The perceived impact of the organizational socialization process from home on work motivation

Newcomers' experiences of the organizational socialization process from home during COVID-19 regarding their work motivation and the barriers and opportunities they face

Master Thesis Strategic Human Resource Leadership

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Date: June 14th, 2021

Abstract

Purpose: Due to COVID-19, a lot of newcomers had their organizational socialization process from home, which might lead to barriers and even opportunities that incline or decline work motivation. This study aims to contribute to the studies on the organizational socialization process from home, work motivation, and the emerging field of study of the impact of COVID-19 on the working life and how the organizational socialization process from home can be more beneficial and more motivational.

Methods: 12 in-depth semi-structured interviews with interviewees with an age between 20 and 30 years old were conducted and analyzed using template analysis.

Findings: Results showed that the organizational socialization process from home requires adjustment from newcomers as well as employers. A disbalance between job demands and resources during the organizational socialization process often declines the work motivation of the newcomers. The biggest barrier that makes the organizational socialization process from home difficult and declines the work motivation the most is the missing contact with co-workers. This includes the difficulty to get to know co-workers and the ability to get help from more experienced co-workers, which young newcomers appreciate.

Managerial implications: This research shows employers that supporting newcomers in helping them meet co-workers and improve co-worker contact would improve their work motivation and the organizational socialization process from home.

Limitations: This research is less generalizable due to the qualitative interviews and small sample size.

Keywords: organizational socialization process, work motivation, COVID-19, major life event, work from home.

Introduction

At the beginning of the COVID-19 pandemic, no one foresaw the consequences the coronavirus would have on the working lives of people. Businesses had to close for an indefinite time, people were asked to work from home as much as possible, and the workload in some occupations, like the healthcare sector, increased enormously (Kramer & Kramer, 2020). The consequences of COVID-19 are bigger for some people than for others and because of the short- and long-term effects on well-being and the requirement to adjust to the situation, COVID-19 can be classified as a major life event (Bakker, Du, & Derks, 2019; Hite & McDonald, 2020). Working from home is one of the effects of this major life event: 60% of the Dutch workers, that were able to work from home ended up doing so (NOS, 2020). The advantage of working from home is that the business operations can go on as much as possible, but the downside is that it can be harmful to the employee's work motivation (Kniffin et al., 2021). Despite the need to adapt to the situation, several organizations are still hiring new employees, which means that a lot of employees start their new job from home (Eurofound, 2021).

Employees that start a new job go through the process of organizational socialization (Solinger, Van Olffen, Roe & Hofmans, 2013). In this process, the newcomer will acquire the (social) knowledge and skills that are necessary to participate as organizational members (Van Maanen & Schein, 1979). During the first period of their new job, newcomers will determine if they "fit in" in the organization, which can be accomplished when personal values align with organizational values (Wang, Sang, Li & Zhao, 2016). "Fitting in" has a positive influence on employee's well-being in the workplace and job satisfaction which influences employee's work motivation (Zhang et al., 2014).

Determining if newcomers "fit in" in the organization might be harder during an organizational socialization process from home (Bailey, Dailey, Leonardi, Nardi, & Diniz, 2015). They likely face barriers, and even opportunities (Bailey et al., 2015; Kniffin et al., 2021) As one can imagine, training and introduction to the organization from home and having less to no physical social interaction with co-workers might affect the work motivation of the employees negatively (Dunbar, 2018; Kniffin et al., 2021; Ipsen et al., 2021). Especially young newcomers experience difficulties with starting a new job and working from home (Sinke, 2020 (De Volkskrant); Hofman, 2020 (NRC)). Young employees who start a new job from home miss the experience and guidance from their more experienced co-workers, have less possibility to build a network, and their work is acknowledged less which leads to less chance of promotion (Filstad, 2004; Hofman, 2020; Sinke, 2020). From the

employers' perspective, having employees working from home, in combination with a different organizational socialization process than usual, might make motivating their employees more difficult (Allen, Golden & Shockley, 2015; Tovmasyan & Minasyan, 2020). Therefore, it might be useful for employers to know what employees need in order the make the organizational socialization process from home more successful so it inclines work motivation (Zhang et al., 2014).

The focus of this research is thus on how newcomers during COVID-19 cope with the organizational socialization process from home, and how the organization can keep them motivated and committed to the organization. It is already known that a satisfying organizational socialization process will benefit the employee's work motivation (e.g. Zhang et al., 2014; Bailey et al., 2015), but the impact of the organizational socialization process from home on the work motivation during a major life event is still unknown (Filstad, 2004; Donthu & Gustafsson, 2020). This includes a lack of information about what is beneficial about the organizational socialization process from home, what young newcomers need, and what they are missing (Barello et al., 2021). This leads to the following research question:

"How do young newcomers perceive the organizational socialization process from home regarding their work motivation and which barriers and opportunities do they face?"

With this research question, the aim is to contribute to the existing scientific knowledge on COVID-19 in the workforce and the effect on working life and motivation (e.g. Kniffin et al., 2021; Hite & McDonald, 2020). Newcomer adjustment and organizational socialization have been subject to research for many years now (e.g. Bauer, Erdogan, Bodner, Truxillo, & Tuker, 2007; Taris, Feij, & Capel, 2006; Wang et al., 2016), but the newcomer adjustment and organizational socialization from home in the COVID-19 context, especially linked to the motivation of employees, has not been a topic of research yet. This field of research, looking at the impact of COVID-19, and how work will be organized in the future, is emerging. With the first large-scale experiences and insights of the organizational socialization process from home currently available, the results of this research can contribute to the existing research by giving new insights. It can also help future research on work motivation during the organizational socialization process from home.

In addition to the scientific contribution, this thesis will also have practical relevance for organizations. Working from home does not only ask a lot of the employees; employers need to adjust as well. It is their task to keep their employees motivated and make newcomers

feel they are a part of the organization and that newcomer adjustment and organizational socialization go well. Organizations need motivated employees to get constant progress and satisfying performances from those employees (Manzoor, 2012; Peccei, Van de Voorde, & Van Veldhoven, 2013). This study gives insight into how newcomers experience starting their job working from home, what they feel organizations can do to keep them motivated, and what they can facilitate to make the organizational socialization process easier for newcomers.

Theoretical framework

This part of the research elaborates the underlying key concepts of the research goal and research question. First, COVID-19 as a major life event and work from home will be discussed. Second, the organizational socialization process will be elaborated upon, followed by work motivation. Finally, the Job Demands-Resource Model will be used to connect these underlying key concepts whereafter the barriers and opportunities will be discussed.

Major life event

The term 'life event' is often used interchangeably with life transitions or changes in social roles or life phases (Luhman, Fassbender, Alock, & Haehner, 2020). The impact of life events and what life events are exactly is different for everyone (Luhman et al., 2020). In the literature regarding life events, a distinction is made between minor life events and major life events (Kanner, Coyne, Schaefer, & Lazarus, 1981). Minor life events are small setbacks like a daily hassle or inconvenience (e.g. getting the flu or missing a train), while major life events are of a bigger scale (Luhman et al., 2020). Major life events are defined as "events that are timed, disrupt one's everyday routine, and are perceived as personally significant and memorable by those who experience them" (Luhman et al., 2020, p. 7; Luhmann, Orth, Specht, Kandler, & Lucas, 2014). Most of the major life events are compounds of consecutive situations (Sheldon, Boehm & Lyubomirsky, 2013). Take for instance childbirth or marriage. These major life events take more than the moment of birth or "I do" itself, the preparation and the aftermath are also part of the major life event (Luhman et al., 2020).

The COVID-19 pandemic disrupts almost everyone's daily routine and will continue having a huge impact on careers and personal lives, which makes it personally significant and memorable (Hite & McDonald, 2012). Therefore it can be categorized as a major life event (Hite & McDonald, 2020). It is important to acknowledge how different employees have experienced COVID-19 because major life events can be perceived as negative, as well as

positive (Luhman et al., 2007). It is also important to know for employers to know what they need from them to continue working successfully, and how their work motivation is affected (Hite & McDonald, 2020). Here it is important to approach every employee as an individual with their differences because for some the impact of the pandemic is minor and for some, it has more impact (Hite & McDonald, 2020).

Working from home as a result of this major life event is an example of how daily routines get disrupted. Working from home is a practice that has been in development for several years but was not executed on a large scale until COVID-19 demanded it (Hite & McDonald, 2020). Currently, there is a need to stay safe and simultaneously continue working, therefore causing working from home to be inevitable for a large number of employees. Working from home may lead to a fading line between work and home (Ten Brummelhuis & Bakker, 2012). Working from home also means adjusting to new ways of working and new technologies (Dubey & Tripathi, 2020). Using online platforms (such as Zoom or Skype) is generally easier for the younger generations of employees than for the older ones, who mostly do not possess all the same skills regarding new technologies (yet) (Dubey & Tripathi, 2020). Although working from home might be easier for younger employees, research has shown that those younger employees (especially within the age of 20-30) are generally more negative towards working from home and almost exclusively prefer working at the organization (Xiong, Li, Lyu & Luo, 2021).

To find out to what extent COVID-19 and its effects are perceived as a major life event, the following sub-question will be answered:

Sub-question 1: How do young newcomers experience COVID-19 as a major life event?

Organizational socialization process

Every newcomer in an organization goes through the process of organizational socialization. This process of organizational socialization is defined as "the process by which newcomers make the transition from being organizational outsiders to being insiders" (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007, p. 707). Socialization helps newcomers adapting to their new job, helps training newcomers quickly, and prevents early-stage turnover (Bauer & Erdogan, 2014). During this process, employees decide whether they 'fit in' in the organization by determining the characteristics of the new organization (Bauer et al., 2007). An important indicator for knowing if the organizational socialization process was successful and whether the employee feels they 'fit in', is motivated employees (Zhang et al., 2014). So

a successful process of socialization benefits the organization as well as the employees themselves (Wang et al., 2016).

