

## Course Information

Date Submitted: 4/8/2016

Current Prefix and Number: MFS - Mfg Systems Engineering , MFS 609 LEADERSHIP FOR A LEAN SYSTEM

Other Course:

Proposed Prefix and Number: **MFS 509**

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: ENGINEERING

b. Department/Division: Engineering

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: M Abbot Maginnis

Email: [amaginnis@uky.edu](mailto:amaginnis@uky.edu)

Phone: 859-257-4943

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: LEADERSHIP FOR A LEAN SYSTEM

Proposed Title: Leadership for a Lean Enterprise

c. Current Transcript Title: LEADERSHIP FOR A LEAN SYSTEM

Proposed Transcript Title: Leadership for a Lean Enterprise

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours: N/A

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Leadership competencies presented in this course are: Design of infrastructure; Toyota model for developing leaders; importance of matrix structures; organizations of behavior dimensions; human resource management strategy; procurement systems dynamics; operations dynamics; distribution logistics; and customer relations. Course presentation will utilize lecture and case study.

Proposed Course Description for Bulletin: Perhaps the most difficult part of a so-called “lean” transformation is to establish an appropriate culture which is greatly influenced by actions of leadership. The goal of leadership is to foster the creation of a culture which allows team member engagement and drives continuous improvement focused on creating the highest value for the customer. This is accomplished by developing a ‘True Lean’ operational environment in which the group by themselves uses systematic problem solving to improve the work they do to help meet the organizations’ targets and goals without the need for direct management involvement. The challenge is to understand how this can be accomplished. This is a distance learning course designed to provide an introduction to important leadership thinking and activities required to create and sustain a lean culture within an organization as practiced by Toyota. The primary content for this course comes from the internationally recognized University of Kentucky Lean System Program’s public Lean Executive Leadership Institute and Lean Certification courses. In addition to weekly presentations by experienced Toyota executives and others, there will be weekly activities/discussions designed to explore each topic in more depth. Topics will include; understanding the True Lean destination and core thinking, management led problem solving, understanding the path to True Lean, and developing a vision and strategy to achieve it. Other important topics discussed include the pillars of a lean business philosophy, the people side of lean, lean system operations management structure and measurement systems that support and sustain an ongoing lean transformation.

2j. Current Prerequisites, if any: Prereq: MFS 503

Proposed Prerequisites, if any: Student Lean Certification, or MFS 503 (Lean Principles and Practices), or MFS 526 (Lean Operations Management), or consent of Instructor

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course has been revised to reflect the current thinking of the Lean Systems Program based on the UK Lean Executive Leadership Institute content

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: Yes

## Distance Learning Form

Instructor Name: M Abbot Maginnis

Instructor Email: amaginnis@uky.edu

Internet/Web-based: Yes

Interactive Video: Yes

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course provides controlled weekly time frame for both asynchronous learning activities along with scheduled synchronous activities designed to more deeply explore the material

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Student learning outcomes are assessed for all sections of the course, along with the usual TCE evaluations.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Standard university policy will be followed in all academic aspects

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access to student services will be the same as for other web-based courses in the University.

6.How do course requirements ensure that students make appropriate use of learning resources? Students will be required to access resources on-line using venues such as Blackboard

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Activities will be designed as web-based interactive discussions/activities via adobe connect and posted on Blackboard for student access.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Syllabus provides this access information.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: M Abbot Maginnis

SIGNATURE|BJSTOK0|Barbara J Brandenburg|MFS 609 CHANGE College Review|20151009

SIGNATURE|ZNNIKO0|Roshan N Nikou|MFS 609 CHANGE Graduate Council Review|20151210

SIGNATURE|JEL224|Janie S Ellis|MFS 609 CHANGE Senate Council Review|20151214

SIGNATURE|BJSTOK0|Barbara J Brandenburg|MFS 609 CHANGE Approval Returned to College|20160212

## Brothers, Sheila C

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**From:** Ett, Joanie M  
**Sent:** Wednesday, April 13, 2016 2:44 PM  
**To:** Ellis, Janie  
**Cc:** Brothers, Sheila C  
**Subject:** UGC approvals, 4-13-16  
**Attachments:** Communication BA-BS-change.pdf; FLIE BA-BS-change.pdf; INT BS Suspension.pdf; Media Arts and Studies BA-BS-change (revised 3-1-16).pdf; Media Arts and Studies Minor-change (revised 3-1-16).pdf; Modern and Classical Languages, Literatures and Cultures BA-BS-change (revised 2-19-16).pdf; RN-BSN program-change.pdf

