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CONTAMINATION AT WORKPLACE

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ABSTRACT

Contamination at Workplace

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From the past to the present, one’s self and existence have been a source of great interest. While the concept of extended self is examined in general in the field of marketing, the aim of this thesis is to bring this concept to management and especially to organizational behavior literature. Belk, in his work, stated that consumers have an extended core self, which later includes elements that will become part of the extended self. Individuals see other people, places and what they feel connected to as a part of their extended selves. Contamination is discussed within the concept of extended self and is considered as one of the tactics for extending self. Through contamination, one can impose one’s own self on one another and, as a result, make others part of his or her extended self. The aim of this thesis is to reveal the intentions, tactics and their consequences that underlie the concept of contamination in organizations. The sample of this thesis includes academicians because it is thought that it can be seen more easily than other working environments and professions. 6 pairs and 18 individual – a total of 30 interviews were conducted with participants working in the field of social sciences. The findings explain the existence of the concept of contamination in the organizational context, the reasons for which it occurred, the tactics of conducting the behavior and the consequences of the contamination. In addition, theoretical and managerial contributions have been mentioned in the discussion section and ideas have been given for future studies on the concept of contamination.

Key words: organizational behavior, contamination, extended self, qualitative research

ÖZET

Örgütlerde Bulaşma Kavramı

TATARLAR, Ceren Deniz

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Geçmişten günümüze, kişinin kendisi ve varlığı büyük bir ilgi kaynağı olmuştur. Genişletilmiş benlik kavramı genel olarak pazarlama alanında incelenirken, bu tezin amacı bu kavramı yönetim ve özellikle örgütsel davranış literatürüne getirmektir. Belk çalışmalarında tüketicilerin daha sonra genişletilmiş benliğin bir parçası haline gelecek öğeleri de kapsayacak şekilde genişletilmiş çekirdek bir benliğe sahip olduklarını belirtmiştir. Bireyler kişileri, yerleri ve bağlı olduklarını hissettikleri şeyleri, kendilerinin genişletilmiş benliklerinin bir parçası olarak görülürler. Bulaşma, genişletilmiş benlik kavramı içerisinde tartışılmaktadır ve benliği genişletme taktiklerinden biri olarak adlandırılır. Bulaşma yoluyla, kişi kendi benliğini bir başkasına dayatabilir ve bunun sonucunda başkalarını kendi genişletilmiş benliğinin bir parçası yapabilir. Bu tezin amacı örgütlerde bulaşma kavramının altında yatan niyetleri, taktikleri ve bunların sonuçlarını ortaya çıkarmaktır. Bu tezin örneklemi akademisyenleri içermektedir, çünkü bulaşmanın diğer çalışma ortamlarına ve mesleklere kıyasla daha kolay görülebileceği düşünülmektedir. 6 çift 18 bireysel olmak üzere sosyal bilimler alanında çalışan 30 katılımcı ile görüşmeler yapılmıştır. Bulgular bulaşma kavramının örgütsel bağlamda varlığını, hangi sebeplerle ortaya çıktığını, hangi taktiklerle bulaşma davranışının gerçekleştirildiğini ve bulaşmanın doğurduğu sonuçları açıklamaktadır. Ayrıca tartışma kısmında teorik ve yönetsel katkılardan bahsedilmiş, bulaşma kavramı üzerine ileride yapılacak çalışmalar için fikir bildirilmiştir.

Anahtar Kelimeler: örgütsel davranış, bulaşma, genişletilmiş benlik, nitel araştırma

To my mom…

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CDT

Izmir, 2019

LIST OF TABLES

“The greatest hazard of all, losing one’s self, can occur very quietly in the world, as if it were nothing at all. No other loss can occur so quietly; any other loss - an arm, a leg, five dollars, a wife, etc. - is sure to be noticed.”

- *Søren Kierkegaard*

1 INTRODUCTION

1.1 Introduction to the main concept

Through the years there have been many arguments about one’s self. The concept of self has been quite interesting and compelling for several disciplines like philosophy, psychology (such as social psychology, developmental psychology, cultural psychology), sociology, anthropology, and even religious studies. Starting from Ancient Greek with broader terms and coming to this new era with niche concepts, one’s self and being is a great concern. Philosophers have always been into the topic of self, but when it comes to psychologists, it is possible to say that the first ever written discussion belongs to (James, 1890). Along with very rich historical background, in simple terms, self can be defined as “a whole of one’s representations about one’s own” or “the whole of a person's characteristics that are similar to or different from others” (Bilgin, 2014, p.159). Over the years many views in different disciplines have emerged. Among these views, the concept of “extended-self” is one salient view to study and understand the dynamics of people’s self definitions. Even though James had laid down the foundations of this concept with his early explanations of self, Belk (1988) adapted the concept into a new field – consumer studies.

Belk (1988) uses the terms “self,” “sense of self,” and “identity” as synonyms for how a person subjectively perceives who he or she is. Belk sees consumers as possessing a core self that is expanded to include items that then become part of the extended self. “Persons, places, and things to which one feels attached” are likely to be seen as part of their extended self. The self also includes various levels of group affiliation, specifically individual, family, community, and group, that become further from the core self as they become larger and more impersonal. The idea of this dissertation was inspired by the concept and definition of extended-self in Belk’s (1988) studies. While the concept of extended-self is generally studied in marketing and especially consumer behavior (lately CCT) field, this dissertation has an aim to bring this concept to the management and especially organizational behavior literature. Even though the dimensions and components of extended-self might seem related to psychological ownership from organizational behavior literature when base studies on these topics are perused it is seen that they are substantial differences.

Contamination is one of the concepts argued within the idea of extended-self. People get “contaminated” by several interpersonal ways and start to carry a part of others who have contaminated them. By contamination, one can impose their self to another and therefore make others a part of their extended self. This contamination may actualize by exchanging possessions, giving gifts, sharing food and many other rituals between people. When viewed from this aspect, it is possible to say that contamination occurs within consumption rituals. On the other hand, thinking in organizational perspective, in an organizational setting it is inevitable for people to influence and get influenced by each other. Co-workers, managers, subordinates or peers are working closely and sharing a serious amount of time during a work day. People working in the same department or responsible from shared duties are considered more nested so it is possible to say that they become similar by their usages in work life.

As a preliminary result of literature research, with a narrowed scope, contamination can be sought in three different concepts; (1) interpersonal contamination, (2) emotional contagion, (3) identity contamination. For interpersonal contamination, Goffman’s (1961) six interpersonal ways for contamination in his book “Asylums” can be a guide. For organizational context, this can be widened and interpreted as crossing the boundaries between employer-employee pairs considering work-life balance. Emotional contagion is defined as a type of interpersonal contamination in psychology literature (Schachter, 1959) and its effects on work life have been studies in several settings. However, emotions were not examined of being part of extended self or under this point of view. Identity contamination does not have a clear definition but what I am trying to do here is to observe the similarity between people and understand the transmission of themselves to others. This transmission can be one-way or two-way. Sociologist Berger’s “cognitive contamination” which says us that people who commune together will eventually start getting influenced by each other’s thoughts (ideas) can be addressed in this concept.

1.2 General aims and significance of the study

The aim of the thesis is to introduce the concept of extended self to the literature of organizational behavior and related to this, grasping a holistic understanding towards the presence of the contamination between people who work together and the reasons, tactics, and outcomes of this action. There have been several studies showing similarities to this concept like psychological ownership, but at some point, they differ from each other. I explain all these in the following sections of the thesis. I also try to find answers to the questions “Does contamination exist in organizational settings?”. If so, “What are the underlying causes of contaminative behavior?”. “In which ways do individuals contaminate each other?” and “What might be the consequences of this contaminative behavior?”. The population of this thesis will contain academicians. Academic profession, artisanship, and craftsmanship are the occupations which have a higher degree of sense of ownership through their work outcomes. As Pierce, Kostova and Dirks (2001:302) pointed out, *“creation involves investing time, energy, and even one’s values and identity. Academics, for example, invest all of these into their research and, hence, may feel strong ownership toward the outcome of their scholarly pursuits”.* It would be easier to see the presence and forms of contamination in academia compared to other work environments and professions. To this respect, I have chosen to interview academicians. I have chosen academicians working in the field of social sciences in order to eliminate contextual problems.

1.3 Structure of the thesis

After the introduction, I start with the literature review. In the second chapter, I give brief information about the concept of self. First of all, I explain three main views on self that I benefit from: sociological, psychological and psychoanalytical view. Then I mention the usage of self in business administration studies. I address the concept in consumer behavior and organizational behavior studies. Later, I explain the main concept that I am studying, the extended self. I give information about what extended-self is and which aspects count as self-extensions. I also explain how one person might extend himself/herself.

In the third chapter, I explain the concept of contamination. First, I give the definition, then I talk about the types of contamination. I take Goffman's interpersonal contamination model, emotional contagion, cognitive contagion, and behavioral contagion into consideration so I detail these.

In the fourth chapter, I give a detailed explanation of methodology. First of all, I explain the process of addressing the research questions. Then I clarify my research approach both ontologically and epistemologically, and I talk about my research method and why I chose that method. Later, I explain how I did the sampling. Because I am involved in the same context as my participants, I clarify how I overcame my self-biases on this topic. I give information about my data collection and analysis methods and narrated the obstacles and experiences I had during the research. Finally, in this chapter, I ensure the trustworthiness of my study.

In the fifth chapter, first I explain the general information about the context, then I explain the existence of contamination, reasons of contamination, tactics of contamination and outcomes of contamination under the emerging themes.

In sixth and last chapter, I discuss all the findings with the support of literature and I make theoretical and managerial contributions, also give ideas about further research.

2 FROM ONE'S SELF TO EXTENDED-SELF

2.1 The concept of self

Finding an answer to who you are is always challenging. From the day that one person is born, he or she tries to figure out what s/he likes or dislikes; what makes him/her angry, happy, curious or anxious; how to shape reality and plan life. Through the developmental process of our lives, we have always been challenged with an answer to one significant question from time to time: "Who am I?" When one is able to answer that question then it is believed that one identifies the concept of "self".

However, one can never truly give an answer to this deep question which keeps popping in one's mind. Not only us but also significant scholars to mention in social sciences have tried to give fulfilling answers to this trick question. Luckily, in order to understand who we actually are, we might choose the way to dive into the pool of knowledge and assumptions of precious philosophers, sociologists or social psychologists.

The concept of self has been quite interesting and compelling for several disciplines like philosophy, psychology (such as social psychology, developmental psychology, cultural psychology), sociology, anthropology, and even religious studies. The craving to know about self has so long history that academic studies or documents can be found in ancient times. The questions about the concept of self first appear to be based on Ancient Greeks, especially Aristotle. As Aristotle distinguishes the physical and non-physical aspects of human behavior, other philosophers seem to be beginning to say new things about consciousness, thought and the nature of knowledge. Circa 400 B.C., in times of Ancient Greek, studies show that from Plato to Epicurus self has been started being debated in terms of individuals. Before that self was studied in a group level, especially between primates (Wiley, 1994). Moving upon to 500 B.C. both Indian and Chinese thinkers were concerned about different aspects of self as seen on Lao Tzu, Buddha or ancient Hindu philosophers referred to as The Upanishads' writings. In these writings, self was debated as a part of human existence within the philosophical view. Around 500 A.D. and later on, the arguments of self has changed. Within the frame of emerging needs of civilization and societies, the self was to be debated around theological views. By this means, authorities wanted to direct people and discipline them somehow. It was time to distinguish the good from the bad, in other words, the pure from the evil, so self was examined through the perspective of evil – like selfishness, pride, greed, and other sins. With the disintegration, the pure or the evil acts would be associated with one's self and evil acts would be punished in order to maintain the order. Centuries later, Descartes did not only make a distinction between mind and body but at the same time he emphasized the relationship between them by his famous quote "I think therefore I am".

Notable philosophers of the Age of Enlightenment like Locke, Hume, and Kant also debated self in terms of mind, body, and consciousness. Locke and Hume addressed that self is a reflective and changeable concept. Kant on the other hand, similarly addressed that self is perceptional but it is about apperception. Philosophers have always been into the topic of self, but when it comes to psychologists, it is possible to say that the first ever written discussion belongs to James (1890). Led by James, many psychologists focused on this concept. In his works Freud mentioned about self – not directly but hidden in the concept of ego. Later on, the attention on self has increased and many social science scholars started examining this concept. On the psychological perspective, Cooley (1902) and Mead (1934) were the premises of these scholars.

Between the 50s and 60s, not only self was studied but also scholars extended the concept to come up with new outcomes. Self-esteem was brought forward by psychologists. In the 70s, self was broadened and new aspects were there to mention such as self-awareness, self-concept, self-monitoring, self-verification, self-schema, self-efficacy, self-vulnerability and self-consciousness (Leary and Tangney, 2003).

Along with the historical background, in simple terms, self can be defined as "a whole of one's representations about one's own" or "the whole of a person's characteristics that are similar to or different from others" (Bilgin, 2014, p.159). It may be misleading to speak plainly as a single, non-separable whole. When we look back at ourselves, that is, when we enter a reflexive thought activity, do we always see the same picture? Probably not.

Because of various reasons –like social norms and relations, economic imperatives, job or family related conditions- in our society life, our life may not be suitable for our ideals and aspirations. The person we are may not overlap with the person we want to be. At this point, referring to the ideal self and actual self is possible. Rogers (1959) defines the ideal self as an understanding of self that reflects what we would ideally want or want to be. On the other hand, the actual self is the self that reflects the expectations of others and we think that we ought to possess. As I shall briefly talk about a general summary, one's self might show different sides according to one's selves and others, while displaying different faces according to the conditions or circumstances that one is in and the reactions of others.

Through the years, many new concepts of self were studied within different perspectives of different disciplines. As mentioned before, the debate on self has a beginning from ancient times and will never arrive at the conclusion. Within the invaluable ocean of knowledge on self, I will only explain and get help from three perspectives – sociological, psychological and psychoanalytical view. The concept that I will be trying to explain and adapt to our literature is related to these perspectives rather than others.

2.1.1 Sociological view

The sociological view of self is quite different from other disciplines. While the others debate self as a major concern, it would not be wrong to say that for sociology this topic was generally secondary. To understand the position of sociology about self, one can go through the changing paradigms and their outcomes.

For the classical sociologists, Comte, Durkheim and Saint-Simon, the concept of self was out of category to put effort on. During the times that positivist paradigm was effective, concrete/tangible in other words observable institutions were worth debating about for classical sociologists. They were more concerned on institutions like family, state or production. Weber, who is generally stated in classical sociologists, adapted interpretivist paradigm. Weber said in order to understand one's actions, we need to understand the reasons behind it. The theory of "verstehen" laid the foundations of interpretivist sociology. Understanding the reasons behind actions needed a complex knowledge of people. Self was still not the major concern but if one was to make sense of some actions, one needed to know about one's self. Weber's broadened hypothesis on "self" can be found under his studies on religion. Weber's hypothesis indicates that religion has a role of forming people's inner self (Farris, 2012). Thus, the concept of self got into the radar of Weber's studies.

Through decades and changing paradigms, the context has begun to gain importance – not the meaning. Symbolist interactionism is considered as "sociology's dominant approach to self" (Callero, 2003, p.116). According to the basic postulate of this approach, the individual and society are inseparable, interdependent, and integrative constructs. The self can be understood in the context of the relation of individuals to other people. In this case, the self-concepts of the individual are determined by their symbolic interactions with others (Martinot, 1995). A person acquires a sense of self as well as a number of characteristics in relationships that he or she establishes through their roles, especially in their social environment. He realizes that others are responding to his existence and personal actions in accordance with his expectations. It enhances the ability to adopt the other's point of view and to take oneself as an object, and this ability creates beliefs and attitudes about self, in other words, "self-understanding" (Bilgin, 2007). The debates on identity increased and so the concept of self was included to the content. However, within these new debates, self was only important if it was articulated to the identity. Well, not only identity but also if it was associated with the relevant object as an issue like stratification, classification, status or power. On the other hand, with the rise of poststructuralism and postmodernism, scholars have started to debate the "death of self" before its detachedness in sociological view. For some postmodernist theorists like Derrida and Baudrillard, *"the idea that individuals are in possession of a core, rational, unitary self, endowed with an essential nature and an independent consciousness"* is "so Enlightenment Era" (Callero, 2003, s. 116)**.** The most intense defender of this thought is surely Foucault. While focusing on classification, exclusion, objectification, individualization, disciplining and normalization in the genealogy studies, Foucault's interest has shifted to "technologies of the self". In other words, it deviated from the way in which the individual is transformed by others to the way that individuals transform themselves (Eroğlu, 2016). Foucault's (1979, 1980) reflections on self are clearly seen in his theory of bio-power.

> "For Foucault, the self is the direct consequence of power and can only be apprehended in terms of historically specific systems of discourse. So-called regimes of power do not simply control a bounded, rational subject, but rather they bring the self into existence by imposing disciplinary practices on the body. Through the "technologies" of surveillance, measurement, assessment, and classification of the body, technocrats, specialists, therapists, physicians, teachers, and officers serve as vehicles of power in diverse institutional settings (prisons, schools, hospitals, social service agencies). In this way, practices that are normatively represented as humane interventions in support of community health, safety, and education actually serve as mechanisms of domination."
>
> Peter L. Callero, 2003, p.117

In terms of Foucault's view, self does not exist to be an agent for people but to be a control mechanism which ensures self-regulation from inside. By this means, self actually serves the authority.

2.1.2 Psychological view

The concept of self has always been an interest to psychologists but for last 20-25 years, this interest has increased especially among social and intercultural psychologists. Although interest in the concept of self has increased in recent years in many aspects of psychology, William James is the first psychologist to examine this concept systematically.

The concept of "self" first appeared in the psychology literature, as James (1890) included "The Consciousness of Self" in a very detailed way in his book "Principles of Psychology". In his chapter, James made a distinction between the self-as-object (i.e. Me-self) and self-as-subject (i.e. I-self) and described self-as-object as "Empirical self". In James' point of view, Me-self stands for the object of other people's attractions and this part of self is generally the target of evaluation and seeks for self-conceptions like esteem or identity which are valued by people (in Brockner and Wiesenfeld, 2016, p.37). On the other hand, I-self is the “doer” and it executes self-control.

Again, to mention about empirical self, James (1890) stated that it has three constituents: (1) the material self, (2) the social self, and (3) the spiritual self. The innermost part of the material self is our body. The next part is our clothes. Clothes may carry more meanings than just being clothes. James states that people appropriate their clothes and identity. After clothes, our actual family comes. We identify ourselves with our mothers, fathers, sons or daughters who are from our flesh and soul. Therefore, we see their shame as our shame, we take offense when someone insults them and so on. The final part is our home since a huge part of our lives is staged between there four walls, it is our shell to nestle and we do not accept criticism over it. All these different things are the objects of instinctive preferences coupled with the most important practical interests of life. Social self-states for the characteristics that others perceive, an image that revives in other’s minds about us. In different social contexts, different aspects of the person arise. Being noticed and acceptance from the entourage of a person is an innate affection. A person develops many selves in order to be noticed around. Final constituent of the empirical self is the spiritual self. This concept implies that the spiritual and subjective existence, psychic abilities or tendencies of the individual are handled in concrete terms. In short, spiritual self is the thought about one’s self.

In parallel with these developments, Freud has also mentioned self in his studies. On account to the fact that Freud’s works led psychoanalytical view, his debates on self will be examined in the next section. Kohut (1971), on the other hand, considered self as self-representation within ego. Self-representation is the way in which a person perceives himself or herself. According to Kohut’s “Theory of Self Psychology”, functions such as calming the child’s anxiety, ensuring continuity by sharing and reflecting with him the pleasure of their existence and work, and maintaining self-confidence are functions of important people such as the parents in the child’s life.

Scholars of symbolic interactionism, led by Cooley (1902) and Mead (1934), who think that self is a social structure also emphasize that people construct the concept of self in interaction with other people. In other words, we acquire the knowledge of our self from the images inside the mirror that they hold towards us. As Newcomb et al. (1970) stated, our self-concept is more than our absolute value, it depends on things we derive from what others think about us. An important part of our thoughts about ourselves is a product of social interaction.

In perspective of symbolic interactionism, I should mention about “looking-glass self” or in other words, “the mirror theory of self” of Cooley. This was a ground-breaking theory in terms of the psychological and sociological view of self. Since then, this concept has been an interest for social psychologists, so I will probe this theory in the psychological section of this dissertation. According to Cooley (1902), the important people in one’s life are like “social mirrors” in determining their thoughts about their self. From this point of view, the self is made up of the thoughts of others - our vision, our instincts, our actions, our character - about us. Self-thinking has three components: (1) the appearance of the individual in the imagination of the other human beings (2) the effect of the judgments of this imagery on the individual (3) the various feelings of one about others’ evaluations.

Mead (1925) on the other hand, suggests that the concept of self-emerged as a cognitive structure from the interaction of people with their entourage. This entourage is described with the concept of “Generalized Other” and includes the most important people in one’s life, and this concept points out that people internalize their point of views. Being able to talk about self-image requires that the individual should take himself as an object, as Mead (1934) emphasizes. Because in terms of doing this, one should look into own self as looking in a mirror and see own self as an image. By definition, self-image is the identification of a person with an image which is supposed to express oneself. Codol (1986) says that the sense of self is based on the person saying “this is me, that is not me”. Baumeister (1999) indicates that there is a reflexive thought here, and in this sense, looking-glass self can also be called as reflexive self. In Baumeister’s (1999) opinion, self forms with the consciousness of a person, to make it clear, one learns itself from others’ perceptions and forms.

2.1.3 Psychoanalytical view

Along with the developments in the field of psychology, along with Freud, psychoanalytic theory has also begun to develop in these periods when the concept of self is first examined. In this perspective, the self is generally argued in terms of subject and the unconscious. To understand the meaning of self, one should proceed through the concept of the subject.

According to traditional psychoanalytic theories, self-development consists of a series of distinctions. A newborn is not considered as a separate individual from the family, and separation is considered necessary for the development of the self. This first separation is called individuation and occurs in early childhood (Blos, 1979).

According to the psychoanalytic theory, the human body has biological tendencies in the minds of the various demands: sexuality, self-protection, hunger, aggression. The intention of these instincts is to annihilate physical necessity, emancipate tension and take pleasure. However, the impulses do not end with direct behaviors (Miller et al., 2008). There are three basic structures between the drives/impulses and the behaviors: id, ego, and superego. “Id” is the nest of births brought from birth and expects immediate satisfaction. The hallucinatory fulfillment of your wish is called primary-process energy. The ego has a secondary-process mentality. This thought is rational and involves mental activities such as perception, logical thinking, problem solving and memory. The anxiety sentiments that warn that certain actions are threatening in Ego’s decisions are helpful. When the threats that surround it and the threats that surround it create intense anxiety, the defense mechanisms are put into action. Reality is distorted and anxiety is under control. For this reason, the ego is at the center of the structural relationship. Superego is the last building. It occurs after children have solved the Oedipus complexes and identified with their parents. The superego is the way of ordering the society (Miller, 2008; A. Freud, 1937).

According to Neo-Freudian Carl Rogers, the concept of self of the individual affects both self and environment. The concept of self of a mentally healthy individual is consistent with the individual’s feelings and thoughts, experiences and behavior. On the other hand, individuals can develop a self-concept that contradicts their true emotions in order to obtain the approval of others and to adapt in a social or professional sense. In this sense suppressing emotions causes individuals to alienate themselves, distort their experiences, and limit their potential for self-realization (in Günay, 2004).

Speaking of psychoanalytical theories, it is absolutely necessary to talk about Lacan. Lacan's theory of self is mostly based on the theory of the mirror self. Lacan (2013), in his seminars, indicated that a child's self depends on what is reflected by its immediate family – and mostly mother. In conclusion to this process, for self to be shaped, approval and recognition of mother are essential. Lacan (2014) also defines the self in the mirror with the concept of *"object petit A".* Here A stands for "autre" which means "the other" in French. When a child is separated from its mother, it finds another object inside in order to maintain its integrity. In this case, subject creates a fantasy object, starting from the years when it first began as a self in order to be able to cope with this excess of the unexplained and unidentifiable truth of the fact that the symbolic system could not take the boundaries. With reference to the reflection of the child's self during the construction, in pathological selves that are at the imaginary level until the age of six and cannot reach the symbolic level afterward, everything that exists outside of me is the other, everything is foreign (Lacan, 2014). Desires, passions, ideals, god, state, law are contained by this other. *Objet petit a* is, a female or a male, but all concrete individuals outside of "me" and what is missing in the subject, neighbors, friends or enemies.

2.2 Self in "Business Administration" Studies

The concept of self, which has an important place in the fields of psychology, sociology, and psychoanalysis and which develops this place over the years, has found its place in the business literature which benefited from the blending of these fields. This concept has been particularly involved and pioneered in the field of organizational behavior and consumer behavior.

2.2.1 Consumer Behavior

Generally, the self is defined as self-perception of the individual. As can be seen in the previous section, there are different definitions of self in various disciplines. In the same way, different definitions and self-based concepts are mentioned in terms of consumer behavior. In consumer behavior studies, when self has examined this concept generally grounds on the self-definitions of James, Cooley, Mead, and Goffman. It would not be wrong to say that there is an uncertainty in the conceptualization of the self in the consumer behavior literature. Some researchers have dealt with the concept of self as a single variable and on the basis of real self as self-perception. Sirgy's (1982) "symbolic interaction self" pioneers the work in this area. In this direction, the concept of self is examined at four different points called real self, ideal self, inner self and outer self (in Günay, 2004). In the context of the symbolic interaction theory, products and brands are associated with the self and function as a means of communication in relation to the symbol, and hence to the environment in which individuals refer to as a social means. The products' significance as a symbol was first explored by Veblen, Duesenberry, and Benedict (Grubb and Grathwohl, 1967). Levy (1959) tried to explain how productive symbolism and self-concept work in consumer behavior. Levy stated that consumers are not oriented to their products by their functional properties, but by their products and consumption adventures. Such an approach can be explained by the concept of material self of James (1890). Because some researchers have attempted to explain the concept of self by attaching meaning to the products and brand image (in Balıkçıoğlu, 2016).

Grubb and Grathwohl (1967) were influenced by Rogers' (1951) personality theory to explain the concept of self. The self is a value for the individual, and depending on it, individual's behavior is directed towards protecting and enhancing the concept of self. The individual's consumption behavior tends to enhance the concept of self through consumption of products as symbols. According to this, the self is a function of explaining how the buying behavior is transformed from the cognitive dimension to the behavioral dimension, and at the same time, it is also regarded as the way of perceiving the individual as an object. From this point of view, the products are considered as symbols that enable the individual to communicate with him/herself and those around him/her. When the symbol is in harmony with the consumer's self-perception, it has a sense of self-perception and power. In this way, while the symbol affects the image of the consumer positively, each consumer tends to behave in accordance with his true or ideal self (Grubb and Grathwohl, 1967).

In describing self-concept in relation to consumer behavior, Sirgy (1982) developed "self-image congruence" theory by matching self-image and product-image. Self-image congruence has emerged when the ideal self and the ideal self are associated with the product image. So, self-image congruence influences brand satisfaction, brand and product appraisal with consumers' purchasing preferences and intentions.

It is also seen that individuals may define their concept of selves based on the product they use. The image and symbolic meaning of the product are influential in the consumer's self-identification. Concordantly, conducted studies have shown that individuals can identify their identities with various products and that the self-definition of people at different socioeconomic levels is different from each other (Sommers, 1964; Sirgy, 1982; Belk, Bahn, and Mayer, 1982). The use of products as a symbol to communicate with other consumers is regarded as an extension of self and social bond. On the other hand, the adaptation of the product or brand image to the self-concept of the person has an effect on the buying tendency and the buying behavior. There are also studies showing that the self is reshaped to suit the image of the consumed product or brand, as well as the behavior of consuming the product in accordance with the self (Evans, 1968; Solomon, 1983). Beyond these, there is another view arguing that the emotional attachment to the product makes that product a part of the extended-self of the person. Led by Belk (1988), explains the use of products as symbols of self as an *extended-self*. Within this perspective, especially the physical appearance, one of the concrete extensions of the self, also provides a perspective on the relationship between consumer behavior and self. This point of view will be examined further in the following sections.

2.2.2 Organizational Behavior

As a matter of fact, all organizational behavior topics examined at the individual level are part of the concept of self. In addition to being directly related to the concept of self or its sub-concepts, the concepts that the self influences indirectly are also studied under this discipline. It is seen that the concepts related to the self are generally examined under the headings of motivation, decision making, personality and values, ability or power and politics in the field of organizational behavior.

For a better understanding of the sources of motivation, several concepts such as self-actualization (Maslow, 1954), self-concordance (Sheldon, Elliot and Ryan, 2004), self-determination (Deci and Ryan, 2000; Deci and Ryan, 2002; Gagné and Deci, 2005; Ryan and Deci, 2000), self-efficacy (Bandura, 1977; Stajkovic and Luthans 1998), self-regulation (Robbins and Judge, 2015) were used as reference points in various studies. On the other hand, while trying to explain the main motives and cognitive flow behind making decisions, one’s self-esteem (Campbell and Sedikides, 1999) was also considered as an important component of this process. Self-monitoring (Snyder, 1987; Gangestad and Snyder, 2000) is a personality trait that helps one to measure one’s abilities to relevant factors. Leaders, managers or indeed every employee basically might need efficient impression management in order to influence others. Self-promotion (Stevens and Kristof, 1995; Higgins, Judge, and Ferris, 2003) is both useful and important to make a right impression and generally considered in the studies explaining or improving impression management techniques.

2.3 The concept of extended-self

My very first encounter with extended-self was in my consumer behavior lecture during my first year of Ph.D. Consumer behavior was a new field for me because my past education and studies were generally focused on management and organization. While wallowing in many new theories and perspectives, this concept of Belk (1988) was the most appealing one to broaden and study on for me. The idea of identifying myself with what I have or in other words what I possess was something that I deeply recognize but couldn’t name theoretically. In my opinion, people are somehow aware of what they are doing while simply consuming but not putting these actions to words. The new and exciting part of this perspective is that it is not only about what clothes, cars, electronics or other things bought with money but it also includes other possessions like body parts, other people or abstract ideas.

In previous sections, I have tried to pave the way for explaining this concept. In this section, I will try to explain what extended-self is in order to create a better understanding of my own study. I will try to gather and give information about this concept within small details.

2.3.1 What is extended-self?

Through all these studies and theories on self, when it comes defining "yourself" there is a prevalent but relatively fresh idea that people tend to identify themselves with the objects they have. This being the case, it is possible to say that it is different to distinguish the content of "me" and "mine" (Belk, 1988; Belk, 1989).

Extended-self was brought into consumer behavior literature by Russell W. Belk (1988) with his study of "Possessions and the Extended-self". Belk's starting point was to gain an understanding of attachment between people and their possessions because he wanted to understand consumer behavior better. He started with the definition of self by James (1890), which can be considered as a primary resource for scholars who are interested in studies about self and self-concept. With his key article, Belk (1988) aimed to examine the relationship between the self and the possessions. By this means, Belk not only wanted to explain consumer behavior but he also wanted to figure out a broader understanding of human nature and existence. His previous studies were also focused on this aim.

According to Belk, the key is how we define possessions. If we count everything we call ours as our possessions then it wouldn't be wrong to claim that we are constituted by all of our possessions. This premise is based on James' saying about self and it gives us proof. Considering one's extended-self, it is important to understand how one defines himself/herself. Basic states of existence help us to address this question.

