



DISCIPLINA : CORPORATE FINANCE - FINANÇAS CORPORATIVAS
SEMESTRE/ANO: : 1º/2023
DEPARTAMENTO : CFC
CURSO..... : CMCD - MESTRADO E DOUTORADO EM ADMINISTRAÇÃO
SEMESTRE CURRICULAR.. : 1º semestre
CARGA HORÁRIA..... : 30 horas ou 15 horas (selecionar)
PROFESSOR : PAULO RENATO SOARES TERRA

DESCRIÇÃO DA DISCIPLINA

Why should you study Corporate Finance? Because in the past decades the business environment has relied a lot upon innovative financial transactions. Firms face risks that must be mitigated and need to raise capital to explore their investment opportunities. The volume of financial transactions has outgrown the growth rate of GDP in most countries, especially in emerging markets. The increase in the volume of these activities created a demand for more specialized professionals in areas such as treasury management, financial analysis and control, risk management, security analysis, and the overall financial management of firms. Also, Corporate Finance has become of key importance for many strategic decisions of the firms, meaning professionals of marketing, operations, and human resources also need to understand how the financial environment can affect their roles. Besides, Corporate Finance is one of the most interesting and challenging subjects in management!

This course provides a survey of the major financial decisions faced by corporations and their underlying theories. Topics include the cost of capital, capital structure, capital budgeting, cash management, payout policy. Common business processes and skills practiced are firm valuation, security analysis, cost of capital calculation.

OBJETIVOS DA DISCIPLINA

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como eles contribuem para os objetivos do CMCDAE.

Objetivos do CMCDAE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa		○○○
Métodos quantitativos de pesquisa	– Develop logical-mathematical reasoning skills for solving theoretical problems and their application to understanding real business situations	●○○
Conhecimento do tema de pesquisa / teoria	– Understand the relationships between the various agents and financial variables, their interdependencies, and their impact on companies – Master the concepts and application of investment, financing, and dividend decisions	●●●
Procedimentos de pesquisa	– Analyze and interpret the results of theoretical and empirical research in corporate finance	●●○
Relevância e inovação em pesquisa	– Grasp the theoretical foundations of financial decisions	●●○
Elaboração de artigos	– Develop a research proposal	●●○
Outros objetivos da disciplina:		

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em <https://rebrand.ly/cmae-eaesp> (mestrado) e <https://rebrand.ly/cdae-eaesp> (doutorado).

CONHECIMENTO PRÉVIO

In order to succeed in this course, students must have college-level knowledge of the basics of financial management and capital markets. Successful attendance of at least the following graduate course is highly



desirable: Fundamentals of Finance. Also, college-level knowledge of basic statistics and regression analysis is necessary for the successful completion of this course.

CONTEÚDO/METODOLOGIA

1. Ownership, Control, and Corporate Governance
2. Cost of Capital
3. Capital Structure Theory
4. Cash and Liquidity Management
5. Dividend and Payout Policy
6. The Theory and Practice of Corporate Finance

Teaching methods include lectures, class discussions, simulations, and case studies.

CRITÉRIO DE AVALIAÇÃO

Grading

Quizzes, Cases and Assignments	Quizzes, cases and/or exercises assigned in class and/or as take-home	25%
Class Participation	Presentation and discussion of papers	25%
Research Proposal	Prepare a proposal for a research paper (written report required)	25%
Final Exam	Take-home exam	25%
TOTAL		100%

See more details about grading criteria in Appendix I.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

The subject of this course is way too complex and extensive to be comprehensively covered during lectures only. Therefore, it is absolutely necessary that students read the appointed chapters of a textbook in order to have a clear grasp of the contents. Also, supplementary texts such as newspaper, magazine, and journal articles will be appointed whenever necessary. Preferably, such readings should be done before the respective lecture.

- BERK, Jonathan, and DeMARZO, Paul. *Corporate Finance*, 4th ed., Pearson, 2017. (an earlier edition of the textbook can be also used in this course.)

