

The Organisation of Knowledge and Information Exchange in Remote Working Conditions in the Opinion of Generation Z

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Abstract: The purpose of this paper is to present the opinions of young people in the area of information exchange in a remote work system. The COVID-19 pandemic has forced companies to make massive use of remote work opportunities. This phenomenon made employers confront all the advantages and disadvantages of this form of work. It also revealed how many problems in terms of work organisation and organisation of information exchange are caused by this form of work. In order to investigate this issue, a study was carried out, the aim of which was to find out about the opinions of young people regarding remote work. The research was conducted in December 2021 on a sample of young people from Generation Z. For the research purposes a Likert scale-based questionnaire was used. The following tests were used for the purpose of the data analysis in the STATISTICA software: the Kruskal-Wallis ANOVA on ranks test, the Mann-Whitney test and the Pearson's chi-square test. The strength of correlations between the variables was evaluated by means of Spearman's rank correlation coefficient. The results of the research reveal the relations in the area of information exchange in remote working conditions, and the preferences and experiences of young people in relation to remote learning and remote work. The COVID-19 pandemic has shown that the organisation of information exchange is an important factor determining the effectiveness of remote work. The expectations of Generation Z in this respect allow for better organisation of the information flow.

Keywords: knowledge, information, remote work, Generation Z

1. Introduction

The management process in each organisation, regardless of its type or objectives, can be characterized by indicating four basic activities: planning, organising, leading and controlling. Management is a process undertaken by one or more people to coordinate the actions of others to achieve results that are not achievable for a person acting alone. It is important to achieve the set goals efficiently and effectively, while efficiency is understood as a favourable ratio of expenditures to results, and effectiveness as the implementation of planned activities, thanks to which the goals are achieved (Ivancevich et al., 1989).

Each organisation uses its resources in the management process. They can generally be divided into four types: human, material, financial, informational. And although all resources are important and necessary for the functioning of the organisation, people are definitely the most important resource. Human resources are all members of the organisation, all employees and their potential, knowledge, experience, skills or talents. Therefore, it is not surprising that nowadays, in addition to the material and financial resources available to the organisation, information resources, i.e. all information and knowledge (both at the organisational and individual level) are listed as key resources. Some of them, such as: computer data, documents, reports, summaries, analyses can be recorded and stored, while others remain primarily at the employees' disposal – in each of their types of memory (Baddeley, 2021).

The degree to which information and knowledge (and thus communication) fill the content of the work differentiates both groups of professions/tasks and groups of employees. In organisations, we distinguish such work processes in which personal relationships are strongly focused, but also those that are not. In some types of work, the exchange of thoughts, opinions, knowledge and even information about the implementation of individual stages of tasks are necessary. In this type of work, language and interaction become a tool with a variable intensity of its direct and indirect use for cooperation. Activities of employees, the manner of precision of their performance, the time of implementation or the level of maintaining communication checking particular stages of the implementation of tasks become an area of employee assessment and building their own image in the eyes of superiors and colleagues (Budnik, 2019, p.20).

The objective of this study is to present fragmentary results of research presenting the opinions of young people in Poland on selected aspects of work organisation with regard to the exchange of knowledge and information in remote type of work.

2. Theoretical background

The issues of work organization and knowledge exchange seem to be particularly important in relation to the issues of remote work, the important dimension of which is information and knowledge exchange. Remote work understood as work performed outside the workplace, usually at home, using an Internet connection with company servers (Nilles, 2003, p. 21) occurred on a mass scale in the organisational reality as a result of the Covid-19 pandemic. Although it should be noted that remote work is also a consequence of: replacing physical work with mental work (due to technological progress), the transition from production as the dominant branch of the economy towards services and, in connection with increasing globalisation, the possibility of performing work in places other than the workplace more and more often.

