

### **COMP6115**

# Object Oriented Analysis and Design

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**Session #6** 

# **Behavioral Modeling**



### **Learning Outcomes**

LO1: Identify the basic concept of advance topic in Object Oriented Analysis and Design

LO2: Use the knowledge to develop documentation for object oriented software analysis and design using Unified Modelling Language

LO3: Analyze any problem in any software application and find out the alternative solutions using object oriented analysis and design approach



## Chapter 6:

## **Behavioral Modeling**



### **Learning Objectives**

- Understand the rules and style guidelines for sequence and communication diagrams and behavioral state machines.
- Understand the processes used to create sequence and communication diagrams, behavioral state machines and CRUDE matrices.
- Be able to create sequence and communication diagrams, behavioral state machines and CRUDE matrices.
- Understand the relationship between the behavioral models and the structural and functional models.



#### Introduction

- Behavioral models describe the internal behavior of a system
- Behavioral model types:
  - Representations of the details of a business process identified by use-cases
    - Interaction diagrams (Sequence & Communication)
    - Shows how objects collaborate to provide the functionality defined in the use cases.
  - Representations of changes in the data
    - Behavioral state machines
- Focus (for now) is on the dynamic view of the system, not on how it is implemented

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#### **Behavioral Models**

- Analysts view the problem as a set of use cases supported by a set of collaborating objects
  - Aids in organizing and defining the software
  - Behavioral models depict this view of the business processes:
    - How the objects interact and form a collaboration to support the use cases
    - An internal view of the business process described by a use case
- Creating behavioral models is an iterative process which may induce changes in other models



#### **Interaction Diagrams**

- Objects: an instantiation of a class
  - Patient is a class
  - Mary Wilson is an instantiation of the patient class (object)
- Attributes: characteristics of a class
  - Patient class: name, address, phone, etc.
- Operations: the behaviors of a class, or an action that an object can perform
- Messages: information sent to objects to tell them to execute one of their behaviors
  - A function call from one object to another
- Types
  - Sequence Diagrams—emphasize message sequence
  - Communication Diagrams—emphasize message flow



## **Sequence Diagrams**

- Illustrate the objects that participate in a single use-case
- A dynamic model
  - Shows the sequence of messages that pass between objects
  - Aid in understanding real-time specifications and complex use-cases
- Generic diagram shows all scenarios for a usecase
- Instance diagrams show a single scenario



## **Sequence Diagram Syntax**

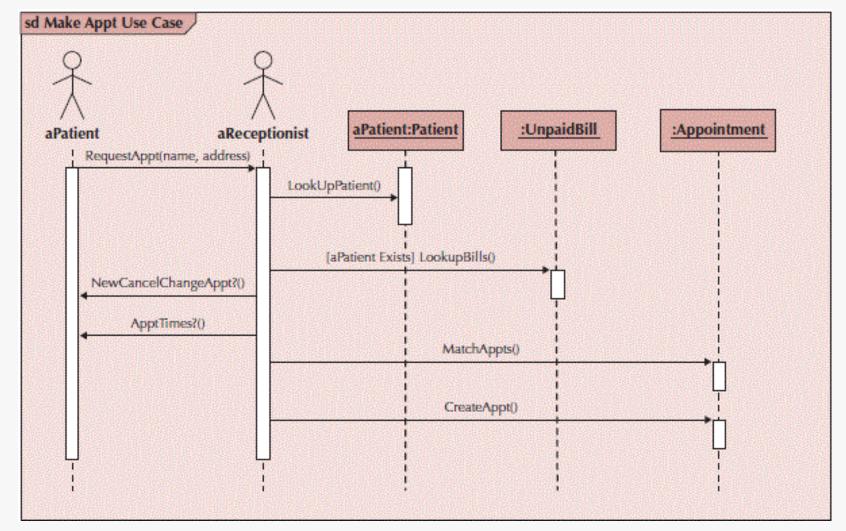
| Term and Definition   | Symbol                                 |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <ul> <li>An actor:</li> <li>Is a person or system that derives benefit from and is external to the system.</li> <li>Participates in a sequence by sending and/or receiving messages.</li> <li>Is placed across the top of the diagram.</li> <li>Is depicted either as a stick figure (default) or, if a nonhuman actor is involved, as a rectangle with &lt;<actor>&gt; in it (alternative).</actor></li> </ul> | anActor  < <actor>&gt; anActor</actor> |  |  |  |  |  |
| <ul> <li>An object:</li> <li>Participates in a sequence by sending and/or receiving messages.</li> <li>Is placed across the top of the diagram.</li> </ul>  | anObject : aClass                      |  |  |  |  |  |
| <ul> <li>A lifeline:</li> <li>Denotes the life of an object during a sequence.</li> <li>Contains an X at the point at which the class no longer interacts.</li> </ul>   | <br> -<br> -<br> -<br> -<br> -         |  |  |  |  |  |



