

MPE V to MPE XL: Getting Started Mentor's Guide

HP 3000 Computer Systems



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Printing History

New editions are complete revisions of the manual. Update packages, which are issued between editions, contain additional and replacement pages to be merged into the manual by the customer. The date on the title page and back cover of the manual changes only when a new edition is published. When an edition is reprinted, all the prior updates to the edition are incorporated. No information is incorporated into a reprinting unless it appears as a prior update.

First Edition

July 1988

Preface

What Is This Book?

This book is the mentor's guide for the self-paced course *MPE V to MPE XL: Getting Started*.

... *Getting Started* familiarizes experienced users of MPE V with the new features and commands of the MPE XL operating system. It is a prerequisite for several MPE XL classroom courses. These courses are listed on page 2 of the ... *Getting Started* Preface.

Who Should Use This Book?

This book should be used by managers/senior staff members who wish to assist other users in completing the ... *Getting Started* course, or who are responsible for ensuring that users meet the general usage prerequisites for other courses. The guide suggests how a mentor can facilitate the learning process, particularly in the matters of logistics and troubleshooting.

Though not all ... *Getting Started* students need a mentor, mentored self-paced training is a useful alternative for those customers who desire it.

How Should This Book Be Used?

This book should be used to identify which users might benefit from mentoring. It defines the role of the mentor and suggests two different mentoring strategies. After reading the Preface and the Introduction, potential mentors should decide whether or not there is a need for mentoring in their organization. If so, they should continue reading to learn the details of the mentor's responsibilities.

The Appendix contains ... *Getting Started* final exams that the mentor can administer, if

desired, or that can be used as a self-check by students, if no mentor is assigned.

What Is Needed Besides This Book?

The mentor will not need anything else, but each student will need

- exclusive access to an account on a 900 Series HP 3000 (MPE XL Version A.01.01 or later),
- a LABS group, in addition to a home group,
- basic user capabilities, plus PH capability if the student needs to go through Chapter 7,
- working knowledge of an editor, such as MPE's EDIT/3000.

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Introduction

Introduction

Who Needs a Mentor?

... *Getting Started* was tested successfully among a variety of users. Sophisticated users who can set up their own accounts/groups/users and who are highly motivated appear to do well without a mentor. Less sophisticated users need assistance in ensuring that their accounts are set up appropriately for the lab exercises, and they may benefit from having access to a mentor if they run into difficulties.

In addition, users who are frequently interrupted at their workstations, regardless of their level of sophistication, may find it difficult to complete self-paced training without the structure and added motivation that a mentor can provide.

What Does a Mentor Do?

In the case of ... *Getting Started*, the mentor prepares the student account, prepares the final tests (if the student is to take the final exam), discusses the learning objectives with the student and possibly structures/schedules the training, troubleshoots system problems as needed, provides coaching if the student has a problem with the course content, and administers the appropriate final tests (if applicable).

Mentor Qualifications

The only qualifications required of mentors are that they be able to set up student accounts/groups/users and that they know the content of the chapters that their student(s) will be going through.

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Mentor's Guide

Preparing the Student Accounts

Be sure each student has his/her own account on the 900 Series HP 3000. Each account should have at least two groups—one home group and another group called LABS. Users who are going to complete Chapter 7 will also need PH capability. The user will be using file equations in printing files, and so will require the use of a line printer.

Preparing the Tests

Each of the final exams in the Appendix represents the skills taught in one chapter of the student book, starting with Chapter 2. The mentor will administer tests to each student for only those chapters that the student needs.

The mentor should read pages 1-2 and 1-3 of ... *Getting Started* to know which chapters each student should study. This is particularly important if the student will be taking one of the classroom courses listed on page 2 of the Preface in the student book. *The test questions reflect the skills that the student will be expected to master before coming to the classroom course.*

The mentor may decide to administer the tests before the student begins ... *Getting Started*, feeling that this will help the student know what to expect from the course. Pre- and post-test results can later be compared to show exactly how much the student has learned. If a test is given as a pre-test, the student should be told that he/she is not expected to answer questions correctly, that the test is merely being used to set expectations of the training.

