

EW MBA 204: Operations

Wednesday (Blue)/Thursday (Gold) 6pm-9:30pm

Zoom registration link¹:

Professor

Email:

Phone:

Office hours: by appointment.

Faculty Assistant:

Email:

Phone:

Head GSI for Blue Cohort:

Email:

Office hours: Tuesday 7-8.30pm

Head GSI for Gold Cohort:

Email:

Office hours: Tuesday 6:30-8pm

Note: If you have GSI questions, please contact the Head GSI for your cohort. That GSI will serve as the main contact point and will address issues directly or redirect them to another member of the teaching team. As noted below, the GSIs are also available for tutoring.

Overview

Operations is the design and management of the processes that transform inputs into finished goods or services. Operations is one of the primary functions of a firm. While marketing induces the demand for products and finance provides the capital, operations *produces and delivers* the product (goods and services). It is responsible for matching supply with demand.

This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm's operations. The course's learning objectives are:

- (1) to understand the problems and issues confronting operations managers, and
- (2) to obtain language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through operations.

¹ Use the same credentials to register and sign in for the meetings (berkeley.edu credentials). Upon registration, you will receive a confirmation email with link and password to access lectures.

Materials

The course reader includes most cases and a few other readings. It is available in an electronic form at [Study.Net](#). All other readings will be made available in class and/or posted to [bCourses](#) (for any bCourses tech related issues please contact helpdesk@haas.berkeley.edu).

There is no required textbook. If you would like supplementary reading addressing the tools and concepts in the course, there is a recommended textbook: *Matching Supply with Demand: An Introduction to Operations Management* by Gerard Cachon and Christian Terwiesch (4th Edition, 2019, McGraw-Hill). Several course contents map to textbook sections and are optional supplementary readings for after-class (see the plan for each session later in this syllabus)².

Grading

The course grade will be determined as follows:



Collaboration or sharing work in any way on the examinations is not permitted and subject to severe sanctions in line with campus policy. Written assignments do permit some collaboration, but students should pay careful attention to the limits and guidelines outlined below in this syllabus and on each assignment.

Preparation and Participation

The “class contribution” portion of your grade will be based on the extent to which you demonstrate that you are prepared, the relevance and depth of your comments (their quality, not quantity), and the degree to which you listen carefully and respond to your peers. You are expected to contribute actively to the class with your participation and constructive comments. Failure to attend class will thus have a negative effect. In addition, you should expect to be “cold called.”³ In particular, you are expected to be well prepared for case discussions. In preparing for class (e.g., cases) or exams or in completing written assignments, you may not benefit from notes, discussions with course participants, or any other material from any previous offering of this, or a similar, course.

² The library has provided the following access option for a previous edition of the same textbook (2nd edition, 2008): “a temporary access copy of the book is available in HathiTrust, so as long as the physical library is closed this link should work. Users will need to login (yellow button) and choose University of California, Berkeley as their institution to view it and check it out. <https://hdl.handle.net/2027/mdp.39076002739949> . Note that this is NOT an unlimited viewing item so it should operate as a course reserve which is available for short-term checkouts.” Note that book chapter numbers in the 2nd edition may differ from the 4th edition; references to book chapter numbers in this syllabus are for the 4th edition.

³ This practice is not meant to be adversarial. Instead, its purpose is to encourage you (1) to develop the business-relevant skill of being able to think on your feet and be articulate and (2) to prepare in advance for class and be engaged in the class discussion. If exceptional circumstances leave you unprepared for a case discussion, let the instructor know *before* class begins.

In addition, students are encouraged to share with the class relevant connections between the material we cover and their own work experience. For example, if you want to volunteer to make a short presentation that relates your current/past work experience in Operations to some content of the course, please email Professor [REDACTED] and your Head GSI a short description of the topic/problem you'd like to present.

Written Assignments and Mid-Course Take Home Exam

The written assignments are primarily of a “concept check” variety and are designed to make sure you are keeping up with the fundamental concepts. So as to keep your workload manageable and to allow you to focus on building the basic intuition, the concept check assignments are intended not to be overly difficult. All concept checks (as well as the National Cranberry write-up) should be done in groups of no more than two (individual submissions are permitted), and this rule is strict. Submissions where two different groups cooperate in any way are not compliant with course policy and are subject to severe sanctions (students should only discuss the concept check and answers with their assignment partner). Submitting work bearing the name of more than one student requires that the students contributed roughly equally (a 60:40 split is acceptable, more unequal splits are not) to the assignment. Concept checks are graded on a scale of “check plus,” “check,” “check minus” or “minus.” The mid-course take home exam and final exam will require that you demonstrate a deeper knowledge of the material. The Mid-Course Take Home Exam is done individually and is an opportunity for you to assess your understanding of the material at the mid-point of the course, relative to what would be expected on an exam. You will receive “passing” credit if your work shows that you took the assignment seriously (essentially treating it as an exam for which you studied in advance), but your individual answers will not be graded. Concept checks and the mid-term exam should be submitted in bCourses before the beginning of class on assigned due dates for your respective cohort.