Before Belk, previous studies were conducted in order to understand and explain the concept of extended-self in broader terms. These studies can be considered as primary studies which give us the rudiments about this concept. McClelland (1951) mentioned external objects and suggested that these objects might become a part of ourselves with the help of “control”. Accordingly, McClelland (1951) proposes that if a person is able to control these external objects or have/exercise power over them, then these objects can be viewed as a part of self. Understanding this idea is quite easy thinking of several tangible tools which require mastery while using them – like weapons, a simple ax, a screwdriver, a drill, a bike or a car. Within this view, the more you have power or control, the more you are allied with that object. A few years later, Prelinger (1959) combined both James’ and McClelland’s thoughts on possessions and tested them in his own method. As a result of this, he listed what are mostly self-allied within this scope. According to the alliance points starting from the highest, (1) body parts, (2) psychological processes, (3) characteristics and attributes, (4) possessions and productions, (5) abstract ideas, (6) other people, (7) objects within the close physical environment and (8) distant physical environment were listed as the concepts allied to self (in Belk, 1988:140). Other than physical possessions, characteristics, abstract ideas, other people and some psychological processes are really important for me to understand the concept of extended-self within the organizational context. Prelinger (1959) also adds to McClelland’s thoughts on possessions and states that besides controlling an object, being controlled by an object can also cause seeing that object as a part of self. It is possible to say that there is an interchangeable span of control. On the other hand, Furby (1978) and Tuan (1984) also considered control as an identifier of possession. In accordance with these ideas, it is also possible to say that the more we believe that we possess or get possessed, the more we make that object – or whatever a part of our selves. However, a categorization for these possessions might be essential because sometimes even the smallest things can be a part of ourselves. For instance, Nuttin (1987) found out that people even tend to view their initials or all the letters in their full names possessively. The thin line between “me” and “mine” again shows itself in this kind of situations. McCarthy (1984) suggested that objects that we possess are like a reminder and confirmer of our identities. Rather than self, identity lies in objects. When Rochberg-Halton (1984) spoke of extended-self, he did mention about material possessions. Although some previously made researches pointed out that possessions are affiliated with self-concept, they did not give the scope of this situation (see Sirgy, 1982). Again, Belk (1988, 2013) also added that in addition to possessions, ideas, experiences, people and places that we feel attached are also constitutes extended-self. In a general definition, Solomon (1990) defined extended-self as the reconstruction and expansion of the self through the objects in the external world.

Today, in the present and updated view, extended-self is not only limited with materials but also with group possessions, other people, places, experiences, traits, success, social roles, values or competences (Mittal, 2006). From a wider perspective, Mittal (2006) suggested that self gets built from six separate components (value and character, body, competence and success, social role, traits, and possessions), and “possessions” are only one of them. Moreover, with the digitalized world, presentation of self has also become digital and digital possession is more present rather than physical possession (Belk, 2013). Now people are more tend to present and express themselves through digital showcase and sharing.

In the context of consumer behavior, it is possible to say that people prefer products that are only relevant to their own, their own characteristics, and in this way expand their self. It is expected that people will have a similar tendency in the organizational environment while this is the case in terms of consumption. Individuals may also want to add themselves to the person who has similar characteristics in the organizational setting. Another point is that objects in the outer world are perceived as part of the self, and the individual becomes more identifiable with the object when they have power and control over them. The organizational hierarchy can also be in a position to serve it. For example, the power of the manager on the employees or the control that professors have over their assistants can be supportive about this situation in the organizational setting. In these premises, it might be possible for individuals to extend themselves via other people that they feel or work close with. Going back to possessions and objects again, it is suggested that objects created by an individual effort are important pieces of extended self. Because while obtaining an object to extend yourself, you also invest some of your “self” in it. It is actually a piece of you lying in the object obtained or produced by struggling. In the organizational setting, all objects that involve individual effort are important in self-construction. For instance, a report that you have to present to your team or an agreement that you oblige with your customer can be counted within this concept. For academicians, this distinction may be even more explicit. Articles, books, book chapters, translations, data, presentations – even more, dissertations are products involving unique ideas and requiring a certain amount of knowledge and effort.

As a result of what was mentioned, it is possible to assume that there are various means for the individual to extend itself within the organizational context. All the products or efforts that one makes, people who work together, objects that people use while working, ideas that they have and use, or even the money that they earn and use to buy other objects can be included into this means. To address and understand these means, we should also examine the existing views on possessions and how they help extension.

2.3.2 “You are what you have” but what about others?: “Non-object” Possessions as extended-self

While trying to explain the concept of extended-self we have mentioned about objects a lot. Other than the objects that we use daily (like clothes, cars, household goods, accessories and etc.), means that we use to get these objects or some living creatures that we encounter every day can also be counted as a part of extended self. In this section, I will explain these “non-object possessions” under three different categories – money, other creatures, and other people. Then I will give some other suggestions in order to expand the means of extending the self.

2.3.2.1 Money

Belk has mentioned that some views on money itself argue that it is way too intangible or commoditized to be articulated to self. On the other hand, in terms of possessions, again money itself and things that it lets you possess are included into extended self. Sometimes money is not the end but the mean.

There are various studies explaining the relationships of individuals with money. These studies have contributed to the fact that money is seen as a part of the extended self. These studies, which are generally of psychology origin, are also related to the perception of individuals on the money. For instance, with the study of Fingert (1952) we have the chance to understand the relationship between money and people in terms of extended self. It is seen that when people believe their well-being is linked to the amount of money they have or in simple words the existence of the money in their pockets, they hesitate to use that money. In Fingert's study, one of his patents claimed that he was hesitant to pay his fees because when he spends his money he gets afraid that he will lose a part of himself. This case clearly explains us the relation between the loss of possessions and a part of self. Similarly, there's a prevalent psychological state that when people have less or no money, they feel psychologically bad and inadequate.

About the perceptions of others, Luft (1957) has stated that we tend to see people with money more happy, cheerful and have a regular life. Another pathological issue is that people are associating money with happiness and love or try to substitute them with each other (Bergler, 1959; Krueger, 1986). Not spending any money or simply being retentive is also another pathological issue and seen as a search for security in life (Goldberg and Lewis, 1978). Au contraire, money is also used to gain illusive happiness by gambling, prodigal spending or excessive consumption (in Belk, 1988).

In addition to all these fundamental studies, it is impossible to see what money provides to an individual even today. Money opens all sorts of doors for people. Assuming that people are building their identities and selves by possessing, the importance of money is obvious. Money brings people status. On top of gaining a place in society or smaller groups with the help of what money helps them to buy, people can also gain status or importance with the help of money itself. If you are rich you are best known for this feature. The rate of you being respected increases with the amount of money you have. As a matter of fact, you get power and become visible in society. Money is the symbol of all these.

Thinking in an organizational context, if money and objects that we buy with it are all part of our extended-self then money should make “work” a part of an extended-self too. Because the main source of money is also important as well as what it brings.

2.3.2.2 Other creatures

By other creatures, I am actually referring pets. There has been a remarkable amount of studies which are concerned about the relationship between human beings and their adorable companions through the years. As one might expect, there are also many theories on functions of pets in a man’s world.

When we review the literature, we might encounter with several ideas that pets are humanized by people and they might be a reflection of their owners in different ways. People usually humanize their pets and see them as a part of their family (in Belk, 1988). As James (1890) stated before, family members are counted as a part of extended-self. In this context, we might say that people extend their selves through regarding their pets as family members. People also tend to see them as their children. Today there is a common saying of “cat-mom” or “dog-mom” between pet owners. It can be observed both in real life and social media that they address their pets with their own surnames, creating a social media account and posting for them, treat them like a baby or a kid, wear matching outfits or using matching accessories, spending money on their food or health – enfin doing every show-off that they do with other people also with their pets. Social rules that validly exist for people also exist for pets. For example, we don’t eat animals which can be categorized as pets, while we eat others. This rule might differ from one culture to another.

Pets as reflections of their owners can be addressed in several different ways. For instance, people see their pets as a part of themselves and they perceive other people's feelings towards their pets as those feelings are towards themselves (Secord, 1968). People demand from others that they should feel the same things both for themselves and their pets – if you love them, love them both; if you hate them, hate them both (Secord, 1968). This situation can also be observed in everyday life. For instance, I have a friend who is a "cat-mom" and I can straight off say that she is obsessed with her pet. When I go and visit her place, she expects me to show interest and ask about to the cat itself. If I don't do that, then she gets angry and hurt, starts to grumble and complains that I don't care about her cat that much and accuses me of disregarding. When I ask her why she reacts this much, she explains: "because she is a part of this house and family, and when you don't show interest to her she feels sad and I feel sad…". Another explanation that I have in my life is about my "dog-dad" friend. Again, while visiting his place he generally gets disturbed and complains that "I did not pet his dogs enough". He explains this situation with these words of him: "I feel like you are disrespecting me when you don't care about my pets or love them enough…". After these real-life experiences, I might say that people expect you to behave their pets as you're behaving them or vice versa. They tend to take it personally.

Another idea is that people tend to choose similar pets to their identity and personality (Tuan, 1984; Jyrinki and Leipamaa-Leskinen, 2005). Owning a pet is generally associated with having power and control over another alive creature (Tuan, 1984). Regarding this, it is said that men prefer dogs rather than cats because dogs are obedient by nature. Also, men who would like to highlight their masculinity prefer to own dogs which are considered more aggressive and physically bigger (Katcher and Beck, 1983; Hirschman, 1994). Furthermore, women generally tend to own pets which are cute and small. Both the appearance and breed are important in terms of expressing people's personality. In addition to these two views, pets are also seen as social facilitators and help people to socialize both alone and with others (Adell-Bath et al., 1979; Cain, 1983; Sanders, 1990).

While trying to write and explain the status of pets in people's lives, I – myself have gotten into a situation about one of my lovely pets. I am living with four cats that have unique stories and personalities. Unfortunately, one of them has fallen off from the well while misbehaving, had a bad hip dislocation and a risk of hematocele. Trying to figure out what will happen to her health, I tried to understand what I was feeling. I have never identified myself as a "cat-mom" but I felt like one of my siblings is fighting with death and started thinking about how empty my life be without her. What I am saying is that even my own personal experiences have led me to feel like my cats are a part of my self.

2.3.2.3 Other people

This topic might seem intimidating because until this time I always have mentioned the things that a person owns by money and considered most things as tangible objects. As Belk also tried to clarify the situation, I will not be mentioning slavery in this section. Although it is an ethical problem in terms of fundamental human rights, it still can be examined within the context of extended self retroactively. But here, we will discuss in terms of James' symbolic extension.

In this context, the clearest subject to mention is children. If we are to talk about other people by objectifying, even the laws consider children as objects. When parents get divorced, while making a consensual division of their properties they also share their children and try to figure out who will get the custody (Hobart, 1975). This point of view even continues when these children get older. Treating children as a possession even find its place in the common discourses of society. For instance, when children are getting married, they are "given" to or "taken" from another family. In Turkey, if you have a daughter and she wants to get married, the family of the potential groom should visit you (especially the father) to "kız istemek" (which can be interpreted into English as – "ask for the girl's hand"). Also, in some regions of Turkey, as a tradition, groom's family has to give some goods which are called as bridewealth (such as valuables, gold, cattle or small cattle) if the boy wants to wive.

On the other hand, reproducing – having children is seen as a way to immortality (in Belk, 1988). People believe and feel that they are spreading themselves through the world with the help of their children and grandchildren. If you have more than it means you have more representation existing. Being related to this, people are trying to raise their children according to their experiences in life. You might hear some parents saying that “I have suffered enough; my children should not suffer”. They try to give every opportunity that they couldn’t have to their children. The underlying reason for this behavior can be explained with the desire to create “a better version of me” (in Belk, 1988). With an upgraded version of themselves, people will continue to exist in this life with the help of their genes which are transmitted from one to another.

While commodifying or objectifying people is not approved, this situation is inevitable in terms of genders. Men viewing women as an object and treating them with this point of view can be observed in several areas of life like pornography, marriage, romantic relationships and etc. (Tournier, 1957; Dworkin, 1981). Especially in Turkish culture, men are observed to be macho. This characteristic leads them to behave as women who they have a relation with are their “domain” or “property”. Men take intervening women’s life for granted and behave as they own them. They feel like women’s honor represent their honor. However, with this point of view, while men seem to extend their selves via women that they “have”, it doesn’t have the same consequence with women. They don’t feel like they are attached to the men or they don’t feel like a part of them.

Within the context of possessing women, rape is also a sensitive and important subject to mention. Some views on rape suggest that people extend their selves without the permission of others, possess their body forcefully and spread themselves (in Belk, 1988). Even some scholars have mentioned that rape is likened to a robbery in terms of having somebody else’s person (Brownmiller, 2005; Kutash et al., 1978). When one rapes another, another one is thrust upon and loses some of itself. Rape is also related to another concept that I will mention in future topics – contamination. Goffman (1961) mentioned this situation in his book “Asylums” and put it under interpersonal contamination. It can be also named as “stealing one’s self” and “to profane it”.

Possessiveness through people can also come out with the emotions that are important for people to show their reactions. Jealousy is one of the emotions to be discussed within this context. Jealousy can be defined as the unhealthy and pathological transformation of possessions into behaviors (in Belk, 1988). Actually, one could observe jealousy in every part of its life. For example, seeing your spouse being close with another person, could lead you to feel this emotion. In addition to this, being cheated on makes you even more jealous because you would feel like you are sharing a part of yourself (or your loved-object) with another person which is not even related to you (Clanton and Smith, 1977). It is like a little child, not wanting to share his favorite toy with the guest’s child and secretly making plans to get it back in order to not lose it. Even friends get jealous of each other when one of them gets too close to another person. One of my friends was in a similar situation and she was jealous of a friend of hers because she got really close with another girl that my friend didn’t like. My friend explicitly told her friend that she did not want to share her and she gets mad when she thinks that her friend has more in common with the other girl. In this example, thinking of losing one of your extensions and give it rein to another person. Also thinking in organizational context, this can occur between managers and their subordinates or simply between colleagues in several different ways. For instance, when you see that your employee is being in close relationships with the ones that you don’t like, you might feel jealousy and anger at the same time. As is seen in one of our studies, when a professor found out that her assistant is conducting research with another professor who is a rival to her, she felt and showed that anger and jealousy towards her assistant (Tatarlar and Güneri-Çangarlı, 2018). This aspect of this subject should also be studied deeply.

Another thing about other people is that if one considers them as a part of their extended-self, then they should feel like they have lost a part of themselves when they lose one of them. This especially occurs when there’s a break-up, divorce, death or even in case of resentment (in Belk, 1988).

Besides objects in general, these intangible non-object notions are also a mean of self-extension. Now that we have information on the means to extend ourselves, we should have a look at how we can do it.

2.3.3 How to accomplish self-extension by incorporating possessions?

Best way to understand how we can incorporate possessions is through Sartre's work. Sartre (2009) has mentioned that the only reason to want something is extending ourselves and one can only understand itself with the help of what they have. Accordingly, "having" something and "being" something works together. First, people have the object then it becomes a part of self, so it is possible to say that these two functions merge. Sartre (2009) also states that people express and construct themselves through what they have. While Sartre puts having and being in the base of existence, Marx (1978) contrasts with Sartre and states that doing – or in other words working is the key to exist. He suggests that the function of "having" gives people false happiness and this can be explained through "commodity fetishism" which means believing that goods will bring happiness. Instead, he suggests that only working and being able to do meaningful and rewarded work would bring such happiness. This fetishism promotes people to work to live, while Marxists argue that people should live to work. Hereat, capitalism is not supported by Marx and his followers, because they defend that capitalism leads workers to get alienated from what they create, so it makes people lose a part of their selves. On the other hand, Fromm (1991) suggests that being is the key to exist, and like Marx, he opposes "having". According to him, the essence of being lies under realizing one's self without fear of losing it. He advocates that when you construct yourself with the objects you have, you always have a threat of losing it, so when you lose it – who will you be? (in Belk, 1988:146).

In the light of these views, the one that I will continue with is Sartre's having and being – and how we can turn this into practice. Sartre mentioned about three different ways to use objects as a mean of self-extension: (1) controlling, (2) creating and (3) knowing.

2.3.3.1 Controlling

Sartre argues that controlling an object for personal use is a way to extend yourself by possessions. This view is similar to McClelland's (1951) thoughts on power and control as I mentioned before. While these views are valid for tangible goods, Sartre also argues that one could also overcome, conquer and master intangibles – or non-ownable things and make them as a part of self. One can learn to use a new program, visit every country in Europe, learn and master Portuguese or do many things that need mastery. Even turning the situations that you're in into your favor may contribute to your self-construction. Thinking in an organizational context, the competencies that you have added a lot to your existence. For instance, knowing how to use several SAP modules would make you add this competency to your cv and lets you identify yourself with this specialty. In every occupation, there are different competencies that would make a person desired by employers. On the other hand, mastering required competencies would lead one to be in charge of something (maybe a team or a department, again thinking in an organizational context) and that causes to have more control over both the work itself or the people.

Other than using and controlling the objects for our personal use, there is another special form of control which is "giving". This action is generally associated with gift giving in terms of consumption practices or tangible goods. It simply can be explained by the drive of expanding yourself via giving objects that you chose for some reason. When one gives something to another, the given would be carrying a part of the giver. Let's try to explain this situation with a gift-giving example. Think of two people A and B. A wants to give B a gift – there can be many reasons for it like birthday, new job, Christmas and so on but I will explain regardless of existing reason. The gift-giving process starts with choosing a gift and here the taste of giver is involved. The giver can choose anything for any reason as a gift. Think of yourself, when you buy a gift you tend to choose things you would like to have in the first place. No one primarily cares about the receiver's taste. You can also hear people saying that "I thought that you should have this so I bought it immediately when I saw it". Even in this sentence, you can interpret the subjectivity of giver. Giver imposes the thoughts that it has on receiver via the objects. Going back to the example, A chooses a necklace to give B buys it and gives it. From the time that B accepts the gift, actually, it accepts A's existence and partial imposition on itself. When receiving a gift, one both loses and gains a sense of self. One loses a part of self because the received gift is chosen by the giver and imposes a part of the giver, one gains a part of self but not only giver's self also a part of itself because it can associate the gift with itself somehow. This changes with the characteristics of the gift – when you give something that you created or made, it would have much more impact than something ready-made. Also, sometimes, the receiver might demand a special gift from a person and this time it makes receiver influential on the giver.

This might seem a little complex. In simple words, when we give a gift to another, intentionally or unintentionally we give a part of ourselves and vice versa when we receive a gift. But in general, this process is seen as a positive process because people usually receive gifts from loved ones. Therefore, carrying a part of a loved person is perceived positively.

In an organizational context, control of an object is associated with psychological ownership. As mentioned in literature, having control over on object eventually makes one feel ownership towards that object (McClelland, 1951; Csikszentmihalyi and Rochberg-Halton, 1981) and when the level of control increases it becomes more part of a self (Sartre, 2009). In an organizational context, organizations give individuals the chance to practice control over several factors or have a role in terms of balancing the power and control (Pierce, Kostova and Dirks, 2001).

2.3.3.2 Creating

This concept of Sartre recaps Locke's philosophy and argues that the second way of incorporation is creating. Regardless of its feature like being tangible or intangible, when one creates something, it comprises a part of that person. This also helps others know who created it. Expression of this can be conducted in several ways. For instance, when a composer composes a new song, one would know who did it, because one would recognize the style of that composer. One might hear the signature melody of that composer and immediately name it. This means that that composer's songs are carrying a part of itself as a signature. On the other hand, a telecommunications firm's R&D department can invent a new feature for their smartphone and get the patent to be the creator or founder and to be associated with this feature in consumer's minds in the future. This mental association helps to build the relationship between the person and object in terms of extended-self. For academicians, this situation is much more clear. Creating new ideas and contributing to the existing literature is literally the most important part of our occupation. We try to embody these ideas by publishing scientific articles, books or book chapters, or even textbooks in order to transmit their ideas to others and let itself to expand. Later on, ideas (or theories) are associated with the one who created it first.

Sartre also considers "buying" as a special form of creating. Here as I argued and mentioned before, the power of money and its capabilities of enlarging one's possibilities is essential. When boundaries of what you can do expand, automatically your sense of self also expand.

2.3.3.3 Knowing

The third way of incorporation is to know. Knowing about an object – whether it is again a tangible or intangible – is an important way to involve that thing and add it to yourself. Sartre (2009) and Beaglehole's (1932) view both support this and argue that when a person knows an object, a person's desire towards that object increases. In simple words, if you know something, you would like to have it and if you have it then it eventually becomes a part of you.

These three ways that I have mentioned is actually interlaced and interrelated. It is not possible to create or control without knowing. Thinking in occupational concept, you would not be able to promote when you don't have enough knowledge and when you cannot use this knowledge concordantly.

In conclusion, everything that one has worked on with passion, expend energy and labor on is somehow gets incorporated into one's self. A farmer's land, an artist's painting, a teacher's student or a professor's scientific article eventually becomes a part of their selves or in other words, they expand themselves by using them. As an extension tactic, there is also another mean called "contamination" that people use both intentionally and unintentionally. In the next chapter, I will try to explain the concept and its different forms.

3 CHAPTER III: A SPECIAL WAY OF SELF-EXTENSION: CONTAMINATION

3.1 Definition of contamination

Contamination has several different definitions and is studied in many different disciplines including biology, chemistry, medicine, anthropology, psychology or even in business administration. While the concept and context change from one discipline to another, the one that I am going to engage in will be the one studied in social sciences.

The foundations of contamination have been related to sympathetic magic. Respectable anthropologists argue that beliefs and traditions that people have through the historical process are explained by this concept (Frazer, 2011; Mauss, 1972). The concept of contamination (or contagion) is in the scope of sympathetic magic. According to the law of contagion, when things communicate with each other, they transfer themselves on it and create an effect on it (Frazer, 2011). This effect does not always have to be visible or physical. In fact, even if the contact is interrupted, this created effect might continue. On the other hand, similarity also leads to being affected. With the act of contagion, it is believed that things that resemble each other share fundamental properties (Mauss, 1972). This “magic” which refers to contagion might be both positive and negative. When there is a contact with a loved person or object there might be an enhancement of value, but with the exact opposite, when there is a contact with disliked person or object then the value decreases. Also, the influence can be both on source or recipient (Rozin, Millman and Nemeroff, 1986). Many types of research have also shown that contagion has an important role in interpersonal context. Especially the research that made within the context of primitive societies and tribes give us clue about how interpersonal contagion happens and people believe that they will be polluted with other one’s properties (Argo, Dahl, and Morales, 2006). Previous research also shows that people get influenced both positive and negative by the status of objects that they are interacting with. For example, people do not feel comfortable to get in contact with the objects that are related to people they do not like but this state changes when the object is related to people that they feel favorable towards

(Rozin, Millman and Nemeroff, 1986; Nemeroff and Rozin, 1994). On the other hand, negativity and positivity might change according to the form of contaminating action. Negative effects are seen generally with physical actions when positive ones are more symbolic or spiritual.

Along with the basic ideas of contamination, more specific descriptions and sub-concepts have been introduced to the disciplines. The ones that I will use and adapt in my study are Goffman's definition of interpersonal contamination, emotional contagion, cognitive contagion, and identity contamination.

3.2 Types of contamination

3.2.1 Goffman's model of interpersonal contamination

Goffman first laid the foundation of contamination in his work of "Asylums". He tried to develop the concept through violation of personal boundaries in total institutions. In order to understand his point of view, first, we need to understand the status of "inmates" in asylums. When people get into one of these total institutions, his/her self gets into a change. From the very beginning, people are encountering with many strict rules and mortifying behavior which sets a barrier between the individual and outer world. Through the admission process, several actions such as recording personal information, taking pictures, weighing, taking fingerprints, giving numbers, researching, taking personal items and itemizing, cutting hair, undressing and deodorizing persons and putting on institutional clothes lead to the loss of self, personality and some roles. When an individual leaves all his possessions which identifies him, it leads to dispossession. Dispossession is important because individuals attribute their feelings to their possessions. The possessions that we mention do not need to only be physical. As mentioned in previous chapters, even the name and surname of a person is enough to describe him "self". The loss of a person's surname in such an institution means that his/her self is also lost.

Some personal possessions of individuals have a self-specific relationship. The individual usually seeks to exercise some control over the external appearance he or she has in front of others. The individual needs cosmetic and clothing material for it, a means to use them, a reliable place to keep them, and in short, an “identity kit” for the management of the personal window. In total institutions, these personalized identity kits are captured and a much more standardized version is provided to individuals. Hence, again with the loss of possessions, the self is also lost.

In addition to the diminishing and loss of self in various ways, there is another form of mortification in such institutions. There is a kind of “contaminative exposure” which people encounter from the moment that they engage in an institution. Individuals may not be able to oppose it within the institution. The individual can protect his/her own body, actions, thoughts, feelings and miscellaneous possessions from things that will contaminate them. However, this is not the case in the institution. These territories of self are violated within the total institutions, the boundaries between the individual’s own existence and the environment are violated and the sanctity of the concrete states of the self is degraded (Goffman, 1961:35). Goffman (1961) explains this exposure in three different forms: (1) violation of informational preserve; (2) physical contamination; and (3) interpersonal contamination.

The first form, violation of informational preserve is basically a violation of the confidentiality of private information about the person himself and forcing a person to disclose. The second and maybe more direct form of contamination is physical contamination. Here, contamination of the body or other objects that are self-identified is discussed. It might show differences depending on the form of total institutions but the most mentioned forms are eating unclean and poorly prepared food, being in scattered places, to use clothes and towels that others use and include their body fluids, encountering with other’s hair or waste, using dirty bathrooms and doorless toilets, forced nakedness or communal sleeping (Goffman, 1961; Kristeva, 1982; Smith, 2002; Cover, 2003; Fusco, 2006; Allen-Collinson, 2009). Another way to perform physical contamination is to assault one’s possessions. Destructing or concealing one’s personal belongings is a violation of possessional territory and it threatens the existence of self for the reason that possessions are considered as a part of extended-self (Stephens et al., 2005). Thus, one's detrimental behavior against other's possessions, personal items or official identifications might be interpreted as his/her attempt to other's self-concept (Allen-Collinson, 2009).

Besides these, contamination can be seen not only between object-person but also person-person. In another word, along with the physical contamination, interpersonal contamination might also occur. While explaining this notion, Goffman primarily focuses on the social relationships between people. Undesirable physical contact and invasion of personal space can be considered as the most common forms of interpersonal contamination. The most obvious example of interpersonal contamination in society can be undoubtedly determined as rape. The definition of rape or sexual assault is *"carnal knowledge of a woman forcibly and against her will… but it was broadened to include situations where consent is initially given but later withdrawn by the victim"* (in Lyon, 2004:281). In terms of contamination, rape means one's body is being possessed by another person without consent and it leads to lessening one's self and adding the other one's self. On the other hand, physical contact which is identified as contamination should not always have to be violent, it also can occur in a gentle way (Giuffre and Williams 1994; in Allen-Collinson, 2009). Eventually, it is considered as contamination according to the intention of perpetrator and consent of the victim. In addition to the physical aspect, there is also a social aspect of interpersonal contamination. Interference with one's social and intimate relationships is also considered as contamination. In the example of asylums, military or prisons reading one's personal letters, forcing people to have open visits, the disclosure of relationships is considered as forms of social interpersonal contamination.

In consideration of these concepts, it can also be assumed that people are exposed to some types of contamination in the working environment. The question to be asked here is whether people lose their imagery that they introduce to others as a result of what they are exposed to. Violation of territories of self leads to psychological stress and anxiety in people. This may be the reason for the various syndromes like burnout syndrome that have occurred in the business environment. Some work behavior seen among peer or manager-subordinate relationships might be assumed as tactics of interpersonal contamination such as occupying someone's work area, making unnecessary phone calls, unnecessary visits and distracting employee's attention, trying to get in contact out of office hours and etc.

3.2.2 Emotional contagion

Another form of contamination is emotional contagion. This concept is generally studied in the field of marketing and psychology (Dasborough et al, 2009). However, recently this issue has also been studied in the area of organizational behavior.

In our social world, it is inevitable for people to not to get influenced by each other somehow. Even when you observe your own social environment, you might experience that people who spend enough time together eventually start resembling each other in terms of behavior, appearance, or speech. One of the next levels of this resemblance might be termed emotional contagion.

People can mimic the attributes of others, such as posture, gaze, tone, mimic. These features of people who are close to each other even begin to resemble or synchronize after a while. As a result, besides mimicking, people can shift to the psychology and emotional state of the others. Hatfield et al. (1993) basically define this situation as emotional contagion. Hennig-Thurau et al. (2006) defines this concept as the capture of the receiver of sender's emotions through his mimics and behavior and adapting it to himself and then expressing. Schönewolf (1990) defines this concept as *"a process in which a person or group influences the emotions or behavior of another person or group through the conscious or unconscious induction of emotion states and behavioral attitudes"* (in Barsade, 2002:646). It is possible to say that emotional contagion occurs both in conscious and subconscious levels (Hennig-Thurau et al., 2006). The subconscious level is generally referred to as "primitive emotional contagion". People unwittingly imitate the reactions, mimics, and movements of others and automatically feels the emotions they lead to (Hatfield, Cacioppo and Rapson, 1994). The important part here is displaying because receiver only can imitate what s/he sees. Therefore, it is possible to say that the more emotion the sender displays, the greater the contagion (Barsade, 2002). On the other hand, conscious level of contagion occurs while trying to find the feelings of others in the context of social information (Salancik and Pfeffer, 1978) and to make a social comparison (Schachter, 1959; Gump and Kulik, 1997). Individuals compare their own emotional states with others and allow emotional transition where appropriate. In this case, the quality of feelings is important. The individual measures the emotions of others and in case of thinking that the emotions reflected by the other person are fake, s/he would prevent the contagion. Researchers try to explain this transmission process via extended social comparison theory (Festinger, 1954; Schachter, 1959) and support with how others influence the emotional response to different cases (Gump and Kulik, 1997). Basically, in the previous studies on social comparison theory shows that people tend to express similar actions or feelings of others that have encountered with the same situation rather than others that they did not (Schachter, 1959; Wrightsman, 1960; Darley, 1966; Firestone, Kaplan, and Russell, 1973). Additionally, again it is to say that emotional contagion occurs between people with similar characteristics (Sullins, 1991) and also it is highly likely to occur when there is a close relationship because people are tended to express their feelings more when they adapt to a new group or environment (Coviello et al, 2014).

Hatfield, Cacioppo and Rapson (1994) explain the contagion process and they argue that when there is an interaction, people usually think of imitating others and adapting their movements to them. As a result, their emotions start to be affected by this situation and even occasionally they capture their feelings. This process is likely to occur when;

- people give close attention to each other,
- they see themselves related with others, not independent and unique,
- they can read emotional expressions,
- they are prone to imitate,
- they are aware of their own emotional responses or cues (in Doherty et al., 1995).

In addition to this, Domagalski (1999) mentioned that emotional contagion might occur when;

- interaction and interdependence between people are high,
- the sender is a high-status and loved one,
- the feeling is compatible with the status of the environment
- there is not strong opposition between people.

In emotional contagion context, there are also differences according to sex (Doherty et al., 1995; Domagalski, 1999). It is assumed that male individuals are driven by logic more than females. Women are more emotionally open to the outside and more inclined to share, therefore, these aspects are influential in the contagion process. Women are interested in the feelings of others, make eye contact for a longer time, and can better analyze and interpret emotional cues (Buck, 1984; Hall, 1990. Differences are also observed according to the occupation. For example, when it is preferred that athletes or individual employees stay away from being similar or contaminated, it is expected that those who work in the social field should be more capturable in emotions (Doherty et al., 1995).

