DEVELOPING A NEW APPROACH TO PARTNERING IN THE FORMAL MENTORING PROCESS

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ABSTRACT

The goal of this paper is to present ideas that will assist organizational mentoring programs in helping mentors and mentees acquire the knowledge, skills, and motivation for further successful career library leadership development. This goal is accomplished by focusing on the development of a mentoring model based on research literature, survey data, and observations of formal mentoring programs. The design of the model takes into account research showing the existence of major challenges to mentoring programs in: 1) processes used for the pairing of mentor and mentee; 2) lack of a continuous primary stakeholder buy in; and 3) weaning from initial coordination and motivational factors. These challenges have appeared in each component of the formal mentoring program: partnering process, program coordination, program evaluation, and program sustainability. Focusing on the partnering process, this paper presents strategies that organizations can use to assist mentoring partners in the visualization of their relationship as a growth process. An important aspect of the model is training that includes the use of the enneagram self-assessment tool.

INTRODUCTION

The mention of the word "mentoring" in some circles has begun to create a mental deafness. The claim is that mentoring does not work. Individuals state that they either have participated in a formal mentoring program or have heard of someone else being mentored where no constructive purpose was served. While this may be true in some cases, in today's attempt to regenerate the library profession, mentoring indeed can be a very viable career development strategy, not only for those entering the profession, but for those seasoned library professionals who may need a career boost. Figure 1 was created as part of a study of the career paths of current public library directors within the United States and illustrates the internal factors, external factors, and strategies (of which mentoring is one) affecting successful career development.[1] The study sought to determine the directors' own use of these factors and strategies, their perceived importance to the directors' career development, and strategies recommended by the directors for use by middle level public library managers.
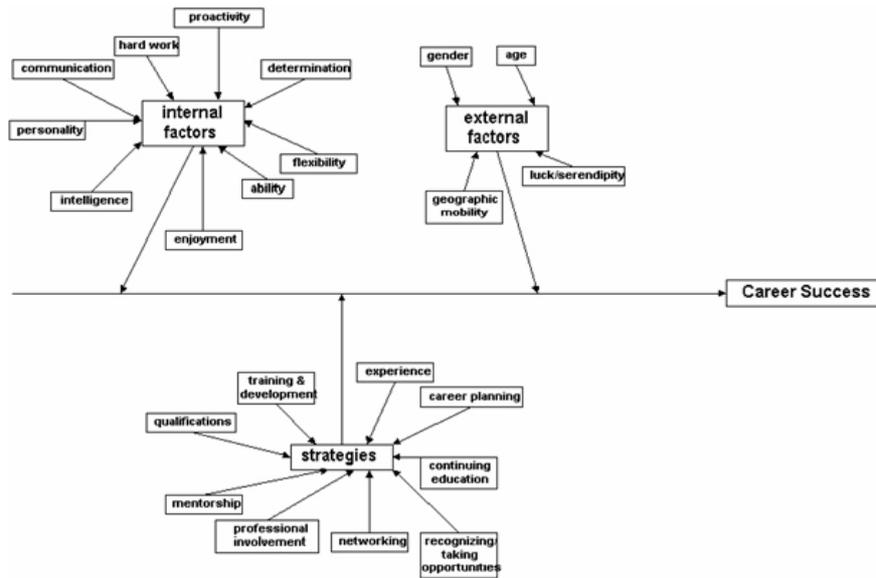
Figure 1: Career Success Diagram

The research results that concern mentoring show that of the 193 responders to the question as to whether or not they have ever had a mentor, 118 (61.1 %) answered yes; 75 (38.9%) replied no. Thirty-nine (30.5%) said they could have achieved their current status without a mentor while 38 (29.7%) said they could not have. Fifty-one (39.8%) were undecided. At the factor in the career trajectory of these library directors. At the time of the study, 106 directors (55.5%) were mentors. The study concluded that mentorship was a contributory factor in the career trajectory of these library directors.

