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A Curriculum of a Subject of Enneagram for Developing Key Competency of University Students

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Abstract

This paper is to propose a curriculum of a subject of Enneagram which is to be open to develop key competency of university students. In the modern days of the 4th industrial revolution universities are being called for key competency-based education and innovation in education. Universities suggested various key competencies according to the university's founding philosophies. And they have been reorganizing the liberal arts curriculum in a way that it can reinforce key competencies of the students in the aspect of liberal arts education. In this paper, an example of C university which has 3 key competencies such as, citizenship, character, and creative intelligence was presented. Enneagram is a good candidate for developing self-development which is sub-competency of character.

Keywords: Subject of Enneagram, Self-development, Key competency, Character, Curriculum

1. INTRODUCTION

Today's modern society demands creative convergence human resources who can define and solve problems which it is facing. In order to nurture such human resources, there is a consensus that it is necessary to break away from the conventional 'helpless knowledge education' and switch to 'useful competency education' that guarantees social usefulness. In this respect, there is also a demand for innovation in university education. The government has requested universities for key competency-based liberal arts education through university basic competency diagnosis, etc., and it is said that the introduction of key competency-based liberal arts education is inevitable, in order to be selected for the government's university financial support project [1].

Since the OECD announced the key competencies (9 sub-competencies in 3 areas) as a result of the DeSeCo (Definition and Selection of key Competencies) competency study in 2003, it has had a great impact on school education around the world. Since then, the OECD has established the OECD Education 2030, which is titled "The Future of Education and Skills", to identify the core competencies required for the future society and to explore an education system that can nurture future competencies. The first cycle project, conducted from 2015 to 2018, focused on 'what to teach' and sought to identify future capabilities, and the result of the first cycle project, the OECD Learning Concept Framework, was "Learning Compass 2030". It

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was announced in May 2019. The 2nd cycle project, which started in 2019, focuses on 'how to teach' and aims to find a way to implement a curriculum that can cultivate the future capabilities identified in the 1st cycle project [2].

Education based on key competencies was specifically introduced in Korea after the presentation of 6 core competencies in the 2015 revised curriculum overview. Since then, development has been made in various fields, but it is still under debate and a lot of research is being done in this regard. The Ministry of Education of Korea is guiding competency-based education as a policy indicator in the diagnosis of basic university competencies, and almost all universities present key competencies and advocate key competencies-based liberal arts education. The Korea Vocational Competency Development Institute developed the Korea Collegiate Essential Skills Assessment (K-CESA) in 2010 and presented it as a tool to identify and measure the key competencies of Korean college students. The purpose of K-CESA is to enable universities to nurture talents required by society and businesses by diagnosing the basic competencies that must be acquired no matter what job group they belong to [3]. 6 competencies proposed such as comprehensive thinking ability, global competency, interpersonal relationship competency, and self-management competency [4]. Universities, including these competencies, present various core competencies according to the founding ideology of the university.

In line with these educational and social trends, C University, which has two campuses in Chungcheong province and Incheon, reorganized liberal arts education based on key competencies and made efforts to innovate the university. In 2019, Division of Liberal Arts was expanded and reorganized into a liberal arts college to strengthen the independence of liberal arts education, and the university reorganizes the educational purpose, educational goals and human resource image of the university. According to the new human resource image, the three core competencies of the university were reset to creative intelligence, character, and citizenship. Two sub-competencies were set for the three core competencies each, and for the creative intelligence, character, and citizenship competencies, there are sub-competences of convergence and complex thinking, integrated academic research, social relations, self-development, social contribution, and global competencies, respectively. C University conducted a survey of demand for the improvement of the core competency-based liberal arts curriculum in 2021. In the 'importance-contribution IPA analysis result for each sub-competence of core competencies' of the survey, there are competencies need priority improvement. 'self-development' showed a low contribution compared to the recognition of importance, and 'global competency' and 'social contribution' low importance and low contribution to liberal arts education due to low priority. 'Self-development' is a sub-competence of character, and current students, graduates, and industrial respondents perceived it has low performance or contribution compared to the importance of self-development[5]. Subjects were developed to improve this competence in liberal arts education and subject of Enneagram is one of them.

In this paper, a curriculum of a subject of Enneagram for developing key competency of C university students is proposed. In Chapter 2, Enneagram is explained, and in Chapter 3, an example of curriculum of the subject is shown. We developed 15-week curriculum for the subject. It contains introduction of Enneagram, centers of power, 9 personality types and theory of wings etc. In Conclusion, final result and opinion are included and wrapped-up.

