

## **Business 9815 – Operations II PhD Seminar Winter 2026**

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**Tuesdays, 1:00 p.m. – 4:00 p.m.**  
**Room 2301**  
**(12 Sessions)**

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### **LAND ACKNOWLEDGEMENT**

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

### **COURSE DESCRIPTION**

Business 9815 (Operations II PhD Seminar) provides seminar participants with a discussion-based, shared learning opportunity to constructively yet critically assess a sampling of noteworthy empirical research examining foundational substantive topics in operations management including capacity management, inventory management, production planning and control, lean management, quality management, service management, supply management, sustainable and responsible operations, and operations strategy. The assigned articles were purposefully selected for discussion, and a shared learning and collaborative review of these research efforts should provide introductory scholarly theorization and managerial practice understanding to aid seminar participants in their own framing and examination of empirically informed and/or informing operational phenomena. In the process, seminar participants will be encouraged to identify and assimilate for their own scholarly insights and foundational knowledge well-being the seminal empirical research in each operations management substantive topic area examined.

## LEARNING OUTCOMES/OBJECTIVES

The specific **content and skills learning** goals for the Operations II PhD Seminar are:

1. By reading and critically analyzing a sample of the scholarly literature, seminar participants will develop a meaningful baseline understanding of the relevant substantive, theoretical, and practical issues and considerations related to each of the core operations management topics addressed in the course.
2. Given that the readings are purposively selected to illustrate different types of scholarly perspectives and empirical approaches found in the literature, seminar participants should gain thoughtful insights on, and be able to articulate, how practically relevant empirical research is rigorously formulated, argued, executed, and communicated.
3. Seminar participants will advance their ability to critically yet constructively evaluate the argumentation and theorization strengths and weaknesses of the assigned empirical research articles. Further, they should be able to highlight the meaningfulness of the substantive insights, and their associated scholarly and managerial ramifications, emanating from each reading.
4. Seminar participants will be encouraged to synthesize and integrate ideas from the examined scholarly literature to identify their own novel, meaningful, practically relevant, and theorization and understanding advancing research questions and suppositions of professional interest.

## METHODS OF EVALUATION

Each seminar participant will be evaluated on the quality of their efforts in the following way:

1. Contribution – 40%

While the in-class discussion of each non-background reading assigned article will be led by a specific “discussion lead”\*, I expect each seminar participant to be fully prepared and actively contributing to the shared learning of all assigned articles across all twelve discussion sessions. In preparing each assigned article, please consider the following general preparation questions (as well as others that may be relevant to the specific scholarly research discussed):

- What is the nature and scope of the phenomenon and/or problem being addressed?
- Is the phenomenon and/or problem a practically relevant and interesting one? Why?
- What is the scholarly argumentation/theorization proposed in the article?
- What are the authors’ major suppositions and assumptions?
- Is the empirical research method(s) or methodology appropriate for rigorously examining the phenomenon and/or problem being addressed?
- What are the strengths and shortcomings of the empirical research effort?
- Does the empirical research analysis support the discussion-based insights and conclusions?
- Are the author(s) empirically-based conclusions meaningful and notable for decision makers?
- Does this research advance scholarly theory and business practice understanding?

\*Each seminar participant is to serve as a discussion lead for one assigned article in each Business 9815 class session. The discussion lead schedule will be released by email a week prior to each class session.

2. Term Paper – 40%. The term paper encompasses a rigorous and hopefully novel, meaningful, and practically relevant conceptualization and initial research design of an empirical examination of an operations management phenomenon, issue, or problem related to any of the PhD seminar substantive topics discussed. Details will be shared during the January 6<sup>th</sup> class session. Seminar participants should **submit their completed term paper no later than April 14**.
3. Manuscript review (take-home) – 20%. The assignment's manuscript will be distributed on March 2 and seminar participants should **submit their review no later than March 30**.

In-person attendance, unless exempted by the seminar faculty member, for all synchronous learning class sessions is expected. Any seminar participant missing more than two synchronous learning class sessions will be withdrawn from the course. Further, seminar participants are expected to be fully prepared for each class session and meaningfully contribute to every shared learning discussion. There is no make-up work for missed contribution to shared learning. Lastly, late submissions will not be accepted.

