The A.C.E Framework: 
A model for e-learning implementations

Dr John Clayton
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Recent users</th>
<th>Internet users</th>
<th>% of total population</th>
<th>Education or study</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 19</td>
<td></td>
<td>237,700</td>
<td>87.2</td>
<td>55.1</td>
</tr>
<tr>
<td>20 - 24</td>
<td>212,000</td>
<td>212,000</td>
<td>82.4</td>
<td>39.4</td>
</tr>
<tr>
<td>25 - 29</td>
<td>225,700</td>
<td>225,700</td>
<td>82.8</td>
<td>23.3</td>
</tr>
<tr>
<td>30 - 34</td>
<td>232,800</td>
<td>232,800</td>
<td>77.0</td>
<td>20.8</td>
</tr>
<tr>
<td>35 - 39</td>
<td>242,800</td>
<td>242,800</td>
<td>77.8</td>
<td>22.1</td>
</tr>
<tr>
<td>40 - 44</td>
<td>220,100</td>
<td>220,100</td>
<td>73.3</td>
<td>21.3</td>
</tr>
<tr>
<td>45 - 49</td>
<td>179,300</td>
<td>179,300</td>
<td>68.9</td>
<td>19.4</td>
</tr>
<tr>
<td>50 - 54</td>
<td>152,000</td>
<td>152,000</td>
<td>63.8</td>
<td>15.9</td>
</tr>
<tr>
<td>55 - 59</td>
<td>240,600</td>
<td>240,600</td>
<td>35.8</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>2,207,600</td>
<td>2,207,600</td>
<td>69.0</td>
<td>26.3</td>
</tr>
</tbody>
</table>

[Source: Statistics New Zealand. (2007a) (p83)]
Table 3: Business use of computers and the Internet: By type: August 2006

<table>
<thead>
<tr>
<th>Industry</th>
<th>Businesses</th>
<th>% Using computers</th>
<th>% Using the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry and fishing</td>
<td>3,122</td>
<td>82</td>
<td>77</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>68</td>
<td>83</td>
<td>77</td>
</tr>
<tr>
<td>Accommodation, cafes and restaurants</td>
<td>3,465</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Retail trade</td>
<td>5,886</td>
<td>9</td>
<td>89</td>
</tr>
<tr>
<td>Construction</td>
<td>3,549</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5,523</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Health and community services</td>
<td>2,085</td>
<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Transport and storage</td>
<td>1,524</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Communication services</td>
<td>141</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>Cultural and recreational services</td>
<td>615</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Education</td>
<td>585</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Property and business services</td>
<td>5,055</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>3,198</td>
<td>99</td>
<td>97</td>
</tr>
<tr>
<td>Finance and insurance</td>
<td>582</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Electricity, gas and water supply</td>
<td>18</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35,436</strong></td>
<td><strong>93</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

[Source: Statistics New Zealand. (2007a) (p98)]
<table>
<thead>
<tr>
<th>Industry</th>
<th>Number using the Internet</th>
<th>% of staff training via the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry and fishing</td>
<td>2,403</td>
<td>7</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Accommodation, cafes and restaurants</td>
<td>2,835</td>
<td>9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5,157</td>
<td>12</td>
</tr>
<tr>
<td>Retail trade</td>
<td>5,259</td>
<td>16</td>
</tr>
<tr>
<td>Restaurants</td>
<td>1,428</td>
<td>20</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>3,099</td>
<td>21</td>
</tr>
<tr>
<td>Health and community services</td>
<td>582</td>
<td>21</td>
</tr>
<tr>
<td>Property and business services</td>
<td>549</td>
<td>24</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>69</td>
<td>27</td>
</tr>
<tr>
<td>Education</td>
<td>1,935</td>
<td>30</td>
</tr>
<tr>
<td>Transport and storage</td>
<td>132</td>
<td>32</td>
</tr>
<tr>
<td>Finance and insurance</td>
<td>4,845</td>
<td>33</td>
</tr>
<tr>
<td>Communication services</td>
<td>579</td>
<td>34</td>
</tr>
<tr>
<td>Electricity, gas and water supply</td>
<td>18</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32,157</strong></td>
<td><strong>22.9</strong></td>
</tr>
</tbody>
</table>
DON'T WORRY. TECHNOLOGY WILL SAVE YOU.
Capability

- **Effective**: impact on learning/training in the manner they were designed to do,

- **Efficient**: are cost effective in terms of “return of investment” on the resources consumed (i.e. time spent individuals engaging with the activity and time spent developing the activity)

- **Replicable**: others (institutions/individuals can duplicate events and obtain the similar results
The 3 As

- **Awareness:** Leadership reflects upon existing capacity, capability and use of ICT.

