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Applications of 'Pitching Research' in an Emerging Economies Research Journal: Insights and Reflections

Abstract: Research Question: Can we create a highly structured (but practical) abstract, which communicates the essential elements demanded by an expert scholarly reader? **Motivation:** A key aim of this journal is to enable "relevant information exchange and communication". Information overload means that readers are easily lost. Right at the start, poorly designed abstracts can fail to "hook" readers. Lost readers: this is bad for authors, editors and for the journal. *What's new?* While structured abstracts are not new, the "synergistic" combination of elements, combined with succinct guidance on content, is where the novelty lies. *So what?* Engaging readers in this way should lead to more journal activity – more readings, cites, submissions – and, ultimately, to an enhanced profile/reputation in the scholarly community. **Idea:** Building on Faff (2015, 2017) and Faff et al. (2017e) ["reverse engineering" and "pitch sparring"], we adapt the "Pitching Research" [PR] framework to create a structured and engaging abstract. **Data:** The "experimental" setting involves a sample of six high-performing non-research students, who signed up to an intense 4-week "research scholar" programme over Winter 2017, at the University of Queensland. **Tools:** The "Winter Scholars" are first taken through an "immersion treatment" on the PR framework. During this process, the students form three teams and each team is assigned an article to "spar" a reverse-engineered pitch summary-abstract. There are several iterative rounds of abstract design. **Findings:** The original pitch is limited to 1,000 words, an initial condensed abstract aims for 400 words and the final version is modified to 350 words. Three examples of the final structured abstract are created in Accounting, Finance and Management, providing "soft" "proof of concept". **Contribution:** By creating a simple, focused and structured new abstract design adopted by this journal, we enhance the ability of the journal to meet its primary aim of enhancing "relevant information exchange and communication". Over time, with growing use and application in this journal, the reach of this contribution grows too. More generally, we argue that this novel abstract design increases awareness of the broader PR framework, helping readers and especially novice researchers better understand, describe and ultimately design their own scholarly research.

Keywords: pitching research; new research ideas; pitching; template; research proposal; novice researcher; reverse pitching; pitch sparring; pitching abstract.

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

1. Introduction

This paper outlines two 'Reverse Engineering' applications of 'Pitching Research' (Faff, 2015 & 2017a) designed to help readers and researchers better understand and describe academic literature. 'Reverse Engineering' is a concept explored by previous student scholars at The University of Queensland (Faff et al., 2017e). It is further investigated in the present paper with a new group of Winter Research Program students using a 'Pitch Sparring' approach. Further, the '400 Word PR Template Tool' was developed as a new application, designed by the Winter Research Scholar team. This was further refined to a slightly more focused version, that has since been newly adopted by the current journal as its ongoing article abstract design requirement.

The Winter Research Program at The University of Queensland offers non-research students the ability to develop their analytical, critical thinking and communication skills through research. Students are matched with

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a supervisor to work on a chosen research project, which provides synergies between research leaders and ambitious, high-performing students willing to learn. Students are offered a brief 'insight' into research and academia. In 2017, six Winter Scholars (all co-authors on the current paper) took on a project within the UQ Business School, to work with and develop applications of Faff's (2015, 2017a) 'Pitching Research' Tool.[1, 2]

As stated on this journal's website, the aim of *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies* (MJSBMSEE) is:

> " … to enable relevant **information exchange and communication** between scientists, researchers, managers, and people in different business areas, coming from universities, institutes, companies and public services. It represents an open discussion arena for new views, experiences and ideas concerning problems and management development tendencies in national and international perspective, with the aim of giving **support to economic and social development**."*(emphasis added)*

Two aspects of the above quoted journal aim have been highlighted since they provide two important general motivations for the current paper.

First, enabling relevant **information exchange and communication** is easier said than done. Information overload, the technology explosion and ever-growing demands on our time in the 21st century mean that readers are impatient, "fickle" and easily distracted (Newman, 2010; Shatto & Erwin, 2016). Central to the current paper is a simple but powerful framework; namely, Faff's (2015, 2017) pitching research tool, for igniting communication and knowledge exchange that arguably counters these three "demon" characteristics of our readers. To do this, the innovation developed and described herein is to "morph" Faff's (2015, 2017) original 1,000-word *planning* framework into a condensed *reverse-engineered* format, customised to operate as an actual journal abstract design. Indeed, it was applied as the newly adopted abstract design of MJSBMSEE, as part of the submission process (http://management.fon.bg.ac.rs/index.php/mng/about/submissions).