LITERATURE REVIEW

Current literature includes many additional studies that prove the worth of mentoring. For example, Armstrong, Allinson, and Hayes studied mentoring systems in three sectors (law and order, health, and engineering) and concluded that as a developmental tool, "the mentoring process is clearly a critical element in building effective careers, and research continues to report benefits which extend beyond the protégé to both mentors and organizations."[2]

   There are studies which are considered to be classics in mentoring research that indicate mentoring does lead to increased performance and promotion rate, early career advancement, greater upward mobility, higher income, greater job satisfaction, enhanced leadership, and perceptions of greater success and influence in an organization.[3-6] One cannot deny that the mentoring process should be considered

by individuals as a useful strategy for successful career development within the organization. Research has clearly shown that most mentoring relationships are positive, productive, and beneficial. [7-10]

Yet, on the downside, "If and when things go wrong they can go terribly wrong."[11] Keele, Buckner, and Bushnell point out that although they have witnessed formal mentoring relationships as being extremely helpful, there are some potentially negative consequences: high expectations not fulfilled; not enough mentors for everyone who may want one; and problems between mentees and their immediate supervisors relative to outside mentors.

Scandura and Williams[6] attribute the success or failure of mentoring programs to certain key conditions: providing training to mentors and protégés, maintaining support from top management, and ensuring the commitment of each party.

METHODOLOGY

Based on this research on mentoring, a pilot model has been developed to help create a successful formal mentoring experience for mentoring partners as well as for the sponsoring organization. What immediately follows are descriptions of three programs analyzed for the creation of the model, the description of the "evolutionary conscious" model created for the formal mentoring program, seven requirements of the model that organizations must ensure, and finally a short discussion relative to the enneagram personality assessment which is one of those seven requirements.

Program descriptions

The idea for the model was conceived from group observation and analysis of online survey data collected and analyzed both at mid-way and final points of the three selected mentoring programs. In all of these programs, the author has either created the program or has had direct input into the process. The first program is the Professional Education for Librarians in Small Communities (PELSC). This three-year program was funded through the Laura Bush 21st Century Librarians, Institute of Museum and Library Services (IMLS) grant and the Tocker Foundation. It was built on the existing Master of Library Science program at Texas Woman's University School of Library and Information Studies, with substantial modification designed to articulate directly with – and extend – the content of the Texas State Library and Archives' Small Library Management Training Program. Thirty public library administrators entered the program as a cohort, and will graduate as such. A major component to this program is one-on-one mentoring by Texas Library Leaders for the length of the three-year program (2007-2010).

The second program is the American Library Association's (ALA) Library Leadership and Management Administration (LLAMA) Mentoring Committee's

program, built from LLAMA's Leadership Development strategic plan. Both mentor and mentee participants in this mentoring program are current LLAMA members who are located throughout the United States and work in all types of libraries. The program is publicized nationally and mentees are chosen on a first come basis. This first pilot problem runs from June 2008 to June 2009, coinciding with the American Library Association's annual conference.

The third program is a mentoring component of the Florida Department of State's Sunshine State Library Leadership Institute (SSLLI). The participants are individuals who work in all types of libraries in Florida and have had management/leadership responsibilities within those libraries. The mentors are leaders within the State of Florida, yet are not limited to leaders only within libraries. The program began in 2006 and ran for one full year. Additional one-year programs still are in existence but are not included in the survey data related to the development of the mentoring model.

Program comparison

There are similar procedures that existed for each of the three programs listed above: mentee identification, mentor selection, personality/career interest inventory, actual matching of the participants, training (orientation), and personality self analysis. Note that each of these procedures listed are all part of the partnering process in a formal mentoring program. Table 1 below indicates the similarities and differences of each program. In order to understand the concept behind the relationship of these to the development of the model, further explanation of each procedure is given below the figure.

Table 1: Procedures applied to each mentoring program

Mentoring Program	PELSC	LLAMA	SSLLI
mentee identification	Mandatory	voluntary	Mandatory
mentor selection	Pool	pool	self chosen
interest inventory	Yes	yes	Yes
matching	choice or given	choice or given	Choice
training	together/mandatory	together/mandatory	together/mandatory
self-analysis: enneagram	No	no	Yes

Mentee identification
In two of the three programs the mentees were pre-selected because of their enrollment in an organized program; PELSC participants are students as part of the grant,

and SSLLI participants were enrolled in the Leadership Institute. In all three organized programs, entrance was competitive because the number admitted was limited.

