

Core Motive Inventory



John Dough's Core Motives Revealed



*For Board Members
(Christian School Version)*

Table of Contents

- 1 Core Motive Inventory

- 2 Executive Summary

- 3 Responsibilities to the Head of School

- 4 Responsibilities to the School's Mission, Faithfulness, and Future

- 5 Responsibilities to the Board and the Work of Governance

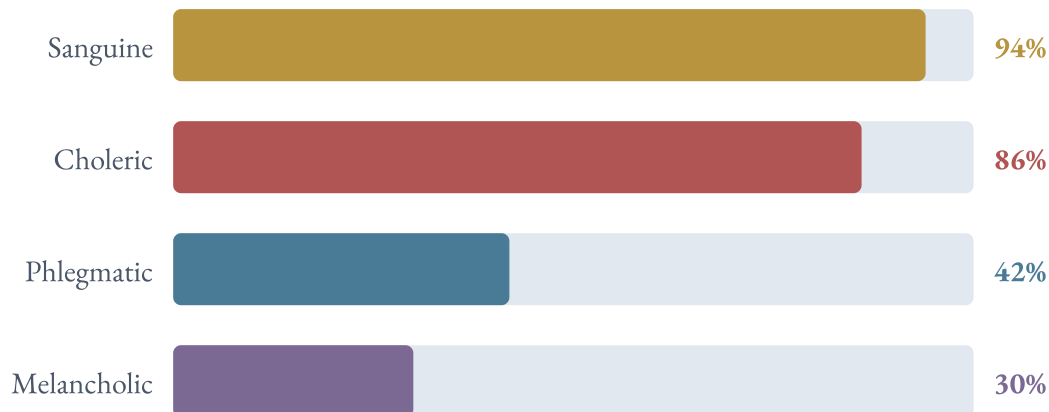
Your Temperament Profile

TEMPERAMENT SCALES

Temperament	Intensity (% of max)	Mix %	Rank
Sanguine	94%	37%	Dominant
Choleric	86%	34%	Secondary
Phlegmatic	42%	17%	Tertiary
Melancholic	30%	12%	Minor

TEMPERAMENT INTENSITY

Percentage of maximum possible score



HOW TO READ THIS REPORT

John, each section that follows breaks down your daily responsibilities into specific domains of practice, interprets how your temperament mix shapes your behavior in those areas, and offers concrete virtue practices to help you grow toward excellence. The goal is to translate your temperament insights into actionable habits that integrate professional skill with spiritual formation.

What is offered in the Core Motive Inventory is meant to be a support, not a prescription. Not everything here will be perfectly on target or immediately relevant to your situation. Enter this inventory with an open mind and a prayerful heart, asking the Lord to guide and direct both your reading and your follow-through.

Core Motive Inventory

for John Dough

The Four Temperaments

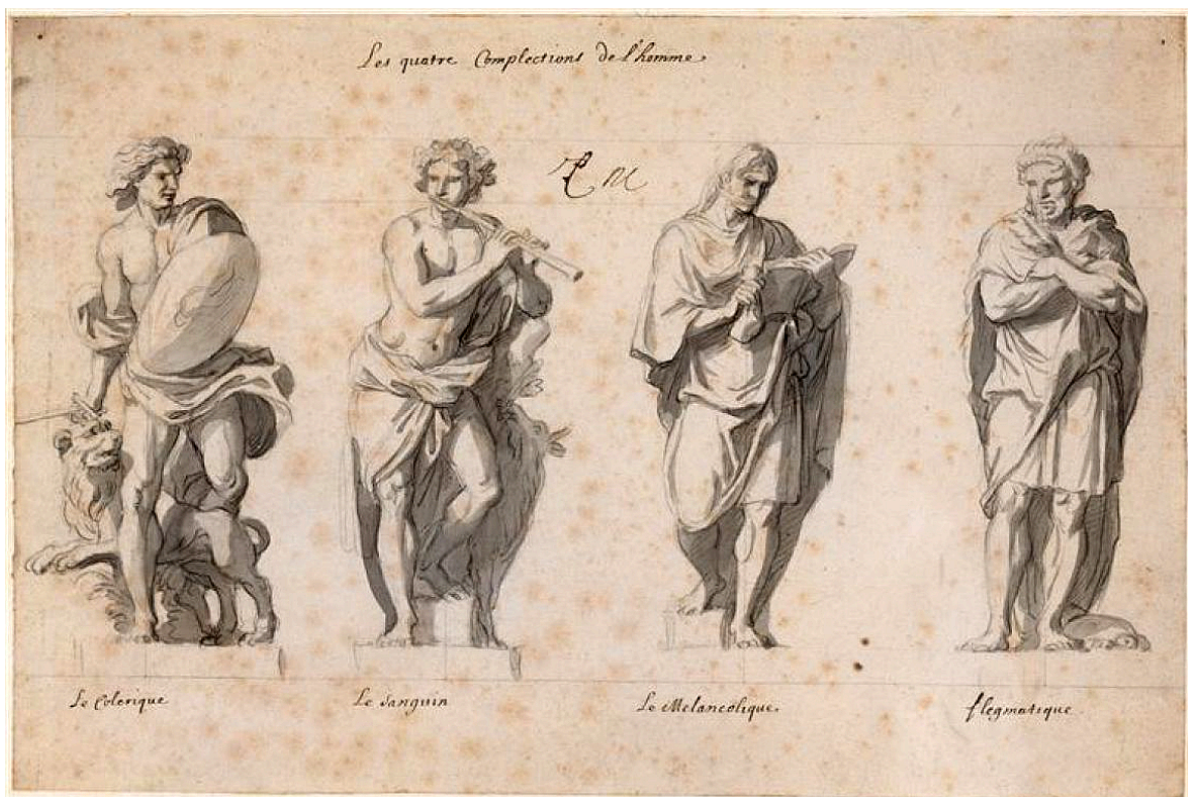
The four temperaments—**Sanguine**, **Choleric**, **Melancholic**, and **Phlegmatic**—originated with the ancient Greek physician and philosopher Hippocrates. Over millennia, this framework has developed into a simple way of describing our natural tendencies in action, thought, and emotion.

