

Analyzing Education Consultants' Perceived Quality of Adobe Captivate Training Through an Integrated Structuration Model of Technology

Aubrey Taylor Rieder

Amy Goodman

Scott Moran

University of North Texas

United States

aubreyrieder@my.unt.edu

amygoodman@my.unt.edu

scottmoran@my.unt.edu

Abstract: Companies around the world have adopted eLearning to train new employees and expedite onboarding. Corporate culture dictates how eLearning is administered to train new employees, illustrating Giddens' (1984) duality of structure. The proposed Integrated Structuration Model of Technology outlines a mechanism through which employees can articulate the ways they interpret meaning in the eLearning training they receive. In this report, NetSuite's method of training new Education Consultants (ECs) to use Adobe Captivate is considered. Specifically, the purpose of this study is to examine the ECs' perceived quality of the training they received on Adobe Captivate, their opinions on using Adobe Captivate to create eLearning, and their interest in future training on Adobe Captivate. Using survey data, researchers determined that the ECs dislike using Adobe Captivate enough to not desire future training, despite having neutral opinions towards the original training course. Recommendations include the need for NetSuite to potentially rebuild its Adobe Captivate training, utilizing input from employees, or to consider a substitute program that will make ECs excited about learning and feel less frustrated with creating eLearning materials.

Keywords: Adobe Captivate, eLearning, training, Structuration Theory, corporate culture, employee affect

In 2017, organizations spent \$1,296 per employee on training, and 24% of that training was self-paced online delivery, or eLearning (Ho, 2018). Moreover, the number of companies offering the majority of their employee training as eLearning is expected to double by 2022 (ATD, 2017). Some advantages of training employees with eLearning are that it can “eliminate many of the logistical issues of cost, location, and staffing problems” (Coppola & Myre, 2002, p.170). This can be significant for companies, as “training is one of the most pervasive methods for enhancing the productivity of individuals and communicating an organization’s goals to new personnel” (Gupta, Bostrom, & Huber, 2010, p.9). The notion of training as both an instrument of personal productivity for trainees and a means by which communication of corporate culture is transmitted creates a dynamic environment for research.

This investigation is concerned with employee (Education Consultants at NetSuite) attitudes toward their training with Adobe Captivate. Specifically, the purpose of this paper is to investigate the perceived quality of the training Education Consultants received on Adobe Captivate, their opinions on using Adobe Captivate to create eLearning, and their interest in potential future training on Adobe Captivate. In addition, these results are examined through the proposed Integrated Structuration Model of Technology. In preparation, it is first advantageous to examine the themes in the published literature regarding eLearning and corporate training methods.

Literature Review

Since the widespread use of computers, software developers, educators, and instructional designers have explored ways to leverage technology to facilitate learning. In the corporate sector, using computers to train employees has been described in many ways: computer-based training (CBT), computer-based instruction (CBI), computer-aided instruction (CAI), and web-based training (WBT). All of these titles for training share the aspect that trainees are learning from software on computers, meaning “the computer is the medium of instruction” (Gupta, Bostrom, & Huber, 2010, p.18), and will collectively be referred to as eLearning for the purposes of this study. In addition, ‘training’ in the context of this research may be assumed to be training implemented and accomplished through eLearning. In that context, themes in research on corporate eLearning focus on its effectiveness, employee affect, and how it is framed in corporate culture.

Regarding effectiveness, Coppola and Myre (2002) conducted a study with twenty Electronic Data Systems (EDS) employees to determine how web-based training via the ClientView software program compared to instructor-led training. Results from their post-training assessment showed that web-based training was at least as effective as its live counterpart. In addition, Gupta, Bostrom, and Huber (2010) conducted a literature review on end-user training methods, which included a specific category for technology-mediated end-user training consisting of eight such studies. Across all eight studies, technology-mediation showed either a positive effect or no significant effect on learning. Moreover, with respect to Adobe Captivate specifically, Duvall (2014) conducted a study to examine Captivate’s “affordances and constraints as an application for creating eLearning scenarios” (p. 515). As a result, he determined that what made Captivate an effective training medium was its broad array of support systems, variety of feedback options, and number of deployment options. Overall, in all the literature reviewed for this study, no research was found that demonstrated that eLearning is ineffective.