The success of the organizational socialization process depends on the pre-entry and post-entry factors and the potential discrepancies between them (Takeuchi, Takeuchi, & Jung, 2020; Wang et al., 2016;). Pre-entry factors are the expectations the employee has before starting the job developed in, for example, the vacancy and job interviews (Wang et al., 2016). The socialization process can be experienced less successfully due to a discrepancy between the expectations and the reality (Jusoh, Simun, & Chong, 2011). As a result of a less successful organizational socialization process, newcomers might experience less work motivation (Wang et al., 2016). Due to COVID-19, it might be expected that the organizational socialization process from home does not meet the newcomers' expectations because there is almost no physical social interaction with co-workers, and the newcomers learn less about the organizational culture (Dunbar, 2018; Ipsen et al., 2021; Kniffin et al., 2021). It is important to note that not every unmet expectation directly leads to lower work motivation and does not negatively influence employee performance. The impact of unmet expectations is different on every individual and thus has different consequences (Wang et al., 2016).

Post-entry factors are the experiences the employee has after starting the job (Takeuchi et al., 2020; Wang et al., 2016). There are two factors important for work motivation and preventing employee turnover: perceived social support and organizational socialization tactics (Allen, 2006; Takeuchi et al., 2020). Perceived social support consists of two kinds of support: perceived supervisor support and perceived co-worker support (Takeuchi et al., 2020). Perceived supervisor support reflects the perception of the employee of their employer's valuation of their efforts and how the employer pays attention to the employee's welfare (Uddin, Ali, & Khan, 2020). So, the employees need to get the feeling that their employer notices their hard work and that the employer cares about their welfare because when the perceived supervisor support is low, the chances of employee turnover increase (Takeuchi et al., 2020).

Perceived co-worker support is the perceived support the employee gets from their co-workers to accomplish work duties by encouraging each other and sharing knowledge and expertise (Kossek, Pichler, Bodner, & Hammer, 2011). The perception of perceived co-worker support highly depends on the social relationships with co-workers (Uddin et al., 2020). As one can imagine, it is harder to maintain social relationships and having informal contact with co-workers since employees feel more isolated working from home (Dubey &

Tripathi, 2020). Besides that, asking for help or brainstorming with co-workers is also harder because employees cannot quickly walk by someone's desk (Dubey & Tripathi, 2020). So, one can assume that an organizational socialization process from home will lower the perceived co-worker support which will lead to lower job satisfaction and work motivation

The second important post-entry factor, the organizational socialization tactics, are the methods used by organizations to help newcomers adjust to the organization (Allen, 2006; Bastistič, 2018; Bauer, Morrison, & Callister, 1998). Research has shown that organizational socialization tactics have a positive outcome on organizational commitment and the feeling of 'fitting in' (Filstad, 2011). For young newcomers, a valuable tactic in the organizational socialization process is that the newcomer is recognized and gets access to co-workers as role models and as a source of knowledge for their learning (Filstad, 2004; Filstad, 2011). The organizational socialization process from home might compromise the access newcomers have to their co-workers, which will not benefit the organizational socialization process.

In the work from home context, employers can choose from three main organizational socialization tactics to facilitate the organizational socialization process from home (Bailey et al., 2015): (1) adjust their standard methods to the working from home context (2) create new methods for the working from home context, and (3) attempting no socialization (do nothing). According to Bailey et al. (2015), the second option will have the best results, but it is most likely that organizations will choose the first option.

Work motivation

Work motivation is defined as the "cognitions, effects, and behaviors related to participation in an observable work arrangement" (Kanfer, Beier, & Ackerman, 2013, p. 255). Employees can be motivated by different actors; they can motivate themselves and people in their private life, they can be motivated by their co-workers and they can be motivated by their employer (Jungert, Van den Broeck, Schreurs, & Osterman, 2018; Ryan & Deci, 2000). The employer plays a key role in motivating the employees to work hard and deliver a good performance (Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014). A distinction can be made between two types of motivation: intrinsic and extrinsic motivation (e.g. Akkermans et al., 2016; Ryan & Deci, 2000). An employee is intrinsically motivated when the reward for the job is doing the job itself, or finding joy in doing their work (Ryan & Deci, 2000). Extrinsic motivation, on the other hand, is the incentives that motivate that are external to doing the job itself (Ryan & Deci, 2000). Examples of extrinsic motivation are (monetary) rewards, promotion, and striving to good performance appraisals (Akkermans et al., 2016).

So to get good performances, employers need the ability to motivate the employees. Therefore, employers need to know how they can motivate their employees (Akkermans et al., 2016). This sounds simple, but motivating people can be very complex (Shahzadi et al., 2014). The incentives that lead to motivation are not generalizable to all employees (Kreps, 1997). At work, there can be different variables that influence work motivation, for example, skill variety, task identity, task significance, autonomy, and feedback (Hackman & Oldham, 1975; Rahman & Narullah, 2014). Also demographics as age, lifestyle, and education (Akkermans et al., 2016). For example, employees with a young family might be motivated more by monetary incentives and ambitious young professionals might be more interested in the possibility of a promotion or doing a job they love (Akkermans et al., 2016). Work motivation is an indicator of their performance, so when employees are motivated to keep working for their employer, their performance will likely be more positive (Akkermans et al., 2016).

An important factor of motivation during the organizational socialization process is the internal communication between the employer and the employees (Rajhans, 2012). Internal communication provides employees with important information about the organization, their jobs, their work, organizational environment, and co-workers (Rajhans, 2012). Communication is an important factor in the organizational socialization process (Bauer et al., 2007), but is now even more important because of the uncertainties COVID-19 entails. To motivate the employees, the employer needs to reach the employees and must equip employees with a complete understanding of what is going on (Rajhans, 2012). But in the context of this research, employers do not have all the answers themselves. However, the employer should be transparent so the employer knows what is going on (Rajhans, 2012).

To give an insight into how young newcomers perceive their work motivation during the organizational socialization process, an answer to the following sub-question will be provided:

Sub-question 2: How do young newcomers experience their work motivation during the organizational socialization process from home?

Job Demands-Resource Model

That major live events, like COVID-19, influence the job performance of employees can be explained by the Job Demands-Resource (JD-R) model (Bakker & Demerouti, 2007; Bakker & Demerouti, 2014; Barello et al., 2021). The JD-R model proposes that job demands

and job resources need to be balanced because high job demands and only a few job resources to compensate can increase job strain and negatively impact employees' work motivation and create stress (Demerouti & Bakker, 2011). Since working from home during a pandemic and the organizational socialization process from home ask both the employer and employee to adjust, likely, the job demands and job resources are not in balance, resulting in a negative impact on employee's work motivation (Bilotta, Cheng, Davenport, & King, 2021).

Job demands are the "physical, psychological, social or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs" (Demerouti & Bakker, 2011, p. 2). Examples of these job demands are high work pressure and irregular working hours (Demerouti & Bakker, 2011). Not all job demands affect work motivation negatively, therefore a distinction should be made between hindrance demands and challenge demands (LePine, Podsakoff, & LePine, 2005).

Hindrance demands are the aspects of the job with the potential to harm personal growth and performance and are associated with low motivation (LePine et al., 2005). This low motivation is caused by the negative relationship between the effort an employee can give and what is necessary to meet those demands (LePine et al., 2005). Challenge demands are associated with high motivation and are presumed beneficial for personal growth and performance and are associated with high motivation (LePine et al., 2005). Employees experience challenge demands as achievable, and that these demands challenge them to deliver better performance with valued outcomes (LePine et al., 2005). An example of challenge demands is getting more challenging tasks due to the positive outcome of previous effort (LePine et al., 2005).

To deal with the job demands, employees need job resources (Demerouti & Bakker, 2011). Job resources refer to "physical, psychological, social or organizational aspects of the job that are either/or: functional in achieving work goals, reduce job demands and the associated physiological and psychological costs, stimulate personal growth, learning, and development" (Demerouti & Bakker, 2011, p. 2). Examples of job resources are job security, role clarity, autonomy, and performance feedback (Demerouti & Bakker, 2011). Job resources can fulfill the need for autonomy, competence, and proper feedback, which eventually will lead to more work motivation (Demerouti & Bakker, 2011). When employees feel that they are provided with enough job resources to meet the job demands, their motivation will incline and therefore performances will be better (Demerouti & Bakker, 2011).

Newcomers might not have the feeling that they have all the resources to meet the job demands during the organizational socialization process from home (Bailey et al., 2015). A lack of resources like co-worker support, supervisor support, and proper training can lead to obstacles for the young newcomers (Bailey et al., 2015; Filstad, 2011). The lack of job resources that young employees mostly face during the organizational socialization from home is the lack of guidance, the lack of their performance being noticed (by feedback and appraisals), and the lack of organizational skills as a result of improper training (Filstad, 2011). So, newcomers should be offered enough job resources to deal with the job demands during their organizational socialization process from home, because resources like training, feedback, and co-worker/employer support incline the intrinsic and extrinsic work motivation (Barello et al., 2021; Bauer & Erdogan, 2014).

Working in an environment that is full of job resources enables the employees to build personal resources (Vogt, Hakanen, Jenny, & Bauer, 2015). Personal resources are defined as "the aspects of the self that are generally linked to resiliency and refer to individuals' sense of their ability to control and impact upon their environment successfully" (Xanthopouloe, Bakker, Demerouti, & Schaufeli, 2007, p. 123). Personal resources (e.g. optimism, hope, and self-efficacy) are buffers to make the job demands more controllable, which increases work motivation (Tims, Bakker, & Derks, 2012; Kwon & Kim, 2020). Avey, Luthans, and Jensen (2009) stated that a lack of personal resources declines work motivation and even increases intentions of quitting, therefore it is important that the employer provides enough job resources for newcomers to build personal resources to motivate them. This might not always be the case in the organizational socialization process from home (Barello et al., 2021).