Properly understood, temperaments are not labels that trap us. They are starting points. They describe the kind of “default settings” we bring into our relationships, our decisions, and our work. And because they are natural dispositions, not moral judgments, there is no good or bad temperament—and no ideal mix you are supposed to have.

What this report aims to offer is clarity, not criticism. When you recognize your temperament mix, you begin to see your strengths with sharper definition: the gifts you reliably bring into a room, the instincts you lean on under pressure, and the ways you tend to serve others without even trying. But that same clarity also helps you notice something we all experience: our strengths can cast a shadow. The very impulses that make us effective can, when unchecked, show up as impatience, avoidance, over-control, over-analysis, or people-pleasing—often without us intending it, and sometimes without us even seeing it.

That is why temperament awareness is so valuable for a board member. It gives you a more honest read on yourself. It helps you anticipate where your wiring may trip you up—especially when you are tired, under stress, or carrying conflict. And it keeps your growth focused on the right target.

In the Christian life, self-knowledge is meant to serve sanctification. When we can name our patterns with humility, we can pursue concrete habits and practices that strengthen virtue, restrain vice, and make room for grace to do its steady work. The goal is not self-improvement for its own sake. The goal is that your best self—formed by virtue, animated by charity, and marked by steadiness—shows up more consistently in your governance, for the good of those entrusted to your care.



A Quick Overview of the Temperaments

Temperament	Core Traits	Core Strengths	Core Weaknesses
Sanguine	Warm, expressive, people-centered, fast rapport; thrives on variety and interaction; often "feels the room" quickly.	Builds relational warmth in the boardroom; connects easily with fellow trustees, school leaders, and families; motivates through encouragement; brings energy and optimism to governance work.	Can drift toward inconsistency or weak follow-through; may avoid hard conversations; can overpromise to please; may struggle with detail, policy review, or quiet focus; governance engagement can become "too loose."
Choleric	Direct, decisive, action-oriented; comfortable leading; wants clear outcomes; moves quickly to solutions and accountability.	Establishes clear expectations and drives progress; handles conflict with courage; protects meeting time and agenda discipline; advocates well for standards and institutional accountability.	Can become impatient, sharp, or overly controlling; may talk more than listen; can unintentionally intimidate fellow trustees or school leaders; may push change faster than trust can bear; can value efficiency over discernment.
Melancholic	Thoughtful, analytical, conscientious; attentive to nuance; values excellence and meaning; tends toward careful preparation and reflection.	Prepares deeply and asks incisive questions; notices institutional risks and governance gaps; maintains high standards; communicates carefully; brings wisdom and depth to policy review and strategic discernment.	Can become overly critical (self or others), anxious, or perfectionistic; may struggle to adapt quickly; can overcorrect or overanalyze; may interpret feedback personally; can withhold warmth or encouragement when stressed.
Phlegmatic	Calm, steady, patient, relationally loyal; prefers harmony and predictability; grounded presence; often a stabilizing force.	Creates a peaceful, measured boardroom presence; patient with developing consensus; listens well; de-escalates tense board discussions; reliable trustee who sustains morale quietly.	Can avoid conflict and delay necessary action; may tolerate dysfunction too long; can under-communicate concerns; may resist change or initiative; can become passive when courageous governance is needed.

Understanding how Temperament Impacts Board Governance



The Core Motive Inventory for Christian School Board Members is organized around the three fundamental domains of board responsibility: responsibilities to the school's mission, faithfulness, and future; responsibilities to the board itself and the work of governance; and responsibilities to the Head of School.

In a Christian school, board service is never merely the stewardship of policies and budgets. It is the stewardship of an institution's mission and witness. That means the most important work tends to be the least glamorous: guarding mission fidelity, exercising fiduciary discipline, supporting and evaluating the Head of School, maintaining proper governance boundaries, and speaking with candor and charity when difficult questions arise. These responsibilities are concrete, which makes them examinable. You can ask, with honesty, "Am I doing this well?" and "Where do I tend to drift?"

That is where the CMI becomes especially useful. Your temperament mix is a gift, but gifts have contours. You will have natural strengths that help you carry these responsibilities with energy and ease. You will also have predictable pressures and patterns that can trip you up, especially when you are tired, stressed, disappointed, or in conflict. The CMI is designed to help you see both: where your instincts serve you, and where they quietly sabotage you. Most importantly, it points you toward the habits and disciplines that bring your governance under the steady governance of virtue. For most board members, growth accelerates when it is attached to real responsibilities. The CMI is a helpful tool to get you thinking about ways you might improve. It is not perfect. No temperament assessment ever is. But we are confident you will find insights throughout that will help you lean into your governance responsibilities with greater consistency and virtue.

