If your group will be using charts, you will need to bring an easel. You are responsible for locating other visual aids such as overhead projectors and for making sure that they work properly. It would be wise to locate two such projectors and make sure both work properly to ensure that one can continue if something should happen to the first projector.

Notes may be used for the presentation. They must be written on 3" x 5" or 4" x 6" cards. They should only be used for assistance--DON'T READ!! Also, when using overheads the overheads themselves can help you remember the gist of your speech without needing to refer to note cards constantly.

Members of the group are to speak on the section(s) of the project for which they were responsible, and will be graded according to both the overall group presentation and the individual performance. The group leader is to make the introduction of the project and the group members. It is advisable that the group leader also give a brief history of the client-partner relevant to the project.

The entire presentation should take approximately 50 minutes with 10 additional minutes for a question and answer period.

3.9 PROPOSED ALTERNATIVE AND FEASIBILITY STUDY

The proposed system should meet the needs of the organization (or users) within the framework of the organization's financial structure, personnel, and other resources to ensure that the proposal is possible to implement. The proposal should also be a cost effective and desirable solution to a real problem. See DeMarco for more detail in the design of the proposed system.

After the development of alternative new models of the system, feasibility studies must be done to determine the effects of the new system on the organization studied. Is the new system a way to solve the problems of the organization and/or does it meet the needs of the users? What resources does the organization have and what resources does the new system require? What will be the impact on the systems which share boundaries with the proposed system? These questions must be addressed in a feasibility study. See Semprevivo for the methods to perform a feasibility study.

3.10 PRODUCING THE SYSTEMS ANALYSIS DOCUMENT

The systems analysis document should contain a definition of the problem, a description of the system, an analysis of the system showing how each part performs its task, a proposal of alternatives, and reasons why the recommended system was selected. Also to be included are the summary and conclusions, and a bibliography of works consulted and appendices. It must be organized in this order and include the following sections:
1. Executive Summary
   - A one page summary of the project, findings, and conclusions.

2. Introduction
   - What is the project?
   - What were the goals of the project?
   - What were the methods used to attack the problems?

3. Description of the existing system and user requirements
   - Narrative description (users, needs, requirements, etc.)
   - Organization Chart (Hierarchal Structure)
   - System documentation (see 3.7 for details)
   - Data flow diagrams of the existing system

4. Systems analysis of the existing system
   - Problem definition and classification
   - Data collection and analysis (e.g. interviews)
   - Data flow diagrams, with domain of change resulting from analysis
   - Data Dictionary

5. Proposal of alternative systems
   - System planning feasibility
   - System cost determination

6. Recommendation of the selected system
   - Requirements Document
   - Structured specifications of the new system (Including new data flow diagrams if these are changed in the new system.)
   - Justification of selected system
   - Advantages and disadvantages of the selected system
   - Implementation

7. Summary and Conclusions*

Bibliography

Appendix
A summary is a closing abstract. Conclusions imply judgements or expert opinions.

The appendix should contain any forms of questionnaires used, the names of people interviewed and dates, names of members of the team, and what part of the project each prepared. The appendix should also include such items as the forms used by the system, surveys used, forms for the new system, data dictionary forms, bottom level data flow diagrams, and other information which does not fit into the document due to bulk.

Bibliographic references should follow the form below:

**Within text references:**

"example of computer tape which could not be read without a machine, a code book, a set of computer instructions and a computer technician. [Dunn74, Conq67]"

"Many of the requests for basic information on a specific subject by different research scholars are duplicative. . . . This basic similarity in the demand for information on a given topic implies that considerable economics of scale could be achieved by coordination. . . . It is . . . quite possible that . . . general master tapes might be designed in specific areas which would meet the need for a larger number of research projects. [Conq67]"

**Within the Bibliography:**


**3.10.1 STANDARDS**

The team will lose points if the report format described is not followed. The team must use the tools and methods described in Semprevivo and DeMarco. The report is to be submitted on assigned day. The document **MUST** be bound in a black, cardboard binder (or if too large a black three-ring notebook) and have:

