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# MODERN SYSTEMS ANALYSIS and DESIGN

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# Modern Systems Analysis and Design

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SEVENTH EDITION

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*To Patty, for her sacrifices, encouragement, and support.  
To my students, for being receptive and critical, and challenging me to be  
a better teacher.*

—Jeff

*In memory of Tom Clark, mentor and friend.*

—Joey

*To Jackie, Jordan, James, and the rest of my family. Your love and support  
are my greatest inspiration.*

—Joe



# BRIEF CONTENTS

PREFACE xix

## **PART ONE** FOUNDATIONS FOR SYSTEMS DEVELOPMENT 1

- 1 The Systems Development Environment 3
- 2 The Origins of Software 29
- 3 Managing the Information Systems Project 47
- Appendix: Object-Oriented Analysis and Design:  
Project Management 81

## **PART TWO** PLANNING 89

- 4 Identifying and Selecting Systems Development Projects 91
- 5 Initiating and Planning Systems Development Projects 115

## **PART THREE** ANALYSIS 149

- 6 Determining System Requirements 151
- 7 Structuring System Process Requirements 186
- Appendix 7A: Object-Oriented Analysis and Design: Use Cases 221
- Appendix 7B: Object-Oriented Analysis and Design: Activity Diagrams 236
- Appendix 7C: Object-Oriented Analysis and Design: Sequence Diagrams 240
- Appendix 7D: Business Process Modeling 249
- 8 Structuring System Data Requirements 256
- Appendix: Object-Oriented Analysis and Design: Object Modeling  
–Class Diagrams 291

## **PART FOUR** DESIGN 311

- 9 Designing Databases 313
- 10 Designing Forms and Reports 354
- 11 Designing Interfaces and Dialogues 381
- 12 Designing Distributed and Internet Systems 417

## **PART FIVE** IMPLEMENTATION AND MAINTENANCE 453

- 13 System Implementation 455
- 14 Maintaining Information Systems 490

GLOSSARY OF TERMS 509

GLOSSARY OF ACRONYMS 518

INDEX 520



# CONTENTS

PREFACE xix

## **PART ONE** FOUNDATIONS FOR SYSTEMS DEVELOPMENT

### AN OVERVIEW OF PART ONE 2

#### **1 The Systems Development Environment 3**

A Modern Approach to Systems Analysis and Design 6

Developing Information Systems and the Systems Development Life Cycle 7

A Specialized Systems Development Life Cycle 13

The Heart of the Systems Development Process 14

The Traditional Waterfall SDLC 15

Different Approaches to Improving Development 16

CASE Tools 16

Rapid Application Development 18

Agile Methodologies 19

eXtreme Programming 21

Object-Oriented Analysis and Design 22

Our Approach to Systems Development 24

Summary 25

Key Terms 26

Review Questions 27

Problems and Exercises 27

Field Exercises 27

References 28

#### **2 The Origins of Software 29**

Systems Acquisition 30

Outsourcing 30

Sources of Software 32

Choosing Off-the-Shelf Software 38

Validating Purchased Software Information 40

Reuse 41

Summary 43

Key Terms 44

Review Questions 44

Problems and Exercises 44



Field Exercises 44

References 45



PE CASE: THE ORIGINS OF SOFTWARE 46

Case Questions 46

### 3 Managing the Information Systems Project 47



Pine Valley Furniture Company Background 48

Managing the Information Systems Project 49

Initiating a Project 53

Planning the Project 55

Executing the Project 63

Closing Down the Project 65

Representing and Scheduling Project Plans 66

Representing Project Plans 68

Calculating Expected Time Durations Using PERT 69

Constructing a Gantt Chart and Network Diagram at Pine Valley Furniture 69



Using Project Management Software 73

Establishing a Project Start Date 74

Entering Tasks and Assigning Task Relationships 74

Selecting a Scheduling Method to Review Project Reports 75

Summary 76

Key Terms 76

Review Questions 77

Problems and Exercises 78

Field Exercises 79

References 80

### Appendix: Object-Oriented Analysis and Design: Project Management 81

Define the System as a Set of Components 81

Complete Hard Problems First 83

Using Iterations to Manage the Project 84

Don't Plan Too Much Up Front 84

How Many and How Long Are Iterations? 85

Project Activity Focus Changes over the Life of a Project 85

Summary 87

Review Question 87

Problems and Exercises 87



PE CASE: MANAGING THE INFORMATION SYSTEMS PROJECT 88

Case Questions 88

**PART TWO** PLANNING**AN OVERVIEW OF PART TWO 90****4 Identifying and Selecting Systems Development Projects 91**

## Identifying and Selecting Systems Development Projects 92

The Process of Identifying and Selecting IS Development Projects 93

Deliverables and Outcomes 97

## Corporate and Information Systems Planning 98

Corporate Strategic Planning 99

Information Systems Planning 101

## Electronic Commerce Applications: Identifying and Selecting Systems Development Projects 108

Internet Basics 108

Pine Valley Furniture WebStore 109

## Summary 110

## Key Terms 110

## Review Questions 111

## Problems and Exercises 111

## Field Exercises 112

## References 112

**PE CASE: IDENTIFYING AND SELECTING SYSTEMS DEVELOPMENT PROJECTS 114**

Case Questions 114

**5 Initiating and Planning Systems Development Projects 115**

## Initiating and Planning Systems Development Projects 116

## The Process of Initiating and Planning Is Development Projects 117

Deliverables and Outcomes 118

## Assessing Project Feasibility 119

Assessing Economic Feasibility 119

Assessing Technical Feasibility 128

Assessing Other Feasibility Concerns 130

## Building and Reviewing the Baseline Project Plan 131

Building the Baseline Project Plan 132

Reviewing the Baseline Project Plan 136

## Electronic Commerce Applications: Initiating and Planning Systems Development Projects 141

Initiating and Planning Systems Development Projects for

Pine Valley Furniture's WebStore 142

## Summary 143

## Key Terms 144

## Review Questions 144

## Problems and Exercises 145

## Field Exercises 145

## References 146





PE CASE: INITIATING AND PLANNING SYSTEMS DEVELOPMENT PROJECTS 147  
Case Questions 147

**PART THREE ANALYSIS**

**AN OVERVIEW OF PART THREE 150**

**6 Determining System Requirements 151**

Performing Requirements Determination 152  
    The Process of Determining Requirements 152  
    Deliverables and Outcomes 153  
Traditional Methods for Determining Requirements 154  
    Interviewing and Listening 154  
    Interviewing Groups 158  
    Directly Observing Users 159  
    Analyzing Procedures and Other Documents 161  
Contemporary Methods for Determining System Requirements 166  
    Joint Application Design 166  
    Using Prototyping during Requirements Determination 169  
Radical Methods for Determining System Requirements 171  
    Identifying Processes to Reengineer 172  
    Disruptive Technologies 172  
Requirements Determination Using Agile Methodologies 173  
    Continual User Involvement 173  
    Agile Usage-Centered Design 174  
    The Planning Game from eXtreme Programming 175  
Electronic Commerce Applications: Determining System Requirements 177  
    Determining System Requirements for Pine Valley Furniture’s WebStore 177  
Summary 180  
Key Terms 180  
Review Questions 181  
Problems and Exercises 181  
Field Exercises 182  
References 183