## MATERIALS/REQUIRED READING

A listing of assigned readings for each class session begins on p. 7 of this course syllabus. These assigned readings are generally available through Western University's Library website (under the E-Journals link), and seminar participants are expected to obtain their own copies of these assigned readings and have each article fully prepared for discussion prior to each synchronous learning class session. Given the array of empirical research methods utilized in these assigned readings, it is expected that seminar participants do their best prior to each class session to familiarize themselves, either individually or in groups, with any pertinent background article references related to the method(s)/methodology employed.

## COURSE TIMELINE AND FORMAT

The following table highlights the Operations II PhD Seminar schedule. As noted previously, a listing of assigned readings for each seminar session is appended to this course syllabus.

Session	Topic	Date
1	Operations Management Research Areas and Approaches	January 6, 2026
2	Capacity Management	January 13, 2026
3	Inventory Management	January 20, 2026
4	Production Planning and Control	January 27, 2026
5	9815 Term Paper Working Session	February 3, 2026
6	Lean Management	February 17, 2026
7	Quality Management	February 24, 2026
8	Service Management	March 3, 2026
9	Supply Management	March 10, 2026
10	Healthcare, Sustainability, and Responsible Operations	March 17, 2026
11	Operations Strategy	March 24, 2026
12	Operations Management Empirical Research Opportunities (9815 Term Paper presentations)	March 31, 2026

## USE OF GENERATIVE AI AND OTHER TECHNOLOGY ASSISTANCE MEANS

Ivey's goal is to cultivate each seminar participant's judgment and wisdom in scholarship and ability to apply knowledge to practical situations (e.g., teaching). Using generative AI tools or other means of technology assistance can be beneficial for learning, providing synthesis of vast amounts of information, helping explore new ideas, and analyzing data efficiently. However, overreliance on AI, or substituting it for one's own critical thinking and cognitive effort, may hinder the ability to develop analytical skills, interpret and evaluate the quality of analyses, regardless of whether it is human- or AI-generated.

Ivey's expectations are designed to foster good practices that effectively integrate available tools without being replaced by them, ensuring seminar participants develop the essential judgment and expertise needed to thrive in an increasingly demanding academic community. It is expected that seminar participants will use technology tools available to them in an appropriate, ethical, and thoughtful manner.

Towards this end, I have the following Business 9815 expectations:

### Preparation

1. Seminar participants should generally read assigned readings and develop responses to assignments without the rote reliance on, or excessive use, of AI or other technological assistance. This human-generated effort will develop analytical abilities that will be critical to furthering analysis and understanding of the Business 9815 seminar material. On occasion, I may recommend the use of AI tools to further augment seminar participants' preparation.
2. Seminar participants should respect the intellectual property rights of copyright holders and not upload copyrighted material without permission to any site.

### In-Class Sessions

3. In general, use of technology devices in class is not allowed. Some courses may allow the use of technology for specific activities. Using technology when not allowed will negatively affect one's efforts-earned contribution mark.
4. Using AI tools in a synchronous in-class session is expressly prohibited and an academic integrity violation as part of the class contribution requirement. I may, on occasion, make an explicit exception to this rule.

### Written Work

5. For submitted written work, when permitted for use, please be clear to acknowledge specific AI usage and content explicitly. For simplicity, Ivey considers AI tools to be an external expert that has been purposefully consulted during the assignment completion effort. In most citation methods, this citation is done as a personal communication or as a footnote at the start of the work that explains the usage.
6. Generally, seminar participants may employ AI tools or means of technology assistance for background research and preparation purposes. However, the final submitted written work should represent each seminar participant's own synthesis of observations and integration of insights, and reflect original work crafted in their own words. Seminar participants are responsible for ensuring no plagiarism in written work.

## **ENROLLMENT RESTRICTIONS**

Enrollment in this course is restricted to graduate students in the Ivey PhD Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

## **ACADEMIC OFFENCES: PLAGIARISM AND ACADEMIC INTEGRITY**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## **GENDER-BASED SEXUAL VIOLENCE SUPPORT**

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

## **HEALTH AND WELLNESS SERVICES**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. See <https://www.uwo.ca/health>.