Potential barriers and opportunities

During the organizational socialization process from home, newcomers might face barriers and opportunities, created by the job demands, job resources and, pre- and post-entry factors of the organizational socialization process from home. One potential barrier of the organizational socialization process from home is the change that the newcomer is submitted to self-directed learning (Bailey et al., 2015). Newcomers have less sense of what they need to learn, so they know less about the resources they need or how to acquire certain resources (Bailey et al., 2015). The employee's expectations about the organization and the organizational socialization process can also be a barrier. Expectations that are not met can lead to a declining work motivation (Taris et al., 2006; Wang et al., 2016).

Bailey et al. (2015) also found that the organizational socialization process from home causes barriers to getting help. This might be because the communication with the employer is less frequent and newcomers can be more hesitant to ask questions because their relationship with the employer is less developed (Rajhans, 2012). Another important factor of organizational socialization is getting to know co-workers (Takeuchi et al., 2020). The opportunities to get to know the co-workers are smaller because newcomers are not able to quickly pass by their co-workers to ask a question or to chat (Takeuchi et al., 2020).

Although newcomers might not exactly know what they need to learn, working from home leads to the use of new technological advancements (Hite & McDonald, 2020). Learning to work with these technological advancements is an opportunity for newcomers since it is likely that these advancements will still be used after the pandemic (Hite & McDonald, 2020). Working from home can also give opportunities that are not directly work-related. For some, the pandemic might be a major life event that is not perceived as negative but more as an opportunity to spend more time with their family (Hite & McDonald, 2020).

To provide insight into what barriers and opportunities the newcomers face, the following sub-question will be answered:

Sub-question 3: What barriers and opportunities do the newcomers perceive during the organizational socialization process from home?

Methodology

Research design

The design of this research is qualitative to provide an in-depth understanding of employees' work motivation and the perceptions of the organizational socialization process from home (Myers, 2013). Since there is limited scientific research on the organizational socialization process from home during a major life event, this research has an exploratory nature. Qualitative research is an appropriate method for exploratory research since it gives in-depth insights into the phenomena that are being explored (Myers, 2013). Because this research aims to give insight into the experiences of newcomers, qualitative research is the appropriate method to understand the context since it collects insights from people in that context, which helps to explain the newcomer's experiences (Myers, 2013). This method also gives insight into how employers currently handle the organizational socialization process from home and if they need to make changes to keep their employees motivated to work. This

research applies deductive reasoning as well as inductive reasoning since the in the previous chapter mentioned theory is tested, while it also complements this theory with exploratory insights derived from the collected data (Myers, 2013).

The data was collected via semi-structured, face-to-face (including online video calls), interviews with twelve interviewees aged between 20-30, who all started a new job working from home. To make this research transferable, a description of the cases researched is given so that there this research can be compared to similar research (Symon & Cassell, 2012).

Sample

The sample of this research consists of 12 interviewees who are all employees within the age of 20-30, who started working from home and have different occupations and work at different organizations within The Netherlands. This research focuses on newcomers with an age ranging between 20-30 because previous studies have shown that people in this age category are a big proponent of working at the organization and it appears that working from home and the organizational socialization process from home takes its toll on this age category (Filstad, 2004; Xiong et al., 2021). For collecting the data, the purposeful sampling technique is applied. Purposeful sampling is a widely used technique for selecting information-rich interviewees for the most effective use of limited resources (Patton, 2002). The purposeful sampling technique allows selecting individuals that have experience with a specific form of interest, in this case, the socialization process from home (Cresswell & Plano Clark, 2011). This is why purposeful sampling is a convenient technique because the wanted interviewees need to be quite specific.

To get the right interviewees to participate in the research, network sampling was used along with purposeful sampling. The interviewees were selected on their age and on starting a new job during COVID-19 that is normally done at the organization but needed to be done from home due to the pandemic. They were found via the researcher's network (e.g. people of whom the researcher knew that they are newcomers working from home and via LinkedIn), the networks of the interviewees, and the networks of fellow thesis writers. Using the networks of fellow thesis writers led to interesting interviewees who fitted the purpose of this research. Caution was taken to ensure that the selection of interviewees did not rely on network sampling too much, especially snowball sampling because this could easily result in too many interviewees working in the same organization and therefore not being representative of the whole population (Sharma, 2017). The demographics of the interviewees

that participated are presented in Table 1. Here, an overview of their gender, age, occupation, and how long they have been working at the organization is given.

Table 1

Interviewee demographics

Interviewee	Gender	Age	Occupation	Time at the organization since starting the new job
A	Male	24	Data processor	One year
B	Male	22	Marketing employee	Nine months
C	Female	22	Teacher	Five months
D	Female	23	Legal assistant	Three months
E	Male	26	Account manager	Two months
F	Male	23	Legal assistant and lecturer	Nine months
G	Male	26	Packaging coordinator	One year and two months
H	Male	29	Policy officer	Two months
I	Female	26	Policy officer/remedial educationalist	One year and two months
J	Male	22	Data processor	One year
K	Male	23	Advertising agency employee	Four months
L	Female	25	Customer service employee/trainee absenteeism officer	Two months

Instruments and procedure

To collect the data, semi-structured, retrospective, interviews were used. Because the experiences of the interviewees varied a lot from each other, semi-structured interviews were a good technique to ask follow-up questions about specific answers (Adams, 2015). The interviews were retrospective because the interviewees were asked to reflect on their work motivation by drawing their motivation from the beginning of 2020 up until the time of the interview (via Zoom or on paper). The line they drew indicates their work motivation during the organizational socialization process from home, which allowed them to ask specific questions about the interviewees' experiences at specific times. The interview guide (Appendix A) functioned as a guideline to make sure that the main themes were discussed. These themes included questions about the newcomers' perception of working from home, the socialization process from home, and questions about the way they think their organization is handling the situation. Since the interviews were conducted with Dutch interviewees, the interview guide was provided in Dutch. Quotes from the interviews used in the analysis were freely translated from Dutch into English. After each interview, a short overview of the

researcher's experience of the interview and the main findings were written down to improve the following interviews.

Because of the restrictions due to COVID-19, only two interviews were conducted in real life (according to the COVID-19 restrictions, the other ten interviews were conducted online via the videoconferencing platform Zoom. Advantages of using Zoom are that it is user-friendly, time-efficient and the calls are protected by third-party software (Archibald, Ambagtsheer, Casey, & Lawless, 2019). The audio of the interviews was recorded to transcribe the interviews. The transcriptions are anonymized, meaning that the name of the interviewee and the names of other people and the organization were excluded from the transcripts. The transcripts were then subjected to a member check and were approved by the interviewees, which enhances the credibility and reliability of the research (Symon & Cassell, 2012).

Analysis

During the analysis, the data gathered from the interviews was coded with the use of template analysis. Template analysis is a more flexible method than other techniques because it has fewer specified procedures, allowing the researcher to match the analysis to their requirements (King, 2012). Another advantage of using template analysis is that this technique does not have a fixed number of levels of coding hierarchy which allows the researcher to develop themes more extensively so richer data could be found (King, 2012). Using hierarchical coding is a key feature of template analysis, which allowed for analyzing the transcripts at various levels. The emerging themes were categorized into clusters and were defined in how they relate to each other and other clusters (King, 2012).

To start the coding process, a template with initial coding was formed (Appendix B). These a priori themes gave a direction for the coding process but were not set in stone. This initial coding has been used with reservation because they may need to be redefined or scrapped (King, 2012). The transcripts of five interviews were used to construct a final coding scheme (Appendix C), whereafter the analysis progressed by modifying and applying the final template using ATLAS.ti (King, 2012). For example, the codes 'missing co-worker contact' and 'getting to know co-worker' were added to the coding template. Also, the code 'work motivation before COVID-19' is added to see how the newcomer's work motivation has changed since starting a new job from home.

To establish the newcomer's work motivation, the analysis looked at how organizations try to motivate the newcomers and what role the organizational socialization

process played. For the confirmability of this research, the codes were collected in a codebook to show where the data came from and how it is transformed into the presented findings (Symon & Cassell, 2012).

Results

Major life event

In the interviews, questions were asked about the impact of COVID-19 on the interviewees' work life and private life. Eleven out of twelve interviewees illustrated the impact of COVID-19 with a score of 7 or higher on a scale between 1 and 10, the other interviewee rated the impact of COVID-19 with a 5. The biggest impact the pandemic had on the interviewees was switching and adjusting to working from home since none of the interviewees had worked from home before. Because every interviewee needed to work from home, their daily routines were disturbed greatly. They did not have to commute to the organization anymore, they did not see the same people as they used to and they had to stay inside their houses: '*I had to adjust everything to the corona restrictions [...] that had a huge impact* (Interviewee F, 23 year old legal assistant, and lecturer)'. COVID-19 was also personally significant and memorable for the interviewees because the several lockdowns had a big negative impact on the interviewees: '*It cost a lot of energy and perseverance and that was hard. Especially staying inside and the strict lockdowns were hard, especially when the days got darker, that had its influence. You miss your normal social life, and due to the strict lockdown you also have to miss your social life at work* (Interviewee I, 26 year old policy officer/remedial educationalist)'. This shows that the impact of COVID-19 is quite severe and negative, thus COVID-19 is generally experienced as a negative major life event.

The ways this major life event impacts the work of the interviewees are different for everyone. For a couple of interviewees, the pandemic led to an increase in workload while for the others the workload decreased. For most interviewees, this was caused by the gain or loss of customers or assignments. One interviewee, in particular, was disadvantaged greatly in his work life due to COVID-19: '*Three different jobs during corona says enough I think. I needed to leave my old employer because of corona, so started another job. And now I am starting another job again. Yes, then you see how big the impact is* (Interviewee E, 26 year old account manager)'. Other interviewees could not specifically illustrate how COVID-19 influenced their job, besides having to work from home, because they did not know how exactly COVD-19 changed their job: '*That is hard to say because I have no comparison with this organization outside corona* (Interviewee G, 26 year old packaging coordinator)'

The interviewees' experiences of this major life event were not only negative. Although the negative experiences predominated, there were some positive aspects to the major life event. Some interviewees saw the flexibility during the work day as a positive side of having to stay at home because they had to worry less about the daily hassles: '*And very simple things like getting bread or laundry. These are small things, but you have to think less about them because it can be done during the day* (Interviewee G, 26 year old packaging coordinator)'. Another interviewee took the flexibility as an opportunity to pay more attention to his health, which helped against the daily routine of working from home: '*I started to walk more in the area, just to do something else* (Interviewee K, 23 year old advertising agency employee)'. What stood out from the interviewees was that during the summer of 2020 all the interviewees experienced the major life event less negatively for the same reasons, for example: '*It got all more lose again and the restrictions were more lose and you could get to work with a fresh mind. So that is why the motivation indeed went a bit up* (Interviewee L, 25 year old customer service employee/trainee absenteeism officer)'.