In the light of research on generational differences, it seems to be a solution created even for Generation Z (Rodriguez et al. 2019; Bencsik et al. 2016; Bencsik and Machova 2016; Goh and Lee 2018; Kirchmayer and Fratricova 2018; Dries et al. 2008, Lazanyi and Bilan 2017; Bejtkovsky 2016; Hejnova 2015), which includes people born after 1995, although some researchers include its representatives born in 1990, and even in 2000 and later. According to mentioned studies the representatives of Generation Y (the generation preceding Gen Z) challenge the knowledge possessed by colleagues representing older generations, the representatives of Generation Z show concerns about contact with older colleagues related primarily to lack of interpersonal skills. Representatives of both generations stress the key role of the supervisor as the person responsible for creating a social work environment, organising work and transferring knowledge and information. At the same time, members of Gen Z exhibit significantly higher expectations for managers, requiring them to behave in the workplace similarly to their parents – that is, not to put pressure on them, to take care of them and to be carers, partners rather than supervisors of the tasks carried out (Toczyska, 2022). They also do not show much willingness to initiate relationships with representatives of older generations in order to acquire knowledge and information necessary to perform tasks that for older employees constitute routine activities.

With regard to the key issue of this paper, i.e. the exchange of knowledge and information, the Universal Encyclopaedia gives the following meaning of the concept of "knowledge": in a narrower sense, knowledge is all reliable information about reality together with the ability to use it. In this sense, knowledge is mainly scientific (although not only); in a broad sense, knowledge is any set of information, beliefs, etc., to which cognitive and/or practical value is attributed. In this sense, knowledge may have nothing to do with science-(Nowa encyklopedia powszechna, 1997, p.733). Data is the basic concept related to knowledge. According to Davenport and Prusak (Davenport and Prusak, 2000, p.2), data only allows for describing what happened, but it does not say anything about it, whether it is good or bad, but are necessary to carry out such an assessment. It has to therefore be said that the data has no inherent meaning. In this study, the information will be understood as a message. In this approach, two elements are important: the sender and the recipient of the message. In this sense, "information as data that makes a difference" (Davenport and Prusak, 2000, p.3). As opposed to data, the information is characterized by relevance and purpose. Following Davenport and Prusak (Davenport and Prusak, 2000, p. 5), it can be stated that knowledge is a shaped set of experiences, values, information referring to the context and knowledge of experts, which is the basis for assessing and acquiring new experiences and information. This process is initiated and takes place in the human minds. In the organisation, knowledge is found not only in documents or special databases, but also in organisational routines, processes, practices and standards.

The two main strategies related to knowledge exchange processes in organisations can be found in the literature. The first is a codification strategy that is based on globalization processes and the inclusion of electronic media in the processes of knowledge management (its collection, storage, sharing and processing of information) and the treatment of these electronic tools as a factor determining the connections between employees and the creation of new social networks (Patrick and Dotsika 2007, pp. 395-406). The second strategy, namely the personification strategy, on the other hand, assumes that (Davenport and Prusak 2000, p. 24):

- • knowledge is born and placed in people's minds;
- • knowledge is exchanged based on the category of trust;
- • new technologies only serve to create behaviours contributing to knowledge exchange;

- • knowledge-sharing processes must be supported and rewarded by the organisation just as behaviours that improve the effectiveness and efficiency of employees;
- • knowledge exchange should be stimulated and developed in many non-typical and unconventional ways.
- According to author, currently, mainly due to social and technical changes, but also changes in the area of the organisation of new business models (e.g. e-commerce), we are observing processes verifying the assumptions existing in the literature regarding the exchange of knowledge and shaping new challenges in this area:
- the importance of individual, informal, tacit knowledge and automation of work processes and codification of organisational knowledge;
- the importance of interpersonal relations and trust for the implementation of knowledge and information exchange processes as well as the transition to remote and hybrid work;
- problems of the society getting older and the threat of permanent loss of unique organisational knowledge;
- the need to capture knowledge of experienced employees in order to pass it on to young employees in the face of high rates of rotation of this group of employees.

Due to the presented circumstances, the following is a valid question: how will the processes of knowledge exchange be implemented in organisations? Knowledge exchange between employees can be analysed on two levels (Słocińska, 2011). The first one focuses on the acquisition and reproduction of knowledge possessed by employees and encoding it in a way allowing its subsequent use by other members of the organisation. The second level focuses on the very processes of knowledge exchange aimed at and resulting with mutual stimulation of creativity and opening up new possibilities for using knowledge, what also entails the creation of new knowledge. Both dimensions of knowledge exchange are important, and they not only occur simultaneously, but in a sense they are dependent on one another. The added value of the knowledge exchange processes, regardless of the intentions of the people stimulating a given process, is the fact that they cause the transformation, development and evolution of all participants of the exchange processes (employees) and, in extension, also the development and evolution of the organisation (Miś 2005, pp. 43-56). This is because people do not acquire knowledge passively, but they interpret, experience and adapt it to their own situation and perspective (Nonaka, Takeuchi 2000, p. 33). Therefore, it should not be surprising that the issue described here is analysed by both theoreticians and management practitioners in the context of shaping organisational effectiveness and personnel management.

