PROPOSAL SUMMARY AND ROUTING FORM

Initiating Unit or Individual: Lisa Eshbach
Contact Person's Name: Lisa Eshbach  e-mail: eshacl@ferris.edu  phone: (231) 591-3197
Date or Term of Proposal Implementation: 201101

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

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<th>Group/Individual</th>
<th>Signature</th>
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<td>Academic Affairs</td>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President’s Council (Date Approved)
1. Proposal Summary

Necessity of this course in the curriculum:

Effectively implementing lean systems in the service industry is widely accepted as a new industrial model and tool to improve processes through addressing and minimizing inefficiencies. However, little university curriculum exists that concentrates on how to create, and lead lean service initiatives. The courses that do exist are usually manufacturing focused in operations management or engineering courses and are not multidisciplinary. Fließner and Mathieson (2007) discovered that upper level managers and executives in the workplace are looking for the college graduate to possess a comprehensive view and knowledge that would be necessary to lead a lean service initiative. Specifically, they believed that students should have a comprehensive understanding and ability to apply the concepts of Systems Planning and Thinking (i.e., seeing the whole business as a value stream), Human relations skills (i.e., leadership, strategy development and deployment, change management, and team collaboration) and Lean Principles (i.e., kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

Minton-Eversole (2010) echoes Fließner and Mathieson's (2007) statements. Business leaders realize that creating a continuous improvement type of environment within their organizations plays a significant role with the challenges of today's economic downturn. This assists them with possessing a sustainable approach to managing their organization's operations. As such, they are actively seeking well-qualified and trained professionals who are knowledgeable and competent in developing and leading lean initiatives in the service industry.

Leading a Lean Service Enterprise course is necessary to not only address the business leader's lean talent requests but also would address the current U.S. business environment and its current operational process issues. According to CIA World Factbook (2010) and Stevenson (2009), service industries represent 76 percent of the national GDP whereas, only 24 percent is represented by manufacturing. Carter (2010) stated that in the service industry, 75 to 90 percent of the steps involved in delivering the service add no value, are considered wasteful processes, and something the customer is not willing to pay for. These wasteful steps can cause delays that lead to multiple levels of inefficiencies which can result in lower productivity and stakeholder dissatisfaction. So, a course on how to improve the internal service operations is essential in the academic curriculum.

Leading a Lean Service Enterprise course addresses the business leader's lean talent requests for employees and also a method on how to improve the current process inefficiencies present in today's service sector. The course will close the gap for both of these areas by explaining and demonstrating to students how to develop a comprehensive understanding of creating and leading a lean service enterprise. Opportunities will be given in the class - through assignments, case studies, projects, etc. - for students to employ the theoretical knowledge of Systems Planning and Thinking, Human Relations skills, and Lean Principles to practice in both simulated situations and real world environments. This approach represents an immersive learning experience in which students work in a team-oriented environment. They will participate in practical, discovery-learning exercises where concepts introduced in the classroom are applied immediately.

The course will develop students to be the type of potential employee that organizations are looking for today. As employees, they will be able to step outside their standard daily roles, and ask difficult questions like: Why am I doing what I'm doing? How does it contribute to the firm's strategy? and What needs to change if the company is to adapt? This type of perspective will assist them in using their technical skills to help their service organization move toward the right goals. This will result in decreasing wasteful processes within the service organization, enhancing the organization's overall performance and asset utilization, and will also improve their individual and organization's competitiveness in the workplace.

The course is one of six courses that will be included in the Leadership and Project Management minor that will be proposed within the next couple of months. The minor will seek accreditation through the Project Management Institute (PMI). This course satisfies 25 of the 90 required outcomes for the PMI accreditation.

Description:
This course concentrates on how to design, continuously improve, and lead a lean service business process initiative. Specific areas of concentration include Systems Planning and Thinking (seeing the whole business as a value stream),
Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

Purpose or Course Objective: Students enrolled in Leading a Lean Service Enterprise will be exposed to several important and useful lean service and leadership tools. As a result, they will be able to increase their Lean and leadership knowledge, build confidence and credibility, and also differentiate themselves in a market of skilled professionals. The specific course outcomes can be found in Form E.

