



MURPHY-MEISGEIER type indicator for children®

High School Report Prepared for

Sample Report

Student Name

09/21/2007

Date

SAMPLE
DO NOT
REPRODUCE

MMTIC Scoring Results

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

Test taken on: 09/21/2007
Group: Alachua Schools /Sample
Grade: 06

Extraversion or Introversion:
Indicated preference is Extraversion (E)
Response consistency for E is 94.4%

Sensing or Intuition:
Indicated preference is Intuition (N)
Response consistency for N is 69.4%

Thinking or Feeling:
Indicated preference is Thinking (T)
Response consistency for T is 78.4%

Judging or Perceiving:
Indicated preference is Perceiving (P)
Response consistency for P is 56.5%

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 ENTP

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. 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

My reported type is
 E N T P or

E	I
S	N
T	F
J	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.

ENTP Type's *Strengths* and *Stretches*

Your *Strengths*

You . . .

- Are an entrepreneur, and an innovator who can lead others to meet new challenges.
- Can take intellectually complex ideas and organize them into coherent connections.
- Use your ease with language to bring humor to the situation.
- Are quick to enjoy the challenge of resolving differing points of view.
- Find challenges exciting rather than threatening and lead easily in demanding times.
- Create and encourage change when change is an improvement.
- Have a high need for independence to solve problems that will then help others work better.

Your *Stretches*

It is harder for you to . . .

- Follow specific procedures and rules if you find these restrict you.
- Follow a group's momentum if the pace goes too slowly for you.
- Tune in to the emotional needs of others because you are focused on the task.
- Recall details unless you are advised in advance of that expectation.
- Follow through with producing something tangible from your ideas.
- Stick with a project from beginning to end because you are distracted by new ideas.

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

With people you . . .

- Are a risk taker with ideas more than with actions, and you express these new possibilities to others.
- Present your position and clearly express your decision and the basis for that decision.
- Are able to lead others in new, vibrant directions.
- Find that ideas may be more important than the person who speaks them.
- Enjoy working with competent people.
- Lose trust in a person when he or she fails to meet your expectations.

With learning you . . .

- Find that talking through your learning helps with processing concepts.
- Like looking at ideas for the future and see that as an exciting activity.
- Can sometimes jump from topic to topic as one idea inspires another.
- Tend to work in bursts of energy.
- Usually work on many projects at the same time.
- Like active learning.
- Enjoy presenting and defending your perspective.
- Like opportunities for self-study.
- Find that due dates help you focus your work energy.

With parents and teachers you . . .

- Resist closure while you continue to explore possible options.
- Impress others with your range of options when solving problems.
- Communicate easily about topics that interest you.
- Question rules so you can understand the basis for the regulations.
- Show respect when you admire their competency but may resist complying if you lose confidence in that competency.

You might have problems if you . . .

- Don't listen to others when you believe you are right.
- Fail to follow through in a timely way with commitments because you felt they were not essential.
- Ignore rules you do not agree with even when compliance is expected.
- Fail to accept that authority offers privileges to some because of their position.
- Fail to read directions carefully because you thought you knew what was expected.

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

Suggestions for Studying

- Challenge yourself to master the task in record time.
- Ask for opportunities for independent study.
- Develop a timeline to help pace your work.
- Talk out your ideas with others before you begin working on the details.
- Use a visual organizer to help identify critical details to be learned.
- Recognize that you are energized by deadlines. Use the due date as a starting point and work backward in time to determine the last possible moment to start so you can still get done on time.
- Take frequent breaks when studying material boring to you or material filled with details. Sort and categorize the details to better manage the set of information.

Suggestions for Working with Others

- Understand that your love of personal challenges may not be shared by everyone on the team. Others may feel your attitude is noncooperative.
- Without making other people feel inferior, let them know when you can think of a better way to approach the task.
- Share with others what you know and what you do well and volunteer to take the lead in those areas.
- Ask others for input even when you feel confident that your idea will be the best in the end.
- Let others know when you can complete your portion of the task, and then meet that commitment. Be specific with the date and time so team members can coordinate well with each other.
- Compliment others for their contributions. They need to know that you value their efforts and their accomplishments.

Suggestions for Friendships

- Network with a wide circle of people who can inspire your interests in many and varied things.
- Join groups that allow a competitive edge such as chess, financial investments, golf, etc. Play the games with others to allow your competitive spirit to be a plus for your team.
- Let your friends see you laugh and enjoy their company. Balance any direct comments that might be perceived as a criticism with another statement that confirms you value them as friends.
- Rotate activities with different groups of friends. Enjoy some activities with one group and other activities with other groups. The wider your circles of friends the better it is for you.

Suggestions for Working with Parents and Teachers

- Frame your comments before you express them. Let parents and teachers know you intend to comply, if that is the final decision, but you want to express your opinion.
- Learn to negotiate. That means you will need to compromise some of the time.
- Resist debating a point repeatedly as a way of trying to get the other person to see your side.
- Let your parents and teachers know what you appreciate about their style or their point of view.
- Complete all tasks by the required due date. This includes home chores as well as school assignments. Sometimes you may put off doing tasks you think are not essential.

