

# UGBA 141

# Discussion7

## **Agenda: Midterm Review II**

- Quality**
- Inventory**


## **Check out Previous Reviews**

- Lecture 12 - Midterm Flash Review**
- Discussion 6 - Midterm Review I (Process)**

**Mar 4, 2022**  
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# Reminder

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- Pick up Homework 3 solutions in the front desk
  - Vibe Check #2: [bit.ly/poms22vibe2](https://bit.ly/poms22vibe2)
    - Please help us improve the course 😊
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- Prepare pen, standalone calculator, one (double-sided) cheatsheet to use in exam
  - Exam officially starts at 12:40 pm but you are recommended to arrive earlier (12:30 pm) to get ready
  - Submit Consulting team project preference by tonight 11:59 pm
  - If you'd like to go over practice midterm solutions, join my OH after discussion

# Quality Module: Knowledge Map

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	Lecture Quality I	Lecture Quality II	Lecture Quality III
<b>Concepts</b>	metrics, variability, stochastic process control (SPC),	capability analysis, service quality	Toyota production system (TPS), lean operations
<b>Practice</b>	compute CL, LCL, and UCL in four types of control charts (mean, range, percentage and count), and interpret the results	compute capability index C <sub>p</sub> and C <sub>pk</sub> ; defect probability	understand key elements in TPS (page 5 in Quality-III_Post.pdf)
<b>Related HW2 Q</b>	Q4, Q5, Q7, Q8	Q2, Q3, Q6	Q10
<b>DIS 4</b>	summary and problem 1	problem 2	-
<b>Case</b>	-	Ritz-Carlton	-

# Quality Module

- What is the sample size?
  - The number of data points in a sample set

## Tiny's MBA Statistics

Samples of two from approximately 20 applicants in each cohort

Cohort	GPA		X-bar	R	GMAT		p	c
	Sample 1	Sample 2			Sample 1	Sample 2		
2007	2.8	3.5			650	710		
2008	3.1	3.4			630	730		
2009	3.0	3.6			670	690		
2010	3.2	3.6			740	670		
2011	3.1	3.8			720	680		

One sample  
set for each  
year

Each year  
contains two  
samples

Sample size = 2

- Estimated std dev in capability analysis
  - It is calculated with data points from all samples

# Quality Module: Control Charts

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- Basics
  - Compute CL, LCL, UCL of four control charts
  - Read Table of Control Charts Constant
- LCL and UCL might need to be truncated
  - LCL cannot be negative in general
  - UCL of percentage  $p$  cannot be larger than 1
  - UCL of count  $c$  cannot be larger than the sample size

# Quality Module: Capability Analysis

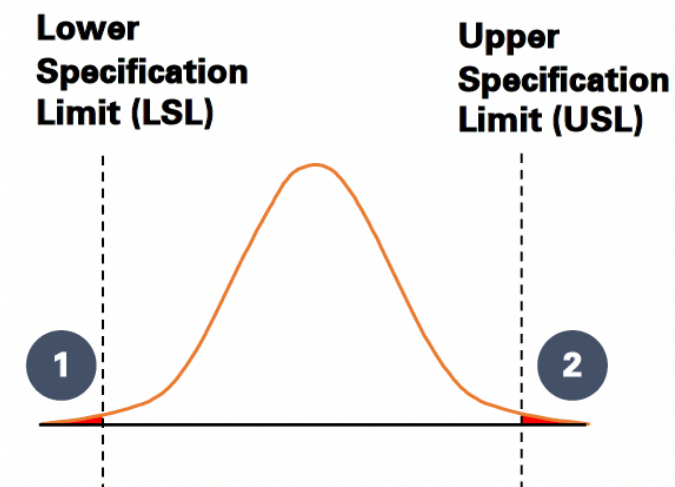
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- The capability index is  $C_p$  or  $C_{pk}$ ?
  - $C_p$  is for centered process,  $C_{pk}$  is for off-centered process
  - $C_p$  is actually a special case of  $C_{pk}$
- What do “centered” and “off-centered” mean?
  - It means whether the mean  $\bar{X}$  is at the center of the upper/lower specification limits [LSL, USL]

