

LESSON NUMBER: 3-A

TASK: Socialization Process

CONDITION: Classroom environment

STANDARD:

1. Identify the socialization process.
2. Identify the sources that impact on socialization.
3. Distinguish between reinforcement and variation influences on socialization.
4. Identify how the socialization process impacts on behavior.
5. Discuss self-concept.

TYPE OF INSTRUCTION: Conference

TIME OF INSTRUCTION: 1 Hour

MEDIA: Viewgraph #3-A-1 through Viewgraph #3-A-10

NOTE: Recommend a video by Dr. Morris Massey to supplement this block of instruction.

LEAD IN: During this block of instruction, we will discuss the importance of the socialization process, and how it impacts our day to day interactions with others. In order to understand the behaviors and conduct of others, we need to have a better understanding of their social make up, their beliefs and values

Infants come into this world with a helplessness that is unequaled in the animal world. No other creature is quite so dependent for quite so long as the human infant. Babies grow up, but first they must be taught to sit up, walk, feed themselves, know what dangers there are, and live among people who expect certain kinds of behavior from them.

Without socialization, society could not perpetuate itself beyond a single generation and culture would not exist. This class will show you how socialization impacts on each and every one of us.

PART I. IDENTIFY THE SOCIALIZATION PROCESS

SHOW VIEWGRAPH #3-A-1

SOCIALIZATION PROCESS

An all encompassing educational process from which values, goals, beliefs, attitudes, and sex-roles are acquired.

1. The socialization process is an all encompassing educational process from which values, goals, beliefs, attitudes, and sex-roles are acquired. Socialization is nothing more than the educational process by which we learn everything.

SHOW VIEWGRAPH #3-A-2

SOURCES THAT IMPACT SOCIALIZATION

- Nation
- Region
- Community
- Family
- Media
- Peers / Friends

2. Sources that influence socialization are the following:

a. **Nation.** Each nation has characteristics that are unique to the country based on geography, history, and changes. Here in the U.S. we have English as the official national language, a democratic government, rights, laws, and free enterprise. National holidays reflect aspects of historical, political, or religious influences on a nation. We also have a monetary and educational system. As each level of the American society operates within its normal function, the total environment is established.

b. **Region.** Even while we get influences like these forms from the national level, we also have influences from the regional level. The region may be determined by a state boundary, or a geographical feature which separates people (river, wall, body of water, island). The size of the region may vary widely. Perhaps there are regional dialects or accents. Although the nation sets up certain holidays, what is done may be a regional standard. The regional level influences us by giving us more definite choices for “appropriate” acting and thinking. Each of us picks up attitudes and behaviors from states or areas during socialization. Examples: Ground Hog Day in Pennsylvania is perhaps more meaningful in that region than elsewhere. Also, the Polar Bear Club, Harvest Celebrations, Hawaiian Holidays, etc.

c. **Community.** The community shares conduct and behavior through associations, school systems, club membership, or community projects. Role models are available for our future behavior - teacher, banker, farmer, mechanic, welder, clerk,

dentist, entertainer, stockbroker, manager, etc. The impact of the local community is to imprint characteristics which develop the individual.

d. **Family.** Let's look at the family's impact. First of all what do we mean by family? Example: Briefly discuss step-families, foster, nuclear, extended, single-parent, other types, including any combination of adults and children living together. Obviously, the effects of the socialization process can be seen to become more and more specific, as the relationship between us and our source of influence grows closer. Since a person spends most of the early periods of development with the family, it has the greatest impact. The family provides ethnic and racial identity, and is the primary basis for personal values and attitudes.

Sex-role socialization and gender roles are influenced on a daily basis. In our society, discrepancies between gender assignment and behavior associated with it, are strongly disapproved, and even punished. Boy's don't cry, girls shouldn't be tomboys, which toys to play with, all are determined by the family. Stereotypes are taught.

