

Exploring Digital Onboarding for Organisations: A Concept Paper

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Employee onboarding is one of the important steps when hiring new employees into an organisation. It refers to the process of integrating new employees into an organisation. This paper focuses on conceptualising digital onboarding programs based on the gaps found in the literature. The paper presents general concepts and processes of onboarding and identifies the variables needed in a strategic digital onboarding program. Many studies have revealed that engagement during the onboarding process is one of the problems affecting an employee's motivation, job satisfaction and commitment to an organisation. This paper proposes that this problem could be resolved by integrating technology into the onboarding process. Technology allows switching from conventional manual onboarding to digital onboarding, and allows onboarding to shift left and start early, as soon as a job offer is accepted. The Technology Acceptance Model (TAM) is proposed as a model to understand human resource support, employee motivation and self-efficacy in using technology during pre-onboarding.

Key words: *Digital Onboarding, Technology, Technology Acceptance Model, Self-efficacy, Motivation, Pre-Onboarding.*

Introduction

Time is valuable when onboarding new employees. The faster new employees are able to integrate themselves into the new work environment and begin to contribute productively, the quicker the organisation will regain from its return of investment in bringing in the new employees. Onboarding offers a new employee the opportunity to learn about the company, the organisation, the job and the expectations. However, it is common practice for onboarding to begin on the employee's scheduled start date. For this reason, having a good onboarding process is important (Lavoie, 2016; Keisling & Laning, 2015; Klein et al., 2015; Roberts, 2014; Bauer, 2013; Bauer, 2010). Employee onboarding, often known as organisational

socialisation, is a process of bringing in and integrating new employees into the organisation (Field, 2015; Klein et al., 2015). Organisations use the onboarding process to assist employees to quickly and smoothly adjust to the social and performance aspect of the new job and its expectations.

Onboarding often involves a series of trainings and orientation programs, with the goal to provide new employees with the knowledge of the organisation's vision, mission, operations, products, services and processes, to build strong links between the employees and the organisation. Onboarding is necessary for new employees to enable them to perform well in the new job and meet the organisations' expectations (Vasudevan, 2014). Training also allows employees to improve their knowledge and skills, attitudes and confidence at work (Nyakale, 2016; Klein et al., 2015; Sullivan, 2015; Bauer, 2013). This would then motivate new employees to deliver results to the organisation and be rewarded, in the shortest time possible. A well-established onboarding and integration process often result in a shorter learning curve that leads to talent retention (Field, 2015). More and more organisations have started switching their onboarding process from traditional ways and manuals to using technology and digital information (Lavoie, 2016; Page, 2016; Ellis & Kuznia, 2014; Roberts, 2014; Vasudevan, 2014; Bauer, 2010). In this paper, the Technology Acceptance Model (TAM) and Expectancy Motivation Theory towards the use of technology for employee onboarding will be examined and analysed.

Information and web technologies are among the critical components in business operations. Today, computer systems and applications are closely integrated into all business processes to improve efficiency and increase productivity (Lavoie, 2016; Nyakale, 2016; Roberts, 2014; Vasudevan, 2014; Sultana et al., 2012; Bauer, 2010). Information systems can be found in all departments whether in finance, logistics, marketing, purchasing, legal, research and development, manufacturing or human resources. Similarly, technology is also proven to be an important tool when it comes to training and development (Kimiloglu et al., 2017; Field, 2015; Vasudevan, 2014). Employee onboarding is part of training and development, and is a crucial process for the new employee, management and the organisation to develop a long-lasting relationship and trust. Krasman (2015) states that employee turnover costs organisations time and money.

According to Hirsch (2017), onboarding offers a golden opportunity to organisations to win the hearts and minds of new employees. Onboarding, when applied successfully, will lead to employee retention (Field, 2015; Hirsch (2017) states that 69% of new employees are likely to stay on the job for three years if they experience great onboarding, and as many as 58% are likely to stay longer than three years if they went through a structured onboarding program. Thus, onboarding should be well planned because employees acquire their first impression of the organisation that they are about to join through how good their onboarding experience is.

