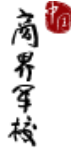




PHBS
北京大学汇丰商学院



GEN501

Research Methodology (Session F) 3rd Module, 2020-2021

Course Information

Instructor: DuckKi (John) CHO

Office: PHBS Building, Room 751

Email: duckki.cho@phbs.pku.edu.cn

Office Hour: Tuesdays, Fridays 10:30-11:30 (or by appointment via email)

Teaching Assistant: TBA

Phone:

Email:

Classes:

Lectures: Fridays 8:30-10:20

Venue: PHBS Building, Room TBA

Course Website:

Search "[GEN501] Research Methodology (2020-2021 M3)" from CMS

1. Course Description

1.1 Context

Course overview: This course is designed to explore methodologies required to engage in high-quality research thereby positioning the students to produce a high-quality thesis. Students who take this course will be exposed to contemporary works in finance and economics as well as taught about the usual pitfalls to avoid in doing empirical research. This course will have a seminar-based structure and encourage the students to read research papers and critically evaluate them. Using published papers as examples, we will comprehend what constitutes interesting hypotheses, how to develop empirical models to test them, and how to perform and interpret empirical analyses and results. The course will enable students to understand published works in their area of choice, perform a thorough review of the literature, develop hypotheses, and eventually to come up with their research proposal (with the potential to extend it to their theses) by the end of the module.

Prerequisites: Students are required to have completed the prerequisite courses, as specified by HSBC Business School.

1.2 Textbooks and Reading Materials

There is no required textbook for this course. Course materials like a reading list of seminal articles and lecture slides will be disseminated throughout the course via CMS. However, the following references may be supplemental to the course:

Optional: Chris Brooks, *Introductory Econometrics for Finance*, 3rd ed., Cambridge University Press.

Optional: Ulrich Kohler and Frauke Kreuter, *Data Analysis Using Stata*. 3rd ed., StataCorp LP

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (YES with details or NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	YES (critique and proposal)
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	YES (critique and proposal presentation)
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	YES (critique and proposal presentation)
	2.2. Students will be able to apply leadership theories and related skills.	YES (critique and proposal presentation)
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	YES (ethical practices in research)
	3.2. Our students will practice ethics in the duration of the program.	YES (ethical practices in research)
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	NO
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	YES (critique and proposal)
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	YES (critique and proposal)
	5.3. Our students will demonstrate competency in critical thinking.	YES (critique and proposal)

2.2 Course specific objectives

The objective of this course is to gear students to produce high-quality theses, a pre-requisite to graduate from PHBS. To this end, this course, through lectures and various assignments, is structured to expose students to classic and contemporary works in finance research. To that extent, the instructor will first make presentations about basic and essential issues in conducting empirical research. Students are then expected to actively engage in assignments to expose themselves to the literature. Specifically, after these lectures, students will read a selected published paper(s) thoroughly and make a 15-minute professional presentation (e.g., as in academic conference) to classmates by briefly summarizing the main ideas (hypothesis, motivation), research methods, and findings therein. In response, their classmates will discuss the same presented paper (10-minute discussion) by pointing out the limitations of and concerns about the paper and providing potential solutions to address these issues. The exact schedule of paper presentations and discussions will be announced after students select their preferred paper from the reading lists on a first come first serve basis by informing the teaching assistant.

As a final product, each student should develop and submit a research proposal on a topic selected in consultation with the instructor. They have to perform a thorough literature review, and explain their research agenda, motivation, hypotheses, and empirical design. The report should be about 10 page long (no more than 12 pages – details will be announced later and subject to change) with at least 4 pages of literature review. The proposal should be presented

in 12-point Times New Roman font, with a 1.5-line spacing and 1-inch page margins. Preliminary empirical analysis is only optional (not required) given the duration of the course being very short. To boost students' soft skills and communication, they are required to present their work to the entire class for up to 10 minutes.