Socialization begins with people who care for an infant even before birth. Mother's prenatal care, feelings for the child, whether welcomed or unwanted, drug or alcohol use, all have an impact. Genes determine height, skin color, color of eyes, use of senses, birth defects, etc. Also order of birth, and multiple births. Parent, grandparents, and/or significant others set the first gears of the transmission into motion. Example: From the first do's and don'ts relating to behavior (being fed, diapers changed, being held, etc.), to first perceptions ("see the ball, see the bunny, smile"), and attitudes (pleasant sounds, fighting, sharing, reading, music, abuse, etc.), the child learns the culture of its initial environment.

Every family has ideas about right and wrong ways to raise children. Facial features, rate of physical and sexual development, differences of temperament, size, and strength can all affect the way parents and others respond to an infant. Unique genetic make-up, influences treatment of children. Research in psychological areas show that children of alcoholic parents may carry genes that make them more prone to alcoholism.

Routines around food habits, choice of cars, books read, political affiliations, leisure activities, etc. are "taught" through family role models and direct valuation and prioritization. For each of us, the family is a major source of our values. From our family we "absorbed" how it took vacations, paid taxes, played, worked, laughed, cried, survived crisis, solved problems, etc.

e. **Media.** Media, whether television, radio, newspaper, magazines, or movies, teaches us about our culture, values, stereotypes, etc. Television has had a major

impact on society. Computers are also a major influence along with technology. We live in an information age.

f. **Peers and Friends.** Peers and friends influence our socialization. Who are your heroes? What attracts you to your friends? Think about gangs and their influence on children.

3. Our socialization comes from all sources. Socialization does not end when a person reaches 18. These sources, our total community as it were, can be seen as the full context, or the system of relation, in which culture is developed, transmitted, and transformed. It is a network of people who share common experiences, and in their interaction with each other, find common ways of articulating the meaning of those experiences. Entering the workforce, marrying, divorce, becoming a parent, staying single, changing jobs, moving, all impact on socialization. Also changing religions or moving to another country have an impact.

4. Adults teach children their way of understanding the world, generation after generation. The meanings found in particular experiences may be expanded as the years pass. When a person moves out of that environment into another, the socialization process continues, and adaptive behaviors occur as one learns another culture (similar or different). Example: A person can move to a new town, across the country, or across town, and settle into the new area of living. We in the military do this constantly.

5. We must also consider this question. What prevents this process from making us all so diverse that we lose commonality? Attitudes and perceptions are shared, and one of the ways of sharing is through institutions. That is, the legal system, public school system, churches, community organizations, etc. All persist because of the organization through which they are functioning. We are socialized then, by family, community, region, and national level influences through both individual and institutional influences.

6. When these sources all select the “same” priorities, strong “Reinforcements” occurs. When differences are seen, however, we find people who are “Different,” and a “Variation” occurs. Important for us to know is that these differences often prompt value judgments which extend into group relations. These are concerns you will study later in the curriculum. One illustration we use in looking at how we are shaped by the various influences is this: “We are shaped by the sources as a piece of clay is molded by a potter’s hand. We are products of the combination of sources, each leaving an imprint, just as each finger of the potter’s hand molds and shapes the flexible clay. Just as each piece of pottery is unique because of the subtleties of the pressure of one finger or the other of the hands, each of us is unique, even though we all belong to the set, the general culture, in which the commonalties are shared.”

PART II. DR. MORRIS MASSEY'S VALUE PROGRAMMING

SHOW VIEWGRAPH #5-3

<p style="text-align: center;">DR. MORRIS MASSEY'S VALUE PROGRAMMING</p> <ul style="list-style-type: none">• What we are now, directly relates to when, and where, we were value programmed• We are programmed with gut values by age ten• Values will not change unless a significant emotional event occurs

1. Dr. Morris Massey believes that we are all programmed with our basic values by around the age of ten years. Everything that is going on during the first ten years of our lives has a very important influence. What we are now is directly related to where, and when, we were value programmed. The only way we change our "gut level" values, according to Dr. Massey, is if we have a significant emotional event (SEE).