Second, giving **support to economic and social development** with the explicit focus is signalled in the journal's name: **emerging economies** while "emerging economies" is best illustrated by the "home" Serbian context, and actions to advance Serbian economic status toward this category (Stone, Yehoue& Ishi, 2009; Vamvakidis, 2009; Soskic, 2015;Sun, Wang& Luo,2018). Also, it is reflected both in the MJSBMSEE's journal archives of past articles and by its diverse Editorial Board; importantly, the "emerging economies" theme is credibly NOT limited to just Serbia. Historically, Serbia has a proud tradition of frontier scholarly research, with several prominent scientists of Serbian origin (e.g., Nikola Tesla, Milutin Milankovic, Mihajalo Pupin, Mihajlo Petrovic), but it suffered significant "political" setbacks over several decades in the 20th century. The 21st century heralds a time of careful "catch up", necessarily requiring speed while avoiding counter-productive "short cuts".

We argue that our paper aids this very cause. Through the agency of the new abstract format that we develop and explain, motivated by the information exchange and communication imperative, we primarily illustrate in the context of a prior article of this journal: Milinkovic et al. (2017). As illustrated in the abstract online (http://management.fon.bg.ac.rs/index.php/mng/article/view/17), and in the appendix, the abstract explores the relationship between students' life goals and their career preferences, in the Serbian setting. We argue that the new-format abstract enhances information exchange and communication, thereby helping to better engage future readers interested in research relevant to emerging economies. But crucially, even in the current journal, this impact goes beyond the Serbian setting – the research door is wide open, as reflected in the "new form" abstracts of recent articles of this journal: e.g., Lima et al. (2018) on the Brazillian Football League and Petrovic et al. (2018) looking at the EU digital agenda.

The remainder of this paper is organised as follows. Section 2 presents a brief overview of the "reverse engineering" [RE] application of the pitching research framework. Section 3 provides a brief coverage of the

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[1] Since the launch of the original version of "pitching research" on SSRN 3.5 years ago, feedback received has helped to motivate the development of a range of supplementary material, support and initiatives, much of which is captured by twenty one companion papers, mostly available on SSRN: Faff (2016a, b, c); Faff (2017a, b, c); Faff (2018); Faff, et al., (2016a, b, c); Faff, et al., (2017a-2017j); Faff and Kastelle (2016); Hale, et al., (2017); Nguyen, et al., (2017); Teng and Faff (2017).
[2] Interested readers are encouraged to view the short animation YouTube video that gives an entertaining and informative primer on the basic PR framework: http://bit.ly/2gZD6eG

"sparring" application of the RE process. Section 4 considers the pitching research abstract application developed by the 2017 UQ Winter Research Scholars, while Section 5 presents the scholars' reflections of their experience in the programme. Section 6 concludes.

2. Overview of PR 'Reverse Engineering' Process

Faff developed the 'PR' framework in 2013, providing a structured template with which to clearly and comprehensively design and interpret research. It acts as a catalyst to condense and synthesise ideas during the research development phase and promotes efficiency and transparency in the research process. The two-page (1,000 word) pitching template begins with standard research 'preliminary' context-setting information: working title, research question, key papers and motivation for the study. Following this, the '3-2-1' countdown represents the core of the template, namely THREE (3) elements – idea, data tools; TWO (2) questions – 'What's new?' And 'So what?' The template ends with ONE bottom line for the study – its contribution.

The 'Reverse Engineering' process is based on the 'Pitching Research' template developed by Faff (2015).[3] In order to complete the 'RE' exercise, the original 'PR' template requires two slight modifications. For the first item (A), the full, published reference was listed instead of a 'working title'; and for the final item (K), participants identified three key findings of the study, rather than highlighting potential 'other considerations'. Winter research participants were paired with another scholar based on compatible interests, and assigned a paper to reverse engineer into the PR framework. The use of cued sub-questions in each of the sections in the template provided helpful direction for students' first time using the tool. 'Reverse Engineering' is an application that utilises the PR framework to give students practice working with scholarly research. One team of students was assigned an article previously published in this journal: Milinkovic et al. (2017) and this team's original 'Reverse-Engineered' Pitch is shown in Figure 1. The online appendix (Appendix A) shows counterpart "RE" efforts produced by two other teams of Research Scholars relating to Albu et al. (2016) and Maricic et al. (2017).

