

Every child appreciated.
Every child engaged.®



MURPHY-MEISGEIER type indicator for children®

High School Report Prepared for

Sample Report

Student Name

03/01/2018

Date

MMTIC® Scoring Results

Name: **Sample Report**
Gender: Male
Date of Birth: 05/05/2006

Test taken on: 03/01/2018
Grade: 10
Group: Sample School
Sample Group

Extraversion or Introversion:
Indicated preference is Introversion (I)
Response consistency for I is 60.11%

Sensing or Intuition:
Indicated preference is Intuition (N)
Response consistency for N is 96.77%

Thinking or Feeling:
Indicated preference is Thinking (T)
Response consistency for T is 84.81%

Judging or Perceiving:
Indicated preference is Judging (J)
Response consistency for J is 98.78%

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 INTJ

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 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.

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 N 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.

INTJ Type's *Strengths* and *Stretches*

Your *Strengths*

You . . .

- Are always looking for new challenges and something else to learn.
- Focus on the main idea and help others understand the concepts through your explanations.
- Are open to new ideas and new possibilities to solve problems.
- Use your self-confidence about what you know to take charge and lead others.
- Organize a task well and try to get it done; you tend to be efficient.
- Debate well and present your reasons well.
- Work well independently.

Your *Stretches*

It is harder for you to . . .

- Work with groups on a group project, especially if you do not trust the skill level of all the members.
- Follow someone's idea that you think does not equal the quality of yours.
- Remember numerous details that you did not consider relevant.
- Be sensitive to the feelings of others when you think you are right.
- Work in a nonstructured setting.
- Trust the advice of others unless you respect their level of expertise on the topic.

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

With people you . . .

- Tend to prefer the company of a few close friends.
- Like to be with people who inspire your thinking on a topic.
- Ask a lot of questions and sometimes challenge people with your comments.
- Like to be with people, but like to work and think on your own.
- Respect people who accomplish and do well.
- Like to work with a schedule when working with others.
- Will sometimes ignore rules for the group if you think you are right.

With learning you . . .

- Have a high need for achievement.
- Like to study topics and generate new ideas about those topics.
- Enjoy discussing ideas with experts to enrich your understanding.
- Want your learning to be personally challenging.
- Make decisions and do not always want to explain how you reached that choice.
- Tend to question things and always want to understand the main idea.
- May forget supporting facts you consider insignificant.
- Tend to be very critical of yourself and get impatient with yourself when you make a mistake.
- Keep your ideas to yourself unless someone asks about them.
- Enjoy learning just to learn.

With parents and teachers you . . .

- Enjoy talking in depth with adults about topics that interest you.
- May give the impression you know more about the topic than you really do because you like to learn about the ideas and may not learn the specifics involved, unless you think it is necessary.
- May split hairs when you argue with teachers or parents about what they say or how they say it, which may lead to the adult becoming irritated with you.
- Gain the respect of adults for your ability to organize a task and to get the job done.

You might have problems if you . . .

- Fail to read or follow directions thoroughly.
- Send an indirect message through your tone of voice that you are always right.
- Take a simple task and make it complicated.
- Dismiss other viewpoints because they disagree with yours.
- Underestimate how long it will take to complete the job.
- Think you can do something because you understand it. Some skills take practice as well as understanding.

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

Suggestions for Studying

- Explain to others your need to study independently.
- Use memory tricks to help you recall enough details to support the main idea.
- Set a schedule for studying and allow yourself to follow that schedule.
- Evaluate errors on a test to determine what to change next time. Look for potential scoring errors from the teacher or the computer.
- Share your ideas with others for important projects. Often others can offer additional insights to help you improve your design. Listen for these. Ask for these.
- Reread directions. You tend to skip over parts you don't want to follow.
- Reward yourself when you complete routine worksheets by investigating some new topic.

Suggestions for Working with Others

- Invite others to share their ideas. Listen for concepts that may inspire new ideas for you. Remember to share your ideas with others as well.
- Resist criticizing the ideas of others until brainstorming is done. Instead of telling others why their ideas are not good, tell your ideas for making it better.
- Give compliments, when earned, to others on your team.
- Understand that some team members will want to discuss the project and ideas before beginning. Allow them this opportunity.
- Recognize that your schedule may not match the schedule of others and come to a mutual agreement of working timelines.
- Ask a friend to give you a sign when your ideas are too much for the group. Not everyone will be as interested in new and unique learning as much as you.

Suggestions for Friendships

- Join a school team that lets your talents shine.
- Enjoy the close friendship of a few best friends and do after-school activities with them regularly.
- Participate in sports that have teams but allow for individual skills such as golf, cycling, tennis, etc.
- Be prepared to be flexible with schedules and routines during leisure activities.
- Avoid offering friends every critical feedback possible.
- Change the topic if you find yourself arguing with friends over every little point. Get out of your head by doing some physical task or exercise.

Suggestions for Working with Parents and Teachers

- Understand that teachers recognize your interest in learning and appreciate that you tend to accomplish what you attempt.
- Avoid debating with your parents or teachers when you think you are right and they are wrong. Instead of proving your point some may hear the forcefulness of your comments as arguing. Let them know you will accept their decision. You just want to be able to clarify your position.
- Avoid using debate as a strategy to get adults to change their minds on a decision. Negotiate for a common alternative instead.
- Remember to offer parents and teachers compliments and to show them that you appreciate their support.



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