2. Summary of All Course Action Required*

   a. Newly Created Courses to FSU:
      Prefix   Number   Title
      MGMT     490      Leading a Lean Service Enterprise

3. Summary of All Consultations

   Form Sent (B or C)   Date Sent   Responding Dept.   Date Received & by Whom
   N/A                  N/A        N/A                N/A

4. Will External Accreditation be Sought? (For new programs or certificates only)

   ________ Yes   ________x____ No

   If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
   N/A
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: MGMT  Number: 490  Title: Leading a Lean Service Enterprise

Course Description: This course concentrates on how to design, continuously improve, and lead a lean service business process initiative. Specific areas of concentration include Systems Planning and Thinking (seeing the whole business as a value stream), Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

Course Outcomes and Assessment Plan:

Assessment of Leading a Lean Service Enterprise
Outcomes

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>S5 Exercise</th>
<th>Value Stream Map Exercise</th>
<th>Lean Service Project</th>
<th>Discussion Questions</th>
<th>Participation</th>
<th>Peer Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Understand how to apply the systems planning and thinking process to a service organization resulting in developing and deploying a strategy that would lead to a sustainable competitive advantage.</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Learning Outcome 2: Perform a service business process assessment identifying inefficiencies. Analyze opportunities and problem areas within existing business Value Streams. Model and assess the impact of any proposed changes to a key process.</td>
<td>x</td>
<td>x</td>
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<td>Learning Outcome 3: Utilize the foundations of lean practice and tools - including value stream mapping, kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports – to design an operating system for managing innovation and continuous improvement in service related business process.</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Learning Outcome 4: Exhibit a high level of team collaboration, leadership, and change management capabilities through implementing a lean service project/initiative.</td>
<td>x</td>
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<td>x</td>
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</tbody>
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Course Outline including Time Allocation:

Eshbach_MGMT_305
I. Systems Planning and Thinking (8 hours)
   a. Value Stream and Value Stream Mapping
II. Lean Tools (20 hours)
   a. Establishing Standardized Processes and Procedures
   c. Leveling Process - Leveling with Scheduling
   d. Kaizen - Sustaining Continuous Improvement
   e. PDCA, A3 Reports and Root cause problem resolution
   f. Lean Measurement Systems
III. Human Relations Skills (17 hours)
   a. Hoshin Kanri - Strategy Development and Deployment
   b. Team Collaboration & Development - Developing Exceptional People and Partners
   c. Change Management – Leading a Change Initiative

Total Hours 45
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form F that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201101 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.

MGMT 490

LEcture x LAB l INDependent Study – Check (x)
Practicum: Seminar: 

d. Course Title: Leading a Lean Service Enterprise
(Up to 30 characters/spaces.)

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: ☐ Variable ☒ Fixed h. Minimum Credit Hours ☐ i. Maximum Credit Hours 3.0

j. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

k. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

l. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No

n. Equivalent course: Prefix ☐ Number ☐ See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
This course concentrates on how to design, continuously improve, and lead a lean service business process initiative. Specific areas of concentration include Systems Planning and Thinking (seeing the whole business as a value stream), Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

p. Term(s) Offered: F-Sp-Su (See instructions for listing.) q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) MGMT 370

UCC Chair Signature/Date: 

Academic Affairs Approval Signature/Date: 

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY
INSTRUCTOR: Dr. Lisa Eshbach

OFFICE: Office Phone: 231- 591- 3197 or 248-910-2825
         E-mail: eshbacl@ferris.edu

OFFICE HOURS: 10-11 a.m. M-W and 2-3 p.m. M-W, Room 212M IRC

COURSE TITLE: MGMT 490: Leading a Lean Service Enterprise

TEXTBOOKS:


COURSE DESCRIPTION

This course concentrates on how to design, continuously improve, and lead a lean service business process initiative. Specific areas of concentration include Systems Planning and Thinking (seeing the whole business as a value stream), Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

COURSE OBJECTIVES

Learning Outcome 1: Understand how to apply the systems planning and thinking process to a service organization resulting in developing and deploying a strategy that would lead to a sustainable competitive advantage.

