

Rick Tresco

Internship Report:



DA Multimedia

Mercer University
Winter, 1996

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Introduction

On January 8, 1996, I began interning at Documentation Associates in Houston, Texas. Documentation Associates (DA) is a consulting firm that provides a multitude of products and services for its clients, which include:

- **Documentation** (manuals, process flows, system documentation, & system procedures)
- **Training** (needs & audience analysis, visuals, workbooks, classroom & CBT delivery)
- **Communications** (newsletters, reports, proposals, presentations, & brochures)

Each of the above categories is considered a value-added feature for the company. DA tries to use this broad product potential to attract clients. Although a prospective client may not currently need all services and products that the company offers, DA can make itself more attractive by possessing a larger "toolbox" than its competitors.

Val Pierpont founded DA Inc. of Houston in 1981. The company arose out of the growing need for external documentation and training. Houston is an industrial giant, and Val realized that the demand for documentation would provide the nest for this company to grow. Since then, the company has established itself on an international level. Along with many locations here in North America, DA has divisions located in Australia, Europe, and Africa. DA is growing at a phenomenal level and expects to create more offices in North America and also spread into Asia. DA's growth potential arises from its mobile groups. These groups can travel to remote client sights and work within the clients' settings. DA currently employs around 350 people; this number is growing rapidly as new clients are won.

A large percentage of DA's clients includes firms that are using or planning to use SAP. SAP is a huge MIS application that coordinates the business activities and information in a company. SAP even possesses currency exchange filters to assist in currency transactions

between plants that are located in separate countries. Although SAP is graphically interfaced, it is still not easy to use. The system developers of SAP have spent little time documenting this application, so many of the companies using this SAP need training, documentation, and in some cases CBT.

One of DA's newest divisions is the multimedia division. DA initiated this division during 1995 to provide another tool in its value-added toolbox. The multimedia division is split into two sections, the designers and the developers. A strict job description does not exist for each of these sections mostly because of the team environment. Particular duties for team members vary among projects, and the team works closely together in all tasks. In most cases, the designers perform the research and work with SME's (Subject Matter Experts) to create scripts. The developers perform more technical operations, which include writing code and testing this code for bugs. Ultimately, after the designers have written, evaluated, and gained approval for the scripts, the developers render graphics and encode the designers' information into the application.

The multimedia team's first project involved the design and development of a generic "Basic Skills" application for SAP. This project was unique because there was no client; the purpose of this project was solely to display DA's potential in the multimedia market. Since the application is generic, any firm that uses SAP and possesses adequate resources can use this product in training. Sales for this application are still nominal.

The project I entered on is only the second multimedia project for DA. The client is FMC, and the desired product is an SAP "Business Process" application. FMC has purchased ten modules of SAP and needs a CBT product to train workers once the SAP system is

implemented at its plants. The first release of the CBT application will only have four modules or courses. Eventually, this application will be upgraded to include a total of ten modules.

As an intern at DA, I worked with the multimedia developers. Although I was an intern, I felt like any other developer on the team. We worked a forty hour, flex time week, whereby I usually came in around nine and left at six. I helped the full time developers with any task they needed to accomplish; they saw me as a capable resource and never treated me as solely an intern. My duties ranged from testing to creating graphics, and I also helped with coding in Icon Author. I often became frustrated because my programming skills were not as strong as the other full time programmers. Although I was skeptical about my programming efforts, I felt that I contributed in all other areas, including in many design issues.

The size of the multimedia team at the time of my departure was eleven: five developers, six designers, and one project manager. Our office area was a large, wide-open room with cubicles. Although this open atmosphere occasionally created distraction, it greatly facilitated team collaboration.

Narrative

The job requirements at a consulting firms frequently change, especially as tasks are defined and/or accomplished. The situation here at DA was no exception. I see my internship here as a six stage process:

- New hire training
- Icon Author training
- Engine development and testing
- Engine documentation/template maintenance
- Information management
- Script design encoding and editing

New hire training

All employees that enter DA go through a new hire training session to learn about all aspects of the company. Topics include company benefits, the managerial structure, future plans, and company policies, to name a few. The entire session lasts for five days, but I only had to stay for three days. The final two days dealt with project simulation, which is structured mainly for the mobile group.

At the training session, I learned that a majority of the employees at DA are mobile; this means that they travel out to the client's site and work in their environment. Mobile employees also use their client's equipment. DA has mobile employees stationed at companies including Compaq, Shell, MIT, and NightRider.

The multimedia group is unique because it is located in the same building as the corporate group and does not have to travel out to remote client sites. I liked being in the same location as the corporate group because I was able to interact with many of the upper level executives.

The new hire training session provided a vast amount of information to us. The new hire committee spent a lot of time and money in creating the "New Employee Orientation Handbook." This handbook possesses any information that a DA employee may need about management structure to procedures to just about anything else in the company.

Icon Author training

My first task on the multimedia team was to become familiar with the Icon Author program. I worked through the tutorial that was provided in the documentation. I finished this task in a couple of days, but I ran back through the tutorial a second time and took notes. Icon Author has more flexibility than Toolbook, but the program is much more cumbersome. I found some of Icon Author's functions to be unstable; this was surprising because the program costs \$5,000 a copy.

Icon Author splits its development into two different parts, the script flow and the SmartObject page editor. The script flow is the part where developers perform most of the programming; the SmartObject page editor allows developers to work on page layouts. Unlike Icon Author, Toolbook does all of its work and programming within the page editor. Although the programs are different, I feel that my object-oriented experience in Toolbook greatly helped me in the creation of pages in Icon Author.

Engine development and testing

After the first project, the developers decided to work on a program design that was generic enough to be used in many projects. Unlike the first project's design, the generic design can be used to control numerous projects with only minor modifications. Also, development time is drastically decreased.

I entered the project during the early phases of the engine development. My coworkers had already created the main application, which was the shell that operated all other subapplications that ran within. The subapplications were designed to control different screen types, which included information screens, multiple choice screens, and matching screens. All pages contained a variable that specified which subapplication controlled it. As new screen types were needed, the developers would create subapplications to handle the task.

I found the development of the engine to be the most difficult because much time was needed to develop the code. I would create test screens whenever they were necessary to test the code. Once all coding and testing had been performed, most of the work for the developers had been completed. Only minor changes and modifications needed to be performed.

Engine documentation and template creation

As the number of screen types began to increase, I recommended that we carefully document how each screen type should be created. We needed a reference to provide a list and descriptions of the screen types as well as the types of variables included within those screens. I had a large hand in the first editions, but I passed the duty to another coworker as soon as the designers began providing scripts for me to create pages.

As soon as we began to create pages from actual scripts, I created a template file that possessed an example of every possible screen type. This template allowed members to share information so that similar page types would have a consistent look and time for page creation was much faster. We only had to make a few changes for each page to be functional and complete.

Information Management

With many people working together on one product, we needed to create standards for graphic and page filenames. Mark, who worked for DA on its first multimedia project, pretty much understood how to handle this task. I took these suggestions and created a standards page so that everyone could keep track of the information. The designers would be adding and deleting pages in their initial scripts, so we added some flexibility in page naming.

We had to designate a local sharing drive so that members could share pages and graphics. We set up a test directory so that all members of the multimedia team could test our development effort and see how their script information looked in CBT form. Once everyone on the team was satisfied with a certain part, we would move this data to the production directory, which would serve as the directory that we would burn test disks.

Page design and editing

As soon as the designers began completing initial scripts, we were ready to encode this information into our engine. We realized that the information was subject to change, but we needed to practice page design and retest the engine with actual scripts. Some problems did occur because the designers often did not understand the limitations of the engine; but they were totally open and willing to adjust the scripts as needed. From the preliminary encoding, both designers and developers could adjust so that future work would be accomplished more quickly. I began to receive a good flow of scripts only a few days before I left. These had been approved by SME's and could be encoded into the engine.

The only bottleneck to the operation was the graphic creation. The textual information flowed easily into the template pages; and the engine worked beautifully with few adjustments

needed to be made. I felt that we needed to incorporate one more graphics designer in the team so development would move more swiftly.

Analysis and Evaluation

Since this internship dealt with one single project that is still in progress, I am not able to talk about the effectiveness of any final products. I do have some prints of screens and code, and I also have copies of some standards documents that were created by both the developers and the designers. These works, along with other related documents, are included in the Appendix.

I learned many aspects of the real life working environment by interning at DA. I saw first hand how budget and time constraints are necessary in deciding which "bells and whistles" are necessary for a given product. Most of the team wanted to keep the look of the previous multimedia release, so we were constrained by that design. We also had to work within the constraints of our client's resources. Our computers could easily handle video and animation, but FMC had much slower computers on many of its sites.

One suggestion that I would make to the multimedia division is to lease computers to its clients. If the client had computers that could handle the complex multimedia add-ons, then the multimedia division could greatly improve its product by including these add-on to increase user motivation.

I must admit, thought, that DA's CBT product is ranked among the top with the other CBT products that I saw while in Houston. I feel that DA has a great multimedia team that will be ready to handle future advancements in CBT.

Appendix

The following pages include sample works that the multimedia team has produced for both its client and for its own benefit. ~~A~~ have included a brief explanation to provide the context of each document.

Learning Objectives Sheet

The following sheet contains the learning objectives that Mark Hagan and I created. I decided to include these objectives in the appendix because I believe that I have adequately fulfilled these five objectives. In the process of fulfilling them, I feel more confident in approaching the work force after graduation.

LEARNING OBJECTIVES

Student's Name Richard S. Tresco

Student's Course TCO 495 → TCO Internship Level Senior

Work Term Winter, 1996 (1/8 - 3/15)

Employer's Name Documentation Associates

Supervisor's Name & Title Mark Hagan, Head Multimedia Developer

Student's Title or Position Intern / Multimedia Developer

Learning objectives are for the purpose of reinforcing your co-op experience by focusing your energy on particular goals. Space is provided below for you to list five learning objectives, which you plan to accomplish during this quarter. Please make them simple, brief and concise.

Carefully review your career objectives in the context of the co-op assignment you have selected. Give consideration to new skills that can be gained, good work habits that can be established, and attitudes that can be examined. Avoid broad, general objectives; try to confine them to those which can be accomplished during the quarter.

1. To apply my T.C.O. education in a real-life working environment.
2. To gain knowledge of the operations of a consulting firm... how it operates.
3. To gain real world project experience while working with outside clients.
4. To apply my Toolbook experience in becoming proficient in multimedia development (using Icon Author).
5. To become comfortable exploring new places → both personally and professionally.

Time Sheets

The following five sheet includes the hours that I worked while at DA. I included them to show the information that a consulting firm must have to adequately handle its finances.

Name: Rick Tresco

Reporting Period: January 1-14

WEEK 1

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|-------|-------|-------|-------|-----------|---|-----------|-----------|------|------|------|------|------|------|--------------------------|
| | | | | | | | DA - 8665 | DA - 7205 | | | | | | | |
| Jan. 8 | 9.00 | 17.00 | 0 | 8.00 | DA - 8665 | 1 | 8.00 | | | | | | | | New Hire Training |
| Jan. 9 | 9.00 | 17.00 | 1 | 7.00 | | 1 | 7.00 | | | | | | | | New Hire Training |
| Jan. 10 | 9.00 | 17.00 | 1 | 7.00 | | 1 | 7.00 | | | | | | | | New Hire Training |
| Jan. 11 | 9.00 | 18.00 | 1 | 8.00 | | 2 | | 8.00 | | | | | | | Multimedia |
| Jan. 12 | 8.50 | 13.75 | 0.25 | 5.00 | | 2 | | 5.00 | | | | | | | Multimedia |
| Jan. 12 | 13.75 | 14.50 | 0 | 0.75 | | 1 | 0.75 | | | | | | | | New Hire Training (Jeff) |
| Jan. 12 | 14.50 | 16.00 | 0 | 1.50 | | 2 | | 1.50 | | | | | | | Multimedia |
| | | | | | | | 22.75 | 14.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Hours Worked From Last Time Sheet _____

Week 1 Total 37.25

Hours Worked 37.25

Over Time 0.00

Week 3 Total 0.00

Hours Worked

Over Time 0.00

Project Totals:

| | | | | | | | | |
|-----------|-----------|------|------|------|------|------|------|------|
| DA - 8665 | DA - 7205 | | | | | | | |
| 22.75 | 14.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Cross-Check Total
Hours:
37.25

Total Hours This Period: 37.25

Total Regular: 37.25

Total Overtime: 0.00

Hours For Next Timesheet: 0.00

Name: Rick Tresco

Reporting Period: January 15-31

WEEK 1

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Jan. 15 | 8.75 | 17.50 | 0.5 | 8.25 | DA - 7205 | 1 | 8.25 | | | | | | | | Multimedia |
| Jan. 16 | 8.50 | 17.50 | 0.75 | 8.25 | DA - 7205 | 1 | 8.25 | | | | | | | | Multimedia |
| Jan. 17 | 9.00 | 17.00 | 0.25 | 7.75 | DA - 7205 | 1 | 7.75 | | | | | | | | Multimedia |
| Jan. 18 | 8.50 | 18.00 | 1 | 8.50 | DA - 7205 | 1 | 8.50 | | | | | | | | Multimedia |
| Jan. 19 | 8.75 | 17.00 | 1 | 7.25 | DA - 7205 | 1 | 7.25 | | | | | | | | Multimedia |
| | | | | | | | 40.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 1 Total 40.00

Hours Worked From Last Time Sheet _____

Hours Worked 40.00

Over Time 0.00

Name: Rick Tresco

Reporting Period: January 15-31

WEEK 2

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Jan. 22 | 8.75 | 17.00 | 0.75 | 7.50 | DA - 7205 | 1 | 7.50 | | | | | | | | Multimedia |
| Jan. 23 | 8.75 | 16.75 | 0.25 | 7.75 | DA - 7205 | 1 | 7.75 | | | | | | | | Multimedia |
| Jan. 24 | 9.00 | 17.00 | 1 | 7.00 | DA - 7205 | 1 | 7.00 | | | | | | | | Multimedia |
| Jan. 25 | 9.00 | 17.25 | 1 | 7.25 | DA - 7205 | 1 | 7.25 | | | | | | | | Multimedia |
| Jan. 26 | 8.50 | 17.50 | 1 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| | | | | | | | 37.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 2 Total 37.50

Hours Worked 37.50

Over Time 0.00

Name: Rick Tresco

Reporting Period: January 15-31

WEEK 3

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Jan. 29 | 9.00 | 17.00 | 1 | 7.00 | DA - 7205 | 1 | 7.00 | | | | | | | | Multimedia |
| Jan. 30 | 8.50 | 17.00 | 0.5 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| Jan. 31 | 8.50 | 17.00 | 0.5 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| | | | | | | | 23.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 3 Total 23.00

Hours Worked 23.00

Over Time 0.00

Project Totals:

| | | | | | | | | |
|-----------|-----------|------|------|------|------|------|------|--|
| DA - 7205 | DA - 7205 | | | | | | | |
| 100.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Cross-Check Total

Hours:

100.50

Total Hours This Period: 100.50

Total Regular: 100.50

Total Overtime: 0.00

Hours For Next Timesheet: 23.00

Name: Rick Tresco

Reporting Period: February 1-14

WEEK 1

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|--------|------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Feb. 1 | 8.00 | 18.75 | 1 | 9.75 | DA - 7205 | 1 | 9.75 | | | | | | | | Multimedia |
| Feb. 2 | 8.75 | 16.50 | 0.5 | 7.25 | DA - 7205 | 1 | 7.25 | | | | | | | | Multimedia |
| | | | | | | | 17.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 1 Total 17.00

Hours Worked From Last Time Sheet 23.00

Hours Worked 17.00

Over Time 0.00

Name: Rick Tresco

Reporting Period: February 1-14

WEEK 2

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|--------|-------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Feb. 5 | 9.25 | 18.50 | 0.5 | 8.75 | DA - 7205 | 1 | 8.75 | | | | | | | | Multimedia |
| Feb. 6 | 8.50 | 18.00 | 1.25 | 8.25 | DA - 7205 | 1 | 8.25 | | | | | | | | Multimedia |
| Feb. 6 | 18.00 | 24.00 | | 6.00 | DA - 8675 | 2 | | 6.00 | | | | | | | R & D |
| Feb. 7 | 0.00 | 2.25 | | 2.25 | DA - 8675 | 2 | | 2.25 | | | | | | | R & D |
| Feb. 7 | 9.00 | 18.00 | 0.25 | 8.75 | DA - 7205 | 1 | 8.75 | | | | | | | | Multimedia |
| Feb. 8 | 8.25 | 17.25 | 0.5 | 8.50 | DA - 7205 | 1 | 8.50 | | | | | | | | Multimedia |
| Feb. 9 | 8.25 | 17.00 | 0.75 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| | | | | | | | 42.25 | 8.25 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 2 Total 50.50