The 3 Key Domains of Board Responsibility



RESPONSIBILITIES TO THE SCHOOL'S MISSION, FAITHFULNESS, AND FUTURE

This is the work of institutional stewardship at its highest level. The board exists to ensure that the school remains faithful to its Christ-centered mission, pursues wise strategic direction, maintains financial sustainability, and upholds legal, ethical, and policy integrity. These responsibilities require the board to think in decades, not semesters—to guard the school's identity, discern its future, steward its resources, and maintain the institutional integrity that makes Christian formation possible. Every board member shares in this collective responsibility, and your temperament mix will shape how you engage it.

RESPONSIBILITIES TO THE BOARD AND THE WORK OF GOVERNANCE

This is the work of functioning well as a governing body. It includes fiduciary duty and personal accountability, respecting collective authority and proper process, maintaining boardroom conduct and confidentiality, and committing to preparation, participation, and ongoing development as a trustee. The quality of a board's governance culture is determined by the habits of its individual members. How you prepare, how you speak, how you disagree, and how you honor decisions after the vote—these daily disciplines determine whether the board governs with wisdom or drifts into dysfunction.

RESPONSIBILITIES TO THE HEAD OF SCHOOL

This is the work of supporting, partnering with, and holding accountable the school's senior executive leader. It includes the serious work of calling and succession, maintaining role clarity and healthy boundaries, building relational trust and encouragement, and conducting fair evaluation and feedback. The board-Head relationship is the single most consequential relationship in Christian school governance. When it is healthy—marked by trust, candor, mutual respect, and clear boundaries—the school thrives. When it is dysfunctional, the entire institution suffers. Your temperament mix will profoundly shape how you engage the Head of School.

Executive Summary

Your Core Motive Inventory

Temperament	Intensity (% of max)	Mix %	Rank
Sanguine	94%	37%	Dominant
Choleric	86%	34%	Secondary
Phlegmatic	42%	17%	Tertiary
Melancholic	30%	12%	Minor

Your Temperament Profile

John, your temperament profile is strongly marked by a dynamic blend: Sanguine (94%) as your dominant disposition, closely followed by Choleric (86%). You also show a moderate Phlegmatic (42%) and minor Melancholic (30%) presence. This means that as Board Chair at Arcadia Prep, you operate with a relationally energetic, expressive, and people-centered focus, yet you also display the driven determination and strategic directness typical of leaders who get things done.

This unique combination allows you to create trust quickly, inject energy into board life, and move the mission forward decisively. Your Sanguine warmth opens doors to partnership and boosts morale, while your Choleric resolve ensures accountability and momentum in institutional stewardship. Yet this blend can also bring tension: the fast-moving, consensus-building instinct may sometimes leave details behind or underplay procedural discipline. The urge for harmony and speed may wrestle with the need for deliberation—especially when boardroom conflict, tough personnel decisions, or complex policy issues arise.

Your most headline strength is your ability to connect and galvanize the board around a shared vision—essential for a thriving, classical Christian school like Arcadia Prep. Your most headline challenge is the risk of bypassing patient, thorough process in the name of progress or rapport. The single most urgent virtue for you to cultivate as a board leader is **prudence**: the habit of right reason in action that balances urgency, vision, and relationship with careful discernment, process, and disciplined judgment.

Signature Strengths

1 Catalytic Relational Leadership

With Sanguine (94%) as your dominant temperament, you naturally create a welcoming, energetic climate in the boardroom and across the school. You accelerate trust-building among trustees, bridge gaps between the board and Head of School, and make newcomers feel valued—vital for institutional culture and mission unity.

2 Decisive Strategic Drive

Your strong Choleric (86%) presence gives you an assertive edge in pursuing priorities, clarifying expectations, and holding the organization accountable to its mission. This translates directly into productive meetings, clear leadership standards for the Head of School, and momentum for major initiatives.

3 Adaptive Presence in Tension

The interplay of Sanguine and Choleric enables you to navigate challenging seasons without losing energy or direction. Whether in moments of conflict or growth, you tend to keep people engaged and focused on the path ahead—anchoring both stewardship and relational trust.

Predictable Vulnerabilities

1 Impulsive Bypass of Process

The Sanguine-Choleric blend can default to “moving things forward” at the expense of due process or systematic checks. As Board Chair, you may at times sidestep slower, necessary governance steps—especially when a consensus seems clear or energy is running high. **If unaddressed, this may lead to avoidable mistakes, inconsistent policy enforcement, or weakened board credibility.**

2 Avoidance of Difficult Emotional Terrain

Your Sanguine aversion to relational discomfort and desire to maintain warmth may cause you to delay or soften necessary candor with the Head, the board, or stakeholders. **If unaddressed, this may allow unresolved issues to fester, threaten institutional trust, or create behind-the-scenes discord.**

3 Overextension and Under-Delegation

Fueled by drive and charisma, you may take on too much or become the de facto center of board and institutional life. **If unaddressed, this may risk board burnout, unhealthy dependency on your leadership, or underdevelopment of the board as a whole.**

Priority Virtues for the Next 12 Months

1. Prudence

Right reason in action; the habit of weighing options carefully and choosing the path most aligned with truth and the good, even under pressure.

Because your Sanguine-Choleric blend propels you forward with energy and conviction, you must especially cultivate the discipline of pausing for deliberation. Prudence tempers impulse and ensures you do not sacrifice healthy governance process or sound discernment to maintain momentum or good feelings.

STARTER PRACTICE

Before moving forward on any significant initiative or personnel action, require yourself (and the board) to name aloud at least two dissenting risks or slower alternatives, then listen deliberately before making recommendations.

2. Courage

Firmness in difficulties; choosing truth, right, or the harder good even when it brings conflict or discomfort.

