

CONDITIONS OF EMPLOYEES RELATIONS IN A REMOTE WORKING MODE IN ENTERPRISES IN POLAND

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Purpose: The research objective of the article is to explore the determinants of the relationship of exchange of knowledge, experience and support, among employees within and outside teams, as well as with superiors, taking into account the area of feelings and emotions accompanying remote and hybrid work.

Methodology: The research question posed were: Do positive emotions and feelings in interactions correlate with the willingness to share knowledge resources and experience and readiness to help colleagues (and their frequency)? A nationwide survey was conducted using the method CATI. The hypotheses were tested with Spearman's rank correlation coefficient.

Findings: The hypothesis was confirmed that employees who more frequently experience positive emotions and feelings that accompany interactions more willingly share the experience with co-workers. In the case of knowledge sharing, the hypothesis was only partially confirmed. The assumption that the employees who more frequently experience positive emotions and feelings more willingly provide assistance to co-workers was found to be untrue. What was confirmed was that the employees who more frequently experience positive emotions and feelings that accompany interactions more frequently share knowledge and experience, and more frequently to provide assistance to co-workers.

Research limitations: Measurement of the scale of feelings and emotions based on declarations is fraught with subjectivity. It would be valuable to deepen the research using the interview technique. Further research would be required to explain the positive correlations for variables that represent negative feelings and emotions. The results of the survey are subject to the socio-cultural conditions. The research results obtained should not be extrapolated to the companies operating in other countries.

Value: Introduction of variable feelings and emotions helps to understand their relationship to the sharing of the knowledge and experience resources among employees. Diagnosing how the psychosocial sphere is reflected in exchange attitudes can provide hints as to which elements of the relationship area are worth undergoing targeted changes, what methods and tools for improving psychosocial working conditions will foster positive relationships among employees within and outside of their teams, as well as with superiors.

Keywords: emotions in employee interactions, remote and hybrid work, sharing knowledge and experience

Category of the paper: research paper.

1. Introduction

Due to the social nature of human beings, our efficiency in daily functioning is greatly influenced by the quality of the social networks we create as individuals and collectives. Networks in this view are synonymous with relationships with others. The strength of the relationship's impact on individuals depends on the strength of the ties of its participants (Granovetter, 1973). Labor relations reflect the dynamics of interaction among co-workers and employees and their employers. They include aspects such as communication (Jämsen et al., 2022), cooperation, exchange of knowledge and experience, trust, but also conflict resolution. Good employee relations influence employee engagement, satisfaction and effectiveness (Fay, Kline, 2011, Alegre et al., 2016) and the desire to stay with the organization for the long term (Regts, Molleman, 2013). Conversely, rudeness from co-workers causes emotional exhaustion and reduces job satisfaction (Hur et al., 2015). The quality of the relationship among subordinates and superiors is positively correlated to the quantity and quality of information provided by superiors. Such a relationship is also true with regard to the quality of information exchanged among co-workers when their relationships are amicable (Sias, 2005). Employee relations are an organization's capital (most often referred to as social capital), which in its dynamics transforms into other forms of capital, such as knowledge capital (Kukowska, Skolik, 2013). It is mainly this fact that makes the topic of relationships constantly relevant and attractive to management sciences and economics. Diagnosing the state and quality of relationships is a fundamental element of the human resources management system.

When the global pandemic rapidly accelerated changes in the organization of work, companies and other organizations could not foresee all the consequences that the modification of the mode of work to remote would bring. For many employees, the remote form of execution of obligations was a new, often forced, experience (Kniffin et al., 2021, Kowal et al., 2020). Currently, from the perspective of the well-established experiences of both employees and managers, it is possible to recognize and diagnose on a much broader scale how remote working conditions affect individual employees, relationships in teams, relationships with other employees and managers.

The research objective of the article is to explore the determinants of labor relations taking into account the area of feelings and emotions accompanying the processes of interacting with the co-workers with remote and hybrid work experience. The emotions felt in the process of communication with others shape relationships, consequently building various qualities of the social networks which are carriers of knowledge capital. The research question posed were: Do positive emotions and feelings in interactions correlate with the willingness to share knowledge resources and experience and readiness to help colleagues and their frequency?

