

## **Do We Have to Work in Groups? Using Enneagram Harmony Triads for Improved Group Formation in the Classroom**

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### **ABSTRACT**

A significant challenge academic courses face is how best to group students for a semester-long project in strategic communication or public relations courses. This research aims to determine whether using the Enneagram of Personality's Harmony Triads to contextualize the formation of student groups in public relations courses increases the quality of group experiences and the effectiveness of project teams. An experiment was conducted over two academic years: one taught with the Enneagram framework and one without. Assessments and findings are based on comparing data gathered via peer evaluations, final group projects, and course grades. Results show group and final grades increase when project teams are formed using the Enneagram, suggesting the framework facilitates group cohesion, increased productivity, and higher grades.

*Keywords:* PR education, group projects, enneagram, harmony triads

A meme often shared by undergraduates reads, “When I die, I want my group mates to lower me into my grave so they can let me down one last time.” Few classroom assignments elicit fear and stress more than group projects. Faculty assigning these projects are rarely surprised by complaints about missing or uncommunicative members, micromanaging team leaders, and last-minute work submitters, amongst a myriad of other challenges. Student complaints about group projects are as ubiquitous as gripes about campus parking or messy roommates.

While there exists a wealth of humorous tropes and legitimate concerns by students about group work, these projects remain a favored pedagogical tool for many faculty, particularly in communication courses. A vast body of research explores the educational value of group work for developing skills in interpersonal communication, team building, leadership, and decision-making (Colbeck et al., 2000; Kim et al., 2021; Krishna et al., 2020; McCollough et al., 2021; Slavin, 1983). The depth of scholarship indicates faculty value the framework yet share student concerns of practical issues such as loafing members, difficulties in scheduling, and problems achieving student learning outcomes (Ashraf, 2004; Colbeck et al., 2000; Rister & Bourdeau, 2021).

In addition to perceived pedagogical benefits, faculty in applied communication areas recognize the clear relevance of the model to industry application (Colbeck et al., 2000; Kim et al., 2021; Krishna et al., 2020). Professional communication work is team-based. Students will likely start as interns or assistant account executives within some form of group structure further indicating the unique benefits of undergraduate group projects for industry modeling (Kim et al., 2021; Krishna et al., 2020; Wright, 2013).

Despite their common use, the rich scholarship on their pedagogical value, and their relevance for industry training, there is a dearth of communication scholarship on how best to develop student

groups. Faculty who routinely assign group projects experiment with methods, and any approach offers a mix of benefits and detractions. Previous studies have shown few distinct differences in methods (Blatchford et al., 2003; Rusticus & Justus, 2019). Thus, this research seeks to test a method of group formation that incorporates students' skill sets and personalities to positively impact course outcomes and grades.

### **Background Course Context**

This study focuses on the use of grouping strategies in a team-taught introductory advertising and public relations course. The course was developed to replace the two traditional, seminar-style introductory public relations and advertising courses at a regional comprehensive university. Traditionally, introductory public relations and/or advertising courses tend to be lecture-style seminars that provide an overview of history, theory, and practice (Sparks & Conwell, 1998). The course was restructured into a team-taught course with two professors teaching six weeks of content, then switching while integrating combined classes to go over the course project. The integrated course diverges from the more traditional approach in several ways: (1) The course recognizes the industry overlap between public relations and advertising; (2) The course is team-taught by faculty with expertise in each of the fields; (3) The course streamlines traditional lecture content, pushing some topics, such as crisis communication, to subsequent courses to allow for increased application of course concepts; (4) The major emphasis in the course is a semester-long group project where students develop a strategic communication plan for an external client.

While no two courses are identical, an anecdotal review of syllabi indicates that most introductory advertising or public relations courses tend to use a small pool of textbooks, with students engaging in a handful of applied assignments, quizzes, and tests. Group projects are not unheard of but are more often saved for upper-level or capstone classes. This

course was developed by faculty with an understanding that it would provide students with practical industry work experience early in their major, allowing them the chance to create a “rough draft” campaign and students would then refine their skills in a senior-level capstone campaigns course.

