

Hand-out BSc Seminar on Operations Management: Supply Chain Disruptions

Winter term 2022/23, version: 21 September 2022

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. Xu, S., Zhang, X., Feng, L., & Yang, W. (2020). Disruption risks in supply chain management: a literature review based on bibliometric analysis. *International Journal of Production Research*, 58(11), 3508-3526.
2. Messina, D., Barros, A. C., Soares, A. L., & Matopoulos, A. (2020). An information management approach for supply chain disruption recovery. *The International Journal of Logistics Management*, in print.
3. Golgeci, I., & Y. Ponomarov, S. (2013), "Does firm innovativeness enable effective responses to supply chain disruptions? An empirical study", *Supply Chain Management*, 18(6), 604-617.

4. Azadegan, A., Srinivasan, R., Blome, C., & Tajeddini, K. (2019). Learning from near-miss events: An organizational learning perspective on supply chain disruption response. *International Journal of Production Economics*, 216, 215-226.
5. Dickson, A., Ekici, Ş.Ö., Qazi, A., & Quigley, J. (2017), Exploring dependency based probabilistic supply chain risk measures for prioritizing interdependent risks and strategies, *European Journal of Operational Research*, 259(1), 189-204.
6. Scholten, K., Scott, P. S., & Fynes, B. (2019). Building routines for non-routine events: supply chain resilience learning mechanisms and their antecedents. *Supply Chain Management: An International Journal*, 24(3), 430-442.
7. Zhao, K., Zuo, Z., & Blackhurst, J. V. (2019). Modelling supply chain adaptation for disruptions: An empirically grounded complex adaptive systems approach. *Journal of Operations Management*, 65(2), 190-212.
8. Biçer, I., Lücker, W., & Seifert, R. (2019), Roles of inventory and reserve capacity in mitigating supply chain disruption risk, *International Journal of Production Research*, 57(4), 1238-1249.
9. Zehender, A. G., Sauer, P. C., Schöpflin, P., Kähkönen, A.-K., & Seuring, S. (2021). Paradoxical tensions in sustainable supply chain management: insights from the electronics multi-tier supply chain context. *International Journal of Operations and Production Management*, 41(6), 882-907.
10. Kuhla, K., Willner, S. N., Otto, C., Geiger, T., & Levermann, A. (2021). Ripple resonance amplifies welfare loss from weather extremes. *Environmental Research Letters*, 16, 1-8.

Timetable

Date, time	Topic	Where?	Who?
27/10/2022, 11:30–13:00	Kick-off: explanation of procedures and topics	M11.91	Größler
10/11/2022, 11:30–13:00	Organized peer-review of table of contents	M11.91	Horn & Wiesner
	Please register on C@mpus for examination	C@mpus-System	
24/11/2022, 11:30–13:00	How to write a seminar paper	Video lecture (see Ilias)	Größler
	Back shoring / Near shoring / Vertical integration	M11.91	Größler
08/12/2022, 11:30–14:00	Intermediate oral presentation & discussion: outline, progress, questions	M11.91	Horn & Wiesner
22/12/2022, 11:30–13:00	Organized peer-reviews of papers	M11.91	Horn & Wiesner
19/01/2023, 11:30–13:00	How to give a seminar presentation	Video lecture (see Ilias)	Größler
	Organized peer-review of presentations	M11.91	Horn & Wiesner
01/02/2023, 12:00	Deadline for submitting papers and presentation material on ILIAS	Ilias	
02/02/2023, 11:30–17:15	Presentation of seminar papers	Tba	all

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, Ms Horn and Mr Wiesner in KII, 07.005 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: 01 February 2023, 12:00 noon**). 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 30 minutes, including time for discussion. 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.