- Table of contents
- Title page
  - Title and number of the project
  - Names of the team members
  - Class Number
- Instructor’s Name
- Date presented in class
- Semester and year written
- School Name

- Each section marked to identify the person responsible for it
- All pages of the documentation numbered
- Copy of the letter of thanks sent by the team to the client-partner
- Draft Copy of the letter to be sent by the professor (if client-partner is off-campus) (See examples in Appendix)

A copy of the bound Systems Analysis Document must also be given to the client-partner, and if possible, a formal presentation like the one given in class should be given to the client-partner. Written acknowledgement of receipt of the report and, if appropriate, the presentation (and approval thereof) must be received by the professor no later than the second week of CS498.

NOTE: It is strongly urged that each group have someone outside the group review the Systems Analysis Document if time permits. Preferably that person should have taken this course.

3.10.2 SYSTEMS ANALYSIS DOCUMENT EVALUATION

The system analysis document will be evaluated against the following standards:

a) Completeness of the document in addressing each section.
b) The form of the document, including the type of diagrams, charts, and tables used.
c) The confidence the reader would have with the recommended system.
d) Inclusion of copies of letters of thanks both by the group to the client-partner and by the professor if an off-campus client-partner.
e) The degree of research shown in the report.
f) The document bound in a black, cardboard binder with pronged fasteners.

3.10.3 DISPOSITION OF SYSTEMS ANALYSIS DOCUMENT

The professor will review the Systems Analysis Document with the team as soon as possible during CS498. If the report contains any confidential information, it must be noted on the first page so that it may be handled accordingly.
3.11 TEAM MEMBER EVALUATIONS

At a time specified by the professor each team member will turn in:

a) Evaluations of the performance of fellow team members--sample evaluations are in Appendix B.

b) A division of the points earned on the projects between all team members including themselves. See Appendix B.

Both these documents should be in a sealed envelope and contain the student’s name, signature and team number.

3.12 FINAL PRESENTATION

The final class presentation is to be treated as a presentation of the major project to a group of peers in a department who are to evaluate the project before making their recommendation to high level management. The presentation could be given to management if certain more technical sections were removed. Those technical sections are necessary for your peers to evaluate your proposed system as a solution to the problems of the system you have studied.

The same standards used in grading the milestone presentation (see Section 3.8 for details) will be used with the exception of dress. For the final presentation dress should be appropriate for business occasions such as interviews and conservative by university standards. Jeans are inappropriate.

NOTE: It is strongly urged that each group present a practice run of their presentation to someone outside the group. Preferably someone who has had this course.

3.13 FILLING OUT PROJECT PRESENTATION EVALUATIONS

1. Purpose

The Comments on Project form is to be completed by each class member who is not a member of the reporting team. Your constructive criticism can help your classmates improve their skills in preparing and presenting reports. Use as a criteria for judging the Project Presentation the information given in Sections 3.8 and 3.12.

2. Listen

Using "Listening Is A Ten-Part Skill" (see Appendix A) consider these items in answering the first two questions:
organization of material
knowledge of material
ability to convey information
ability to answer questions
use of visual aids
clarity of speech
voice level of the speaker
eye contact
appearance
professionalism of presentation
research and scholarship

(a) Strongest points of presentation? Discuss the positive things the speaker(s) did that were of benefit.

(b) List ways in which the presentation could be improved or indicate constructive alternatives.

3. Description
(a) Insert MP number.
(b) Comment on the method used to present the report. Comments on individual team member performance must be made here.
(c) Comment on the content of the report. Again, comments on individual team member performance must be made.
(d) Rate each individual from 1 to 10 and the team as a whole. Rate for both method and content. (A rating of 1 is the worst; 10 is the best. Perfection is very rare!)
(e) Check yes or no to indicate whether or not you would approve the proposed solution.
(f) List the reasons for your response.
(g) Your signature must appear for your evaluation to count. It will be removed before the evaluation is given to the evaluated team.
(h) Ten minutes will be provided following the talk for reviewers to complete the evaluation form. So please do fill out the evaluation of one speaker while the next is talking.

