

The effect of LMS on the overall new hire onboarding experience

Functionality analysis

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Abstract <p>During the 2020 pandemic, remote working became a big part of our daily life. Many companies started implementing the majority of their organizational procedures online. That led to the understanding that some companies should focus on the digitization and systematization of business processes. One of them is the onboarding process. Nowadays, the demand for remote onboarding is high. Thus, the objective of this study is to highlight the factors that lead to a better onboarding process. Based on that identify the current state of LMSs, and what they need to improve in terms of functionality, in order to satisfy user needs.</p> <p>An inductive approach with a mixed research method was used in the study. The theoretical base was mandatory in order to implement an inductive approach. It included information about the onboarding process, its phases, objectives, and needs; and LMS's objectives, functions, and solutions that it delivers. After that, primary data was collected. The first part of the primary data collection included employees onboarding experience survey. The main part of the survey with 80 respondents studied the factors that lead to onboarding satisfaction or dissatisfaction. Secondly, in order to analyze the current state of LMS platforms, 200 online user reviews of five leading LMS software, from four software reviewing websites were collected.</p> <p>Firstly, the results demonstrated the key factors that lead to satisfaction or dissatisfaction of a new hire during the onboarding process. Secondly, it helped to understand the quality of delivered services of LMS in terms of functional classification. And finally, it identified the importance of each LMS function during onboarding. Thus, it helped to draw the generalization that would help companies to understand which functions of LMS they need to focus on when choosing an LMS, based on their onboarding goals.</p>		
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1 Introduction

1.1 Background and relevance

The fact that Human Resource Management (HRM) overtook a steady position in companies' corporate strategies and cultures is rather obvious. It is not only about payrolls, hiring, and firing anymore. Modern HRM has shifted towards being a string that connects all departments to maintain productivity at the workplace. Making sure, employees do understand strategic organizational goals and do add value to achieve them. The onboarding process is not an exception.

Many companies neglect the fact that first impressions matter, thus underestimating their value on organizational success. Today 88% of employees believe that they have experienced poor integration process, and 20% would not recommend an employer to their family or friends, and one-third of them start to seek a new workplace after half a year (Gallup Hall group 2017, 36). A proper new hire user experience would help companies to, a) attract better talent; b) accelerates the productivity of a new hire; c) increase retention rates; d) and improve company culture (Digitate 2020, 3). Taking into account that the cost of hiring and acquiring an employee is rather high, a proper onboarding would help companies to save money, time, and create a better working atmosphere. Otherwise, the first-year employee turnover might end up being a big financial and talent-wise loss. The question is how to create a better onboarding experience and what tools to use?

There are many systems out there that support HR for a variety of needs. All of these software support managers in being more human-centered by automating routine HR tasks. Subsequently, saving time for managers and allowing them to focus on their employees. The most popular of those are human resource information systems or HRIS. Vulpen (2018) defines HRIS as "a system that is used to collect and store data on an organization's employees". HRIS supports the onboarding process as well. However, even if it is one of the most essential tools for the HR department, HRIS has its flaws when it comes to onboarding. It does not support strategic and

long-term onboarding. Focusing mostly on administrative aspects of onboarding, such as payrolls and data management.

A better substitute with a more strategic approach to onboarding is a Learning Management System. Kavanagh and Johnson (2017, 488) define LMS as, "software which maintains administrative activities of training and talent management, such as, scheduling, tracking, reporting, skill gap analysis, and resource allocation". The benefit of using LMS for onboarding is that it helps to track and support an employee's training and development process even after the onboarding process.

Though LMS has its advantages during onboarding, it is also important to identify what makes a good LMS a good LMS. Deploying software based on its title is not enough. When choosing an LMS company should analyze its features, how up to date, effective, and how easy-to-use it is. And most importantly, if those features meet organizational goals. Thus, the purpose of this thesis is to identify the current functionality state of the LMS market and how it affects the quality of the onboarding process.

1.2 Research questions and objectives

The main research questions that this study is aiming to answer are:

1. What are the reasons behind successful onboarding?
2. What do current LMSs have to offer to implement a successful onboarding process?
3. What should be improved in terms of LMS functionality to implement a successful onboarding process?

Research questions will be studied in the same order as presented. The research implementation plan is going to be based on this order as well. Based on these research question following objectives were set:

1. To understand the reason behind successful onboarding.
2. To analyze the strengths and weaknesses of current LMS functions.
3. To identify the key functions of LMS that lead to the satisfaction of onboarding.

All of these objectives are aimed to identify and generalize specific knowledge. In other words, the purpose of the study is mainly exploratory, and the research approach was set as inductive. In order to achieve the objective multi-method research method was implemented.

1.3 Research process and structure of the thesis

The "Introduction" chapter describes background information that is needed to understand the reason behind implementing onboarding. It starts with a brief and general description of human resource management and its significance in the modern world. The reason why the author touches human resources is that the onboarding process falls under its control. By giving readers an understanding of the importance of onboarding in organizational strategy, the author touches some fundamental problems of the process too. Subsequently, suggesting potential solutions.

Then readers are introduced to the objectives of the research. Those objectives are used to help the author to observe the onboarding process deeper by analyzing already existing studies. Those findings are introduced to readers in the "Literature review" chapter. The first three sub-chapters of "Literature review" are dedicated to the onboarding process only. Then the fourth sub-chapter identifies the most common onboarding issues. This leads to the investigation of the potential solutions, after which LMS is identified as one of them. Thus, the subsequent sub-chapters are focused on LMS and its functionality. The main functions that are touched in this sub-chapter show how an LMS can support onboarding. This leads to a summary chapter of "Literature Review", where a summary table is presented. This table assigns the main functions of LMS to main onboarding objectives. That helps to assess the functionality of LMS in an onboarding context later on. The used as a foundation for primary research.

Primary research steps are based on research objectives. Research methods that were used for data collection and analysis of primary data are presented in the "Methodology chapter". Then the "Results" chapter includes an explanation and analysis of the data collected.

The results chapter's structure is similar to "Literature review". It firstly focuses on onboarding related survey findings (first objective); secondly, it analyses LMS functions based on collected user reviews (second objective); and thirdly, it combines both to reflect the effect of LMS on onboarding.

In the "Conclusion" chapter author summarizes findings and tries to answer research questions. Afterward, the last "Discussion" chapter represents the author's thoughts on research limitations and potential future development of the study.

2 Literature review

2.1 Onboarding definition and its objectives

Onboarding is the process of adaptation of a new employee in a new workplace. The goal of this adaptation is to ensure that newly-hires catch up quickly and smoothly, in order to contribute to the organizational goals as fast as possible (Bauer 2013, 3). In other words, its main goal is to cover the explanatory phase of a new employee with organizational goals, values, rules, policies, culture, and workflow (Kumar 2017, 2).

There are many pieces of literature and reports provided by workforce experts and analysis on how to succeed the onboarding. Aberdeen Group's in their 2013 research on onboarding, identified driving objectives that the process leads to if implemented in the right way: a) new employees' productivity speed, b) better employee engagement, c) better employee retention rate, and d) better assimilation. The core characteristics that "best-in-class" companies implement in their onboarding strategies:

- Alignment of onboarding to overall organizational goals
- Integration of a variety of onboarding tactics that drive productivity
- Technology investments
- Communication between other functions (talent management, L&D, performance management, and recruitment).

Along with these characteristics, companies also strive to achieve:

- 91% of employee retention rate;
- 62% of new-hires meeting performance milestones in time;
- 33% of yearly improvement in hiring manager satisfaction. (ibi., 8.)

Shortly, results of an effective onboarding should lead to better performance and higher retention rates, whilst shortening the learning curve. (O'Neill 2020, 18).

To provide a better new hire experience and cover all basic needs of onboarding, 4 C's model was suggested by Bauer (2010). She states that there are 4 core onboarding aspects, by which the coverage of the process can be described. Those include *compliance, clarification, culture, and connection*.

Compliance covers all basic administrative bureaucracy, to help a new-hire focus on learning, rather than formalities and routine tasks. It may include, tax forms, employment paperwork, badges, email accounts, computers, workplace location, etc.

Clarification is about making sure an employee clearly understands the contribution of his/her work to the team and organization. This is done by providing job descriptions, requirements, norms of completing tasks, and other work-related details, such as acronyms, technology-wise support, and so on.

Cultural practices make sure that a new hire understands organizational and team-based vision, cultural values, quirks, and uniqueness.

Connection is about creating a sense of belonging in a team. It is implemented through interpersonal connections, as well as other support mechanisms, such as, "buddy-mentor" programs, social networks, and HR support. (Bauer 2010, 4.)

These 4 aspects are fundamental for onboarding and should be paid attention to during the whole process. Yet, the role of each aspect may differ according to the onboarding phase.

2.2 Onboarding phases

Onboarding is an individual process, and the time that it takes for an employee to get accustomed to new work depends on a variety of factors, such as type of work, organizational size, employee's experience, etc. According to Aberdeen Group's Onboarding report (2013), in the majority of organizations (29%), onboarding takes around 1-3 months, 21% of companies take a period of 1 week to 1 month, 16% acquaint their new hires within 1 week; some (15%) use the period over 6 months, whilst others (14%) can overcome the process in a day. Based on this research, we can conclude that onboarding is a process that can take from 1 day up to 12 months. (6-9.)

Despite that, there is an onboarding timeframe that every organization follows, which has several phases:

1. Pre-boarding
2. First day
3. Orientation
4. Training
5. Performance (Stein & Christiansen 2010, 249).

The First 3 phases, if not communicated well, can overlap with recruitment and onboarding. Whilst the rest with L&D and employee performance management. If not managed right, this can happen since the timing of onboarding fills the gap between an employee being an "outsider" (recruitment) until he/she becomes the full organizational insider (Stein & Christiansen 2010, 94). In fact, in some companies

onboarding is under the control of the L&D department (26% of companies), whilst others (22%) assign the ownership to recruiters. Thus, most of the companies including "best-in-class" don't have onboarding managers. Nonetheless, they pursue a horizontal way of teaching, by assigning mentors or peers to a newcomer. (Aberdeen 2013, 11-12.) As was mentioned earlier, to avoid misunderstanding and vagueness there should be clear standards on how to run the process of adaptation by each phase and what to focus on during each phase (Bauer 2010, 2).

Pre-boarding

The period between an employee being accepted to a job and working on the first day (Kumar 2017, 2). As illustrated in the matrix above, at the beginning of adaptation it is important to cover all of the administrative issues. Related information should be put into the right places so that an employee can have a smooth process of acquiring it.

Before welcoming a new hire to his/her new workplace, the following procedures should be ready:

INDUCTION CHECKLIST		
Employee's name:	Position:	Starting date:
<p>About the organisation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone and email address <input type="checkbox"/> Organisation chart <input type="checkbox"/> History of the organisation <input type="checkbox"/> Staff facilities <input type="checkbox"/> Superannuation <input type="checkbox"/> Workers compensation <input type="checkbox"/> Training and development <input type="checkbox"/> Welfare policies <input type="checkbox"/> Grievance procedures <p>Conditions of employment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Salary and wages <input type="checkbox"/> Methods of payment <input type="checkbox"/> Employment tax declaration 	<ul style="list-style-type: none"> <input type="checkbox"/> Tax file number declaration <input type="checkbox"/> Sick leave <input type="checkbox"/> Hours <input type="checkbox"/> Annual leave <p>Floor plans</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location of facilities — first aid room, canteen tea room, toilets, staff notice boards <p>Work procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job description <input type="checkbox"/> Work instructions <input type="checkbox"/> Care of organisation's property <input type="checkbox"/> Stock requisition <input type="checkbox"/> Maintenance of equipment 	<p>Occupational health and safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety rules and procedures <input type="checkbox"/> Safety regulations <input type="checkbox"/> Protective clothing <input type="checkbox"/> Lifting and handling <p>Emergency procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tour of premises <input type="checkbox"/> Explanation of fire warning system <input type="checkbox"/> Evacuation plan <input type="checkbox"/> Fire escapes <input type="checkbox"/> Restricted areas <p>Feedback opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress in job <input type="checkbox"/> Performance appraisal

Figure 1. Induction checklist (Rees & Smith 2017, 188)

This information from the induction list must be gathered and categorized accordingly. So that a new hire would be able to get familiar with it during the

orientation period. Some of those might be excluded or added depending on the type of business.