3. The 'Sparring' Process

'Pitch Sparring' is an application of the 'PR' template, designed to facilitate discussion between "pitching" readers, in order to generate a better understanding of the PR framework.[4] During the 2017 Winter Research Program, the paired 'PR sparring' exercise was completed as one overall task, integrating the previous 'three round' model outlined in Faff, Carrick, et al (2017a and 2017c). The approach comprised two phases for each item (A) – (K) in the PR template: in the first phase, participants constructed an independent 'partial pitch', used during sparring and cross-collaboration in the second phase. Participants completed both phases for each item before progressing to the next. During the sparring exercise, participants were able to openly discuss differences in their approach and their ideas, in order to come up with a final response that was entered in the 'PR' reverse engineering template. In addition to the paired 'PR sparring' exercise, some of the scholars completed a 'PR sparring' exercise individually. Each scholar took a slightly different approach to complete this exercise and in some cases was able to make contact with an author of their chosen empirical paper in order to clarify any queries they had with regard to the paper and to gain feedback on their PR sparring' exercise. A summary of 'Pitch Sparring' notes for one of the teams have been included in the online appendix in Exhibit 1 (Appendix B) to illustrate the process.

4. The "Pitching Research" Abstract Exercise

4.1 Initial Abstract Design

A 400-word "Pitching Research" abstract was developed by the 2017 Winter Research Scholars under the leadership and direction of Professor Robert Faff, based on the existing "Pitching Research" template tool (Faff, 2015). The structure primarily follows the Pitching Research Template (Faff, 2015) with minor

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[3] Interested readers are encouraged to view the short animation YouTube video that gives an entertaining and informative primer on the basic RE version of the PR framework: http://bit.ly/2DnxMbX
[4] Interested readers are encouraged to view the short animation YouTube video that gives an entertaining and informative primer on the "sparring" application of the PR framework: http://bit.ly/2rxxj4q

adjustments. The "So What" and "What's New" sub-sections of the "PR" tool have been included as part of the "Motivation" for the structured abstract, along with the "3 Key Papers" sub-sections. The goal of Faff's "Pitching Research" 400-word abstract is to provide a more detailed and descriptive research overview to readers, without increasing complexity or compromising clarity. The structured nature of the abstract provides readers with a simple and direct approach to interpreting the contents, which allows for easier reading of the abstract material. During the Winter Research Program, students created a 'mock-up' 400 Word Abstract for each of the three 'Reverse Engineered' papers which followed the '400 Word Abstract' writing guidelines. The completed '400 Word Abstract' sections written by each of the three pairs are shown in the online appendix (Appendix C).

4.2 Revised Abstract Designfor Journal Adoption

After the completion of the UQ Winter Scholar Program in 2017, engagement occurred with the Editor of *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*. We discussed the potential for the 400 Word 'PR' Abstract framework to be combined with the writing guidelines for the journal. It was proposed that by integrating Faff's framework with the existing instructions, the journal could generate more direction and clarity for their authors. It was anticipated that the inclusion of a structured framework, specifically designed for abstract writing, would help guide the contribution of authors and academics.

In order to finalise a 400 Word 'PR' Abstract template for MJSBMSEE, there were a number of revisions that took place. Building on the initial version of the 400 Word Abstract guidelines, the finalised version remained relatively true to the 'Pitching Research' template form, with minor modifications. Suggested word lengths have been cut down in each section, reducing the overall word count in order to suit a traditionally less lengthy academic summary of 300-350 words. Discarding the 'Contribution' section was also discussed; however, it was deemed to play a significant role in understanding the value and real-world application for academic work. A finalised set of the writing guidelines for the 'Structured Abstract' adopted by the journal is shown in the online appendix (Appendix D).

4.3 Examples of the "Pitching Research" Inspired Abstract Design Adopted by this Journal

We offer three examples of the newly designed structured abstract. The first example is Lima et al. (2018) on the Brazilian Football League, displayed in Exhibit 1.The other two examples are: Milinkovic et al. (2017), which explores the relationship between students' life goals and their career preferences in the Serbian setting and Petrovic et al. (2018), looking at the EU digital agenda. These examples are available in the online appendix (Appendix E).

5. Personal Scholar Reflections

5.1 Structure Abstract Exercise

In assisting to develop the 'PR 400 Word abstract', a number of key strengths and potential limitations were identified while working with the first prototype. The first model proposed by Professor Faff followed the exact outline of the 'PR' template. Authors were to first explain a research question and outline the general motivation for the study. Following this, the Idea, collected Data and Tools used were described, as well as both the 'What's New?' and 'So What?' sections, before the key contributions of the study were considered. After completing an initial pilot for this abstract, the six scholars highlighted that the lengthier abstract model allowed for the inclusion of additional material improved information transparency without compromising clarity. However, the overlap of detail across a number of sub-sections rendered the model inefficient as it was not 'mutually exclusive and collectively exhaustive'.