- **Action:** Policies and plans are generated to increase access, capacity and capability at a systemic level.

- **Accomplishment:** The impact of implementations are evaluated for effectiveness.
Web-Enhanced
Online
Open & Networked
Web-Supported
Flexible
Web-Enabled
Computer Assisted

Ki te whakakaha i te iwi ma te ara matauranga, te rangahau umanga whanakenga hoki
How many colours
Context

Content

Ki te whakakaha i te iwi ma te ara mātauranga, te rangahau umanga whanakenga hoki
3 Cs

- **Context:** Infrastructural/technical factors shape and influence participant perceptions of ICT-enabled environments.

- **Content:** National factors emphasise the ‘uniqueness’ of individual institutions and shape the direction and focus of ICT-based implementations.

- **Capability:** Individual factors building the competence, confidence and understanding of individuals and determine the successful integration of ICT in institutions.
Low bandwidth
Low Capacity

Increased bandwidth
Increased Capacity
3 Es

• **Enabled**: Initiatives measured on how they have enabled users to participate in ICT enhanced environments.

• **Engaged**: Initiatives can be measured on how they have initiated and maintained engagement in the ICT communities established.

• **Empowered**: Initiatives can be measured on how they have ensured all participants are capable of participation.
The A.C.E Model

ICT Accomplishment (Measure)

Assess
Enabled
Connections are reliable and robust.
Access policies are designed to facilitate delivery of ICT facilitated teaching and learning events.
Purchase of peripheral devices and software are aligned with school policies and procedures.

Context

Action

Assess
Engaged
Learners are actively engaged with course resources deployed.
Digital learning objects are indexed, stored, retrieved and presented.
Participants have access to course materials they need, when they need them.

Content

Assess
Empowered
Teachers are provided with professional development in ICT enabling them to participate fully in ICT environments.
Learners provided with ongoing support enabling them to participate fully in ICT environments.

Capability

ICT Awareness (Plan)
Connections generated by codes are reliable and robust.

Infrastructure facilitates the transfer of information between disparate information platforms and systems to mobile devices.

Context
<table>
<thead>
<tr>
<th>Project</th>
<th>Midwifery Delivery</th>
<th>Project Update: Number 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stream 1</td>
<td>Technical Infrastructure</td>
<td>January 18\textsuperscript{th}</td>
</tr>
<tr>
<td>Owner</td>
<td>Grant Tyson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Tasks</th>
<th>Resolved</th>
<th>Action Gates</th>
</tr>
</thead>
</table>
| 1         | Identified room(s) established for VC delivery | 1.a. Delivery of all Video Conferencing confirmed:  
  - Wintec. City Campus: CG17  
  - EIT:  
  - Tairawhiti:  
  - BOP: |
|           | 1.b. Video Conference schedule  
  - Mornings 8.30 am – 10.00 am  
  - Afternoons 1.00 pm – 2.30 pm | 1.i Review scheduled times in conjunction with  
  - Demand for BSocSci (e.g. Wednesday 2.00 pm from 17\textsuperscript{th} Feb)  
  - The demands/requirements of external sites  
  and make required adjustments |
|           | 1.c. Video Conference sessions will be recorded to provide a “back-up” if technical failures occur at distributed sites. | 1.ii Establish if a permanent VC deployment is warranted for CG17.  
  1.iii Review costs of VC delivery and actively investigate alternatives (for example “Broadcast-Record” functionality of Panopto and Live Meeting). |
Accomplishment

Assess

Engaged

Learners have open access to interactive content at any time from anywhere.

Content

Learners have ready access to the contextualised content they need when they need it.

Action

Awareness
<table>
<thead>
<tr>
<th>Project</th>
<th>Conferencing and Midwifery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stream 2</td>
<td>Online</td>
</tr>
<tr>
<td>Owner</td>
<td>Chris Wyborn</td>
</tr>
<tr>
<td>Key Tasks</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RSS feeds deployed (Journals, news .....)</td>
</tr>
<tr>
<td>2</td>
<td>Key events entered in calendar</td>
</tr>
<tr>
<td>3</td>
<td>Search blocks (Digital NZ, Wiki .....) deployed</td>
</tr>
<tr>
<td>4</td>
<td>Panopto Moodle Block deployed</td>
</tr>
<tr>
<td>5</td>
<td>Intute training help files/links deployed</td>
</tr>
<tr>
<td>6</td>
<td>Course materials uploaded</td>
</tr>
<tr>
<td>7</td>
<td>Staff comfortable and confident using Moodle</td>
</tr>
<tr>
<td>8</td>
<td>Learners comfortable and confident using Moodle</td>
</tr>
<tr>
<td>9</td>
<td>Support services identified</td>
</tr>
</tbody>
</table>