After sorting out induction issues, the recruitment team should establish an online relationship with a new hire. All the necessary information about the company, onboarding plan, an agenda should be communicated immediately. Pre-boarding slightly touches some cultural aspects as well. A CEO or manager welcome video, with an introduction to company values and history, is an advantage. All in all, pre-boarding is all about preparation for day 1. (HROnboard 2019, 3.)

First day

The first day is about welcoming a new hire and introducing the company. It is crucial to prepare a fully detailed agenda for the first orientation day (Kumar 2017, 3). Compliance management is still an important aspect of this phase. So, if there is any documentation left to complete, it should be done. However, the most important aspect of this phase is cultural mastery (Bauer 2013, 5). A new hire should be introduced to the company's culture, mission, and vision through sessions. Those sessions can be delivered with the help of a "learning buddy" who would help a new hire to undergo the whole process. A buddy would be a perfect way to establish connections. The fundamental factor in peer-learning is to assign someone from the new-hires team, rather than the manager. This way a new hire would feel more comfortable asking "basic and typical" questions, as well as getting some team insights. (HROnboard 2019, 4.)

Orientation (first week)

In this phase, a new hire is integrated into a team and its activities. Thus, the main focus is to establish a relationship with the team and the employee's role in it. If the first day is more about firmwide orientation, the first week is about details on local, team-based knowledge (Stein & Christiansen 2010, 210). An employee still undergoes a buddy program but also starts to learn more about products and services, teams, and clients. Focuses more on establishing connections with the

functional team, through regular meetings. Clarification aspect starts to emerge through discussions about career paths and possible strategic developments with a supervisor. (HROnboard 2019, 5.)

Integration (probation period)

Compliance becomes less of an issue and the employee learns a routine of the job. A new hire becomes accountable for projects, with supervisor support. Regular feedback and suggestions improvements are key to successfully pass this phase. Network development is the primary focus during integration. A culture of shared learning can boost both, better culture and better in-team collaboration. One of the ways to do that is 360 feedback from teammates. Feedback from peers would help a new hire to understand the possible improvements in the workplace, as well as encourage him/her to keep enhancing strengths. (HROnboard 2019, 5.)

Excel (beyond onboarding)

After a new hire understands how to do the job and is integrated well into the team, the performance should be assessed. This is important for an employee in the first place. A new hire would clarify what has been done, and what should be done in the future to stick to the career development plan. An onboarding survey is a good way to evaluate new hire's experience and, possibly, improve it for the next person (HROnboard 2019, 6). In other words, to achieve an effective experience for a new-hire, companies should evaluate their orientation sessions. To confirm that employees retain and use the knowledge gained (Allee 2012, 16).

2.3 Onboarding focus per phase

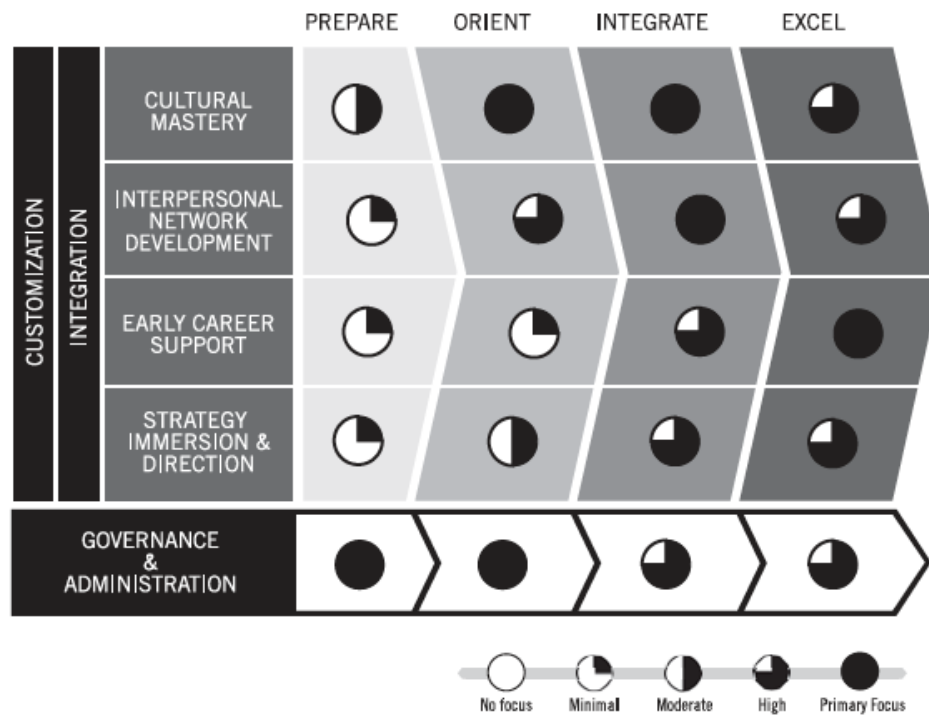


Figure 2. Activity matrix for realizing the onboarding margin (Stein & Christiansen 2010, 76)

All in all, Bauer (2013, 3) claims while the early hours, days, and weeks of the process are quite critical, the first year on a new job is the time needed to become a full organizational insider. Thus, organizations should implement a long-term plan when it comes to onboarding. The activity matrix illustrates mentioned which aspects of onboarding organization should focus on during various phases of the process.

It is clearly seen that at the beginning of the process, the main focus goes on governance and administrative issues and is important during the first two stages, with less focus on integration and excel periods. It is also important to show company culture in the very beginning and maintain full focus on culture during orientation and integration. Whereas career support is not as important on the 1st day and orientation, it is very important when an employee becomes more independent and becomes accountable for personal projects. During this period of

integration, network development becomes crucial, as the employee starts to work with the team more. Whilst, strategic immersion becomes important towards an excel period, as the need for a career and development plan execution comes in.

2.4 Onboarding issues and needs

All of the activities discussed in this chapter improve the overall onboarding process. They describe the "to-does" company should cover. Even though onboarding might seem like something in between recruitment and actual hiring, it is very important when it comes to employee retention and overall job satisfaction. Laurano (2013, 12) research claims that 77% of employees hit their performance goals with the help of formal onboarding. Yet, some companies do not give proper attention to the process, providing an unsystematic experience to their new hires. They give the whole control of adaptation to an onboarding mentor, without any formal guidance, or supervision. Which then, leads to uneven distribution of knowledge among employees, and a longer learning curve. In fact, Mahan et al. (2019, 25) claims that new hires who quit in the first year owe 38% out of all employee turnover rate, in which, 43% quit in their first 90 days. It is presumed that employers lack communication when it comes to the detailed job description, or other factors, such as pay and schedule. Vernon (2012, 32) suggests 5 main mistakes to prevent during the process:

- Not engaging a new-hire on the first day
- Not providing clear responsibilities
- Not engaging an employee to company's culture
- Not connecting onboarding with career development
- Not providing regular feedbacks.

To overcome these mistakes "best-in-class" companies invest in technology and integration of different onboarding tactics (Aberdeen 2013, 2). There are many steps during the onboarding process that can be automated and delivered online. Digitalization of the process can help reduce time, money, and energy spent compared to traditional approaches. It automates the whole process and decreases the risk of human error. It helps to oversight the documentation flow during the

orientation period; assures the information handled to a new hire is always up to date; and manages important events, calendars, and managers of each project. In other words, it standardizes and formalizes onboarding and keeps track of what a new hire must follow (Jill 2020).

On top of that, the digitalization of the process can integrate. Face-to-face employee trainings and electronics ones are found to be very effective. According to Pezold (2017), Brandon Hall Group found that it takes 40-60% time for an employee to learn an electronic material compared to the traditional one. E-learning also makes the adaptation process more efficient and comfortable, as employees can complete online onboarding at their own pace, and can always go back and revise the material (Puri 2018). Not to mention the possibility of creating their own learning paths that is able to control results and achievements during learning. One of the tools that can fully support these processes is LMS.

2.5 LMS: definition and objectives

According to Casteel (2020), LMS is a software application that hosts the following learning activities: employee onboarding, employee development, and retention, compliance training, sales enablement, customer training, partner training, member training. In business context, LMS is seen as a software that maintains administrative activities of training and talent management. It is used to store and develop training and development content in multimedia files, course templates, and assignments. (Kavanagh & Johnson 2017, 488.)

In the onboarding context, LMS should assist new hires in their learning and adaptation period. It should help to maintain and learn job skills, required to stay competitive. While also ensuring employee development and retention plans (Pappas 2019). Shortly, in all of these aspects LMS should be able to do the subsequent:

- be able to provide an individual learning experience
- provide the possibility to modify content for instructors easily

- provide online collaboration among students and instructors
- integrate basic functions such as calendar, notes, word processors, and so on
- adapt to organizational branding
- provide a comprehensive user progress analytics
- scalability of the software.

Those are basic objectives that any LMS should cover. (Valamis et al. 2018.) For the purpose of this, different LMSs deploy various features that cover those objectives.

2.6 LMS: functions and features

AlSubaihin (2016) defines features "feature is a software attribute ultimately present in the solution domain that represents a cohesive set of system functionality".

Meaning, in this context, features are the set of tools that help to achieve the objective of a particular function. Software functionality usually refers to security, network, administrative tools, search, content management, collaboration personalization, extensibility, easy to use, and scalability (Raol et al. 2012).

According to Abramova's analysis (2018, 30) of ProProfs (2012), TalentLMS (2014), and Westfall (2018), these are current common functions LMSs should have: *automated grading, branding, certification, and compliance management, communication, content authoring, course library, customization, e-commerce, gamification, learning environment, mobile learning, reporting, social networking, testing, virtual classroom, webinars*. However, to be competitive enough with businesses' front-runners there should five times more features and tools. Capterra (LMS Software2020) and Brandt (2020) review websites assesses the presence of the following features in LMS additionally to the ones mentioned: *blended learning, learner portal, SCORM compliance, asynchronous, and synchronous learning*.

The table below shortly discusses main features of the most important functions that are in market today.

Table 1. Functions and features of LMS.

Function	Features
Automation	Automated sign-in (single sign-on or SSO), automated e-mail: portal invites, automated enrollments, automated notifications, automated grading, course release and timing.
Audit trail and user management	Tracking of changes made to courses, added users, user activities and status.
API and Integration	Search and store by criteria among other integrated solutions.
Accessibility and Mobility	Multi-formatted content, variety of languages used, use of variable devices: screen-size and resolution adoption, cross-browser compatibility, keyboard access.
Calendar management	Automated scheduling, alerts/notifications, group scheduling, multi-locations, time zone adaptation, confirmation and reminders, availability, calendar publishing, multiple calendars.
Certification	Automatically add completed certificate to a new hire profile, certification of achievement, certifications of completion, certification of title (all of those are tightly connected with gamification and learning paths).
Communication	Social networking basics: employee profiles (or integrations with other social networks), messengers, forums, chats, forums, video calls, web conferences, group calls, group chats.
Coaching	1-to-1 sessions with a coach: chats, video calls. Possibility to match coach and learner.
Customization	White label, multiorganizational domain, custom certification design, custom homepage.
E-commerce	Add to cart, buying, wish lists, special offers, related courses, course ratings and reviews.
Gamification	Points, leaderboards, level upgrades, badges, rewards,
Individual learning path (ILP)	Course map based on career development plan. Interrelated with Instructor lead trainings; automated and content-based tips and reminders to keep motivation level up.
Intuitive interface	Easy to access user-dashboard, minimum tools per page, optional site assistant.
Reporting and Analytics	Learners' progress and completion rates, participation and engagement, online assessment results, course overview and results, time logs, learners' satisfactions rates, instructor ratings, certifications tracking.
Scalability	an LMS can expand to handle a growing number of courses, usually through cloud computing.
Compliance management/Induction checklist	Its features should be delivered in a course format.
Course authoring	Multi-assessment tools, multiple content creation: videos, presentations, audio, text and images, storyboards, interactive content.
Course catalog	Self-enrollment, search and filtering by specific subjects, interest-based suggestions.

Content library	SCORM and xAPI (Tin Can) files, from which a course can be created.
Blended learning	Web conferences, upload materials from real life trainings.

Automation

Automation gives the possibility to implement operations on machines and computers with minimal human control (AbaraLMS: Automation feature 2020). LMS automation features include single sign-on (SSO) through the same organizational credentials to all platforms; automated invitation e-mails with portal invitations and portal notifications (Lawless 2018). Learning-related automation also includes automated enrollments, course grading, and notifications with release and timing of trainings.

