Class Activities

# Chapter 19: Detailed Scheduling

**Activity 1: Individual Exercise**

Learning objective: Demonstrate the main types of scheduling and show when each type should be employed

Provide students with a problem similar to Example 19.1. Have students keep a record of their process of solving the problem provided, including actual steps, time taken for each step, and a description of each step. Turn in the process analysis at the end of class[[1]](#footnote-1). Look over the analyses for areas where students spend the most time, need clarifications, etc.. Report back to the class the findings of the analyses and go over areas that need clarifications in the next meeting.

**Activity 2: Activity for Small Groups**

Learning objective: Demonstrate the main types of scheduling and show when each type should be employed

Provide students with a problem similar to Example 19.3. Have students find three or four students to form a group. Assign one of the five priority rules to a group: FCFS, SPT, EDD, LPT, CR. Work with each other in the group to determine the job sequence using the priority rule assigned. Gather students back as a whole class to compare the relative performance of these priority rules for each of the three performance criteria: the average flow time, average job tardiness, and the average number of jobs in the work center.

**Activity 3: Activity for Small Groups**

Learning objective: Describe the scheduling methods used in service organizations

Have students find three or four students to form a group. Discuss among one another and agree upon a service business. Work with each other in the group to identify the challenges of scheduling in the particular setting of the service business selected. Describe a scheduling technique that is appropriate for the service business. Share the work of the group with the rest of the class.

1. Angelo T.A., and Cross, K.P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers, 2nd Edition, Jossey-Bass Publisher, San Francisco, CA. [↑](#footnote-ref-1)