PE CASE: DETERMINING SYSTEM REQUIREMENTS 184  
Case Questions 185

**7 Structuring System Process Requirements 186**

Process Modeling 187  
    Modeling a System’s Process for Structured Analysis 187  
    Deliverables and Outcomes 188  
Data Flow Diagramming Mechanics 188  
    Definitions and Symbols 189  
    Developing DFDs: An Example 191  
    Data Flow Diagramming Rules 193  
    Decomposition of DFDs 194  
    Balancing DFDs 197





An Example DFD	199
Using Data Flow Diagramming in the Analysis Process	202
Guidelines for Drawing DFDs	202
Using DFDs as Analysis Tools	204
Using DFDs in Business Process Reengineering	205
Modeling Logic With Decision Tables	207
Electronic Commerce Application: Process Modeling Using Data Flow Diagrams	210
Process Modeling for Pine Valley Furniture's WebStore	211
Summary	212
Key Terms	213
Review Questions	214
Problems and Exercises	214
Field Exercises	220
References	220



### Appendix 7A: Object-Oriented Analysis and Design: Use Cases 221

Use Cases	222
What Is a Use Case?	222
Use Case Diagrams	223
Definitions and Symbols	223
Written Use Cases	226
Level	227
The Rest of the Template	228
Electronic Commerce Application: Process Modeling Using Use Cases	230
Writing Use Cases for Pine Valley Furniture's WebStore	231
Summary	233
Key Terms	234
Review Questions	234
Problems and Exercises	234
Field Exercise	235
References	235



### Appendix 7B: Object-Oriented Analysis and Design: Activity Diagrams 236

When to Use an Activity Diagram	238
Problems and Exercises	238
Reference	239

### Appendix 7C: Object-Oriented Analysis and Design: Sequence Diagrams 240

Dynamic Modeling: Sequence Diagrams	241
Designing a Use Case With a Sequence Diagram	242
A Sequence Diagram for Hoosier Burger	245
Summary	247
Key Terms	247



Review Questions	247
Problems and Exercises	248
Field Exercise	248
References	248

### Appendix 7D: Business Process Modeling 249

Basic Notation	250
Example	252
Summary	253
Key Terms	253
Review Questions	253
Problems and Exercises	253
Field Exercises	253
References	253



PE CASE: STRUCTURING SYSTEM PROCESS REQUIREMENTS	254
Case Questions	255

## 8 Structuring System Data Requirements 256

Conceptual Data Modeling	258
The Conceptual Data Modeling Process	258
Deliverables and Outcomes	259
Gathering Information for Conceptual Data Modeling	260
Introduction to E-R Modeling	262
Entities	263
Attributes	265
Candidate Keys and Identifiers	266
Other Attribute Types	266
Relationships	268
Conceptual Data Modeling and the E-R Model	269
Degree of a Relationship	269
Cardinalities in Relationships	271
Naming and Defining Relationships	273
Associative Entities	273
Summary of Conceptual Data Modeling with E-R Diagrams	276
Representing Supertypes and Subtypes	276
Business Rules	277
Domains	278
Triggering Operations	279
Role of Packaged Conceptual Data Models—Database Patterns	280
Universal Data Models	280
Industry-Specific Data Models	281
Benefits of Database Patterns and Packaged Data Models	281
Electronic Commerce Application: Conceptual Data Modeling	282
Conceptual Data Modeling for Pine Valley Furniture's WebStore	282
Summary	286

Key Terms	286
Review Questions	287
Problems and Exercises	287
Field Exercises	290
References	290

**Appendix:** Object-Oriented Analysis and Design: Object Modeling—Class Diagrams 291

Representing Objects and Classes	291
Types of Operations	293
Representing Associations	293
Representing Associative Classes	295
Representing Stereotypes for Attributes	297
Representing Generalization	297
Representing Aggregation	300
An Example of Conceptual Data Modeling at Hoosier Burger	300
Summary	304
Key Terms	304
Review Questions	305
Problems and Exercises	305
References	306



<b>PE CASE: STRUCTURING SYSTEM DATA REQUIREMENTS</b>	<b>307</b>
Case Questions	308

## PART FOUR DESIGN

### AN OVERVIEW OF PART FOUR 312

#### 9 Designing Databases 313

Database Design	314
The Process of Database Design	315
Deliverables and Outcomes	316
Relational Database Model	319
Well-Structured Relations	320
Normalization	321
Rules of Normalization	321
Functional Dependence and Primary Keys	321
Second Normal Form	322
Third Normal Form	322
Transforming E-R Diagrams into Relations	324
Represent Entities	324
Represent Relationships	325
Summary of Transforming E-R Diagrams to Relations	328
Merging Relations	328
An Example of Merging Relations	329
View Integration Problems	329



Logical Database Design for Hoosier Burger 330

Physical File and Database Design 333

Designing Fields 333

- Choosing Data Types 333
- Controlling Data Integrity 335

Designing Physical Tables 336

- Arranging Table Rows 338
- Designing Controls for Files 342



Physical Database Design for Hoosier Burger 344

Electronic Commerce Application: Designing Databases 345

- Designing Databases for Pine Valley Furniture’s WebStore 345

Summary 347

Key Terms 348

Review Questions 349

Problems and Exercises 349

Field Exercises 351

References 351



PE CASE: DESIGNING DATABASES 352

- Case Questions 353

**10 Designing Forms and Reports 354**

Designing Forms and Reports 355

- The Process of Designing Forms and Reports 356
- Deliverables and Outcomes 357

Formatting Forms and Reports 360

- General Formatting Guidelines 361
- Highlighting Information 362
- Color versus No Color 364
- Displaying Text 365
- Designing Tables and Lists 366
- Paper versus Electronic Reports 370

Assessing Usability 371

- Usability Success Factors 372
- Measures of Usability 372



Electronic Commerce Applications: Designing Forms and Reports for Pine Valley Furniture’s WebStore 373

