



THE IMPACT OF THE PROCESS OF ADAPTATION AND KNOWLEDGE SHARING ON THE ASSESSMENT OF SUITABILITY OF A NEW EMPLOYEE IN THE COMPANY. CASE STUDIES

ALEKSANDRA ZALEŚNA^a

^a *Uczelnia Jańskiego w Łomży, Poland*

ABSTRACT

The aim of this paper is to identify what is the impact of the process of a new employee's adaptation on the process of knowledge sharing. The objective is also to identify how both processes - adaptation and knowledge sharing - affect the perception of a newly recruited person as a source of new knowledge in the company. The analysis was based on the case study. 3 subjects were selected - two small and one large. Based on the analysis, supporting adaptation has been distinguished. Its impact on knowledge sharing has been determined. An attempt was made to clarify the distinction in evaluating new employee as a source of new knowledge.

INTRODUCTION

The Companies are usually recruiting people with experience. Recent schools and university graduates starting their first job account for less than 15% of newly hired workers in enterprises (this data does not include micro-enterprises) (*Rocznik Statystyczny Pracy* 2012). It can be therefore assumed that the majority of new staff brings valuable knowledge, skills and experience to the organization. In practice, however, the newly acquired employees are not always perceived as a valuable source of new knowledge for the company. According to a study by M. Majewska-Bator and P. Bator - only every fourth surveyed enterprise recognized a new employee as the source of new knowledge (Majewska-Bator M., Bator 2001). Moreover, the assessments of suitability of a new employee as a source of knowledge are varied. This primarily applies to the enterprises of SME sector (see. Table 1). Better situation in this respect can be observed in large

ARTICLE INFO

Available online 1 January 2016

Keywords:
introduction,
new employee,
knowledge sharing.

JEL Classification: M12, M51.

DOI: 10.10197/tbr.v14i1.25

enterprises which employ more than 250 employees. The differences in the suitability assessment of a new employee can be explained by the way in which the process of recruitment and selection of new candidates is conducted.

Typically, in large enterprises there are Human Resources departments, which are responsible for developing appropriate strategies for the recruitment and selection of new candidates for job. Large companies can also afford to commission the process of finding the right candidates to specialized recruitment agencies. On the other hand, different situation takes place in small and medium-size enterprises. Those do not usually have HR departments. This applies particularly to micro and small enterprises. The search for suitable candidates is carried out by the company's owner, based on CVs and interview. Such methods of candidate selection are most often used in small and medium-sized companies. It should be noted, however, that their efficiency is not high.

The analysis of recruitment process and selection of candidates for a job, however, goes beyond the scope of this paper. Nevertheless, it is worth to pay attention to the process of adaptation of a new employee within the organization, because, according to A. Żarczyńska-Dobiesz, the method of throwing an employee in at the deep end is not always successful. The companies tend to forget about the last element of the recruitment process, which is the social and professional adaptation of a new employee (Żarczyńska-Dobiesz 2008).

EMPLOYEE ADAPTATION

An important step in the process of recruitment is adaptation. It aims at smooth induction of new employees at work so that they can become efficient in a short time. Proper adaptation reduces stress of an employee. It also reduces the risk of employee's resignation, thereby minimizing the need to look for a new candidate and lowers the personnel rotation costs (staff turnover costs).

The adaptation process can be considered in occupational and social terms. In occupational terms, it consists in adaptation of a new employee to the content of work and working conditions at the assigned position, in acquainting the employee with their position in the organizational structure and work organization in the company. In social terms, the idea is that a new employee should recognize and accept norms, values and principles (including the company's mission) that apply throughout the entire organization, as well as within their team (Ludwiczynski 2006). In any case, the adaptation should be considered both at the level of direct job (i.e. job position), and the organization as a whole (Pocztowski 2007).

In literature, two kinds of adaptation are usually recognized: organized (guided) adaptation and spontaneous adaptation (Ludwiczynski 2006). In case of organized adaptation, a new employee's induction is well-thought-out in advance. Relevant materials are prepared, including brochures, welcome packages containing important information about the company: its history, vision, products and services, etc. A new employee has a mentor allocated, who can be contacted in case of any questions. Human resources specialist monitors the process of an employee's adaptation. A direct supervisor also plays an important role. This is a person who informs a new employee of the most significant tasks carried out in the company or in a given organizational unit, and

introduces the new employee to other team members. The supervisor shall designate a mentor to assist the new employee during the adaptation period. They should also co-create the workplace training program. Finally, it is a supervisor who makes a decision whether to extend the contract of employment with the new employee.

