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Production and Logistics

*Guidance for the preparation of a seminar paper, project reports,
a Bachelor Thesis or a Master's Thesis*

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This guidance is an updated and extended version of the text initially provided by the Chair of Production and Logistics under Prof. Dr. Karl Inderfurth (last published in October 2012) and later revised under the supervision of Prof. Dr. Gudrun Kiesmüller (until February 2018). Please report any errors or inconsistencies within this guidance to rainer.kleber@ovgu.de.

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List of Abbreviations

LoA List of Abbreviations

MRP Material Requirements Planning

List of Symbols

- d Demand rate [units/time unit]
- F Fixed cost for ordering [monetary units]
- h Holding cost rate [monetary units/(unit·time unit)]
- q Lot size [units]

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1 Introduction

These guidelines serve as a reference to give students practical rules that may help them write a small scientific work. Knowing these rules will help writers put forth their ideas on the subject while correctly crediting others' work and allowing readers to follow their thoughts. Please note that the guidelines are subject to change or might not comply with the most recent changes in the study regulations. Ensure that you use the latest version of this document and consider the applicable study regulations before starting your writing project. You can find the date of the guidance version on the cover page.

This guidance is structured as follows. In Section 2, we answer fundamental questions of scientific writing, including the use of AI-supported tools. Section 3 describes the general appearance of a document and specifies its contents, and Section 4 deals with presentations. In Section 5, issues related to supervision are discussed. Sections 6 and 7 focus on the specifics of a Master's thesis in cooperation with a company and reporting the results of a scientific project.

In addition to this document, a Word template for your paper or thesis and a PowerPoint template for your presentation are provided. Both files help students concentrate on their primary tasks. When working with LaTeX, the requirements below can be used to set up the document.

2 Scientific Writing

2.1 Style

Academic writing is centered on answering predefined research questions. The intended reader is a student in a management program at the same level of knowledge as the author. All technical terms, concepts, and methods introduced in compulsory modules can be assumed to be known and don't need to be explained.

The work should be focused, well-structured, and follow a common thread. The aim is to write as little as necessary to answer the research questions. Separate essential from irrelevant content and keep to the point. Use an objective style, avoiding slang and superficial opinions altogether. Value judgments should be well-grounded and justified by giving facts. Pursue clarity in the presentation and prevent confusion. Terminology unknown to the reader must be clearly defined at first use.

Seminar papers and theses should be written in good British or American English. Use a spell and grammar check (provided with any word processor like Word) and reread and revise the work. Apps such as LanguageTool or Grammarly can even improve the writing style.

2.2 Introduction and Conclusion

The Introduction briefly describes the topic and motivates the research. It poses research questions and briefly discusses the methods applied for their answer. It includes a short discussion of the topic's relevance, a definition of the thesis purpose by presenting two or three main research questions, the methodological approach to answer those questions, and a section-by-section overview of the work. Two or three research questions serve as a framework that guides the work and should be answered in the following sections. The overview outlines the structure of the work (referring to each main section), illustrates which methods are used, and provides a preview of the main insights. In a Bachelor (Master's) Thesis, the Introduction covers a max of one (1.5) page(s).

The Conclusion summarizes the work's primary results, gives short answers to the research questions, and indicates the starting points for further research (outlook). Just think about what you would have done next if there had been more time. In a Bachelor's (Master's) Thesis, the Conclusion covers at most one (two) page(s).

2.3 Working with Literature

Scientific work always builds on earlier ideas published in the scientific body of knowledge, and your work must appropriately consider it. It is helpful to consult the provided introductory literature, textbooks, recent literature reviews, or state-of-the-art articles to get an overview of the topic. A thesis for a Master's degree should contain a survey of the relevant fundamental and current literature.

The minimum number of sources depends on the subject and must ensure that the appropriate research is competently summarized. As a guideline, a seminar paper (Bachelor's/Master's Thesis) should consider at least 5 (10/20) scientific articles.

