

Every child appreciated.  
Every child engaged.®



MURPHY-MEISGEIER type indicator for children®

**Middle/Junior High Report Prepared for**

Sample Report

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Student Name

03/01/2018

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Date

SAMPLE  
DO NOT  
REPRODUCE

**MMTIC® Scoring Results**

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

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

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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.*

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**Sample Report's scored type is INTJ**

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

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### 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.
- 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 N 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.

## INTJ Type's *Strengths* and *Stretches*

### Your *Strengths*

#### *You . . .*

- Think quickly when there is a challenge that is difficult for many.
- Use what you know to think of new and better ways to get things done.
- Have a keen eye for seeing what is wrong so it can be corrected.
- Take charge when you have a plan for getting things done well.
- Have new ideas and share them with others so they can be used.
- Trust your ideas even when others think you are wrong.
- Study and learn about topics that interest you so you can share the information.
- Use your strong knowledge base to inspire others.

### Your *Stretches*

#### *It is harder for you to . . .*

- Remember details unless you know ahead of time they are important to the project.
- Work in a classroom without structure and clear procedures.
- Follow a class lesson that is presented in small units in a step-by-step way when you are ready to look at the main idea and go on to something else.
- Notice the needs of others when you are excited about the topic.
- Work at the pace of the group when you think the group is moving too slowly.



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

**With people you . . .**

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- Tend to prefer the company of a few close friends.
- Enjoy participating with others in a mentally challenging activity.
- Like to work with a schedule when working with others.
- Ask a lot of questions to increase your understanding.
- Need to understand the information yourself; you do not just trust others to know.

**With learning you . . .**

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- Have a high need for achievement.
- Enjoy discussing a topic with people you think are smart and knowledgeable.
- Want learning to be a personal challenge.
- May forget facts you consider insignificant for supporting your idea.
- Tend to be very critical with yourself and get impatient with yourself when you make a mistake.
- Keep your ideas to yourself unless someone asks about them.
- Like learning information that leads you to new insights and new ideas.

***With parents and teachers you . . .***

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- May sound like a professor at times as you enjoy talking with adults about topics that you find interesting.
- Gain the respect of adults for your ability to organize a task and get the job done.
- Clearly present your side and challenge the adults to defend their side of an issue.
- Prefer having opportunities for independent learning tasks.

***You might have problems if you . . .***

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- Underestimate how long it will take to get the job done.
- Ask questions in a way that sounds like you are challenging others.
- Keep looking at the main idea and miss important details.
- Take simple tasks and make them complicated just to add interest to them.
- 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*

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- Explain your need to study independently to others.
- Use memory tricks to help you recall enough details to support the main idea.
- Evaluate errors on a test to determine what to change next time. Look for scoring errors.
- Share your ideas with others for important projects. Often they 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.

### *Suggestions for Working with Others*

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- Invite others to share their ideas. Listen for parts that help you get new ideas, too.
- Resist criticizing the ideas of others until brainstorming is done. Instead of telling others why their idea is not good, tell your ideas for making it better.
- Give compliments, when earned, to others on your team. Do this frequently.
- Recognize that your schedule may not match the schedule of others and come to a mutual agreement of timelines.
- Ask a friend to let you know when your ideas are too much for the group. You sometimes have a clear idea of what you mean but others may not because they need more information.

### *Suggestions for Friendships*

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- 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, diving, cycling, or tennis.
- Avoid offering friends critical comments for everything you notice that they do wrong in your opinion.

### *Suggestions for Working with Parents and Teachers*

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- Understand that teachers will love your interest in learning and appreciate that you tend to accomplish what you attempt. They will struggle with the times you fail to work because you don't see the value in the assignment.
- Avoid debating with your parent or teacher when you think you are right and they are wrong. Instead of proving your point, you tend to irritate others by your insistence.
- Use good negotiation skills to reach a compromise when you disagree with an adult. Offer them another alternative that works for you and for them.
- Remember to compliment the adults in your life for the things they do that you respect.



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