



MURPHY-MEISGEIER type indicator for children®

High School Report Prepared for

Sample Report

Student Name

01/01/2009

Date

MMTIC® Scoring Results

Name: **Sample Report**
Gender: Male
Date of Birth: 01/01/1995

Test taken on: 01/01/2009
Grade: 7
Group: Sample School
Sample Group

Extraversion or Introversion:
Indicated preference is Introversion (I)
Response consistency for I is 82.9%

Sensing or Intuition:
Indicated preference is Sensing (S)
Response consistency for S is 92%

Thinking or Feeling:
Indicated preference is Thinking (T)
Response consistency for T is 90.8%

Judging or Perceiving:
Indicated preference is Judging (J)
Response consistency for J is 74.2%

Each preference pair is shown with the consistency of selection. The higher the percentage, the more the student consistently chose that letter's responses when answering the questions on the MMTIC assessment.

Sample Report's scored type is ISTJ

NOTE: The contents of this report are confidential.
To learn more about the ethical use of this instrument,
refer to the *MMTIC® Manual*.

Each person has a *best way* . . .

- To learn.
- To form friendships.
- To organize their work and play.

A person's *personality type* describes . . .

- The normal and good differences that exist among people.
- Your best way of working and living with others.

YOUR STRENGTHS

Sometimes you do what you think is best and it also happens to be easy for you.
It is easy because you used your personality strengths.

YOUR STRETCHES

Sometimes you do what you think is best, even if it takes more work.
It is more work because you used your personality stretches.

Your *Strengths* and *Stretches* can help you . . .

- Understand and get along better with people.
- Know yourself so you can use your strengths when possible and get help with your stretches when necessary.
- Study and learn better on your own.
- Work with friends better.
- Learn how to ask for help when you need it.
- Understand when you will need to stretch to do your best.

Always understand that . . .

- All types are smart.
- All types can make mistakes.
- All types can do a good job.

All types are good . . .

- Your type preferences might be different than your friends' preferences. This is normal.
- Your type gives you a special energy to do things the best way for you, even if that is different than how others would choose to act.
- Knowing your personality helps you find the way that works best for you.

THIS IS IMPORTANT!

- 1) A personality type does not tell what you will think, do, or say. You choose your behavior.
- 2) You do **NOT** choose what your strengths or stretches will be. You are born with those preferences. Type preferences are similar to being either right or left handed. Your strength is in the hand that you prefer. The other hand is useful, but most often plays a supporting role. Your strengths are things that come easily and your stretches are things that may be a challenge.
- 3) Your goals are what you want to achieve. You can meet any goal you set. Your personality type is the style you use to meet that goal. You have your lifetime to discover your best way to use your type to work for you.

TYPE CHOICES: People have a natural way that works best for them. They are born preferring one choice in each of these pairs.

The *E–I difference* describes how we get energy from others and from our environment.

People who prefer Extraversion (E)

- Like working with many friends
- Talk out loud when trying to solve or understand something
- Get tired when listening
- Must talk about it when upset, angry, or embarrassed

People who prefer Introversion (I)

- Like working on their own or with small groups
- Like making choices inside their mind, and then telling
- Get tired when working with others for a long time
- Can't talk about it when upset, angry, or embarrassed

The *S–N difference* describes how we take in information to learn and how we talk and share our ideas.

People who prefer Sensing (S)

- Like information presented in order
- Like complete directions
- Like to know all the facts to understand the whole idea
- Like producing more than designing
- Like many examples to prove a point

People who prefer Intuition (N)

- Like to learn lots of different things in different ways
- Like only a few directions so they can do it their way
- Like to know the main idea more than the details
- Like to make up the idea more than produce it
- Like only a few examples to prove a point

The *T–F difference* describes how we make decisions and form relationships.

People who prefer Thinking (T)

- Work hard to be the best
- Enjoy contests that present a challenge
- Ask “why” and need to understand “why”
- Tell the truth as they see it; sometimes unintentionally hurting the feelings of others when they say their truth
- Like to solve problems
- Value being fair and consistent

People who prefer Feeling (F)

- Work hard to do their best
- Enjoy cooperating to achieve their best
- Trust others to help in good ways
- Are sensitive to others’ feelings; are careful not to say things they think might hurt others
- Like to help people solve their problems
- Make choices based on what they think is most important for others and for them

The *J–P difference* describes how we organize and plan to get our work done.

People who prefer Judging (J)

- Like to plan, and then like to use that plan
- Like to get their work done first, then relax
- Like to know what will happen next
- Have a difficult time thinking when the deadline is near and the project is not done
- Want to complete one project before beginning another

People who prefer Perceiving (P)

- Like to be flexible and can change plans if needed
- Like to play around while getting the work done
- Like to be surprised and to explore
- Work best when the deadline is near
- Enjoy working on multiple projects but will complete the one due now

What's my **reported** type?

