LESSON 3

TITLE ..................... The Individual: Frustration.

CREDIT HOURS ............... 3.

TEXT ASSIGNMENT ............ Attached Program.

MATERIALS REQUIRED .......... None.

LESSON OBJECTIVE ............ To give the student the ability to recognize biological, physical, and environmental factors which produce frustration affecting individual behavior.

SUGGESTIONS ................ None.

ATTACHED PROGRAM

(The attached program is approved for resident and extension course instruction only. It reflects the current thought of the School and conforms as closely as possible to Department of the Army doctrine. Development and progress render such doctrine continuously subject to change.)
1. "Frustrate" is a term that is frequently used in our language. If, for any reason, we cannot do something we want to do, we are likely to say we are _______________________.

16. Use exhibit 5 to determine which type of conflict applies to the following:

The situation where we could not satisfy our needs for socialization and work at the same time is an ______________________ conflict.

31. Use exhibit 6 to determine the defensive reaction in the following situation:

A man has a strong need for achievement, but because of his own aggressiveness and superior manner, he has been frustrated in his need. As a result, he starts to accuse members of a minority group of a plot to discredit him and publicly denounces them for trying to take over the economy. Although he himself is at fault, he perceives them as thwarting his ambitions. This is _______________________.

111
1a. frustrated

16a. approach - approach

31a. displaced aggression
2. Any time a person is blocked from reaching a goal, he may be said to be _________________________________.

17. Use exhibit 5.

The use of terror by insurgents may cause serious conflict in the people of a country. They may be threatened by death if they do not support the insurgents, but are also threatened with loss of face or respect by their friends if they do cooperate. This is an____________________________conflict.

32. Use exhibit 6 to determine the defensive reaction:

A man has a strong need for love and respect. Because of various factors he has been frustrated in his need, so he takes on the characteristics of an insurgent leader who, according to posters and leaflets, appears to be respected and loved. This is_________________________.

113
2a. frustrated

17a. avoidance - avoidance

32a. identification
3. Although the term "frustration" may be commonly applied to simple goal blocks which may be easily overcome or forgotten, psychological operations is concerned with the more severe frustrations. The impossibility of getting enough food or of never being able to gain any esteem would cause ____________________________ frustration.

18. Refer to exhibit 5.

Fighting in an insurgency may satisfy needs for power, status, and achievement, but at the same time stimulates a need to avoid injury. This is an ____________________________ conflict.

33. Use exhibit 6.

An ambitious politician cannot satisfy his need for power by the use of ordinary methods of persuasion and election. He resorts to throwing rages, organizing hunger strikes and demonstrations, and trying to use force to get his way. Although there is some aggression here, the primary defensive reaction is ____________________________.
3a. severe

18a. approach - avoidance

33a. regression
4. Frustration is closely related to and dependent upon needs, goals, and perception. Frustration cannot occur unless we are motivated toward attaining a ___________________, but we will not know we are blocked unless we ___________________________ that the block exists.

19. Do not use any exhibits.

Recall that we have said that people are social in nature. This may cause conflicts in members of an insurgent band who are attempting to gain the support of the people. They fear loss of face or respect by the people if they act harshly, but they also fear punishment by superiors if they are unsuccessful. This is an __________________________ conflict.

34. Use exhibit 6 to determine the defensive reaction:

A resident of a small town joins the Communist party and is given the job of converting the town to communism. If he fails, he will be punished. Knowing his neighbors, however, he perceives that force and terror will have to be used; but, if it is, it will cost him their friendship. Consequently, he runs away and defects. This is __________________________.
4a. goal
    *perceive

19a. avoidance - avoidance

34a. withdrawal
    NOTE: Creating recognition of this conflict, or emphasizing it, may make for an effective PSYOP program.
5. Recall that an unsatisfied need grows stronger and provides a strong driving force for its satisfaction. Clearly, because frustration results from the blocking of a goal, it may result in this *

20. Conflict occurs when *

The three types of conflict are:

a. *

b. *

c. *

35. During the past few frames, you might have noticed how the defensive reactions to frustration result in some common types of behavior. Obviously, we cannot see the defensive reaction itself, but we can see the it causes.
5a. *strong, driving force for the satisfaction of the need

20a. *two or more needs require satisfaction, but the satisfaction of one prevents the satisfaction of the other

   approach - approach  }
   approach - avoidance  ){any order}
   avoidance - avoidance  }

35a. behavior
6. Severe frustration may provide a strong motivating force for the achievement of goals, or it may cause some sort of emotional reaction to protect us from a sense of failure and lead to behavior to defend our self-respect. If an African finally realizes that he will never be able to own a car, this sense of failure may lead to ________________

21. Recall that three causes of frustration are:

* _________________________ (such as size or ability).
* _________________________ (such as large distance from the goal).
* _________________________ (due, for example, to norms and values).