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help. Additionally, students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director or program coordinator.

## **ACCESSIBLE EDUCATION WESTERN**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with [Accessible Education Western \(AEW\)](#), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

## **A FINAL WELCOME AND REQUEST OF SEMINAR PARTICIPANTS**

I welcome seminar participants and their diverse backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. Further, I consider the Business 9815 learning space to be a professional environment where all will be treated with kindness and consideration. As such, all seminar participants are expected to contribute to a respectful, hospitable, and inclusive climate for every other member of the course. If it is appropriate to our shared learning and you feel comfortable doing so, I encourage seminar participants to share their unique point(s) of view as we constructively, yet critically, explore the Business 9815 substantive and processual content.

## SEMINAR ASSIGNED READINGS

In addition to the assigned peer-review journal articles assigned in the schedule that follows, seminar participants should generally familiarize themselves prior to each Business 9815 class session with the substantive operations management topic(s) specifically examined. Towards that end, there are two informative overview readings that would be beneficial. First, The Routledge Companion to Production and Operations Management (RCPOM 2017) edited by Martin Starr and Sushil Gupta provides informative overviews of the extant research on many of the substantive operations management topic areas examined in Business 9815. Please download a copy of this book through Western Libraries and browse through the book's contents prior to the commencement of the course. Second, a more concise operations management compendium titled "Operations & Supply Chain Management: Principles and Practice" recently published in the International Journal of Production Research (IJPR 2025) offers timely coverage of the myriad of core and specialized discipline areas of scholarship. Suggested overview readings from RCPOM 2017 and IJPR 2025 are highlighted below for each Business 9815 class session. Further, there are several background reading articles assigned for each class session. These background readings are intended to contextualize substantively the focal topic(s) of interest, and while they will not be assigned to be discussed by a discussion lead they can be meaningfully incorporated into emergent shared learning discussions to support coverage of other assigned readings. As such, they should be viewed as compulsory readings.

Seminar participants are responsible for obtaining their own copies of all assigned readings. All readings can be accessed and downloaded through the E-Journals page on the Western Libraries website (see [https://ocul-uwo.primo.exlibrisgroup.com/discovery/jsearch?vid=01OCUL\\_UWO:UWO\\_DEFAULT](https://ocul-uwo.primo.exlibrisgroup.com/discovery/jsearch?vid=01OCUL_UWO:UWO_DEFAULT)).

### Session 1: Operations Management Research Areas and Approaches (January 6, 2026)

#### Suggested Overview Readings:

- RCPOM (2017): Chapters 1, 35, 37
- IJPR (2025): §1, 3.1

#### Session Assigned Articles:

- Chase, R.B. and E.L. Prentis. 1987. Operations Management: A Field Rediscovered. *Journal of Management*, 13(2), 351-366. (Background Reading)
- Fisher, M. 2007. Strengthening the Empirical Base of Operations Management. *Manufacturing & Service Operations Management*, 9(4), 368-382.
- Manikas, A., L. Boyd, J. Guan, and K. Hoskins. 2020. A Review of Operations Management Literature: A Data-driven Approach. *International Journal of Production Research*, 58(5), 1442-1461.
- Melnyk, S.A., Flynn, B.B., and A. Awaysheh. 2018. The Best of Times and The Worst of Times: Empirical Operations and Supply Chain Management Research. *International Journal of Production Research*, 56(1-2), 164-192.
- Roth, A.V. 2007. Applications of Empirical Science in Manufacturing and Service Operations. *Manufacturing & Service Operations Management*, 9(4), 353-367.
- Shalpegin, T., T.R. Browning, A. Kumar, G. Shang, J. Thatcher, J.C. Fransoo, M. Holweg, and B. Lawson. 2025. Generative AI and Empirical Research Methods in Operations Management. *Journal of Operations Management*, 71: 578-587.
- Swamidass, P.M. 1991. Empirical Science: New Frontier in Operations Management Research. *Academy of Management Review*, 16(4): 793-814. (Background Reading)

Session Written Work Submission (due by **January 5, 2026 by 6:00 p.m.**, please email your written submission, in .pdf format, directly to [Imenor@ivey.ca](mailto:Imenor@ivey.ca)):

Please read the working paper titled “Assessing the Impact of Hospital Service Quality on Loyalty Among Chronic Disease Patients: An Empirical Study on Government and Private Hospitals in Chhattisgarh” and provide a two-page written response (12-point font, single spaced) to the following questions.