The tests are meant to be closed-book tests, taken without access to books or to the computer. Any questions missed should be discussed afterwards with

individual students to ensure that they learn from those mistakes. The goal is for students to master the skills, not to get a “good grade”.

Preparing the Students

Before discussing the course with the mentor, the students should read carefully the Preface and Introduction of ... *Getting Started*. The students should discuss with the mentor which chapters each is to study and whether or not they are to take the exams when they finish. They should understand the role the mentor is to play as well as what is expected of them. Of course, the students need to know what their logons are and how to retrieve their computer printouts.

Mentoring Strategies

This guide suggests the following two strategies for mentoring the self-paced training in ... *Getting Started*.

Mentoring in a Computer Lab

Mentoring in a computer lab simply suggests that the mentor provide a single environment in which several students can work on ... *Getting Started* independently but at the same time. There are several advantages to having students go through ... *Getting Started* in a computer lab setting:

- The students are removed from a distracting work environment. This enables them to concentrate on the course, to practice what they have learned without being disrupted by other work assignments. They are much more likely to complete the training in a timely fashion.
- Students may benefit from having access to other students, in order to share their experiences of MPE XL and ... *Getting Started*. Such informal exchanges can enhance motivation and reinforce the learning that has taken place.

- The mentor can process a number of students at one time. This is more efficient than mentoring them separately.

Suggestions for the Mentor. Follow the general guidelines suggested in “Preparing the Students”. Consult briefly with each student individually ahead of time to make sure each knows which chapters are to be studied and whether or not it will be necessary to take the final tests.

In the computer lab, each student should have his/her own terminal to work on. . . . *Getting Started* has been designed as individualized instruction. Although sometimes it is beneficial to have two students work together, in this case each student may have a different agenda, different abilities, different objectives. Each needs to think through and try out the new features of MPE XL for him/herself.

Let the students know that this training is self-paced, that there is no fixed time limit for completing the “assigned” chapters. Remind them that each individual may be following a different path through the book, and that it will take different students different amounts of time to complete their training. In general, it should take between two and six hours for everyone to complete the course, depending on individual skill levels and how much of the book each student is covering.

Mentoring at Individual Workstations

Some students may prefer to study at their regular computer workstations. Others may find it necessary to do so because a computer lab is not available, or because they are not able to leave their desks for the requisite period of time. In such cases it may be particularly desirable to have a mentor work with the students. The advantages of the mentored approach in these cases are that

- students benefit from a structured, scheduled approach to learning, which might be difficult to achieve without a mentor, given the normal time pressures of most jobs;
- the mentor can provide the incentive/motivation to complete the training in a timely fashion;
- within the time limits agreed upon between each student and the mentor, students are free to pace themselves without regard for how quickly or slowly other students are learning.

Suggestions for the Mentor. Following the general guidelines suggested in “Preparing the Student”, meet with the student after he/she has read the Preface and Introduction. Agree upon a study schedule that includes one or more discussion sessions between student and mentor. Decide not only which chapters/lessons should be completed, but by what day/time each chapter should be finished.

Encourage students to share their experiences of MPE XL and ... *Getting Started* with other students and/or with experienced users. As in the computer lab setting, such exchanges enhance motivation and reinforce the learning that has taken place.

Following Up With Students

The followup with each student is a critical part of any mentored self-paced training process. It is necessary in order to verify that the desired learning has occurred.

A followup session with each student should include

- a discussion of the learning experience, to ensure that the student feels comfortable with his/her progress, and
- a discussion of any missed test questions, to ensure that the associated learning objectives are met.

Note It is worth noting that ... *Getting Started* encourages students to skip any lesson that they feel is beyond their current capabilities, even if the lesson is in a chapter they are supposed to complete. They should not be held responsible for any post-test questions that correspond to lessons that they skipped.