Audit trail and user management

This is a combined list of functions connected with user activity control. Audit trail records any administrative actions performed in an LMS, including user management. User management gives the possibility to review user status and change it if needed. It controls data access and restrictions. (Powell 2019.)

API and Integration

API lets to push and pull data between different business solutions and applications, easily with the help of sets of standards. There is a specific e-learning certification of API named SCORM or its successor Tin Can API. Before analyzing API, it is important to distinguish between integration features and API. In Khillar's view (2019), "Integration is just about facilitating interaction between two machines or systems over a network, whereas API acts as an interface between two applications". In other words, API is integration on a bigger scale of activities yet is easier to implement due to standardized "language of communication" between applications that support API. An example of API use is searching and storing data by criteria among several software applications.

Accessibility and Mobility

Accessibility means that courses should be possible to use by people with different backgrounds, no matter the age, state of health, abilities, or disabilities (Kokoulina 2019). The main aim of it is to create clear, comprehensive, and simple to finish courses (Lawless 2018). An example of features that help to reach these goals are multi-formatted content (audio, video, subtitles), variety of languages used, ability to use the software on multiple devices, screen-size and resolution adoption, cross-browser compatibility, keyboard access, and shortcuts possibility (Lawless 2018).

Calendar management

Is a set of tools that helps to exchange schedules and records of activities electronically. Its features include; automated scheduling, alerts, and notifications, group scheduling, multi-locations, time zone adaptation, confirmation and reminders of activities, availability of participants, calendar publishing, creation of multiple calendars for different groups of users. (TechTarget: Calendar management software 2020.)

Certification

A confirmation that a new hire has completed training. User transcripts can be used to illustrate overall user certification tracking. Automatically add completed certificate to a new hire profile, certification of achievement, certifications of completion, certification of title. (Lawless 2018.)

Communication

Providing the possibility to communicate with employees, groups, and within, company inside an LMS. Social networking basics: employee profiles (or integrations with other social networks), messengers, forums, chats, forums, video calls, web conferences, group calls, group chats. (Casteel 2019, 1.)

Coaching

Feature that implies on having a shared interface in which employees can ask questions and share their knowledge regarding a particular issue (Casteel 2019). Forums, profiles of employees who teach others and their achievements. Possibility to choose a coach based on the field of interest.

Customization

According to the Cambridge dictionary, "customization is the action of making or changing something according to the buyer's or user's needs". In the context of LMS, it is the possibility to adapt the software design based on the company's needs. This can be done by removing an LMS logo and using the company's brand identity instead (white labeling), multiorganizational domain, custom certification design, custom homepage design, and so on. (Lawless 2018.)

E-commerce

E-commerce helps to monetize content, through buying and selling courses on an LMS to external parties. It is tightly connected with course catalog function, with exception of course purchasing possibility. A proper e-commerce experience should provide feature as, adding a course to cart or a wish-list, should include special offers, related courses recommendation, and provide course ratings and reviews. (eLeap: eCommerce learning management system 2020.)

Gamification

The practice of making LMS activities more like games through implementing mechanics of the game (Lawless 2018). Its main goal is to make the learning process engaging and motivate people to gain knowledge. Important elements of gamification these days are points, leaderboards, level upgrades, badges, and rewards for each level of learning achievement. (Bruke 2014.)

Individual learning path (ILP)

A step-by-step learning program designed to guide learners through courses. Its main advantage is that it helps to manage the timeframe of courses, monitor their completion; and control course availability based on these factors. This can be done with the help of course mapping, automated reminders, and tips for completion. In the onboarding context, the course map is correlated with the career development plan. (Lawless 2018.)

Intuitive interface

A user-friendly and simple-to-find interface that works in the way the user expects it to work (Kreitzberg 2017). In other words, is the ability to provide an experience where the user doesn't get lost or confused. Its features imply to have a cohesive overall learner journey (Casteel 2020, 6). To achieve it, a platform should have an easy to access user-dashboards, minimum tools per page, optional site assistant and should be implemented according to user usability tests (Kreitzberg 2017).

Reporting and Analytics

Set of tools that allow to extract and present data in charts, tables, and other visualizations so users can find useful information. Reports in LMS should include information on learner's progress and completion rates, participation and engagement in courses, online assessment results, course overview and results, time logs, learners' satisfaction rates, instructor ratings, certifications tracking, and other functions related data. (Ingwersen 2017.)

Scalability

An extent to which an LMS can expand to handle a growing number of courses, concurrent users, and request-response times, as well as storage expansion (Lawless 2018).

Compliance management/Induction checklist

Is a learning specific function that educates employees on the laws or regulations related to their job function. Its main difference from normal training programs is that compliance management should be automatically updated as a new-hires role in organization changes and should always be available for access (for example, new title, or if new changes to governance are made). Compliance courses are also mandatory to pass. (Lawless 2018.)

Course authoring

A set of tools that are used to create and design course content (Lawless 2018). It is usually a separate software that is integrated with LMS using API standards. The course creating process has features as multi-assessment tools; multiple content

creation with videos, presentations, audio, text and images, storyboards, interactive content (Ingwersen 2020).

Course catalog

A list of courses made available to learners so they can choose the training based on their needs and interests (LU). Features that are available in course catalogs include self-enrollment, search and filtering courses by specific subjects, interest-based suggestions. (Ingwersen 2020.)

Content library

A content library is a place where multimedia and course-related content (videos, documents, question pools) is stored and can be reused in the creation of other content (Lawless 2018).

Blended learning

Blended learning implies a mix of different learning techniques to maximize learner engagement. In other words, it is a combination of traditional and online learning methods. In an LMS mixed learning can be supported with the help of chats, video calls, web conferences. There should also be a possibility to upload materials from real-life trainings (Casteel 2019, 17).

Some of the functions and features are strongly interrelated on different levels, thus it is fairly difficult to define them separately as they might overlap on some micro-level components (Raol et al. 2012). The overlaps of functions, such as *certification, communication, gamification, ILT, ILP, API, reporting & analytics*, with other functions' features can occur sometimes. The reason behind it, is the usage of those functions through the whole user experience. *Automation, user management and audit, integration, accessibility and mobility, calendar management, customization, intuitive interface, and scalability*, are the functions that help to optimize administrative issues connected with learning. They do not affect directly the knowledge gaining but help to manage it more efficiently and decrease potential human mistakes. Whilst, *blended learning, compliance management, course*

authoring, course catalog, content library, e-commerce are the main functions used to provide the learning engagement.

2.7 LMS functionality classifications and related functions

When it comes to onboarding focused LMS features. As seen from the main activities of the onboarding process, words like *engagements, experience, enablement, collaboration, integration* appear often. Meaning, when implementing the onboarding process on LMS, those are the main factors that should be considered. All of these characteristics assess software functionality and user experience. O'Neill (2020) suggests that LMS should be able to the following during onboarding: a) add new hires to LMS, b) auto enrollments to onboarding training, c) creating a compulsory timeline for the onboarding process, d) group new hires based on their training needs and working segments, e) provide access to admins, managers and instructors, f) reporting the success of onboarding process. The last one should be available depending on the length of the onboarding process in a specific company. (41-44.)

These are only a few, but very important factors affecting the LMS functionality.

4C's model could also be applied in a technology context. In fact, the implementation of 4C's of onboarding model within LMS would help to categorize LMS functionality. PeopleDoc (2015) suggested the following ways of implementing the 4C model digitally:

- a) compliance is achieved by giving access to review and complete company-wide and governmental documentation in an onboarding focused software;
- b) clarification can give access to HR knowledge database that employee would be able to review throughout the onboarding process;
- c) in order to reflect company culture, the company can customize their website and portal to reflect brand identity with welcoming videos, stories about company goals and values, and mission;

- d) connection throughout the process is not only about connecting in a team, but also being able to provide feedback easily, or fill out an online form by which the HR team can be reached timely.

Those are basic examples of how to deploy an LMS according to the 4C model of Bauer.

In Kavanagh & Johnson's (2017, 316) view LMS objectives for onboarding and training, should be based on LMS user roles. They categorized user roles of LMS from management and content creation perspectives, by focusing on customer experience. Thus, suggested 3 main functionality classifications of LMS: *administrative, training management, and talent management*. Administrative LMS focuses on basic records and data permission administration (accessibility). Training management monitors only course-related activities (schedules, content creation, attendance, course evaluation, and tracking ROI measurement). Whilst, talent management side is in charge of the learner's path and succession (performance reviews, career planning, KSA assessment, etc.). (Kavanagh & Johnson 2017, 315-317.)

All of these activities are correlated with the objectives of 4C's of onboarding. The administrative focus is compliance and cultural objectives of the 4C model. The implementation of the training, and the assessment of training is covered by training management clarification activities. While the effect of training on overall employee results is assessed by talent management. It connects employees to both, in-team communication and gives the possibility to talent management (or, HR) to overview employee's learning state. The integration of 4C's of onboarding model and Kavanagh and Johnson's classifications with overall LMS functions is merged in the table below.

Table 2. LMS functionality based on 4C's of onboarding

Objectives of onboarding 4C's	LMS functionality classification	LMS Functions
Compliance and Culture	Administration	Automation, user management and audit, accessibility and mobility, calendar management, customization, integration, intuitive interface and scalability.
Clarification	Training management	blended learning, compliance management, course authoring, course catalog, content library, e-commerce.
Connection	Talent management	certification, communication, gamification, ILP, reporting and analytics, API, coaching.

The table represents functionality classifications and the most popular related functions of LMS. It will be used as the fundamental assessment criteria for LMS functionality, in the current research.

3 Methodology

3.1 Research purpose

Every research should have a clear purpose for the study. The purpose of the study can be easily defined based on the research questions and objectives a researcher pursuing, and from the reason behind the initiation of the study. There are three main research purposes: exploratory, explanatory, and descriptive. Exploratory research is conducted when the main reason behind the study is to access general knowledge about a phenomenon. While explanatory research explains the “why” behind it. And, descriptive research describes everything connected with a phenomenon. (DeCarlo 2015, 162.)

The purpose of this study is to find out how to deliver a better onboarding experience with the help of LMS. The topic of the positive effects of LMS on onboarding is quite common. Yet, most of them are one-sided. As most of them are focusing on promoting a specific software. Current research aims to analyze the overall state of the LMS market. While also finding out how particular functions of LMS affects onboarding, and how these features can be improved. Considering these facts, the purpose of the research was defined as exploratory.

3.2 Research approach

Typically, there are two types of research approaches: inductive and deductive. Simply put, the research approach is a set of procedures that help to answer research questions systematically. The deductive approach is meant to have a preliminary hypothesis that should be tested during the study, while the inductive approach starts with the collection of raw data that is then implied to derive generalizations. (Elaati, 2016.)

Since the purpose of this research is exploratory, and the researcher does not have enough level of expertise in the field to set any hypothesis – the inductive approach was implemented. Saunders et al. (2009, 127) highlighted that one of the inductive-specific characteristics is flexibility in the procedure of the research. Thus, the author decided to collect raw data not according to the order of the research questions.

Firstly, when analyzing secondary data, the author collected onboarding-specific data and LMS-specific data separately. Afterward, the investigator tried to find potential correlations between two phenomena and how they affect each other. Primary data collection for two phenomena was also separate. Meaning, onboarding-related findings were independent of LMS-related findings. After collecting independent raw data from primary sources, the author tried to generalize findings based on the correlations derived from the summary table (Appendix 1. Summary table).

3.3 Data collection and analysis

Mixed-method research is implemented, as there are two independent outcomes that the author plans to derive and connect later. To study LMS and its functionality a qualitative method was obtained. For onboarding and its needs, a quantitative research method was used. This would help the author to study these phenomena in-depth. Thus, for qualitative data 200 online user reviews of five leading LMS software, from four software reviewing websites were collected. Reviewing websites: capterra.com, financeonline.com, lmschef.com, elearningindustry.com. User reviews helped to identify the current user needs for LMS: a) user satisfaction with LMS features; b) the importance of those features, c) potential improvements based on strengths and weaknesses of LMS features.

Secondly, to understand the reasons behind onboarding needs and the factors that affect onboarding, an employee survey was implemented. The survey had two parts: mandatory and optional. There were overall 80 respondents, 50 out of which replied to the optional part of the survey. Since 50 respondents are not enough for a proper statistical analysis, it was analyzed superficially, only due to the personal interests of the author. The main part of the survey with 80 respondents studied the factors that lead to onboarding satisfaction or dissatisfaction. The factors were included based on the outcomes found in the literature review (Appendix 1. Summary table).

