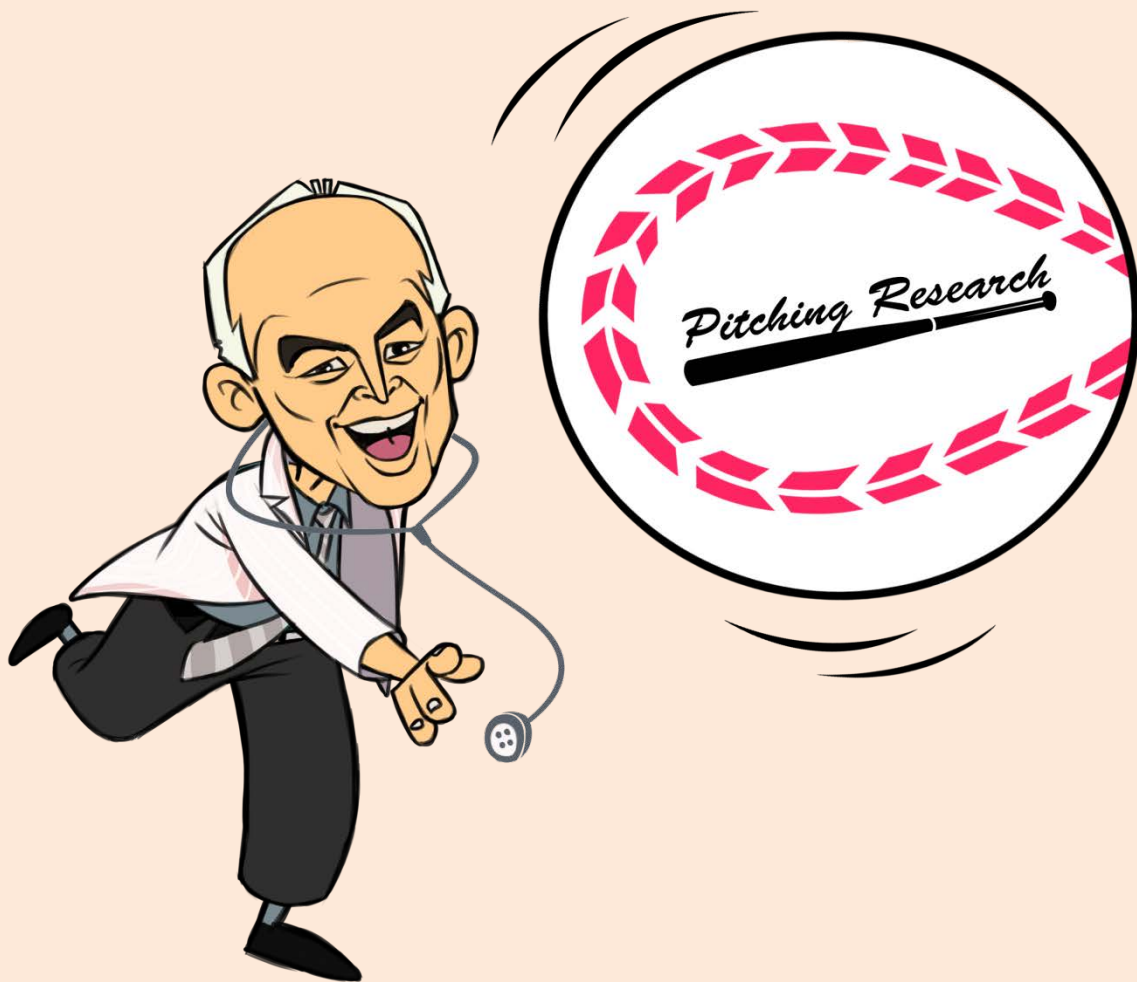


# PITCHING RESEARCH:

Booklet of SSRN Paper Abstracts



(9 August 2016)