- General Guidelines 373
- Designing Forms and Reports at Pine Valley Furniture 374
- Lightweight Graphics 375
- Forms and Data Integrity Rules 375
- Template-Based HTML 375

Summary 376

Key Terms 376

Review Questions 376

Problems and Exercises 377

Field Exercises 377

References 378



**PE CASE: DESIGNING FORMS AND REPORTS 379**

Case Questions 379

## **11 Designing Interfaces and Dialogues 381**

Designing Interfaces and Dialogues 382

The Process of Designing Interfaces and Dialogues 382

Deliverables and Outcomes 382

Interaction Methods and Devices 383

Methods of Interacting 383

Hardware Options for System Interaction 391

Designing Interfaces 392

Designing Layouts 393

Structuring Data Entry 396

Controlling Data Input 397

Providing Feedback 399

Providing Help 400

Designing Dialogues 403

Designing the Dialogue Sequence 403

Building Prototypes and Assessing Usability 407

Designing Interfaces and Dialogues in Graphical Environments 407

Graphical Interface Design Issues 407

Dialogue Design Issues in a Graphical Environment 409

Electronic Commerce Application: Designing Interfaces and Dialogues for Pine Valley Furniture's WebStore 409

General Guidelines 410

Designing Interfaces and Dialogues at Pine Valley Furniture 410

Menu-Driven Navigation with Cookie Crumbs 410

Summary 412

Key Terms 412

Review Questions 413

Problems and Exercises 413

Field Exercises 414

References 414



**PE CASE: DESIGNING INTERFACES AND DIALOGUES 415**

Case Questions 416



## **12 Designing Distributed and Internet Systems 417**

Designing Distributed and Internet Systems 418

The Process of Designing Distributed and Internet Systems 418

Deliverables and Outcomes 419

Designing Distributed Systems 420

Designing Systems for LANs 420

Designing Systems for a Client/Server Architecture 422

Alternative Designs for Distributed Systems 423



- Designing Internet Systems 427
  - Internet Design Fundamentals 428
  - Site Consistency 430
  - Design Issues Related to Site Management 432
  - Managing Online Data 435



- Electronic Commerce Application: Designing a Distributed Advertisement Server for Pine Valley Furniture's WebStore 443
  - Advertising on Pine Valley Furniture's WebStore 443
  - Designing the Advertising Component 444
  - Designing the Management Reporting Component 445

- Summary 446
- Key Terms 446
- Review Questions 447
- Problems and Exercises 448
- Field Exercises 449
- References 449



- PE CASE: DESIGNING DISTRIBUTED AND INTERNET SYSTEMS 450
  - Case Questions 450

## PART FIVE IMPLEMENTATION AND MAINTENANCE

### AN OVERVIEW OF PART FIVE 454

#### 13 System Implementation 455

- System Implementation 456
  - Coding, Testing, and Installation Processes 457
  - Deliverables and Outcomes from Coding, Testing, and Installation 457
  - Deliverables and Outcomes from Documenting the System, Training Users, and Supporting Users 459
- Software Application Testing 459
  - Seven Different Types of Tests 461
  - The Testing Process 463
  - Combining Coding and Testing 465
  - Acceptance Testing by Users 466
- Installation 467
  - Direct Installation 467
  - Parallel Installation 467
  - Single-Location Installation 468
  - Phased Installation 469
  - Planning Installation 469
- Documenting the System 470
  - User Documentation 471
- Training and Supporting Users 473
  - Training Information Systems Users 473
  - Supporting Information Systems Users 475
  - Support Issues for the Analyst to Consider 477

## Organizational Issues in Systems Implementation 477

Why Implementation Sometimes Fails 477

Security Issues 480



## Electronic Commerce Application: System Implementation and Operation for Pine Valley Furniture's WebStore 482

Developing Test Cases for the WebStore 482

Alpha and Beta Testing the WebStore 483

WebStore Installation 484

Project Closedown 484

Summary 485

Key Terms 485

Review Questions 486

Problems and Exercises 487

Field Exercises 487

References 488



## PE CASE: SYSTEM IMPLEMENTATION 489

Case Questions 489

**14 Maintaining Information Systems 490**

Maintaining Information Systems 491

The Process of Maintaining Information Systems 491

Deliverables and Outcomes 493

Conducting Systems Maintenance 493

Types of Maintenance 494

The Cost of Maintenance 495

Managing Maintenance 497

Role of CASE and Automated Development Tools in Maintenance 501

WebSite Maintenance 502



## Electronic Commerce Application: Maintaining an Information System for Pine Valley Furniture's WebStore 503

Maintaining Pine Valley Furniture's WebStore 503

Summary 505

Key Terms 505

Review Questions 506

Problems and Exercises 506

Field Exercises 507

References 507

GLOSSARY OF TERMS 509

GLOSSARY OF ACRONYMS 518

INDEX 520



# PREFACE

## DESCRIPTION

*Modern Systems Analysis and Design*, Seventh Edition, covers the concepts, skills, methodologies, techniques, tools, and perspectives essential for systems analysts to successfully develop information systems. The primary target audience is upper-division undergraduates in a management information systems (MIS) or computer information systems curriculum; a secondary target audience is MIS majors in MBA and MS programs. Although not explicitly written for the junior college and professional development markets, this book can also be used by these programs.

We have over 75 years of combined teaching experience in systems analysis and design and have used that experience to create this newest edition of *Modern Systems Analysis and Design*. We provide a clear presentation of the concepts, skills, and techniques that students need to become effective systems analysts who work with others to create information systems for businesses. We use the systems development life cycle (SDLC) model as an organizing tool throughout the book to provide students with a strong conceptual and systematic framework. The SDLC in this edition has five phases and a circular design.

With this text, we assume that students have taken an introductory course on computer systems and have experience designing programs in at least one programming language. We review basic system principles for those students who have not been exposed to the material on which systems development methods are based. We also assume that students have a solid background in computing literacy and a general understanding of the core elements of a business, including basic terms associated with the production, marketing, finance, and accounting functions.