Your strong desire for unity and rapport, typical of Sanguine strengths, may hold you back from confronting hard issues directly. Courage enables you to initiate needed conversations and persevere through board or Head of School tensions in service of mission and integrity.

STARTER PRACTICE

Make it a rule to address any boardroom frustration or concern privately with the person involved before the next meeting, seeking both clarity and peace—even if it risks temporary discomfort.

3. Temperance

Self-mastery; the habit of moderation and disciplined restraint in word, action, and emotion.

With high Sanguine and Choleric, you are naturally expressive and action-biased. Temperance equips you to listen deeply, avoid over-committing the board, and resist the pressure to always be the first or loudest voice, thus empowering greater collective wisdom.

STARTER PRACTICE

Commit to speaking last during board discussions at least once per meeting, and affirm the contributions of two quieter trustees before advancing to consensus.

Responsibilities to the Head of School

This section addresses your responsibilities toward the Head of School as the board's senior executive leader. The board-Head relationship is the single most consequential relationship in Christian school governance. When it is healthy—marked by trust, candor, mutual respect, and clear boundaries—the school thrives. When it is dysfunctional—marked by interference, suspicion, overdependence, or neglect—the entire institution suffers. Your role as a board member is not to manage the Head, befriend the Head, or control the Head. It is to participate faithfully in the board's collective work of calling, supporting, evaluating, and when necessary, holding the Head accountable—always through proper channels, always with charity, and always in service of the school's mission. The four focus areas that follow will help you understand how your temperament mix shapes your engagement with the Head of School, and what virtues and habits will make that engagement more faithful and fruitful.



A. Calling, Selection, and Succession of the Head of School

SNAPSHOT

Calling, selecting, and planning for the succession of the Head of School is one of the board's gravest duties. This process demands spiritual discernment, wise evaluation, and a commitment to long-term leadership continuity. The goal is not just to find a competent executive, but to seek a leader whose vocation, faith, and formation match the school's mission—and to ensure plans are in place for healthy succession before a crisis arises.

HOW YOUR TEMPERAMENT MIX SHOWS UP

With Sanguine (94%) as your dominant temperament and Choleric (86%) as your strong secondary, you are highly relational, enthusiastic about talent, and decisive in leadership transitions. In succession or selection, you may instinctively focus on vision, charisma, or quick rapport—spotting the inspiring or energizing candidate. Your drive helps move the process steadily, but you may risk overlooking quieter strengths or failing to sufficiently probe for depth, fit, or potential weaknesses—especially if an upfront connection feels strong.

POTENTIAL TRIGGERS

- *Boardroom excitement over a charismatic candidate that rapidly builds enthusiastic consensus.*
- *Pressure from community members to "move quickly" when a leadership vacancy arises.*
- *Personal rapport formed in the first interview, making critical evaluation less comfortable.*
- *Crisis scenarios that demand rapid succession without a long-range plan in place.*
- *A candidate's influential references or relational style echoing your own leadership approach.*

THE IMPACT

Short-circuiting discernment: The risk is a Head selection based on charisma or rapport rather than true vocational fit.

Missed continuity: Lack of sustained succession planning may leave the school vulnerable in times of transition.

Board division: Over-speeding the process can silence quieter questions or legitimate concerns, eroding board unity.

Virtue to Cultivate: Prudence

As one with high relational energy and drive, the virtue of prudence—right reason applied to action—calls you to slow down, seek counsel, and weigh options critically, especially when the room is energized and eager to move quickly. Prudence ensures leadership transitions are grounded in discernment, not emotion or expediency.

HABITS TO CULTIVATE & BREAK

- **Insist on written criteria** and character-based rubrics for all Head candidates before any interviews are scheduled (prudence).
- **Schedule deliberate "pause-and-review" meetings** during the search process, inviting dissenting perspectives (prudence).
- **Champion an annual executive succession review**, even when no transition is expected, to check plans and benchmarks (prudence).
- **Stop** advocating for a candidate based solely on initial rapport or inspirational presence.
- **Stop** allowing timelines to override due process by yielding to urgency or group excitement.

B. Role Clarity, Executive Prerogatives, and Healthy Boundaries

SNAPSHOT

The board's duty is to delineate the Head of School's authority and trust the Head to manage operations, faculty, and daily school life. This means trustees must respect boundaries between governance and management, use proper channels, and ensure that personnel supervision and problem-solving remain the Head's responsibility—not the board's.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your Sanguine-Choleric blend makes you naturally collaborative, comfortable “jumping in,” and occasionally prone to taking the reins when something seems stuck. This energy can be an asset—encouraging forward movement and relational access—but may also pull you into operational matters, particularly when you feel a staff member is discouraged or a process is running slowly. You may respond to requests for help out of goodwill, unaware that you risk blurring the Head's authority.

POTENTIAL TRIGGERS

- *Hearing concerns or complaints directly from faculty, staff, or parents who know you and trust you personally.*
- *Perceiving a “stalled” operational issue and feeling compelled to resolve it yourself.*
- *A Head of School who seeks relational affirmation from the Chair or wants informal board advice on day-to-day management.*
- *Ambiguity or confusion about committee or board oversight lines versus executive management.*
- *Feedback that something is “falling through the cracks” operationally.*

THE IMPACT

Muddled accountability: Operational interference erodes the Head's confidence and clarity.

Board overreach: Relational access may be mistaken for governance responsibility, blurring healthy boundaries.

Loss of staff trust: When the board intervenes in management, it undermines the Head and destabilizes institutional authority structures.