Qualitative data

Firstly, 200 user reviews from four review websites were downloaded. Five frontrunning systems were analyzed, thus each system had 40 related reviews. The current thesis does not focus on the technical requirement of LMS, rather on its functionality. All of the functions of LMS were represented in the literature review chapter. Before analyzing reviews, main 17 functions of LMS were predefined based on the secondary data. Then the spreadsheet was created. The spreadsheet included the number of a particular review (1-200). Each review was translated into numerical rating: a positive mention of a function was awarded as +1, and a negative one or suggestion was awarded -1 (Appendix 2. Review scorecard). The importance of a

function was based on the amount of its mentions (frequency), while the grade awarded was defined as a strength or a weakness depending on the value (positive or negative). Based on that, key strengths and flaws (high frequency), other strengths or flaws (medium frequency), and unspecified strengths and flaws (frequency numbers close to 0) were identified. After defining the strengths and weaknesses of each function, functions were categorized based on their functional classification (Table 1. LMS functionality based on 4C's of onboarding).

Quantitative data

Survey questions were based on the secondary data analysis that was focused on defining key elements and activities of a successful onboarding (Appendix 3. Survey questions). The first three questions of the survey included demographic questions and asked the employees' working experience. Only respondents with working experience were able to answer questions. After that, the respondent had an answer whether they were satisfied, mostly satisfied, mostly dissatisfied, or dissatisfied with their onboarding experience. Depending on the answer, they were suggested potential 7 key factors that might have led to satisfaction or dissatisfaction. Those factors were based on the secondary data that suggested onboarding activities during various phases of onboarding.

Multi-method

The functional classification that was presented in the last chapter of the literature review is considered as a correlation between survey and user review results. Each onboarding activity was based on the 4C model, which then was assigned to functional classification. That helped to understand which functional classification is more significant in affecting onboarding satisfactions and dissatisfactions. Then, each LMS function was assigned to functional classification. That helped to understand the quality of delivered services of LMS in terms of functional classification. Thus, to identify which functions of LMS affect the onboarding the most. It helped to draw the generalization that would help companies to understand on which functions of LMS to focus on, based on their onboarding goal.

3.4 Research ethics and results verification

Since LMS analysis was made based on real user reviews for real software, the names of the software in user reviews were deleted and are not used in this study. All of the mention of a specific LMS were replaced by the words “LMS”.

When it comes to assessing information from the internet, especially from review websites, several things should be in mind. Opinion spam is fraudulent reviews left by fake users with the goal of monetary gain (Ott et al. 2011). There are cases when companies would outsource IT professionals to leave hundreds of positive reviews on websites (Streitfeld 2011). Some companies use the technique on competitors as well, hiring people to leave negative feedback on competitor’s products.

According to Ott and his colleagues (2013), Johnson and Raye (1981) claim that real and deceptive opinions can be differentiated by their informative and imaginative characteristics, respectively. According to Rayson et al. (2001) imaginative writing, tends to have more verbs, adverbs, pronouns, and pre-determiners (Ott et al. 2013). In other words, exaggerated language is used in fraudulent reviews more often. Characteristics of fraudulent reviews:

- Lack of concrete details. Look for reviews that have detailed descriptions of a product;
- One-review accounts. Choose user accounts that left several reviews over one-review ones;
- Poor language. Authentic users would spend more time writing well-structured sentences;
- Exaggerated language;
- Recommendations and reviews from reputable sites and publications;
- In-depth research from various resources. For example, read consumer forums to get a better understanding of customer experience, in communities they are engaged with. (Smith 2013.)

All of these factors were taken into consideration when user reviews were collected.

4 Results

4.1 Reasons behind onboarding satisfaction and dissatisfaction

The main question, which represented the overall experience of current onboarding processes showed that 73% of employees were satisfied or mostly satisfied with their onboarding, and the rest were mostly dissatisfied. However, out of 73%, only one-third of respondents were fully satisfied with the process, whilst others admitted some flaws.

Were you satisfied with the onboarding process during your overall work experience?

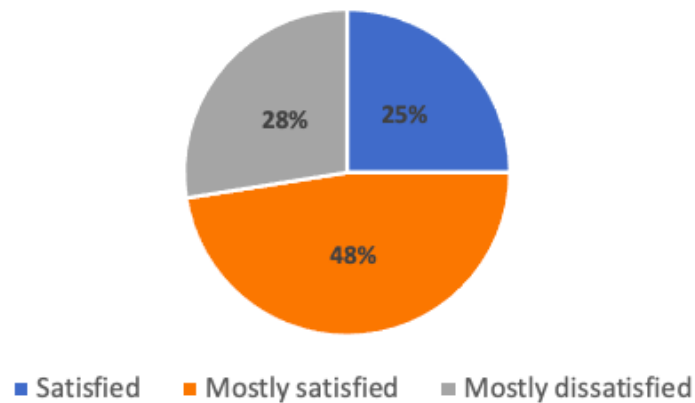


Figure 3. The satisfaction level of onboarding experience

Talking about the reasons for satisfaction or dissatisfaction, there were 7 potential reasons listed in the question, which respondent could choose, with additional "other" option:

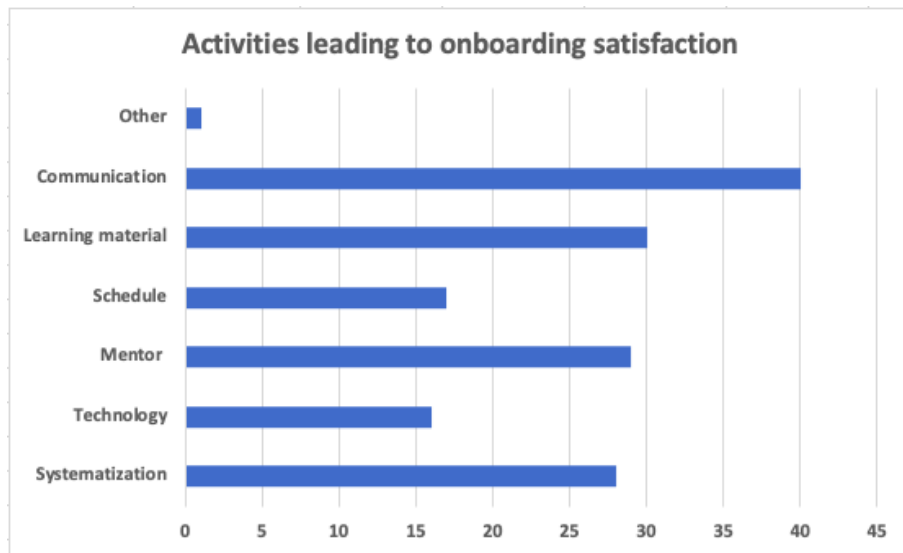


Figure 4. Activities leading to onboarding satisfaction

The figure above represents the sum of all activities that lead to satisfaction of the process. It is clearly seen that communication within a team is the most important factor for new hire satisfaction. Followed by, well-prepared learning materials, having a good mentor, and the systematization of the process, with 30, 29, and 28 mentions respectively. Nevertheless, respondents who were satisfied with the process, mostly chose that they were satisfied with all of the 6 reasons. If not, they chose the following reasons behind satisfaction: a) well organized and systematic process of onboarding, or b) well-prepared work-related learning materials. Meaning, these are the 2 main reasons that lead to the full satisfaction of the

process. While for respondents who were mostly satisfied with the most important factor was good communication with their teams (15 responses out of 22).

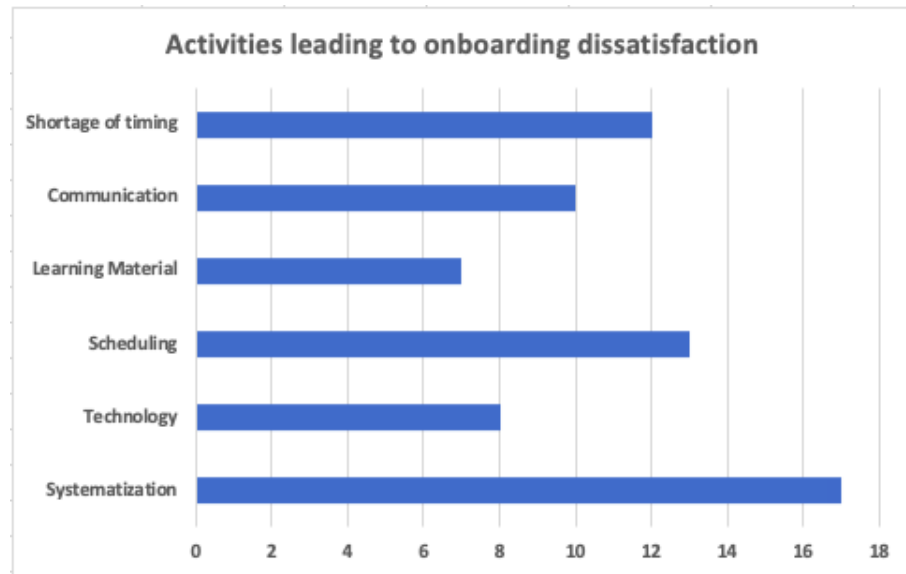


Figure 5. Activities leading to onboarding dissatisfaction

When it comes to the reasons for dissatisfaction the lack of systematization is the leading factor. 13 out of 17 respondents claimed that they were mostly dissatisfied with their onboarding because of that. The second factor is characterized by the lack of information shared about the orientation plan. Even though communication is very important for a new hire experience satisfaction, it only comes as a third factor that leads to onboarding dissatisfaction.

In other words, if the company wants its new hires to have mostly satisfactory onboarding experience, they must provide a systematic flow of the process. As the lack of standardized and systematic administrative activities can lead to extreme dissatisfaction (scheduling included). Additionally, if they want them to have a fully satisfied process then good communication is a key, yet the lack of communication would not lead to a high level of dissatisfaction as a lack of standardization and scheduling.

In order to understand which of the 3 onboarding classifications (administrative, training management, talent management) has the biggest effect on dissatisfaction

and satisfaction, 6 factors were assigned to each. Administrative includes systematization, technology support, sharing information of the orientation plan (scheduling), the overall timing of onboarding. Training management includes the state of learning material. While mentorship and communication are covered by talent management.

Talent management included the highest amount of responses (32 mentions out of 69). Thus, talent management-based activities have a higher effect on employee satisfaction compared to others. At the same time, the lack of proper administrative activities leads to dissatisfaction with the process. All in all, companies should primarily focus on providing smooth administrative activities to achieve an unproblematic onboarding process. However, if they want new hires to be happy with their experience, they should include talent management.

4.1.1 Supportive results

Optional questions included a list of activities of each onboarding phase. Each activity was assessed according to its importance level. Not important activities were pointed as -1, important ones with 1 point, and very important with 2 points. Those points were summed based on the number of responses to each activity. Then, the overall importance mean was calculated for each onboarding phase. The mean helped to identify the overall importance of each phase. After that, the onboarding classification was assigned to each activity. It helped to identify which onboarding classification each phase focuses on the most. Thus, providing an approximate information on the importance of onboarding categories, and the importance of each onboarding stage.

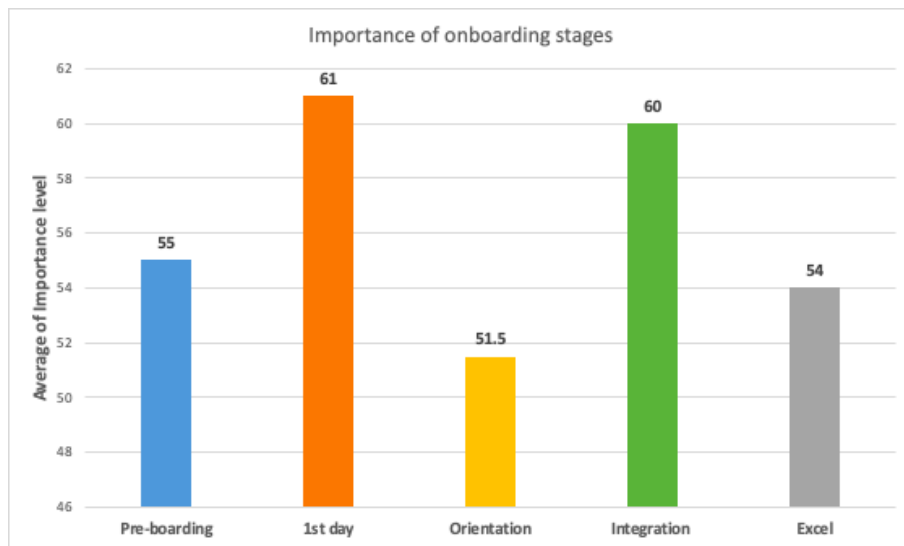


Figure 6. Importance of onboarding stages

The overall mean for onboarding importance is 55, thus phases with lower figures are less important than others to new hires. However, it does not mean they are not important. From the figure above it can be concluded that 1st day of onboarding is the most important phase for a new hire, followed by integration. Meaning, activities related to those stages are very important and should get extra attention.