Mentor selection

Even though PELSC and LLAMA are showing that mentor selection was accomplished by using a pool of individuals, the method for selecting these pools differed. In situations such as two of the three cases used in this study, organizations often believe that the candidate mentor applicant pool needs to be a control group possessing certain characteristics. As an example, administrators of PELSC invited individuals for mentors who were categorized as library leaders in the State of Texas. A list was constructed by a committee at Texas Woman's University, (the grant receiver) and some of its partners affiliated with the grant. LLAMA's pool permitted only current members or those agreeing to join LLAMA to be included as mentor candidates. The third example, which is SSLLI, shows participant mentees choosing their own mentors by suggesting the names of two leaders employed within the State of Florida (private or corporate) to be their mentors. One commonality that existed in all three programs is that mentors, whether appointed or self selected, could in no way be responsible for the mentee's worksite evaluation. The examples given here illustrate three variations used in the initial step in the partnering process. There are potentially many more depending on the circumstance and the outcomes required.

Interest inventory

Although there are varied practices engaged for formally matching the mentor and mentee, most organizations initiate the process by providing the potential candidates with a type of interest and experience inventory form to complete about themselves, as did the PELSC and LLAMA programs. Generally these forms are completed online and include similar personal questions to both the mentor and mentee regarding career strengths, professional expertise, experience, educational background, and what each hopes to gain by participating in the program. Depending on the type of library, (academic, public, special, or school) some specific additional questions may be asked. In these two studies, data was collected, characteristics of each participant were analyzed and charted, and the partners were matched based on similarities in personal and career strengths.

Matching

In order to receive a mentor, in the PELSC program the mentee could either choose, or be appointed a leader from the TWU constructed selected list of leaders. The majority of the mentees did not know the leaders on the list and as a result agreed to be matched with a mentor. The LLAMA mentee could either suggest someone, or had a mentor appointed from the list of volunteer LLAMA members

solicited online by the mentoring committee. What occurred however was that either the mentor that was suggested was not a LLAMA member, or was someone who would be impossible to add to the pool, such as Laura Bush. SSLLI participants were not matched since they suggested their own mentors. However, the State Library reserved the right to disagree with the mentees first choice if need be.

Training

Once the one-on-one partnerships were formed, the individuals in all three of the programs attended an orientation session. This orientation session was delivered to groups that contained both mentors and mentees. The partners came together to meet one another face to face, some for the first time (PELSC and LLAMA) for approximately a half to a full day's session. All three programs presented the same information which included a defined meaning of the mentoring concept, the role and expectations of each partner, the role and expectations of the organization, and logistical details. The partners were given suggestions on establishing individual and partnership goals, and how to further proceed with their mentoring within a given a program timeline.

Self-analysis: the enneagram

In one program only, SSLLI, the partners were presented with an enneagram mini-workshop which gave them the opportunity to explore their own personality type as well as that of their partner. Lack of time and the inconvenience of geography prevented this from happening for the PELSC and LLAMA pairs. (A description of the enneagram is given later in the model's required items and in the Appendix.)

THE MODEL

The model, now in its experimental stages, is built with an emphasis on four components of formal mentoring programs: partnering process, program coordination, program evaluation, and/or program sustainability. All four of these play major roles in the successes or failures of the program and have become the basis of study used for its development. Although all four components are necessary for a mentoring program, for this model the partnering process forms the foundation for the entire program. Online survey data collected from the three groups justified choosing the partnering process as a priority focus for the model. The survey data showed many more positive than negative comments, but the reality is that there were problems experienced by some participants in the organization sponsored mentoring programs. Some partners were just not pleased. Since SSLLI mentees

chose their own mentors, there were no responses relative to compatibility. The responses that follow are those indicated by LLAMA and PELSC participants.