Reference textbooks: sometimes you may need to refresh some of the basic financial concepts that we discuss in class. I suggest the following textbooks in case you need to do so:

- BREALEY, Richard A., MYERS, Stewart C., and ALLEN, Franklin. *Principles of Corporate Finance*, 13th ed., McGraw-Hill, 2019.
- BRIGHAM, Eugene F. and EHRHARDT, Michael C. *Financial Management, Theory and Practice*, 16th ed., Cengage, 2019.
- ROSS, Stephen A., WESTERFIELD, Randolph W., JAFFE, Jeffrey D., and JORDAN, Bradford D. *Corporate Finance*, 12th ed., McGraw-Hill, 2018.

Advanced textbooks: if you want a more formal and in-depth theoretical approach to the topics of this course, you can refer to the following textbooks:

- MEGGINSON, William. *Corporate Finance Theory*, 1st ed. Addison-Wesley, 1997.
- TIROLE, Jean. *The Theory of Corporate Finance*, 1st ed., Princeton, 2006.

Cases Studies from Harvard Business Publishing: in order to have access to case studies and supplementary materials you will receive the respective links by e-mail timely.

Supplementary materials such as class notes, magazine and newspaper articles, and academic papers will be either posted on eClass for you to download or informed in the first lecture.



Newspapers: I strongly encourage you to regularly read one major business newspaper such as *The Wall Street Journal* or the *Financial Times* to be aware of current developments in finance. (Visit <http://student.wsj.com/> to get your special School-sponsored subscription)

Assigned Readings:

1. Almeida, H., Campello, M. and Weisbach, M. S. 2004. The Cash Flow Sensitivity of Cash. **Journal of Finance**, 59(4):1777-1804. <http://www.jstor.org/stable/3694878>
2. Almeida, H., Campello, M., Cunha, I. and Weisbach, M. S. 2014, Corporate Liquidity Management: A Conceptual Framework and Survey. **Annual Review of Financial Economics**, 6:135-162. <https://doi.org/10.1146/annurev-financial-110613-034502>
3. Almeida, H., Fos, V. and Kronlund, M. 2016. The Real Effects of Share Repurchases, **Journal of Financial Economics**, 119(1):168-185. <https://doi.org/10.1016/j.jfineco.2015.08.008>
4. Andrade, G. and Kaplan, S. N. 1998. How Costly Is Financial (Not Economic) Distress? Evidence from Highly Leveraged Transactions That Became Distressed. **Journal of Finance**, 53(5):1443-1493. <https://doi.org/10.1111/0022-1082.00062>
5. Baker, M. and Wurgler, J. 2002. Market Timing and Capital Structure. **Journal of Finance**, 57(1): 1-32. <https://doi.org/10.1111/1540-6261.00414>
6. Benetti, C., Terra, P. R. S. and Decourt, R. F. 2022. Financial Management in Practice: Analysis of Brazilian Survey Data. **Journal of Contemporary Administration**, 26(6): e200419. <https://doi.org/10.1590/1982-7849rac2022200419.en>
7. Bonaimé, A., Hankins, K. and Harford, J. 2014. Financial Flexibility, Risk Management, and Payout Choice. **Review of Financial Studies**, 27(4):1074-1101. <https://doi.org/10.1093/rfs/hht045>
8. Brounen, D., De Jong, A. and Koedijk, K. 2004. Corporate Finance in Europe: Confronting Theory with Practice. **Financial Management**, 33(4):71-101. <https://www.jstor.org/stable/3666329>
9. Campello, M., Graham, J. R. and Harvey, C. R. 2010. The Real Effects of Financial Constraints: Evidence from a Financial Crisis. **Journal of Financial Economics**, 97(3):470-487. <https://doi.org/10.1016/j.jfineco.2010.02.009>
10. Chazi, A., Terra, P. R. S., Zanella, F. C. 2010. Theory versus Practice: Perspectives of Middle Eastern Financial Managers. **European Business Review**, 22(2):195-221. <https://doi.org/10.1108/09555341011023524>
11. Cunha I. Pollet, J. and Denis, D. 2020. Why Do Firms Hold Cash? Evidence from Demographic Demand Shifts, **Review of Financial Studies**, 33(9):4102-4138. <https://doi.org/10.1093/rfs/hhz124>
12. Easterbrook, F. 1984. Two Agency-Cost Explanations of Dividends. **American Economic Review**, 74(4):650-659. <https://www.jstor.org/stable/1805130>
13. Fama, E. and French, K. 2002. Testing Tradeoff and Pecking Order Predictions About Dividends and Debt. **Review of Financial Studies**, 15(1):1-33. <https://doi.org/10.1093/rfs/15.1.1>
14. Fama, E. and Jensen, M. 1983. Separation of Ownership and Control. **Journal of Law and Economics**, 26(2):301-25. <https://doi.org/10.1086/467037>
15. Farre-Mensa, J., Michaely, R. and Schmalz, M. 2014. Payout Policy. **Annual Review of Financial Economics**, 6:75-134. <https://doi.org/10.1146/annurev-financial-110613-034259>
16. Faulkender, M., Petersen, M. and Hankins, K. 2019. Understanding the Rise in Corporate Cash: Precautionary Savings or Foreign Taxes. **Review of Financial Studies**, 32(9):3299-3334. <https://doi.org/10.1093/rfs/hhz003>
17. Fazzari, S. M. and Petersen, B. C. 1993. Working Capital and Fixed Investment: New Evidence on Financing Constraints. **Rand Journal of Economics**, 24(3):328-342. <https://doi.org/10.2307/2555961>
18. Frank, M. and Goyal, V. 2003. Testing the Pecking Order Theory of Capital Structure, **Journal of Financial Economics**, 67(2):217-248. [https://doi.org/10.1016/S0304-405X\(02\)00252-0](https://doi.org/10.1016/S0304-405X(02)00252-0)
19. Frydman, C. and Jenter, D. 2010. CEO Compensation. **Annual Review of Financial Economics**, 2:75-102. <https://doi.org/10.1146/annurev-financial-120209-133958>