Hours Worked 50.50

Over Time 10.50

Name: Rick Tresco

Reporting Period: February 1-14

WEEK 3

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|-------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Feb. 12 | 8.25 | 17.00 | 0.75 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| Feb. 12 | 17.00 | 18.25 | | 1.25 | DA - 8675 | 2 | | 1.25 | | | | | | | R & D |
| Feb. 13 | 8.25 | 16.75 | 0.5 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | |
| Feb. 14 | 7.75 | 17.00 | 1.25 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | |
| | | | | | | | 24.00 | 1.25 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 3 Total 25.25

Hours Worked 25.25

Over Time 0.00

Project Totals:

| | | | | | | | | |
|-----------|-----------|------|------|------|------|------|------|--|
| DA - 7205 | DA - 8675 | | | | | | | |
| 83.25 | 9.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Cross-Check Total

Hours:

92.75

Total Hours This Period: 92.75

Total Regular: 82.25

Total Overtime: 10.50

Hours For Next Timesheet: 25.25

Name: Rick Tresco

Reporting Period: February 15 - 29

WEEK 1

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-----------|---|---|---|---|---|---|---|------------|
| | | | | | | | DA - 7205 | | | | | | | | |
| Feb. 15 | 8.75 | 17.75 | 0.5 | 8.50 | DA - 7205 | 1 | 8.50 | | | | | | | | Multimedia |
| Feb. 16 | 9.00 | 17.50 | 1.25 | 7.25 | DA - 7205 | 1 | 7.25 | | | | | | | | Multimedia |

Week 1 Total 15.75
 Hours Worked From Last Time Sheet 25.25 Hours Worked 15.75
 Over Time 1.00

Name: Rick Tresco

Reporting Period: February 15 - 29

WEEK 2

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-----------|---|---|---|---|---|---|---|------------|
| | | | | | | | DA - 7205 | | | | | | | | |
| Feb. 19 | 8.75 | 17.25 | 0.75 | 7.75 | DA - 7205 | 1 | 7.75 | | | | | | | | Multimedia |
| Feb. 20 | 8.75 | 17.25 | 0.5 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| Feb. 21 | 8.50 | 17.50 | 0.75 | 8.25 | DA - 7205 | 1 | 8.25 | | | | | | | | Multimedia |
| Feb. 22 | 9.00 | 17.75 | 0.75 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| Feb. 23 | 8.75 | 17.50 | 0.5 | 8.25 | DA - 7205 | 1 | 8.25 | | | | | | | | Multimedia |

Week 2 Total 40.25
 Hours Worked 40.25
 OverTime 0.25

Name: Rick Tresco

Reporting Period: February 15 - 29

WEEK 3

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-----------|---|---|---|---|---|---|---|------------|
| | | | | | | | DA - 7205 | | | | | | | | |
| Feb. 26 | 8.75 | 19.00 | 1 | 9.25 | DA - 7205 | 1 | 9.25 | | | | | | | | Multimedia |
| Feb. 27 | 8.50 | 19.00 | 1 | 9.50 | DA - 7205 | 1 | 9.50 | | | | | | | | Multimedia |
| Feb. 28 | 8.75 | 16.50 | 0.25 | 7.50 | DA - 7205 | 1 | 7.50 | | | | | | | | Multimedia |
| Feb. 29 | 8.75 | 18.00 | 1 | 8.25 | DA - 7205 | 1 | 8.25 | | | | | | | | Multimedia |

Week 3 Total 34.50
 Hours Worked 34.50
 Over Time 0.00

Project Totals:

| | | | | | | | |
|-----------|-------|------|------|------|------|------|------|
| DA - 7205 | 90.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|-----------|-------|------|------|------|------|------|------|

Cross-Check Total
 Hours:
 90.50

Total Hours This Period: 90.50
 Total Regular: 89.25
 Total Overtime: 1.25

Hours For Next Timesheet: 34.50

Name: Rick Tresco

Reporting Period: March 1-14

WEEK 1

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|--------|-------|-------|-------|-------|-----------|---|------|------|------|------|------|------|------|------|------------|
| Mar. 1 | 10.25 | 17.00 | 1.25 | 5.50 | DA - 7205 | 1 | 5.50 | | | | | | | | Multimedia |
| | | | | 5.50 | | | 5.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 1 Total 5.50

Hours Worked From Last Time Sheet 34.50

Hours Worked 5.50

Over Time 0.00

Name: Rick Tresco

Reporting Period: March 1-14

WEEK 2

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|--------|------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Mar. 4 | 7.75 | 17.75 | 1 | 9.00 | DA - 7205 | 1 | 9.00 | | | | | | | | Multimedia |
| Mar. 5 | 8.75 | 17.50 | 1 | 7.75 | DA - 7205 | 1 | 7.75 | | | | | | | | Multimedia |
| Mar. 6 | 9.00 | 17.25 | 0.25 | 8.00 | DA - 7205 | 1 | 8.00 | | | | | | | | Multimedia |
| Mar. 7 | 9.00 | 17.50 | 1.25 | 7.25 | DA - 7205 | 1 | 7.25 | | | | | | | | Multimedia |
| Mar. 8 | 8.50 | 8.75 | 0 | 0.25 | DA - 7205 | 1 | 0.25 | | | | | | | | Multimedia |
| | | | | 32.25 | | | 32.25 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 2 Total 32.25

Hours Worked 32.25

OverTime 0.00

Name: Rick Tresco

Reporting Period: March 1-14

WEEK 3

| Date | From | To | Break | Hours | Project | C | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Comments |
|---------|------|-------|-------|-------|-----------|---|-------|------|------|------|------|------|------|------|------------|
| Mar. 11 | 8.00 | 19.00 | 1 | 10.00 | DA - 7205 | 1 | 10.00 | | | | | | | | Multimedia |
| Mar. 12 | 8.00 | 18.75 | 1 | 9.75 | DA - 7205 | 1 | 9.75 | | | | | | | | Multimedia |
| Mar. 13 | 8.50 | 16.50 | 1 | 7.00 | DA - 7205 | 1 | 7.00 | | | | | | | | Multimedia |
| Mar. 14 | 8.00 | 11.50 | 0 | 3.50 | DA - 7205 | 1 | 3.50 | | | | | | | | Multimedia |
| | | | | 30.25 | | | 30.25 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |

Week 3 Total 30.25

Hours Worked 30.25

Over Time 0.00

Project Totals:

| | | | | | | | |
|-----------|-------|------|------|------|------|------|------|
| DA - 7205 | 68.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|-----------|-------|------|------|------|------|------|------|

Cross-Check Total

Hours:

68.00

Total Hours This Period: 68.00

Total Regular: 68.00

Total Overtime: 0.00

Hours For Next Timesheet: 30.25

Multimedia Timeline Sheet

The following sheet possesses a timeline that the new project manager created in MS Project. It shows the deadlines for the various modules of phase one. Unfortunately, we received this timeline late into the project; furthermore, we had inadequate project management at the beginning of the project. This combination probably has caused many of the deadlines to roll back.

Rick Tresco : 3-4-96

Documentation Associates - Multi Media

Computer Based Training - (FMC)
SAP R/3 Business Process Overview

| ID | Task Name | % Done | | Resource | Start | Finish | Jan | Feb | Mar | Apr | May | Jun |
|-----|-----------------------------|--------|------|----------|-------------|-------------|---|-----|-----|-----|-----|-----|
| 1 | FMC/DA CBT MM Joint Project | 15% | 160d | | Fri 1/5/96 | Fri 6/28/96 |  | | | | | |
| 2 | | | | | | |  | | | | | |
| 3 | Phase I (Due 4/30) | 32% | 101d | | Fri 1/5/96 | Tue 4/30/96 |  | | | | | |
| 4 | CBT Engine | 100% | 21d | | Fri 1/5/96 | Fri 2/2/96 |  | | | | | |
| 8 | MM - Materials Mgmt | 39% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 9 | Inventory Mgmt. | 39% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 10 | Introduction | 42% | 39d | | Thu 2/1/96 | Mon 3/18/96 |  | | | | | |
| 28 | System Tasks | 42% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 46 | Master Data | 42% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 64 | Production | 0% | 15d | | Tue 4/16/96 | Tue 4/30/96 |  | | | | | |
| 66 | MM - Procurement | 44% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 67 | Purchasing | 44% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 68 | Introduction | 46% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 86 | System Tasks | 46% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 104 | Master Data | 46% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 122 | Production | 0% | 15d | | Wed 4/10/96 | Wed 4/24/96 |  | | | | | |
| 124 | SD - Sales & Distribution | 33% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 125 | Order Management | 33% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 126 | Introduction | 44% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 144 | System Tasks | 44% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |
| 162 | Master Data | 18% | 95d | | Mon 1/15/96 | Tue 4/30/96 |  | | | | | |

Project: fmc2.MP
Date: Fri 3/1/96
Time: 5:11 PM

Task



Summary



Rolled Up Progress



Progress



Rolled Up Task



Milestone



Rolled Up Milestone

Documentation Associates - Multi Media

Computer Based Training - (FMC)
SAP R/3 Business Process Overview

| ID | Task Name | % Done | | Resource | Start | Finish | Jan | Feb | Mar | Apr | May | Jun |
|-----|--------------------------|--------|-----|----------|-------------|-------------|-----|-----|-----|-----|-----|-----|
| 180 | Production | 0% | 15d | | Wed 4/10/96 | Wed 4/24/96 | | | | ◆ | | |
| 182 | PP - Production Planning | 13% | 95d | | Mon 1/15/96 | Tue 4/30/96 | ◆ | █ | █ | | | |
| 183 | Production Planning | 13% | 95d | | Mon 1/15/96 | Tue 4/30/96 | ◆ | █ | █ | | | |
| 184 | Introduction | 42% | 95d | | Mon 1/15/96 | Tue 4/30/96 | ◆ | ██ | ██ | | | |
| 202 | System Tasks | 0% | 95d | | Mon 1/15/96 | Tue 4/30/96 | ◆ | ██ | ██ | | | |
| 220 | Master Data | 0% | 95d | | Mon 1/15/96 | Tue 4/30/96 | ◆ | ██ | ██ | | | |
| 238 | Production | 0% | 15d | | Wed 4/10/96 | Wed 4/24/96 | | | | ◆ | | |
| 239 | Final review (QC) | 0% | 15d | Team | Wed 4/10/96 | Wed 4/24/96 | | | | | | |
| 240 | Phase I Production | 0% | 51d | | Mon 3/11/96 | Tue 4/30/96 | | █ | █ | | | |

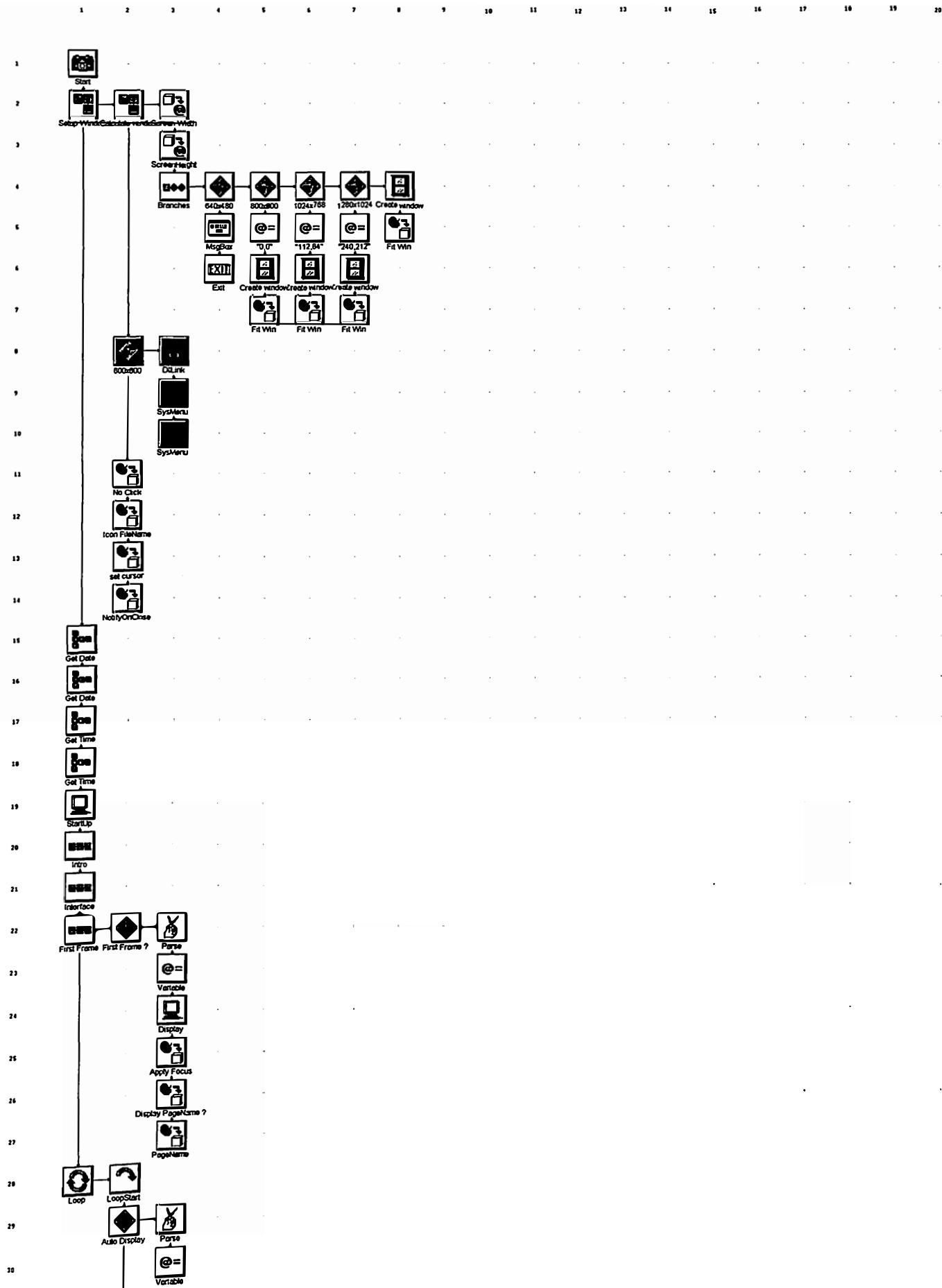
| | | | | | | | |
|---|-----------|---|---------------------|---|--------------------|---|--|
| Project: fmc2.MP Date: Fri 3/1/96 Time: 5:11 PM | Task | █ | Summary | █ | Rolled Up Progress | █ | |
| | Progress | █ | Rolled Up Task | █ | | | |
| | Milestone | ◆ | Rolled Up Milestone | ◆ | | | |

Programming Structure Sheets (proto.iwm)

The following sheets show the unique programming method of Icon Author. Notice how Icon Author uses icons instead of lines of script. This method helps to create a map to see the overall process. The only problem with this method is that the variable names of various objects are hidden inside these icons. You have to access the property of each icon to view its variables.