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Appendix

This Appendix contains a final test for each chapter of *MPE to MPE XL: Getting Started*, beginning with Chapter 2.

Chapter 2 Test

Name: _____

1. What would you enter to run `SORT.PUB.SYS` using the implied `:RUN` feature of MPE XL?
2. True (T) or False (F):
 - ____a. The implied `:RUN` feature of MPE XL replaces the `:RUN` command.
 - ____b. Parameters cannot be used the implied `:RUN` feature.
 - ____c. Only the `;INFO=` and `;PARM=` parameters can be used with implied `:RUN`.
3. What command will give you a listing of your command line history stack?
4. How would you match the command lines `:LISTREDO;REL`, `:LISTREDO;UNN`, and `:LISTREDO` (or `:LISTREDO;ABS`) with the following outputs?
 - a. `LISTF` _____
`SHOWME`
`EDITOR`
 - b. 1) `LISTF` _____
2) `SHOWME`
3) `EDITOR`

- c. -3) LISTF -----
 - 2) SHOWME
 - 1) EDITOR
5. Explain, in your own words, the meaning of the terms “absolute” and “relative” as they apply to the command line history stack.
 6. How does the system respond when you enter either the :D0 or the :REDO command alone (without including a line number)?
 7. Given the following history stack, what would you enter to use :D0 to reexecute :LISTF by specifying a relative line number?

```

:LISTREDO;UNN
SHOWME
SHOWJOB
LISTF
SHOWTIME
LISTREDO;UNN

```

- a. And to reexecute :LISTF by specifying an absolute line number?
8. True (T) or False (F):
 - a. Both :D0 and :REDO allow same-line editing.
 - b. Both :D0 and :REDO allow next-line editing.
 - c. Only :D0 allows same-line editing.
 9. Why won't the following commands execute in MPE XL?
 - a. :LISTREDO OUT=*LP,-7,-3;UNN
 - b. :HELLO BARNEY.RUBBLE,,;TIME=60

Chapter 3 Test

Name: _____

1. Given the file equation `:FILE PRINTER;DEV=LP`, write the command line that will print the file `BARNEY` on the line printer.
2. What happens when you enter the command `:CHGROUP` without specifying a group name?
3. Write the command line that would get you from your current group `MYGROUP` to your `LABS` group.
4. Assume that you have a file named `SALES`. You want to copy it, and name the copy `SALESINFO`. What command line would work?
5. Assume that you have a file named `FILE1`. You want to make a copy of it and name it `FILE2`. A file named `FILE2` already exists. Explain what would happen if you entered each of the following command lines:
 - a. `:COPY FROM=FILE1;T0=FILE2;ASK`
 - b. `:COPY FROM=FILE1;T0=FILE2;YES`
 - c. `:COPY FROM=FILE1;T0=FILE2;NO`
6. Your account is `SALES`. You have a file `DATA`, currently a released file, in your `MARKET` group. Write the command line that would let you copy it to your current group (`PR`), renaming it `DATA1`.

Chapter 4 Test

Name: _____

1. If the files UDC1, UDC2, UDC3, and UDC4 were cataloged UDC files in a UDC directory, how would you delete UDC2, without affecting the other cataloged files?
 - a. And how would you add the UDC file UDC5 to the UDC directory without affecting the other cataloged files?
2. For each item below, put X's in the appropriate column(s) to show whether the item is characteristic of UDCs, Command Files, or both.

	UDC	Comm. File
a. Must be cataloged.		
b. Is invoked by file name.		
c. Should be used for stable commands.		
d. Can be invoked at logon via a UDC.		
e. Invoked by a command header.		
f. Can be easily PURGEed.		
g. Can be separated in a file by one or more *.		
h. Is not invoked by a file name.		
i. Can contain parameters.		

3. Study the following UDC file. Indicate how you would change this file so that the UDC SM will call upon and execute the UDC LF. Do not change the order in which they now appear.