2. Literature review

Intensification of the transformation of working conditions during the global pandemic resulted in intensification of the research work on the determinants of remote work. The content of many studies has been the impact of digitization of work on employees' social and mental processes, their physical condition and efficiency. Costin et al. (2023) conducted a meta-analysis of studies on remote work during the global pandemic, thus summarizing a number of remote work-related phenomena on people's subtle sense of well-being:

- an increase in technological exhaustion,
- deterioration of well-being, contributing to occupational burnout,
- anxiety and fatigue lowering employees' effectiveness and productivity,
- exhaustion resulting in mental health problems and thus lower productivity,
- the impact of chronic stress on work quality and personal relationships,
- reduced ties with the organization and co-workers, leading to a sense of isolation,
- the impact of loneliness in the workplace on health, job satisfaction and productivity,
- difficulties in reconciling private life with work,
- increased tension leading to emotional exhaustion due to poor support from the organization.

The difficulties reported by employees doing online work also included: the need for contact and integration with people; the inability to deal with urgent matters quickly; self-discipline, organization of work time and motivation, but also the inability to perform duties remotely, delays in information exchange processes and difficulties with sharing knowledge (Albrychiewicz-Słocińska, 2021). By depleting opportunities to meet the social needs which are naturally fulfilled in the traditional work process, employees run the risk of feeling lonely, can impede satisfying interactions with co-workers, limit smooth communication and reduce productivity (Waizenegger et al., 2020). Feeling lonely in the workplace indicates the need to form satisfying relationships (Wright, Silard, 2020). Subjective feelings of loneliness have been shown to have a negative impact on employee engagement and job performance (Anand and Mishra, 2021; Ozelik et al., 2020). Remote work often limits employees' engagement in social relationships, due to the need to split work duties performed at home and family life responsibilities. Employees exhaust their energy, thereby impoverishing social relations and limiting engagement in social exchanges (Walz et al., 2024). The results of research on blurring the boundaries of family life and work responsibilities in the process of remote work revealed that the negative consequences of the work-life imbalance are experienced more by those without children. Greater isolation and lack of emotional support particularly affect those living alone (Kangas et al., 2023). Among others, the weakening of the social ties of employees doing remote work has been demonstrated (Chen, Eyoun, 2021; Shipman et al., 2021; Shockley et al., 2021).

The difficulty of obtaining benefits from a working relationship even when only a portion of employees work remotely, was pointed out more than 20 years ago (Cooper, Kurland, 2002). By measuring the level of team integration by the frequency of employee interactions, it has been shown that the higher the level of team integration, the higher the productivity (Pinker, 2015). Unlike spontaneous interactions triggered in a jointly occupied workspace, remote task completion imposes certain limitations on people's access to free contact. In coordination of tasks and effective implementation of the work process, an important role is played by the exchange of information, knowledge, experience and mutual assistance among participants in the organization. When communication is based primarily on technology, interaction is more fraught with difficulties in coordinating tasks and with the risk of conflict (Mortensen, Hinds, 2001). Sharing knowledge, reflecting on and interpreting its content for implementation in tasks, are determinants of team learning (Argote et al., 2001). Cooper and Kurland (2002) discovered, among others, that people working remotely lose the opportunity for organizational learning. Also, the study by Jämsen et al. (2022) indicated limitations in using the knowledge and support of others. Team learning is necessary to maintain the quality of results and develop the organization. A link among team learning and emotions has been demonstrated (Mulder, 2022). As co-workers interact, they engage in a variety of activities while succumbing to the influence of their emotional states, which over time can promote or hinder team learning (Decuyper et al., 2010). Watzek et al. (2022) studied the dynamics and complexity of emotions and team learning activities among teams of teachers and showed that the more they experienced positive emotions, the more often they shared knowledge. In contrast, for example, when annoyance, disappointment or possessiveness was shown, it made it difficult to share information. Remote working can negatively affect well-being and cause negative emotions (Charalampous et al., 2018). The distance characteristic of remote work can exacerbate introversion tendencies, which results in decreased positive emotions (Margolis, Lyubomirsky, 2020).