The case is different for spontaneous adaptation. Here the employee has to rely on themselves. Then they can obtain partial information about the organization. It may happen that the co-workers present different versions of the company's vision (Stredwick 2005).

The success of adaptation may be considered in various terms. It does not only consist in the contentment of a new employee, but also in increased efficiency, mastery of task implementation, as well as social integration (Ashford, Black 1996). It is worth noting that the inclusion of new employees in systematic and thoughtful adaptation process increases the probability that they will stay in the company for the following three years by as much as 69% (Kubica 2010).

The success of the adaptation program is affected not only by the organization but also by an attitude of the person concerned. For example, if a new employee considers the work situation as an opportunity (a chance), and not as a problem, their efficiency and job satisfaction is higher (Ashford, Black 1996). An employee can influence their position in a workplace in a certain way. For this, they apply the appropriate socialization techniques, such as: sensemaking through searching for information, relationship building with a team of co-workers, striving to changes in work so as to adapt it to own skills and abilities (job-change negotiating), positive thinking about the work, which leads to reduced levels of stress and increase in self-confidence (framing) ((Ashford, Black 1996).

The term "adaptation" is related to such concepts such as: stress, emotional and instrumental support (Tews, Michel, Ellingson 2013), socialization (Werner, DeSimone 2011), psychological contract (Lee et al 2011). It is useful to draw attention to the concept of knowledge sharing, as the course of adaptation may have an impact on that process. One of the advantages of external recruitment is the fact that a new employee brings a fresh perspective on the problems of the organization, and also contributes new knowledge, skills and attitudes. As a result, it is possible to introduce the desired organizational changes (Ludwiczynski 2006).

KNOWLEDGE SHARING

Knowledge sharing is one of the knowledge management processes, in addition to such processes as: locating, acquiring, developing, collection and exploitation of knowledge (Probst, Raub, Romhardt 2002). According to G. Probst and others, the context of knowledge sharing should be considered. The process itself may "refer to either a centrally driven process of dissemination of knowledge in a particular group of workers, or the transfer of knowledge between individuals or teams of employees" (Probst, Raub, Romhardt 2002). According to B. Mikula, it refers to mutual communication of knowledge by people in the process of communication and mutual cooperation (Mikula 2011). What is knowledge? In the opinion of P.F. Drucker, knowledge is an effective use of information in action (Drucker 1999). On the other hand, according to Davenport and

Prusak, information becomes knowledge: when there is a comparison and association with other information about the situation, when the consequences are identified, in other words, when information impacts decisions and actions, and when discourse takes place (Davenport, Prusak 2005).

Different types of knowledge are mentioned in literature. The following are distinguished:

- explicit knowledge, accessible to every employee in the form of brochures, documents on paper or in electronic version
- silent knowledge, which is the result of many years of experience of an employee, it is often difficult to codify (Nonaka, Takeuchi 2000),
- implicit knowledge, which is stored in human memory and which can be accessed during discussion (Świgoń 2012).

Interest in the concept of knowledge management dates back to 1980s, when the conference called *Managing Knowledge Assets into the 21st century* was organized in the United States, and in Sweden the Conrad Group was established with K.-E. Sveiby. Different approaches to knowledge management emerged in 1990s. The European mainstream put emphasis on the acquisition, processing and use of knowledge for the purposes of the organization. The Japanese trend put main emphasis on knowledge creation. The American mainstream assumed that knowledge is created through relations in the teams of employees (Barwacz 2007). Currently, the emphasis is placed on the social process of knowledge generation. Moreover, this concept complements the management methods, e.g. quality management (TQM) (Barwacz 2007).

Sharing knowledge is essential for the generation of innovation within the organization (Brdulak 2005), or perfecting of the manufacturing process (better utilization of machines, lower material consumption, improved work ergonomics) (Morawski 2006).