A significant challenge the course has faced is how best to group students for a semester-long project in an introductory-level course. Initially, faculty developed a basic skills assessment survey where students self-reported their confidence level in areas such as creative design, writing, and public speaking. This data was used to ensure that each student group had a member with high-level confidence in each area. Subsequent versions of the survey expanded to include students’ preferred meeting days and times and preferred communication (online, in-person, etc.). Time was spent in class going over group expectations and provided training and examples of how to be a good group member. The training concluded with a Group Contract being signed by all members with stated group meeting times. At the conclusion of the semester, every student is required to submit a peer evaluation (Appendix 2) indicating their areas of responsibility and providing a grade for their group members across four areas: (1) Service to the group; (2) Commitment to the group; (3) Task-oriented communication; and (4) Conflict resolution. The group project constitutes 50% of the course grade, with the peer evaluation constituting 10% of the project grade.

In the fall 2021, faculty expanded the self-assessment survey and began requiring students to take an online Enneagram survey and self-report their personality type. The Enneagram suggests a typology of nine interconnected personality types, known by their numerical identifiers, with various triads of type patterns indicating overlapping or shared personality traits.

### **Literature Review**

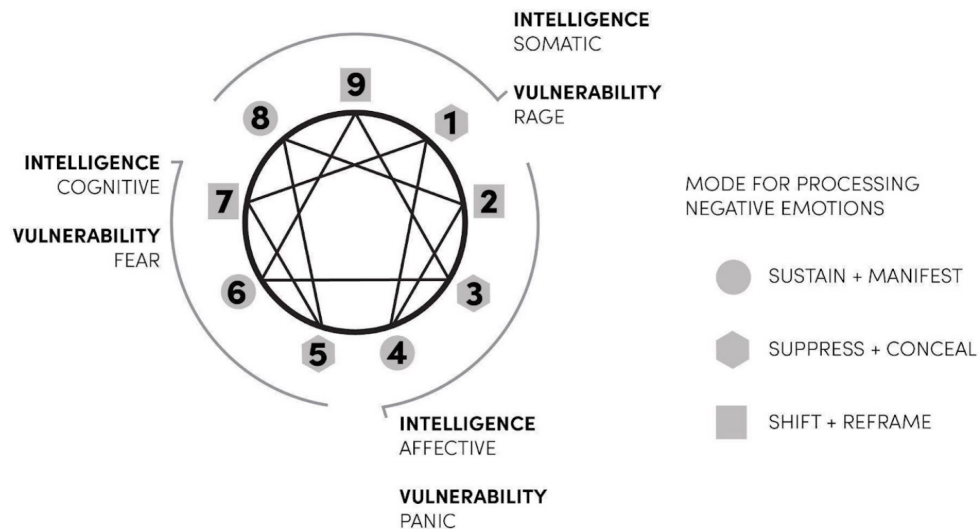
#### **What is The Enneagram?**

The Enneagram framework conveys a long history of traditional wisdom validated by modern research (Killen, 2009; Palmer, 1991; Pansksepp, 1979). The word Enneagram is Greek in origin and corresponds to a visual diagram depicting a circle with nine dots evenly spaced around the circumference. Each marker is numbered 1-9 and serves to identify the nine types (Figure 1; Matisse, 2007; Sutton, 2012). While all individuals naturally operate from a primary mode, the Enneagram asserts everyone contains aspects of all nine types, which are subdivided into three intelligence centers: cognitive, somatic, and affective (Hook et al., 2021; Matisse, 2007; Sutton, 2012; Riso & Hudson, 2000). Today, the framework is valued for its insight into an individual's motivations, needs, modes of survival, and relationship to other types (Hook et al., 2021; Matisse, 2007; Riso & Hudson, 2000; Wagner & Walker, 1983).

Killen (2009) suggests that negative emotions—fear, rage, and panic—are visualized in the Enneagram's structure. Rage types (8, 9, 1) map to somatic intelligence, Panic types (2, 3, 4) to affective intelligence, and Fear types (5, 6, 7) to cognitive intelligence. Cognitive, somatic, and affective intelligence centers may be further segmented into three modes of coping: sustain and manifest, suppress and conceal, and shift and reframe (Killen, 2009, Appendix I). One's emotional habits act as artifacts connoting individual histories and their inherent agency and efficacy.