NOTE: To receive credit for the evaluation, the entire form must be completed. (No questions or sections omitted.)
COMMENTS ON PROJECT _MP-3_ (a)

1. Comments on method of presentation:
   (b) Presentation was clear and concise and everyone was well groomed. Bill seemed too nervous. The visual aids were excellent. Basically, a nice job.

2. Comments on content of presentation:
   (c) Organization chart, data flow diagrams, and cost analysis effectively showed us a model of XYZ Corp. Good job.

3. Would you approve the proposed system (solution)?   Yes_X_ No__
   (f) All the alternatives were presented and their proposal provided the greatest improvement in the system for the money.

NAME:  _____Peter Piper_________ (g)

497-6 (Rev. 5/81)
3.14 TOOLS AND TECHNIQUES USED (497-11)

This form is used at the end of the semester to inform the instructor of what tools and techniques your group used to analyze and document the existing system. List how the data dictionary is maintained, how the data flow diagrams were drawn and analyzed, and what tools were used. Also, state where the information is now located.
APPENDIX A

LISTENING IS A TEN-PART SKILL

1. Find area of interest.

All studies point to the advantage of being interested in the topic under discussion. Bad listeners usually declare the subject dry after the first few sentences. Once this decision is made, it serves to rationalize any and all inattention.

Good listeners follow different tactics. True, their first thought may be that the subject sounds dry. But a second thought immediately follows based on the realization that to get up and leave might prove a bit awkward.

The final reflection is that, being trapped anyhow, perhaps it might be well to learn if anything is being said that can be put to use.

The key to the whole matter of interest in a topic is the word "use". Whenever we wish to listen efficiently, we ought to say to ourselves: "What's he saying that I can use? What worthwhile ideas has he? Is he reporting any workable procedures? Anything that I can cash in on, or with which I can make myself happier?" Such questions lead us to screen what we are hearing in a continual effort to sort out the elements of personal value. G. K. Chesterton spoke wisely indeed when he said, "There is no such thing as an uninteresting subject; there are only uninterested people."

2. Judge content, not delivery.

Many listeners alibi inattention to a speaker by thinking to themselves: "Who could listen to such a character? What an awful voice! Will he ever stop reading from his notes?"

The good listener reacts differently. He may well look at the speaker and think, "This man is inept. Seems like almost anyone ought to be able to talk better than that." But from this initial similarity he moves on to a different conclusion, thinking "But wait a minute...I'm not interested in his personality or delivery. I want to find out what he knows. Does man this know some things that I need to know?"

Essentially we "listen with our own experience." Is the conveyor to be held responsible because we are poorly equipped to decode his message? We cannot understand everything we hear, but one sure way to raise the level of our understanding is to assume the responsibility which is inherently ours.
3. Hold your fire.

Overstimulation is almost as bad as understimulation, and the two together constitute the twin evils of inefficient listening. The overstimulated listener gets too excited, or excited too soon, by the speaker. Some of us are greatly addicted to this weakness. For us, a speaker can seldom talk for more than a few minutes without touching upon a pet bias or conviction. Occasionally we are roused in support of the speaker's point; usually it is the reverse. In either case overstimulation reflects the desire of the listener to enter, somehow, immediately into the argument.

The aroused person usually becomes preoccupied by trying to do three things simultaneously: calculate what hurt is being done to his pet ideas, plot an embarrassing question to ask the speaker, enjoy mentally all the discomfort visualized for the speaker once the devastating reply to him is launched. With these things going on, subsequent passages go unheard.

We must learn not to get too excited about a speaker's point until we are certain we thoroughly understand it. The secret is contained in the principle that we must always withhold evaluation until our comprehension is complete.

4. Listen for ideas.

Good listeners focus on central ideas; they tend to recognize the characteristic language in which central ideas are usually stated, and they are able to discriminate between fact and principle, idea and example, evidence and argument. Poor listeners are inclined to listen for the facts in every presentation.