In organizational context, emotional contagion is highly related to emotional labor. Hochschild (2012) defined emotional labor's dimensions as (1) interacting with people, (2) having an emotional impact on others, (3) letting manager have a certain level of control over employee emotions. Rafaeli and Sutton (1988, 1989, 1990) have broadened this definition and added that while people are displaying emotions they get affected by organizational, societal and occupational norms and also by their own characteristics. And as for Morris and Feldman's (1996:987) state, emotional labor requires the *"expression of organizationally desired emotions during interpersonal transactions"* (in Pugh, 2001:1018). Especially in the service and health sector, employees should regulate their mood swings or feelings according to the organization's policies.

Along with the emotional labor, emotional contagion has been studied in group level. When people enter a group, they encounter others and their emotions. They incorporate these feelings into with primitive contagion. This happens automatically and unconsciously as I mentioned before. Basically, group emotional contagion is effective on individual-level attitude and group process. In studies conducted, it has been found that emotional contagion leads to increased coordination within the group, decreased conflicts, and improved task performance (Barsade, 2002). At the same time, it is possible to say that the feelings within the group also affect the outputs (George, 1989; 1990; George and Brief., 1992). People also compare their moods and feelings with others through the social comparison process. They identify what is appropriate according to the situation and also draw their own emotions and moods to that level (Schachter, 1959; Adelman and Zajonc, 1989; Sullins, 1991). The concept of empathy is also occasionally examined in this context (Davis, 1983; Stiff et al., 1988). The emotional state of the individual also affects the emotional state of the team or group which s/he is in (Larson, Larson and LaFasto, 2002). For this reason, in fact, it is possible to say that every individual may be responsible for providing positive vibes that will ensure the efficiency of team or group which they are involved (Vijayalakshmi and Bhattacharyya, 2012). There are also studies on emotional contagion and mood convergence, and they have mentioned that it is inevitable within the work teams (Totterdell et al., 1998; Totterdell, 2000; Bartel and Saavedra, 2000; Barsade, 2002).

3.2.3 Cognitive contagion

When people start spending lots of time together, they eventually get influenced by each other. As I mentioned before this might occur in several contexts. One other of them is cognitive contagion. In previous studies and existing literature, cognitive contagion is considered related to creating collective emotion among a group (Barsade, 2002). On the other hand, the process of cognitive contagion is quite different from emotional contagion. Cognitive contagion might basically be defined as the adoption and transference of thoughts and ideas from one to another. As is the case with emotions, ideas need to be understood in order to be transferred between people. For understanding ideas, words and language are essential, parts should communicate with each other verbally while emotions do not require this. In emotional contagion, words are the least important because non-verbal cues are more common while understanding (Mehrabian, 2017). Because of the intensiveness of non-verbal cues, emotional contagion needs direct interpersonal contact to occur. On the other hand, cognitions do not require face-to-face communication because it is transferred and understood by more presentative cues (Ilgen and Klein, 1988). As I mentioned before, emotional contagion occurs more unconsciously, yet, cognitive contagion occurs consciously due to the process. Individuals make more effort while adopting thoughts and ideas to themselves. They evaluate and interpret and take expectations and personal goals into consideration while sharing thoughts (Salancik and Pfeffer, 1978).

3.2.4 Behavioral contagion

Another major area of social contagion is behavioral contagion. In simple words, it is the spread of behavior through a group of people. At first, this concept was defined by Polonsky, Lippitt and Redl (1950:322) as *"an event in which a recipient's behavior has changed to become more like that of the actor or initiator"* (in Wheeler, 1966). Later, Marshall (1995) briefly stated that this type of contagion occurs when ideas move rapidly through a group. Sutherland (1995) and Reber (1995) made similar statements and defined behavioral contagion as the spread of activity, mood or idea through a group.

Behavioral contagion is generally mentioned with social influence, imitation, social learning or empathy but there is no certain definition or reason for this occurring. It is also discussed that conformity and contagion are similar concepts but yet there is a difference of veridical judgment. In both situation that conformity or contagion occurs, there is a conflict that individual has to solve it, but at this point, there is a difference between the roles that individual take (Wheeler, 1966).

In general, the process of behavioral contagion is similar to emotional contagion. The main difference is that emotional contagion produces affect while behavioral contagion produces behavior.

4 CHAPTER IV: METHODOLOGY

4.1 Addressing the research questions

As I mentioned before, one of the biggest reasons I wanted to work on this subject was the doctoral courses I took. I am a management and organizations major but I also took marketing courses as a minor. During my marketing theory and consumption theory courses, the chapter that I was more into was “Consumer Identity Projects -Commodities and Self”. Within this chapter, I has the chance to meet Belk’s works on extended-self and started to think of those concepts within organizational context. Until then I have never thought of possessions as a way to express ourselves and by possessions, a great range of things was mentioned. I could have given an opinion that people show off through several brands and want to gain superiority over others, to say the least. But when I read the articles, main studies and started to look at it from a scientific point of view, I realized that the situation was much deeper. I gained insight on consuming goods (literally everything that one spends money on) might help one to build their existence and identity among others. This was an acceptable and understandable explanation for me. With the research that I have done on literature, I was more and more interested in this idea and I was getting even more shocked. I would not consider pets, other people – or going further – even the initials of my name as an indication of my “self”.

Through the years of my doctoral studies, I have always kept the concept of extended-self and its subtopics in my mind. I always wanted to conduct a study related to this topic but I was not sure what to do. While I was searching the literature for my thesis topic, I realized that the subjects I encountered were not interesting enough. I’ve found a lot of different subjects, I’ve blown hot and cold, but no one has excited me enough. I couldn’t even convince my thesis advisor and my other professor on my committee because I couldn’t convince myself from the beginning. After a while, I was still trying to find a thesis topic, and again I came across Belk’s article – "Possessions and the extended-self". Again, I thought about how much I wanted to study on this subject, but it dragged me into the chain of thoughts because it was clearly out of my scientific study field. But then I realized how excited I was and how interested I was on studying this topic. I started to think about whether I could adapt this topic in the organizational field. Again, I made a literature review and I realized that there was not much study in the organizational context.

I started thinking about what I can do in my own field with the subject of extended-self. First of all, I thought to consider the work itself as a possession. In this context, I could say that people can build their selves with the professions or jobs they have. However, this seemed to be a topic that any scholar working in the field of management and organizations that read Belk's article could consider and that there might already be presuppositions on this statement that I was about to make. I wanted to conduct more specific and exceptional research on extended-self within the organizational context so I constantly revised numerous studies on both extended-self and which are related to extended-self. Finally, while feeling lost in literature, one of the subtopics again in Belk's article leaped to my eye. Belk was mentioning a concept called contamination and there was so little information about it. There was just a couple of paragraphs on physical and bodily contamination in general. Referring to Goffman's interpersonal contamination, Belk compiled several notable works on possessions its relation contamination. While reading those paragraphs I felt that there might be much more to learn and I started to review the literature again and again. However, I could not encounter with a detailed study about interpersonal contamination in organizational context. Of course, I have found numerous studies on emotional, cognitive and behavioral contamination (or another word – contagion) between people but I felt that they are not enough for me. After constant reading and comparing studies, I have decided to do what's not done yet. I decided to attempt defining and exploring the interpersonal contamination within the organizational context.

I could not find any studies on interpersonal contamination in the organizational context like the way I wanted to hold it. So, I wasn't even sure if there was such an existing concept. Previous studies were conducted in organizations like asylums (Goffman, 1961) or prisons and more aimed at de-identification or depersonalization of people. On the other hand, I wanted to find out if people are contaminating each other and if they do it what are the underlying reasons and motives, what would be the outcomes or consequences, and how does this contamination occur. Of course, I am aware that this might not be the only reason or explanation but yet I was really eager to adopt this point of view and conduct my research within this theoretical framework. So, it would not be wrong to state that this dissertation's aim is to explore the existence or non-existence of a new concept in organizational context, adapting its insights and gain a new perspective. First of all, this study tries to understand and define the existence of contamination between people *(does contamination exist in organizational context?)*. Then it tries to explain the antecedents of contamination *(what causes contamination?)*. After this, it tries to figure out and define the tactics that people use in order to contaminate each other *(how does contamination occur?).* Finally, it aims to understand what happens after *(what are the outcomes/consequences of contamination?)*. Additionally, this dissertation intends to reveal the contamination related topics which already exist in organizational literature.

4.2 Research approach

After addressing my research questions, I have started to think about what would my methodological strategy be. The methodological strategy can be defined as "*the logic by which you go about answering your research questions*" (Mason, 2002). Thinking strategically means formulating a methodological approach to the answering of the research questions, looking for other approaches that might have been possible and knowing how and why you have rejected them. It is not right to say that one method is better or superior to the other (Bochner, 2002) but there is a point that a researcher could choose between a more appropriate one. From the very beginning, I was aware that quantitative research methods would not be explanatory enough for this kind of topic. Slightingly I have decided to adopt qualitative research methods for my dissertation but I needed to make my philosophical assumptions and research paradigm clear. Because the determination of the scientific paradigm is also effective in determining the methodology.

4.2.1 Ontological and Epistemological approach

First of all, I needed to determine my ontological and epistemological stance. Ontology deals with the nature and properties of reality (Creswell, 2015). It asks the question: “What is the nature of reality?”. It is possible to say that researchers conducting qualitative research adopt different ideas of many realities. They argue that reality varies according to the point of view. If the studies are carried out on other individuals, they are supposed to interpret and reveal others’ reality. Epistemology, on the other hand, deals with the knowledge, its existence, its source and its relation with the researcher.

Philosophically research can be described in two stances: (1) positivism and (2) interpretivism (social constructivism). In basic words, while positivism stands for the phenomenon being separate and independent from its actors, social constructivism argues that phenomenon changes constantly according to its actors’ social interactions (Bryman, 2001). It is possible to say that the positivist approach is underpinned by realist ontology which can be described as “facts are facts” and it is built on theory testing. Interpretivism, on the other hand, is underpinned by relativist (subjectivist) ontology and concerned more about people rather than the fact itself because information or moral values change according to historical conditions, periods, societies, cultures and people and can be obtained from many different sources (Guba and Lincoln, 1994). Positivism defends that there is a truth and it can be obtained by choosing the right method but interpretivism defends that while there’s truth outside it is much more complex to obtain it because it might show differences from one context to another (Guba and Lincoln, 1994). Axiologically, interpretivism might be considered as richer because it values both the researchers’ and actors’ values. Epistemologically, while positivism stands for the objectivist assumption that researcher might gather knowledge on how things work or are, interpretivism stands for subjectivist or transactional assumption which leads to mutually created knowledge of researcher and participants (Guba and Lincoln, 1994).

Considering all these explanations, it is possible to say that it would be more appropriate to adopt an interpretive approach with the content of the subject that I aim to work. While I think it is not possible that facts and knowledge come from an absolute source with a single truth, I can say that I adopt the view of relativity in general. For this reason, it is inevitable for me to adopt this world view that I have also in my scientific studies. In this dissertation, I am adopting an epistemologically interpretive approach with a relativist and subjective ontology.

4.2.2 Research method

Scientific studies with an interpretive approach are mostly conducted with qualitative research designs. In terms of both the subject and the philosophical stance, I decided that the most appropriate method for this dissertation was grounded theory.

Grounded theory's foundations have been laid by Glaser and Strauss (1967) with an intention of emancipating sociological research from positivist methods but yet today it is used by many disciplines such as management, psychology, health sciences, political science, business administration or even arts (Cutcliffe, 2005; Flint, 2005; Çelik and Ekşi, 2015). Grounded theory is a research method that is generally used when there is a need for a comprehensive theory or explanation of any social process planned to be studied (Creswell, 2015). From the perspective of grounded theory, everything in social life is integrated. In this context, grounded theory is a comprehensive qualitative research method that recognizes that actions and concepts are related to other actions and concepts, that nothing is independent of each other and that it does not happen without reason (Glaser and Strauss, 1967; Glaser, 1978). The grounded theory focuses on everyday life experiences, values participants' perspective, questions the interactional process between the researcher and the participant, believes in the expressions of the participants and is descriptive (Marshall and Rossman, 2014). There are some elements that differentiate grounded theory from other qualitative research methods. The fact that this method does not progress in a linear manner is one of these differences. In the method, the data analysis process starts with the data collection process and continues to be intertwined. Therefore, the coding starts immediately after the first interview. In addition, the researcher begins to write the memos in order to explain the relationships between the obtained categories since the first meeting (Bryant and Charmaz, 2007). Within the framework of grounded theory, research is not done to prove or refute a theory. In addition, the constant comparison method is used to analyze the process between events and features. Thus, the underlying similarities and differences are observed and this constitutes the essence of the grounded theory. That is exactly what I did during my implementation part of my dissertation. Since the very beginning, I continuously read new articles, updated my interview questions, started generating my categories and codes – and compared them constantly. Data analysis will be explained in details in another section.

4.3 Sampling

The next step after designing my research method was choosing the population and sample. Since I would examine the concept of contamination in an organizational context, my sample had to be connected to a certain organizational structure. My review of the literature was pushing me towards organizations in which the self-played an active role in organizational life. It would be more appropriate to choose the professionals that the person's ego plays an important role because the concept has emerged in connection with the extended-self. As a result of my literature review, I identified the professions where it is more important to feel ownership towards the job outcomes and to reveal a piece of the self than in other professions. These professions were academic profession, artisanship, and craftsmanship – in general words, professions that require creating tangible pieces or ideas. As Pierce, Kostova and Dirks (2001:302) also pointed out, *"creation involves investing time, energy, and even one's values and identity. Academics, for example, invest all of these into their research and, hence, may feel strong ownership toward the outcome of their scholarly pursuits"*. It would be easier to see the presence and forms of contamination in academia compared to other work environments and professions. Because I am also a member of the academic community, it was much easier and more likely for me to make sense of the organizational context than for other professions. So, the first step was done, my population consists of academicians.

Next step was to determine the sample. Unlike other qualitative research methods, theoretical sampling is more widely used in grounded theory (Strauss and Corbin, 1990). In this sampling method, after identifying the research questions and topic, the researcher determines a group of people to make the first interviews according to some criteria just like purposive sampling. But after this step, it diverges from purposive sampling. As I mentioned before, data analysis starts right after the first interview in grounded theory. So, when the researcher starts analyzing, based on these results and findings the researcher continues to identify more people to interview (Strauss and Corbin, 1990; Creswell, 2015). These might be people who will confirm what the researcher has already found, but the researcher will also purposefully look for participants who can disconfirm the previous findings. The researcher will conduct interviews with those newly selected participants and then analyze them. Theoretical sampling continues like this, moving back and forth between sampling, data collection, and analysis until the researcher reaches data saturation or the point at which the researcher fails to collect new information with subsequent interviews (Morse, 2010).

I followed the same process in my dissertation. First of all, I started to determine the characteristics of the first sample. In the simplest context, I have identified academics working in private or public universities in the province of Izmir. But I had to increase the criteria because I was drawing a very large frame. Then, I decided to divide the academicians into their fields of study. Thus, I divided the possible sample under three groups; (1) social sciences, (2) life sciences and (3) health sciences. On the other hand, I aimed to make the study through the pairs of academicians. Since I am planning to examine the contamination as an interpersonal concept, I found it appropriate to select the pairs of academicians who work close to each other. This would be mostly a professor and a scholar who had been raised by him. For this reason, I decided to go through couples while creating the sample. In the case of sample size, the saturation point was always in the back of my mind, but I had to specify an estimated number so that there could be a balanced distribution between study fields. For this reason, I thought I would do the interviews between pairs and I made a scatter of 5 pairs of interviews in each field. Thus, I would interview 10 people from each field and reach a total of 30 interviews. I started interviews with academics who work in the social sciences. I made my first interview with the guidance of my thesis advisors and it was not difficult to find the pair of this interview. I planned to choose the pairs of other interviews by asking the participant. As the interviews progressed, I realized that I had made some mistakes in selecting the sample and something had to change. First of all, the people I chose for as the pair generally didn't exactly reflect the desired thing. I couldn't find the right pair, or there wasn't enough intimacy between the pairs. As such, doing the interviews among the pairs did not produce any meaningful results. I was also not sure that this concept would exist between couples because it was a new concept in organizational context. For this reason, rather than trying to obtain data between pairs with a preliminary assumption, I decided to collect stories, memories, and opinions which represents the concept from many academics.

On the other hand, I started interviewing with academics from different faculties and departments in the field of social sciences. As I saw and experienced other faculties and departments, I realized that the organizational culture and context actually change every new unit I went. As someone who has worked in the social sciences and has seen three different faculties so far (faculty of economics and administrative sciences, faculty of business and faculty of letters), I have found it difficult to make sense of the context in each new unit. While there was so much difference within a single field, it was inevitable that the context in the field of science and health sciences was much different than we are used to. As long as I could not make sense of the context, the significance of the answers would be reduced. For this reason, I reduced the sample to only academics working in the social sciences.

As required by the theoretical sample, my participatory profile began to take shape as the interviews progressed. I chose the new participants as much as I found myself on the recommendation of the academicians I went to interview. Although not literally, I can say that I also use the snowball technique somehow. When the interviews reached a certain number (approx. 15-20), I realized that they were beginning to reach saturation point. However, I did not want to end the interviews and completed the 30 interviews I had originally targeted. As a result, the sample consists of 30 academicians (6 pairs, 18 individual) working in the social sciences in public or private universities within the province of Izmir.

4.4 Overcoming self-biases

If you have taken at least one research methods course during your higher education life, you have heard that the fact that researcher should always be objective no matter what. However, it can be difficult to provide this objectivity when it comes to a context in which you are involved. In my dissertation, I had the same issue. The reason why I have self-biases is that I am currently working as a research assistant, which is known by the very undermost step of becoming a full scholar. I have both worked in a private and public university. I had the chance to meet many scholars and observe their relationship with each other. Under these circumstances, it is not that simple and easy to eliminate or get rid of your biases while you are an active participant in existing context.

Luckily, grounded theory gives you the chance to be subjective and use your own experiences while interacting with your participants. It values the researchers' experiences and ideas as well as the participants. So, I have decided to use my own observations to shape my interviews because it helped me to enrich my interactions with my participants. Somehow, I managed to turn my biases into my advantage in data collection. I added observation techniques to my data collection methods and I have become a complete participant (Gold, 1957) as a part of my dissertation because I am one of the members of my study group.

4.5 Data collection

Researchers can collect data from various primary and subsidiary sources (Strauss and Corbin, 1990; Glaser, 1992; Charmaz, 2000). The most preferred data collection technique is in-depth interviewing among the grounded theory researchers. Because interviews are the best possible way to achieve the experiences of the participants in their own words, and this approach is consistent with the interpretivist view (Charmaz and Belgrave, 2007; Creswell, 2015). The interview not only provides original and rich information on participant's worldviews and experiences but also provides information on previously unrecognized variables (Rubin and Rubin, 2011). In particular, in-depth interviews open up an analytical door to the researcher in order to understand the experiences of individuals or the situations in which they express their own words and discover the hidden meaning beyond words. Because qualitative interviews not only give information about the situation or situation that lies within it, it also allows researchers and participants to reconstruct the past, interpret the present and predict the future through words (Guba and Lincoln, 1994).

In light of this information, I decided to use in-depth interviews as a method of data collection in the thesis. Since the concept of contamination was previously observed or questioned within the framework of possessions in the field of consumption, I did not know exactly what to ask in my field. For this reason, I used some questions which have emerged as a result of the literature review. Even though I didn't know what I would encounter with, there were some basic questions I had in mind. I discussed these questions with my thesis advisors and decided which ones were appropriate. As a result, I have created a semi-structured interview protocol for my first interview. At first, I prepared two separate interview protocols because I was planning to conduct the interviews between pairs. One was for the professors and the other for the people they raised. Although there were the same questions among the protocols, there was a point that they were differentiated. Because in our foresight, one side was the "contaminator" and the other side was the "contaminated". I prepared my questions according to these statuses. In my first few interviews, I realized that the protocol I had was not working enough. When I analyzed my interviews later and examined the notes I took, I realized that I had to change and extend the scope of the questions and the interview. As a result, I created a new protocol. At this point, as I mentioned earlier, my sample had changed. So my data collection process was divided into two different parts, I'll explain them as part 1 and part 2.

Part 1 consists of interviews between pairs. A total of 12 people was interviewed (which makes 6 pairs). The participants consisted of professors and other academicians trained by them, who are currently actively working in a university. Two different protocols were used during the interviews. The aim of these interviews was to understand existence and the impact of the concept between pairs. Part 2 of the study was conducted with 18 academicians. A new interview protocol, which was shaped according to the preliminary findings, was used and the questions in the protocol continued to be updated as the interviews progressed. At this stage of the interviews, it was aimed to collect as many stories, experiences, opinions, thoughts, and information as possible from the participants.

In general, 30 interviews were conducted between the period of July 2017 and October 2018. Each of the interviews lasted between 25 and 178 minutes. The interviews were conducted in an environment in which the participants chose themselves and felt comfortable. These include their own offices, cafes, private meeting rooms. Nevertheless, it can be said that most of the interviews were conducted in the participants' own offices. In order to conduct the interviews, participants were contacted via e-mail and requested an appointment. According to the appointments given by the participants, interviews were held. During the interviews, the participants were asked for permission for audio recording. The participants were informed that their identity would be kept confidential. While almost all interviews were recorded, the recording was paused when the participants did not want to be recorded. The interviews first started with the questions of meeting and warming-up, and as the interview progressed, more in-depth conversations were made with the guidance of the interview and the questions in the protocol. As the interviews progressed, I tried to probe more and more. After the interviews were finished, the transcription process started. But I didn't wait for all transcriptions to be done for data analysis. As the grounded theory allowed, I started to do coding by listening to the audio recordings and using the notes I took while the interviews were continuing. Below you can find the demographic list of participants.

Table 1. List of Participants

No	Pseudonym	Pair interview	Gender	Title	University	Faculty	Department
1	P1.1	Yes	Female	Assoc. Prof. Dr.	Private	Faculty of Business	Logistics Management
2	P1.2	Yes	Female	Assist. Prof. Dr.	Public	Maritime Faculty	Maritime Business Administration
3	P2.1	Yes	Male	Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Business Administration
4	P2.2	Yes	Female	Assoc. Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Business Administration
5	P3.1	Yes	Female	Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Business Administration
6	P3.2	Yes	Female	Dr.	-	NA	NA
7	P4.1	Yes	Male	Assoc. Prof. Dr.	Public	Faculty of Tourism	Tourism Management
8	P4.2	Yes	Male	Research Assistant	Public	Faculty of Tourism	Tourism Management
9	P5.1	Yes	Male	Assist. Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Political Science and Public Administration
10	P5.2	Yes	Male	Research Assistant	Public	Faculty of Economics and Administrative Sciences	Political Science and Public Administration
11	P6.1	Yes	Female	Assoc. Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Business Administration
12	P6.2	Yes	Male	Research Assistant	Public	Faculty of Economics and Administrative Sciences	Business Administration
13	S1	No	Female	Assoc. Prof. Dr.	Public	Faculty of Communication	Public Relations and Publicity
14	S2	No	Female	Assoc. Prof. Dr.	Public	Faculty of Communication	Advertising
15	S3	No	Female	Prof. Dr.	Public	Faculty of Communication	Radio, TV and Cinema
16	S4	No	Female	Assoc. Prof. Dr.	Public	Faculty of Arts and Sciences	Sociology
17	S5	No	Male	Assist. Prof. Dr.	Public	Faculty of Arts and Sciences	Archaeology
18	S6	No	Male	Assist. Prof. Dr.	Public	Faculty of Arts and Sciences	Archaeology
19	S7	No	Female	Assoc. Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Business Administration
20	S8	No	Male	Prof. Dr.	Public	Faculty of Tourism	Tourism Management
21	S9	No	Male	Assoc. Prof. Dr.	Public	Faculty of Humanities and Social Sciences	Sociology
22	S10	No	Female	Research Assistant	Public	Faculty of Economics and Administrative Sciences	Economics
23	S11	No	Female	Research Assistant	Public	Faculty of Economics and Administrative Sciences	Business Administration
24	S12	No	Female	Research Assistant	Public	Faculty of Economics and Administrative Sciences	Public Finance
25	S13	No	Female	Assoc. Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	International Relations
26	S14	No	Male	Prof. Dr.	Public	Maritime Faculty	Logistics Management
27	S15	No	Male	Research Assistant	Public	Faculty of Letters	History
28	S16	No	Female	Research Assistant	Private	Faculty of Business	Business Administration
29	S17	No	Male	Assist. Prof. Dr.	Public	Faculty of Arts and Sciences	Psychology
30	S18	No	Male	Assoc. Prof. Dr.	Public	Faculty of Economics and Administrative Sciences	Business Administration

4.6 Experiences and obstacles

As with every scientific study, there are many difficulties I have encountered in this study as well as the experience that I have gained. In this section, I would like to touch upon my experience and the obstacles I have encountered and how I tried to find solutions to them.

First of all, I must say that I was very excited during the interviews. Although I wasn't doing it for the first time, each interview was a new excitement for me, and even a small anxiety crisis. From the first time I met the participants, I was more excited about them. I went out of university/work constantly to make interviews, I waited a long time, at one point I was very tired but certainly worth it. I had the opportunity to meet many academics, also not only people but also different perspectives. In every faculty and department that I have visited, I had the chance to learn how things were progressing. Sometimes they add something new to me, sometimes I've added them. Each conversation started to get richer than the last. Even between the 15^{th} and 20^{th} interviews, I realized that the data was about to reach its saturation point and started to repeat and overlap each other. However, I conducted 10 more interviews because even the smallest thing I could learn was exciting to me.

It may be relative to evaluate the points I will mention as obstacles or experiences but for me, in total, it was a huge challenge. Firstly, the most difficult point was finding and convincing the participants. At first, I conducted interviews with the guidance of my advisors, but even with this, it was very difficult to make an appointment. I couldn't find new participants after my first 5 or 6 meetings. I reached a few people to make an appointment, but they either did not volunteer or had problems with timing. I could not conduct an interview for a period of 6 or 7 months. During this process, I reviewed both my literature and set new strategies for myself. Then, I examined the faculties and departments of the social sciences in the universities in Izmir and start sending e-mails to the academicians. Most of the time I couldn't even get a negative response, but at some point, my luck started to show itself. There were many refusals as well as academicians giving appointments. But I can't say that every interview I have conducted has been successful. Due to some problems, I have had interviews that I could not include in the study. I had a number of problems, such as long waiting times, participants not taking the interview seriously, criticizing the study, technical issues and deviating from the topic. Fortunately, I was able to complete my interviews before dreading completely.

On the other hand, the topic itself was a little bit hard for participants to understand or interpret. In the first questions I asked, I felt that the participants did not understand what I mean. Since the concept was new, the questions I asked about it generally did not ring a bell on the other side. I was questioning the existence of a new concept and trying to find it out through stories. However, I realized that I need to speak the same language as my participants. Therefore, after warm-up questions and general information, I gave brief information about what I was studying at some point in the interview. From this point on, both the fluency of the interviews increased and the participants began to feel themselves better and more useful.

Another problem I encountered was that the academicians I interviewed sometimes wanted to be overly helpful. Some academics who had similar interests or work in similar topics have made many suggestions during and after the interview. “You shouldn’t do it like this”, “You’d better look at that from this point of view”, “Did you review that publication?” - I have encountered many dialogues similar to these. At first, I was overly affected by all these contributions and realized that I was dragged into a suggestion vortex. Then I’ve learned to be negligent and succeed to become neutralized against other views.

Finally, the feeling of “being lost” has always haunted me during all these times and it still does while writing these lines. Especially because there is no exemplary study, there were some difficulties when designing and writing my dissertation. It was both an advantage and disadvantage for me. But somehow, I think that I managed to eliminate negativities.

4.7 Data analysis

Again and again, in a study designed with grounded theory, data analysis starts from the first interview and continues without interruption (Charmaz, 2006; Çelik and Ekşi, 2015). But before I started analyzing the data, I reviewed many sources to get the answer to the question of “what kind of a path should I follow within this research method”. I constantly compared and contrasted two main designs used in grounded theory: (1) emerging/classical design and (2) systematic design.

The main objective of coding in the systematic design is conceptualizing by analyzing the data and to identify patterns or events within the data. The systematic design is a pattern that emphasizes the use of a predetermined set of analysis steps in the data analysis process and the development of a logical framework or visualization of the theory developed (Corbin and Strauss, 1990; Creswell, 2015). These steps are listed as (1) open coding, (2) axial coding and (3) selective coding (Corbin and Strauss, 1990). The classical design evaluates itself as a more flexible process compared to the systematic design (Glaser, 1992). The coding steps in this design are listed as (1) open coding, (2) theoretical coding and (3) selective coding (Glaser and Holton, 2004). However, in further studies, the coding type presented as “constant comparative coding (analysis)” was then introduced as an analysis method which is considered to be an essential element of the coding process in grounded theory. Thus, the constant comparative method has taken its place in the grounded theory as a data analysis method which is continued from the beginning to the end of the coding process. After examining these two designs, I had to determine my own stance. Eventually, I found out that while adopting several points of “Glasserian” approach, I was more like “Straussian”. At this point another I was introduced to another design – constructivist grounded theory (Charmaz, 2006; 2011). It is possible to see the structure of this design in the following description:

> “Constructivist grounded theory has its foundations in relativism and an appreciation of the multiple truths and realities of subjectivism. Undertaking a constructivist inquiry requires the adoption of a position of mutuality between researcher and participant in the research process, which necessitates a rethinking of the grounded theorist’s traditional role of objective observer. Key issues for

constructivist grounded theorists to consider in designing their research studies are discussed in relation to developing a partnership with participants that enables a mutual construction of meaning during interviews and a meaningful reconstruction of their stories into a grounded theory model"

Mills, Bonner and Francis, 2006a, p.8

Charmaz (2006; 2011) advocates the relativity of multiple social realities philosophically. She argues that knowledge is created jointly and mutually by the interviewees and interviewers and that the meaning of the participants should be evaluated within the framework of an interpretative understanding. Accordingly, Charmaz (2006) uses the grounded theory to reveal multiple meanings generated by humans. In the epistemological framework, the structuring of the subjective interaction and meaning between the researcher and the participant is considered as the focal point of constructivism. In this view, instead of being an objective observer, it is essential that researchers' humanities are accepted as part of research initiatives and that research is designed on this basis (Mills et al., 2006). Me, as a researcher, is also a part of this dissertation due to several reasons like being embedded to the context, being in the same profession as my sampling a being able to observe a whole context. So, for me, it is inevitable to be a part of this data generation process.

In short, considering the fact that there are several nuance differences between grounded theory designs and data analysis methods, it is possible to say that they overlap with each other at many points. As a result of the research I have done for the coding part in the data analysis process, I actually see that I have benefited from different points of each design and that I have fulfilled the requirements of the grounded theory.

When my first interview finished, my data analysis process has started. During and after the data collection period I have constantly read the transcriptions and listened to the audio recording. While examining the data, I was searching for the concept of contamination in the stories and the memories of participants. Then I separated the discourses that might define the concept. I had four questions that I expected to find an answer to, and the data I obtained was telling me about these questions and so I tried to analyze them. First, I identified the main themes that answered the main questions. Then I took out the sub-themes that appear under these main themes and which can be examined under separate headings. In the end, I looked at the new concepts that emerged as a result of the unification and similarity of the stories of the participants. All the themes will be explained in detail in the next section.