As a result of this, a new model was proposed. The "So What" and "What's New" sub-sections of the "PR" tool have been included as part of the "Motivation" for the structured abstract, along with the "3 Key Papers" sub-sections. This was done to avoid redundancy of information across the abstract. Although "So What" and "What's New" sub-sections are helpful in framing initial ideas and design considerations, an abstract is written post study completion. Upon obtaining results, what the study had planned to add, forms part of the motivation, whereas any new insights given by results are described as part of "Findings" in the structured abstract. The "Findings" section also provides an indication of what implications this may have in a 'real-world' context.

5.2 Individual Scholar Experiences in the Program

Scholar 1: This research programme helped me understand and appreciate the often slow-moving nature of research, and the importance of patience – especially when co-authoring. The 'team-based' activities, such as the 'Pitch-Sparring' sessions allowed me to develop willingness and want to co-operate and understand the viewpoints of others. Individual writing tasks enabled me to gain experience writing in a clever and concise academic style. These skills will be of great value to me if I choose to continue to pursue academic research into the future.

Scholar 2: By working as a Winter Research Scholar on the Pitching Research, I have been able to gain a high-level knowledge about research in a short amount of time. As opposed to peers who worked on specific projects, I was able to understand more about how the research process develops from an initial idea all the way to devising an empirical framework and then to publication – whilst peers were tasked with lab experiments and data analysis. For an undergraduate I believe that is a great benefit and the experience has allowed me to have richer discussions with various postgraduate research students, many of whom are my respective tutors for undergraduate coursework. It has also given me ample time to begin to investigate various pathways for my own Honours Thesis which will begin eighteen months from now.

Scholar 3: Various aspects in the template became clearer when reverse engineering was performed for the second time. This included things as simple as highlighting important information and findings before inputting it into different sections of the template. More specifically, it became evident how and where to find relevant information for the 11 sections that form the template. Reflecting on my experience as a UQ Winter Research scholar, I have realised the challenges and benefits of research, and the endless career prospects it offers. More specifically, I believe the Pitching Research template can be used as a tool to better understand papers by breaking them down through reverse engineering, as well as its sole purpose, to help novice researchers commence their research project.

Scholar 4: After completing the 1000 word reverse engineer task Professor Faff asked us to rank how confidently we felt that we had captured all the dimensions of the assigned paper. This exercise was helpful as it enabled me to reflect on how well the 1000 word template was able to capture the paper and highlight all the key dimensions of the research paper. Overall, I felt that the Winter Research Program provided me with an invaluable experience, as I was able to develop critical thinking and presentation skills and the ability to write in a more succinct manner. After completing the reversed pitches I now appreciate how useful the Pitching Research Tool is, especially for novice researchers.

Scholar 5: Most importantly, I was exposed to how academics read articles and gained insight into how they generated their own ideas. This has been a valuable experience for me as I intend to complete a Ph.D. in the future. The template works well because it provides a general way for novice researches to generate their ideas and take their first steps in academic research. However, in my opinion, it doesn't fit for mature researchers because the template takes time and it does not provide a specific way for developing further research.

Scholar 6: The Winter Research Program at the University of Queensland was an amazing and unforgettable experience. The activities I participated in involved both individual and group work and enabled me to developed academic writing and presentation skills. Thanks to Professor Faff's guidance and my fellow scholars suggestions and feedback I felt like I gained more than I anticipated and I truly feel more confident about my future academic endeavours.

Conclusion

Following the direction of Professor Robert Faff, six 2017 UQ Winter Research Scholars utilized the 'Pitching Research' tools (Faff, 2015, 2017) as part of their research experience. They were encouraged to think critically and further develop both written and oral communication skills, working with academic literature. By way of practical examples, students examined, interpreted and synthesised the existing academic work. They completed both individual and group activities across a variety of project-based work. In addition to working with the pitching tool itself, students were given the opportunity to help develop additional learning applications for 'Pitching Research'. Establishing a condensed structured abstract framework was one of a number of key tangible takeaways from this Winter research experience. Evident through the reflections provided by the scholars, the project offered insight and practical guidance for working with research, assisted by the Pitching Research tool and its further applications.