**Completion Date:** January 18th

**Dependencies**
- Library provides appropriate links to journals
- BM Programme Leader provides time-table
- Moodle Admin enables blocks
- ITS release Panopto block
- Library provides links to Intute and other help resources
- BM tutors have material available
- Moodle Admin deploys help files (technical and learning)
- Moodle Admin deploys help files (technical and learning)
- Moodle Admin deploys “help block” with contact details for learner and technical support
Accomplishment

Empowered

- Participants are competent, confident and capable of using QR/MT.

Capability

- Ongoing support in QR/MT learning applications provided to learners and tutors.

Action

Awareness
<table>
<thead>
<tr>
<th>Project</th>
<th>Conferencing and Midwifery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stream 4</td>
<td>Preparation: Tutors</td>
</tr>
<tr>
<td>Owner</td>
<td>John Clayton</td>
</tr>
<tr>
<td>Completion Date</td>
<td>January 22nd</td>
</tr>
<tr>
<td>Key Tasks</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Moodle Sites Reviewed (Monday-Friday: Flexible)</td>
</tr>
<tr>
<td></td>
<td>• All Moodle sites functional and tutors assess rights granted (Melanie/Michelle)</td>
</tr>
<tr>
<td></td>
<td>• Moodle support, both group and individual, available (John/Colin)</td>
</tr>
<tr>
<td></td>
<td>• Midwifery team members informed of support available and training times confirmed (John/Liz).</td>
</tr>
<tr>
<td></td>
<td>• Support staff members available (John/Colin)</td>
</tr>
<tr>
<td>2</td>
<td>VC delivery demonstrated (Full Demonstration: Tuesday 10.00 am)</td>
</tr>
<tr>
<td></td>
<td>• CG17 is available for VC training (Times TBC) (Bruce/Les/John/Liz/Colin).</td>
</tr>
<tr>
<td></td>
<td>• CG17 fully functional for Live Demo Tuesday 19th at 10.00 (Bruce/Les) with connections to remote sites confirmed (Bruce/Les)</td>
</tr>
<tr>
<td></td>
<td>• Midwifery team members informed of training sessions (John/Liz).</td>
</tr>
<tr>
<td></td>
<td>• Support staff members available (John/Colin/Bruce/Les)</td>
</tr>
<tr>
<td></td>
<td><strong>NB:</strong> Tauranga TBC (Jan)</td>
</tr>
<tr>
<td>3</td>
<td>Live Meeting and/or Panopto demonstrated (Full demonstration Thursday 10.00 am) (NB: Review of preferred option still in progress)</td>
</tr>
<tr>
<td></td>
<td>• Panopto Recorder available and/or Live Meeting accounts available) (Grant)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrator portable system available (i.e demonstrate potential) this could include Flexible Camera mount, Microphone, Data show (Bruce)</td>
</tr>
<tr>
<td></td>
<td>• Panopto/Live Meeting support, both group and individual, available (John/Colin)</td>
</tr>
<tr>
<td></td>
<td>• Live Meeting room (?) available for demo (D-Block?) (Les)</td>
</tr>
<tr>
<td></td>
<td>• Midwifery team members informed of training sessions (John/Liz).</td>
</tr>
<tr>
<td></td>
<td>• Support staff members available (John/Colin/Bruce/Les)</td>
</tr>
</tbody>
</table>

![Wintec Logo](image)
<table>
<thead>
<tr>
<th>Project</th>
<th>Conferencing and Midwifery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stream A</td>
<td>Example Index Cards</td>
</tr>
<tr>
<td>Owner</td>
<td>Varied</td>
</tr>
<tr>
<td>Completion Date</td>
<td>March 1st</td>
</tr>
</tbody>
</table>

**Key Tasks (From Action Gates)**

1. **Example 1 (Stream: Technical Infrastructure)**
   1. i. Review Live-Meeting equipment and connectivity at distributed locations.
   1. ii. Test QoS of full LM delivery
   1. iii. Review LM delivery as a cost effective alternative to VC.
   1. iv. Establish if a permanent LM deployment is required for Wintec and distributed locations.