# Quality Module: Defect

- Probability of defect  
- Page 8 of Quality-II-Post.pdf
- Revisit HW3 Q2

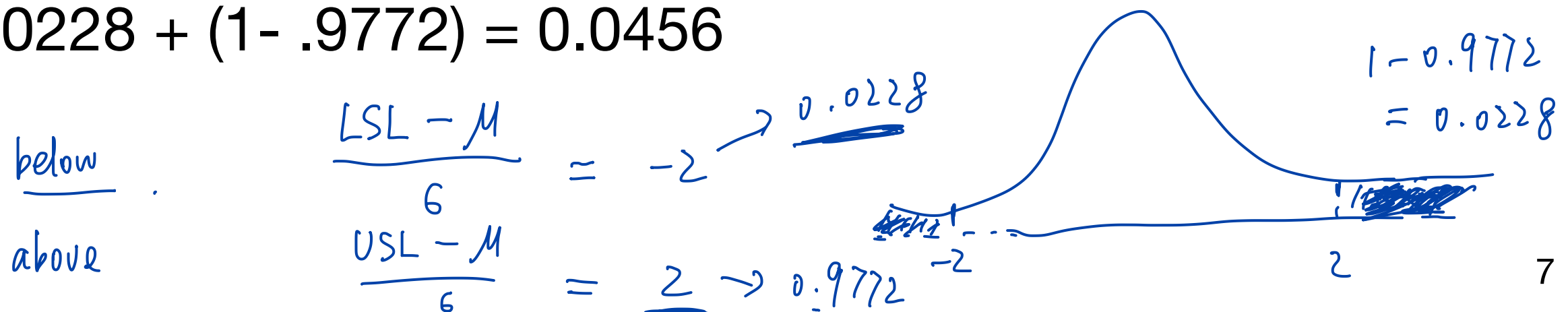
Berkeley Bowl sells cherry tomatoes to local fast food restaurants. The diameter of a tomato is on average 26 mm, with a standard deviation of 3 mm. The upper and lower specifications limits that they are given are, respectively, 32 mm and 20 mm.



**Q2.** What percentage of their tomatoes are within the specification limits? (Answer in either XX.XX% or 0.XXXX format)

Read standard normal table to get these two probabilities

- Prob(below LSL) = Prob below z-score -2 ( $= (20-26)/3$ )
- Prob(above USL) = Prob above z-score 2 ( $= (32-26)/3$ )
- Prob of defect = Prob(below LSL) + Prob(above USL) =  
.0228 + (1 - .9772) = 0.0456



# Inventory Module: Knowledge Map

	Lecture Inventory I	Lecture Inventory II	Lecture Inventory III	Lecture Emerging I
<b>Concepts</b>	inventory turns, EOQ, (Q,R)	(P,T), Newsvendor  *check out recorded video by professor	Zara, risk pooling	sustainability, Starbucks
<b>Practice</b>	(a) calculate different costs, EOQ; (b) calculate Q, R; (c) inventory turns and days of supply	(a) newsvendor order quantity; (b) calculate P, T	understand the idea of risk pooling	understand sustainability practices
<b>Related HW3 Q</b>	(a) Q1, Q2, Q3, Q6, Q7; (b) -; (c) Q10	(a) Q4, Q5 (b) Q8, Q9	-	-
<b>DIS</b>	DIS 5 problem 1,2	DIS 6 problem 1,2	-	-
<b>Case</b>	-	-	Zara	Starbucks



# Inventory Module

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- When to use which inventory model?
  - Some simple criteria: No demand uncertainty → EOQ, single period → Newsvendor

	EOQ	(Q, R)	(P, T)	Newsvendor
<b>Replenish</b>	Yes	Yes	Yes	No
<b>Terms of interest</b>	Order quantity Q	Order quantity Q Reorder point R	Period length P Target level T	Profit-maximizing quantity $Q^*$
<b>Context</b>	Constant demand and no lead time	Uncertain demand and lead time	Uncertain demand and lead time	Uncertain demand