- In what ways is (can) this working paper research (be) related to the advancement of scholarly theorization and practice understanding in operations management?
- What is your scholarly assessment of the practical relevance, interestingness, rigor, meaningfulness, and notability of this scholarly endeavor and research effort?

Please leverage your insights derived from assimilating this session’s assigned articles—both background readings and otherwise—to inform, along with your own scholarly views, your responses to the assigned questions. Your written submission and in-class shared learning discussion of seminar participants’ submission observations and insights will form the basis, in part, for this session’s class contribution evaluation.

## **Session 2: Capacity Management (January 13, 2026)**

Suggested Overview Readings:

- IJPR (2025): §2.2, 3.8

Assigned Articles:

- de Treville, S., Browning, T., and R. Oliva. 2023. Empirically Grounding Analytics (EGA) Research in the Journal of Operations Management. *Journal of Operations Management*, 69, 337-348.
- Huchzermeir, A., and P. Kouvelis. 2025. Empirically Grounding Analytics (EGA) Research: Approaches, Contributions, and Examples. *Journal of Operations Management*, 71: 418-425. (*Background Reading*)
- Kim, S-H, Chan, C.W., Olivares, M., and G. Escobar. 2015. ICU Admission Control: An Empirical Study of Capacity Allocation and Its Implication for Patient Outcomes. *Management Science*, 61(1), 19-38.
- Klassen, R.D., and L.J. Menor. 2007. The Process Management Triangle: An Empirical Investigation of the Capacity, Variability, and Inventory Trade-offs. *Journal of Operations Management*, 25, 1015-1034.
- Song, J-S, G-J van Houtum, and J.A. Van Mieghem. 2020. Capacity and Inventory Management: Review, Trends, and Projections. *Manufacturing & Service Operations Management*, 22(1), 36-46. (*Background Reading*)
- Sterman, J. D., and G. Dogan, G. 2015. “I’m Not Hoarding, I’m Just Stocking Up before the Hoarders Get Here.” Behavioral Causes of Phantom Ordering in Supply Chains. *Journal of Operations Management*, 39–40, 6–22.

## **Session 3: Inventory Management (January 20, 2026)**

Suggested Overview Readings:

- RCPOM (2017): Chapters 6
- IJPR (2025): §2.3, 5.8



#### Assigned Articles:

- Cachon, G.P., S. Gallino, and M. Olivares. 2019. Does Adding Inventory Increase Sales? Evidence of a Scarcity Effect in U.S. Automobile Dealerships. *Management Science*, 65(4), 1469–1485.
- Chuang, H. H. C. and R. Oliva. 2015. Inventory Record Inaccuracy: Causes and Labor Effects. *Journal of Operations Management*, 39–40, 63–78.
- Eroglu, C. and C. Hofer. 2011. Lean, Leaner, too Lean? The Inventory-performance Link Revisited. *Journal of Operations Management*, 29(4), 356–369. (*Background Reading*)
- Rumyantsev, S. and S. Netessine. 2007. What Can Be Learned from Classical Inventory Models? A Cross-Industry Exploratory Investigation. *Manufacturing & Service Operations Management*, 9(4), 409-429.
- Swink, M., J.J. Kovach, and J. Roh. 2025. Inventory and Supply Chain Planning Systems as Drivers of Supply Chain Resilience: Analyses of Firm performance Through the COVID-19 Pandemic. *Production and Operations Management*, 34(8), 2486-2505.