2. It is not surprising how seldom people come to question the tenets of the culture into which they are born. Usually, we just don't have the perspective to do so. We operate with "ready-made" approaches and habits, and often lose sight of alternative behaviors and understandings. How many times have you said or heard someone say, "That's the way I've always done it." - or - "I can't understand that point of view."

3. When passing through a socialization process for American culture, we become alike in many ways, yet we all remain unique in other ways. Recall your responses to the "icebreaker" exercise when you posted your badges. We are all a complexity of feelings, hopes, plans, and actions. Understanding this can help us in relation with others.

NOTE: I want you to keep this question in your mind for the rest of this class and for the rest of this course. "Who am I?", e.g., "I am SSG Jones." I am a member of the United States Army. I am a non-commissioned officer in the Adjutant Generals Corps. Most of the time, when you ask a respondent who they are, they will probably tell you the name, or the role with which he or she most closely identifies with. Sidney Girard in his book titled The Transparent Self, said "We spend a great deal of our life trying to discover who we really are, and once we discover that, we spend the rest of our life trying to play the role."

How many of you agree with that? “I am a Sergeant First Class Platoon Sergeant,” I try to play that role. “I am a commissioned officer, Commander,” I try to play that role, etc. We try to play that role in our society, once we identify who we really are.

The more we can understand ourselves, the better we will be able to understand others and problems we may encounter. You need to know and understand “who you are” and where you stand on issues, before you can go and understand others. If you don’t know yourself, or know who you are, how can you help others.

The bottom line, when we talk about self-concept is the “snapshot picture” we have of ourselves. Because we’re going to be working in the “people business,” anything you can do to enhance your job performance will make you a better professional. Understanding the self-concept will do that, so let’s take a look at exactly what self-concept means.

PART III. SELF-CONCEPT

SHOW VIEWGRAPH #3-A4

<p style="text-align: center;">SELF-CONCEPT</p> <p>The totality of the individual’s thoughts and feelings having reference to him or her as an object. “A Snapshot Picture.” (Dr. Morris Rossenburg)</p>
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1. The definition of self-concept according to Morris Rossenburg is “The totality of the individual’s thoughts and feelings having reference to himself or herself as an object.” “A Snapshot Picture.” (Dr. Morris Rossenburg). He uses the term “object.” You can change that word “object” to person, to thing, to dog, to soldier, to whatever you want. So Rossenburg uses the word object in his definition. This is not the only definition of self-concept. This is just a definition of self-concept.

2. Understanding that there have been hundreds of books written on the self, this is a very simplified definition of self. Basically, everything that I am is the self. There are several things that go together to make up this person we call “I.”

SHOW VIEWGRAPH #3-A5

SOURCES OF SELF-CONCEPT		
Heritage	Needs fulfillment	
Sexuality	Physical needs	Emotional
Race	Food	Love
Nationality	Water	Power
Religion	Shelter	Acceptance
Family Status		Life Style

3. There are some possible sources of the self-concept. Let's take a look at these sources. The primary sources are your heritage and needs fulfillment. We're going to look at these both individually.

a. **Heritage.** When I use the term heritage, what does that mean to you? Someone tell me in their own words what heritage means to them, e.g., a physical or cultural sense; your roots. To simply summarize heritage we can say "we begin to learn our roles in society." Under heritage you can see what makes up heritage, e.g., sexuality, race, nationality, religion and family status.

(1) **Sexuality.** Male roles/female roles. When we talk about sex we are talking about gender specific. The male and female roles. As soon as an infant enters the world, he or she is classified by society, in these terms.

(2) **Race.** White, Black, Hispanic, etc.

(3) **Nationality.** American, Canadian, Mexican, Korean, etc.

(4) **Religion.** Catholic, Protestant, Baptist, Atheist, etc. How many of you are Catholics in here? You don't have to answer unless you want to. How does being a Catholic impact on your self-concept in today's society? Or how does being a Baptist impact on your self-concept? Ask yourself that question, and only you can answer that.