Virtue to Cultivate: Justice

As Chair with high Sanguine and Choleric, your energy must be ordered by justice—giving each their due authority. Justice disciplines you to “stay in your lane” and honor governance boundaries, ensuring institutional roles and responsibilities are protected for the flourishing of all.

HABITS TO CULTIVATE & BREAK

- **Redirect concerns** from parents or staff straight to the Head, affirming the Head's role (justice).
- **Use clear board policies** to distinguish between governance actions and operational actions in each meeting agenda (justice).
- **Ask clarifying questions** before offering board input on anything with day-to-day school implications (justice).
- **Stop** offering ad hoc coaching or solutions directly to staff or faculty outside official channels.
- **Stop** intervening in personnel or operational issues unless specifically authorized by a formal board vote.

C. Support, Encouragement, and Relational Trust

SNAPSHOT

Board members are called to support and encourage the Head of School—to offer honest feedback, vigilant prayer, and public backing, while also upholding a foundation of directness and loyalty. Because school leadership is uniquely isolating, the Head needs both the truth and the tangible encouragement of the full board—never just “oversight from a distance.”

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your dominant Sanguine warmth primes you to offer encouragement, affirmation, and visible support to the Head of School—often boosting morale in hard seasons. The Choleric secondary may lead you to give strong “pushes” for improvement or rapid action, but without always slowing down for the trust-building conversations that deepen partnership. Under stress, you may oscillate between generous affirmation and abrupt critique, depending on the mood or urgency.

POTENTIAL TRIGGERS

- *The Head experiences a public setback or is sharply criticized by a stakeholder community.*
- *You perceive the Head is discouraged but the board agenda focuses only on performance metrics.*
- *Your calendar or drive for board progress limits time for one-on-one trust-building meetings.*
- *Subtle Head-board “triangulation” requests for board support against other staff or constituents.*
- *Repeated minor frustrations from the Head that remain unspoken or unaddressed in meetings.*

THE IMPACT

Relational fatigue: A Head starved for encouragement may disengage or grow wary.

Performative support: Affirmation without truth or predictability can erode trust.

Discouraged leadership: Lack of genuine partnership may accelerate burnout or drive the Head into isolated defensiveness.

Virtue to Cultivate: Charity

Your Sanguine capacity for warmth is a channel for Christian charity—the self-giving, truthful love that builds up a weary Head. Charity keeps encouragement from becoming empty flattery and prompts you to ask, “How can I support you, not just as an executive, but as a person called to a weighty vocation?”

HABITS TO CULTIVATE & BREAK

- **Initiate monthly check-ins** with the Head focused on encouragement, personal updates, and prayer (charity).
- **Affirm the Head’s public successes** at full board meetings with specific, honest praise (charity).
- **Regularly ask the Head, “How can the board support you right now?”** and act on responses (charity).
- **Stop** assuming support is implied—make it explicit and consistent.
- **Stop** limiting board-Head relationship to formal evaluation cycles.

D. Evaluation, Feedback, Accountability, and Difficult Conversations

SNAPSHOT

Boards have a sacred duty to evaluate and hold the Head of School accountable with transparency, fairness, and steadiness. This means providing regular, well-framed feedback; ensuring that performance standards are clear; and addressing serious concerns directly and charitably in the context of predictable process—not by surprise or delayed critique.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your Sanguine preference for warmth and your Choleric passion for progress create a tension: you want positive momentum and visible results, but may hesitate to surface difficult performance issues or enduring gaps. Sometimes, you may “soft-pedal” hard truths to preserve rapport, or swing quickly toward bluntness if a frustration reaches a tipping point. Proactive, process-driven feedback may be underserved by this temperament mix, risking ambiguous messaging.

POTENTIAL TRIGGERS

- *An underperforming Head whose personal likability makes candor feel awkward.*
- *Lingering board frustrations that have built up through informal conversations.*
- *Performance misses during a season of crisis or transition, tempting a “wait and see” posture.*
- *Major parental, student, or faculty complaints reaching the board leaders before the Head addresses them.*
- *Perceived loss of progress on high-profile board priorities.*

THE IMPACT

Feedback avoidance: Issues can become chronic and harder to resolve.

Damaged morale: Mixed signals undermine the Head’s confidence and security.

Loss of school momentum: Board hesitancy in evaluation may erode credibility with faculty and families.

Virtue to Cultivate: Integrity

Integrity—consistency in word and action—anchors your warmth and drive to truthfulness. It gives you the courage to speak hard truths with care, provide reliable feedback, and maintain the Head’s trust by never using evaluation as a weapon or as a way to avoid discomfort.

HABITS TO CULTIVATE & BREAK

- **Institute brief, monthly feedback loops** for the Head, moving beyond annual reviews (integrity).
- **Ensure all critical feedback is delivered face-to-face, in a timely way** (integrity).
- **Keep a running “evidence log”** of Head performance and key conversations to lend specificity to evaluations (integrity).
- **Stop** delaying honest conversation out of fear of tension.
- **Stop** sharing feedback through indirect channels or private complaints.

Responsibilities to the School's Mission, Faithfulness, and Future

This section addresses the board's highest calling: the stewardship of the school's Christ-centered mission, its strategic future, its financial health, and its legal and ethical integrity. These are the responsibilities that distinguish governance from management. A board that attends faithfully to mission, strategy, finance, and policy integrity creates the institutional conditions within which Christian formation can flourish. A board that neglects them—or that confuses them with operational tasks—places the school's witness and future at risk. The four focus areas that follow will help you understand how your temperament mix shapes your engagement with each of these domains, and what virtues and habits will help you serve with greater wisdom and faithfulness.



