


back to chapter **1**

# Systems, Roles, and Development Methodologies

Systems Analysis and Design, 8e  
Kendall & Kendall

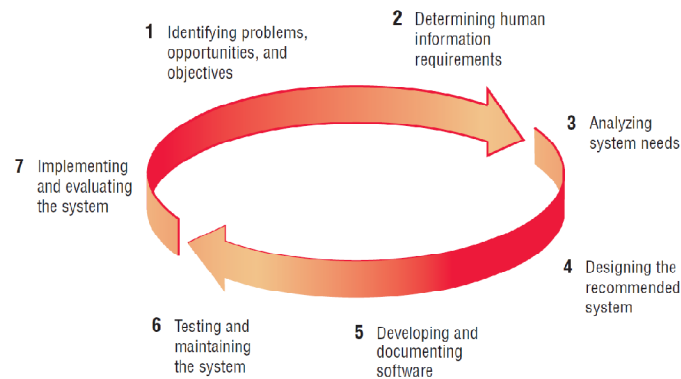


## Systems Development Life Cycle (SDLC)

- The systems development life cycle is a phased approach to solving business problems.
- Developed through the use of a specific cycle of analyst and user activities
- Each phase has unique user activities.

Kendall & Kendall Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall 1-2

## The Seven Phases of the Systems Development Life Cycle (Figure 1.3)



Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-3

## Identifying Problems, Opportunities, and Objectives

- Activity:
  - Interviewing user management
  - Summarizing the knowledge obtained
  - Estimating the scope of the project
  - Documenting the results
- Output:
  - Feasibility report containing problem definition and objective summaries from which management can make a decision on whether to proceed with the proposed project

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-4

## Determining Human Information Requirements

- Activity:
  - Interviewing
  - Sampling and investing hard data
  - Questionnaires
  - Observe the decision maker's behavior and environment.
  - Prototyping
  - Learn the who, what, where, when, how, and why of the current system.
- Output:
  - The analyst understands how users accomplish their work when interacting with a computer; and begin to know how to make the new system more useful and usable. The analyst should also know the business functions and have complete information on the people, goals, data, and procedure involved.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-5

## Analyzing System Needs

- Activity:
  - Create data flow, activity, or sequence diagrams.
  - Complete the data dictionary.
  - Analyze the structured decisions made.
  - Prepare and present the system proposal.
- Output:
  - Recommendation on what, if anything, should be done

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-6



## Designing the Recommended System

- Activity:
  - Design procedures for data entry.
  - Design the human-computer interface.
  - Design system controls.
  - Design database and/or files.
  - Design backup procedures.
- Output
  - Model of the actual system

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-7



## Developing and Documenting Software

- Activity:
  - System analyst works with programmers to develop any original software.
  - Works with users to develop effective documentation.
  - Programmers design, code, and remove syntactical errors from computer programs.
  - Document software with help files, procedure manuals, and Web sites with Frequently Asked Questions.
- Output:
  - Computer programs
  - System documentation

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-8



## Testing and Maintaining the System

- Activity:
  - Test the information system.
  - System maintenance.
  - Maintenance documentation.
- Output:
  - Problems, if any
  - Updated programs
  - Documentation

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-9



## Implementing and Evaluating the System

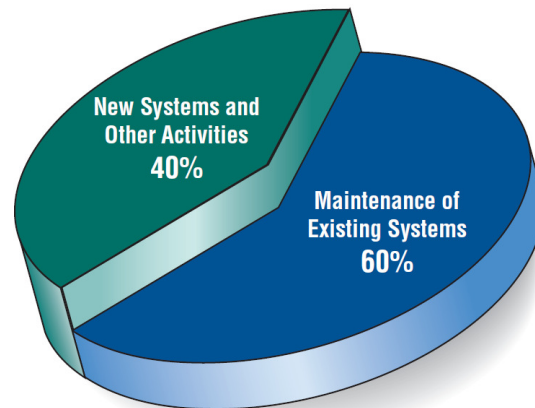
- Activity:
  - Train users.
  - Analyst plans smooth conversion from old system to new system.
  - Review and evaluate system.
- Output:
  - Trained personnel
  - Installed system

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-10

Some Researchers Estimate that the Amount of Time Spent on Systems Maintenance May Be as Much as 60 Percent of the Total Time Spent on Systems Projects (Figure 1.4)



Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-11

## The Impact of Maintenance

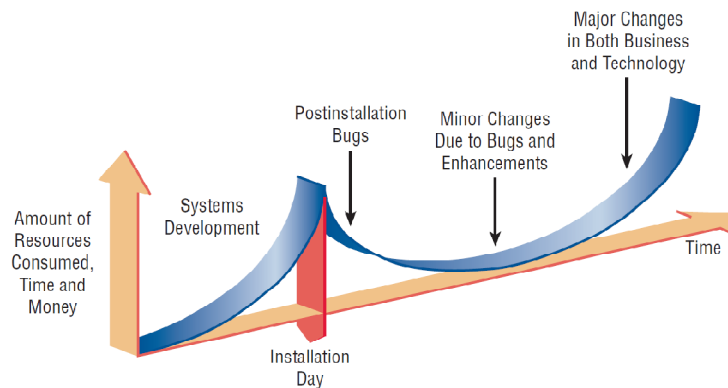
- Maintenance is performed for two reasons:
  - Removing software errors
  - Enhancing existing software
- Over time the cost of continued maintenance will be greater than that of creating an entirely new system. At that point it becomes more feasible to perform a new systems study.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-12

