

## Getting to know ourselves.

A pause to understand  
what drives us.

Self-reflection inspired by the Enneagram.  
For conversations with family or business partners.



36

questions

9

styles to explore

1

agreement to practice

Respond · Draw your map · Notice a pattern · Choose a next step

01 / NOTICE

# What I usually do

Part 1 of 2 · Think about the past six months.

Choose one context and use it for every response. Circle one number for each statement based on what you do, not what you wish you did.

☐ Family

☐ Partner or friends

☐ Business partners or work

|                                                                              | 0<br>Never | 1<br>Rarely | 2<br>Sometimes | 3<br>Often | 4<br>Almost always |
|------------------------------------------------------------------------------|------------|-------------|----------------|------------|--------------------|
| 01 I research things on my own so I feel able to handle a situation.         | 0          | 1           | 2              | 3          | 4                  |
| 02 I often anticipate what others need before they ask me.                   | 0          | 1           | 2              | 3          | 4                  |
| 03 I speak up directly for what I consider important.                        | 0          | 1           | 2              | 3          | 4                  |
| 04 I try to express something of my own in what I do.                        | 0          | 1           | 2              | 3          | 4                  |
| 05 Doing the right thing matters to me, even when no one is watching.        | 0          | 1           | 2              | 3          | 4                  |
| 06 I enjoy imagining new possibilities before settling on a choice.          | 0          | 1           | 2              | 3          | 4                  |
| 07 I look for common ground so people can keep talking.                      | 0          | 1           | 2              | 3          | 4                  |
| 08 I organize my efforts to achieve results that I can show.                 | 0          | 1           | 2              | 3          | 4                  |
| 09 Before I commit, I think about what could go wrong.                       | 0          | 1           | 2              | 3          | 4                  |
| 10 It matters to me that others recognize my abilities.                      | 0          | 1           | 2              | 3          | 4                  |
| 11 I adapt to what others want to keep things peaceful.                      | 0          | 1           | 2              | 3          | 4                  |
| 12 I notice what needs fixing before I consider something finished.          | 0          | 1           | 2              | 3          | 4                  |
| 13 I want to know whom I can count on before taking an important step.       | 0          | 1           | 2              | 3          | 4                  |
| 14 I need to feel that what I do reflects who I am.                          | 0          | 1           | 2              | 3          | 4                  |
| 15 I feel uneasy depending on someone who could make decisions for me.       | 0          | 1           | 2              | 3          | 4                  |
| 16 I feel especially valuable when someone needs my help.                    | 0          | 1           | 2              | 3          | 4                  |
| 17 I protect my time alone so that demands do not leave me drained.          | 0          | 1           | 2              | 3          | 4                  |
| 18 I find it hard to give up options that might offer something interesting. | 0          | 1           | 2              | 3          | 4                  |

If you cannot answer, leave the statement blank; do not treat it as 0. Continue on page 3.

01 / NOTICE

# What I usually do

Part 2 of 2 · Think about the past six months.

Keep the context you chose. If a statement describes a situation, think about how you respond when that situation comes up.

Respond to understand yourself. Share only what you want to share.

|    | 0<br>Never                                                                             | 1<br>Rarely | 2<br>Sometimes | 3<br>Often | 4<br>Almost always                                               |
|----|----------------------------------------------------------------------------------------|-------------|----------------|------------|------------------------------------------------------------------|
| 19 | When an uncomfortable feeling comes up, I look for something fun to distract myself.   |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 20 | I find it hard to accept work that falls short of the standard I consider appropriate. |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 21 | Before sharing an idea, I seek more information than I need to get started.            |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 22 | I say yes to a request even when it leaves me little time for myself.                  |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 23 | I put off saying what I want if it might start an argument.                            |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 24 | I revisit a decision because I worry that I may have missed something.                 |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 25 | I adjust the image I present to make a good impression.                                |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 26 | When I feel under pressure, I try to take control of the situation.                    |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 27 | When comparing myself with others, I focus on what I feel I lack.                      |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 28 | When things are uncertain, I doubt other people's intentions.                          |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 29 | If I feel misunderstood, I withdraw and keep thinking about it.                        |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 30 | I downplay a problem to avoid disturbing the peace.                                    |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 31 | I find it hard to show that something hurt me or that I need support.                  |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 32 | When I feel overwhelmed, I distance myself from others.                                |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 33 | When I do not reach a goal, I feel less worthy.                                        |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 34 | I start something new to regain enthusiasm, even when I have unfinished matters.       |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 35 | When something goes wrong, I blame myself for not doing better.                        |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |
| 36 | It affects me when the help I offer goes unrecognized.                                 |             |                |            | <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> |

If you cannot answer, leave the statement blank; do not treat it as 0. Now add your responses on page 4.

