



MURPHY-MEISGEIER type indicator for children®

Middle/Junior High Report Prepared for

Sample Report

Student Name

01/01/2009

Date

SAMPLE
DO NOT
REPRODUCE

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. Your strengths are things that come easily and your stretches are things that may be a challenge.

Type Choices: People have a natural way that works best for them. They are born preferring one choice in each of these pairs. 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 ways to use your type to work for you.

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

My reported type is
I S T J

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

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 work efficiently with attention to the details.
- Are practical and organized.
- Set goals and work to meet those goals.
- Use facts as a foundation to form new ideas.
- Look to the past for ideas to solve present problems.
- Clarify issues by asking well-thought questions.
- Do what needs to be done and omit what you think is unnecessary.
- Make a thorough plan for changes to come so they happen with ease.

Your *Stretches*

It is harder for you to . . .

- Brainstorm ideas without enough information.
- Feel comfortable in a place where the rules keep changing.
- Accept new ways as legitimate. You want proof that the new way will work at least as well as the old.
- Understand the moods of others.
- Learn when people rush the lesson and present theory without examples.

Here are some ways that your preference for **ISTJ** describes how you process information, make decisions, and form friendships.

With people you . . .

- Enjoy short, descriptive stories and jokes.
- Are efficient and use common sense to solve problems.
- Pay more attention to the work than to the people doing the job.
- Have a good sense of humor and can be very playful when you are not working.
- Help the team find the best way to get the job done well and fast.
- Can take complicated information and present it in organized and simple ways.
- Can use your sense of humor to keep others working and reduce conflict.

With learning you . . .

- Prefer key points to be highlighted.
- Avoid discovery learning unless a clear result is named.
- Prefer to work alone when the information is new.
- Want examples first and then the connecting idea.
- Want to know how what you learn is used in the real world.
- Like predictability in your classroom routine.
- Like to know exactly what is expected for an assignment.

With parents and teachers you . . .

- Are seen as very dependable.
- Follow through with tasks once you make a commitment to do it.
- Tend to use a minimum of words when you speak to others. You are efficient and say only what you think needs to be said.
- Respect teachers who have a classroom where rules and procedures are followed.
- Tend to rebel inside; others may not know when you really disagree until you are ready to tell them.

You might have problems if you . . .

- Fail to tell others when something is important to you.
- Say something in your honest way that unintentionally hurts someone's feelings.
- Don't let others know when you respect or appreciate what they do to help you.
- Gather so much information that you have a hard time sorting it into an organized system.
- Fail to ask for clarification when directions are vague.

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

Suggestions for Studying

- List clear goals you want to accomplish each study session.
- Set a time estimate for each assignment.
- 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 study.
- 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

- Compliment those who are leading or offering ideas different from yours. People need to know you are open to alternatives.
- Let people brainstorm many possibilities without judging whether the idea has merit or not. Wait until people are ready to select one or two ideas to explore more thoroughly before you challenge the idea.
- Allow your sense of humor to surface. You have the ability to help people feel comfortable if you are comfortable first.
- Write your thoughts down if you do not get a chance to express them. You usually have good thoughts and others need to know about them.

Suggestions for Friendships

- Recognize that you tend to enjoy the company of a few close friends rather than be part of a large group.
- Accept that you do not want to play around while you are working. Let friends know that fun means fun and work means work to you. Others may have a different opinion.
- Use your direct and honest words to help friends see the truth in a situation, at least from your opinion. Be honest in a nice and friendly way so that others know you care about them.
- Accept that you might need to play some games where you will not be the best to let friends have a chance to play the games that interest them.

Suggestions for Working with Parents and Teachers

- Let adults know what you think and feel about things. If necessary, write your thoughts down when you do not have time to talk with an adult.
- Ask for specific examples if you do not understand the assignment.
- Resist withdrawing when people do not see your side. You maintain your position but you might quit trying to convince others to see your point of view. Persist in presenting your side with issues important to you.