

# PSKO-SOCIAL SUPPORT TO RESEARCH TEAMS IN THE POLES

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**Abstract:**In this study, in the selection of the team to work in the polar regions, what should be the psychological characteristics of the people when it is necessary to choose between people with almost the same competencies in their field, what can be done to increase their psychological resilience since they will work in difficult conditions in case of not being an alternative in the team to be selected, what to do in case of a possible trauma, It is aimed to make a guideline study on what social influence and compliance behaviors should be for regular group work in an environment where people from different cultures and geographies will live together. Suitable for the purposes as a method; Emotions and their importance, subjective well-being and happiness, optimism, psychological resilience, flow theory, post-traumatic development, self-determination theory, attribution styles, thinking styles, psychosomatic disorders, social impact and compliance. As a result of these researches, it has been found that people who are sufficiently equipped in the selected subjects can be selected, and the psychological resilience of people who are high-level in their field and who do not have the necessary psychological resilience can be increased by providing the required conditions in the workplace or before. Especially, thanks to the environment that will be created for the experience of positive emotions, according to the goal theory, more efficient studies can be done, as the chances of people to catch the flow will increase, it is possible to change their thinking styles and to view events and problems from different angles. According to the social influence and compliance theories of employees from different cultures, the level of being a group and working efficiently increases. Based on this study, more detailed studies can be made with different arguments of psychology.

**Keywords:** Emotions, Resilience, Flow Theory, Social Influence, Psychology

## I. Introduction

In this study, it was aimed to create a list of things that can be done to increase the psychological resilience of the research team. In addition, when the employees are considered as a community, it has been investigated how other individuals can act together to correct this situation in a negative situation. In the literature review on this subject;

Considering the importance of human emotions, it has been observed that positive emotions expand our thought action list, erase our negative emotions, and improve our psychological resilience (Cohn & Fredrickson, 2009).

Life satisfaction, which is a part of private well-being, includes the cognitive component of happiness, which individuals evaluate how their lifestyle is. Life satisfaction is the contradiction between the present situation and the ideal or worthy standard (Veenhoven, 1991).

Psychological well-being has six dimensions. These are self-acceptance, personal growth, life purpose, positive relationships with others, environmental control, and autonomy (Ryff & Keyes, 1995).

Optimism was initially addressed as simple thinking and pain avoidance. Health professionals, on the other hand, regarded positive mental health as not being a denier of reality. The basic rationale underlying these thoughts of mental health professionals is that mental health is the test of reality and individuals should have realistic expectations and balanced thoughts about the future (Peterson, 2000).

Prolonged stressful life can harm our physical, emotional, and psychological well-being. However, according to research, stress can be good when experienced rarely and rarely. Discontinuous stress is important because it increases our psychological resilience to the future and stressors. In addition, if it is not chronic, experiencing stressors ensures that the person is psychologically ready. Therefore, it makes them strong against future stressors (Janoff-Bulman, 1992).

Life goals, personal struggle, personal projects, life tasks, desire for the future are the purposes that enable us to direct our lives. These are believed to be long-term goals as they guide a wide span of a person's life. When we consciously strive to understand our goals, why we pursue them, and whether they match our values, we can increase our well-being (Sheldon et al., 2010).

The effect of a person's attitude and behavior by the attitudes and behaviors of another person or group is called social impact. Social adaptation is the determination of a person's behavior after a certain period of time by being under the influence of a group or person's behavior.

In this study, the researches and theories created in line with the determined purposes were examined, and it was aimed to prepare a recommendation guide for people working in the polar region in order to increase their psychological endurance and the resilience of the group.

## **II. Method**

The method used in this study is to examine the studies, articles written and books written on the subjects determined according to the purposes. To analyze the examined materials.

## **III. Results**

### **3.1. Emotions and Their Importance**

Studies have determined that there are six basic human emotions across the world between gender, age and cultures. These feelings are anger, hatred, fear, joy, sadness, and surprise. In other studies, these emotions are 10 such as anger, humiliation, hate, pain, fear, guilt, interest, joy, shame, and surprise. Let's focus here on the expansion, construction, and distortion effect of emotions rather than describing emotions.