## Resource Consumption over the System Life (Figure 1.5)



Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-13

## Approaches to Structured Analysis and Design and to the Systems Development Life Cycle

- Traditional systems development life cycle
- CASE (Computer Aided Software Engineering) systems development life cycle
  - Analysts rely on CASE tools to increase productivity, communicate more effectively with users, and integrate the work
- Object-oriented systems analysis and design

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-14

## Choosing a Method

- Choose either:
  - SDLC
  - Agile
  - Object-oriented methodologies

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-15

## When to Use SDLC

- Systems have been developed and documented using SDLC.
- It is important to document each step.
- Upper level management feels more comfortable or safe using SDLC.
- There are adequate resources and time to complete the full SDLC.
- Communication of how new systems work is important.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-16





## When to Use Agile

- There is a project champion of agile methods in the organization.
- Applications need to be developed quickly in response to a dynamic environment.
- A rescue takes place (the system failed and there is no time to figure out what went wrong).
- The customer is satisfied with incremental improvements.
- Executives and analysts agree with the principles of agile methodologies.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-17



## When to Use Object-Oriented

- The problems modeled lend themselves to classes.
- An organization supports the UML learning.
- Systems can be added gradually, one subsystem at a time.
- Reuse of previously written software is a possibility.
- It is acceptable to tackle the difficult problems first.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-18

# 6

## Agile Modeling and Prototyping

Systems Analysis and Design, 8e  
Kendall & Kendall

## Agile Modeling, but First Prototyping

- Agile modeling is a collection of innovative, user-centered approaches to systems development.
- Prototyping is an information-gathering technique useful in seeking user reactions, suggestions, innovations, and revision plans.

# Prototyping

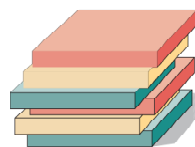
- Patched-up
- Nonoperational
- First-of-a-series
- Selected features

Kendall &amp; Kendall

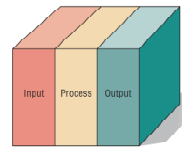
Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-21

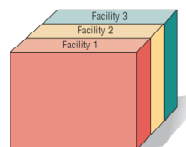
## Four Kinds of Prototypes Clockwise, Starting from the Upper Left (Figure 6.1)



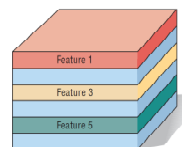
Patched-Up Prototype



Nonoperational Prototype



First-of-a-Series Prototype



Selected Features Prototype

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-22



## Patched-Up Prototype

- A system that works but is patched up or patched together.
- A working model that has all the features but is inefficient.
- Users can interact with the system.
- Retrieval and storage of information may be inefficient.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-23



## Nonoperational Scale Models

- A nonworking scale model that is set up to test certain aspects of the design.
- A nonworking scale model of an information system might be produced when the coding required by the application is too expensive to prototype but when a useful idea of the system can be gained through prototyping of the input and output only.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-24



## First-of-a-Series Prototype

- Creating a pilot
- Prototype is completely operational
- Useful when many installations of the same information system are planned
- A full-scale prototype is installed in one or two locations first, and if successful, duplicates are installed at all locations based on customer usage patterns and other key factors.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-25



## Selected Features Prototype

- Building an operational model that includes some, but not all, of the features that the final system will have
- Some, but not all, essential features are included
- Built in modules
- Part of the actual system

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-26



## Prototyping as an Alternative to the Systems Life Cycle

- Two main problems with the SDLC
  - Extended time required to go through the development life cycle
  - User requirements change over time
- Rather than using prototyping to replace the SDLC use prototyping as a part of the SDLC

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-27



## Guidelines for Developing a Prototype

- Work in manageable modules.
- Build the prototype rapidly.
- Modify the prototype in successive iterations.
- Stress the user interface.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-28



## Disadvantages of Prototyping

- It can be difficult to manage prototyping as a project in the larger systems effort.
- Users and analysts may adopt a prototype as a completed system.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-29



## Advantages of Prototyping

- Potential for changing the system early in its development
- Opportunity to stop development on a system that is not working
- Possibility of developing a system that more closely addresses users' needs and expectations

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-30



## Users' Role in Prototyping

- Honest involvement
  - Experimenting with the prototype
  - Giving open reactions to the prototype
  - Suggesting additions to or deletions from the prototype

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-31



## Rapid Application Development (RAD)

- An object-oriented approach to systems development that includes a method of development as well as software tools

