

### 3.1 Performance Objectives and Assessment Instruments

Instructional Goal	Instructional Goal with Performance Objective Added
<p>GKLS authors, who are required to convert legacy FrameMaker documentation to the new Xerox branding, will use Paragraph Tools and FrameMaker to independently create officially branded documentation from legacy documentation that will pass Xerox branding requirements.</p>	<p>When working on a project requiring the conversion of legacy content to the new Xerox branding (CN), GKLS authors will successfully demonstrate the skills required to independently and successfully create officially branded documentation (B) that will pass Xerox branding requirements (CR).</p>
	<p style="text-align: center;"><b>Terminal Objective with Learning Context Added</b></p> <p>During the training, GKLS authors, who are required to convert legacy FrameMaker documentation to the new Xerox branding (CN), will successfully demonstrate the use of Paragraph Tools and FrameMaker to independently create officially branded documentation from legacy documentation (B) that will pass Xerox branding requirements (CR).</p>

Main Step in Instructional Goal	Performance Objective for Main Step	
<p>1.0 Set up for conversion: Ensure all needed files, software, and the Xerox branding policy are ready.</p>	<p>Given the supplied <b>Getting Started</b> checklist, participants indicate that they have all the items required to begin the conversion process.</p>	<p>Participants check items on the Getting Started checklist that are present or complete. All items must be checked to proceed. Items not checked must be resolved before proceeding.</p>

Subordinate skills	Performance objectives for Subordinate skills	Parallel Test Items	Directions
1.1 Get latest branded template and Branding policy	Given the Xerox website address, download the latest version of the Xerox Global FrameMaker template and Xerox Branding policy.	Why is it important to use the latest Xerox Global template and Xerox Branding policy when rebranding documents?	See 1.1.1, 1.1.2, and 1.1.3 below.
1.1.1 Go to Brand.com	Given the website address, open the Brand.com website.	Why does the Brand.com website exist? What is its purpose?	a. Open a web browser. b. Go to <a href="http://www.brandcom.world.xerox.com/">http://www.brandcom.world.xerox.com/</a>
1.1.2 Download latest version of Xerox Branding policy	Locate and download the Brand Identity System document from the Brand.com website.	For rebranding purposes, why is it important to be familiar with the Brand Identity System?	a. Locate and download the latest version of the Brand Identity System from the Specification Manuals section of the Brand.com website. b. If you have an existing version, check the version number on the top left corner of the template. Use the template that is newer.
1.1.3 Download latest version of Xerox Global Template	Given the website address, go to the DocuShare site where the latest version of the Xerox Global FrameMaker template	Explain why is it important to have the latest version of the Xerox Global template?	a. Open a web browser. b. Go to <a href="http://xwww.docushare.world.xerox.com/dsweb/View/Collection-747538">http://xwww.docushare.world.xerox.com/dsweb/View/Collection-747538</a> and locate, download, and unzip the latest version of the Xerox Global FrameMaker Template

Subordinate skills	Performance objectives for Subordinate skills	Parallel Test Items	Directions
1.2 Examine Branding policy for updates	Given the latest Xerox Branding policy, identify changes to the policy that might affect your conversion.	Suppose that you have already rebranded a document. Explain why would you bother to revisit the Branding policy?	a. Open the Brand Identity System document and note, in chapters 6 and 7, any updates. b. Go to the matching sections on the Brand.com website (Color Palette and Typography) for any "late breaking" changes.
1.3 Check FrameMaker	Identify the FrameMaker software version; identify the Xerox Sans font and Paragraph Tool add-ins as per item <b>1.3</b> in the Getting Started checklist.	Suppose that one of the items on the checklist were not checked. Give reasons why the rebranding process should not continue.	a. See 1.3.1, 1.3.2, and 1.1.3 below.
1.3.1 Open FrameMaker	Identify the installed version of FrameMaker.	Which version of FrameMaker is installed? Why is it important to know which version of FrameMaker you are using?	a. Open Framemaker and click <b>Help &gt; About FrameMaker</b> . b. Write the version number on the Getting Started checklist in 1.3.1.

