

Professional Report Prepared for

Sample Report

Student's Name

09/21/2007

Date

SAMPLE
DO NOT
REPRODUCE

MMTIC Scoring Results

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

Instrument taken on: 09/21/2007
 Group: Alachua Schools /Sample
 Grade: 6

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%

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.

**Sample Report
 reported a preference for**

E N T P

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** 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 ENTP

Individuals with this preference tend to be future entrepreneurs and are innovative in their approaches. They enjoy mental complexity. They can be flexible when needed and can improvise easily. They are quick-witted and eagerly enjoy the challenge of a difference of opinions. They find challenges exciting rather than threatening. They create and encourage change and have a high need for independence.

It is difficult for this type to follow specific procedures and rules. They resist group tasks where they feel the group moves too slowly. They can get focused on the problem and may miss the emotions and reactions of others in the group. For them, ideas have more importance than details. They love creating possible connections. New ideas are exciting but following through and producing something tangible from these ideas takes more energy. Coaching may help this student complete projects that otherwise would remain incomplete.

The **ENTP** student is a risk taker with ideas more than with actions. They seek personal challenges. Working with competent people is important. If they do not respect the competence of the teacher or parent, they may choose not to listen to what they say. When others fail to meet their expectations **ENTPs** may lose trust in them.

The idea is more important to the **ENTP** than the person speaking. This can create conflict with those in authority. **ENTPs** may also annoy others if they fail to follow through in a timely manner with assigned tasks. When this happens it is usually because they became intensely interested in something new. They may resist closure in order to keep ideas flowing. As younger children they tend to underestimate how long a task will take and then rush to produce the final project. They may ignore rules if they do not understand the basis for the rule. **ENTPs** often see themselves as equal to others and question why someone has additional privileges simply because they are older or have a designated position. They are skillful negotiators and negotiating with them will get compliance faster than if compliance is just expected.

As learners these students find that talking helps them sort their ideas. Completing worksheets is perceived as a boring activity. They enjoy exploring possibilities and may jump from topic to topic in a discussion. They tend to work in bursts of energy followed by slack periods. They like opportunities for self-study where they can excel in topics that interest them. These students find that due dates help them focus their work energy.

They may have problems if they assume they understand the directions and then miss significant details. They can be excellent leaders in helping a group explore new ideas and new solutions for old problems.

Recommendations for Helping the ENTP with Learning Tasks

1. Negotiate contracts for independent study whenever possible.
2. Allow them to skim the chapter before the lecture and read it more thoroughly after the lecture or demonstration. This student will likely remember more if they read thoroughly after the lecture.
3. Teach this student that silence does not mean agreement. ENTPs may need assistance in recognizing that being more vocal or being the first to speak does not necessarily make them right.
4. Provide an overview of the content to be studied. This student needs mental hangers for holding onto specific details.
5. Prepare this student for studying specific information by letting them know what is expected (e.g., “You will be expected to recall five facts about the food habits of Native Americans.”)
6. Recognize that this student may imagine they know more than they really do. Their eagerness to explore new topics makes them sometimes rush through the lesson. Let them know the depth that they need to meet the learning standard so they can recognize when they need to spend more time studying a topic.
7. Use a grading rubric so they understand the critical points that will be used for scoring their project or essay.
8. Provide specific information about their grades and achievement. They value knowing where they stand compared to the standards in the class.
9. Accept that these children must learn the skill of pacing their work. This means that they will likely underestimate how long a task will take. Then, they will be pressed to complete it at the last moment. Teach them better timing rather than giving a lecture about timeliness.
10. Know that ENTP students tend to live moment to moment, and some may lose track of materials, books, important papers, etc. Have a specific place to put materials each day so they know where to look as a first choice. As previously mentioned, lectures of responsibility are rarely effective. Instead problem solve to develop a strategy to help these students keep track of items.

Recommendations for Helping the ENTP with Relationships

1. Assure this type that you will listen to their input, consider it, but remind them that the final decision is yours, when that is the case.

2. Recognize that this student's first thought is not their final thought. Encourage them to dialogue through the ideas until they reach a final thought on the issue. When in doubt ask, "Are you exploring possibilities or is this your final thought?"
3. Recognize that their direct, truthful way may mean they say things that others might perceive as socially insensitive.
4. Know that this student will typically justify each answer. When challenged, they expect each party to be able to defend their position. They naturally challenge others who disagree with them, which might cause difficulty when an ENTP student confronts an adult who does not realize the nature of the interaction.
5. Present issues as problems to be solved. ENTPs respond well to the invitation to solve problems.
6. Know that this type requires independence. They tend to want to try things on their own and seem to resent when they have to ask permission. Let them know when permission is required.
7. Encourage an ENTP student to attempt mental games, such as chess, mind-benders, and games of strategy. They can compete against set goals as well as against individuals.