#### **3.1.1. Expanding emotions**

Studies show that when people experience a positive emotion, people's minds tend to open up and expand. In this case, the person starts thinking out of the ordinary. When we expand the way we think, we can look at our situation more comfortably from a bird's eye view. In this way, we can produce alternative solutions to our tasks at hand and increase our productivity.

#### **3.1.2. The Building Effect of Emotions**

Positive emotions do not just open our mind to alternative strategies, research has shown that the experience of positive emotions combined with the expansion effect has the ability to build personal resources that we can review when needed. These include being open to problem solving and learning, which we call intellectual, cardiovascular health and coordination, which we call physical resources, the ability to maintain and create new relationships we call social resources, psychological resilience, which we call psychological resources, optimism, sense of identity and goal orientation. As these happen, they stimulate more positive emotions that continue to spiral up resources.

#### **3.1.3. Distortion Effect**

When the person experiences a stressful experience after the building effect, the distortion effect begins. When we feel anxiety, stress, or any negative emotion, experiencing positive emotions helps our body return to its normal psychological functions significantly faster than any other type of emotion.

#### **3.1.4. Where Do Positive Emotions Come From?**

Positive emotions are essential for success and well-being. So where do positive emotions, like negative emotions, come from? Studies on this subject focus on two options. He says the first is related to our physical brain, while the second option is related to our perceived rate of improvement towards important goals.

#### **3.1.5. Emotions and Goals Theory**

This theory suggests that people always think according to a goal and regulate their behavior accordingly. We constantly evaluate our life in a day, an event or the like, our current situation according to some standards or desired goals. If there is a contradiction between where people are and where they aim to be, people can adjust their behavior according to the difference. However, there may be external influences and obstacles in the way of achieving our goals. In this case, people tend to either lower their expectations or make adjustments in environmental conditions. This is a rate of improvement rather than a spontaneous improvement that determines whether people experience positive or negative emotions. Negative emotions result from inadequate progress towards the goal, while positive emotions arise from future success.

### **3.2. Subjective Well-being and Happiness**

In the studies conducted, subjective well-being is in the form of life satisfaction + abundance of positive emotions + little negative affect. Life satisfaction is the subjective well-formed cognitive component, and individuals evaluate how their life styles are. Life satisfaction is the contradiction between the current situation and the ideal or worthy standard. Affection is the emotional side of well-being that includes moods and emotions associated with momentary events. People often emphasize pleasure for their well-being. They try to avoid pain. However, pleasure is not enough to make people happy and successful.

#### **3.2.1. Five Ways To Increase Subjective Well-Being**

The New Economic Organization (YEK) says there are five ways to increase subjective well-being in its research. These; Connect: When we connect with people around us, we both experience high levels of well-being and show greater resilience in the face of negativity. In this way, it enables us to identify influential and important people around us and to spend our time and energy on establishing these relationships. Be active: in a state of well-being, one should pay attention to both body and mind. An important part of increasing well-being is to do activities. Moving the body has a tremendous impact on the mind and cognitive functions. Consider: Research on enjoyment has found that stopping smelling roses actually enhances well-being (the experiment of

smelling roses is given in appendices). Keep learning: By exercising the brain and forcing yourself to learn, we can increase our well-being. Give: When people give each other something or their time, their well-being increases.

### **3.2.2. Five Main Elements of Subjective Well-being**

Studies have shown that there are five main elements of subjective well-being. These elements;  
Career well-being: This shows us where we spend most of our time during the day. Social well-being: the state that represents our relationships and love experiences. Financial well-being: represents how well we manage our financial situation. Physical well-being: represents our ability to be healthy and have energy. Social well-being: represents our role and participation in the community.

### **3.3. Psychological Well-being**

Psychological well-being argues that the realization of human potentials lies behind well-being. Psychological well-being aims to find true happiness by expressing virtue and doing things worth doing. Therefore, realizing human potential is an ultimate goal. Individuals therefore have to find and seek happiness through common sense and self-discipline. Psychological well-being has six dimensions. These; self acceptance, personal growth, life purpose, positive relationships with others, environmental dominance and autonomy.

#### **3.3.1. Flow Theory and Its Properties**

Flow theory was created by Mihalyi Csikszentmihalyi. While creating this theory, it was particularly influenced by fascinating artists and their intense concentration. He investigated how painters, especially when painting was considered to be the reward of painting (intrinsic motivation), were so caught up in not understanding how much time passed. Flow: It is taking an intense place for seconds in a physical or cognitive activity. Attention is fully devoted to the task performed, and the person fully reveals his capacity. Flow is directly related to consciousness and physical energy as people feel psychic entropy. Accordingly, thanks to the flow, negative thoughts are removed and your positive thoughts are increased.

