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## Teaching Statement

My teaching interests include Operations Management, Supply Chain Management, Quality Management, and Sustainable Operations. Over my academic and work career, I have had several opportunities to demonstrate and hone my teaching skills and abilities. As a practicing manager at General Motors and Saturn Corporation, I taught several multi-day sessions on varied topics including Statistical Process Control, Design of Experiments, Statistical Problem Solving, Lean Manufacturing, and Team Dynamics. At the Georgia Tech College of Management, I had complete teaching and administrative responsibility for three sections of the core undergraduate course Operations Management (MGT 3501) during the Spring 2007, Summer 2007, and Summer 2008 semesters. Enrollments in those courses were 40, 51, and 50 students, respectively, and the ratings from my students were 4.7, 4.5, and 4.7 on a 5.0 scale. I was also a Teaching Assistant for the MBA elective Global Operations (MGT 6360). I graded all assigned case write-ups and delivered a lecture on global product development and platforming. In addition to my instructional experience at the Georgia Tech College of Management, I participated in the periodic lecture series on classroom management, and I completed the Teaching Effectiveness Seminar for PhD Students in Spring 2008.

Earlier this year, I was honored to receive the campus-wide CETL/BP Outstanding Teaching Assistant Award from Georgia Tech. Requirements for the award included sponsorship by faculty, nomination by the College of Management, and letters of recommendation from former students.

A strength that I bring to the classroom is my experience as a practitioner of Operations Management. Having had direct responsibility for both manufacturing operations and staff support activities, I have learned not only the theory of OM strategies and philosophies but also the challenges and rewards from implementing them. I am particularly well acquainted with Total Quality Management, lean manufacturing, Total

Productive Maintenance, project management, job design and ergonomics, and new product launches. Bringing that experience to the classroom allows me to teach beyond the textbook and instructional materials. A key part of my OM practitioner experience is that I worked with and managed a wide variety of people possessing great diversity in skills, attitudes, and abilities. This background is useful to me on two fronts as an instructor. First, it helps me relate to the many types of students that I encounter. Second, since MBA and executive students have encountered similar workforce heterogeneity and know firsthand the managerial challenges it presents, we have common ground to discuss the real-world difficulties in implementing many operations tools and strategies.

My teaching philosophy has been shaped by my professional, academic, and personal experiences. A universal principle I have learned is that people – including instructors and students – need to be respected and treated professionally. I believe this is best promoted by encouraging two-way classroom discussions that are frank and open but controlled and respectful. For undergraduates in particular, I convey to students that what matters to employers are attitude, effort, and the ability to work with all types of people. I encourage those behaviors in the classroom through appropriate assignments, feedback, and grading to help prepare them for their professional careers. An important lesson that I learned from being an employee of a start-up company is that people in a new environment, even high performers, desire organizational structure. If structure is not given or developed, people often create their own with sub-optimal results. Therefore, I clearly outline reasonable rules and structure for my courses.

My experiences as a practitioner and teacher, together with the consistently positive reviews I have received and my desire to continually improve, reinforce my confidence in being able to excel as an academician and as a teacher at the undergraduate, graduate, and executive levels.