LF

```
Listf
*****
SC
Showcatalog
*****
SM
Showme
```

```
*****
```

4. Create a single UDC called **SHOW** that does the following in the order given:
 - a. Executes the **:SHOWME** command without listing the **:SHOWME** command to the screen.
 - b. Executes the **:LISTF** command without listing the **:LISTF** command to the screen.
 - c. Lists to the screen and executes the **:SHOWCATALOG** command.
 - d. Executes another UDC called **ST** that is located before this one in the directory.
5. Create a Command File called **S** that will execute **:SHOWME** and **:SHOWTIME**.
How would you execute this Command File at the MPE prompt?
6. Given the Command File **S** created in the previous question, create a Command File called **SHOW** that executes the **:SHOWME**, **:SHOWTIME**, and **:LISTF** commands, without putting the **:SHOWME** and **:SHOWTIME** commands in the file.
How would you execute this Command File at the MPE prompt?
7. In each of the following cases, which of the two will execute when entered at the MPE prompt?
 - a. The MPE command **:CALC** or A user UDC named **CALC**
 - b. A program named **CALC** or The MPE **:CALC** command
 - c. A **PUB.SYS** Command File

named DOIT or Your own Command File named DOIT

8. If you have a Command File and a UDC that are both named DOIT, which command string(s) will execute the Command File?

_____ a. :DOIT

_____ b. :DOIT.GROUPNAME.ACCOUNTNAME

_____ c. :XEQ DOIT

_____ d. :RUN DOIT

Chapter 5 Test

Name: _____

1. Which of the following are acceptable names for user created variables?

- _____ a. Acceptable Name
- _____ b. Unacceptable_Name
- _____ c. _123
- _____ d. 123

2. In each of the following examples, how would you assign the value to the variables and its value, and delete the variable?

VARIABLE	VALUE	PROCEDURE
a. X	250	: _____ : _____ : _____
b. Z_A	1.25	: _____ : _____ : _____

3. Which of the following displays will result from entering this string:

```
echo setvar x,'Pat'
```

- _____ a. setvar x,Pat
- _____ b. setvar x,'Pat'
- _____ c. SETVAR X,'PAT'

4. Which Command File prompts the user for a choice of prompt character, and then changes the prompt?

- _____ a. setvar hpprompt,'New Prompt?'

---- b. `input hpprompt, 'New Prompt?'`

5. In which document(s) can you find a list of user modifiable system variables?
6. What command strings will change the value of the system variable `HPREDOSIZE` from its default of 20 to 10, and back to 20 again? How do you show, at each step, that the change has taken place?
7. What command string would you enter to add a `TARK` group to your existing search path?

How would you then execute the released `COMFILE` Command File from that group's files without having to change from your home group and without having to specify the group name?

8. How would you use the `:ECHO` command to dereference the user created variable `ARN_WILK`?
9. Assume you have a variable `X` with a value of `MONDAY`. What value would you give a variable `Y`, so that if the value of `X` changed to `TUESDAY`, the value of `Y` would also change to `TUESDAY`?
10. The phenomenon used in the question above is known as:

---- Dereferencing

---- Recursive dereferencing

Chapter 6 Test

Name: _____

1. Using the `:CALC` command, what entry would allow you to divide 96 by 8?
2. Using the `:CALC` command's concatenating ability, how would you combine "light" and "ing" to display the following: `lighting`
3. If you have a variable `A` with a value of 5, and a variable `B` with a value of 4, how would you solve the expression `A+B`:
using the `:CALC` command? _____
using the `:SETVAR` command? _____
using the `:ECHO` command? _____
4. True (T) or False (F):
_____ The `:IF` and the new `:WHILE` commands can contain expressions without using `!` [`]`.

Chapter 7 Test

Name: _____

1. Can you change the level of the CI from within EDIT/3000? Explain.
2. What command terminates a user session from any nested level of the CI?
_____:EXIT
_____:BYE
3. What command strings will take you to the fourth level CI, and back out to level 1? How do you verify your status at each level?
4. Are there both commands and system variables that are not affected by a change in CI level?

