Intentional Group Placement in First-Year Seminar

Introduction: Temperament

- There are different personality types and assessments.
- Each temperament has specific strengths and areas for further development.
- No temperament is "good" or "bad". These are meant for understanding and observing rather than judgment.
- "Popular Sanguine" - "the fun way"
- "Powerful Choleric" - "my way"
- "Perfect Melancholy" - "the right way"
- "Peaceful Phlegmatic" - "any way"

(Extrovert, Loud, Fast)"

---

### Step 1: Place a circle around the words you most associate with:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashy/shimmery</td>
<td>Leading edge</td>
<td>Raw / root</td>
<td>Unique</td>
<td>Top of the line</td>
<td>Appeal to ego</td>
<td>Appeal to image</td>
<td>Action</td>
<td>Sport car</td>
<td>Outdoor sports</td>
<td>Asymmetrical</td>
<td>Casual</td>
<td>Relaxed clothing</td>
<td>Conservative</td>
<td>Organised</td>
<td>4-door cars / vans</td>
<td>Testimonials</td>
<td>Check lists</td>
<td>Appeal to senses</td>
<td>Group activities</td>
<td>Happy people</td>
<td>Non-competitive</td>
</tr>
</tbody>
</table>

---

### Extrovert, Loud, Fast

<table>
<thead>
<tr>
<th>Sociable</th>
<th>Competitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic</td>
<td>Demanding</td>
</tr>
<tr>
<td>Demonstrative</td>
<td>Strong-willed</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Purposeful</td>
</tr>
</tbody>
</table>

### Introvert, Quiet, Slow

<table>
<thead>
<tr>
<th>Caring</th>
<th>Introvert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging</td>
<td>Patient</td>
</tr>
<tr>
<td>Sharing</td>
<td>Relaxed</td>
</tr>
<tr>
<td>Encouraging</td>
<td>Amiable</td>
</tr>
</tbody>
</table>

---

**Rationale**

- Placing students in groups based on temperament can assist in utilizing everyone’s strengths while helping them develop in the areas where they are not quite as strong.
- With first-year seminar being in place to assist students with transitioning into college successfully, students also begin to develop personal connections with their peers because they are in consistent class groups.

**High Impact Practices**

- Cultural contact
- Interaction with peers in substantive matters
- Experiences with diversity
- Learning communities/organic assimilation

**Course Objectives**

- Communication skills
- Teamwork
- Social responsibility
- Personal responsibility

**Student Learning Outcomes**

- Reflect and integrate learning from learning community courses, including development of critical thinking skills, social and/or personal responsibility.
- Interact with faculty and peers about substantive matters through daily activities and discussions.

**References**