(5) **Family status.** Rich, poor, two-parent, single-parent, extended. How many of you are heads of household? How does that impact on your self-concept? Let's say you are the head of a household, you are the provider for that household, and all of a sudden the military have a draw down. The military says "SSG Jones, we really thank you for the 18 years you have given us in the service. We really love you, but here is \$15,000 good bye." How does that impact on your self-concept? You had a steady income coming in each month, and now you have to go and ask for government assistance. You were the provider for the family. You may lose your home. You may lose your car. You may not have the opportunity to send your children to that special school or college. How would that impact your self-concept?

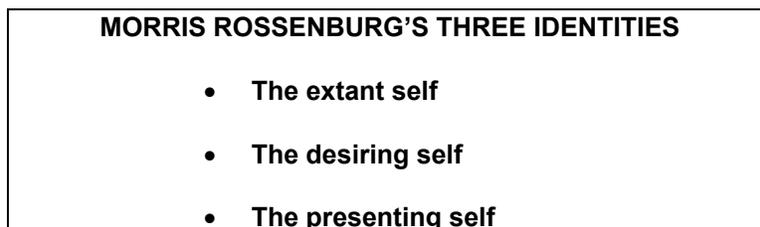
NOTE: So when you look at these areas here, just think about they impact on your self-concept. All of these things that work together to form our heritage, and influence the concept you have of yourself. There are also certain needs you must fulfill which also influence the self-concept. These are physical needs and emotional needs. So, the next area we will discuss is “needs fulfillment.”

b. **Needs fulfillment.** We tend to meet our needs in a way that is consistent with the way we see ourselves. This can be in a positive way or a negative way. The most essential needs are the “physical needs.” These are things we need for survival such as access to food, water, air, shelter, etc. Needs that relate to our physical safety - to avoid external dangers or anything that might harm the individual.

“Emotional needs” include love, acceptance, power, and social life style. Needs that relate to love - to be given love, affection, care, attention, and emotional support by another person or persons. Needs that relate to maintaining satisfying relationships with others - to be valued, accepted, and appreciated as a person; to be esteemed and respected; to have status; and to avoid rejection or disapproval. Needs that relate to achievement and self-expression - to be creative and productive; to perform acts that are useful and valuable to others; to realize one’s potentials and translate them into “actuality.”

When I say “love” some people say “I don’t need to be loved.” “I don’t need to be accepted.” When you become a senior leader, such as yourselves, there are certain organizations or groups you join, such as the NCOA, etc. Can anyone name some of those groups? Some people join these organizations to feel accepted, and others of us feel it is not needed. Some people need “power.” Why would some people need power? People need power for many reasons, but as it relates to self-concept it gives a person a feeling of importance and worth.

SHOW VIEWGRAPH #3-A6



4. Morris Rossenbug presents the self-concept as an ongoing process of social interaction that systematizes reality from a specific point of view. He established three self-identities, and each made up of several components. These three identities are:

a. **The extant self.** The first one is the extant self. What does it mean to you?, e.g., How we picture ourselves. The extant self, for example, you may picture yourself as handsome or beautiful, adorable, ambitious, and assertive. You may say sloppy, not motivated, lazy, non productive, unattractive. But no one can take that from you. That's how you picture yourself.

b. **The desiring self.** The next area is the desired self, e.g., a "Wanna be." How we wish ourselves to be. You may wish to be healthy, wealthy, powerful and more intellectual.

c. **The presenting self.** The last area is the presenting self. How you want others to see you, e.g., friendly, happy, loving, and caring.

NOTE: So these are the things you need to think about when you start thinking about self-concept. And this is the way Morris Rossenbug presents these three identities. Are there any questions in reference to these three identities.