Final Exam

The final exam will be both quantitative and qualitative. The qualitative portion will draw on the cases, lectures, readings, and in-class discussions. You will be responsible for details in the cases that point to and illustrate the course concepts (the purpose here is to have the exams reflect the class discussion, and to reward those who prepared for and participated in those discussions). In preparing for the exam, you should anticipate that the level of difficulty would be on par with the more difficult practice problems that are provided, with some exam questions at the level of the most difficult practice problems. One page of formulas will be provided (which you will be able to see in advance; it will be posted to bCourses before class 9).

There are 5 sources of practice problems:

- (1) Concept checks
- (2) Discussion sessions
- (3) “Practice Problems for Part I of Course” and “Practice Problems for Part II of Course”
- (4) Mid-Course Take Home Exam
- (5) Sample final questions (To be published on bCourses by week 8)

Discussion Sessions

There will be optional discussion sessions at dates/times TBD (see below for tentative plan). The goal of these GSI-led sessions is to go over concepts covered in class, go over practice problems and

give you the opportunity to ask questions. You can join the sessions remotely using this link (a recording of the session will be posted to bCourses):



Tentative dates/times: We plan to hold discussion sessions 6:00pm-7:30pm on the dates that the program office defined as meeting dates for the 2022 class (Fridays August 7, August 21, September 4, September 18). In weeks when there is not a program office meeting date for the 2022 class, sessions will be held at dates/times TBD.

Policy Regarding Switching Cohorts and Missing Class

Please attend class with the cohort for which you are registered. If you must miss a class due to an emergency or unavoidable conflict, you may attend with the other cohort. In this case, just go ahead and attend class with the other cohort. Contact both GSIs before the session and let them know that you are attending the other cohort; you don't need to contact the instructor. Blue cohort students that attend a class with the Gold cohort: please submit any deliverables by the Blue cohort due date; Gold cohort students that attend a class with the Blue cohort: please submit any deliverables by the Blue cohort due date.

If you must miss a class, make sure to submit any deliverables by their due date regardless.

Classroom Norms (“Netiquette” policy)

In alignment with the program office and Haas-digital, we will adopt the following classroom norms (“Netiquette” policy):

- Camera-on by default
- Mute by default except when speaking
- Once class begins use group chat for class content only.
- Strive to learn from one another and build on one another's contributions.
- Strive to create a welcoming and safe learning community.
- Step up and step back – encourage open participation from all in multiple formats (chat, raise hand, breakouts)
- Treat our virtual classroom as a professional space.
- Don't post or share (even privately) inappropriate material.
- Find a professional location for your zoom classroom (i.e. desk, table, quiet room); if not possible consider using a green screen.
- Be respectful and inclusive of one another both verbally and in chat.
- Be aware of strong language, all caps, and exclamation points
- Do not drive while zooming into a classroom.

Tutoring

Part of the responsibilities of each GSI is to be available for tutoring. If you have difficulty with the course, please reach out to your Head GSI to arrange for tutoring. In particular, if you perform poorly on the Mid-Course Take Home Exam or if you find that you are struggling with completing the concept checks, then you are encouraged to reach out to your Head GSI for tutoring (or in their scheduled office hours).

Feedback on Your Performance

You will be able to access your grade for each assignment (e.g., written assignments, Littlefield assignment) on the Grades section in bCourses. After the term is over, you will receive an email when your letter grade is posted to bCourses. At that time you will be able to view the elements of your course performance on the Grade sections in bCourses (including your final exam).

Students with Disabilities

Students with disabilities seeking academic accommodation in this course are encouraged to promptly notify the instructor by providing a Letter of Accommodation from the Disabled Students Program. Information about special accommodations for exams will be provided via email a week before the final exam is scheduled (provided that the instructor has been made aware of the Letter of Accommodation in advance). Please immediately contact your instructor if you have not received an email with detailed examination accommodation information no later than three business days prior to the date the course examination is scheduled.