## NEW TO THE SEVENTH EDITION

The following features are new to the Seventh Edition:

- *New material.* The most dramatic change in this edition is the introduction of a new end-of-chapter case. Gone is the Broadway Entertainment Company, which has served us well for many years. It has been replaced with Petrie Electronics (following all chapters except 1 and 14). Although the former case lent itself to a focus on in-house development, the new case focuses on finding an existing system and adapting it to the company's needs. A second completely new addition to this edition is an appendix on business process modeling (Appendix 7D). The appendix is based on the Business Process Modeling Notation (BPMN), which is maintained by the Object Management Group (although BPMN is not part of Unified Modeling Language [UML]). The current edition also includes a new section on Microsoft's Security Development Life Cycle (Chapter 1) and a new section on choosing the right enterprise resource planning (ERP) system (Chapter 2). Throughout the book, figures, tables, and related content have been updated and refreshed.
- *Updated content.* Throughout the book, the content in each chapter has been updated where appropriate. We have expanded our coverage of cloud computing (Chapter 2). Examples of updates in other chapters include revising the information on the information services (IS)/information technology job market in Chapter 1. In Chapter 2, we have updated information about the various aspects of the global software industry. Another example is Chapter 13, where we have updated the examples of system implementation failure and

the leading security risks companies have reported. All screenshots come from current versions of leading software products. We have also made a special effort to update our reference lists, purging out-of-date material and including current references.

- *Dropped material.* In our efforts to keep the book current and to streamline it, the coverage of some things was dropped from this edition. Chapter 1 no longer includes the section on service oriented architecture (SOA). Chapter 4 no longer mentions intranet and extranet, including instead a discussion of more current electronic-commerce terms such as business-to-business and business-to-consumer.
- *Organization.* We have retained the organization of the book first introduced in the Sixth Edition. We have 14 chapters and six appendices. The first appendix follows Chapter 1. Four appendices follow Chapter 7, including the new one on business process modeling. The sixth appendix follows Chapter 8. This streamlined organization worked well in the Sixth Edition, so we decided to continue with it.
- *Approach to presentation of object-oriented material.* We retain our approach to object-orientation (OO) from the last edition. Brief appendices related to the object-oriented approach continue to appear immediately after related chapters. The OO appendices appear as follows: Chapter 3 features a special OO section on IS project management. Chapter 7 now has three OO appendices: one on use cases; one on sequence diagrams; and one about activity diagrams. Chapter 8 has a special section on object-oriented database design. The rationale for this organization is the same as in the past: to cleanly separate out structured and object-oriented approaches, so that instructors not teaching OO can bypass it. On the other hand, instructors who want to expose their students to object-orientation can now do so with minimal effort devoted to finding the relevant OO material.
- *Updated illustrations of technology.* Screen captures have been updated throughout the text to show examples using the latest versions of programming and Internet development environments, including the latest versions of .NET, Visio, and Microsoft Office; and user interface designs. Many references to websites are provided for students to stay current with technology trends that affect the analysis and design of information systems.

### Themes of Modern Systems Analysis and Design

1. Systems development is firmly rooted in an organizational context. The successful systems analyst requires a broad understanding of organizations, organizational culture, and organizational operations.
2. Systems development is a practical field. Coverage of current practices as well as accepted concepts and principles is essential in a textbook.
3. Systems development is a profession. Standards of practice, a sense of continuing personal development, ethics, and a respect for and collaboration with the work of others are general themes in the textbook.
4. Systems development has significantly changed with the explosive growth in databases, data-driven systems architectures, rapid development, the Internet, and agile methodologies. Systems development and database management can be and should be taught in a highly coordinated fashion. The text is compatible with the Hoffer, Ramesh, and Topi database text, *Modern Database Management*, Eleventh Edition, also published by Pearson. The proper linking of these two textbooks is a strategic opportunity to meet the needs of the IS academic field.

5. Success in systems analysis and design requires not only skills in methodologies and techniques, but also project management skills for managing time, resources, and risks. Thus, learning systems analysis and design requires a thorough understanding of the process as well as the techniques and deliverables of the profession.

Given these themes, this textbook emphasizes the following:

- A business, rather than a technology, perspective
- The role, responsibilities, and mind-set of the systems analyst as well as the systems project manager, rather than those of the programmer or business manager
- The methods and principles of systems development, rather than the specific tools or tool-related skills of the field

## DISTINCTIVE FEATURES

The following are some of the distinctive features of *Modern Systems Analysis and Design*:

1. This book is organized in parallel to the Hoffer, Ramesh, and Topi database text, *Modern Database Management*, Eleventh Edition, which will facilitate consistency of frameworks, definitions, methods, examples, and notations to better support systems analysis and design and database courses adopting both texts. Even with the strategic compatibilities between this text and *Modern Database Management*, each of these books is designed to stand alone as a market leader.
2. The grounding of systems development in the typical architecture for systems in modern organizations, including database management and Web-based systems.
3. A clear linkage of all dimensions of systems description and modeling—process, decision, and data modeling—into a comprehensive and compatible set of systems analysis and design approaches. Such a broad coverage is necessary so that students understand the advanced capabilities of the many systems development methodologies and tools that are automatically generating a large percentage of code from design specifications.
4. Extensive coverage of oral and written communication skills, including systems documentation, project management, team management, and a variety of systems development and acquisition strategies (e.g., life cycle, prototyping, Rapid Application Development [RAD], object orientation, Joint Application Development [JAD], systems reengineering, and agile methodologies).
5. Consideration of standards for the methodologies of systems analysis and the platforms on which systems are designed.
6. Discussion of systems development and implementation within the context of change management, conversion strategies, and organizational factors in systems acceptance.
7. Careful attention to human factors in systems design that emphasize usability in both character-based and graphical user interface situations.
8. Visual development products are illustrated and the current limitations technologies are highlighted.
9. The text includes a separate chapter on systems maintenance. Given the type of job many graduates first accept and the large installed base of systems, this chapter covers an important and often neglected topic in systems analysis and design texts.

## PEDAGOGICAL FEATURES

The pedagogical features of *Modern Systems Analysis and Design* reinforce and apply the key content of the book.

### Three Illustrative Fictional Cases

The text features three fictional cases, described below.



*Pine Valley Furniture (PVF)*: In addition to demonstrating an electronic business-to-consumer shopping website, several other systems development activities from PVF are used to illustrate key points. PVF is introduced in Chapter 3 and revisited throughout the book. As key systems development life cycle concepts are presented, they are applied and illustrated with this descriptive case. For example, in Chapter 5, we explore how PVF plans a development project for a customer tracking system. A margin icon identifies the location of the case segments.



*Hoosier Burger (HB)*: This second illustrative case is introduced in Chapter 7 and revisited throughout the book. HB is a fictional fast-food restaurant in Bloomington, Indiana. We use this case to illustrate how analysts would develop and implement an automated food-ordering system. A margin icon identifies the location of the case segments.



*Petrie Electronics*: This fictional retail electronics company is used as an extended project case at the end of 12 of the 14 chapters, beginning with Chapter 2. Designed to bring the chapter concepts to life, this case illustrates how a company initiates, plans, models, designs, and implements a customer loyalty system. Discussion questions are included to promote critical thinking and class participation. Suggested solutions to the discussion questions are provided in the Instructor's Manual.