Hi Janie,

The UGC has reviewed the following proposals and recommends approval:

Communication BA/BS-change  
FLIE BA/BS-change  
INT BS-suspension  
Media Arts and Studies BA/BS-change  
Media Arts and Studies Minor-change  
Modern and Classical Languages, Literatures and Cultures BA/BS-change  
RN-BSN Program-change

I have sent course approvals through eCATS for:

AEC 306DL  
ASC 378  
ASC 380  
AST 191DL (Natural Sciences)  
EE 391  
EE 396  
EGR 198  
ENG 107DL (Arts & Creativity)  
ENG 130DL (Arts & Creativity)  
FOR 250 (Statistical Inferential Reasoning)  
FR 350  
HON 152 (Natural Sciences)  
HON 395  
ICT 310  
MFS 609 (changing to MFS 509) (You should have this in your inbox already; you sent it to the UGC via PDF, and the revised documents are in eCATS now)  
NUR 450DL  
NUR 452DL  
NUR 453DL  
TA 465  
UK 120  
UK 130  
WRD 310  
WRD 312 (Arts & Creativity)

## Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)[Generate Report](#)

## Attachments:

Browse... No file selected.

[Upload File](#)

ID	Attachment
<a href="#">Delete</a> 6646	<a href="#">Final MFS 509 syllabus.pdf</a>

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

	Current Prefix and Number:	MFS - Mfg Systems Engineering MFS 609 LEADERSHIP FOR A LEAN SYSTEM	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	
*	What type of change is being proposed?	<input checked="" type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major – Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 600-799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imply change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
	Should this course be a UK Core Course?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
	If YES, check the areas that apply:	<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
1.	General Information			
a.	Submitted by the College of:	ENGINEERING	Submission Date:	4/8/2016
b.	Department/Division:	Engineering		
c.*	Is there a change in "ownership" of the course?			
	<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>			
e.*	* Contact Person Name:	M Abbot Maginnis	Email:	amaginnis@uky.edu
	* Responsible Faculty ID (if different from Contact)		Email:	
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: 2
2.	Designation and Description of Proposed Course.			
a.	Current Distance Learning (DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.			
b.	Full Title:	LEADERSHIP FOR A LEAN SYSTEM	Proposed Title: *	Leadership for a Lean Enterprise
c.	Current Transcript Title (if full title is more than 40 characters):	LEADERSHIP FOR A LEAN SYSTEM		
c.	Proposed Transcript Title (if full title is more than 40 characters):	Leadership for a Lean Enterprise		
d.	Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number): none
	Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):			
	Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):			

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*		3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		N/A		
If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. Current Course Description for Bulletin:					
Leadership competencies presented in this course are: Design of infrastructure; Toyota model for developing leaders; importance of matrix structures; organizations of behavior dimensions; human resource management strategy; procurement systems dynamics; operations dynamics; distribution logistics; and customer relations. Course presentation will utilize lecture and case study.					
* Proposed Course Description for Bulletin:					
Perhaps the most difficult part of a so-called "lean" transformation is to establish an appropriate culture which is greatly influenced by actions of leadership. The goal of leadership is to foster the creation of a culture which allows team member engagement and drives continuous improvement focused on creating the highest value for the customer. This is accomplished by developing a 'True Lean' operational environment in which the group by themselves uses systematic problem solving to improve the work they do to help meet the organizations' targets and goals without the need for direct management involvement. The challenge is to understand how this can be accomplished.					
This is a distance learning course designed to provide an introduction to important leadership thinking and activities required to create and sustain a lean culture within an organization as practiced by Toyota. The					
j. Current Prerequisites, if any:					
Prereq: MFS 503					
* Proposed Prerequisites, if any:					
Student Lean Certification, or MFS 503 (Lean Principles and Practices), or MFS 526 (Lean Operations Management), or consent of Instructor					
k. Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:				<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change	
3. Currently, is this course taught off campus?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?					<input type="radio"/> Yes <input checked="" type="radio"/> No