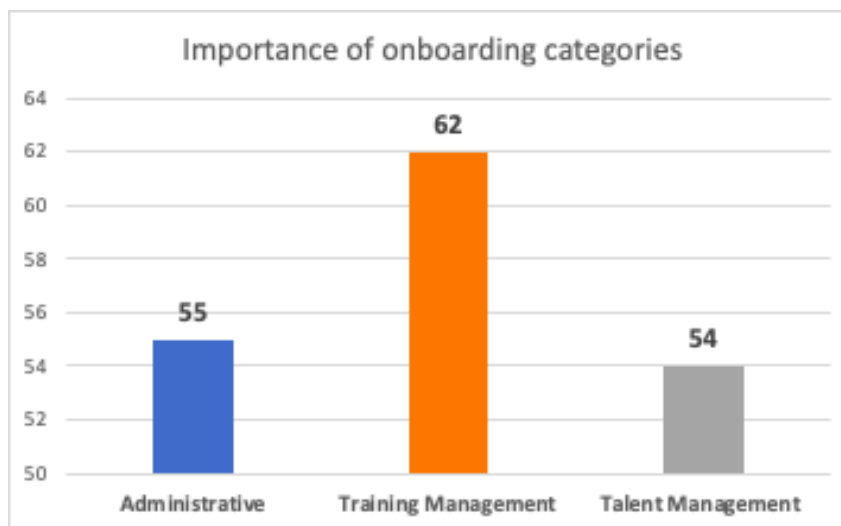


Figure 7. Importance of onboarding classifications

The interesting fact is that even though training management activities have the least effect on onboarding satisfaction from employees' experience. They find those activities as very important theoretically.

4.2 Strengths and weaknesses of LMS functions affecting onboarding

Survey results also confirmed that 79% (63 out of 80) of respondents would like to have supportive software for the onboarding process. In order to address, this issue the functionality of current LMSs was assessed. The assessment was based on the analysis of customer reviews. Reviews on current leading systems were used to identify the strengths and weaknesses of LMS functions. 17 LMS functions were considered. 8 out of 17 functions were referred to as positive, and 9 of them had negative sentiments. The reviews were taken from the following technology review websites, capterra.com, financeonline.com, elearningindustry.com, lmschef.com. The excerpts of reviews are shown in Appendix 4. The full data is stored by the authors for a possible need for reviews.

4.2.1 Strengths of current LMS

The matrix in the following figure illustrates the frequency of mentions and the positivity of sentiments of user reviews. The frequency of mentions gives an understanding of how popular and critical the function is to users, whilst positivity of sentiments demonstrates their satisfaction with it. From the matrix, it is evident that intuitive interface and learning tools are the most critical and the most reliable functions out of all.

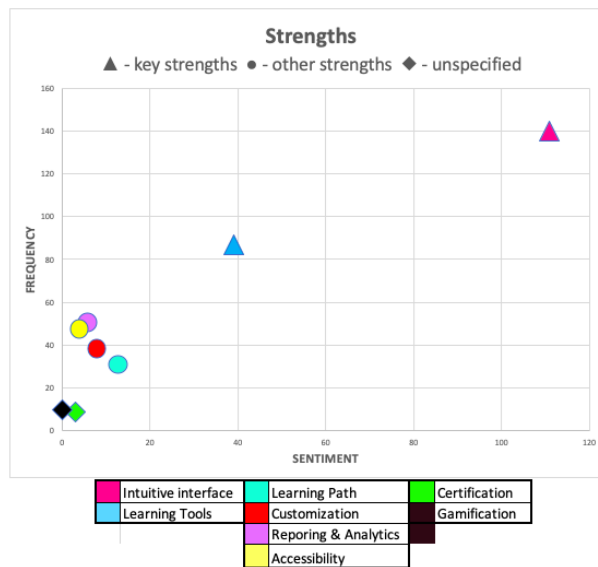


Figure 8. Strong LMS features matrix

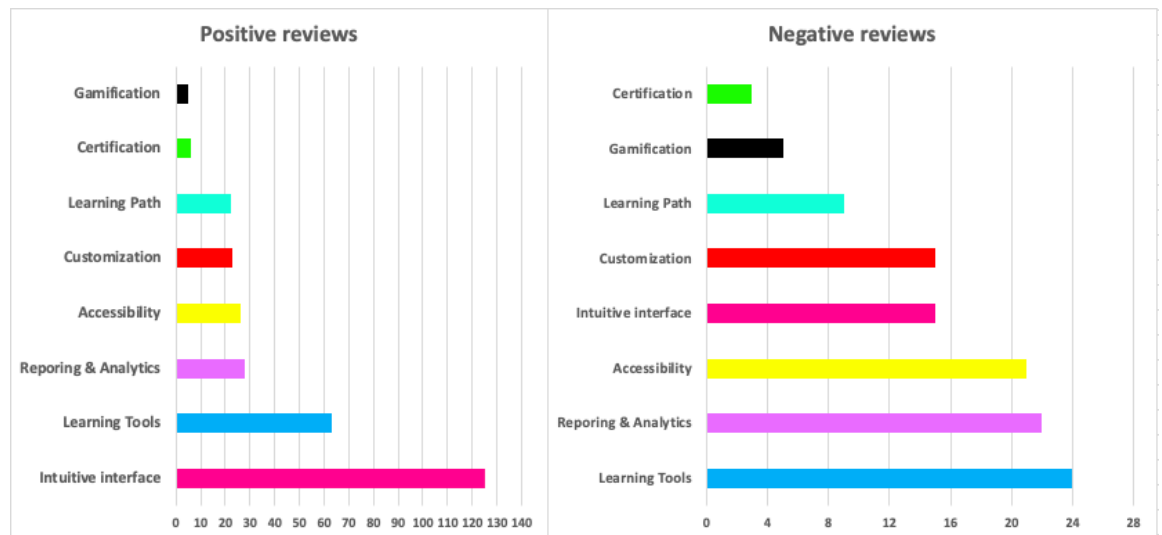


Figure 9. Comparison of negative and positive reviews for strong functions

Other strengths are distinguishably less critical and have fewer positive reviews. Meaning, in spite of having positive sentiments there is room for improvement.

In fact, it is clearly seen that all of the functions except intuitive interface and learning tools have a moderately small gap between positive and negative mentions.

Key strengths of current LMS

Functions that were mentioned most frequently and had the highest amount of positive sentiments. Those are the functions that meet user expectations and are very critical for them

Intuitive Interface

This is an administrative feature of LMS, and it has the most frequent amount of mentions among 140 users, 125 out of which are positive. Words like "intuitive", "clean", "easy to navigate", "user-friendly" and "simple" were used the most when describing the intuitive interface. Meaning, the most important element for users is design simplicity: "offers users simple options to navigate through the platform with a visual interface that eliminates the clutter that text can bring". It is also critical to have a shorter learning curve for the software adaptation: "The main advantage of the platform is its ease of use -combined Setup was simple for basic, robust".

Even though Intuitive interface is the key strength of current LMSs there is some space for improvements. Course-related software intuitiveness seems to have drawbacks in some LMSs. Users find it confusing to navigate across courses and learning materials.

Learning Tools

All of the functions and features that support training management are included in learning tools. Course and content creation, editing, and processes of passing courses; including, assessment tools, file, and media support, and overall course completion experience. All of these are considered to be critical in LMS and the majority of users are fully satisfied with these features. 83% of mentions were positive about the learning tools of LMS. Especially, attaching tests and quizzes, and the possibility to upload, record, create, edit or integrate multimedia content (video, audio, podcasts, presentations, text, animations), with 19 and 30 mentions out of 87, respectively.

Some users claim that being able to put quizzes at the end helped them to reinforce the knowledge. Furthermore, some users also mentioned the possibility to work remotely: "Online courses help company put all sorts of different training guides and videos online for new employees and it's allowed me to stay remote".

Learning tools is the second key strengths of current LMSs, for all that, it also has the highest number of negative mentions compared to other positive functions. There are some minor features that users would like to see in the content creation stage: double speeding videos and audios, screen recording and editing, the possibility to easily replace content in already created courses, and mix and match different content on one page (some LMSs only support video/audio/presentation per page). There is also one important review of a user who wants some improvements of microlearning in one of the leading LMS: "I'd like to link questions with individual course units instead to the whole course. It can be really time-consuming when it comes to managing a lot of questions to a specific course unit". It proves the advantages of microlearning not only from the better learning experience but also for better user experience.

Other strengths

Functions that were mentioned less frequently and had a medium amount of positive sentiments compared to the key strengths. These functions mostly meet user expectations but need some improvements. They are less critical for users when deploying LMS.

Reporting & Analytics

The third most popular positive function of current LMSs. Reporting & Analytics is also part of the administrative classification of user capabilities. Being the third critical function, it is also quite controversial, as the number of positive sentiments is only 6, out of 50 mentions. This means that out of 5 leading LMS, almost half have not-so-good reporting and analytics features.

Without a doubt all of the users understand the importance of reporting & analytics, claiming that it helps them to track course analytics, training completion, retrieving feedback with great infographics, and all of those are automatic. The possibility to automate reports is also quite meaningful to users: "we really enjoy setting up a report, favoriting it, and then instead of re-building it each time, we can navigate to our favorite's list and re-generate the report."

However, 41% of reviewers would like to see better customization and more simplicity in the reports, referring to generated reports as "clunky" and hard to read. Despite automation being a meaningful function, lack of the possibility to customize the automatic reports can become a negative feature: "since the reports are auto-generated, sometimes it lacks some flexibility in what I am looking for". Users would like to have the opportunity to create their criteria when tracking the progress of the learner. They also seek the possibility to create more in-depth reports on an individual-learner level, not only course level reporting.

Another connection with a different function of LMS is integration. Some reports are only LMS-based and cannot be integrated with other analytical tools: "I am unable to sort the data easily. I have to export to PDF to keep any reports".

Learning Path

A talent-related function that has quite a few numbers of mentions and a moderate amount of positive sentiments. It has 67% positive reviews, meaning that it meets customer expectations fairly well. However, knowing the fact that customers tend to leave positive reviews more often (Review Trackers, 2018), and taking into account the fact that the frequency of mentions is quite low. There is a chance of users having low standards for this particular function due to uncommonness of it in the market. Comments like "At the beginning it took me some time to understand learning path feature" or "There is an option to create learning paths, similar to the idea of a curriculum, and arrange courses as part of those learning path" confirm the hypothesis. Nonetheless, later on, users conclude that ILT helps them keep track of the learning progress and performances of trainees.

Talking about the possibility to track, just like the Reporting & Analytics function, ILT lacks flexibility in customization. Some of the pathways are unable to be edited and changed after being set: "they work very well for linear learning pathways it would be nice to learners have individual flexibility within their learning pathway over which courses to do, and to complete their individual learning path".

Customization

Administrative set of features, which plays a big role when it comes to company representation during the employee pre-boarding phase. Customization intersects quite a lot with other functions and was mentioned several times negatively in ILT and Reports & Analytics. In this section, customization includes the following features: white-labeling, multiorganizational domain, custom certification design, custom homepage. All of those are also considered as strengths of LMS's customization. However, there are problems that users face when deploying this particular feature (38,75% of negative reviews). It includes superficial customization that does not go beyond branding.