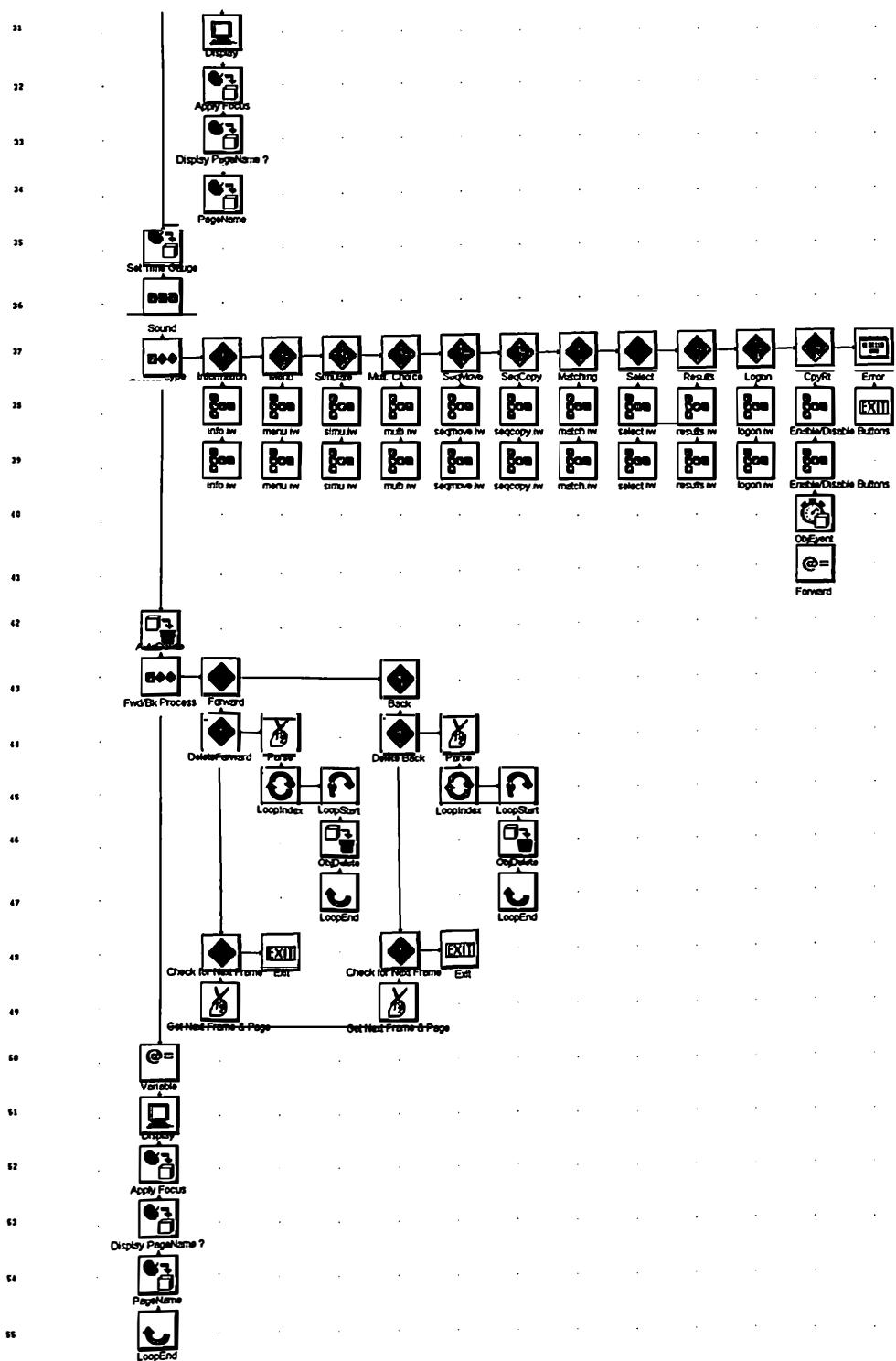
The following two sheets (proto.iwm) possess the code for the engine, which controls all of the subapplications. Its function is to initiate the CBT application and serve as a controller of different page types, such as a simple information page or a multiple choice page.

proto.iwm



proto.iwm

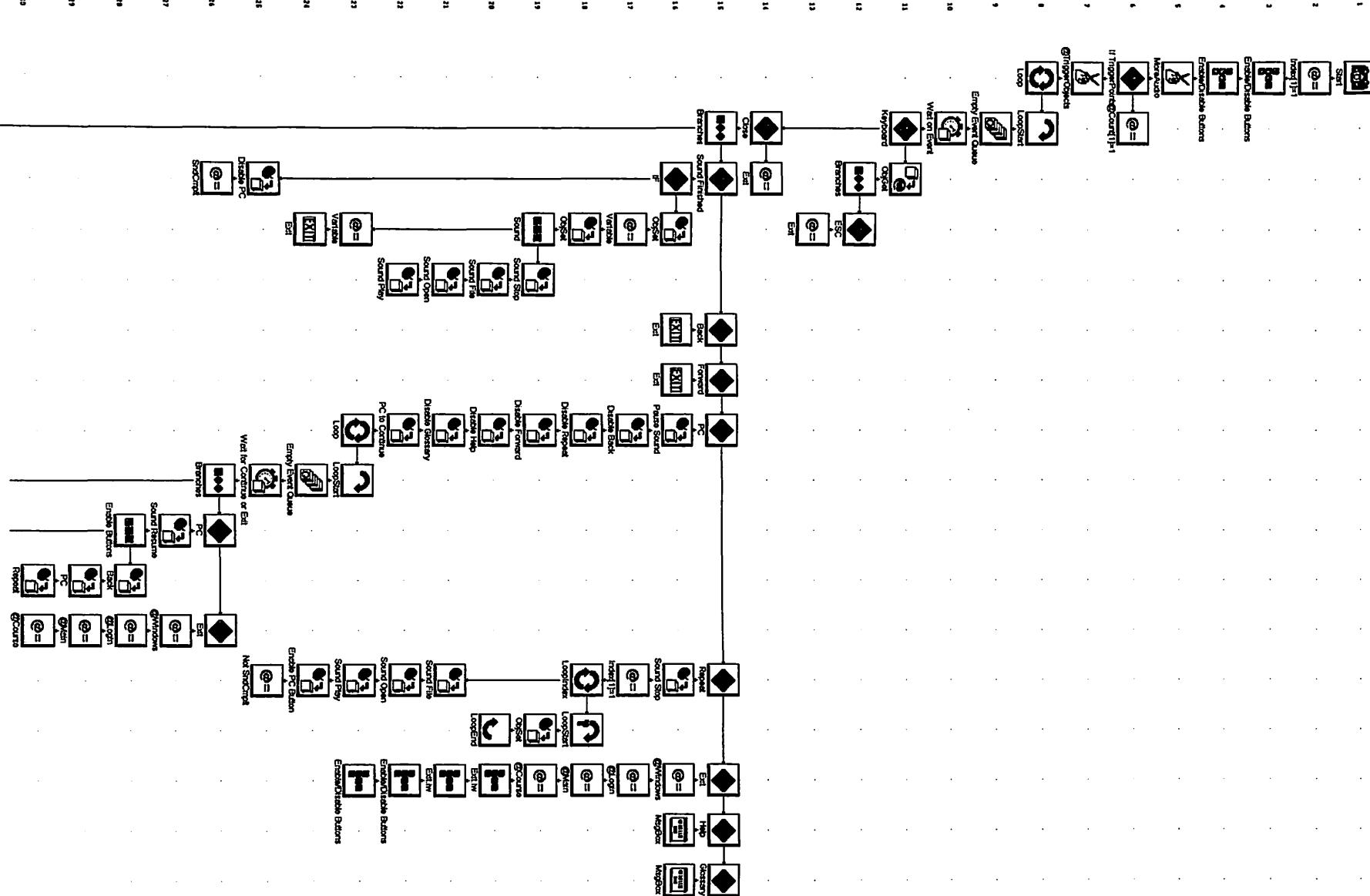
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



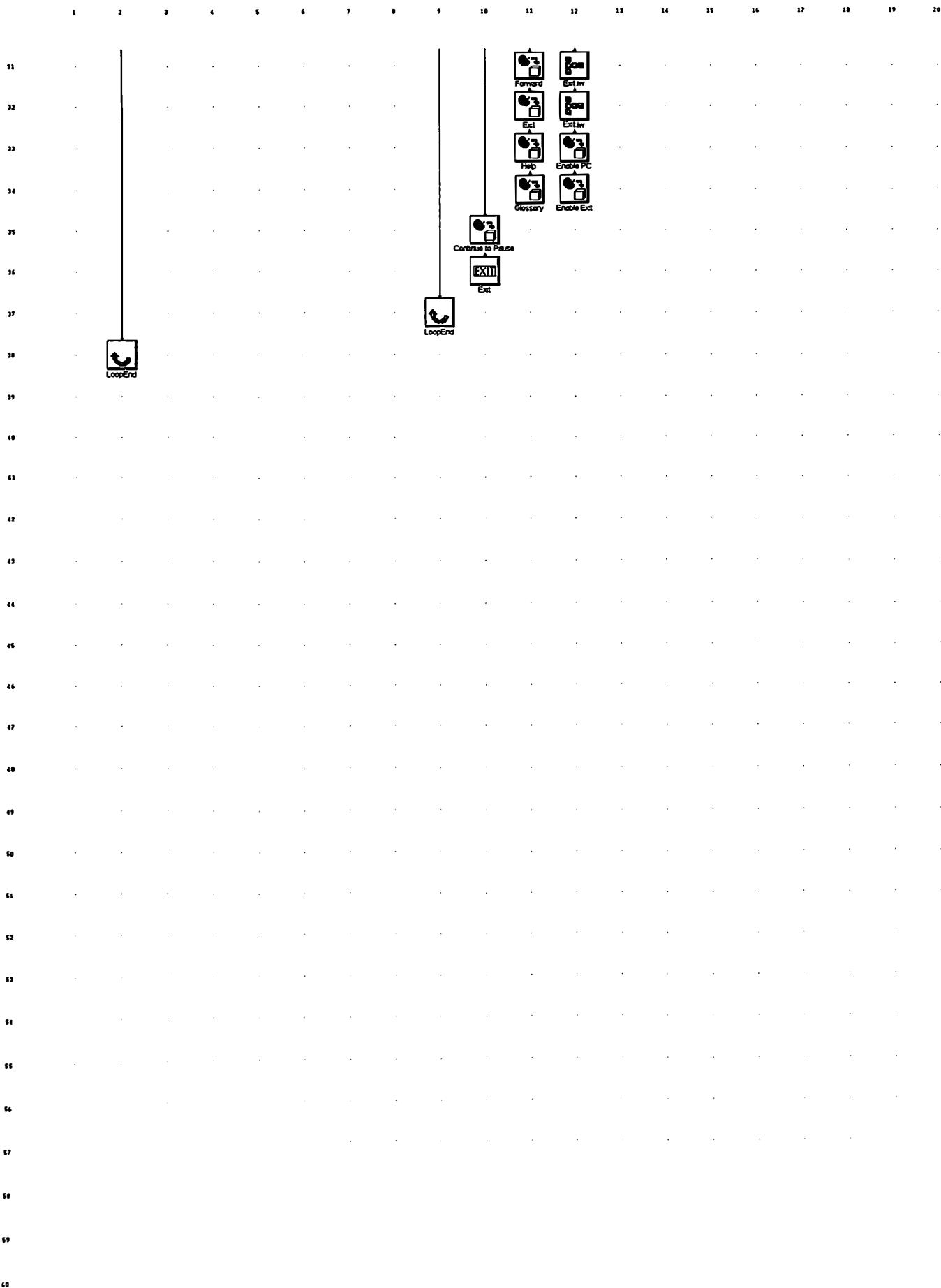
Programming Structure Sheets (info.iw)

The following two sheets (info.iw) possess the code that controls the information pages.

An information page requires no special user input; it waits only for a navigation button to be pressed. This code is a subapplication that must run under proto.iwm. Notice how the subapplications have the ".iw" extension, which represents "iconware". The main application or engine, which is proto.iwm; ".iwm" represents "iconware main".



info.iw

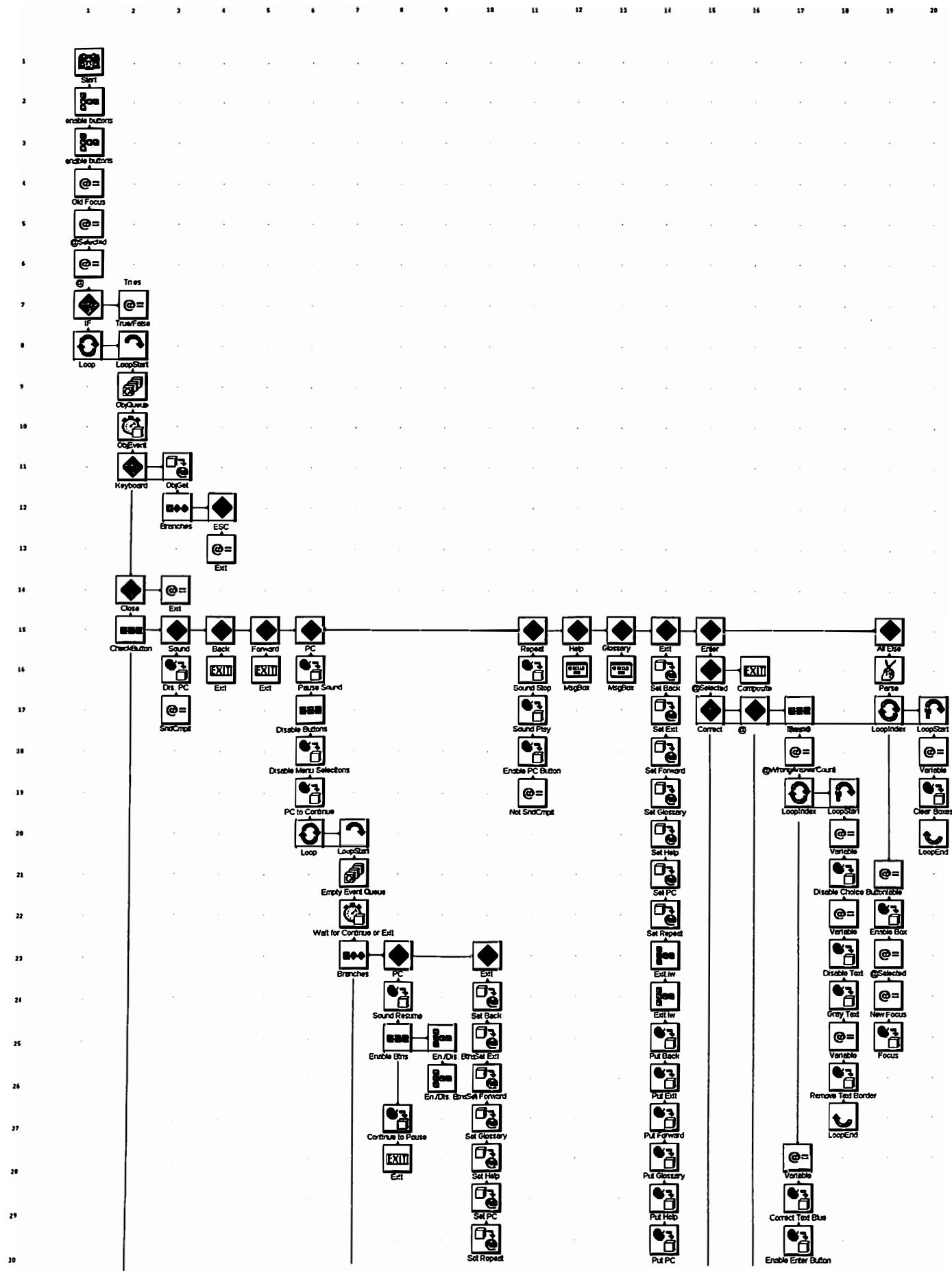


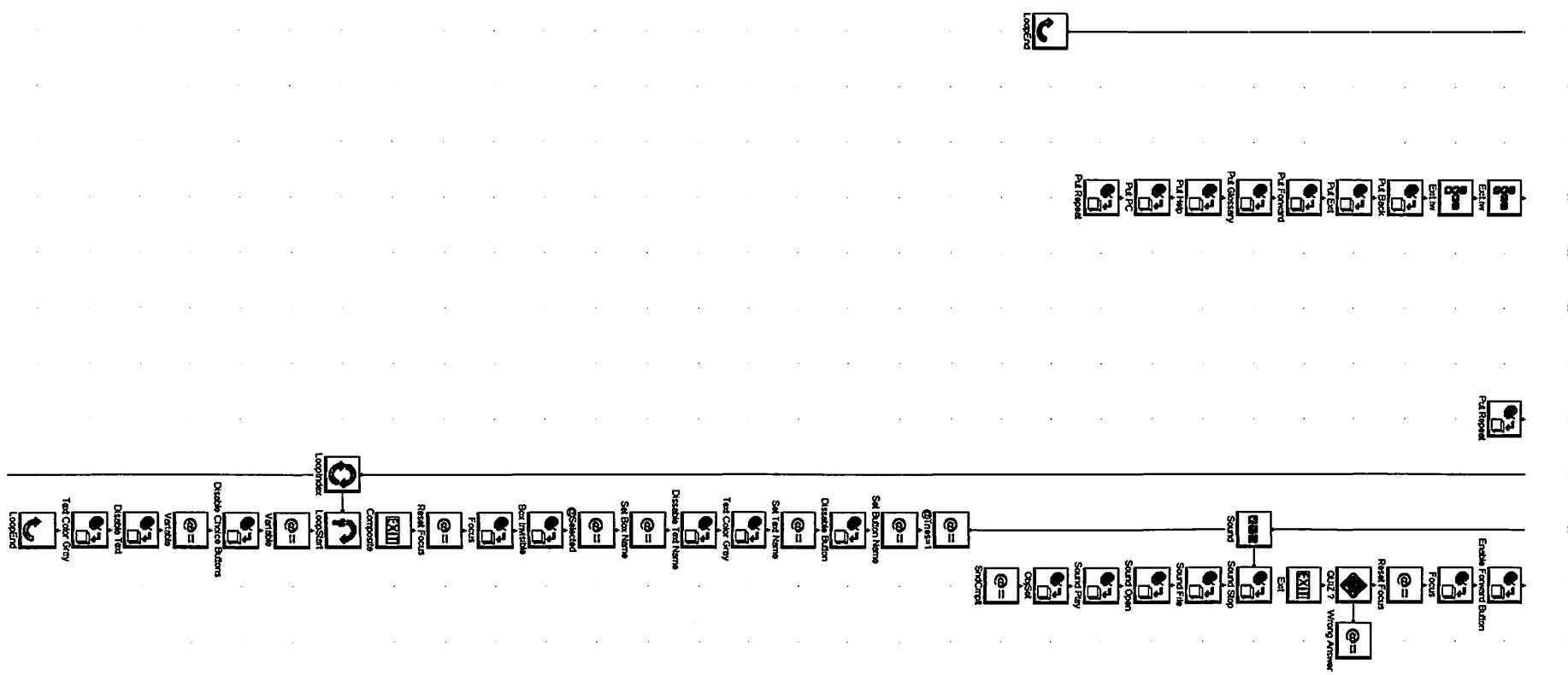
Programming Structure Sheets (multi.iw)

The following two sheets (multi.iw) possess the code that controls the multiple choice pages. A multiple choice requires the user to click on a choice and press <Enter>. The user gets two chances to give a correct answer before the program displays the correct answer. Like info.iw, this code is also a subapplication that must run under proto.iwm. Notice again how the subapplications have the ".iw" extension, which represents "iconware". The main application or engine, which is proto.iwm; ".iwm" represents "iconware main".