**Figure 1**

*The Enneagram Circle with the three intelligence centers.*



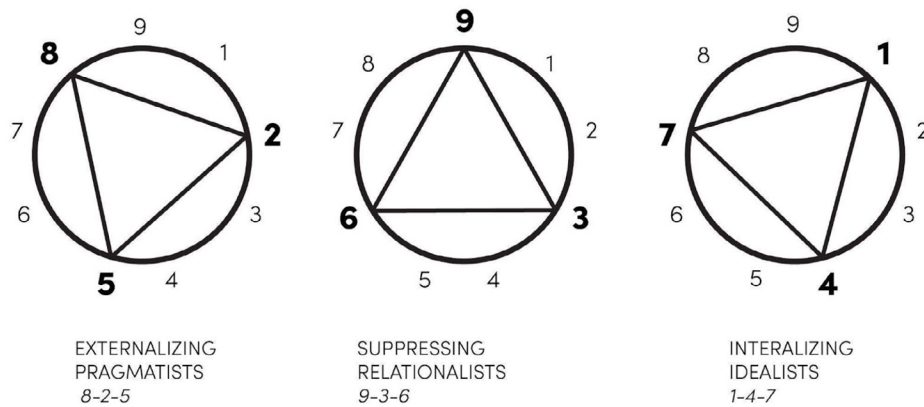
Since the Enneagram highlights motivations, needs, and relationships, typing potential teammates allows students with complementary styles to be grouped, lowering interpersonal relationship friction while clearing the way for enhanced engagement (Sutton et al., 2013). For example, a type-three Achiever is a motivated, goal-oriented self-starter (Appendix 1). Should a class combine an Achiever with a type-four, the Artist, according to the Enneagram, interpersonal conflict is highly likely. The Artist inherently prioritizes emotion and uniqueness, frustrating the Achiever by diluting the goals of the group. However, an Achiever partnered with a type-six, the Loyalist, will experience an affirmation of goals. Loyalists are reliable teammates and strategic troubleshooters who naturally align with Achiever's focus on task completion. Resulting in an Artist as a better partner for a type-seven, the Enthusiast.

**Harmony Triads**

For this study, student groups were formed using Harmony Triads, a concept theorized by Daniels (2012) (Figure 2). Triads create an organizational frame by integrating models of health among group members while mitigating behaviors like status management and social masking (Daniels, 2012; Wagner & Walker, 1983; Wiltse & Palmer, 2009). Harmony Triads are an essential aspect of the Enneagram framework and function by blending one's coping mode with diverse intelligence centers, creating a familiar, supportive, and low-friction environment (Daniels, 2012; Hook et al., 2021; Sutton et al., 2013; Wiltse & Palmer, 2009). For example, types 1, 4, and 7 process experiences internally and are activated by idealism: Internalizing Idealists (Figure 2). In contrast, types 2, 5, and 8 process stress through externalization and favor pragmatism: Expressive Pragmatists. Suppressing Relationalists, types 3, 6, and 9 process both internally and externally and allow social connection to motivate emotional suppression (Daniels, 2012; Hook et al., 2021; Wiltse & Palmer, 2009). Triads provide an objective foundation for group formation by supporting adaptive cognitive, interpersonal, and technical skill building in students. In this study, Triad student groups were comprised of 3-4 members and represented a minimum of two out of the recommended three types. For example, in blending students to form an Externalizing Pragmatist group, the Harmonic types are 8, 2, and 5 (see Figure 2). Available student types may not permit a fully rounded group, still, they include a minimum of two out of the three recommended types (ex., a group of four may have 8-8-5-2, while a group of three may look different with 5-5-2, etc.). Formulating groups within the Harmonic Triads accommodates a flexible approach to group formation, leveraging harmonic potential while lowering interpersonal friction.

**Figure 2**

*The Enneagram Harmony Triads: Visualizing Complementary Types*



Considering the elements of group formation and personality insight from the Enneagram, this research investigates whether using this approach to form student groups increases the quality of group experiences and the effectiveness of the course.