### End-of-Chapter Material

We developed an extensive selection of end-of-chapter materials that are designed to accommodate various learning and teaching styles.

- *Chapter Summary*. Reviews the major topics of the chapter and previews the connection of the current chapter with future ones.
- *Key Terms*. Designed as a self-test feature, students match each key term in the chapter with a definition.
- *Review Questions*. Test students' understanding of key concepts.
- *Problems and Exercises*. Test students' analytical skills and require them to apply key concepts.
- *Field Exercises*. Give students the opportunity to explore the practice of systems analysis and design in organizations.
- *Margin Term Definitions*. Each key term and its definition appear in the margin. Glossaries of terms and acronyms appear at the back of the book.
- *References*. References are located at the end of each chapter. The total number of references in this text amounts to over 100 books, journals, and websites that can provide students and faculty with additional coverage of topics.

## USING THIS TEXT

As stated earlier, this book is intended for mainstream systems analysis and design courses. It may be used in a one-semester course on systems analysis and design or over two quarters (first in a systems analysis and then in a systems design course). Because this book text parallels *Modern Database Management*, chapters from this book and from *Modern Database Management* can be used in various sequences suitable for your curriculum. The book will be adopted typically in business schools or departments, not in computer science programs. Applied computer science or computer technology programs may also adopt the book.

The typical faculty member who will find this book most interesting is someone who

- Has a practical, rather than technical or theoretical, orientation
- Has an understanding of databases and the systems that use databases
- Uses practical projects and exercises in their courses

More specifically, academic programs that are trying to better relate their systems analysis and design and database courses as part of a comprehensive understanding of systems development will be especially attracted to this book.

The outline of the book generally follows the systems development life cycle, which allows for a logical progression of topics; however, it emphasizes that various approaches (e.g., prototyping and iterative development) are also used, so what appears to be a logical progression often is a more cyclic process. Part One provides an overview of systems development and previews the remainder of the book. Part One also introduces students to the many sources of software that they can draw on to build their systems and to manage projects. The remaining four parts provide thorough coverage of the five phases of a generic systems development life cycle, interspersing coverage of alternatives to the SDLC as appropriate. Some chapters may be skipped depending on the orientation of the instructor or the students' background. For example, Chapter 3 (Managing the Information Systems Project) can be skipped or quickly reviewed if students have completed a course on project management. Chapter 4 (Identifying and Selecting Systems Development Projects) can be skipped if the instructor wants to emphasize systems development once projects are identified or if there are fewer than 15 weeks available for the course. Chapters 8 (Structuring System Data Requirements) and 9 (Designing Databases) can be skipped or quickly scanned (as a refresher) if students have already had a thorough coverage of these topics in a previous database or data structures course. The sections on object orientation in Chapters 3, 7, and 8 can be skipped if faculty wish to avoid object-oriented topics. Finally, Chapter 14 (Maintaining Information Systems) can be skipped if these topics are beyond the scope of your course.

Because the material is presented within the flow of a systems development project, it is not recommended that you attempt to use the chapters out of sequence, with a few exceptions: Chapter 9 (Designing Databases) can be taught after Chapters 10 (Designing Forms and Reports) and 11 (Designing Interfaces and Dialogues), but Chapters 10 and 11 should be taught in sequence.

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randomly view test questions and drag and drop to create a test. You can add or modify test-bank questions as needed.

- *PowerPoint Presentation Slides* feature lecture notes that highlight key text terms and concepts. Professors can customize the presentation by adding their own slides or by editing the existing ones.
- The *Image Library* is a collection of the text art organized by chapter. This collection includes all of the figures, tables, and screenshots (as permission allows) from the book. These images can be used to enhance class lectures and PowerPoint slides.

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PART ONE

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# Foundations for Systems Development



## Chapter 1

The Systems Development Environment

## Chapter 2

The Origins of Software

## Chapter 3

Managing the Information Systems Project

# Foundations for Systems Development

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You are beginning a journey that will enable you to build on every aspect of your education and experience. Becoming a systems analyst is not a goal; it is a path to a rich and diverse career that will allow you to exercise and continue to develop a wide range of talents. We hope that this introductory part of the text helps open your mind to the opportunities of the systems analysis and design field and to the engaging nature of systems work.

Chapter 1 shows you what systems analysis and design is all about and how it has evolved over the past several decades. As businesses and systems have become more sophisticated and more complex, there has been an increasing emphasis on speed in systems analysis and design. Systems development began as an art, but most businesspeople soon realized this was not a tenable long-term solution to developing systems to support business processes. Systems development became more structured and more like engineering, and managers stressed the importance of planning, project management, and documentation. Now, we are witnessing a reaction against excesses in all three of these areas, and the focus has shifted to agile development. The evolution of systems analysis and design and the current focus on agility are explained in Chapter 1. It is also important, however, that you remember that systems analysis and design exists within a multifaceted organizational context that involves other organizational members and external parties. Understanding systems development requires an understanding not only of each technique, tool, and method, but also of how these elements cooperate, complement, and support each other within an organizational setting.

As you read this book you'll also discover that the systems analysis and design field is constantly adapting to new situations due to a strong commitment to constant improvement. Our goal in this book is to provide you with a mosaic of the skills needed to work effectively in whatever environment you find yourself, armed with

the knowledge to determine the best practices for that situation and argue for them effectively.

Chapter 2 presents an introduction to the many sources from which software and software components can be obtained. Back when systems analysis and design was an art, all systems were written from scratch by in-house experts. Businesses had little choice. Now there is little excuse for in-house development, so it becomes crucial that systems analysts understand the software industry and the many different sources of software. Chapter 2 provides an initial map of the software industry landscape and explains most of the many choices available to systems analysts.

Chapter 3 addresses a fundamental characteristic of life as a systems analyst: working within the framework of projects with constrained resources. All systems-related work demands attention to deadlines, working within budgets, and coordinating the work of various people. The very nature of the systems development life cycle (SDLC) implies a systematic approach to a project, which is a group of related activities leading to a final deliverable. Projects must be planned, started, executed, and completed. The planned work of the project must be represented so that all interested parties can review and understand it. In your job as a systems analyst, you will have to work within the schedule and other project plans, and thus it is important to understand the management process controlling your work.

Finally, Part I introduces the Petrie Electronics case. The Petrie case helps demonstrate how what you learn in each chapter might fit into a practical organizational situation. The case begins after Chapter 2; the remaining book chapters through Chapter 13 each have an associated case installment. The first section introduces the company and its existing information systems. This introduction to Petrie provides insights into the company, which will help you understand the company more completely when we look at the requirements and design for new systems in later case sections.