#### Session 4: Production Planning and Control (January 27, 2026)

##### Suggested Overview Readings:

- RCPOM (2017): Chapters 3, 4
- IJPR (2025): §2.7, 2.11, 2.14, 5.6

#### Assigned Articles:

- Brau, R., Aloysius, J., and E. Siemsen. 2023. Demand Planning for the Digital Supply Chain: How to Integrate Human Judgment and Predictive Analytics. *Journal of Operations Management*, 69(6), 965-982.
- Narayanan, A., F. Sahin, and E.P. Robinson. 2019. Demand and Order-fulfillment Planning: The Impact of Point-of-Sale Data, Retailer Orders and Distribution Center Orders on Forecast Accuracy. *Journal of Operations Management*, 65, 468-486.
- Olhager, J. 2013. Evolution of Operations Planning and Control: From Production to Supply Chains. *International Journal of Production Research*. 51(23-24), 6836-6843. (*Background Reading*)
- Pan, X., Dresner, M., Mantin, B., and J.A. Zhang. 2020. Pre-Hurricane Consumer Stockpiling and Post-Hurricane Product Availability: Empirical Evidence from Natural Experiments. *Production and Operations Management*, 29(10), 2350-2380.
- Seifert, M., E. Siemsen, A.L. Hadida, and A.B. Eisingerich. 2015. Effective Judgemental Forecasting in the Context of Fashion Products. *Journal of Operations Management*, 36(3), 33-45.

#### Session 5: 9815 Term Paper Working Session (February 3, 2026)

#### Assigned Articles:

- Graves, S.C. 2021. Reflections on the Evolution of Operations Management. *Management Science*, 67(9), 5379-5388. (*Background Reading*)
- Spearman, M.L. and W.J. Hopp. 2021. The Case for a Unified Science of Operations. *Production and Operations Management*, 30(3), 802-814. (*Background Reading*)
- Zhang, F., Wu, X., Tang, C.S., Feng, T., and Y. Dai. 2020. Evolution of Operations Management Research: From Managing Flows to Building Capabilities. *Production and Operations Management*, 29(10), 2219-2229. (*Background Reading*)

During session 5, all seminar participants will work towards crafting a preliminary framing of their Business 9815 term paper. Prior to session 5, please identify two operations management concepts, issues, or problems that are of personal interest and potential topics for the Business 9815 term paper. For each of the two potential topics, please identify at least one relevant published background reading upon which you can build your framing logic and argumentation to advance scholarly theorization and business practice understanding. Be prepared to share your initial views on potential 9815 term paper topics and associated background readings in a structured manner (e.g., a PowerPoint presentation limited to no more than four slides of substantive content).

#### **Session 6: Lean Management (February 17, 2026)**

Suggested Overview Readings:

- RCPOM (2017): Chapters 12
- IJPR (2025): §2.9, 4.2

Assigned Articles:

- Cusumano, M.A., Holweg, M., Howell, J., Netland, T., Shah, R., Shook, J., Ward, P., and J. Womack. 2020. Commentaries on “The Lenses of Lean”. *Journal of Operations Management*, 67(5), 627-639. (*Background Reading*)
- Hopp, W.J. and M.S. Spearman. 2020. The Lenses of Lean: Visioning the Science and Practice of Efficiency. *Journal of Operations Management*, 67(5), 610-626. (*Background Reading*)
- Netland, T.H. and K. Ferdows. 2016. The S-Curve Effect of Lean Implementation. *Production and Operations Management*, 25:6, 1106-1020.
- Shah, R. and P.T. Ward. 2003. Lean Manufacturing: Context, Practice Bundles, and Performance. *Journal of Operations Management*, 21, 129-149.
- Shah, R. and P.T. Ward. 2007. Defining and Developing Measures of Lean Production. *Journal of Operations Management*, 25, 785-805.
- Staats B.R., D.J. Brunner, and D.M. Upton. 2011. Lean Principles, Learning, and Knowledge Work: Evidence from a Software Services Provider. *Journal of Operations Management*, 29(5), 376–390.