| An execution occurrence:   | П                            |
|--|------------------------------|
| <ul><li>Is a long narrow rectangle placed atop a lifeline.</li><li>Denotes when an object is sending or receiving messages.</li></ul>                                |                              |
| = Denotes when an object is sending of receiving messages.   |                              |
| A message:   | -M                           |
| <ul> <li>Conveys information from one object to another one.</li> </ul>  | aMessage()                   |
| A operation call is labeled with the message being sent and a solid arrow, whereas<br>a return is labeled with the value being returned and shown as a dashed arrow. | ReturnValue<br><b>←</b>      |
| A guard condition:   |                              |
| ■ Represents a test that must be met for the message to be sent.   | [aGuardCondition]:aMessage() |
| For object destruction:  |                              |
| An X is placed at the end of an object's lifeline to show that it is going out<br>of existence.  | X                            |
| A frame:  Indicates the context of the sequence diagram.   | Context                      |



## Sample Sequence Diagram





## **Building Sequence Diagrams**

- Set the context
- Identify actors and objects that interact in the use-case scenario
- Set the lifeline for each object
- Add messages by drawing arrows
  - Shows how they are passed from one object to another
  - Include any parameters in parentheses
  - Obvious return values are excluded
- Add execution occurrence to each object's lifeline
- Validate the sequence diagram
  - Ensures that it depicts all of the steps in the process



### **Communication Diagrams**

- Depict the dependencies among the objects
- An object diagram that shows message passing relationships
- Emphasize the flow through a set of objects

