

Reflective Statement of Teaching and Learning Philosophy

Teaching Priority

While I am extremely active in research and involved with the regional business community, effective teaching that results in student learning has always been and remains my highest priority

Teaching Methods and Active Learning

I believe in the teacher/scholar model of education. As a teacher, I serve as a guide to link students to the knowledge and skills they need to become better business thinkers, decision makers, leaders, and problem-solvers. I use practical learning exercises and assignments to challenge students and sharpen their business skills and make linkages from the textbook to current business practices. I support an interactive, student-focused educational environment. I too am a student because I have a love of learning and support education as a lifelong pursuit. I convey this love of knowledge to my students through my passion for teaching as well as my desire to learn new things.

I see myself in the role of an inspirer to my students. I work to challenge their normal thought processes and motivate them to change their current understanding to a higher level of competency. I also stress guided inquiry through questioning and encouraging students to reach conclusions and form opinions about business subjects. In addition to imparting knowledge, my main role is to facilitate learning and stimulate both reflective thinking as well as critical thinking. When teaching the concepts of continuous improvement in my quality management class, I encourage students to continually improve their preparation for class and thus their performance. I am approachable before and after class as well as within the classroom. I stress motivational, engaging methods and hope my positive attitude and quest for practical applications of business theories encourages students to ask questions and make linkages between textbook concepts and real-world events.

Broad Linkages and Outside Information Focus

I teach quality management and also practice it in my dissemination of knowledge to others. To me, teaching and education means helping students enlarge their world, broaden their vision, and make linkages from the classroom theories to the business world around them. Because the world of business is ever changing, I spend part of each class updating students on current business events that augment our class materials and probing students for their thoughts and observations. I work to be a major influence on the learning the students undertake not only in class but throughout their lives, outside the academic environment.

To remain current, I read at least three monthly business magazines and four daily newspapers including the *Wall Street Journal* and *USA Today*. As a course requirement, I ask students to read at least one popular-press business periodical continuously throughout the semester so they too can adopt the habit of staying current on the macro-environment of legal, social, political, international, and cultural trends shaping business operations and manufacturing practice.

For example, in the spring 2007 *Quality Management Systems* class we frequently discussed the business implications of the numerous pet food recalls. We discussed the quality problems as a defect from the standpoint of both the supplier and the manufacturer's organizations and reviewed the impact on retail outlets and customers. We brainstormed ways to correct the problem by using a

number of quality analysis tools including Ishikawa “fishbone” diagrams and completed a “House of Quality” to further analyze the problem.

Classroom Activities

To structure the classroom environment, I begin the first day by asking students to complete a short data sheet of their background, major, and future career plans. I have students introduce themselves and talk about their work experience and I also take a digital photo and prepare a photo roll so I can quickly learn their names. I give them my business card and we review the syllabus and even the scheduled assignments and when tests are scheduled. I think this is important because students appreciate the course structure and can better meet course objectives. I even discuss the types of exams they will have as well as projects and quizzes.

Typically I start with 10 minutes of coverage of campus announcements, business club activities, new job information, announcements of professional organization meetings (local chapters of the American Society for Quality or the American Production and Inventory Control Society), and discussion of current articles in the news. Next I have 15-20 minutes of lecture emphasizing material from the text. While PowerPoint slides are available on the course website for students’ reference, I don’t use them in class. The remainder of the 45 minutes is for applying the textbook concepts through individual or small group exercises or homework review. I often ask small groups of students to compare their homework answers and then select one student from the group to work the problem on the board. Having students as well as myself explain how to work a production problem gives others additional insights.

My teaching approach is one of application through examples, cases, exercises, and in-class activities. To stimulate the classroom learning environment, I use short video clips of plant tours and applications of current quality and manufacturing technologies, layouts, and production approaches. I encourage students to take part in business club activities on campus and offer extra credit for their attendance at club meetings and plant tours.

I ensure my class environment is structured for learning. I pay close attention to student’s facial expressions and reactions to determine if any are struggling with a concept. I work to use various words and phrases to explain the same concept. For students with little or no manufacturing work experience, I draw parallels using service industry examples. If students remain unsure of a topic, I often ask another student to rephrase the idea, using different words or various examples from their workplace to ensure students have a variety of choices linking the textbook topic to practice.

Teaching Materials and Technology

I use Georgia View/VISTA on-line course management software for posting grades so students have immediate feedback on their tests, quizzes, and other assignments. Also available on the course website are PowerPoint slides, the course syllabus, other handouts, and notes. I developed the material when I taught a hybrid format (one day in class/one on-line assignment) and an on-line class as part of the Web-based Bachelor of Applied Science Degree consortium.

