Appendix

Appendix A

Strategies and Recommendations

Team B explored the views of identified stakeholders to practice deep empathy for all those impacted by the problem (Breton et al., 2022; Doorley et al., 2018) and to consider the potential benefits and challenges of this project. Participants were involved in qualitative data gathering using focus group discussion and semi-structured interviews. Numerous benefits were identified with the implementation of an LMS. However, it was found that the process would face some challenges. Students in the three rural communities surrounding Institution X often lack easy Internet access and the essential skills to use the LMS efficiently. Teachers at Institution X would require additional time and support to develop electronic learning materials. Significant training needs emerged from the findings, and it is recommended that Institution X consider mandatory training and support for students. In addition, formal training for teachers would be required, along with establishing a community of practice to share research and best practices for using the new technology (Breton et al., 2022; Wenger et al., 2002). Finally, Institution X should consider a strategic partnership with federal and provincial governments to ensure exisiting policies and funding initiatives will support electronic learning within the area (Government of Newfoundland and Labrador Department of Education, 2004).

Appendix B

Leadership Actions and Behaviours

PROJECT SPONSOR	PROJECT MANAGER
Develop a shared vision (Kotter, 1995; O'Toole, 2008) for how adopting and implementing an LMS can support learning.	Constantly communicate with stakeholders by using appropriate media and technology tools and establish effective feedback loops (Breton et al., 2022; Weiner, 2009).
Choose communication channels (Breton et al., 2022).	Establish honest and clear communication between teams and stakeholders to avoid ambiguity in the goal-setting process (Breton et al., 2022).
Create a message that conveys why the change, what the benefits will be, what will remain the same and what will differ (Breton et al., 2022) .	Collaboratively develop a strategic implementation plan by seeking input from different stakeholder groups (Khan, 2017).
Communicate the message for change early to all stakeholders, as they are directly involved with and impacted most by the LMS (Prosci, n.d.a).	Gain stakeholder support or buy-in to ensure they are willing to commit to the implementation of the new platform (Breton et al., 2022).
Build a change coalition to manage resistance from all stakeholders (Kotter,	Create initiatives that are accurately tailored to the particular needs and concerns of each

1995).	stakeholder group (Khan, 2017).
	Continuously look for ways to secure sustainable streams of resources to support change efforts (Baloch, 2017), including appropriate partnerships both within Institution X and beyond.
	Recognize early adopters and reward them with meaningful incentives (Breton et al., 2022).
	Celebrate small successes (Breton et al., 2022).
	Create a culture of trust, so tasks can be completed independently without excessive micromanagement (Breton, 2022).
	Inform stakeholders about changes to the project plan and reasons behind decision-making (Jones, n.d. as cited in Breton, 2022).

Appendix C

Stakeholder Groups and Impacts of LMS Implementation.

STAKEHOLDER GROUP	IMPACTS
Organization/Institution X	Cost-saving - reduces costs associated with transportation and paper learning materials (Gemin et al., 2018). Real-time reporting - allows instant access to information (i.e., data on school performance) for improvement planning and data-driven professional development (Sclater et al. 2016). Student enrollment - provides support and greater access to a more geographically dispersed area (Gemin et al., 2018), which may increase student enrollment.
School administrators	Time-saving - provides analytical tools to track student engagement, performance, and course completion rates. Automated reports can be distributed daily, weekly, monthly, or annually (Kiddler, 2020).
Teachers	Professional development - increases familiarity with an LMS and associated tools (Kiddler, 2020). Time-saving - generates real-time reports (Kiddler, 2020). Retention rates - provides adequate information to personalize interventions and support 'risk students' (Sclater et al. 2016, p. 8), which may boost retention rates. Also, it may remove barriers, like transportation or fixed-time schedules, that may prevent students from

	completing their education (Gemin et al., 2018).
Students	Accessibility - increases students' ability to access unified content anytime, anywhere, and on any device (Gemin et al., 2018). Increased student engagement - allows students to take control of their learning and engages students in activities that address various learning styles and preferences (Sclater et al. 2016). Digital skills - familiarizes students with an LMS and associated tools (Kiddler, 2020). Student performance - provides students with autonomy over their studies and enhances the overall learning experience (Sclater et al. 2016), which may improve student performance.
Parents	Child-wellbeing - offers more promising job prospects for children upon graduation (Gemin et al., 2018).
Surrounding communities	Local economy - carries a promise of a more robust local economy as graduates will be better skilled and educated (Gemin et al., 2018).

Appendix D

Project Roles and Responsibilities

PROJECT ROLE	RESPONSIBILITIES
Project sponsor (Board of Trustees representative)	James McLaren - Secures stakeholder commitment to the LMS implementation by creating a sense of urgency and informing them about the potential personal benefits of the change (Kotter, 1995). - Hosts community meetings for stakeholders. - Oversees the overall LMS implementation to completion, authorizes and funds the project, and works directly with the LMS vendor and deals with any issues.
School administrator	Laura Brown - Ensures the LMS implementation and adoption aligns with organizational goals and values (Al-Haddad & Kotnour, 2015). - Hosts community meetings and creates information for disessmination according to communication plan (emails, newsletters, phone calls, etc.).
Project manager	Ashley Breton - Point of contact throughout project (Watt, 2014). - Responsible for developing and using a detailed

	communication plan. - Tracks all significant milestones in the LMS implementation process to ensure all deadlines are met.
LMS support manager	Francois Paradis - Manages the LMS implementation (from set up to project completion) within the organization. - Assists with technical issues.
Extended team	Various individuals from different disciplines and backgrounds (e.g., Subject Matter Experts, eLearning Specialist, Learning and Design Administrator, etc.,). - Provides feedback and suggestions throughout the project lifecycle, and after the implementation phase.