#### **Session 7: Quality Management (February 24, 2026)**

Suggested Overview Readings:

- RCPOM (2017): Chapters 7
- IJPR (2025): §2.10, 5.8

Assigned Articles:

- Buell, R.W., D. Campbell, and F.X. Frei. 2016. How Do Customers Respond to Increased Service Quality Competition? *Manufacturing & Service Operations Management*, 18(4), 585–607.
- Hendricks, K.B. and V.R. Singhal. 1997. Does Implementing an Effective TQM Program Actually Improve Operating Performance? Empirical Evidence from Firms that Have Won Quality Awards. *Management Science*, 43(9), 1258-1274.
- Kaynak, H. 2003. The Relationship Between Total Quality Management Practices and Their Effects on Firm Performance. *Journal of Operations Management*, 21, 405-435. (*Background Reading*)

- Senoner, J., T. Netland, and S. Feuerriegel. 2022. Using Explainable Artificial Intelligence to Improve Process Quality: Evidence from Semiconductor Manufacturing. *Management Science*, 68(8), 5704-5723.
- Su, H.C., K. Linderman, R.G. Schroeder and A.H. Van de Ven. 2014. A Comparative Case Study of Sustaining Quality as a Competitive Advantage. *Journal of Operations Management*, 32, 429-445.

### **Session 8: Service Management (March 3 , 2026)**

#### **Suggested Overview Readings:**

- RCPOM (2017): Chapters 1, 35, 37
- IJPR (2025): §2.18, 2.21, 4.7, 4.8, 5.7

#### **Assigned Articles:**

- De Vries, J., D. Roy, and R. De Koster. 2018. Worth the Wait? How Restaurant Waiting Time Influences Customer Behavior and Revenue. *Journal of Operations Management*, 63, 59-78.
- Dixon, M.J., L. Victorino, R.J. Kwortnik, and R. Verma. 2017. Surprise, Anticipation, and Sequence Effects in the Design of Experiential Services. *Production and Operations Management*, 26(5), 945-960
- Field, J. M., L. Victorino, R. W. Buell, M. J. Dixon, S. M. Goldstein, L. J. Menor, M. E. Pullman, A. V. Roth, E. Secchi, and J. J. Zhang. 2018. Service Operations: What's Next? *Journal of Service Management*, 29(1), 55–97. (*Background Reading*)
- Kellogg, D.L. and R.B. Chase. 1995. Constructing an Empirically Derived Measure of Customer Contact. *Management Science*, 41(11), 1734-1749. (*Background Reading*)
- Menor, L.J., and A.V. Roth. 2008. New Service Development Competence and Performance: An Empirical Investigation in Retail Banking. *Production and Operations Management*, 17, 267-284.
- Spring, M., J. Faulconbridge, and A Sarwar. 2022. How Information Technology Automates and Augments Processes: Insights from Artificial-Intelligence-based Systems in Professional Service Operations. *Journal of Operations Management*, 68, 592-618.

### **Session 9: Supply Management (March 10, 2026)**

#### **Suggested Overview Readings:**

- RCPOM (2017): Chapters 2, 36
- IJPR (2025): §3.2, 3.4, 3.5, 3.6, 4.11

#### **Assigned Articles:**

- Awaysheh, A., Frohlich, M.T., Flynn, B.B., and P.J. Flynn. 2021. To Err is Human: Exploratory Multilevel Analysis of Supply Chain Delivery Delays. *Journal of Operations Management*, 6, 882, 916.
- Hendricks, K.B. and V.R. Singhal. 2005. An Empirical Analysis of the Effect of Supply Chain Disruptions on Long-run Stock Price Performance and Equity Risk of the Firm. *Production and Operations Management*, 14(1), 35-52. (*Background Reading*)
- Shen, Z.M. and Y. Sun. 2023. Strengthening Supply Chain Resilience During COVID-19: A Case Study of JD.com. *Journal of Operations Management*, 69, 359-383.
- Suurmond, R., Menor, L.J., and F. Wynstra. 2022. Examining Service Triad Operations: Formation, Functioning, and Feedback Exchanges. *Production and Operations Management*, 31(8), 3352-3370.

- Wang, L., Zhang, C., and S. Narayanan. 2023. The Bright Side of Trust-less Relationships: A Dyadic Investigation of the Role of Trust Congruence on Supplier Knowledge Acquisition Across Borders, *Journal of Operations Management*, 69, 1042-1077.