Student Club Sponsorship

As faculty sponsor of two business clubs, Business Networking Club (open to all interested business

students) and Sigma Beta Delta (international business honor society), I work to select appropriate speakers and tours to engage students and stimulate their interest. I also coordinate our senior luncheon for business graduates each May and conduct the honor society induction ceremony.

Assist with Resumes and Student Job Search

Students find their way to my office to have me take a “red pen” to their resume and cover letter as well as provide job search advice. I also teach three modules in our “Senior Seminar” (BUSA 4700) course. This course was designed to prepare our graduating business seniors for the world of work. In this class, I cover time management skills as well as resume preparation and interviewing strategies. At the end of the course, I review the resumes and assume the role of a Human Resources Director and conduct mock interviews with selected students. After the mock interview, I critique and praise their performance and discuss interviewing tips with the entire class. Students even stop by, or e-mail photos, asking for advice on interview attire. I encourage students to have mentors and role models so that the mentors’ achievement will inspire them. I enjoy following the progress of my students after college and it is rewarding to hear from students who are well into their professional careers.

Staying Current Through Research and Service

My research concentrates on ways to improve business practices and I share my findings with my class. As a frequent speaker to local business organizations, I share business ideas and information learned from practitioners. Teaching also provides an opportunity to discuss my own research questions and findings that demonstrate and explain the course material.

Grants and Travel to Support Teaching & Internationalization

Because I value international study experiences, I wrote a U.S. Dept. of Education grant which included opportunities for student travel to Monterrey Mexico. I planned manufacturing plant tour to compliment lectures and developed an experiential scavenger hunt so students could quickly learn about cultural and international businesses over the ten day trip. This exercise was used as the basis for the publication I co-authored with Dalton State and University of Monterrey Mexico faculty -- *A Fast Track to Cultural Immersion: The Scavenger Hunt*, (2004) with M. Doyle and N. Westrup. *Journal of Teaching in International Business*, 15(4), 67-95. In addition, I participated in the 2002 University System of Georgia study experience to St. Petersburg and Moscow, Russia. I continue to use numerous product examples and business photos to help my students understand facets of global business and internationalization.

Teaching Beyond Dalton State College – Junior Achievement

In addition to my DSC teaching responsibilities, I serve on the Board of Directors for Junior Achievement and each fall and spring I teach third-grade classes at a nearby elementary school. The focus of this five-session module entitled “Our City” is to encourage students to graduate and go on to college. We review various business careers, particularly entrepreneurship or new-venture creation, and discuss the educational skills a person would need to be successful in business. I always take DSC logo items to share with the class and hopefully, in ten years, I’ll have the opportunity to teach these future DSC business students again.

MARILYN M. HELMS, D.B.A, CFPIM, CIRM, CQM/OE

Sesquicentennial Endowed Chair and Professor of Management, Dalton State College

Complete vita is available at: www.daltonstate.edu/faculty/mhelms

EDUCATION: Doctor of Business Administration degree in Management (1987), 3.94/4.00 GPA. Dissertation: *Strategy & the Impact of Environmental Pressures - An Analysis of the Expedited Small Package Industry*. Also Master of Business Administration degree (1984) and Bachelor of Business Administration degree (1982). University of Memphis (TN).

TEACHING AND RESEARCH EXPERIENCE: Sesquicentennial Endowed Chair and Professor of Management, Dalton State College, Dalton, GA (8/00 to Present). Teaching *Quality Management* and *Principles of Production/Operations Management*. Work closely with the Northwest Georgia business community, encourage and co-author scholarly research with the business faculty and teach continuing education programs for the business community.

ADDITIONAL TEACHING EXPERIENCE: (1) U.C. Foundation and Nation Centennial Professor of Management and Director, Institute for Women as Entrepreneurs, University of Tennessee at Chattanooga (7/87 to 7/00); (2) Faculdade de Economica, University of Coimbra, Portugal (4/00 to 6/00) on a Fulbright teaching and research grant; (3) Temple University Japan/Tokyo (1/00 to 2/00), teaching *Entrepreneurship* to Executive-MBA students.

PROFESSIONAL CERTIFICATIONS: (1) Certified Manager of Quality/Organizational Excellence (CMQ/OE), American Society for Quality (ASQ), 2003; (2) Certified Integrated Resources Manager (CIRM), 1993 by APICS – the Association for Operations Management; (3) Certified Fellow in Production and Inventory Manager (CFPIM), 1991 by APICS.