KNOWLEDGE SHARING IN THE PROCESS OF NEW EMPLOYEE ADAPTATION

Knowledge sharing is also performed in the process of adaptation of a new employee in the organization. The superior, supervisor and co-workers provide the new employee with the information on the company's goals, vision, products and services, organization of work. The employee also obtains information on "what it is like to work here", i.e. on the patterns prevailing in the company (standards and values adopted in a given organizational culture). From the point of view of knowledge management, the knowledge duplication process may take place when a new employee receives appropriate brochures.

Each day, a new employee gets to know better the organization, customers, suppliers, company's partners, etc. At the same time, they can look for inspiration outside the organization, observing the actions of other companies, sometimes the company's competitors. As a result, they may have certain reflections and concepts on how to improve the work process, ideas for improving the quality of product or service, a new ways of reaching out to customers. What is more, the new employee brings a valuable knowledge to the organization, accompanied by the experience gained from previous employers.

If a new organization – statistically speaking – usually seeks experienced staff, the question arises of how the new employees' competences are used, and most of all, if the process of knowledge sharing takes place between the new employee and other employees in the organization, and if the new employee is willing to share knowledge.

Based on literature, it can be assumed that in the favourable organizational climate, a new employee is willing to share knowledge (Sveiby, Simons 2002). Also, the willingness to stay in the company for a longer time can be observed. Therefore, it becomes very important to properly conduct the process adaptation within the organization. However, it is different in practice. There are research results presented in literature, showing that the adaptation process is poorly organized (Żarczyńska-Dobiesz 2008), there is no time to better understand the capabilities and aspirations of an employee, a new employee has to rely on themselves. To some extent, it can be explained by the discrepancy in the suitability assessment ratings of a new employee as a source of new knowledge, which has been shown in the studies by M. Majewska-Bator and P. Bator 2011 (see Table 1).

Table 1. Suitability assessment of new employees as a source of new knowledge in the company

Size of the company	Mean rating	Standard deviation	Coefficient of variation in %
Small	3.00	1.67	55.67
Medium	3.33	1.63	48.95
Large	4.25	0.71	16.71

Source: own study based on Majewska-Bator M., Bator P., Źródła wiedzy zewnętrznej wykorzystywane przez przedsiębiorstwa w działalności gospodarczej, Współczesne Zarządzanie 2011, no. 3.

The data in the table shows that the largest divergence occurs in small enterprises. Here, the coefficient of variation is nearly 56%. This means that this group of companies includes the entities where a new employee evaluation on a scale from "1" to "5" is negative, as well as those where a new employee evaluation is positive. In mid-sized enterprises, the situation is much better. The coefficient of variation is nearly 49%. In large enterprises the situation is much better – here the coefficient of variation is the smallest and amounts to 16.71%. New employee suitability assessments are more consistent and more often positive than those in other groups of companies.

In the field of knowledge management, especially in relation to knowledge sharing, this problem is to a lesser extent addressed in literature from the perspective of a new employee in the company. Searching EBSCO database by the keywords like "*knowledge sharing*" and "*new employee*", or "*knowledge sharing*" and "*newcomer*" delivers total results in the form of 24 articles in scientific journals (see Table 2).

The above considerations let us formulate two research questions:

- how does the adaptation process affect the process of knowledge sharing in the organization?,
- how does the process of adaptation and knowledge sharing affect the suitability assessment of a new employee as a source of new knowledge?

Table 2. Results of search in EBSCO database (as of 30.06.2015)

Passwords	The number of articles in scientific journals
Knowledge sharing	14,076
Knowledge sharing AND new employee	19
Knowledge sharing AND newcomer	5
Knowledge sharing AND new employee orientation	2
Knowledge sharing AND new employees induction/ socialization	0

Source: own study.

THREE CASE STUDIES

In the search for answers to these questions, the case study method was used because it allows to identify the phenomena in real conditions (Compare 2011). The selection of cases was purposeful. The pairs of enterprises of SMEs sector were selected - in one of them the usefulness assessment of a new employee was positive, and in the other one - negative. Two companies were selected - Company A that offers consulting services and has 9 employees, and Company B that offers glazing services and has 10 employees. Company A can be regarded as an organization based on knowledge (knowledge intensive). Also, a large enterprise was selected for the analysis - a media company (Company C), in order to compare the specifics of the adaptation process in the companies of all sizes.