20. Gompers, P., Ishii, J. and Metrick, A. 2003. Corporate Governance and Equity Prices. **Quarterly Journal of Economics**, 118(1):107-156. <https://doi.org/10.1162/00335530360535162>
21. Graham, J. R. and Harvey, C. R. 2001. The Theory and Practice of Corporate Finance: Evidence from the Field. **Journal of Financial Economics**, 6(1):187-243. [https://doi.org/10.1016/S0304-405X\(01\)00044-7](https://doi.org/10.1016/S0304-405X(01)00044-7)
22. Graham, J. R. and Tucker, A. 2006. Tax Shelters and Corporate Debt Policy. **Journal of Financial Economics**, 81(3):563-594. <https://doi.org/10.1016/j.jfineco.2005.09.002>
23. Jensen, M. and Meckling, W. 1976. Theory of the Firm: Managerial Behavior, Agency Costs and Ownership Structure. **Journal of Financial Economics**, 3:305–360. [https://doi.org/10.1016/0304-405X\(76\)90026-X](https://doi.org/10.1016/0304-405X(76)90026-X)
24. La Porta, R., Lopez-De-Silanes, F. and Shleifer, A. 1999. Corporate Ownership Around the World. **Journal of Finance**, 54(2):471–517. <https://doi.org/10.1111/0022-1082.00115>
25. Leary, M. T. and Roberts, M. R. 2010. The Pecking Order, Debt Capacity, and Information Asymmetry. **Journal of Financial Economics**, 95(3):332-355. <https://doi.org/10.1016/j.jfineco.2009.10.009>
26. Lintner, J. 1956. Distribution of Incomes of Corporations Among Dividends, Retained Earnings, and Taxes. **American Economic Review**, 46(2):97-113. <https://www.jstor.org/stable/1910664>
27. Maquieira, C. P., Preve, L. A., Sarria-Allende, V. 2012. Corporate Finance in Latin America: A Survey. **Emerging Markets Review**, 13(2):118-148. <https://doi.org/10.1016/j.ememar.2011.11.001>
28. Masulis, R., Wang, C. and Xie, F. 2009. Agency Cost at Dual-Class Companies. **Journal of Finance**, 64(4):1697-1727. <https://doi.org/10.1111/j.1540-6261.2009.01477.x>
29. Miller, M. H. 1977. Debt and Taxes. **Journal of Finance**, 32(2):261-275. <https://doi.org/10.1111/j.1540-6261.1977.tb03267.x>
30. Miller, M. H. and Modigliani, F. 1961. Dividend Policy, Growth and The Valuation of Shares. **Journal of Business**, 34(4):411-433. <https://www.jstor.org/stable/2351143>
31. Modigliani, F. and Miller, M. H. 1958. The Cost of Capital, Corporation Finance and The Theory of Investment. **American Economic Review**, 48(3): 261-297. <https://www.jstor.org/stable/1809766>
32. Modigliani, F. and Miller, M. H. 1963. Corporate Income Taxes and The Cost of Capital: A Correction. **American Economic Review**, 53(3):433-443. <https://www.jstor.org/stable/1809167>
33. Myers, S. C. 1977. Determinants of Corporate Borrowing. **Journal of Financial Economics**, 5(2):147-175. [https://doi.org/10.1016/0304-405X\(77\)90015-0](https://doi.org/10.1016/0304-405X(77)90015-0)
34. Myers, S. C. 1984. The Capital Structure Puzzle. **Journal of Finance**, 39(3):574-592. <https://doi.org/10.1111/j.1540-6261.1984.tb03646.x>
35. Opler, T., Pinkowitz, L., Stulz, R. and Williamson, R. 1999. The Determinants and Implications of Corporate Cash Holdings. **Journal of Financial Economics**, 52(1):3-46. [https://doi.org/10.1016/S0304-405X\(99\)00003-3](https://doi.org/10.1016/S0304-405X(99)00003-3)
36. Rajan, R. and Zingales, L. 1995. What Do We Know About Capital Structure? Some Evidence from International Data. **Journal of Finance**, 50(5):1421-1460. <https://doi.org/10.1111/j.1540-6261.1995.tb05184.x>
37. Shyam-Sunder, L. and Myers, S. C. 1999. Testing Static Tradeoff Against Pecking Order Models of Capital Structure. **Journal of Financial Economics**, 51(2):219-244. [https://doi.org/10.1016/S0304-405X\(98\)00051-8](https://doi.org/10.1016/S0304-405X(98)00051-8)