2.3 Assessment/Grading Details

Requirements for the course include attending lectures, two assignments and one group presentation. Since the course is cumulative in the sense that each lecture builds on previous ones, full attendance is required. You will be penalized for each absence unless you obtain my pre-approval. The grading of the course can be broken down to the following:

- Class attendance and participation (10%)
- Presentation/discussion of assigned paper (30% = 15% X 2)
- Research proposals document 35%
- Research proposal presentation 25%

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

Week	Topic (tentative)
1-2 (Mar 12, 19)	<p>Endogeneity issues in empirical research</p> <p><u>Reading List</u> (not for student presentation)</p> <p>Roberts, Michael R., and Toni M. Whited, 2013, Chapter 7 - Endogeneity in Empirical Corporate Finance¹, in George M. Constantinides, in Milton Harris, and in Rene M. Stulz ed.: <i>Handbook of the Economics of Finance</i> (Elsevier).</p> <p>Atanasov, Vladimir, and Bernard Black, 2016, Shock-Based Causal Inference in Corporate Finance and Accounting Research, <i>Critical Finance Review</i> 5, 207–304.</p>

<p>3</p> <p>(Mar 26)</p>	<p>Financing constraint and investment policy</p> <p><u>Reading List</u></p> <p>(3.1) Fazzari, Steven M., R. Glenn Hubbard and Bruce C. Petersen, 1988, Financing Constraints and Corporate Investment, <i>Brookings Papers on Economic Activity</i>, 141–195.</p> <p>(3.2) Kaplan, Stephen N. and Luigi Zingales, 1997, Do Investment-Cash Flow Sensitivities Provide Useful Measures of Financing Constraints? <i>Quarterly Journal of Economics</i> 112, 159–216</p> <p>(3.3) Hadlock, Charles J., and Joshua R. Pierce, 2010, New Evidence on Measuring Financial Constraints: Moving Beyond the KZ Index, <i>The Review of Financial Studies</i> 23, 1909–1940.</p> <p>(3.4) Chava, S., & Roberts, M. R. (2008). How Does Financing Impact Investment? The Role of Debt Covenants. <i>Journal of Finance</i>, 63(5), 2085-2121.</p> <p>(3.5) Almeida, H., & Campello, M. (2007). Financial constraints, asset tangibility, and corporate investment. <i>Review of Financial Studies</i>, 20(5), 1429-1460.</p>
<p>4</p> <p>(Apr 2)</p>	<p>Mergers and acquisitions</p> <p><u>Reading List</u></p> <p>(4.1) Moeller, Sara B., Frederik P. Schlingemann, and René M. Stulz, 2005, Wealth Destruction on a Massive Scale? A Study of Acquiring-Firm Returns in the Recent Merger Wave, <i>The Journal of Finance</i> 60, 757–782.</p> <p>(4.2) Savor, Pavel G., and Qi Lu, 2009, Do Stock Mergers Create Value for Acquirers?, <i>The Journal of Finance</i> 64, 1061–1097.</p> <p>(4.3) Malmendier, Ulrike, and Geoffrey Tate, 2008, Who makes acquisitions? CEO overconfidence and the market’s reaction, <i>Journal of Financial Economics</i> 89, 20–43.</p> <p>(4.4) Billett, Matthew T., and Yiming Qian, 2008, Are Overconfident CEOs Born or Made? Evidence of Self-Attribution Bias from Frequent Acquirers, <i>Management Science</i> 54, 1037–1051.</p> <p>(4.5) Aktas, Nihat, Eric de Bodt, and Richard Roll, 2013, Learning from repetitive acquisitions: Evidence from the time between deals, <i>Journal of Financial Economics</i> 108, 99–117.</p>
<p>5</p> <p>(Apr 9)</p>	<p>Boards of directors</p> <p><u>Reading List</u></p> <p>(5.1) Yermack, D., 1996, Higher Market Valuation for Firms with a Small Board of Directors, <i>Journal of Financial Economics</i> 40, 185-211.</p> <p>(5.2) Coles, J., N. Daniel, and L. Naveen, 2008, Boards: Does One Size Fit All? <i>Journal of Financial Economics</i> 87, 329-356.</p> <p>(5.3) Masulis, Ronald W., and Shawn Mobbs, 2011, Are All Inside Directors the</p>