Learning Outcome 2: Perform a service business process assessment identifying inefficiencies. Analyze opportunities and problem areas within existing business Value Streams. Model and assess the impact of any proposed changes to a key process.

Learning Outcome 3: Utilize the foundations of lean practice and tools - including value stream mapping, kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports – to design an operating system for managing innovation and continuous improvement in service related business processes.
Learning Outcome 4: Exhibit a high level of team collaboration, leadership, and change management capabilities through implementing a lean service project/initiative.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course. The methods are listed below.

**Ferris Connect learning environment:** Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the FerrisConnect course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. Applications of the concepts will include, case studies, academic journal articles and videos. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations:** Students keep in touch with the instructor via e-mail messages and telephone conference calls.

**Teams:** Each student will participate in teams of 2-3 people for the Lean Project. The teams will be determined on a first come, first serve basis. Please let me know your selections (project ideas), via email at eshbach@ferris.edu, and if you prefer to work with someone in the class by Friday of week 1. The teams will be set up by me by the end of week 2.

**Required readings:** Textbook notes should be reviewed according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Assignments:** We will be applying theoretical concepts, discussed through the chapter notes, to practice each week. Each student will be responsible to INDEPENDENTLY complete all discussion questions and the mid-term exam. Additionally, each student will work in a TEAM to develop a case analysis reports and a Research Project. Each team will also be responsible to lead the case discussions during that week. Each student is required to submit the weekly discussion question response(s) and the case analysis via the discussion board forum as well as in the safe assignment link provided under the Assignments tab in the FerrisConnect system. Please see directions on how to submit using the safe assignment feature in FerrisConnect. All other assignments should be submitted only using the safe assignment feature in blackboard.

Class Policies and Expectations

**Classroom Conduct:** When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another’s opinion is fine – it’s okay to “agree to disagree” - however, the professionalism of the tone and manner in which the posts are written need to be upheld. When responding to a post, each student needs to be courteous and respectful of one another’s opinions and insights. For instance, “You are wrong, I am right” is not an acceptable response. A more appropriate answer may be “I respect your opinion, however, my experience has been…..”.

Responses that do not adhere to these guidelines will not be given full credit. Keep in mind that appropriate class and workplace conduct can result in a “win-win” situation for everyone involved. It is my objective that you not only learn the principles presented in the class, but you learn from each other.
Netiquette: It is very easy for comments to be misinterpreted in the electronic environment since we can’t see each other’s faces for visual cues. It has been estimated that 80% of interpersonal communication is non-verbal and conveyed through facial expressions and body language. Since we don’t have the luxury of the non-verbal cues, we must be especially careful in the words we choose.

Online Expectations: I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

1) Each student has a Ferris e-mail account. If you wish to use a different e-mail address for this course, please change your e-mail address in FerrisConnect.

2) Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please let me know about these dates in advance.

3) It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business.

4) Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

5) Be prepared to log into FerrisConnect at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University and to me as an instructor. I encourage you to participate in the evaluation process.

Instructor Information: It is important for you as students to know what to expect from me as your instructor:

1) I will be available to you via e-mail and phone, and will promptly reply to your messages – usually within 48 hours or sooner.

2) I will be available to you for face-to-face appointments as requested.

3) I will maintain the FerrisConnect course web site with current materials, and will resolve any content-related problems promptly as they are reported to me.

4) I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.

5) I will return all assignments to you promptly (usually within a week or so of the due date), and will include individualized comments and suggestions with each assignment.