Subordinate skills		Performance objectives for Subordinate skills	Parallel Test Items	Directions
1.3.2 Check for Xerox Sans font	Given the location of the Fonts item in the Windows Control Panel, identify that Xerox Sans font, which is required, is installed. If not installed, install the font.	If the Xerox Sans font is not listed, where can you get and how can you install the font? How many variations of the Xerox Sans font are listed? (12) Why are there these variations instead just a single font?	a. Examine the font list (found by opening the <b>Control Panel</b> and then the <b>Fonts</b> item)) for the presence of Xerox Sans. b. If Xerox Sans is not available, retrieve and install the font and restart the computer and then FrameMaker. Directions for where to get the files is printed on the Getting Started check list in 1.3.2.  (Each of the 12 font variations has a specific purpose. For example, when the font is over 16 points, Xerox Sans Light must be used which is one of the variations.)	
1.3.3 Ensure Paragraph Tools is installed	Given that FrameMaker is open, validate the installation and version of Paragraph Tools. if not installed, installed the add-in.	Why must Paragraph Tools be installed? Why is it important to know which version of Paragraph Tools you are using?	a. Use Step 1.3.3 in the Getting Started checklist for instructions on how validate the installation and version of Paragraph Tools.	
1.4 Open legacy source file and indentify if the file is in Structured or Unstructured FrameMaker and if sidehead icons are present.	Given a legacy source file, identify if the file was written using Structured or Unstructured FrameMaker and if it has sidehead icons.	Think about the Xerox Branding standards. Why must sidehead icons be removed before rebranding begins?	a. Set FrameMaker to Unstructured ( <b>File &gt; Preferences &gt; General &gt; Product Interface &gt; Unstructured</b> ). b. Open the legacy source file. c. If the <b>Structured Document</b> window appears: i. Set the FrameMaker to Structured ( <b>File &gt; Preferences &gt; General &gt; Product Interface &gt; Structured</b> ). ii. Open the legacy source file. iii. From the menu, click <b>XTools &gt; Remove Sidehead Icons</b>	

### 3.2 Instructional Strategies

Clusters	Instructional Goal Steps	Time required
1	<b>Goal Step 1:</b> Set up for conversion Objectives: 1 1.2 1.1 1.3 1.1.1 1.3.1 1.1.2 1.3.2 1.1.3 1.3.3 1.4	If all the <b>Getting Started Check List</b> requirements are met, as little as <b>10 minutes</b> is required. If requirements are not met, this objective can take up to <b>1 hour</b> to complete.
2 (Omitted for this assignment)	<b>Goal Steps 2.0 to 8:</b> Perform conversion Objectives: 2 3 4 5 6 6.9 6.17 7.1 8 2.1 3.1 4.1 5.1 6.1 6.9.1 6.18 7.1.1 8.1 2.2 3.2 4.1.1 5.1.1 6.2 6.9.2 6.18.1 7.1.2 8.1.1 2.2.2 3.3 4.1.2 5.1.2 6.2.1 6.10 6.18.2 7.1.3 8.1.2 2.2.2 3.4 4.1.3 5.1.3 6.2.2 6.11 6.18.3 7.1.4 8.1.3 2.2.3 3.5 4.1.4 5.1.3.1 6.2.3 6.11.1 6.18.4 7.2 8.1.4 3.6 5.1.3.2 6.3 6.11.2 6.19 7.2.1 8.2 5.1.3.3 6.3.1 6.11.3 6.19.1 7.2.2 8.2.1 5.1.3.4 6.3.2 6.11.4 6.19.2 7.2.2.1 8.2.2 5.2 6.4 6.11.5 6.20 8.2.3 5.2.1 6.4.1 6.12 8.2.4 5.2.2 6.4.2 6.12.1 8.2.5 5.2.2.1 6.5 6.12.2 5.2.2.2 6.6 6.13 5.2.3 6.7 6.14 5.2.3.1 6.7.1 6.14.1 5.2.3.2 6.7.2 6.14.2 5.2.4 6.7.3 6.14.3 5.2.4.1 6.8 6.14.4 5.2.4.2 6.8.1 6.15 6.8.2 6.15.1 6.16	1 hour

3	<p><b>Terminal objective:</b> During the training, GKLS authors will successfully demonstrate the use of Paragraph Tools and FrameMaker to independently create officially branded documentation from legacy documentation that will pass Xerox branding requirements.</p>
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**Pre-Instructional Activities**

**Motivation:** Participant attention will be gained with an introduction of the material and how completing this training will help them decrease the amount of time required to properly convert a document by up to 90%.

**Objectives:** An agenda and the objectives for the training will be presented to the participant at the beginning of the training. Students will be reminded of the section objectives at the start of a section and as a summary at the end of a section.