# SSRN#1

## Pitching Research

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First draft: 4 July, 2014

Version 12.0: 9 August 2016  
<http://ssrn.com/abstract=2462059>

### Abstract

In this paper I build on Faff's (2015) pitching template framework that provides a succinct and methodical approach to pitching a new research proposal to an academic expert. Notably, I argue that the pitching tool can be used as (a) a research **planning** tool (e.g. Chang and Wee, 2016; Menzies, Dixon and Rimmer, 2016); (b) a research **skills development** tool (Faff, 2016b); (c) a research **learning** tool (Faff, Ali, et al., 2016; and Ratiu, 2016); (d) a research **mentoring** tool (Faff, Godfrey and Teng, 2016; Ratiu, Faff and Ratiu, 2016); and (e) a research **collaboration** tool (Wallin and Spry, 2016). Moreover, the current paper provides an update on an extensive array of supplementary online resources. Most notably, to demonstrate that the pitch template is readily adaptable to many fields, a library of completed examples currently spans **120** alternative research areas, including: (1) corporate finance; (2) accounting; (3) corporate sustainability; (4) inter-disciplinary; (5) qualitative; (6) management; (7) chemistry; (8) mechanical engineering; (9) computer science; (10) mathematics; (11) physics; (12) healthcare; (13) psychology; (14) strategy; (15) governance; (16) sport; (17) energy policy; (18) climate change; (19) research policy; (20) taxation; (21) banking; (22) behavioural finance; (23) public policy and regulation; (24) education; (25) market microstructure; (26) information systems; (27) immunology; (28) biology; (29) management accounting; (30) multidisciplinary (climate science); (31) accounting theory; (32) accounting history; (33) archaeology; (34) behavioural economics; (35) humour; (36) phytology; (37) organic chemistry; (38) public sector accounting; (39) Islamic finance; (40) consumer marketing; (41) tourism; (42) philosophy; (43) research advice; (44) research student creativity; (45) pharmacy; (46) mining engineering; (47) education for sustainability; (48) public health; (49) corporate tourism; (50) sociology; (51) virology; (52) food science; (53) first aid; (54) emergency medicine; (55) orthopaedic medicine; (56) stock liquidity; (57) non-bank financial institutions; (58) agile software development; (59) bank subsidy; (60) hedge funds; ... (65) financial literacy; ... (70) imputation tax credits; ... (80) virtual learning; ... (90) regulation; ... (95) bank risk. Other online materials and support include: web portal (PitchMyResearch.com); YouTube videos; themed pitch days; pitching competitions. Also, this project has been identified as one of 30 Innovations that Inspire across the AACSB network worldwide Business Schools.

*Keywords:* new research ideas; pitching; template; research proposal; novice researcher advice; supervisor advice; research mentor advice; PhD coordinator advice; innovations that inspire

*JEL classifications:* G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00

**SSRN#2****The “Pitching Research” concept: A year in review**

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First draft: 22 January, 2016  
<http://ssrn.com/abstract=2721528>

**Abstract**

As a companion to Faff (2015), the current paper reviews experiences and draws insights from a series of workshops, pitch days, competitions and other events based on the “pitching research” template tool. With, in excess of 80, unique events primarily conducted throughout the calendar year 2015, this intense program of activity culminated in the Final of a “pitching” competition at the University of Queensland sponsored by the UQ Association of Postgraduate Students (UQAPS). The UQAPS 2015 event captured the full spectrum of academic discipline areas: from mechanical engineering to ... tourism to ... virology and more. Other similar major events held in 2015 include: the SIRCA “pitch day”, the CIFR “public policy and regulation” day and the AMIS conference pitching stream. A special review of these events is contained within.

*Keywords:* pitching research; new research ideas; pitching; template; research proposal; novice researcher; research mentor; Pitch Doctor

*JEL classifications:* G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00

**SSRN#3****Mapping “Pitching Research” Tasks into the RSD7 Framework:  
A Pedagogic Perspective**

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First draft: 9 August 2016  
<http://ssrn.com/abstract=2724451>

**Abstract**

The current paper maps versions of Faff’s (2015, 2016a) pitching research template designed for student tasks/assessment into the research skill development (RSD) framework of Willison and O’Regan (2007). Moreover, using the 7-level RSD7 version, we explain how meaningfully layered pitching tasks can be designed to give a wide range of students an appropriately calibrated research challenge – from elite year 12 students at high school, all the way through to early-stage PhD students at university. Four key dimensions of the pitching research setting enable a clear and easily implementable pedagogic strategy. Specifically, the four dimensions relate to whether the pitch/pitch task: (a) is a partial vs. a full exercise; (b) is reverse-engineered on an existing paper vs. a “real” pitch on a yet to be executed study; (c) is totally prescribed by the “pitchee” (educator/supervisor) vs. full choice pitch; (d) is a “third-party” exercise vs. totally “owned” by the pitcher. At one end of the spectrum, a “Level 1” “prescribed research” task (i.e. lowest degree of difficulty in the RSD7 framework) would be a “partial” pitch based on reverse-engineering a designated short and simple research article that has been authored by a third party. At the other end of the spectrum, a “Level 7” “enlarging research” challenge (i.e. highest degree of difficulty in the RSD7 framework) would be involve a full pitch of a brand new idea, with choice on each and every dimension totally in the hands of the pitcher (student/researcher) about their own research plan(s) (e.g. a plan for one essay in their PhD thesis).