MINI-CV DO PROFESSOR

Who am I? Paulo Renato Soares Terra, a Ph.D. in Management from McGill University in Canada, is an Associate Professor of the Graduate Program in Management of the School of Business Administration of São Paulo of Fundação Getúlio Vargas (FGV-EAESP) in Brazil. He is also a Research Fellow of the Brazilian Research Council (CNPQ) and Adjunct Researcher at École des Hautes Études Commerciales de Montréal (HEC-Montreal). Dr. Terra was a Fulbright Scholar and visiting professor at the University of Illinois at Urbana Champaign (2009), and a visiting professor at the University of San Diego (2019) and ICN Business School in Nancy, France (2015). Teaching and research interests are in the areas of corporate governance, corporate finance, international finance, and international business. His research has been published in the *Journal of Corporate Finance*, *Corporate*



Governance: An International Review, Journal of Business Finance and Accounting, Journal of Management and Governance, Critical Perspectives in International Business, European Business Review, among others.

LinkedIn: <https://www.linkedin.com/in/paulo-terra-b17a8813b/>

CV Lattes: <http://lattes.cnpq.br/6074785373968238>

CONTACT AND OFFICE HOURS

Professor	Contact	Office Hours
Paulo R. S. Terra	paulo.terra@fgv.br	By appointment only

USE OF MOBILE TECHNOLOGY POLICY

Your undivided attention during class is important for a better learning experience. It also helps the instructor to concentrate and deliver a better lecture. Therefore, all cell phones, tablets, and pagers are to be turned off or silenced during class (not on vibrate). All devices are to be put away out of view during class; there is no text messaging, web browsing, etc., during class. Sensible use of personal computers is allowed exclusively for tasks related to the class. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty.