# Inventory Module: Formulas

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- Understanding the (Q,R) and (P,T) formula
  - The order quantity in (Q,R) is calculated by EOQ by default, but the order quantity can be exogenously affected, for example, by truck capacity in HW3 Q6.
  - The order quantity in (P,T) is not necessarily T: it is T minus number of existing inventory
  - Z-score is obtained from the service level and reading the standard normal table
- Mean and std dev of aggregate demand
  - Probability fact: Given mean  $\mu$  and std dev  $\sigma$  of single period demand, the mean and std dev of aggregate demand over  $n$  periods are  $n\mu$  and  $\sqrt{n}\sigma$  respectively
  - For (Q,R),  $n$  is lead time; For (P,T),  $n$  is lead time + period length

# Inventory Module: Costs

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- Different costs in EOQ
  - Purchasing cost
  - Ordering cost
  - Setup cost
  - Inventory cost/ holding cost/ carrying cost
- Holding cost per unit
  - *“holding cost are 25% per year”*
  - It means that the holding cost per unit is 25% of the purchase cost per unit
- Total holding cost  $h \times Q/2$ 
  - The average inventory in stock is  $Q/2$ , not  $D$
  - Why? See the inventory profile figure of EOQ (Page 21-22 in Inventory-I-Post.pdf)

# Inventory Module: Formulas

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- Newsvendor: from critical ratio  $G/(G + L)$  to order quantity  $Q^*$ 
  - If demand follows discrete distribution (HW3 Q4)

<u>Demand</u>	<u>Probability</u>
0	0.05
5	0.10
10	0.10
15	0.20
20	0.25
25	0.15
30	0.10
35	0.05

- If demand follows standard normal distribution (HW3 Q5)
- Average inventory turns versus Days of supply
  - Analogy: Frequency versus Period

# Process Module: Knowledge Map

	Lecture Process I	Lecture Process II	Lecture Process III	Lecture Process IV
<b>Concepts</b>	efficiency frontier; flow unit; process flow diagram	process capacity; bottleneck; flow rate; utilization; labor productivity (idle time, labor content, labor utilization, cost)	rework; flow unit-dependent process	cranberry case
<b>Practice</b>	a) identify efficiency frontier; b) read process flow diagram	a) compute capacity, flow rate, cycle time; b) compute labor productivity; c) compute time to make X units;	a) process capacity with rework; b) implied utilization in flow unit-dependent process; c) process choice	inventory buildup
<b>Related HW1 Q</b>		a) Q1, Q2, Q3; b) Q4, Q5, Q6, Q7; c) Q10, Q11	a) Q8; b) Q9	Q11, Q12
<b>DIS</b>	DIS 1	DIS 2	DIS 3	DIS 3
<b>Case</b>		Kristen's cookie	Beleza Natural	National Cranberry

\* Recap here for completeness, see more review of Process in Discussion 6

# Overview

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- From Midterm Flash Review in Lecture 12

## Midterm Possible Topics

<b>Process I</b>	efficient frontier + process basics
<b>Process II</b>	process analysis + labor productivity + Kristen's Cookie
<b>Process III</b>	rework + flow-dependent + process choice + Beleza
<b>Process IV</b>	inventory buildup + NCC + automation
<b>Quality I</b>	metrics + variations in processes + SPC
<b>Quality II</b>	capability analysis + Ritz-Carlton + service quality
<b>Quality III</b>	Toyota Production System + lean operations (no case)
<b>Inventory I</b>	inventory turns + EOQ + (Q,R) model
<b>Inventory II</b>	(P,T) model + newsvendor model
<b>Inventory III</b>	Marks Spencer & Zara + risk pooling strategies
<b>Emerging I</b>	guest speaker + sustainability + Starbucks

- Only a subset of these topics will appear in the actual exam

# Take-away

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- Review for Cases
  - Focus on concepts discussed in class, no need to spread beyond the class
- Careful with calculation accuracy
  - Keep enough decimals for intermediate calculation
  - For final answer, read instructions for keeping certain number of decimals or rounding up/down or otherwise.
  - Remember unit conversions, for example different time periods
- Read question carefully
  - Highlight important assumptions
  - Acknowledge that some information might not be used in the end
  - Multiple knowledge concepts might be tested in one question
- The exam is much less tricky than HW 🙄🙄