Research is usually published first in scientific journals. We recommend using scientific literature databases the university library provides (e.g., Scopus) to find recent articles. In contrast to a simple internet search, which helps you find the *easiest accessible* sources, scientific databases provide tools to find the *most relevant* articles about a *specific topic* in a *particular field*. We also suggest looking for review articles and working papers

which still need to be published. However, a published paper should be cited instead of the corresponding working paper. The following journals provide reliable sources:

- Annals of Operations Research
- Computers & Operations Research
- Decision Sciences
- European Journal of Operational Research
- IIE Transactions
- International Journal of Physical Distribution & Logistics Management
- International Journal of Production Economics
- International Journal of Production Research
- Journal of Business Economics
- Journal of Forecasting
- Journal of Operations Management
- Journal of Supply Chain Management
- Journal of the Operational Research Society
- Management Science
- Manufacturing & Service Operations Management
- Naval Research Logistics
- Omega
- Operations Research
- Operations Research Letters
- OR Spectrum
- Production & Operations Management
- Schmalenbach Journal of Business Research
- Transportation Research Part A, B, E
- Transportation Science

Other scientific journals can be equally relevant for some topics (ask the supervisor).

There is also a negative list of journals that should be avoided (<https://beallslist.net/>).

The latest available edition of textbooks should be used for citation. Typically, textbook content is redundant. Therefore, keep the number of textbooks small, start with the most appropriate one, and only add other textbooks if they provide additional ideas.

Non-scientific journals and publications should be avoided, except for motivating research by citing industry or business periodicals (e.g., The Wall Street Journal, Harvard Business Review, etc.). Internet sources should only be used when reliability is ensured

and if the information is not found in books or journal articles. Lecture scripts, handouts, and anything else the reader cannot access are not used in scientific writing.

Any idea taken directly through quoting or indirectly through paraphrasing from another source must be appropriately credited to that source by citation. This also applies to terms that are not common knowledge, algorithms, or – in general – lines of thought. **Generally, all ideas taken from other sources should be identified by quoting the source.** However, not every sentence needs such a reference, but it must always be recognizable as to which idea comes from which source.

Quoting can be accomplished using several methods (indirect quoting, direct quoting, or secondary quoting), as explained below.

Indirect quoting is the most commonly used way to repeat ideas by others. It consists of a *paraphrased* work, meaning the ideas are repeated in your own words. More than just rearranging a sentence or replacing words keeping the sentence structure is required. At an appropriate point – which could be either at the beginning or the end of the passage – the source must be given in line with the text:

According to Lee et al. (1997, p. 93), the so-called bullwhip effect was first mentioned
by Procter & Gamble.

or

The so-called bullwhip effect was first mentioned by Procter & Gamble (see, e.g., Lee
et al., 1997, p. 93)

Direct quoting or translating foreign language formulations should be used sparsely, i.e., only if precise phrasing is essential. Complete phrases are repeated word by word (including punctuation and typographical errors). To quote directly, the phrase is inserted into quotation marks and is followed by the source like:

"P&G called this phenomenon the "bullwhip" effect." (Lee et al., 1997, p. 93)

Secondary quoting. Since quoting is standard in scientific works, you might find ideas in a paper that credits another source you cannot access, i.e., you want to *quote a quotation*. In any case, you should try to get and read the original article to cite it. Given the effort and time requirements, it could be impossible to obtain the original, and then secondary quoting should be used. A secondary quote provides both the original and the source where you found the expression connected by "cited using," e.g.

According to Lee et al. (1997, cited using Chopra and Meindl (2013), p. 263), the so-called bullwhip effect was first mentioned by Procter & Gamble.

Both sources are added to the Bibliography. Secondary quoting is considered a bad style and should be used sparsely.