The practice of employee participation in decision-making increases job satisfaction and social-emotional well-being, reducing job burnout. Ongoing virtual social interactions, emotional team support, and time management, can improve health, creativity, job satisfaction, engagement, and productivity (Costin et al., 2023). Supporting employees to experience e-work, can improve employee resources and effectiveness in dealing with work stress (Taser et al., 2022). Caring for the well-being of employees prompts the use of methods that would be based on the involvement, interaction and co-responsibility of employees for the implementation of assigned tasks (Albrychiewicz-Słocińska, 2021). Organizations should enable the perpetuation of emotional ties among co-workers, creating conditions for interactions beyond the performance of job duties (Kniffin et al., 2021). Even occasional face-to-face meetings with co-workers affect job satisfaction (Nurmi, Hinds, 2020).

3. Methodology

The results of the research work presented in this article are part of the project: “Social Capital and Knowledge Sharing in the Modern Organization”. The nationwide survey was conducted in December 2022. The survey included companies with more than 50 employees, selected by simple random sampling (confidence interval: 95; error rate α 4%) from the REGON database of Polish enterprises. An attempt was made to conduct 1,532 surveys using the computer-assisted CATI technique. In the end, 575 correctly completed questionnaires were received.

Table 1.
Hypotheses and Variable Designations

H1: The employees who more frequently experience positive emotions and feelings that accompany interactions more willingly share their knowledge with co-workers.
H2: The employees who more frequently experience positive emotions and feelings that accompany interactions more willingly share the experience with co-workers.
H3: The employees who more frequently experience positive emotions and feelings that accompany interactions more willingly assist their co-workers.
Category of variables: willingness to share one's knowledge and experience, willingness to help
V1 – Willingness to share knowledge with teammates
V2 – Willingness to share experience with teammates
V3 – Willingness to help new teammates
V4 – Willingness to share knowledge with employees outside the team
V5 – Willingness to share work experience with employees outside the team
V6 – Willingness to help new, less experienced employees from outside the team
H4: The employees who more frequently experience positive emotions and feelings that accompany interactions more frequently share their knowledge with co-workers.
H5: The employees who more frequently experience positive emotions and feelings that accompany interactions more frequently share their experience with co-workers.
H6: The employees who more frequently experience positive emotions and feelings that accompany interactions more frequently assist their co-workers.
Category of variables: frequency of sharing one's knowledge and experience, and of helping newcomers
V7 – Frequency of sharing knowledge with teammates
V8 – Frequency of sharing experience with teammates
V9 – Frequency of providing assistance to new members of the team
V10 – Frequency of sharing knowledge with employees outside the team
V11 – Frequency of sharing experience with employees outside the team
V12 – Frequency of providing assistance to new employees outside the team

Source: Own study.

The research objective presented in this article was to identify how social relationships are formed among employees with remote work experience in their current workplace.

The selection criterion set reduced the number of surveys analyzed to 148. Table 1 shows the hypotheses assumed and some of the variables analyzed, the presentation of which in the following section required symbolic representation. The emotion and feeling variables

are summarized in Table 2, which presents the results of the measured relationships. Spearman's rank correlation coefficient was used for verifying the hypotheses. The use of this measure for analysis was supported by the ordinal indices of the variables, the non-linear relationship among them, the robustness to outliers, and the lack of a requirement for a normal distribution (Szajt, 2014, pp. 82-83). The general direction of the relationship among the variables was examined (symbolically represented by arrows: positive ↑ and negative ↓).