Employee affect also emerged as an important theme in eLearning research. As Coppola and Myre (2002) noted, “positive and negative attitudes play a very real role in the effectiveness of a training program” (p.174). Accordingly, Marshall, Mills, and Olsen (2008) examined the role of end-user training in technology acceptance. Their study was executed by administering a survey to 1,000 randomly selected medical practices of oral surgeons, asking about technology acceptance and training in a new program used to securely store patient data in compliance with the HIPAA Security Rule. With a 20% response rate, they found that training was highly correlated to effort, indicating that these employees found value in the training they received. In addition, Ozturan and Kutlu (2010) conducted a study on employee satisfaction with eLearning for corporate training at a company in Turkey’s financial sector from 2008 to 2009. Their data included submissions from 3,456 eLearners giving 33,444 responses to modules included in 105 training courses. Ozturan and Kutlu’s (2010) results showed that these eLearners were satisfied overall with both the training experience and their learning. Finally, in Duvall’s (2014) study of Adobe Captivate, it was determined that learners experience frustration with technology training when they “have to spend considerable time simply learning how to use the technology before applying it” (pp. 515 – 516). Thus, a learner’s attitude can affect the eLearning experience.

Both the effectiveness of a technology and employees’ attitudes about learning with technology can be mediated through their company’s culture. As Kissack and Callahan (2010) observed, “organizational culture and training and development programs mutually influence one another” (p. 369). As an example, when Indeje and Zheng (2010) studied the creation and integration of a Financial Management Information System in the Kenyan government, they noted that “organizational culture govern[ed] the conduct of people and how the organization

operate[d] in terms of language and communication, work efficiency, meaning of authority, hierarchy and managerial power, strategic change, and creation and utilization of knowledge” (p.5). This is significant, as it implies that corporate culture can serve as either a facilitator or barrier to technology deployment and adoption. Similarly, Gil-Garcia, Canestraro, Costello, Baker, and Werthmuller (2006) observed this fact with respect to technology adoption and training in government. Their study began with the assessment that “content creators, reviewers and technical staff [did] not necessarily share the same conceptualizations, interests and needs” (Gil-Garcia et al., 2006, p. 2). Therefore, these researchers organized several training sessions and workshops to induce what they referred to as a ‘change episode.’ Their strategy worked, and by the end of the training, the participants reached a greater consensus about the importance and benefits of a new technology, as well as barriers to its adoption. Due to the ability of corporate structure to promote either the success or failure of a technology training initiative, Kissack and Callahan (2010) argued in favor of including a corporate culture analysis in conjunction with the needs analysis when beginning an instructional design project. Specifically, they noted that “organizational culture shapes, influences, and redefines training programs which, in turn, shape, influence, and redefine organizational culture” (Kissack & Callahan, 2010, p. 372). The theoretical foundations for this cycle of co-dependence within corporate structure are articulated by Giddens (1984) in his explanation of Structuration Theory. In fact, this theory will serve as the starting point for the theoretical framework that will dictate the analysis of the results in this study.

Structuration Theory

Giddens (1984) described ‘structuration’ as “conditions governing the continuity or transmutation of structures, and therefore the reproduction of social systems” (Giddens, 1984, p.25). These governing conditions include “a number of important properties: they are tacitly known; informal; widely sanctioned; and frequently invoked and used in conversations, interaction rituals, and daily routines” (Turner, 1986, p. 972). In short, the governing conditions are the rules which define social systems. Using Giddens’ vernacular, this social system (in the case of this study, corporate culture) exists within and throughout the corporate structure, or institution, which consists of individual human agents. Implicit in this social system is what Giddens (1984) termed the **duality of structure**, which addresses the fact that the structural properties of, in this case, corporate culture, are both a product of the organized practices of the agents within the culture and the medium through which agents organize their practices. Specifically, within the corporate culture, there exists an iterative cycle of meaning, power, and norms which continuously reify and reshape the cultural frame? (Giddens, 1977). The **meaning**, **power**, and **norms** which the institution uses to influence corporate culture are expressed in structures of signification (appropriate forms of interaction), domination (control of resources and facilities), and legitimation (the way ‘we’ do things), respectively. Similarly, the meaning, power, and norms which agents use to influence corporate culture are expressed in interpretive schemes (communication and language), the dialect of control (resistance and compliance), and rights/sanctions (conduct that is in-bounds versus out-of-bounds). These relationships are illustrated in Figures 1 and 2.