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS: Academy of International Business; Academy of Entrepreneurship; Academy of Management; American Production & Inventory Control Society; American Society for Competitiveness; American Society for Quality; Production & Operations Mgmt. Society; Society for the Advancement of Mgmt.; Society for Case Research; Decision Sciences Institute; European Operations Management Assn.; Institute for Supply Chain Management; and North American Case Research Association.

AWARDS AND BOARD MEMBERSHIPS: (1) Faculty inductee, Sigma Beta Delta International Business Honor Society, Dalton State College, 2007; (2) Recipient of the 2006 Dalton State College Foundation Teaching Excellence Award (One of 11 nominees for the first Award in 2005.); (3) University of Tennessee at Chattanooga Council of Scholars, 1998, recognizing research faculty, (4) Alpha Society, University of Tennessee at Chattanooga, spring 1997, honors outstanding faculty achievement, (5) Outstanding Teacher Award Nominee, 1998, University of Tennessee National Alumni Association, (6) Outstanding Teacher Award, University of Tennessee at Chattanooga School of Business, 1991, (7) U.C. Foundation Professorship, 1989, for distinguished faculty, University of Tennessee at Chattanooga.

MANUSCRIPT REVIEWER: for 19 peer-reviewed journals in manufacturing and quality.

PUBLICATIONS: Over 213 scholarly publications in referred, peer-reviewed journals since 1987. Selected teaching-based research/scholarship includes:

- Encyclopedia of Management*, 5th ed., edited by Marilyn M. Helms. Farmington Hills, MI: Gale Group (a unit of The Thomson Company), 2005. Selected the 303 essay topics.
- Bluegrass Wedding Center Case (2007) with R. Becherer and J.H. Finch. *Journal of the International Academy of Case Studies*, 13(3), 7-18.
- Planning and Implementing Shared Teaching: An MBA Team Teaching Case Study, (2005) with J. Alvis and M. Willis. *Journal of Education for Business*. 81(1), September/October, 29-34.
- A Retention Assessment Process: Utilizing Total Quality Management Principles and Focus Groups, (2005) with H. Codjoe. *Planning for Higher Education*, 33(3), March-May, 31-42.
- A Stitch in Time... A Case Study of JN T-Shirts, (2005). with L.P Fletcher and M. Willis. *Journal of the Academy of Business Education*, spring, V6, 63-68.
- Anxiety and Career Action: The Impact of Contextual Factors on Graduating College Seniors, (2005) with M.B. Takeda and C. S. White. *National Association of Colleges and Employers (NACE) Journal*, winter, 37-43.
- Management Science: Current Educational Trends and Jobs in the Field, (2005) with M. Ahmadi and K. Copeland. *Scientific Journal of Administrative Development*, Vol. 3, June, 56-78.
- Speaker's Notes: A Low-Tech Change-Up Can Make Your Message Stand Out, (2005). *Presentations*, July, 42.
- Increasing Creativity in Economics: The Service Learning Project, (2004). with A. Hervani. *Journal of Education for Business* 79(5), May/June, 267-274.
- Reasons to Remain in College: A Comparison of High School and College Students, (2004) with H. Codjoe and D. Mayo. *Int. Journal of Educational Management*, 18(6), 360-367.
- Experiential Learning: The Benefits of International Trade Shows for Marketing Students and Faculty, (2003) with D. T. Mayo and J. Baxter. Special Global Marketing Education Issue of the *Marketing Education Review*, 13(3), fall, 17-25.
- Corporate Universities vs. Higher Education Institutions, (2002) with J. Nixon. *Industrial and Commercial Training*, 34(4&5), 144-150.
- Business Students' Perceptions of Faculty Evaluations, (2001) with F. Raiszadeh and M. Ahmadi. *International Journal of Educational Management*, 15(1), 12-22.
- Succeeding in the Education Accountability Environment—Tenure and Total Quality Management, (2001) with J. Nixon and A. Williams. *Catalyst for Change*, summer, 30(3), 11-15.
- TQM Principles and their Relevance to Higher Education: The Question of Tenure and Post-Tenure Review, (2001) with J. Nixon and A. Williams. *The International Journal of Education Management*. 15(6/7), 322-331.
- Distance Learning Opportunities for Continuing Education, (2000) with M. Willis and B. Dodd. *Continuing Higher Education Review*, fall, V64, 67-76.
- How Students' Salary Expectation Stack up Against Annual Earning, (2000). with M. Ahmadi, F. Raiszadeh, and T. Ross. *Journal of Career Planning and Employment*, winter, VLX (2), 37-43.
- Applied Business Training: The Latest Continuing Education for Physicians, (1999). with L.P. Fletcher and R. Blankenbaker. *Health Care Managers*, September, 18(1), 72-79.