5. **Emotional Cognitive Development.** During the development of self, we interpret situations, events, people, or the environment. It is human nature to interpret our environment in such a way as to make ourselves look good. This interpretation is called the emotional-cognitive process. Quite obviously, the manner in which our needs are met, and our differences on how we see ourselves, influence how we think, and how we feel. We call this our "emotional cognitive development" "Emotional" means "How we feel." "Cognitive" means nothing more than "how we think." The thought process. Therefore, during the development of "self," we interpret situations, events, people or the environment.

6. **Emotional-cognitive process.** It is human nature to interpret our environment in such a way as to make ourselves look good. This interpretation is called the emotional-cognitive process. The development of my emotions will play a great part in how I think about myself, or my emotional-cognitive development. We do things and interpret things to make ourselves look good. We do this, because we want to survive. In order to survive and cope in society, we have developed what we call "ego defense mechanisms."

SHOW VIEWGRAPH #3-A7

EGO DEFENSE MECHANISMS

- Denial
- Projection
- Rationalization
- Perceptual (reinterpretation)

7. **Ego defense mechanisms.** Let's move on and discuss some of these ego defense mechanisms and how they impact on the emotional-cognitive dissonance. The ego-defensive mechanisms are as follows:

a. **Denial.** The first one is denial. How many of you have used that? We use it all of the time. Examples "I cannot believe this is happening to me." If I deny a problem, what happens? It is no longer a problem. You are going to go out there and deal with Commanders, First Sergeants, etc. who say "Racism/sexism is not a problem in my unit." It may be very difficult to work with that individual, because if it does exist in that unit, and they deny the problem, they see it as not being a problem. Right? But let's look at self. If you see racism and sexism in that unit and you deny that problem, you won't be helping that unit. You won't be helping that Commander, and you won't be helping self.

b. **Projection.** The next thing we do with our ego defense mechanisms is projection. How many of you supervise Hispanic soldiers who have an accent? A supervisor might say "I can't instruct him or her, because he or she speaks Spanish." Or "They didn't go to good schools so I can't train them. They've got an accent." You are blaming your inability as a leader on others. This can be a person or a group of people, or society.

c. **Rationalization.** The next thing we may do is rationalize. Rationalization is good logical reasons for my behavior. I can almost rest assured that each and every one of you will rationalize your behaviors at least one time during this course. You try to give a good logical reason for your behavior. If you are comfortable with your behavior, you won't rationalize.

d. **Perceptual (reinterpretation) and unconscious ways.** We take a situation and turn it around (reinterpret) to fit our particular need. An example would be "I know I didn't get the mission accomplished, but look what else I did to benefit the section."

NOTE: Are there any questions in reference to the defense mechanisms? Is it wrong to have defense mechanisms? No. We use these so that we can cope within our society, to attempt to make ourselves look good. Every once in a while we'll use these. For example "The only reason I'm overweight is because of the fatty foods they serve in the dining facility."

SHOW VIEWGRAPH #3-A8

EFFECTS OF THE SELF-CONCEPT	
Positive Effects	Negative Effects
Love of self and others	Hate self and others
Develop one's intelligence	Blind to one's potential
Decisive, assertive	Indecisive/defensive/ aggressive
Enjoy one's physical abilities	Deny or exaggerate physical abilities
Creative	Destructive
Tolerant	Bigoted/prejudiced
Open	Closed
Trusting	Hidden agenda(s)

8. Self-concept impact on the following:

Effects of the self-concept. Depending on the environment you grew up in, and your socialization process, you are going to see yourself either positively or negatively. And there are certain manifestations that I may exhibit. (Discuss the below list)

Positive Effects	Negative Effects
Love of self and others	Hate self and others
Develop one's intelligence	Blind to one's potential
Decisive, assertive	Indecisive/defensive/aggressive
Enjoy one's physical abilities	Deny or exaggerate physical abilities
Creative	Destructive
Tolerant	Bigoted/prejudiced
Open	Closed
Trusting	Hidden agenda(s)

