**Hand-out Seminar BSc: Operations management and the triple bottom line**

Winter term 2019/20, version: 30 September 2019

Please note: This document reflects our planning before the term started; it will **not** be updated regularly. For short-term changes regarding rooms or times, see Campus. Changes regarding the content will be discussed in class and, if appropriate, communicated via Ilias.

Learning objectives

After successfully finishing the course, students can:

* independently understand a scientific paper;
* summarize and criticize a scientific paper;
* put a scientific paper into context with regard to broader discussions in the field of operations management;
* give an academic presentation.

Content

The seminar asks students to independently acquire knowledge based on a scientific paper. This paper has to be understood, summarized, criticized, and put into context. Students hold a presentation about their understanding and findings.

Requirements

One course in the bachelor elective “Operations Management” successfully passed.

Literature

Students are requested to choose one scientific article from the following list, on which their seminar paper and presentation will be based (additional topics can be provided if more students want to attend the course). Papers will be allocated top-down:

1. Kleindorfer, P. R., Singhal, K., & Van Wassenhove, L. N. (2005). Sustainable operations management. *Production and Operations Management*, **14**(4), 482-492.
2. Gimenez, C., Sierra, V., & Rodon, J. (2012). Sustainable operations: Their impact on the triple bottom line. *International Journal of Production Economics*, **140**(1), 149-159.
3. De Giovanni, P. (2012). Do internal and external environmental management contribute to the triple bottom line? *International Journal of Operations & Production Management*, **32**(3), 265-290.
4. Gold, S., Hahn, R., & Seuring, S. (2013). Sustainable supply chain management in “Base of the Pyramid” food projects—A path to triple bottom line approaches for multinationals? *International Business Review*, **22**(5), 784-799.
5. Hollos, D., Blome, C., & Foerstl, K. (2012). Does sustainable supplier co-operation affect performance? Examining implications for the triple bottom line. *International Journal of Production Research*, **50**(11), 2968-2986.
6. Lai, K. H., Wu, S. J., & Wong, C. W. (2013). Did reverse logistics practices hit the triple bottom line of Chinese manufacturers? *International Journal of Production Economics*, **146**(1), 106-117.
7. Gopalakrishnan, K., Yusuf, Y. Y., Musa, A., Abubakar, T., & Ambursa, H. M. (2012). Sustainable supply chain management: A case study of British Aerospace (Bae) Systems. *International Journal of Production Economics*, **140**(1), 193-203.
8. Kuei, C. H., & Lu, M. H. (2013). Integrating quality management principles into sustainability management. *Total Quality Management & Business Excellence*, **24**(1-2), 62-78.
9. Wu, Z., & Pagell, M. (2011). Balancing priorities: Decision-making in sustainable supply chain management. *Journal of Operations Management*, **29**(6), 577-590.
10. Longoni, A., & Cagliano, R. (2018). Sustainable innovativeness and the triple bottom line: The role of organizational time perspective. *Journal of Business Ethics*, **151**(4), 1097-1120.

Timetable

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| **Date, time** | **Topic** | **Room** |
| 24/10/2019, 11:30–13:00 | Kick-off: explanation of procedures and topics | M17.91 |
| 13/11/2019 –  05/12/2019 | Please register on C@mpus for examination |  |
| 21/11/2019, 11:30–13:00 | Sustainability from a systemic point of view (lecture) | M17.91 |
| 05/12/2019,  11:30–13:00 | How to write a seminar paper & peer-review of table of contents | M17.91 |
| 19/12/2019  09:45–13:00 | Intermediate oral presentation & discussion: outline, progress, questions (exact timetable will be provided but students are expected to attend all presentations) | tba |
| 23/01/2020,  11:30–13:00 | How to give a seminar presentation & peer-review of papers | M17.91 |
| 05/02/2020,  12:00 | Deadline for submission of seminar paper and presentation (Ilias) |  |
| 06/02/2020 &  07/02/2020, 09:45–17:15 | Presentation of seminar papers (exact timetable will be provided but students are expected to attend all presentations) | tba |

Intermediate supervision

During the period of writing the seminar paper and preparing the presentation, advice can be sought with the research associates of the department, Mr Brauch and Mr Đula in KII, 07.005, Wednesdays 10:00–12:00 or after making an appointment. It is advised that students use this opportunity two or three times but not more than five times.

Examination

Student assessment is based on a written and an oral examination: seminar paper and seminar presentation. Weight: seminar paper 60%, seminar presentation 40%.

The seminar paper should not be longer than 12 pages (or 15 pages including cover sheet, table of contents, and literature list), font size 12 points, font type Times New Roman, line spacing 1.5, margins 2.5 cm (top and bottom) and 2 cm (left and right). Please provide page numbers. The cover page should include the title of the paper, the student’s name and matriculation number. Please provide an electronic (on Ilias) as well as a paper version before the presentations (i.e., deadline: 28 June 2019, 09:45). With regard to the criteria for a good paper, please check the learning objectives. A structure with more than five sections or more than two levels of sub-sections is not useful for a seminar paper. More information on formal requirements can be found at   
https://www.bwi.uni-stuttgart.de/studium/pdfs/Zitierrichtlinien.pdf.

The seminar presentation should not be longer than 45 minutes. Thus, it must focus on the importance and relevance of the topic being discussed, the method employed, the most important findings within the paper, and a criticism of these findings and methods. Powerpoint slides are a possible way to support the talk but other forms (e.g., speech with hand-outs, Prezis, posters, Pecha-Kuchas, model walk-throughs) are also encouraged but must be organized by the students. Presentation material must be made available to the teachers for assessment. Students must be prepared to answer questions regarding their presentation and paper.