4.8 Trustworthiness of the study

The validity and reliability of the qualitative research design are defined by different practices and definitions than in the quantitative design – such as trustworthiness. Different perspectives and terms have been mentioned in order to make qualitative research more valid and reliable by many researchers. The most common criteria are credibility, transferability, dependability, conformability, and integrity (Lincoln and Guba, 1985; Wallendorf and Belk, 1989; Guba and Lincoln, 1994).

Credibility stands for a research's degree of being reliable and the ability to make sufficient propositions. To achieve this, I kept my data collection process longer than it should last. Keeping long is not a criterion, but even when the data started to repeat and reached the point of saturation, I did not interrupt the interviews and continued to collect data for a while. In addition, I made notes about the field as well as interviews, and after making the interviews I made a note of the remaining places. On the other hand, in the analysis process of data, I used the triangulation method and tried not to lose the links between and data-theory and interpretation. Every week, while I was making my interpretations, I came together with my thesis advisors to take a look at the data and also discussed my interpretations with them.

Transferability looks for an answer to this question – "How do we know the degree to which the findings apply in other contexts?". The aim of the study is to apply the concept that exists in another context into a new context. The rich and detailed data I have obtained has helped to put the concept into this context. Therefore, it is possible to use the results of this study for further research.

Establishing *dependability* might be hard for researchers because of people and context change continually – but there are several ways to assess the consistency and repeatability of the arguments (Wallendorf and Belk, 1989). I have constantly made cross-checks, I have reached several participants in order to make some answers clear and I have asked some of my colleagues for their independent reviews.

Confirmability of research stands the degree to which the findings emerge from the context and the respondents and not solely from the researcher. As I have explained in the previous section, I have used several techniques to overcome my biases and transform them into another data set that I can use. Also again, I have used the triangulation method and constructed my findings between data-theory and interpretations.

Finally, *integrity* was suggested by Wallendorf and Belk (1989) as an addition to Guba and Lincoln's (1994) trustworthiness criteria and it stands for the ethical issues of the researcher during the research process. According to Wallendorf and Belk, in order to get honest and right answers from participants, you need to build a trust relationship with the participants. Prolonged engagement is a way to develop rapport and trust with participants – so that I am a part of my participants' group I did not have serious trust issues because they knew what I am trying to do. I was also careful about asking non-threating questions, not getting too personal, and protecting the real identities of participants. On the other hand, the transcriptions of interviews were made without any change – just what I am hearing on the audio. There were no interruption or corruption during the research process.

5 CHAPTER V: FINDINGS AND INTERPRETATIONS

In this section of my dissertation, I identify and describe some of the themes about the concept of contamination that has emerged as a result of the interviews with the participants. I explain the findings I gathered from the answers to some questions I have sought during the interviews in a systematic way. First of all, I provide the context of the research that I think is important for a better discussion of the findings. Then I identify the findings of the existence of the concept of contamination in organizational environment.

At the next stage, I explain the underlying causes, motives, resources, reasons for the act of contamination (or to allow self-contagion) to the extent that the participants convey. Then I talk about tactics of contamination. Lastly, I define the consequences or outcomes of contamination.

5.1 General information on understanding the context

I mentioned in the previous chapters that I conducted my research in the academic community and why I chose this context. Again, academia is an environment in which people spend more time with each other, work close to each other and put a piece of their identity and personality in every publishing they create.

I believe that academia in Turkey is ineluctably different than the rest of the world. Turkey's social structure and culture also affect the business environment (Sargut, 2001). This can manifest itself in every sector, as well as in the academy. Here in this first section, I will try to explain the context via participants' descriptions of their workplaces – in other words, universities, faculties or departments.

5.1.1 Organizational environment

The organizational environment is important for us in terms of understanding both the academic process and the processes within the organization. In this part of the findings, I give information about the working environment of the participants working in different institutions as well as the structure of the academic environments in general. There are differences not only in the discourses of the participants working in different institutions but also in the discourses of the participants working in different units of the same institution.

> *"The great lack of Turkish academics is that their eyes are closed to the world. There is a situation, there is a group that began to jump for joy because they can make foreign (international) publication. You know, celebrating. This is very strange to us. They're celebrating this at conferences. Science is a global thing. You are in Turkey but science is elsewhere. If you don't master them, can't*

write or read an article in English, then it means there's a serious problem." – P1.1

In fact, P1.1 speaks in reference to the state universities where there is usually no performance evaluation system or not being used effectively. It is possible to say that there are differences between public universities and private universities in terms of both working conditions and academic perspective. The language proficiency that P1.1 considers to be a problem is a matter of special importance in private universities, while it does not go beyond being a so-called condition in a state university. Considering the fact that many academicians who did not have the competence of language were employed in public universities, we can say that they are inevitable to catch up the new trends on their fields due to their inability to follow foreign publications. This, in turn, undermines the process of academic development of both themselves and the people they raise. In addition, as P1.1 expresses her astonishment, it is another problem to make the fact that a phenomenon that should be in the academy is considered as more difficult and extreme by others. In fact, this is an example of how the academic environment changes from institution to institution whether it is right or wrong.

"V University was a well-established corporate university, and we can describe B as a relatively more rural area. So when you focus and concentrate on your work, the quality, age, infrastructure etc. of the institution you work with subject to change in your business in the positive and negative direction, however, surely. But you are still doing your job somehow and you can be happy. I have been happy in every 3 institutions as well as every human being, although I live in a very difficult, I can say that I do my job with pleasure." – S5

As mentioned by the participant, it is inevitable that the structure of each university is different. The participant worked at different universities in different cities and was able to observe the differences here. In addition, it is possible to say that the regional cultural differences have an impact on the formation of the structure as the participants who worked in other cities outside Izmir. However, it is not enough to talk about these characteristics when it comes to the structure of the working environment. The individual's relationship with itself and its job also influence its point of view. If an individual is satisfied with his/her job or he/she does not have difficulty in adapting himself/herself to different environments, he/she can continue to be happy in his/her environment. This happiness emerges as a result of existence in that organizational context and allows one to continue to exist in the environment. This, in fact, means the establishment of organizational commitment (Özdevecioğlu, 2003).

> *"In general, there is a serious competition in the faculty and talking behind each other, pulling one's leg. Tenure wars etc." – S2*

S2 works at the faculty of communication at a well-known public university. In fact, while describing the environment there, she refers to events likely to happen in public universities in large cities in general. In Turkey, especially major cities around coastal areas are popular places and most people want to work in this area. This is one of the reasons for staff-related problems. Another problem is the inadequacy of the number of staff within the university or the inability of deserved academicians being tenured in time. As such, it is inevitable to see a highly competitive environment in the universities where these problems are experienced. S2 also stated that she works in such an environment.

> *"I see the environment in which I work as a non-professional work environment that somehow including families and things are being sincerity-based in terms of management. Obviously, I see that emotions are involved too much in this environment." – S14*

S14 works at the maritime faculty of a public university. He gave a supportive explanation that sincere relations, which is a yield of Turkish culture, also exist in the business environment – even in academia. He stated that emotions are dominant or even more than they should be. He thinks that this brings the work environment to a position away from professionalism. While he thinks in this direction, another participant has also mentioned his work environment and he was happy to create such environment like this.

> *"Our climate here is very different. Organizational climate, organizational culture is shaped by the perspective of the founder. We created a beautiful environment here, for example, all the teachers in the hallway talking to each other, no one gets cross with each other, we've even created a social activity area. People take their coffee there, drinks it or brings it to the room. We have created such a beautiful environment here, birthdays, giving gifts to newlywed colleagues when they get married, collecting money for this kind of stuff… We are trying to provide a warm atmosphere here. Many institutions do not have this. I have worked in other universities, people even do not give such salute to each other, we do not have such things here." – S8*

As seen, S8's thoughts on the family-like environment are the total opposite of S14. While S14 thinks that that kind of intimacy in the work environment is not acceptable, S8 thinks that being close and having a warm atmosphere is a key to a happy environment. I also want to give another quote from another participant which works in the same faculty and department with S8, so that I can explain my statement better.

> *"I feel like I'm here in a little more liberated area than others. Because we're a small university and I am here since the foundation. And I'm one of the first. And almost the first three people here ... Three people-four people in the establishment of the university, because I'm one of them, I'm a little bit more… I'm more emotionally tied up here. That's how it also goes with people. So, my working environment is good, warm ... I don't have too much trouble. Little troubles sometimes can occur… …*

Here I'm always like ... I'm like in my home ... It's like home… I love it so much." – P4.2

P4.2 and S8 work in the same institution and feel the same about it. Many participants also said the same thing for their working environments. Generally, it has been seen that interpersonal relations are dominant and important and a warm and friendly environment is created away from the usual institutional distance relations. This brings us to the point that I have mentioned about Turkish culture and its impact on Turkish business life. The collectivist and paternalist structure of Turkish society, defined by many different studies (Hofstede, 1984; Sargut, 2001; House et al., 2004; Gannon and Pillai, 2010), also appears in the academic working environment. The desire and the need of the Turkish people to be surrounded by their loved ones are also acceptable for their work environments and this has been supported by conducted studies (Gannon and Pillai, 2010). We can see the traces of this in the "warm environment" description of the participants. In addition, the private life of people (family, friendship, etc.) embedding into the work environment and the interrelation of relations are actually the return of Turkish culture. It is also possible to say that the norms in the academic environment will play a major role in forming the identity of the individual when it is considered that individuals define themselves in terms of their norms and morality while identifying themselves (Sargut, 2001).

"I am happy in real academic settings. So that our department is like that I'm also happy in the department. I'm really happy in the environments that seriously produce something qualifying." – P1.1

"We have a peaceful working environment. Everyone minds their own business, nobody interferes with anyone too much. Of course, we do not interfere with things that

are not work-related. That is why we are making our academic studies and courses more comfortably because it is a peaceful environment." – S13

To sum up, the participants mentioned two different environments in universities. One is defined as a competitive environment. The other is the environment in which individuals continue to work happily and peacefully. In terms of competitiveness, it is seen that competition is in different dimensions rather than publishing or academic recognition. It is seen that the greatest competition among research assistants is to be assigned to the staff. As the titles increase, the reasons that constitute this competition are transformed into situations such as the assignment to the administrative position, achieving high places, to take a good role in the management of the university and to strengthen the presence in the academic environment. I can also say that there are differences in terms of competition between public universities and private universities as a result of both participants' discourses and my own experiences. In private universities, academicians must show a specific publishing performance during the year due to their working conditions. It is possible to say that there is a more publishing competition in private universities due to this condition and academic mindset. In state universities, it is seen that there is more competition in terms of increasing the administrative task or taking more courses/consultancy/projects for additional fees.

The concept of a happy and peaceful environment was also mentioned by many participants. I can say that the employees who work at universities that are relatively new to the others and who have no long-established past, define the environments they work within more positive words. The participants had a more peaceful environment in the newly constructed universities and the participants based this on various reasons. These reasons are reasons such as the proper construction of the organizational culture, the first generation of employees working there, the fact that they are there since the installation.

I can say that people who have been in the establishment stage of newly established universities have tried to create an opposite environment by considering the problems in the old institutions. They prefer a warmer, more friendly, environment-friendly structure where people communicate with each other.

5.1.2 Feelings towards job

First of all, I would like to point out that there are various definitions made by participants about the academic profession in general. These definitions include creating value in general, being useful, being helpful, leaving a trace on the world, raising new generations, announcing their names, being known and similar concepts. This situation supports the fact that the academic self is actually part of the extended-self and can be evaluated in the context of the extended-self.

Academic profession is evaluated not only by professionals but also by people with ideas or intentions about this profession as well. As we can see from the discourses of the participants, the profession of academics is generally respected within Turkish society.

> *"When I was a kid, living in Malatya, academicians were a very important thing for us. I even have relatives, even one of them is the rector, and one is a professor. There would be preparation in our home when they would come and visit us. Why is that? Because a professor from a university is coming..." – P4.2*

> *"I don't care about titles at all. To me, the associate professorship is something that is just written at the door. I mean, it's not very important. But it's very important to my mother. It is very important that her child is an associate professor. It's better if they call me by my name and I don't feel that hierarchy..." – P1.1*

As can be seen in the example, the academic identity of the people who perform this profession is out of the university and they are a part of them in daily life. This can be considered as an indicator that the academic profession and the facts about the profession can be examined within the extended- self.

In order to examine the profession in this context, I asked the participants how they defined themselves and their professions and how they felt about academics. My aim here was to understand the attitude that they developed against academics and being academician. I have asked my participants how they feel about what they are doing. I wanted to understand how they position their job and title through their thoughts and feelings. Because how they define their job is important and essential for their identification of themselves.

> *“Before I decided to become an academician, my thoughts were: I approached with the logic of how I can be useful and how I can benefit. I can contribute to this world by teaching something.” – S2*

> *“It has something to do with self, my personality is appropriate for this. I like to study, read. My pupilage was always so. It is suitable for my character, my habit. I also like to read and develop myself and learn new things. And I love sharing them.” – S13*

> *“…So glad that I’ve been (an academician). But I didn’t want it at first, no lies. Since I love students after that, the students give me energy. The thing I like most (about my job) is that (being with students). And if you can educate someone well ...” – P.1.1*

> *“For example, we can talk about the personal affairs of academicians. Similar academicians who do our work abroad do not attend too many classes. Economically, they are far ahead of us. Economically, we are disadvantaged that we lecture a lot. I suggest this to academics: This job cannot be made for money. If you really like it, you can do it, or if you do it for money, there are other things that will make more money.”* – *S8*

In essence, academicians also take on the task of raising a generation like teachers. However, the scope of academics is broader. Aside from transferring scientific opinions to the younger generation, as well as giving them a world view and perspective, they also contribute to science and the world.

The participants made various definitions about the professions. However, at the point of categorizing these feelings and definitions, I can say that there are two dominant thoughts. The first is that individuals see themselves suitable for this job in terms of their personality traits. In this respect, participants consist of people who like reading, writing, and research, who pursue these actions in their student years and want to continue their activities later in life. In addition to all these features, they have defined themselves as people who want to be useful to others, who want to touch others’ lives, and who want to contribute to science and people. So that they thought being an academician would meet their expectations so they guided themselves to this profession. The second group is those who consider this job as a work that they receive the only salary. They do not regard the profession as important as the first group and see it as a means of making money only when they go in the morning and return to the evening. Since approximately 90% of the discourses in this direction resemble each other, I think only two quotes are sufficient.

"It's not my priority. I see it as a job to maintain our lives." – S14

"Sometimes we also talk about it… here is a place for us just to earn money…" – P5.2

While some of the participants identify themselves with their academic title and position, some like S14 only define their academic title as a daily job to earn money. However, as far as I recall, while the interview was processing S14 made quite opposite statements to that one he made. As well as that he says that he only does this to continue his life in certain standards, he also mentions his remarkable works and his prominence within his field of study modestly.

"My work is no longer very clear as before, so different layers have been added that in the last 10 years ... This was formerly a creative work for me, and I had the intention of confronting the student and initiating a very deep interaction. I feel like it currently is a much more technical job. So, there are syllabuses, there are weekly programs, I will give, load or distribute them, they will prepare. When the lecture is so technical, I can say that I prefer to give all these things in distance education." – S3

Together with changing world trends, we can say that the traditional images of professions have changed. There are radical changes in the status criteria, executive procedures, functions, and areas of interest in these professions and they move away from the usual executive areas (İlhan, 2008). For instance, in the case of academics, it was not only a way of giving information to the student but also people who were engaged in science and who were above certain levels that contributed to society and science. Now it seems that even academics themselves have no hopes about their professional reputation.

> *"Being an academician is not an identity I have internalized for me, not for a long time. That's why I went back to the profession when they ask me 'what are you?' I say that I am a psychologist, therapist, and hopefully, I will become a homeopath. Here, I have withdrawn my claim in this area, rather I see myself as a teacher. So I'm doing my teaching, and I'm fighting for it." – S3*

> *"I've actually seen that the idea of 'if I can't be anything else, then I would be academician' isn't totally wrong. In fact, I saw that it was not that respectable to get your title or be a lecturer. I have seen that my teachers in many primary schools are much better than the professors who we call professors. Even their characters were much better. In a way, people's characteristics are degenerating. Something is happening when you get into this academic community. There was such a perception (he mentioned before) and I grew up with this perception. But when I got into this academic community, I saw others, I went to congresses, I met different people, I started to think that this is not the case at all. Now I say: If one is an assistant professor, one might save itself somehow. If one is an associate professor, it might be a little bit lost. If one is a professor... Then we've lost it completely..." – P4.2*

Together with the changing occupational characteristics, the participants actually accepted that some problems related to the profession emerged even though they liked the profession. For example, the first participant (S3) has noticed and experienced a change in the definition of the profession. For this reason, she stated that she began to see herself no different from a high school teacher who was trying to capture the students in the classroom. She also mentioned the academics and their environment in her own time of education and expressed her yearning for the rest of the interview. At this point she thought she could not go beyond teaching, she felt alienation and withdrawal from the profession and began to define herself in a different way professionally. She moved to academia on the 4th line and started to use the other side titles she had.

I have mentioned that the academic profession is highly appreciated among society. On the other hand, there is another view and discourse that is popular among people. It is an opinion that the academia is emptied and that it is easier to be an academic than other professions. There is also a group that believes that both being an academician and the daily workload is much easier than any private sector job and that academics just laze things away. The thought of "I would be an academician if I can't be anything else" is a result of this situation. I am trying to explain to myself that this is not the case when I meet people with these ideas. But the loss of hope that I had mentioned earlier manifests itself exactly at this point. Unfortunately, in addition to qualified academics, we can also come across with examples that support these discourses. When we reach the point where the people who experience the profession from the inside agree on these discourses, we have no hopes about the profession and the profession starts to lose its meaning.

> *"There is always that pressure, especially when you are a part of sub-staff, you feel more intense. Maybe you're going to become more self-confident after you have finished your Ph.D., that's the truth." – S5*

> *"I feel as my assistantship period has just finished and I have just started the period of an academician. But it's been a while. The fact that I'm still doing the work I did while I was an assistant is a big part of it. I mean administrative work. Now lectures are added to these duties. In that sense ... I don't feel like an academician, university lecturer or something like that. It looks like this, but I don't feel that way. I would say these in general."* – *S9*

Another sensation about the profession was the change in the yields of the profession as the titles changed. The differences between titles in academia are very common. In fact, you step into this profession with the beginning of your post-graduate education. These stages are master and doctorate. If you're lucky, while you're completing these degrees, you'll find a position as a research assistant and start working at a university. You will assign your name to the academic staff as a staff member. Then you finish your doctorate and become an assistant professor, associate professor, and professor. The position of each title in the academy is separate. This title is given to you decide on your behalf about how you can be free, what you can do what you can say. The participants' views on this subject were, in fact, unity. The "research assistant", who can be called the most basic title, is the most non-free and interdependent person in the academy. As you get your titles, you start to be free and you actually get one step closer to being yourself. Before that, because your experience and thoughts are not considered enough, you may not be able to do anything besides confirming what is said and doing what is desired.

5.1.3 Relationships

In Turkey, a high-level collectivist society, away from the professionalism, with an acceptance of business relationships as an environment of socializing superior-subordinate, relations between the employee-manager or colleagues are also rooted in this manner (Berkman and Özen, 2008). Workers who work together in the business environment develop a relationship not only at the level of colleagues but also at the level of confident, a close friend, friend or even brother/sister relationship. It is inevitable to shape the relationships in such a way in an academic environment where individuals spend more time and have more communication with each other than a normal work environment. Below are some of the statements of participants who give us clues about how relationships shape in an academic environment.

> *"Now we have to give a reference to something else in order to explain things in here. So, we have to do an analogy. Here the business runs as same as how it runs for a grocer or a cleaner in Turkey. This is not an independent place of society. I mean, I didn't think like this when I returned from the UK. Of course, the initiative area is very high, there are warmer relations. How do you call it ... It doesn't work in the direction of the law. However, when there is a problem, they look out for doing things in this direction. However, the first thing in bilateral relations, human relations, academic relations is close relations." – P5.2*

Here, in fact, the participant emphasized exactly what I wanted to tell. The progress of the work in the academy is through interpersonal relations rather than by a certain formal rule. This does not mean that there is no written rule. However, the situations encountered are solved not by an invisible manual that tells you how to do it, but by how you are with people. However, when serious problems occur, the law is applied.

> *"This is not like the superior-subordinate relationship here. So, I'm going to the conference with them, raving around like crazy, coming back. You know, it's not like 'I'm your professor'. There is no such thing like that in our*

> *department. So, you don't feel a lot it in here at all because it's a private university. Hierarchy is not much. There are only associate professors in our department, for example, no professors. That's why we're not taking a hierarchical approach." – P1.1*

The participant, P1.1, identifies her relations with her assistants and colleagues. When looking from the outside, it is expected that there would be a professional or hierarchical relationship between her and her assistant. But it is the opposite.

> *"I can say that I have a family relationship (with people in the department)…" – S2*

S2 stated that she feels like a family within her department. This is not a surprise when it comes to Turkish business context. In Turkish society, families and family relationships are important and attributed a lot of meaning thus being a family matter. You can see many slogans like "we are a family" indicating that people in an organization have family-like relationships, being valued like a member of a family and finding that sincerity and attention in that organization. Even in my department that I am currently working, my head of department is trying to instill this motto to us.

> *"My roommate's daughter had been sick for a few days. In the morning I feel myself like I have to ask like an obligation, for example. On the one hand I am curious, but on the one hand, it is kindness…" – S4*

While developing sincere relationships voluntarily, sometimes one's relationships might be built on social pressure. Like S4, one might feel obliged to meet the requirements of social relationships. As she stated, she sometimes feels obliged to ask about her co-worker's daughter in order to seem kind and caring, but on the other hand, she is also curious but we are not sure which one outweighs other.

On the other hand, relationships form with the structure of work environment. As can be seen from the following quote, it is possible to say that closer and intimate relationships can be established where there is no competitive environment. I can say that the participants who talk about the sincerity of the faculties they work in are talking about being happy and peaceful when they define their working environment.

> *“Our relationship with other research assistant friends was very cheerful. I think the reason is this... We were mostly on 35. Madde. Everyone was amongst us. I don’t want to say everyone but most people ... There was no competition between us. Who finished their Ph.D.? Who will be assigned to the staff? Has the permanent staff arrived? Are the forms gone? There were no such things. Everyone came from different parts of the country. I came from Van, we had the elders from Kütahya, there were those from Denizli, there were people from Tunceli. We had a warm-hearted relationship.” – P4.1*

> *“They’re the apple of my eye, we’ve been growing up the dream of being an academician since they were little…” – P1.1*

> *“This is a question that varies according to the industry you work in Turkey. Archeology is a special field. Every year after the university closes for 2-3 months in summer we go to excavation. Well, it’s camp life. Therefore, under normal circumstances, you are establishing an*

intimacy that is not possible in your academic life. You spend 24 hours together, you're closer than a family. Therefore, relations at a much more primary level inevitably develop due to excavation life, but as I said this is about our field." – S5

Another reason why the relations are so close and family-like may be the requirements of the faculty or department they are a member of. In other words, the closeness that working conditions require can lead to the automatic establishment of such relations. Two of my participants were working in the archeology department and they explained their relationship with their co-workers exactly like this. In addition to the educational duties of the academicians working in the archeology department, they can also have active duties in field research. Field research also can take up to 3-4 months. As the participant explains, everyone involved in the excavation during that period of time often lives together. In such a case, 7/24 inevitably close relationships are established like in a family. In fact, it also leads to the disappearance of the boundaries of the work-life balance that I will talk about here in the following sections.

"My relationships are very different from the cold-distance master-apprentice relationship in physical sciences, especially in terms of the common criteria of the scientific world. We go to dinner together, we cook together, we stay at each other's home. Because we do not constrain science to certain working hours in our general life, we spend time together as much as possible in our private lives and try to understand each other and each other's ways of thinking. For this reason, we have intense and close communication with all friends who want to work with me in their daily life practices. For example, I have a backyard. We wanted to organize an awareness campaign on city gardening with my

> *undergraduate student friends. And we said we have to do this to understand the logic of this work. Then let's go to the market, we buy some seedlings and saplings for ourselves. Small green vegetables, parsley, etc. It was indeed. For 1.5-2 months, we've cultivated that backyard." – S1*

As mentioned by this participant, there is not only a business relationship between academicians. They also spend time together in their private lives. The intimate and close relations in the academic work environment are carried one step further to private life. From my own experience, I can say that you can continue your friendship with other people who spend most of your day together and think you can communicate well in other areas of your life. It is also possible to say that we cannot spend too much time on private life and friendships when we think that there are no certain work hours in the academy and that we do something about work at any moment of the day. For this reason (especially during doctoral education) it is inevitable to make friends with people you meet all day and share the same problems rather than outside friendships. It can be said that people in academia tend to establish social exchange relationships and as a result of this, they tend to identify themselves with the ones that they create a relationship and make sacrifices for them (Rupp and Cropanzano, 2002; Cropanzano and Mitchell, 2005).

5.2 Existence of Contamination

I had various assumptions about how contamination could exist in the work environment while conducting a literature review on it. Even when I first started analyzing my data, I felt a lot of influence by these assumptions. But when I continued analyzing, I realized that the contamination could be observed in many different ways. Similar to what is observed in the field of consumption, in addition to the occurrence of a similarity, various behaviors that regulate interpersonal relations and boundaries in an organizational environment, which cause discomfort or disrespect to individuals can be examined under contamination.

> **“***For example, I’m very impressed by the rumors within the faculty. When someone tells their thoughts about …, I develop an attitude towards him.” – P3.2*

> *“So, the sense of others passes through me a lot. I have been very much like this by putting myself in the position of someone else. So, someone’s enemy can become my enemy and I can’t help myself.” – P3.2*

P3.2 states a good example of cognitive contamination. She states that she gets contaminated by others’ ideas about a certain individual and starts developing similar thoughts and feelings of others towards them. She doesn’t even question why they feel or think like that, she just adopts and applies it in her life.

> *“Great professors, department heads. Because they have an influence on others. For example, look at Q’s team, they are all made up of little Q’s.” – P3.2*

P3.2 observed a good point. At some level, it is possible to say that contaminator and its subjects start to resemble each other in terms of nearly everything. Influencing others is inevitable when you are educating many scholars but this kind of resemblance caused by contamination may lead to negative outcomes like diminution of originality. As for the subjects, I might say that I got different thoughts that there would be two different stances. A group of subjects would be honored to resemble their professor and another group would not like to be called as little X and feels like their own self is being ignored. Below I will give an example of a participant who recently stated that she “owned everything she had” to her professor.

"…They would understand and ask me that if I am a student of Professor X because of my style of teaching" – P2.2

"I think a person goes on like how it starts in the academy. Especially if you are a master's student, you have an advisor, you have lecturers. What you see from them is how you develop." – P4.2

The discourses of these two participants actually support each other. When P4.2 gave a situational definition, P2.2 gave an example of this situation. In fact, the findings of the existence of contamination in the academy are revealed with the most significant aspects of the individuals, namely their representation among the students. Maybe not in your interpersonal relationships with other colleagues but in your relationship with your students or your approach towards them carry a considerable amount of your advisor's.

"Terrorist organizations do so, for example, first it contaminates you, makes you an element of the crime and then makes you do whatever they want. Therefore, academics should be careful about it because it is nearly the same here." – S8

Here, the participant talks about in fact how both the organization and the individuals are contaminated by using a metaphor. He used this definition to describe how the views and behaviors of institutions and individuals passed on to others, and in fact gave an example of how to make the definition of contamination in the organizational context.

"…Because I know it's a good thing not to cross that limit. I know from previous stories. I know what my favorite brothers (referring to senior research assistants that he knows in person) have told me before. Maybe they did experience me...

… I think I'm a little more conscious. Since I've listened to a lot of advice before, because I know a lot of academics around me, I feel like I'm in a liberated area because I don't let any of this (referring to contaminative behavior) happen because I know them." – P4.2

I gave information to the participant about the concept of contamination and then asked his ideas about it. The participant stated that it was wrong to cross the lines in interpersonal relationships, that he knew what could happen to him when these limits were exceeded, and that he had taken his position accordingly. He said he kept contamination away through some tactics. However, he had not learned all of this by experience, he learned these by someone else's experience. I mean, he's transferred someone else's experience to himself. Though he stated that he was avoiding contamination, others' thoughts about the academic environment had already contaminated to him and had become like his own thoughts. Actually here, it is possible to see the example of cognitive contamination.

5.3 Reasons for Contamination

I have discussed the findings on why the concept of contamination exists in an organizational environment under this section. This topic can be named as reasons, motives, causes or sources of contamination. But I chose reasons because at first, I wanted to examine the reasons why one tries to contaminate to another. But when I continue my interviews and listen to participants, I have seen that there might be slight differences which would cause a situation to be named as others.

I explain the reasons in two different topics: (1) individual level and (2) organizational level.

5.3.1 Individual Level

The individual reasons are the reasons that people create within themselves. Personal traits, ambitions, desires, emotions, and desires lead to these causes. I separated individual level reasons with the help of the answers I gathered from participants in three different topics and examined them separately.

5.3.1.1 Desire to exist

Some people define themselves in life with some features, titles, objects, various tangible and intangible factors. Each of these definitions constitutes their existence. As I have argued from the very beginning, one must actually have certain sanctions on the environment in order to be present in an environment. Being within a group as an individual happens under various conditions. You need to have a common goal with the group, you need to get yourself accepted, you must have a role. While all this happens, you must be protecting or raising your cause of existence. Otherwise, there is no point in your existence.

It is possible to say that this is the case in the academy. While they exist in the academic environment and when they identify themselves, academicians use written texts such as articles, theses, books or papers, as well as the people they educate. If the articles written by an academic represent him/her in written scientific settings, his assistants or other academics s/he has raised represent a form of his being. For this reason, it will not be wrong to say that the academicians with high titles would exist and define themselves in an academic environment by using another academician. One way to make others part of the extended self is to contaminate. This situation can be both in negative and positive forms. Below are some of the participants' discourse on this.

> *"… Like I said new victims are wanted. A friend of mine who worked here had a different and difficult example. A*

professor made its assistants write a book which was rewarded by TÜBA (Turkish Academy of sciences). is printing the assistant award for a book, leave to write their names on the book's not even a thank you. The book gets TÜBA award ... You know, it's commonly happening in the academy. I haven't experienced this. We were the first authors. The name of the professor was written at the end…

…A professor who had retired had said this for another professor: 'Too bad! I feel so bad about him. Now he's retiring, he won't have an assistant…' Am I clear? What I'm saying is how important the victims are to them. They exist with the victims…." – P6.1

Here we can see a serious negative example. There are two points that the participant mentioned. As I mentioned before, academics write things in order to extend themselves. The more and qualified publications an academic creates, the more s/he becomes recognized in the academic community. In addition, academics add a piece of themselves and invest from themselves in everything they create (Pierce, Kostova and Dirks, 2001). In this example, we see that written existence is through the labor of another academic. Seeing another academician as an extension of his self, using her creations in her own name and adding only her own name in doing so... I am examining such behaviors of academics under the tactics of contamination, but here I have added this quote here to explain how the individual can maintain and increase the existence through someone else. In fact, the behavior we see here is also categorized as a work-related contamination tactic. Another example is the direct dialogue between academics. A professor is upset for another one who is recently retired because he would no longer have an assistant of his own. Because the assistant is a part of his extended self and when there's no assistant he will experience loss of a part of self. The "victim" status, which is the participant's own definition, is actually attributed to the person who has been contaminated.