### **Learning Objectives & Group Centered Learning**

The pedagogical approach and focus for this course call for high-level categories from Bloom's Taxonomy. The levels of Bloom's Taxonomy start with remembering and move to the more intricate evaluation and creation levels (Bloom et al., 1956). The main goal for this course is to attain higher taxonomy levels of creation as students design a basic yet industry-appropriate plan for a real client to implement in a group environment, exposing a pedagogical pain point: instructors lack optimized group-formation frameworks that consider both learning objectives and social dynamics.

### **Group Centered Learning**

Pedagogical scholars have explored the function and value of student groups and/or teams from various perspectives and disciplines.



Yet, less is written about the use within courses such as public relations, advertising, and/or social media. As noted, these industries tend to organize in teams, particularly in agency settings. Researchers are aware of the challenge of helping students envision coursework in a way that moves beyond the classroom (Kim et al., 2021; Krishna et al., 2020). Lordan (1996) notes the difficulty “for students to break through the psychological barriers to seeing themselves operating in the ‘real world’” (p. 44). The classroom setting inherently differs from industry, but the use of group projects provides a range of benefits, including “cooperative and peer learning, peer modeling, teamwork, and efficiency” (Ashraf, 2004, p. 213). Group project work is also increasingly viewed as a high-impact practice (HIP), widely embraced in higher education (Wollschleger, 2019). Considine (2013) states group-centered learning (GCL) as a useful training tool to help students build communication, conflict management, and problem-solving skills and have longer-reaching benefits when connected to future professional contexts. Beyond preprofessional skill building, other research has noted benefits such as improved self-esteem and/or sense of achievement and increased interaction between diverse student populations (Considine, 2013; Johnson & Johnson, 1981; Sargent & Sue-Chan, 2001). The benefits of group project work in communication courses are clear, yet the stereotypes about student disdain for such projects are not without merit. Critics note that such work also presents various challenges in the classroom. The most familiar may be the “free-riding,” and “social loafing” members (Ashraf, 2004; Colbeck et al., 2000; Lam, 2015; Monson, 2019). Low-performing members increase tension within the group, negatively impact communication, and lower project grades, increasing stress among project teammates (Lam, 2015). Group dynamics, particularly those related to low-performing students, rank as a top factor for students’ dissatisfaction with group projects (Hall & Buzwell, 2012).

Providing students with basic training on how to work within the group can minimize the former issue (Lam, 2015). In addition, the challenge of properly pairing students in groups has received much discussion in the scholarly literature, with few findings (Burns, 2007; Colbeck et al., 2000; Monson, 2019; Rentz et al., 2009; Rusticus & Justus, 2019). The challenge in developing teams in the classroom is that professionals are hired with a level of skill and proficiency within a particular area of expertise, while students are just beginning to learn the concepts and develop skill sets. Furthermore, while conflicts of personality or professionalism will always exist, employees generally have some levels of protection, whether through human resources or management. Students in an introductory course are still honing both their skills and their own sense of professionalism and are often hesitant to raise issues. The burden of creating high-performing groups can be challenging, yet the instructor is responsible for doing so, leading this study to incorporate holistic considerations beyond skill level or prerequisites alone.

This discussion leads to the following hypotheses:

H1<sub>a</sub>: Groups formed using the Enneagram Harmony Triads have higher final project grades than those not in triads.

H1<sub>b</sub>: Groups formed using the Enneagram Harmony Triads have higher final grades than those not in triads.

H2: Groups formed using the Enneagram Harmony Triads rate their group experience higher than those not in triads.

### **Materials and Methods**

The Institutional Review Board reviewed the ethical procedures of this study, and research approval was granted to run this pedagogical experiment. Data was collected over two academic years, each comprising two semesters: fall and spring. In the first year, the Enneagram was not used, but it was used in the second year. The same two instructors co-taught the courses both years, but only one was part of the research team

and thus, this design prevented bias when determining grades. Students were informed of the research after the group project was completed to prevent accidental skewing of self-reported data.

### **Participants**

There were 84 total students in the two non-Enneagram semesters, with 29% of students male, 70% female, and 1% other. Semesters utilizing the Enneagram totaled 76 students, 32% male, 67% female, and 1% other. All students were communication majors or minors, and all were above freshman standing.