If YES, enter the off campus address:									
4.* Are significant changes in content/student learning outcomes of the course being proposed? <input checked="" type="radio"/> Yes <input type="radio"/> No									
If YES, explain and offer brief rationale:									
This course has been revised to reflect the current thinking of the Lean Systems Program based on the UK Lean Executive Leadership Institute content									
5. Course Relationship to Program(s).									
a.* Are there other depts and/or pgms that could be affected by the proposed change? <input type="radio"/> Yes <input checked="" type="radio"/> No									
If YES, identify the depts. and/or pgms:									
b.* Will modifying this course result in a new requirement <sup>Z</sup> for ANY program? <input type="radio"/> Yes <input checked="" type="radio"/> No									
If YES <sup>Z</sup> , list the program(s) here:									
6. Information to be Placed on Syllabus.									
a.	<input checked="" type="checkbox"/> Check box if <u>changed to</u> 400G or 500. If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )								
<h3>Distance Learning Form</h3> <p>This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. <b>All fields are required!</b></p> <p><b>Introduction/Definition:</b> For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, <i>distance learning</i> is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.</p> <p>A number of specific requirements are listed for DL courses. <b>The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.</b> It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <a href="http://www.uky.edu/USC/New/forms.htm">http://www.uky.edu/USC/New/forms.htm</a>).</p>									
<table border="1" style="width: 100%;"> <tr> <td>Course Number and Prefix: <b>MFS 509</b></td> <td>Date: <b>4/30/2015</b></td> </tr> <tr> <td>Instructor Name: <b>M Abbot Maginnis</b></td> <td>Instructor Email: <b>amaginnis@uky.edu</b></td> </tr> <tr> <td colspan="2">Check the method below that best reflects how the majority of the course content will be delivered.</td> </tr> <tr> <td style="text-align: center;">Internet/Web-based <input checked="" type="checkbox"/></td> <td style="text-align: center;">Interactive Video <input checked="" type="checkbox"/>    Hybrid <input type="checkbox"/></td> </tr> </table>		Course Number and Prefix: <b>MFS 509</b>	Date: <b>4/30/2015</b>	Instructor Name: <b>M Abbot Maginnis</b>	Instructor Email: <b>amaginnis@uky.edu</b>	Check the method below that best reflects how the majority of the course content will be delivered.		Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/>
Course Number and Prefix: <b>MFS 509</b>	Date: <b>4/30/2015</b>								
Instructor Name: <b>M Abbot Maginnis</b>	Instructor Email: <b>amaginnis@uky.edu</b>								
Check the method below that best reflects how the majority of the course content will be delivered.									
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/>								

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

The course provides controlled weekly time frame for both asynchronous learning activities along with scheduled synchronous activities designed to more deeply explore the material

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

Student learning outcomes are assessed for all sections of the course, along with the usual TCE evaluations.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

Standard university policy will be followed in all academic aspects

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

No

Which percentage, and which program(s)?

N/A

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Access to student services will be the same as for other web-based courses in the University.

**Library and Learning Resources**

6. How do course requirements ensure that students make appropriate use of learning resources?

Students will be required to access resources on-line using venues such as Blackboard

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Activities will be designed as web-based interactive discussions/activities via adobe connect and posted on Blackboard for student access.

**Student Services**

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Syllabus provides this access information.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

- Yes  
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

N/A

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's **virtual** office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [djlservice@email.uky.edu](mailto:djlservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: \_\_\_\_\_

M Abbot Maginnis

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

<sup>[1]</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>[2]</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>[3]</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>[4]</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>[5]</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1*.)

<sup>[6]</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>[7]</sup> In order to change a program, a program change form must also be submitted.

MFS/ME/EE 509: Leadership for a Lean Enterprise (3 credit hours)  
Fall 2016

**Course Description:**

Perhaps the most difficult part of a so-called “lean” transformation is to establish an appropriate culture and that is greatly influenced by the actions of leadership. The goal of leadership is to foster the creation of a culture which allows team member engagement and drives continuous improvement focused on creating the highest value for the customer. This is accomplished by developing a ‘True Lean’ operational environment in which the group by themselves uses systematic problem solving to improve the work they do to help meet the organizations’ targets and goals without the need for direct management involvement. The challenge is to understand how this can be accomplished.