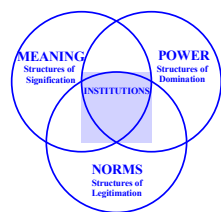


Figure 1: Institutional Expressions of Meaning, Power, and Norms

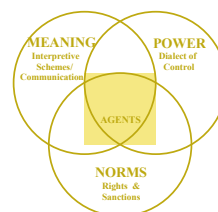
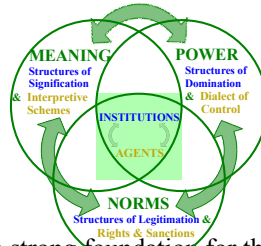


Figure 2: Agent Expressions of Meaning, Power, and Norms

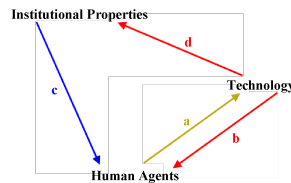
The duality of structure represents the iterative cycle of these expressions of meaning, power, and norms, which create and regulate corporate culture, as shown in Figure 3.



This theoretical framework provides a strong foundation for the study of organizational culture. Though Structuration Theory does not address the specific role of technology in shaping the social system that is corporate culture, “structuration theory has been employed to study technology-induced organizational change” (Hardaker & Singh, 2011, p. 223). One example of illustrating the role of technology in corporate culture is the Structuration Model of Technology.

The Structuration Model of Technology

When analyzing the relationships between institutions, agents, and technology in corporate culture, “structuration models are appealing because they emphasize the interplay between technology and the social process of technology use” (DeSanctis & Poole, 1994, p.142). Building on Structuration Theory, Orlikowski (1992) created the Structuration Model of Technology presented in Figure 4.



ARROW	TYPE OF INFLUENCE	NATURE OF INFLUENCE
a	Technology as a Product of Human Action	Technology is an outcome of such human action as design, development, appropriation, and modification
b	Technology as a Medium of Human Action	Technology facilitates and constrains human action through the provision of interpretive schemes, facilities, and norms
c	Institutional Conditions of Interaction with Technology	Institutional Properties influence humans in their interaction with technology, for example, intentions, professional norms, state of the art in materials and knowledge, design standards, and available resources (time, money, skills)
d	Institutional Consequences of Interaction with Technology	Interaction with technology influences the institutional properties of an organization, through reinforcing or transforming structures of signification, domination, and legitimation

Figure 4: Structuration Model of Technology (Orlikowski, 1992, p. 410)

This is a powerful extension of Structuration Theory, as Orlikowski (1992) accounted for the duality between Human Agents and Technology within the structural model. As DeSanctis and Poole (1994) noted, “there is a recursive relationship between technology and [agent] action, each iteratively shaping the other” (p.125). A duality of structure between Technology and Institutional Properties would not normally be possible, as the only way the institution is capable of directly engaging Technology is through Human Agents. However, a shortcoming of this model is that there is no longer a duality of structure directly between Institutional Properties and Human Agents. The Structuration Model of Technology only allows agent expressions of meaning, power, and norms to affect corporate culture through technology. According to Giddens (1984), relationships are rarely unidirectional in a social system. Therefore, extending this model to include a bidirectional relationship between institutions and agents would make it fully integrable with Giddens’s duality of structure.