Make sure that your citation style is consistent throughout the work. Sources are given in the text in **Harvard Citation Style** (the so-called short form), which includes:

- (1) Author's last name(s). Initials should be used only if more than one author has the same last name. If there are more than two authors, the first author's last name is given, followed by *et al.*
- (2) Year of publication. If there is more than one publication per year for a particular author, the year should be followed by a, b, c, ... and this addition should be consistently applied to the Bibliography.
- (3) Precise page numbers for the citation. Page numbers must be given, except if you refer to a whole work and not to some specific information. If the source includes several pages, the first and last are given, e.g., Chopra and Meindl (2013, p. 263-265).

There should be no text between the elements of the short form. Be aware that in quoting, you are referring to a work and not to a person.

Every source quoted must be added to the **Bibliography**, and every source given in the Bibliography must have been cited in the work. By supplying the above short-form information, curious readers can consult your Bibliography, which includes precise sources in long-form, allowing the reader to obtain the literature of interest quickly. The bibliography must be created using a uniform format (like the **APA Style**; see apastyle.apa.org). The entries are sorted by the first author's last name and, when equal, by the name of the second (or following) author(s), and so forth. Suppose all authors are the same, sort by date. You will find examples of references and information on how they are referred to in Appendix A: References and Bibliography.

Plagiarism is the act of taking words or ideas without crediting their source, and it is entirely unacceptable in the academic community. The whole work is considered plagiarism if a source of ideas is concealed or falsified. Its discovery will lead to failing the exam requirements due to attempts to deceive and, additionally, may lead to legal sanctions.

Any violation of the citation rules above is considered academic misconduct and will result in an insufficient grade.

By submitting your work, you agree that it will be tested using a plagiarism checker software.

2.4 On the Use or Misuse of AI-Supported Tools

You are not allowed to use AI tools in scientific work to generate content since the correctness of facts cannot be ensured, copyright might be infringed, and the (unknown) academic sources cannot be validated. You can use AI-supported tools to help in your literature search or check spelling and improve the readability of your work. Be aware that AI tools might not find the best-suited high-quality academic sources. Scientific databases such as Scopus are better suited to perform a field and topic-specific literature search and evaluate an article's quality. AI tools also might fail to guide you to a better academic writing style and the correct use of technical terms and academic phrases. As an author, you are fully responsible for your work and for providing scholarly sources of the information, and thus, you cannot blame the AI tools for deficiencies in your work.

3 General Appearance and Formal Structure

3.1 Length of Paper and Format Requirements

The length of any work is restricted. Restrictions relate to the main body, which includes everything between the first word of the Introduction and the last word of the Conclusion, and it comprises all figures and tables embedded in the text. A seminar paper's main body should include 15 pages unless otherwise stated in the seminar description. The main body of a Master's thesis should have a length of 50 pages; for a Bachelor's thesis, a page target of 20 applies. Please contact your supervisor if you intend to deviate from the target length of your work by more than 10%. Bringing across your message within a limited space is essential in science. Thus, deviating from the target number of pages can lead to downgrading.

In case you are not using the provided template, please follow the subsequent formatting:

- A4 paper, in single-column pages, with 12pt font (Times New Roman or similar) and 1.5 line spacing, justified text, hyphenation active
- Page margins: Left 4 cm, Right 2 cm, Top 2.5 cm, Bottom 2 cm.

- No page break for a new heading is necessary unless there are less than two lines left on the current page (hint: check the page breaks before submission)

We recommend 14pt bold for section headings and 10pt for footnotes and captions. Printouts should be one-sided only, and pages should be numbered. All pages before the main body are called 'front matter' and receive Roman numerals (I, II, ...). The main body and the back matter (all pages following the main body) are numbered with Arabic numerals (1, 2, ...). This guidance fully complies with the formal requirements.