##### **3.3.1.2. Required Conditions for Flow**

In order for a work or study we do to have flow, there must be feedback. If there is no sense of feedback, confusion and consciousness become intertwined. There must be a balance between the difficulty level of the activity and the skill. As shown in figure-2, in order to maintain our position in the flow channel, we have to have a delicate balance between the difficulty level of the activity and the levels of our skills. If the level of difficulty is well above our skill level, this causes anxiety. If it is low, then boredom arises. If the person does not have skills and is not engaged in an activity with a difficulty level, then the individual will experience apathy. If we want to give an example of this situation, like watching television. Concentration, which is the combination of action and awareness: activity must be integrated with the whole state of consciousness of the individual. Since all attention is paid to the activity, there is no conscious approach to other things. In addition, the person loses his sense of self and the sense of being an individual who completes the activity. There is no time to be aware of himself and his state of consciousness. Attention is given to the job at hand and work-related stimulus. Everything outside of the activity is beyond the individual's interest. Sense of control: a sense of control arises from the individual's ability to be active and losing himself / herself in the activity. Over time, we gain a sense of control over what we do. This also means that we understand the network between the difficulty level of the activity and our ability. If our skill level matches the difficulty level of the activity, then we will feel a better sense of control. Transformation of time: this element is a unique experience that shows the passage of time. Although the activity has been spent for hours, it is perceived as if it lasted for a very short time. There is a deterioration in perception of real time. One of the most important factors that facilitates the streaming experience is the person's personality.

##### **3.3.1.3. Streaming Experience and Activity Types**

While 10-15% of the people living in the USA stated that they never experience flow, 10-35% of them stated that they experience flow every day. Studies show that every person can experience flow at a certain time and intensity. Studies have shown that adolescents experience more flow when they are with their friends compared to those who are alone. Activities that cause flow; sports, dancing, engaging in creative arts, having sexual intercourse, socializing, studying, listening to music, reading books, working at work, etc. Activities that prevent flow are doing housework, watching television, and being in the void, which includes apathy.

#### **3.3.2. Self-Determination Theory**

The self-determination theory states that Maslow's three important needs, such as the hierarchy of needs, are the adaptive side of life. These;

Autonomy: It means that the individual regulates himself by his own choice. Autonomy is also the tendency to resist pressure and control. Autonomy is an individual's regulation of behavior in line with his own needs in order to adapt to life, rather than responding to external demands. Choosing and acting freely in accordance with the individual's self means a feeling of freely participating.

Competence: Refers to the tendency to master and be open to learning experiences. The need for competence appears in case-based games in the early years of life, manipulation of objects and disclosure of

surrounding entities. Competence is the tendency to enjoy learning, explaining, and exploring itself. This need exists to some extent in other mammals. Therefore, competence is the desire to influence the environment and achieve the desired results.

Belonging: means caring for group members, ensuring group cohesion and mutual protection, and a sense of being connected with group members. The need to belong is complementary to each other, although it seems to conflict with the need for attachment and autonomy.

### **3.4. Optimism**

Optimism disposition is the personality trait of generalized outcome expectancy. Optimists therefore have high expectations that the results will be positive. Pessimists, on the other hand, focus on negative consequences in the future.

Optimism argues that individuals underlie all kinds of activities and that people are linked to self-regulatory patterns. Optimists have to regulate their behavior and actions in order to achieve their goals. When optimists face a challenge in achieving their goals, they continue to strive to achieve their goals. Pessimists are likely to stop trying.

There are two main elements of optimism. These are expectation and trust. The concept of expectation is directly related to the expectation-value theory, which is a motivation theory, which assumes that under every behavior is the desire to reach one's goals and values. Therefore, in order to achieve goals, the behavior must have a value and a motivating motivation. The second element, trust, has a high level of influence on optimism. If the trust of the individual is high, then the individual makes more effort to achieve the goal he has set. If there is more doubt than trust, then he will stop participating. It can be said that optimism and pessimism are actually a type of trust or doubt that is effective in many life events.