Answers to Test Questions

Chapter 2 Test Answers

1. :SORT.PUB.SYS or :SORT
2. a. is false.
b. is false.
c. is true.
3. :LISTREDO
4. a. is :LISTREDO;UNN
b. is :LISTREDO or :LISTREDO;ABS
c. is :LISTREDO;REL
5. An absolute listing numbers the command lines in consecutive, ascending order (1, 2, 3...). A relative listing numbers the command lines in order relative to the current command line. In other words, the last command entered would be -1, the one before it would be -2, and so on.
6. It reexecutes the last command entered—the last command in the history stack.
7. :DO -3
a. :DO 3
8. a. is true.
b. is false.
c. is false.
9. a. Because you may not specify positional parameters in a command line after having specified a keyword parameter.
b. Because the new syntax, which allows for positional parameters, does not apply to any commands except those new to MPE XL.

Chapter 3 Test Answers

1. :PRINT BARNEY,*PRINTER or :PRINT FROM=BARNEY;OUT=*PRINTER
2. You are put into your home group.
3. :CHGROUP LABS
4. :COPY SALES,SALEINFO or :COPY FROM=SALES;TO=SALEINFO
5. a. would ask if you wanted the existing file to be purged.
b. would write over the existing file without asking you.
c. would terminate the :COPY process without asking you.
6. :COPY DATA.MARKET,DATA1 or :COPY FROM=DATA.MARKET;TO=DATA1

Chapter 4 Test Answers

1. :SETCATALOG UDC2;DELETE
 - a. :SETCATALOG UDC5;APPEND
2. a. UDC
 - b. Command File
 - c. UDC
 - d. Both
 - e. UDC
 - f. Command File
 - g. UDC
 - h. UDC
 - i. Both
3. Add the following to the end of the UDC:

```
OPTION RECURSION
LF
```
4. SHOW
OPTION NOLIST

```
SHOWME
LISTF
OPTION LIST
SHOWCATALOG
OPTION RECURSION
ST
***
```

5. SHOWME (In a file called S.)

```
SHOWTIME
:S
```

6. S (In a file called SHOW.)

```
LISTF
:SHOW
```

7. a. The CALC UDC
b. THE :CALC command
c. Your own DOIT command

8. c. :XEQ DOIT

Chapter 5 Test Answers

1. b. and c.

2. a.

```
SETVAR X,250
SHOWVAR X
DELETEVAR X
```

- b.

```
SETVAR Z_A,"1.25"
SHOWVAR Z_A
DELETEVAR Z_A
```

3. b. setvar x,'Pat'

4. b. `input hpprompt, 'New Prompt?'`
5. *MPE XL Commands Reference Manual* or in the Appendix of *MPE V to MPE XL: Getting Started*.
6. `:SETVAR HPREDOSIZE,10`
`:SHOWVAR HPREDOSIZE`
`:SETVAR HPREDOSIZE,20`
`:SHOWVAR HPREDOSIZE`
7. `:SETVAR HPPATH, "!HPPATH, TARK"`
or `:SETVAR HPPATH, "!!HPGROUP, PUB, PUB.SYS, TARK"`
`:COMFILE`
8. `:ECHO !ARN_WILK`
9. `:SETVAR Y, !!X`
10. Recursive dereferencing

Chapter 6 Test Answers

1. `:CALC 96/8`
2. `:CALC "light" + "ing"`
3. `:CALC A + B`
`:SETVAR X, A + B`
`:ECHO !X` or `:SHOWVAR X`

`:ECHO ![A + B]`
4. True

Chapter 7 Test Answers

1. Yes, but *only if you have PH capability*. Just execute `:RUN CI.PUB.SYS` and it will put you into a second level of the CI.
2. `:BYE`
3. Execute

:CI
:SHOWVAR HPCIDDEPTH

three times,

then execute

:EXIT
:SHOWVAR HPCIDDEPTH

three times.

4. Yes. (See the *MPE XL Commands Reference Manual* for more information.)

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