Table 2.
Correlation of categories of variables

3) Emotions and feelings that accompany interactions *	1) Willingness to share one's knowledge and experience and to help												2) Frequency of sharing one's knowledge and experience and helping											
	1		2		3		4		5		6		7		8		9		10		11		12	
	r	s	r	s	r	s	r	s	r	s	r	s	r	s	r	s	r	s	r	s	r	s	r	s
Contentment	-	↑	-	-	-	-	-	-	-	↑	-	-	↑	↑	-	-	-	-	-	↑	-	↑	↑	↑
Satisfaction	-	↑	-	-	-	-	-	-	-	-	-	-	↑	↑	-	-	-	-	↑	↑	↑	↑	↑	↑
Kindness	-	↑	-	-	-	-	-	-	-	-	-	-	↑	-	-	-	-	-	-	↑	-	↑	-	-
Sense of community	-	↑	-	↑	-	-	-	-	↑	-	-	-	-	-	-	-	-	↑	-	↑	-	↑	-	-
Sense of support	-	-	-	↑	-	-	-	-	↑	-	-	-	↑	-	-	-	-	↑	-	↑	-	↑	-	-
Interest	↑	-	-	-	-	-	-	-	-	-	-	-	↑	-	-	-	-	↑	-	↑	-	↑	-	-
Enthusiasm	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Relaxation	-	-	-	-	-	-	-	-	-	-	-	-	-	↑	↑	-	-	-	-	↑	-	↑	-	↑
Trust	-	-	-	-	-	-	-	-	↑	-	-	-	-	↑	-	-	-	-	-	↑	-	↑	-	↑
Sadness/despondency	-	-	-	-	-	-	-	-	↓	-	-	-	↓	-	-	-	-	-	↓	-	↓	-	↓	-
Isolation/loneliness	-	-	-	-	-	-	-	-	-	-	-	-	↓	↓	-	-	-	-	↓	↓	↓	↓	-	↓
Anxiety	-	-	-	-	-	-	-	-	-	-	-	-	↓	-	-	-	-	-	↓	-	-	-	-	↓
Disappointment	-	-	-	-	-	-	-	-	-	-	-	-	↓	-	-	↓	-	-	↓	-	-	↓	-	-
Frustration	-	-	-	-	↑	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	↓	-	-	-
Discouragement	-	-	-	-	↑	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Anger	-	-	-	-	↑	-	↑	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shyness	-	-	-	-	↑	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jealousy/envy	-	-	-	-	-	-	-	-	-	-	-	-	↓	-	-	-	-	-	↓	↓	-	-	↓	-
Sense of being	-	-	-	-	-	-	-	-	-	-	-	-	-	-	↑	-	-	-	↓	-	↓	-	↓	↓

Note: * 3) frequency of the emotions and feelings that usually accompany contacts in the case of remote work (r) vs. on-site work (s) for N=148, p<0.05.

Source: Own study.

4. Study results

The study differentiates between knowledge and experience resources that can be exchanged among employees.

In the context of management and the work environment, knowledge can be a resource for both the employee and the organization. By design, it is acquired by the entity mainly from external sources. In organizations, knowledge is subject to management, which involves its collection, storage, sharing and practical use (Huysman, de Wit, 2013). Experience is a personal, individualized resource, grounded in a certain amount of hardship that the individual has had to endure. Experience leads to development of skills, meaning they are acquired through subjective and objective human experiences (Massimini, Delle Fave, 2000).

Table 2 shows the correlations among the emotions and feelings that typically accompany respondents' interactions with both the closer and more distant co-workers within their company. Two social contexts of the communication process are presented here: 1) remote and hybrid work and 2) on-site work.

4.1. Emotions and feelings that accompany contacts with employees vs. willingness to share knowledge and experience (verifying H1-H3)

A statistically significant positive correlation was confirmed between interest during remote work interactions and willingness to share knowledge with close co-workers (V1). In the case of stationary work, an increase in V1 correlates with the increase in the frequency of the following feelings and emotions: contentment, satisfaction, kindness and sense of community. The positive correlation for the willingness to share one's experience with teammates (V2) is found only for a sense of community and support during stationary work. The increase in willingness to help new teammates (V3) correlates with the increase in frustration, discouragement, anger and shyness. However, this relationship only appears in remote work. In contrast, when the willingness to help involves people outside the team (V6), neither remote nor stationary work showed any correlation with the variables of emotions and feelings. The greater the willingness to share knowledge with employees outside the team (V4) when working remotely, the more often people feel angry. The willingness to share work experience with employees outside the team (V5) correlates positively with a sense of community, confidence and support in remote work. In contrast, it negatively correlates with sadness (despondency). Thus, the less often this negative emotion occurs, the willingness to share the experience with more distant company employees increases. When contentment is experienced more often during stationary work, the willingness to share work experience with employees outside the team also increases (V5).