Starting Salary Expectations of Undergraduate Students: Perception vs. Reality, (1999). with M. Ahmadi, T. Ross, and F. Raiszadeh and “Telecommuting: The Future Work Environment” with M. Ahmadi and T. Ross. July 1999 *Proceedings of the International Decision Sciences Meeting*.

An Evaluation of Introductory MIS Textbooks Based on Readability Measures, (1998). with J. Nixon and M. Brabston. *Journal of Information Systems Education*, 9(1&2), 29-34.

Case-Method Teaching in a Multi-Site Interactive Distance Learning Format, (1998). with J. Nixon. *Education and Training*, summer, 6(1), 86-92.

An Examination of the Admission Criteria for MBA Programs: A Case Study, (1997). with M. Ahmadi and F. Raiszadeh. *Education*, summer, 177(4), 540-546.

Development and Assessment of Effective Teaching: An Integrative Model for Implementation in Schools of Business Administration, (1997). with H. Finch & L.P. Etkin, *Quality Assurance in Education*, 5(3), 159-165.

Developing the Virtual Classroom: A Business School Example, (1997). with J. Nixon. *Education + Training*, 39(9), 349-353. Also reprinted in Issue 1 of *Continuing Professional Development* an on-line journal at <http://www.openhouse.org>.

OTHER INTELLECTUAL CONTRIBUTIONS:

Newspaper Columns: *Dalton Daily Citizen*, monthly on Sundays, May 2001 to present.

Published Cases and Teaching Exercises: 18

Authored Study Guides and Ancillaries: 10

Chapters and Readings in College Textbooks: 6

Published Book Reviews: 9

Newsletter Contributions: 17

Professional Presentations – International, Regional, National, and Local – 210 focusing on time management, total quality, customer service, and the value of education.

GRANTS AND GRANT ACTIVITIES (1) Business and International Education Program, US Dept. of Education, Title VI-B. Awarded \$179,000 for 2002-2004 to internationalize business programs and faculty at DSC as well as to provide seminars on exporting for the local business community. Attended grant directors meetings; Puerto Rico, June 26-28, 2002; (2) Awarded two consecutive US Department of Education, Title VI-B grants from 1992-1996 while at UT-Chattanooga representing combined awards totaling \$372,646. Included signed agreements with public and private sector organizations. Activities included furthering international business education and undergraduate and graduate levels and building community expertise in exporting in the area. (3) Reviewer for US DOE Title 6B Programs since 1994.

DIRECTORSHIP OF CENTERS: (1) Founding Director of CABS, the Center for Applied Business Services (fall 2000 to spring 2003). An outreach of the DSC Division of Business Administration to assist area companies with research projects and short-term data gathering assignments **(2)** Founding Director of the Institute for Women as Entrepreneurs (IWE) (January 1995 to August 2000). An outreach of the UTC School of Business assisting area women and minorities with new business ventures and moves to self-employment beginning with idea generation through business plan preparation. Volunteer consultants, faculty, and students assisted with one-on-one consulting of clients; scheduled seminars and banquets.

Direct Documentation of Student Learning

I have linked documentation of student learning to my personal teaching goals. Unless indicated, quoted material is from recent student evaluation of me and my courses.

- Be fair but demanding; engaging but rigorous. Student comments including *“I learned a lot of information I knew nothing about and would not have known that I needed to know it”* or *“One of the best instructors I have ever had the privilege of learning from”* or *“She is dynamic and presents herself as a professional. She invites participation; never boring.”*
- Strive for continuous improvement in the classroom. Evidence of student improvement over time on tests and exercises confirms this learning as does the student comment *“The course was very challenging. I enjoyed the challenge of learning this material. Dr. Helms performed excellent by inspiring interest in the material. She presented material I related to the real world.”*
- Remain organized and follow the posted schedule of homework and exam dates I include in each syllabus. Students often comment I’m the first professor to complete an entire textbook. I know this is important in a principles class since students will be asked to assess and apply this information in subsequent courses. Students comment on a feeling of accomplishment after having completed their text.
- Maintain appropriate control and structure in the classroom to facilitate learning. Students comment I am organized, strict but fair, and effectively use their classroom time.
- Advise students in and out of the classroom (current and former as well) on careers, on-going educational options, graduate programs, resume and cover letter preparation and job search strategies. It is rewarding to hear from students who are well into their professional careers. I edit and critique at least four student resumes per week and assist them with dress, grooming, mock-interviews, where we role play common interview questions and answers. Students spread the word about the benefit of this assistance and other students feel free to ask for help, even students outside the division of business administration.
- Stay as current as today’s newspaper on real-world business topics. Students have commented *“She uses great examples,”* or *“Effective communicator loves the subject and always bringing outside material to share”* or *“I liked that the course was more open discussion instead of pure lecture. She always presents the material well and attempts to use different methods of presentation.”*
- Invite guest speakers from the area to my class or schedule field trips to showcase business in practice. A student commented *“The field trip to Roper (appliance manufacturer) showed how this class is used in business.”*
- Utilize group activities, cases, and vignettes rather than a lecture-only format. A student commended *“I always enjoy Dr. Helms, all of her courses are well taught. She never ventures off subject and she makes almost every subject interesting.”*
- Assess student learning and mastery of course concepts beyond testing to include class participation and short quizzes. To ensure student learning, I use short quizzes that quickly and effectively reinforce major course concepts. Because of the random schedule of the quizzes, student attendance, participation, test scores and overall learning have improved. As a student comment indicated: *“I like the quizzes. They are useful in improving my grades.”*
- Other evidence of teaching success includes the growth in the number of business administration majors at Dalton State College and evidence of the progress of these students.