- My mentee is not even in the library/information science world yet so I struggle with how I can be a mentor other than being someone who can help her think about choices in the library field. She is so early in her career (and I so late – relatively speaking) that the mentor-mentee relationship has been challenging. I have enjoyed talking with her but don't feel that this is the kind of experience that the Mentoring Committee is trying to achieve.
- Since the first mentor assigned to me didn't respond to my email messages, I was disappointed during the process at the beginning.
- We were not well matched. I'm in public libraries; she's in academic.
- I think that a little more careful screening of applicants would be helpful. I would have expected, when I signed up, at the very least to have someone who was working as a librarian in some library/information centre environment.
- I believe that participants, mentors or mentees, need to be really committed to make this relationship work.

In response to: "What (if anything) has challenged you either with your mentor interaction and/or with the mentoring process"?

- limited interaction with mentor
- better mentoring relationship with classmates than assigned mentor
- disinterest on part of mentor

In response to: "What ways, if any, could this mentoring partnership be more effective"?

- forming closer relationship
- two-way communication

Unless the fit is just right, formal mentors may invest less time and effort with the learner, leaving the learner dissatisfied with the formal mentoring relationship. The formal mentor may not identify with the mentee and thus may not be as motivated as an informal mentor to provide career development and psychosocial functions. Non-complementary relationships may result in a loss of self-esteem, frustration, blocked opportunity and a sense of being betrayed by either party.[10] Carr identifies five key points that distinguishes partnership roles: relationship quality, mutual learning, developmental changes, involvement, and in the overall "big" picture.[11]

The successful foundation of a mentoring program results from the strength of the relationship of the partners. The name "evolutionary consciousness" is applied to this model in order to create a focus on the relationship of the partners. If the partners put forth effort to learn enough about one another, understand how and why the other interacts/reacts as they do, they then consciously evolve over time

into forming a strong relationship. The outcome measures should show that as the mentoring relationship evolves, individuals develop a partnership empowering them to first establish individualized learning and growth. As such, conscious individualism of the partners occurs first, followed by the partners' awareness of the evolution of the relationship. The end result is a successful foundation for the mentoring program built upon the strength of the relationship of the partners.

Model's requirements for partnering

Based on the analysis of PELSC, LLAMA, and SSLLI data, in order for a formal mentoring program to be successful both for and between the partners, the model espouses that there needs to be seven major requirements:

1. There must exist an acknowledged program coordinator who communicates with the mentees and mentors on a regular and confidential basis;
2. Mentees must have direct input into mentor selection;
3. All mentees and all mentors must attend the orientation session in order to even be considered for participation in the program;
4. Mentors and mentees must attend the same orientation session;
5. The formal mentoring orientation session needs to contain various elements with the most important being a personality analysis assessment (preferably the enneagram personality system) administered to the pairs at this initial meeting;
6. An anonymous mid-way survey should be distributed online that identifies challenges and successes up to this point in the program, frequency of meetings, and topics discussed. The results need to be distributed, data collected, then spun back to the participants;
7. The mentoring program meetings of pairs should last no longer than 10 months, with the maximum being a year's time.

A further explanation of these seven requirements follows.

1. Program coordinator

Whether there exists one person in the role as coordinator as in PELSC and SSLLI, or a committee of liaisons in LLAMA, a regular form of communication needs to develop between the organization and the pairs. This communication can exist between one liaison to one pair as in the LLAMA program, or perhaps one coordinator for all the pairs. Communication can also be kept separate dividing the mentor messages from the mentees as in PELSC and SSLLI. Critical to the success of the program is the willingness of the coordinator to offer anything from confidential assistance, to articles on the mentoring relationship, to final rah-rahs.