To understand the fault, let us assume that a man is giving us instructions made up of facts A to Z. The man begins to talk. We hear fact A and think: "We've got to remember it!" So we begin a memory exercise by repeating "Fact A, fact A, fact A..." Meanwhile, the fellow is telling us fact B. Now we have two facts to memorize. We're so busy doing it that we miss fact C completely. And so it goes up to fact Z. We catch a few facts, garble several others and completely miss the rest.

It is a significant fact that only about 25 percent of persons listening to a formal talk are able to grasp the speaker's central idea. To develop this skill requires an ability to recognize conventional organizational patterns, transitional language, and the speaker's use of recapitulation. Fortunately, all of these items can be readily mastered with a bit of effort.
5. Be flexible.

Our research has shown that over 100 worst listeners thought that note-taking and outlining were synonyms. They believed there was but one way to take notes -- by making an outline.

Actually, no damage would be done if all talks followed some definite plan of organization. Unfortunately, less than half of even formal speeches are carefully organized. There are few things more frustrating than to try to outline an unoutlineable speech.

Note-taking may help or may become a distraction. Some persons try to take down everything in shorthand; the vast majority of us are far too voluminous even in long hand. While studies are not too clear on the point, there is some evidence to indicate that the volume of notes taken and their value to the taker are inversely related. In any case, the real issue is one of interpretation. Few of us have memories good enough to remember even the salient points we hear. If we can obtain brief, meaningful records of them for later review, we definitely improve our ability to learn and to remember.

6. Work at listening.

One of the most striking characteristics of poor listeners is their disinclination to spend any energy in a listening situation. College students, by their own testimony, frequently enter classes all worn out physically; assume postures which only seem to give attention to the speaker; and then proceed to catch up on needed rest or to reflect upon purely personal matters. This faking of attention is one of the worst habits afflicting us as people.

Listening is hard work. It is characterized by faster heart action, quicker circulation of the blood, a small rise in body temperature. The over-relaxed listener is merely appearing to tune in, and then feeling conscience-free to pursue any of a thousand mental tangents.

For selfish reasons alone one of the best investments we can make is to give each speaker our conscious attention. We ought to establish eye contact and maintain it; to indicate by posture and facial expression that the occasion and the speaker's efforts are a matter of real concern to us. When we do these things we help the speaker to express himself more clearly, and we in turn profit by better understanding of the improved communications we have helped him to achieve. None of this necessarily implies acceptance of his point of view or favorable action upon his appeals. It is, rather, an expression of interest.

7. Resist distractions.

The good listeners tend to adjust quickly to any kind of abnormal situation; poor listeners tend to tolerate bad conditions and, in some instances, even to create distractions themselves.
We live in a noisy age. We are distracted not only by what we hear, but by what we see. Poor listeners tend to be readily influenced by all manner of distractions, even in an intimate fact-to-fact situation.

A good listener instinctively fights distraction. Sometimes the fight is easily won -- by closing a door, shutting off the radio, moving closer to the person talking, or asking him to speak louder. If the distractions cannot be met that easily, then it becomes a matter of concentration.

8. Exercise your mind.

Poor listeners are inexperienced in hearing difficult, expository material. Good listeners apparently develop an appetite for hearing a variety of presentations difficult enough to challenge their mental capacities.

Perhaps the one word that best describes the bad listeners is "inexperienced." Although he spends 40 percent of his communication day listening to something, he is inexperienced in hearing anything tough, technical, or expository. He has for years painstakingly sought light, recreational material. The problem he creates is deeply significant, because such a person is a poor producer in factory, office, or classroom.

Inexperience is not easily or quickly overcome. However, knowledge of our own weakness may lead us to repair it. We need never become too old to meet the new challenges.


Parallel to the blind spots which afflict human beings are certain psychological deaf spots which impair our ability to perceive and understand. These deaf spots are the dwelling place of our most cherished notions, convictions, and complexes. Often, when a speaker invades one of these areas with a word or phrase, we turn our mind to retraveling familiar mental pathways crisscrossing our invaded area of sensitivity.