The code for this subapplication is longer because the code must store user input into a variable and compare it to the correct answer. This process takes many icons of logic.

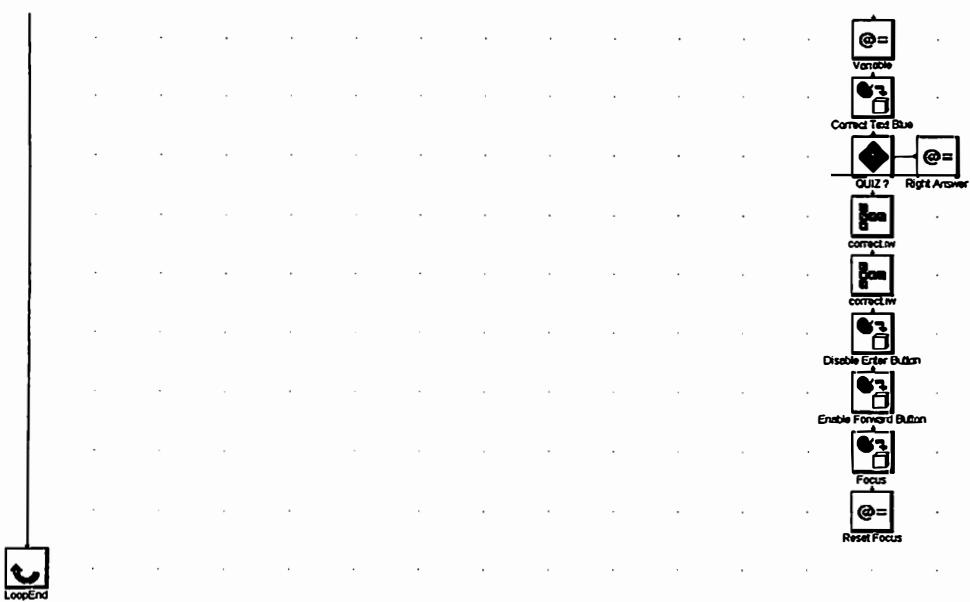
multi.iw





multi.iw

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Sample Screen Sheets

The following sheets were pulled from the template file that I created in the SmartObject file editor. This editor combines of a page layout and soft coding. The following samples cover a range of screen types, including menus, information pages, and multiple choice screens. Each page has a file description at the top. Notice the small variable box that are the pages. These boxes provide values to the code to tell it where to go (navigation) and what to do (audio and correct answer designations). These variable boxes disappear during runtime.

DA Skills Training: SAP Business Processes

Main Menu



Select one of these subjects to begin a course.

Release 1.1

```
@ThisFrame
startup;mainmenu
@NextFrame

@PrevFrame

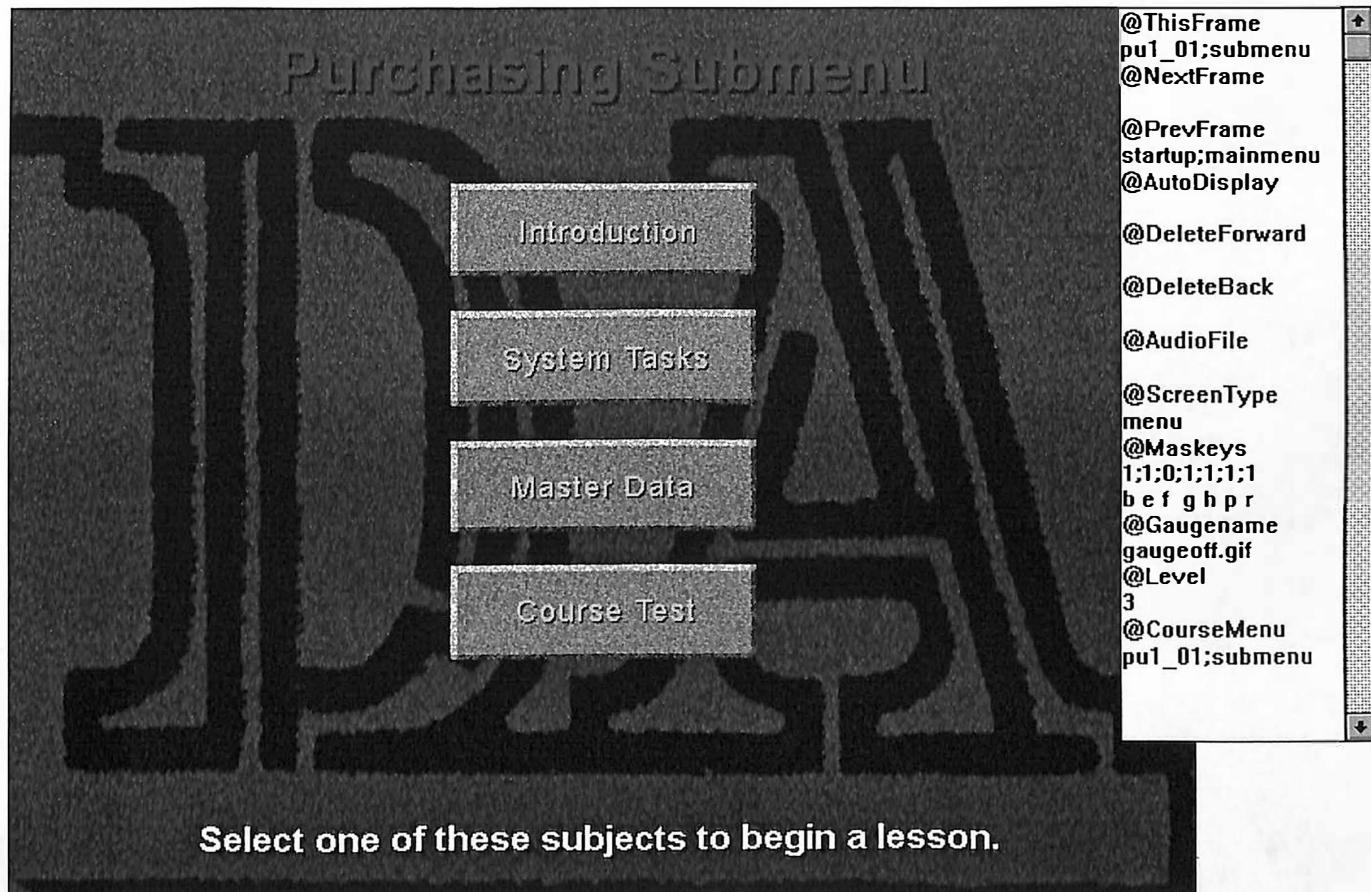
@MainMenu
startup;mainmenu
@Signon
startup;logon
@AutoDisplay

@DeleteForward

@DeleteBack

@AudioFile

@ScreenType
menu
@Maskeys
0;1;0;0;0;0
b e f g h p r
@gaugeonname
gaugeoff.gif
@Level
2
@Focus
bu1 01:submenu
```



Which system task is performed after a purchase requisition has been approved?

1 Create a Purchase Order

2 Display a Purchase Requisition

3 Release a Purchase Requisition

Select the correct answer, then select

Enter

@ThisFrame

@AudioFile
pur0043.wav
@AudioFile[1]

@AudioFile[2]
pur0045.wav
@AudioFile[3]
pur0045.wav
@AudioFileFF
pur0044.wav
@AutoDisplay

@DeleteBack

@DeleteForward

@GaugeName

@Maskeys
0;1;0;1;1;1;1

Master data is used most often during the firsthalf of the purchasing process ?

1 True

2 False

Select the correct answer, then select

Enter

```
@ThisFrame  
@NextFrame  
pu1_01;12  
@PrevFrame  
pu1_01;10  
@AudioFile  
pur0043.wav  
@AudioFileFF  
pur0044.wav  
@AutoDisplay  
  
@DeleteBack  
  
@DeleteForward  
  
@GaugeName  
  
@Maskeys  
0;1;0;1;1;1;1  
b e f g h p r
```

Matchcodes Summary

When you're completing a screen in SAP, you won't always know what information to enter in a field.

In this lesson, you will learn how to use a tool called a matchcode to find the correct entry for a field.

This lesson will take about 15 minutes to complete.

In which of the following are the delivery receipts and purchase orders matched?

1 Create a requisition

2 Release the requisition

3 Generate a purchase order

4 Receiving goods

5 Invoice Receipt/Processing

Select the correct answer, then select

Enter

```
@ThisFrame
@AudioFile
@AudioFile[1]
@AudioFile[2]
@AudioFile[3]
@AudioFile[4]
@AudioFileFF
@AutoDisplay
@DeleteBack
@DeleteForward
@GaugeName
@Maskeys
0;1;0;1;1;1;1
b e f g h p r
@NextFrame
pu1_01;14
@P
```

These are the stages of the purchasing process. Put them in the correct order, from the first to the last.

Link Bar Drag Drop Here

Invoice receipt and purchasing

Requisitioning

Creating the purchase order

Goods receipt

1. []

2. []

3. []

4. []

Enter

@ThisFrame
@ScreenType
seqmove
@PrevFrame
pu1_01;13
@NextFrame
pu1_01;15
@IconCount
4
@GraphicFileCount
4
@Order
Icon4;Icon1;Icon2;Icon3
@GaugeName
gaugeoff.gif
@Maskeys
1;1;1;1;1;1
b e f g h p r
@AudioFile
@AudioFileWAF

```
template.smt | Sequence (4 Item, Sh
These are the stages of the purchasing process. Put them in the correct order, from the first to the last.

Link Bar Drag Drop Here

Invoice receipt and purchasing
Requisitioning
Creating the purchase order
Goods receipt

1. [ ]
2. [ ]
3. [ ]
4. [ ]

Enter

@ThisFrame
@ScreenType
seqmove
@PrevFrame
pu1_01;13
@NextFrame
pu1_01;15
@IconCount
4
@GraphicFileCount
4
@Order
Icon4;Icon1;Icon2;Icon3
@GaugeName
gaugeoff.gif
@Maskeys
1;1;1;1;1;1
b e f g h p r
@AudioFile
@AudioFileWAF
```

DA Multimedia Standards Document

The following document was created out of an idea that I had to make life easier for new recruits. I worked with one of the top developers in the earlier stages of this document; I then turned the document over to another developer when I began working on page layouts.

The document greatly facilitates the learning process; it is also a invaluable reference. The only problem with the document is the need for constant maintenance. Since we were testing the code and making changes, we often found ourselves in a cycle of constantly updating the document. We finally decided to ask Andre (the latest writer) to change it only after we were totally satisfied with how the page works.

DA Multi Media Standards Document

This Document was developed by the DA Multi Media team during February 1996 for the FMC Project.

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Section 1

Introductory Concepts

1.1 Overview

The design of this particular Multi Media product can be divided into two distinct areas. The first being the code which, at a very low level, handles the SmartObject pages. These pages form the second component of the product. . .

The code has been designed in such a way that it need never be altered once it has been developed. Therefore the development of this product and other products based on this format will essentially involve the development of SmartObject pages.

1.2 Code

The software which is responsible for the display of the SmartObject pages is called the SmartObject Page Engine or "The Engine".

The engine was developed using Icon Author Ver 7.0. Its executable name is proto.iwm and it consists of the main routine, proto.iwm, and approximately 12 sub-applications. These will be discussed in more detail later. The engine reads one page at a time (the defined variables on the page are read into the engine when the page is displayed). The action performed on the page by the engine depends on the screen type as well as other variables which the page contains. When the user moves forward or backward through the program, the engine decides what page to display next by reading the next frame or previous frame variables from the SmartObject page.

A program is a logical sequence of displayed screens. The screens that make up this sequence can be of different types. These types may include information screens, menu screens, or question screens. Program development is the process by which these screens are created and linked into a sequence. Screens are created using a tool called the SmartObject Page editor, so consequently screens may also be referred to as pages.

1.3 SmartObjects

Essentially the development of SmartObject pages consists of two parts. First, laying out the page with the necessary text and/or graphics (see the design standards for more details). Second, defining the page variables, which determine screen behaviour.

The SmartObject editor is used to layout pages with text and graphics. The text and graphics on a page are referred to as objects. Objects on a page can be acted upon by the user in different ways depending on the properties of the objects. These properties can be set initially in the SmartObject editor. Defining properties for objects is a necessary and important part of the page development process and will be covered in detail at a later point.

The variable object holds all the variables which are defined for that page. These variables hold information that is necessary for the proper functioning of that screen. Variables like screen type, next page, previous page, and audio type are used to control the way the page functions. These are known as standard variables. Standard variables are those which are defined for every page and page type. Since there are different types of pages, some pages will contain variables that are only defined for their type. These variables are called type specific variables.

Linking pages together in a predetermined order is what creates the program that the user will see. The linking is accomplished by the use of variables that specify what the next page and previous pages in a sequence. The next and previous page variables control the way a user navigates through the program.

The user navigates the program by use of the user interface screen. This screen is actually a frame in which all other screens are displayed. The interface appears as a gray border on the bottom and right of the screen. On this border are buttons the user clicks in order to perform the next action. These buttons are: Back, Repeat, Pause, Forward, Exit, Help, and Glossary.

Section 2

SmartObject Variables

2.1. Startup Variables

The main program initializes itself by reading variables from a SmartObject page. This page is found in a SmartObject file called "startup.smt" and the page will be named "1". The page will contain a variable icon in which all startup variables are stored. The following is a description of the variables which are stored on this page.

@FirstFrame

This variable contains the SmartObject file name and page name of the first frame of an application. The components are separated by semi-colons. In most cases this frame will be the main menu. (i.e. startup;mainmenu - the SmartObject file name is startup.smt and the page name within the file is mainmenu).

@MainMenu

This variable contains the SmartObject file name and page name of the main menu of an application. The components are separated by semi-colons. (i.e. startup;mainmenu the SmartObject file name is startup.smt and the page name within the file is mainmenu)

@Introduction

This variable contains the SmartObject file name, page name, and sequence number of the introduction frame. The sequence number is the relative order of display among the startup frames, which are : Logon, Introduction, and CopyRight. If there is no introduction frame, this variable is set to 0.

@Interface

This variable contains the SmartObject file name and page name of the interface frame.

@UserFirstName

This variable holds the first name of the user who logs on to the application. This information is entered from the logon frame.

@UserLastName

This variable holds the last name of the user who logs on to the application. This information is entered from the logon frame.

@UserID

This variable holds the user ID of the user who logs on to the application. This information is entered from the logon frame.

@UserDept

This variable holds the user's department. This information is entered from the logon frame.

@Location

This variable holds the user's location. This information is entered from the logon frame.

@WrongAnswers

This variable is initialized to 0. It is the total number of wrong answers on the Test section of an application.

@RightAnswers

This variable is initialized to 0. It is the total number of right answers on the Test section of an application.

@Incomplete

This variable is initialized to False from this frame. It will be set to true if the user exits from the Test section of an application before completion.

@QuizStart

This variable is initialized to False from this frame. It will be set to true on the first frame of the Test section of an application.

@QuizEnd

This variable is initialized to false from this frame. It will be set to true on the last frame of the Test section of an application.

@QuizTotal

This variable is initialized to the total number of questions in a Test section of an application.

2.2. Standard Variables

The Standard Variables are the set of variables that must be defined for every SmartObject page. Even if the variable does not have a value, it still must be present in the variable object of every SmartObject page.

@AudioFile

Audio which describes current screen activity when the user first enters the screen.

e.g., *file01.wav*

@AutoDisplay

This variable holds the filename and page name of a SmartObject page. The page is automatically displayed on top of the current frame before current page audio and before user interaction is allowed. This variable is necessary when the current frame is used as a template and the AutoDisplay information will complete the frame.

e.g., *sapbas01;3* (*sapbas01* represents the filename; 3 represents the page name)

@DeleteBack

This variable holds the object names of all objects to be deleted from a frame when going to the previous frame.

@DeleteForward

This variable holds the object names of all objects to be deleted from a frame when going to the next frame.

@GaugeName

The name of the graphic file which holds the elapsed-time gauge. The gauge files are listed as 0.gif, 1.gif, 2.gif, 3.gif ... 16.gif. Each file displays a fraction of a 16th of elapsed time. Gaugeoff.gif is used to represent an inactive gauge.