3.2 Structure

The following structure should be used:

- Title page
- Table of Contents
- Lists of Abbreviations, Symbols, Figures, Tables (if necessary)
- Main body (Introduction, further sections, Conclusion)
- Appendix (optional)
- Bibliography
- Confirmation (only for Bachelor's and Master's theses)

The respective list can be omitted if no abbreviations, symbols, figures, or tables are used.

3.3 Table of Contents and Headings

The table of contents gives the reader a sketch of the work, representing its logical structure. Headings are kept brief and provide precise information about the content of the respective section. All headings must be numbered. Subheadings (e.g., 4.1, 4.2, 4.2.1, 4.2.2) must follow a structural logic. In particular, heading 4.1 requires heading 4.2 following it. Before starting with subheadings (e.g., 4.1), briefly overview the subsections. Avoid more than three levels of headings.

The main sections (except Introduction and Conclusion) should be balanced, i.e., they should be similar in length. A section containing less than one-half of a text page should be joined with another section. A section including five or more pages of text would seem too long, and subsections should be used.

3.4 Use of Abbreviations and Symbols

Abbreviations or acronyms are used to shorten long scientific terms. Since standard abbreviations in one field of research are not generally known to the reader (like MRP for

material requirements planning), their meaning should be clearly and unambiguously defined at first use. They are added to the List of Abbreviations (LoA). Commonly used abbreviations (e.g., or, i.e.) that appear in Webster's dictionary are excluded from the above rule and need not be defined nor placed into the LoA. Abbreviations used only once are unnecessary and should be avoided.

Symbols are used in mathematical models. They must be used in a single sense (unambiguously) within the paper, i.e., two different symbols should have different meanings, and no two symbols should have the same purpose (even in other models). All symbols must be defined in the text where they occur for the first time. Additionally, they are added to the List of Symbols.

Both lists are intended to be used like a dictionary. Therefore, the entries are sorted alphabetically.

3.5 Figures, Tables, and Formulae

Figures and tables transfer information to the reader concisely and clearly. Tables and figures are placed in the text, and a caption is added that is also listed in the List of Figures or List of Tables, respectively. The caption contains a consecutive number throughout the work (like Figure 1 or Table 3), a text briefly describing the figure or table's content and the source. Own illustrations are credited as follows: "Source: own figure" or "Source: own table," respectively. If mathematical graphs are used, the axes must be labeled concerning values and units. Any figure or table must be discussed in the main text, describing what information it conveys and how to read it. Excessive use of tables and figures is to be avoided, as they use much space. Avoid low-quality graphics or scans.

Formulae should be created using an appropriate software tool (e.g., Microsoft Equation Editor) and numbered. Their meaning should be explained in the text.

Example: Let q^* denote the economic order quantity. The demand rate is d units per year, the fixed cost is F € per order, and the holding cost rate is h € per unit and year:

$$q^* = \sqrt{\frac{2 \cdot d \cdot F}{h}} \quad (1)$$

Equation (1) describes how the economic order quantity depends on the parameters.

4. Scientific Presentations

A scientific presentation should inform the audience about your work. It should account for the knowledge of the audience, and it should be easy to follow. The presentation rests upon clearly designed slides that contain the information to be conveyed in an abbreviated form (e.g., bullet points but no complete sentences). In the best case, slides are understandable even without the talk. The structure of the presentation should be appropriate for the contents. Formulae and figures/tables can be used. Commonly used are Overview or Agenda slides, a Motivation or Introduction part, a Conclusion and Outlook slide, and a list of references mentioned in the talk (similar to a bibliography).

The oral presentation must be held in a fluent and free manner and stick to the time limit. Test driving the presentation is highly recommended. Questions during the discussion have to be answered thoroughly.

5 Supervision

If you have questions, you are encouraged to ask your supervisor for an appointment. To guarantee efficient guidance, any meeting must be preceded by informing the supervisor of your request's purpose or the question you want answered. Attach any material/references/links that would help the supervisor support you.