An important problem observed in the processes of knowledge exchange, especially with regard to remote work, is the transformation of the tacit knowledge (also implicit knowledge) into explicit knowledge (often of a formal nature) available to other employees (Albrychiewicz-Słocińska, 2020; Czarnecka, Słocińska, 2010, pp. 287-296). Ways to stimulate the transformation of tacit knowledge into explicit knowledge depend on the knowledge management strategy adopted by the organisation. We are talking about the personalisation and codification (Albrychiewicz-Słocińska, 2021) strategy which reflect certain philosophies regarding the perception of the processes of knowledge exchange between employees.

Regardless of the knowledge management strategy adopted, two years of experience related to remote work on a mass scale and Generation Z entering the labour market proved that the exchange of knowledge is conditioned (Słocińska, 2013):

- creating an appropriate work environment (in the physical and social dimension), which influences establishing contacts, including intergenerational contacts;
- developing an organisational language which, on the one hand, is so imprecise (comparisons, labels, analogies, metaphors) that it enables the expression of tacit knowledge, on the other hand, is understandable to other members of the organisation and is adjusted to their interpersonal skills;
- creating an atmosphere of freedom, openness and trust in presenting ideas, which are especially important for the representatives of Generation Z;
- establishing communication nodes where the exchange of knowledge takes place and where it is most available (locating knowledge "librarians" (Słocińska, 2011), which means, entities with not only specific knowledge, but also those who know ("who may know") or who are oriented on where the section of knowledge necessary to solve a specific problem or task performance, beyond the available explicit

knowledge); for Gen Z it is particularly important as it allows them to be guided through the meanders of the organisational network.

3. Methodology

The research results presented in the study constitute a part of a quantitative survey conducted among young people (Generation Z and Generation Y) at the turn of 2021. The key problem of the research project related to the impact of the remote learning experiences on the preferences in the area of remote work among young people in terms of selected aspects: employee relations, knowledge, development and learning, motivation, communication, teamwork, creativity, work organisation and work-life balance.

The study presents a fragment of the research results on selected aspects of work organisation in relation to the exchange of knowledge and information in remote work.

The survey was conducted with the use of quantitative research methods which use the survey technique. The technique was chosen because of the possibility of a direct contact with the respondent. The study covered young people (representatives of Generation Z and Generation Y) being students of various fields of study, coming from the Silesian Voivodeship, because due to the acquired professional competences this social group it may perform professional tasks in the form of remote or hybrid work in the future.

The research tool used was a standardised questionnaire consisting of closed questions and statements. The 5-point Likert scale was used for the responses, which enables the relative intensity of the various responses to be determined (Babbie, 2004, p.192). The established and specified conditions allow for a reliable and quick analysis of the collected material, their uniformity and ease of preparation (Churchill, 2002, p. 309). The research tool (the questionnaire) is a proprietary tool and was formulated by the members of the research team - the employees of the Department of Applied Sociology and Human Resource Management, the Faculty of Management, the Czestochowa University of Technology.

STATISTICA software was used in the process of compiling the research results. To assess the significance of differences in the analysed variables, non-parametric tests were used: Mann-Whitney U test (UMW), Kruskal-Wallis ANOVA (AKW) test, Chi-square test. The obtained statistics were analysed using the publication by A. Stanisz (2006, pp.369-391). Spearman's rank correlation coefficient was used to assess the strength of correlations occurring between variables.

For the purposes of analysing the results of the study, a number of statistical hypotheses was adopted regarding the occurrence of significant differences in the respondents' statements due to their characteristics and experience in the field of work, remote learning and remote work. It was assumed that H0 is the hypothesis where there are no differences due to the grouping variable, while H1 is an alternative hypothesis about the occurrence of such differences. These hypotheses were verified by means of the aforementioned statistical tests which allowed for the rejection of the null hypothesis about the lack of significant differences and the adoption of an alternative hypothesis about the existence of significance of differences. The study presents the relationships verified with statistical tests, which authorize to draw conclusions about the regularities in the studied group.