#### **3.4.1. Loading Styles**

Loading style; It is the way that an individual explains the reasons for positive or negative events in order to create an expectation for the future. Studies have shown that loading is more important for negative events than positive events. Pessimists explain negative events in terms of internal and constant variables: "these events happened because of me, it always happens, it will last for a long time, it will affect other situations." They make evaluations in the form. Optimists give explanations for bad events by attributing them to variable, exogenous and specific causes.

Loading styles are concerned with why good or bad things happen. However, optimism is concerned with what is possible in the future.

### **3.5. Post Traumatic Development and Resilience**

#### **3.5.1. Stress Against Trauma**

Long-term stressful life can harm our physical, emotional and psychological well-being. However, research shows that if the stress is less or less, it may be good. Discontinuous stress is important because it prepares us for future stressors. Unless the stress is chronic, experiencing stressors causes the person to be psychologically ready or to experience stress vaccination. This makes the person more resistant to future stressors.

Trauma is unexpected. It occurs out of the ordinary and causes long-term problems. There is also significant personal narrative interference. So there is a strong perception of "before and after". Debates continue about what caused a traumatic event. For example, is it to find the mass in the diagnosis of cancer? What about diagnosis? Or hair loss and breast lifting? As can be seen, there are various stressors and trauma that occur following each traumatic event.

When people are faced with trauma or involuntary changes, there are three recommended psychological responses: succumbing to stressors (post-traumatic stress disorder), psychological resilience or recovery, post-traumatic growth. In researches, 5-35% succumb to negative thinking when faced with a bad event.

#### **3.5.2. Dimensions of Psychological Resilience**

Dimensions of resilience are: reconstruction, experiencing positive emotions, participating in physical activities, reliable social support, and optimism. Accordingly, who is durable and who is not? And why does such a situation occur?

Studies have shown that people have little psychological resilience in situations such as low birth weight, low socio-economic status, low parental education, irregular family structure such as divorce or domestic abuse. However, despite these, studies have shown that even if anyone experiences these situations, they can be retrained. The most important obstacle to healthy psychological function is negative / pessimistic thinking. One of the solutions for a more resilient self-structure is to change the negative and pessimistic thinking and to develop the mindset on optimism.

#### **3.5.3. Coping Styles**

Coping is defined as "the constantly changing cognitive and behavioral efforts to manage internal and / or external desires in situations that exceed one's own resources, or are considered a burden". The first assessment to be made in this situation is how threatening the person perceives the situation. The second

evaluation is the person's perception of whether the person has the appropriate resources to deal with against stressors. There are two coping strategies people use in difficult and stressful situations. It is the strategy in which the person identifies the stressor in problem-focused coping and takes active steps to cope. In emotion-focused coping, it is the tendency to deal with the emotions surrounding the situation rather than dealing with the situation or changing the situation. In emotion-focused coping, there is a search for social support and orientation to others. This type of coping involves the person ignoring the current situation and avoiding any quest to solve the problem. Recent studies on emotion-focused coping have shown that this coping method, which we know as avoidance behavior, also has positive results. In the short term, diverting the attention of a traumatized person provides significant benefits.

#### **3.5.4. Five Areas of Post Traumatic Development**

The areas of post-traumatic development in studies conducted on individuals with post-traumatic development are as follows.

The first area is personal power, that is, perceived changes in self. This is the period when those who survive after trauma express themselves as stronger, deeper, more authentic, confident, open, empathetic, creative, more lively, mature, humane, subjective and modest.

The second area is building relationships with others. In this area, people express that they get closer to their families and relatives. Again, friendships are tighter than these people.

The third area is understanding the value of life, that is, existential awareness. Naturally, there will be a lot of change in the life philosophy of these people. When trauma emphasizes our vulnerability and our inability to be invincible, people begin to turn to deep issues such as spirituality, mortality, the meaning of life.

The fourth area is new possibilities. It includes opportunities to change people's life goals, to continue retraining to learn something new, to obtain a degree, and to acquire new skills.

The fifth area is spiritual change. In this area, people tend to revert to their previous beliefs or alternative beliefs. They actively participate in the rituals of their beliefs. They become stronger through appreciation that there is a higher being, that being.

