

## Professional Report Prepared for

Sample Report

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Student's Name

01/01/2009

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Date

**MMTIC® Scoring Results**

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

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Instrument 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%

*The percentage expressed with each letter preference is based on the consistency of selection. The higher the percentage, the more consistently that letter's response was chosen when answering the questions on the Indicator.*

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**Sample Report  
 reported a preference for**

**I S T J**

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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*.

The **MMTIC instrument** sorts normal personality choices to determine a preferred pattern for processing information, making decisions, forming relationships, and adapting to the world. All results represent normal preferences. As students age they gain greater awareness of their preferences, greater skill at using their natural preferences, and greater ability to use their less-developed preferences.

### **Personality Type Description for ISTJ**

Individuals with this preference tend to complete work with attention to details. They are practical and organized. They are happiest when they set goals and meet those goals. These students use facts to support their ideas. They look to the past and to experts for ideas to solve present problems. They like to discuss cause and effect and clarify their understanding by asking questions. They prefer that change happens slowly. They do what needs to be done and omit what they think is unnecessary. Because of their introverted nature they may not tell others that they have decided a certain task is unnecessary.

It is difficult for this type to jump into new ideas. They do not like to be persuaded. Proof is better. They may find brainstorming with limited information frustrating. If rules and procedures change, there should be a sound reason. Change for the sake of change is not appreciated. This type finds it difficult to understand the mood of others. They don't leap to conclusions but continue to gather information until they are sure they are correct. It is difficult for this type to learn if the lesson is rushed and the information is presented in random order.

These students are efficient and use common sense to solve problems. They enjoy short, descriptive stories and jokes. They are more attentive to the task than to people and may fail to let others know they are appreciated. This type has a good sense of humor and can be playful when not working.

It helps this type to have the key points highlighted. They do not seem to enjoy discovery learning as much. When they are presented with a theory, they want multiple examples to support or demonstrate that theory. They like to know exactly what is expected for an assignment. Much of their work is done independently.

**ISTJs** tend to be dependable. They follow through with tasks once they make a commitment to complete them. They communicate with minimum verbalization. They are efficient and say only what they think needs to be said. Encourage them to elaborate by asking questions about their ideas and strategies.

At times they may rebel but internally. Others may not know when they are upset because they keep these feelings inside. To help **ISTJs** initiate difficult discussions, you can implement a nonverbal system to let them signal when they might want to talk. Or you can schedule regular times when you sit with them to discuss issues important to them. These chats should occur at least weekly.

### *Recommendations for Helping the ISTJ with Learning Tasks*

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1. Recognize that they will remember more of a chapter if they read the text before the lecture or the demonstration. Help them pace the assignments to take advantage of this opportunity.
2. Use a classroom nonverbal system (such as red and green index cards) to allow **ISTJs** a procedure for nonverbally requesting assistance. Green means I am doing fine. Red means stop at my desk to hear a comment or question.
3. Help this student sort relevant from enrichment details. Initially, they tend to give equal status to all details.
4. Provide a framework for organizing information that allows the **ISTJ** student to enter the specific details first and then write the overall topic sentence.
5. Teach the young **ISTJs** to skim for information. Their tendency is to read every page for all details and to read in sequence.
6. Write directions to test questions or assignments with short sentences. List the tasks in order. The task can be complex, but the sentences explaining the directions should be brief and simple.
7. Provide as many details as needed to encourage this student's creativity. They become more creative when they have clear expectations and clear instructions. When an **ISTJ** creates they begin with the known and then go to the unknown. They become more creative from the specific than they do from the vague.
8. Provide specific information about the student's grades and achievements. This type values knowing where they stand compared to the standards in the class.

### *Recommendations for Helping the ISTJ with Relationships*

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1. Recognize that ISTJs only hesitate when the situation or the thinking is new. In familiar settings, or with problems that are familiar, there may be no hesitation.
2. Respect that when this type shares an idea there is usually a lot of thought behind it. If you have critical reservations about their choice, spend some time discussing the reasons behind their decision rather than attacking the final product.
3. Validate that working with groups or working independently are both equal ways to choose to work. This type may feel socially isolated without the implicit or explicit endorsement of the independent style of working.

4. Allow this student to explore “what has worked in the past” as a first step toward problem solving. The ISTJ student values previous experience and builds on that to discover new solutions.
5. Recognize that this student’s direct, truthful way may mean they say things that others might perceive as socially insensitive.
6. Appreciate that an ISTJ student thrives on competition. Teach them to win fairly and friendly and to lose gracefully. They can compete with others or with themselves.
7. Present issues as problems to be solved. This student enjoys solving problems and will respond to such language.
8. Understand that the ISTJ student’s directness is sent with a spirit of caring and not meanness. When someone is direct with them in a mean way they get very hurt at the injustice of the act.
9. Aid the ISTJ students in developing hybrid styles of flexibility by helping them develop back-up plans. Rather than expecting them to become flexible, provide students with a pocketful of contingency plans to use if the original plan falls short or something interferes with its use. Having multiple contingency plans will honor their style and give them the opportunity to be flexible.
10. Understand that this type student can be full of fun and laughter once their work is done. They like to bring closure to tasks so they can have time to goof around and play. Laughing and playing while they work can be distracting for them. They may be irritated by other classmates who value playful interactions while working.



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