Now, we can add another major cause--__________________________.

36. Frustration can be compared with a disease. A disease causes certain reactions by the body which can be detected through their symptoms. A frustration causes ______________________________; but we see only the behaviors, or______________________________ that they produce.
6a. *behavior to defend his self-respect

21a. *biological limitations
   *physical environment
   *social environment
   conflict

36a. defensive reactions
   symptoms
7. Many a young officer in any country wants to move up the ranks to a top commanding position. Initially, he does not move as fast as he would like; this frustration may provide * [Blank]. Later, however, he realizes that because of certain problems he will never achieve his goal. This feeling of failure may lead to * [Blank].

22. The four causes of frustration are:

1. * [Blank].
2. * [Blank].
3. * [Blank].
4. * [Blank]. (any order)

37. Review exhibit 6 again. We have looked at these defensive reactions as though only one exists at a time. Just as a disease may cause more than one bodily reaction, however, a frustration may cause * [Blank].
7a. *a driving force to achieve his goal

*behavior to defend his self-esteem

22a. *biological limitations }
    *physical environment }
    *social environment }
    *conflict } (any order)

37a. *more than one defensive reaction
When working in PSYOP with people in another country, there may be a number of problems which may make it difficult to accomplish your mission. The need for achievement is blocked. There may be two results:

a. *

b. *

Frustrations and their resolution are important to the psychological operations officer and advisor because they are a basis for the development of a psychological operations program. A successful PSYOP program may be aimed at either producing or resolving

Let's look at the symptom's of some defensive reactions of individuals or groups of people in an insurgent setting.

Read exhibit 7. For each common situation, write the appropriate defensive reaction in the space below. Try not to use exhibit 6.

a. 

b. 

c. 

d. and 

e. 

f. 

125
8a. *The need may provide a strong motivation force for achieving your goal* (any order)

*It may cause behavior to defend your self-respect*

23a. frustrations

38a. 1. identification

2. aggression

3. substitution

4. regression and aggression

5. withdrawal

6. (displaced) aggression
9. Frustration, as we have seen, is an emotional or motivational state. It may result from different sources of blockage. Some are similar to the reasons for the selection of goals. For example, if you wanted to be a professional football player but were 5 feet 2 inches tall and weighed 120 pounds, this goal would be frustrated by your ________ structure.

24. Recall that frustration may lead to two results. It may cause a strong motivating force for creative thinking and accomplishing goals, or, if deprivation continues, it may lead to feelings of failure and behavior to ________.

39. Five basic defensive reactions to frustration are:
   a. ________
   b. ________
   c. ________
   d. ________
   e. ________
9a. *biological (physical)*

24a. defend our self-respect

39a. *substitution of goal*  
    *aggression (and displaced aggression)*  
    *regression*  
    *withdrawal*  
    *identification*  
   
   (any order)
10. The physical and social environments may be a major source of frustration. If a farmer in a society cannot raise himself to be a merchant due to cultural limitations, he is frustrated by the environment. But people who cannot get sufficient food because of poor farm lands are frustrated by the.

25. Behavior to defend our self-respect may consist of a number of "defensive reactions." These defensive reactions depend upon our frame of reference and perceptions. A clue to the cause and existence of frustration may be gained from understanding these.

40. We may summarize this lesson briefly by considering a need of an East Berliner--the need for free expression. Because free speech may be punished by the government, the goal of speaking freely produces an approach-avoidance which results in.
10a. social
   physical environment

25a. defensive reactions

40a. conflict
   frustration
11. As will be brought out later, knowledge of the causes of frustration in a group is important to the psychological operator. Three general causes of frustration are:

a. ____________________________

b. ____________________________ environment.

c. ____________________________ environment.

26. Frustration is a key to psychological operations. For example, if people feel subconsciously that their government is frustrating their need for power, an insurgent force may appeal to this. If we wish to help the government, we must learn that this frustration exists and attempt to reduce it. We can do this by looking for the ____________________________ to this frustration.