@Maskeys

The Maskeys variable is used as a filter to enable or disable the application function buttons. The variable will be used as an array. Each array item will correspond to a function button. A value of 1 enables the button and a value of 0 disables it. This variable will be created on the SmartObject page as follows:

back; exit; forward; glossary; help; pause/continue; repeat
1;1;0;1;0;1;1
b e f g h p r

@NextFrame

This variable holds the filename and page name of the SmartObject page that represents the frame that follows the current frame.

@PrevFrame

This variable holds the filename and page name of the SmartObject page that represents the frame that precedes the current frame.

@ScreenType

Type of screen being displayed. Screen types include: Menu, Information, Multi, Simu, Sequence, Match.

@Level

An indicator that the system reads to discern which exit menu items to enable.

Level 1 - Windows

Level 2 - Windows, Main

Level 3 - Windows, Main, Login

Level 4 - All options enabled

@Focus

Defines the screen object that has initial focus. Any button having focus will be able to be activated from the keyboard.

2.3. Specific Variables

The Specific Variables are the set of variables that need only be defined for the different screen types.

2.3.1 Simulate

@AudioFileWAF

Wrong Answer Feedback - Audio for the first incorrect choice.

@AudioFileFF

Failure Feedback - Audio for the second incorrect choice.

@CorrectionFrame

This variable holds the filename and page name of the SmartObject page that is displayed when the system shows the user the correct response after the user fails twice.

2.3.2 Match

@AudioFileNE

Audio that plays after illegal use of the ENTER button (ie. at least one field has been left empty).

@AudioFileWAF

Wrong Answer Feedback - Audio for the first incorrect choice.

@AudioFileFF

Failure Feedback - Audio for second incorrect choice.

@CorrectAnswer

Array that holds the correct matching order. This matching order relates to the correct positioning (from 1 to n) of the statement ID characters. The items must be separated by semi colons.

@StatementCount

Number of statements to be matched.

@Quiz

It will identify if the question is a quiz or not. Its values are: True for Quiz and False for a General Question.

2.3.3 SeqCopy

@AudioFileNE

Audio that plays after illegal use of the ENTER button (ie. at least one field has been left empty).

@AudioFileWAF

Wrong AnswerFeedback - Audio for the first incorrect choice.

@AudioFileFF

Failure Feedback - Audio for second incorrect choice.

@IconCount

Number of icons in the sequencing exercise.

@DragMode

This variable sets the drag action of the graphics on the page. The options are Copy and Move.

@Order

Represents the correct order of objects that are displayed at the top of the page. The objects need to be ordered by object name and separated with a semicolon (Icon5;Icon2;Icon1;Icon3;Icon4).

@Quiz

It will identify if the question is a quiz. Its values are: True for Quiz and False for General Questions.

2.3.4 SeqMove

@AudioFileNE

Audio that plays after illegal use of the ENTER button (ie. at least one field has been left empty).

@AudioFileWAF

Wrong Answer Feedback - Audio for the first incorrect choice.

@AudioFileFF

Failure Feedback - Audio for second incorrect choice.

@Coordinates

The initial position of the selection icons. The position is identified by the upper left corner of the object window. Each coordinate contains a vertical and horizontal position separated by a comma (31,171). All coordinates are separated by a semi colon (31,171 ; 31,231).

@IconCount

Number of icons in the sequencing exercise.

@DragMode

This variable sets the drag action of the graphics on the page. The options are Copy and Move.

@Order

Represents the correct order of objects that are displayed at the top of the page. The objects need to be ordered by object name and separated with a semicolon (Icon5; Icon2; Icon1; Icon3; Icon4).

@Quiz

It will identify if the question is a quiz. Its values are: True for Quiz and False for General Questions.

@Coordinates

The location of the upper left corner of the icon objects. The dragable objects.

2.3.5 Select

@AudioFileWAF

Wrong Answer Feedback - Audio for the first incorrect choice.

@AudioFileFF

Failure Feedback - Audio for second incorrect choice.

@List

An array containing the correct selection of items. Items in the array are derived from the numeral part of the selected object's name (ie. If selection items were: icon;1 icon;2 icon;3 icon;4 then @List might be 1;3;4).

@ListCount

The number of selection items.

@Quiz

It will identify if the question is a quiz or not. Its values are: True for Quiz and False for a General Question.

2.3.6 Multi

@AudioFile[n]

This audio plays if choice 'number n' is selected and that choice is incorrect. Use as many of these variables as there are options. Simply increment the 'n' variable each time.

@CorrectAnswer

The number of the correct answer.

@Quiz

It will identify if the question is a quiz or not. Its values are: True for Quiz and False for a General Question.

2.3.7 Information

@MoreAudio

These audio files will play at the various trigger points on the screen. That is as the various sections of the screen are highlighted then the next audio will play. The items in the list appear without WAV extensions and are separated by semi colons.

@TriggerObjects

The variable contains the names of the highlight objects to be made visible at the time of the trigger. Each one of these will correspond to a WAV file in the @MoreAudio variable.

2.3.8 Menu

2.3.9 Match

Section 3

Screen Types

Note: When developing different screen types, it is important to use the screen type templates. These templates are example screens which have already been fully developed. Creating a new screen from a template will be changing graphic file names and rearranging objects. Text objects may require changes also.

3.1 Information

Generally, the information screen is used solely to convey information. This screen does not require any user input. All buttons are enabled. @Maskeys will be 1;1;1;1;1;1

Trigger point screens are a type of information screen. Specific text or graphic objects on the screen will be highlighted. While an object is highlighted (or triggered), an audio clip is run to narrate the object

3.2 Menu

This screen type covers two menu types: the main menu and the submenu. As user clicks a menu item, the object name property of the selected button will contain the SmartObject file name (without .smt) and page number of the first frame of the next sequence of screens.

Main Menu:

All buttons are disabled, except the Exit button.

@Maskeys will be 0;1;0;0;0;0;0

Submenu:

All buttons are enabled. The forward button does not access any of the menu items; it takes the user to the next step within lesson. On last frame of any submenu sequence, the forward button will take you back to the submenu. @Maskeys will be 1;1;1;1;1;1

3.3 Matching

This screen type requires the user to match information in one column with corresponding information in the adjacent column. The user can touch the buttons and/or the text fields to make a choice. The user must press enter only after all columns are matched and a value displayed in the answer column. All buttons are enabled except the forward button. After the user completes the matching sequence correctly or after the system displays the correct answers, the forward button is enabled. The system provides the user with two chances to enter correct answers, after which the system clears the incorrect responses and enters the correct values.

If this screen is a Quiz screen (@Quiz=True), all buttons except the Forward and Back will be enabled. @Maskeys will be 0;1;0;1;1;1. If this screen is a General Question screen (@Quiz=False), all buttons will be enabled. @Maskeys will be 1;1;1;1;1;1.

3.4 SeqCopy

This screen type allows the user to drag graphic objects into a certain order. There are two types of sequencing modes, Copy and Move:

Copy

These are icons which when selected remain at the top of the page. After the user moves the selected icons to an empty field, the graphic then appears inverse (see note below). A graphic in this mode may be used more than once.

3.4.2 Properties of Graphic Objects

Active Graphics (graphics to be dragged)

DragType=Place

Dragable=True

DragMode=Copy

FileName=the name of the graphics file (i.e. picture.bmp)

ObjectName=RightAnswer1, RightAnswer2, RightAnswer2

ObjectData=the extension of the graphic filename without the period (i.e. bmp, gif, rle)

FamilyName=SeqDelete (used to delete active icons when correction sequence is necessary)

NOTE: The object names of all active graphics need to be icon1, icon2, icon3, etc.

Place Graphics (drop locations for drag graphics)

DropPosition=Centered

DropType=Place

ObjectName=Place;# (# is order sequentially from 1 to n).

FamilyName=AutoDelete

FileNam

Only after the user fills all place positions with an icon will ENTER be valid. If the user makes an incorrect response upon the first try, he or she will have the ability to rearrange the icons by moving them out and back in as desired. The SmartObject page must have a transparent object on the bottom layer that covers the entire page. Its properties include:

Background Properties (Transparent Graphic)

DropPosition=None

DropType=Place

3.5 SeqMove

These icons are moved (not copied) from the top of the screen into empty fields on the bottom. A graphic in this mode may only be used once.

If this screen is a Quiz screen (@Quiz=True), all buttons except the Forward and Back will be enabled. @Maskeys will be 0;1;0;1;1;1;1.

If this screen is a General Question screen (@Quiz=False, all buttons will be enabled. @Maskeys will be 1;1;1;1;1;1;1.

3.5.2 Properties of Graphic Objects

Active Graphics (graphics to be dragged)

DragType=Place

Dragable=True

DragMode=Move

FileName=the name of the graphics file (i.e. picture.bmp)

ObjectName==RightAnswer1, RightAnswer2, RightAnswer2

ObjectData=the extension of the graphic filename without the period (i.e. bmp, gif, rle)

FamilyName=SeqDelete (used to delete active icons when correction sequence is necessary)

NOTE: The object names of all active graphics need to be icon1, icon2, icon3, etc.

Place Graphics (drop locations for drag graphics)

DropPosition=Centered

DropType=Place

ObjectName=Place;# (# is order sequentially from 1 to n).

FamilyName=AutoDelete

Only after the user fills all place positions with an icon will ENTER be valid. If the user makes an incorrect response upon the first try, he or she will have the ability to rearrange the icons by moving them out and back in as desired. The SmartObject page must have a transparent object on the bottom layer that covers a selected area of the page. Its properties include:

Background Properties (Transparent Graphic)

DropPosition=None

DropType=Place

3.6 Multiple Choice

This screen allows the user to choose an answer (button or text field) and press enter. The user gets two chances; after the first chance, the incorrect choice is made inactive; after the second incorrect choice is made, all incorrect choices are made inactive and the correct answer is highlighted in blue.

3.7 Select

This screen allows the user to choose at least one object from among a group of objects. When the user presses the ENTER button the system checks the selections. Selections are made by pressing a selection object. The object will change its appearance when selected. The selection items for this screen type must be picture push button

Selection Object Properties

ButtonState=UpDown

ObjectName=button1, button2, button3,....

Highlight Object Properties (correct selection indicators)

ObjectName=highlight1, highlight2,

Visible=False

Developers' Meeting Notes (2/15/96)

The following document includes all procedures that the developers need to follow to protect all information that is created; this includes naming conventions for audio, graphics, and pages. The overall menu structure of the application is also documented.

Procedures for backing up information was finally addressed at this meeting also. Up to that point, we had not backed up to a tape drive. If there would have been a fire in the department, all data up to that point would have been destroyed.

NOTES

Developers' Meeting: 2/15/96

Topics:

- Startup Sequence
- Main Menu
- Course Menus
- Master File Storage
- File Naming
 - Graphic Files*
 - SmartObject Files*

Startup Sequence

At the present time, when the BPO(Business Process Overview) application starts, the following sequence of screens will be presented:

1. **Welcome.** In the DABS application, an introduction animation welcomed the user to the training system. For now, we will instead use a text/graphics screen to welcome the user.
2. **Sign-on.** The user will be asked to sign-on to the system.
3. **Copyright.** Copyright information will be displayed.
4. **Main Menu.** The main menu will be displayed.

Main Menu

The main menu for the BPO application will have buttons for 10 courses, in the following order:

1. Purchasing
2. Inventory Management
3. Order Management
4. Production Planning
5. General Ledger
6. Quality Management
7. Controlling
8. Accounts Payable
9. Accounts Receivable
10. Plant Maintenance

For development purposes, all buttons will be enabled. For the initial delivery, buttons 1-4 will be enabled, while buttons 5-10 will be disabled, necessitating buttons to be built for the UpDownDisabled button style. In the full deliverable, all buttons will be enabled.

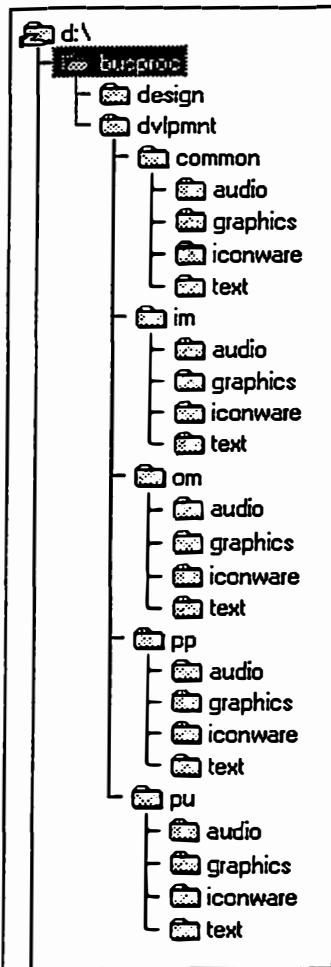
Course Menus

Each course will have a menu. All course menus will likely have identical functionality, with the following four menu items appearing in each course sub-menu:

1. **Introduction**
2. **System Tasks**
3. **Master Data**
4. **Course Test**

Master File Storage

For integrity and backup purposes, master copies of application files will be stored in a single directory, found on the network volume \\HAN SOLO\MAH DRIVE D in the directory structure shown below.



For example, development files for the purchasing course would be found in \\BUSPROC\\DVLPMNT\\PU\\ and sub-directories thereof. Materials common to multiple courses will be stored in the COMMON directory. Files for the introduction, sign-on screen, copyright screen, main menu, and immediate sub-menus will be found in the STARTUP directory (not shown in graphic.)

Backups will be performed daily on this directory structure.

File Naming

Graphics files

Graphic files will be named with names corresponding to the frame # in the script to which they are related. For example, graphics in the purchasing (course 1) introduction (section a) frame #15, would have filenames beginning with "1A15". For further clarification, see *FMC Multimedia Project Standards* document, section "Frame Names".

After the frame number, there will be an underscore("_") followed by a unique two-digit numeric identifier. So, graphic files on frame 1A15 may have file names like:

1A15_01.GIF
1A15_02.GIF
1A15_03.GIF
1A15_03A.GIF
1A15_03B.GIF

In the last three examples, we see graphic files which replace one another at run-time. So, 1A15_03A.GIF replaces 1A15_03.GIF at runtime, and is probably a modified version of the original.

SmartObject Files

SmartObject files will have names like:

PU1_01.SMT

PU1_02.SMT

PP2_01.SMT

The first two letters indicate the course. (See *Course Letter Table*, below.) The number before the underscore indicates the lesson. (See *Lesson Number Table*, below.) The two numbers after the underscore indicate the number of the smartobject file within the lesson. (A particular lesson may require several smartobject files.)

Within each SMT file, pages will be numbered sequentially, with a maximum of about ten frames per file.

Course Letter Table:

| | |
|----------------------|----|
| Purchasing | PU |
| Inventory Management | IM |
| Order Management | OM |
| Production Planning | PP |
| General Ledger | GL |
| Quality Management | QM |
| Controlling | CO |
| Accounts Payable | AP |
| Accounts Receivable | AR |
| Plant Maintenance | PM |

Lesson Number Table:

| | |
|--------------|---|
| Introduction | 1 |
| System Tasks | 2 |
| Master Data | 3 |
| Course Test | 4 |

FMC Multimedia Projects Standards Document

Although the following document was actually created for the designers, it contains examples of scripts for various screen types. These examples serve as guidelines for other designers to follow, which in turn leads to script consistency for various screen types. This consistency in turn helps the developers during page development.

FMC MULTIMEDIA PROJECTS
STANDARDS DOCUMENT

Documentation Associates
Mar. 1996

STANDARDS DOCUMENT

TABLE OF CONTENTS

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FMC MULTIMEDIA PROJECT

INTRODUCTION TO STANDARDS

DA is developing an interactive computer based program on the business processes included in SAP for the FMC Corporation.

The entire FMC multimedia program has been broken into lessons. Because a pool of writers has been identified to author these lessons, it is important to keep consistency throughout the program. Standards in design and terminology will be established with this document.

Design

- ⇒ There will be a short cue for the users immediately before a practice exercise. This may be audio or visual, music or narrative.
- ⇒ Photographs can be scanned into the program. These pictures should be "staged," and photographed by us. They will be scanned off site.
- ⇒ The course is made up of 3 lessons: Introduction, System Tasks and Master Data. Each lesson discusses the appropriate information for the identified course. Overview and conceptual information is presented, not detailed descriptions.
- ⇒ At the beginning of each lesson, insert:
"This lesson will take about ____ minutes to complete."
- ⇒ At the end of each lesson, insert:
"This is the end of the Introduction to _____; in it, you learned ...
(Review the objectives.)
- ⇒ There is no audio feedback used for the test questions. Text, ("correct" or "incorrect") will appear on screen. Include the word, Incorrect, on the visual side of the script for failure or an incorrect answer.
- ⇒ There should be about 3-4 questions from each lesson for the final test. The average test is made up of 12 questions.
- ⇒ For Binary questions to prevent misunderstanding, the feedback for failure should be: "Incorrect...." rather than "no"
- ⇒ For questions, always make the question stem a complete question; do not leave the stem open on the end. For example, *Which of the following is red? No. The one that is red is:*
- ⇒ In the visual section of the scripts, make sure that every question has a text prompt.