Accessibility and mobility

Another administrative function that is important during all phases of onboarding. As employees should be able to easily access LMS not only at the beginning of the process but should also be able to learn and train whenever and wherever they need to. Accessibility has the lowest positive sentiments score in its category, with 26 positive and 21 negative mentions. Although the frequency rate is in the 4th position after Reporting & Analytics, thus making it a significant function. The biggest strength of the current LMS accessibility option is the effectiveness of mobile applications, positive reviews on mobility make up 20% out of all mentions. At the same time, cross-browser and operating systems compatibility have some layout and productivity issues. It appears that some LMSs have better productivity when used with Windows OS compared to other ones. Another strength is the easiness of setting up and deploying an LMS. But the beginning of signing up for a learner might

be less user-centric. As some users refer to drawbacks in single-sign-on options don't meet the latest market standards.

As globalization trends keep rising and cross-country barriers are easier to enter, localization of products and services is needed. LMSs seem to be lacking localization of language (translation), policies and currency used: "deploying content in China in the same way as Europe or US would be great; without any restrictions like VPN".

Unspecified strengths

Functions that were mentioned considerably less and had neutral or slightly positive sentiments than all of the other functions. These functions are on the edge of having negative sentiments and have a really low number of mentions. There usually are 2 possible reasons for low mentions frequency: it is not as significant for users, or they are not familiar with these functions well enough to recall.

Certification

The least frequently mentioned functions with positive sentiment equal to 6 out of 9. Certification is quite a new function appearing in the market with "a bit of trial and error" qualities. Having the same issue as ILT of unfamiliarity pf among users.

In fact, certification, gamification, and ILT are all part of the talent management functional group, and all are just started their emergence in LMSs. Despite that users clearly see its application in career development: "upload and submit their certifications which helps them have more control over their learning profile", the standards for those functions are lower than to administrative ones, as it only starting to emerge in the market.

Gamification

Gamification has an equal amount of positive and negative mentions, making it a neutral talent management function. Gamification is also fairly new in the e-learning

industry as a certification and learning path. It is also tightly connected with both: "Gamification features combined with Course Path is a very powerful and useful tool for delivering an interactive learning experience". It gives the possibility to review learning material with less pressure and a more engaging experience. However, some of the systems still lack the feature of gamification or have it on a very basic level. While the ones that did implement it, have problems with its customization.

4.2.2 Flaws of current LMS

The Flaw matrix below demonstrates the frequency of mentions and the number of negative mentions of user reviews. Most frequently mentioned negative sentiments; thus, the key flaws include, integration, API, and communication in LMSs. Less frequently mentioned, yet with higher or slightly less amount of negative sentiments are described as referred to as other flaws, such as automation features, e-commerce, calendar management support, user management and audit options, and scalability. Additionally, with coaching being mentioned only once, yet negatively.

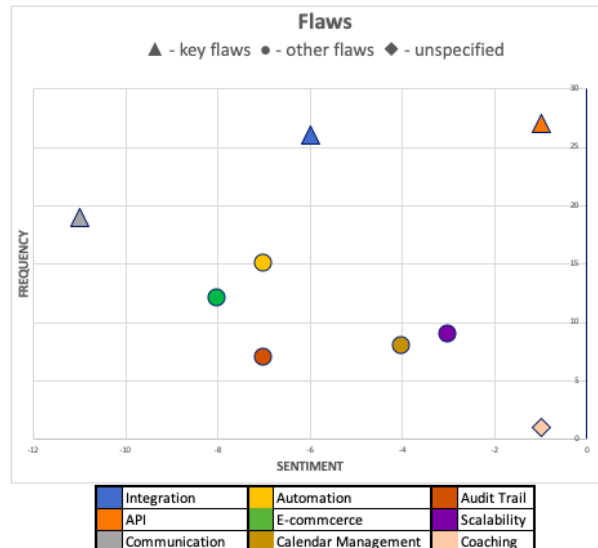


Figure 10. Weak LMS features

Out of the total number of 124 weak functionality mentions, 86 are negative, and 38 of them included positive sentiments. With integration function having both the highest positive and negative mentions. At the same time, communication is the highest in the number of negative sentiment and the gap between positive ones.

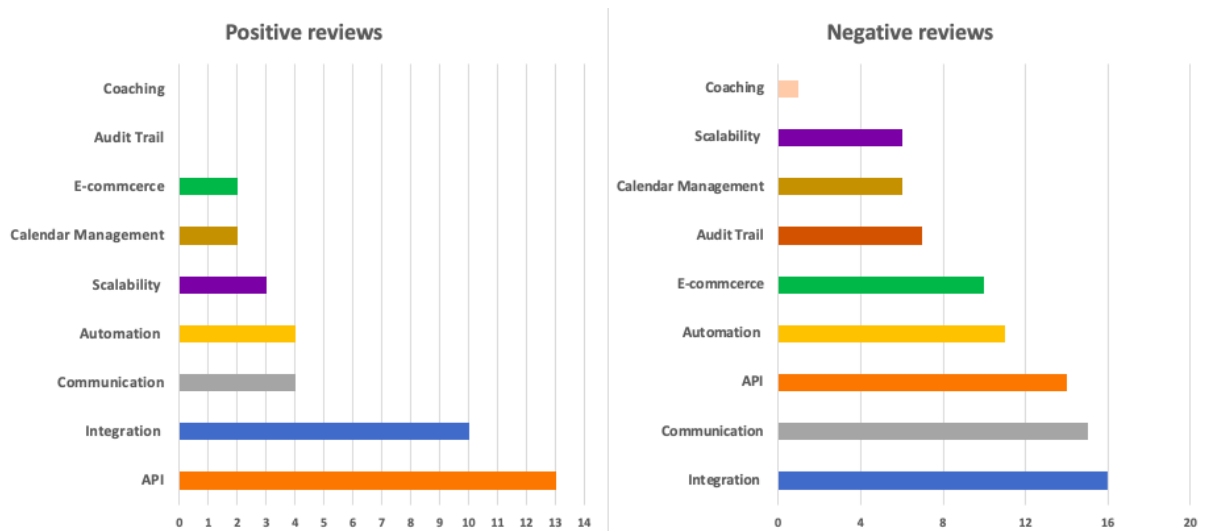


Figure 11. Comparison of negative and positive reviews for weak features

Key LMS flaws

Functions that were mentioned most frequently and had negative sentiments. Those are the functions that critical for users as they mention it often but do not meet their needs.

API

The most frequently mentioned negative talent-related function. Which makes it very important for users. Users generally refer to the API system positively, with 13 mentions. Nonetheless, negative reviews still outperform those with 14 reviews. In other words, it is quite a mature function with high user needs and standards.

As it was mentioned integration and API are very close functions, and are very important to users, as it can be seen from the frequency of mentions. API integration is only 1 frequency rate more (27) than general integration (26).

Users mentioned that with the help of API support, some organizations can create better reporting in their LMS by integrating other systems that use API standards. For example, connecting Salesforce dashboards with LM. It also gives the possibility of mixing features of an LMS in use with other ones: "I can choose to create a course

using an external design software, upload it easily, and pair it with some of the design features already built into".

API has different sets of standards, currently, there are 2 most popular of them in the eLearning market: SCORM and experience API (known as xAPI or TinCan). xAPI is a more recent version compared to SCORM. Sometimes, when people refer to API it is hard to understand which standard they mean exactly. The SCORM is mentioned almost everywhere next to the word API, which may mean that xAPI is not as popular amongst users yet, being mentioned only 2 times. While SCORM has many positive reviews, it also has drawbacks, mostly connected with the system being outdated, and not giving the possibility to transfer data from old LMS to new one or it performs differently.

Integration

This is the second most frequently mentioned talent-related function amongst the negative ones, which makes it a critical issue for users. Nonetheless, it is only in the 4th position based on negativity, with nearly 40% of positive mentions. Integration drawbacks were already mentioned in the features of learning tools and R&A. In this section, integration includes broad-spectrum aspects of LMSs, compared to particular features of learning tools and reporting.

Most of the reviews mention that there is a need for a wider integration with other platforms and software, such as G-Suite, ZOOM, Shopify, Zapier, WebEx, and integration with HRISs. Another critical integration with 12 mentions is PowerPoint integration and the ability to easily upload those files into the system. There are also more specific features to be improved, such as integration of grade book Users would also like to extend and have an easier experience with the possibility of using and integrating data from external sources.

Communication

An important component of talent management is in need during all onboarding phases. Communication has the biggest amount of negative sentiments equal to -11, with only 4 positive mentions and 15 negatives. The frequency rate is 19, which makes it a 3d key flaw out of all.

Communication between trainees and instructors is fairly competitive, "some of its greatest appeals are the opportunities for admins and students to interact through assignments, feedback, and notifications". However, there were several mentions about communication within the organization itself being poor. Especially, when it comes to B2B and B2C communication. Meaning, the current communication system in an LMS is mainly course related. Whilst the means of communication between administration and instructors seem to be lacking.

Also, users would like to have an option of built-in communication tools, rather than only having integrated ones, "wish they would have their virtual meeting software instead of using zoom". Additional improvements to current communication ways are also a focus, especially a better user experience in discussion forums, such as, sorting out features, the ability to create open and closed forums.

Overall, better messaging and web conferencing are the main flaws of current LMSs.

Other LMS flaws

Functions that were mentioned less frequently compared to the key functions yet had negative sentiments. These functions mostly don't meet user expectations but are less critical for them, as they don't mention them as often as key flaws.

Automation

An administrative function that has a major effect on other functions as well. It was mentioned several times as a weakness in some Reporting Analytics and accessibility features. General references in lack of automation were mostly about reminders, e-mails, and courses. Users would like to see more alerts and reminders both while

using in-app/site and via e-mail. Such as course reminders; a more automated course creation process with default settings; and learning path related alerts, to interfere when a trainee is not succeeding in its learning.

E-commerce

E-commerce has the biggest amount of negative mentions in its category of training management. While most LMSs already have this function deployed, not many of them have their own, native platform that improve knowledge adoption. Rather, an integration with already established platforms, like Shopify. This is a plus, but those integrations do not provide a quality UX, "the courses are not the most organized which can discourage individuals to find a self-taught class."

Overall, to satisfy user needs, current LMSs should create their own e-commerce platforms with user-centric functionality, while also integrating with bigger platforms. Also, basic features like "add to cart", "course suggestions" are important, since some of the current LMSs do not provide it. It will not only help to commercialize courses but will promote a particular LMS platform itself.

Calendar management

CM is an administrative function, complaints of which mostly covers inconsistency in notification system and poor scheduling experience:

- *"see better control of user notifications"*
- *"there is not an option to set recurring courses"*
- *"the "learning path" component doesn't have a timeline feature that allows trainers to plot target completion dates for the course"*

Notifications and reminders feature of calendar management and automation might seem like one rank. However, calendar management features cover activities that are connected with dates and scheduling, for example, meeting reminders, calendar availability checking, course deadline reminders, etc. While automation covers the

overall process flow: reminders if a trainee is not following a planned learning path and hasn't accessed courses for a long time; grade related notifications, and so on.

User management and audit

The audit function gives a possibility to review events and changes that were made in user profiles, courses, and learning plans of users, and manages user access. It is an important administrative function that still seems to be lacking in some LMS. The user activity related reports are not performing well-enough and lack of details:

- *"distribution list confuses us if the inactive users still receive email notifications"*
- *"Issues with easily deleting inactive and repetitive accounts of, which affects the statics of course-related achievements"*

These are very basic features and audits should be able to do but should not be limited. For example, one of the users suggests an additional feature of user management: "cannot limit users-based IP address. Without limiting the user based on IP address, the user login could be shared with unpaid users".

Scalability

There aren't many issues connected with user-related scalability. The reason behind it might be cloud-based LMS popularity, thus there is no problem with the increasing number of users. However, there are some limitations concerning file uploads and the time it takes to upload them.

Unspecified LMS flaws

Functions that were mentioned considerably less and had neutral or slightly negative sentiments than all of the other flaws: coaching.

Coaching

Coaching was mentioned only once out of all 200 user reviews, and it was a negative one. It suggested for an LMS to have a coach management system that would process different requests and automate related processes with the help of customized coaching scripts.