This is a distance learning course designed to provide an introduction to important leadership thinking and activities required to create and sustain a lean culture within an organization as practiced by Toyota. The primary content for this course comes from the internationally recognized University of Kentucky Lean System Program’s public *Lean Executive Leadership Institute* and *Lean Certification* courses. In addition to reviewing weekly presentations by experienced Toyota executives and others, there will be weekly written assignments and activities/discussions designed to explore each topic in more depth. Topics will include; understanding the True Lean destination and core thinking, management led problem solving, understanding the path to True Lean, and developing a vision and strategy to achieve it. Other important topics discussed include the pillars of a lean business philosophy, the people side of lean, lean system operations, management structure and measurement systems that support and sustain an ongoing lean transformation.

**Prerequisites:**

Student Lean Certification or MFS 503 (Lean Principles and Practices) or MFS 526 (Lean Operations Management) or Consent of Instructor

**Course Instructor:**

Dr. M. Abbot Maginnis

Room 210B, CRMS Building

Phone: 257-4943, email: [amaginnis@uky.edu](mailto:amaginnis@uky.edu)

Virtual Office: <https://connect.uky.edu/leanleadership/>

Office Hours: Open door policy and by appointment

Preferred contact methods: email, phone, or in-person (by appointment) with an anticipated 24 hour response time to student inquiries.

**Student Learning Outcomes:**

The learning objectives for the course include;

1. Describe the philosophy, principles, and practices of a lean enterprise
2. Summarize the basic competencies of a True Lean Leader
3. Explain operating principles of a lean system
4. Compare and contrast lean versus traditional leadership practices
5. Identify lean versus traditional performance measurement
6. Understand a basic strategy to implement a lean transformation within an organization

This class will require approximately 1- 3 hours of weekly independent preparation (material review and written responses to topic-oriented questions), plus approximately 5 additional 1-2 hour/each remote team discussion periods and a required weekly face to face or virtual meeting for 2.5 hours.

### **Required Material:**

The required textbooks are entitled *Seeds of Collaboration: Seeking the Essence of the Toyota Production System*, edited by A. Saito and K. Saito, University of Kentucky, 2012 and *The Toyota Way to Lean Leadership* by J. Liker and G. Convis, McGraw-Hill, 2012. All other material will be provided via Canvas other appropriate Learning Management Systems.

Students must have a webcam and microphone to participate in virtual meeting via Adobe Connect. The minimum technical requirements to be successful in an on-line course are available at: <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html> (to be changed to a specific requirements link on the course website at a later date).

### **Description of Activities:**

The primary learning cycle for this class will consist of assigning new material to review over the week, accompanied with writing a reflection document (R&R), periodic team assignments consisting of creating a “quiz” on the assigned material and synchronous (face-to-face or virtual) meetings. The “quizzes” will be orally presented and used to reinforce the major learning points of the topic. Questions submitted as part of the individual R&Rs are intended to stimulate more general discussion to further deepen student understanding

**Individual Reflection & Reports (R&Rs):** There will be approximately 12 weekly R&R assignments consisting of a two-four page single spaced document covering the current topic material which must be completed and electronically submitted via Canvas by 12 PM (midnight) on the Monday prior to the next class meeting. A question section in the R&R will require each student to further reflect on the topic and submit at least two questions related to the current topic. These will be used to help promote class discussion. Each R&R is worth 20 points and late submissions will be docked 2 points (10%). Assignments not submitted by Midnight the Friday after class will not be accepted.

**Team Discussions/Assignments:** Are intended to reinforce the team and class learning by identifying basic concepts within each topic area in the form of brief content-related questions which will be presented as part of the weekly class debrief to test each teams knowledge. There will be approximately 5 team assignments for each team which will be rotated on a regular basis through the semester. Team assignments are worth 20 points each with an additional 5 points each for attendance, allocated on an individual basis.

**Class Debrief:** This will consist of the instructor responding to questions posed in the R&Rs as well as facilitating the “quiz” contest using the questions created during the rotated team assignments. This activity is intended to increase student engagement and reinforce their understanding of each topic. Each teams’ cumulative responses will be tracked and the team members on the one with most correct responses for the semester will receive a bonus such as a small gift certificate.

