

Statement of Teaching Philosophy

Students acquire knowledge and skills in the classroom. Though mastering specific knowledge is necessary for establishing students' credibility, the knowledge depreciates quickly and can not be tailored to the specific career needs of every student. In contrast, the skills that students develop can be adapted and applied to a variety of challenges and circumstances. Skills come in two forms: generic and specialized. Whenever possible I incorporate generic skills like group functionality, professionalism and public speaking in every course I teach. Group work and professionalism are required components of the curriculum while public speaking is provided as an opportunity which students may either seize or decline.

In Foundations of Management the specific skill that students master is managerial decision making. In particular students are encouraged to think creatively and to be objective when considering alternative decisions. Though standard practices are presented for each type of decision, students are encouraged to think of their own options and form their own opinion of all options. This is done by the use of in-class assignments where students work in groups to develop and defend specific alternatives to decision-making scenarios. In addition to the reasoning presented in their decisions each group is also required to provide a written description and explanation of their choices. This presents me with the opportunity to assess and help correct the students' writing proficiencies.

In Operations Management the specific skill that students master is the application of mathematical models to managerial decision making. Again, standard practices are presented; but, students are not just shown the resulting models and solutions. Rather, the entire process is presented to students starting with a managerial problem in words, continuing with mathematical modeling of the problem and ending with a solution and quantitative analysis of the model. Though exams and quizzes test the students' knowledge of standard practices, group projects challenge students to follow the entire process on problems they have not seen solved in the classroom. This provides them with the opportunity to practice applying their skills under the guidance of the instructor before having to apply them in their own individual careers. In addition it provides the instructor with the opportunity to assess and correct the students' writing proficiencies.