> *"There are people who cannot recognize the surplus or lack of themselves. In other words, it is happening in business life as it exists in society. As such, you cannot draw a limit on that person in terms of personal relationships or so. The mutual egos are starting to clash this time. I think this is large because of the continuation of personal problems in the institutional sphere, and the inability to recognize it. I think it's because people don't have the quality to notice. That's a general academic problem." – S9*

Here too, the participant actually says that individuals' egos are in a war of existence within the working environment and this war also reveals a new way of existence. He stated that people who are in such a war will not have any limits in terms of their personal or work sense and that they will act in this direction in order to increase their existence and to exist in the best way. When I look at the study in general, it is possible to say that the violation of personal limits and work-life balance has been done a lot and that people are contaminating by these tactics and the likely reason for this is the ego clashes.

> *"One of the professors told us at a meeting that we did not continue their legacy. And I said: 'Look at your generation. Where are the universities? Tell me something that is successful, and let us understand why is it important to continue your legacy. You have left something very bad'." – P5.2*

The contamination behavior is not only to ensure the existence, but it is also important to continue to exist. If a person can have a place in an environment, he/she takes care to do everything in his power to keep it going somehow. This motivation has come to be thought of as a desire for immortality or act like never going to die. It is possible to say that this is the case in the academic environment. Academics also wish that the academic structure, culture or product that they have created would continue and that they will be kept alive by others. They try to do it by inheriting to others or by simply contaminating. Examples of different areas such as children made with immortalization instinct, cultural heritage left from society to society support this (Belk, 1988).

5.3.1.2 Desire to increase and use power

> *"Yes, the professor is doing this to the professor. There's no problem actually. You're a professor and 'professor' is the highest title/degree you can get. All they want is to be a dean or vice-dean here. Maybe he wants to be the rector. That's why he does things like this." – S2*

In previous sections, I have mentioned that S2 defined her workplace environment as a highly competitive one because of the tenure problems. Here she gives another example and tries to explain the reasons behind her colleagues' contaminative behavior. As we can see, along with the academic reasons, academicians also would like to participate in the administrative function of their institutes. While this is important for some academicians to fulfill themselves, a respectable amount of them also strongly stands against administrative duties. Because they think that they should be conducting researches instead of administration. On the other hand, some of them have bigger desires and they want to get administrative titles. In order to do that they feel like they have to gather supporters and eliminate their possible rivals. So, they might shape their behavior with this motivation.

> *"Some professors and some people like official position." – P1.1*

The most important feature of power is that it is a function of dependence. In the case of interpersonal relations, the dependent one is considered as the powerless one. This dependence also depends on the perception of individuals and the importance of the elements under control (Robbins and Judge, 2015). There is also a balance of power in these conditions between the interpersonal relations in the academic environment. Persons employed in administrative positions use legitimate power, people who are in equal titles or those who have higher titles but do not have administrative duties manifest themselves with various tactics of power.

> *“While our university was not very crowded, we came across some professors coming from J University speaking about the assistants. ‘If necessary we’ll swear at you and you will say nothing. That’s assistantship’. Look at that man’s self-confidence.”- P5.2*

The presence of power cannot be ignored in environments with hierarchy. However, it is possible to say that the sources of power that cause contamination are mostly formal power sources. In the following sections, the behaviors that I will explain under the title of contamination tactics support this. It is possible to say that academicians with a high title contaminate others by using coercive and legitimate sources of power, especially for those who are dependent on them in terms of education and work. At the same time, we can see in this example that there is an abuse of this formal power and in a few similar examples. For those who think that they can act just like they want because it holds the power, it is inevitable to try to extend the self in this way.

In order to provide power, the individual factors come to the fore while using organizational politics. There is a control on the basis of power. At the individual level, it is seen that those who have internal control and want to have more power over others exhibit political behaviors (Ferris, Russ, and Fandt, 1989). These political behaviors are also similar to the tactics of contamination.

5.3.1.3 Desire to feel useful

I can say that this is the one with the most positive intentions of the underlying causes of the contamination. The “usefulness” discourse, which used commonly among the participants while defining the job, explains the reason for the positive contamination to others.

> *"Because what I've done for them ... I've been so useful to them that I'm still not that much helpful to my own children." – P2.1*
>
> *"I will complete my 5 years next week as an associate professor. Now the professoriate will be coming or not? Not so important to me. As long as I continue my studies, as long as I think I'm doing my job well, or as long as there are students who give a greeting as you saw minutes ago, as long as I touch someone at the point of help, I feel happy. I think the other parts are the things that only affect payroll..." – P4.1*
>
> *"I'm not willing to teach a lot in the academy, I love a research-oriented work environment. But to share the knowledge, I think that there should be one lecture of a bachelor's, masters and doctorate. Because the lectures are also useful, people are learning while they are talking and telling. I also contribute something to other people." – P5.1*

Contributing something to others, "touching" their lives, sharing thoughts, and influencing others can be called as types of positive contamination.

5.3.2 Organizational level

Contagion also occurs for organizational reasons. Although I have examined the issue through individuals, I think that some elements in the organizational context are also influential on contamination. The concept of "contaminative exposure", which Goffman (1961) mentioned, corresponds with the organizational culture. There should also be an organizational culture that sets the stage for individuals to contaminate or extend themselves. At the same time, organizational culture has a contaminative effect on the individual. The conformity environment that I will mention in the following sections is also provided by this.

5.3.2.1 Organizational Culture

Considering that Turkish culture is defined in vertical collectivism, it is possible to say that the findings support this. It is seen that contamination behavior is carried out with a similar motivation. Within the vertical collectivism, some individuals predict that they need to make various sacrifices in order to carry the group forward, and they should fit within that group (Triandis, 2001). Moreover, one of the most significant features of vertical collectivism is that some people in the group have power and right to speak over others (Triandis and Gelfand, 1998; Singelis et al., 1995). In other words, an environment supported by high power distance and hierarchy is mentioned. As it is seen in the study, it is seen that the professors who expect the power to make similar sacrifices from their assistants and have similar thoughts and values with them. In this context, it is possible to say that the organizational culture in universities carries this characteristic of Turkish society and to examine the effect of organizational culture in this context.

> *"And we have a certain culture. Created by Professor W. The founder of this department. Everyone should support each other. Everyone should be up on. Everyone should support each other. We have that culture…*
>
> *…After one of my assistants defended her thesis, she went to another university as an assistant professor. I'm proud of that. She works there, but she works with the mindset of here. So, even when there is no one, she also writes her articles. She strives. She's working on her overseas conferences. Now she says 'I'm stuck with this*

> *mindset, I'm still in your mindset. I can't adapt there (referring to her new faculty)..." – P1.1*

When we look at the participant's example, we can see that the mindset, which we think will be contaminated from the individual to the individual, is shaped by the organizational culture and spread within the faculty. The biggest adaptation to the working environment is the adaptation to the culture of an organization, the way the work is done there. As it can be seen here, the culture of the former institution - the academic mindset - is contaminated to the individual and has not passed the traces of the contamination despite the transition to a new institution.

> *"I'm trying to work fast and systematically. I have such a lack. I connect this again to the traditional structure. Because I've learned there 'scatter as much as you can'. A year passes, you haven't published anything, they would say we can do it next year. Here is a more systematic, more disciplined place. OK, it is a bad university, bad education, but still very good compared to H. We are experiencing certain academic anxiety here, for example, I learned it here. Let me think a little more. Again, I do not know that I'm always comparing, but in my former university everything was solved with emotions, but here the more you free your emotions, stronger you become. Therefore, it is necessary to put on an act, try to look strong and not have a deficit." – P3.2*

One of the functions of culture is that it is a control mechanism that guides and shapes the attitudes and behaviors of employees (Robbins and Judge, 2015). In fact, culture comes as a non-written rule, and employees are expected to follow it. As seen in this quote, the participant who changed the institution compared her new institution with the old and observed the differences created by the organizational culture and she regulated her behaviors and attitudes according to the new institution. Although this seems to be ordinary at first glance, it may cause various problems at the individual level in the following stages.

> *"(Talking about lecturers in general) You can't walk past their door, you can't ask anything, you can't express your thoughts. When a man says something's white, you see that it is black, he insists on white, you can't even change it. It is particularly deplorable in Turkey ... But here you can go to the dean's office without asking anyone. Even the dean wouldn't ask 'Who are you? Did you get any permission to come here?'. You can enter very easily. If you say I came here to interview, I believe that he will invite you to his office, greet and help you. The people here are like that… I mean really... I speak on behalf of our faculty. They gathered people that way and I think culture was formed like that at first place. We were initially like this ... We didn't do this to any new assistants: You're new. You have to invigilate more exams... Nothing happened in any way. Sometimes there were troubles but later we turned to the culture we created." – P4.2*

> *"As a whole, when I looked at the department or the faculty in general, it was a place where people did not greet or know each other despite being from the same department. Most of the departments were introverted. Must be something that the crowd brought. But also, the structure of organizational culture. There were rare people who could build very warm relationships… Yes, I*

felt that there was a problem with trust and sincerity in the culture of the faculty." – P6.1

In this example, we can see an example of how the structure of organizational culture affects interpersonal relations. In line with the values created by the organizational culture, the level and forms of communication between individuals are determined.

"E University had a long-established structure that was old but also overgrown. This was also the case for the bureaucratic mechanism. Since the department was also old, it had an established method. Since I was involved in an institutionalized systematic relationship that shaped before us, it was not difficult to keep up with it. Seeing that there was a potential impact on the balance of existing relationships, there was no potential for me to be there in the last phase of my academic development. Apart from that, there is such a problem that is not caused by individual behavior or by the attitudes of individuals. This problem is probably valid in many ingrained departments or universities. There was such a disadvantage in terms of this." – S9

In some cases, the organizational culture can be challenging for the individual and the individual may not be able to adapt to it. The person who exhibits his/her personal adaptation behaviors more easily may not be as successful in the organizational sense. The essentialness level of organizational culture plays a role in this.

5.4 Tactics of Contamination

In the previous chapters, I talked about the existence of the concept of contamination and the reasons for its emergence. In this section, I will talk about the findings in the direction of the answers given to the question of how the contamination occurred. According to the situations faced by the participants, it is possible to say that the tactics of contamination are behaviors that would create interaction with the other party, affect them or create various feelings about themselves. Again, I can say that the biggest difference between these behaviors is their effect on subjects. Firstly, for this reason, I gathered the tactics under two main groups. I will discuss the content and explanation of these groups under separate headings.

5.4.1 Positive tactics

Positive tactics can be defined as behavior patterns that don’t make subjects harmed psychologically, physically or emotionally. It is possible to say that after getting encountered with these tactics, subjects get contaminated unconsciously or let contamination happen consciously. Unfortunately, the tactics that I could categorize as positive did not emerge a lot.

I categorized these behaviors according to what they are about. I examine these behaviors under the titles of interpersonal relationships, justice, and emotions.

5.4.1.1 Interpersonal relationships-based

People’s relationships with others are vital. Because people are in various relationships with different people in every environment they enter throughout their lives. These relationships meet the needs of the person such as attachment, integration, support, assistance, and guidance (Ainsworth et al., 1978; Festinger, 1954; Moser, 1994; Bilgin, 2014). As I mentioned earlier, a mirror experience is needed when it comes to the development of self and identity, which started from childhood. In this mirror stage, the individual acquires himself and identifies himself with the other person’s awareness and acceptance of him (Cooley, 1902). In other words, the approval of the individual in the eyes of others is important. According to the image in the eyes of others, people identify with them or avoid them. It is important in this respect to use interpersonal relations within one of the tactics of contamination. In established relationships, the individual gets close to the ones which s/he feels sincere to himself, like the image he has found the opposite to himself and finds himself similar. It is possible to say that positive relations bring positive contamination.

> *"A student lost her grandmother during writing her thesis. Her grandmother was like her mother. They lived together. Disbanded. After that, she was already broken. She was scattered. After that, somehow, I talked to the girl and let her hold on to the thesis. Now this child wants to continue her Ph.D. But she doesn't have time to publish because she works. I am working in order to publish her thesis because I have seen her request and know that she has to receive a scholarship or an acceptance…" – P1.1*

P1.1 had previously mentioned the relationships she established with her assistants and students based on sincerity and avoiding hierarchy. Here, she mentioned an example that supports it. Thanks to the close relationship she had, she supported her student who lost her grandmother both in a spiritual sense and also helped her in a way that she would not normally due to the sincerity in her relations. This, in turn, helped both to win the student and to help the student direct her life. In the rest of the story, she stated that her student continued academically and considered herself as a role model and that she followed in her footsteps. In fact, we can see the concepts of usefulness and the continuation of existence. With this behavior in a relational sense, she made an investment in transferring her method to the next academic generation via contamination in a positive way.

"For example, I used the original findings I used in the dissertation from the materials I found from the excavations of the professors I worked with, so the primary positive relationships come back to you like a chance of working with the original material in terms of academia. Similarly, for example, we have seen friends who have developed negative relationships in this process, for example, they experienced the opposite disadvantages." – S5

In this example, you can see how much good it would be for you to actually build good interpersonal relationships with someone who has control over you. You can share knowledge through positive relationships, as a result of which you can realize the action of knowledge and make one of the factors that will allow you to extend your self. If you do not keep your relationships in a positive way, the other party would leap up on you and prevent you from knowing. S5 understood the importance of establishing good relations in the stage of his doctoral thesis and saw the benefits. In fact, the relationship he had established with his advisor helped him use the pieces created by his advisor and use them in his study. Thus, his advisor used his own self-made products to infiltrate his work and he himself created a creation as an extension of his advisor.

"In general, we had a distance relationship with the professors but we did not have such a relationship with H. I never communed him, I would never fail to respect, but for example, we would go out together. I told you before the recording, he shares everything with me, and I also share. In other words, among the faculty, it was rumored that we were living together, just because we were so closely connected. Although H had an empty

> *house. He said 'Why do you pay rent? Go live in my place'. He was living in his house and I was living in the other house. For example, H had a motorcycle. We got me a motorcycle too, we were going around like a motor gang. We went out of class and went to Alsancak in the evenings." – P4.1*

In this case, P4.1 mentioned that he usually communicated with the professors at a certain distance, but had established a more intimate relationship with one of them. At first, I was trying to reveal the concept of contamination by examining his relationship with his advisor, but then I realized this professor who wasn't even his advisor took an important place in his life. The relationship of P4.1 with this professor is based on genuine friendship. So much so that he can live in his house without rent. They also carry their relationships out of work and experience things together in their lives. We're just talking about someone who took a motorcycle because this professor had one and they wandered together. At this point, we can actually see a really harmless and positive aspect of contamination. It is possible to pass on their tastes and personal characteristics to someone else both in the work environment and in private life. The result is that the participant is not harmed and is satisfied with his life.

> *"I want to give this to my students: Serious and profound work is always different and creates a difference. Don't resemble anyone else. Go to the primary sources, slog on, get tired, but feel comfortable and make original publications. If you do translation again, you'll be like everyone else. I don't know if it satisfies you, but you can't work with me like that. I tell this everyone from the beginning. I listen to their private stuff, try to help as much as I can. There are people trying to get me a role model. So, I don't actually see it that way. I don't want it to be like that, I always say, you'll be better, basically just*

be careful of fundamental things, you don't have to be like me." – P5.1

In this example, we actually see what P5.1 instructed his students or his assistants. Talking about the assimilation issue as the interview progressed in this way, he explained his ideas on the subject. Although his students and assistants saw him as a role model, he did not want that to happen at all, and he wanted to imbue them to be more original and independent. Although there seems to be contamination avoidance behavior here, actually it is possible to make them progress in this direction by contamination of these thoughts that he has already adopted. While he doesn't want his students to resemble him, he actually contaminates a "no-resemblance" thought and makes them resemble him in this direction. However, it can be said that there is a positive contamination tactic because the underlying intention of contamination has and serves a positive purpose, other side does not suffer from it.

Generally speaking, interpersonal relationships may lead to a higher rate of contamination to the opposite side. Because the contamination behavior advancing through positive relations triggers concepts such as role modeling and social learning on the opposite side and provides such outputs.

5.4.1.2 Justice-based

Workplace justice has been the subject of many studies from past to present (Greenberg, 1990; Cohen-Charash and Spector, 2001; Colquitt et al., 2001). It is possible to say that the concept of justice affects the conditions such as job satisfaction and organizational commitment in the organizational environment (Moorman, 199; Moorman, Niehoff and Organ, 1993; Ang, Van Dyne and Begley, 2003). Perception of justice is also a regulator of social relations at work (Masterson et al., 2000; Rupp and Cropanzano, 2002). The individual's perception of justice also affects the behavior and attitudes of the individual within the organization. A person who thinks he/she feels hard done by others may exhibit negative behaviors and take various actions to secure the justice. However, job satisfaction and organizational commitment increase in cases where justice is considered to be achieved, and it also has constructive effects on interpersonal relations.

It is important to use the perception of justice to carry out the contamination. By acting fairly or at least doing what is seen as fairness, the individual is able to influence and attract the others. This results in a sense of trust. People tend to approve the behavior of the people they trust in the right way, which leads them to role model their behavior. In such a case, the contamination is likely to occur.

> *“I’m calling the student who doesn’t attend to class and ask if they’re coming. Sometimes the students get surprised. These are of course a sign of intimacy with the student, we do not have a problem with the students. But in the meantime, for example, when the student does not perform his duties I don’t make a concession to them. For example, we have seminar courses and these courses are not held in many schools. We do it, and I even fail them. I even failed my own assistant, he didn’t bring anything at the end of the semester, I’ve failed 4-5 students.” – S8*

The participant mentioned in this case how he achieved justice between doctoral students. There were also his assistants among his Ph.D. students. The participant criticized an unfairly applied course in other universities and stated that he was justified in this regard. In order to ensure justice for everyone, he said that he did not separate his assistant and other students. He said that he did not do nepotism, but rather used sanctions on the course for everyone. This is common in the academy. There are academics who try to increase their existence in the environment and to extend their self by acting in a fair way for their “own man”, but unfair to others. Here is an example of this:

> *"…When I first came here, I was in the course period of my Ph.D. They included us for a project. We were working on this project, but we didn't have our names in the project because they used us. I and A were in the project. They didn't give us any money and they made us work. X was also in that project, and her name was on the project. I never forget that ... We had a course on management. Prof. D was dean those times. He told us that we will not attend the doctoral course, we will do the work of the project. We were entering data to excel tables, doing the drudgery… Prof. D said he would talk to course's lecturer. Later then we learned that X was attending the same course. X is the assistant in the project but we did all of the work because she shouldn't miss her course. Because X is strong, in that sense, ultimately could say 'I have to attend this course'. Because she is Prof. D's assistant. But we didn't even think that we would have such a right, because the great dean gave us a task. For example, I felt that it was unfair and I was hard done by..." – P3.2*

In this example, we can see that the behavior of contamination occurs with the negative use of justice. One of the negative tactics that people use is to protect their man and crush the others. I will examine this in the following sections under different headings.

To sum up, the trust between individuals develops in environments where justice is ensured. This helps to ensure positive contamination.

5.4.1.3 Motivation-based

The concept of motivation I mentioned here is self-motive, which is related to the self-image of the individual, rather than the types of motivation that we have explained in organizational behavior courses. Self-motive is defined as *"any inclination that is aimed toward establishing or maintaining a particular state of self-awareness, self-representation, or self-evaluation"* (Leary, 2007:319). Self-enhancement is also considered as a kind of self-motive. Self-enhancement helps one to keep itself positive and enhance self-esteem (Leary, 2007).

> *"I find a piece of myself in her. Her business manners, her way of thinking in life. I see my energy, ambition, hopelessness when I had in my youth a research assistant. That's why I always try to encourage her to keep her pecker up, get rid of that hopelessness, and make sure that she'll surely find a way." – S1*

As can be seen in the example, it is important that the person receives support from outside when it is not possible to enhance himself/herself. Here too, S1 emotionally supports her assistant, which she feels the need for support, and is trying to motivate and encourage her. In such cases, the sense of commitment among people begins to develop. In this context, there is emotional social support (Lakey and Cohen, 2000). The presence of support also determines the quality of relationships. The individual feels the closeness to the person he/she receives support. It is possible that the person who wants to show the conduct of the contamination can influence the other side through social support.

5.4.2 Negative tactics

As opposed to positive tactics, negative tactics include a set of behavior patterns that give (or might give) harm to subjects somehow. Encountering with these tactics, it can also be said that subjects of contaminator get affected negatively in terms of contamination. Either they end up fighting against it, protecting themselves or they get contaminated unconsciously without seeing the possible outcomes. I try to categorize and explain the tactics like I did when I tried to explain positive ones. Here, I explain the negative tactics in terms of mobbing, interpersonal relationships, work, emotions, and work-life balance.

5.4.2.1 Mobbing-related

Participants mostly used the concept of mobbing when describing behaviors in terms of contamination. In fact, we can see that the behavior patterns overlap with the counter-productive work behavior defined in the literature (Robbins and Judge, 2015). These include violations of personal boundaries, favoritism, gossip, showing disrespect etc. The reason why people and I define them as mobbing is that they both have psychological consequences and are long-lasting (Leymann, 1996; Zapf, 1999; Davenport et al., 2003). It might also have been called as bullying because the behavior is performed by an individual rather than a group (Duffy and Sperry, 2007), but yet contaminative behaviors are not physical and they contain psychological aspects. Victims of mobbing are generally encountered with behaviors such as "*frightening, excluding, being excluded from some organization resources, isolating, injustice in the use of organizational resources, or delaying or interfering with benefiting from rights"* (in Yildirim, Yildirim, and Timucin, 2007:447). I try to explain these behaviors within the framework of contamination and extended-self.

> *"(just to pull us close towards and just because they had issues with the previous dean) … The new dean had mobbing style behaviors. For example, forced the head of the department to evacuate from his own room, also similarly threatened us." – S2*

The participant mentioned before that the environment in which she works is an organizational setting with high competition. The competition here is mostly manifest at the point of getting the administrative title. In this quote, we see an example of how someone who has waited for a long time to become powerful has treated others after reaching the power. By threatening someone who is a rival to him, by moving him away from the current environment or taking his usual habits is an endeavor of extending and spreading the self in the environment and increasing its existence. Not only did he behave like that to his rival, but he did behave similarly to others whom he called “the man of the rival” and associated with them – in other words, considered as an extension of his rival’s self. Here we actually also see an example of getting contaminated by someone else just because you are seen (or have become) an extension of somebody else’s self.

> *“’Don’t gossip like women in the neighborhood’ they say. Let the women in the neighborhood, I say now: “Don’t gossip like professors at the university.”* – P4.2

In some studies, conducted in the field of management, although it is said that gossip is used for positive purposes (Noon and Delbridge, 1993; Kurland and Pelled, 2000; van Iterson and Clegg, 2008), it is mainly examined in the field of organizational behavior under counter-productive work behavior. The gossip mentioned here is a kind that creates negative results on the third party. On the other hand, in the current literature, it has been mentioned that gossiping and talking about someone without his/her consent are considered as the forms of interpersonal contamination (Goffman, 1961). In this example, the participant wanted to explain this situation with this discourse that the gossip is widespread among academicians and it causes negative results.

> *“He (the professor) knows he’s wrong. But even though he knows... He has an ego, he has honor ... If he says so now, it is over. No one can change. He takes the papers, he throws them over his student ... ‘What would you know?’ he says. ‘That’s the truth, you won’t believe everything that’s written. I’m telling you the truth. Don’t you listen to me?’ And he leaves him there. His thesis also remains like that.”* – P4.2

Especially people who come to a certain degree in the academic community do not like to be questioned about their knowledge and ideas. This is in fact related to personality traits. Some people are open to innovation, the process of learning, who can make a self-criticism, while others may be the opposite. The situation that the participant mentioned here came about when his friend met one of the second group of people. Let me briefly talk about the details of the incident. P4.2 talks about an event that is not directly experienced by him but by a close friend. His friend is preparing a scale to be used in the research part of his thesis, and he prefers to use “male-female” as a gender there. The advisor defends that the right form is “sir-madam” and they start arguing on this. At this point, the advisor is actually turning to negative tactics as he is unable to contaminate his thoughts and style by positive means. He uses the power in his hand and expects his student to obey him. In order to impose on his student, he goes to the method of punishment and prevents him from completing his thesis. In other words, he prevents giving his rights. There are also several other examples of preventing others from benefiting their rights in order to have and show control over them.

> *“I’ve had this troubled thing during my lecture phase of Ph.D. When I go next to my advisor for the course selection I told him that I want to finish this part in 1 year not 1,5 years because I come from Izmir just for this. I rent a flat from there and I rent a flat from here also. I’m tired both materially and spiritually. So, I wanted to finish it in a year. ‘But this shouldn’t be like this’ he said. 7 courses must be taken. I can get 4-3 or 3-4. It ends in 1 year. ‘But I would have expected you to come a year and a half’. There is no other qualitative explanation of this phrase. He waited for me to accept this from him, but then somehow, he accepted the way I wanted to do. I wanted to choose a course which is relevant to my doctorate thesis subject. I chose 1-2 lessons from the department of philosophy. ‘Then you should have done*

your Ph.D. in philosophy he said… … No matter how hard it was, I've passed the courses. I finished in 1 year. But my teacher was not pleased… … There's a thing called proficiency exam, which I learned about it here indeed. I took the proficiency exam. 5 professors asked 5 different questions, we needed to answer 3 of them. I answered three of them. Well, it was pretty good. I asked my supervisor when the results would be announced. 'I got your answer sheets, I see that you did not answer my question' he said. I didn't know what would it mean to me. Well, I said 'If they had said four questions, I would give an answer to your question also'. Then my advisor came next to me in an hour, and I was eating there. 'You've failed' he said. I said okay, but I wasn't too happy. I stayed there the next day. I wanted to find out where I had problems and asked the professors that I've answered their questions. I found them all. I started to tour. I went to the first one. I told him that I failed so I will take the exam again and before that, I want to know about my missing points about their questions. 'Your answer was good on my paper; the other ones had a problem. That's why it happened' he said. The questions were gathered at my advisor and he was coordinating the results. I said okay, then I went to the second one. Again, the same dialogue ... I went to the last one, again, the same dialogue ... Then I did not say anything because the purpose was accurate for me." – P5.2

Here it is seen that just because P5.2 did not become what his advisor wanted, he had to retake the proficiency exam. Here there are examples that show if you do not join be an extension of the group that holds the power, that all your work will fail until you do and let them contaminate you. This can be either a person or a group as seen on next example.

“ (so did you think that you were intervened from doing something while working here?)

An intervention, for example, when we demanded staff when I was the dean, while many faculties had received many members, we couldn’t. Unfortunately, we could not reach the number of teaching staff. In other words, we could not employ the person we wanted, the qualified person. There might be an intervention in this situation…

(so what could be the reason?)

It’s political. It’s a political restructuring. We did not make political structuring here. Look, the unity here is a draw. We are independent of each other because we do not take anyone with a beneficial relationship. So, there are no groupings at our faculty.” – S8

“One of my friends tried to publish one article with a professor from another university. The answer he gets (from his professors) was: ‘They give you your tenure then’. Geez! It was just a publication…” – P4.2

In this another example, the situation is as follows. The participant’s friend wants to write an article with a professor who is really good and well-known in the field but not his advisor. Also, his advisor doesn’t like that other professor and has some personal issues with him. So, he is threatening when he wants to prevent someone from whom he wishes to stay away from being contaminated with another person whom he considers to be an extension of his own self. He tries to tackle his assistant and threaten him in order to remain him as an extension of self.

“The dean who greeted us spontaneously said that they had two positions and they will give it to the first two

people that take office. Let me say that he led us to an expectation. Nevertheless, it wasn't that much of an expectation, but it made us shape our future plans accordingly. Shillyshally, one of those positions - we were both in the business department by the way – was transferred to the economics department. Because Dean was a member of the department of economics... (she explains that she is pregnant during this period and she was planning to give birth in her hometown, Izmir)
Then the dean said: 'This position will be announced as the month of July'. I'm expecting my birth at the end of July. In this case, it is not a period I can travel. I might give birth on the roads any minute. How is it going to be? He said: 'Go breath some fresh air, visit your hometown, but come back and plan your birth here because your cadre will be here'. Frankly, this was a huge stress issue for me. Because I'm unprepared. Anyway, we've dealt with it somehow. Well, okay, then I've come to Izmir, the doctor checked, he made suggestions, I found a doctor there by chance. He was a gynecologist doing his military service in a military hospital. He was examining, but there was no guarantee I would give birth there. Because, very interestingly, the hospital works only 9-to-5. On the other hand, there were a lot of rumors about the private hospitals in Van, and whether or not they're doing a c-section. I and my husband said okay, there is a birth hospital, we can go there... Of course, time passes. The last day of July, my birth process has started. We went to the maternity hospital, thank goodness my daughter was born healthy. I had a troubled birth. Anyway, we got through it, we're trying to raise our daughter, a week passed, two weeks passed, it's the end of August, and there's still no position for me. Of course, that cadre never came to me. Meanwhile, the dean's

assistant completed his doctorate. That the position passed to him... As a matter of fact, it was the time that I decided to leave that university. I gave my clear decision on the injustice that I have experienced. And in a really harsh language, in a clear and hard language, I spoke to the dean about the fact that he played with our lives…" – *P6.1*

I can say that this example is the one with the most psychological output of what I have listened to. So much so that I did not want to divide the quote too much and gave it at great length. In this case, we can see multiple behavioral practices that can be examined under the concept of mobbing, such as the person who is in power, having various sanctions to keep the individual in his hand, giving and giving up various promises, turning work-life balance upside-down, making decisions on behalf of someone else and preventing the individual getting its right. It is a serious problem that a given promise of position influenced the life of the participant and the family of the participant. The behavior is not only resulted in psychological distress but also physical health problems. The fact that the position was transferred to the professor's assistant also led to a mobbing behavior in order to defer and decelerate what is right for the participant as well as the kind of unfair behavior that I have mentioned before. The academician, who was in the position of manager, had a negative tactic to the participant whilst practicing relatively positive one to his assistant.

"I've been exposed to very serious things, very serious statements. I don't know if she did a test of confidence. Now I think about those years ... Then, when I first started, I was in another room. My advisor has been crossed with my roommate then for years. I mean, they've had a huge incident. That's the way it was. I hear it, of course, someone warns me: 'Look, there is such a situation'. It is already felt. How should I do it? My

roommate treats me well, I don’t see any evil, so we chat in the room. But if I get very sincere, I don’t know how I can get a reaction out there. It’s always an effort to make such a balance. Anyway, I’m working on my own. Maybe it was an efficient time period ... Actually ... I was working ... My roommate started working on a topic and subject was related to the thesis subject of the other assistant friend who the professors were close to. They also try to keep the thesis subject secret. You know, it is an original issue for those times, they don’t want it to be heard. Of course, I didn’t know that. I mean, I don’t know what my roommate is working at. I still don’t look at my roommate. Of course, I know that I was under suspicion, for example, until I passed through the circle of confidence. You know like ‘Did you tell her the subject of the doctoral thesis to your roommate?’” – P6.1

In this example, we can see the person being blamed for something that has not been done by her and being rumored by others. We see that a group of professors can blame others in order to decide whether to incorporate one into the circle of trust they have created. Being unjustly accused in an environment and being the person who works closely with this person will cause psychological exhaustion. Here, too, the professor tried to protect her other assistant which was contaminated and became a part of her extended-self during the time. But on the other hand, in order to answer the question whether she can trust the participant and extend herself from another branch, she was approaching her with negative tactics and testing it. In fact, a behavior may have a positive intent for one person and a negative intent for the other.