### **3.6. Thinking Styles**

#### **3.6.1. Types of Thinking Formats**

The way of thinking (mindset) is the way we perceive basic abilities and qualities such as intelligence, parenting, work, relationships, musicality and creativity. There are two types of thinking. These are fixed and evolving ways of thinking. The fixed way of thinking believes that talents and qualities are immutable. These qualities and abilities are either innate or non-existent. Individuals with this way of thinking perceive success as a tendency to gain and achieve things rather than as self-development as an individual. Individuals with a developing mindset believe that people can develop by experience, effort and responsibility.

#### **3.6.1. Why are Thought Styles Important?**

Studies have shown that when people are faced with difficult processes, the way they think prevents them from achieving their desired goals or makes it easier for them to reach them. Our thinking patterns show how we react to adversity, whether we are making an effort to deal with the situation, and how we develop strategies to overcome difficulties. An individual with a fixed way of thinking focuses on the success or failure rather than learning in a setback. He loses his self-confidence as he will not make any effort. He underestimates his previous achievements. They see the causes of events as immutable things about themselves. For an individual with a fixed mindset, "effort" is nothing. It is insignificant in learning in the process. He does not think that negative situations improve himself, but he looks at the event as success and failure. Individuals with a developing way of thinking do not hesitate to make an effort in a negative situation. It looks at the process as learning. He does not evaluate the event with himself. Since they view events as external factors, they do not experience impairment of self-confidence.

### **3.7. Psychosomatic Disorders**

Disorders of the origin of the mind and emotions with physical symptoms. A psychosomatic disorder results from emotional stress or harmful thought patterns. Physical symptoms develop when a person's immune system is compromised by stress. The belief that psychosomatic disorders are fanciful or that "everything is in one's mind" is a common misconception. In fact, the physical symptoms of psychosomatic conditions are real and need to be treated quickly. Stress, anxiety, and depression can cause physical ailments. If one of the physical systems in our body is weakened due to extreme stress and depression, it is likely that a disorder will develop there. For example, if our physically weakest point is our stomach, it is inevitable that there will be a discomfort in our stomach.

### **3.8. Social Impact and Compliance**

If we look around us carefully, we see that people are both very different from each other and very similar to each other. The collection of various tendencies, attitudes and behaviors gathered in a person has a unique appearance to that person and is not seen exactly in anyone else. Even people who grow up in the same household are not alike. Especially, this difference increases even more between different social strata, different

regions, different ethnic, religious and national groups. However, people in the same group sometimes have to determine their own behavior according to the behavior of the people around them. This effect is called social impact. Breakthrough experiments in social psychology and experiments in the name of social influence and conformity: Sherif's "group norm formation" experiment, Asch's "compliance" experiment, Milgram's "obedience" experiment, and Zimbardo's "standford prison" experiment.

### **3.8.1 Factors Affecting Compliance Behavior**

There are many factors that affect compliance behavior. These are briefly grouped under environmental factors, personal factors and cultural factors.

#### **3.8.1.1. Environmental Factors**

If we examine the size of the group among the environmental factors, it was seen in all four experiments on adaptation behavior that if the person has a high confidence in the opinion of the people around him in the laboratory environment, if the physical reality is not fully evident, it is very high for the person to show obedience behavior even in small groups. . In daily life, since the environment is different from the laboratory environment, as the number of people in the group increases, the compliance behavior increases.

According to four studies, when there is consensus, the obedience behavior of the person increases. On the other hand, when even one person reacts to majority pressure or coercion, it causes others to find courage and resist. This indicates how important freedom of thought and speech is for the health of society.

The higher the position and dignity of the social influence source, the higher the compliance behavior of the person. Here, if the compliance behavior is related to an unreal situation, the person shows the behavior of conforming to the group with dignity. If the group members are normal people, compliance behavior decreases by 50%.

While the average compliance behavior in face-to-face communication was 65% in the experiments, the compliance behavior in non-face-to-face communication decreased to 22% on average. These experiments have shown that the individual's face-to-face contact within the group is important in compliance behavior.

In compliance, the individual loses his / her identity in the group's self. In this case, the compliance behavior of the person increases. However, this situation may lead to the abuse of the individual in different ways. For example, in football matches, when the fans lose their identity during the match, it causes them to behave in an unconscious way. In short, losing self in conformity behavior increases conformity behavior.