From the pool of variables related to feelings and emotions examined, positive correlations were shown with five positive feelings and emotions and one negative emotion in the context of the willingness to share knowledge. The interdependence of the variables was mostly related to stationary work with close co-workers. H1 has been verified in part.

The willingness to share experiences was positively correlated with four positive emotions and one negative emotion, where the correlation was negative. The relationships among the variables mostly related to the situation of doing remote work in contact with employees from outside the team. H2 has been verified positively.

No relationship was shown among any positive emotion and the willingness to help less experienced employees. In contrast, there was a negative correlation with four negative emotions when work was done remotely and involved new members in the employee's team. H3 has not been confirmed.

4.2. Emotions and feelings that accompany contacts with employees vs. frequency of sharing knowledge and experience (verifying H4-H6)

Statistical analysis of the frequency of sharing one's knowledge and experience with employees on and off the team and the frequency of experiencing positive and negative feelings and emotions, confirmed a number of statistically significant correlations among the variables. For the frequency of sharing knowledge with teammates (V7) in remote work, positive relationships were found among: contentment, satisfaction, kindness, feeling of being supported and interest, and negative relationships among: sadness (despondency), isolation (loneliness) and jealousy (envy). The variable of: the frequency of sharing experience with teammates (V8), demonstrated significant relationships with only two variables of feelings and emotions. A positive correlation was confirmed for the feeling of relaxation and remote work. In stationary work, there was also a positive correlation, but with the negative feeling of being overwhelmed. So, as the frequency of feeling overwhelmed increases, so does V8. The implication here is that sharing the experience more often with close employees in face-to-face interactions is motivated by a negative feeling of being overwhelmed, which is associated with being overloaded from an excess of responsibilities or with difficulty in fulfilling them. The variable of frequency of helping new teammates (Zm9) shows a statistically significant correlation with only one variable, and only when working remotely. The relationship shown is negative and relates to the feeling of disappointment. So, there is a correlation between an increase in the frequency of helping new teammates and a decrease in the frequency of feeling disappointed. The frequency of sharing knowledge and experience with employees outside the team showed significantly more statistically significant correlations than with closest co-workers.

For sharing knowledge (V10) in remote work, a positive relationship was confirmed with the following variables: satisfaction, sense of community and support, interest. In contrast, a negative relationship was shown among sadness (despondency), isolation (loneliness) and jealousy. V10 in stationary mode shows a statistically significant positive correlation with the variables of contentment, satisfaction, relaxation and trust. A negative relationship in the stationary mode was confirmed for the variables of isolation (loneliness), anxiety, disappointment, jealousy (envy) and feeling of being overwhelmed. A statistically significant positive correlation was confirmed with the variable of frequency of sharing experience with employees

outside the team (V11) and the variables of satisfaction, kindness, sense of community and support and interest, and the negative correlations of sadness (despondency) and isolation (loneliness). The above results of the statistical analysis were for remote work. In contrast, in on-site work, V11 correlated with the variables of contentment, satisfaction, relaxation, confidence, isolation (loneliness), frustration and the feeling of being overwhelmed. For the positive feelings and emotions, the relationship shown was positive, and for the negative feelings and emotions, it was negative. The frequency of helping new employees outside the team (V12) proved to be a variable for which many correlations exist with feelings and emotions evoked in interactions with employees. For the remote work mode, a positive correlation was shown for: contentment, satisfaction, kindness, sense of community and support, and interest. In turn, a negative correlation was also confirmed – the higher the V12 concordance, the lower the frequency of feeling sadness (despondency), disappointment and jealousy (envy). For stationary work, a statistically significant correlation was confirmed among V12 and the following variables: contentment, satisfaction relaxation, confidence, isolation (loneliness), anxiety and the feeling of being overwhelmed. The relationship of V12 with positive emotions and feelings was positive, while it was negative with the negative ones.