The Integrated Structuration Model of Technology

Extending the Structuration Model of Technology to reclaim the duality of structure between institutions and agents would result in a model with arrows similar to those in Figure 4, along with a new arrow, ‘e,’ as seen

below in Figure 5. With this addition, the Structuration Model of Technology integrates easily into the model of Giddens's (1984) Duality of Structure, as is seen in Figure 6.

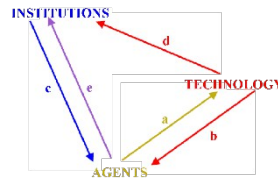


Figure 5: Extending the Structuration Model of Technology

ARROW	TYPE OF INFLUENCE	NATURE OF INFLUENCE
a	Technology as a Product of Agent Action	Technology is an outcome of such agent action as design, development, appropriation, and modification
b	Technology as a Medium of Agent Action	Technology facilitates and constrains agent action through the provision of interpretive schemes, facilities, and norms
c	Institutional Conditions of Interaction with Technology	Institutions influence agents in their interaction with technology, for example, intentions, professional norms, state of the art in materials and knowledge, design standards, and available resources (time, money, skills)
d	Institutional Consequences of Interaction with Technology	Interaction with technology influences the properties of an institution, through reinforcing or transforming structures of signification, domination, and legitimation
e	Agent Conditions of Interaction with Technology	Independent of interactions with technology, agents influence an institution's use of technology through their language, compliance/resistance, and attitudes

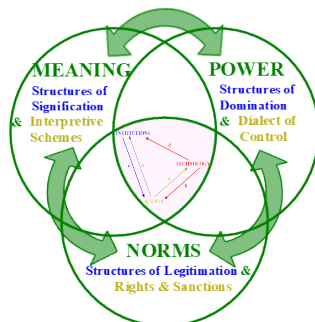


Figure 6: The Integrated Structuration Model of Technology

This integrated model is more appropriate for the research presented in this paper for two reasons.

- 1) The philosophies, methods, and processes by which corporations train their employees is a product of the duality of structure implicit in their corporate culture, which is illustrated by Figure 3.
- 2) A purpose of this study is for Educational Consultants to report their opinions directly to their institutional management, which is represented by arrow 'e.'

Thus, if "the goal of an end-user training program is to produce a motivated user who has the skills needed to apply what has been learned to perform a job-related task" (Gupta, Bostrom, & Huber, 2010, p.10), then it is useful to examine how corporate culture can mediate agent-to-institution feedback.

Methods

Purpose

This research is primarily concerned with Education Consultants (ECs) at Oracle NetSuite, who work with their customers on end-user training during their implementation of the NetSuite software. Activities in which ECs most typically engage include advising customers on planning their user enablement, providing access to standard training materials (including eLearning videos and job aids), and delivering live remote and onsite training sessions. In addition to these responsibilities, ECs also create custom training deliverables for customers who have purchased this solution; these custom materials can either include job aids or eLearnings that are specific to the customer's

NetSuite environment, business processes, and language. The custom eLearnings are created using Adobe Captivate and distributed to the customer through Adobe Connect, .mp4, or .html, depending on the customer's preference.

A prerequisite for an EC to be qualified to create custom eLearnings for customers is completion of NetSuite's Adobe Captivate training. This training is in the form of a three-hour, self-paced eLearning that includes installing the necessary fonts and software, preparing the workspace, using the NetSuite eLearning template, creating slides, adding and editing audio, adding and editing video, adding a table of contents, and rendering and publishing the final product. A final assessment, which involves the creation of a five-minute sample eLearning covering any topic, is required for completion of the training; the EC must send this assessment to a member of the Curriculum Development–Digital Learning team for approval. Once the Curriculum Developer approves the project and passes the EC, the EC is considered qualified to create custom eLearnings for customers.