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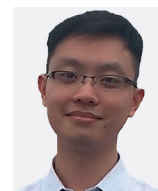
Wenhao Wu is a Bachelor student at the Faculty of Business, Economics & Law. He is a novice researcher working on the Finance area. His research interests include Banking and Finance, Investment and Portfolio Analysis, and Risk Management.

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Miss Xinyuan Zhang graduated from the University of Queensland with a Bachelor of Commerce. During the undergraduate period, she was an exchange student in Boston College. Her research interests include market management, risk management, corporate valuation, and investment and portfolio analysis. She has had a number of internships for a variety of public and national securities institutions and cross-border banking. She will soon begin studying Applied Analytics at Columbia University with a concentration on data analytics in modern internet finance.

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Robert Faff has an international reputation in finance research: securing 14 Australian Research Council grants (> $4 million); >300 refereed journal publications; career citations >11,000; h-index of 53 (Google Scholar). His particular passion is nurturing and developing the career trajectories of early career researchers. Robert has supervised more than 35 PhD students to successful completion and examined 50 PhD dissertations. Building on a 35-year academic career, his latest focus is "Pitching Research" [https://ssrn.com/abstract=2462059], now gaining great traction domestically and worldwide as exemplified by: >12,200 SSRN downloads; >250 pitching talks/events; at 37 Australian universities; and spanning >50 countries.

Figure 1: Completed 'PR Reverse Engineered Template' on "What do Freshman Want?"

Pitcher's Name	Scholar 1 & Scholar 2	FoR Category	Management	Date Completed	28th July 2017

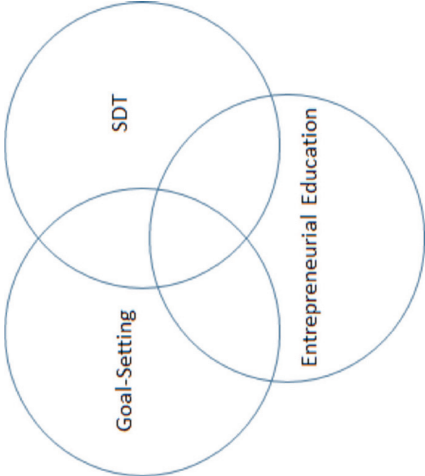|	
(A) Full Reference	Milinković, I., Kovačević, I., &Mihailović, D. (2017). What Do Freshmen Want? Career Path Preferences Among Students, *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*, 22(1), 37-45.
(B) Basic Research Question	Is there a relationship between students' life goals and preferences for career type in the future?
(C) Key paper(s)	Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne*, 49(3), 182-185.' Kasser, T., & Ryan, R. M. (1996). Further examining the American dream: Differential correlates of intrinsic and extrinsic goals. *Personality and Social Psychology Bulletin*, 22(3), 280-287. Locke, E. A., & Latham, P. G. (2006). New directions in Goal-Setting Theory. *Association for Psychological Science*, 15(15), 265-268. Malach-Pines, A., Sadeh, A., Dvir, S., &Yafe-Yanai, O. (2002). Entrepreneurs and managers: Similar yet different. *International Journal of Organizational Analysis*, 10(2), 172-190.
(D) Motivation/Puzzle	When designing programs for undergraduate students, a faculty needs to know whether they play a role in shaping the career aspirations of students or if career aspirations are determined by factors outside of their control – namely intrinsic and extrinsic life goals. Therefore is it necessary to understand whether career aspirations in entrepreneurship are strongly linked to concrete life goals in freshmen and whether entrepreneurial orientation is predestined before University - which would render entrepreneurial education ineffective. This study has significant implications as it makes the case for educators to give students a stronger idea of the possibilities of an entrepreneurial career, which the authors believe are only vaguely covered under the status quo.
THREE	**Three** core aspects of any empirical research project i.e., the **"IDioTs"** guide
(E) Idea?	The core idea of this paper is to empirically evaluate - using quantitative data - the relationship between intrinsic/extrinsic life goal orientations and an individual's chosen career path. The study was conducted using gender, department and career path as separate IVs and measured the distinction between extrinsic and intrinsic life goals. Career plans were measured by identification with either small or large management roles, or a plan to take on an entrepreneurial venture. The study hypothesised that there would be a difference in life goals between students with various career path plans, there would be differences between students across departments and there would be gender differences. From these overarching hypotheses, several more specific hypotheses were identified: 1.0 Students with intrinsic life goal choose entrepreneurship career path plan more often than students with extrinsic life goal 2.1 In desired career path: students of ISIT are more prone towards entrepreneurship than students of Management 2.2 In life goals: students of ISIT are more prone towards intrinsic life goals in comparison with students of Management 3.1 In desired career path: male students are more prone towards entrepreneurship than students of Management 3.2 In life goals: female students are more prone towards intrinsic goals
(F) Data?	(1) The data in this analysis were based on responses to surveys completed by Serbian students in the first semester of 2016/2017 at the Faculty of Organizational Sciences. (2) The surveys were administered once to 364 freshmen across the ISIT and Management departments. Forty-eight percent of the target population was included in the sample. There were more female students than male students in the sample. All of the students were approximately the same age and as such, the variable was excluded from analysis. (3) The major instrument used to evaluate the explained variable was a questionnaire that addressed intrinsic and extrinsic goals, derived from one part of the Kasser and Ryan's scale (Kasser & Ryan, 1996). Participants were given a set of eighteen items considering six goals: three corresponding to extrinsic aspirations and three corresponding to intrinsic aspirations. This measure demonstrated good construct validity and internal reliability for both the extrinsic (α= .79) and intrinsic (α = .74) aspiration scales. (4) There were a number of invalid survey responses which were discounted. However, the data did not suffer from excessive complexity and as such, there should be little problem with the data from a manipulation standpoint. (5) Accuracy in this data collection may have been compromised if students responded inappropriately or bias influenced their answers.
(G) Tools?	Statistical analyses of all collected data was used to draw conclusions about the relationships between variables. The study utilised descriptive and inference statistics (ANOVA, t-test, C coefficient) as well as linear correlation analysis and cluster analysis.