Before any meeting, in addition to your questions, you must provide the following information on your project to the supervisor to assist in the preparation: the **research questions** that you want to answer with your work, the proposed structure of your paper (**table of contents**), and a **list of literature** to be used (in the long-form format). Suppose the necessary information is not provided at least 24h/1 day before the meeting (excluding weekends). If the supervisor cannot adequately prepare for the meeting, it will be canceled, and another appointment will be made.

Please note that you are the project manager of your thesis or seminar paper and bear any responsibility for the progress. In particular, you are responsible for making appointments and submitting your thesis to the examination office on time.

5.1 Bachelor Theses

A bachelor's topic might include a short project description sketching the task. The project description can only be changed with the supervisor's explicit approval. A first

appointment is used to discuss your project plan. Before the meeting, provide the supervisor with the required information (see above).

We offer you the opportunity to present your intermediate results in an ungraded interim presentation. This presentation should describe the problem to be solved and your proposed solution. The intention is to provide you with additional feedback and ideas for improvements. We also offer to read a small part of the thesis (3 pages) once before final submission and feedback on style and writing. Please ensure there is enough time left to implement the feedback from the supervisor.

5.2 Master's Theses

When writing a Master's Thesis, you will receive a topic. During the reading time, you are responsible for developing a single-page project description that should include the following items:

- Short but precise description of the topic
- 2 or 3 research questions that you intend to answer in your thesis
- Naming of the methodology to be applied to answer the research questions
- The above points should be linked to at least three scientific articles that are important when working on the topic

The project description needs approval from the supervisor. We offer you the opportunity to present your intermediate results in an ungraded interim presentation. Since a Master's level student should have acquired experience in scientific writing, we do not offer a sample read.

6 Master's Theses Written in Cooperation with a Company

Students can write their Master's thesis in cooperation with a company. However, the topic must be interesting both from an academic and from the company's point of view. For instance, this is the case if novel methods/concepts from the scholarly literature are applied in a business context. To achieve the best possible results, the student should gain appropriate knowledge of the firm's processes by entering an internship beforehand and should have a good understanding of the methods/concepts to be applied. A project description (2 to 4 pages) must be written during the internship. It should emphasize all of the following:

- Shortly introduce the department(s) of the firm involved.
- Delineate the decisions for which decision support is needed.
- Relate the problem to the methods/concepts discussed in the lectures or seminars attended, using the terminology used in class.
- Motivate the concepts and (quantitative) methods to analyze the problem setting and derive recommendations for future actions. Add references to the relevant scientific literature that provide more details about the methods/concepts used.
- Describe the company data available for use in the project.
- Describe the evaluation criteria to compare the improved decision support system's performance with the department's currently used approach.

Based on this project description, the scientific supervisor decides whether the thesis project should be conducted.

7. Working on Case Studies and Writing a Project Report

In teaching using case studies, much of the learning process occurs in groups of students who discuss a case (a written description of a business problem), bringing their experience and understanding of the relevant literature as presented in the course. This teaching method prepares students to cope with real-life issues that require understanding a complicated situation, applying relevant theory and common sense, and formulating and testing a solution. Much like in real life, cases are often written so that there is no correct solution – you will find that you and your classmates may have radically different ideas about the nature of the described situation and the best way to resolve it. That is fun, and that is where the learning is. We use case teaching because it makes education relevant, lets the students apply theory and judgment to real problems, and enables students to learn from each other and not just from the instructor. Working with cases helps bridge the gap between the simplistic examples used in class and the real world.

7.1 How to Solve a Case

We suggest the following **procedure to solve a case**:

- First, scan the case to get an overview and understand the company, industry, and exhibits. Next, read the case carefully, list the questions you want to answer and

think about the methods or concepts that will help answer them. Feel free to add your questions to those already posed in the case description. These questions highlight salient portions of the case and allow you to do the analysis.