2. ENNEAGRAM EXPLAINED

The Enneagram of Personality, or simply the Enneagram is a model of the human psyche which is principally understood and taught as a typology of nine interconnected personality types. It is from the Greek words, *ennéa*, meaning "nine" and *grámma*, meaning something "written" or "drawn"[6]. The Enneagram has

obtained popularity among people gradually these days. It has been used as a kind of tool to find self in the enneagram's 9-type profiles and apply this practical wisdom for a life transformed. People are learning about Enneagram and spending time with Enneagram, because being able to understand the basic motivations of different personality types can help people communicate with and relate to others. Analysis of Google search results over 16 years shows an increase in searches for the word "enneagram" from 2017. Additionally, social media accounts and podcasts about the Enneagram have increased, indicating a growing popularity among millennials. In order to use the Enneagram, you must first discover each one's Enneagram type. This can be done by doing an Enneagram type test or by reading books. And it can be confirmed by interviewing an Enneagram expert. Several researches were conducted to know estimates of reliability and validity of tests. One study noted that the ipsative version of the RHETI test (scores on one dimension decrease scores on another dimension) had troubles with validity, whereas the non-ipsative version of the test has been found to have better internal consistency and test-retest reliability. Furthermore, it was found that 87% of individuals were able to accurately predict their Enneagram type (before taking the test) by being read descriptions of each type. Fig. 1 shows diagram of Enneagram. Every points of 1 to 9 represents each type of Enneagram.

Every personal type has adjacent types as it's wings. A person with the Three personality type, for example, is understood to have points Two and Four as their wing types. The circle of the enneagram figure may indicate that the types or points exist on a spectrum rather than as distinct types or points unrelated to those adjacent to them. A person may be understood, therefore, to have a core type and one or two wing types which influence but do not change the core type[6].

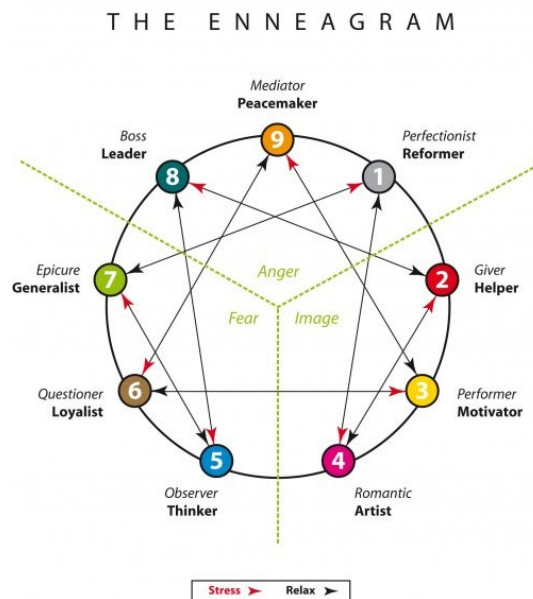


Figure 1. Diagram of Enneagram

Don Richard Riso and Russ Hudson proposed principal characteristics of the nine personality types along with their basic relationships. They include ego fixations, holy ideas, passions, and virtues. Table 1 shows them. The Enneagram offers a sacred map for our souls; a map that, when understood, leads us home to our true identity. We're all looking for ways to get back to our True Self. The Enneagram is an aid to waking up from the False Self. One of its most helpful aspects is how it exposes nine ways our human nature manages our ego's collection of coping addictions that we have wrapped around our most intimate and deepest

pain—our Childhood Wound. The Enneagram teaches us nine patterns of human character structure archetypes[7].

Table 1. Principal characteristics of the nine personality types

Type	Characteristic role	Ego fixation	Holy idea	Passion	Virtue
1	Reformer, Perfectionist	Resentment	Perfection	Anger	Serenity
2	Helper, Giver	Flattery	Freedom, Will	Pride	Humility
3	Achiever, Performer	Vanity	Hope, Law	Deceit	Truthfulness
4	Individualist, Romantic	Melancholy	Origin	Envy	Equanimity (Emotional Balance)
5	Investigator, Observer	Stinginess	Omniscience, transparency	Avarice	Detachment
6	Loyalist, Loyal Skeptic	Cowardice	Faith	Fear	Courage
7	Enthusiast, Epicure	Planning	Novelty, Fulfilment	Gluttony	Sobriety
8	Challenger, Protector	Vengeance	Truth	Lust	Innocence
9	Peacemaker, Mediator	Indolence	Love	Sloth	Action

The purpose of the Enneagram can be described in three stages. The first is self-awareness and self-understanding. This is the stage of finding our own fixations and passions, and understanding the causes of them. Stage 2 is understanding others. Recognizing that we are different beings with the same fixations and passions for each type. This will allow us to accept the other person. Stage 3 is the stage of self-transformation. This is a stage in overcoming our fixations and passions. For many of us, we have childhood wounds and these wounds go largely undetected for most of our lives, yet we live unconsciously into the trajectory they set us on. The mental and emotional scar tissues of these wounds form the nine different ways we cope with their pain, molding tragic character flaws we often overidentify with, aiding in the development (or malformation) of our personalities. Self-transformation comes from getting rid of these malformed personalities and refining one's own character[8].

