



MGT455 Lean Organizations (3 credit hours) Course Syllabus

Course Description

The application of just-in-time principles throughout the supply chain, including how to define and eliminate waste; the utilization of information in lieu of inventory; Pull versus Push systems; Kanban signaling and material coordination; and an in-depth look at the Toyota Production System.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Conduct analysis using a Six Sigma framework
2. Utilize APICS (The Association for Operations Management), ASQ (American Society for Quality), and ISM (Institute of Supply Management) for research and analysis
3. Design process improvement based on outcome of data analysis
4. Describe the history and key persons involved in lean processes.

Prerequisites/Corequisites

MGT221

Required Textbook(s) and Resources

The following book is a physical textbook that is included in the DragonACCESS program as a rental. The textbook will be shipped up to two weeks before the start of the semester as soon as you confirm your address with the bookstore. You are responsible for returning the book to the TU bookstore at the conclusion of the semester.

- Bicheno, J. and Holweg, M. (2016). *The lean toolbox: A handbook for lean transformation*. (5th ed.) Picsie Books. ISBN - 9780956830753

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Throughout this course you will be engaging in a wide variety of activities. This class is designed to help you use real life scenarios and real life data to produce results utilizing total quality tools. You will review several case studies that will allow you to study what these companies decided to do and why they decided to do it. You will then wrap up this course with a comprehensive presentation that will allow you to improve, implement, transform and innovate a new quality management program. These activities align with course outcomes and offer significant opportunities for you to apply target skills, knowledge, and analysis to real-world, authentic problems.

For every activity and assignment in this course I want you to use multidimensional levels of learning. Effective learning requires an active learner. My hope is that you will find these experiences meaningful and will allow you to move beyond a transactional learning experience. For every activity and assignment, I want you to:

Analyze the information (What did _____ say? Why is this important?)

Synthesis the information (What do I think about _____?)

Apply the information (How can I apply this information now or in the future?)

Transformation of the information (How can this new information be used to make a difference? How can this help produce better targeted measurable change?)

Innovation (How can this information make a sustainable improvement to myself, my work, or my personal life. How can I set up and implement processes for continuous improvement?)

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, the final research paper, Activity 6.2, is the Key Assessment.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forum Discussion Activity 1.2 (30)	Forum Discussion Activity 2.1 (30)	Forum Discussion Activity 3.1 (30)	Forum Discussion Activity 4.1 (30)	Forum Discussion Activity 5.1 (30)	Forum Discussion Activity 6.1 (30)	Forum Discussion Activity 7.1 (30)	210
		Case Study Activity 3.3 (65)	Case Study - Six Sigma Activity 4.3 (65)			Case Study - Mapping Activity 7.2 (65)	195
		Reaction Paper Activity 3.2 (65)	Reaction Paper Activity 4.2 (65)				130
Research Paper Activity 1.3 (95)	Research Paper Activity 2.2 (95)			Research Paper Activity 5.2 (95)			285
					Final Research Paper Activity 6.2 (180)		180
125	125	160	160	125	210	95	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 P.M. ET on Day Designated)
Start Here	<ul style="list-style-type: none">● MON: Activity 1.1: Introduce Yourself (Initial Post)
Week 1: The Lean Mindset	<ul style="list-style-type: none">● WED: Activity 1.1: Introduce Yourself (Secondary Posts)● WED: Activity 1.2: Forum Discussion (Initial Post)● SAT: Activity 1.2: Forum Discussion (Secondary Posts)● SUN: Activity 1.3: Research Paper
Week 2: Improvement, Managing Change, and Sustainability	<ul style="list-style-type: none">● WED: Activity 2.1: Forum Discussion (Initial Post)● SAT: Activity 2.1: Forum Discussion (Secondary Posts)● SUN: Activity 2.2: Research Paper
Week 3: Strategy, Deployment, and Preparing for Flow	<ul style="list-style-type: none">● WED: Activity 3.1: Forum Discussion (Initial Post)● SAT: Activity 3.1: Forum Discussion (Secondary Posts)● SAT: Activity 3.2: Reaction Paper● SUN: Activity 3.3: Case Study - Five S
Week 4: Quality in Lean Organizations	<ul style="list-style-type: none">● WED: Activity 4.1: Forum Discussion (Initial Post)● SAT: Activity 4.1: Forum Discussion (Secondary Posts)● SAT: Activity 4.2: Reaction Paper● SUN: Activity 4.3: Six Sigma Analysis
Week 5: Scheduling Line and Batch Processes	<ul style="list-style-type: none">● WED: Activity 5.1: Forum Discussion (Initial Post)● SAT: Activity 5.1: Forum Discussion (Secondary Posts)● SUN: Activity 5.2: Research Paper
Week 6: Lean in Product Development and in Service-Based Industries	<ul style="list-style-type: none">● WED: Activity 6.1: Forum Discussion (Initial Post)● SAT: Activity 6.1: Forum Discussion (Secondary Posts)● SUN: Activity 6.2: Final Research Paper

<p>Week 7: The Mapping Process and Final Thought</p>	<ul style="list-style-type: none"> ● WED: Activity 7.1: Forum Discussion (Initial Post) ● THU: Activity 7.1: Forum Discussion (Secondary Posts) ● THU: Activity 7.2: Mapping Assignment
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Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support

services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.