4Cs -INNER MOTIVATION STYLES

BASED ON DR. WILLIAM MARSTON'S RESEARCH

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Abstract- This article talks about the research work of Dr. William Marston. He believed that behaviour of individuals are greatly influenced by their upbringing and environment. He developed the **"four quadrant behavioural model of inner motivation"**

It is a**self-awareness profile** that indicates the **Controlling, Convincing, Conforming** and **Consistent** emotional responses of people due to long-standing influences of upbringing from the individuals' environment, in order to assess various aspects like drive to overcome barriers, ability to persuade etc**.** It throws light on individuals as **people oriented or task oriented**, reflecting the style by which they will get work done.

It also helps find out if an individual is **'Active or Passive'** in their approach to work and life**.** It also shows whether an individual wouldlead by providing a vision of future possibilities or by making best possible use of available opportunities.

This article helps the readers to understand their inner motivation styles and excel in both: their personal as well as professional life, since success at work while handling peoplecomes from knowing the **motivational drives**, **emotional responses** and **behaviour patterns** of individuals and leveraging on them to meet the needs of the situation**.**

Keywords – Inner Motivation Styles, William Marston, Controlling, Convincing, Conforming, Consistent, Active, Passive, motivational drives, emotional responses, Behavioural patterns, Personal & professional excellence

I. INTRODUCTION

4C is a self-awareness profile which indicates the **Controlling, Convincing, Conforming, Consistency** of individuals, to assess various aspects like drive to overcome barriers, ability to persuade etc. It categorizes individuals as people oriented or task oriented, which in turn reflects the style by which an individual gets the work done. 4C also helps to find out if an individual is Active or Passive.

THE EVOLUTIONARY APPROACH TO PERSONALITY

In the realm of biological approaches to personality, the most recent development has been the emergence of an evolutionary perspective. Evolutionary psychologists assert that the **patterns of behaviour** seen in a species are products of evolution in the same way that anatomical characteristics are. Evolutionary psychology examines **behavioral processes** in terms of their adaptive value for members of a species over the course of many generations. The basic premise of evolutionary psychology is that natural selection favors behaviors that enhance organisms' reproductive success—that is, passing on genes to the next generation. Thus, **evolutionary analyses of personality focus** on how various traits—and the ability to recognize these traits in others—may have contributed to reproductive ness in ancestral human populations.

HISTORY OF 4C'S

Dr.William Marston

4C's is the four quadrant behavioral model based on the work of William Moulton Marston Ph.D. (1893–1947) to examine the behavior of individuals in their environment or within a specific situation (otherwise known as environment). It therefore focuses on the styles and preferences of such behavior.

on, a physiological psychologist writing in the **1920s** and **1930s,** explored the meaning of **normal human** how a person perceives himself or herself in relation to the environment and describing how the person is likely

The two dimensions of Marston's model:

- The environment is perceived as favorable or unfavorable.
- The individual perceives him or herself more or less powerful than the environment. In response to the environment, the individual either acts on or accommodates to that environment which is seen as either favorable or unfavorable.

Marston sought to explain how people adjust to varying environments, by starting with their emotional response to it and relating this response to behavior.

Long before personality and social psychologists agreed that an individual and his or her environment are related in complex ways and behavior cannot be understood without understanding the situation in which it occurs, Dr. William M. Marston **developed a theory** of how Individuals respond to features of their environment. He defined the environment by its favorability. **Favorable** environments are **supportive of the person**, and he or she can feel comfortable in them. **Unfavorable** environments are **antagonistic to the person,** and he or she feels challenged by them. In both cases, a person responds emotionally either positively or negatively. This is the first principle. The individual's behavioral response to the situation depends on **how much power** the **person feels** in relation to the supportive or antagonistic forces in the environment. This is the second principle. These two principles **intersect to produce** four responses directed by emotions:

- The **dominant response** acts on an environment perceived as unfavorable to the self
- The **inducement response (later called influence)** acts on an environment perceived as favorable
- The **submissive response (later called steadiness)** accommodates to an environment perceived as favorable
- The **compliance response** (later called **conscientiousness**) accommodates to an environment perceived as unfavorable

CLARKE'S CONTRIBUTION TO THE DEVELOPMENT OF DISC

In 1948, Walter V. Clarke established his new business with his associates to utilize the years of development and research he had undertaken after listening to a lecture at **Harvard** by **Prescott Leckey** which postulated that it was possible with a high degree of accuracy to determine and predict the long-term behavior of an individual based upon a set of questions. Working with Marston, he was able to name four vectors of behavior, namely **Assertiveness, Sociability, Tranquility, and Dependence,** and the means to identify the relative propensity of individuals to behave according to these predictive scales.