Organizational socialization process

The training the newcomers received to learn about the job and the organization was different for the interviewees. Some of them were fully trained at the office and started working from home afterward, some were trained a couple of days at the office and the rest from home and others had their training completely at home. The newcomers who were trained (partly) at the organization felt more like a part of the organization and the training process was easier: '*I think that the involvement of co-workers at the organization makes you feel welcome […] and I had constantly a guideline I could work with for the things I did not know how to do. That did help yes* (Interviewee G 26 year old packaging coordinator)'. Having the organizational socialization process partly at the organization made the transition to work from home easier: '*You got to know who everyone is, whom you can send an e-mail and how the work is done. They answered the more usual questions, also to make work from home as comfortable as possible* (Interviewee K, 23 year old advertising agency employee)'. Being partly at the office during the organizational socialization process also helped with meeting co-workers: '*I got introduction meetings, one or two days. I got to know most of the co-workers, that did help for later meetings* (Interviewee E, 26 year old account manager)'.

For the newcomers that got their training completely from home was it more difficult: '*Working from home is what it makes it difficult, especially familiarizing with the activities regarding the system and platform* (Interviewee J, 22 year old data processor and quality

controller)'. Another interviewee had also a hard time with the organizational socialization process completely from home: '*Usually, I would walk into someone's office, now I made a lot of mistakes at the beginning […] specific mistakes I should not have made if I knew how it should be done. […] My employer should have offered a program that made me feel part of the team* (Interviewee F, 23 year old legal assistant and lecturer)'. So, it seems that with the perspective of work from home, the organizational socialization process partly at the organization works or would have worked best for most of the interviewees.

Another difference in how employers facilitated the organizational socialization process lays in the program of the process. The trend in the interviews was that the newcomer got training and introduction to the organization at the organization for a couple of days during a period of several weeks or even multiple months. The employers of these newcomers wielded more of a learning-by-doing approach with offered training and support from co-workers. For some of the interviewees, this resulted in the possibility of asking help when needed, and for others, it resulted in receiving constructive feedback on their work: '*I thought it was nice that I could work by yourself immediately and that I was trained while doing tasks […] when I finished things I showed them to the person that mattered. She looked at it and told me what could be done better and that I did better the next time* (Interviewee B, 22 year old marketing employee). Interviewees H and L stood out because they got an official training program they had to follow with specific activities that all needed to be finished to complete their training. For one of these interviewees, it was a program that also used learning-by-doing in combination with an introduction application: '*You get an app, it is a kind of "Starting at organization X" app where you get walked through processes to prepare you before starting the job* (Interviewee H, 29 year old policy advisor). So when the newcomers at that organization start their job, they are prepared which makes the learning-by-doing part of his training easier since the focus lays more on the core tasks rather than on getting familiar with the organization.

Interviewee L got a two-week training program wherein she got to know most of the needed information and practiced together with other newcomers. After those two weeks she had to start working on her own with little guidance: '*In a rapid speed, we learned all the conditions and the systems, then we practiced and sometimes they listened to our conversations* (the calls she had to make as a customer service employee) *[…] that training was intense, the way they trained us. We had to work alone real soon and I had no experience with that* (Interviewee L, 25 year old customer service employee/trainee absenteeism officer)'. Interviewee L was also the only one with a training process that lasted only two weeks.

Interviewees C and I got their training specifically from their predecessors. These two interviewees were hired to take over the job of their predecessor but the organization arranged the opportunity that they were trained by their predecessor. For both of these interviewees, the training was not what they hoped for: '*The one I replaced went with retirement and he explained things briefly, but then he was gone and I heard nothing from him anymore. There were things that I should know that others did not, but I did not know them, and I could not get them from someone* (Interviewee C, 22 year old teacher). The other interviewee who got trained by her predecessor needed to have her training while she was still working at her previous job because her predecessor would be gone when the newcomer started at the new organization. Spending only a few days with the predecessor, who was afterward not available for support, made the rest of the organizational socialization process more challenging: '*[…] that made that I needed to create my job a bit by myself. She wrote a document and that was clear, but she did not discuss everything you have to do in a year, so I had to find out a lot myself. […] I encountered tasks I needed to do as a remedial educationalist that were not written down for me. The things that were written down were different from what I actually needed to do. So, it was hard to figure out a lot of things myself.* (Interviewee I, 26 year old policy officer/remedial educationalist)..

The difference in having an organizational socialization process partly at the organization, or not, led also to different ways in where the newcomer got introduced to the organization. The interviewees whose organizational socialization process was partly at the organization got a tour through the organization and an introduction to the co-workers that were currently present: '*I got an tour in an almost empty building because some chairs were taken home by co-workers, which makes sense. But I got to learn about the structure and by who I need to ask for what* (Interviewee K, 23 year old advertising agency employee)'. One interviewee noticed that having an organizational socialization process from home led to several practical obstacles because she did not get a real introduction to the organization: '*[…] for example I was at the office the other day and I did not even know where the light switches were, because I have never been to the office before. And my name wasn't even in the printer so I couldn't make scans yet. This was fixed last week while I am currently working over an year for this organization* (Interviewee I, 26 year old Policy officer/remedial educationalist)'.

Most of the interviewees got introduced to their co-workers via online meetings, which were generally just monthly staff meetings. This was overall not perceived as something negative, nor as positive: '*There was a point in the meeting where I could*

introduce myself. It could have be done in other ways, sure, but you don't want them to organise a whole different meeting so I can introduce myself, that would make me feel embarrassed (Interviewee C, 22 year old teacher).

Expectations of the organizational socialization process

Overall, the expectations the newcomers had of the organizational socialization process were met, partly because a lot of interviewees did not know what to expect of the organizational socialization process from home and also because they understood that it was also a difficult situation for the employer and most of them see that the employer is trying to do it right for everyone: '*They could not do it otherwise because of the lockdown so I think that they did what they could. It was not to blame on their effort* (Interview E, 26 year old account manager)'. When the interviewees were asked about what they would like to see in an organizational socialization process, their answers were, for example, like: '*Yes, exactly like mine was* (Interviewee E, 26 year old account manager).

For interviewees C and E, the organizational socialization process did not meet the expectations of the interviewees. This was mainly because they did not feel like they have been trained enough or that the organizational socialization process took longer, or is not even finished, due to the circumstances of working from home. What played the biggest role was the lack of guidance and information that made the organizational socialization process not meet their expectations: '*Ehm yes, for example, an overview of the important exams I need to take and where I can get them. So basically the important things, I would have liked to see that those things were clear* (Interviewee C, 22 year old teacher)'. In addition to the lack of guidance, interviewee E had the feeling that his workload did not meet the expectations he had beforehand: '*At my current job not, that's why I will switch from the job again because I think that the targets the employer sets are too heavy for the functions* (Interviewee E, 26 year old account manager)'.

Organizational socialization process barriers

The overall trend in the interviews is that the organizational socialization process (partly) from home had more barriers than it brought opportunities for the interviewees. The biggest barrier was that the newcomers did not have the opportunity to get to know their co-workers, or at least not many of their co-workers. Some interviewees have met most of their co-workers, but not getting to know them led to the same disadvantage for every interviewee, for example, one interviewee said: '*There are co-workers that I have not seen in person, only*

in videocalls. So I think it has a negative influence on the bond with the organization or with your co-workers (Interviewee A, 24 year old data processor)'. This same interviewee continued his answer with that working online makes it difficult to get to know co-workers: '*You are doing it less quickly at the moment you are in a video-call, then you come quickly to the point and just asking what you need and no small talk. Also because you do not know them that well* (Interviewee A, 24 year old data processor). It appears to be a vicious circle; newcomers do not get to know co-workers in online meetings because there is no small talk, and because there is no small talk they do not get to know their co-workers. After all, the co-workers do not know each other that well.

The majority of the interviewees have the strong opinion that the employer is responsible for properly introducing newcomers into the organization and that they should provide opportunities where the newcomers can get to know the co-workers. For six interviewees this is exactly what happened: '*I got introduced in a monthly meeting with the whole company. I think this was good, everybody knows who you are and what you do. Saves me the effort to introduce myself to every one individual, is easier* (Interviewee J, 22 year old data processor and quality controller)'. The interviewees that hold the employer responsible for opportunities to get to know the co-workers are not enthusiastic to show own initiative to get to know co-workers because everyone is working from home: '*It is difficult and you see it works from two sides. Of course, you can put a lot of effort into it but it takes twice the effort to invest in relationships because ... because you are at home* (Interviewee E, 26 year old account manager)'. Looking at all the interviews, every interviewee sees that the difficulty to get to know their co-workers has a negative influence on the work motivation and believes that the employer should offer more possibilities to get to know each other. The effort the interviewees want to put in themselves differed for each interviewee.

One interviewee stood out with her view on not getting to know her co-workers. She said that it was of course demotivating to not know your co-workers and that it makes communication more difficult, but she continued with that it also had its advantage: '*... at the other side, I have the idea that because I worked the first two months at home, that it brought some peace because I did not get all the new things at once. It is of course a different way of working, but I could do it at my own pace and maybe you feel less pressure when you are working from home and get to know co-workers later* (Interviewee C, 22 year old teacher)'.