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-32





## Agile Modeling

- Agile methods are a collection of innovative, user-centered approaches to systems development.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-33



## Five Stages of Agile Development

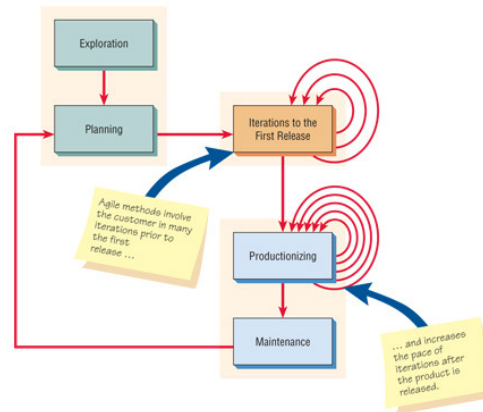
- Exploration
- Planning
- Iterations to the first release
- Productionizing
- Maintenance

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-34

## Agile Project Development Process (Figure 1.7)



Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

1-35

## Values and Principles of Agile Modeling

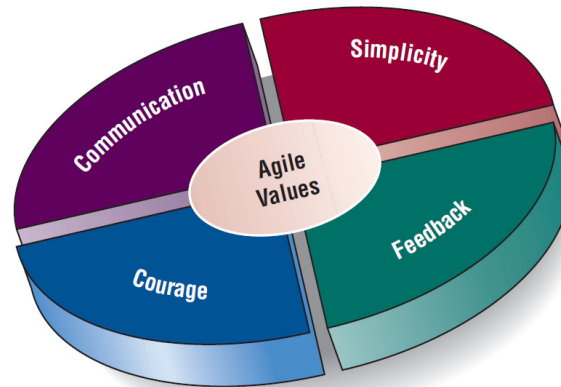
- Communication
- Simplicity
- Feedback
- Courage

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-36

## Values Are Crucial to the Agile Approach (Figure 6.6)



Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-37

## The Basic Principles of Agile Modeling

- Satisfy the customer through delivery of working software.
- Embrace change, even if introduced late in development.
- Continue to deliver functioning software incrementally and frequently.
- Encourage customers and analysts to work together daily.
- Trust motivated individuals to get the job done.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-38



## The Basic Principles of Agile Modeling (continued)

- Promote face-to-face conversation.
- Concentrate on getting software to work.
- Encourage continuous, regular, and sustainable development.
- Adopt agility with attention to mindful design.
- Support self-organizing teams.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-39



## The Basic Principles of Agile Modeling (continued)

- Provide rapid feedback.
- Encourage quality.
- Review and adjust behavior occasionally.
- Adopt simplicity.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-40



## Activities, Resources, and Practices of Agile Modeling

- Coding
- Testing
- Listening
- Designing

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-41



## Four Resource Control Variables of Agile Modeling

- Time
- Cost
- Quality
- Scope

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-42



## The Agile Development Process

- Listen for user stories.
- Draw a logical workflow model.
- Create new user stories based on the logical model.
- Develop some display prototypes.
- Create a physical data model using feedback from the prototypes and logical workflow diagrams.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-43



## Writing User Stories

- Spoken interaction between developers and users
- Seeking first and foremost to identify valuable business user requirements
- The goal is prevention of misunderstandings or misinterpretations of user requirements.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-44



## Lessons Learned from Agile Modeling

- Short releases allow the system to evolve.
- Pair programming enhances the overall quality.
- Onsite customers are mutually beneficial to the business and the agile development team.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-45



## Lessons Learned from Agile Modeling (Continued)

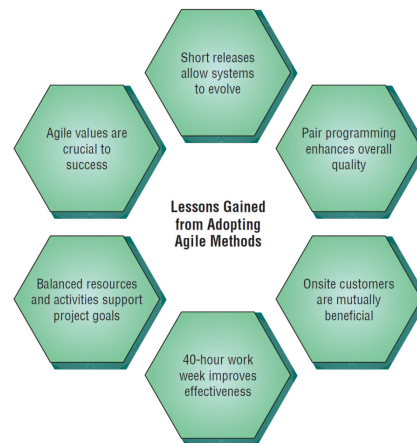
- The 40-hour work week improves worker effectiveness.
- Balanced resources and activities support project goals.
- Agile values are crucial to success.

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-46

## There Are Six Vital Lessons that Can Be Drawn from the Agile Approach to Systems (Figure 6.9)



Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-47

## Comparing Agile Modeling and Structured Methods

- Improving the efficiency of systems development
- Risks inherent in organizational innovation

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-48





## Summary

- Prototyping
  - Patched-up system
  - Nonoperational
  - First-of-a-series
  - Selected-features
- Prototype development guidelines
- Prototype disadvantages

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-49



## Summary (Continued)

- Prototype advantages
- Users' role in prototyping
- Agile modeling
- Five values of the agile approach
- Principles of agile development
- Agile activities
- Agile resources

Kendall &amp; Kendall

Copyright © 2011 Pearson Education, Inc. Publishing as Prentice Hall

6-50