmfitch@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Printed Subject Name

Signature & Date

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Appendix F: Welcome Letter

Dear President/Provost _____,

WELCOME to the Christian university leadership correlational study! I am very excited that you will be participating. In this letter, you will find important information about the research study, including how to reach me.

The WEPSS assessment depends on participants responding to descriptive adjectives on a five-point Likert scale from *never like me* to *always like me*. It usually takes about 30 minutes to complete the questionnaire. Within a few minutes of completing the survey, participants will receive their personality reports by email. These insights can be beneficial for personal and professional affirmation and development.

Here is the web page: wepss.com

Here is your complimentary access code: _____

Thank you for being willing to complete the WEPSS assessment. If you have any issues or want to contact me, my cell is [REDACTED]. I hope you find great benefit from learning more about your personality and world perspective and that you find it helpful in your continuous development journey!

Sincerely,

Pamela Daly

Ph.D. Student, Liberty University

pjdaly@liberty.edu

Appendix G: SPSS Variable Codes

SPSS Variable Codes

Variable	Code
Enrollment	
Smaller than 2,000	1
Greater than 2,000	2
Biological Sex	
Female	1
Male	2
Ethnicity	
Caucasian	1
African American	2
Hispanic	3
Asian	4
American Indian	5
Other	6
Not specified	7
Age	
Early career (30-40)	1
Mid-career (40-50)	2
Late career (50-60)	3
End of Career (60+)	4
Enneagram Style	
Good Person	1
Loving Person	2
Effective Person	3
Original Person	4
Wise Person	5
Loyal Person	6
Joyful Person	7
Powerful Person	8
Peaceful Person	9

Appendix H: Loevinger Ego Model Copyright Approval



An Integrative Social-Cognitive Developmental Model of Supervision for Substance Abuse Counselors-in-Training

Author: Shari M. Sias, , Glenn W. Lambie

Publication: Substance Abuse

Publisher: Taylor & Francis

Date: Jun 5, 2008

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Appendix I: Enneagram Symbol Copyright Permission

Jerome Wagner <jeromewagnerphd@gmail.com>

Tue 6/15/2021 1:25 PM

Hi Pam,

You have my permission to use your personal WEPSS results graphic for your dissertation. Please acknowledge: used with permission from WEPSS.com . What is your dissertation about?
Jerry Wagner

--

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