5.4.2.2 Interpersonal relationships-based

I talked about how important interpersonal relationships are and in what context they can be examined under the topic of positive tactics. Now I try to explain how the same situation can occur as a negative tactic with the help of participants' discourses.

> *"I was in a lot of stress, even I was just stressing what to wear in the morning. Because … would look at me and mock me ... When I entered the room, everyone was first looking at each other's clothes. When I walked into the room, there was someone who gives me the once-over and doing this in a judicious way, and that was always bothering me." - P3.2*

Here P3.2 speaks about her struggles with her new roommates, especially one. She stated that her roommate was quite into fashion and she judged others by what they wore. She did it behind others, so P3.2 also thought that she is showing the same behavior to her. P3.2 also stated that she would be pleased if her roommate openly judged her style because she also admits (or she forced herself to admit) that she has no sense of style. Instead, she feels like her roommate is judging her by gazing, staring, gestures and facial expressions. P3.2 started to feel stressed about this situation and she has nature which is able to get easily affected. She felt like she needed to get dressed in a style that others would approve, so she might blend into this group of women. She was both contaminated by their attitude towards fashion and let them get into her head.

> *"(talking about another colleague) I think that in order to survive in this institution, she doesn't polarize, but she really develops a deep and special relationship with everyone but everyone from the top to the bottom, up to the chamber. She's got them somewhere, okay? She's chatting with the cleaning worker somehow, and she's in a different position than any other assistant for that cleaner. I noticed this by observing it. She creates such subjective experiences that it provides deeper*

> *communication in people's relationships at work. Phoniness is spilling all over and it's very clear that she is being tactical. In fact, she doesn't come in contact with people, but there are some things she catches when she talks to people. She accumulates subjective experiences with people and makes herself strong among them. I think it's very clever. Yes indeed, I will use this tactic if I become an academician in another institution." – P3.2*

P3.2 also observes another colleague of her, developing relationships with others. Towards the end of our interview, I gave her a brief explanation about my topic of dissertation so she decided to share one of her colleague's tactics and maybe a possible future tactic that she would adopt. As seen in this example, developing close relationships might be useful for a contaminator and might serve their purpose. Even though they develop a close relationship, this might not be a sincere one. Using relationships as a manipulator might not be considered as something nice, kind or ethical.

> *"…A kind of control that allows people to reduce the likelihood of saying no. If I establish a social relationship, I can get more from it. I think there is a thought of 'if I establish a social relationship, I can make them work more'." – S14*

This statement of S14 is also related to the work-related tactics. Again, developing and controlling social relationships, people can use others in order to make them work for them and get things done. Interpersonal relationships are mean to contaminate.

> *"For example, when there is an election about faculty board, people who support the candidate you want are*

> *very important. Serious breaks may occur. Immediately being mutually offended, polarizations. Senior professors try to attract the others." – S2*

In this example, there is the use of interpersonal relations to hold the power or to attract others to gain power. We can see that faculty members divide into small groups when there is a situation that should be decided by choice. Each one defends different ideas. Particularly, the head of the department asks for their own academics to agree with them and do not give them a voice. In fact, academics do not exist as completely themselves in the meetings, but in others' representations or in other words, self-extension. In the formation of this, there is the contamination behavior which is carried out by using interpersonal relations.

> *"We had a dean change. After that... My advisor was the former dean… I work all the time. I mean, I don't care who's the dean or the head of the department, it is not important to me. The overall structure is changing but my working order has not changed. (After these) During my thesis, I had some problems with my advisor. 'Why don't you deal with your thesis instead of doing the faculty's stuff?' he said. Which he had told me before, 'Faculty's work is the primary one. The thesis cannot be written during work hours, you have to write it at home'. Then, when he said the exact opposite I had to respond. I said 'We learned this culture from you... The priority is the work of the faculty. We do our personal stuff if we have the time or we do it at home'. That's when I had a little trouble. In fact, I was planning to defend my thesis in September, even this month, in October. There was a change. In my thesis, we changed the topic and many things had to change…*

(Why did you experience this change? How did you interpret it?)

I still attribute this to the thing, after the dean change, maybe what expected from me was me doing nothing… Because my advisor was no longer dean. But somehow, he had to make a statement. I also think that he preferred to show in this way. He could stand by me if he wanted. Even if I am wrong or I wrote bad, no matter what happens… Because I know my advisor. He would do it in some way, make it, get it fast. But his aim was to slow it down." – P4.2

Sometimes the usage of interpersonal relationships does not have to be about the exact same person who encounters with the tactical behavior. The relational and self-related problems between the two people also jump to the third persons which they see as their extensions. In such a case, the person between the two wars of existence may be subject to double-sided contamination tactics. One reason for examining this under interpersonal relationships is that it is directly related to relationships, while the other is that the behaviors shown also have relational aspects.

"During a certain dean period, my friends were assigned as research assistants. Then the dean has changed and a new one has come. And now they call them: They are his men... Well, let's say, R. These are R's men. They were not given a job. They even didn't like the former dean, and they didn't have much of a relationship, only thing was that they were assigned when R was the dean,

but they were blacklisted that way. New deanship did their utmost to avoid them tenure. They've done everything ... Those assistants worked so hard, they've done everything, however, they had to quit there and go to other universities." – P4.2

"So, there were times when the rivalry and conflict between the groups had serious consequences for me and other friends. Even if I didn't take any sides, even though I was seeing both sides ... There were times when we were condemned, criticized ... Maybe there were times when we were even involved to a side that we didn't know… …Of course, I've paid for it from time to time. I've confronted with things like, 'You're not recognized/respected to us if you're sitting with them or you're talking to them'." – S9

As also seen in these two different examples, even if you don't act like it sometimes you might be considered as "somebody else's man" by others. This occurs especially if you are in the lower levels of hierarchy. I don't want to explain the reasons again and again, but when you don't have a quite adequate place in the hierarchy you are not considered as an independent individual. Whether you feel like it or not, others involve you to someone else and see you as an extension of others. They make this assumption based on your interpersonal relationships with the relevant person.

"I had a mobbing-ish situation with the dean I mentioned earlier. They said (referring to the deanship of V University) that the senior research assistants (who already held their Ph.D.) will no longer invigilate the exams, junior research assistants will. I said that I would invigilate and it's not a problem for me because I have

invigilated approximately 50 exams in D University and it's cheerful to be with students. But they said they had decided and the new-coming assistants will do it. I was going back and forth between Izmir and Van those days. I went to Izmir because I thought I will not invigilate the exams. Then I don't know what happened, other assistants may have complained to the dean about the situation. Dean called me and said exam duty, equity, justice, equality, freedom… He was a person with that kind of tendency. In other words, you know, sometimes someone wants equality for everyone and owns that idea. I said 'Yes, of course, you are very right, it's like the equality like you did about our tenures, but I'll treat more equal ... I bought a plane ticket, I went the next day, sat there, did not go to the exam, sat down, sat in front of his room ... You can call it civil disobedience action, yes… But he didn't say or do anything. He was cheered up when he saw me. So, there were different things. Like gossip but later he married the assistant friend who was complaining about exams. He was getting requests from that assistant friend and fulfilling them." – P4.1

Here is also another example of interpersonal relationship-based contamination. Well, actually I can say that this a two-base tactic because while it seems like the professor (the dean) is trying to contaminate the assistants and have control over them, there is also another aspect of this situation. Actually, the one who married to dean is taking control over others via extending herself with marriage. And she uses this husband and wife intimacy to make him do whatever she wants, even in the workplace – using control and power on others. I can say that the other assistant has contaminated the dean by marrying him and started using his powers as they're her own.

"People can do everything to wangle words out of you. First of all, they build sincerity, they approach you. Then some people don't even say hello or treat you differently. Because the things we talked between us were going to other places in other ways." – P4.2

Behaviors such as talking about someone else, rumor or telling the information about them without that person being informed about it or without that person's consent are considered as a form of interpersonal contamination (Goffman, 1961). In order to perform this behavior, people use interpersonal relationships as a tool to obtain personal information from someone.

"We didn't see each other (me and my professors) that much out of work. When there's a meeting outside, there would be some conversations about private life. The person they met more often, for example, was my roommate. They used to talk with their other assistants more often in their private lives. I don't think I failed to satisfy them. Because at the beginning of my assistantship... I don't know anything, I've come here, I started my Ph.D... I'm a rookie. Well, there wasn't an institutionalized structure in the university that I came. And there is also a different organizational culture there. But here there is a culture that has been established for many years... Different. Here, I can't understand expectations. I just come to work, do my duties, and go home. I just ask my professors if they have any request or not, that's it. But she did the talk with me... 'You hang out here very professionally, but you must have organic bonds. Even if you like it or not.' She said. Then I realized 'There is going to be something else here, closer relations are expected'… I did as much as I could because it wasn't very suitable for my personality... But

they met with a person who behaves accordingly with their desires and expectations and discusses their private lives more. I was just trying to balance, but she didn't like it, so she actually wanted me to be closer. She stated it clearly." – P6.1

Although the participant wants to establish a relationship in a professional framework, her advisor does not allow this. If she works with her, she must comply with her rules and expectations. In the context of interpersonal relations, relationships should be established in the manner requested by the advisor so that the advisor can practice the control she wants. They may even decide on your behalf about how to relate to whom. This is like trying to regulate relationships with others seen in a few previous examples. Intimate relationships can sometimes lead to disruption of balance after one of the parties starts oversharing. Or the intimacy towards the other side may force the person to do what she/he wants just because to avoid hurting them. These can actually be called contamination tactics to increase the existence of an individual.

"The truth is, for instance, you should know how to keep your job better when you are at the lower stage, in case you have a bad relationship with a professor or if you cannot succeed in an excavation, your chances of making that profession are risked. And this is something that pushes people psychologically under pressure because your relationship must somehow be good. Of course, necessity creates pressure on people." – S6

Here we can see the importance of building good relationships as we did in positive tactics. If you want to be successful in your degree, you need to get along with your advisor, otherwise, it can cause you stress, pressure and become an obstacle on your way.

> *“Our relationships were intertwined. It may be a nuisance. You both have a professional relationship (in terms of assistantship) and advisor-student relationship. These relationships are intertwined. There is a difficulty that this situation created. These situations in your business relationship affect your thesis. You are less likely to talk about your thesis because the department’s work begins to be discussed. You come together to talk about the thesis, but you are talking about other things. From time to time this intertwinement of relations makes it really difficult.” – S13*

Another way of contaminating in a relational sense is to mix roles together. The professor of the participant is both the thesis advisor and the head of the department. At this point, the advisor prefers to contaminate to the participant at what moment it is beneficial. For example, in the academy, the thesis is accepted as the personal work of the person. Instead of spending hours for the thesis, it is preferable to do the work of the department during working hours. Instead of helping her with her thesis, S13’s advisor chooses to make S13 to do the duty for herself and use her as a representation of herself. So she prefers to perform her head of department role, not the advisor one.

> *“There was a cute event in terms of private life. That event is something we’ve always experienced from past to present. Every son would experience this situation with their fathers... Hair issue ... ‘Your hair is too long, go and get a haircut’, ‘Don’t wear earrings’ these ... ... After finishing my master’s degree, I grew my hair when I started my Ph.D. I put on some weight, then. When I gain weight, I get chubby cheeks and I grew hair so that I can hide my chubby cheeks. H also had long hair. Prof. M*

once said 'ooooo look… at the assistant level E is growing hair, at assistant professor level H is'. Then he turned to the other professor and said 'you should grow hair at associate professor level and I will do it at professor level'. I didn't get that message. I thought he made a joke. Then I started wondering if he was fixated to my hair or not. Well, he got his degree from the USA, his son and daughter live in the USA, he always goes there so I thought he would not make a problem of my long hair in terms of modern thoughts. During my Ph.D., Prof. M was not talking to me ... He won't say hello ... It's been three days, four days ... I come to school 3 days a week, I haven't seen or talked to him since. He just sees me, stares at me and passes by. Prof. M gave me a message but I didn't get that message. He was probably thinking that I was flying in the face of him. I was worried. I talked to my friends, I explained the situation. I am writing a Ph.D. thesis already. What if I don't write a thesis? There is a human dimension. The problem is that my dialogue with people is not going to develop and become clogged. Anyway, somehow, I cut my hair short. Shorter than now. Not on Monday, but on Tuesday. I went to faculty. He said 'Wooow E, how are you? You look handsome, your hair is beautiful'… After that, we began to talk ..." – P4.1

The last example went down well with P4.1 because he thinks that it is acceptable to encounter these kinds of behaviors when you are in a sincere relationship with your advisor. His advisor also succeeded at what he wanted P4.1 to do. P4.1 mentioned that these problems occur between father and son. And his general attitude towards relationships in academia was family-like. He likes to have that kind of relationships so he is okay with what those relationships bring to him as a result. Here, his advisor had a problem with

P4.1's hair and appearance and he wanted P4.1 to cut his hair off. Instead of directly asking it, he preferred a silent treatment (Williams, Shore, and Grahe, 1998). Indeed, he punished him. Luckily for the advisor, it worked. P4.1 was contaminated by his advisor's thoughts and desires on appearance so he cut his hair off as his advisor wanted.

5.4.2.3 Work-related

Among the findings, various tactics related to the work have also emerged. Although there are behaviors involving a mobbing-like intention, it is not possible to say that it is directly mobbing. Therefore, I will explain them separately in the following section.

> *"…For instance, when I was her assistant, she exploited me slavishly. I really wished her mother would die, I really wanted it with all my heart and she died. Yes, I know how many weeks I wished this with all my heart. I said that this woman should die and I would get rid of this professor. In the sickness period of her mother, she was telling me ten minutes before going to the hospital. I couldn't prepare for the class, I had to study to teach the courses which are not related to my field in English and it was quite hard for me. But I was sure that he was being exploited so that she could complete her own affairs. In this period, I thought that my limits were too stretched…"*
> *- P3.2*

This example shows how difficult it is for the subject. With the participant's interpretation, the reason why the contaminator is making her doing her work is her personal burdens and life. From the narrative, it can be said that a person might contaminate others in the business context in order to realize its self in other environments. It has been observed that the person can identify someone as a representation of himself in the workplace and inflict his personal and work-related burdens on to that person.

> *“A professor who was responsible for a thing did not fulfill the responsibility, well couldn’t fulfill. But I was questioned for that… It was such a very incident. So how can I be held responsible for what he should do?” – S9*

This example also shows the fact that a professor’s assistant was held responsible for his behavior. Since the professors see their assistants as their own copies, mini-mes or in general part of themselves and the other professors in the organization tolerate and normalize this, it is quite normal to ask another person who is unrelated to the account of responsibility.

> *“They said you’re not going to Z University, you’re staying here. They said that they would give me the tenure if only I would stay here completely (Ph.D. studies and so on)...” – P1.1*

Here we can see an example of the desired control and giving the rights to owner conditionally.

> *“I want some things to be how I want in the department, for example, but maybe it is not. Then I think to talk with other stakeholders in terms of reasoning. Beyond that, I do not attempt to lobby. No need to run through this. Clearly, I would like to do this by explaining my request in the relevant institutions. And I think this is the limit. I think that trying to create this change by not doing it there, lobbying behind closed doors or talking directly to the administrators is overcoming the limit. But that’s generally how it works in academia.” – S9*

This example shows us that in order to contaminate others to exist and have power, people tend to do business behind someone's back.

> *"I prepared a research proposal and sent it to my advisor. He gave me feedback. 'Do this like that etc.'. I understand what he means, in political science, you can understand who is thinking from which perspective. My advisor is trying to pull it somewhere. When he doesn't want to look at the same perspective as me, that thesis will distress me, and I will be restless. That thesis won't end. My advisor will have it written, not me. It will contribute to things in his mind, not mine." – P5.2*

In this example, we see the most basic form of work-related contamination of advisors to their assistants. P5.2's advisor intervenes in the thesis which is created by adding a part of himself (P5.2) and even considered as an extension of the self, and he is trying to attract him to the point he wants. In fact, by trying to identify any subject that he wants to work or that will be useful for his work as a thesis topic, he is trying to provide service to himself and to extend his own self by someone else.

5.4.2.4 Emotion-based

When diverging from professional relationships, emotions involve in and personal limits start diminishing. At the same time, the way individuals interpret events and their reactions to events also change. Because both sides start to have an emotional bond between each other.

Individuals give some emotional reactions in the face of struggling or pleasing situations (Weiss and Cropanzano, 1996). These emotional responses are emotions that have an impact on the individual's behavior within the organization, including job satisfaction, performance, and interpersonal relations (Fisher, 2002).

> *"They perceive me as a difficult person in academic life. At least they tolerated me. It's also a success to tolerate me. I don't torture them, but if you look at it from another point of view, you can perceive it as torture. If he doesn't like to work, a person can perceive it as torture. But they do this job, they enjoy doing it, and it's not difficult for them. I mean, there are some more senior instructors that are not my professor. When I work with them, I sometimes get into trouble and don't think about working with them again. It's giving me unhappiness. The study is emerging but I'm very unhappy until this work comes out. For example, one of them had written an article. I reviewed it and demanded correction for 8-10 times. Even if I give him 7-8 reviews, they call me and ask me if we should do anything new. He says let me do it. Then I'm saying maybe he's not suffering as I suffered." – P2.1*

For example, P2.1 tries to explain that working with a colleague triggers unhappiness while working together and it makes him uncomfortable in terms of creating new ideas and publications. Sometimes being exposed to another human being can be hard. This is an example of that situation. P2.1 suffers so much that he even doesn't want to extend himself to his assistant and refuses to contaminate.

> *"I never thought of what should I do when they see me sitting with that professor or talking to that professor or so on. If those who see this thing do something to me, condemn me, reacted to me like I did not hesitate to say things. In other words, I never felt myself in an*

ambivalent situation, for example, when they see me communicating with the ones that others don't like. I think this is something that affects the human spirit, psychology, and behavior very badly. Fear ... I think it's a disingenuous attitude built on fear. I have encountered a lot of critical situations like them asking me 'Why are you talking to him? What did you talk to her about? What are you doing with this? Why are you together? Why don't you call him professor but call her one'? But I've always offered concrete reasons." – S9

S9 on the other hand addresses a good point. He mentions an emotion which is quite common in academia's lower levels – fear. He mentions that every attitude and relationship is based on fear in academia and people are acting accordingly to this emotion. Of course, it affects its respondents but this cannot be prevented.

"Actually, my advisor did a very big favor, I must say. I didn't have a room until my assignment was made. There was a day-off of my advisor, she said I could use her room that day. She duplicated the key. Very big gesture. Of course, I was worried. So it's my advisor's room, desk ... I'll turn on her computer, I'll work, but I'm terrified what if something happens. I used her room without touching anything. Because if I didn't go and if I work elsewhere, I am also afraid that she would ask why I am not using her room. Then, after a while, a week or two later, she was annoyed at something by my Ph.D. classmates. She found the group assignment insufficient. It was a temper that starts with anger against the group, then she personalized and directed it to me. She said: 'You are using my room, but you didn't wash my dirty cups!'… I saw those cups when I entered the room, but ... If I drink

it myself, I would clean my own. But now I'm afraid to touch something. I am already trying to avoid touching things because it felt more wrong to touch me to the arrangement there. Because that's not my area, I could use the table and the computer, but the cups… What if she says, 'Why are you touching my things?'. It never crossed my mind, but I was really offended to be scolded in front of everyone for it." – P6.1

However, after reaching a certain level of sincerity that P6.1's advisor wanted – that I mentioned in the previous section, her troubles did not end. Because it started to bring new expectations on their relationships which she was not aware of. Sometimes too much sincerity might give damage to interpersonal relationships. If one party's expectations are higher than another and not being met, this can cause several problems. Here it led to humiliation and scolding in public. This caused P6.1 to feel offended and triggered other negative emotions. With the help of triggering emotions, her advisor actually contaminated the type of behavior that she wanted P6.1 to perform within their relationship.

"After I finished my doctorate, I returned to Van, there was a period that I was again in Izmir, a period of the earthquake. My daughter was just a baby. I know my advisor didn't talk to me for a year just because I celebrated her birthday on the phone instead of face-to-face. I had a baby, I was no longer working there. She didn't talk. There isn't a big problem indeed… But these are harsh memories to recall…" – P6.1

As a continuation of what P6.1 experienced before, she also suffered from her advisor's emotional attachment to her and their relationship. In fact, all the examples given are related to emotional abuse in organizations (Keashly, 1997).

5.4.2.5 Violating work-private life balance

In general, it is possible to say that the boundaries between work and private life have mostly blurred or disappeared. This situation has been accepted by many academicians by rationalizing.

> *"In the context of interpersonal contamination, I think the person who is your supervisor may have you working outside of working hours…*
>
> *…There cannot be a limit because there is already a university group within that is communicating over the internet. But technology has entered our lives. We're at work when we're home. For me, it's no different. But we don't think it's too bad. When you're in this system, it's not right to say anything about the outside of the system. Because we live in that system. We don't have a chance to change that system" – S4*

When I mentioned the scope of my dissertation, S4 assumed about what could be considered as contamination in the workplace. Even though she mentioned that she had to unbalance her work and private life due to the requirements her work and she is okay with it, she also defines blurred working hours as a contamination tactic.

> *"My colleagues and graduate or doctorate students have my number. They can write to me, they come to me, but it's not acceptable for me to be at 3 a.m. or 4 a.m." – S2*

“I’ve always been a woman who has always wanted to study in a western university but couldn’t and felt lowly about studying in H University. It seemed as though the universities in the west were very upper-class very western or something like that. When I first got here, it took me 1 year to see that it wasn’t. I suffered for 1 year. I was scared that I wouldn’t be able to catch up here in the academic sense. Just because I thought E University was very good in the field of education, I was studying until five in the morning. My child was 2 years old at the time. I wasn’t sleeping, just studying and trying to keep up. I had the ambition to work fawningly. Then I realized it wasn’t like that...” – P3.2

“I pay attention to working in my working hours. It wasn’t like that, but for example for a student – for you, I could work in the evening, so I took it to the individual area. For example, the course enrolment is so strange that the system is available until Sunday midnight and students are enrolling at 10 p.m. No, I don’t have to complete your enrolment, sir.” – S3

In the above three examples, there are explanations of the so-called flexibility of working hours. Thanks to the technological communication tools that we all have, we are reachable in every moment of the day. At the point where we are not reachable, we are warned and found strange by others. This applies to the workplace too. In academia, everyone including students, candidate students, officers, professors, advisors, assistants and so one is in a desire to reach others every time they want regardless of the time. Some find it acceptable but some find it disturbing. There is a saying that “work hours don’t apply for academicians”. At some points, this is very true.

Academicians do not continue their studies only when they are in the university at a certain hour. There is no restriction as to when the shift started and when it ended. However, the overlooked point is that the academician can apply working hours for administrative tasks. The academician can advance its work at home no matter what time it is. But these studies should be its personal work on which invests for itself. However, this situation is interpreted in such a way as to be beneficial to others and leads to behaviors in this direction.

On the other hand, there are academics who have got to ignore the boundaries due to their field of study.

> *"We spend 4 months - 24 hours together with the professor and private life and business life might interweave from time to time. Not because I don't know the limit or because my professor doesn't know the limit. In the nature of our work, this is such a thing. For example, let me give an example of ourselves; we are trying to make an excavation in B. My wife is also my colleague who works at V University, we go to the excavation together, but we have to take our child with us in order to excavate for 3 months. At the age of 3, it needs help. Ok, I'm keeping private housekeeping, private babysitter, I'm trying to keep it away from the whole excavation life but sometimes I have to bring my child there for half an hour or an hour…" – S5*

> *"There is no limit to exceed because my limit is already set by the requirements of my department, my field. In that sense, I think there is not much of a discussion, so everything is clear." – S6*

As seen in S5 and S6's examples, due to their working conditions as both academicians in archaeology department and an active researcher in the field, they have to expand their limits and do not think about their work-life balance for a certain time of a year. In this situation, work itself contaminates to their lives.

> *"This is a professional environment, so you need to have certain limits. I try to draw a limit on my relationships with my colleagues and students. Of course, I do not like personal interventions in a business environment…" – S13*

This quote of the participant leads us to another problem about work-life balance: interference in private life.

> *"For instance, my advisor wouldn't be happy if get off work before he does, even when it's the end of the shift. In such cases, he would have discourses like 'what are you going to do at home? Do you even have anything to do?' which refers to our private life. These would be uncomfortable. We would have waited for him to get off work, then we go out. The time would be 6 p.m. or 7 p.m., whenever he gets off. Out of working hours, for example, he would call us often. We had to answer him, he would not like it when we left him unanswered..." – S13*

As the participant mentioned, her consultant, who already showed herself the contaminative behavior with different tactics and who wanted S13 to exist only for herself, also interferes with her private life. This intervention is manifested by behaviors such as filling the personal life with work, preventing her from spare time, and despising herself about her spare time.

> *"The intervention in private life is happening in some places like this. For example, my friends work in the same university. They are together. They've been together since they are research assistants, but they can't get married. Why can't they marry? No couples in the same institution.*
>
> *(is there a legal arrangement?)*
>
> *No, there is no legal regulation, it is just because the lecturer in charge has said: 'Couples cannot be in the same institution'." – P4.2*

> *"I was very different in terms of appearance and dressing. My advisor liked to wear flamboyant clothes, she was very well-groomed, did her hair every day, did her make-up every day. I mean, people were thinking how would she come at work at 8 a.m. like that everyday… … That's why I might have heard some insulting things. I mean, for example, in the process ... 'What is that shabby look? Is this how you dress?'… About my husband: 'This boy would leave you, don't be so unkempt!'…" – P6.1*

Private life is not only interrupted by working hours. Further, it has been observed that the person's special relations with others, clothing, and choices about own life have been a target for contamination. Moreover, it was observed that the counterparty did not feel what they felt, but they were trying to bring the situation to their own position.

> *"One of my senior fellow's advisor was also calling him/her constantly. S/he even gave her/him a special work phone so that s/he could interfere more easily to his/her private life maybe..." – S13*

> *"It was necessary to spend some time out of working hours. Sometimes he would have asked for help when he had some personal affairs." – S12*

On the other hand, to make others exist only for them, professors make their assistants deal with their personal issues. The example S13 gave is an extreme one. Just to interfere more and contaminate more, a professor gave its assistant a personal phone just using for work.

> *"An assistant means a violation of personal limits. So that's why it was always happening. That's a routine thing when you are an assistant." – S9*

Lastly, I wanted to end this section with a quote from S9. This quote quite explains what lower level academicians are coping while trying to exist as themselves and not to lose themselves and become others.

5.5 Outcomes of Contamination

After talking about the tactics of the contamination, I will now explain how the tactics used have resulted in people. I divided it into two sections as positive outcomes and negative outcomes. The reason I did this was that is same with the tactics, participants were talking about outcomes that contributed well to the individual or that caused damage to the individual.

5.5.1 Positive outcomes

As it can be understood from the title, positive outcomes are the results where individuals can learn something new, gain new gains in their lives, adapt to the positive aspects they see in others after the act of contamination. It is also possible to say that there are situations where the individual is not disturbed by encountering. I examine these results in two interrelated concepts, assimilation and role modeling.

5.5.1.1 Role-modeling

The basic learning approach of the social learning theory is the learning through modeling, which is based on the idea that behaviors in which adult behaviors are rewarded or punished in the past, through which people perform their observational learning in a social environment, rather than their own experiences or the categories of knowledge they bring from birth (Oruç, Tecim, and Özyürek, 2011:287). Although he accepts the theory of operant conditioning, which Skinner developed and tries to prove that all behaviors are later products of learning, Bandura states that people learn and observe almost all behaviors (Bandura 1989; McLeod, 2007).

Bandura (2001) asserts that one's learning and personality are greatly influenced by behaviors observed and that such behaviors both lead one's learning and personality development. This theory, which we can call observational learning or social learning, treats the individual as a living creature through the process of socialization and culturing and who constantly seeks role models.

Role modeling might be considered as a positive outcome in general but in itself, it can be also divided as being a negative role-model and positive role-model. I can explain this with several quotes from my participants.

“I didn’t have a good advisor, so I’m trying to be a good, well a better advisor.” – S4

“My assistant comes in, asks if there’s something to do. Well yes, I want publications to be the things that should be done together. Because we have done a lot of things, from taking our advisor’s forgotten spectacles from their house to prescribing medications to the pharmacy. It was then. Maybe the old scholars did the same thing, they saw these. But I suppose I'd pluck if I could. I want the opposite. It had that effect on me. I don’t want my assistant to live what I did, and I won’t do that.” – P6.1

“Well, there aren’t things I’d compare to him. I’m different in terms of personality, like every person, I was different from my advisor. My supervisor, for example, was not very sincere with the students, for example, I never had a phone call to my supervisor to chit chat. But I’m not, I’m not limiting our relationships, they call it the power distance. We do not do it, we go to dinner with our students, we also participate in social activities, there is no limit between us. They can also come to my house with due regard.” – S8

“To be honest, I’m trying to make sure that our assistant is not exposed to things that can be perceived as mobbing, but which we are exposed to every day during our assistantship. When I compare it to my own assistantship, I think it’s seriously easy, and I think it’s not a bad thing. I mean, it’s not like: ‘What have we suffered, but now they’re like a king’. Maybe we should also have been like that. I mean, maybe this is it.

Because we were caught in the middle of those personal fights or conflicts." – S9

As seen here, S4 stated that when she was dealing with her dissertation her advisor did not help her. Instead, she had to do everything on her own such as learning a new method, finding specialists to ask specific questions about her topic etc. Her advisor did not guide her so she knows how hard and challenging it can be for a thesis student. So, she decided to be the opposite of what she observed. P6.1, S8, and S9 have similar examples of role modeling. As seen on their quotes, they are trying to do the opposite of what their advisors did. However, there were also participants who exhibited the role modeling behavior in the normal definition framework.

"You look like each other because she sees you as a role model. I think it's a good thing. To be an example for them, or for them to ask something. And if you do your job right, they can do it right. I like this role modeling. If they can get something from you if you have good things and they get these things from you. But I think they add something more than that. They have their own work areas. They love things, but they usually like what I love." – P1.1

"We had very different characters with my doctoral supervisor. We had totally different personalities with the professor I have worked with, and the ones that I have worked later. But I've seen positive and negative features in each of them. If I say I didn't take the characteristics I see as positive as a guide, I would be lying…

…I tried to reflect on my academic life by taking examples of what I see positively as the people who have an effect on establishing my academic life. It is always called the master-apprentice relationship. I've seen the negative features of the same as I was trying to stay away from them, but I tried to take the example of positive features." – S5

"Then, yes, we have a beautiful bond between us, so there is a connection which makes you feel like a sister-sister or a mother-daughter. There is also an effect that she was my advisor. We've worked together more than anyone, eventually. Professionally speaking, she was a multi-disciplinary advisor who helped me complete my thesis in a very short time. She taught us how to manage relations and affairs in administrative work when most of us were in charge of while being research assistants. Or academically, how to make a publication, how to conduct a lecture, how to prepare the exam questions, how to read the exams… I have a feeling of gratitude for the fact that I could experience these in every aspect thanks to her. This is the basis of why I keep in touch with her despite all these emotional tensions." – P6.1

In the example of the participant below, we can see that the organizational environment is not only shaped by the people within the organization. In fact, we can see that the features that we have brought since the beginning of self-formation can also occur in our behaviors and attitudes within the organization. The participant took his relationship with his father as a role model to form a relationship with his assistants and students and carried the relationship pattern there to the work environment.