Thus, many would agree onboarding plays an important role for integrating new employees into an organisation. The socialisation process builds strong links between employees and the organisation (Klein et al, 2015; Renz et al., 2014). Onboarding provides a mechanism for new employees to acquire the necessary knowledge, information, skills and behaviours to work efficiently and effectively for the organisation (Renz et al., 2014). More and more organisations have started introducing e-learning for employees' training and development. Mixing e-learning and manual training creates a blended learning environment. The reason behind the change is simple: e-learning is cost effective and efficient (Ellis & Kuznia, 2014). E-learning creates a ubiquitous learning environment that is flexible for employees. Studies have indicated that employees receiving proper training tend to show higher levels of work commitment (Vasudevan, 2014; Top & Gider, 2012; Kuznia et al., 2010). Thus, technology can make onboarding a welcoming experience (Lebedzeva, 2016). Technology can also provide a more flexible onboarding environment for employees. As suggested by Absah, Rini and Sembiring (2020), flexible working arrangements play a crucial role in institutional performance and employee engagement. By being flexible in onboarding or pre-onboarding, employers could engage employees immediately after they are appointed.

Onboarding

The famous Greek philosopher Aristotle once said "*Man is by nature a social animal*". Vygotsky's (1978) social learning theory also emphasises the importance of human interactions in learning. Employee onboarding can be considered as a social interaction process. Based on the social constructivist learning theory, this is true because knowledge is a product of human interaction and learning is a form of social activity. Onboarding aims to provide new employees with the necessary information and knowledge in order to succeed in the job. Through onboarding, an organisation strives to build a positive and strong relationship with the new employee. According to Krasman (2015), a comprehensive onboarding often leads to the development of truly satisfied and engaged employees.

Boysen (2017) states that onboarding is important for work commitment because it aligns and links new employees to the organisation's goal, its vision and mission. Onboarding serves as a platform to allow the employees to socialise and team build. Additionally, onboarding welcomes the new employees and make them feel they are part of the team. According to Coetzer (2006), employees' perceived lack of incentives to learn posed a challenge in motivating and retaining employees. Whenever attrition happens, it costs the organisation in terms of time and money (Krasman, 2015). Latif (2013) indicates employee training leads to improved business results and is also an important factor in shaping employees' behaviours. It creates a sense of motivation and satisfaction with career development. Latif's study points out that learning and development is an important factor in creating a sense of progression and purpose, which leads to organisational commitment. Good employee training has proven

to have a positive, significant effect on employees' work satisfaction (Hanaysha & Tahir, 2016; Khuong & Tien, 2013). These studies have shown that employee training is an important factor in influencing employee behaviour.

Onboarding is a process of adult learning. According to Longenecker and Abernathy (2013), adult learning in the modern workplace is becoming a challenge to organisations. The authors claim that adult learners carried with them a wealth of life experiences and learning habits that should be taken into consideration when designing training programs, and influence how the learners are able to understand, process and apply the knowledge and information. Therefore, Longenecker and Abernathy (2013) argue that an organisation needs to be more effective and flexible in onboarding employees, enabling them to work dynamically. They express that training or onboarding done poorly could lead to performance, low morale or motivational issues. Organisations operate in a fast-paced and fiercely competitive environment that require rapid learning processes. For example, organisations must become more effective at onboarding new employees to better enable them to operate in a dynamic, highly flexible and matrix organisation (Longenecker & Abernathy, 2013). The authors conclude that when learning is more productive, it will likely lead to a good return of investment for the organisation.

According to Page (2016), the window between an offer and a scheduled start date is filled with anxiety. It is therefore best to keep the new employees engaged during this period. Conventional onboarding process can be somewhat boring and stressful (Lavoie, 2016), especially as new employees report to work on their first day feeling excited to begin making a difference but eventually spend a full day or several few days sitting in a training room receiving talks, speeches and instructions. One suggestion is to use technology to create digital onboarding, forming a blended learning environment consisting of both online and classroom learning. Digital onboarding allows information to be delivered to the new employees in a bite-sized manner and is easier to process (Hirsch, 2016). Another benefit of using digital onboarding is that it enables a shift-left in onboarding, also called pre-onboarding (Sullivan, 2015). This implies the onboarding process could begin as early as when the new employee has accepted the job offer.

Pre-Onboarding

Pre-onboarding is a shift-left of onboarding. Pre-onboarding takes place before the employee's scheduled start date (Lebedzeva, 2016; Sullivan, 2015). According to Lavoie (2016), applying technology in onboarding allows pre-onboarding to start once the new hire has accepted the job offer. This turns onboarding into a form of digital training that is more personalised and engaging. Delivering pre-onboarding using online or e-learning offers a ubiquitous learning experience and is an important component for earlier onboarding

practice. Studies indicate that employees who receive proper training and development are likely to stay longer and commit to the organisation (Field, 2015; Ellis & Kuznia, 2014; Top & Gider, 2012).