	<p>Same? Evidence from the External Directorship Market, <i>The Journal of Finance</i> 66, 823–872.</p> <p>(5.4) Ahern, Kenneth R., and Amy K. Dittmar, 2012, The Changing of the Boards: The Impact on Firm Valuation of Mandated Female Board Representation, <i>The Quarterly Journal of Economics</i> 127, 137–197.</p> <p>(5.5) Lin, Chen, Thomas Schmid, and Yuhai Xuan, 2018, Employee Representation and Financial Leverage, <i>Journal of Financial Economics</i> 127, 303–324.</p>
6 (Apr 16)	<p>Corporate citizenship</p> <p><u>Reading List</u></p> <p>(6.1) Deng, Xin, Jun-koo Kang, and Buen Sin Low, 2013, Corporate social responsibility and stakeholder value maximization: Evidence from mergers, <i>Journal of Financial Economics</i> 110, 87–109.</p> <p>(6.2) Hong, Harrison, and Marcin Kacperczyk, 2009, The Price of Sin: The Effects of Social Norms on Markets, <i>Journal of Financial Economics</i> 93, 15–36.</p> <p>(6.3) Ferrell, Allen, Hao Liang, and Luc Renneboog, 2016, Socially Responsible Firms, <i>Journal of Financial Economics</i> 122, 585–606.</p> <p>(6.4) Lins, Karl V., Henri Servaes, and Ane Tamayo, 2017, Social Capital, Trust, and Firm Performance: The Value of Corporate Social Responsibility during the Financial Crisis, <i>Journal of Finance</i> 72, 1785–1824.</p> <p>(6.5) Cronqvist, Henrik, and Frank Yu, 2017, Shaped by their Daughters: Executives, Female Socialization, and Corporate Social Responsibility, <i>Journal of Financial Economics</i> 126, 543–562.</p> <p>(6.6) Hasan, Iftekhhar, Chun Keung Hoi, Qiang Wu, and Hao Zhang, 2017, Social Capital and Debt Contracting: Evidence from Bank Loans and Public Bonds, <i>Journal of Financial and Quantitative Analysis</i> 52, 1017–1047.</p>
7 (Apr 23)	<p>Labor and finance</p> <p><u>Reading List</u></p> <p>(7.1) Agrawal, Ashwini K., and David A. Matsa, 2013, Labor Unemployment Risk and Corporate Financing Decisions, <i>Journal of Financial Economics</i> 108, 449–470.</p> <p>(7.2) Matsa, David A., 2010, Capital Structure as a Strategic Variable: Evidence from Collective Bargaining, <i>The Journal of Finance</i> 65, 1197–1232.</p> <p>(7.3) Klasa, Sandy, William F. Maxwell, and Hernán Ortiz-Molina, 2009, The Strategic Use of Corporate Cash Holdings in Collective Bargaining with Labor Unions, <i>Journal of Financial Economics</i> 92, 421–442.</p> <p>(7.4) Serfling, Matthew, 2016, Firing Costs and Capital Structure Decisions, <i>The Journal of Finance</i>.</p> <p>(7.5) Chava, Sudheer, András Danis, and Alex Hsu, 2020, The Economic Impact of Right-to-work Laws: Evidence from Collective Bargaining Agreements and Corporate Policies, <i>Journal of Financial Economics</i> 137, 451–469.</p>

8-9 (May 2)	Proposal Presentation (May 2, Sunday 13:30-17:20) Note that <u>lectures on April 28 and May 7 are rescheduled</u> and merged into 4-hour lecture on May 2. Final research proposal DUE (May 1, by 23:59)
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4. Miscellaneous

I strongly encourage you to ask questions or make comments during lecture and student presentation. Your participation will enrich our learning environment and you will benefit a lot from it. If you have special needs to reach me outside the lectures or regular office hours, you may email me. I will try to respond to your email in two business days. If you don't get my response within two business days, please send me a reminder email. When you email me, please prefix the course code [GEN501] to the subject header for better visibility.