



MURPHY-MEISGEIER type indicator for children®

**Elementary School Report Prepared for**

Sample Report

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Student Name

01/01/2009

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Date

SAMPLE  
DO NOT  
REPRODUCE

**MMTIC® Scoring Results**

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

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

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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.*

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

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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 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 |

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

My reported type is  
I S T J

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 *Strengths* and *Stretches*

### Your *Strengths*

*You . . .*

- Can quickly see what needs to be done.
- Are practical.
- Organize information to make sense.
- Have a good collection of facts to help you.
- Use facts and details well to build good ideas.
- Like to discuss what makes things happen.
- Use what you already know to solve problems.
- Help think through changes thoroughly so they happen with ease.

### Your *Stretches*

*It is harder for you to . . .*

- Jump into new ideas without a lot of information.
- Brainstorm for ideas when you aren't sure of the information.
- Make a choice without information. You like to be sure you are making the right choice.
- Adjust when the rules keep changing.



Here are some ways that your preference  
for **ISTJ** can help you do your best

*With people you . . .*

- Help the team to get the job done well and fast.
- Have good common sense.
- Make choices based on your experience.
- Can take complicated information and present it in organized and simple ways.
- Can quickly see what needs to be fixed.
- Laugh and enjoy friends when the work is done.
- Use your sense of humor to stop conflict.

*With learning you . . .*

- Like to work alone.
- Like examples and information first and then like the theory.
- Save information in memory. You usually have a good recall of facts.
- Like a routine in your work.
- Like to know exactly what is expected.

*With parents and teachers you . . .*

- Are very dependable.
- Appreciate classrooms where rules and procedures are followed.
- Cooperate best when you understand why rules are made.
- Keep your feelings to yourself. Others may not know when you are upset unless they know you well.
- Try to figure out things on your own first before you ask for help.

*You might have problems if you . . .*

- Get stuck when directions are not clear and you don't ask for help.
- Feel pressure at the deadline if you are not done.
- Get upset when others play while working since this is not your style. Focus on getting the work done rather than the way they work.
- Make a plan that does not match the family's plan. Tell them when you have plans with friends so they can consider that when making family plans.

**Suggestions** to help with your strengths and work with your stretches

*Suggestions for Studying*

- Study on your own first. Then review with friends.
- List the facts. Draw a box under them. Name the main idea that each of the facts supports.
- Study in small units a little each day. Cramming will not be a good way for you to remember.
- Make a study plan. Work on one subject at a time.

*Suggestions for Working with Others*

- Write your thoughts down if you do not get a chance to talk.
- Compliment team members. People don't always know you are glad to be on their team.
- Let others brainstorm. Then tell how you can help them make their ideas happen. That will be the part of the project you like best.
- Volunteer to look for the information the team needs. You can do this easily.

## Suggestions to help with your strengths and work with your stretches

### *Suggestions for Friendships*

- Work on your own but have fun with others. You have a love of fun and games when the work is done.
- Enjoy contests where you have a good chance of winning. Make sure your friends also have a chance to win.
- Tell friends you like them if you unintentionally hurt their feelings when you told the truth as you see it. They will want to know you still value their friendship.
- Join groups or teams that do an activity. You have more fun doing something than just talking.

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

- Ask for specific examples if you do not understand the task.
- Ask for the plan. You need to know what is expected. You need to know the schedule for the day so that you can also plan other activities.
- Tell the adults your ideas but realize they have the final say. Explain your ideas so they understand.
- Spend some one-on-one time with the adults talking about a topic of interest to you. They will gain respect for your knowledge.



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