Frequent cards, notes and e-mails (see two example below) from former students about their job and graduate education progress serve as documentation of the value of my teaching and our business educational program. The students' promotions, job success, and options serve to validate my teaching effectiveness.

Date: Fri, 27 Apr 2007 11:04:24 -0400 (EDT)
From: "Jennifer Lynn Wright" <jwrigh07@daltonstate.edu> **Block Address**
Subject: **Jenny Wright**
To: mhelms@daltonstate.edu

Dr. Helms,
Thanks for a great semester! I really appreciate how organized your class is, and all the different activities you had for us to keep the class interesting. I definitely appreciate how very quickly you always get our grades posted. Enjoy your summer!

Date: Wed, 21 Jun 2006 18:45:51 -0700 (PDT)
From: "Gracian Mitcham" <gracianmitcham@yahoo.com> **Block Address**
Subject: **Re: Hello Dr. Helms!**
To: "Dr. Marilyn M. Helms" <mhelms@daltonstate.edu>

How are you? In case you are wondering, this is your wonderful former student, Gracian Mitcham now, Gracian Williamson. Hope things are well with you and your family.

I am doing great. I recently got married, hence the name change. I wanted to touch bases with you to ask if it was okay that I use you for a reference. I am applying for an Assistant Director of Admissions position at Mercer University, here in Atlanta. I am really excited about the position because I believe it will be a great opportunity for me! I look forward to hearing from you!

In fall 2006 as part of my post-tenure review, three faculty peers sat in on three of my classes and prepared their assessment after reviewing course syllabi, sample tests, handouts, and my statement of teaching philosophy. Two members of the team taught outside the division of business administration. The following is taken from their 11/26/06 report: *As one observer noted, "she excels at this; this is her classroom, without being dictatorial or overbearing." She creates an environment that is conducive to learning. She calls on students by name and asks questions that engage the students in discussions. As one observer stated, she "integrates recent data from sources into the class, and this stimulates many students to offer comments which relate directly to course objectives." She has "high expectations for students, but in a supportive and patient environment." The students remained focused even though the class was a night class.*

In summary, as the recipient of the *2006 Dalton State College Foundation Teaching Excellence Award* (and one of 11 Dalton State College faculty nominated the first time the award was given in 2005), I am confident my teaching practices are working for the benefit of my students.

Excerpt from Course Syllabus

Spring Semester 2007 Sections 30 - OPMT 4503 Quality Management Systems

20775

7:35 p.m. to 8:50 p.m. T/Th

Memorial Building Room 119

Dr. M. M. Helms, CFPIM, CIRM, Certified Quality Manager
Sesquicentennial Endowed Chair and Professor of Management

Office: Memorial G7

Phone Numbers: Office: 706-272-2600 (Answering Machine)
Fax: 706-272-4525 (University Fax Machine)
Home: 706-935-8848 (Answering Machine)

I can also be reached before or after class, by chance, and other times by appointment.

Please feel free leave a message and I will return your call promptly.

TEXT AND SUPPORT MATERIALS:

1. *The Management and Control of Quality*, 6/E, James R. Evans and William M. Lindsay, ISBN: 0-324-20223-7, Publisher: South-Western, Copyright: 2005
2. *Wall Street Journal*, *Quality Progress*, *Business Week*, *Industry Week* and/or *Fortune*. You should read at *least* one business periodical to read continuously throughout the semester. Be prepared to update our class on current quality issues continuously throughout the semester.