The slow process of getting to know co-workers also led to the barrier of difficult communication. Newcomers are more hesitant when it comes to asking co-workers they do not know for help when working at home: '*[...] especially in the beginning where you have*

never really talked to co-workers I find it difficult to go to them with things I think I should know but do not yet because I am a newcomer (Interviewee A, 24 year old data processor). Another interviewee said a similar thing: '*Normally you sit next to co-workers and you ask quicker how they think you should handle it, asking quicker how they should have done it, you don't have that from home. I think I found my way* (Interviewee G, 26 year old packaging coordinator)'. The problem most interviewees had is that the co-workers are less reachable because they cannot simply walk by someone's desk and they feel that they would disturb co-workers when they call them at home because they do not yet know if a particular co-worker would mind being called with questions.

The negative impact on communication led to the barrier slow learning trajectory. They missed the ability to discuss issues or look at how co-workers do their tasks. For example, one interviewee said the following: '*[…] as a newcomer you want to do things right and want to ask rather quickly how you have done or what you should do, having someone sitting next to you when you ask how something goes and they tell you what to do, you don't have that at home* (Interviewee H, 29 year old policy adviser)'. Several interviewees have said that they think the learning trajectory goes slower because they are not fully trained at the organization and around co-workers: '*Would have liked to be more at the office because of that you pick up things about the company. Learn about what happens within the organization and what everyone is doing* (Interviewee B, 22 year old marketing employee)'. The experience of the interviewees that the organizational socialization process took longer than expected before also influenced the work motivation as one interviewee told, for example: '*The process took longer and that can be seen in my motivation, that line* (Interviewee J, 22 year old data processor and quality controller)'

The last barrier of the organizational socialization process that can be derived from the interviews is that the newcomers miss guidance from their employer and co-workers. Missing guidance is in the researched cases (partly) a result of the feeling of the newcomers that they do not possess the information they need for their job and about their organization. The lack of guidance was even worse when the newcomer had no one to turn to for questions as one interviewee explained: '*Some things were unclear, nobody knew, I think that's wrong because for things around my course co-workers come to me because I am the only teacher of that course within the sector. But I can't get the information they need from anyone* (Interviewee C, 22 year old teacher)'. On the contrary, some interviewees did not experience a lack of guidance in such proportions as aforementioned, this might be because those interviewees had

the feeling that they were provided with all the needed information, got more complete training, and received constructive feedback or even regular appraisals.

So the main barrier appears to be that newcomers miss having co-workers around to ask simpler questions and that that has a negative influence on the organizational socialization process. Also, the lack of guidance and information plays a big part in how the organizational socialization process is perceived.

Organizational socialization process opportunities

Despite the barriers, the interviewees found also opportunities during the organizational socialization process from home. The employees that were the most positive about their organizational socialization process were the ones that were paired up with an (onboarding) buddy: '*You could go to the buddy with, for example, asking a day off and you don't know whom you should ask for that, or you need someone to sign something off and you don't know by who. Even with the lunch, they explained when everyone had their break and were, all kinds of this stuff. That was organized very well* (Interviewee L, 25 year old customer service employee/trainee absenteeism officer)'. The interviewees got help from their buddies in several ways. Some buddies helped with the planning of meetings and gave more of an introduction to how the organization works, while other buddies were responsible for individual training and helping with starting up the first workdays and helping with the job tasks. Having a buddy also helped with making contact with co-workers: '*[…] he led me more through the organization and he took me to get to co-workers* (Interview L, 25 year old customer service employee/trainee absenteeism officer)'.

A few interviewees tried to put more effort into getting to know the co-workers themselves, despite the opinion that their employer should provide more possibilities: '*When I got to know my co-workers a little better I stuck around more often after meetings to just talking about things that are not work-related* (Interviewee K, 23 year old advertising agency employee)'. For this interviewee, it was easier to have conversations about non-work-related matters when he already knew some co-workers better.

For some of the interviewees, the workload decreased due to the pandemic. To keep themselves motivated they looked for opportunities to find new challenges: '*I was looking for new challenges to develop myself more and to help develop the organization more. […] I got the autonomy to organize my job tasks with fewer restrictions from the organization.* (Interviewee A, 24 year old data processor). An increase in challenging job demands inclined the work motivation of the interviewees. Examples of an increase in challenging job demands

are that one interviewee got the opportunity to start-up and supervise a pilot project: '*A new pilot project I started, makes you realize how much I like the job and that gives even more energy* (Interviewee G, 26 year old packaging coordinator)'. Another interviewee got more opportunities to grow because of his work motivation: '*For example, I am currently specializing in specific specialties so I can become an expert in those specialties. So I get big possibilities from the extra things I get and need to do* (Interviewee F, 23 year old legal assistant and lecturer)'.

Also, regular meetings were perceived as an opportunity to keep the motivation stable. These meetings varied from formal updates about the organization to more informal meetings to keep the spirits up. These meetings also seemed to help to let the newcomers feel like a part of the organization, especially when they got properly introduced to their new co-workers: '*What an employer can do in general to make it better is to introduce the newcomer in a monthly meeting or so, like they did with me, that the employer announces you* (Interviewee J, 22 year old data processor and quality controller)'.

So, the main opportunity that was most beneficial for the work motivation was the buddy system. This opportunity is perceived as very helpful for getting to know co-workers. It appears that regular meetings and effectively making contact with co-workers are perceived as opportunities to bond with the organization and co-workers. As a result of high work motivation, some newcomers got the opportunity of finding new challenges, which inclines work motivation again.

Work motivation

When the interviewees started with the organizational socialization process from home, their work motivation was overall high because of the excitement of starting a new job and the urge to prove themselves: '*I set high standards for myself because I wanted to meet the demands and wanted to show them my best. So in that way, my motivation was high* (Interviewee D, legal assistant)'. Only for two interviewees, their motivation was very low when they started their new job, this had to do with the experiences at their previous job: '*We worked very hard* (at a previous job) *to earn as much money as possible for the organization, but a bonus was not possible. I also had to manage my team online, which was everything but motivating* (Interviewee E, 26 year old account manager). Although the very low work motivation at the start of their new job, it did incline as soon as they began with their new job: '*Around April was my motivation getting higher, I just started the new job so you are very curious about how everything works* (Interviewee G, 26 year old packaging coordinator)'.

After a while, the work motivation declined for ten interviewees, for some harder than for others as several interviews show: '*Motivation declined slowly because at a certain point you know how the things work and the standard irritations are beginning to build up* (Interviewee H, 29 year old policy officer)'; '*Then you are working for some months and the peak period is over and you are passed the period where you have to learn, so there come some holes in your schedule that you can't fill. Thereby I had to do tasks that I did not like. […] I did mention it to my employer but it did not help for that moment* (Interviewee I, 26 year old policy officer/remedial educationalist)'. For interviewees F and G their motivation stabilized after inclining for a while. As interviewee G stated, this had to do with learning fewer new things: '*I got to do more things alone, I learned fewer new things and I tried to go with that. […] It went fine, but that is why I did not draw an inclining line after that point* (the point from where he had to do more things by himself)*, from that moment it just was constant* (Interviewee G, 26 year old packaging coordinator)'.

Comparing all the drawn lines shows that the work motivation for five interviewees was very fluctuating and for six were it more moderated fluctuations. As stated before, their motivation increased after starting their new job, but after that their work motivation fluctuated differently from each other. There was one general moment for all five interviewees where the motivation inclined. This moment was around the start of the summer of 2020: '*Yes that was around the summer, I did have a nice vacation, had some free time, that is, of course, positive for your motivation. […] The corona restrictions got loser and we were allowed to do more things, so that is why my motivation got up* (Interviewee I, 26 year old policy officer/remedial educationalist)'. This is supported by interviewee A: '*To be honest, that* (inclining work motivation) *was because of the summer. Nice weather and moderated corona restrictions helped a lot* (Interviewee A, 24 year old data processor)'.

The course of the motivation of interviewee E stood out since it was the only one that kept declining with no points where the motivation inclined. The reason why his motivation kept declining was the way how the employer handled working from home: '*They could have set different targets, the ones they have set were too heavy for this situation. I think that you need to have targets that can be accomplished. When you don't have that* (achievable targets) *it demotivates people and me* (Interviewee E, 26 year old data processor)'.

Besides the effect of the employer's approach to working from home on the work motivation, several other factors declined the work motivation for every interviewee. The most outstanding factor was the missing co-worker support: '*At the beginning, I had a lot of motivation but it declined because I had very little contact with co-workers because I was*

working from home (Interviewee B, 22 year old marketing employee)'. This experience was shared with all the other interviewees. One interviewee even quit her first new job during COVID-19 with one of the main reasons being that her motivation got very low due to missing contact with co-workers: '*Ehm yes, as I said, I saw my co-workers no more and they were the only thing that made the job fun. […] So, ehm, then my motivation went down by just working and so I started thinking to indeed change jobs* (Interviewee L, 25 year old customer service employee/trainee absenteeism officer)'. The other factor that was perceived as negative on the work motivation was the strict lockdowns and its consequences, for example, Interviewee I states: '*Around December, with Christmas when we were not allowed to do anything at all, had my motivation declined very much, I was very done with everything* (Interviewee I, 26 year old policy officer/remedial educationalist)'. So, all the interviewees faced factors that demotivated them which is not beneficial for the performance. The approaches employers had to motivate their employees differed.

How employers tried to motivate the newcomers can be divided into two groups: the ones that actively offer motivational activities and the ones that do almost nothing to motivate. Starting with the first group where most of the interviewees' employers tried to motivate their employees with activities or sending welcome gifts. Some employers offered more formal activities such as training in time management while other employers offer more informal activities like regular online drinks to keep in touch with co-workers. Whether the interviewees took the opportunity to participate in such activities differed, but the fact that the possibility and the willingness of the employer to help is there is already helping as one interviewee answered the question whether the employer tries to keep the employees motivated: '*Yes, you can do training, such … such as mindfulness and all sort of those things. I've not done it yet, but it is offered anyway* (Interviewee C, 22 year old teacher)'.