### **Measurements**

The following measurements were used for this study to answer the hypotheses:

*Skills Questionnaire:* The questionnaire was due at the beginning of each semester, and asked students about the previous classes and their skill level in public speaking, design, and project management. Additional questions were asked about their schedule and, in fall 2021 and spring 2022, their self-reported Enneagram type.

*Enneagram Type:* This was measured using the free website Eclectic Energies, which was used to avoid any potential costs to the students (Berkers, 2024).

*Final Project Grades:* The final project grade compiled grades for the research report, draft project, final project, and final presentation.

*Peer Assessment:* The peer assessment was completed after the final presentation. This assessment asked students to rank their group members and included items like how well they displayed group communication skills, commitment to the group, and conflict resolution. To answer H2, two specific questions were pulled from the peer assessment (Appendix 2): (1) Commitment to the Group:

made time to meet/honored meeting times, etc., and (2) Team Oriented Communication: Communicated clearly & consistently with the group, was easy to get in touch with. These questions were on a five-level Likert scale from Excellent to Lacking.

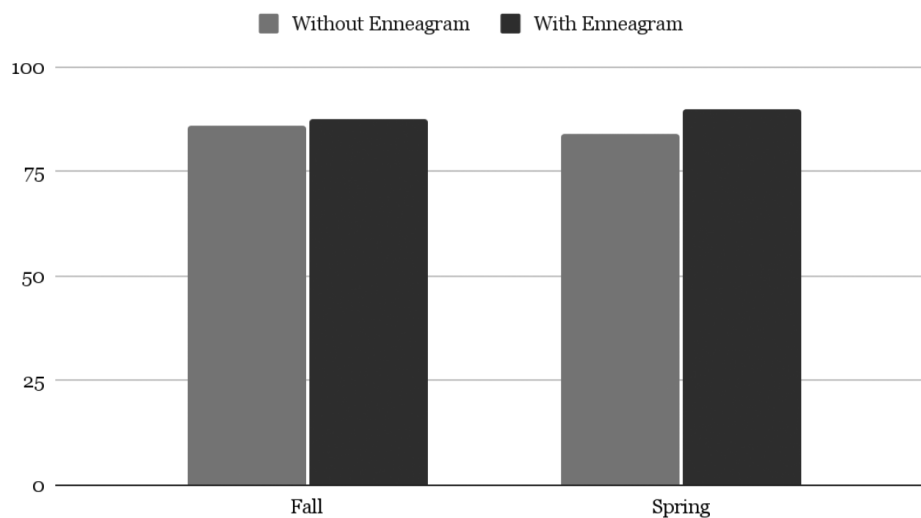
*Final Grades:* Final grades in this course comprise 50% group projects, 30% exercises and attendance, and 20% quizzes.

### Results

The data were collected and analyzed using SPSS 29 to gather frequencies, averages, and standard deviations to compare grades and results from each semester. Reviewing final project data first, the first academic year project grade average was 84.3%, with fall 2020 having the highest of the two semesters average at 86%. Semesters using the Enneagram triads saw the average final project grade increase to 89%, a 5% increase in scores from the previous course, with spring 2022 having the highest final project grade of 89.8% (Figure 3). These results support H1<sub>a</sub>. The fall-to-fall increase was 2%, and the spring-to-spring increase was an impressive 7.25%.