**Exams:** A mid-term and final take home exam worth 100 points each will be given.

**Peer-peer Assessments (optional based on instructor assessment of need):** Mid semester and final on-line peer-peer assessments will be given worth 25 points each. The assessments are on a 5 point scale and asks each student to rank their team members on the following; Participation, Communication and Collaboration. Students scoring below a 3.0 will have 25 points deducted

from their total and be notified by the instructor anonymously and coached. If the final assessment is still below 3.0, they will be deducted an additional 25 points.

### **Grading:**

The grade for the course will be based on the following assignments & activities.

12 R&Rs (20 pts/ea) = 240 points (35%)

5 Team Assignments (20 pts/ea) & virtual team meeting (video chat) attendance (5 pts/ea) = 125 points (approx. 18%)

Class Attendance (5 pts/ea) & Participation (50 pts peer-peer assessments) = 125 points (approx. 18%)

Mid-term & Final Exams = 200 points (approx. 29%)

Total points = 690

*Graduate Students* are required to complete two additional assignments (40 pts), facilitate class room team activities & asynchronous team meetings (60 pts). They will also have an additional discussion question on both the mid-term and final exams (40 pts) = additional 140 points; Total points = 830

### **Grading Scale:**

Grades will be assigned as follows:

Undergraduate Students based on 690 pts total: 90%-100% = A; 80%-89% = B; 70%-79% = C, 60-69 = D, < 60 = E

All graduate students must obtain a grade of 'C' or better to pass the course.

Graduate Students based on 830 pts total: 90%-100% = A; 80%-89% = B; 70%-79% = C, < 70 = E

**Class Participation:** Required attendance and participation in a weekly on-line discussion and group activities via Canvas Big Blue Button conferencing or the equivalent is required. **The scheduled meeting time will be Wednesday evenings from 6:00 PM to 8:30 PM Eastern Standard Time (US).** Access instructions for on-line materials and meetings will be provided via email before the first class.

The canvas web address for the class is [www.uky.edu/canvas](http://www.uky.edu/canvas), log in using your Link Blue credentials. An instructional video for using canvas can be accessed at: [https://community.canvaslms.com/docs/DOC-4121#jive\\_content\\_id\\_Introduction](https://community.canvaslms.com/docs/DOC-4121#jive_content_id_Introduction). Please review the student guide including the 'computer specifications' section before class begins. Additional instructions will be provided as needed once class begins.

The use of cell phones, MP3 players, or any other electronic devices during class time is prohibited.

### **Mid-term Grade (for 100-400 level courses, and for undergrads in 500-level courses)**

A take-home mid-term exam will handed out during class #7 and returned before Class #8.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

### **Final Exam Information**

A final take home exam will handed out during clas #15 and due before the scheduled time for class #16.

## **Student Interaction:**

Communication: Communication between instructor and student will vary depending on the Option used.

Virtual meetings:

Team meetings will be scheduled periodically, depending on the topic, and be conducted via Lync, Canvas BBB, or another suitable video chat medium subject to instructor approval. .

Physical student-instructor meetings: I generally have an open door policy but it is best to email or call to make an appointment.

Virtual student-instructor meetings: Please email or call to make an appointment.

E-mail: UK email addresses will be used. Students must activate e-mail forwarding if they prefer another primary e-mail address.

LMS Access: Announcements, exam grades, etc. will be available through Canvas.

Technical Support: Students experiencing difficulty with delivery of the course material should contact the instructor or Canvas Support (available through canvas help and Skype at 844-480-0838. If you are having technical difficulties, please inform the instructor immediately.