3. A CURRICULUM OF A SUBJECT OF ENNEAGRAM

As written above, C university has set 3 key competencies such as Citizenship, Character, and Creative intelligence. Key competencies have 2 sub-competencies each. Sub-competencies of Character are social relationship and self-development. Actually, social relationship and self-development are fundamental and crucial for university students who are going through early adulthood. Among Key factors of social relationship and self-development, there are self-awareness and understanding of others. Greek philosopher,

Socrates said “know yourself.” It is one of the most important proverbs. There are a million things we could potentially know about ourselves and they are starting points of knowing others. In this point of view, Enneagram could be utilized to help university students know themselves more. To help students develop key competency of Character, a subject of Enneagram is developed. Its curriculum comprised contents of 15-weeks. It contains introduction of Enneagram, centers of power, 9 personality types and theory of wings etc. The class will be run by lecture, group discussions and presentations. Table 2 shows the proposed curriculum.

Table 2. A curriculum of a subject of Enneagram

Week	Topic	contents
1	Introduction of Enneagram Basics Enneagram test and interpretation	Enneagram inspection and interpretation What is the Enneagram? History and Shapes of the Enneagram
2	center of power	Head Center (Type 5, 6, 7) Heart Center (Type 2, 3, 4) Belly Center (8, 9, 1 type)
3	Type 8	Characteristics of the type Self-concept passion and fixation defense mechanism growth
4	Type 9	
5	Type 1	
6	Type 2	
7	Type 3	
8	Type 4	
9	Type 5	
10	Type 6	
11	Type 7	
12	Wing Theory 1, 2	What is wing theory? each type of wing
13	Self-Concept & Behavior	three self-concepts aggression, dependence, withdrawal
14	writing self-observation reports	self-observation reports and feedback
15	Final Test & presentation	

Fig. 2 shows examples of Enneagram profile that could be used to find Enneagram type of each student who takes class at week 1 [9]. After finding each Enneagram type, centers of power are explained at week 2. At weeks 3 to 11, characteristics of the type, self-concept, passion and fixation, defense mechanism and growth level of each type are described. At week 12, wing theory is explained. At week 13, self-concept and behavior pattern are presented. There are three self-concepts which include aggression, dependence, withdrawal. At week 14, self-observation reports of students are assigned, and feedback is given. There are final test and presentation of self-observation reports of students at week 15.

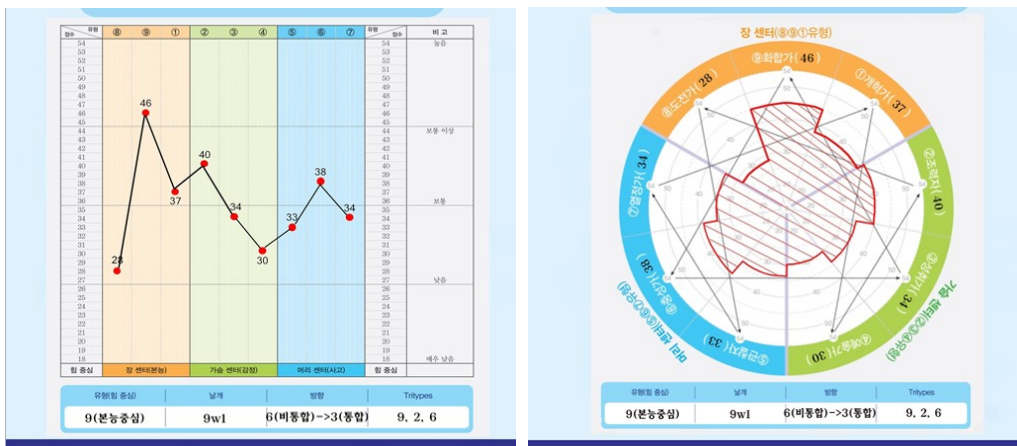


Figure 2. Examples of Enneagram profile

4. CONCLUSIONS

In this paper, a curriculum of a subject of Enneagram for developing key competence of university students is proposed. A case of C university is described. C university has 3 key competencies such as, citizenship, character, and creative intelligence. Enneagram is a good candidate for developing self-development which is sub-competency of character. At first, Enneagram is briefly explained with its definition and Ego-fixation, holy-ideas, Passion and virtues. And a curriculum of the subject is also developed for the C university. It comprises contents of 15-weeks. It can help students develop self-awareness and understanding of others and themselves. It will help students develop social relationship and self-development which are sub competencies of Character which is one the core competencies of C university. Various teaching methods should be carried out along with the curriculum to guarantee efficiency of the subject. Later we will verify efficiency of the curriculum of the Enneagram subject through survey of students who take the subject.

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