2. Mentee direct input

To shorten the successful interaction between the mentor and mentee, according to this model the mentee as a direct and major stakeholder needs to contribute to the selection process, with a final selection choice left up to the organization. "The more that mentee and mentor consider themselves to be similar, the greater the perceived benefits of mentoring... Compatibility predicts positive relationship outcomes." [13]

Johnson and Ridley and also Chungliang and Lynch agree that

Searching for a healthy mentoring relationship is not an easy task. It may be a challenge to find a good one. The world is crowded with gurus seeking to fill their own needs for love and attention, even worship. When looking for such a relationship, rely on your heart, your deep intuitive sense of what seems right. [13] [14]

As an aside, Chungliang and Lynch also found that the best mentors are students of other mentors.

As mentioned above, of the three programs, only SSLLI participants were required to initially submit two names of mentors as part of their admittance contract to the program. In the cases of PELSC and LLAMA, participants had the opportunity to suggest mentors, but ultimately the majority of the participants preferred the coordinator to choose for them from the organization's hand picked list of invitees. Some did recommend leaders, albeit unattainable (i.e. Laura Bush, Oprah Winfrey, etc.). The point being made here is that the mentees must have input as they are asked to keep in mind that "personality, communication style, personal values, and career interests are especially salient matching variables."[13]

3. Mandatory mentor orientation attendance

This requirement for the model was chosen as a direct result of the survey data collected from the three organizations as well as first hand on site observance and participation in the program. In each example when the mentors were not able to attend, the survey results produced comments such as: "I am not certain that what I am doing is what the committee would have intended" (LLAMA); or "the organization should provide more structure/direction for the mentoring process, "(PELSC) or "The coordinator of the program ought to provide the mentors with more up-front and real-time information about what the course was covering."(SSLLI)

4. Same orientation session attendance

There are three benefits for including this requirement that both mentor and mentee attend the same orientation session. The first is to ensure that both the mentor and mentee are in synchronization with each other's roles as well as the role as-

sumed by the organization. The second is to encourage introductory interaction with each other, with other pairs, and with the program coordinator. The third benefit is the organization's opportunity to assist the individuals initiate the development of a deeper understanding of each other. As Riso and Hudson point out, "Conflicts are often avoidable once people gain insight into how to relate to others from their world view. The message cannot be heard if there is no understanding of one another."[15] And fourth, the participants will begin the process of learning alternatives to their own patterns of behavior.

5. Orientation/training presentation points

In conjunction with the model, the orientation training session contains two parts.

Part 1: Ten informational elements. These are essential points needing to be heard by all participants at the orientation/training:
   a) Introduction and statement of the role of the coordinator.
   b) Presentation of the organization's definition of mentoring. Since each career field formulates their own meaning of the process of mentoring, the pairs all need to be in synchronization of their organization's intended meaning. This model suggests using the words and phrases as contained in a definition offered by Anderson and Shannon: nurturing, role model, teach, sponsor, encourage, counsel and befriend; promotion of professional and/or personal development, and ongoing, caring relationship between the mentor and protégé.[16]
   c) Myths and fallacies of mentoring.
   d) Stated roles of the mentor and mentee highlighting that the mentee drives the relationship.
   e) Clear expectations of each partner to one another as well as to and from the organization.
   f) The establishment of relational boundaries.
   g) Awareness of potential risks and benefits of engaging in the program.
   h) The recognition that both partners benefit from the relationship.
      "The mentor goes beyond the common notion of *master* to become a special kind of leader, one who can both guide and be guided."[14]
   i) The expectation that mentee career goal construction is a key element.
   j) The knowledge that there is a beginning and a conclusion to this formal organizational sponsored program.

Part 2: The enneagram personality self- assessment
Of all of the pieces use in the construction of the mentoring model, use of the enneagram self-assessment is the most critical component necessary to help increase the conscious individualism of the partners as well as to heighten their awareness of the evolutionary relationship. Emphasizing again that as the mentoring relationship evolves, this self assessment helps the individuals to know themselves better

relative to strengths and weaknesses, and to be able to accept distinguishing characteristics in their partner. Without a doubt, this will help to empower the pairs to not only establish individualized/team learning, but growth as well.