This system of dimensions of observable behaviour has become known as the universal language of behavior. Research has found that characteristics of behavior can be grouped into these four major **'personality styles'** and they tend to exhibit specific characteristics common to that particular style. All individuals possess all four, but what differs from one to another is the extent of each.

For most, these types are seen in shades of grey rather than black or white, and within that, there is an interplay of behaviors, otherwise known as blends. The denotation of such blends starts with the primary (or stronger) type, followed by the secondary (or lesser) type, although all contribute more than just purely the strength of that 'signal'.

Having understood the differences between these blends makes it possible to integrate individual team members with less troubleshooting. In a typical team, there are varying degrees of compatibility, not just toward tasks but interpersonal relationships as well. However, when they are identified, energy can be spent on refining the results.

Each of these types has its own unique value to the team, ideal environment, general characteristics, what the individual is motivated by, and value to team.

Although the original company to create behavioral assessments, W. V. Clarke and Associates, is still operating, many other systems based upon this original work have been developed especially by people who originally worked with Clarke, and these have mostly used the DISC notation. There are probably several thousand derivatives of this work.

CHARACTERISTICS OF 4C'S -

Controlling – C1 (Dominance in Marston's time) relating to control, power and assertiveness

Convincing – C2 (Inducement in Marston's time) relating to social situations and communication

Conforming – C3 (or caution, compliance in Marston's time) – relating to structure and organization

Consistency- C4 (submission in Marston's time) – relating to patience, persistence, and thoughtfulness

These four dimensions can be grouped in a grid with **C1** and **C2** sharing the top row and representing extroverted aspects or **"Active Initiator"** of the personality. **C3** and **C4** below representing **introverted** aspects or **"Passive Responder"**

C1 and C3 then share the left column and represent task-focused aspects, and C3 and C4 share the right column and represent **People-Oriented** aspects.
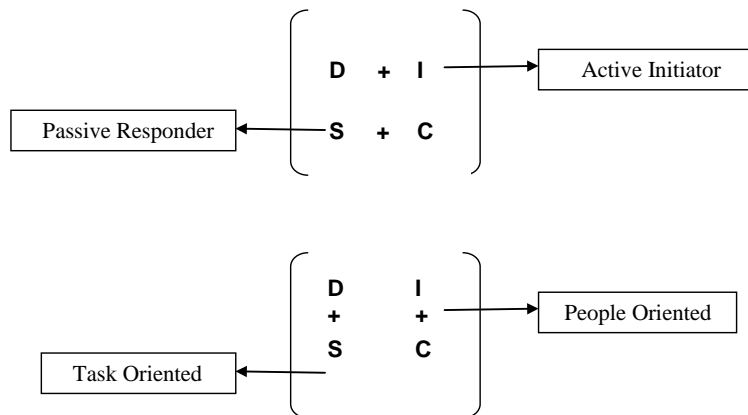
CONTROLLING (C1):
People who score high in the intensity of the "C1" styles factor are very active in dealing with problems and challenges, while low "C1" scores are people who want to do more research before committing to a decision. High "C1" people are described as demanding, forceful, egocentric, strong willed, driving, determined, ambitious, aggressive, and pioneering. Low C1 scores describe those who are conservative, low keyed, cooperative, calculating, undemanding, cautious, mild, agreeable, modest and peaceful.

CONVINCING (C2):
People with high "C2" scores influence others through talking and activity and tend to be emotional. They are described as convincing, magnetic, political, enthusiastic, persuasive, warm, demonstrative, trusting, and optimistic. Those with low "C2" scores influence more by data and facts, and not with feelings. They are described as reflective, factual, calculating, skeptical, logical, suspicious, matter of fact, pessimistic, and critical.

CONFORMITY (C3):
People with high "C3" styles adhere to rules, regulations, and structure. They like to do quality work and do it right the first time. High "C3" people are careful, cautious, exacting, neat, systematic, diplomatic, accurate, and tactful. Those with low "C3" scores challenge the rules and want independence and are described as self-willed, stubborn, opinionated, unsystematic, arbitrary, and careless with details.

CONSISTENCY (C4):

People with high "C4" styles scores want a steady pace, security, and do not like sudden change. High "C4" individuals are calm, relaxed, patient, possessive, predictable, deliberate, stable, consistent, and tend to be unemotional and poker faced. Low "C4" intensity scores are those who like change and variety. People with low "C4" scores are described as restless, demonstrative, impatient, eager, or even impulsive.