“My relationship with my father was much more authoritarian. I saw my father as an authority. I’d be scared of him. Then, as a father of these feelings, I endeavored to create an environment in my relationship with my children that would create an opportunity for them to grow without fear of me. I wanted to have a similar relationship with my assistants. I’m a little different from my professors. I have a relationship based on understanding, talking, comfort, dialogue or freedom. I’m different because I think my method is more accurate.” – P2.1

5.5.1.2 Assimilation

I might say that assimilation is like the next stage of role modeling. It may also be possible to explain the assimilation with the stages of getting or adopting behavior introduced by Kelman (1961) in the literature. As to him, this process, which he conceptualized as compliance, identification, and internalization, explains many of the human behaviors. *Compliance* might be defined as the acceptance of the views and values that are taught to the individual through various factors as if they were their own opinions and values (Marcia, 1966). Imitation or compliance is one of the most effective aspects of both personality development and cultural transmission (Adler, 2013). *Identification* stands for an individual to behave like another person or group to be like them (Kağıtçıbaşı and Üskül, 2006:93; in Oruç et al., 2011:288). The person accepts the behavior of another person or group because it gives them satisfaction and pleasure. Identifying and maintaining the desired relationships in identification is effective. In the identification, the relationship that the individual is trying to establish or maintain can take different forms. The person may take all or some of the behaviors of the person or group he/she is affected as a model. The person evaluates his/her role in terms of the role of others. As long as such a relationship continues, the individual explains his/her role with the role of others. The person tries to be loved or actually be the other person. The person adopted as a model continues this relationship by saying what he says, doing whatever he does and believing in what he believes (Kelman, 1961). Lastly, *internalization* is the modeling process in which the stimulated behavior is accepted because it is compatible with the person's own values system (Kelman, 1961). This outcome of contamination might support what has been written in the existing literature. Below I give several examples from my participants' quotes that support this concept.

> *"If you lie down with dogs you will rise up with fleas. I mean, I'm looking at interests now. Their worlds are already formed, but they are coming to the area where I work. That's what they did with me. I didn't want to, but it got into this situation somehow. They love what I love, they feel what I feel. Very interesting. Of course, there is interaction. You look like one another. Our way of lecturing is very similar. P1.2 saw me a lot in the class, helped me. She also took my courses as a student." – P1.1*

> *" (talking about her Ph.D. student)…We speak at the same frequency. Although he came from a different area (I am a psychologist, he studied cinema) he reads and understands a theoretical text and we can discuss it from the same perspective. Second, he fulfills responsibilities, so if a book should be read when he reads ... Well, this is very funny actually, he is a man, I am a woman, but we both went on holiday and got both woman and man's version of that same shoes for ourselves and we laughed so much afterward. I think we resemble that much." – S3*

“(talking about her supervisor) That’s when I met Prof. N. I met in 91, but as of 94, we had a much closer relationship. I was impressed by his academic approach, his way of managing human relations. At no time, I could manage my relations successfully and cold-blooded. He was a manager. I never thought of being a manager and never tried. But academically I think I was impressed by how he was supporting or building a relationship with us – his students. Because ... Well, I imitated him more precisely. I chose him and imitated him. Years later, I also worked with Prof. S. Then someone working with me said, ‘You do the exact same as Prof. N’. I said ‘Because he did the same thing to me’. I remember him with mercy and longing.” – S3

“Normally she was afraid of animals. We started working together. I have dogs. We come together so much in our private life that she gradually got used to dogs, now she has a dog, for example. She is also transforming her private life. I learned a lot from her also, a lot has changed. For instance, I had no interest in music, so I became interested in music and started to be interested in other things. I’m interested in her interests now.” – S1

“For example, I had a very close friend. Graduated from Tevfik Fikret. He knew French. I have decided to learn French. We still learn how to get dressed from him. But now we’re equal. For example, he sends me clothes that he likes. Last time he sent one again, I just bought it. We were very impressed by him, we went shopping together. Clothing, cooking, sitting, forms of politeness and respect ... We received a full French school from our friend. How

to treat? what to drink? What to eat? Where are the places? Who goes where and eats-drinks what ...” – P4.1

“Everyone mocks everyone. But in the beginning it was like for me, I thought, ‘oh I don’t know this culture, so that’s why I’m being mocked’…

(And did you start to mock others?)

Of course, I started right away!” – P3.2

P3.2 states that at first, she was in a different room with several assistants who were subject to *ÖYP* or *35. Madde (a special form and regulation of academic tenure)* like her. She wasn’t feeling like an outsider but yet she also didn’t feel like she belongs there. Then, she changed her room and started to work with regular assistants. She realized that there were unwritten rules. Luckily, she is a good observer. So, she starts to observe the environment and sees that mocking behavior is common in her new room. In order to make herself accepted as I have already mentioned in motives of contamination, she starts to adopt this behavior immediately.

As seen above, it is inevitable to go through the adaptation process in the business environment. Individuals may have to comply with the existing or non-written rules of the place where they work, to be in control of the relations in the environment and to adapt. In such cases, they show adaptation behavior at the end of the adaptation process. As a result of contamination, along with social learning, the theme of assimilation actually resembles the concept of conformity. It may be possible to say that contaminative behavior causes conformity. However, in order to be able to mention the conformity, two separate conditions must be met (Bilgin, 2014:58). Firstly, there must be certain norms within the group, and secondly, the opinion of the individual should be different from that of the group. There is social pressure for the individual within the group, but this pressure is not direct. In addition, the individual needs to fulfill the behavior of the group norm by feeling that pressure in some degree. In the light of this information, considering the existence of pressures and norms in academia, it is not wrong to say that the individual is prone to show conformity behavior. When the context of the study is examined, the contamination of the organizational culture or colleagues to the person shows that the norms created by them are effective on the person. The individual is exposed to contamination for various reasons and shows conformity behavior. Also, conformity in academia can be explained in Moscovici's perspective.

5.5.2 Negative outcomes

Au contrary to positive outcomes, negative outcomes are the results where individuals experience alienation, intend to quit work, exclude themselves from social relationships, lose a part of themselves, face with psychological distress or counteract to contaminative behavior. I explain these under the topics of withdrawal, loss of self, counteract, diminution of originality and independence and psychological issues.

5.5.2.1 Withdrawal

Withdrawal behavior is the opposite of the adaptation behavior in the organizational context (Colquitt, LePine and Wesson, 2011). When individuals face a situation within the organization, they show one of these two behaviors. Negative contamination tactics can be categorized as work stressors. Withdrawal behavior also occurs as a result of stress caused by these stressors on the individual (Schaffer and Harrison, 1998). The individual who tries to cope with various psychological problems compared to the stress that he/she experiences at work, either overcome this or shows withdrawal behavior physically or emotionally (Podsakoff, LePine, and LePine, 2007). Also, it is known that withdrawal behaviors supported by emotional motives such as the rearrangement of human relations, retraction of good intentions, lack of warmth and intimacy, are more common than other societies in collectivistic cultures where business relations are intertwined with social relations (Cheng et al., 2004; Aycan, 2006). As I mentioned before, Turkey and its business culture are included in this point of view. Below, I explain withdrawal behavior with the help of examples.

"The administrators are too emotional. They're trying to create an intimate atmosphere and they're totally messing up. That's why I stay away. I'm just going through my tertiary relationships... During the working hours, insincere socialization seems to be a waste of time." – S14

"It's a little different for me because I have studied abroad. My master's and doctorate degrees are from the USA and I obviously didn't see anything like that there. I was used to be called 'carrying the professor's bag'. I did my master's and Ph.D. degree without carrying a professor's bag and I didn't need to let them grant for me. Because it's not like that in the USA. You're taking your degree by force. That's what I did, I've nailed it. So, I was never in a need of getting into that relationship pattern, and I've always avoided that…" – S4

As seen on S4 and S14's examples, they don't want to be involved in sincere relationships in academia which they consider as fake. Because while S14 think that it has a negative effect on personal boundaries and it leads to invasion of personal space – which is a negative contamination tactic, by the way, S4 thinks that she doesn't have to involve into this kind of relationship patterns because she doesn't feel obliged to anyone. So it wouldn't be wrong to say that they are socially withdrawn from their work environments.

"From time to time, I experienced a lot of what we call alienation. I mean, what am I doing, why am I here, what kind of people I am with ... …While I am contributing to a thing, seeing that others are not showing the energy to make that contribution affects me a little. Because it

makes me feel like if nobody takes on responsibility, why should I? I get into that state psychologically. So, it makes me lose my motivation. What I don't want to see the most is this in work environment ... Some people can't but some don't. In fact, there is also a problem: People who don't do something would make it seem like they can't. I feel very uncomfortable when I feel this. I mean, it was happening, it was going on among assistants when I worked as a research assistant. As soon as the duty is given, he can't do it, he doesn't do it, he doesn't do it ... Then the result turns into: 'he (another assistant) can't do it, but he (S9) does it. Then let's give this duty to him." – S9

"In this period of digitalizing and corporatized neoliberal or perhaps post-liberal, I deeply feel alienation. Therefore, as a person who has long thought about the profession, the breakdown of the paradigm in the social sciences or even the effects of change in the world on social sciences, I have withdrawn myself from being defined in the academic career at university…

…Now I have no interest anymore. It's not a world I can transform. It is a world in which I have a peaceful struggle. So, what I'm going to do is draw a little more from there. I'm thinking of retiring anyway." – S3

Employees' irrelevance to the aims of the organization they work in, the principles and rules of their work, their colleagues, in short, their being irrelevant and indifferent to various organizational and environmental problems, can also be defined by alienation as a form of passive withdrawal behavior (Walton, 1972; in Eroğlu, 2015). What S9 mentioned is an example of this alienation towards the job itself and the people who he works with. He has encountered such contaminative behaviors aiming regulation of his life according to what his advisor wants, at the end, he felt that alienation. In addition to this, S3 also gives an example of changing the meaning of this profession, contamination of new paradigms and its effects on herself. Since the beginning, she was interested in both profession itself and how she can make things better throughout the changing paradigms but somehow, she gave up and now she has withdrawn herself from the profession.

> *“Professional deportation was actually more in that period. I didn’t enjoy my work, what I am doing ... You’re going to class. But what you’re talking about things that aren’t your specialty. The occupational intimidation that was created by this situation was higher than others. This was the reason for my decision to change the institution…” – S13*

> *“Of course, I can say that the manifestations of the distress between the others, that is not between myself and others, influenced me to get away from there.” – S9*

At last, the physical form of withdrawal behavior can be observed in S13’s and S9’s discourses. Quitting and voluntarily leaving job is the final form of physical withdrawal. When people are out of hope about their organizational expectations, they tend to quit. Here we see the example of changing the institution and completely retiring.

5.5.2.2 Loss of self

Self is important in terms of self-definition and existence. On the other hand, the loss of parts related to the self or the loss of self negatively affects the person in any way. The person who thinks his or her self is lost or diminished might even become self-alienated (Goffman, 1961). Contamination is associated with especially loss of self because when one gets contaminated by others, his/her self gets diminished or lost because he/she encounters with others' selves and embody it or just become a part of others' selves (in Belk, 1988; 1989).

> *"For example, I'm currently on therapy and I'm trying to get rid of this situation. Being ordinary has become a matter of concern for me. I shouldn't be ordinary, I shouldn't be ordinary, I should think more sophisticated, I should be more sophisticated... Because that's what I learned from these girls in the room, that's what got me the most. I'm very uncomfortable and I'm trying to isolate myself and save myself. I always felt that pressure. That actually turned me into a person I've never been. So, ok …. went away, I got rid of the clothing part, but this part is a part that needs to be worked on more. Because I was really ordinary and happy before I really came here…*
>
> *…I see this place as the lion's den, and exposure to too many of these people may have saved me a little. This might be a little negative gain, but perhaps it was a gain I had to get in this world. Because the academy is a dirty place." – P3.2*

In this example, the participant states that she is over-impressed by her friends in the working environment, that she tries to be like them and meet their expectations, and as a result, she turns into someone else. The participant was not disturbed until the awareness came and she even started therapy in order to return to her essence. This, in fact, shows how serious the consequences of contamination can be in terms of personal issues.

"I feel more and more ignorant. So, my only lifeline left is to watch the movies. I took a projection device so I couldn't quit it, so I try to make it more enjoyable. Because if I let myself quit, I feel like I will collapse a whole lot more psychologically. I will feel much weaker." – P4.2

Individuals do not exist only in business life. In order to protect their mental health, they get engaged in various hobbies and interests. Especially when the work-life balance gets unbalanced, individuals cannot set aside enough time for themselves and this, in turn, affects the individual's relationship with him adversely. As a result, they encounter results as if they have a chronic illness such as living a restricted life, existing in social isolation, experiencing discredited (Charmaz, 1983:170).

"But I think, for example, the other friend looked like them in terms of style, but after, she became independent, of course, after she became a separate faculty member…

(Maybe she's finding herself…)

Maybe she finds herself. Because she had identified with them more. I don't know, she even had the hair the color they wanted. Now she can make her own preferences." – P6.1

This example is an example of the physical expression of self-loss. With the self, in fact, a person's clothing style, hair model, even complete appearance is completely out of its own self and similar to the person who contaminated her. We can see examples of this under the name of fashion in everyday life, but what puts this situation in a pathological position is the underlying causes of this assimilation. In such a way, when the individual came to the position that lets her be herself in work environment, she could regenerate her own style by returning to its essence.

> *"Life is not just about fear of not being tenured. Because, in the long run, losing a personality and losing identity can lead to more serious consequences…" – P6.1*

5.5.2.3 Counteract

It would not be right to say that the contamination has always been happening with no strings attached. In response to the answers I received from the participants, I observed that in some cases the person who was contaminated had noticed the situation and had a counter-attack to prevent this. I would say that there are participants who can achieve this despite the fact that it requires serious courage to stand against this. However, when I checked the profiles of the participants who developed the counteract, I saw that they had proved their adequacy again. In the period of assistantship, instead of counteracting, participants preferred to ignore the contaminative behavior or strive to protect themselves. When the titles are received, the act of "eye for an eye" starts. It is simply the act that victim does when someone tries to contaminate them and they realize it and try to prevent it and contaminator encounters with backlash.

> *"I'll give you another example. A student that I supervised has made a publication many years later. I'll tell anonymously, he did a publication but I wasn't informed of it. He also added my name. I came to be published. I wrote to the editor of the journal. I said, 'I am not associated with this publication, so please remove my name out of it'... Look, someone else would be happy to see if they had a name. On the contrary, I launched an official investigation on this person. This is a friend that*

we published before, we have 3-4 publications together, but this one, he did not show me once. This is probably a sort of contamination… Probably he was trying to come here using our relationships. He works in another city, he's trying to make me permit him here. However, I would take that man a hundred times if he didn't make this move." – S8

Since this participant is a scholar in the field of management, he tried to make sense of the behaviors he encountered when I mentioned the topic of my dissertation. He interpreted the behavior of a student whom he was his thesis advisor in terms of contamination behavior and talked about how he took a stand against it. Here, in fact, not the advisor but the student performed one of the work-related contamination tactics which is "writing the name on a publication despite the fact that it is not their own labor". Generally, it is one of the tactics used by those who hold this power. However, here the student wants to control the behavior of his ex-advisor and he is making a "gesture" which he thought that his advisor would like. The participant, although he did not think that this was contamination at that time, exhibited a counter-behavior in order not to allow the situation. Again, using his legitimate power he broke their connection with him and chose not to give the other party what he wanted.

"We see that even the people we are advising here are publishing with others. He may, but you need to do the publication related to your thesis with your thesis advisor. For example, there are those who did not do it, it is kind of disrespect. Those who are not aware of, we call and warn 'you are doing wrong you are making yourself used etc'… We're trying to prevent contamination." – S8

Again, the same participant explained that they encounter with situations which the third party gets affected because of the self-extension wars between others. As in the example given by the participant, in the academy, assistants or students are often expected to work or publish with their thesis advisors or department heads. In particular, there is an effort to protect an assistant among the departments. This is to prevent the contamination of another department or professor to his/her self via the assistant. Here we see a similar example. In fact, publishing with someone else is not to make yourself used. While science is now advancing through interdisciplinary and multidisciplinary studies, this kind of thought and act is still a problem in terms of the content of the academy. I will explain it with other examples in the next section – diminution of originality and independence.

> *"After a while, it turns into a brother-sister relationship. But I'm trying to keep my relationship discreet with people who I have a superior-subordinate relationship like my advisor or the dean. That's better." – P4.2*

This participant also mentioned that he keeps his relationship with the people he thinks can be contaminated to him at a certain level of professionalism and seriousness. It is important to establish warm relationships, but the participant thinks that warm relations will increase the problems and violate the boundaries. For that reason, he prefers to organize his relationship with those who have control and power on him accordingly.

> *"There have been several such events, for example, during my assignment there. My professor said 'That's what you're doing like this or you have these relationships with these people, but I'm the one who's going to sign your papers'... Indirect sarcasm or concession… I've been exposed to insinuations. Then I said, 'You embarrass me'. I don't know what he figured out over this, but I said, 'I'm ashamed on behalf of you' – like cringe. What could be the worst? The worst could be: My assistantship was being extended every year. That year it would not be extended. Or what if it wasn't? I*

would do everything and take legal action. What else? There might be an event in the department, I wouldn’t be invited. That’s not a problem. I can be excluded from the department. That wouldn’t be a problem for me either.” – *S9*

The participant was subjected to one of the interpersonal relationships-based tactics of contamination by his department head. The head of the department wanted to prevent S9 from being in communication with other professors, in whom the relationship was not good and in which there was a power struggle within the department. When he realized that he could not prevent, he threatened him with his position. However, the participant chose to stand against his department head and did not allow him to contaminate.

“Professors who are older than us encountered some issues in their assistantships. Not letting them finish their Ph.D., not letting them change advisor, cooking their goose… Can this be prevented? I don’t think it’s going to be changed much in terms of the perpetrator. You can’t change them. Changes in behavior can be achieved by predicting some things in terms of the victim. You may not be impulsive at that point. You can ask ‘Why change the oppressor? Why don’t we change the cruel?’… well, they are cruel, their head is high, how they will change again? They can’t be treated ... Let’s think like, he’s an earthquake, so I need to learn how to live with him. You can’t say I’m gonna stop the storm or earthquake. You should consider them as ‘later-occurring danger’ and you should deal with it. Like dealing with stress. Just ask yourself: Is he dangerous? How can I deal with him?...” – *P4.1*

The participant said that not him but some of the professors whom he knew had encountered negative tactics. He mentioned that this is a preventable situation. However, this prevention cannot be done radically. As the participant also mentions, it is not possible to change the people who are doing this. Even if we try to raise awareness, we may not be successful because, in fact, people do not accept that they do these in order to extend their selves. Therefore, the individual must protect himself from such behavior.

5.5.2.4 Diminution of originality and independence

To be exposed to contamination and carry a part of others' self is actually a threat to the upcoming academic generations. In fact, it creates a big problem not only for the generation but also for the academy itself. It is expected that a science-based environment would be independent and full of diversity in terms of publishes, thoughts and ideas. However, the blockade of masters and doctorate students by their advisors and not allowing them to defend their own thoughts will lead to the formation of scientists who are similar and becoming identical. Of course, thoughts are shared and cannot be ignored. However, the strict adoption of the thoughts of the professors and only valuing these is a problem. At the same time, being dependent on a professor about your choice of the research methods and scientific paradigms is against science's nature.

> *"Because of the family structure in society, the culture that we have learned, our opportunities... None of these things allow us to progress academically as ourselves. You're not allowed to create something different…*
>
> *…My senior gave me some advice. 'Don't mention F's name, our professor doesn't like him in person. Don't mention M's name, he doesn't like him too. Our faculty is in bad with University D. While I was writing my master's thesis, I've sent an e-mail to Prof. F. I wrote half a page,*

he sent me a one-page response. He even sent his scale. He was so helpful but I couldn't go and thank him. Why? Mum is the word… Because he does not like him… Because I might get into trouble, I couldn't make any publications with other professors of other universities…" – P4.2

I will explain it with a single example because there are similar discourses. As I mentioned before, it is very difficult for individuals to exist in the academic environment, especially without reaching a certain title. I can say that as someone who experiences it closely, it is very difficult to have a say in the academy without getting the title of associate professor. Before getting that title, you will have to constantly focus on the areas of interest of your advisors or your co-professors. There are few people who will support you when you want to try something different and new. You don't dare to act independently from your supervisor or head of the department, because you have a job security problem. In the end, you don't want to go against someone who will approve your position. Therefore, it is inevitable that those people will contaminate you. As a result, freedom, authenticity, and originality in the academy are reduced. Because different voices are drowned out.

5.5.2.5 Psychological outcomes

As a result of violations of self-limits, problems such as psychological stress and anxiety have emerged. This shows parallelism with existing literature. Also, I can say that psychological outcomes show similarity with outcomes of mobbing behavior (Zapf, Knorz and Kulla, 1996; Leymann and Gustafsson, 1996; Zapf, 1999).

"He was both difficult in terms of business and personality. But my advisor himself had already agreed that he was difficult. It also required personal effort aside from labor. He had high expectations in terms of business, and he would have expressed it himself. It was tiring to meet all kinds of expectations in terms of

personal effort. Sometimes this also could be psychologically tiring…

(what effect did your tiredness have on you?)

I had certain periods… For instance, when I looked back for a while, it was hard to go to school or even dress up. I look at the old photos, for example, I see that I always wear the same clothes in a certain period of time. I've always had my hair tied up with a hair clip and wear similar things. So it was fatigue, a time of discomfort." – S13

"The stress of my assistantship period ... Surely there have been summations independent from work life. We all have a period of ups and downs in our lives. But I've had a panic disorder diagnosed with all of this. Then, of course, I heard that my advisor was questioning herself if she played any role or not about my diagnosis." – P6.1

As seen in these two examples, the participants were psychologically exhausted during the contamination process. There have also been some situations caused by this exhaustion. For example, as S13 mentioned, as a result of the behaviors she encounters, she turned to the situations such as not paying attention to herself and skipping self-care. This, in addition to the fatigue, in fact, will cause her to become alienated in the future and perhaps create problems of self-confidence. On the other hand, P6.1 was diagnosed with anxiety problems as a result of the stressful days that her advisor gave her hard times.

"My ruthlessness is very similar to my roommates.

(Did they teach you this, or you were already like that?)

I wasn't that kind of a person. When I was at H University, I was a very taffy-nosed person. I was too big for my boots. It's really so. But that being taffy-nosed was well-deserved, because they were really stupid. Neither social relations, nor culture, nor academic background ... They did not know where to talk, what to talk. I'm talking about people who call the research assistant (araştırma görevlisi) an archivist (arşiv görevlisi)! They were so far away from the academic world that ... You know, like he was about to be a grocer, but accidentally he's become an academician. So, I was loaded with extreme self-confidence. But when I got here, my self-confidence was a mess." – P3.2

"Let me tell you something very interesting ... I was giving a presentation at my school in the UK. I have my presentation next week. The lecturer said I would do it next week. I said, 'yeah I'm gonna try.'… He just looked at me and answered: 'What try? You gonna do, not try'. I'm still saying 'yes I'm gonna try' ... I say I'll try something. We do not take that initiative. We feel lowly. The whole culture that I have has flowed in that sentence. In the 'try' ... I can only 'try' something. But this is always cast to our teeth. It came out of my mouth and I tried to understand it. I can't explain anything but I can try. Culture made me say it. I think I can't be so good ... We need some self-confidence in our academy." – P5.2

Another problem is that assistants and students experience problems with their own self as a result of the contamination behavior they face. These people who are oppressed in the environment they are entering and are not given a voice by their advisors experience self-esteem problems. Self-esteem is not easy to build. Once demolished, it may be necessary to take serious therapies for reconstruction. The therapy process may also cause fatigue. While going over my dissertation I faced that I am also encountering the thing that P5.2 experienced and mentioned. I am writing “I try to explain, I try to do” in every part of my dissertation. Well, I am doing something but I still don’t have the mindset of I actually can do something and the things I say I am valuable. It is so sad to observe myself in this situation while conducting research on it.

> *“I think that this profession requires the most psychological counseling in the society. We are absolutely in a very bad psychological situation due to what we have experienced.”* – *P4.2*

In fact, this statement of this participant summarizes everything. All the behaviors and attitudes I mention and try to explain in this dissertation cause the victims to come to this situation. Psychological problems take up a large part of the academy, and there are various reports and researches that especially students and assistants are suffering more from these problems.

5.6 Other emerging issues

Besides positive and negative outcomes, I have encountered with other behavioral patterns which I could not categorize under those two factors. I have decided to explain these under a separate section. These issues have emerged and I could not foresee these.

5.6.1 Not contaminating on purpose

Actually, I was not sure how to name this behavioral pattern but then I decided to name it “not contaminating on purpose”. Until this time, I explained the underlying causes of contamination and tried to reveal its existence, tactics, and outcomes. But then I realized in some situations, individuals chose not to contaminate others on purpose. These purposes can be in individual level or caused by organizational setting. Either this or that way, individuals do it in a consciously. Let me give you some examples.

> *“We realize this kind of things… I am in charge of the department in terms of getting an assistant. We also have life experience, so when I see somebody who brings gifts to me, brings chocolate, ‘let’s have you as a guest in here’, ‘let us entertain you here at the weekend’, you will put me up for free? Why are you doing that? Put someone on a street up so that you would be much more credible… We are not approaching things that have other expectations behind it.” – S8*

S8 is on administrative duty and he is a professor. In this example, he made it clear that he was aware of others trying to contaminate him. At the same time, he also mentioned that he would not be in a relationship with this kind of people and avoid them. Even though he has power and control over the positions and people, he does not want to use it when he encounters the same kind of behavior.

> *“Now the assistant friend we’ve worked with, that I mentioned before, she was able to establish organic connections comfortable while she was a student. In other words, they had an intimate relationship, and since she had started working there before me, there was a world set up by three of them (her roommate and two other professors). Yes, I had a speech like this, about organic bonds. In fact, she criticized it. My abstention. But she didn’t also want me to get into it right away. I think he was creating a circle of confidence in her mind, so they probably kept me outside that until they felt that I could go inside the circle. Even when I knocked on the door to ask something, if the three of them were sitting together, they would always tell me to come later. Actually, they didn’t even put me on the spot for a while.” – P6.1*

Remember the advisor that P6.1 had? She had really hard times with her. But before having those times and encountering negative contaminative behaviors, her advisor chose not to contaminate. She had her own reasons and that reason was to build trust first. Well, actually she was kind showing the hints of contamination while criticizing P6.1 but she did not directly do it until reaching a certain level of trust.

> *"My thesis advisor was the only person who understood me and accepted me as I am. The other professors are both very brutal and very formal. For instance, I am sure that both X and Y had an edge with me because I am from Urfa.*
>
> *(Because of your ethnic origin?)*
>
> *I definitely think so. Because they're a little elitist. Both of them have something like that. To be oriental ... I think I've been eliminated in the eyes of both of them, just because I'm completely easterner…" – P3.2*

As the participant mentioned and interpreted, the professors who normally have a contagious attitude towards others, prefer avoiding contaminating P3.2 because they don't approve of her ethnic origin. We can also say that they use the withdrawal behavior (which is also an outcome of contamination) to prevent themselves from contaminating her. Although we think of the contamination as a one-way situation, as mentioned in the literature, there is actually a two-way, even more sometimes three-way relationship. When a person is in contact with someone, s/he may be contaminated, just because s/he is only in a relationship with them. There are a number of factors that will determine who has been more dominantly contaminating. These factors are the control, creation and knowing which are mentioned in the literature. In this example, by taking the participant's interpretation into consideration, we can say that the professors consciously show the behavior of not contaminating in order not to "pollute" and disrupt their own elite appearance. In fact, it is possible to say that they keep the ones that they marginalized out of their social and work environment. This attitude, which we can also consider as exclusion, supports the fact that when an individual extends him/herself, s/he targets people which s/he deems suitable or would help him/her to reach his/her ideal self. They avoid identifying those who will not take them to a better place or will spoil their existing characteristics and avoid contamination.

> *"The department has one assistant, we can't work one by one. I'm preferably not letting anyone assist my lectures. I have a characteristic: I don't make someone else to write a paper and approve it without seeing it, I do not like them to write my name on a paper, I don't like to write someone else's name, I go to the primary sources, I don't write over someone else's writing, I would not want anyone else to give my lecture, above all I do not make others to read the exam papers ... Because they would not have my knowledge, my experience, my view, my relationship with that class or lecture… It is not possible to evaluate this in the same way as me. I would not be comfortable with a situation like this." – P5.1*

P5.1 on the other hand doesn't want to contaminate anyone and use them as a representation of himself in an organizational setting. Because he thinks that no one can know better than him about his established relationships and occupational possessions such as exam papers or articles.

I think this pattern is quite interesting and needs a little bit more probing in order to understand. Actually, it can be another research topic for further research.

5.6.2 Allowing contamination on purpose

Under the title of assimilation, I actually mentioned that people show conformity behavior. What I mentioned there was more about the impact of employees (co-workers) on each other or some cultural elements within the organization on how they affect individuals. On the other hand, it is possible to say that contamination behavior in a professor-assistant relationship causes obedience rather than conformity. Due to the various sanctioning powers which the professor possesses, the individual shows the obedience behavior towards the professor (Alain, 1998). In fact, the concept of control, which has been discussed since the beginning, comes into play again. Professor can control the person with his authority, articulate the person which he can control to himself and show the behavior of contagion. On the other hand, from the perspective of the person who is contaminated – which is assistants in this case - it is possible to say that the authority figure created by the professor leads to a tendency towards obedience. Concerns about job security, feeling psychologically powerless or lacking the chance to resist authority can be listed as underlying causes of both obedience and allowing others to contaminate you.

> *"There was no such thing as what I wanted to do when I was an assistant. You do things, you have to do it, you must do it. You don't have the power to say no because you know, they're just around the corner, as your supervisor. He renews your contract. He approves your thesis as your supervisor. As your doctoral supervisor or head of the department he makes the decisions about you. When an academician becomes an associate professor, he/she starts to be able to place his/her own personal limits. Until then, you can't." – S14*

As S14 mentioned, in the academic environment in Turkey, individuals don't have the right to speak or they cannot stand against until they have a specific title. In addition to S14, as many other participants have stated, it is possible to say that the rate of exposure to contamination behavior by the superiors is much higher, especially during the assistantship and the thesis phase. We can see that S14 supports this by his discourse. Again, the issues related to job security coming to the agenda especially in these stages and individuals being aware of the power and impact of others led the obedience and allowance. Knowing that a decision related to them is in the hands of others provides motivation to perform obedience behaviors and letting others to contaminate them in order to obtain what they want.