All three companies are located in Warsaw - the companies of SME sector operate on a local scale, and Company C carries out nationwide activity. In the study period (December 2014 - May 2015) new employees were recruited and introduced to work in executive positions (not managerial positions). In the organizations surveyed, the new employees had consciously chosen a particular company as a place to work. The employees were aged in the range of 36-40 (Company A and B) and up to 25 (Company C). The sources of data for the analysis were interviews with staff, observations, information materials (welcome package for a new starter and other internal documents). Table 3 shows the synthetic results of the analysis for three case studies.

In each case, for a newcomer the job in a new place meant a transition into new sector. In Company A, the newly acquired person came from the academic community and had an academic title. In Company B the given person previously worked in the automotive and insurance sector. This person has a university degree (bachelor degree). In Company C, it was the first contact of the newcomer with a media company - the new recruit had previously worked in two companies operating in different sectors.

Table 3. Case studies

		Company A	Company B	Company C
New Employee	Change of industry	Yes	Yes	Yes
Company owner/Superior	Time and Place for discussion and exchange of views	No	Yes	No
New Employee	The desire to share new ideas	No	Yes	?
New Employee	Assessment of suitability	(-)	(+)	(- / +)
Company	Prospects for Development	?	Yes	Yes*

Source: own study.

The process of introducing a new employee was different in each case. In Company A, which offers consulting services, the owner basically had no time for in-depth discussions with the new employee. In the first week, the owner was interested in the new perspective brought to the company by the newcomer. However, very soon the new person was expected to know and be able to do everything. The task of the employee was to prepare the services sales offer, which generally was not a very complicated task. However, when the new employee wanted to be better prepared for the provision of consulting services to the customer and therefore began to ask questions, then the superior (owner) stated: "I do not want any more questions." This situation was not conducive to knowledge sharing. Actually, none of the parties benefited in any way. The employer did not contribute to the skills development of a new starter, nor has the new employee enriched the company with their thoughts and ideas. It is worth noting that the new employee had some ideas regarding, for example, the way the company is presented on its website, building its reputation, establishing relations with the customers. The inspiration on what and how to improve business operation was sought for outside by the employee who observed the competition. However, the employee withheld any new ideas. This was due to the already mentioned reluctance of the supervisor to provide the necessary explanations to the new employee. Therefore, there was no open communication. Hence, in the subjective perception, the employee did not see themselves as a source of new knowledge for the company. Development prospects of this company are also doubtful as for the company which is not well known on the market it is hard to gain customers' trust and acquire new orders.

In Company B, which offers glazing services, the company's owner was aware of the fact that the newly recruited employee gained experience in a different industry. It was the automotive and insurance industry. Therefore, the business owner was willing to help and facilitate the induction of a new employee to work. The co-workers also offered help. The first two weeks were a period of intensive learning, getting to know the customers, materials used, documents, technical language. The learning period is not finished yet - after almost four months the new employee says "I am still learning new things". The new employee is responsible for contacts with the customers (mostly interior designers). This person also coordinates the work in the office. Already in the

first month of new work, the newly acquired person started to present the ideas on how to enhance the organization of the office and improve customer contact. What is important, the owner had time to listen to these ideas. On that basis, it can be concluded that with the proactive attitude of both the employer and the new employee, the company has a promising future. There is a chance that both parties will get involved and they will jointly create a positive image of the organization.

In Company C, a large media company, an adaptation of a new employee is of both organized and spontaneous character. A relevant booklet has been prepared for a new starter (company guide for new staff members), containing the most important information on the persons whom a new employee can contact with certain issues. Also other documents are handed out, including: employee's handbook, ISO standard regarding data security, employee guides (workshop guidelines), a guide on how to prepare for periodic evaluation. This package of information is very helpful for a new employee, as in the initial period at work they are not able to absorb such an amount of new information. Information material (whether in paper or electronic form) can be referred to at any time. In addition, a mentor is assigned to the new employee. It can therefore be concluded that there are certain elements which are specific for organized adaptation. However, in practice the process of adaptation is spontaneous. The new employee gets such an impression already after a few days. The assigned mentor in fact has no time to better know the new employee. The work in media company is carried out under time pressure. This causes constant rush and therefore there is no time for discussion between the supervisor and the new employee regarding work and its effects. As a result, a new employee quits the job. At the executive level, there is a fairly high staff turnover in the media company (approx. 20 new starters per month, the same number of employees leaving) (Kosiński 2015).