The second group are the employers who do not offer the possibility to participate in motivational activities: '*Haha yes, that is a good one because I do not think that there if I am being honest, I do not think that it is done much. At least, it did not come to my attention* (Interviewee H, 29 year old policy adviser)'. One interviewee said that the reason that there is no motivation increasing activities is that her employer does not see that working from home can be disadvantageous to one's motivation: '*[…] but on a motivational level I think that for him, I think he has not quite figured it out that it affects each other* (Interviewee I, 26 year old policy officer/remedial educationalist)'. The interviewees with an employer that tries to motivate them are overall satisfied with the approach their employer has regarding

motivating, or at least they understand the difficulty of the situation and think the employer tries their best despite the circumstance.

Where there are no motivational activities organized by the employer, the interviewees would like to see that the employer shows initiative in organizing such activities. An informal online drink to connect with co-workers to catch-up and support each other would even be sufficient according to one interviewee: '*Do an online drink once a month, or such a thing organized by the manager instead of, ehm, my other co-workers who are at, are on the same hierarchical level as me* (Interviewee J, 22 year old data processor and quality controller)'. Missing contact with co-workers is a lack of job resources that plays a big part in the decline of motivation for every newcomer. Almost every interviewee has not met all of their co-workers and for most of them, the missing small-talk and building relationships with their co-workers is very demotivating as two interviewees said: '*You are missing, or what I am personally missing very much are the talks at the coffee machine, as it is called* (Interviewee A, 24 year old data processor)'; '*You are less in contact with co-workers and that does not contribute to your inherent motivation to motivate yourself again and again to finish your assignments* (Interviewee D, 22 year old legal assistant).

Discussion
Major life event

Based on the literature on COVID-19 it was expected that COVID-19 disturbs the daily routine of the newcomers, is personally significant, and memorable for the newcomers, and therefore can be considered as a major life event (Hite & McDonald, 2020). The results show that the interviewees experience COVID-19 indeed as a major life event. For every interviewee COVID-19 disrupted their daily routines. The most impactful disruption was the switch to work from home. None of the interviewees had worked from home before which asked for the necessary adjustment. The pandemic was also perceived as a huge impact on people's personal life, for example, the need to stay at home and not being able to see friends and family, and is therefore personally significant and memorable.

Theory also stated that major life events are perceived differently by everyone who is experiencing them (Hite & McDonald, 2020). This also came up in the results of this thesis. For some newcomers this major life event was very tough and led to some severe negative consequences, for others it was also a negative experience, but not as bad. For some, the workload increased and for others, it decreased as a result of the pandemic. As expected,

being in a major life event also had its results on work motivation (Hite & McDonald, 2020). Not being able to live their normal life, the several lockdowns and the thread of the corona virus declined the work motivation.

Not in line with the expectations, the major life event had also some positive disruptions to the daily routines (Hite & McDonald, 2020; Ten Brummelhuis & Bakker, 2012). For several newcomers, it is easier to organize their day since they have fewer meetings or begin and finish their workday earlier since they do not have to commute to the organization. For some, it was even beneficial for their motivation and mental health to take a longer break to exercise now they have the idea that they have more time in their day.

The organizational socialization process from home and work motivation

The organizational socialization process is the process wherein newcomers decide whether they 'fit in' in the organization (Bauer et al., 2007). Physical social interaction with co-workers and learning about the organization's structures and cultures are factors that contribute to the feeling of 'fitting in' (Dunbar, 2018). It was expected that these factors were more difficult to experience during the organizational socialization process from home and that this would decline work motivation (Dunbar, 2018; Ipsen et al., 2021; Kniffin et al., 2021; Wang et al., 2016). The results showed that there is indeed less social interaction with co-workers and that it is more difficult to learn about the organization's structures and cultures from home. This resulted in that most of the newcomers felt less connection with the co-workers and the organization which declined the work motivation. Although the newcomers missed these connections, it cannot be said with certainty that this led immediately to the feeling that they did not 'fit in' in the organization. Reasons for this might be that the organizational socialization process not has finished yet, or that they expected that the organizational socialization process would look different from home and are just accepting the way it goes.

As discussed, the success of the organizational socialization process depends on the pre-entry and post-entry factors (Takeuchi et al., 2020; Wang et al., 2016;). Regarding the pre-entry factors, it was expected that starting a new job from home might not meet the expectations the newcomer had beforehand (Takeuchi et al., 2020). Expectations that are not met can lead to declining work motivation (Wang et al., 2016). Overall, the newcomers were mostly aware that they had to work from home when they started so their expectations were based on that fact. One of the expectations that several newcomers had that was not met was the time needed for training. Because the organizational socialization process was mostly at

home, the organizational socialization process took longer than most of the newcomers had thought beforehand, which declined the work motivation. It appeared that the newcomers who had a clear training program, with some days at the organization, shared this experience less. In the end, most of the newcomers from whom the organizational socialization process has finished, think that they have got the resources to perform on their own, despite the difficulties of the organizational socialization process from home, which means that there are no unmet expectations that declined the work motivation. Some newcomers did not have expectations of the organizational socialization process from home. Especially these newcomers excepted that it is also difficult for the employer and that is very reasonable that the organizational socialization process is not perfect seeing the current situation.

The results show that the post-entry factors weigh heavier on the success of the organizational socialization process than the pre-entry factors do. The first post-entry factor that is important is the perceived social support (Takeuchi et al., 2020). The perceived social support consists of two categories: perceived supervisory support and perceived co-worker support (Takeuchi et al., 2020).

Regarding the perceived supervisor support, guidance from the employer is missed the most during the organizational socialization process from home. This in line with the expectation that hard work would be acknowledged less and that the employer paid less attention to employees' wellbeing which would decline work motivation (Akkermans et al., 2016; Takeuchi et al., 2020). What can be derived from the results, is that less supervision and less control of job tasks decline the work motivation of the newcomers. Despite the declining motivation, there were also actions from the employer that inclined the work motivation. Most newcomers received all sorts of welcome gifts from their employers. Mostly these were small gestures, but they have an inclining effect on work motivation. The idea that the employer understands the difficulty of a major life event and shows its support plays a big role in keeping the employees motivated and satisfied.

The second post-entry factor that is important for the organizational socialization process is the organizational socialization tactics. According to Bailey et al., (2015) employers have three choices when it comes to organizing the organizational socialization process from home: (1) adjust their standard process to the work from home context, (2) create new methods that fit the situation, or (3) do nothing about it. This research confirms the findings of the research of Bailey et al., (2015) that the second tactic would be the best for letting the newcomer 'fit in', but that most organizations choose to adjust their organizational socialization process to the obligated work from home situation. Seeing the perceived success

of the organizational socialization process, creating new methods would have been the best solution to make the process easier for the newcomers. Only one of the interviewed newcomers experienced an organizational socialization process that was not adjusted to work from home and COVID-19 at all. She was trained for two full weeks at the office and had to start immediately working from home afterward. This approach made the transition to work from home hard, especially with a job the newcomer had no experience with. So, to make the transition to work from home easier, the employer should at least adjust their current organizational socialization tactics to the work from home situation.

Literature stated that people are motivated by different incentives. Therefore it was expected that for some newcomers intrinsic motivation was more important and for others extrinsic motivation (Akkermans et al., 2016). Instead of this expected division, it seems that the organizational socialization process from home has the most impact on intrinsic work motivation. The joy of doing the job itself and other things that make the job fun are now less present than they are when working at the organization. Extrinsic motivational factors do also play a role, but they have less impact on work motivation. COVID-19 was for a lot of organizations also a financial setback, which led to several organizations withholding bonuses or other rewards. Most of the newcomers understand that there was no room for extra rewards, so that did not affect the work motivation as hard as intrinsic motivational factors.

Barriers of the organizational socialization process from home

Based on the JD-R Model it was expected that the organizational socialization process from home led to a disbalance between job demands and job resources and that this would decline the newcomer's work motivation (Demerouti & Bakker, 2011; Hite & McDonald, 2020). Especially for young newcomers, it was expected that their organizational socialization process would be harmed due to working from home during COVID-19 (Filstad, 2004; Filstad 2011; Xiong et al., 2021). Indeed, the results of this research show that newcomers stumble upon various barriers in their organizational socialization process from home that do not incline their work motivation or even decline their work motivation.

The factor caused by COVID-19 that was not beneficial for the organizational socialization process and the work motivation was work from home. Overall, work from home was a determining factor in the declining work motivation, but this had mostly to do with the general COVID-19 restrictions and less with how the employer facilitated work from home. The results also showed, in line with Xiong et al., (2021), that newcomers with an age between 20-30 do prefer working at the organization instead of working from home.

Newcomers and organizations saw that work from home can work and that after the pandemic a hybrid working schedule, with days at the organization alternated with days from home, can be a solution where most actors can get behind.

The result of having less contact with co-workers is that it became a barrier for the newcomers to ask for help. In line with Dubey and Triapthi (2020) and Filstad (2004; 2011), this leads to low perceived co-worker support because young employees want guidance and mentoring from their senior co-workers. This seems to be working in two ways: the ability to ask for help and co-worker support is harder when working from home, but it also depends on the effort the newcomer wants to put in themselves. It appeared that a lot of the newcomers needed an extra push or opportunity from the employer to get to know the co-workers.

The expectation was that newcomers would quickly turn to self-directed learning since the training was mostly from home (Bailey et al. 2015). From the results, this does not seem the overall case. Some newcomers had to figure more things out by themselves, which were more of a practical nature. Other newcomers were satisfied with the training the organization offered, and although it might have taken some more time, the training they got was enough for them.

Opportunities of the organizational socialization process from home

Based on the studied literature, was expected that work from home would also lead to opportunities. In line with Hite & McDonald (2020) was expected that the switch to working from home lead to learning skills employees could use after the pandemic. The newcomers did learn how the work more efficiently from home with the increasing technology, but as expected, the younger generation does generally not have difficulties with adjusting to technology (Dubey & Tripathi, 2020).