Dates for Your Calendar and Remarks on the Littlefield Simulation

There are several dates that you should mark in your calendar at the beginning of the course: the dates of the Littlefield simulation (an internet-accessed simulation that runs continuously over a four-day period) and the due date of the Littlefield assignment; the due date of the Mid-Course Take Home; and the date of the final exam. (These dates are provided subsequently in the syllabus.) The Littlefield simulation is time intensive, so you should plan in advance to devote additional time to the course during the simulation (e.g., we reserved some class time for this purpose during the Littlefield breakout session). In addition, it is essential to do quality pre-work before the simulation begins; groups should plan on allocating time for this pre-work analysis accordingly. Littlefield should be done by groups of four or five people.

EWMBA 204 – Course Outline

(Subject to change)

| Class | Date for Blue C | Date for Gold C | Summary |
|-------|--------------------|--------------------|---|
| 1 | 7/29 | 7/30 | |
| 1A | | | Introduction (Optional) Textbook: Chapter 1 <i>Read Syllabus</i> |
| 1B | | | Process Analysis <i>Case Study:</i> Kristen’s Cookie Company (Optional) Textbook: Sections 2.2, 3.1-3.2, 3.4 |
| 1C | | | Process Choice <i>Case Study:</i> Southwest Airlines (mini-case) (Optional) Textbook: Section 2.6 |
| 2 | 8/5 | 8/6 | <i>Submit case write-up</i> |
| 2A | | | Process Flows <i>Case Study:</i> National Cranberry Cooperative (Abridged) |
| 2B | | | Little’s Law: Theory and Example (Optional) Textbook: Section 2.3 |
| 2C | | | Responsiveness in Services: Introduction (Optional) Textbook: Section 9.1 |
| 3 | 8/12 | 8/13 | <i>Submit concept check #1</i> |
| 3A | | | Responsiveness in Services: Model and Insights (Optional) Textbook: Section 9.1-9.5, 9.10 |
| 3B | | | Responsiveness in Services: Pooling and Service Design (Optional) Textbook: Sections 9.6, 9.9 |
| 3C | | | Sharing Economy Platforms Operations (Optional) <i>Case Study:</i> Uber |
| 4 | 8/19 | 8/20 | <i>Submit concept check #2</i> |
| 4A | | | Experiential Supply Chain Exercise <i>Read</i> Preparing for the Experiential Supply Chain Exercise |
| 4B | | | The Economic Order Quantity Model (Optional) Textbook: Sections 2.5, 5.6-5.7 |
| 4C | | | Toyota Production System (Optional) Textbook: Chapter 8 |

| | | | |
|----|------|------|--|
| 5 | 8/26 | 8/27 | <i>Submit Mid-Course Take Home</i> |
| 5A | | | Supply Chain Coordination (Optional) Textbook: Sections 19.1-19.2 |
| 5B | | | Betting on Uncertain Demand (Optional) Textbook: Sections 14.1-14.5, 14.7, 17.2 |
| 6 | 9/2 | 9/3 | |
| 6A | | | Operations in Practice 1 |
| 6B | | | Operations in Practice 2 |
| 7 | 9/9 | 9/10 | <i>Submit concept check #3</i> <i>Read Littlefield Technologies</i> |
| 7A | | | Demand Planning and Supply Chains <i>Case Study: Sport Obermeyer</i> (Optional) Textbook: Sections 15.4 |
| 7B | | | Revenue Management (Optional) Textbook: Section 18.1-18.3 |
| 8 | 9/16 | 9/17 | <i>Submit concept check #4</i> |
| 8A | | | Supply Chain Innovation <i>Case Study: Zara</i> (Optional) Textbook: Chapter 17 |
| 8B | | | Ecommerce Operations (Optional) <i>Case Study: Amazon</i> |
| 8C | | | Littlefield Simulation Breakout Session |
| 9 | 9/23 | 9/24 | <i>Submit Littlefield Assignment (by Monday 9/21 6:00pm)</i> |
| 9A | | | Littlefield Simulation Debrief |
| 9B | | | Students Presentations |
| 9C | | | Course Summary |

EW MBA 204 – Weekly Plan and Preparation Guidelines

(Subject to Change!)