COURSE DESCRIPTION: This course develops the continuous quality philosophy. Strategic quality management focuses on assessment and group decisions. The role of leadership in continuous quality improvement is covered in quality profiles and cases. Tools for process management and statistical process control are included.

STUDENT ASSESSMENT AND EVALUATION:

20%	Exam 1 (Chapters 1-3) (objective, short essay & problems)
20%	Exam 2 (Chapters 4-6) (objective, short essay & problems)
20%	Exam 3 (Chapters 7-9) (objective, short essay & problems)
20%	Exam 4 (Chapters 10-14) (objective, short essay & problems)
5%	Conscious consumerism project and presentation
15%	Quizzes, homework, in-class exercises, and outside articles
100%	Total

STUDENT LEARNING OUTCOMES

- To articulate understandings of course materials acquired through listening, reading, graphics, computations, practice, and electronic media;
- To organize and communicate scientific knowledge and ideas about quality in a logical and purposeful manner as appropriate;
- To utilize appropriate models, tools, and concepts to solve qualitative and quantitative quality problems (including using data from text package, spreadsheets, and software packages);
- To perform mathematical and statistical operations to solve quality problems;
- To understand the quality philosophy and its importance to international competitiveness;

- To understand quality organizations, awards, and certifications and their importance;
- To demonstrate understanding of the course topics and materials through performance on tests, presentations and in-class exercises and case analysis.

Quizzes, Homework, Class Participation: You must be present in class to be eligible to take any **in-class quizzes** (individual or team) or to get credit for any assigned homework collected. If you are **late** to class, you will not receive extra time to complete the quiz. You are expected to contribute to the class discussions and bring articles and information to share with the class.

CLASS AND ASSIGNMENT SCHEDULE

Date	Assignment	Homework (in addition to reading/studying all of the assigned chapter material)
T Jan 9	Introduction	Complete data sheet & review syllabus.
Th Jan 11	Chapter 1: Introduction to Quality	p. 41 Project 1. Bring 3 examples of advertisements stressing quality to class and Case III A Total Quality Business Model
T Jan 16	Chapter 2: Total Quality in Organizations	Case: Ritz Carlton, pp. 78-79. Problems 2, 4, 6, 7, 8, and 9.
Th Jan 18	Chapter 3: Philosophies and Frameworks	Study the philosophies of the various quality gurus profiled in Chapter 3. Be able to differentiate the contributions of each.
T Jan 23	Chapter 3: Philosophies and Frameworks	Visit the Baldrige website at http://www.quality.nist.gov/Award_Recipients.htm and select a winning company (from any year) you are not familiar with. Write a 3-paragraph profile of the key traits that led this company to win the coveted Baldrige award.
Th Jan 25	Exam 1 (Ch # 1-3)	
T Jan 30	Review Exam 1 Chapter 4: Focusing on Customers	Case: Gold Star Chili and bring an example of a customer feedback mechanism to class (customer comment card, survey, etc.)
Th Feb 1	Chapter 5: Leadership and Strategic Planning	Cases Johnsonville Foods, A Strategic Bottleneck and Corryville Foundry Company
T Feb 6	Chapter 6: Human Resource Practices	Case: LL Bean, pp. 297-299 Problems: 2, 3, and 8
Th Feb 8	Exam 2 (Ch # 4-6)	
T Feb 13	Review Exam 2 Chapter 7: Process Management	Case: Gold Star Chili, pp. 354-357
Th Feb 15	Chapter 7: Process Management	Bring outside article on process management.

Course Handout - Conscientious Consumerism
Project and Participation: Evaluating a Firm's Response to Poor Quality

How many times have you used a product only to find that it didn't meet your original expectations? Perhaps it was falsely advertised, misrepresented, or failed to perform due to design or workmanship problems. Have you visited a restaurant only to get poor service, poor quality food, or even the wrong order? Have you been through a drive-thru window only to find something was missing? Have you had a bad experience in a department store or other retail establishment? Did you take the time to alert management? Most people don't but should.

Successful production and operations strategies must be based on the premise of consistent quality to consumers. Managers manufacturing and service operations must continually monitor and use consumer feedback in planning and control process. This information can help organizations better design operations to serve the consumer. Consumers also have an obligation to voice concerns (and praises) to the companies we patronize. If we do not, firms will not have feedback on how to change or improve their products, services or procedures.