The enneagram as a personality self-assessment is chosen for use in the model for two reasons. First, the basics can be delivered within a short amount of time, and secondly, unlike many other personality assessments, the literature about the enneagram states that our fundamental type stays the same throughout life. While people change and develop in numerous ways, they do not change from one basic personality type to another as they grow older. As such, the application of the enneagram has much to contribute to the success of the mentoring process. The enneagram delineates nine basic types of people.

Chris Wright, M.A., LPC, LMFT, in his presentation at the SSLLI mentoring orientation session presented the diagram in Figure 2 in order for the participants to visualize the enneagram.
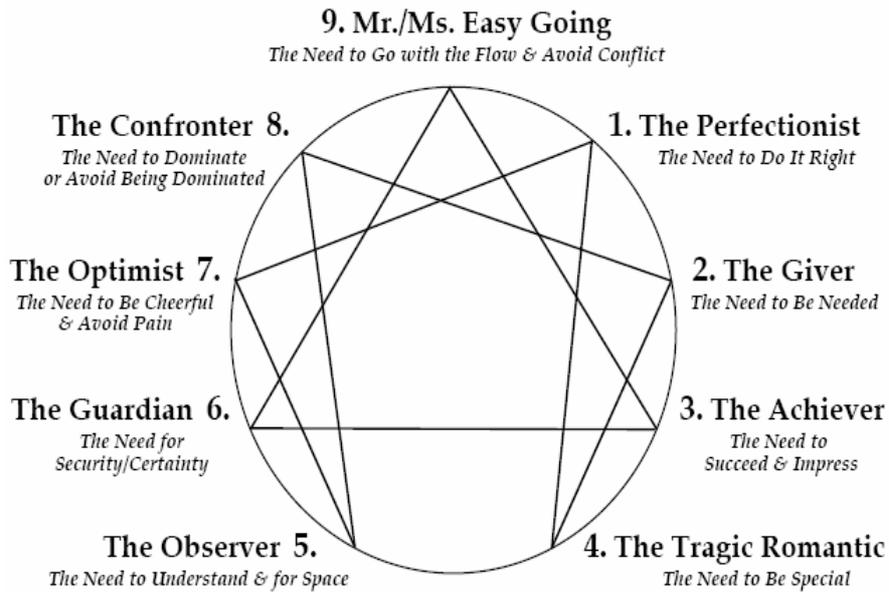
9. Mr./Ms. Easy Going
The Need to Go with the Flow & Avoid Conflict

The Confronter 8.
The Need to Dominate or Avoid Being Dominated

1. The Perfectionist
The Need to Do It Right

The Optimist 7.
The Need to Be Cheerful & Avoid Pain

2. The Giver
The Need to Be Needed

The Guardian 6.
The Need for Security/Certainty

3. The Achiever
The Need to Succeed & Impress

The Observer 5.
The Need to Understand & for Space

4. The Tragic Romantic
The Need to Be Special

Figure 2: The Enneagram

According to Wright, the enneagram can help partners understand: their unique strengths and natural gifts, and of all the people they interact with; that people are inherently different and that each enneagram type's view of reality is equally as valid; that this knowledge enables the participant to attune to and honor different perspectives; how the mentors and mentees communicate with each other, and what they don't communicate (and why); significant blind spots in individuals, couples, families, and organizations; and the interpersonal dynamics in mentoring

relationships.[17] Turn to the Appendix to read additional information about the enneagram.

At the mentoring orientation session, participants are given a short test to help them assess their own personality characteristics based on the above nine types. As with other personality analyses, the process is much more involved. This particular procedure within the program is a critical piece to assist the mentor and mentee acquire a better understanding of one another initially as well as their own selves within the relationship that they are about to embark. Participants of SSLLI spoke of their type long after the ten-month program ended. A few continued on with deeper research on the enneagram.

6. Mid-way survey

Collecting data for the mid-way survey has a definitive impact on the partnering relationship. Generally half way through the program the partnership needs a boost. Sometimes communication from the coordinator alone may achieve this result. But this model suggests that a mid-way questionnaire be created asking (among others) questions from five very significant areas: how often the partners have been meeting, how the partners have been communicating (phone, e-mail, etc.), what subjects have they been discussing, whether or not they are experiencing challenges, and how the coordinator/organization can help. Data gathered from this anonymous questionnaire posted and collected online (using Survey Monkey) has been most valuable not only for the coordinator of the program, but for the participants. If done correctly according to the model, the results are summarized and then spun back to the participants. In effect the results show the pairs not only what their peers are doing, but it gives the pairs additional ideas, particularly concerning what subjects are being discussed when the mentoring pairs meet.