# The Systems Development Environment

### Learning Objectives

After studying this chapter, you should be able to:

- Define *information systems analysis and design*.
- Describe the information systems development life cycle (SDLC).
- Explain Rapid Application Development (RAD) and computer-aided software engineering (CASE) tools.
- Describe the Agile Methodologies and eXtreme Programming.
- Explain object-oriented analysis and design and the Rational Unified Process (RUP).



### Introduction

**I**nformation systems analysis and design is a complex, challenging, and stimulating organizational process that a team of business and systems professionals uses to develop and maintain computer-based information systems. Although advances in information technology continually give us new capabilities, the analysis and design of information systems is driven from an organizational perspective. An organization might consist of a whole enterprise, specific departments, or individual work groups. Organizations can respond to and anticipate problems and opportunities through innovative uses of information technology. Information systems analysis and design is, therefore,

an organizational improvement process. Systems are built and rebuilt for organizational benefits. Benefits result from adding value during the process of creating, producing, and supporting the organization's products and services. Thus, the analysis and design of information systems is based on your understanding of the organization's objectives, structure, and processes, as well as your knowledge of how to exploit information technology for advantage.

In the current business environment, the Internet, especially the World Wide Web, has been firmly integrated into an organization's way of doing business. Although you are probably most familiar

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## Information systems analysis and design

The complex organizational process whereby computer-based information systems are developed and maintained.

with marketing done on the Web and Web-based retailing sites, such as eBay or Amazon.com, the overwhelming majority of business use of the Web is business-to-business applications. These applications run the gamut of everything businesses do, including transmitting orders and payments to suppliers, fulfilling orders and collecting payments from customers, maintaining business relationships, and establishing electronic marketplaces where businesses can shop online for the best deals on resources they need for assembling their products and services. Although the Internet seems to pervade business these days, it is important to remember that many of the key aspects of business—offering a product or service for sale, collecting payment, paying employees, maintaining supplier and client relationships—have not changed. Understanding the business and how it functions is still the key to successful systems development, even in the fast-paced, technology-driven environment that organizations find themselves in today.

Careers in information technology (IT) present a great opportunity for you to make a significant and visible impact on business. The demand for skilled information technology workers is growing. According to the U.S. Bureau of Labor Statistics, the professional IT workforce will grow by more than 22 percent between 2010 and 2020 (Thibodeau, 2012). The fastest growth will come for software developers (32 percent) and database administrators (31 percent). One particular aspect of the information technology industry, cloud computing, is predicted to lead to the creation of almost 14 million technology and related jobs by 2015 (McDougall, 2012). Annual revenues from cloud computing will be over \$1.1 trillion (USD) starting that year. And the growth will be global, with the number of cloud computing jobs in Brazil increasing by 186 percent, the number of jobs in China and India almost doubling, and growth in cloud-related jobs increasing by 66 percent in the United States. (See more about cloud computing in Chapter 2.) With the challenges and opportunities of dealing with rapid advances in technology, it is difficult to imagine a more exciting career choice than information technology, and systems analysis and design is a big part of the IT landscape. Furthermore, analyzing and designing information systems will give you the chance to understand organizations at a depth and breadth that might take many more years to accomplish in other careers.

An important (but not the only) result of systems analysis and design is **application software**, software designed to support a specific organizational function or process, such as inventory management, payroll, or market analysis. In addition to application software, the total information system includes the hardware and systems software on which the application software runs, documentation and training materials, the specific job roles associated with the overall system, controls, and the people who use the software along with their work methods. Although we will address all of these various dimensions of the overall system, we will emphasize application software development—your primary responsibility as a systems analyst.

In the early years of computing, analysis and design was considered an art. Now that the need for systems and software has become so great, people in industry and academia have developed work methods that make analysis and design a disciplined process. Our goal is to help you develop the knowledge and skills needed to understand and follow such software engineering processes. Central to software engineering processes (and to this book) are various methodologies, techniques, and tools that have been developed, tested, and widely used over the years to assist people like you during systems analysis and design.

Methodologies are comprehensive, multiple-step approaches to systems development that will guide your work and influence the quality of your final product—the information system. A methodology adopted by an organization will be consistent with its general management style (e.g., an organization's orientation toward consensus management will influence its choice of systems development methodology). Most methodologies incorporate several development techniques.

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## Application software

Computer software designed to support organizational functions or processes.

Techniques are particular processes that you, as an analyst, will follow to help ensure that your work is well thought out, complete, and comprehensible to others on your project team. Techniques provide support for a wide range of tasks, including conducting thorough interviews to determine what your system should do, planning and managing the activities in a systems development project, diagramming the system's logic, and designing the reports your system will generate.

Tools are typically computer programs that make it easy to use and benefit from techniques and to faithfully follow the guidelines of the overall development methodology. To be effective, techniques and tools must both be consistent with an organization's systems development methodology. Techniques and tools must make it easy for systems developers to conduct the steps called for in the methodology. These three elements—methodologies, techniques, and tools—work together to form an organizational approach to systems analysis and design (see Figure 1-1).

Although many people in organizations are responsible for systems analysis and design, in most organizations the **systems analyst** has the primary responsibility. When you begin your career in systems development, you will most likely begin as a systems analyst or as a programmer with some systems analysis responsibilities. The primary role of a systems analyst is to study the problems and needs of an organization in order to determine how people, methods, and information technology can best be combined to bring about improvements in the organization. A systems analyst helps system users and other business managers define their requirements for new or enhanced information services. As such, a systems analyst is an agent of change and innovation.

In the rest of this chapter, we will examine the systems approach to analysis and design. You will learn how systems analysis and design has changed over the decades as computing has become more central to business. You will learn about the systems development life cycle, which provides the basic overall structure of the systems development process and of this book. This chapter ends with a discussion of some of the methodologies, techniques, and tools created to support the systems development process.

### Systems analyst

The organizational role most responsible for the analysis and design of information systems.



**FIGURE 1-1**

An organizational approach to systems analysis and design is driven by methodologies, techniques, and tools



## A MODERN APPROACH TO SYSTEMS ANALYSIS AND DESIGN

The analysis and design of computer-based information systems began in the 1950s. Since then, the development environment has changed dramatically, driven by organizational needs as well as by rapid changes in the technological capabilities of computers. In the 1950s, development focused on the processes the software performed. Because computer power was a critical resource, efficiency of processing became the main goal. Computers were large, expensive, and not very reliable. Emphasis was placed on automating existing processes, such as purchasing or paying, often within single departments. All applications had to be developed in machine language or assembly language, and they had to be developed from scratch because there was no software industry. Because computers were so expensive, computer memory was also at a premium, so system developers conserved as much memory for data storage as possible.