It is hard to believe in moments of cold detachment that just a word or phrase can cause such emotional eruption. Yet with poor listeners it is frequently the case; and even with very good listeners it is occasionally the case. When such emotional deafness transpires, communicative efficiency drops rapidly to zero.

Among the words known thus to serve as red flags to some listeners are: mother-in-law, landlord, red neck, sharecropper, sissy, farmer, pink, "Greetings," antivivisectionist, evolution, square, punk, and welcher.

Effective listeners try to identify and to rationalize the words or phrases most upsetting emotionally. Often the emotional impact of such words can be decreased through a free and open discussion of them with friends or associates.
10. Capitalize on thought speed.

Most persons talk at a speed of about 125 words a minute. There is good evidence that if thought were measured in words per minute, most of us could think easily at about four times that rate. It is difficult -- almost painful -- to try to slow down our thinking speed. Thus we normally have about 400 words of thinking time to spare during every minute a person talks to us.

What do we do with our excess thinking time while someone is speaking? If we are poor listeners, we soon become impatient with the slow progress the speaker is seeming to make. So our thoughts turn to something else for a moment, then dart back to the speaker. These brief side excursions of thought continue until our mind tarries too long on some enticing but irrelevant subject. Then, when our thoughts return to the person talking, we find he's far ahead of us. Now it's harder to follow him and increasingly easy to take off on side excursions. Finally we give up; the person is still talking, but our mind is in another world.

The good listener uses his thought speed to advantage; he constantly applies his spare thinking time to what is being said. It is not difficult once one has a definite pattern of thought to follow. To develop such a pattern we should:

> Try to anticipate what a person is going to talk about. On the basis of what he's already said, ask yourself: "What's he trying to get at? What point is he going to make?"

> Mentally summarize what the person has been saying. What point has he made already, if any?

> Weigh the speaker's evidence by mentally questioning it. As he presents facts, illustrative stories and statistics, continually ask yourself: "Are they accurate? Do they come from an unprejudiced source? Am I getting the full picture, or is he telling me only what will prove his point?"

> Listen between the lines. The speaker doesn't always put everything that's important into words. The changing tones and volume of his voice may have a meaning, so may his facial expressions, the gestures he makes with his hands, the movements of his body.

Not capitalizing on thought speed is our greatest single handicap. The differential between thought speed and speech breeds false feelings of security and mental tangents. Yet, through listening training, this same differential can be readily converted into our greatest asset.
REFERENCES

Students who comprise the teams rarely have strong communications backgrounds and abilities. For this reason a reference list is presented to guide students looking for material to strengthen their skills.

Communication


Two Harvard Business Review articles:


After looking at these, see:

Nirenberg, Jesse S., Getting Through to People, 637, C45.

Technical references include such journals as:

ACM/Computing Surveys, Datamation, Creative Computing, Computer Law. All are available in the periodical room except Creative Computing.


Finally see an article in *Datamation*: Robert L. Patrick, "Sixty ingredients for better systems," *Datamation*, December 1977, pp. 171, ff. and *How to Solve it* by G. Polya.
APPENDIX B

GROUP EVALUATION SAMPLES

Team No. 3

1/1/89

S. Freud

1. S. Freud

I feel that in my role as team leader the most work was performed by me. Controlling the system design and handling heated discussions between the group was at some times a major problem of the system. Although I feel that Len Euler did as much as I did, my role as team leader is the reason for ranking myself higher.

2. L. Euler

I would rate Len next. He was very cooperative throughout the semester and agreed to do many things required for our system proposal. His attendance at meetings was excellent and he had a full understanding of the system.

3. W. Shakespeare

Will was somewhat of a disappointment to me. I feel that his experience with cost benefit analysis should have been helpful, but he did not make himself heard on this subject matter. Will’s attendance at the meetings was poor during the early part of the semester, but improved as the semester continued.

4. L. Da Vinci

I rank Leo lowest in his overall contribution to the system. Leo’s attendance at the meetings was extremely poor and his willingness to investigate particular components of the system was at times extremely weak.
1. S. Freud [8] He gave the team needed leadership at times of trouble and provided information in needed areas of conflict.