7. Length of program

According to this model, the length of the program has direct impact on the partnering relationship. The model suggests a program of 12 months, with the mentors and mentees actually connecting for 10 of those 12. As noted in current literature, the mentoring relationship should have enough stated time to experience its natural course of the mentoring phases. One example subscribed to in this model is a four stage process used by Megginson and Clutterbuck – establishing rapport, direction setting, progress making, and moving on.[18] Another example is mentioned by Hill and Bahniuk:[19]

Initiation: the protégé admires, respects, and trusts the mentor. In return the mentor feels this respect and believes he/she has something to offer the protégé

Cultivation: both confidence and career support develop

Separation: the protégé becomes more independent and empowered causing the relationship to change

Redefinition: the relationship is reshaped to a "colleague" stage.

CONCLUSION

The library and information science profession is particularly concerned about re-generating the profession. Amidst the greying of the work force, the resulting erosion of leadership, and the demands of the changing workplace, recruiting and retaining librarians requires the use of creative strategies more than ever before. Therein lies the beauty of the formal mentoring program; it can be touted as an added value to the librarian's own career development. The library organization can encourage the mentoring process as a developmental tool by "fostering a climate conducive for informal and sponsored mentoring relationships."[20] In addition to the already mentioned increased productivity, commitment and communication, mentoring will encourage: continual growth of competent and dependable employees; lower staff turnover rate; team based/facilitative management; espirit-de-corps; ease of transfer of usable knowledge and experience of the work, and a lower incidence of managerial burnout.

Within this changing workplace, the formal mentoring model presented here is so versatile that it can be used with all generations as they interact in the workplace. If followed properly the evolutionary consciousness model will have baby boomers, gen-xers and millenials knowing one another's strengths and weaknesses well enough to understand how to successfully work together. There are many questions, theories, and assumptions needing to be yet studied concerning the other three sections of the model (program coordination, program evaluation, and/or program sustainability) and their relevance to the partnering process.

Of the four sections involved with the model, at the present time, the partnering process is shown to be pretty well developed. The remaining three listed above are still a work in progress. It becomes evident that because they overlap, some of the same issues need to be addressed again individual to each section. At the present time, *program coordination* details the administrative structure of the program involving the election of a coordinator, goals and objectives, a timeline, variables, and pitfalls; *program evaluation* is concerned with the purpose and timing of evaluating the program, as well as the tailor made forms such as contracts, forms used for goal construction, and questions for the surveys; and *program sustainability* deals heavily into the techniques for organizational membership and mentoring program self-perpetuation.

As the PELSC and LLAMA programs continue, assumptions and theories that were used to construct the created model will be adjusted depending on data analyzed from the results of completed projects. The PELSC mentoring program ends in December 2010, and LLAMA's pilot year concludes in June 2009. What will

come out of both of these programs is additional input from the partners. In turn this model will be tweaked to improve and update it.

APPENDIX – THE ENNEAGRAM

The enneagram helps the partners to understand not only why they behave the way they do, but it also points to specific directions for individual growth. People from the same type have the same basic motivations and view the world in some fundamentally similar ways. However, variations within each type stem from such factors as maturity, parents' types, birth order, cultural values, and inherent traits such as being naturally introverted or extroverted. The behaviour patterns that emerge from the nine types are as numerous, mysterious, and unique as the individual involved.[21]

The enneagram name derives from Greek, the diagram is of Sufi (Islamic) origin and the personality designations are given in Latin, but scholars dispute the contributions and proportions of its three traditions. Mystics, priests, psychologists, and social scientists have studied, taught written about, and utilized it so much so that today it has evolved into a powerful system for personal, spiritual, and professional understanding of the human personality.[22]