Design (cont'd)

⇒ The following standards apply for capitalization:

- capitalize all system tasks
- do not capitalize "master data" when it appears by itself
- capitalize the various kinds of master data; ex., Material Master Data, Vendor Master Data
- do not capitalize the business process; ex., purchasing, order management
- do not capitalize the stage name when it appears by itself
- choices for the practice and test questions start with a capital letter; for example,
 1. Apple
 2. Orange
 3. Pear

- ⇒ The length of the course should be 30 minutes; lessons should average 10 minutes. A clock showing time is displayed at the beginning of each lesson.
- ⇒ The closing statement in the audio is: "You may review this material at any time."
- ⇒ See the Appendices for the standard wording and feedback for questions.

Terminology

- ⇒ The individual parts of the program shall be called *Lessons*. For example, the Introduction is a lesson.
- ⇒ When referring to master data, use the word, *data*. When referring to an individual piece of data, use the term, *record*.
- ⇒ Sequential parts of the business process are called *stages*.
- ⇒ The entire instructional topic is called the *course*; for example, Purchasing and Production Planning are courses.
- ⇒ *Components* are the non-sequential parts of the business process.
- ⇒ The questions within a lesson are called *Practice*; the questions that are taken after the course make up the *Test*.
- ⇒ The general areas that make up the SAP system are *modules*. Example: Material Management (MM); Controlling (CO); Production Planning (PP)
- ⇒ Refer to the SAP system, not SAP R/3.
- ⇒ The section of a flow chart included in one frame is the *Frame Flow*.

Trigger Points

Trigger points allow progressive disclosure of information and visuals on the screen. To represent these in the script, follow these rules:

- When a trigger point occurs, create another scene in the frame.
- The audio clip number for the frame is appended with a letter for each scene. For example:

| | | |
|----|---|---|
| 10 | Flow Chart Start ↓ Is quote needed? Audio: PUR0003A | After the need for an item or service has been established, you need to answer the following question: Is there a need for a price quotation or "bid" from a vendor? Your answer usually depends upon company policy applying to the business component that the purchase is for. |
| 20 | Flow Chart Start ↓ Is quote needed? Yes → Create RFQ Audio: PUR0003B | If the answer is Yes, you must prepare an RFQ - or Request for Quotation - in the SAP system. SAP allows you to do this directly on the computer, or "on-line." Once prepared, the RFQ can be sent to the vendor or vendors by fax, mail or a direct on-line FAX. |

Adding a Frame

If a frame must be added after the script has been given to the developers, follow these procedures:

- Create a new page by inserting a section break after the preceding page.
- Ensure that the added page is not numbered by selecting "Insert" - "Page numbers ..." from the menu. Then, in the Page Numbers dialog box, de-select the check box that reads, "Show number on first page." Click OK.
- In the upper right hand corner of your page, type, in bold letters and in 14 point, "New Frame."
- Type or print the number of the new frame above the words, "New Frame." Use the number of the preceding frame and add the letter, "a" to the end. This shows where the frame appears sequentially in the script.
- The audio clip number used for the new frame follows the highest number used in the course. For example, the last frame in the last lesson is PUR0075. To add a new frame, start numbering with PUR0076.

Naming Conventions

File Names

- ⇒ The lesson file names will start with the first few letters of the business process, or with their initials.

| <u>Business Process Name</u> | <u>Letters</u> |
|------------------------------|----------------|
| Purchasing | PUR |
| Inventory management | IM |
| Order management | OM |
| Production Planning | PP |
| General Ledger | GL |

Following the letters, a number represents the specific lesson the file is for.

- ⇒ All introductions will be coded with the number 1
⇒ All System Tasks will be coded with the number 2
⇒ All Master Data will be coded with the number 3

Using this system, file Pur2 is Purchasing, System Task lesson.

Frame Names

In the upper right-hand corner of the script pages, a three character code appears. The first character represents the course. The courses are coded with numbers as follows.

| <u>Business Process</u> | <u>Number</u> |
|-------------------------|---------------|
| Purchasing | 1 |
| Inventory management | 2 |
| Order Management | 3 |
| Production Planning | 4 |
| General Ledger | 5 |

Lessons are coded with a letter.

| <u>Lesson name</u> | <u>Code</u> |
|--------------------|-------------|
| Introduction | A |
| System Tasks | B |
| Master Data | C |
| Final Test | D |

The third character is the frame number. It is added by the template, D.A. Scripting. A frame is a screen that appears in the lesson.

For example: 4 - A - 45 represents Production Planning Introduction, frame #45.

Test files

For the Test file name, use the letters above for the specific business process name, followed by TEST. For example, PURTEST is the Purchasing process test.

Audio Files

The audio files must be referenced in the script. When the script is final, add the proper code to each audio "piece," as a cue for the programmer. Use the course letters that were used for the file names with 4 digits. Number sequentially, according to the audio clip (scene). Every information frame has one .wav file. For an interaction frame, each start-stop feedback is one .wav file. The audio file will be entered in the Visuals column as:

Audio = PP0005

This represents the fifth audio clip in Production Planning.

Storage Locations

Files

All finished script files will be stored on Mark's computer.

Hard copy

All scripts and sketches for visuals will be put into a binder and given to Mary.

APPENDIX A Sequencing Question

VISUAL

10 Here are the stages of the purchasing process (customize per question). Put them in the correct order.

1. Invoice Receipt and Processing
2. Requisitioning
3. Creating the Purchase Order
4. Goods Receipt

Audio: PUR0028

CORRECT: 2, 3, 4, 1

20

FAILURE: < TRIES = 2>

30

Audio: PUR0029

UNGRADED: incomplete and select enter

40

Audio: PUR0030

AUDIO

Here are the stages of the purchasing process (customize per question). Put them in the correct order.

APPENDIX A (continued)

VISUAL

INCORRECT: any other order

50

Audio: PUR0031

AUDIO

**No. That's not the correct order.
Try again.**

Always remember to put in the audio file names in the Visual column.

The Sequencing items are in a click and drag format. Each item is placed in order on the right of the screen. The answers shown in the answer space reflect the item numbers in the proper order.

APPENDIX B Matching Question

VISUAL

10 Match each Production Planning function on the left with its description on the right.

- | | |
|---------------|----------------------------|
| 1. Sales | A. Overviews all levels |
| 2. Materials | B. Plans broad activities |
| 3. Production | C. Develops order proposal |
| 4. Capacity | D. Monitors production |

Audio: PP0017

AUDIO

Match each Production Planning function on the left with its description on the right. Choose a function by clicking on it; then, click on its description. After you match all functions, select Enter.

CORRECT: 1. B, 2. C, 3. D, 4. A

20

FAILURE: <TRIES = 2>

30

No. Here are the correct answers.

Audio: PP0018

APPENDIX B (continued)

VISUAL

AUDIO

UNGRADED: incomplete or selects enter before all are matched

40

Audio: PP0019

No. Don't select enter until you have matched each function with its description.

50

Audio: PP0020

No. At least one of your answers is incorrect. Try again.

APPENDIX C Single Answer Multiple Choice

VISUAL

AUDIO

- 10 The Material Master data identifies which of the following?
1. The vendor number
 2. The material being purchased
 3. Purchasing data for the vendor
 4. The cost of the material from the RFQ

Audio: PUR0064

CORRECT: 2

20

FAILURE: <<TRIES = 2 >>

30

Audio: PUR0065

INCORRECT: 1

40

Audio: PUR0066

The Material Master data identifies which of the following?

No. The correct answer is choice number 2. Material Master Data identifies the material being purchased.

No. The Material Master Data doesn't identify the vendor number. That information is supplied by another type of master data. Try again.

APPENDIX C Single Answer Multiple Choice (cont'd)

VISUAL

INCORRECT: 3

50

Audio: PUR0067

AUDIO

No. The Material Master Data doesn't identify the purchasing data for the vendor. That information is supplied by another type of master data. Try again.

INCORRECT: 4

60

Audio: PUR0068

No. The Material Master Data doesn't identify the cost of the material from the RFQ. That information is supplied by another type of master data. Try again.

APPENDIX D Multiple Answer Multiple Choice

VISUAL

AUDIO

10 Which of the following are correct answers? There may be more than one correct answer.

1. Sales
2. Materials
3. Production
4. Capacity

Audio: PP0017

Which of the following are correct answers? There may be more than one correct answer.

CORRECT: 1 and 3

20

FAILURE: <TRIES = 2>

30

Audio: PP0018

No. Here are the correct answers.

INCORRECT: anything else

40

Audio: PP0019

Incorrect. Try again.

APPENDIX E Multiple Answer Selection

VISUAL

AUDIO

10 Text: Which of the following are the three movement types for stock transactions?

Prompt: Select the three movement types for stock transactions by clicking on a choice on the left and dragging it to a box on the right.

Goods Inspected
Goods Issue
Goods Receipt
Goods Scrapped
Transfer Orders
Transfer Postings

Audio: IM0017

Which of the following are the three movement types for stock transactions?

Select the three movement types for stock transactions by clicking on a choice on the left and dragging it to a box on the right.

CORRECT: (in any order) Goods Issue, Goods Receipt, Transfer Postings

20

APPENDIX E (cont'd)

VISUAL

FAILURE: <TRIES = 2>

30 | Text: Correct Answers

Programming: Display Goods Issue,
Goods Receipt and Transfer Postings
in blue in boxes on the right.

Audio: IM0018

UNGRADED: incomplete; selects enter before filling in all boxes

40 |

Audio: IM0019

INCORRECT: two correct; one wrong

50 |

Audio: IM0020

INCORRECT: one correct; two wrong

60 |

Audio: IM0021

INCORRECT: none correct; three wrong

70 |

Audio: IM0022

AUDIO

No. Here are the correct
answers.

No. Don't select enter until you
have filled in all three boxes.

No. One choice is incorrect. Try
again.

No. Two choices are incorrect.
Try again.

No. Your choices are incorrect.
Try again.

Evaluation Sheets

The following sheets contain the evaluation that the head developer filled out. He said that I could improve in my programming skills; I agree. He did assure that I would only need to work in the field a little longer to learn how to program more efficiently. He also said that I needed to learn more about development life cycle. I only worked on a percentage of the project, so I missed out on many of the steps that are taken during development, such as needs analysis, user testing, and beta testing. An understanding of this cycle could also be obtained by working on a full project. Gibson had nothing but good things to say about Mercer's program.

MERCER

UNIVERSITY

SCHOOL OF ENGINEERING
Macon, GA

Employer's Evaluation of Co-op/Intern Student:

To the Employer/Supervisor:

Please complete an evaluation form for each student.
Feel free to make a copy for your files.

This form should be completed by the individual in the best position to evaluate the student's training, work, and attitude. Also, subsequent discussion between that person and the student to elaborate on the evaluation can be most beneficial to the student's personal and career development.

If it is not possible for you to discuss this evaluation with the student, we request that Mercer's Cooperative Education Coordinator be permitted to show the evaluation to the student.

The student is always interested in learning the supervisor's assessment of job performance and welcomes constructive criticism. Your observations will assist the student in future employment endeavors, as well as help us in fine-tuning our program.

You are encouraged, on the student's behalf, to complete and return this evaluation in a timely manner. Please realize that the student's grade is pending the University's receipt of a completed employer's evaluation.

Your assistance and support of Mercer's School of Engineering Cooperative Education and Internship Program is sincerely appreciated.

Please Return Completed Evaluation Form(s) By: _____

Return To:

Coordinator, Cooperative Education
Mercer University School of Engineering
1400 Coleman Avenue
Macon, Georgia 31207
(912) 752-2430 (phone)
(912) 752-2241 (fax)

Interest in Work

- High interest in job. Very enthusiastic.
 - More than average amount of interest and enthusiasm for job.
 - Satisfactory amount of interest and enthusiasm for job.
 - Interest spasmodic. Occasionally enthusiastic.
 - Little interest or enthusiasm for job.
-

Initiative

- Self-starter. Asks for new jobs. Looks for work to do.
 - Acts voluntarily in most matters.
 - Acts voluntarily in routine matters.
 - Relies on others. Must be told frequently what to do.
 - Usually waits to be told what to do next.
-

Organization and Planning

- Does an excellent job of planning and organizing work.
 - Usually organizes work well.
 - Does normal amount of planning and organizing.
 - More often than not fails to organize and plan work effectively.
 - Consistently fails to organize and plan work effectively.
-

Ability to Learn

- Exceptionally quick.
 - Quick to learn.
 - Average.
 - Slow to learn.
 - Very slow to learn.
-

Quality of Work

- Very thorough in performing work. Errors very few, if any.
 - Usually thorough. Good work. Few errors.
 - Work usually passes review. Has normal amount of errors.
 - More than average amount of errors for a trainee.
 - Work usually done in careless manner. Makes errors often.
-

Quantity of Work

- Highly productive in comparison to other students.
 - More than expected in comparison with other students.
 - Expected amount of productivity for students.
 - Less than expected in comparison with other students.
 - Very low in comparison with other students.
-

Judgement

- Exceptionally good. Decisions based on thorough analysis.
 - Uses good common sense. Usually makes good decisions.
 - Judgement usually good in routine situations.
 - Judgement often undependable.
 - Poor judgement. Jumps to conclusions.
-

Dependability

- Can always be depended upon in any situation.
 - Can usually be depended upon in most situations.
 - Can be depended upon in routine situations.
 - Somewhat unreliable, needs above average checking.
 - Unreliable.
-

Relations With Others

- Always works in harmony with others. A team player.
 - Congenial and helpful. Works well with associates.
 - Relations with others normally harmonious.
 - Difficult to work with at times. Sometimes antagonizes.
 - Frequently quarrelsome and causes friction.
-

Creativity

- Unusually innovative. Seeks new/better ways of doing things.
 - Frequently suggests new ideas; imaginative.
 - Average amount of imagination/new ideas.
 - Occasionally comes up with a new idea.
 - Rarely has a new idea; is not very imaginative.
-

Communication Skills/Written Expression

- Excellent
 - Very good
 - Average
 - Below Average
 - Poor
-

Communication Skills/Oral Expression

- Excellent
 - Very Good
 - Average
 - Below Average
 - Poor
-

Attendance

- Excellent
 - Very Good
 - Average
 - Below Average
 - Poor
-

Punctuality

- Excellent
 - Very Good
 - Average
 - Below Average
 - Poor
-

Acceptance of Criticism and Suggestions

- Appreciative or willing
- Resentful or reluctant

Learning Objectives

The student reviewed learning objectives for the current work term with you.

- Yes
- No

Major Strengths Are:

1. TEAM PLAYER
2. PC TECH. KNOWLEDGE
3. UNDERSTANDING OF MULTIMEDIA CONCEPTS / SOFTWARE / HARDWARE

Overall Performance

| | | | |
|----------------|--|----------------------------|-----------------------------|
| Outstanding | <input checked="" type="checkbox"/> A+ | <input type="checkbox"/> A | <input type="checkbox"/> A- |
| Very Good | <input type="checkbox"/> B+ | <input type="checkbox"/> B | <input type="checkbox"/> B- |
| Satisfactory | <input type="checkbox"/> C+ | <input type="checkbox"/> C | <input type="checkbox"/> C- |
| Marginal | <input type="checkbox"/> D+ | <input type="checkbox"/> D | <input type="checkbox"/> D- |
| Unsatisfactory | <input type="checkbox"/> | | |

Grooming

- Appropriate
- Inappropriate

Evaluation

This evaluation has been discussed with the student.

- Yes
- No

Areas For Improvement:

1. PROGRAMMING
2. SOFTWARE DEVELOPMENT LIFE-CYCLE
3. _____

Do you wish to have this student return next work term if employment is available?

- Yes
- No

Evaluator's Name

Title/Department

Date

Signature

Gibson West

Lead Developer / Multimedia

3/12/96

H. Don J. West

Company Co-op/Intern Coordinator

Title/Department

Date

Signature

Comments on Overall Performance (If more space is required, please use back page)

I have been very impressed with Rick's performance. He has become an asset to the team and will be greatly missed. The quality of his work was exceptional and unlike what I would expect from an intern. I enjoyed working with him and would like to have him return if the opportunity presents itself.

H. Don J. West

I sincerely echo Gibson's comments. Rick has proved to be an invaluable part of our multimedia effort.

Rick has proved to be an invaluable part of our multimedia effort. We look forward to him returning.

Jeff Morris (Manager of New Technologies)

If you wish to comment on Mercer's Co-op/Intern Program, or on the preparation of the student, please feel free to use the back page. Your observations are welcome.

Rick Tresco

Internship Journal:



DA Multimedia

Mercer University
Winter, 1996

Rick Tresco

Internship Journal:



DA Multimedia

**Mercer University
Winter, 1996**

Rick Tresco
Journal Entry #1
1/8/96

Today I began "new hire" training at Documentation Associates. Every new hire must attend this session because it provides the new hire with essential information about the company. This training session is scheduled to last 5 days. Our trainer, Amy Hopson, is very effective in keeping us awake during the training process by combining work with play. She provides various toys to ease the tension and stress (and boredom) of the "opening ceremonies".