The opportunity that was expected but not could be derived from the results is that some interviewees could see the pandemic and work from home as an opportunity to spend more time with family (Hite & McDonald, 2020). None of the interviewees has mentioned anything about spending more time with family, this might be because the interviewees are between 20-30 and are not starting a family yet. Research has indeed shown that employees of this age not necessarily see spending more time with family as a personal resource and opportunity (Losada-Baltar, Jiménez-Gonzalo, Gallego-Alberto, Pedroso-Chaparro, Fernandes-Pires, & Márquez-González, 2020).

The results showed also an opportunity that was not expected: the positive effects of pairing the newcomers with a buddy. A buddy benefits the organizational socialization

process from home. The newcomer gets more guidance and has automatically more contact with co-workers. Recent research has indeed shown that starting a new job from home is more successful when newcomers are paired with a buddy (White, Clapton, & Cook, 2020).

Limitations and future research

This research is subject to five main limitations and ideas for future research. First, the sample of this research is limited to the age category 20-30. It might be interesting to research older newcomers who have supposedly less need of guidance because not all newcomers will be within the age of 20-30. Older newcomers might have other incentives that motivate them and they might have other needs during the organizational socialization process from home (Filstad, 2004; Akkermans et al., 2016). A recommendation for future research will be to also conduct qualitative research with participants older than 30. Selecting a specific age category will lead to more possibility to compare findings related to age because conducting this research with a limited number of participants from a non-specific group will not lead to general outcomes that are transferable (Symon & Cassell, 2012).

Second, newcomers between the age of 20-30 are generally pro-working at the organization (Xiong et al., 2021). Statements about how this current generation will look at working from home alternated with working at the organization may be too premature because a lot of newcomers in this generation do have very few experiences with fully working at the office of their new job. Future research can show if this generation of newcomers, after their experiences with starting a new job from home, is still holding onto working completely at the organization and what effect the organizational socialization process from home had on their experience. This can be researched by a qualitative longitudinal study in which the researcher is looking for experiences of newcomers who started a new job from home during COVID-19 and what their experiences are when the pandemic is over and ask them if and how their view on working from home has changed (Symon & Cassell, 2012).

Third, due to the most negative experience with COVID-19, negativity dominance might have occurred because it is natural for people to let the negative experiences overshadow the positive experiences (Rozin & Royzman, 2001). This means that there might be fewer opportunities or positive experiences of the organizational socialization process that can be derived from the interviews than there were present during the organizational socialization process from home because the negative experience with COVID-19 as a major life event was dominant and came first to mind. A clearer image of this dominance might

become more visible in future qualitative research with a focus on these experiences, sometime after the pandemic has ended. The overall negativity towards COVID-19 might have cooled down and made room for a more balanced view between negative and positive experiences (Rozin & Royzman, 2001; Fioretti, Palladino, Nocentini & Menesini, 2020).

Fourth, the sample size of this research is rather small and therefore less generalizable (Myers et al., 2013). This research gives insight into how employees experience the organizational socialization process from home and what motivates and what demotivates them. Future research could get more generalizable when there is chosen for bigger sample size or when the activities that motivate newcomers and that make the organizational socialization process from home more beneficial are researched via quantitative research (Symon & Cassell, 2012). For example, a survey study will be more generalizable because of the possible sample sizes and because it does not focus on specific individual experiences (Symon & Cassell, 2012; Mullinix, Leeper, Druckman & Freese, 2016). The downside of this research design is that it provides less in-depth insights into the phenomena and their context (Myers, 2013).

Finally, the results showed that the work motivation during the organizational socialization process not only changed due to the organizational socialization itself but also the obligation to work from home. According to the interviewees, it was hard to stay motivated while working from home and not everyone had the right means to work from home comfortably. Thereby it also seemed that the work-home balance faded more and more as working from home continued. So, it would be interesting to incorporate the Work-Home Resources Model (Demerouti et al., 2001; Ten Brummelhuis & Bakker, 2012) into studies about the perception of work motivation during the organizational socialization process from home to get deeper into the effect of the work from home practice on work motivation.

Managerial implications

The research has several implications for employers. First, in line with Bailey et al. (2015), the best way to get the most out of the organizational socialization process from home is creating new methods specifically for newcomers who start their job working from home. Where possible, employers should let the newcomers come to the organization for a couple of days during the organizational socialization process. This is overall perceived as very useful and leads to more bonding with the organization and makes it easier for the newcomers to get to know their co-workers. It is also important that the employer provides the newcomers with the needed information during the process they offer. Young newcomers want to succeed and

need a lot of information (Filstad, 2004; 2011). Not having the needed information is frustrating for them and a big demotivating factor, especially when the newcomer cannot get the information from anywhere (Demerouti & Bakker, 2011). Employers might not have all the answers themselves, but being open about it can already help.

Second, employers should offer the newcomers more guidance. This can be done with a clear introduction and training program, but pairing the newcomer with a buddy might even be more effective. Especially since young newcomers need a mentor or a more experienced co-worker who leads the way, a buddy will contribute to a successful organizational socialization process (Filstad, 2004; 2011). Having an organizational socialization process from home does not have to hinder the buddy system. The results of this research have shown that even having a buddy that can only be reached online or via telephone is very helpful. It gives the newcomers the feeling that there is someone ready to help them and will not be bothered if there is being asked for this help. Having the support of a buddy will also help with getting to know co-workers, which will motivate the newcomers.

Conclusion

This qualitative study aimed to answer the following research question: "How do young newcomers perceive the organizational socialization process from home regarding their work motivation and which barriers and opportunities do they face?" This research was conducted to give a deeper insight into the organizational socialization process from home during a major life event and how newcomers experience their work motivation during this process. The data was collected via semi-structured interviews with 12 interviewees from the age of 20 to 30. They were asked to give insight into, and their experiences with, the organizational socialization process from home during a major life event and their work motivation.

Based on the JD-R Model was expected that the job demands and job resources were not in balance and that the organizational socialization process from home led to more barriers than opportunities. This research showed that the young newcomers' experience of the organizational socialization process from home is that they miss guidance and that the biggest barriers are the missing contact with co-workers and how work from home makes getting to know the co-workers difficult. Especially young newcomers need guidance and support from their experienced co-workers. These barriers and the work from home context decline the work motivation of the newcomers.

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Appendix A
Interview guide

Goedemiddag, ik heb u hier vandaag uitgenodigd voor een interview over de motivatie om te werken bij nieuwkomers die werken vanuit huis en de rol van de werkgever hierin. Ik verwacht dat dit interview ongeveer 60 tot 90 minuten zal duren. Ik ben Jurre Ghielen, masterstudent Strategic Human Resource Leadership aan de Radboud Universiteit Nijmegen. Om dit interview goed te verwerken zou ik het graag op willen nemen. Heeft u daar bezwaar tegen?

Verder zou ik dan nu graag het toestemmingsformulier met u doornemen. Dit interview zal anoniem zijn, waardoor alles wat u zegt niet direct herleidbaar is naar u. Daarnaast is alles wat wij bespreken tijdens dit interview vertrouwelijk. De data van dit interview zal (anoniem) voor de komende tien jaar worden opgeslagen op een veilige locatie op de Universiteit van Nijmegen. Wanneer het gesprek op wat voor manier ongemakkelijk wordt voor u, heeft u de mogelijk om zonder opgaaf van reden te stoppen. Als u akkoord bent met deze voorwaarden mag u het toestemmingsformulier ondertekenen. (Bij een online interview wordt het toestemmingsformulier voor de aanvang van het interview via e-mail verzonden).

(Dan start ik nu de opname.)

Mijns inziens bestaat de motivatie om te werken uit de wil om te blijven werken bij je huidige baan. Dit onderzoek richt zich op werknemers die net nieuw zijn binnen de organisatie en die zijn begonnen met werken vanuit huis vanwege COVID-19. Grote levensgebeurtenissen, zoals COVID-19 en de gevolgen daarvan (thuiswerken) kunnen de motivatie om te blijven werken beïnvloeden. Het is een taak van bedrijven om nieuwkomers zich te laten thuis voelen en te motiveren. Tijdens het interview zal ik u vragen naar uw ervaringen als nieuwkomer binnen een bedrijf en het thuiswerken. Ook zal het socialisatie proces (het proces vanuit de organisatie om de nieuwe werknemer deel te laten uitmaken van de organisatie) aanbod komen. Ik zou graag willen beginnen om u te vragen om uw motivatie om te werken tijdens, vanaf de start tot dit moment, uit te tekenen. Hierna zal ik u vragen om deze tijdlijn toe te lichten, waarna ik wat verdiepende vragen zal stellen. Heeft u hier vragen over?

Zou u voordat we hieraan beginnen een aantal algemene vragen willen beantwoorden?
1. Wat is uw leeftijd?
2. Wat is uw hoogst gevolgde opleiding?
3. Kunt u mij kort door uw cv lopen?
4. Wat voor werk doet u nu?
5. Hoe lang werkt u voor de huidige organisatie?
6. Hoe veel uur werkt(e) u gemiddeld per week?

7. Hoe veel uur daarvan werkt u thuis?

Dan beginnen we met de tekening.
- Mag ik u vragen om vanaf het begin van de pandemie uw motivatie om werken te tekenen en hoe deze is veranderd? Neem hierbij rustig de tijd om na te denken.

(je geeft de geïnterviewde de tijd om de tijdlijn in te vullen)
- Mag ik je nu vragen om met een gele marker aan te geven op welke momenten je barrières of kansen tegenkwam die je motivatie hebben beïnvloed?