4. Tests results

226 students participated in the study. The structure of respondents due to: age (1); gender (2), having remote learning experience (3), having professional experience (4), having professional experience in remote work (5) and the preferred form of work (6) is presented in Table 1.

Table 1: Characteristics of respondents

Independent variables	Share
1. age*	
Generation Z (1990)	89.82
Others	10.18
Total	100.00
2. gender	
Female	50.44
Male	48.23

Independent variables	Share
N/A	1.33
3. having remote learning experience	
Yes	86.72
No	12.83
N/A	0.45
4. having work experience	
Yes	86.28
No	13.27
N/A	0.45
5. having professional experience in remote work	
Yes	48.67
No	50.88
N/A	0.45
6. preferred form of work in the future	
At the workplace	35.40
Remote	12.39
Hybrid	50.00
N/A	2.21

* year of birth 1990

Source: research results

Because the most common division into generations present in the literature indicates 1995 or 1990 as the one from which one may discuss Generation Z in the analysis of the research results, it was assumed that Gen Z is the dominant population in the studied group. Due to the fact that the statistical tests did not reveal statistically significant differences in the opinions of representatives of Gen Z and other respondents regarding the analysed issues, the description and analysis of the research results will present comprehensive results without distinguishing between Generation Z and the older Generation Y respondents. Surprisingly, the lack of relationships with age was also noted in relation to the preferred form of work (Table 2). Only in relation to the division into generations, adopting 2000 as the first year of Generation Z, one of the tests (Chi-square NW) allows to reject the null hypothesis relating to the lack of differences. However, this is not an unambiguous regularity.

Table 2: Age and preferred form of work.

Remote work	Born in 1990 and later %	Born in 1995 and later %	Born in 2000 and later %
NW Chi-2	p = 0.09956 ($\alpha = 0.05$) Ch-2 = 6.26 df=3	p = 0.39911 ($\alpha = 0.05$) Ch-2 = 2.95 df=3	p = 0.04021 ($\alpha = 0.05$) Ch-2 = 8.30 df=3
Pearson's Chi-2	p = 0.09885 ($\alpha = 0.05$) Ch-2 = 6.28 df=3	p = 0.38769 ($\alpha = 0.05$) Ch-2 = 3.03 df=3	p = 0.05465 ($\alpha = 0.05$) Ch-2 = 7.62 df=3

Source: research results

In relation to the issue analysed in the study, a group of five indicators was selected, which represent the respondents' opinions on selected aspects of information and knowledge exchange (table 3):

1. remote work is complicated/complex;
2. it allows for flexible time management;
3. it allows for faster implementation of tasks;
4. it enforces the necessity to organise own work;
5. it allows to work without direct supervision/control.
6. It allows to take on additional work
7. It makes it difficult for newly employed workers to adapt to work;
8. It allows to efficiently settle tasks.

Table 3: Percentages of answers in the area of knowledge exchange.

Responses	%							
	A	B	C	D	E	F	G	H
N/A	4.87	4.87	4.87	3.98	4.42	4.42	3.98	5.31
1	17.26	3.54	4.42	0.88	1.33	5.31	7.52	5.31

Responses	%							
	A	B	C	D	E	F	G	H
2	19.47	7.52	11.06	6.19	6.19	6.64	7.08	10.62
3	28.32	9.29	27.43	13.27	17.26	21.68	22.57	29.65
4	17.26	34.96	31.86	37.17	33.63	31.42	27.43	29.65
5	12.83	39.82	20.35	38.50	37.17	30.53	31.42	19.47
total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

1 - strongly disagree; 2 - mostly disagree; 3 - neither agree nor disagree; 4 - mostly agree; 5 - strongly agree.