**Figure 3**

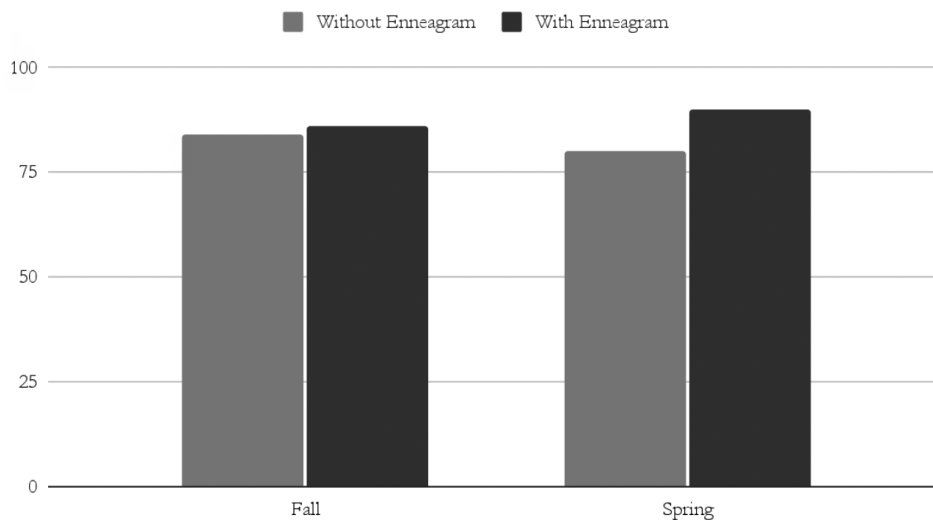
*Final Project Grade Comparison*



The next variable was the final grades, which incorporated individual assignments of quizzes, discussion boards, and an attendance/participation grade. Overall, the final grade increased by 7.36% from the non-Enneagram semesters to those with the Enneagram triads. Once again, the spring-to-spring semester comparison was the most striking, with a 12% increase in final scores. The fall-to-fall comparison showed a modest increase in final grade averages with a 2.4% increase (Figure 4). This finding supports H1<sub>b</sub>.

**Figure 4**

*Final Grade Comparison*



The final analysis included the self-reported data from the peer assessment of the group performance. The finding showed a minor change, as the semesters' average peer assessments differed only by a percentage. The non-Enneagram classes had an average of 86.1%, and the classes with Enneagram triads had an average of 87.1%. Although the peer assessments did increase with the use of the Enneagrams, the percentage increase is not enough to draw a conclusion on this element. Therefore, no explicit support can be garnered for H2.

## Discussion

### *Harmonic Approaches to Learning*

The affirmation of H1<sub>a</sub> and H1<sub>b</sub> illuminates a gap in current pedagogical approaches: the essentiality of harmony in learning. The increased outcomes in grades can be attributed to the organization of groups and the limited interpersonal frustration found in academic group settings. These findings have several implications for group formation in the classroom. As many pedagogical approaches focus on achieving learning objectives, emotion in the learning process can play a role. This emotional aspect is observed in other courses, for example, with communication apprehension impacting public speaking students (McCroskey & Richmond, 2006; Nordin & Broeckelman-Post, 2019). Training students to be good group members provides a more comfortable learning situation, aiding successful completion of student learning objectives and providing higher positive sentiments with the class, project, and potentially the field of public relations (Fredrickson, 2004).

These results expand on the findings in Slavin (2013) that argue positive, cooperative learning experiences are only achieved through incentivized reward structures. This current study shows that applying intentional structure to group formation cultivates an environment of positive, cooperative learning and increased motivation as evidenced by elevated final grades. This study records positive growth of nearly an entire letter grade. Leveraging a theory of harmony through the Harmony Triads is a sustainable and generative practice relevant to modern pedagogical approaches to group formation (Daniels, 2012).

Integrating the Enneagram into group formation accounts for safety and diversity, while the instructor presents cognitive challenges to achieve the higher level of Bloom's Taxonomy categories (Bloom et al., 1956). Additionally, the process of incorporating the Enneagram into the group formation is not burdensome to students or faculty as free typing

sites exist, and the triads are straightforward and provide a starting point for the initial groupings.

These results signal that it is time to incorporate forming groups with greater attention to group dynamics instead of just meeting current industry practices.

### **Peer Assessments**

The H2 results might suggest that the Enneagram had no measurable impact on group dynamics. However, the influence of negativity bias is a consideration as group projects have a persistent negative reputation. The theory of negativity bias is a cognitive prejudice native to all humans that ensures the brain encodes negative experiences with more permanence than neutral or positive experiences (Rozin & Royzman, 2001). Hillyard et al. (2010) found that students who enter a group environment with a negative baseline informed by experience report the same sentiments at the end of a group project. The student's assumption of a negative group experience is further affirmed by previously learned experiences and countless others that find correlations between recurring negative group experiences and conditioned expectations (Colbeck et al., 2000; Hillyard et al., 2010; Monson, 2019). Research also indicates a connection between negative experiences and low group project grades (Monson, 2019). Over time, consistent positive experiences recondition students' bias toward a more neutral, even positive, mindset (Fredrickson, 2004). The reconditioning can aid in developing students with stronger collaborative and interpersonal skillsets before they enter the workforce.