Als de werkgever geen ondersteuning geboden heeft maar u wel graag ondersteuning had ontvangen kunt u dit met rood aangeven?
- Mag ik je nu vragen om met een blauwe marker aan te geven op welke momenten je werkgever je tijdens deze periode hulp heeft geboden om kennis te maken met de organisatie.
- Wat heeft u zelf gedaan om uzelf te motiveren?
- mMag ik u vragen om aan te geven met een groene marker op welke momenten je steun van je collega's hebt gehad met het wennen aan de organisatie en met je motivatie?

(Als dit klaar is stel je vragen over de vorm van de lijn die getekend is en vraag je de geïnterviewde om de verschillende gemarkeerde onderdelen verder toe te lichten).

Topics major life event & work from home:
- Hoe wordt het werken vanuit huis gefaciliteerd door uw werkgever?
- Staat uw thuissituatie het makkelijk toe om thuis te werken? Denk hierbij aan werkruimte of het aanwezig zijn van gezinsleden/huisgenoten.
- Zou u willen dat uw werkgever het anders zou aanpakken? Zo ja, hoe dan?

Topics motivation & work from home:
- Wat motiveert u normaal gesproken om te werken?
- Hoe is uw motivatie om te werken sinds u werkt vanuit huis?
  - Waar bent u tevreden mee en wat mist u?
- Wanneer interviewee moeite heeft met motivatie: Als u kijkt naar de gehele tijd dat u voor de organisatie werkzaam bent en dus vanuit huis werk. Wanneer denkt u ongeveer dat de verminderde motivatie is begonnen?
- Heeft u het idee dat uw werkgever u probeert te motiveren?
  - Zo ja, hoe doet uw werkgever dat?
  - Zo nee, wat mist u?
- Helpen uw collega's u te motiveren?
- Wat doet u om uzelf te motiveren?

- Wat heeft u daarbij nodig

Topics organizational socialization process:

- Kloppen deze verwachtingen met de werkelijkheid?
- Waar denkt u dat de verantwoordelijkheid van het socialisatie proces ligt binnen de organisatie? Bij uzelf of bij de organisatie?
  - Waar denkt u dat deze verantwoordelijkheid dient te liggen?
- Kunt u in uw eigen woorden omschrijven hoe het inwerken en de introductie tot de organisatie verliep?
  - Waar bent u tevreden over en wat heeft u gemist?
- Heeft u een idee hoe uw baan bijdraagt aan het algehele proces van de organisatie?
- Denk u dat de kennismaking het betrekken van u bij de organisatie van invloed is geweest op uw motivatie om te werken?
  - Waar bent u tevreden over en wat heeft u gemist?

(Voor de interviewees die ontslag hebben genomen)

- Heeft het nemen van ontslag te maken gehad met het proces om je onderdeel van de organisatie te voelen?
- Heeft het nemen van ontslag te maken gehad met de omstandigheden omtrent COVID-19? Met name het thuiswerken?
- Wat denkt u dat de organisatie anders had kunnen doen om ervoor te zorgen dat u daar bleef werken?

Appendix B
Initial coding template

Code	Categories	Sub-categories	Definition
Major life event			Events that are timed, disrupt one's everyday routine, and are perceived as personally significant and memorable by those who experience them (Luhman et al., 2020, p. 7; Luhmann, Orth, Specht, Kandler, & Lucas, 2014).
	COVID-19	• Impact of COVID-19 • Lockdown	Worldwide virus with flu-like symptoms and deadly to some specific demographics (like elderly).
Work motivation			Cognitions, effects and behaviours that are related to one's participation in an observable work arrangement and influences performance (Kanfer et al., 2013)
	Intrinsic motivation	• Inclining intrinsic motivation • Declining intrinsic motivation • High intrinsic motivation • Low intrinsic motivation • Stable intrinsic motivation • Effect intrinsic motivation	The reward of the job is doing the job itself and liking the job, so the satisfaction of doing the tasks the employee needs to do (Ryan & Deci, 2000).
	Extrinsic motivation	• Inclining extrinsic motivation • Declining extrinsic motivation • High extrinsic motivation • Low extrinsic motivation • Stable extrinsic motivation • Effect extrinsic motivation	The motivating incentives that are externa of doing the job itself, like monetary rewards or promotions (Akkermans et al., 2016)
Work from home			Performing job tasks, that would normally have been done at the organization, at the same place one lives.
Barriers to organizational socialization from home			Complications emerging during the process wherein the newcomers make the transition from being organizational outsiders to being insiders (Bauer et al., 2007).

	Barriers to learning	• No support • Lack of organized training	The organizational socialization process leads to more self-directed learning, which can negatively affect one's resources.
	Barriers to getting help	• Distance between newcomer and superior • Less control from supervisor	Not being on the same work floor as co-workers make it more difficult to ask for assistance.
	Barriers to communication	• Online meetings • Scheduled meetings • Not being able to hop by	Not being on the same work floor as co-workers make it more difficult to communicate and build relationships with them.
	Hindrance job demands	• Negative increase workload • More responsibilities • Problem fixing • No realistic demands	Demands that harm personal growth and performance and that are associated with a low motivation because there is a negative relationship between the effort an employee can give and what is necessary to meet the demands (LePine et a;., 2004)
Opportunities to organizational socialization from home			Changes and positive effects emerging during the process wherein the newcomers make the transition from being organizational outsiders to being insiders (Bauer et al., 2007).
	Learning new skills	• New teleworking skills • Adjustment to situation	Working from home lead to the use of new techniques
	Job resources	• Employer support • Autonomy • Learning from co-workers • Regular meetings	The aspects that are needed (and provided) to achieve goals and reduce job demands.
	Increase of job resources	• More training • More freedom in planning one's week • More time to relax	More availability of the resources that are inherent to the self, like time, health, and family
	Challenge job demands	• Positive increase workload • Doing job tasks • Challenging tasks	Job demands that are associated with high motivation and are presumed beneficial for personal growth and performance (LePine et al., 2005).

Appendix C
Final coding scheme

Code	Categories	Sub-categories	Definition
Work from home			Performing job tasks, that would normally have been done at the organization, at the same place one lives.
	Amount of working from home	• % working from home • Period worked from home • Shifting working hours • Working overtime	The quantity and period the employee has worked from home.
	Work from home experience	• Tired of working from home • Distractions at home • Negative impact work from home • Positive impact work from home • Wanting to go back to the office • Challenging transition to work from home • Flexibility during the day	The employee's perception of working from home.
Major life event			Major life events are events that are timed, disrupt one's everyday routine and are experienced as memorable (Luhman et al., 2020; Luhmann, Orth, Specht, Kandler, & Lucas, 2014).
	COVID-19	• Impact of COVID-19 • Implementing COVID-19 restrictions	The effects that COVID-19 as a major life event has on the (working) life of the interviewee.
Work motivation			Cognitions, effects and behaviours that are related to one's participation in an observable work arrangement and influences performance (Kanfer et al., 2013)
	Motivation before work from home	• Motivation beginning 2020	The level of motivation at the beginning of 2020, before Covdi-19.
	Intrinsic motivation	• Inclining intrinsic motivation • Declining intrinsic motivation • High intrinsic motivation • Low intrinsic motivation • Stable intrinsic motivation • Effect intrinsic motivation	The reward of the job is doing the job itself and liking the job, so the satisfaction of doing the tasks the employee needs to do (Ryan & Deci, 2000).

	Extrinsic motivation	• Inclining extrinsic motivation • Declining extrinsic motivation • High extrinsic motivation • Low extrinsic motivation • Stable extrinsic motivation • Effect extrinsic motivation	The motivating incentives that are externa of doing the job itself, like monetary rewards or promotions (Akkermans et al., 2016)
	External factors	• Positive external factors • Negative external factors • Stable effect external factors	Factors outside of the work environment that influence the motivation (e.g. COVID-19)
	Influence employer	• Employer influenced motivation positively • Employer influenced motivation negatively • Employer had no influence on motivation • Lack of motivation increasing activities • Satisfied with approach to motivate	The influence the employer has on employee's work motivation
Opportunity			The positive results of the actions and elements of the organizational socialization process and high motivation.
	Taking action	• Looking for new challenges • Own initiative • Starting new job • Creating awareness	The activities the newcomers do to motivate themselves and that benefit the organizational socialization process
	Job resource	• Employer support • Autonomy • Learning from co-workers • Regular meetings	The physical, psychological social and organizational aspects of the job that are functional in achieving work goals, reduce job demands and stimulate personal growth, learning and development (Demerouti & Bakker, 2011).
	Challenge job demands	• Positive increase workload • Doing job tasks • Challenging tasks	Job demands that are associated with high motivation and are presumed beneficial for personal growth and performance (LePine et al., 2005).
	Factors benefiting organizational socialization process	• Training • Asking questions • Getting to know co-workers • Introduction • Warm welcome • Meeting expectations	Aspects that are of positive influence to the process of newcomers becoming organizational insides instead of organizational outsiders (Bauer et al., 2007).

		• Getting needed information • Positive experience organizational socialization process • Organizational socialization process partly at organization • Getting help from co-workers • Buddy • Employer effort • Good communication	
Barrier			The negative results of the actions and elements of the organizational socialization process and low motivation.
	Hindrance job demands	• Negative increase workload • More responsibilities • Problem fixing • No realistic demands	Demands that harm personal growth and performance and that are associated with a low motivation because there is a negative relationship between the effort an employee can give and what is necessary to meet the demands (LePine et a;., 2004)
	Lack of job resource	• No employer support • Missing co-worker contact • Having no power	Job resources that the employees are missing.
	Absence of opportunity	• No new opportunities • No new challenge	The lack of physical, psychological social and organizational aspects of the job that are functional in achieving work goals, reduce job demands and stimulate personal growth, learning and development (Demerouti & Bakker, 2011).
	Factors not benefiting organizational socialization process	• Absence activities • Not trained at the office • Not getting to know co-workers • Not getting needed information • Treated different as newcomer • Missing guidance • Not fully trained • Not meeting expectations • Missing bond with organization • Difficult communication	Aspects that are of negative influence to the process of newcomers becoming organizational insides instead of organizational outsiders (Bauer et al., 2007).