A positive correlation was found between eight positive emotions and feelings accompanying interactions and the frequency of sharing knowledge. Negative correlations occurred for six negative feelings and emotions. Stationary work in contacts with both co-workers on and off the team demonstrated the same positive feelings and emotions related to the frequency of exchange of knowledge. In the case of remote work, the examination of relationships demonstrated the same negative feelings and emotions in contacts with the team and outside the team. H4 has been verified positively.

The variable of frequency of sharing experience with co-workers outside the team in relation to the variables of feelings and emotions, confirmed H5. Positive correlations were found with eight positive feelings and emotions, and negative correlations with four negative ones. What is more, it was the work with people outside the team, regardless of its mode, that showed numerous interdependencies among the variables. The variable of frequency of sharing experience with teammates showed a positive relationship with only two feelings.

For the variable of frequency of helping new teammates, only one relationship was shown, which was negative and concerned the feeling of disappointment. Less disappointment is accompanied by an increase in the frequency of helping newcomers. In contrast, as many as fourteen correlations have been shown with the variable of frequency of helping new co-workers outside the team. For the variables of emotions and positive feelings, the correlations were positive, and for negative emotions, the correlations were negative. H6 has been verified positively.

5. Discussion and research limitations

The exchange of knowledge and experience resources and the provision of help among closest co-workers and further employees while working in remote, hybrid or stationary mode, was found to be correlated with 12 variables of feelings and emotions (7 positive and 5 negative ones). As for the frequency of exchange of these resources, an interrelation was shown for 15 variables of feelings and emotions (8 positive and 7 negative ones). Therefore, it can be concluded that the sentiment and emotion variables adopted for the study were properly selected. No interdependence with any of the variables was shown only for enthusiasm. However, further research would be required to explain the positive correlations for variables that represent negative feelings and emotions. An increase in the frequency of feeling frustration, discouragement, anger and shyness when working remotely or in hybrid mode showed a correlation with an increase in the willingness to help new teammates. A possible explanation is motivation based on negative emotions. Employees can make an effort to provide assistance to newcomers for the purposes of their faster adaptation, thus improving the work of the entire team and ultimately increasing the efficiency of the group. However, to avoid overly speculative conclusions it would be necessary to conduct more extensive research.

Mutual support, exchange of knowledge and camaraderie are rated much higher in relationships with team members than with employees outside the team. Thus, it seems that the form of communication in remote work does not affect the transfer of these relationships to relationships with further employees in the organization. Ties to employees on the team and to the company's non-direct managers show much greater similarity in the relationship of variable emotions and feelings and sense of closeness than with the direct manager. Closeness with close co-workers and further managers is accompanied by the same emotions and feelings: satisfaction, kindness, a sense of community and support, and interest, but also a greater sense of closeness, greater disappointment. Closeness has also been shown to increase with increasing trust, but this relationship is only found in stationary work.

A number of correlations have been shown among the emotions and feelings and the sense of closeness in the working relationships of remote and hybrid employees and the willingness and frequency of sharing knowledge and experience resources, and the willingness to help colleagues:

- in the case of interactions with close co-workers, a positive correlation was confirmed between the feeling of interest and the willingness and frequency of knowledge sharing (also in a study by Watzek et al. (2022)), the more positive emotions were experienced, the more often knowledge was shared); the frequency of knowledge sharing increases when contentment, satisfaction, kindness and a sense of support increase, and sadness, loneliness and jealousy decrease; the willingness to share knowledge with employees outside the team positively correlates with anger; but an increase in satisfaction, a sense

of community and support and interest, and a decrease in sadness, isolation and jealousy, showed a correlation with an increase in the frequency of sharing that resource;