### **Enneagram Outcomes**

This study affirmed the benefit of using the Harmony Triads as it builds in belonging cues stated by Coyle's (2018) research on group culture and belonging. Coyle's work establishes the basic need for individuals to feel psychological safety before fully engaging in

the “risky” behavior of connecting with new community members and collaborating with them to solve problems or to innovate new solutions (Coyle, 2018). Safety experienced in Harmony Triad groups can encourage idea sharing and creativity. Placing students into intentional groups with new acquaintances builds on Granovetter’s (1973) research on the strength of weak ties. As a result, new strong and weak ties are formed, facilitating increased risk tolerance and making a safe environment for sharing bad ideas. In group environments, sharing itself provokes idea creation and a higher quantity of solutions (Nemeth & Goncalo, 2005).

### **Limitations and Future Research**

A limitation of this study was the duration of data collection. Replicating the study for additional years would bring new insight into the effectiveness of using the Enneagram in educational settings. Another limitation is the lack of anticipation of how the pandemic may have impacted the results from the fall 2020 semester as certain parameters and allowances were made. The pandemic did reshape much of higher education and should be considered a significant limitation to the experiment in the fall 2020 semester. Classes met with online and in-person options instead of the traditional face-to-face delivery method as seen in the previous courses and in subsequent classes as the course returned to the previous structure in 2021. Yet, anecdotal conversations with students indicate a preference for collaborating primarily through group chat, shared documents online, and video conferencing. Thus, the shift away from face-to-face instruction during the fall 2020 semester may not have been a major disruptor in the teamwork dynamic.

Additional research opportunities exist in qualitative interviews of those who participated in this course. Anecdotal communication indicates an increased connection to classmates when the Harmony Triads are implemented. Future research could test this insight and provide enhanced detail about students’ experiences when using the Enneagram.



### **Conclusion**

This study aimed to determine whether using the Enneagram to contextualize the formation of student groups increased the quality of the group experience and the effectiveness of the teams. The findings show that using the Harmony Triads to form groups can increase group cohesion and keep the focus of the course on the student learning objectives, potentially leading to higher project and final grade scores. Although there is value in students learning to collaborate with others who work differently or have different motivations, using the Enneagram in a PR course allows students to learn the basics of the field in a situation designed for learning. Using this technique allows for the class content to be the main focus for students rather than group conflict. Applying a methodical approach to group formation and providing basic training about how to work in a group in lower-level courses will put students in a better position to excel at higher-level courses, internships, and their careers. While some degree of student pessimism, particularly about the dreaded “free riding” group member, is unavoidable, students in this study grouped using Enneagram triads showed a marked improvement in their collective success and increased skillfulness in the field.

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## Appendix A

### Summary of the Enneagram Types

*adapted from (Killen, 2009; Ichazo, 2023)*

**Type 1 - Idealist** is recognized as conscientious, persistent, intense, and honorable. They embody a somatic, or body-based, center of intelligence. Early trauma involved obstructing or entrapment of one's freedom to meet needs. Idealists utilize a survival mode that suppresses and conceals rage and will hide disconnection from others as they seek to move to a more desirable emotional state.

*Group Integration:* Seeking one's standards without forcing them on others.

**Type 2 - Helper** is recognized as empathetic, helpful, relational, and intimate. Helpers have an affective or feelings-based intelligence center. Early trauma created disconnection or separation from sources of care and attention. Helpers utilize a survival mode of shifting and reframing panic. When panic is triggered, they will generate care by shifting to focus on the care of others.

*Group Integration:* Successful awareness while still meeting one's needs.