02 / ORGANIZE

# Your first reading

Copy your responses and add each row. Each style can total between 0 and 16 points.

Q05 means “question 5.” Write the value you circled for that statement. The numbers simply organize what you recognize in yourself; they do not measure your worth or ability.

| STYLE        | RESP. 1      | RESP. 2      | RESP. 3      | RESP. 4      | TOTAL       |
|--------------|--------------|--------------|--------------|--------------|-------------|
| 1 Improve    | Q05<br>_____ | Q12<br>_____ | Q20<br>_____ | Q35<br>_____ | <div></div> |
| 2 Care       | Q02<br>_____ | Q16<br>_____ | Q22<br>_____ | Q36<br>_____ | <div></div> |
| 3 Achieve    | Q08<br>_____ | Q10<br>_____ | Q25<br>_____ | Q33<br>_____ | <div></div> |
| 4 Express    | Q04<br>_____ | Q14<br>_____ | Q27<br>_____ | Q29<br>_____ | <div></div> |
| 5 Understand | Q01<br>_____ | Q17<br>_____ | Q21<br>_____ | Q32<br>_____ | <div></div> |
| 6 Anticipate | Q09<br>_____ | Q13<br>_____ | Q24<br>_____ | Q28<br>_____ | <div></div> |
| 7 Explore    | Q06<br>_____ | Q18<br>_____ | Q19<br>_____ | Q34<br>_____ | <div></div> |
| 8 Protect    | Q03<br>_____ | Q15<br>_____ | Q26<br>_____ | Q31<br>_____ | <div></div> |
| 9 Harmonize  | Q07<br>_____ | Q11<br>_____ | Q23<br>_____ | Q30<br>_____ | <div></div> |

Example: 3 + 2 + 4 + 1 = 10. Then mark 10 on that style’s axis. Do not add the nine style totals together.

Did you leave a statement blank? Return to it or leave that style without a total. Do not compare it or plot it as 0.