According to Deutsch (2016), pre-onboarding offers the opportunity for organisations to engage their newly hired employees earlier, before the scheduled start date. Deutsch emphasises that organisations that use pre-onboarding are 1.6 times likely to have a lowest cost than those that don't. Applying technology to enable pre-onboarding allows a personalised engagement, welcoming new employees (Lebedzeva, 2016) and giving them the opportunity to start learning for their new job and expectations, which will lead to better productivity (Sultana et al., 2012), greater career success (Reilly, 2016) and avoid no-show cases (Sullivan, 2015). After all, early onboarding is proven to improve self-confidence and self-efficacy (Bauer, 2010; Bauer, 2013) for new employees when they finally enter the job. Bauer (2010, 2013) stresses that onboarding helps to boost new employees' confidence and improves their self-efficacy, which has significant impacts on organisation commitment, job satisfaction and retention.

It is suggested that pre-onboarding could be useful before the onboarding takes place for the new employee. The pre-onboarding can be digitalised using a learning management system (LMS) to cater to the needs of new employees and for the organisation to reach-out to the employees. Some organisations have started their pre-onboarding and onboarding through various platforms such as

Related Theory and Model

Training and development at the workplace is important for increasing employee productivity (Sultana et al., 2012). Organisations use onboarding to integrate their new employees so these employees can ramp up and perform in the shortest time possible, knowing the organisation's expectations of them (Bauer, 2013). A good onboarding experience impacts employee satisfaction and motivation (Hanaysha & Tahir, 2016). It also enables the new employees to perform their job well (Sultana et al., 2012), possibly leading to some positive outcomes like recognitions and rewards. Wagonhurst (2002) also indicates training is necessary to achieve desired objectives and should lead to favourable changes in employee behaviour. But why would employees choose to invest their time and energy into onboarding? The reason and purpose are simple: motivation.

According to Panay (2014), social scientists have been studying motivation for decades, to understand what it is all about and how it encourages an individual's change of attitude and behaviour. There are many motivational theories that can be associated with employees' motivations such as job satisfaction and productivity in an organisation. Motivational theories

that are commonly in use are Maslow's Hierarchy of Needs and Vroom's Expectancy Theory, to name two. Motivators are factors that lead to satisfaction and therefore motivate employees to work harder. On the contrary, hygiene factors are the opposite of motivators that lead to job dissatisfaction and lack of motivation (Tan et al., 2013; Tan & Waheed, 2011). Maslow's Hierarchy of Needs indicates there are five distinct hierarchical levels of basic individual need that must be met before achieving the next level. While Maslow's theories explain the motivations behind an employee's action, Baker-Eveleth and Stone (2008) claim that Expectancy Theory is best used to describe why people will choose how to behave in certain ways; it actually depends on the outcomes they expect as a result of their behaviour. They articulate that Expectancy Theory can be applied together with the Technology Acceptance Model, an information systems theory, to model how people come to accept and use a technology.

Expectancy Motivation Theory

Vroom's (1964) expectancy motivation theory explains the behavioural process of why individuals choose one type of behaviour over the other. It suggests that people will choose how to behave depending on the outcomes they expect as a result of their behaviour. It states that a person chooses to behave in a certain way because that person is motivated to select a particular behaviour over other behaviours in order to obtain a result from that selected behaviour. In a nutshell, the motivation behind choosing a behaviour is to obtain a desired outcome, mostly tied to reward and recognition. Vroom also suggests that motivation is a process controlled by a person to govern choices, based on an estimate of how well the choice will lead to an expected result.

Through motivational acceptance theory, new employees' motivation (and their employers') to choose and adopt the use of digital onboarding could be examined, because it leads to the logic that it is beneficial to them, would help them to perform in the work and in being rewarded for their work. Research has shown that positive outcomes like salary increment, job promotion, recognition and rewards are highly desirable motivational factors for employees (Sultana et al., 2012). This indirectly benefits organisations because the new employees will be able to ramp up to their full potential and productivity in the shortest time possible through onboarding.

