

Harnessing the Enneagram for Professional Development



IDH 3931

Spring 2026 - 1 credit hour



Instructor

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Office location: 121E Bryant Hall

Office Hours: Monday, 1:30-2:30 (*Directly after class in Honors Village*)

Class Times

Mondays, 6th period (12:50 PM - 1:40 PM), HVR1 114

Course Description

Enneagram is a personality typology that outlines nine core personality types, each defined by a central motivation, set of fears, and behavioral patterns. Rather than placing individuals in rigid categories, the Enneagram offers a dynamic framework for understanding personal growth, emotional intelligence, and relational behavior. Each type has a distinct worldview and strategy for navigating life, along with specific strengths and growth opportunities. This course aims to help honors students understand the Enneagram as a developmental tool. This course will encourage self-awareness and introspection, helping students understand why they respond to stress, success, or interpersonal conflict in particular ways. Each student will have an Enneagram typing session, and we will spend time as a group learning about each other's styles as a sort of laboratory for understanding people around us.

Course Objectives

- 1. Develop a foundational understanding of the Enneagram framework**
Students will be able to explain the nine core personality types, their central motivations, fears, and behavioral patterns, and articulate how the Enneagram differs from other personality typologies.
- 2. Enhance self-awareness and emotional intelligence through introspection**
Students will identify their own Enneagram type and analyze how their core motivations influence responses to stress, success, and interpersonal conflict.
- 3. Apply the Enneagram as a developmental tool for personal growth**
Students will evaluate strategies for leveraging type-specific strengths and addressing growth opportunities to foster resilience and adaptability.
- 4. Cultivate relational understanding and empathy in diverse contexts**
Through group discussions and experiential activities, students will demonstrate the ability to recognize and respect different personality styles, improving communication and collaboration skills.

Requirements

Textbook:

Chestnut, B. (2013). *The Complete Enneagram: 27 paths to greater self-knowledge*. First Edition.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Office Programs
 - [Microsoft Privacy Statement](#)
 - [Microsoft Accessibility Information](#)
 - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
 - [Acrobat tutorials](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - [Canvas Privacy Policy](#)
 - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Expected Technical & Digital Literacy Skills:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.

- Ability to perform online research using a variety of search engines and library databases.

Artificial Intelligence (A.I.) Use:

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Relying on these programs also keeps you from developing your own independent thinking and creativity. These are important skills that you should be developing in this class. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). AI-generated submissions are not permitted and will be treated as plagiarism and referred to the Student Conduct and Conflict Resolution office for review. If you have questions about what is appropriate or acceptable, please ask. I am happy to help you.

Instructor Response & Feedback

I am committed to responding to your Canvas and email messages **within 48 hours** during the work week, Monday through Friday, *except holidays*. I will also hold office hours each week. Assignments will be graded **within one week of their submission**. Assignments are due by the dates and times listed in Canvas. Please notify Dr. Lundy 24 hours if you are ill or have an emergency that prevents the on-time delivery of work. You are responsible for submitting written assignments in PDF and ensuring they have been uploaded correctly into Canvas.

Assignments

Assignment	Percent of Grade
Enneagram Typing & Introductory Reflection	10
Weekly Reflections	
Growth Journal	30
Personal Development Plan	20

Assignment Points & Explanation:

Enneagram Typing & Introductory Reflection

Students will complete a discreet, professionally-validated Enneagram assessment, then write a 300-word narrative that explains: their identified type, its core

motivation/fear/behavior patterns, and an example from their own experience that illustrates why this profile resonates with them. The reflection also asks students to note one area of potential growth and one of clear strength. Completeness, personal insight, and linkage to the textbook theory earn full credit.

Weekly Reflections

Write a 300–500 word reflection addressing the weekly prompts in Canvas. Bring your reflection to class prepared to discuss your insights and hear from others. I will collect your written reflection at the beginning of class, so please bring two copies so you have one to use in discussion.

Growth Journal

Write a journal entry after each class period to reflect on what you learned about each type. Submit these with a summative reflection at the end of the semester.

Personal Development Plan (PDP)

Students will craft a 1,200-word PDP that integrates their Enneagram type, the insights from previous assignments, and evidence-based growth practices. The plan must: describe at least two concrete goals related to professional performance, detail specific actions grounded in their type's strengths, outline potential pitfalls tied to growth opportunities, and include a milestone and assessment schedule. Grading focuses on clarity, strategic alignment with type logic, and a realistic implementation roadmap.

Course Grading:

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

Grading Scale

A = 93-100%	C+ = 76 – 79.99%	F = Below 60%
A- = 90 – 92.99%	C = 73 – 75.99%	
B+ = 86 – 89.99%	C- = 70 – 72.99%	
B = 83 – 85.99%	D+ = 66 – 69.99%	
B- = 80 – 82.99%	D = 63 – 65.99%	
	D- = 60 – 62.99%	

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Academic Integrity

UF's Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: ***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

AI Policy:

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Relying on these programs also keeps you from developing your own independent thinking and creativity. These are important skills for working social media that you should be developing in this class. **You may not submit any work generated by an AI program as your own.** If you include material generated by an AI

program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). AI-generated submissions are not permitted and will be treated as plagiarism and referred to the Student Conduct and Conflict Resolution office for review. If you have questions about what is appropriate or acceptable, please ask. We are happy to help you.

Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](#). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

Academic Policies

- Attendance requirements and make-up work procedures
- Academic accommodations for students with disabilities
- Grading standards and grade point policies
- Course evaluation instructions and portals
- Student Honor Code and University Honesty Policy
- Guidelines governing the recording and use of class lectures

Academic Resources

- E-learning support and technology assistance
- Career and counseling services (Career Connections Center)
- Library access and help services
- Study skills support and tutoring (Teaching Center)
- Writing support (Writing Studio)
- Complaint procedures and academic grievance resources
- UF Student Success Initiative resources

Campus Health & Wellness

- Physical, mental, and emotional health services
- Safety and support programs
- UF Whole Gator wellness tools