6) I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
7) I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

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**PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 12-week semester would require at least 108 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to review the required textbook chapters and resources, participate in online discussions, review presentation materials, and work on team projects. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the semester-long project;
  - 8-9 hours working on the various components of your mid-term exam

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

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**LEARNING METHODOLOGIES**

Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the FerrisConnect course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. A combination of lecture, case studies, video clips, experiential exercises, self-assessment techniques, and peer feedback relating to leadership will be used to cover these all important areas. This will enhance the student’s understanding and knowledge of leadership as well as assist in creating an environment where the student can systematically and collectively explore, examine, and experiment with their own leadership ideas. The course will also involve the student leading and completing a service oriented project within an organization. This will give the student an opportunity to not only apply the theory to practice but also enhance their leadership skills and competencies.

**WRITTEN WORK EXPECTATIONS**

All written work for MGMT490 must be presented in professional style, and follow basic principles of effective written communication. Assignments:

1. Must be typed and no more than the assignment states.
2. Your name must be on the first page along with the assignment number.
3. Each student needs to supply the instructor with an electronic copy of each individual assignment. One copy per team is needed for the team assignments. Assignments submitted after the due date will automatically receive a 10% deduction in the score. See the late policy below. The electronic copy of the same assignment needs to be submitted via the Safe Assignment link provided in the Ferris Connect system on the date the assignment is due.

CLASSROOM COURTESY
The instructors intend to give full, uninterrupted attention to student questions, answers, opinions and comments. Students are expected to give the same courtesy to the instructor and their fellow students. Cell phones, PDA’s, IPODS, MP3’s, etc. devices should be turned off so as to not to create a distraction. Ringing, beeping, buzzing, vibrating, singing electronic devices are a distraction in class (not to mention rude). Please drop the course, if you think you cannot be away from your phone or iPod for 3 hours per week. Texting, checking your phone, or answering your phone (this includes leaving class to check them) will result in you being asked to leave for the day.

If disruptive classroom behavior (coming in and out of class, side-conversations, rude remarks, disrespectful behavior to fellow students or instructor) is observed, you will be asked to leave the classroom for these types of situations as well.

SANCTIONS
Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student’s own academic work or that of others. Questions of academic dishonesty are reviewed by the Dean of the College responsible for the courses in which they occur. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense and expulsion from the University on the second offense.

PLAGIARISM
Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person’s ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. A zero will be given if plagiarism is detected for an assignment. There will be no exceptions for this policy. Additionally, an assignment that exceeds the 15-20% amount of directly quoted information (word-for-word information), even though properly cited using the APA format, will receive substantial deductions. Papers that are submitted in both the undergraduate and graduate level courses should be written professionally. This can be accomplished by using the student’s original thoughts and appropriately paraphrasing, using the APA format, for all assignments (paper, discussion questions, exams, etc.).

Examples of plagiarism as it might occur in term papers, research projects, laboratory reports, and other written assignments are listed below.

Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken.
Failure to use the quotation marks, even if a footnote is provided, is plagiarism.
Failure to document ideas: When a student uses one or more ideas form and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken. Failure to provide an exact reference is plagiarism. False documentation: Falsifying or inventing sources or page references is plagiarism.

**LATE ASSIGNMENTS**
All assignments must be submitted on schedule. The assignments need to be submitted in class and in Blackboard using the Safe Assignment link. The assignments need to be completed using Microsoft Office-compatible software. Assignments that are not received on the due date and without an approved extension, will receive a reduction of 10% each day for three days. After three days they will no longer be accepted for credit. Students should use proper time management to ensure assignments are submitted on the specified due date. An assignment is considered one day late if it is turned in after the start of the class period.

**TEAM POLICIES - FIRING A TEAM MEMBER**

All team members are expected to fully and equally contribute to group assignments. If at any time, your team members are experiencing problems with a member of your group who is not contributing, you can recommend firing that member. In order to make this recommendation, your group must reach consensus on this decision and send me your recommendation along with the supporting rationale. I will make final decisions and communicate my decision to your team in a timely manner.