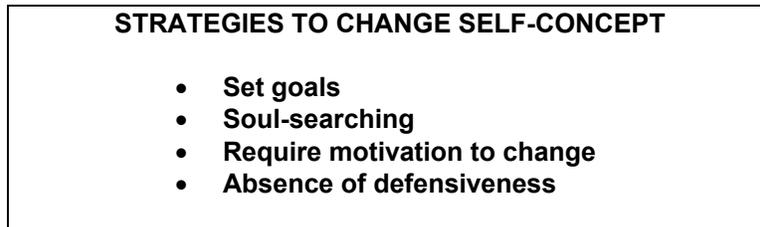
9. You may say that you have a positive self-concept, but have some hidden agendas. Does that mean my self-concept is negative, because I have hidden agendas? No. We fluctuate between these. We are not always in a positive mood and we're not always in a negative mood, but if we display more positive manifestations, we have a more positive self-concept.

a. **Communication.** A positive self-concept enhances communication. How can this impact on communication and work performance for you as a future Equal Opportunity Leader?

b. **Work performance.** Positive self-concept enhances work performance.

NOTE: A positive self-concept enhances communication and work performance, and negative manifestations detracts and hurts communication and work performance. If you feel good about yourself, you'll do better at your job.

SHOW VIEWGRAPH #3-A9



10. Strategies for changing the self-concept include the following:

a. **Set goals.** The goals you set should be realistic and attainable. If you see yourself accomplishing goals, you will feel better about yourself and motivated to accomplish more. There is nothing wrong with giving yourself a pat on the back once you have accomplished a goal.

NOTE: Should you make a goal that you are going to go out there and eliminate racism and sexism, and prejudice and discrimination? No. They need to be realistic and attainable.

b. **Soul-searching.** We all need time to examine ourselves honestly. This helps us put things into perspective.

c. **Require motivation to change.** You must have a want to change. For example if you have been a sexist all of your life and don't feel there is anything wrong with being a sexist you are probably not going to change. So it requires a motivation to change. Only you can change yourself inside. If you are not motivated, you are not going to change.

d. **Absence of defensiveness.** The motivation for change requires an absence of defensiveness. You can't learn anything about yourself if you are defensive, so you must be willing to listen and accept feedback. While in the course you will be receiving feedback from your classmates, and giving feedback. You must be willing to listen and accept this feedback.

NOTE: Now that we've looked at some strategies for changing the self-concept let's move on and discuss some barriers to changing the self-concept. There are three barriers which will be discussed individually and they are the cyclical pattern of behavior, the cognitive barriers, and environmental patterns.

SHOW VIEWGRAPH #3-A10

BARRIERS TO CHANGING SELF-CONCEPT

- Cyclical pattern of behavior
- Cognitive barriers
- Environmental pattern

11. Barriers to changing one's self-concept consists of the following:

a. **Cyclical pattern of behavior.** The cyclical pattern of behavior involves the unchanging nature of one's personality, e.g., "That's the way I am, and that's the way I always will be." You have a closed mind. You repeat the same behavior because you really don't know any other way. You may be afraid to try a new way. How many of you know people who refuse to learn the computer and are happy with the typewriter? They don't want to change. This is due either for lack of motivation or fear of the unknown. Does anyone have any other examples?

b. **Cognitive barriers.** Cognitive barriers involve no inventory of self. "I really don't know myself. I don't explore those things. I don't like to talk about it." You must have some sort of inventory of yourself. Then you have your feeling behaviors. I may deny my feelings by ignoring them or I may let my feelings get in the way, e.g., anger, defensiveness, etc. The individual concerned does not want to change. I won't or don't listen. "My way is the only way."

c. **Environmental pattern.** Environmental patterns concerns situations that preclude change and involves a lack of new information. You don't allow yourself to be involved in situations that include change. Can anyone give me an example? How about someone who constantly maneuvers himself to jobs or sections where there are no females or groups which they don't like. You don't give yourself a chance to work with other genders or races. You remain in a safe static environment.