According to Sultana et al., (2012), motivation comes first in any training. New employees are often eager to demonstrate their skill sets and performance in a new job. Hence, they choose to behave and perform in ways that their performance will lead to some sort of recognition and rewards. Thus, onboarding provides them the opportunity to speed up the learning process and to be successful in the new organisation. Expectancy motivation theory can be related to technology based on an empirical study from Baker-Eveleth and Stone

(2008) in using computer software. They reveal that ease of system use affects both self-efficacy and perceived usefulness. Ease of use and perceived usefulness are the factors of the Technology Acceptance Model (Davis, 1989). These two factors influence the user's decision, or anticipated decision, to use the software (Baker-Eveleth & Stone, 2008).

As technology advances, more organisations are integrating technology into training and development (Kimiloglu et al., 2017). Blended and e-learning environments offer an effective learning approach to new and existing employees (Ellis & Kuznia, 2014). Through the use of technology, Lebedzeva (2016) and Sullivan (2015) suggest a pre-onboarding process to enrich the experience of individuals who have just accepted a job offer. Sullivan (2015) also argues pre-onboarding will prevent new hires from walking away from already accepted offers or even no-show events for the first day of reporting to work. Both writers suggest the use of technology to make onboarding a welcoming experience.

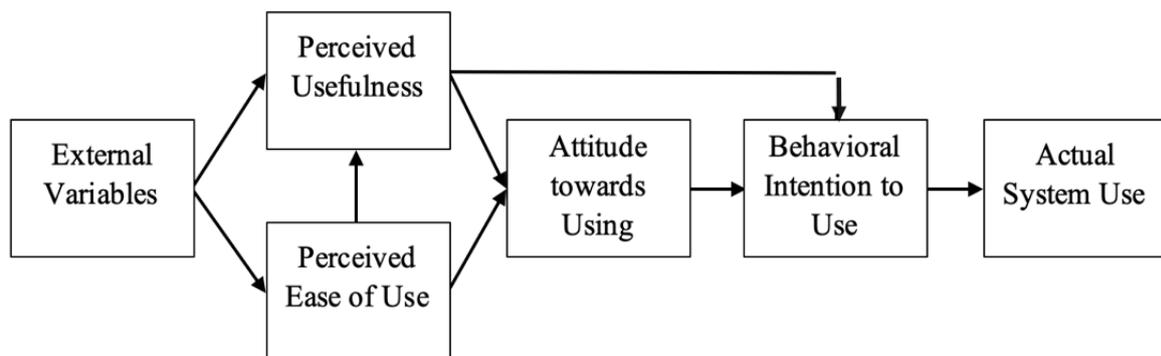
According to Reilly's (2016) study, it was found that 76% of respondents from 200 employees had received in-person classroom-style training and 56% had participated in interactive online training. The survey also reveals that 47% of respondents wanted to be able to go through the material at their own pace and 39% wanted to be able to go back and review the content whenever they needed to. This means onboarding needs technology to offer users the benefits of and convenience to interact with the learning contents at any time; with things like easy access from different devices, the ability to search for a specific topic and bookmarking it for future reference. It is apparent that technology could offer a rich and meaningful experience during the onboarding process. To motivate employees to accept the technology behind digital onboarding, the Technology Acceptance Model might be the answer.

Technology Acceptance Model

The Technology Acceptance Model, or TAM, is an information systems theory that models how users come to accept and use a technology (Davis, 1989). It was developed in the late 1980s when computer technologies such as emails and word processors were replacing conventional methods like typewriters and handwriting memos. TAM is not about the technology but is the beliefs and perceptions of whether the technology is actually useful or easy to use. TAM assumes everyone is different and therefore determines their behaviour and their actions are rational. Hence, everyone evaluates usefulness and ease of use of technology when there is an intention to use it, and therefore actually use it. Likewise, accepting technology at work is often subjected to whether the employees believe the technology will benefit them.

According to Bandura (1986), self-efficacy can be used to predict an employee's belief in using technology. It represents the employee's cognitive aspect that determines the effectiveness and behavioural outcome. Hence, it suggests that if the technology is perceived to be useful, it is more likely the employee will accept and use the technology. Thus, the conceptual framework in this conceptual paper is adapted based on Bandura's literature, that self-efficacy and behavioural outcomes represent the perception that technology is useful at work. This framework is also similar to the model used in Baker-Eveleth and Stone's (2008) study of expectancy theory and behavioural intentions to use computer applications.