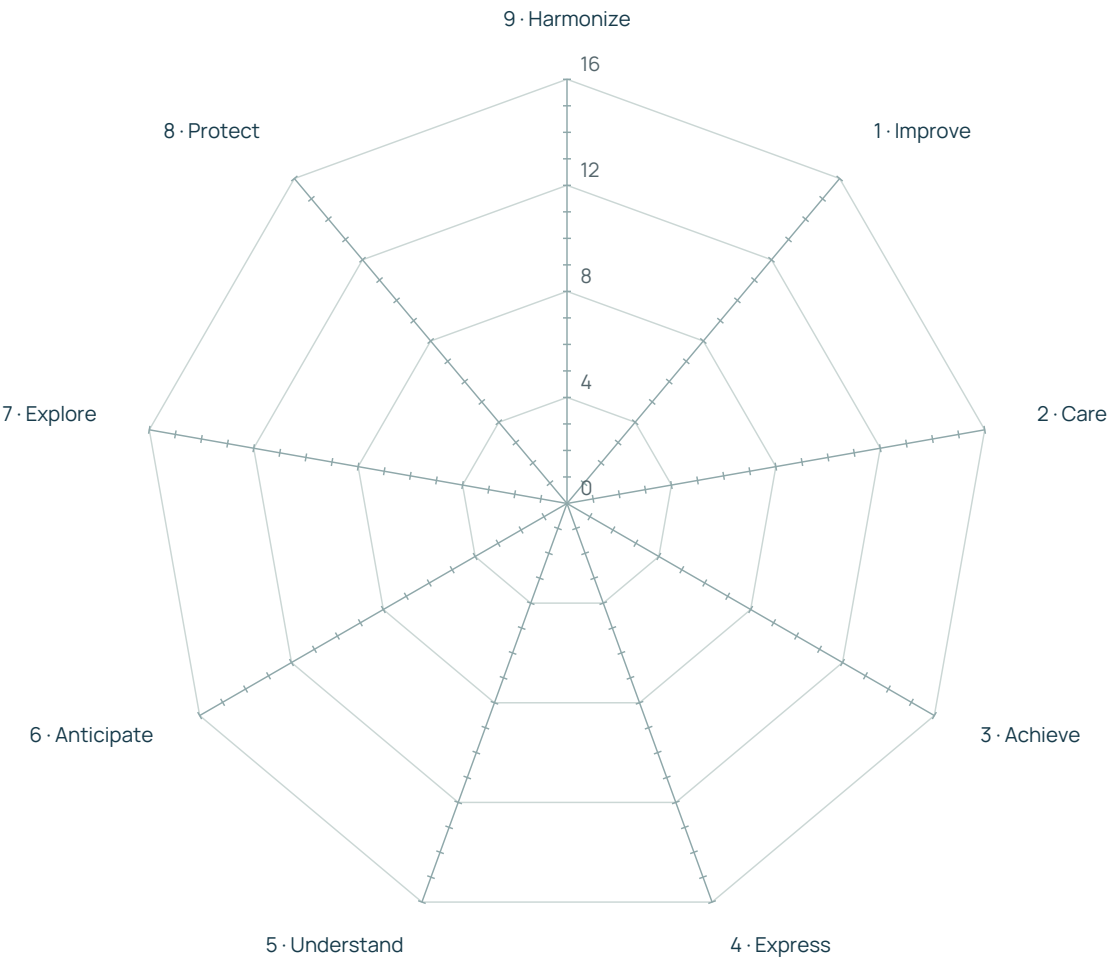
The total opens a question. Your experience gives it meaning.

03 / OBSERVE

# A map to begin with

Mark your nine totals and connect the points from 1 to 9. Each small tick represents 1 point.

The major gridlines mark 4, 8, 12 and 16. If a style is incomplete, leave its axis without a point and do not connect the lines across it.



Explore your two or three highest totals on pages 6-8. If they are tied or close, keep several possibilities open. If all totals are similar, the map does not distinguish a clear pattern.

I would like to understand these styles:

A low score does not mean you lack that strength. The shape and area of the drawing do not measure well-being, balance or "how much ego" you have.

## 04 / UNDERSTAND

# What I am trying to care for

Styles 1-3 · Read with curiosity. You may recognize parts of several descriptions.

## 1 Improve

Reformer

I seek: to do things well. I bring: Judgment, care for quality and a sense of responsibility.

Under pressure: I may correct too much, raise the standard or be overly demanding of myself.

A practice: Agree in advance on what "finished" means for a small task.

## 2 Care

Helper

I seek: to matter to someone. I bring: Attention, willingness to help and care for relationships.

Under pressure: I may offer more than I can give and expect acknowledgment without asking for it.

A practice: Ask what help is needed and also express a need of my own.

## 3 Achieve

Achiever

I seek: to feel that I add value. I bring: A focus on goals, adaptability and the ability to get things done.

Under pressure: I may confuse my worth with my achievements or protect my image more than my own experience.

A practice: Acknowledge a difficulty without immediately justifying it with an achievement.

In what situation do I recognize myself? When did I respond differently?

## 04 / UNDERSTAND

# What I am trying to care for

Styles 4-6 · Read with curiosity. You may recognize parts of several descriptions.

## 4 Express

Individualist

I seek: to be true to myself. I bring: Sensitivity, personal expression and an original perspective.

Under pressure: I may focus on what is missing or withdraw when I feel misunderstood.

A practice: Put a specific need into words, as well as how I feel.

---

## 5 Understand

Investigator

I seek: to feel capable. I bring: Depth, independence and careful analysis.

Under pressure: I may collect information or create so much distance that others lose touch with me.

A practice: Share an idea that is still incomplete and ask for specific feedback.