A. Christ-Centered Identity and Institutional Faithfulness

SNAPSHOT

The board's sacred trust is to keep the school rooted in its Christ-centered identity. This requires courage to protect doctrinal fidelity, clarity to name institutional commitments, and steady resistance to drift—whether from practical pressures, donor influence, or public sentiment.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your high Sanguine warmth empowers you to make institutional faith attractive and to celebrate the good God is doing through Arcadia Prep. You naturally seek consensus around shared Christian values, making you an effective ambassador for the mission. However, your relational instinct and Choleric assertiveness can lead you to protect harmony or accelerate “forward motion”—sometimes softening necessary doctrinal lines to avoid divisive conversations, or projecting confidence without full consideration of deep, identity-shaping commitments.

POTENTIAL TRIGGERS

- *Pressure from influential families or donors who urge “flexibility” around core Christian commitments.*
- *The desire to keep the boardroom free from protracted doctrinal debate.*
- *Cultural issues or controversies that risk public or social media backlash.*
- *Positive momentum on enrollment or fundraising that tempts accommodation.*
- *An urgent need to resolve conflicts quickly for “unity's sake.”*

THE IMPACT

Mission drift: Incremental compromises may erode the school’s Christian distinctives.

Reduced community trust: Stakeholders begin to question the board’s clarity and courage.

Damaged witness: The school’s public faith may lose credibility or resonance in times of challenge.

Virtue to Cultivate: Fidelity

Fidelity—steadfast loyalty to one’s mission, promises, and faith—prevents shortcuts even when relationships or reputation are on the line. For a Chair with your Sanguine-Choleric blend, this virtue grounds energy and drive in lasting Christian purpose.

HABITS TO CULTIVATE & BREAK

- **Open every board meeting** by reciting or reflecting briefly on the school’s mission and statement of faith (fidelity).
- **Host unscripted “mission check-in” sessions** each semester to surface subtle drift (fidelity).
- **Regularly ask, “Does this policy or partnership align with our confession and covenant?”** before votes (fidelity).
- **Stop** deferring tough doctrinal conversations “until a better time.”
- **Stop** minimizing substantive faith conversations in the interest of short-term unity or progress.

B. Strategic Direction and Long-Range Priorities

SNAPSHOT

The board's task is to steer the school with clear, future-oriented discernment—anchoring strategic priorities, resisting reactive or faddish decisions, and ensuring that every major action serves the school's stated mission and long-range health.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your Sanguine-Choleric blend will energize vision-casting sessions and quickly rally support around big-picture goals. You are keen to get strategic plans from conversation to execution, inspiring confidence in stakeholders. But this bias for action and adaptation may tempt you to leap to solutions, give in to exciting new ideas, or shift focus prematurely—sometimes at the expense of prudent risk assessment, thorough vetting, or awaiting slower board consensus.

POTENTIAL TRIGGERS

- *An exciting new opportunity presented by a charismatic guest or donor.*
- *Boredom or fatigue with extended strategy discussions.*
- *Intermittent crises that disrupt long-term focus.*
- *External pressure to adapt rapidly to trends in classical education or enrollment dips.*
- *Strong momentum following a few early wins on a new initiative.*

THE IMPACT

Strategic drift: Failure to stay anchored to long-range vision and priorities.

Board division: Repeated pivots may lead to confusion or declining trust.

Wasted resources: Pursuing too many “great ideas” dilutes capacity and institutional focus.

Virtue to Cultivate: Constancy

Constancy—faithful perseverance in pursuing the good—ensures your vision and energy serve stable, lasting priorities. This virtue disciplines your natural adaptability, curbing the urge to move on from strategic plans before their results can mature.

HABITS TO CULTIVATE & BREAK

- **Review and reaffirm 3–5 key strategic anchors** at every board retreat and major decision point (constancy).
- **Appoint a “strategy steward” trustee** to track alignment between new ideas and board-approved plans (constancy).
- **Document and calendar review** of each ongoing strategic initiative—quarterly, not just annually (constancy).
- **Stop** introducing new strategic initiatives without sunset reviews of prior efforts.
- **Stop** pivoting based on exciting proposals until the board has prayerfully tested their alignment and sustainability.

C. Financial Sustainability and Resource Stewardship

SNAPSHOT

The board is responsible to steward all school financial resources—ensuring sustainability, protecting reserves, just compensation, and prudent generosity. Financial governance is not simply about numbers; it is about wisely sustaining the mission entrusted by Christ.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your Sanguine optimism drives a hopeful outlook—even in challenging budget conversations. Coupled with Choleric decisiveness, you can mobilize fundraising and communicate “vision need” with confidence. Yet, this can sometimes tilt toward risk-taking or underappreciating fiscal complexity, especially if conservatism or detail feels like an obstacle to progress. Charitable impulses may also lead you to approve ambitious projects before hard costs are fully vetted.

POTENTIAL TRIGGERS

- *Excitement about new growth initiatives or facility expansions.*
- *Desire to “match” other schools in program offerings without full resource analysis.*
- *Pressure to keep tuition low for the sake of goodwill with families.*
- *A surplus or unexpected gift that invites immediate new spending.*
- *Optimism that fundraising can “catch up” to aggressive budgets.*

THE IMPACT

Financial strain: Overextension may create hidden liabilities or require austerity measures later.

Missed stewardship opportunities: Generosity without prudence can limit future viability.