41. In order to satisfy the need for freedom of expression, our East Berliner will have to establish some goals. Some possible goals he might establish are (write any reasonable goals):

* ____________________________

* ____________________________
11a. biological limitations
   physical
   social
   (any order)

26a. defensive reactions

41a. You could have listed any reasonable goal that would satisfy the need. Two possibilities are:

   *speak freely in his own society

   *get to West Berlin
12. Perhaps the most important source of frustration is conflict. Frequently, we have two or more needs that need to be satisfied at the same time. If the satisfaction of one of these needs prevents the satisfaction of the others, then these needs are in _________.

27. Read exhibit 6, then determine which defensive reaction would cause the behavior described below.

A farmer has trouble growing crops; he joins the Army in order to make a living.

42. What blocks might there be to the satisfaction of the following goals for our East Berliner; in what ways is their attainment prevented by his society?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Block(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speak in own society.</td>
<td></td>
</tr>
<tr>
<td>2. Get to West Berlin.</td>
<td>*</td>
</tr>
</tbody>
</table>

133
12a. conflict

27a. substitution of goal

42a. You could have something like the following:

1. *Perceived suppression of speech, knowledge of punishment for free speech, and fear of punishment or injury to himself or his family.

2. *The Berlin Wall, fear of severe measures against escapees, and possible reprisals against family.
13. A typical conflict may occur between the satisfaction of our need for socialization and for work (achievement, status). A great deal of work will prevent socializing, and socializing may reduce the amount of work you can do. Thus, by conflict we refer to a situation where

28. Use exhibit 6 to determine the defensive reaction that accounts for the following:

A farmer in a small village attempts to become a merchant; but, because of the social situation, he fails and gives up trying.

43. After seeking ways of satisfying his need for free expression by going to West Berlin and failing, the East Berliner becomes completely frustrated and his defensive reactions will be activated. List all five, and, for each, a behavior by the Berliner that would reflect that defensive reaction.

<table>
<thead>
<tr>
<th>Defensive Reaction</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*</td>
</tr>
<tr>
<td>2.</td>
<td>*</td>
</tr>
<tr>
<td>3.</td>
<td>*</td>
</tr>
<tr>
<td>4.</td>
<td>*</td>
</tr>
<tr>
<td>5.</td>
<td>*</td>
</tr>
</tbody>
</table>
13a. *the satisfaction of one need prevents the satisfaction of another need

28a. withdrawal

43a. A number of behaviors are possible for each defensive reaction. Your answer could have been like the following:

1. substitution of goal  
   *Decision to go to Poland where repression is less; transfer free expression to music or art.

2. aggression (displaced aggression)  
   *Try to blow up wall; join resistance movement, etc.

3. regression  
   *Try to blow up wall or buildings with no purpose; throw tantrums criticizing the government.

4. withdrawal  
   *give up attempt, apathy, resignation--most common type of defensive reaction under these circumstances.

5. identification  
   *Take on characteristics of Willie Brant or Adenauer, etc.
14. We can classify conflict in terms of goals involved. Goals may be either approach or avoidance. Obviously, goals to which we are attracted would be called ___________goals, and those from which we are repelled are called ___________goals.

29. Use exhibit 6 to determine the defensive reaction that accounts for the following:

An eager but ruthless young man tries to gain control of his country, but he is repeatedly defeated in his maneuvers by a seasoned politician in the top ranks of the government. The young man, then turns to loudly denouncing the politician and accusing him of many false deeds _________________________

44. Last frame--end of program.
14a. approach
   avoidance

29a. aggression
15. Read exhibit 5. We have many ways of resolving conflicts, much of which may be done subconsciously. In some of the following examples you may not think that there is a conflict because it may be easily resolved. However, the fact that these conflicts exist strongly influence our behavior. The ways in which conflicts are resolved will be covered later in this program.

30. Use exhibit 6. Frequently, a society may not allow people to display aggression against certain objects (such as people) or will not allow certain types of aggression (such as physical attack). On the other hand, a person is not likely to direct aggression against himself if he has failed. In these cases, aggression may be directed against another, possibly unrelated, object. This kind of aggression would be called _______________________.

139
30a. displaced aggression

Turn back to bottom row, frame 31.
EXHIBIT 5

TYPES OF CONFLICT

Approach-Approach: Occurs when two positive needs with approach goals are in conflict. We are drawn toward both goals at the same time, but the achievement of one goal prevents the attainment of the other. This is possibly the most common type of conflict.