Viewing this process through the Integrated Structuration Model of Technology, the purpose of this study became apparent as a result of ECs' communications about the lack of 'meaning' they find in Adobe Captivate training. Specifically, some ECs at NetSuite have expressed frustration with creating eLearnings, despite having received Adobe Captivate training, citing that the training was not comprehensive enough. Moreover, some ECs have expressed an aversion for creating custom eLearning, specifying lack of time (due to other job tasks,) dislike for the Adobe Captivate system, and/or a preference for delivering live training. Thus, this study seeks to clearly determine the attitudes of ECs toward creating custom eLearnings in Adobe Captivate and, if necessary, discern whether ECs would welcome additional Adobe Captivate training. Within the Integrated Structuration Model of Technology, the results of this study will serve as clear feedback from the ECs (agents) to NetSuite (the institution) about meaning in their Adobe Captivate training.

Research Questions

To gather feedback from ECs about how they evaluate meaning in their eLearning training, this study considered three primary research questions:

1. How do education consultants perceive the quality of training received on Adobe Captivate?
2. What are the education consultants' opinions on Adobe Captivate to create eLearning?
3. What are the education consultants' opinions on receiving future training on Adobe Captivate?

Sample

The population asked to participate in this study was 26 ECs at NetSuite who have received training on Adobe Captivate for authoring custom eLearning videos. However, only 15 ECs responded to the survey. Of these 15 respondents, 12 identified as female and 3 identified as male. The age range of respondents was between 18 and 60, though the sample was heavily skewed towards younger ECs: 66.7% of respondents were between 18-24, 20% were between 25-30, and 6.7% were between 41-50 and 51-60. In addition to being young, the majority of the sample was only with NetSuite for three years or less; 40% of respondents were employed at NetSuite for less than 1 year, 46.7% for 1-3 years, and 13.3% for 3-5 years. Respondents were also asked about their previous experience with instructional design before working at NetSuite: 46.7% had no experience, 40% had some experience, and 13.3% had extensive experience. Additionally, most ECs had no experience with eLearning authoring tools before working at NetSuite, as 73% had no prior experience, 13.3% had some, and 13.3% had extensive. Lastly, only one EC surveyed had prior experience with Adobe Captivate, while the remaining respondents had no experience.

Instrument

The data collection instrument was administered through Qualtrics and was divided into three subscales: demographics, experience, and attitude. First, the participants were asked questions about their demographic information. Second, they answered questions regarding their prior experience with instructional design and eLearning creation tools. Third, the final section included questions regarding the participants' attitudes toward the training they received on Adobe Captivate and Adobe Captivate as a tool itself. Questions related to demographics and experience were multiple choice. Questions about attitude were either open ended or derived from Likert scales. A copy of the survey is provided in Figure A1, in the Appendix.

Data Collection

The data for this research were collected via Qualtrics, through a survey link in an email sent directly to the EC's work email addresses. Oracle NetSuite granted permission to gather employee data, though NetSuite neither endorses the study nor provides compensation for participation. Therefore, participants were asked to complete the survey outside of working hours.

Results

The results were analyzed to assess ECs' attitudes concerning their perceived quality of the training they received on Adobe Captivate, the use of Adobe Captivate to create eLearning, and potential future training. Values were assigned to the Likert questions, with 1 indicating strong agreement, 2 agreement, 3 a neutral, 4 disagreement, and 5 indicating strong disagreement. In case of open-ended questions, values were assigned to indicate attitudes: 1 indicated very positive attitude, 2 positive, 3 neutral, 4 negative, and 5 very negative. Questions 8c, 9c, 9d, and 10b had their Likert values reversed, as higher values indicated positive attitudes while most of the instrument measured the inverse.

IBM SPSS was used to determine the reliability of the instrument. The questions determined reliable enough to use in the study are all Likert items and open-ended question 13. Several responses to the open-ended questions were "N/A," thus not providing enough data to be reliably utilized in analysis. A factor analysis was conducted to create three distinct scales in line with the study's research questions: perceived quality of received Adobe Captivate training, opinion of Adobe Captivate as a software, and attitude towards future training. The Cronbach's Alpha of each of the scales and the entire dataset is provided below in Table 1.