The emerging picture of the adaptation process in Company C, however, is not so pessimistic. Although the new employee does not receive sufficient support from a mentor, they receive emotional support from colleagues. They make the new employee feel at home in a group, show interest, they have time to listen to the new starter's concerns. With this, it is easier for the new employee to cope with new tasks. What is more, thanks to the kindness of colleagues, the new employee willingly shares their professional experience. The new person is also willing to share their ideas on work in the company, which are then discussed and developed by the co-workers.

In company C the suitability assessment of a new starter as a source of new knowledge is diversified. On the one hand, there are people who lack support from the assigned mentor and must deal with difficult situations on their own. For them, the flow of silent knowledge is difficult (from a mentor to a new starter, from a new starter to a mentor). These employees are unhappy and leave work after a few weeks. On the other hand, there are people who perceive themselves as a source of new knowledge for the company, despite the shortcomings of the adaptation process. This is because, firstly, they are determined to work in a given company, and secondly - they receive emotional support from their colleagues, who are aware of the fact that the assigned tutor is unable to fulfil their tasks.

Prospects for development of Company C are good. However, this is due to other causes than the adaptation process of new employees. Success factors include not only

the human capital, but also the image of the company, its market position, the level of technological skills and offer diversification.

DISCUSSION OF STUDY RESULTS

The adaptation process takes place in each organization, regardless of its size. It is usually believed that in the companies of SME sector, as compared to large enterprises, there is a deficit of human resources management – small companies do not often have the human resources department. Therefore, there is no formalization of activities in the area of human resources. However, as Behrends says, there is no need to resort to formal solutions (Behrends 2007). This also applies to the process of adaptation. It does not mean that the formalization of adaptation process is useless. A new employee needs guides and handbooks. From the point of view of knowledge management, the knowledge duplication process takes place (Probst, Raub, Romhardt 2002). However, the mere formalization is insufficient for the efficient process of adaptation, as can be seen in Company C, a large media company.

In Company C, despite the fact that a new employee has a mentor assigned, in fact, the mentor does not fulfil their function. On the other hand, relations within the group are significant. They are important for a new employee, regardless of how large the company is. In Company B, apart from the supervisor, who acts as a mentor, the assistance is also provided by colleagues. Besides the instrumental support, there is also emotional support. Thus, the new starter gets quicker acquainted with their new tasks. An appropriate support received by a new employee has a positive effect on the process of knowledge sharing. An employee learns about company and how it functions, and also has thoughts and ideas that can improve the organization of work or positively affect the company's image. For Company B, the suitability assessment of a new employee, both in the opinion of an employee and their supervisor, is positive. Thanks to an active attitude of the superior (owner), the newly hired person is becoming increasingly involved and begins to link their career plans with the company because they feel that they can contribute to its development.

The feeling that an employee contributes to the development of the company, is particularly noticeable in micro and small enterprises. From a mathematical point of view, ten percent increase in employment may significantly contribute to the improvement of the company's operation, and create its development prospects. However, this does not happen in each case, as shown in the example of Company A.

It is stated in literature that the adaptation process should be organized. According to A. Poczowski, the procedure for the induction of a new employee should be developed. It should take account of the “characteristics of the contents, conditions and organization of work in the company, and include specific tasks that must be done on the first day, week or month of work and possibly in other extended period” (Poczowski 2007). Moreover, as further stated by A. Poczowski, any adaptation program should include development conversations, in order to ensure feedback (after termination of an employment for a trial period). It should be noted, however, that there is no such procedure developed in the micro and small enterprises.

For example, Company B shows that the adaptation process is consciously implemented and translates into daily activities: listening, encouraging, identifying instruments needed for work (documents, tools), assisting in the conversations with customers. An employee is learning new things on a regular basis during work. They are also supported by the supervisor and colleagues. We can therefore speak of an ongoing active management of the adaptation process. Supervisor and co-workers are available, attentive and tend to react on a regular basis. The new employee is gaining new skills during work.

The superior of a new employee in Company A did not have such proactive approach. This was because the business owner was preoccupied with many other tasks which is also typical for the company subject to development by creativity in the model presented by L. Greiner (1998). There was no climate of openness and cooperation in the induction of a new employee. The adaptation is spontaneous - the employee has to rely on themselves. Because the process of adaptation is neglected, there is also no knowledge sharing that is important from the point of view of a new starter and from the point of view of an organization as a whole. As a result, the superior is not able to discover the potential of the new employee and may unconsciously underestimate their suitability as a source of new knowledge for the company. It has an impact on the development prospects of the company. This situation reminds of the saying of Hewlett Packard's President: "If HP knew what they know, its profits would be three times higher" (Evans 2006).