Approach-Avoidance: Here, we are both drawn toward the goal but, at the same time, repelled by it. This conflict takes place when a goal that may satisfy a positive need simultaneously activates a negative need and so becomes both an approach and avoidance goal.

Avoidance-Avoidance: Some conflicts place us in a "damned if you do, damned if you don't" situation. Two negative needs with avoidance goals are activated and are in conflict. We are repelled by both goals, we want to avoid both goals, but only one can be avoided and we will be subjected to the other. Clearly, this conflict is the most severe.
DEFENSIVE REACTIONS TO FRUSTRATION

There are many different defensive reactions to frustration, some of which require real psychiatric care. There are a number of common reactions, however, five of which are of importance to the psychological operations officer because of their common, worldwide occurrence and because they can be rather easily detected. These are described below.

SUBSTITUTION OF GOAL. A new goal is substituted for the blocked goal. This may be a simple substitution due to a mild frustration (such as switching brands of cigarettes) or a very involved and profound one (changing occupations). This is perhaps the most common type of defensive reaction in everyday life.

AGGRESSION. Striking out, physically or verbally, at whatever is blocking the attainment of the goal. A common form is displaced aggression in which the aggression takes place against an object that is not related to the blocking object, that is, it is displaced onto some other object.

WITHDRAWAL. Giving up the attempt to attain the goal; just forgetting about the whole thing and not trying any longer. This is a common reaction in many Asian countries.

REGRESSION. The use of more primitive or more childish behavior to try to attain the goal. This is generally behavior which brought results as a child but which is not acceptable behavior for an adult. It may frequently contain elements of physical aggression.

IDENTIFICATION. Taking on the traits or characteristics of a respected or successful person such as a hero or leader; copying in an effort to gain his success.
EXHIBIT 7

COMMON FRUSTRATION-PRODUCING SITUATIONS AND THEIR RESULTS

1. When Castro was marching through Cuba, a number of Cubans from the lower classes grew beards and dressed like Castro because they had previously been unable to gain a desired amount of respect or power.

2. In many countries of the world, demonstrations against the government by students are almost a common occurrence. These may result from frustrations, actual or perceived, caused by the government.

3. A group of farmers and laborers become dissatisfied with their occupations as a means of gaining power. They join an insurgent movement in order to become rulers of the country.

4. An organization that fails to gain influence through peaceful elections resorts to a coup d'état. This may be the result of two types of defensive reactions.

5. A group of people in a country is totally apathetic toward the government or toward strong, emotional issues. The apathy may be due to a defensive reaction.

6. Scapegoating may be a major problem in some countries, and especially in the emerging nations. A minority group (such as the Jews prior to World War II) becomes the focus of a defensive reaction by many members of the nation who are suffering a variety of frustrations, and is blamed for the nation's problems. That defensive reaction is called scapegoating.
EXERCISES

Requirement: In the following multiple-choice exercises, only one answer is required. Select the best answer to each exercise and fill in solidly the space under the selection on the answer sheet. If more or less than the required number are selected, no credit will be given for the solution to the exercise. Each exercise has a weight of 6.25 points.

1. Blocking of our goals may result in:
   a. Weak frustration.
   b. Insignificant frustration.
   c. Strong frustration.
   d. Moderate frustration.

2. When two or more needs are blocked, we have:
   a. Conflict.
   b. Approach.
   c. Avoidance.
   d. Regression.

3. As classified, goals to which we are attracted are:
   a. Avoidance goals.
   b. Conflicting goals.
   c. Frustrating goals.
   d. Approach goals.

4. Goals from which we are repelled are:
   a. Approach goals.
   b. Avoidance goals.
   c. Substitution goals.
   d. Aggressive goals.

5. When we kick a chair in anger, our reaction is:
   a. Substitution.
   b. Aggression.
   c. Regression.
   d. Defensive.
6. The defensive reaction represented by using a childish form of behavior is:
   a. Regression.
   b. Substitution.
   c. Identification.
   d. Avoidance.

7. Copying the behavior of a more successful person is:
   a. Obsession.
   b. Displacement.
   c. Frustration.
   d. Identification.

