Lesson Title: Leader’s and Thinker’s Self-Awareness – Temperament Theory

Knowing yourself is the beginning of all wisdom.

Aristotle

He who knows others is wise; he who knows himself is enlightened.

Lao Tzu

The first thing you have to know is yourself. A man who knows himself can step outside himself and watch his own reactions like an observer.

Adam Smith

1. Introduction

Human temperament throughout the ages has been explained by many theories ranging from superficial guesswork to serious science. Humans have attempted to categorize different personalities and behaviors to make sense out of the vast range of human emotional and practical differences. Achieving a better understanding of basic human personality traits has real applications in building organization that work more effectively with the right people in the right positions. It is important too for the individuals to better understand themselves.

Modern study of human personality includes the work done by Katherine Cook Briggs and Isabel Briggs Myers (her daughter). The Myers-Briggs Type Indicator (MBTI), first published in 1962, is among the most well-known modern personality "tests" available today and is considered accurate and useful. There are 16 psychological types, comprised of 4 individual type preferences.

Command and Staff College (CSC) students will have an opportunity to take a modified version of the MBTI during the Think, Decide, Communication portion of the curriculum. We will use the Keirsey Temperament II Sorter (KTS II), free through the requirements links below. Optionally, students may wish to expand upon this test by exercising links from the website (fees apply). The KTS II, coupled with lecture, will form the basis for seminar discussion to follow. In addition to simply coming up with the four letter “code” which defines an individual’s type according to the test, this lesson will examine the meaning of the particular code.

Understanding our own temperament is the first step in comprehending how we as individuals fit into a larger group. It also has implications on how we communicate with others, (affecting both our subordinates and superiors) and how we develop ourselves as individuals and professionals--and leaders.

2. Student Learning Outcomes

4.4 Analyze cognitive processes that affect decision making.

3. Supporting Educational Objectives

a. Identify and discuss the skills needed to lead a joint, interagency, intergovernmental, multinational task force in accomplishing complex tasks. [CSC 4.4; JPME 6a]

b. Identify, discuss, and describe critical thinking and decision-making skills needed to implement change and sustain innovation and progress. [CSC 4.4; JPME 6b]
c. Comprehend the ethical dimension of leadership and the challenges that it may present. [CSC 4.4; JPME 6a]

4. Student Requirements

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<th>Event</th>
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<tr>
<td>“The Four Temperaments” [link at the bottom right of the page]. (1 page) <strong>Online</strong></td>
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<td>Prior to Lecture and Seminar, take the Keirsey Temperament II Sorter (KTS II) free online assessment [link to the top right hand corner of web page] to determine your four letter temperament type. (At cost to the student, the option of taking an expanded version of the test exists, but is not required). <strong>Online</strong></td>
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<td>Attend Lecture, “Temperaments,” Col Art Athens USMC (Ret). (1.5 hr)</td>
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Contribute to Seminar

Supplemental Materials:
- Professor Keirsey’s blog: [link]
- Explore web page: [link]

5. Issues for Discussion

   a. Reflect on your own temperament and discuss when these attributes have affected your performance in critical situations.
   b. Consider which of these attributes are your weaknesses and/or strengths, or have they been both at different times?
   c. Think about the people you worked with from your prior command: could you have guessed some of their temperament types with your knowledge and understanding of temperament theory today?
   d. How might the understanding of temperaments increase your effectiveness in putting the right team together for a specific task?
   e. Do you have strong feelings for or against temperament theory? Why or why not?

6. Relationship to Other Instruction

   An important part of education is self-examination and personal growth. The military, including Command and Staff College, is not a solitary endeavor. Your coursework during this academic year will work alone on written assignments, in seminar with your conference group, and as part of teams during practical applications and exercises. The better you know your own temperament and those of your fellow students, the more effective you will be this year. More importantly, these skills sets will be helpful in future operational assignments in your service or agency.

7. References


Lesson Hours:

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<th>Seminar Discussion</th>
<th>Film</th>
<th>Practical Application</th>
<th>Staff Ride/Battle Study</th>
<th>Evaluation/Test</th>
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