- Update your knowledge of the theory using appropriate sources, make a sheet of notes with your suggested solution method (or alternative solutions), and discuss it with your team members. Use techniques that have been discussed in class or that are introduced in a textbook.
- Implement your solution method using a spreadsheet model. This can be done jointly or individually. In any case, discuss the results with your team members and plan the next steps. The spreadsheet models should account for the modeling principles and use the functions introduced in class. Modeling principles are:
 - Separate data from the model.
 - Document the spreadsheet model to make it self-explaining. The decision-maker (or you at a later point) might want to work with the spreadsheet.
 - Use simple formulas and cell names. Distribute complicated formulae over several cells where necessary.
 - Make proper use of relative and absolute cell references
- Document your (finally chosen) solution method and your recommendation in a report.

7.2 How to Write a Project Report

When writing the report, you assume the analyst's role in informing the decision-maker. You want to convince the decision-maker that the applied methods are appropriate and the results are correct. The text should sketch what you did, how, and why you did it this way. Do not just describe what you did but also explain why you did it this way, e.g., if you had to decide between different models or procedures. Your report's audience is the decision-maker, i.e., a manager in a company with a university degree at your level but without detailed knowledge of the quantitative methods you learned in class.

You don't need to give full models and detailed solution procedures since these already have been implemented in the spreadsheet model/R script/program code and are checked there. Since you adapt models/methods from literature, add precise references to

information sources (including page/chapter numbers). Add all sources used to the Bibliography.

The text should include

- *A sketch of the decision situation*, the alternatives to be compared, and the precise criterion/criteria to evaluate the alternatives.
- *Motivation of the method/model* used to obtain the criteria values, critical assumptions restricting the method/model's applicability for the decision situation, and a sketch of the solution process (provide appropriate sources; textbook rather than lecture slides). Describe the technical limitations of the spreadsheet model (e.g., the maximum number of customers for which the formulae will produce correct results).
- Comparison of the alternatives' performance regarding the criteria, a *proposal for the decision*, and a critical discussion of the impact of the assumptions on this choice. Where possible, include a sensitivity analysis.
- *Further analysis suggests* additional alternatives, an extended model, and generalized assumptions (preferably with appropriate sources). Consider what you would like to analyze next if you had the time and data. Which information would be helpful to gather in real life?

When working on multiple mini-cases, an extra Introduction and a Conclusion section are not required; each mini-case is documented in a separate section. Stick to the page limit and hand in the report on time. There is a Word template file at your class site.

7.3 How to Present a Project Solution

When presenting a project solution, you must explain the solution methods to the class. Quickly sketch what has been done, how, and why it was done this way. Make use of the Excel sheets your team developed. Extra PowerPoint slides are not required. The presenter will be selected randomly, and the presenter may switch during the presentation as requested by the instructor.

8 Submission and Conclusions

An electronic version of the paper/thesis must accompany the submitted seminar papers or theses. Depending on the type of work, this version can be sent via email (e.g., as a zip file for seminar papers), uploaded at eLearning, or attached to the printed thesis on a

storage medium such as a CD/DVD or USB drive. Please consult the applicable rules in your study regulations. Moreover, all created files, such as spreadsheets, programs, data, and output files, should be added to the medium. To support the assessment process, all sources used, which are available in PDF format, have to be submitted as well. If the thesis is written in cooperation with a company, all data are handled according to the agreed-upon level of confidentiality.

This guide provides valuable assistance as you write your paper. We would draw your attention to our references if a specific case needed to be covered. Turabian (1996) should be the working reference, and the Chicago Manual of Style (Grossman 2003) provides the complete reference. The recommended dictionary for English is Merriam-Webster's Collegiate Dictionary. Appendix B: Grading Criteria summarizes the essential aspects of grading your work.

Lastly, you are encouraged to contact your supervisor with any questions.

Appendix A: References and Bibliography

The following table contains guidelines for citing in footnotes and the Bibliography. Please note that the references in the bibliography entries are sorted alphabetically, and differentiation concerning the source type is unnecessary.