To sum up, in Company C the process of adaptation, as stated previously, is both organized and spontaneous. In Company A the adaptation process is spontaneous. "Spontaneous" means that a new employee has to rely on themselves. This brief characterization does not match, however, the description of the adaptation process in Company B.

The above considerations lead to the conclusion that there is one more type of adaptation, which fits between spontaneous adaptation and organized adaptation. I call this process the supporting adaptation. In a small company, the process of adaptation is supported by the superior, who assumes the role of a mentor, and in a large company the supporting role of colleagues is noticeable.

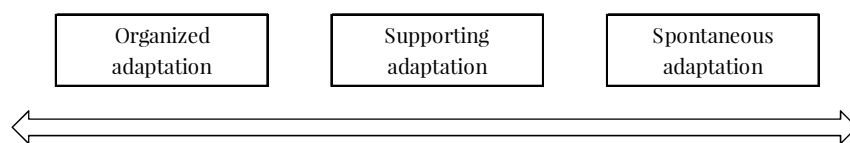


Fig. 1 Continuum of adaptation process

Source: own study.

The process of adaptation affects the process of knowledge sharing. Company A has no appropriate method of new employee induction. The atmosphere of cooperation and knowledge sharing is not built. New employees, even if they have some ideas on how to improve the sales offer and the process of consulting services provision, and how to enhance the company's image, do not present these concepts. Neither party benefits from this cooperation. Much better situation can be observed in Company B, which offers glazing services. The company's owner (direct superior) is involved in the

adaptation process. There are also helpful colleagues. The climate of cooperation can be observed. The new employee has positive emotions towards work. They present ideas the implementation of which may translate into an improvement in the organization functioning.

There is different situation in Company C, a large media company. There is no communication between a mentor and a new employee. On the other hand, there is friendly knowledge sharing among colleagues. Colleagues are willing to assist a new starter with problems related to work. Conversations with colleagues are both the inspiration and then opportunity to develop ideas communicated by the new employee. Assuming the Japanese approach represented by Nonaka and Takeuchi, socialization takes place (transition from the silent knowledge of an individual to the silent knowledge of the team). Although there is no following the master here (Nonaka, Takeuchi 2000), (i.e. the assigned mentor), there is cooperation between colleagues. Co-workers are joined by the context - common work.

Based on the analysis of case studies in three companies (to be exact - Companies B and C) one can see that supporting adaptation is important for the emergence of knowledge sharing. It should be also noted that for this process human relations are important. As Fahey and Prusak point out, the employees create knowledge, and knowledge brings people together. Knowledge cannot be separated from the employee's behaviour and their activities. Knowledge does not exist only beyond the minds of people. Mutually shared context is very important, which is a common understanding of the internal and external environment of the organizations, and this requires dialogue (Fahey, Prusak 1998).

Reviewing the literature on knowledge sharing, Wang and Noah identified four important implications for human resources management. Namely, what matters most is the organizational culture as well as the process of knowledge sharing combined with organizational objectives. Secondly, managerial support is also very important. Thirdly, employee training should be ensured to make the staff feel that they are sharing their knowledge and that it is useful to others in the organization. Fourthly, international organizations should be sensitive to cultural differences (Wang, Noe 2010). Adaptation process can be added to this list. During this process, it is important to endeavour to create a shared context - the understanding of how the organization is functioning.

The creation of a shared context by knowledge sharing seems easier in Company B than in Company C. It stems from the fact that when compared to Company C, a large media company, in Company B there is a smaller group of people supporting the newcomer. Besides, the proactive role of the supervisor (business owner) is particularly noticeable here. Such an assumption needs to be verified empirically.

The processes of adaptation in the analysed companies are very diverse. Similar observations result from the research by M. Syper-Jędrzejak. She notices that in the enterprises with foreign capital the processes of adaptation are well-thought and appropriate procedures are developed. On the other hand, different situation can be observed in the companies with Polish capital. They have no integrated approach to the induction of new starters (Syper-Jędrzejak 2013).