The enneagram is not a religion, and it does not interfere with a person's religious orientation. But it does concern itself with the one element that is fundamental to all life paths: self-knowledge. While everyone has a certain mix of types in their overall personality, one particular pattern or style is our "home base", and we return to it over and over.[15] However, even when individuals believe themselves anchored to one type, they also may have influences from other numbers that can greatly modify the tendencies of their type. There are two ways these influences are possible. The first are called wings. Wings refer to the enneagram number preceding your type and the number that follows your type. The other influence comes from lines. Each enneagram type has two separate lines that connect to two additional enneagram types (see Figure 2). In itself, the enneagram tells us nothing about another person's particular history, intelligence, talent, honesty, integrity, character, etc.. However, type does tell us a great deal about how we respond to stress, and many other important things.[15] By applying principles of the enneagram, each partner in the mentoring relationship can more easily appreciate perspectives that are different from their own.

The enneagram categorizes each type into three areas: emotional, mental, and visceral.[17]

EMOTIONAL TYPES

Type Two – The Giver: The need to be needed
Gifts: Helpful, kind, compassionate, nice, flexible, hard working, cares about people.
Features: Indispensability, right-hand "man", good worker, do-goodism.
Concerns: People-pleaser, unaware of own needs, give in order to get, rescuer, door-mat.

Type Three – Mr./Ms. Success: The need to Achieve, Succeed & Impress
Gifts: Versatile, highly motivated, hard-working, efficient, people-oriented, and smooth.
Features: Getting ahead; goal/image orientation; likes attention, strokes, praise.
Concerns: Appearances over substance, tendency to overwork, compete; chameleon, deceit.

Type Four – The Individualist: The need to be Special
Gifts: Creative, dramatic, intense, sensitive, imaginative, passionate, likes being special.
Features: Values authenticity, meaning, passion; strong personal style & appearance.
Concerns: Overly sensitive, overly dramatic, envious, not satisfied in the present.

MENTAL TYPES

Type Five – The Intellect: The need to Understand & for Personal Space
Gifts: Objective, knowledgeable, perceptive, analytical. Observer. Thinker. Calm in a crisis.
Features: Seeks information; needs independence, privacy.
Concerns: Tendency to intellectualize; detached, not so people oriented or nurturing.

Type Six – Mr./Ms. Responsible: The need for Trust/Security/Certainty
Gifts: Reliable, hardworking, loyal, caring, trooper. Detail-oriented. Structured outlook.
Features: Trust. Fear. Need for structure. Loyal supporter. Security. Goes "by the book."
Concerns: Controlling, tendency to distrust, focus on the negative, indecisive, vacillate.

Type Seven – The Optimist: The need to be Happy & Avoid Pain
Gifts: Fun-loving, energetic, imaginative, up-beat, charming, spontaneous, flexible, enthusiastic.
Features: Likes variety, stimulation, risk and adventure. Positive thinking.
Concerns: Idealistic, schemers, restless, pollyanna, superficial, chatterbox.

VISCERAL, WILLFUL TYPES

Type Eight – The Powerful: The need to Dominate
Gifts: Direct, powerful, assertive, decisive, reliable, earthy, self-sufficient, practical, dominant.
Features: Action-power-results orientation; comfortable with confrontation, challenges.
Concerns: Inappropriately forceful or insensitive; fear of exposing vulnerability, lustful.

Type Nine – Mr./Ms. Easy Going: The need for peace and to go with the flow
Gifts: Good-natured, open, stable, unpretentious, self-effacing, supportive and likable.
Features: Inaction; avoid unpleasantness & conflict; sees everyone's view, harmonizes.
Concerns: Procrastination, neglectful of details; avoiding conflict and commitment.

Type One – The Perfectionist: The need to do it right
Gifts: Detail-oriented, orderly, reliable, principled, forthright, responsible and hardworking.
Features: High standards, creating order, self discipline, "doing things right."
Concerns: Excessive detail orientation; tendency to be critical, judgmental, demanding, cold.

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