Once a team member is fired from a group, he/she must interview with other teams to find a new group to work with for the rest of the semester. This must be done quickly since the team should be concentrating on completing portions of the project weekly. If no other teams want to hire the new group member, than he/she will work independently for the remainder of the semester. If I do not hear from teams regarding a termination request, I will assume your teams are performing effectively.

**CLASS CONTINGENCY PLAN**

The class will continue to meet online through the FerrisConnect system in the event of a university declared emergency. It is highly advised that students familiarize themselves with the system features and functionality to assist in preparation for an occurrence of this type of situation.

**ASSIGNMENTS**

Your final grade will be determined using the following weights with no rounding of the final average.

Points are deducted for late assignments. See Late Assignment Policy.

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<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Value Stream Map</td>
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<tr>
<td>Team Lean Project</td>
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<tr>
<td>5-S Exercise</td>
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<tr>
<td>90 - 94</td>
<td>A-</td>
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<tr>
<td>87 - 89</td>
<td>B+</td>
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<tr>
<td>Assignments</td>
<td>Percent</td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>Discussion Questions - Online</td>
<td>20%</td>
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<tr>
<td>Participation – Online</td>
<td>15%</td>
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<tr>
<td>Participation – Peer Review</td>
<td>10%</td>
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<td>Total</td>
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<td>60-62</td>
<td>D-</td>
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<td>Below 60</td>
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**VALUE STREAM MAPPING**

Value Stream Mapping provides the basis for the analysis, comprehension and improvement of key business processes. This assignment is designed to assist the student in how to create Value Stream maps that depicts the current, and planned, business system and how to optimize the use of Value Stream mapping within any business environment. Select a process and use the notes and icons, provided in Ferris Connect, as a guide to complete the current and future state map.

**5-S**

Consider practical applications where you can deploy the 5S methodology to organize personal living or work areas, reduce non-value time or other wastes, develop new habits, and control activities in order to maintain a productive, safe and desirable environment used daily by one or more individuals. Select a project/process, develop a plan on how to improve the current process and implement the 5S plan. The assignment should define the process, each of the 5S areas and the benefits of utilizing the 5S techniques. Please see the examples posted in Ferris Connect if you need more information.

**TEAM LEAN PROJECT**

You are to assume the role of Continuous Improvement/Lean Implementation Manager, with the task of developing a comprehensive proposal and plan for the strategy and implementation of a lean system or process within your own organization. I will review requests to use organizations other than your own as the subject for your project on an individual basis. It is essential that you have a high level of knowledge about the organization and sufficient access to complete the project successfully.
Your task will start by analyzing processes, procedures and operating norms within your organization. It will include recommendations for change justified by a strong business case and will conclude with an implementation plan.

**Written Component**

The following elements must be included in your analysis:
- a. Executive summary (Synopsis of the situation)
- b. Problem identification - Identification of constraint (opportunity or waste to be eliminated) and the case for change.
- c. The lean manufacturing/administration and operations management techniques used to solve the problem. At a minimum, a current and future value stream map, master schedule (Implementation Plan with timeline) and lean tools to improve the process such as poke yoke, standardized work, etc. need to be incorporated in the project
- d. Balanced Scorecard
- e. Analysis of cost & projected long term savings (your business case)
- f. The benefits and/or drawbacks that resulted from using the technique(s).
- g. Recommendations
- h. Be sure to discuss how you will lead the transformation in your organization. What obstacles will have to be overcome in order to successfully implement lean systems and impart change?

**All Papers should be at least 10 pages, but not more than 15 typewritten double-spaced pages, including the bibliography page. It must also follow the proper APA citation rules.**

**DISCUSSION QUESTIONS**

The student is required to respond to the topic-related discussion questions that are given each week. The responses to the questions are due no later than **Sunday, Day 7, at 11:55 p.m.** of each module. Each student is required to submit the weekly discussion question response(s) via the discussion board forum as well as in the safe assignment link provided under the Course Content tab in the FerrisConnect system. A textbook definition is not an adequate, complete response for the questions proposed. Also, The Wikipedia reference is not an acceptable source to use. Grading of responses will be based on supporting and substantiating your claims through personal experiences, content, grammar, and punctuation. A specific length is not required however, the responses need to be well thought out and should add value to the class discussion.