8. Frustration causes:
   a. Perception.
   b. Defensive reactions.
   c. Needs.
   d. Phobia.

9. A key to psychological operations is:
   a. Substitution.
   b. Identification.
   c. Frustration.
   d. Regression.

10. Small physical size can lead to:
    a. Goals.
    c. Frames of reference.
    d. Frustration.

11. When we give up pursuit of a goal, the defensive reaction is:
    a. Withdrawal.
    b. Approach.
    c. Conflict.
    d. Substitution.
12. A situation in which we wish to participate but which might be harmful is:
   a. An approach approach conflict.
   b. An approach avoidance conflict.
   c. A defensive reaction.
   d. An avoidance avoidance conflict.

Requirement: In the following multiple-choice exercise two answers are required. Select the two best answers to each exercise and fill in solidly the spaces under the selections on the answer sheet. If more or less than the required number are selected, no credit will be given for the solution to the exercise.

13. Frustration is closely related to our perception and our:
   b. Goals.
   c. Society.
   d. Family.

14. Frustrations may result from our:
   a. Perceptual environment.
   b. Social environment.
   c. Cognitive environment.
   d. Physical environment.

15. Defensive reaction depends on our:
   a. Frame of reference.
   b. Inhibitions.
   c. Perception.
   d. Conflicts.
LESSON 4

TITLE ........................................ The Human Group.
CREDIT HOURS ................................. 3.
TEXT ASSIGNMENT ......................... Attached Program.
MATERIALS REQUIRED ....................... None.

LESSON OBJECTIVE ......................... To enable the student to name, identify, and distinguish the interacting components of the several systems of group organizations used by humans.

SUGGESTIONS ................................. None.

ATTACHED PROGRAM

(The attached program is approved for resident and extension course instruction only. It reflects the current thought of the School and conforms as closely as possible to Department of the Army doctrine. Development and progress render such doctrine continuously subject to change.)

INTRODUCTION

An individual is a part of a society and may belong to many groups, all of which may affect his behavior. In this lesson the concepts associated with the individual's social relationship to others, and the effects of these relationships on the individual, are discussed.
1. We satisfy our needs for social relationships by associating with other people—by joining groups. Consequently, our behavior is greatly influenced by the _______ to which we belong.

36. A married man has a large responsibility to his family as a whole and to each member of his family. Likewise, a member of a group has a _______.

70. We can diagram power and popularity as shown to the right. The arrows show liking. The popular persons in this diagram are (letters) _______, _______, and _______ because of _______. The one with power is _______ because _______.
1a. groups

36a. *responsibility to the group and to the other members of the group

70a. B, C, D
    *the number of people that like them
    A
    *the popular people like him
2. Let's see what you consider a group. Place an "X" next to each of the following that you think is a group.

   a. ( ) All spectators at the Army-Navy football game.
   b. ( ) Your family.
   c. ( ) An engineer battalion staff.
   d. ( ) All Vietnamese.
   e. ( ) Passengers on an airplane.
   f. ( ) An infantry platoon.
   g. ( ) All Army officers.

37. A farmer in a small Southeast Asian country joins a local Communist group. In exchange for the security they promise him, he can no longer say everything he feels--he has sacrificed *. In exchange for his added feeling of personal worth, he must not talk about the other members, and he must not provide information about the group--he now has a responsibility to *_________________________.

71. A king may not be popular, but he has power because of the large number of popular (or powerful) persons who owe allegiance to him. Thus, although popularity is determined by *_____________________________, power depends upon *_____________________________.

151
2a. a.
   b. (X)
   c. (X)
   d.
   e.
   f. (X)
   g.

   These are what we call "groups." If you got them all right, good. You have a good idea of what psychologists mean by "group." In the next few frames, we will see what is necessary for a bunch of people to be a group.

37a. *some personal freedom
   *his group and the other members of the group

71a. *the number of people that like a person
   *the number of popular persons who like or respect or give allegiance.
3. We all have an intuitive idea of what is meant by "group." For example, we know that one person does not make up a group; in terms of members, a group consists of _____________________________.

38. The reason for a group's power over its members is that, in exchange for the rewards of group membership, the individual:

1. *_______________________________________

and 2. *_______________________________________.

72. Someone who is popular or powerful may or may not have status. An old man in a village may have status but, because the younger men decide to run the village, he may not have any_________________________ or ___________________________.