Board tension: Disagreement over fiscal pacing can damage trust or operational partnerships.

Virtue to Cultivate: Temperance

Temperance—disciplined self-control—guards financial decisions against both rash optimism and anxious constraint. For a Chair with high Sanguine-Choleric, this virtue checks exuberant spending and quick “yeses,” helping you model prayerful restraint and role-appropriate risk-taking.

HABITS TO CULTIVATE & BREAK

- **Require board review of all new financial commitments** against projected multi-year cash flows (temperance).
- **Pause on all “wish list” spending** until long-term reserves have met board-established targets (temperance).
- **Invite your finance committee to bring a “caution review”** on all major projects before final vote (temperance).
- **Stop** presuming all growth is sustainable solely by enthusiasm or vision.
- **Stop** approving new initiatives until full cost analysis and board-wide review are completed.

D. Legal, Ethical, and Policy Integrity

SNAPSHOT

The board must model the highest standard of lawful conduct, policy discipline, transparency, and conflict-of-interest management, ensuring process and means are as noble as mission and ends.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your natural Sanguine relational trust inclines you to believe the best of people, and your Choleric action-orientation can tempt “bending” process for the sake of expediency or goodwill. Under stress, there can be a temptation to address legal or policy questions in the spirit of “we’ll figure it out later,” especially if process feels obstructive or threatens relationships.

POTENTIAL TRIGGERS

- *Time-sensitive decisions with incomplete documentation or legal review.*
- *Requests from long-standing stakeholders for “exceptions” to policy.*
- *Complicated or tedious processes that delay forward momentum.*
- *Potential conflicts of interest involving respected board or staff members.*
- *Situations where full transparency may risk difficult conversations.*

THE IMPACT

Policy erosion: Selective enforcement undermines culture and accountability.

Increased liability: Shortcuts undercut legal protection and institutional integrity.

Loss of trust: When process is perceived as arbitrary or hidden, trust declines among faculty, families, and the broader Christian community.

Virtue to Cultivate: Integrity

Integrity—harmonizing means and ends—demands discipline to stick with the right process, even under pressure. As Chair, you witness most clearly to Christ when governance is marked by consistency, honesty, and policy discipline.

HABITS TO CULTIVATE & BREAK

- **Insist on written minutes for all board decisions with documentation of process (integrity).**
- **Request formal conflict-of-interest disclosures** from all trustees at least annually (integrity).
- **Join or convene brief “policy audit” sessions** each semester to ensure board action aligns with bylaws and standing policies (integrity).
- **Stop** approving exceptions to written policy except by full board discussion and recorded vote.
- **Stop** assuming good motives replace the need for clear, lawful process in difficult cases.

Responsibilities to the Board and the Work of Governance

This section addresses how you function within the board as a governing body. The quality of a board's governance culture is determined by the habits of its individual members—how you prepare, how you speak, how you disagree, how you honor decisions after the vote, and how you hold yourself accountable for your own conduct as a trustee. These are not merely procedural concerns; they are moral ones. A board member who is careless with confidentiality, underprepared for meetings, or dismissive of proper process undermines the board's authority and the school's witness, regardless of good intentions. The four focus areas that follow will help you understand how your temperament mix shapes your engagement with the daily work of governance, and what virtues and habits will strengthen your service.



A. Fiduciary Duty and Personal Accountability

SNAPSHOT

Fiduciary responsibility means each trustee must act with duty of care, duty of loyalty, and duty of obedience to the school's mission. This includes proper preparation, personal accountability, and always putting the school first.

HOW YOUR TEMPERAMENT MIX SHOWS UP

As a highly Sanguine and Choleric Chair, you thrive on relational trust and confident decision-making. You seldom lack for engagement or “big picture” focus, but may, at times, prepare less rigorously for meeting details or overtrust “gut” instincts. When stretched, you might lean too heavily on your own presence, unintentionally marginalizing quieter or more process-minded trustees.

POTENTIAL TRIGGERS

- *Heavy agenda and limited time, tempting you to scan rather than read meeting packets fully.*
- *Issues where your prior judgment seems “obvious” to you, reducing openness to counsel.*
- *Direct appeals from school friends or influential families with strong opinions.*
- *Multiple simultaneous initiatives that dilute your board attention.*
- *Periods when board morale is particularly high or low.*

THE IMPACT

Unforced governance errors: Failure to be fully informed creates risk of oversight or missed risks.

Reduced board dialogue: Overreliance on your instincts may suppress candor from others.

Divided loyalty: Failing to separate relational ties from boardroom objectivity endangers school interests.

Virtue to Cultivate: Diligence

Diligence—steady, careful effort—ensures your enthusiasm is matched by thoroughness. This virtue challenges you to “do your homework,” listen well to divergent input, and serve as a model of preparation and accountability.

HABITS TO CULTIVATE & BREAK

- **Block non-negotiable time for board packet review** before every meeting (diligence).
- **Invite another trustee to preview key motions or policies with you in advance (diligence).**
- **Disclose and recuse yourself** from discussion and votes where you have special ties (diligence).
- **Stop** “winging it” or skipping full review because of prior experience or perceived expertise.
- **Stop** letting relational loyalty cloud duty to the school as a whole.

B. Collective Authority, Proper Process, and Governance Boundaries

SNAPSHOT

Board authority belongs to the body, not to individuals. This discipline—practicing respect for proper channels, process, and committee limits—is essential to healthy governance and institutional integrity.