**Student Grouping and Media Selections:** The participants for this course will consist of single individuals working independently through the training. Media will be a PowerPoint presentation (or BrainShark), printed materials, and the participant's own computer with software. Students will print the **Getting Started** and **Document Evaluation** checklists before training starts.

**Comment [HMG1]:** Highly motivating ☺

**Assessment**

**Pretest:** There is no pretest for entry behaviors. The participants who will be converting documentation to the new branding have the entry behavior skills and are considered expert FrameMaker users.

**Practice Tests:** There are no practice tests. Participants will be actually using a file they need to convert as they work through the training using check lists to monitor their progress and as criteria for successful progress.

**Posttest:** There is no posttest. The participant will evaluate the rebranded document against a check list. If it does not meet all the check list criteria, the rebranded document is submitted to Xerox Branding for approval before being released.

**Student Grouping and Media Selections:** Participants will be grouped individually, in their place of work using their own computers and software. Media will be a PowerPoint presentation (or BrainShark), printed materials, and the participant's own computer with software. Since they are working through the training to accomplish the goal of completing a rebranding project, this hands-on learning approach will satisfy their learning preferences.

### Follow-through Activities

**Memory Aid:** The **Brand Identity System** document, **Getting Started** and **Document Evaluation** checklists, along with written instructions on how to perform the conversion will be used as a memory aid for students. These memory aids will also help users to begin to feel confident in their newly acquired skills.

**Transfer:** Hands-on practice will be used to facilitate transfer of skills.

**Student Grouping and Media Selections:** After training, students will be using these skills on an individual basis. Students will have access to the online or printed version of the Brand Identity System document, the Getting Started and Document Evaluation checklists, and written instructions on how to perform the conversion. Students will have access to a Wiki where FAQs are available as well as telephone and e-mail access to other GKLS authors who are experienced with the conversion process to assist them with issues.

## Content Presentation and Student Participation

### Performance Objectives Subordinate to Main Step 1 – Set up for Conversion

#### Objective 1.1 (includes 1.1.1, 1.1.2, and 1.1.3)

Get latest branded template and Branding policy

#### Content Presentation

**Content:** Students will read about the Xerox Global Template and the new Xerox Branding policy and then acquire them from Brand.com and DocuShare. The content will be written in a question/answer format that will simulate questions they might have surrounding the branding process.

#### **Examples:**

- Branding – why new?
- What affect does the new branding have on our documents?
- What is the Xerox Global Template?
- How do I locate and download the Xerox Brand Identity System document?
- How do I locate and download the Xerox Global Template?

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer. Students will download and print a hard copy of the presentation after the course is completed.

**Comment [HMG2]:** Since this is the same for all objectives, just include it once.

### **Student Participation**

**Practice Items and Activities:** Students will read this section of the presentation on their computer, download the required files, and check the appropriate boxes on the Getting Started checklist once this section is completed.

**Feedback:** Correct execution of this objective will result in the students having copies of the needed documentation and files which allows them to proceed.

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer. Students will download and print a hard copy of the presentation after the course is completed.

### **Objective 1.2**

Examine Branding Policy for Changes

### **Content Presentation**

**Content:** Students will be instructed to read chapters 6 and 7 in the Xerox Brand Identity System document and the two matching sections of the Brand.com website (Color Palette and Typography) looking for any “late breaking” changes as well as important points that are noted.

### **Examples:**

- How do branding policy changes affect a rebranding project?
- Chapter 6 – Color Palette
  - What are the acceptable brand colors?
  - Why is it important to use only these colors?
  - Can color palettes be mixed in the same document?
- Chapter 7 – Typography
  - What is the primary font to be used?
  - What are the acceptable font sizes?

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer. Students will download and print a hard copy of the presentation after the course is completed.

### **Student Participation**

**Practice Items and Activities:** Students will read this section of the presentation on their computer and check the appropriate boxes on the Getting Started checklist once this section is completed.

**Feedback:** None

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer.

### **Objective 1.3 (includes 3.1.1, 3.1.2, and 3.1.3)**

Check FrameMaker

### **Content Presentation**

**Content:** Students will read this section of the presentation and check FrameMaker for version information, if Paragraph Tools is installed, and if Xerox Sans font is installed.