---

## 6 Anticipate

Loyalist

I seek: to have support I can rely on. I bring: Foresight, commitment and attention to risks.

Under pressure: I may keep reviewing without deciding, or treat a negative possibility as if it were a fact.

A practice: Write down the difference between a real risk and an imagined scenario.

---

In what situation do I recognize myself? When did I respond differently?

## 04 / UNDERSTAND

# What I am trying to care for

Styles 7-9 · Read with curiosity. You may recognize parts of several descriptions.

## 7 Explore

Enthusiast

I seek: to keep possibilities open. I bring: Creativity, openness to options and energy to get started.

Under pressure: I may spread myself too thin or turn to something pleasant before addressing discomfort.

A practice: Finish a small task before starting a new one.

## 8 Protect

Challenger

I seek: to protect my independence. I bring: Candor, resolve and a willingness to act.

Under pressure: I may increase my control or intensity and make it harder for others to disagree.

A practice: Ask for someone's opinion before presenting my solution.

## 9 Harmonize

Peacemaker

I seek: to maintain connection. I bring: Listening, openness to other perspectives and an ability to bring positions closer together.

Under pressure: I may put my preference last or postpone a necessary conversation.

A practice: State a clear preference before seeking agreement.

In what situation do I recognize myself? When did I respond differently?

## 05 / CHOOSE

# What I take with me

A 20-minute conversation. Each person speaks about themselves and listens to the other.

Choose an everyday incident. Share what you wish, without assigning types to one another. If tension rises, agree on a pause and a time to return to the conversation.

## First, listen

Each person has 6 minutes. The other listens and summarizes what they understood.

## Then, agree

Use 8 minutes to choose one small change and a date to review it.

A pattern of mine showed up in this situation...

---

What I was trying to care for or achieve was...

---

The effect of my reaction on the other person was...

---

## My next step

If this happens again...

---

Then I will...

---

The support I need is...

---

I will review it on:

Name or alias:

Example: "If I start interrupting, I will write down my idea and let you finish." Review what happened and its effect; do not aim to lower a score.

## KEEP EXPLORING

# An open perspective

The result is a clue for observing yourself, not a definition of who you are.

## Words we use

Personality. Habitual ways of thinking, feeling and acting; here we observe only one part.

Ego. We use “autopilot” for the reactions through which we protect our image, security or connection.

Style. One of the nine Enneagram descriptions. It is explored, not assigned by score.

Motivation. What I believe I seek or try to protect behind a behavior.

## How to read it

The questions are original: four per style, equally weighted, with responses from 0 to 4 and no reverse scoring. The six-month period is a practical reference. These are editorial decisions for this version.

There are no percentages, norms or cutoff scores. Wings, subtypes and levels of development are not calculated. The practices suggest a behavior to try and discuss.

Scope. An educational workbook for adults, without its own psychometric validation. It is not intended for diagnosis or selecting people. Sharing is voluntary. With teenagers, discuss situations without assigning types. Published evidence on the Enneagram is mixed. [1-2]

## Sources for further reading

[1] Hook, J. N., et al. (2021). The Enneagram: A systematic review of the literature and directions for future research. *Journal of Clinical Psychology*, 77, 865-883. DOI: 10.1002/jclp.23097. [pubmed.ncbi.nlm.nih.gov/33332604/](https://pubmed.ncbi.nlm.nih.gov/33332604/)

[2] International Test Commission. The ITC Guidelines on Test Use, v1.2: evidence, interpretation and privacy. [intestcom.org/files/guideline\\_test\\_use.pdf](https://intestcom.org/files/guideline_test_use.pdf)

[3] The Enneagram Institute. Descriptions from the Riso-Hudson tradition: [enneagraminstitute.com/type-descriptions/](https://enneagraminstitute.com/type-descriptions/). Types 1 · 2 · 3 · 4 · 5 · 6 · 7 · 8 · 9. These profiles are editorial summaries; this source describes the model and does not validate this workbook.

## Decide with clarity. Move forward on solid ground.

A Cauce Firme publication to open conversations that matter.

<https://caucefirme.com/en/libreria>

SEPTEMBER 2026 · EDITION 02