Part I: Process Analysis & Variability in Processes

Session 1

Read: Syllabus

Kristen's Cookies Company case

Southwest Airlines (mini-case)

Session 1A: Introduction

Session 1B: Process Analysis

Discussion Questions: Read the first two pages of the *Kristen's Cookies Company* case and prepare the following questions for discussion. In answering the questions, assume that the order is for one dozen cookies (with custom ingredients) and that baking trays, cooling space, and demand are plentiful. Further, assume that task assignments (e.g., who does what in cookie making) and sequences (e.g., when various steps are performed) are as they are described in the case. As noted above, for case discussions, you should be prepared to be “cold called”.

1. Draw a diagram of the various production steps involved in cookie making (we will call this a process flow diagram).
2. A “rush order” is a custom-ingredient cookie order for which you are willing to push aside everything currently in the production system, in order to process the rush order immediately. How quickly can you fill a rush order?
3. How many orders can you fill in a night, assuming you are open four hours each night?
4. What fraction of the time will you be busy? Your roommate?
5. Because your baking trays can hold exactly one dozen cookies, your initial plan was to require that each customer place an order for one dozen cookies. Would you benefit by requiring each customer to place an order for two-dozen cookies, three-dozen cookies, or more?
6. Are there any changes you can make in your production plans that will allow you to make better cookies in less time or at lower cost?

Session 1C: Process Choice

Discussion Questions:

1. How do Southwest's operational decisions support Southwest's low costs?
2. How do you evaluate Southwest's decision to rely on Boeing 737 aircrafts?

After class:

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Chapter 1)

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 2.2, 2.6, 3.1.-3.2, 3.4)

Discussion Session for Week 1 – Tentative plan: The GSI will work through practice problems on process analysis and will take questions on the lecture material and cases.

Session 2

Read: *National Cranberry Cooperative (Abridged)*

Submit before class (At least 30 minutes before class in bCourses): Your answers to discussion questions 1 and 2 (noted below) for the *National Cranberry Cooperative Case*.

Session 2A: Process Flows

Discussion Questions⁴: In answering the questions below, ignore the light meter in your analysis. You should be prepared to write on the board at the start of class your answers to the first three questions, and you should give some thought to the last two questions. The production process described in the case is an example of a *continuous flow process*. If you want a mental picture of the various processing resources (e.g., the dechaffing unit), think of each resource as a unit built over a conveyor belt, with cranberries being transformed as they steadily move along the conveyor belt (in class, I will show pictures of a cranberry processing facility that depict this).

1. Draw a process flow diagram showing the major process steps, inventories and flows. Indicate the capacity at each of the process steps. You should assume:
 - a. 16,000 barrels per day is the average of deliveries over the 20 days from 9/20-10/9
 - b. Each truck carries 75 barrels on average
 - c. Trucks arrive uniformly over a 12-hour period
 - d. Trucks carry 70% wet berries and 30% dry berries
 - e. The plant follows “last year’s schedule,” which is described as, “Trucks arrived starting at 7:00 a.m., and we only staffed the dumpers and the bins, and then started the rest of the operation at 11:00 a.m.”
2. Which resource (or resources) is the bottleneck? That is, what is the resource (or resources) that is limiting the rate at which the plant can process berries, given the current product mix of dry and wet berries?
3. How late does the plant need to be open (i.e., when does the plant shut down) during this peak season?

⁴ Comments regarding the questions: for the first two questions, you should apply the concepts we developed in the prior class (for question 1, the process flow diagram is a little more complicated than what we’ve seen before, but the concept is the same). You should be prepared to explain your solutions to questions 1 and 2 during the class. Questions 3 and 4 ask you to think more deeply. Instead of just applying something we’ve already done, you’ll need to think creatively about the best way to tackle the questions. This will require some time and effort, but tackling a problem like this where you have to come up with the solution approach is really the best way to learn. Put another way, if you were handed a solution approach and simply asked you to apply it, the learning process would not be as enriching.

4. How bad is the truck delay at the loading dock during this peak season?
5. What are the basic options for improving the operation? Which options would you recommend and why?

HINT: We will assume that the process for wet berries operates at the pace given by the bottleneck in all process steps (think of each resource as a unit built over a conveyor belt)

Session 2B: Little's Law: Theory and Example

Session 2C: Responsiveness in Services: Introduction

After class:

Read *Little's Law note*

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 2.3)

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Section 9.1)

Discussion Session for Week 2 – Tentative plan: The GSI will work through practice problems on process analysis, Little's Law and will take questions on the lecture material and cases. The GSI will also go through a review of the *statistical concepts and tools* that you have seen in previous courses and for which you are responsible in this course.