ATTENDANCE POLICY

When you miss class, you miss important information. Academic studies show a strong correlation between class attendance and course performance. If you are absent, you are responsible for learning material covered in class (please check the class schedule). If you are absent when an assignment is due, you must have submitted the assignment before the due date to receive credit. If you are unable to keep regular attendance to class, maybe you should reconsider the coursework you registered for the term. Also, avoid arriving late to class because it is distracting to the instructor and your fellow students. Of course, exceptional circumstances may apply every now and then, but if you are chronically late to class, maybe again you should reconsider your class schedule.

OBSERVANCE OF RELIGIOUS HOLIDAYS POLICY

Students at the School are encouraged to live a life consistent with their religious traditions. Students who wish to observe a religious holiday shall provide reasonable advance notice to the faculty of the need to miss class for the religious holiday or holy day. Faculty shall make reasonable accommodations of such requests. In no case shall a student's grade be lowered for missing class in order to observe a religious holiday. Other religious observances that require accommodation should be requested with reasonable advance notice.

ACADEMIC INTEGRITY POLICY

The School has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy. Any deviation from these expectations will result in academic penalties as well as disciplinary action. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Plagiarism can be defined as "to use and pass off as one's own idea or product work of another without expressly giving credit to another." Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to School policy regarding instructional offenses.

DIVERSITY POLICY

In order to learn, we must be open to the views of people different than ourselves. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

MORAL AND SEXUAL HARASSMENT POLICY

The School is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the School's mission and core values, violate School policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence.



GUARANI LAND ACKNOWLEDGEMENT

I want to acknowledge that the land on which we gather is the traditional and unceded territory of the Guarani Nation. I want to pay respect to the citizens of the Guarani Mbya and Tupi Guarani (Ñandeva) Nations, both past and present, and their continuing relationship to their ancestral lands.

SCHOOL'S LEARNING ENVIRONMENT

See Appendix II.

PROGRAMAÇÃO AULA-A-AULA

OBS.: (tentative, subject to change depending on teaching and learning progress)

Class	Date	Topic Text Chapters	Assigned Readings [Responsible]
1	08/02	The Role of Financial Theory and Evidence Berk & DeMarzo chapter 3	
2	15/02	Ownership, Control, and Corporate Governance Berk & DeMarzo chapters 1, 29	Jensen & Meckling (1976) Fama & Jensen (1983) La Porta, Lopez-De-Silanes & Shleifer (1999) Gompers, Ishii & Metrick (2003) Masulis, Wang & Xie (2009) Frydman & Jenter (2010)
3	22/02	Cost of Capital and Capital Structure Theory I Berk & DeMarzo chapters 12, 14	Modigliani & Miller (1958, 1963) Miller (1977) Baker & Wurgler (2002) Rajan & Zingales (1995) Andrade & Kaplan (1998) Graham & Tucker (2006)
4	01/03	Cost of Capital and Capital Structure Theory II Berk & DeMarzo chapter 15	Myers (1977) Myers (1984) Shyam-Sunder & Myers (1999) Fama & French (2002) Frank & Goyal (2003) Leary & Roberts (2010)
5	08/03	Dividend and Payout Policy Berk & DeMarzo chapter 17	Lintner (1956) Miller & Modigliani (1961) Easterbrook (1984) Farre-Mensa, Michaely & Schmalz (2014) Bonaimé, Hankins & Harford (2014) Almeida, Fos & Kronlund (2016)
6	15/03	Working Capital and Liquidity Management Berk & DeMarzo chapters 26, 27	Fazzari & Petersen (1993) Opler, Pinkowitz, Stulz & Williamson (1999) Almeida, Campello & Weisbach (2004) Almeida, Campello, Cunha & Weisbach, (2014) Cunha, Pollet & Denis (2020) Faulkender, Petersen & Hankins (2019)
7	22/03	The Theory and Practice of Corporate Finance	Graham & Harvey (2001) Brounen, DeJong & Koedijk (2004) Campello, Graham & Harvey (2010) Chazi, Terra & Zanella (2010) Maquieira, Preve & Sarria-Allende (2012) Benetti, Decourt & Terra (2022)
8	29/03	Final Exam Due	
9	05/04	Final Research Proposal Presentation and Makeup Exam	