#### **Examples:**

- Start FrameMaker and check the version – why is it important to know which version is installed? (Affects which version of Paragraph Tools is needed if it is not already installed).
- Using the Getting Started checklist, use step 1.3.2 to check for Xerox Sans. Why are there 12 variations of the font? (Each variation is for a specific purpose. For example, Xerox Sans Light is for text that is 16 points or larger).
- Using the Getting Started checklist, use step 1.3.3 to validate that Paragraph Tools is installed and the version that is installed.

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer. Students will download and print a hard copy of the presentation after the course is complete.

## **Student Participation**

**Practice Items and Activities:** Students will read this section of the presentation on their computer, use sections 1.3.2 and 1.3.3 in the Getting Started checklist to check Xerox Sans and Paragraph Tools, and check the appropriate boxes on the Getting Started checklist once this section is completed.

**Feedback:** Correct execution of this objective will result in the students having the correct font and FrameMaker add-in installed, which allows them to proceed with the training. The presentation will show them the correct location and installation of the font and add-in so they can validate that their setup is correct.

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer.

### **Objective 1.4**

Open legacy source file and identify if the file is in Structured or Unstructured FrameMaker

## **Content Presentation**

**Content:** Students will read this section of the presentation to be able to identify if their source file is Structured or Unstructured FrameMaker. If Structured FrameMaker, they will move any sidehead icons, if present.

### **Examples:**

- Set FrameMaker to use the Unstructured interface
- Open the legacy source file.
  - How can you tell if it is a Structured FrameMaker document? (Error message appears)
  - How can you tell if a Structured file has sidehead icons?
  - Think about the Branding guidelines. Why should sidehead icons be removed (No sidehead icons allowed in the new branding)
  - How can you remove sidehead icons?

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples of this section on their computer by illustrating the differences between a Structured and Unstructured FrameMaker file and what sidehead icons look like.

## **Student Participation**

**Practice Items and Activities:** Students will read this section of the presentation on their computer, check their FrameMaker source file and take appropriate actions to remove sidehead icons if present. They will check box 1.4 on the Getting Started checklist once this section is completed.

**Feedback:** Correct execution of this objective will result in the students having a FrameMaker file that can be used with Paragraph Tools, which allows them to proceed with the training. The presentation will show The learners how to differentiate between a Structured and Unstructured file and how to properly remove sidehead icons if present.

**Student Groupings and Media Selections:** Students will be working independently at their own computer, using their own software. Media will consist of a PowerPoint (or BrainShark) presentation to show the examples on their computer.

### 3.3 Delivery System and Media Selections

#### Media Selections and Choice of Delivery

Session	Objectives	Type(s) of learning	Media Selections and Student Groupings	Delivery System(s)	Time Required
1	1	Intellectual skills (discrimination, applying rules)	Self-paced individual instruction with either PowerPoint (or BrainShark) computer presentation.	Online, self-paced PowerPoint (or BrainShark) presentation accompanied by self-printed job aids and check lists.	If all the <b>Getting Started Check List</b> requirements are met, as little as <b>10 minutes</b> . If requirements are not met, this objective can take up to <b>1 hour</b> to complete.
2	2, 3, 4, 5, 6, 7, 8	Intellectual skills (discrimination, applying rules, problem solving)	Self-paced individual instruction with either PowerPoint (or BrainShark) computer presentation.	Online, self-paced PowerPoint (or BrainShark) presentation accompanied by self-printed job aids and check lists.	<b>1.0 hour</b>

#### Delivery System for Instruction and Rational

All instruction will be delivered through computer-based materials on a participant's own computer. Since this training is "internal-to-Xerox", it will either be housed on the Xerox DocuShare site where the latest branded templates reside as downloadable elements (PowerPoint and Word/PDF documents) or via a BrainShark presentation with downloadable elements (the BrainShark uses the PowerPoint to create an online presentation).

#### Corporate Restraints

This training adheres to Xerox corporate guidelines and, as a result, there are no restraints on the training. Participants will obtain the training materials and proceed with them as needed. The training also falls in line with cost-reduction measures at Xerox where travel must be approved by the President or CEO of Xerox or a Senior Vice President, and online meetings and training sessions are now mandated where participants do not reside in the same city.

#### Rationale for Instructional Delivery System and Media Selection

Through discussions with Xerox managers and GKLS staff, it was agreed upon that the individualized approach where participants take the training in their own workspace was both practical and economical (no travel and utilizing already-existing infrastructure). Additionally, since participants will use the training on an "as needed" basis, retention of what they are learning will be higher since

they will have to complete and understand the training in order to correctly rebrand a document that will pass the Xerox Branding department's examination.