II.   METHODOLOGY

PURPOSE OF THE ASSESSMENT:
Aim of 4C's is to understand and identify behavioral styles of individuals along with motivational needs. This understanding helps to gain insight into the behavioral patterns and how they respond to their environment.

TEST AUDIENCE:
4C's is applicable to a wide range of audience from extensive backgrounds. 4C's can be administered to individuals who are 15 and above.

BENEFITS OF THE ASSESSMENT:
4C's has a wide range of applicability widely used across various fields to gain a better understanding of self and others including personnel selection, individual development, enhancing interpersonal relations, understanding group dynamics, leadership training, executive coaching, student coaching, personal development, marriage counseling, conflict resolution, teamwork, career consultation, organizational climate survey and for research purposes etc. (Decisions ranging from career to marriage consultation or personnel selection however, are not taken based just on one assessment, they are most accurate when taken on the basis of a battery).

INSTRUCTIONS FOR THE TEST ADMINISTRATOR (FOR PAPER PENCIL FORMAT):
➢ Make sure the subject is seated comfortably in a well-lit and ventilated room.
➢ Build rapport with the subject, make him feel at ease.
➢ Educate the subject on the confidentiality element of the test.
➢ Give instructions of the test (as specified below)
➢ Clear doubts if any.
➢ After test completion give instructions on the scoring methodology.
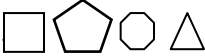➢ Interpret the scores and clear doubts that may arise.

INSTRUCTIONS FOR THE TEST TAKERS:
This assessment comprises of 16 sets of statements. Each set contains 4 statements. For each set please rank statements as follows.

- **4** is **Most Like You**
- **1** is **Least Like You**
- **3** is **Tend To Be More Like You**
- **2** is **Tend To Be Least Like You**

➢ Each of the Four Multiple Choices should get a 4 or 3 or 2 or 1 in the order that you decide.
➢ Total must be ten for each statement and 4 or 3 or 2 or 1 can appear only once.
➢ Please be honest and do not guess or look for what is right.
➢ There is no Right or Wrong answers. All Answers are Correct.
➢ Answer in the present and look for the real, not the ideal.
➢ The allotted time for the completion of this test is 25 minutes**.**

SCORING OF THE TEST(for paper - pencil formats only**,** as the online scoring is auto generated):

STEP 1:

Add up total points of each of the shapes ☐ ⬠ ◯ △   separately and enter the total in the space provided below their respective shapes.

Divide each of the scores by 1.6 to get the percentage score for their respective shapes.

STEP 2:

Add C1 + C2 to get the score on Active Initiator
Add C3 + C4 to get the score on Passive Responder
Add C1 + C3 to get the score on Task Oriented
Add C2 + C4 to get the score on People Oriented

The **scoring system of the test is objective** as any qualified person involved in scoring the test items will give **same scores** for **same answers** (depending on the responses marked by the individual)

NORMS

Norms are standard models or patterns regarded as being typical. A norm of one type or the other is a basic requirement of all tests. However, there can be exceptions, especially in the case of ipsative tests, where only intra-individual interpretation is recommended. In such cases the applications of norms do not hold good, as is with 4C's.

RELIABILITY

Reliability refers to the consistency of a test, or the degree to which the test produces approximately the same results over time under similar conditions. Ultimately, reliability is seen as a measure of a test's precision. Number of different methods for estimating reliability can be used, depending on the types of items on the test, the characteristics a test is intended to measure, and the test user's needs. The most commonly used methods to assess reliability are the Test-retest and Split half methods.

TEST- RETEST RELIABILITY

This method looks at the stability of the test scores over time by administering the same test to the same people after a reasonable time interval. The 4C's assessment is purely based on environmental factors that influence a person. Therefore, if an individual takes a test after a period-of-time there is bound to be a minimal amount of change in the scores based on the environments the individual is exposed to and the inputs gained by the environment.

INTERNAL CONSISTENCY RELIABILITY

Indicates the homogeneity of the test. If all the items of the test measure the same function or trait, the test is said to be homogenous. The most common method of estimating internal consistency reliability is by the Split half method. In this method, a test is divided into two forms and scores on the two forms are correlated with each other to assess the degree to which all the items are assessing the same characteristic. The 4C's assessment which consists of 16 items was split into two forms and administered to verify if the pair contributes in assessing an individual's personality style. It was observed that 4C's is high on split half reliability as both the forms are symbolic of an individual's personality style.