Session 3

Submit before class (in bCourses): Concept check #1

(Optional) Read: *Uber* case (available in bCourses). Note: if you are sufficiently familiar with Uber you might not need to read the case.

Session 3A: Responsiveness in Services: Model and Insights

Session 3B: Responsiveness in Services: Pooling and Service Design

Session 3C: Sharing Economy Platforms Operations

Discussion Questions:

1. What is Uber's value proposition to its customers and drivers?
2. What are the best arguments against surge pricing? Best arguments in favor?
3. More generally, what are the strengths and weaknesses of the sharing economy platform operational model?

After Class:

Read *Queueing note*

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Section 9.1-9.5, 9.10)

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 9.6, 9.9)

Discussion Session for Week 3 – Tentative plan: The GSI will work through practice problems on queueing and will take questions on the lecture material and cases.

Session 4

NOTE: The second half of today's class is expected to be in asynchronous mode.

Submit before class (in bCourses): Concept check #2

Read: *Preparing for the Experiential Supply Chain Exercise* (available in bCourses)

Session 4A: Experiential Supply Chain Exercise

This session will be devoted to an Experiential Supply Chain Exercise.

Session 4B (planned as asynchronous content, available in bCourses): The Economic Order Quantity Model

Session 4C (planned as asynchronous content, available in bCourses): Toyota Production System

After Class: You should plan to set aside a two-and-a-half hour time window to complete the Mid-Course Take Home Exam (bCourses).

Read *Economic Order Quantity note*

To keep up with the course material, you should finish working through *Practice Problems for Part 1 of Course*, which is posted to bCourses.

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Chapter 8)

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 2.5, 5.6-5.7)

Discussion Session for Week 4 – Tentative plan: The GSI will work through practice problems on queueing and the Economic Order Quantity model. The GSI will take questions on class material.

Part II: Supply Chain Management

Session 5

Submit before class (in bCourses): *Mid-Course Take Home Exam*

Session 5A: Supply Chain Coordination

Session 5B: Betting on Uncertain Demand

Note: In this session we will develop a tool (a.k.a. the newsvendor model) that will serve as the key logic for essentially the rest of the course. The material in this session relies on some statistical concepts and tools that were covered in your previous courses (also covered in the Stats refresher covered in discussion session 2).

After Class: (Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 14.1-14.5, 14.7, 17.2)

Discussion Session for Week 5 – Tentative plan: The GSI will take questions on class material and on any doubts solutions to concept checks and mid-term exam. If you have questions about the solutions to Mid-Course Take Home, you should attend this session; the solutions to the Mid-Course Take Home will not be discussed anywhere else in the course. The GSI will work through practice problems on the newsvendor model.

Session 6

NOTE: The second half of today's class is expected to be in asynchronous mode.

Before Class: Formally register your group of four or five for the Littlefield Simulation. See the syllabus Appendix for the instructions to register your team.

Today's class is devoted to industry applications of Operations.

Session 6A: Operations in practice 1

Session 6B: Operations in practice 2 (planned as asynchronous content)

Discussion Session for Week 6 – Tentative plan: The GSI will work through practice problems on the newsvendor model and take questions on class material.

Session 7

Submit before class (in bCourses): Concept check #3

Read: *Sport Obermeyer Case*
Littlefield Technologies (available in bCourses)

Session 7A: Demand Planning and Supply Chains

Discussion Questions: You should be prepared to write on the (virtual) whiteboard at the start of class your answers to the first question and to articulate in class the answers for the other two questions.

1. Using the sample data given in Exhibit 10, make a recommendation for how many units of each style Wally should order during the initial phase of production. Assume that all of the ten styles in the sample problem are made in Hong Kong. Ignore the minimum order quantity constraint in your initial analysis. For this question, assume that there would be no future production for these parkas (i.e., only one production decision is taken to satisfy all the demand).
 - a. First, assume that there are no constraints on the total production commitment or on any individual style. How many units of each style should Wally order for the initial production phase?
 - b. Now assume that Obermeyer's initial production commitment cannot exceed 10,000 units. How many units of each style should Wally order for the initial production phase?
2. How should Wally plan the initial phase of production if a second production run is feasible later? That is, how should Wally think about what to produce early and what to produce later?
3. What operational changes would you recommend to Wally to improve performance?