CLOSING: In order to be an effective leader and to better support your Commander and members of your unit, you must first evaluate yourself. You have to know yourself. You must practice what you preach. You can't have those incongruent behaviors. You have to be willing to learn about other cultures and other groups. A knowledge of the self-concept will help you bring down those barriers you may have. How we interact with others is quite often based on our value systems and beliefs. When individuals hold different values or have different beliefs, problems can occur. Managing diversity is essential for unit cohesion. Individuals are also motivated and respond to praise differently based on values and culture. It is important that leaders know what type of motivators to use, and praise, or rewards to give. Problems can

occur in an organization when some individuals that value aggressive behavior are superior in ranks to individuals that culturally have been taught to be more non-assertive. I would like to end this with a quote by Josh Billings who said "It's not only the most difficult thing to know oneself, but the most inconvenient." Summarize lesson objectives.



SOCIALIZATION

**ALL ENCOMPASSING EDUCATIONAL PROCESS
FROM WHICH VALUES, GOALS, BELIEFS,
ATTITUDES, AND SEX ROLES ARE ACQUIRED.**



SOURCES THAT IMPACT SOCIALIZATION

- NATION
- REGION
- COMMUNITY
- FAMILY
- MEDIA
- PEERS / FRIENDS



DR. MORRIS MASSEY'S VALUE PROGRAMMING

- **WHAT WE ARE NOW, DIRECTLY RELATES TO WHEN, AND WHERE, WE WERE VALUE PROGRAMMED**
- **WE ARE PROGRAMMED WITH GUT VALUES BY AGE TEN**
- **VALUES WILL NOT CHANGE UNLESS A SIGNIFICANT EMOTIONAL EVENT OCCURS**



SELF-CONCEPT

**THE TOTALITY OF THE INDIVIDUAL'S THOUGHTS
AND FEELINGS HAVING REFERENCE TO HIM OR
HER AS AN OBJECT. "A SNAPSHOT PICTURE."
(DR. MORRIS ROSSENBURG)**



SOURCES OF SELF-CONCEPT

NEEDS FULFILLMENT

HERITAGE

SEXUALITY

RACE

NATIONALITY

RELIGION

FAMILY STATUS

PHYSICAL

NEEDS

FOOD

WATER

SHELTER

EMOTIONAL

NEEDS

LOVE

POWER

ACCEPTANCE

LIFE STYLE

82D AIRBORNE DIV



MORRIS ROSSENBERG'S THREE IDENTITIES

- THE EXTANT SELF
- THE DESIRING SELF
- THE PRESENTING SELF



EGO DEFENSE MECHANISMS

- DENIAL
- PROJECTION
- RATIONALIZATION
- PERCEPTUAL (REINTERPRETATION)



EFFECTS OF SELF-CONCEPT

POSITIVE EFFECTS

LOVE OF SELF AND OTHERS
DEVELOP ONE'S INTELLIGENCE
DECISIVE, ASSERTIVE
ENJOY ONE'S PHYSICAL
ABILITIES
CREATIVE
TOLERANT
OPEN
TRUSTING

NEGATIVE EFFECTS

HATE SELF AND OTHERS
BLIND TO ONE'S POTENTIAL
INDECISIVE/DEFENSIVE/AGGRESSIVE
DENY OR EXAGGERATE PHYSICAL
ABILITIES
DESTRUCTIVE
BIGOTED/PREJUDICED
CLOSED
HIDDEN AGENDA(S)



STRATEGIES TO CHANGE SELF-CONCEPT

- SET GOALS
- SOUL-SEARCHING
- REQUIRE MOTIVATION TO CHANGE
- ABSENCE OF DEFENSIVENESS



BARRIERS TO CHANGING SELF-CONCEPT

- **CYCLICAL PATTERN OF BEHAVIOR**
- **COGNITIVE BARRIERS**
- **ENVIRONMENTAL PATTERN**

82D AIRBORNE DIV