Group commitment is an important factor in an individual's compliance behavior. Here, the reasons for an individual's commitment to the group can be in the form of liking someone from the group, caring about the group's ideals, earning in the group, etc. Regardless of whatever reason, the individual's commitment to the group increases the individual's compliance behavior.

One of the important factors in an individual's compliance with the group is the future communication with the group. If the individual believes that his / her communication with the group will continue in the future, the compliance behavior within the group increases to the same extent.

When the researches and historical events are investigated, the minority effect in the group is effective on the compliance behavior of the person. When some people in the group are minorities in the group only in terms of opinions and attitudes, it has been observed that they are more effective than those who are minorities, both in terms of opinions and attitudes from the group. In other words, the minorities who are realistic in terms of opinions and attitudes, who consider the well-being of the group, but do not leave the group, affect the compliance behavior of the individual more than the majority in the group.

#### **3.8.1.2. Personal Factors**

No individual exhibits 100% compliance behavior in a group. When we look at the personal factors in conformity behavior, we can explain the effect of the self as follows. People prioritize different aspects of their self. For some people, the personal aspects of their self take precedence, for some people their individualistic aspects are at the forefront. The relational self becomes much more meaningful in a group. The more important the relational self becomes, the more people pay attention to what the group says and the social norms become more important and thus the compliance behavior increases. People who have individualistic aspects of the self in the foreground, on the other hand, care more about their personal thoughts and principles and do not feel obliged to follow what the group says. Although this difference between people seems to be a feature of individuals only, it is basically an effect created by culture on people's selves.

When we look at the effect of the need to be an individual, some people attach great importance to protecting their individuality and being unique. What everyone does, what everyone wears, says, etc. they don't like to do it. They insist on maintaining their unique identity. In the studies conducted, it has been observed that people with high needs to be an individual have little effect on conforming to group behaviors.

Some people want to feel they have personal control over their own behavior. For this reason, they oppose social impact and do not show adaptive behavior. Studies have shown that the desire for personal control causes a decrease or no adaptation in compliance behavior.

If the competence of the person is less than the competence of the other members of the group, the behavior of obedience to the group increases. If the person performs more on a subject that the group is working on, he or she sees himself more knowledgeable and competent, resisting the pressure of the group and adapting less.

In the first studies on social impact, it shows that women adapt more within the group than men. However, this effect is very low in new studies. In short, the effect of gender on compliance behavior is not too much.

### **3.8.1.3. Cultural Factors**

Here we can talk about two cultures tobacco. These are individualistic and collectivistic cultures. In individualistic cultures, individual interests are more important than group interests, whereas in collectivistic cultures, group interests guide individuals' thoughts and behaviors. It has determined collectivism cultures as the culture of togetherness, and individualist cultures as the culture of separation. While individuals of communitarian cultures show more behavior to obey group rules, obedience behavior is less common in individualistic cultures.

### **3.8.2. Types of Compliance Behavior**

People exhibit different compliance behaviors at the end of different processes. These compliance behaviors; obedience, identification, adopt.

#### **3.8.2.1. Compliance**

Being different from the group created in the pure experimental environment in Asch research is disturbing for many subjects. Here, the subjects show obedience behavior because they are afraid of the consequences of non-compliance behavior. This type of compliance behavior is called "obedience." Obedience can be seen as conforming to a person as well as a group view, as in Milligram's obedience experiment. On the basis of obedient obedience behavior, the obedient has the power and control over the obedience.

#### **3.8.2.2. Identification**

Social adaptation behavior can also occur at the end of the identification process. Here the individual fits the opinion of someone or the group in order to resemble him. On the basis of the adaptation behavior as a result of identification, there is the appeal and value of the practitioner. As long as the practitioner's value in the eyes of the wake up continues, the compliance behavior continues; If this value is lost, the compliance behavior will also disappear.

#### **3.8.2.3. Adoption (Internalization)**

Adaptation behavior may also occur as a result of adoption, which is a third mechanism. In this kind of obedience behavior, it is possible for a person, a rule or opinion to obey because it is correct. Here the idea of what is followed is a believable idea for the wake; This belief and acceptance as true is the basis of conformity behavior.

#### **3.8.2.4. Example of Types of Compliance Behavior**

Ahmet is going at a certain speed. Let's consider Ahmet increase his speed.