Appendix E

Implementation Strategy Timeline

PHASES	ROLE (Who?)	DELIVERABLES (What?)	DEADLINE (When?)	METRICS (How?)
Initiation	- Project sponsor - Project manager	Create conditions for change by identifying stakeholders, assembling teams, and communicating the vision. - Seek approval to move onto the detailed planning phase.	March 28, 2022 - April 1 2022	- Stakeholders and teams have been identified. - A strong change vision has been shared. - Approval to planning phase is granted.
Plan	Project manager - School administration - Extended team	Development and implementation of a change plan and communication plan that has been consulted with extended teams and partners for feedback and project recommendations.	April 2, 2022 - May 14 2022	- Detailed plan (including scope, schedule, and resources) has been co-created and shared with all stakeholders following a completed communication plan. - All stakeholders

				know who, what, when, why, and how the change will take place.
Implementation	- Project manager -LMS implementation manager	<u>Technical implementation</u> Setup and configure basic infrastructure and LMS application. <u>Integration</u> Design critical functions and customizations (e.g., performance-based reporting). <u>Migration</u> Migrate courses and content to LMS. - Fix technical issues with the support of LMS vendor. - Evaluate success.	May 15, 2022 - Septemer 8, 2022	- Project plan reflects any adjustments made. - Technical issues that arise from the LMS implementation have been resolved. - Project goals of adoption and implementation throughout Institution X has been achieved and success criteria has been met.

Close	- Project sponsor - Project manager - LMS support manager - School administration - Extended team	- Hand-over control to Institution X and provide further recommendations for sustaining the LMS, receive feedback, review lessons learned.	September 8, 2022 - September 13, 2022	Institution X has the relevant knowledge and understanding to take full-control of the LMS and sustain the system independently with continued technical support provided by the LMS vendor.

Appendix F

Communication Plan

COMMUNICATION RELEASE (When?)	COMMUNICATION POINTS (What?)	TOOL (How?)	FREQUENCY (When?)	TEAM MEMBER (Who?)	TARGET AUDIENCE (To whom?)
Project inception	- Share answers to the "5 W's" (see Appendix E).	- *Live meeting* - *Digital and non-digital newsletter* - *Email*	*Weekly*	-Project sponsor -Project manager	-Stakeholders
	- Let stakeholders know they will be receiving a Midway Point communication as the project progresses.	- *Live meeting* - *Telephone* - *Email* -*Texting*	*Once*		
Mid-way point	- Reapply some of the earlier "5 W" bullet points.	- *Telephone* - *Email*	*Once*	-Project manager -School administrators	-Stakeholders

	- Recognize or reward early adopters to inform others that people have been active in the implementation and know the power of the new solution.	*- Live meeting* *- Digital and non-digital newsletter* *- Telephone* *- Email*	*Weekly*		
	- Celebrate small wins.	*- Live meeting* *- Email* *- Texting*	*Weekly*		
	- Let stakeholders know they will be receiving a final communication by the second week of September 2022.	*- Live meeting* *-Telephone* *- Email* *- Texting*	*Once*		
Final Phase	- Let stakeholders know when they will be able to access the system.	*- Live meeting* *- Digital and non-digital*	*Once*	-Project manager	-Stakeholders -School administrators

		newsletter *- Telephone* *- Email* *-Texting*			
	- Recognize or reward school administration and staff. Focusing on how they have and will continue to make a positive impact on the lives of the students at Institution X using this e-learning tool.	*- Live meeting* *- Telephone* *- Email*	*Weekly*		
	- Thank stakeholders and administration units for their patience throughout the change process.	*- Live meeting* *- Telephone* *- Email* *-Texting*	*Once*		

Note: Adapted from Project Management [e-Book] (2nd edition, p. 174) by A. Watt 2014, *BCcampus,* CC BY-NC-SA 4.0. Retrieved from https://opentextbc.ca/projectmanagement

Appendix G

The 5 W's

- What is an LMS?
- Why now?
- Who will the LMS impact most and in what ways?
- How will the LMS impact the organization?
- How will this change the way work is done in the organization?
- Who is responsible for planning the implementation process?
- When will the LMS be released?
- When will stakeholders see a change?

To ensure the adaptive leadership approach (Khan, 2017) is reflected throughout this change, a final important question to consider is:

- How will this change contribute to the community in which it serves?

Appendix H

Post-LMS Implementation Considerations

Feedback processes are often used to determine how successfully change is being adopted by stakeholders (Sclater et al. 2016). Once students have access to the LMS and its courses, Institution X can collect data and track their engagement. Both qualitative and quantitative data can be gathered to gain insight into the following:

- How many students logged onto the system?
- Is the course easy to navigate?
- Is the course content engaging?
- What about the course can be improved?
- How many students have accessed the course?
- How are students scoring on the course assessments?
- How many students have completed the course?

This data will provide insight into the technical performance of the LMS and the general user experience, which can help Institution X determine if the ultimate goal of this LMS implementation was achieved — to raise the level of educational attainment at their organization. For example, it is possible to correlate the number of learners who found the course content engaging with the course completion rates.

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