Figure 1. Technology Acceptance Model (Davis, 1989)



Current Gaps in Onboarding

According to Aberdeen Group's 2014 research, only 32% of companies have a formal onboarding process in place (Lebedzeva, 2016). Hence it is believed through the use of digital onboarding plans, new hires and employees can get quick access to all the essential information through a personalised onboarding dashboard. For example, the dashboard could include an employee handbook, documents describing the company's benefits, as well as guides to using the software and equipment necessary for daily activities. While there were many studies conducted to understand gaps in onboarding, not many have been carried out to understand gaps and challenges in new employees' confidence (self-efficacy) during onboarding, nor if human resources in an organisation play a vital role in increasing new employees' confidence that leads to stronger motivation to successfully complete the onboarding process.

Lebedzeva (2016) argues that technology can make onboarding a welcoming experience. Onboarding offers new employees a first impression of the new organisation they will soon join. It is a socialisation process (Bauer, 2010), to build a strong bond between the organisation and the new employees (Klein et al, 2015; Renz et al., 2014). Sanders (2014) highlights that one in six new employees quitting the job due to ineffective onboarding

reflects the importance of onboarding. The goal is to get new employees adjusted to the social and performance aspects of their new jobs quickly and smoothly.

This is where human resources come in. Known as HR in most organisations, human resources deal with the hiring, administration and training of employees. HR is the primary interface with new employees throughout the hiring process. It plays a crucial role in instituting a quality onboarding process. HR owns the overall onboarding design, development, delivery, evaluation and outcomes. Therefore, HR's support to new employees during onboarding will affect the employees' confidence and their perception of the technology that the organisation has to offer. Stone and Henri (2003) insist adequate support and feedback is important towards adoption of technology especially when it affects users' self-efficacy in completing the task and its perceived value upon completion.

Based on Vroom's (1964) expectancy motivation theory, how an individual chooses to behave is greatly dependent on the outcomes he or she expects as a result of his or her behaviour. Moreover, the Technology Acceptance Model (Davis, 1993) also indicates an individual will likely exhibit the behaviour to accept and use technology at the workplace if he or she perceives the technology is useful and easy to use, that the technology can help him or her successfully accomplish a task with desirable results or outcomes. In addition, Bandura (1986) states that a person's perception towards the usefulness of the technology is governed by the person's self-efficacy and outcome expectancy. Thus, onboarding needs to be designed, developed and delivered in a way that new employees find useful and can see the technology will allow them to be successful in their new jobs.

According to Sanders (2014), new employees care more about on-the-job training and mentoring, however the onboarding process was often overlooked. New employees want an onboarding process that helps them to reduce the learning curve in their new jobs, so they can become an effective and performing worker. The study also reveals that one out of six consider quitting the new job due to ineffective onboarding and the first 90 days is the most critical time for long term success in the new job. Thus, onboarding is a necessity and needs to be relevant (Longenecker & Abernathy, 2013). They emphasise that new employees learn just like normal adults. They need the motivations and knowing that the "why" behind the "what" they are learning is important.

Nizri (2017) points out that onboarding new employees is a huge hassle and tedious work that involves lots of people and resources because of its manual and paperwork processes. This will eventually lead to a negative onboarding experience, impacting motivation and satisfaction (Hanaysha & Tahir, 2016; Latif, 2013). Another problem of the traditional onboarding methods found by Cable et al. (2013) is the assumption that organisational values are something to be taught to and adopted by new employees. This might create

misalignment in expectations, because employees have their own expectations. For example, onboarding using technology will allow employees the ability to seek clarification before their scheduled start date using a messaging service or online chat room, giving the much-needed time to adjust to and align with the expectations (Boysen 2017). Therefore, onboarding using technology offers new employees a way to socialise before their actual start date (Field, 2015; Klein et al., 2015).

Bauer (2010) highlights poor onboarding often leads to high turnover because employees are confused, feel isolated and lack confidence. According to Bauer (2010), a survey at Corning Glass Works company revealed 69% of new employees were likely to stay up to three years if they attended a structured onboarding program. Otherwise, half of them leave the new job in the first four months. Bauer indicates a good onboarding experience tends to deliver better outcomes for the new employees, like better job satisfaction, performance and work commitment. Maier (2017) points out that only 9% of HR managers believe their onboarding process is fine.