(1) If Ahmet goes under a certain speed in order not to be penalized by the traffic police, this behavior of Ahmet is based on the control of the police over him. If there is no police around, he will not follow the speed rule. This compliance behavior is "obedience" behavior.

(2) Ahmet does not drive very fast. Because his beloved father is against going fast. With this behavior, Ahmet looks like his father, whom he loves and appreciates, and becomes like him. He goes slowly not because he believes in the importance of going slow, but because his father thinks so and wants it that way. This compliance is called "identification".

(3) Ahmet truly believes in the importance of the speed ban. Even if there is no police control and no one wants him to go slow, he will go slow just because he really adopts this traffic rule. This compliance behavior is called "mine".

### **3.8.3. Norms Affecting Compliance Behavior**

There are two different sources of motivation underlying people's compliance behavior. These are normative social impact and informational social impact. The normative effect is bound to rules and is based on a person's desire to be accepted or liked by others. Informational effect, which is optional, is defined as informative, resulting from accepting the facts about the facts. Here, the type of social impact is determined by the individual's perception of it. If the individual perceives a social impact as an information provider, that social impact is informational. Likewise, social impact is normative if perceived by the individual as normative or coercive.

Norms serve very important purposes in our lives, especially within the group. One of these goals is to increase the harmony between group members in order to achieve the goal of the group. Since norms reflect the value system of the group, they encourage people to act in order to lead them to a certain purpose and prevent behaviors that distract from the group's purpose. Another purpose is to create a frame of reference to help people

understand and interpret their environment. Norms, especially in ambiguous situations, help people separate the good from the bad, the important from the unimportant and how they should behave in those situations. Another important function of norms is to identify and develop the common identities of group members. Especially when group members have to look and behave differently than others, the effect of norms on the identity of group members increases.

#### **3.8.4. Social Norm types**

Social norms have two different meanings. The first of these is the common and common behavior in a society. This type of behavior is considered normal or normal in that society. Another meaning of the social norm is the behavior that should be done. This understanding of norms determines what is right and what is wrong.

##### **3.8.4.1. Descriptive Norms**

Norms that tell us, explain what most people do in a given situation, that is, provide information to the person. Such norms influence our behavior by informing us about what is generally considered normal in a situation. For example, garbage thrown on the floor while walking on the street gives us the descriptive norm. In this way, it determines our behavior.

##### **3.8.4.2. Regulatory Norms**

Prescriptive norms emphasize what should be done, approved or disapproved in a given situation. These kinds of norms make rules.

##### **3.8.4.3. Situational Norms**

Situational norms are the norms that direct our behavior in a given situation and environment. Is it necessary to be aware of them in order to comply with situational norms? For example, when we go to the library, we speak in a low voice. In research, we do not have to be aware to comply with situational norms. These norms affect our behavior, even though we don't notice them. We show automatic behaviors against these norms.

## **IV. Conclusion and Discussion**

Emotions play a role in people's lives, their quality of life and their success. Especially when people experience positive emotions, it is inevitable that they are successful in every field due to the effects of the expansion, construction and distortion of the emotions. It will enable people who will work especially in the polar region to view their work from different angles when they experience positive emotions during their work. They will be able to solve problems by looking from different angles. They will be able to follow their progress from a bird's eye view as their perspective will expand with the effect of positive emotions in their work. Thanks to the construction effect, negative situations in physical health can be prevented. According to researchers who experience completely negative emotions due to the distortion effect, it will be easier for them to recover when they experience negative emotions. Experts have established three rules of experiencing positive emotions against a negative emotion rather than experiencing a purely positive emotion. Based on these results, suitable environments can be provided for people who will work in the polar region to experience positive emotions, or they can assign people who can dominate this situation and direct other group members in the selection of group members. In addition, according to the theory of goals, setting goals in their lives and achieving these goals gradually is effective in experiencing positive emotions. At this point, determining daily goals in studies to be carried out at the poles and working in this direction can provide positive affect for group members. In this way, it can work more efficiently and reduce the deadline of work.

Since subjective well-being life satisfaction is in the form of high positive affect and low negative affect, affect part is related with emotions, so I explained in the previous article. The important thing here is the life satisfaction part. People who will work at the poles can be selected from those who have little difference between their position and their ideal position. At the same time, five ways to increase subjective well-being can guide those who will work to make applications. In addition, institutions or organizations that send employees can do the necessary studies by considering the five elements of subjective well-being or they can choose the people to work accordingly.