153
3a. *two or more persons

38a. *Sacrifices some personal freedom
*Takes on a responsibility to the group
and the other members of the group

72a. power
popularity

4. What makes an infantry platoon a group, but all Army officers just a collection of people? For one thing, the members of the platoon are related to each other by common goals. Thus, one requirement of a group is that the members be ______ to each other by _________.

39. We have talked of group norms as being standards of behavior. The PSYOP officer must recognize the importance of these norms to his mission of changing group behavior or attitudes because, in order to change behavior, he may have to change some _________.

73. The difference between popularity, status, and power is important to the PSYOP officer. If you wanted to change the attitude of the most people, you would initially want to persuade the person with ________. He may not be easily spotted in a village, however, so you may have to find the man respected by those with _________.

155
4a. related

common functions and goals

39a. norms

73a. power

popularity
5. The members of an infantry platoon live and train to be superb fighting men who can accomplish any mission they are assigned. Thus, they are a group because the members are *

40. Specifically, a norm is a rule that specifies the right or wrong behavior in common events. In the Orient, the principle of respect for elders is a norm because it is a *

74. In a group:

A popular person is one who *

A powerful person is one who *

Popularity, status, and power are generally found in *

To the PSYOP officer, the most important of these is a person with ____________

157
5a. *related to each other by common goals

40a. rule that specifies the right or wrong behavior in common events

74a. *is liked by a number of people
    *is liked or respected by a number of popular persons
    *different people
    power
6. Each of us has individual standards; these behavior standards are called "norms," which guide our behavior. The behavior of the members of a group is also regulated by group__________ in accordance with the group goals.

41. In the Jones family all members must take off their hats when entering the house—a common event. Thus, taking off hats is a group norm because ________________

75. Now that we know a little about groups, we can look at them as targets for producing change. Because group norms are developed through group interaction, they can be modified only through __________________________.
6a. norms (or, standards; however, this program will use the term "norms")

41a. *it is a rule specifying the right or wrong behavior in common events

75a. group interaction
7. A society has norms--its written and unwritten laws--which permit order--so its members can achieve their goals. A group has its own that may be additional to, or even in conflict with, those of society. All members of a group are expected to conform to these so that the group may achieve its common

42. You can see that our life in the Army is filled with norms. Saluting, saying "sir," keeping our brass shined, shoes polished, and carrying out orders when given--all are norms because they are

76. You may persuade a person to change his attitude toward something by face-to-face persuasion, but you cannot automatically persuade a group by persuading one person. The members must discuss it, toss it around, work on it among themselves--a process we call

161
7a. norms

groups

goals

42a. *rules that specify the right or wrong behavior in common events

76a. group interaction
8. We have seen that members of a group have common _______ and conform to group _______. In addition, every group has some kind of structure; members are assigned functions either formally or informally. Certainly, a battalion staff has a very formal _______ and its members are assigned specific _______ in order to attain the common _______.

43. The members of an infantry squad would not think much of another soldier in the squad who was always sloppy—uniform messy, boots and brass dirty, etc. Clearly, this soldier is violating the * ________________________________.

77. Discussion between members of a group, meetings, telephone calls, etc., make up what we call ________________________________.
8a. goals
norms
structure
functions
goals

43a. *group norms

77a. group interaction
9. Basic trainees in a barracks are at first just a collection of people, but they soon become a group because they are given common , they develop specific codes of conduct, or , and an informal develops where each man will perform certain .

44. Within a group, the norms of the group form criteria by which members evaluate other members. Because the members of the infantry squad criticize the sloppy soldier, it is obvious that these norms form by which .

78. Your attitudes toward, beliefs about, and behavior with women, is the result of discussions with other people in your groups, swapping stories, and the reaction of the members toward your behavior and stories. Generally, through group interaction, you and the other members of groups develop your .
9a. goals
norms
structure
functions

44a. criteria
members of the group (squad) evaluate other members

78a. *attitudes, beliefs, and behavior
10. The term "group" (frequently called a "functional group") refers to a collection of (how many people) that have common and and in which there is some kind of formal or informal where the members.

45. Because norms specify types of appropriate behavior which can be clearly seen, and because they apply to all members of a group, it is possible to see who is and who is not following them. Thus, they can be used as by which.

79. Group interaction is the major means through which are developed.
10a. *2 or more people

goals } (any order)
norms } 
structure

*perform certain functions or duties

45a. criteria

*members are evaluated by other members

79a. *attitudes, beliefs, and behaviors