APPENDIX I. STUDENT EVALUATION CRITERIA

1. Final Exam

(25 points)

The exam focuses on the materials that are covered in classes as well as all assigned readings. Partial points are allocated to partial answers. This provides consistency and fairness to all students. The exam is individual, take-home, and open-books. Students are allowed to use a financial calculator (such as HP 12C, HP 10BII, or TI BAII Plus calculator) or electronic spreadsheet (Excel, Numbers, Google Sheets, etc.) for the exam. The exam usually consists of multiple-choice questions, short answer questions, essay questions, and/or calculation questions. The exam due date is specified in the syllabus. Late submission of the exam will not be accepted.

Makeup Exam: I understand that there may be cases where you are permitted by the School regulations to miss an exam in the course. Acceptable reasons for the makeup exam include severe illness, family emergencies, or other unavoidable events including dangerous weather conditions and car accidents. In order to cover for such circumstances, I set the date of Wednesday, June 30, 6:30-8:30PM (in the classroom) for a comprehensive makeup exam. The format for the makeup exam may be different than the original exam. You must hand in the related documents (such as a medical certificate issued by doctors or a travel schedule issued by the student's athlete department) within one week after missing the exam. Without documentation, you will be given a zero grade for the missed exam.

2. Assignments

(25 points)

Assignments have the goal of helping students absorb the contents discussed in class as well as serving as early signals for topics that have not been clearly understood. Over the term, you will be given in-class and take-home assignments. The assignments may include quizzes, problems, questions, or mini-projects. Some assignments may also require using simple computational support such as worksheets. The assignments must be submitted in the due class. You are required to do the assignment independently. If you need help with the assignment, you should come to my office hours to get my help or send me an email if your question can be answered in a short note. Late submission of the take-home assignments will be penalized in the grading.

3. Class Participation

(25 points)

A list of journal articles is assigned for presentation during the term (see Schedule). Each student is responsible for the presentation of the papers assigned to him/her. The presentation may involve preparing PowerPoint slides or other means to convey the main points. The presentation should explain the paper in detail to the audience, focusing mainly on its research question and motivation, its background theory, its method, its results, and, crucially, its contributions. All students are expected to thoroughly read all papers assigned for each session, including those that they are not presenting. As a general guideline, the focus should be put on the research question, motivation, and contribution of each paper and how it relates to the other papers in the same session and, sometimes, to papers from previous sessions. Also, your participation grade will depend on your engagement in the discussion after each presentation. This discussion should cover the pluses and minuses of the paper, what could have been done better or differently, what lessons the paper contributes to the literature, to practitioners, and to policymakers, and a brainstorming of which new ideas the paper may suggest for future research.

4. Research Proposal

(25 points)

Each student must draw up a research proposal related to the topics dealt with throughout the semester. The proposal must be delivered digitally (in the dropbox feature of eClass) and in print necessarily by June 30. In the last lecture, students should do a short presentation of their proposal in class to obtain comments and suggestions from their peers and the instructor.

Content

The research proposal should have the format of an "Introduction" of a thesis, a dissertation, or a scientific paper. In this sense, it should not only make clear WHAT will be developed in the research but also be persuasive in terms of convincing the reader of WHY the research is important. In order to help you elaborate a document with the most desirable characteristics, I have included at the end of this document a suggested bibliography that may be useful to help you "sell" your ideas in the most effective way.

In addition, the proposal should include sufficient elements to allow for the assessment of the feasibility of implementing it. The evaluation will be based on three criteria:

1. **Originality:** Does the proposal present new ideas or suggest reviewing old ideas from a new perspective?



2. **Relevance:** Is the proposal important for the theory or practice of international finance?
3. **Feasibility:** Is the proposal feasible within current resource availability?

Format

The presentation format is free. It is recommended to use font size 12 and at least 1.5 spacing for easier reading. The document may be subdivided into sections or not, as the author finds most appropriate.