- the frequency of experience sharing among closest co-workers showed only one correlation – to the feeling of relaxation; in the case of employees outside the team, as trust increases, willingness to share experience also does, while an increase in both willingness and frequency of experience sharing is accompanied by an increase in feelings of community and support, and a decrease in sadness; satisfaction, kindness and interest also correlate positively, and isolation negatively, with the frequency of experience sharing itself;
- for new team members, an increase in willingness to help is accompanied by an increase in frustration, discouragement, anger and shyness; but the frequency of helping showed a negative correlation with disappointment; the frequency of helping new employees outside the team was shown to be positively related to contentment, satisfaction, kindness, sense of community and support, and interest; the higher the frequency, the lower the sadness, disappointment and envy.

A limitation of the present study is the measurement of the scale of feelings and emotions based only on declarations, since they are loaded with subjectivity. Respondents may succumb to the freshness effect and therefore refer to recent experiences in dealing with colleagues. They can thus ignore the evaluation in the category of “usual feelings and emotions”. It is also difficult to have a complete understanding of the concept of closeness, which included some of the variables studied. These problems could be reduced by expanding the research through interviews. In addition, the selection of research material limited the data to 26% of the cases analyzed. In order to extend the results of statistical analysis to a wider scale, it would therefore be necessary to continue research for more data.

The research focused on employees of Polish medium and large enterprises. Thus, the research results obtained regarding the exchange of knowledge and experience resources, help to newcomers and a sense of closeness in business relations, will be subject to socio-cultural conditions specific to a given country. Referring to Hofstede's typology of cultural dimensions (Hofstede et al, 2010), the variables studied can produce significant differences in results for other countries. It appears that the Power Distance Index (PDI) and Individualism versus Collectivism (IDV) may have the greatest impact on these differences. PDI expresses attitudes toward inequality among people in a culture, the level of acceptance of the hierarchical order. PDI thus reflects the position of subordinates towards superiors, which can affect the closeness of ties to the management. IDV reflects attitudes towards cooperation and collaboration, as it expresses the level of collective and individualistic attitudes and behaviors in an organization. Therefore, IDV can explain the cultural attitude to the willingness and frequency of sharing knowledge, experience, helping others, and feeling of closeness to employees. Therefore, the conclusions of the study may inspire this research to be repeated in other countries. At the same time, the results obtained should not be treated universally.

6. Practical value of the study

Optimizing remote work practices depends on the ways of managing and experiencing the spread of technology (Anderson, Kelliher, 2020). Effectively managing employee relations in a remote environment requires recognizing the accompanying conditions. Diagnosing how the psychosocial sphere is reflected in the attitudes of exchange of knowledge and experience resources can provide hints to managers as to which elements of the relationship area are worth undergoing targeted changes. Diagnosing the state of employee relations is a fundamental element of the human resources management system, when the goal of the organization is to create smoothly functioning teams of employees, based on loyalty and a culture of trust, both among colleagues and to the organization itself.

The addressees of the research results are management theorists and practitioners who deal with the issues of social capital, relational capital, cultural capital, trust, knowledge capital flows and the transformation of these capitals. Managers who recognize the correlation among the emotions and feelings that accompany employees when sharing knowledge, experiences and providing support, can more accurately choose methods and tools to improve working conditions that foster positive relationships among employees within and outside of their teams, as well as with superiors.

The foundation of relationship building is communication. Thus, a basic requirement for organizations whose employees work remotely, is investment in tools and platforms, and in training in using them, to facilitate and support communication. Promoting transparency in procedures and processes, camaraderie, mutual support and knowledge sharing, honesty in supervisor-subordinate relations, provide a clear benchmark for supervisors' expectations of subordinates' behavior. At the same time, the effectiveness of promoting certain behaviors and building attitudes requires supervisors to be open to learning about employees' opinions on and experiences with remote work. A systemic approach, such as through surveying, improves identification of relationship problems. Detailed identification of psychosocial conditions accompanying remote and hybrid work enables the creation of dedicated, individual programs to support employee well-being, mental and physical health, and professional and personal development.

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