2. L. Euler [7] He provided all persons with general information on the system. Met all goals ahead of schedule. Assisted with the leadership function when Sigmund needed help.

3. W. Shakespeare [6] Helped with information needed by other team members when system was cut down. Before this time I felt that Will was working on this project more in the manner of a term paper than a project.

4. L. Da Vinci [5] I rate myself as last due to the fact that I had a problem this semester with managing my time for each class. My goals were attained but not necessarily on time.
APPENDIX C

ALLOCATION OF POINTS

The allocation of the points for the major project is done at a time stated by the professor. Each student will give each team member including themselves a percentage of the total points earned by the team on the major project. The total percentage should be equal to 100.

The format that must be followed is as follows:

Your Name (Signature)

Your Name (Printed)

Joy Jones 30%
Mary Smith 20%
Jim Johnson 40%
Lois Jackson 10%

====
100%
December 4, 1988
Mr. Randy Gorski
Eastern Indiana Production Credit Association
1400 East McGalliard Road
Muncie, Indiana 47303

Dear Mr. Gorski:

I would like to personally thank you for the time you gave and the information you provided to Robert Bragg, David Burkett, and Michael Whester, students in my Software Engineering class. Your assistance on their project, PCA Agrifax System Analysis, was extremely valuable to them and to their project.

This kind of cooperation permits us to give to our students types of projects which enhance the education they receive. If you have any suggestions or comments based on your experience with our students, or would like to suggest a project that our students might undertake, please feel free to contact me.

Yours truly,

Dr. Wayne M. Zage
Professor

WMZ:le
December 3, 1988
Mr. Randy Gorski
Eastern Indiana Production Credit Association
1400 East McGalliard Road
Muncie, Indiana 47303

Dear Mr. Gorski:

I enjoyed meeting with you on September 8, 1988 to discuss the Agrifax System. The information that you provided and our discussion were very beneficial to my group and me in our analysis of the Agrifax System.

I appreciate your time and patience very much. Thank you.

Sincerely yours,

Robert Bragg
APPENDIX E

BLANK FORMS
WEEKLY PROGRESS REPORT

COURSE NO. Date Report Covers: ___ thru ___ NAME _______ 

COMPLETE REPORT AND GIVE AN ABSTRACT OF A COMPUTERWORLD ARTICLE ON THE BACK OF THE FORM

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<th>Hours Spent</th>
<th>Accomplishments for each activity</th>
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497-1 (Rev. 5/89)
WEEKLY TEAM REPORT FOR MP-

Prepared by: __________________________

Date Report Covers: ___________ thru ___________
PROJECT TASK SCHEDULE FOR MP-

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SYSTEMS PROJECT PROPOSAL

MP-____

COURSE:_________ DATE:_________

Supply the requested information. If necessary, use additional paper on one side only and staple to the back of this form.

Describe the purpose of the proposed system.

List the functions to be performed by the system.

Initial problem statement (i.e., goals and objectives of the proposed system).

Team Leader

_________________________ Approved __________________________ Date: _____________

_________________________ __________________________ _____________

Name of organization to be studied: ________________________________

******************************************************************************

Approved: __________________________________________ Date: _____________

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497-5 (9/84)
COMMENTS ON PROJECT

1. Comments on method of presentation:

2. Comments on content of presentation:

3. Would you approve the proposed system (solution)? Yes____No____

NAME: ____________________________

497-6 (Rev. 5/81)
TEAM MEMBER SCHEDULE

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497-8 (8/84)
USER'S COMMENTS ON STANDARDS MANUAL

NAME: __________________________

DATE: _________________________

Feedback is an important part of any system. User's comments help us to improve the quality and usefulness of this document. Your honesty and candidness is appreciated.

Page Comments
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TOOLS AND TECHNIQUES USED

1. Introduction (state the problem and client-partner):

2. Location of information:

3. Data dictionary (how is it maintained?):

4. Data flow diagrams (how were they drawn and analyzed?):

5. Tools (what tools were used?):
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