Stone & Henry (2003) suggest a process by which individuals accept or reject information technologies as an employee attributional relationship and computer self-efficacy and outcome expectancy model. Self-efficacy, or self-confidence, is a form of personal strength (Bandura, 1986). It is different from one person to another. In other words, self-efficacy is a person's belief in their own abilities and skills to successfully complete a task; while outcome expectancy is the belief that a desirable outcome is achieved by completing a task. Furthermore, Bandura (1986) states that self-efficacy has a bigger impact than outcome expectancy on a person's behaviour and Stone and Henry (2003) argue that self-efficacy directly affects outcome expectancy.

Self-efficacy is important because it determines new employees' performances. Employees with strong self-efficacy are likely to feel confident in doing the job well. Employees' self-efficacy level has a significant impact on organisations (Bauer, 2010). Self-efficacy is one of the factors influencing employee training effectiveness (Chen et al., 2007). Employees with a high level of self-efficacy often demonstrate a higher level of achievement and success. Onboarding and pre-onboarding are important to boost the self-efficacy of new employees (Bauer, 2010). Bauer (2010) also argues that self-efficacy impacts organisational commitment, job satisfaction and employee turnover. Contrarily, lack of good onboarding process and inadequate training often lead to low performance, job dissatisfaction and high turnover. Deutsch (2016) reports that employees often make the decision to stay with an organisation within their first year on the job.

Employees demonstrating strong self-efficacy often exhibit positive attitudes and behaviours in undertaking job challenges, leading to greater achievements and satisfaction in their

careers. These values are highly desirable in all organisations. Studies have revealed that self-efficacy is correlated to job performance (Kuznia et al, 2010; Lim et al., 2007). Observational research conducted by Compeau and Higgins (1995) reveals that computer self-efficacy influences employees' expectations and their emotions in using computers. In other words, self-efficacy can be correlated as a reflection of a person's behaviour.

According to Page (2016), onboarding usually begins on the employee's scheduled start date, so that the interval between the employee accepting the job offer and the actual start date remains an unexploited onboarding opportunity for organisations and employees. Sullivan (2015) and Lebedzeva (2015) suggest utilising this interval to begin onboarding, called pre-onboarding. With technology, organisations can adopt online delivery methods to improve and speed up the onboarding process. Furthermore, Page (2016) also comments that pre-onboarding will boost confidence because new employees believe they have an immediate impact upon coming on-board.

However, Bauer (2010) mentions it might not be all good when using technology in onboarding; in some scenarios, employees taking part in digital onboarding had less understanding of the job and the company than those who attended regular face-to-face onboarding. Since onboarding is part of the socialisation process, it is suggested onboarding be made in a participatory manner to engage employees through the application of technology to facilitate the process.

There is no doubt however that technology allows a meaningful onboarding experience. Many of the manual tasks can be automated to provide a modernised experience (Nizri, 2017). This minimises boredom and stress for new employees (Lavoie, 2016). Onboarding with technology gives a sense of familiarity and belonging. Onboarding objectives are clear and straight-forward. New employees will also experience and enjoy a uniform learning environment, or even a customised and personalised onboarding process if is necessary, especially when onboarding an executive or senior employee. There are fewer distractions in the onboarding experience and new employees can communicate easily to get support or feedback. This allows new employees to feel they are more in control and empowered right from the moment they accept the new job (Longenecker & Abernathy, 2013).