VALIDITY

Validity refers to the degree to which a test measures what it claims to measure. A test is valid to the extent that inferences made from it are appropriate, meaningful and useful. The different ways of obtaining validity are grouped into three categories namely Content, Criterion-related and Construct validity

CONTENT VALIDITY:

Refers to how well a test covers the characteristics it is intended to measure. Thus, items are assessed to see if they are: tapping into the characteristic being measured, comprehensive in covering all relevant aspects and balanced in their coverage of the characteristics being measured. Content validity is usually assessed by careful examination of individual test items and their relation to the whole test.

CRITERION – RELATED VALIDITY:

Deals with the extent to which test scores can predict a certain behaviour referred to as the criterion. Criterion is defined as an external and independent measure of essentially the same variable that the test claims to measure. Concurrent and Predictive validity are two types of criterion related validity.

a) Predictive validity refers to how well the scores on a test predict certain behaviors. In predictive validity, a test is correlated against the criterion to be made available sometime in the future.
b) Concurrent Validity is similar to predictive validity except that there is no time gap in obtaining test scores. The correlation between test scores and the criterion variable indicate the degree of criterion- related validity.
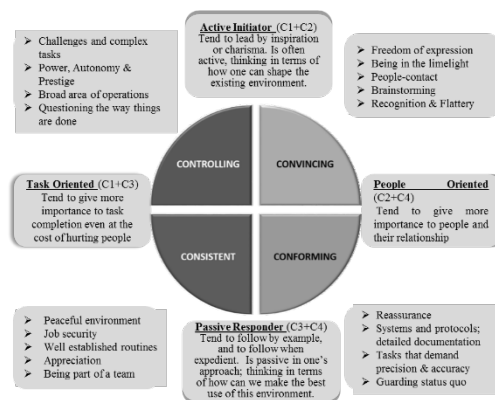
CONSTRUCT VALIDITY:

Is defined as the extent to which the test measures a construct. A construct is a non-observable trait such as personality, intelligence etc. which explains our behaviour. Construct validity deals with how well a test assesses the characteristics it is intended to assess (in this case personal effectiveness). There is no single method for assessing a test's construct validity. Drawing close parallel with content validity.

FACE VALIDITY:

A test has face validity if it looks valid to the users, examiners and examinees. It is a matter of social acceptability and not a technical form of validity. Though not a technical form it is needed in all types of tests. The 4C's is high on face validity as the 16 items in the questionnaire are symbolic of the various personality styles and the environmental stimuli an individual is encountered with, that help serve as a valid base for a personality assessment.

III.   ANALYSIS & FINDINGS

This Assessment assesses the **influence of an individual's environmental conditions**, i.e. upbringing as well as work environment. Such factors steer them to behave the way they do. It gives an insight into the **intrinsic motivation, preferences** and **traits** of the assessed individual. This is represented as interplay of 4 basic behavioral factors namely *Controlling, Convincing, Conforming* and being *Consistent*.

SCORES:

Controlling (C1)	Convincing (C2)	Conforming (C3)	Consistent (C4)
26.5	26	23	24.5
Active Initiator (C1+C2)	Passive Responder (C3+C4)	Task Oriented (C1+C3)	People Oriented (C2+C4)
52.5	47.5	49.5	50.5

CHARACTERISTICS	Unlikely Strength	Limited Strength	Fair Strength	Good Strength	Great Strength	Over Strength
Brings in lots of energy and enthusiasm				■		
Highly system and process driven			■			
Displays strong listening skills			■			
Operates independently and takes charge of situations				■		
Accommodates easily, prioritizes others' needs			■			
Pays attention to detail and ensures accuracy			■			
Takes quick decisions confidently				■		
Engages with people easily and has a way with words				■		
Questions status quo				■		
Follows a logical methodology			■			
Aspires to be the best, driven to achieve				■		
Maintains composure and provides a steadying influence			■			
Dreams and gets others to dream				■		
Focuses on one thing at a time, concentrating for prolonged periods			■			
Relies on information, data, facts and figures			■			
Lively, positive and optimistic in outlook				■		

MOTIVATORS	Weak	Mild	Moderate	Significant	Strong	Powerful
Democratic environments				■		
Well-established routines			■			
Independence and freedom of operation				■		
Clearly defined rules and processes			■			
Being in the limelight and standing out of the crowd				■		
Pleasant relationships and harmonious environment			■			
Using tried and tested methods			■			
Challenges and difficult tasks				■		
Being given reassurance			■			
Freedom of expression; wielding influence				■		
Positions of power/authority				■		
Collaborative activities; lending a helping hand			■			
Networking and opportunities to socialize				■		
Meeting set standards/benchmarks			■			
Opportunities for individual accomplishment				■		
Being given appreciation for work well done			■			