Source: research results

Regarding the issue of the complexity of working remotely, a comparable percentage of respondents agreed with this statement vs. they did not agree with it. An important group of nearly 30% were people who could not clearly determine their opinions. In relation to the statement that remote work allows for flexible management of time, the vast majority of respondents (more than 70%) agreed with such perception of the advantages of remote work. In relation to the statement that remote work also allows for faster completion of tasks, also most of the respondents (although this time only slightly over 52%) were of this opinion, while over 27% were unable to comment on this issue. Definitely more optimistic statements were observed in relation to the claim that remote work forces the need to organise own work. Again, over 70% of respondents expressed such an opinion. A similar percentage of respondents believe that this form of work allows for performing tasks without direct supervision/control, although in this respect a slightly higher percentage of respondents (over 17%) cannot clearly determine their opinions. The opinions of the respondents regarding the statement that remote work allows for taking up additional work are even more conservative in this respect. A similar percentage of respondents (about 60%) agree with the statement that remote work makes it difficult for new employees to adapt to work. It is interesting to see the structure of the respondents' indications showing that 50% of respondents believe that remote work allows for efficient settlement of tasks and at the same time nearly 30% of respondents cannot express their opinion on the analysed issue.

The presented indicators were analysed in terms of the differentiation of the respondents' statements with regard to independent variables. To assess the significance of the differences in the analysed variables, the Kruskal-Wallis ANOVA (AKW) and the Mann-Whitney U test (UMW) were used. The distribution of the results is presented in Table 4 - the table shows only statistically significant differences allowing for the rejection of the null hypothesis.

Table 4: The ANOVA Kruskal-Wallis test for independent variables and selected indicators

Independent variables AKW and UMW test at the accepted level of significance ($\alpha = 0.05$)	Analysed indicators							
	A	B	C	D	E	F	G	H
1.	-	-	-	-	-	-	-	-
2.	-	p = 0.0191	p = 0.0233	-	-	-	-	-
3.	-	-	-	-		p =.0398	-	-
4.	-	-	-	-	-	-	-	-
5.	-	-	-	-		-		
6.	p =.0259	p =.0435	p =.0003	-	-	-	-	p =.0009

Source: research result

The most differentiating variable in the respondents' responses was the preferred form of work in the future, gender and remote learning experience. Analysis of bipartite tables revealed the following regularities confirmed by tests:

- women were much more likely than the surveyed men (over 80% of the surveyed women and about 64% of the surveyed men) to agree with the statement that remote work allows for flexible time management and that it allows for faster implementation of tasks (about 55% of women and 46% of men);

- people with remote learning experience (about 65% of this group) were more likely to agree that remote work allows you to take up additional work, than people without such experience (38%);
- among those who prefer remote work in the future, the largest percentage (nearly 70%) believe that remote work is neither complicated nor complex, at the same time in the group of people who prefer stationary work, nearly 40% are of the opposite opinion;
- among people declaring stationary work in the future, the largest percentage (nearly 19%) of respondents from this group do not agree with the fact that remote work allows for flexible time management, while 65% of people from this group are of the opposite opinion, among people declaring their willingness to work remotely in the future, this ratio looks as follows 0% to nearly 90%; in the group of people who prefer hybrid work, the distribution is significantly more diverse, although positive opinions prevail in the discussed area (about 78%);
- when it comes to the opinion that remote work allows for faster implementation of tasks, the distribution of responses in relation to the forms of work in the future was as follows: about 40% of affirmative statements in the group preferring stationary work; about 53% in the group preferring hybrid work and 82% of the group preferring remote work;
- from the group of people who prefer remote work, the largest percentage agrees with the opinion that remote work allows for efficient settlement of tasks, in the group of people preferring hybrid work this percentage was about 52% and in the group preferring remote work - 36%.

At the same time, the results of the study indicate that the preferred form of work in the future was more influenced by the experience of remote work (NW Chi-square ($p = 0.0036$), ($\alpha = 0.05$); Pearson's Chi-square ($p = 0$), ($\alpha = 0.05$)) than the remote learning experience (NW Chi-square ($p = 0.06292$), ($\alpha = 0.05$); Pearson's chi-square ($p = 0$), ($\alpha = 0.05$)).

In the analysed area, attempts were also made to observe regularities related to the recognition of differences between information and knowledge by the respondents (Table 5).