2. **Example 2 (Stream: Online)**
   2. i. Review standards for creation and publication of course materials.
   2. ii. Review process and procedures for the evaluation of course materials used.
   2. iii. Review process and procedures for the re-use of learning objects created.

**Dependencies**

- Internal and External LM connection endpoints and room allocations confirmed.
- External endpoints connect successfully to LM and all LM functions are operational
- Confirm costs of LM endpoints and CF VC endpoints
- Live meeting is a cost effective alternative to VC.

- Standards for the creation of course materials readily available to tutors
- Perceptual measures / Best Practice Check list available for tutors to review content used
- Storage space and search procedures for learning objects developed are readily available to staff.
Accomplishment

Enabled
Connections generated by codes are reliable and robust.
Context
Infrastructure facilitates the transfer of information between disparate information platforms and systems to mobile devices.

Engaged
Learners have open access to interactive content at any time from anywhere.
Content
Learners have ready access to the contextualised content they need when they need it.

Empowered
Participants are competent, confident and capable of using QR/MT.
Capability
Ongoing support in QR/MT learning applications provided to learners and tutors.

Awareness
One Dimensional

9 8 7 6 5 4 3 2 1 0 9 8
Stacked
Two Dimensional

- QR code is presented in both the vertical and horizontal dimension (direction)
Enabled

Connections generated by codes are reliable and robust.

Infrastructure facilitates the transfer of information between disparate information platforms and systems to mobile devices.

Context

Action

Awareness

Accomplishment
Mobile Learning Engine: MLE

MyMLE - End Users
For private persons
MyMLE is for everyone, who wants to use mobile learning for himself. It allows you to create your own mobile learning content and to pack it to a mobile phone application, which you can use on your phone.

MLE-Moodle - End Users
For institutions/companies
An out-of-the-box mobile Learning system. Which contains everything you need to build a mLearning system. Easy to install and easy to use.
To use MLE-Moodle you need a web-server!

MLE mobile application framework - Developers
The mobile phone learning application offers a very powerful mobile application framework for your own mobile projects. Extending the MLE is very easy due to a plugin-system.
For developers only!
Accomplishment

Assess

Engaged
Learners have open access to interactive content at any time from anywhere.

Content
Learners have ready access to the contextualised content they need when they need it.

Action

Awareness
“Scapes”

My Maps

Create personalized, annotated, customized maps using Google Maps.

Your maps can contain the following:

- Placemarks
- Lines
- Shapes

Once you have created a map, you can:

- Add descriptive text, including rich text and HTML
- Embed photos and videos in your map
- Share your maps with others

To create or edit maps, you must be signed in to your Google Account. If you do not have an account, create one now.

Creating a Map

Creating a map is easy. Here are the basic steps:

1. Click My Maps
2. Click Create new map
3. Add a title and description for your map
4. Decide whether the map should be public or unlisted. Public maps are automatically included in Google Maps search.
5. Use the icons in the top left corner of the map. These include:

- ![Selection tool](image) Use this to drag the map and select placemarks, lines and shapes.
- ![Placemark tool](image) Use this to add placemarks.
- ![Line tool](image) Use this to draw lines.
- ![Shape tool](image) Use this to draw shapes.

You can return to your map at any time. Just go to Google Maps and click My Maps. Sign in to your Google Account and select the map from your list of maps.
Accomplishment

Assess

Empowered

Participants are competent, confident and capable of using QR/MT.

Capability

Ongoing support in QR/MT learning applications provided to learners and tutors.

Action

Awareness
Going Mobile

The Emerging Technologies Centre has included a functionality, "Mobile Learning Engine", to this site. This functionality allows participants to engage with Moodle courses from their phones. A QR code to access ETC - Mobile is provided below.

ETC Moodle Link: http://etc.elearning.ac.nz/
ETC Manager: Dr John Clayton
**Accomplishment**

- **Enabled**
  - Connections generated by codes are reliable and robust.
  - Infrastructure facilitates the transfer of information between disparate information platforms and systems to mobile devices.

- **Engaged**
  - Learners have open access to interactive content at any time from anywhere.
  - Learners have ready access to the contextualised content they need when they need it.

- **Empowered**
  - Participants are competent, confident and capable of using QR/MT.
  - Ongoing support in QR/MT learning applications provided to learners and tutors.

