

***FLEX*TRAINING**  
***Student Guide***

**Automation College**

**C51260**

**INTRO**

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# Automation College **FLEXTRAINING**

## **FLEXTRAINING Overview**

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### **FLEXTRAINING design**

The **FLEXTRAINING** process is designed to be

- student-paced and
- subject-matter-relevant.

The student

- is always under the guidance of at least one course manager;
- studies selected course modules that are relevant to the student's specific equipment and job responsibilities; and
- learns and progresses at a rate that is optimum for the student.

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### **FLEXTRAINING content**

**FLEXTRAINING** courses are composed of course materials, breakout sessions, and structured lab exercises.

- *Course materials* consist of student workbooks, standard technical manuals, and, for some courses, video tapes and/or audio tapes. The primary source of instruction for each course is the student workbook. The student workbook is divided into modules or units. Each module covers one or more of the skills needed to master the course objectives.
- *Breakout sessions* take place periodically. They are used for orientation, to provide the "big picture," to tie things together, and to clarify issues or concepts that may be difficult to understand. In addition, they provide an opportunity for students to interact with each other. As you might expect in a self-paced environment, attendance at breakout sessions, while recommended, is optional.
- *Lab exercises* consist of directed hands-on practice in performing course objective-oriented operations at an operator/universal station, terminal, or other associated hardware.

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## **FLEXTRAINING Overview,** Continued

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### **FLEXTRAINING benefits**

**FLEXTRAINING** is of particular benefit to the self-motivated professional:

- Its self-paced structure enables the student to achieve a significant economy of time versus results.
- It affords the student a great deal of flexibility in scheduling his or her training.

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### **The course manager**

A course manager (in place of a teacher/lecturer) serves as both course administrator and subject-matter expert.

The course manager, much like a tutor,

- makes sure that the student is progressing satisfactorily,
- demonstrates system operation and features,
- helps the student with technical questions, and
- as each course study module is finished, verifies that the student has achieved the module objectives and records the student's progress.

A course manager is available in the **FLEXTRAINING** lab at all times.

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### **Scheduling your training**

The **FLEXTRAINING** format allows a student to begin a class on just about any Monday of the year, depending only on availability of physical resources at the training center. This is not so with typical lecture/study formats.

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# How to Study a *FLEXTRAINING* Course

## The basic process

The basic *FLEXTRAINING* study process is as follows:

- Use your course manager; discuss your training goals and objectives.
- Select the course module to study according to your course listing.
- Proceed at your own rate.
- Use as many or as few resources as you need.
- Talk with others, see how they are applying the skills to their process needs. Use the opportunity to sharpen your skills.

## How to begin your course

The following steps should help you begin your course of study.

Step	Action
1	Read this student guide.
2	Discuss your course module listing with your course manager.
3	Ask any questions you have about course organization, location of facilities, and so forth.
4	When you feel that you have a good understanding of the training procedures, start with your first study module.
5	Begin each new study module by reading its introduction, objectives, and sample test items. If you feel that you already know the material in that module, take the criterion test without further study.  Recommendation: it's a good idea to at least read or review the module, you might pick up something useful you didn't expect to find.
6	Work through the module at your own pace, completing readings, exercises, and activities in the recommended order.  Don't spend too long with a problem before asking for assistance. Take breaks when you feel like doing so.
7	When you feel that you have achieved the module's objectives, complete the criterion test (the skill check) for the module. Follow the instructions therein.
8	When you have completed the criterion test, check your work with the self-evaluation section of the module.  Keep in mind that the self-evaluation section should be reviewed <i>after</i> you have completed the criterion test.
9	When you are ready or so instructed by the module, ask your course manager to witness the performance of the module's criterion test.  If you satisfactorily demonstrate mastery of the skills defined in the module objectives, you and your course manager will sign off the module on your course listing.
10	Proceed to another module on your course listing.

# **FLEXTRAINING Course Resources**

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## **Course resources**

**FLEXTRAINING** course resources include:

- the course study modules (the student workbook, that is, this binder)
- your course manager
- lab equipment
- technical manuals (reading references)
- video tapes (for some course modules)
- audio cassettes (for some course modules)
- other course participants
- breakout discussion sessions or “mini” lectures

Use only those resources for each course module that you feel will help you develop the skills outlined in the module objectives.

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## **Using the workbook**

If you develop the habit of being thorough (writing complete sentences, for example) on the exercises and the criterion test, it will help you develop a useful set of notes and will keep you from having to go back to do it over.

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## **Technical manuals**

In each suggested reading reference, we usually have recommended which pages to read or review. Feel free to read more widely if you wish, but keep the objective in mind as you read.

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## **Too much reading?**

If you feel during the course that there is “too much reading” it might be because you are doing one or more of the following:

- working alone too much of the time;
  - working through a resource you consider inappropriate for you;
  - working through *every* resource even though you have learned the material.
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# Using the Lab Equipment and Database Partitions

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## Lab equipment

The lab exercises in the course modules require that you use the lab networks and network nodes and/or the lab hiways and hiway boxes to perform your lab activities.

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## Special-use lab network

In addition to a general-use lab network, a special-use lab network is used for hardware identifications, network configurations, and hardware test modules. If the lab specifies course-manager-approved lab equipment, be sure to reserve and use this equipment.

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## Database partitions

The lab network is divided into multiple database partitions. The partitions are reserved areas where you can do database-related activities (such as build new points or operate and manipulate prebuilt points) without being disturbed by other students.

You will be assigned a database partition by your course manager during orientation and given a database partition sheet of pertinent information.

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## Lab hours

Lab hours vary from facility to facility. A schedule for lab use is given to you at orientation.

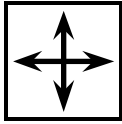
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## Basic rules of cooperative use

In order to accommodate many students using the lab equipment at the same time, there are basic rules of cooperative use:

- Use your assigned Universal Station.
  - Use your assigned database partition.
  - Use the lab only during authorized, course-manager-staffed hours.
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## Directions



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DIRECTIONS—This is the end of this module.

Use your course listing to choose your next eligible module.

If you have a question

- Ask your course manager.
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