Now is your chance (or your motivation) to respond to poor quality. Let a company know about a recent bad product or service encounter. Your assignment is to write a letter or e-mail to the proper person(s) about your problem. (You can also fill out a complaint card if available, but write an additional letter to go along with it.) Save copies of your letters for presentation to the class along with a brief (10-minute) presentation about your poor quality product or service and how the company handled it. Hopefully, if the company cares about its customers and the company's reputation, you will get a response from your complaint. Be sure to make a copy to show the class. Also prepare a timeline to document the correspondence and complaint handling process. Select your product or service issue by spring break. You will need to complete this project early enough to allow time for a response. If you do not receive one before this assignment is due, please call the company directly and record your verbal conversation.

For your oral PowerPoint presentation, discuss your problem, your initial action and follow-up actions or solutions. Bring copies of all correspondence and a summary of any phone conversations to class to hand in. You may want to make copies of your letters for the class or prepare a time line of the events. Discuss how the company handled the situation and discuss their strengths and weaknesses in responding to you. Write a final letter to the company. Tell them while you actually experience a bad product or service you responded in large part because this was an assignment in your Quality Management Systems class. Close the letter by sharing your suggestions and ideas for improving the way they handle customer complaints. Bring a copy of this letter to class on the day of your presentation to hand in and bring copies for the class to review. Mail your letter to the company CEO certified, registered mail (with return receipt requested). Instructions are at your local post office. Include a copy of this postal receipt with your letter.

Be prepared to critique the firm's complaint handling process and evaluate the speed of handling your problem. We'll discuss these in class after your presentation. We'll also discuss whether you are more likely to complain after this assignment. In addition, each May I write a summary of your experiences in my *Dalton Daily Citizen* newspaper column.

Name: _____

Date: _____

Test 4 Chapter 10-13

IOMG 3251

Dr. Helms

Questions 1-60 are worth 1 point each. Four essay questions and/or problems are worth 10 points each.

- ____ 32. If the average aggregate inventory value is \$45,000 and the cost of goods sold is \$10,000, which of the following is weeks of supply?
- A. 45,000
 - B. 234
 - C. 120
 - D. 23.4
 - E. 4.5
- ____ 35. Which of the following terms best describes the ability of a company to deliver highly customized products and services to different customers around the world?
- A. Customization
 - B. High customization
 - C. Mass customization
 - D. Global sourcing
 - E. Outsourcing
- ____ 36. If the best operating level of a piece of equipment is at a rate of 400 units per hour and the actual output during an hour is 300 units, which of the following is the capacity utilization rate?
- A. 0.75
 - B. 1.00
 - C. 1.33
 - D. 2.33
 - E. 300
- ____ 40. At a decision point in a decision tree, which machine would you select when trying to maximize payoff when the anticipated benefit of selecting machine A is \$45,000 with a probability of 90%; the expected benefit of selecting machine B is \$80,000 with a probability of 50% and the expected benefit of selecting machine C is \$60,000 with a probability of 75%?
- A. Machine A
 - B. Machine B
 - C. Machine C
 - D. You would be indifferent between machines A and C
 - E. You would be indifferent between machines A and B
- ____ 44. Plant A is located at the (X, Y) coordinates of (100, 200) and has a volume of shipping of 500 units a day. Plant B is located at the (X, Y) coordinates of (150, 400) and has a volume of shipping of 200 units a day. Using the Centroid method, which of the following is the X coordinate for the new plant location?
- A. About 100
 - B. About 115
 - C. About 130
 - D. About 150
 - E. X coordinate can not be computed from the data given

Essay:

1. Compare and contrast qualitative and quantitative forecasting methods. Discuss when to use each type of forecast and why?

Problems - Note: Please show your work for partial credit.

2. (Chapter 10) Calculate the break-even product value of using Express Mail (overnight delivery) versus Parcel Post (3-day delivery) for sending a package from Dalton, GA to San Francisco, CA. The following table contains the appropriate costs. Assume that inventory carrying cost is 25 percent of the product value and there are 365 days in the year (Item value = 365 x shipping savings/(carrying costs x days saved). Which shipping method is best? Why?

Shipping Weight	Overnight Cost	Cost 3-day	Savings	Break-Even	Break-Even Per pound
2	\$15.50	\$4.50			
4	\$20.40	\$6.28			
6	\$24.56	\$7.98			
8	\$25.69	\$8.49			
10	\$27.89	\$9.56			
12	\$30.39	\$9.98			

3. (Chapter 12) McDonald's fast-food sells an average of 4,000 Quarter Pound (1/4 lb.) burgers each week (which equals 1,000 pound of meet). Hamburger patties are re-supplied twice a week and on average the store has 350 pounds of hamburger in stock. Assume that the hamburger costs \$1.00 per pound at their wholesale rate. [Note Inventory turnover = annual COGS/Average Aggregate Inventory Value; Days of Supply = (Average Aggregate Inventory Value/COGS) x 365 days). (Chapter 10)

- a. What is the yearly inventory turnover for the hamburger patties?
- b. On average, how many days of supply are on hand?