HOW YOUR TEMPERAMENT MIX SHOWS UP

Your Sanguine-Choleric temperament, especially prominent as Board Chair, may manifest in strong informal leadership and ready willingness to connect across the institution. While such energy can enliven board participation, it can also tempt you, in urgency or confidence, to act ahead of full board process—or to “green-light” requests from stakeholders prematurely. The temptation to resolve issues quickly, especially when consensus seems within reach, can risk marginalizing proper deliberation.

POTENTIAL TRIGGERS

- *Requests for rapid decisions from committees, staff, or parents outside regular board meetings.*
- *Perceived “obvious” solutions that bypass committee and Head input.*
- *Emergencies or crises that require swift action.*
- *Frequent direct communications from various stakeholders, blurring your governance role.*
- *Slow, process-oriented trustees challenging direct, action-led approaches.*

THE IMPACT

Muddled accountability: Acting alone erodes board authority and confuses staff roles.

Loss of trust: Ignoring or shortening process excludes needed voices.

Precedent for overreach: Weakens future board discipline, fueling further role confusion.

Virtue to Cultivate: Humility

Humility trains you to embrace “body-first” authority, waiting for collective discernment instead of personal initiative—even (especially) when you feel you know the right path forward.

HABITS TO CULTIVATE & BREAK

- **Reference bylaws** or board policy at each major decision point to model process respect (humility).
- **Collaborate with committee chairs** to ensure their voices shape recommendations first (humility).
- **Encourage dissent and delay** when a vote or issue feels rushed (humility).
- **Stop** confirming school changes or communicating board action outside formal channels.
- **Stop** “green-lighting” issues without full board approval, even for urgent needs.

C. Boardroom Conduct, Confidentiality, and One-Voice Unity

SNAPSHOT

Each trustee must bring honest candor, preserve strict confidentiality, and uphold the unity of the board in public communication—even, and especially, when disagreement remains after a vote. Integrity in boardroom relationships is both an ethical and practical mandate for institutional trust.

HOW YOUR TEMPERAMENT MIX SHOWS UP

As a Sanguine-Choleric, you engage energetically in discussion, often steering conversation and helping resolve tension. Still, your desire for warmth and impulse to “move on” may at times minimize substantive disagreement, or dampen candor in pursuit of unity. Outside meetings, your approachability may make you a target for confidential inquiries or off-the-record conversations—risking, however unintentionally, the perception of divided allegiance.

POTENTIAL TRIGGERS

- *Lingering disagreement following a close board vote.*
- *Confidential updates or concerns shared informally by friends or colleagues at the school.*
- *The urge to “smooth over” boardroom tension through private conversations.*
- *Requests from constituents to clarify “what’s really happening” behind the scenes.*
- *Robust debates that feel personal or heated.*

THE IMPACT

Gossip risk: Private communications can inadvertently leak confidential boardroom content.

Board disunity: Undermines institutional credibility and leader accountability.

Loss of trustee trust: “Performative” unity may hide real issues that later explode into crisis.

Virtue to Cultivate: Self-Command

Self-command—governing one’s words, emotions, and actions—is a crucial virtue for the expressive, high-energy leader. It helps you check impulses, say only what is truly fitting, and bear silence or tension for the sake of trust and unity.

HABITS TO CULTIVATE & BREAK

- **Rehearse “boardroom stays in boardroom” reminders** at the close of every confidential session (self-command).
- **Practice rephrasing concern as honest questions during heated debate** rather than venting or side-barring (self-command).
- **Affirm and restate board decisions publicly even when you preferred another outcome (self-command).**
- **Stop** responding to after-hours or off-the-cuff requests for “the inside scoop.”
- **Stop** re-opening settled debates outside the boardroom.

D. Preparation, Participation, and Ongoing Board Development

SNAPSHOT

Trustees are called to show up, prepare thoroughly, engage actively, and grow continually in governance skill and wisdom. Board strength depends on the diligence, teachability, and presence of its members.

HOW YOUR TEMPERAMENT MIX SHOWS UP

You bring contagious energy to meetings, readily engage in discussion, and seldom shrink from leadership. Yet, your bias for conversation over study, and efficiency over slow, steady improvement, may incline you to “skim and go,” to delegate training, or to rely on experience rather than join in regular board learning. Occasionally, your dominance in participation may overshadow less vocal or newer trustees.

POTENTIAL TRIGGERS

- *Busy seasons where several board tasks or school events clash.*
- *Agenda packed with routine or “non-strategic” items.*
- *New governance trainings scheduled during inconvenient times.*
- *Recent successes giving a feeling of “we’re fine as is.”*
- *Less vocal trustees seeming disengaged, encouraging you to fill the space further.*

THE IMPACT

Board stagnation: Little by little, failure to grow leads to missed opportunities and unaddressed weaknesses.

Disengaged trustees: Others may feel sidelined or unnecessary.

Shallow preparation: Risks superficial decisions or poorly understood consequences.

Virtue to Cultivate: Teachability

Teachability—eager openness to learn, be corrected, and grow—keeps seasoned leaders humble and helps model the lifelong growth the board and school most need. It is an antidote to “resting on reputation” or defaulting to past success.

HABITS TO CULTIVATE & BREAK

- **Block time for annual governance training or retreat with full participation (teachability).**
- **Ask another trustee to offer feedback on your chairing style and model openness to correction (teachability).**
- **Encourage rotating voices and leadership of discussion items across all board members (teachability).**
- **Stop** skipping training or neglecting growth opportunities because of familiarity or seniority.
- **Stop** talking first and longest in all discussions; make space for growth in others.