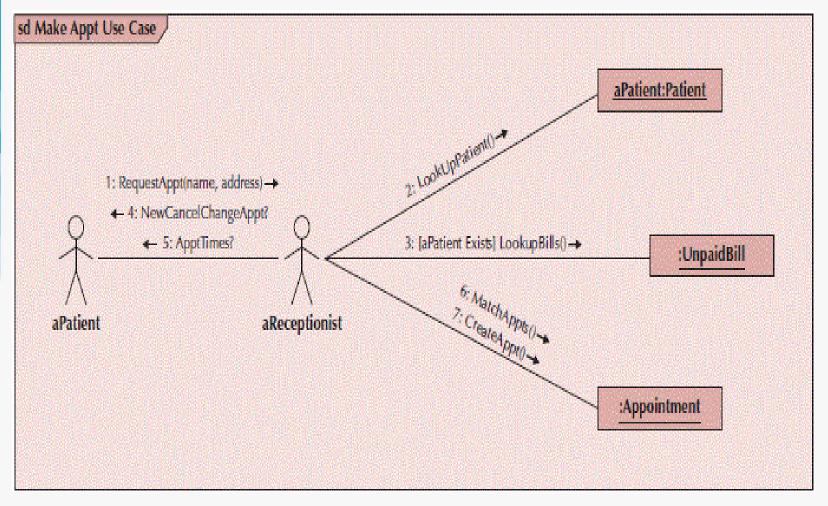


# **Communication Diagram Syntax**

| Term and Definition  | Symbol                                   |  |  |  |  |  |
|--|--|--|--|--|--|--|
| An actor:  Is a person or system that derives benefit from and is external to the system.  Participates in a collaboration by sending and/or receiving messages.  Is depicted either as a stick figure (default) or, if a nonhuman actor is involved, as a rectangle with < <actor>&gt; in it (alternative).</actor> | anActor <actor>&gt; anActor</actor>      |  |  |  |  |  |
| An object:  Participates in a collaboration by sending and/or receiving messages.  | anObject : aClass                        |  |  |  |  |  |
| An association:  Shows an association between actors and/or objects.  Is used to send messages.  |  |  |  |  |  |  |
| A message:  Conveys information from one object to another one.  Has direction shown using an arrowhead.  Has sequence shown by a sequence number.   | SeqNumber: aMessage →                    |  |  |  |  |  |
| A guard condition:  Represents a test that must be met for the message to be sent.   | SeqNumber: [aGuardCondition]: aMessage → |  |  |  |  |  |
| A frame:  Indicates the context of the communication diagram.  | Context                                  |  |  |  |  |  |



## **Sample Communication Diagram**





## **Building Communication Diagrams**

- Set the context
- Identify objects, actors and associations between them
- Lay out the diagram
- Add the messages
- Validate the model



#### **Behavioral State Machines**

- Objects may change state in response to an event
- Different states are captured in this model
  - Shows the different states through which a single object passes during its life
  - May include the object's responses and actions
- Example: patient states
  - New patient—has not yet been seen
  - Current patient—is now receiving treatment
  - Former patient—no longer being seen or treated
- Typically used only for complex objects



## **Components of State Machines**

- States—values of an object's attributes at a point in time
- Events—the cause of the change in values of the object's attributes
- Transitions—movement of an object from one state to another
  - May include a guard condition to flag that a condition is true and allow the transition

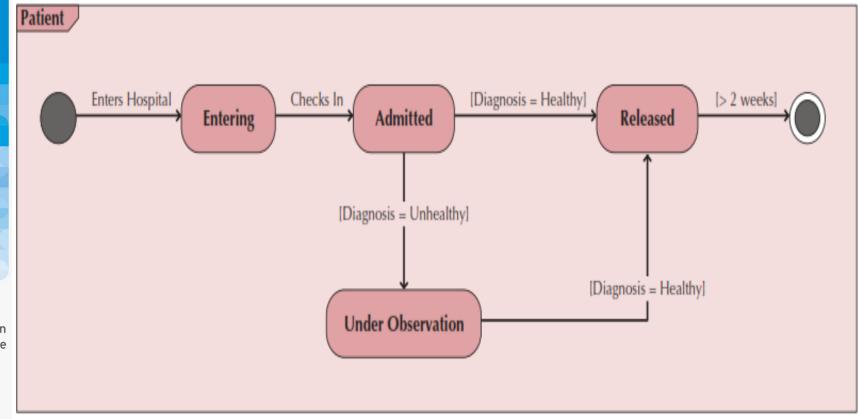


# **State Machine Syntax**

| Term and Definition   | Symbol     |  |  |  |  |
|---|------------|--|--|--|--|
| A state:  Is shown as a rectangle with rounded corners.  Has a name that represents the state of an object.   | aState     |  |  |  |  |
| An initial state:  Is shown as a small, filled-in circle.  Represents the point at which an object begins to exist.   |            |  |  |  |  |
| A final state:  Is shown as a circle surrounding a small, filled-in circle (bull's-eye).  Represents the completion of activity.  |            |  |  |  |  |
| <ul> <li>An event:</li> <li>Is a noteworthy occurrence that triggers a change in state.</li> <li>Can be a designated condition becoming true, the receipt of an explicit signal from one object to another, or the passage of a designated period of time.</li> <li>Is used to label a transition.</li> </ul> | anEvent    |  |  |  |  |
| A transition:  Indicates that an object in the first state will enter the second state.  Is triggered by the occurrence of the event labeling the transition.  Is shown as a solid arrow from one state to another, labeled by the event name.  | <b>──→</b> |  |  |  |  |
| A frame:  Indicates the context of the behavioral state machine.  | Context    |  |  |  |  |