**Awareness**
Issue

What has been created may not advance the institutions capability in the way we imagined.
Measuring Quality & Impact

Institutions and individuals need to be assured the e-activities designed and deployed are

- **effective** (do what they say they will do) and

- **efficient** and **cost-effective** (time and money invested bring maximum returns).
Focus Areas

• Return on Investment:
  – Individual and organisational

• Quality:
  – the processes used in the creation of the training event
  – the experience of all participants in an e-learning environment
"If we spin this thing fast enough, the whole quality thing will go away."

"You are so right, boss!"
Quality Assurance

Hypothesis: *The quality of the any e-learning implementation is “directly attributed” to the quality of the all the processes used in the creation of that event.*

- creation of digital learning materials,
- tutoring/mentoring/ supporting of learners, and
- administration of the training event.
Five Ds (5Ds).
R.O.I

The evaluation of the effectiveness and impact of e-learning should focus on two levels of analysis:

• **Individual level**: investigating competency and accomplishment and

• **Organisational level**: investigating strategic alignment and business impact
Return on Investment

ROI

Impact

Application

Accomplishment

Satisfaction

*RETURN ON INVESTMENT

Identify how the investment in training benefited the organisation and make recommendations for future training activities.

Measure how the implementation of the training provided impacted on business results.

Analyse, over time, how employees' on-the-job behaviour changed as a result of the training provided.

Test if the employees have acquired the knowledge, skills and attitudes the training addressed.

Determine how the employees reacted to the training provided.
Lewinian Formula

\[ B = f(P, E) \]

**B** behavior  \( f \) function  **P** person  **E** environment

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**REVIEW OF WEEK 3**

**POTENTIAL SCALES AND ITEMS**

NB: WHEN USING THIS TEMPLATE DESCRIBE THE PURPOSE HERE

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**1. COURSE STRUCTURE**

*These questions contain statements about practices that take place in your online unit when you use the software applications in this course,*

*You will be asked how often each practice actually takes place in the course. Think carefully on how each statement describes what this unit is actually like for you. There are no ‘right’ or ‘wrong’ answers. Your opinion is what is wanted.*

*Please use the scale below to “rate” your answers.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Rating Scale" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Perceptual measures**
<table>
<thead>
<tr>
<th>Training Component</th>
<th>Cost per Learner</th>
<th>Total Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training, Design, Project Mgmt</td>
<td>$250</td>
<td>$250,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Learner Materials</td>
<td>$275</td>
<td>$275,000</td>
<td>$175,000</td>
</tr>
<tr>
<td>Facilitation Services</td>
<td>$175</td>
<td>$175,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Travel/Accomodations/Meals</td>
<td>$500</td>
<td>$500,000</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub-Total: Hard costs</strong></td>
<td><strong>$1,200</strong></td>
<td><strong>$1,200,000</strong></td>
<td><strong>$300,000</strong></td>
</tr>
<tr>
<td>Employee Time off the Job</td>
<td>$800</td>
<td>$800,000</td>
<td>$400,000</td>
</tr>
<tr>
<td><strong>Total Cost of Investment</strong></td>
<td><strong>$2,000</strong></td>
<td><strong>$2,000,000</strong></td>
<td><strong>$700,000</strong></td>
</tr>
<tr>
<td>Performance Improvement</td>
<td>2%</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>Value of Increase in Productivity</td>
<td>($100k salary)</td>
<td>$2,000,000</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>Return on Investment (ROI)</td>
<td>none</td>
<td></td>
<td>10x</td>
</tr>
</tbody>
</table>
The R.A.M. Model

- **Reflect** on their strengths and weaknesses in relation to the integration of e-learning

- Identify **action(s)** that will facilitate increased teacher competence, confidence and capability in e-learning applications

- **Measure** and report on the impact e-learning has had on teaching and learning activities and administrative practices.
Benchmarking

- In evaluating an individual institution’s capability a clear set of measurable indicators (teachers’ satisfaction with software technologies used, students’ competencies in ICT, and teacher and student satisfaction with the technical support provided), can be identified to measure:
  
  (a) an institution’s performance against others in the same sector, or
  
  (b) the institution’s performance in achieving their identified objectives for ICT implementation.
Self-Review Framework

eLearning Maturity Model (eMM)

The framework is based on categories, dimensions and practices

- **Categories:** identify the “processes” that support ICT development
- **Dimensions:** serve to break down the processes into examinable aspects
- **Practices:** serve to measure the organisation’s actual practices
Conclusion

For organisations iteratively to improve their e-learning capability they need **systematically** to plan for improvement. They need to obtain:

- from the **Right** people
- at the **Right** time
- the **Right** information