Table 5: Spearman's rank order correlation for selected variables at $p < 0.001$

Remote work	It favours the exchange of knowledge	It enables quick exchange of information	It makes it difficult to understand the information transmitted	It leads to information overload	It makes it difficult to assess the veracity of information
A			0.2672	0.3007	0.2915
B					
C	0.2353				
D					
E					
F					
G				0.2648	
H	0.3358	0.2760			

Source: research results

When examining the results of the correlation of the Spearman's rank order between the indicators, it was noted that the respondents who indicated that remote work contributed to the exchange of knowledge were also convinced that it was a form of work that allowed to complete tasks and their settlement faster. Positive opinions on the impact of remote work on the speed of information exchange correlated with opinions that remote work allows for efficient settlement of tasks. Respondents convinced that remote work makes it difficult to understand the information provided at the same time believed that remote work is complicated and complex. Indications regarding affirmative opinions that remote work leads to overloading of information were most often met with positive claims about the complexity of remote work and the problems that this form of work creates for newly hired employees. On the other hand, affirmative indications regarding the opinion that remote work makes it difficult to assess the authenticity of the information received were met with affirmative opinions on the complexity of remote work.

5. Limitations

When analysing the research results, it should be noted that certain limitations have to be taken into account. First of all, the study is a pilot study, and therefore does not present the opinion of a representative sample of the surveyed population in Poland, narrowing it down only to those residing in the Silesia Voivodeship. Secondly, as in other studies relating to Generation Z, the use of year-of-birth criteria is still disputed. Thirdly, due to its pilot nature, the study covered many different areas of employees' functioning at work, and finally, in the area of the problem covered by the subject of this study, the drawn conclusions are an indirect result of the respondents' opinions in areas closely related to the analysed problem. Despite the aforementioned limitations, the presented research results provide an insight into the analysed issue and point to some interesting dependencies.

Due to the fact that as a result of the COVID-19 pandemic (2020, 2021), young people around the world experienced a mass transition to the mode of learning and remote work, the consequences of this phenomenon are only subject to research processes now. Therefore, there are no comparative research results in this area, and the results before the pandemic seem to be inadequate because remote work before this period was treated as a form of reward, an additional benefit for employees and not as the basic form of providing work even work that was not very complicated.

6. Discussion

The most interesting observations resulting from the analysis of the research results regard a relatively positive opinion in the area of work organisation in selected aspects of remote work. The opinions of women who emphasize the beneficial impact of remote work on the work-life balance are also interesting. It is somewhat surprising that the perception of knowledge and information exchange in the area of work organization was much greater than the experience of remote learning from the remote work experience. This also means that among the Gen Z respondents, despite their young age and the first steps in the professional sphere, so many of them faced the performance of duties and tasks in a remote form. It also seems that this experience has shaped the image of remote work as a complex and complicated work among the respondents (this may also apply to the very specificity of work – participation in projects, teamwork, multi-faceted work). The more difficult in its complexity the work is, the more negative opinions of the respondents in terms of the quality and amount of information exchanged will be. The results of the research also indicated the problem of information overload in relation to newly employed employees, who are obliged to conduct independent inquiries in the scope of performed tasks, shaping the rules of their own work organisation and self-motivation in remote work. The lack of direct contact with colleagues is a barrier to the process of social and occupational adaptation. It is also interesting to note the regularity in the light of which positive opinions on the impact of remote work on the exchange of knowledge and information correlate with positive opinions on the efficient settlement of tasks in remote work. Undoubtedly, this should be combined with feedback on the tasks performed, which in this form of work occurs quickly and efficiently, although it depends on the manager. It is also a signal that in the extra-coordinated working conditions during the pandemic, many employers quickly acquired knowledge about the problems and challenges associated with remote work and tried to eliminate errors and prevent the negative effects (both organisational and psychosocial) of isolation from the work environment.

7. Conclusions

When analysing the literature guidelines in the area of work environment organisation and work processes, to encourage the exchange of knowledge and information, it should be noted that they are consistent with the guidelines for the organisation of remote work processes. In both cases, the role of relationships in the workplace is emphasized, creating specific working conditions and maintaining communication processes with particular emphasis on feedback. It seems that the most important fact in the conclusions drawn from the analysed research is the one that despite the generally positive assessment of remote work and the aspects of knowledge and information exchange in this form of work, such a large part of the respondents (50%) indicated hybrid work as the preferred one in the future. It seems that respondents during the pandemic period had the opportunity to confront their own ideas in the area of remote work (which seems to be an ideal form for the representatives of Gen Z) with its realities and indicate hybrid work as the one that combines the benefits of remote work and stationary work while eliminating their disadvantages. There are no doubts that the issue discussed in the study is interesting and deserves in-depth research in the future.

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