**PARTICIPATION:**

Sharing your professional experience will enhance class sessions and is necessary for the practical skills we will apply in class. Participation is measured by a student's contribution to the virtual classroom discussion board. A student contribution must add value to the course. A note is determined to be of substance by containing information that supplements, contradicts, questions, or furthers discussion on a subject area contained in the course. Notes such as "me too" and "I agree" and other notes not related to the course are not considered substantive notes for participation.
Online Participation Points: The following guidelines will be employed when grading online or FerrisConnect participation points. All students will be expected to provide noteworthy responses three (3) out of the seven (7) days. Each student is required to respond to the assigned team’s case study that is posted to the case analysis forum in Blackboard on one of these three days. The post should include what the student learned and where he/she saw or heard similar principles applied.

Based upon the individual student’s participation, a grade will be awarded to each student by the instructor at the end of each seminar following the grade scale discussed below. The participation grade will be based on the quality and quantity of the individual responses to the online FerrisConnect discussions (see criteria below).

<table>
<thead>
<tr>
<th>Posting Quality Rating</th>
<th>Examples</th>
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<tbody>
<tr>
<td>High</td>
<td>Original thoughts not already contained in the threaded discussion</td>
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<td></td>
<td>Cited examples/ideas from the Professional sources/Personal experience – please list the URL that you have referenced</td>
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<td>Agreement/Disagreement with other postings and including a strong reason why</td>
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<td>Fair</td>
<td>Some original thoughts/some repeat of what has already been listed in the threaded discussion.</td>
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<tr>
<td>Weak</td>
<td>I agree/disagree with no reason/explanation/etc.</td>
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Participation – Peer Review
The peer review grade will be based on your performance within your team by your teammates. A team evaluation form will be available for each student to complete at the end of the semester.

MAKE-UP PROJECTS, ASSIGNMENTS, PRESENTATIONS, etc.

There will be no make-up projects or presentations, unless the absence has been approved by the instructor prior to the exam. In case of emergency, you must, prior to the exam, contact the instructor or leave a message with the department. There will be no make-ups for “no shows”.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CHAPTER MATERIAL</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Systems Planning and Thinking (seeing the whole business as a value stream)</td>
<td>Online Discussion Questions and Participation Due</td>
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<tr>
<td>Week 2</td>
<td>Value Stream Mapping</td>
<td>Online Discussion Questions and Participation Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports).</td>
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<tr>
<td>Online Discussion Questions and Participation Due</td>
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<tr>
<th>Week 4</th>
<th>Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports).</th>
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<tbody>
<tr>
<td>Online Discussion Questions and Participation Due</td>
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| Week 5 | Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports).  
Establishing Standardized Processes |
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<tbody>
<tr>
<td>5S Exercise</td>
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<tr>
<th>Week 6</th>
<th>Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports).</th>
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<tr>
<td>Online Discussion Questions and Participation Due</td>
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| Week 7 | Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports).  
Human relations skills (leadership, strategy development and deployment, change management, and team problem solving)  
Hoshin Kanri – Strategy Development and Deployment  
Lean Measurement |
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<td>Online Discussion Questions and Participation Due</td>
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<th>Week 8</th>
<th>Developing Exceptional People and Partners</th>
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<tr>
<td>Online Discussion Questions and Participation Due</td>
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<tr>
<td>Week 10</td>
<td>Leading the Change</td>
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<tr>
<td>Week 11</td>
<td>Leading the Change (cont’d)</td>
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<td>Week 12</td>
<td>Work on Final Projects</td>
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</tbody>
</table>