Session 7B: Revenue Management

After Class:

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 15.4)

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Sections 18.1.-18.3)

Discussion Session for Week 7 – Tentative plan: The GSI will work through practice problems on revenue management and take questions on class material.

Session 8

Submit before class (in bCourses): Concept check #4

Read: *Zara case*

(Optional) Read: *Amazon case* (available in bCourses).

Session 8A: Supply Chain Innovation

Discussion Questions:

1. How does the operational model of Zara differ from other, more traditional, clothing retailers? (Think of distinct features in design, manufacturing/sourcing, distribution, retail execution)
2. What are the main characteristics of the integration with the online channel at Zara?

Session 8B: Ecommerce Operations

Discussion Questions:

1. What operational advantages and disadvantages does Amazon have relative to a traditional brick-and-mortar retailer?
2. Should Amazon be moving into brick-and-mortar stores (e.g., Whole Foods, Amazon Go, Amazon Books)?
3. Should Amazon sell third-party sellers' goods alongside its own?

As you consider these questions, think on how Amazon's model has changed over time.

Session 8C: Littlefield Simulation Breakout Session

The Littlefield Simulation is an internet-accessed simulation. Because the simulation runs continuously and because it will occupy a significant amount of your time this week, I have allocated this time to allow you to work as a group and think about your strategic plan for the simulation.

To prepare for the simulation and this class: Review the reading *Littlefield Technologies* (available in bCourses), access the simulation and its first 50 days of data, and access the file "Littlefield_Processing_Times_Data.xls", which is posted to the Littlefield folder on bCourses, for data on the processing times of the equipment on the factory floor. Complete some initial analyses of these data. Meet with your team to discuss two topics: first, what analysis you have completed and what analysis you think should be done, so as to have an analytic base to support your decisions; second, what decisions you should make and on what analysis should you base these decisions.

As discussed in the *Littlefield Technologies* reading, your assignment during this class is to create four PowerPoint slides that describe the analysis behind each of four major decisions. To get you started towards this end, in the breakout session you are encouraged to complete a draft of an initial set of slides.

The GSIs will be happy to talk with your team during the breakout session. In talking with the GSIs, you should be prepared to present the analysis you have completed to inform your decisions. The GSIs will be happy to discuss: the concepts in the course; the decisions in the game; and which concepts are relevant to which decisions in the game and why. The GSIs will also be happy to address specific questions (e.g., here is an analysis we did, but we had a question about what we did in this portion of the analysis). The GSIs will not be providing answers to questions of the type "Here's what we thought about doing. Is this the right thing to do?" These kinds of questions will be addressed in the debrief session.

If you have forgotten your team name or password, please contact your Head GSI.

Littlefield Simulation Begins: Thursday, 9/17, 12:00 PM (noon)

Littlefield Simulation Ends: Sunday, 9/20, 3:00 PM

Littlefield Simulation Assignment Due: Monday, 9/21, 6:00PM

The details of the assignment, including instructions regarding how you should submit your assignment electronically, are provided in the reading Littlefield Technologies. Note that the Littlefield simulation is played simultaneously by all groups in a competitive environment; hence all groups are subject to the dates above.

After Class:

(Supplemental optional reading from optional textbook: Cachon and Terwiesch, Chapter 17)

To keep up with the course material, you should finish working through *Practice Problems for Part 2 of Course*, which is posted to bCourses.

Discussion Session for Week 8 – Tentative plan: The GSI will work through practice problems on newsvendor model, revenue management and take questions on class material.

Session 9

Note on switching cohorts: In the first part of today’s class, we will discuss the Littlefield simulation. This activity is cohort-specific; students switching cohorts will miss the opportunity to participate in the discussion with their own groups

Turn in Before Class (On Monday 9/21!): Littlefield assignment.

Session 9A: Littlefield Simulation Debrief

Be prepared to discuss the decisions you made in the Littlefield Simulation, your performance, and how you would make decisions differently (if at all) if you played again. Each of your team members should be prepared to discuss and to explain to the rest of the class the PowerPoint slides which your team submitted electronically.

Session 9B: Student Presentations

The last part of this class will be devoted to some student presentations on their own work experience in Operations. If you want to volunteer to make a short presentation that relates your current/past work experience in Operations to some content of the course, please email during the course Professor [REDACTED] and your Head GSI a short description of the topic/problem you’d like to present.

Session 9C: Course Summary

Discussion Session for Week 9 – Tentative plan: The GSIs will work through practice problems from the sample final exam questions.