#### **Session 10:** Healthcare, Sustainability, and Responsible Operations (March 17, 2026)

##### Suggested Overview Readings:

- RCPOM (2017): Chapters 14, 23
- IJPR (2025): §4.3, 4.4, 4.5, 5.5

##### Assigned Articles:

- Diebel, W., Gualandris, J., and R.D. Klassen. 2024. How Do Suppliers Respond to Institutional Complexity? Examining Voluntary Public Environmental Disclosure in a Global Manufacturing Supply Network. *Journal of Operations Management*, 70, 285-315.
- Narayanan, S., and E. Terris. 2021. Inclusive Manufacturing: The Impact of Disability Diversity on Productivity in a Work Integration Social Enterprise. *Manufacturing & Service Operations Management*, 22(6), 1112-1130.
- Sharma, L., A. Chandrasekaran, K.K. Boyer, and C.M. McDermott. 2016. The Impact of Health Information Technology Bundles on Hospital Performance: An Econometric Study. *Journal of Operations Management*, 41, 25-41.
- Wani, D., Malhotra, M., and J. Clark. 2021. Strategic Service Design Attributes, Customer Experience, and Co-Created Service Choice: Evidence from Florida Hospitals. *Production and Operations Management*, 30(1), 210-234.

#### **Session 11:** Operations Strategy (March 24, 2026)

##### Suggested Overview Readings:

- RCPOM (2017): Chapters 9
- IJPR (2025): §2.1, 4.7

##### Assigned Articles:

- Kim, Y.H., F.J. Sting, and C.H. Loch. 2014. Top-Down, Bottom-Up, or Both? Toward an Integrative Perspective on Operations Strategy Formation. *Journal of Operations Management*, 32, 462-474
- Menor, L.J., M.M. Kristal, and E.D. Rosenzweig. 2007. Examining the Influence of Operational Intellectual Capital on Capabilities and Performance. *Manufacturing & Service Operations Management*, 9(4), 559-578.
- Menor, L.J., Roth, A.V., and C.H. Mason. 2001. Agility in Retail Banking: A Numerical Taxonomy of Strategic Service Groups. *Manufacturing & Service Operations Management*, 3: 273-292.
- Phadnis, S.S., Sheffi, Y., Caplice, C., and M. Singh. 2017. Strategic Cognition of Operations Executives. *Production and Operations Management*, 26(12): 2323-2337.
- Singh, A. 2025. A Decade of Operations Strategy: Research Issues and Future Research Directions. *Competitiveness Review: An International Business Journal*, 35(3), 476-497. (Background Reading)
- Sunder M, V., and K. Linderman. 2024. Explicating the Microfoundations of Operational Excellence in Services: A Capabilities Perspective. *Journal of Operations Management*, 70: 1048-1075.

## **Session 12:** Operations Management Empirical Research Opportunities (March 31, 2026)

### Assigned Articles:

- Fisher, M., Olivares, M., and B.R. Staats. 2020. Why Empirical Research is Good for Operations Management, and What is Good Empirical Operations Management? *Manufacturing & Service Operations Management*, 22(1), 170-178. *(Background Reading)*
- Metters, R., M. Ketzenberg, and J. Abbey. 2024. Determinants of Operations Management Faculty Salary: Is Publishing in “A” Journals the “Bottom Line”? *Production and Operations Management*, 33(2), 393-411.
- Roth, A. and E. Rosenzweig. 2020. Advancing Empirical Science in Operations Management Research: A Clarion Call to Action. *Manufacturing & Service Operations Management*, 22(1), 179-190. *(Background Reading)*
- Roth, A., J. Singhal, K. Singhal, and C.S. Tang. 2016. Knowledge Creation and Dissemination in Operations and Supply Chain Management. *Production and Operations Management*, 25(9), 1473-1488. *(Background Reading)*

During session 12, all seminar participants will offer a Pecha Kucha presentation of their work-in-progress Business 9815 term paper. The content contained in the assigned background readings can provide some basis for constructively evaluating the substantive content and empirical research contribution of the Pecha Kucha presentations.