The author, however, did not study the adaptation process in terms of knowledge sharing. Nevertheless, based on the above, we can assume that the way in which the process of adaptation runs affects the process of knowledge sharing, and in turn, both

processes affect the suitability assessment of a new employee as a source of new knowledge in the company.

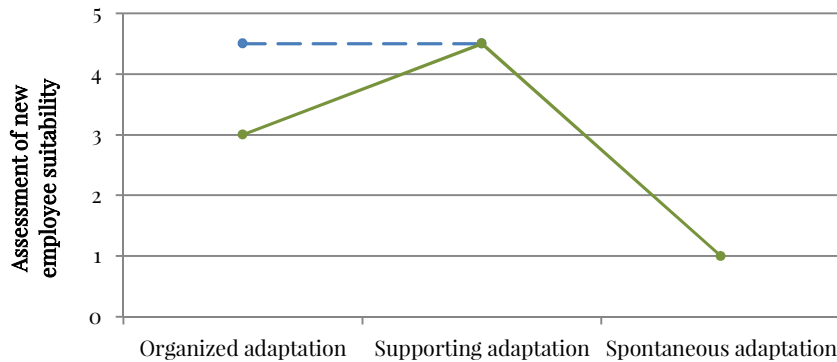


Fig. 2. Impact of the process of adaptation and knowledge sharing to assess the suitability of a new employee as a source of information in the company.

Source: own study.

Figure 2 illustrates the results of the analyses conducted for the companies surveyed. It can be observed that a high rating of the new employee suitability as a source of new knowledge within the company occurs in case of supporting adaptation. In Company B, opinions on this matter are consistent. A conducive factor might be a small circle of people around the new employee (due to the size of the company). Very low rating of suitability occurs in spontaneous adaptation when an employee has to rely on themselves. This is consistent with the observations made by A. Żarczyńska-Dobiesz. She noticed that competent employees tend to give up before someone will offer them a helping hand (Żarczyńska-Dobiesz 2008).

With regard to the organized adaptation, the suitability assessment of a new employee as a source of new knowledge is diverse. There are two possible paths here, and consequently - two ratings. The first path of organized adaptation is limited to the creation of the procedure, codification of knowledge, and actually, its duplication. The employee receives the relevant sets of information, which facilitate understanding of the company. There is one-way transfer of knowledge here - from the organization to the new starter. Such actions do not yet create proper conditions for knowledge sharing by the new employee. As a result, the organization does not recognize their full potential. However, the new employee who knows what the expectations of the organization are can better manage their activities and achieve good results of work.

The other path leads to a higher rating of the new employee suitability as a source of new knowledge. This may happen if in addition to the information stored in specially dedicated brochures, the newly employed person can count to receive support from the managers and closest co-workers. As a result of open communication, both parties get to know each other and can share their knowledge and experience.

To sum up this part, the analysis of three case studies allows to conclude that the adaptation process, including the process of knowledge sharing, has an impact on the

perception of a new employee as a source of new knowledge for the organization. The above considerations can be treated as proposals for empirical verification.

SUMMARY

A new employee often brings valuable qualifications into the organization. However, in practice they are not always perceived as sources of new knowledge for the organization. This paper assumes that the process of adaptation affects the process of knowledge sharing. The characterization of the adaptation process was performed, both in theoretical and practical terms, on the example of three companies: two companies of SME sector and one large media company. The diversity of adaptation process was also presented. Additionally, the third type of adaptation was identified - supporting adaptation, which fits between organized adaptation and spontaneous adaptation. Supporting adaptation does not need to be formalized. What counts here is an active, ongoing support offered by the supervisor who plays the role of a mentor (small company), and / or support of colleagues (both small and large companies). With the support from the immediate surroundings, the new employee is willing to share their knowledge and experience and ideas about the operation of the organization. It results in higher rating of the employee's suitability as a source of new knowledge for the organization. The considerations carried out can be treated as proposals for empirical verification.