DA is strictly a consulting firm that provides training and documentation to outside businesses such as Compaq and Shell. It has many divisions all over the world with both fixed and mobile divisions. DA is growing by leaps and bounds (#33 overall in the nation in growth).

I found the atmosphere at this company to be very laid back and relaxed, yet professional. The other new hires seem to be highly qualified, which makes me feel good about being hired as an intern. The multimedia division also seems to have many qualified team members...I believe that I have a great opportunity to learn here.

I think that I am beginning to get settled in here. Houston is a very big town--it makes Atlanta look like Fort Valley!!

Put a cover page
here sheet shows
some info about DA
you.

Rick Tresco
Journal Entry #2
1/9/96

Today I braved the traffic and drove myself to work. My God, this town is huge! Today was the second day of the new hire training. We went over several more aspects of the company, which consisted mainly of various types of paperwork.

Employees at DA must take the initiative to petition for promotion, they are also required to complete review forms on regular intervals. Not only is the management of DA interested in obtaining input from its employees, it is interested in using this input. Most other businesses that I have worked at have only pretended to care; this one seems more sincere.

We went over various job paths at DA that anyone may make. There is much room for advancement for anyone who joins the company. I personally am not very interested in the management positions, but I would love to become a technical specialist (if I were to stay with the company for permanent employment).

It is kind of hard for me to comprehend all of the project paperwork that must be maintained on the various consulting projects. Activity sheets are needed for personal records...easy, yet extremely tedious. Also, managers must create project charts to budget the time that the project is taking.

Finally, we went over the stages of the implementation of documentation and training. The stages for these two practices are very similar. The final stage is evaluation, which is currently not practiced because clients do not believe in paying for an "intangible" work practice. Amy stresses (and I agree) that the clients need to come to understand the need for good testing. The results would definitely be tangible.

Rick Tresco
Journal Entry #3
1/10/96

I have just found out that today is my last day of new hire training. Jeff has told me that I do not have to attend the project simulation sessions because I will serve on the multimedia team. Actually, I have to admit that the training was not very bad.

One task that we had to learn today was how to fill out time sheets. This is no easy task, especially for those at DA that bill out to various clients. We have to keep track of time of our operations on an activity sheet. From that activity sheet, we then determine which time is billed to each client (including DA). The time sheet is set up in Excel, where the designer has set up cells which calculate the hours for the employee.

Jeff Mavro (a.k.a., Mr. Tech Guru) explained some of the cutting edge technologies that he is currently researching, including document management systems. This is the first time that I have ever heard of this innovation, and it seems to have potential in this industry. I especially like the ability of clients to work at different locations on certain documents without the risk of writing over each other's progress.

Although I hate to do it, I have to admit that all the Instructions and Manuals class was worth the learning experience. God, I cannot believe I just wrote that!! We discussed how the client's products and/or practices are not static, meaning that changes often take place that are not made aware to members of DA...therefore, many headaches and rewrites occur. I remember not so long ago...

I can't believe how prepared I feel for this work environment. Most of the documentation issues that were brought out in the training class were already familiar to me. Many of the team members in training complained how they were lacking in tech writing skills. Also, much to my surprise, the senior technical writer has never heard of a style guide. Mercer does have a great program for this type of firm and currently I feel that I am way ahead of the curve ...

I am looking forward to finally getting my feet wet in the multimedia division.

Rick Tresco
Journal Entry #4
1/11/96

Today was my first day on the multimedia team. I mainly worked on the IconAuthor tutorial. This multimedia application and Toolbook are definitely different; but I am able to use my multimedia experience at Mercer to my advantage.

I "burned" my first CD today. I cannot get over the amount of resources that DA possesses...Jeff and Mark (my supervisor) are proficient at keeping the company in line with the latest technologies. I still have not dove into true project work... I am looking forward to the experience.

Rick Tresco
Journal Entry #5
1/12/96

The second day of my inclusion on the multimedia team proved to be relatively uneventful. I continued working on the IconAuthor tutorial. Around 1:00 I watched Mark (the head developer) and Gibson (a recently added developer) work on one of the modules. Mark also described how the team is trying to genericize the code so it will serve as an engine that can be applied for various clients. This will save development time and system resources, once the genericizing process is accomplished.

At this point, I feel that Mark is the only member that has an adequate understanding of how to use the program. If he were to leave the team, I feel that the multimedia division would be in serious trouble. Gibson is extremely talented in programming...he has ten years of experience in programming in various languages; but Mark has been involved in the multimedia division since its conception and understands how all the parts fit together.

Rick Tresco
Journal Entry #5
1/15/96

Nothing really eventful happened today. I do feel a little better than I did Friday about IconAuthor. I retraced my steps through the first part of the tutorial. I also took notes over every icon that was covered in the tutorial. Mark has been real cool about not rushing me into anything; I'll go out on a limb and say that he doesn't really have any concerns at all, since he is the only team member with a proficient grasp of the SAP project. I hope that this will soon change for Gibson and me.

I also finally met the head honchos... Cynthia and Allison, both Vice Presidents of the company. I did not get into any conversations with them, but they came across as being pretty laid back.

Rick Tresco
Journal Entry #6
1/16/96

I began the day by reviewing my IconAuthor notes. I also sat down with Gibson while he walked through some of the coding with me. I am beginning to see the picture now. I am still without my own workstation at my desk; but I do have access to a 90 MHZ pentium with a CD burner drive (I am not complaining). The modem does not work because Mark has also added an external hard disk drive. The computer is giving us COM port errors, so I have to check my CompuServe stuff on everyone else's computers. Mark has mentioned that they are planning to get some more computers in when the project really gets rolling.

I also worked on the SAP training v.2 disk. I could not help but notice for the need for more systems testing. I came to one part of the program where it would not let the user continue. This is from a disk that has already been distributed to the client weeks before. I am going to do much more testing while I am here.

Rick Tresco
Journal Entry #7
1/17/96

Today I actually felt that I contributed to the team. Gibson and I sat down today and worked together on the testing of the menu module. This module is the engine that powers the menu and submenu screens. The menu and submenu screens allow the user to access menu from the information screens, which have their own engine. The engines are being developed to help genericize the SAP training module, therefore saving development time among various DA clients. I am beginning to see the big picture, but I do admit that I have a long way to go.

Rick Tresco
Journal Entry #8
1/18/96

Today I continued working on the testing for the menu module. I am doing O.K., but I am struggling to retain the function of the code. Mark admits that it is often difficult for others to understand his logic, especially since it has taken him months to develop some of the procedures. I just get frustrated when I think I have something figured out, and the next day I cannot retrace my steps. Mark is going to be with us all day tomorrow, so he will be able to sit with us during the testing.

school usually structures learning
in manageable bite-sized pieces.
Work, or the other hand, usually
doesn't have some teacher to break
down, organize the learning tasks.

Rick Tresco
Journal Entry #9
1/19/96

Gibson and I still did more testing of the engine today. We combined parts of the SmartMaster screens that we had been working on to see if they would work...they did!! I still would be lost without the guidance of Mark and Gibson, but I do not believe that they mind very much. I do admit that I still get extremely frustrated whenever I cannot figure some of the coding out because I feel that they are paying way above what I am actually returning to the company. I guess that I need to give myself a chance to advance on the learning curve.

Today we began working on the algorithms for engine of the multiple choice screens. Gibson came up with some extremely confusing array...I believe that it could be handled in a much simpler manner. There is always Monday, so we will see what happens.

Rick Tresco
Journal Entry #10
1/22/96

It seems like I have repeated myself for the last couple of workdays. I let Gibson work on the multiple choice coding because it he admitted that the coding was confusing (remember, he has 10 years experience) and it would take him a while to get through it. I am the type of person who feels free to ask questions, and this is one quality of myself that I did not want to subject Gibson to. Basically, I just wanted him to get finished. One way that I did help him is by allowing him to bounce ideas off to me.

I would be really dangerous if I had more programming experience. I am pretty good at stepping in and pointing out the syntax errors, it is just the logic that drives me crazy.

The human resources manager ask me and Jeff to pick up the newest team member from the airport on Wednesday. He is from South Africa. I am looking forward to meeting him.

Rick Tresco
Journal Entry #11
1/23/96

This has got to be one of the worst days in debugging history!!! Gibson and I have spent all day spinning our gears trying to find a bug in the matching subapplication of the training engine. I was not much help because I have yet to understand fully Gibson's logic. I printed out the system flow and wrote the variables next the icons, but it is extremely difficult to follow. I apologized to Gibson for being so unhelpful; but he told me that it is going to take a while for me to catch on to the methods and that I am doing well. I am just impatient, I guess. I hope tomorrow is not as tedious as today.

Rick Tresco
Journal Entry #12
1/24/96

I began the day by trying to retrace Gibson's logic in the matching module. Gibson has the habit of coming up with the code on the fly; so he often has to cover previous steps with unnecessary variables. This morning I converted the flow into words and found that I could have done it in a more understandable manner; but it would have taken me (personally) much longer to come up with the logic. Gibson's most positive feature as a programmer is his speed at creating logic, even though his logic may be a little more simple.

Jeff and I have just returned from the Houston International Airport. We picked up a new team member for the multimedia team. His is from South Africa and seems really cool. I hope to learn a lot about the culture over there from him.

Rick Tresco
Journal Entry #13
1/25/96

Andre, the new member from South America, seems to have a respectable amount of knowledge about computers and multimedia. He and I sat with Gibson during the completion of the sequencing programming. We are planning to tackle the task of documenting the code that we have created up to date. This will help us remember how to use all of the variables that we have assigned in the SmartMaster pages. I can appreciate this because I have to strain to remember how all the code works in all of the modules.

Gibson also has comforted my weary self by explaining that we will (in the most part) be working with the SmartMaster pages. This is good because I will be able to apply my Toolbook skills in a more comfortable manner. We will only have to create text and graphic fields and name them accordingly. Most of the difficult work has been the engine work; and it is nearly completed. We may only have to make minor changes in the future.

Rick Tresco
Journal Entry #14
1/26/96

Gibson and I began documenting the code that we have been developing for the past two weeks. We hope to provide a quality reference source for both developers and designers. Gibson and Mark seemed very pleased at the professional appearance of the information. I feel pretty good because I did the layout for the reference sheets.

We are in the process of networking our computers. DA has made the decision to lease mine and Andre's computers; I have 32 megs of RAM and a 100 MHZ processor and a 20 inch monitor. DA is very good at providing quality resources for its workers. I am not complaining, but I still would like to have a modem to check my CompuServe and Office to create documents and graphics. I definitely am not going to ask for those items at this time. That would be like asking your parents why the car you received for your birthday does not have a CD player.



Rick Tresco
Journal Entry #15
1/29/96

You may have guessed that we did the same ole', same ole' today. Gibson and I worked with Mark on some more of the coding for the multiple choice development and testing. I feel like I did contribute to the progress of the team, although I still admit that my programming skills are lagging. I am currently relying on my problem solving abilities to supply ideas to various tasks. I depend on the other two members to generate the code.

I encountered my first experience of a computer virus in the working setting today. The disk that was supplied to me on the new hire training sequence had two separate viruses on it. This can be extremely dangerous in a setting that has networked file sharing. On the flip side of that point, the our networked office does not receive much outside disk traffic. We are taking measures to solve these problems, and I helped others in understand how viruses work and how to prevent them.

You're starting to see
how every team member brings to
something a little different
the project..

Rick Tresco
Journal Entry #16
1/30/96

We continued working on the sequence subapplication today. I am still trying to figure out how Gibson comes up with his logic, especially in how his arrays are obtaining values. The problem with IconAuthor's method of programming is that the programmer cannot easily follow a sequence of steps. Values are hidden behind icons. I would much rather follow the flow in a more text-driven language, such as C+ or Pascal. This object-oriented language is not all that it is cracked up to be!

We also continued the documentation of SmartObject pages. This documentation will allow future developers at DA to be way ahead of the curve. Documenting has also helped me remember the programming.

Rick Tresco
Journal Entry #17
1/31/96

I still have a headache as a result of today's activities. We started on the pop-up menu coding today, and many, many tedious steps had to be taken to make the code work correctly. I finally got into the driver's seat to do some of the coding. Basically, Mark told me what to do and I did it. I appreciated his genuine patience.

The designers are nearing the completion of their information gathering and sorting process. We will soon be designing screens for the real application. This (I think and hope) will be much easier (and fun) than the coding that we have worked with for the past three weeks. This is the part of multimedia that I believe I will enjoy. We have all the variables for the pages well documented, so the page design and creation process should flow much more easily.

Rick Tresco
Journal Entry #18
2/1/96

We finally started to produce real pages with actual scripts that were provided by the design team. The development team came up with a set of standards for SmartObject file naming and page ordering. One of the senior designers went over the flow for the module that we are working on. It consisted of simple information pages combined with sequencing and multiple choice pages.

Our team is currently suffering from a lack of graphic experience. Mark is good at some of the graphic tools, but he, like me, is not proficient at producing a high quality look. We are bringing a new member on the team on Monday. I heard that he is really good, so he will definitely benefit our team.

Rick Tresco
Journal Entry #19
2/2/96

We continued working on the SmartObject pages. I feel much more comfortable in this task because it does not involve much programming. It mostly involves creating text and graphic fields, kind of like Toolbook. We worked mainly on the sequencing page today. It involves the user having to pick a graphic or text on one side of the page and drag it on the other side in blank, numbered boxes. We performed usability testing on it ranging from Jeff to a HR worker with little computer experience. We needed to make changes that took us about three hours to reprogram. It finally began working right before we left for the day. Once we have perfected this sequencing page, it will be the standard for more to come.

Rick Tresco
Journal Entry #19
2/5/96

What can I say? Just the same old stuff went on today. We worked on debugging the sequencing page, again. We thought we had it fixed until I began playing with it. I somehow found a way to really screw it up. I have found that my real calling in life is to be an official "bug finder." If it has a bug, a million dollars says that I will find it. I left Gibson a note today after work so he could get started with the revisions.

Our new graphics team member started today...his name is Sam and he seems like a really nice guy. He has a degree in education with a specialty in computer-aided instruction (or something like that). We seem to be on schedule with the project guidelines.

Rick Tresco
Journal Entry #20
2/6/96

This day could have not gotten any worse. For one thing, our sequence module still produced many unexplainable bugs. When I thought that I was finally going home, Jeff asked me to help him set up a network. No big deal, huh? Wrong! Nothing went right in this task. The computers would not respond to each other. Windows 95 just would not cooperate.

I have now decided that I am going on a crusade to ridicule everyone who has Windows 95, at this time I really hate it. It tries too hard to mimic a Mac and makes commands that are easy in version 3.1 much more difficult. It is now nearly three o'clock in the morning (I am too anal to miss an entry), and I am ready to go to bed. This has been a very long day. I am going to enjoy dreaming of beating Bill Gates over the head with a single button, Mac mouse. Good night. :-)

You know, if
Apple had had a good
manager | system of management,
we could all be using Macs now
instead of PCs - another example
of how innovative production genius
doesn't necessarily suffice.

Rick Tresco
Journal Entry #21
2/7/96

I could not believe it ... Mark actually sat down today just to teach me about graphics. It is not that he ignores me, it is just that he usually helps me only when I ask for the help. It was his idea today, plus he had some time to kill. I actually am beginning to understand how graphics work on the screen. It is more than just the displaying of a picture. This picture carries a palate with it. We are using different machines with different types of graphics capabilities. One computer may reference a different type of color palate than another, so if a graphic that is created on one computer is used on another computer with an extremely different default palate, all heck can break loose.

This reflects back to the issue of compatibility. We would love to create this program using 24 bit graphics, but the machines in the client's office might not like them. We want to be neat and attractive, but we must keep them simple enough to work across different setups.

Rick Tresco
Journal Entry #22
2/8/96

This is the first day that I actually saw meaningful action among all members of the team. Our group now trying to design the final appearance of the SmartObject screen that represents the sequence mode. We even got input from members of the design team. We need a metaphor to represent a series of steps. We (obviously) chose stairs where the user would place text objects on the bottom and work up the stairs. The only problem with this is the difficulty of slanting text (we are representing 3 dimensions) and incorporating it into the engine. We may have to switch back to two dimensions.

It is sad, but I admit that I still cannot tell you who our client is. I only know that we are developing a tutorial that covers business practices and how they are administered through the SAP application. I also found out that the members of the design team have yet to receive a working copy of SAP, so they have solely worked on the business practices for the past three weeks. We are going to have a meeting with the project manager tomorrow. I plan to learn a lot.

This is the first day, since I arrived, that I feel geared to work on the project. The past few weeks of "warm-up" are finally over.

