The Capstone Project is an integral part of the MBOE program. Students, in consultation with their sponsor and MBOE faculty, will focus their improvement projects on a specific value stream. The value stream selection will be driven by current performance gaps in the student’s organization and should be aligned with the company’s broader strategic objectives. Leading a team within their own organization, students will complete four, three month improvement cycles over the course of the program. The key learning outcome is how to apply in practice what has been learned conceptually.

1) **Gate 1 - Objectives**
   a) Analyze a strategically selected work process for problems
   b) Formulate a Problem Statement and describe the Current State of the work process

   **Gate 1 Outcomes:**
   a) The students should understand their current problem situation and can define their problem more clearly and concisely through Gemba, facts, data and team member input.
   c) With their team the student will analyze a work process to identify the value-added, non-value added but necessary, and wasteful activities (Understand the current situation) and create a current state value stream map of the work stream.
   d) They complete the Left Hand side of your Strategic A3 for your project. They share this with their coach and their sponsor at the Gate 1 review (required.) Any Barriers to progress are identified and actions assigned to remove those barriers.

2) **Gate 2 Objective**
   a) The student will demonstrate that with their team they have begun the work of bringing stability to the designated Capstone project workflow. This includes but is not limited to workplace organization (5S) and standardized work for processes in the flow.
   b) Work has begun to analyze the root causes of the waste and develop countermeasures to reduce or eliminate waste.

   **Gate 2 Outcomes:**
   a) The student has updated their Current State Value Stream Map and has created a Future Value Stream map showing the improved process when Countermeasures are complete.
   b) Countermeasures have been arrived at through the use of Root Cause Analysis.
   c) The student and team have demonstrated an ability to Design and Trial appropriate Standardized Work for at least 1 area within the project Value Stream.
   d) The team has developed at least one Tactical A3 from the Strategic A3.
e) The student has resubmitted the Strategic and Tactical A3’s and all results of the Workshop results. They share this with their coach and their sponsor at the Gate 2 review (required.) Any Barriers to progress are identified and actions assigned to remove those barriers.

3) **Gate 3 Objectives**
   a) The student will demonstrate the results of some of the identified Countermeasures and the impacts that those changes had in moving the designated work flow to the targeted goals.
   b) They will demonstrate the implantation or improvement of daily huddles and tier 2 leaders voards for daily visual management an accountability.
   c) The student will have developed and sustained their own Leader’s Standard Work
   d) They can demonstrate the proper use of 6-sigma statistics as applied to their project.

**Gate 3 Outcomes:**
   a) The student has updated their Current State Value Stream Map and the Future Value Stream map showing the improved process when Countermeasures are complete.
   b) The student and team have demonstrated an ability to Design and Trial appropriate Daily Huddles and Leader’s Standard Work for at least 1 area within the project Value Stream.
   c) The team has developed multiple Tactical A3’s from the Strategic A3.
   d) The student has resubmitted the Strategic and Tactical A3’s and all results of the Workshop results. They share this with their coach and their sponsor at the Gate 3.

4) **Week 4 Objective**
   a) Students fully is now capable of continuing the Lean Journey in their own organization. They are Lean practitioners who understand what change they can lead and where they will need ongoing help/support.
   b) The student should be able to lead a strategic team to develop a Hoshin Plan and help senior management communicate the strategy and amend based on feedback from teams on how the strategy can be implemented.
   c) The team has developed a plan for Sustaining the Lean work after the project itself ends.

**Week 4 Outcomes:**
   a) The student has updated their Current State Value Stream Map and the Future Value Stream map showing the improved process when Countermeasures are complete.
   b) The student has demonstrated the ability to think organizationally about change and has at least participated in, if not led, a Strategy deployment exercise for their organization for the upcoming year.
   c) The student has resubmitted the Strategic and Tactical A3’s and all results of the Workshop results. They share this with their coach, their sponsor, the faculty and all of their peers at the Gate 4.
Attendance
Because our meetings are few and concentrated, attendance is critical. Missing class requires permission of the instructors and a countermeasure to assure that learning lost is not lost forever. In short, business-related absences are not excused. Students should make arrangements now to avoid time conflicts.

Course requirements
The Capstone Project requires active participation in classroom exercises as well as reading and assigned work outside of class. Satisfactory performance requires attendance and active participation in class, completing assignments and presenting the final project.

Poster Sessions
Students are required to bring in posters of the progress on their project during assigned sessions to present to students and faculty during lunch. This provides an opportunity for feedback and discussion of the project.

Participation
The value of the class discussions is directly related to the amount of quality student participation.
- evidence of careful preparation of the pre-assigned reading
- clarity and conciseness of your comments and recommendations

Grading
Grades are given on a scale from A to E. Grades are based on class participation (30 percent) and examination (70 percent).

DISABILITY ACCOMMODATION
If you need an accommodation based on the impact of a disability, arrange an appointment with me as soon as possible. We need to discuss the course format and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying need and developing accommodation strategies. You should start the verification process as soon as possible.

ACADEMIC MISCONDUCT
Material submitted for course grade credit must be your own work. The University Academic Misconduct Committee for investigates suspected violations. Academic misconduct is a serious threat to the integrity and value of the Fisher College degree. Such behavior is intolerable. Other sources of information on academic misconduct (integrity) to which you can refer include:
The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)
Ten Suggestions for Preserving Academic Integrity (oaa.osu.edu/coam/ten-suggestions.html)
Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)