**Final Note**
Subject to changes as determined and deemed appropriate by the instructor.
## Course Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome 1: Understand how to apply the systems planning and thinking process to a service organization resulting in developing and deploying a strategy that would lead to a sustainable competitive advantage.</th>
<th>SS Exercise</th>
<th>Value Stream Map Exercise</th>
<th>Lean Service Project</th>
<th>Discussion Questions</th>
<th>Participation</th>
<th>Peer Participation</th>
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<th>Learning Outcome 2: Perform a service business process assessment identifying inefficiencies. Analyze opportunities and problem areas within existing business Value Streams. Model and assess the impact of any proposed changes to a key process.</th>
<th>SS Exercise</th>
<th>Value Stream Map Exercise</th>
<th>Lean Service Project</th>
<th>Discussion Questions</th>
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<th>Learning Outcome 3: Utilize the foundations of lean practice and tools - including value stream mapping, kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports – to design an operating system for managing innovation and continuous improvement in service related business processes.</th>
<th>SS Exercise</th>
<th>Value Stream Map Exercise</th>
<th>Lean Service Project</th>
<th>Discussion Questions</th>
<th>Participation</th>
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<tr>
<th>Learning Outcome 4: Exhibit a high level of team collaboration, leadership, and change management capabilities through implementing a lean service project/initiative.</th>
<th>SS Exercise</th>
<th>Value Stream Map Exercise</th>
<th>Lean Service Project</th>
<th>Discussion Questions</th>
<th>Participation</th>
<th>Peer Participation</th>
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SYLLABUS ATTACHMENT
COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY
COB VALUES

CLASS ATTENDANCE IS IMPORTANT!
Many instructors have mandatory attendance policies by which grades will be affected by student absences. To encourage students to be present for the full class period, some instructors have policies about class tardiness. Check your course syllabus or talk to your instructor about their policies.

TO CONTACT A FACULTY MEMBER/ADVISOR
If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob. A faculty directory is also located outside of the dean’s office (BUS 200).

DROP/ADD CLASSES (first four days of classes)
Use MyFSU to drop and add classes only during the add/drop time period. Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)
To withdraw from a class, go to your Dean’s Office for the OFFICIAL paperwork. A “W” grade in the course will go on your transcript. To totally withdraw from the University, OFFICIAL paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES
The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean’s Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an “I” will be considered. A signed agreement regarding course completion may be required. An “I” grade automatically changes to an “F” after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).
The following services are available to any Ferris student, free of charge. They are
designed to help students succeed in courses, in career planning, and in meeting the
challenges of college life. Don’t hesitate to explore and use these services at Ferris.

**Academic Support Center**...ASC 1017 – 591-3543  
**The Writing Center**........ASC 1017 – 591-2534  
**The Writing Center, Tutorial Services and Academic Skills Center** offer FSU students an
array of academic support services, e.g.
- tutoring for many Ferris courses
- individual help and workshops with writing skills and
  writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of
college life

**Scholar Program**...........ASC 1025 – 591-5976
SCHOLAR is an academic support program that aids in the student’s successful progression by
offering a Peer Mentor Program, a Student Retention Program, and an Academic Student
Advisory Committee.

**Disabilities Service**..........STR 313 – 591-3057
FSU provides special services, accommodations and assistance for students with documented
disabilities. In order to take advantage of these services, stop by or call for an appointment with
Disability Services.

**Personal Counseling, Sexual Assault, Substance Abuse**
**Birkham Health Center - 2nd Floor**..........591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to
assist with personal and stress-related problems, family and relationship issues, substance
abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an
appointment.

**Career Counseling**.........STR-313 - 591-3057
**Educational & Career Counseling Center**

**Change Academic Programs:**
**COB Dean’s Office** .................BUS 200 - 591-2420

**Safety**
Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

**LIBRARY (FLITE) / COMPUTER LAB HOURS**
Please check on MyFSU and click on the FLITE tab.

**COMPUTER LAB HOURS (College of Business)**
Please call 591-2291 or go to BUS 104 for posted hours.