4. (Chapter 13) Historical demand for a product is as follows:

April	60
May	55
June	75
July	60
August	80
September	75

- a. Using a simple four-month moving average, calculate a forecast for October. [Ft=(A t-1 + A t-2 + A t-3 + A t-n)/n]
- b. Using single exponential smoothing with an alpha of 0.2 and a September forecast of 65, calculate a forecast for October. [Ft = Ft-1 + α(At-1 – Ft-1)] How could you determine which forecasting method is the most accurate?

STUDENT EVALUATION OF FACULTY SUMMARY

Likert Response Scale Ranges from a low of 1 “Strongly Disagree” to a high of 5 “Strongly Agree”

Semester	Fall 2006		Spring 2006		Fall 2005		Spring 2005		Fall 2004		Spring 2004		Fall 2003	
Course	3251D	3251N	4503N	3251N	3251D	3251N	4503N	4503D	4501D	4501N	4503N	4503D	4501N	4501D
Uses class time effectively	4.8	4.885	4.879	5	4.783	4.933	4.667	4.929	4.86	4.71	4.47	4.40	4.78	4.63
Understood policies and grading	5	4.923	4.758	5	4.957	4.933	5	4.929	5	5	4.87	5	4.94	4.88
Presentation orderly and clear	4.85	4.769	4.727	4.917	4.826	4.667	4.667	4.929	4.86	4.57	4.87	4.90	4.89	5
Opportunity to ask questions	5	4.885	4.788	5	4.87	4.933	4.667	4.857	5	4.57	4.93	5	4.89	5
Work was graded fairly	4.95	4.923	4.909	5	4.957	5	5	4.857	5	4.86	5	4.80	4.94	5
Courteous attitude	4.95	4.962	4.939	5	5	5	5	5	4.86	5	4.80	4.90	4.89	5
Effective Instructor	4.75	4.846	4.879	4.917	4.957	4.8	4.667	4.929	5	4.86	4.93	5	5	5

Key:

3251 = Principles of Operations Management (required business core course for – junior level)

4503 = Quality Management Systems (upper division elective course, IOMG 3251 is a prerequisite – junior or senior level)

4501 = Entrepreneurship (upper division elective course – junior or senior level)

D = Day Course

N = Night Course

Note: At the end of each semester, I review these evaluations including my numerical scores and the students’ open-ended comments. I value comments and feedback and continuously work to improve my courses to offer the maximum learning potential for my students.

April 29, 2007

Dr. Dorothy Zinsmeister
Assistant Vice Chancellor for Academic Affairs
Board of Regents of the University System of Georgia
270 Washington St., SW
Atlanta, GA 30334-1450

Dr. Zinsmeister,

I am writing you to share some of my thoughts concerning the work of Dr. Marilyn Helms at Dalton State College. I received my Bachelors Degree from Dalton State College in 2003, and Dr. Helms was one of my Professors within the IOMG Program. As a student of Dr. Helms, I saw first-hand her commitment to educational excellence and her commitment to her student's success in the classroom and in the workforce. Dr. Helms employed many different resources including textbooks, real life examples, and discussions of current business events to help her students not only learn but, more importantly, be able to apply their knowledge in the business world. Dr. Helms always made herself available to her students and she was always very enthusiastic about the subject matter she was teaching.

As a former student, I continue to witness Dr. Helms' commitment to her students' success in the business world. Dr. Helms has stayed in contact with me through various means including my involvement with the Dalton State College Business Advisory Council and through casual conversations where the topic always involves an update on my career, my business activities, and my family. During these conversations, Dr. Helms always demonstrates her sincere interest in my life, which reaffirms to me that she truly cares about me as her former student.

I have been able to apply the knowledge I gained from Dr. Helms' instruction to improve processes and products that I am responsible for as the Division Quality Manager for Shaw Hard Surfaces. Further, Dr. Helms helped me develop the knowledge base to enable me to become a successful leader within my company. Her commitment to education and her commitment to the practical application of lessons learned is why I can fully support and ask the Regents Award Committee to recognize Dr. Marilyn Helms as the 2007 Regents' Teaching Excellence Award recipient.

Sincerely,

Mark Barnett
Division Quality Manager, Shaw Hard Surfaces
Shaw Industries Group
388 Armstrong Rd., Ringgold, GA 30736