**Type 3 - Achiever** is recognized as industrious, competent, energetic, and accomplished. Achievers have an affective or feelings-based intelligence center. Early trauma created disconnection or separation from sources of care and attention. Achievers utilize a survival mode of suppressing and concealing panic. To achieve balance, they should foster an awareness of innate harmony.

*Group Integration:* Successful understanding of the natural streams of progress and identifying these as unbound from self-worth.

**Type 4 - Artist** is recognized as original, authentic, creative, sensitive, and deep, with an innate awareness of beauty. Artists have an affective or feelings-based intelligence center. Early trauma created



disconnection or separation from sources of care and attention. The Artist utilizes a survival mode of sustaining and manifesting panic. Artists will stay with panic and outwardly express their disconnection until it dissipates or is resolved through care.

*Group Integration:* An awareness of their inherent uniqueness renders the Artist's burden to cultivate uniqueness unnecessary.

**Type 5 - Investigator** is recognized as wise, perceptive, objective, and analytical, with a broad understanding of the processes and goals. Investigators have a cognitive or mental center of intelligence. A lack of attention to or action within threatening situations created early trauma. Investigators utilize a survival mode of suppressing and concealing fear. To achieve balance, they should participate in experiential learning rather than depending on pure cognition.

*Group Integration:* Participation and interaction.

**Type 6 - Loyalist** is recognized as committed, protective, vigilant, and creating security. Loyalists have a cognitive or mental center of intelligence. A lack of attention to or action within threatening situations created early trauma. Loyalists utilize a survival mode of sustaining and manifesting fear. Once triggered, Loyalists will stay with fear expressing a defensive and protective posture until the situation dissipates or is resolved. To achieve balance, they must acknowledge and remain aware of the profound order in which situations unfold.

*Group Integration:* Tolerance of uncertainty.

**Type 7 - Optimist** is recognized as adventurous, fun, lively, creative, friendly, and idealistic. Optimists have a cognitive or mental center of intelligence. A lack of attention to or action within threatening situations created early trauma. The Optimist utilizes a survival mode of shifting and reframing fear. When fear is triggered, they will manifest the opposite emotions. To achieve balance, they must tolerate the duality of life, holding an awareness of both negative and positive.

*Group Integration:* Tolerance of duality.

**Type 8 - Challenger** is recognized as autonomous, independent, strong, durable, and protective. Challengers embody a somatic, or body-based, center of intelligence. Early trauma involved obstructing or entrapment of one's freedom to meet needs. Challengers utilize a survival mode that sustains and manifests rage. Challengers will stay with rage, expressing a defensive and protective posture until the situation dissipates or is resolved. To achieve balance, they should nurture a tolerance for the complexity and difficulty of real life and real people beyond binary definitions.

*Group Integration:* An orientation toward nuance and complexity.

**Type 9—Peacemaker** is recognized as harmonious, inclusive, relaxed, and a mediator. Peacemakers embody a somatic, or body-based, center of intelligence. Early trauma involved obstructing or entrapment of one's freedom to meet needs. Peacemakers utilize a survival mode of shifting and reframing rage. When rage is triggered, they will dissipate anger by shifting their focus to the needs of others. To achieve balance, they should hold all beings in high regard, of great value, and deep significance.

*Group Integration:* Acknowledging intrinsic value.

**Appendix B****Peer Assessment Form**

Evaluator's Name: \_\_\_\_\_ Group Name: \_\_\_\_\_

1. Briefly describe your responsibilities and provide a list of project components you specifically worked on:

2. Please fill out the following evaluations for your peers (do not evaluate yourself please):

Member Name:	Excellent	Good	Fair	Needs Work	Lacking
Service to the Group: (shared the workload)					
Commitment to the Group: (made time to meet / honored meeting times, etc.)					
Task Oriented Communication: (Followed through / completed work in a timely fashion)					
Team Oriented Communication: (Communicated clearly & consistently with the group, was easy to get in touch with)					
Conflict Resolution: (Was easy to work with, respectful of others ideas, could disagree without being disagreeable)					
COMMENTS:					

3. On a scale from 1 to 5, with 1 = poorly, and 5= really well, how well did your group work together?
4. How did this group work in comparison to other groups you have been in? (same, better than, worse than).