Table 1. Examples of different kinds of references

	Citation in text	Reference in bibliography
Books	Author(s) (year, page number)	Author(s) (publishing year) title. edition (if > 1st), publisher.
Single author	Nahmias (2008, p. x)	Nahmias, S. (2008) Production and Operations Research. 6th ed., McGraw-Hill.
Two authors	Chopra and Meindl (2013, p. x)	Chopra, S., Meindl, P. (2013) Supply Chain Management. 5 th ed., Pearson/Prentice Hall.
More than two authors	Silver et al. (1998, p. x)	Silver, E.A., Pyke, D.F., Peterson, R. (1998) Inventory Management and Production Planning and Scheduling. 3rd ed., John Wiley & Sons.
Journal articles	Author(s) (year, page number)	Author(s) (publishing year) title of the article. Name of the journal and volume, pages (first-last).
	Inderfurth and Mukherjee (2008, p. x)	Inderfurth, K., Mukherjee, K. (2008) Decision Support Systems for Spare Parts Acquisition in Post Product Life Cycle. Central European Journal of Operations Research 16, p. 17-42.
Articles in collections	Author(s) (year, page number)	Author(s) (publishing year) title of the article. Name of the editor(s), ed(s), title of the collection and edition (if necessary), publisher, pages (first-last).
	Inderfurth and Langella (2008, p. x)	Inderfurth, K., Langella, I.M. (2008) Planning Disassembly for Remanufacture-to-order Systems. in: Gupta, S.M., Lambert A.J.D., eds., Environment Conscious Manufacturing, CRC-Press, Boston, p. 387-411.
Working Paper	Author(s) (year, page number)	Author(s) (publishing year) title of the working paper. Publishing institution.
	Inderfurth and Voigt (2008, p. x)	Inderfurth, K., Voigt, G. (2008) Setup Cost Reduction and Supply Chain Coordination in Case of Asymmetric Information. FEMM working paper 16/2008, Otto-von-Guericke-University Magdeburg.
Internet sources and web page	Author(s)/editor(s)/company (year)	Author(s)/editor(s)/company (year) title. URL: address, Last visit on: date.
	Oanda (2012)	Oanda (2012) Currency Converter for 164 Currencies. URL: http://www.oanda.com/convert/classic Last visit on: 2012/09/18.

Appendix B: Grading Criteria

Regarding the content of the paper

- The contents fits the scope of the topic.
- The TOC is consistent and complete. The headings are informative and fit the contents of the sections.
- The Introduction contains motivation, research questions, methodology, and a section-by-section overview of the work. The Conclusion provides short answers to the research questions and an outlook.
- The argumentation is consistent and logical and follows a common thread.
- The work is written in a scientific style and motivates reading.
- The language is precise, uses appropriate terminology, and is free of superficial opinions.
- The presentation of methods and theoretical concepts is correct.
- Methods or concepts are correctly applied to own examples. Results are convincingly presented.
- The discussion of the topic has been done independently and shows originality.
- Current and relevant literature has been integrated in a meaningful way.
- Tables, graphs, and similar aids have been usefully integrated.

Regarding the form of the paper

- The citations are correct and provide necessary references to all sources of information.
- The bibliography is complete and consistent, and all entries are correct.
- TOC, LOA, LOS, LOT, and LOF are complete. LOA and LOS are sorted alphabetically.
- All specific terms and abbreviations were explained during their first use.
- The notation is comprehensible and standardized, and all symbols have been introduced at their first use.
- The specifications regarding the length and form, as described in the guidance, are met.

Regarding the presentations

- The slides are clearly designed and are easy to read.
- The structure of the presentation is appropriate for the contents.
- The oral presentation was held in a fluent and free manner, staying within the time limit.
- Questions during the discussion were answered thoroughly.

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