4.2.3 Overview of LMS reviews

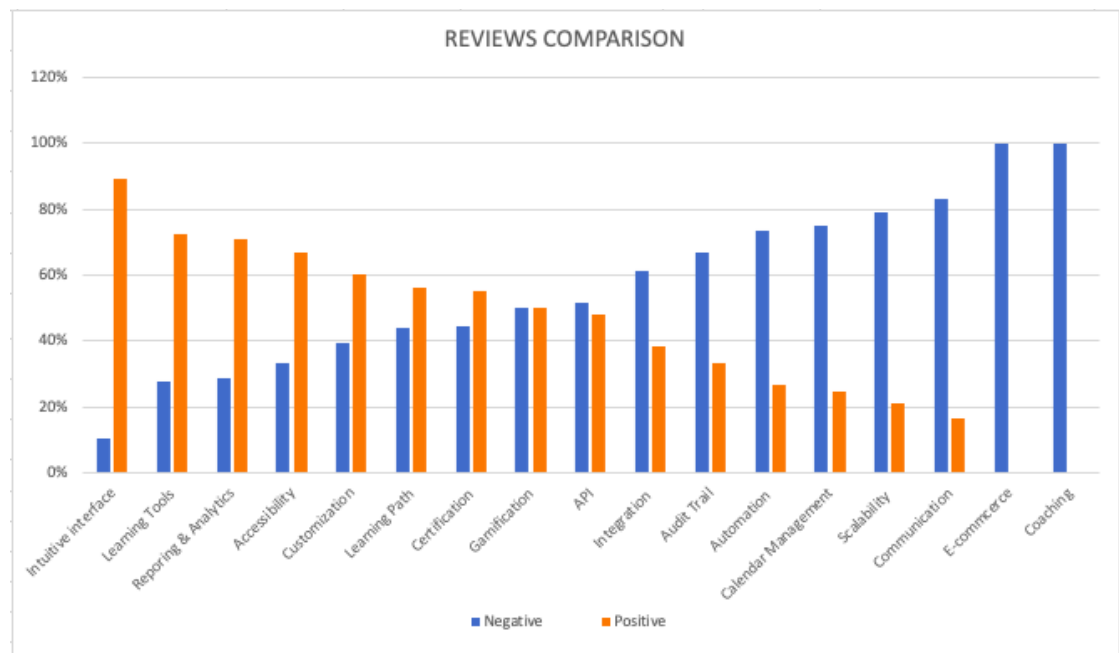


Figure 12. Ratio of positive and negative reviews

The table above compares the ratio of negative and positive reviews to the total amount of mentions in each LMS function. It is seen that the overall amount of negative mentions is slightly higher compared to the positive ones. This illustrates that overall users are mostly dissatisfied with the current LMS offering. Confirming that there is still big room for improvement. Nevertheless, it should be mentioned that the total number of positive comments is 1.73 times more than negative ones, with 342 and 197 mentions respectively.

The category that needs improvements the most are talent management related functions, with 54% of positive mentions. That includes communication, coaching, gamification, certification, reporting, and learning path (by the order from the most disadvantageous to the strongest).

Administrative features have the most frequent mentions of 290, out of which 67% are positive.

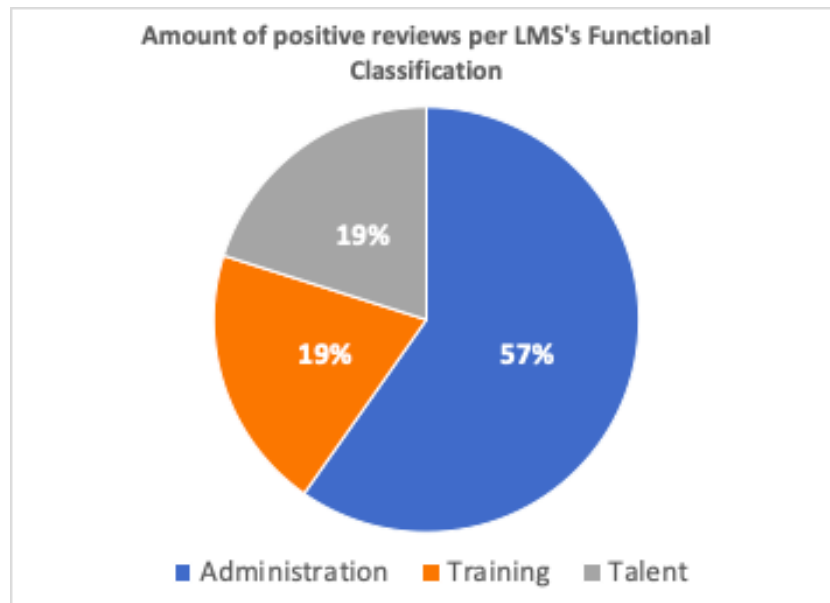


Figure 13. Significance of LMS functional classifications

Administration and training management related functions are the most critical functions that make an LMS run properly and achieve its main purpose, respectively. While, talent management related functions assist in achieving a better learning experience and help the company with its strategic goal, by focusing on learning development. In other words, LMS cannot exist without administrative and training management functions, but talent management is the category of features that helps to achieve its full potential. The fact that most of LMS flaws are from the talent management category means that not all of the systems have achieved it, as they started to emerge in the market recently. On the other hand, administrative functions have been there for so long that many users are familiar with its activities and mention it frequently. Meaning, it is easier to spot admin-related qualities.

4.3 Role of LMS in the satisfaction of onboarding

After categorizing results from both, LMS reviews and employees onboarding experience survey, based on onboarding classifications. The reasons for onboarding satisfaction were correlated with current LMS functionality.

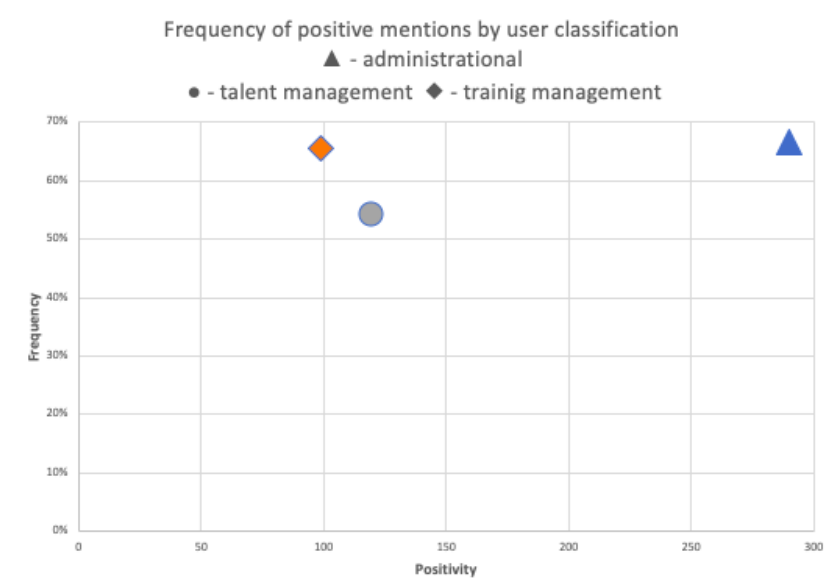


Figure 14. Frequency of positive mentions by LMS functional classification

From the figure above it can be seen that administrative functions are the most critical and most advanced when it comes to LMS. Training management is very important but still has the biggest number of flaws in its functionality. While talent management related functions are quite positive compared to training ones, users do not find them as important as other categories.

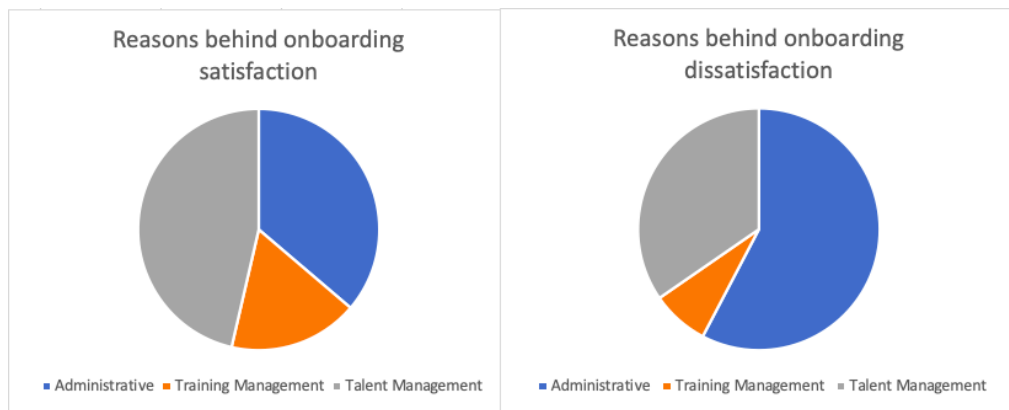


Figure 15. The effects of functional classifications on new hire perception

If talking about onboarding experience as a whole, lack of administrative activities is important to avoid employee dissatisfaction but having talent management leads to better satisfaction. Yet, lack of talent management does not lead to high dissatisfaction, while the lack of proper administrative activities leads to extra dissatisfaction of employees.

All in all, current LMSs cover administrative issues very well. Meaning, the implementation of LMS during onboarding can help to avoid extra dissatisfaction level for new hire experience. However, LMSs do not pursue talent management wise functions as much as administrative. Thus, a high level of new hire's satisfaction cannot be reached.

5 Conclusion

5.1 Research question 1

What are the reasons behind successful onboarding?

Talent management-based activities have a higher effect on employee satisfaction compared to others. At the same time, the lack of proper administrative activities leads to dissatisfaction with the process. All in all, companies should primarily focus on providing smooth administrative activities to achieve an unproblematic

onboarding experience. However, if they want new hires to be happy with their experience, they must deploy talent management activities.

5.2 Research question 2

What do current LMSs have to offer to implement a successful onboarding process?

Current LMSs are quite advanced when it comes to design simplicity and comprehensiveness (intuitive interface); and also deliver very good experience of learning itself. Learning tools include features: like course and content creation, editing, assessment tools, file, and media support, and overall course completion experience.

5.3 Research question 3

What should be improved in terms of LMS functionality to implement a successful onboarding process?

Overall, users are mostly dissatisfied with the current LMS offering, as the number of negative reviews is slightly bigger. The category that needs improvements the most are talent management functions. That includes communication, coaching, gamification, certification, reporting, and learning path (by the order from the most disadvantageous to the strongest). Yet, it is important to mention that administrative and training management related functions have high numbers of positive mentions. Meaning, currently LMSs offer a good systematization of the onboarding process but needs improvements when it comes to extra, human-centered approach.

6 Discussion

6.1 Research reliability and validity

According to Bashir et al. (2008, 36), Joppe (2000) claims that research can be considered reliable when the results of a study can be reproduced even when using a similar methodology. When implementing qualitative research, a level of subjectivity and bias may appear (Brewerton, Milward 2001, 74). To avoid that, researcher used both qualitative and quantitative methods. Additionally, it is important to note that before analyzing user reviews, a concrete list of functions was preidentified in the literature review. It helped to avoid difficulties with categorizing user reviews into numerical scorecard. Readers can also review the full transcript of user reviews and the scorecard in the appendices chapter.

Validity of the research was defined Kelley (1927, 14), a test is valid if it measures what it claims to measure. As the researcher used an inductive approach and reviewed a theoretical part before implementing the study itself, thus research can be argued to be valid.

6.2 Limitations and recommendations for future research

It is advised to use more in-depth qualitative analysis when implementing similar research in the future. Using face-to-face interviews with software developing experts, UX designers, and HR managers would help to get more information on user behavior and needs.

Also, expanding the amount of respondents to survey can be used to derive better statistical analysis. Especially, implementing the “Optional” survey that author described briefly in the results section. If done thoroughly, very useful knowledge can be derived from it.