Digital Onboarding Conceptual Framework

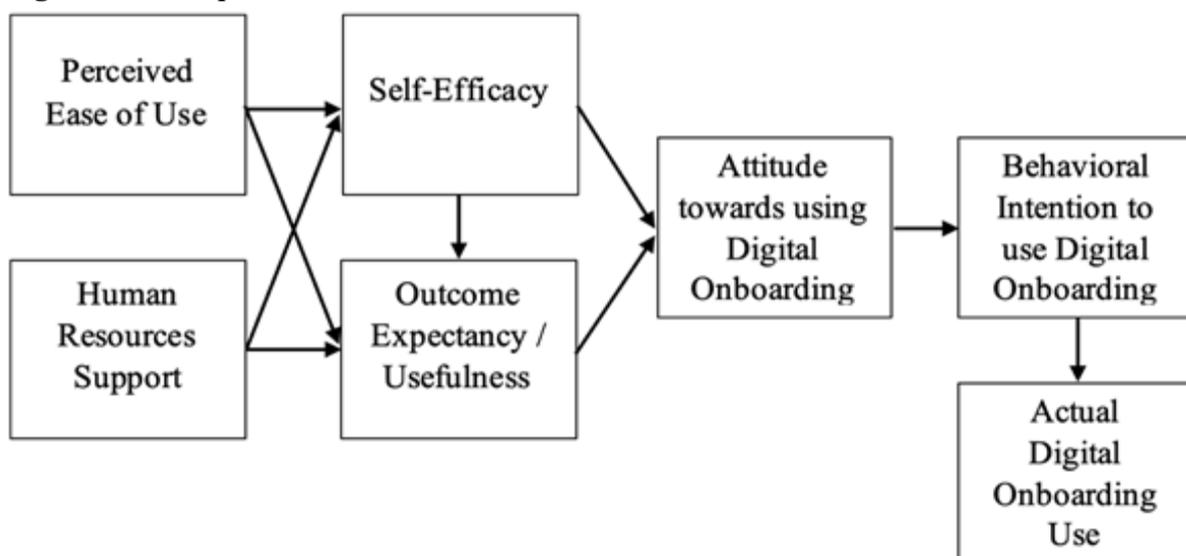
Based on the literature, a digital onboarding conceptual framework was developed as shown in Figure 2. This framework explores the application of technology in the employee onboarding process, named as digital onboarding. The developed model includes predecessors of perceived ease of use and human resources support that affect new

employees' attitudes and behaviour in terms of confidence (self-efficacy) and their expectancy (usefulness) towards actual use of digital onboarding.

A person's emotion and motivation to use technology is directly influenced by the person's perception towards the ease of the technology's use (Compeau and Higgins, 1995). The perception improves when the person believes it would be easier to use technology when accomplishing a task, which has a positive outcome expectancy (usefulness). Thus, new employees are likely to utilise digital onboarding if the system is perceived as easy to use and as greatly speeding up their integration in the new work environment and brings good values. As highlighted in the Technology Acceptance Model, individuals are likely to demonstrate a positive attitude and intentions to use the system when it is easy to use (Davis, 1989). Other literature also suggests that a person's confidence in using technology is influenced by the user-friendliness of the technology and the availability of support during its usage.

Therefore, a conceptual framework is constructed as in Figure 2 by adapting the Technology Acceptance Model with Bandura's (1986) research to represent how an employee's perception towards technology usefulness is affected by self-efficacy and outcome expectancy. The employee will likely choose to accept and use digital onboarding because of the belief that digital onboarding will lead to positive outcomes in the new job. In the framework, self-efficacy and outcome expectancy are predicted by the employee's perceived ease of use and human resources support. In other words, acceptance towards digital onboarding is dependent on the employee's belief (self-efficacy) that digital onboarding is useful, that it provides the benefits to complete tasks (outcome), is easy to use and there is adequate human resources support when using digital onboarding.

Figure 2. Conceptual Framework



Conclusion

Onboarding is an organisational socialisation process. It is designed for integrating employees into a new workplace environment, enabling them to be productive as quickly as possible. Studies indicate employees quit because of dissatisfaction with not getting proper training and career development. Onboarding offers an organisation the opportunity to make a good first impression with new employees. Onboarding is an important milestone because good onboarding improves employee motivation, job satisfaction and commitment to the organisation. Thus, the goal of onboarding is to focus on the employees and is not just the presentation of the organisation's vision, mission, history and values. Traditional onboarding is often a one-way communication, but technology like online onboarding will make onboarding a more meaningful experience for new employees. Besides, it allows shifting left the process by allowing onboarding to begin as soon as a job offer is accepted, with pre-onboarding, instead of holding off until the scheduled start date. Therefore, organisations need to shift onboarding focus from being organisation-centred to employee-centred, and the way to do this is by using technology. Last but not least, onboarding using technology does have many advantages and value, but it is worth noting that effective onboarding means one size does not fit all.

Recommendations for Further Research

The findings from the literature reveals there are limited studies on the use of digital onboarding throughout the industry. It has shown that applying technology in conventional onboarding can be a welcoming experience for new employees. Hypothetically, new employees are motivated towards the use of technology during their onboarding, because it increases their confidence and belief that it will enable them to meet the expectations of their new job and deliver satisfactory results. Based on these findings, it is suggested that quantitative research be conducted to evaluate the acceptance of digital onboarding among new employees, and to evaluate the contributing factors and predictors like perceived ease of use, self-efficacy, outcome or results and human resources support in digital onboarding.

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