Table 1
Reliability Analysis of Subscales – Cronbach's Alpha

Scale or Subscale	Cronbach's Alpha	N of Items
All Items	.864	12
Attitudes Towards Received Adobe Captivate Training	.792	3
Attitudes Towards Adobe Captivate	.895	6
Attitudes Towards Future Adobe Captivate Training	.762	3

The results for each item divided by subscale, including the average attitude and standard deviations, are included in Tables 2 through 4 below.

Table 2
Respondents' Attitudes Towards Received Adobe Captivate Training

Survey Questions	Numerical Average	SD
8a. I feel comfortable using Adobe Captivate.	2.400	1.242
9b. I believe I am well-trained on using Adobe Captivate.	2.800	1.082
10c. I enjoy learning about new technologies to help me be a better trainer.	1.600	.632

The ECs largely had neutral views of the training they received on Adobe Captivate. However, they did express that they enjoy learning about new technologies, though they overall felt neutral on the quality of the training they received as well as their comfort level on the software after that training.

Table 3
Respondents' Attitudes Towards Adobe Captivate

Survey Questions	Numerical Average	SD
8b. I believe the projects I make in Adobe Captivate are of the highest quality they could be.	3.067	1.033
8c. I believe Adobe Captivate is the best tool for creating eLearnings for our end-users.	3.800	1.207
8d. I believe there are other tools out there that are better than Adobe Captivate for creating eLearnings for our end-users.	4.133	.915
9a. I enjoy using Adobe Captivate.	3.667	1.234
10b. I find using Adobe Captivate very frustrating.	3.933	1.223
13. How do you feel about Adobe Captivate? Please describe a	3.730	1.223

typical experience you have when developing eLearnings with the program.

Overall, the respondents had a largely negative perception of using Adobe Captivate. Some of the open-ended responses to question 13 cited lack of regular use, a not-user-friendly interface, difficulty using the program, the program's perceived age, and the program's slowness as reasons for their feelings about Adobe Captivate.

Table 4
Respondents' Attitudes Towards Future Adobe Captivate Training

Survey Questions	Numerical Average	SD
9c. I believe I could be better at creating eLearnings in Adobe Captivate if I had more training on the program itself	3.467	1.126
9d. I believe I could be better at creating eLearnings in Adobe Captivate if I had more training on instructional design principles.	3.667	.976
10a. I believe I know everything there is to know about creating eLearnings in Adobe Captivate.	4.133	.834

The responses regarding the perceived usefulness of future Adobe Captivate training mostly negative, despite responses showing that they do not believe they know everything there is to know about using Adobe Captivate.

Discussion

Interestingly, the results of this study found that, while respondents had neutral feelings towards the quality of the training on Adobe Captivate, they still disliked using the program to a rather strong degree. Even more interesting is the fact the perceived helpfulness of future training was very low, underscoring the possible idea that the respondents' unhappiness with Adobe Captivate likely does not stem from inadequate training, but rather from the program itself. The literature indicated that computer-based training can be at least as effective as in-person, instructor-led training, suggesting that the mode of training likely did not have a negative effect on the respondents' skill level in Adobe Captivate (Coppola & Myre, 2002). However, ineffectiveness of the training program itself cannot be fully ruled out and should be studied further.

Regarding employee affect, the literature indicated learners' attitudes and affect can impact the eLearning experience. More specifically, "the mood at the time of stimulus and training may have a lasting effect on one's impression of that stimulus" (Venkatesh & Speier, 1999, pp. 7-8). In addition, "individuals in a more negative mood are more likely to make negative attributions regarding the technology's usefulness and its ability to increase their productivity and rewards" (Venkatesh & Speier, 1999, p. 6). This study highlights that mood is a factor in how well new trainees learn technology and how confident they are in that technology and in the corporate culture. As the data indicate, trainees had a largely negative opinion of the Adobe Captivate program. So, while respondents may not have felt the training received was poor itself, their negative perceptions of Adobe Captivate as a software may have hindered their ability to learn the software effectively. The opinion of ECs towards the software may also explain their negative attitude towards future training.