The first procedural, or third-generation, computer programming languages did not become available until the beginning of the 1960s. Computers were still large and expensive, but the 1960s saw important breakthroughs in technology that enabled the development of smaller, faster, less expensive computers—minicomputers—and the beginnings of the software industry. Most organizations still developed their applications from scratch using their in-house development staffs. Systems development was more an art than a science. This view of systems development began to change in the 1970s, however, as organizations started to realize how expensive it was to develop customized information systems for every application. Systems development came to be more disciplined as many people worked to make it more like engineering. Early database management systems, using hierarchical and network models, helped bring discipline to the storage and retrieval of data. The development of database management systems helped shift the focus of systems development from processes first to data first.

The 1980s were marked by major breakthroughs in computing in organizations, as microcomputers became key organizational tools. The software industry expanded greatly as more and more people began to write off-the-shelf software for microcomputers. Developers began to write more and more applications in fourth-generation languages, which, unlike procedural languages, instructed a computer on what to do instead of how to do it. Computer-aided software engineering (CASE) tools were developed to make systems developers' work easier and more consistent. As computers continued to get smaller, faster, and cheaper, and as the operating systems for computers moved away from line prompt interfaces to windows- and icon-based interfaces, organizations moved to applications with more graphics. Organizations developed less software in-house and bought relatively more from software vendors. The systems developer's job went through a transition from builder to integrator.

The systems development environment of the late 1990s focused on systems integration. Developers used visual programming environments, such as PowerBuilder or Visual Basic, to design the user interfaces for systems that run on client/server platforms. The database, which may be relational or object-oriented, and which may have been developed using software from firms such as Oracle, Microsoft, or Ingres, resided on the server. In many cases, the application logic resided on the same server. Alternatively, an organization may have decided to purchase its entire enterprise-wide system from companies such as SAP AG or Oracle. Enterprise-wide systems are large, complex systems that consist of a series of independent system modules. Developers assemble systems by choosing and implementing specific modules. Starting in the middle years of the 1990s, more and more systems development efforts focused on the Internet, especially the Web.

Today, in the first years of the new century, there is continued focus on developing systems for the Internet and for firms' intranets and extranets. As happened with traditional systems, Internet developers now rely on computer-based tools, such

as ColdFusion, to speed and simplify the development of Web-based systems. Many CASE tools, such as those developed by Oracle, now directly support Web application development. More and more, systems implementation involves a three-tier design, with the database on one server, the application on a second server, and client logic located on user machines. Another important development in the early years of the new century is the move to wireless system components. Wireless devices, such as cell phones and personal digital assistants (PDAs; e.g., Palm Pilots or Pocket PCs), can access Web-based applications from almost anywhere. Finally, the trend continues toward assembling systems from programs and components purchased off the shelf. In many cases, organizations do not develop the application in-house. They don't even run the application in-house, choosing instead to use the application on a per-use basis by accessing it through an application service provider (ASP).

## DEVELOPING INFORMATION SYSTEMS AND THE SYSTEMS DEVELOPMENT LIFE CYCLE

Most organizations find it beneficial to use a standard set of steps, called a **systems development methodology**, to develop and support their information systems. Like many processes, the development of information systems often follows a life cycle. For example, a commercial product follows a life cycle in that it is created, tested, and introduced to the market. Its sales increase, peak, and decline. Finally, the product is removed from the market and replaced by something else. The **systems development life cycle (SDLC)** is a common methodology for systems development in many organizations; it features several phases that mark the progress of the systems analysis and design effort. Every textbook author and information systems development organization uses a slightly different life-cycle model, with anywhere from 3 to almost 20 identifiable phases.

The life cycle can be thought of as a circular process in which the end of the useful life of one system leads to the beginning of another project that will develop a new version or replace an existing system altogether (see Figure 1-2). At first glance, the life cycle appears to be a sequentially ordered set of phases, but it is not. The specific steps and their sequence are meant to be adapted as required for a project, consistent with management approaches. For example, in any given SDLC phase, the project can return to an earlier phase if necessary. Similarly, if a commercial product does not perform well just after its introduction, it may be temporarily removed from the market and improved before being reintroduced. In the SDLC, it is also possible to complete some activities in one phase in parallel with some activities of

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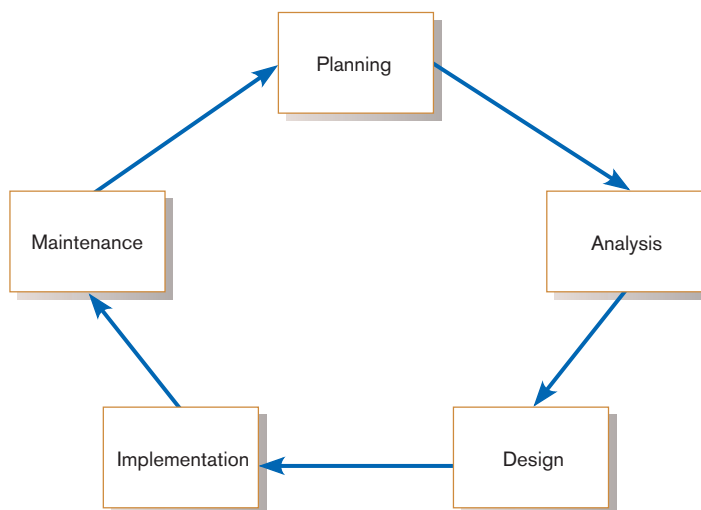
### Systems development methodology

A standard process followed in an organization to conduct all the steps necessary to analyze, design, implement, and maintain information systems.

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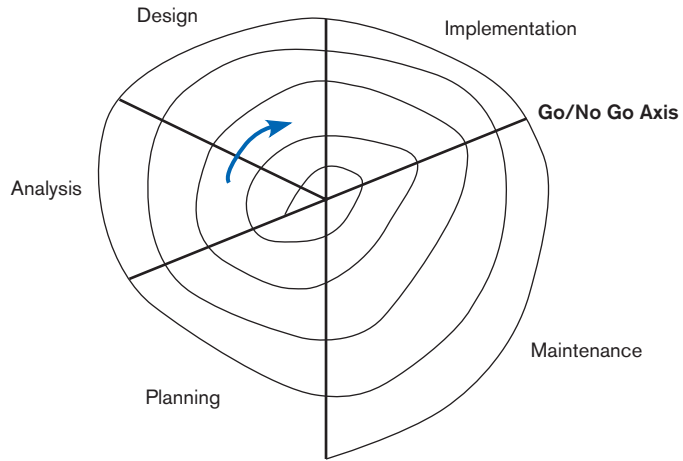
### Systems development life cycle (SDLC)

The traditional methodology used to develop, maintain, and replace information systems.