REFERENCES

- Ashford, S. J., & Black, J. S. (1996). Proactivity during organizational entry: the role of desire for control. *Journal of Applied Psychology*, 81(2).
- Barwacz, K. (2007). Rozwój koncepcji zarządzania wiedzą. *Zeszyty Naukowe Akademii Ekonomicznej w Krakowie*, 727.
- Behrends, T. (2007). Recruitment practices in small and medium size enterprises. An empirical study among knowledge-intensive professional service firms. *Management Review*, 18(1).
- Brdulak, J. (2005). *Zarządzanie wiedzą a proces innowacji produktu: budowanie przewagi konkurencyjnej firmy*. Warszawa: Oficyna Wydawnicza SGH.
- Czakoń, W. (Ed.). (2011). *Podstawy metodologii w naukach o zarządzaniu*. Warszawa: Oficyna a Wolters Kluwer Business.
- Drucker, P.F. (1999). *Spółczeństwo pokapitalistyczne*. Warszawa: PWN.
- Evans, C. (2006). *Zarządzanie wiedzą*. Warszawa: PWE.
- Fahey, L., & Prusak, L. (1998). The eleven deadliest sins of knowledge management. *California Management Review*, 40(3).
- Greiner, L. E. (1998). Evolution and revolution as organizations grow. *Harvard Business Review*, 76(3).
- Kosiński, C. (2015). *Analiza procesu adaptacji pracowniczej na stanowisku dokumentalisty w spółce medialnej* (Bachelor thesis). Wyższa Szkoła Finansów i Zarządzania, Warszawa. 2011
- Kubica, I. (2010). Adaptacja społeczno-zawodowa nowo przyjętych pracowników. *Zeszyty Naukowe Uniwersytetu Ekonomicznego w Krakowie*, 828.
- Lee, C., Liu, J., Rousseau, D. M., Hui, C., & Chen, Z.X. (2011). Inducements, contributions, and fulfillment in new employee psychological contracts. *Human Resource Management*, 50(2).

- Ludwicyński, A. (2006). Alokacja zasobów ludzkich organizacji. In H. Król, & A. Ludwicyński (Eds.), *Zarządzanie zasobami ludzkimi. Tworzenie kapitału ludzkiego organizacji*. Warszawa: PWN.
- Majewska-Bator, M., & Bator, P. (2011). Źródła wiedzy zewnętrznej wykorzystywane przez przedsiębiorstwa w działalności gospodarczej. *Współczesne Zarządzanie*, (3).
- Mikuła, B. (2011). Transfer wiedzy w organizacji. In A. Pocztowski A. (Ed.), *Komunikacja w procesach zarządzania wiedzą*. Kraków: Uniwersytet Ekonomiczny w Krakowie.
- Morawski, M. (2006). Przedsiębiorstwo zorientowane na wiedzę. *e-mentor*, (4).
- Nonaka, I., & Takeuchi, H. (2000). *Kreowanie wiedzy w organizacji*. Warszawa: Poltext.
- Pocztowski, A. (2007). *Zarządzanie zasobami ludzkimi. Strategie – procesy – metody*. Warszawa: PWE.
- Probst, G., Raub, S., & Romhardt, K. (2002). *Zarządzanie wiedzą w organizacji*. Kraków: Oficyna Ekonomiczna.
- Central Statistical Office of Poland. (2014). *Rocznik Statystyczny Pracy 2012*. Warszawa: Central Statistical Office of Poland.
- Stredwick, J. (2005). *Zarządzanie pracownikami w małej firmie*. Gliwice: Helion.
- Sveiby, K.E., & Simons, R. (2002). Collaborative climate and effectiveness of knowledge work – an empirical study. *Journal of Knowledge Management*, 6(5).
- Syper-Jędrzejak, M. (2013). Dobre praktyki w zakresie adaptacji nowych pracowników na przykładzie wybranych firm regionu łódzkiego. *Zarządzanie i Finanse*, (1).
- Świñoń, M. (2012). *Zarządzanie wiedzą i informacją*. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego.
- Tews, M. J., Michel, J. W., & Ellingson, J. E. (2013). The impact of coworker support on employee turnover in the hospitality industry. *Group & Organization Management*, 38(5).
- Wang, S., & Noe, R. A. (2010). Knowledge sharing: a review and directions for future research. *Human Resource Management Review*, (20).
- Werner, J. M., & DeSimone, R. L. (2012). *Human Resource Development*. Cengage Learning.
- Żarczyńska-Dobiesz, A. (2008). *Adaptacja nowego pracownika do pracy w przedsiębiorstwie*. Kraków: Oficyna a Wolters Kluwer business.