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Appendices

Appendix 1. Summary table

Pre-boarding phase activities				
General	<ol style="list-style-type: none"> 1. Offer accepted 2. Welcome e-mail from the organization that should include: <ul style="list-style-type: none"> - CEO and supervisor welcome - Shortly introduce a new hire to company values, history and vision 3. Induction checklist done and shared <ul style="list-style-type: none"> - Orientation plan - Send out code of conduct/ compliance information 4. Preparing physical location and staffing 5. Establish relationship with 4-5 key people employee will be working with online <ul style="list-style-type: none"> - Share some basic information or record videos of those people and their experience - Invitation to social media profiles and team's communications channels. 			
Using LMS	<ol style="list-style-type: none"> 1. Accepting offer in an e-mail, button of acceptance and redirection to LMS platform 2. Welcome video appearing from CEO: values, history and vision. 3. 1.Orientation plan: explaining what is on the platform, what are next steps, how to use platform <ol style="list-style-type: none"> a. 2. information given based on induction checklist and compliance course 4. Tell employee what is waiting him on his physical location 5. Shows profiles of 4-5 key employees. Their profiles can be based on internal social networking, showing bio of those: photo, working title, short description of what they do, additional info they would like to have on their profile. 	<table border="1"> <thead> <tr> <th>Related LMS features</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Automated e-mail, automated notifications, Auto sign-in, user role management • White-labeling, custom homepage, multiple content creation • Compliance management: multiple content creation, onboarding map, level upgrades based on induction process • multiple content creation • Social networking, employee profiles; if needed integration with external social networks </td> </tr> </tbody> </table>	Related LMS features	<ul style="list-style-type: none"> • Automated e-mail, automated notifications, Auto sign-in, user role management • White-labeling, custom homepage, multiple content creation • Compliance management: multiple content creation, onboarding map, level upgrades based on induction process • multiple content creation • Social networking, employee profiles; if needed integration with external social networks
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	Related Functions			
	Administrational	Training Management		
	<ul style="list-style-type: none"> • Automation • Integration • Customization • Accessibility and mobility • Intuitive interface 	<ul style="list-style-type: none"> • Compliance management 		
		Talent Management		
		<ul style="list-style-type: none"> • Gamification • Organizational communication 		

First day		
General	<ol style="list-style-type: none"> 1. Complete the offer acceptance and other documentation 2. First day schedule 3. Onsite instructions 4. Training: <ul style="list-style-type: none"> - Culture session - Introduction to organizational, as well as team's strategy and goals - Detailed job characteristics and description - Perks & Benefits 5. Introducing a buddy/mentor/peer <ul style="list-style-type: none"> - Team welcome and introductions 	
Using LMS	<ol style="list-style-type: none"> 1. Check and sign documentation. List of documents that need to be signed with tick boxes next them. 2. Showing calendar and how to use it in detail. Show the first day schedule with micro tasks a 3. Course: onsite instruction 4. Courses: cultures sessions, strategy and goals, perks and benefits and jd. Those should be always available. 5. Buddy introduction, profile, meeting (virtual or real). Coaching 6. Team welcome within internal social network, team calendar and groups (blended with real life) 	<p>Related LMS features</p> <ul style="list-style-type: none"> • Custom learning fields; • Calendar management • ILP, course authoring, course catalog, content library • ILT, communication
	Related Functions	
	Administrational	Training Management
<ul style="list-style-type: none"> • Calendar management 	<ul style="list-style-type: none"> • Compliance management • Blended learning, • Course authoring, • Content Library, • ILT 	<ul style="list-style-type: none"> • Gamification • Communication • ILP

Orientation week			
General	<ol style="list-style-type: none"> 1. Training: <ul style="list-style-type: none"> - Induction to company's product and services - Business-unit specific training - Job role and responsibilities - Performance goals 2. First meetings with the most communicated teams and executives 3. Scheduling regular meetings 4. Career development plan aligned with company's strategy 		
Using LMS	<ol style="list-style-type: none"> 1. Courses: product services, 2. Meeting 3. Career development plan 	Related LMS features <ul style="list-style-type: none"> • Learning related functions: video/ audio record and editing, podcasts, surveys, multiple choice and single choice quizzes, exercises, checkboxes, star ratings, presentations, focus study (ted), 	
	Related Functions		
	Administrational	Training Management	Talent Management
	<ul style="list-style-type: none"> • Calendar management 	<ul style="list-style-type: none"> • Blended learning, • Course authoring, • Content Library, • ILT 	<ul style="list-style-type: none"> • Organizational communication • ILP •
Integration			
General	<ol style="list-style-type: none"> 1. New hire orientation survey 2. Giving first self-accountable tasks/projects 3. Regulars catchups: sharing achievements and input 4. 360 feedback from teammates 5. Communicating the flow of probation assessment 		
	<ol style="list-style-type: none"> 6. Survey 7. Buddy support 8. Communication in real life or through chats and/or video call, to catchup. Noting achievements and question to ask from team 9. After specific time or task automatically provide feedback form from team and others 10. Reporting and analyzing feedback and sharing it with a new hire 	Related LMS features <ul style="list-style-type: none"> • Assessment tools and reporting • ILT and communication • Communication, blended learning, assessment tools, multimedia content • Calendar management, assessment tools • Reporting, automation, communication 	
	Related Functions		
	Administrational	Training Management	Talent Management
	<ul style="list-style-type: none"> • Automation • Calendar management 	<ul style="list-style-type: none"> • ILT 	<ul style="list-style-type: none"> • Reporting • Communication, • Gamification

Excel		
General	<ol style="list-style-type: none"> 1. 30 or 90 follow up survey 2. Design an updated development plan 3. Identify T&D activities for the next 6 months 4. Set measurable career goals within a period of 1 year 5. Job and role reflection 6. Team feedback 7. Complete formal probation reviews 8. Key milestones analysis 	
Using LMS	<ol style="list-style-type: none"> 1. After specific time or task automatically provide feedback form from team and others 2. Update employee profile, review learning path and set new objectives, suggest potential training programs 3. Overview of the whole onboarding process. Possibly, reviewing knowledge gained 4. Automatically provide feedback form to team, mentor and a new hire to reflect on the journey 5. Review and complete formal probation reviews 6. Analyze and report the whole journey to identify possible improvements in the career plan 	Related LMS features <ul style="list-style-type: none"> • Assessment tools and Automation and calendar management • ILP, ILT, Automated updates, e-commerce, certification • ILT, reporting
	Related Functions	
	Administrational	Training Management
<ul style="list-style-type: none"> • Automation • Calendar management 	<ul style="list-style-type: none"> • ILT • course authoring, • compliance management • e-commerce, 	<ul style="list-style-type: none"> • Reporting, • organizational communication • ILP, • certification • gamification

Appendix 2. Review scorecard

Reviews	Automation	User Management and Audit	AR	Accessibility/Mobility	CM	Customization	Intuitive Interface	Learning Tools	Gamification	ILP	Coaching	Integration	Reporting & Analytics	Certification	Communication	e-Commerce	Scalability
1				-1			1	1					1				
2				1			1	1									1
3						1	1	1								-1	
4				1	-1		1	1									
5		-1					-1	1									
6						1	1	1								-1	
7							1	1									-1
8							1	1			-1						
9		-1					1	1									
10			-1								1		1				
11				1			1	1				1	1				
12							1	1				1	-1			-1	
13							1	1									
14						1	1	1									
15							1	1									
16							1	1									-1
17						1	1	1					1				
18		-1					1	1			1						
19				-1			1	1									
20				-1			1	1									
21						1	1	1					1	1	1		-1
22				1			1	1					-1				
23							1	1					-1				
24				1			-1	1	1	1			-1				-1
25							-1	1									
26							1	1				1				-1	
27				1			1	1					-1				
28					-1		1	1					-1				
29		-1					1	1					-1				
30				1			-1	1									
31				1		-1	1	1	-1				-1				
32							1	1	1				1			-1	
33							-1	1					1				
34				-1			1	1								-1	
35				1			1	1									
36							1	1									
37						1	1	1									
38								1									
39					-1		1	1									
40							1	1					-1				-1
41							1	-1									1
42				1	1		1	1					1				
43				1			1	1									
44				1			1	1									-1
45							1	1									
46					-1		1	1									
47		-1					1	1									
48				1			1	1									-1
49				1	1		-1	1		-1							
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87								1									
88				1				1					1				
89							-1	1		-1							
90						-1	-1	1					1		1		
91				-1				1									
92				1				-1		1			1				
93					-1			1									-1
94								1	1								1
95								1									1
96						-1		1	1					1	1		
97			-1					1					-1	1			
98				1				1					-1				
99				1				1						1			
100								1						-1		-1	

Appendix 3. Survey questions

Mandatory

1. What is your occupation?

- Employed
- Student
- In search
- Other (please specify)

2. Have you ever had a work experience (volunteering and/or internships included)

- Yes
- No
- Other (please specify)

3. What is the length of your overall work experience

- up to 6 months
- up to 1 year
- 1-3 years
- 3-5 years
- 5+ years

4. Were you satisfied with the onboarding process during your overall work experience?

- Satisfied
- Mostly satisfied
- Mostly dissatisfied
- Dissatisfied

8. What were the reasons for your satisfaction with the process?

Well organized and systematic process of onboarding

- Good technology support
- Good mentor
- Employer shared the orientation schedule with me, so I could prepare myself
- Well-prepared work-related learning materials (memos, courses, trainings, etc.)
- My team and good communication within
- All of the above
- Other (please specify)

9. What were the reasons for your dissatisfaction with the process?

- Poorly organized and unsystematic process of onboarding
- Lack of technology support
- Employer did not share orientation schedule with me, so I could prepare myself

- Lack of work-related learning materials (memos, courses, trainings, etc.)
- Lack of communication with employer and/or team
- My onboarding time was too short
- My onboarding time was too long
- All of the above
- Other (please specify)

Optional: scale the importance of each activity

1. Pre-boarding phase (time after recruitment and before the 1st working day). *All the actions are implemented before 1st working day
 - Welcome e-mail from CEO or recruiting team
 - Having information about company's values & vision in an e-mail
 - Getting orientation plan & schedule before day 1
 - Being introduced to compliance courses (work-related rules, policies etc.)
 - Getting some information about 4-5 key people you will be working with
 - Being able to access all of the activities and information online with the help of software
2. First day at work phase
 - Review, discuss and complete some acceptance documentation
 - Having access to the schedule of your onboarding process
 - Receive training on company's culture, strategy, vision & mission thoroughly
 - Receive training on work-related issues (perks& benefits, job description, goals)
 - Having a buddy/mentor who would help you with workplace adaptation and learning process
 - Have a team welcome and introduction
 - Being able to have all-time access to the information from those activities online
3. Orientation (first week)
 - Receiving training on company's products and services
 - Receiving business-unit specific training
 - Being able to access learning material anytime
 - Get support from someone during first team meetings
 - Scheduling regular meetings and other work-related routine
 - Having software to manage calendar
 - Getting your career development plan planned
 - Having software support to plan, review and follow career development plan
4. Integration period (up to 1 year)
 - Having a tool that would help me to assess my newly gained knowledge and reflect on the onboarding process
 - Having a buddy/mentor to have early career support
 - Know your work-related strengths and fields of improvements from the team
5. Excel (beyond onboarding)
 - Reviewing career development plan
 - Identify trainings and courses needed for a career development
 - Being able review the onboarding journey and achievement

6. Thank you for the time dedicated. Now one short, simple and the main question:
Would you like to have a support software to help you with the onboarding process?

- Yes
- No

Appendix 4. User reviews

pros	Cons
1. I like the simple approach, everyone would be able to set it up. Good thing is that you can test it and use it for free for up to 5 users (unlimited time), also can get all of the reports about your "trainees", track the progress etc.	It is possible to change language for some parts of the platform, but not all of it.
2. the product offers a range of features to easily commercialise your courses, create content on the platform or import Scorm or other file formats,	-
3. Easy to start up, easy to input classes online. Can use my own logo and they set up my website to integrate also.	Wish they would have their own virtual meeting software instead of using zoom. I like the custom reports, wish there was more options with the reports.
4. Intuitive and clean administrative menu - Ideal for small-medium organization - SCORM standard supported	Support to foreign languages support can be extended
5. I enjoyed how it was able to be interactive and can be set up to have the end-user perform tasks that were just discussed. Being able to put quizzes at the end also helped to reinforce the knowledge. The ability to get reports on all of my end-users and how they are progressing is a great boon to the software as well.	The navigation is not the greatest. When I search for users to see class progress it does not hold onto filters when I leave. Also some issues with trying to delete old users or secondary accounts.
6. I also love the simple interface. It's clean, and I can alter some things using CSS and layout themes to make it my own.	asking a live person a question helps me get back to work sooner.
7. I'd really like this software because it is easy to use and pretty versatile. It also has a very nice design.	sometimes it takes a long time to load documents
8. I really liked the way the tool introduces newbies into the LMS-world. It was very easy to set up a course	For me it was tricky to keep an overview of the course bits I created. So somehow the dashboard or overview of the courses could be improved I guess
9. Easy to navigate and trainings are simple for our staff to follow	When completing the training courses it delays or does not route to the exit page you have to go to the more option and request to be routed to the course home page. Sometimes this is inoperable.
10. I like that it allows us to track when employees complete their training on a recurring basis. For us, this is annually. I also love the reporting feature as this allows us to track training completion a lot easier vs. manually tracking it.	Their reporting could be a little bit better and it's also hard to delete inactive employees from the system.