The following elements should necessarily be contained in the manuscript, either implicitly or explicitly (not necessarily in the order below):

- **Contextualization:** Where does the proposal fit in the current body of knowledge?
- **Research problem:** Which question does the research try to answer?
- **Objectives:** What does the research aim to accomplish?
- **Justification:** Why is this research important/relevant?
- **Contributions:** How does the execution of this research increase our understanding and comprehension of the problem?
- **Literature summary:** What are the theoretical and empirical foundations for the execution of the research?
- **Hypothesis(es):** Which hypothesis(es) will be tested?
- **Method Indication:** What are the variables used and their data sources? Which empirical model will be used? Which method will be used for the processing of data and obtaining the results?

Note that there is no need to present or even speculate regarding the results. The most important point is the framing and discussion of the *problem* itself.

There is no maximum or minimum limit of words for this document. The text should contain sufficient details to allow evaluating whether or not the proposal meets the criteria listed above. However, keep in mind that this is an *Introduction* and, as such, it should not be as extensive as to harm the reader's attention and interest (i.e., be objective, synthetic, and concise).

Suggested Bibliography

COCHRANE, J. C. **Writing Tips for Ph. D. Students.** Unpublished manuscript, available at: https://faculty.chicagobooth.edu/john.cochrane/research/papers/phd_paper_writing.pdf, 12 p., 2005.

COLQUITT, J. A.; GEORGE, G. Publishing in AMJ—Part 1: topic choice. **Academy of Management Journal**, v. 54, n. 3, p. 432-435, 2011.

FAFF, R. W. A simple template for pitching research. **Accounting & Finance**, v. 55, n. 2, p. 311–605, 2015.

GRANT, A. M.; POLLOCK, T. G. Publishing in AMJ—Part 3: setting the hook. **Academy of Management Journal**, v. 54, n. 5, p. 873-879, 2011.

SPARROWE, R. T.; MAYER, K. J. Publishing in AMJ—Part 4: grounding hypotheses. **Academy of Management Journal**, v. 54, n. 6, p. 1098-1102, 2011.



APPENDIX II. LEARNING ENVIRONMENT

The educational mission of the School is to prepare future academic and business leaders. However, the ability and willingness to learn reside in the individual. Very high levels of learning can be achieved only if *all* members of the school community understand and respect their mutual obligations. Each of us defines the quality of this learning experience through our daily actions and choices.

Excellence in a learning environment is attainable only if faculty and students adhere to the ideals that support high levels of learning. Outlined below is a set of specific expectations –for both students and faculty – that support these ideals.

These mutual expectations are neither trivial nor obvious. They are not trivial because all of us must consistently attend to details and align attitudes with behavior in order to achieve excellence in the learning environment. They are not obvious because of the diversity of cultures and prior experiences among the faculty and students.

Expectations for Students

Students will treat their classroom obligations as they would treat any serious professional engagement.

That includes:

- 1) Preparing thoroughly for each session in accordance with the instructor's requests.
- 2) Arriving promptly and remaining until the end of each class meeting, except in unusual circumstances.
- 3) Participating fully and constructively in all classroom activities and discussions.
- 4) Displaying appropriate courtesy to all involved in the class sessions in the School community. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to the cultural, racial, sexual, and other individual differences in the School community.
- 5) Adhering to deadlines and timetables established by the instructor.
- 6) Providing constructive feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Expectations for Faculty

Faculty will treat their obligations for classes as they would treat any serious professional engagement.

That includes:

- 1) Preparing thoroughly for class.
- 2) Punctuality in beginning class sessions, and except under unusual circumstances adherence to the established schedule for classes and exams.
- 3) Providing sufficient information and materials to enable students to prepare adequately for class.
- 4) Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to the cultural, racial, sexual, and other individual differences in the School community.
- 5) Supplying timely information about student performance on projects, assignments, and examinations.
- 6) Providing constructive feedback to students concerning their performance. Faculty should be as objective in their feedback to students as they expect students to be in their evaluation of faculty.

Adapted from the University of Chicago

KEEP THIS SYLLABUS FOR FUTURE REFERENCE!