The Integrated Structuration Model of Technology indicates that both the effectiveness of a technology and employees' attitudes about learning with technology can be mediated through their company's culture. This assertion is substantiated by the work of Teixeira and Nutti (2018), who stated that "the first phase of new employees in organizations is of the utmost importance for organizations as it aims to transition employees into useful organizational members" (p. 3) and that "organizations (should) provide more organizational procedures that include discussion and opportunities to confirm that employees are learning what is important for them to perform their work" (p. 19). In this light, NetSuite could both signify and legitimize the importance of Adobe Captivate training by providing ECs the opportunity to interact with subject-matter experts on Captivate in order to verify their understanding of materials and, thereby, validate what new hires believe they have learned in Adobe Captivate training (Hinds & Pfeffer, 2003, p. 19). On the other hand, "cognitive limitations suggest that when experts are willing to share their knowledge with others, they may face the challenge of not being able to revert to a level of concreteness and detail that is needed by novices to understand and build their own expertise at the task" (Hinds and Pfeffer, 2003, pp. 7-8). This may have been a factor in the original design of the Adobe Captivate training.

Therefore, since the ECs reported negative attitudes about the software and future training, it is critical that ECs continue to work within their corporate culture to communicate the meaning they found in training. Here, an alternative might have been to “consider creating teams composed of both intermediates and experts to help provide information to novices at the appropriate level of complexity” (Hinds & Pfeffer, 2003, p. 19). Further research on this and its effects on NetSuite Adobe Captivate training is worthy of consideration. It is the hope of the researchers that the data collected in this pilot study allow for feedback from agents to the institution and that this feedback leads to improved Adobe Captivate training.

Alternative Explanations of the Findings

It is possible that because most respondents do not work with Adobe Captivate daily but rather a monthly or per-quarter basis, they did not answer the questions as thoroughly as possible. Moreover, it is possible that respondents were concerned about protecting their jobs and therefore did not want to be completely honest in their survey results for fear of repercussions. Additionally, it is also plausible that respondents knew of the researchers' views of Adobe Captivate at NetSuite and responded to survey questions in a manner that would validate those perceptions. It is also possible that the training program was ineffective and that the respondents did not know this; so, while they indicated that the training was fine, they actually did not learn effectively. Finally, it is feasible that the ECs did not pay close attention during the Adobe Captivate and thus still struggle to use the software due to that. Any of these factors could have altered this study and the data that were collected.

Limitations

In addition to a limited number of participants, since respondents do not use Adobe Captivate daily, their perceptions of Adobe Captivate and the training may have changed from when they first participated in the learning. Additionally, it cannot be ascertained from the study whether these results would be mirrored using a different eLearning software; the negative perception of Adobe Captivate may translate to other programs rather than being unique to this one product. If the feedback from this study and future studies is taken into account by the institution, it is possible that the Adobe Captivate training at NetSuite will be improved, thus improving the opinions of ECs towards the program. Alternatively, as respondents seemed to dislike Adobe Captivate greatly, the ECs may be more excited about learning about a new software if a new eLearning authoring program is purchased and thus make their experiences with creating custom eLearning more enjoyable.

Conclusion

More companies are using CBT as a relatively cost-effective way to expedite the onboarding process for new hires. However, learning outcomes are affected by learner affect, and negative emotions towards the content can color their attitude about the use of the technology and towards future training for months or years to come. This study used the Integrated Structuration Model of Technology to illustrate the duality of structure created between institutions and agents, as they create meaning with and through technology. Corporate culture signifies the need for new ECs to be trained on Adobe Captivate for eLearning creation. This study provides the opportunity for ECs to report back to NetSuite the meaning they found in their training as well as their opinions on the software in general. Although ECs reported neutral attitudes about training, they responded negatively to the idea of future training with Adobe Captivate. This creates an opportunity for their institution to signify and legitimize the importance of training or stop using Adobe Captivate altogether. Future steps could include collaborations with ECs and instructional designers in Adobe Captivate training redevelopment or the selection of a software for a more pleasant user experience.

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