*Keywords:* pitching research; research skill development; pedagogy; teaching and learning; new research ideas; pitching; template; research proposal; novice researcher; research mentor

*JEL classifications:* G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00

**SSRN#4****Pitching Research Evolution: An Illustrative Example on the Topic of “Innovation and Financial Dependence”**

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Keith Godfrey (UWA)  
Jie Teng (Fudan University)

Date of this version: 7 May, 2016  
<http://ssrn.com/abstract=2776959>

**Abstract**

As a visiting exchange student to the University of Queensland from China, Jie Teng, approached the 1<sup>st</sup> author inquiring about opportunities for research projects. Recognizing that the student had only limited exposure to research and an unknown appreciation of what it entails, the mentor devised a program of incremental “discovery” and learning, based on Faff’s (2015, 2016) “pitching research” template tool. Under close guidance, Jie was asked to choose a recent academic paper of interest to him and then to reverse engineer a “pitch” for that chosen paper. The target for this exercise was Acharya and Xu (2013, NBER) (now a forthcoming paper in Journal of Financial Economics, Acharya and Xu 2016): a paper examining the topic of “Innovation and Financial Dependence”. The pitching process was completed, in 10 small stages, over a period of about 5 weeks. The current paper provides a narrative of this research journey aimed at helping other research mentors facing similar situations.

*Keywords:* Pitching Research; Evolving Pitch; Research Journey; Financial Dependence

*JEL classification:* G12

**SSRN#5**

# *Fantasy Pitching*

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<http://ssrn.com/abstract=2782778>

## **Abstract**

This paper outlines a fantasy research pitch exercise conducted in a PhD course at the University of Queensland. Using Faff's (2015, 2016a) pitching research template, students attending the course were asked to engage in a group exercise to pitch a "fantasy" research topic. While the final exercise was completed in a 90-minute timeframe (60 minutes of brainstorming, followed by 30 minutes of reporting back to the full group), the cohort had already been exposed to 5 x 90 minute sessions of related material over the weekend PhD module. Three groups of five were formed and they pitched three "fun" (or nonsense) topics: (a) Teenage Mutant Ninja Turtles: Impact on Society; (b) Wipe-a-Baby; (c) Quality of Dairy Products: The Happiness of the Cow Does Matter.

*Keywords:* Pitching Research; Fantasy Pitching; PhD Student Exercise; Research Group-work Exercise

*JEL classification:* G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00

**SSRN#6****Pitching Research for Engagement and Impact**

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First draft: 21 July, 2016  
<http://ssrn.com/abstract=2813096>

**Abstract**

This paper presents and outlines a research pitch tool targeting non-academic external stakeholders in which engagement and impact (E&I) is deemed to be an important objective. Using Faff's (2015, 2016a) pitching research template as a base (first phase pitch), the E&I (second phase) pitch retains the underlying philosophy of the original academic tool. The main purpose of the original pitch template is "starting a conversation" with an academic expert and to make the initial research proposal as "future proof" as it can be. The current paper makes a first stab at extending the pitching concept to the often more challenging (concomitant) goal of orientating one's research toward relevant non-academic stakeholders - i.e. to think about the non-academic engagement and impact of a proposed new research project, while maintaining its goal to achieve quality academic output.

*Keywords:* Engagement; Impact; External Stakeholders; Value Proposition; Outputs vs. Inputs.

*JEL classifications:* G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00

**SSRN#7****Pitching Research:  
A Pilot Experiment with UQ Winter Scholars**

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Bao Hoang Nguyen  
Qiaozhi Ye  
University of Queensland

Date of this version: 30 July, 2016  
<http://ssrn.com/abstract=2816233>

**Abstract**

Based on Faff's (2015 & 2016a) template tool, Faff (2016b) explains how meaningfully layered "pitching research" tasks can be designed to accommodate a wide range of student mastery, that enable a clear/easily implementable pedagogic strategy. The current paper describes a real example of this strategy, piloted for three UQ Winter Scholars sponsored by the UQ Advantage Office – as part of a program aimed at undergraduate and coursework masters students. Superficially, our goal is a narrowly-focused guide for future UQ Winter and Summer Scholars. However, this paper strives for a much deeper objective: to serve more generally as a highly relevant resource for a vast array of broadly similar scenarios in which instructors and research mentors are looking for practical guidance on how to "ease in" undergraduate students, to the confronting world of scholarly research.

*Keywords:* Pitching Research; Undergraduate Research; Research Journey; UQ Winter Scholars

*JEL classifications:* G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00



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