Rick Tresco
Journal Entry #23
2/9/96

The multimedia meeting went really well today. The designers were impressed with how we set up the quiz screens. We now are waiting for the project leader to return scripts so we can begin building SmartObject pages for them. We are still trying to develop conventions for both information pages and filenames. The amount of files that we are borrowing from the previous SAP tutorial release is huge...we often get lost trying to find old files. On Monday, we are going to delete unneeded files and create some sort of badly needed system (method) of handling all of this new information.

Like I said before, we are obtaining a large amount of information from the teams previous project. Mark has stated before that we need to stick to the "style" of the last project because we want to keep a consistent look among DA's products. My only argument with this is in a instance where the "look" does not actually work and improvements can (and need) to be made. To make this situation even worse, we do not have any information that has evaluated DA's last project. Jeff has agreed that we do need some sort of evaluation from our users.

Rick Tresco
Journal Entry #24
2/12/96

After talking to Jeff, I finally realized what the multimedia division at DA is truly missing...project leadership. Dean, our project leader whom I have seen twice, does not keep in touch with our team. I am not trying to bash him because he has many more duties on site at FMC. We mainly need someone who can coordinate the tasks and duties of every team member. I have yet to see a time line, and as a developer I feel like I am not up properly informed of future team needs. This apathy has seemed to be carried over in the corporate office. Upper management at DA (as I have heard) often joke of the lack of efficiency of the department. We are productive in that we complete tasks that are given to us; but we are inefficient because we have no project management.

An excellent observation
It's always the "worker bees" who see
this first, + the manager (whose
responsibility it is) is usually the last.

Rick Tresco
Journal Entry #25
2/13/96

Today, I must say, was the most unproductive workday to date. We are still waiting for the scripts to be turned in so we can begin to code them. I found out today that these scripts were supposed to be handed in last week. Again, as I stated yesterday, no one is accountable for staying on schedule. Heck, a schedule has yet to be posted. All I know is that we are going to receive these scripts as soon as possible.

Sam, our new graphics designer, and I worked on some graphics for a new screen today. We are learning a great deal from each other. He is artistic (great in conceptualizing), and I think am a great help in the rendering.

Rick Tresco
Journal Entry #26
2/14/96

Sam and I were not very busy today. We had to design some graphics, and I had to do some file managing. We finally set a standard (agreed by all) for the graphic file names and the SmartObject page file names. This meant that I had to go back and rename them, update the backup directories, and change some of the graphics coding in the SmartObject pages. I hope that this is the last time that we have to do this.

Mark actually worked beside us today on some of the coding. He is really good, but he has so many other duties that he seldom gets to help us. I don't want to brag about him too much, but he knows more about computers than just about anybody else that I have met. He has a broad range of expertise and will help just about anyone that needs it. He also is quick and sure handed at solving tasks. My only gripe about him is his management downfalls. He definitely should not be head of the department...he would be a much larger asset to the company as a programmer.

Isn't it interesting that
the very skills that get us
promoted (doing things) are not
the ones we need as managers?

Rick Tresco
Journal Entry #27
2/15/96

Good! Why'd
be wait so long?
do you
think?

Members of the development team sat down today and actually came up with a game plan. It is a miracle... Mark took the initiative to give us orders. We are now in the process of designing our entry screens and the primary menu screen. We are basing the design on the design of the last product. This speeds up our development time, but we are losing the opportunity to improve in many areas. At least we are being pointed into a general direction; we have not felt a sense of direction in a very long time.

I actually played the main role today in the development sequence. I set up the menus to see if they would actually work. We don't have the information needed to create the screens, but the menu function does now work. We now need to wait for more information so we can begin pouring it into our "skeleton".

* How'd you like
that role?

Rick Tresco
Journal Entry #28
2/19/96

I still worked on the "skeleton" today. Two of the designers have finished writing their scripts for two of the training modules. They sat with me today for a long time to see exactly what we are doing. They followed along really well. Both of them have degrees in instructional design from somewhere here in Texas. Sam, who is our graphics designer, also went to school with them.

It feels good to know that I know enough about what we are doing to describe it to other members of the team. I actually believe that I did not lose them in the process of describing how many of the components of the engine work. They offered help and suggestions on how the information should appear on the screen (once the scripts finally return from being reviewed.)

Andre, another team member from South Africa, has spent the last few days setting up the SAP program from our office. We have to dial into Philadelphia to use it. With this system now set up, we are able to take screen shots and begin documenting system tasks.

On Friday, the team is going to meet with the Vice President and our project manager for lunch. The multimedia division is often joked upon for being "unexciting". I believe this notion stems from the tension between the heads of the multimedia department and other new members in the corporate office. The company has recently reorganized its structure, and many toes had to be stepped on. Maybe this lunch will help heal some wounds.

Rick Tresco
Journal Entry #29
2/20/96

The developers are still waiting for approved scripts, so I sat down with one of the designers while she ran through the SAP program. We are connected via modem to FMC's system in Philadelphia, PA. The front end is stored on our computer, but the information is obtain over the phone lines. The program works much faster in this manner.

This system that we are using is still only beta and is not scheduled to be fully employed until August. We need to access information to provide examples in our documentation; this is difficult because only a small amount of information is available at this time (none is actually using it). The program is a bear...to say the least. It is not intuitive at all. All I have gathered today from my observation is that it can hold a ton of information and organize it between many of FMC's plant sites around the nation. This I can respect. What I cannot respect is the complexity of how it is handled. I admit that I personally could not begin to understand how to lay out the processes in a more understandable manner; but the developers of this program should have taken the time to.

I keep thinking about our crash course of Freelance Graphics. We had all the documentation to reference if we needed it. Here, this program is 100 times more difficult, and no written documentation is available. The online documentation is nonexistent. The only way the designers can get more information is from outside experts who often are unaccessible and/or undependable. I really do feel sorry for these designers. I definitely could not handle this pressure.

Rick Tresco
Journal #30
2/21/96

For the past couple of days, Sam and I have been working on the buttons for the main menu. Every time that we think we have them designed just the way we want them, one of us will come up with an idea that sets us back a few hours. Don't get me wrong, we do try to plan out what we want as a result, but this process does not work all of the time...this case in point.

I admit that I am anal. I know that this characteristic of myself often tries Sam's patience. He really is a good sport though. As of late, our design of the main menu page seems to be ready. We have gotten approval from both designers and developers. Next we will begin adding title text and other descriptive text objects.

Last night, I began playing with the HTML editor on my computer. I am going to obtain a newer version from the internet really soon. I think that I will play with designing web pages to bring myself up to speed on the latest capabilities of HTML. I also would like to learn more about JAVA, which I know little about. I have talked to a friend about the subject, but I often get lost in the technical aspects. I guess that I should go and buy a book.

The design process in
the real world really is
iterative, isn't it?

Rick Tresco
Journal Entry #31
2/22/96

Mark and I sat down and discussed the copyright laws and how they pertain to clipart. In our previous release, we used clipart in some of the screens. We contacted Corel and asked them if we could use some of the graphics in our multimedia presentations. They said that we can use the graphics only if they are embedded within the application. If they are embedded, then they are not easily obtained by a possible "clipart pirate."

Mark showed me how easily it is grab clipart (when you have the right tools). He took a screen shot and imported it into PhotoShop. In a matter of a few minutes, he had wiped out the background and had a picture ready to crop. Don't get me wrong, Mark is one of the most ethical people I have ever known. He jumps through hoops to make sure that all programs are properly registered. I really respect Mark for this.

Good —
Ethics always means
its head

Rick Tresco
Journal Entry #32
2/23/96

We met our new project manager for the multimedia division. He has no previous experience with multimedia, but I heard that he does have a great deal of experience in project management. His name is John Alan, and he is going to take Dean's place. Unlike Dean, John is going to work along side with us. He will not have to work on any of the job sites outside of our office.

He is going through the process of interviewing us. I realize that he is only trying to discover our qualifications and understand our duties; but it feels strange to be interviewing for a job that we already have. The team has mixed feelings...we know that this move is for the good of the team, but the change is sudden and could have been handled in a more tranquil manner.

I do have to admit that the company really tries to keep workers pacified during uncomfortable times like these. The company has provided the team with tickets to see the Houston Aeros play the Milwaukee Admirals. I think this is way cool of Cynthia and Allison to do this for the team. They also took the team out for lunch today.

Rick Tresco
Journal Entry #33
2/26/96

During a meeting among the developers, Gibson asked me when I was going to return to Georgia. They were really surprised when I told them that I would be leaving around the middle of next month. Many of them stated how they were going to miss me on the team. Gibson even referred to me as a valuable resource. It feels good to be noticed in a real life, highly challenging (and profitable) workplace. I would really love to see this project to its end, but I want to finish my last quarter.

John Alan sat down and talked with me about the progress of the team. He seems to have his act together. He even asked if there were any problem areas that I found in the working environment. I showed him how the engine worked and how we place the information into the SmartObject pages. He seemed to follow pretty well.

We are still trying to find SME's for the designers. This is the biggest project bottleneck to date. I overheard John on the phone trying to get some of these individuals to call us back. At this point, I really wish that John had come onto this project much earlier.

Rick Tresco
2/27/96
Journal Entry #34

I continued entering scripts into SmartObject pages today. The module that I am working on is for Purchasing. The Purchasing module (like the other modules in this application) is split up into four parts: Introduction, System Tasks, Master Data, and Course test. The designers have spent the past few months gathering information for this module. Since Linda has completed a large percentage of this module and we developers have no more work on the engine to perform, we are placing the information into the pages.

This process may be counterproductive because we have not received final approval from reviewers pertaining to the accuracy and effectiveness of the scripts. Later on in this process, we may be forced to delete pages that were deemed inappropriate by script reviewers. One benefit from jumping into this task is that we are able to create template pages for common screen types. This template allows the developer to keep a consistent look and also save time in development.

Rick Tresco
2/28/96
Journal Entry #35

Up to this point, our network has been open for all to see. I could look at the data stored on any of my coworkers' drives. Until now, Mark has felt that we were a team of peers...everyone was on the same level. Now we have a project manager in the office, so ~~he~~ feels that some privacy matters should be addressed. He is going to create boot level and network level passwords for everyone's machine. We will have two public drives to share information. I can see Mark's concern about privacy, but I am use to copying all of my updated work to Gibson's holding directory. From that directory, Gibson could see what I had created and make sure it would work with the current engine. I will miss this direct access to Gibson's machine.

Another issue that arises from a totally open network is the issue of copyright violation. Many programs that are stored on other machines can be accessed and used by my machine. This is a definite violation of some software agreements. Mark feels that it his ethical duty to prevent violations from possibly occurring.

Rick Tresco
Journal Entry #36
2/29/96

I sat down with Sam to try to teach him how to create pages in the SmartObject editor. The team may need him to be up to speed when the designers begin pouring in all of their scripts. I personally feel that Sam is going to have his hands full creating and altering graphics. He is the only true graphic designer on the team, and we are going to need a lot of graphics.

I saw the first time line for the project today. I am disappointed that the project is really going to pick up after I leave Houston. The work experience is so good (and the money too) that I am tempted to stay out here for a little while longer.

Rick Tresco
Journal Entry #37
3/1/96

Linda (one of the designers) is making revisions to her script, which deals with the purchasing process at FMC. We have placed her draft information into the engine; but she has met with an SME and is making revisions. Hopefully, she will have her final version reviewed, re-revised, and approved by sometime next week. She has given Sam sketches of the revised graphics, but they have not been finally approved. Hopefully these graphics will be used in the final version; if not, Sam can always be comforted that he is continuously getting practice in PhotoShop and FreeHand.

Sam seems to understand how the SmartObject editor works. When I leave, I feel the team will function fine after both he and Andre get rolling with these pages. Andre has added a lot of information to the developer's documentation that Gibson and I started months ago. He has made many changes to it...some of them I personally do not agree with (e.g. fonts, and order). On the other hand, the document does work, so I am not going to complain about it.

Rick Tresco
Journal Entry #38
3/4/96

All members of the multimedia team met today with John to discuss various issues. He first handed out our projected time line, which of course the team needed much earlier in the project. John also asked members of the team to offer any suggestions on future projects for our team or the rest of DA in general. One member of the team came up with the idea of marketing a multimedia product to discuss and explain various safety procedures and guidelines. Many industries, especially in manufacturing, have strict policies to follow. I believe that this product would sell if it were offered openly on the market.

I feel that employees at DA have a hand in a large percentage of the decision making that occurs. Not many companies take the time to listen to the suggestions of their workers, especially on the clock. I do like this characteristic of DA.

Good. You've mentioned
this openness to feedback
several times. Can you
suggest reasons why DA works well
like this?

Rick Tresco
Journal Entry #39
3/5/96

Many more of the designers scripts are beginning to pour into the developers. Although the designers have not received final approval from the SME's, we will take our chances and make changes when needed.

I sat down with two of the designers to discuss procedures in one of our screen functions. We had to create a standard way of highlighting different parts of a process and/or different areas on a screen. After much (I mean a lot!) of discussion and explanation, I have finally conveyed to the designers this process. The designers will now edit their scripts to work according to this method. I then explained this method to the rest of the developers. Hopefully, when they take a look at the designer's scripts, there will not be as much confusion.

Rick Tresco
Journal Entry #40
3/6/96

Andre and I continued working on the scripts today. Our current bottleneck is the creation of the graphics. Sam is good at rendering, but creating these graphics takes some time. Also, the designers often come up with different ideas once the information is on the screen. This causes Sam to have to create, once again, more graphics for the same frame. I personally would have gone crazy by now.

Mark came up to me today and said that the designers have really appreciated my contribution to the team. I really think we have a great and wide variety of talent on both sides. Sam and I are good with helping the designers with some of the design work as they begin to give us fresh scripts. The designers are very open and appreciative to suggestions. Any problems that the developers have with a script, the designers are eager to explain and/or make changes when necessary. This pertains to all members of the design team with no exceptions. This is a really good team, professional and hard working.

Rick Tresco
Journal Entry #41
3/7/96

The designers are looking forward to handing the developers the scripts very soon. The SME's are making their final revisions. After these are turned in, the designers are going to revise their scripts and allow us to work on them. The developers are trying to create standards for colors; this process is not easy because Sam and I have taken so much time to revise graphics that are continuously being altered. Sam and I have come to the conclusion of leaving the flowchart graphics alone until the final scripts are turned in. We feel like we are shooting ourselves in the foot by always changing the graphics.

Rick Tresco
Journal Entry #42
3/8/96

We received more scripts from Brenda today. She feels that only minor changes may need to be made to her scripts. I began placing the information into the template pages. The page creation is really not taking long at all. Our only bottleneck is still the graphics; I have heard that Gibson is going to ask Mark to help in some of the more simple graphics. Sam has done a good job in some of the more creative graphics.

I came up with the design for the start screen for the practice tests. I played with the code for one of our screen types so that it would float question marks on the screen. The designers really liked it, so we placed it into our template for the rest of the pages in the application.

Rick Tresco
Journal Entry #43
3/9/96

After a staff meeting today with all designers, developers, and the project manager, I found out that my assigned course to work on is the inventory management module. This is sort of ludicrous because I have been working on all modules up to this point. It is sort of funny because Gibson totally agrees that no one developer should be tied to one module. We have yet to receive enough scripts to divide the duties. The ultimate problem with this situation is that our project manager has yet to understand the problem that the designers have ran into with obtaining clearance with their scripts. They have initial scripts that are being totally ripped apart by the reviewers. The problem with the designers is that they have not received the support that they have needed up to this point. Much friction is being felt by the reviewers, the designers, and the project manager. The developers are doing the best with what we have at this point.

Could you see
any way to improve
this process?

Rick Tresco
Journal Entry #44
3/10/96

Well, I guess this will be my last entry into my journal report. I expected to do a few more entries, but I am going to pack up my computer for the way home. I would like to take some time address my learning objectives; I will try to remember them because I cannot find the official sheet.

I remember that one of my objectives was to become adapted to a new environment; I feel that I have accomplished this objective because I really love the area and look forward to (possibly) coming back. I admit that I was very reluctant coming to a big city, but I soon became more comfortable with this environment.

Another objective was for me to begin to apply my T.C.O. skills to a real working environment. After my evaluation with Gibson today, he feels that my skills are totally compatible with the multimedia environment. The T.C.O. program's emphasis on various applications has helped me cross over to countless other applications that I had never worked with before.

I also remember wanting to learn how a multimedia division works. I must admit that the experience that I gained here is invaluable. I learned all aspects of the multimedia team architecture, from design to development. We have a closely knit team here in Houston, so all team members could learn openly from each other.

The final objective that I remember is my desire to learn how a consulting firm operates. Although the multimedia division often seems separated from the rest of the departments, I got to see first hand how all parts operate to obtain the bottom line. This company is more open than I had ever imagined...the emphasis on employee suggestion is extremely remarkable. I will definitely come back if a reasonable offer is provided and I am allowed to stay in the multimedia division.

Rick, this journal
is a good record of your
day to day learning over the
last few months
if you will begin to see just how
much you are learning about so many
different aspects of kick com work.
Good job!
MJD