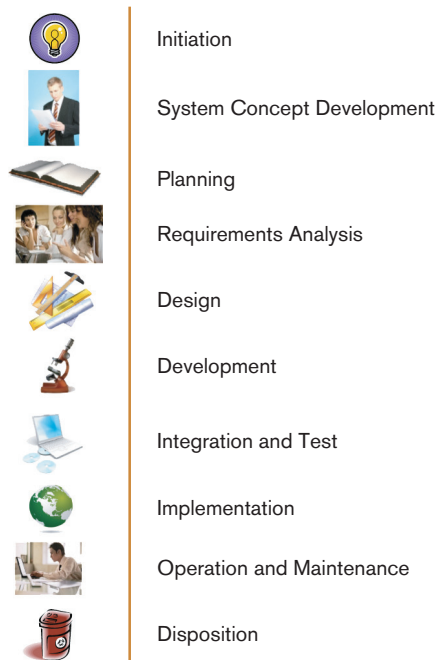
**FIGURE 1-2**  
Systems development life cycle

**FIGURE 1-3**  
Evolutionary model



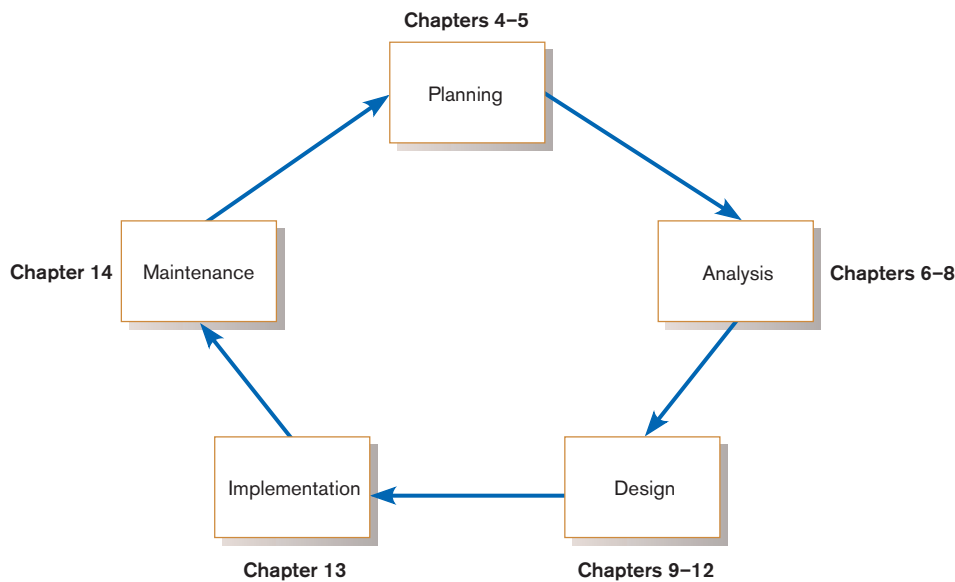
another phase. Sometimes the life cycle is iterative; that is, phases are repeated as required until an acceptable system is found. Some people consider the life cycle to be a spiral, in which we constantly cycle through the phases at different levels of detail (see Figure 1-3). However conceived, the systems development life cycle used in an organization is an orderly set of activities conducted and planned for each development project. The skills required of a systems analyst apply to all life-cycle models. Software is the most obvious end product of the life cycle; other essential outputs include documentation about the system and how it was developed, as well as training for users.

Every medium to large corporation and every custom software producer will have its own specific life cycle or systems development methodology in place (see Figure 1-4). Even if a particular methodology does not look like a cycle, and Figure 1-4 does not, you will probably discover that many of the SDLC steps are performed and SDLC techniques and tools are used. Learning about systems analysis and design from the life cycle approach will serve you well no matter which systems development methodology you use.



**FIGURE 1-4**  
U.S. Department of Justice’s systems development life cycle  
(Source: Diagram based on [www.usdoj.gov/jmd/irm/lifecycle/ch1.htm#para1.2](http://www.usdoj.gov/jmd/irm/lifecycle/ch1.htm#para1.2).)

**FIGURE 1-5**  
SDLC-based guide to this book



When you begin your first job, you will likely spend several weeks or months learning your organization's SDLC and its associated methodologies, techniques, and tools. In order to make this book as general as possible, we follow a rather generic life-cycle model, as described in more detail in Figure 1-5. Notice that our model is circular. We use this SDLC as one example of a methodology but, more important, as a way to arrange the topics of systems analysis and design. Thus, what you learn in this book, you can apply to almost any life cycle you might follow. As we describe this SDLC throughout the book, you will see that each phase has specific outcomes and deliverables that feed important information to other phases. At the end of each phase, a systems development project reaches a milestone and, as deliverables are produced, they are often reviewed by parties outside the project team. In the rest of this section, we provide a brief overview of each SDLC phase. At the end of the section, we summarize this discussion in a table that lists the main deliverables or outputs from each SDLC phase.

The first phase in the SDLC is **planning**. In this phase, someone identifies the need for a new or enhanced system. In larger organizations, this recognition may be part of a corporate and systems planning process. Information needs of the organization as a whole are examined, and projects to meet these needs are proactively identified. The organization's information system needs may result from requests to deal with problems in current procedures, from the desire to perform additional tasks, or from the realization that information technology could be used to capitalize on an existing opportunity. These needs can then be prioritized and translated into a plan for the information systems department, including a schedule for developing new major systems. In smaller organizations (as well as in large ones), determination of which systems to develop may be affected by ad hoc user requests submitted as the need for new or enhanced systems arises, as well as from a formalized information planning process. In either case, during project identification and selection, an organization determines whether resources should be devoted to the development or enhancement of each information system under consideration. The outcome of the project identification and selection process is a determination of which systems development projects should be undertaken by the organization, at least in terms of an initial study.

Two additional major activities are also performed during the planning phase: the formal, yet still preliminary, investigation of the system problem or opportunity at hand and the presentation of reasons why the system should or should not be developed by the organization. A critical step at this point is determining the scope of the proposed system. The project leader and initial team of systems analysts also

### Planning

The first phase of the SDLC in which an organization's total information system needs are identified, analyzed, prioritized, and arranged.