Corporate Learning

with LMS, CMS, LCMS

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A White Paper on Learning Management Systems for Corporate Professionals

Purpose Comparison

Different entities use LMSs for various reasons.
However, they are not limited to specific industries.

A Learning Management System **(LMS)** is a multi-user software application that houses, delivers, and tracks learning courses (Foreman, 2018). LMS platforms are most commonly used in corporate and higher education learning environments. They allow users to manage learners, inquire about progress, and record tasks and results (Continu, 2022).

A Content Management System **(CMS)** is used to create and manage digital content. Unlike an LMS that focuses on delivering content and tracking tasks, a CMS primarily serves to facilitate the creation and management of learning content (Seismic, 2022). A CMS allows users to upload and organize content, set permissions, and collaborate on content (Continu, 2022).

A Learning Content Management System **(LCMS)** combines an LMS and a CMS. Like a CMS, content is created on an LCMS, but for the sole purpose of learning. Content created on an LCMS is stored, organized, and tracked in its platform, similar to an LMS (Seismic, 2022). The key users of an LCMS are learning content creators.

An LMS serves the learner. An LCMS serves the trainer.
A CMS focuses on the storage and organization of content.
(Continu, 2022)

Challenges

An organization must research which LMS best fits the needs of the company and the cost to implement it. (Foreman, 2018).

As a company embarks on finding a suitable LMS solution, it should also consider possible challenges.

Costs can include annual or monthly licensing, hosting, maintenance, and support fees. While apps and plug-ins are sometimes free, their complexity may require expert installation and upkeep (Foreman, 2018).

Inadequate technical knowledge may require additional upfront training for administrators, users, and in-house IT support.

All company employees must understand the purpose of the LMS and its benefits. **Change management** and **stakeholder buy-in** are essential for all involved (Lim, 2021). There must be a clear commitment.

Identifying users' needs is necessary to personalize learning experiences. This requires customization skills and identifying **roles, responsibilities, and delegation** to oversee administrative duties (Smith, 2022).

Robust **internet capability**, especially across a global organization with many users, should be ensured before launching an LMS.

Feature Comparison

Content can be managed on all three platforms (LMS, CMS, LCMS), but key features can vary depending on the target user and how the content will be used.

Learning Management System **(LMS)**

Focus: Learner

- User management
- Course management
- User-course transactions
- Administration
- Reporting

These features include aspects on assigning roles, identifying learner audiences. course catalogues and scheduling, surveys and tests, enrollment, email notifications, grades, administrator permissions, dashboards and analytics, discussion boards, and more (Foreman, 2018).

Content Management System **(CMS)**

Focus: Content

- Intuitive dashboard
- Responsive themes
- Content editing and publishing tools
- Multi-language content creation
- Built-in SEO tools
- Detailed analytics
- Pre-made templates

These features include scheduling content, installing modules and plugins, creating and publishing digital media and forms, managing version controls, integrating third-party software, content staging, security, and support (Fitzgerald, 2021).

Learning Content Management System **(LCMS)**

Focus: Trainer

Features for an LCMS are like those for an LMS, but with added capabilities for developing and managing content. Also, the roles and permissions are different since an LCMS is focused on course development (and an LMS is not). For example, an LCMS additionally offers:

- Collaborative authoring tools
- Searchable content library
- Content version control
- Layout templates/skins
- Workflow and notifications
- Content export to multiple formats

(Foreman, 2018)

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