The six dimensions of psychological well-being; Necessary trainings can be given to those who will work on self-acceptance, personal growth, life purpose, positive relations with others, environmental sovereignty and autonomy before going to the work areas. Especially, employees with psychological well-being will catch up with the flow in their work areas, so much more efficient results will be obtained regarding the work to be done. Thanks to the flow, employees do not perceive the negativities of their work areas and also prevents possible conflicts that may arise within the group. Because the employee will only focus on his own job, he will cut off from external factors.

Employees who have received the necessary training in coping strategies will not lose their self-confidence when they realize that the negativities are external rather than self-integrity. In this way, he will be able to focus on his work. An employee who has developed a positive coping strategy will enable him to learn



and add something to himself in negative situations rather than results. Especially people working in polar regions where negativities will be very high should definitely use a positive coping strategy.

Employees who have received training in post-traumatic development are thus able to recover quickly. A traumatic event will primarily affect the person who experiences it and other employees as they have to be in the same environment all the time. Even if the traumatized person has problems in increasing his / her psychological resilience, if all employees are given this training beforehand, other employees will help the traumatized individual in this regard, thus preventing the group from experiencing negative affect, decreasing efficiency, and experiencing negative situations.

In adverse situations that may arise in the work area, some employees may experience psychosomatic disturbances as they will experience stress, chronic stress over time, and later anxiety, as their experience of negative emotions will increase if they are not supported. In this case, if there is no other employee of the same quality who does the job of this person, the work efficiency will decrease, the duration of the work will increase, and the other people will be affected by this person and this will affect the group. In order to avoid these problems, the group should have psychologists who are experts in this field as well as doctors.

The subject of thinking styles is not only important for people who will work at the poles, but also psychological conditions that will affect the whole life of individuals. Individuals with a fixed mindset are very difficult to be successful throughout their lives. For this reason, individuals must have a developing way of thinking. For this reason, those who will work in the polar region should definitely conduct tests beforehand and investigate their thinking styles. If they have a fixed way of thinking, they should be given the necessary training to have a developing way of thinking.

Social impact is a process that affects the behavior of individuals living in groups. Although individuals want to behave in line with their own thoughts, they have to behave according to group behaviors due to social impact. The presence of at least one person who is very successful in the field in the selection of people to be selected to work in the polar regions is important in terms of showing the minimum level of identification behavior in the adaptation behavior of other employees.

Adopting the desired obedience behavior in compliance with group norms in the selection of people to work with. Because it is very important that people's behaviors are internal and that they understand the importance of working in the group. Identification or obedience behavior decreases the quality of the study as well as decreases the continuation of the behavior over time.

Individuals to be selected for the study area should not be chosen among those who are susceptible to losing self. Because these individuals do not show the behavior of adopting the original in compliance with group norms. In this case, they may experience either leaving the group or being unable to get along with the group members. In the beginning, when the attraction of working in the group is lost on the individual and the attraction of the group members or the group, the above mentioned problems may arise.

One of the things to be considered in the individuals to be selected in the group to be formed is that there is a situation of polarization between the group members in an unfavorable situation in the working area. In this case, the minority effect should not be forgotten. Because sometimes the minority effect becomes so serious that it ends the influence of the majority. It is beneficial to provide training to the notables of the group in order to break the minority influence on this issue.

One of the environmental effects in compliance behavior is face-to-face communication. As I mentioned in the findings section, while the compliance behavior in face-to-face interaction is 65%, this rate decreases at the level of 22% in non-face-to-face communication. For this reason, people who will work at the poles cannot see the units they are connected to face to face for a long time, and after a while they may engage in non-conformity behavior towards their own units. At this point, necessary precautions should be taken.

Although it is a positive thing to have a high sense of being an individual in normal times, in places where there are negative conditions such as polar regions and group work and harmony are important, employees who have this feeling may have problems in adapting to the group, and they can create minority effects and cause problems in adapting people. Experts should also show the necessary sensitivity in this regard.

Since there will be people from different cultures while organizing groups to be formed in the work areas, the difference between collective culture and individualist culture should also be considered in group arrangement. It would be more beneficial to have experts from the same culture in the same groups. Otherwise there will be chaos within the group. It is beneficial for experts to pay attention to this issue.

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