## Sample State Machine





# **Guidelines for Creating Behavioral State Machines**

- Use only for complex objects
- Draw the initial state in the upper left corner
- Draw the final state in the bottom right corner
- Use simple, but descriptive names for states
- Look out for "black holes" and "miracles"
- Ensure guard conditions are mutually exclusive
- Ensure transitions are associated with messages and operations

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# Building a Behavioral State Machine

- Set the context
- Identify the states of the object
  - Initial
  - Final
  - Stable states during its lifetime
- Lay out the diagram—use a left to right sequence
- Add the transitions
  - Identify the triggers (events that cause the transition)
  - Identify the actions which execute
  - Identify the guard conditions
- Validate the model—ensure all states are reachable



## **CRUDE** Analysis

- Helps to identify object collaborations
- Labels object interaction in 5 possible ways:
  - Create—can one object create another?
  - Read—can one object read the attributes of another?
  - Update—can one object change values in another?
  - Delete—can one object delete another object?
  - Execute—can one object execute the operations of another?
- Utilizes a matrix to represent objects and their interactions
- Most useful as a system-wide representation



# **Sample CRUDE Matrix**

|                             | Student<br>Actor | Faculty/<br>Staff<br>Actor | Guest<br>Actor | Librarian<br>Actor | Personnel<br>Office<br>Actor | Registrar's<br>Office<br>Actor | Book      | Book<br>Collection | Student<br>Class | Faculty/<br>Staff<br>Class | Guest<br>Class | Interlibrary<br>Loan<br>System | Library | Storage |
|-----------------------------|------------------|----------------------------|----------------|--------------------|------------------------------|--------------------------------|-----------|--------------------|------------------|----------------------------|----------------|--------------------------------|---------|---------|
| Student Actor               |                  |                            |                | E                  |                              |                                | R,E       | R                  |                  |                            |                | E                              |         |         |
| Faculty/Staff<br>Actor      |                  |                            |                | E                  |                              |                                | R, E      | R                  |                  |                            |                | Е                              |         |         |
| Guest Actor                 |                  |                            |                | E                  |                              |                                | R, E      | R                  |                  |                            |                | Е                              |         |         |
| Librarian<br>Actor          | E                | E                          | Е              |                    | R,E                          | R,E                            | C,R,U,D,E | R, U, E            | R,U              | R,U                        | C,R,U,D,E      | R,E                            |         |         |
| Personnel<br>Office Actor   |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Registrar's<br>Office Actor |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Boo k                       |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Book<br>Collection          |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Student Class               |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Faculty/Staff<br>Class      |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Guest Class                 |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Interlibrary<br>Loan System |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Library                     |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |
| Storage                     |                  |                            |                |                    |                              |                                |           |                    |                  |                            |                |                                |         |         |



# Verifying & Validating Behavioral Models

- Actors must be consistent between models
- Messages on sequence diagrams must match associations on communication diagrams
- Every message on a sequence diagram must appear on an association in a communication diagram
- Guard conditions on a sequence diagram must appear on a communication diagram
- Sequence of messages must correspond to the top down ordering of messages being sent
- State transitions must be associated with a message on a sequence diagram
- Entries in a CRUDE matrix imply messages being sent



## Summary

- Behavioral Models—provide a detailed view of how object collaborations support use-cases
- Interaction Diagrams
  - Sequence diagrams
  - Communication diagrams
- Behavioral State Machines—depicts the states of complex objects during its lifetime
- CRUDE Analysis—helps to identify potential collaborations
- Verifying & Validating behavioral models—ensures the completeness and consistency of the models



#### References

Denis, Wixom, Tegarden. (2015). Systems Analysis and Design: An Object-Oriented Approach with UML. 5<sup>th</sup> edition. ISBN: 978-1-118-80467-4, John Wiley & Sons, Inc, Denver (USA)