E	or	I
S	or	N
T	or	F
J	or	P

E	I
S	N
T	F
J	P

My reported type is
 I S T J or

What type **describes me** best?

(Mark the box in each row that describes you best.)

The type that describes me best is

Sometimes we agree with our results. **Sometimes we do not.**

Sometimes we are not sure. If you do not agree with your results, talk about it with your parents or teachers. They can help you learn about these differences so you can choose wisely. **You do not have to decide today.** You can take as long as you need.

ISTJ Type's *Strengths* and *Stretches*

Your *Strengths*

You . . .

- Complete tasks with attention to detail.
- Have a practical and organized way of describing critical information.
- Use sufficient facts to support your position and ideas.
- Follow through and complete what needs to be done.
- Look to the past for ideas to solve present problems effectively.
- Analyze for cause and effect to clarify a situation.
- Clarify issues by asking pertinent questions.
- Lead others through a thorough analysis with practical applications.

Your *Stretches*

It is harder for you to . . .

- Be persuaded without data. You want proof that a new way will work before you accept it.
- Jump into new ideas until you are sure they will work.
- Brainstorm ideas without sufficient information.
- Adjust when the rules keep changing.
- Understand the moods of others and how this impacts their choices.
- Learn if teachers rush the lesson.
- Make quick judgments without adequate information to support your choice.

Here are some ways that your preference for **ISTJ** describes how you prefer to interact with others, process information, and make decisions.

With people you . . .

- Make decisions based on your experiences to help others.
- Are committed to people and to teams that are part of your world.
- Use a sensible analysis of the information to make reasonable choices.
- Make decisions you consider to be objective and fair to all.
- Solve the problem in order to help others get the job done.
- Have a wry sense of humor, which comes out best once work is completed.
- Are dependable and meet the obligations you consider fair.

With learning you . . .

- Like key points highlighted.
- Resist discovery learning unless clear outcomes are stated.
- Prefer to work alone.
- Like to be taught examples first and then the theory.
- Pay attention to and remember facts.
- Have a good recall of important information.
- Want to know how the learning can be used or applied.
- Prefer a routine in your work.
- Do best when you clearly know what is expected.

With parents and teachers you . . .

- Are very dependable.
- Follow through with tasks once you make a commitment.
- Tend to speak with a minimum of words as long as you make your point.
- Value fairness in all relationships.
- Appreciate classrooms where rules and procedures are followed.
- Want information presented in sequential ways and in small units so you can have an opportunity to practice as you learn.
- Tend to rebel internally; others may not know how you really think or feel about issues.
- Tend to be respectful and cooperative so long as you can justify a reason for their request.

You might have problems if you . . .

- Fail to let others know when you respect or admire their efforts and work.
- Become so skeptical that you rarely take a risk.
- Keep your thoughts and emotions to yourself so others do not know your needs.
- Make a plan that conflicts with the plans of others. When that happens you need to negotiate to develop a compromise plan.

Here are some suggestions to help with your strengths and work with your stretches.

Suggestions for Studying

- List clear goals to accomplish each study session.
- Set a time estimate for each task.
- Monitor your progress in meeting each of your goals.
- Study independently first.
- Review with a partner if you are not sure of an area of content.
- List the facts. Draw a box under them. Identify the theme or the main concept that the combined facts support.
- Work in a quiet room when possible.
- Challenge yourself to meet or beat previous goals.
- Study in small units a little each day rather than cramming. Cramming will not likely work for you.

Suggestions for Working with Others

- Write your thoughts down if you do not get a chance to verbally express them.
- Compliment those who are leading or offering ideas different from yours. People need to know you are open to alternatives.
- Recognize that others may not be at the same point as you. Help them understand why you reached your decision. Stay open to other possibilities by being receptive to new suggestions.
- Let people brainstorm many possibilities without judging whether the idea has merit or not. Wait to make the judgment until people are ready to select one or two ideas to explore more thoroughly.
- Allow your sense of humor to surface. You have a great way of making people comfortable if you are comfortable first.

Suggestions for Friendships

- Recognize that you tend to value the company of a few, rather than large groups.
- Accept that you do not want to mix work and leisure. Let friends know that leisure means leisure and work means work to you.
- Accept that friends with styles different than yours can help you stretch to explore the world in ways you might not naturally choose. Let them help you see things in a new light.
- Know that your direct language can be perceived as hurtful to some who do not appreciate the value of direct comments to clarify a situation.
- Enjoy moments of competition with friends as you mutually challenge each other to excel.

Suggestions for Working with Parents and Teachers

- Share with the adults in your life your goals and your concerns. You tend to keep your thoughts to yourself. Share your thoughts in writing if you cannot tell them.
- Ask for specific examples if you do not understand a task.
- Resist withdrawing when people do not see your side. You are persistent in your viewpoint but you may give up trying to convince others to see your point of view. Others may not know where you truly stand at that point.
- Ask for a plan of action if there appears to be none. You like to know the schedule, especially if tasks are involved.