ACTIVE INITIATOR VS. PASSIVE RESPONDER

ACTIVE INITIATOR

- Steps out of comfort zone
- Leads by inspiration & charisma
- Makes a start without delay; takes new initiatives
- Goes to great lengths to influence others
- Utilizes internal & external resources
- Strives to shape the environment

PASSIVE RESPONDER

- Sticks to comfort zone
- Leads by example
- May wait for instructions
- Assumes conventional methods
- Tends to bottle up feelings
- Adjusts to environment
- Implements set processes
- Maximizes internal resources
- Works behind the scenes

TASK ORIENTED VS. PEOPLE ORIENTED

TASK ORIENTED

- Focuses on task
- Wants to get things done
- Pushes for quick and immediate results
- Highly goal driven and result oriented
- Strives to get things right
- Adheres to set standards and timelines

PEOPLE ORIENTED

- Focuses on people
- Wants to accommodate people's needs
- Does not wish to hurt others
- Prefers to take people along
- Brings people together
- Strives to maintain harmony

ANALYSIS:

The subject is a **balanced person** with regard to acquired **personality styles** and have the **potential to tap into one's strengths** as required by the **environment**. With this**ability to adapt**, he/she is likely to deal effectively with **varied situations** and **different people**.

The subject comes across as a **strong** individual with the ability to **influence** people by **articulating** his/her views and ideas in a manner that is appreciated. With a desire to gain **popularity**, the subject is likely to assume **leadership**, **take charge** and deal with **hurdles** that may come in his/her way to **achieve targets**. His/her**competitive spirit** guides him/her to seek opportunitiesfor **individual accomplishment** and is often motivated by the **level of difficulty** or **complexity** involved in the work.

Seeking autonomy, the subject is likely to prefer working in **control-free** environments. Driven by **social interactions**, he/she might have a wide **network of relationships**. Being able to **understand** the **value** ofthe **relationships** you hold, he/she makes an effort to **maintain harmony**.

The subject is also comfortable to work within a **structured environment** and therefore may be able to **meet** the **defined standards**that are put in place. He/she tends to **respect authority** and hence is likely to **abide** by the **rules** and **adhere to policies** and **regulations**. With the **need to be correct,** he/she is likely to seek **reassurance** from others to confirm that he/she is going in the right direction.

With the ability to **concentrate**, the subject tends to **worksteadily** and **calmly**; thus, he/she is able to handle **long term assignments** and will continue to work until the completion of an assignment.

Being an **active initiator**, the subject is likely to **step out of thecomfort zone** and **take charge** of tasks in order to **improve** things. He/she is likely to **lead by inspiration** and **charisma**. Displaying almost equal preference towards tasks and people, the subject has the ability to **get things done** as well as **maintain healthy relations** and gain **social recognition**.

IV.   CONCLUSION

MULTIPLE BENEFITS OF THE TEST

- Understand the motivation of each individual to ensure better understanding

- Helps you assign tasks best suited to the employees' personality style

- Gives an accurate direction for effective training and development programs to optimize people strengths

- Helps create competent teams with balanced talent mix for efficient completion of   specific assignments

- Improve interpersonal interactions by structuring and flexing communication

- Enhances team working abilities by recognizing and adapting to the different Behavioral styles

- Helps you interact with your clients/customers better, by flexing your style to their styles

- Selection and placement – helps in evaluating an individual's suitability to positions, organisations and work environments

- Team building - helps identify how people complement each other's strengths and weaknesses, approaches and communication styles

- Managing individuals effectively – helps in understanding a subordinate's needs, the type of reinforcement they value, and type of feedback that is to be given

- Conflict resolution between people – helps understand the differences in their styles, values, ways of communicating and expressing their feelings

- Training, development, mentoring and educational inputs – discover the sort of instruction and teacher or mentor a person is likely to benefit most from, what activities he/she will best respond to

- Marriage/relationships - create greater understanding of the partners and the dynamics involved in their relationship, exploring priorities and values, and resolving and preventing conflict

- Organisation culture change - insight into preferred roles and ways of doing things for individuals and teams

- Career and vocational guidance - finding out what is most important to a person, what would give him/her most satisfaction

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