> *"My field is production management. Although I have assisted professors who work in the field of tourism in time, things are slightly different when the tourism faculty is considered ... I could still lecture, it is not a problem. I would lecture with the tendency of managerialism, but students need something else. I mean, it just doesn't happen to be like 'I've told you, people understand what they understand' or 'students understand what they understand, I don't care'. Far be it from me to do this. As a result, we've changed roles here. I have asked my assistants to help me… What did you do? What did you see? What should I do? What did you experience in tourism faculty? How were you taught? How do you think the lectures were? What feeds you in terms of science? How were your lecturers? Were you satisfied with lectures? If you weren't how is it supposed to be? I re-arranged my lectures according to the answers. You have already seen my assistant, he is kind of excited about these issues. He told me, he helped me. We can still exchange ideas." – P4.1*

The desire to exist and feel useful make it possible for individuals to be contaminated by others as well as causing them to contaminate others. In other words, it is possible to say that these desires cause contamination and become a motive for allowing others to contaminate. As can be seen in the example, P4.1 agrees to adopt the style of his assistant and others in order to make himself more useful to his students. He volunteers for intervention and thinks that he can touch more people as a result of this intervention. From this point of view, it is possible to say that the individual has entered into a cycle and contamination chain. Namely; First, a person in need of a sense of usefulness exhibits contamination behavior. But later, it allows others to contaminate in order to fulfill their desire to be useful. It is possible to say that there is a cyclical situation as a professor-assistant-professor-student as well as a triple relationship like professor-assistant-student. However, more in-depth research should be carried out in order to discover these patterns.

> *“You get influenced by everyone actually. It’s not just the science world. I am adapting to how an Instagram influencer makes herself/himself watched or listened by people into my lectures. I’m adapting how the TEDx speaker can make people watch himself/herself. I take advantage of a lot of people on how to draw attention or how to awaken curiosity. This person doesn’t have to be a scientist. How can I adapt it? With the help of this, I had a lot of young people who were very interested in the field. It is also the same in everyday life.” – S1*

Another example is self-contaminating rather than voluntarily allowing others to contaminate. As S1 also mentions, the individual can adapt the various characteristics of those who are not in one-to-one communication but can be reached from various media. At this point, the person actually “contaminates” itself with another person. In the case of the participant, there are reasons for this behavior such as self-existence among the students, being more useful to the students, self-renewing and adapting to the environment.

> *“I actually have a strong self. So when I’m convinced, I can change behaviorally. But I don’t have a style that much ... For example ... If someone tries to impose his own behavioral self on me, that would cause quite a distress.” – P5.1*

Another example is that, in the framework of logic, one can change his/her behavior according to others. In such a case, it is important how convincing and satisfactory the results are. If the person is persuaded, he/she will be able to shape his/her behavior according to others and may allow someone else to contaminate him/her. However, this should not be done within the framework of an imposition. Although it may seem like the acceptance of something logical, the person is actually allowing others to influence and hence, contaminate himself.

> *“I regard it as betraying me. You can call it an ungratefulness. There’s a field. He learned that field from me. He’s doing his doctorate with me. I’m helping him to do his doctorate. He goes abroad when he is doing his doctorate. He’s going to the USA. One year in the USA. When he was staying there, I signed every necessary paperwork because he wasn’t here and I wanted to help. He didn’t even write to me once in a while. He just wrote one time. I took it in hand. I lifted my head, he was standing in front of me. Well, he’s back. Because he mailed it back from there when he was returning. The mail came with him. I didn’t dwell on it. Then he became the manager of a program on this topic, which he learned from me. Then he took me out of that program.” – P2.1*

The participant transferred everything he knew to his assistant and contaminated him with his knowledge and resources. Other than that, he has taken all sorts of action in order to help him. His assistant has allowed his advisor to contaminate him until he has a certain title. Then, when he reached a certain level, he was assigned to good positions and, as a result, he outlined his advisor. In fact, he had drawn a career path for himself by allowing his consultant to contaminate him on his own and distanced himself from time to time when he did not need to. This is an exact “hold a candle to the devil” kind of situation.

This situation, which emerged as a separate phenomenon, should be examined more deeply by considering various variables. In this way, an answer to the question of how one can define the contamination in the context of one’s relations with itself, as well as one’s relationship with the others.

6 CHAPTER VI: DISCUSSIONS

6.1 Discussions and Theoretical implications

I started this dissertation with a motive to adopt a thought or a theory to a new setting. This would be something new both for me and the literature. I was not sure that it was going to work but I had observations and experiences that might be related to extended-self and contamination at the workplace. It was a long journey to convince myself and my dissertation committee that this concept should have its place in the literature. It may or may not be new to my field, I wouldn't know without conducting research on it, but when I thought about it I was feeling excited. That's when I convinced myself that I should study it.

The main aim of my dissertation is to understand and explain the concept of contamination out of its usual setting – organizations with all its components: existence, reasons, sources, underlying causes, tactics, and outcomes. When I conducted literature reviews to shape my research in general, I realized that there is a gap in this topic in our literature. So, I aimed to bring this concept to organizational behavior literature and try to explain this concept relating to organizational behavior topics.

At first, I have set my theoretical framework, which started with understanding the concept of self. Because it is fundamentally about the self. Self has been always a concern for social sciences and humanities, so it is important for an individual to be able to define what is self. Although there are many valuable debates on self in different disciplines (James, 1890; Cooley, 1902; Mead, 1934; Rogers, 1959; Kohut, 1971; Blos, 1979; Foucault, 1979; Codol, 1986; Wiley, 1994; Baumeister, 1999; Lacan, 2013) in simple terms, self can be defined as *“a whole of one's representations about one's own”* or *“the whole of a person's characteristics that are similar to or different from others”* (Bilgin, 2014, p.159). But in this dissertation starting point is James' (1890) definition of self: “you are what you have”.

With adopting this definition, the concept of extended-self emerges in Belk's (1988, 1989, 2013) studies. Belk introduces us the well-known form of extended-self in context of business studies. Actually, he uses this concept in the field of consumption theory and tries to understand and explain the consumption practices in terms of adding values, identities, and possessions to one's self. While he is explaining how to extend, he mentions two different factors: contamination and accomplishing extension by controlling. In his work, contamination is not explained in a broad range but yet the things he mentioned give us hints about how it might occur in terms of organizations. Besides contaminating using possessions – which is essential for Belk's study – there is also another way to contaminate others, which was introduced by Goffman (1961), interpersonal contamination. This about individuals showing several behavior or attitudes towards each other in an institution which already deidentifies them. Even when they are eluded from their selves, identities, and possessions they tend to contaminate each other and have control over each other. Which brings us to the second factor that he mentions, control.

Control is a really broad term but the control he mentions about is a practice to make tangible or intangible things a part of your self (McClelland, 1951; Sartre, 2009). Conquering, overcoming or mastering something is also a form of control which helps individual to extend itself. Thinking in an organizational context, this might show similarities with the concept of psychological ownership (Pierce, Kostova, and Dirks, 2001; Van Dyne and Pierce, 2004; Avey et al., 2009).

When we look at the literature, there are "other people" in the extended-self definitions. I have started from this point and carried these people to the business environment. I agree that colleagues, managers, or employees can actually be within the extended-self of each other and that people can be self-extensions of each other. This is also compatible with the thought of having control over intangible things and making them incorporate to your self. Also, as I mentioned before, in the organizational context, all the objects that involve individual effort in the construction of self are important. As can be seen in the findings, these objects are written sources such as articles, books, papers, theses; occupational gains such as position, tenure, administrative tasks, titles, or bilateral relations with people in the work environment. In addition to contributing to the individual's ability to create his/her own self in the environment, these objects also determine the areas that a person can penetrate. The presence and existence of the individual in work environment can be measured and recognized by the ownership rate of these objects. The person who increases his/her presence can have more promises and power. So I come up with the question, what if there is contamination in organizational settings – namely workplaces and it might give us another perspective to understand usual organizational behavior topics.

In order to understand this, I needed to understand the context of my research – which is academia. I have already explained why I chose academicians as my sample so I will continue with the fact that they provide the requirements of control and contaminative behavior. First of all, I try to understand and explain the context. It was not hard for me to interpret the context because I currently work in the same context as participants. I addressed some questions like "How do you feel about being an academician?", "Could you please tell me about your work environment and how does it make you feel?" "How would you describe your relationships at work?" in order to understand their attitudes.

Academia in Turkey is no different than general Turkish business culture. As seen on many types of research (Hofstede, 1984; Sargut, 2001; House et al., 2004; Gannon and Pillai, 2010), the structure of Turkish society is also influencing Turkish business culture and shapes its dimensions accordingly. In fact, I might say that Turkish culture, in general, contaminates the business culture and so they both resemble. It is mentioned by participants that academia has two different organizational settings: one with the competition, other with peace and happiness. Well, while participants define their current environments as a happy and peaceful one, it is possible to see that they did not have this kind of an environment when they were working in lower levels of hierarchy. But in general, it can be said that while Turkish academic culture is seen as collectivist as a society (Hofstede, 1984; House et al., 2004), an individual level it is not that collectivist. Actually, it is every man for himself. The reason why it is like that is that there is also a serious competition between colleagues in terms of finding themselves a permanent position in academia. Generally, in Turkey, it is not that easy to find a permanent position especially in coastal regions and big cities. Even if you find a position as a research assistant, it is hard to move forward in terms of tenure. Because universities are swarmed with old faculty members who refuse to retire and smooth the young generation's way. With this, even if you have a position in a university, you might have problems with job security or advancing your career.

On the other hand, academia has one another issue that also serves for the concepts "extended-self" and "contamination". If you are in lower levels of hierarchy in Turkish academia, you might not have a chance to raise your voice, create and examine original ideas, be taken seriously or in general be independent. Because the relationships in academia are built on sincerity. Family-like, friendship-like relationships are established and between assistants and their advisor professors, there is a master-apprentice relationship in which apprentice never finds the change easily to become an original one.

Keeping these in our minds, we should have a look at the hints given by participants to support that there is a suitable environment for people to extend themselves, contaminate others and have control over them. Since the beginning, I mention the hierarchy in academia. It is inevitable for academia that one part always has more control and power over the other part. The ones who can control others are generally department heads or thesis advisors which also have legitimate power in their organizations. When an individual performs control over another, he/she feels ownership towards the others and make them an extension of themselves.

To understand the existence of contamination, we can observe people's behavior and attitudes toward each other. Contamination is observable. You can observe it in thoughts, ideas, representations, behaviors, attitudes, emotions, moods – every characteristic that you can imagine. With the stories that I collected from participants, it is possible to say that contamination and contaminative behavior exists in organizational settings. However, it's reasons, sources and motives might be slightly different from the ones that are subject to other disciplines. ***Contamination in the workplace can be defined as the attempt of establishing, existing and extending one's self in an organizational setting.*** In behaviors that we might consider as contaminative, we see the strivings to exist in a setting, to feel useful among other people or to have, use or increase the power that people already have. These are the underlying causes of contamination. Also in the organizational level, the values, norms or in broad terms culture that an organization has also caught people and begin to influence them.

When I wanted to know about the tactics of contamination in the workplace, first I listened to participants' stories, then gave a brief definition of what I am studying, then I and my participants start interpreting the memories and stories again in terms of this concept. I also try to define contamination tactics with the help of already accepted ones. As a result, it is possible to say that while there is no certain opinion on contamination in the workplace whether it is a positive or negative concept, the tactics, on the other hand, can be divided into two groups as positive and negative. ***Positive contamination tactics can be defined as behaviors that a person performs in order to exist, establish or extend itself but no one gets harmed when encountering these behaviors.*** These tactics can focus on interpersonal relationships, organizational justice or motivation as a mean. Some of the behaviors included in positive tactics are giving emotional support, helping, teaching new experiences, protecting in an organizational setting, advising, sharing experiences, being fair, showing respect, establishing good relationships etc. On the other hand, ***negative contamination tactics can be defined as behaviors that a person performs in order to exist, establish or extend itself but gives other people harm psychologically, emotionally or physically.*** These tactics focus on interpersonal relationships, mobbing, tasks, emotions or work-life balance violence. Some of the behaviors included are going behind someone's back, gossiping, interference in private life, being disrespectful, threatening, slowing down, emotional abuse, being unfair, violating work-life balance, ignoring, isolating, rumors, accusing wrongly, humiliating, staring, gazing, preventing people to work, revenge, trying to regulate interpersonal relationships, not giving people's rights etc. In fact, when we look at these findings, we can see that the behaviors that are already taking place in the field of organization appeared. However, as a result of this research, it is possible to say that these behaviors can be realized with other motives than existing ones.

All these tactics, of course, have outcomes. These outcomes can also be categorized as positive and negative outcomes. Positive outcomes are concluded with role modeling and assimilation, which means that the individual who wanted to contaminate is successful and the victim has been contaminated. Negative outcomes are concluded with withdrawal behavior, loss of self for the victim, counteract of the victim, several psychological issues caused by stress and diminution of originality and independence in academia.

Besides these findings, two different phenomena have also emerged. The first phenomenon is ***not contaminating anyone on purpose***. Since the beginning, I have defined contamination as a way of existence and extending self. In this kind of behavior, the individual chooses not to contaminate someone for several reasons. These reasons include not liking another person, not wanting to be associated with another person, lack of trust or other person's characteristics. In this case, it is possible to say that people choose wisely before contaminating. The second phenomenon is ***allowing contamination on purpose.*** While this seems like obedience and conformity, it is much more than that because underlying causes are rich. In this case, the individual is generally conscious about what is going on and voluntarily let others contaminate. This behavior is shown for several reasons like concerns on job security, climbing the corporate ladder, feeling psychologically powerless, or lacking the chance to resist authority.

In general, I would like to address some outcomes that cause important problems in academia. First of all, it is not wrong to say that the boundaries between work and private life have disappeared in academia. This disappearance is also accepted by academics with quite a rationalization. We can observe that people who make their job an important part of their life and self, they do not need to draw a line between their students, their assistants or their advisors. On the other hand, there are academics who have to do this due to their field and working conditions. However, many of the older generations have learned how to exist in the academy by experiencing these situations, arguing that the environment requires it, accepting it and treating the new generation in this way.

On the other hand, a person comes to an academic environment as a separate individual but since that person starts working in this environment, it suddenly loses all its characteristics for several reasons. The main reason is the contaminative behaviors that individual encounters. After reaching a certain level in the academic hierarchy, one has to build its self again. This is both hard and psychologically abrasive. On the other hand, in order to establish a new self, this time that individual might try to contaminate others. This would bring people to a vicious cycle of contamination in the workplace.

As a result, I try to make definitions of contamination in the workplace and reveal the reasons, tactics, and outcomes of this concept theoretically.

6.2 Managerial Implications

After explaining the concept theoretically, I would like to add something in terms of managerial implications, too. Contamination occurs in organizational settings that people are in an effort to prove themselves in order to be successful and be recognized by others. This doesn’t only have to be in academia. I only explained what’s going on in academia by using a new perspective of extended-self and contamination because it was my context. But one should remember that these kinds of settings also exist in other sectors such as health, service, or retail sectors – where the competition might be higher but psychological ownership might be lower compared to academia.

What managers – or in broad terms the ones in charge should do is to learn how to manage this concept and its outcomes. This concept might be relatively new to organizational setting but as we saw, many tactics and outcomes are already seen in workplaces. Managers had some implications about how to manage those behaviors and attitudes but they also need to learn how to manage when they are performed with a different motivation behind.

On the other hand, for academia, the reason why contamination is seen highly is that of the existing system. Turkish academia does not have a transparency politics about its processes. Also, the structure of academia lets people in higher levels of hierarchy do whatever they like to the ones in the lower level because their future is in their hands. This should change so that the interdependence and similarities would decrease and originality and independence which are essential for a productive and efficient scientific environment increase.

6.3 Limitations and Further Research

While conducting this thesis, one of my biggest limitations was the boundedness of the literature on the concept of contamination. Actually it was the reason that I wanted to study this topic but on the other hand, it was hard for me at the point of supporting my findings with existing literature – which was not that rich.

In the studies on emotional contagion, it is seen that it is preferable for individual employees to be more distant from contagion comparing social workers. In the context of this study, we can say that academicians are both self-employed and in close contact with people. As the participants mentioned, academicians resonate with a certain age range. In order to communicate with the students and to fulfill the teaching task, it is very important to be able to speak the same language with the students. Although I have studied the contamination details in the working environment between co-workers, the resemblance or contamination between academicians and students can also be examined in further research. Just like an academician-student pair, the relationship between company-client or firm-supplier can be examined in different sectors. Not only the contamination behavior among individuals but also the company-individual, company-to-company contamination can also be studied. Relations between companies can be examined in this context and different perspectives can be developed in terms of strategic management.

Another thing is actually we can see that power and mobbing tactics are overlapping with contamination tactics. They might be the same but their underlying causes change from topic to topic. There can be another conducted research to rename these (like power tactics as contamination tactics…) and find the relations between these concepts.

I have conducted this study in Izmir with the academicians currently working in Izmir. While I was conducting the interviews, I have met many participants who had worked or studied in other cities, who lived in other regions of Turkey. I realized that there are serious differences in terms of nearly everything. For this reason, another research can be conducted in order to understand cultural and regional differences, or simply the difference between the rural and the urban. This may also apply for overseas too.

But above all, I realized that I don't have my participants' perceptions about contamination whether it is a good thing or a bad thing. Even with the data and findings that I have, I cannot feel like I can make a statement about it. So, for further research, people's perception and thoughts on contamination at the workplace can be examined. And maybe as a result of all of these findings, a scale can be developed for workplace contamination – even though I don't believe that these things can be measured by a scale.

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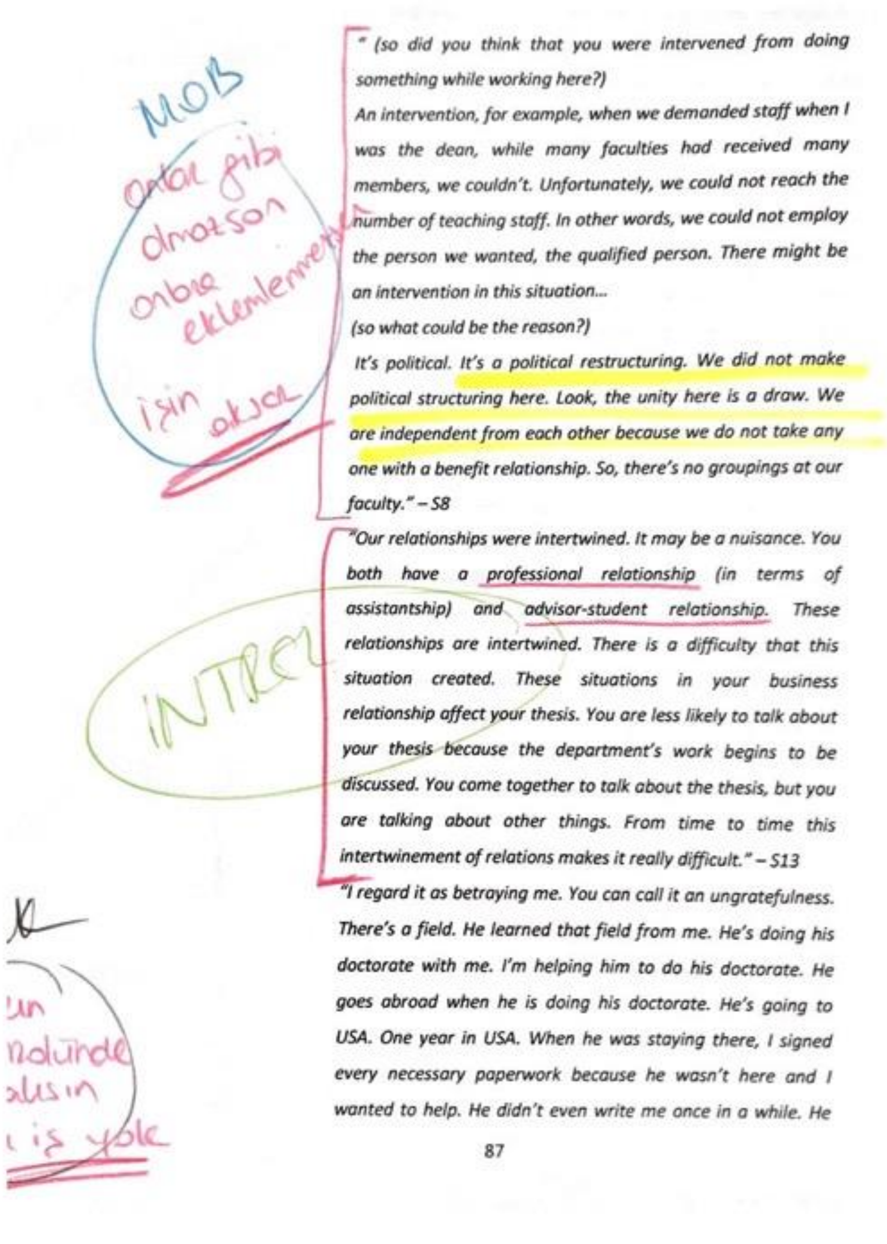
8 APPENDIX A. Sample from data analysis



MOB

" (so did you think that you were intervened from doing something while working here?)

An intervention, for example, when we demanded staff when I was the dean, while many faculties had received many members, we couldn't. Unfortunately, we could not reach the number of teaching staff. In other words, we could not employ the person we wanted, the qualified person. There might be an intervention in this situation...

(so what could be the reason?)

It's political. It's a political restructuring. We did not make political structuring here. Look, the unity here is a draw. We are independent from each other because we do not take any one with a benefit relationship. So, there's no groupings at our faculty." – S8

INTREL

"Our relationships were intertwined. It may be a nuisance. You both have a professional relationship (in terms of assistantship) and advisor-student relationship. These relationships are intertwined. There is a difficulty that this situation created. These situations in your business relationship affect your thesis. You are less likely to talk about your thesis because the department's work begins to be discussed. You come together to talk about the thesis, but you are talking about other things. From time to time this intertwinement of relations makes it really difficult." – S13

"I regard it as betraying me. You can call it an ungratefulness. There's a field. He learned that field from me. He's doing his doctorate with me. I'm helping him to do his doctorate. He goes abroad when he is doing his doctorate. He's going to USA. One year in USA. When he was staying there, I signed every necessary paperwork because he wasn't here and I wanted to help. He didn't even write me once in a while. He

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work

arkadaş iş çevresi

just wrote one time. I took it in hand. I lifted my head, he was standing in front of me. Well, he's back. Because he mailed it back from there when he was returning. The mail came with him. I didn't dwell on it. Then he became the manager of a program on this topic, which he learned from me. Then he took me out of that program." – P2.1

work

arkadaş iş çevresi

"I want some things to be how I want in the department, for example, but maybe it is not. Then I think to talk with other stakeholders in terms of reasoning. Beyond that, I do not attempt to lobby. No need to run through this. Clearly, I would like to do this by explaining my request in the relevant institutions. And I think this is the limit. I think that trying to create this change by not doing it there, lobbying behind closed doors or talking directly to the administrators is overcoming the limit. But that's generally how it works in academia." – S9

"While I am contributing to a thing, seeing that others are not showing the energy to make that contribution affects me a little. Because it makes me feel like if nobody takes on responsibility, why should I? I get into that state psychologically. So, it makes me lose my motivation. What I don't want to see the most is this in work environment ... Some people can't but some don't. In fact, there is also a problem: People who don't do something would make it seem like they can't. I feel very uncomfortable when I feel this. I mean, it was happening, it was going on among assistants when I worked as a research assistant. As soon as the duty is given, he can't do it, he doesn't do it, he doesn't do it ... Then the result turns into: 'he (another assistant) can't do it, but he (S9) does it. Then let's give this duty to him.'" – S9

withdrawal

88

"A professor who was responsible for a thing did not fulfill the responsibility, well couldn't fulfill. But I was questioned for that... It was such a very incident. So how can I be held responsible for what he should do?" – S9

IN-TREL

ilişkilerin 3. kişileri etkilemesi

"I had a mobbing-ish situation with the dean I mentioned earlier. They said (referring to the deanship of V University) that the senior research assistants (who already held their PhD) will no longer invigilate the exams, junior research assistants will. I said that I would invigilate and it's not a problem for me because I have invigilated approximately 50 exams in D University and it's cheerful to be with students. But they said they had decided and the new-coming assistants will do it. I was going back and forth between Izmir and Van those days. I went to Izmir because I thought I will not invigilate the exams. Then I don't know what happened, other assistants may have complained to the dean about the situation. Dean called me and said exam duty, equity, justice, equality, freedom... He was a person with that kind of tendency. In other words, you know, sometimes someone wants equality for everyone and owns that idea. I said 'Yes of course you are very right, it's like the equality like you did about our tenures, but I'll treat more equal ... I bought a plane ticket, I went the next day, sat there, did not go to the exam, sat down, sat in front of his room ... You can call it civil disobedience action, yes... But he didn't say or do anything. He was cheered up when he saw me. So, there were different things. Like gossip but later he married the assistant friend who was complaining about exams. He was getting requests from that assistant friend and fulfilling them." – P4.1

extended by marriage
contaminating through marriage

alarak araştırma görevlisi iken doçentliğimi de alarak tabii arada 4 aylık yrd. doçluk sürecim var sonradan verdiler. yemeliler diyip kimsenin hakkını yemeyeyim de sonra buraya geldim 2014'ten beridir burada turizm fakültesinde çalışıyorum, en uzun süre ile 9 Eylül'de çalıştım 2011'e kadar 8 yıllık bi çalışma

- hangi fakülteydi orada?

+ iktisadi idari bilimler işletme bölümü. üretim yönetimi ve pazarlama. Üretim yönünü çalıştım.

- peki? çalışma ortamınız nasıldı?

+ 9 eylül üniversitesinde esasında çok neşeliydi çalışmaktan bu yani bizim anabilim dalımız da kendimizi birazda özeleştiri bilim dalımızın üretim bilim dalının, hocalarımız çok ilgiliydiler bizim yetişmemiz noktasında hem bizi serbest bıraktılar. Hem de güzel bir denetim alanı kurdular biz de yaptığımız işlerde özgürlüğün getirdiği şeyi kötüye kullanmadık tabiki iyi iyi yönde hem derstir bakımdan hocalara destek verdik, hem de tezlerimiz ya da yayınlarımız noktasında da güzel işler çıkarttık, diğer araştırma görevlisi arkadaşlarımızla da ilişkilerimiz çok neşeliydi bunun nedeninin şu olduğunu düşünüyorum. biz çoğunlukla 35. maddeydik gittiğimiz zaman şuanki durumu bilmiyorum yani yorum da yapamam tabii ki ama fakülteye gittiğim zaman o kadar da öyle bir hani tabii ki kişilerin kendi arasında ilişkileri değişiktir ve bakidir ama hani hep denir yav eskiden ne kadar da güzeldi bizim zamanımızda güzeldi belki ondan önce daha güzeldi bizim zamanımızda çok güzeldi herkes 35. maddeydi aramızda herkes demeyeyim de çoğunluk aramızda herhangi bir rekabet yoktu kim doktorayı bitirdi kim kadroya atanacak? norm mu geldi, form mu gitti falan öyle şeyler yoktu. o yüzden herkes memleketin değişik köşelerinden gelmiş. Ben Van'dan gelmiştim işte yok Kütahya'dan gelmiş hocalarımız, büyüklerimiz vardı, Denizli'den gelenler vardı, Tunceli'den gelenler vardı sa. güzel sıcak böyle bir buram buram Anadolu kokan bir ilişkimiz vardı. o bakımdan neşeli bir dönem geçirdim yani orda

- peki Vana döndüğümüzde oradaki çalışma ortamınız nasıldı

+ bu Vana döndüğümde de fakülte tabiki çok büyük değildi çünkü benim girdiğim zamanda

kadro dendi ondan sonra ben hani evrim hoca hamile eşi de işini bıraktı gitti oraya bana vermeyin ilk ben geldim ama bana vermeyin verilecekse Evrim hocaya verin dedik. İkimize de gelmedi.

- bahsetmişti evrim hoca o durumlardan

+ yani ben tek başıma bekardım yani çok da önemli değildi zaten o ana kadar ki o düşüncemi hala da koruyorum birşey olmadığı zaman çokta önemli değil yani ister 5 yılımı dolduracağım doçentlikte haftaya şimdi profesörlük kadrosu gelecek mi gelmeyecek mi yani? çok da önemli değil benim için çalışmalarına devam ettiğim müddetçe işimi güzel yaptığımı düşündüğüm müddetçe veya işte az evvel gelen geçen hani selam kelam yok belge teslimi yardım noktasında birilerini ufak da olsa dokunduğum müddetçe iyilik babında ben kendimi mutlu hissediyorum. Çok da şey değil hani diğer türlü kısımlar artık bordroya etki eden şeyler diye düşünüyorum. az olsun. öz olsun, temiz olsun, bizim olsun noktasındayım

- buraya geliş hikayeniz nasıl hocam

+ buraya geliş hikayem çetrefilli biraz çünkü deprem olduğu zaman bi izinler kalktı yani muvafakatla ilgili bizim de mecburi hizmetimiz vardı benim işte 8 senelik mecburi hizmetim vardı yani basit bi hesapla evrim hoca tek senede 35 tl ödediyse 8 senede ne kadar içler dışlar onla ilgili çok formülasyonlar kurdum kendimi biraz sıkacak gibi de oldum ama sonra onu bertaraf ettim. dedim ki ya burdayız günü anı yaşayalım burada da kötü bir yerde değilim. gerçekten de çok orada da çok neşeli ortamım oldu yani ilk gittik alıştık falan hani orda da bekar tek hiçbir bağım olmamasından dolayı ailem var tabii ki ailem var ama 98 yılında ben liseyi bitirdim evden çıktım e ondan sonra da zaten benim annem babam da taşincidir sürekli sağa sola sürülürler tanıdık olmadığı için hiçbir şekilde adamımız olmadığı için yani onlar hep gitmişti biz de Ankara'da sabit kaldık onlar dolaştı. o bakımdan öyle yani aile falan aman yoksunluk yaşamıyoruz biliyoruz gitmesek de görmesek de ailemiz var noktasındaydım büyürken 0'dan itibaren 80'de durdu babam yokmuş, bak kardeşim 83'te doğdu babam yokmuş, babam yok o yoktu derken Allah korusun taşincidir Malatya'daydı. işte Konya'daydı Bursa, Bilecik'teydi, Erzurum'daydı falan derken o bakımdan ben rahattım

gittik işte hani orda da erkek egemen bir yapı vardı. benim için hiç olmadı gitti işte yok havuza gidiyorduk yok denize gidiyorduk işte Van gölüne, dağa gidiyorduk kayağa gidiyoruk. oydu buydu derken muhteşem bir sosyal hayatım vardı şuan olmayan bir sosyal hayatım vardı o zaman İzmir'de havuz yok biz her allahın günü havuza giderdik Ege Üniversitesi'nde var orada slip zorunlu olduğu için biraz şey yapıyoruz estetik kaygılarımız mevcut yok diyoruz gitmiyoruz yani bone tamam da ya bone tabiki tamam yani yanı orada hani sosyal imkanlar biraz daha fazlaydı, kayağa gidiyorduk

- insan düşünce tam tersini düşünür. hani izmirde sosyal çevre sosyal imkan daha fazla gibi

derseniz evet öyle ama o da birşey yapmadı karşılığında hoşş geldin mi dedi neşelendi gitti. yani orada değişik şeyler vardı. tabii hani dedikodu gibi ama yani sonradan evlendi o asistan arkadaşla

- haa evet

+ o asistan arkadaşımızın işte söylemleri oluyordu o da onu gerçekleştiriyordu gibi bir şey yani aşağıdaki tebaanın durumunu oradan öğreniyordu. tabiki kendilerinin de aynı görüşte olanların olduğu kısım vardı birde işte şu15 temmuz darbesindekilerin olduğu falan görüş vardı. biz de arada hiçbir halta yaramayan elemanlardık yani sağ vardı sol vardı diyim artık

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