## **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737,

[http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

## **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

**Academic Integrity** Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic

offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

## Tentative Course Outline

Class #	Topic	Homework
1	Course Introduction & Overview of Leadership Qualities & Activities	<i>R&amp;R#1: Toyota Way to Lean Leadership (TWLL) Prologue + Liker video. Team 1 Assignment #1--Create 12 Question Debrief w/ answers-(GS document team process to be used for semester) Graduate Student Assignment 1 &amp; 2 (Due Class #15)</i>
2	R&R Debrief: Prologue + Liker video Why Toyota? Leadership Styles & Competencies	<i>R&amp;R#2: Seeds of Collaboration + Video: Development of Toyota &amp; TPS Team 2 -Assignment #1--Create 12 Question Debrief w/ answers-(GS document team process to be used for semester)</i>
3	R&R Debrief: Development of Toyota & TPS Class definition of Leadership Toyota Way Core Principles	<i>R&amp;R#3: TWLL Introduction: “The Roots of Toyota’s Business Leadership” Team 3 Assignment #1--Create 12 Question Debrief w/ answers-(GS document team process to be used for semester)</i>
4	R&R Debrief: Introduction: “The Roots of Toyota’s Business Leadership” Guest Speaker: Glenn Uminger Video (Former UK Toyota Executive in Residence & UK LSP Instructor) “Lean Leadership Behaviors” + reflections Introduce “The Toyota Way” & TBP	<i>R&amp;R#4: TWLL Chapter 1: “Leading in the Toyota Way” Team 1 Assignment #2--Create 12 Question Debrief w/ answers</i>
5	R&R Debrief: Chapter 1: “Leading in the Toyota Way” Relationship of Glenn’s leadership behaviors with Toyota’s Core Principles Introduce Toyota Leadership Core Actions	<i>R&amp;R#5: UK Lean Executive Leadership Institute (LELI) Video: “True Lean Destination 1” (Glenn Uminger) Team 2 Assignment #2--Create 12 Question Debrief w/ answers</i>
6	Relate Glenn’s Leadership behaviors to Toyota Core Actions (matrix) R&R Debrief: “True Lean Destination 1”	<i>R&amp;R#6: LELI Video: “True Lean Destination 2” (Glenn Uminger) Team 3 Assignment #2--Create 12 Question Debrief w/ answers</i>
7	R&R Debrief : “True Lean Destination 2” Reflection on classes 1-7, prep for mid-term & remote meeting	Mid-Term take home exam
8	Remote class Mid-Term exam due Introduce Goroku Prep for TMMK	<i>R&amp;R#7: LELI Video: “True Lean Core Thinking 1” (Glenn Uminger) Team 1 Assignment #3--Create 12 Question Debrief w/ answers</i>

TMMK Tour	THURSDAY 5:30-9:00 PM TMMK Tour + Dinner w/ debrief	
9	Review Mid-term R&R Debrief: “True Lean Core Thinking 1” Introduce Toyota Leader Competencies	<i>R&amp;R#8: LELI Video: “True Lean Core Thinking 2” (Glenn Uminger) Team 2 Assignment #3--Create 12 Question Debrief w/ answers</i>
10	R&R Debrief: “True Lean Core Thinking 2” Introduce 8-step P/S & Jishuken	<i>R&amp;R#9: Video: “Problem Solving in Management” (Bret Anderson-UK Toyota Executive in Residence) Team 3 Assignment #3--Create 12 Question Debrief w/ answers</i>
11	R&R Debrief: “Problem Solving in Management” Introduce Toyota Consensus Building Process	<i>R&amp;R#10: LELI Video: “The People Side of Lean 1” (Pete Gritton - Retired Toyota HR VP &amp; LSP Instructor) Team 1 Assignment #4--Create 12 Question Debrief w/ answers</i>
12	R&R Debrief: “The People Side of Lean 1” Continue Consensus Building exercise	<i>R&amp;R#11: LELI Video: “The People Side of Lean 2” (Pete Gritton) Team 2 Assignment #4--Create 12 Question Debrief w/ answers</i>
13	R&R Debrief: “The People Side of Lean 2” Complete Consensus Building exercise & Report out	<i>R&amp;R#12: Goroku 1-18 All Team Assignment #1—Create ppt &amp; 8 Question Debrief w/ answers for your assigned Goroku sets</i>
	THANKSGIVING BREAK	<i>Team 3 Assignment #4: Read SoC pgs 123-134: Create a ppt for presentation</i>
14	R&R Debrief: Goroku Team 3 Presentation Quick Intro to Hoshin Kanri	Grad Students: Prepare for Presentation of Course Summary & Goroku learning point matrix & summary ppt.
15	Graduate Student Presentations: Course Summaries & Goroku matrix Evaluations Team with most debrief answers for semester wins Review for Final	Final Exam due Class #16
16	Final Exam Due	