TWO	Two key questions
(H) What's New?	Building on prior studies, the present paper is based on the notion that individuals direct their activities in line with their goals and aspirations (Goal setting theory, Locke and Latham, 2006) in order to grow and gain fulfilment (see 'Self-Determination Theory' by Deci & Ryan, 2001). Where previous studies have looked at the relationship between personal goals and career direction, they have been unable to provide a clear and objective measure of personal goals (Petrovic et al., 2015). Using the Self-Determination Theory approach, the present study distinguishes the difference between intrinsic and extrinsic goals, creating a more rigid structure with which to measure individual goal orientation and allowing for more variation and more effective analysis of results. This is applied in the context of future career plans, distinguishing between entrepreneurship and management. The study is able to investigate whether an individual's entrepreneurial orientation is linked with their personal goals. SDT Entrepreneurial Education Goal-Setting
(I) So What?	This paper illustrates whether Universities will be able to implement entrepreneurial education programs with more conviction in the future, as it indicates whether the likelihood of students selecting entrepreneurship as a career path is predetermined by life goals. Where students' personal goals have no influence on their choice of managerial versus entrepreneurial career path, it is not possible to be sure which students will take on an entrepreneurial career. It therefore introduces a wide range of other variables to consider, such as individual differences, skills and educational environment. It highlights the potential role for education and development, in order to foster the next generation of Serbian entrepreneurs.
ONE	One bottom line
(J) Contribution?	The main contribution of this paper is to show that there is no clear relationship between life goals and entrepreneurial career path, and as such, there is a role for entrepreneurial education.
(K) 3 Key Findings	*1. There is no relationship between intrinsic/extrinsic life goals and entrepreneurial orientation for future career* *2. Entrepreneurship career path was preferred more by male students than by female students* *3. This study eliminates endowed life goals, even after considering gender and choice of department (field of study), as a factor in predicting which freshmen would be prone to entrepreneurship as a career, suggesting that there may be other variables worth considering, such as individual differences and education.* *From the author's claim.*

Exhibit 1: Example of New-form Structured Abstracts

The Influence of Expenditures in Football Industry Results: Case Study of the Brazilian Football League

Abstract: Reserarch question: The paper investigates the influence of football clubs investments on their performance in the first division of the Brazilian league. **Motivation:** Given that football is the most important sport in Brazil, representing a cultural symbol of the country, a better understanding of it becomes necessary. Therefore, it is necessary to investigate the financial amounts involved in the management actions to try to understand the influence of the investments that the clubs put into marketing and championships improvement and, consequently, to be able to delineate the relation between investment and success in football. **Idea:** In this perspective, the central hypothesis of this study is that the clubs that present the highest expenditures on soccer will also present the best classifications, since these expenses are related to better training conditions and salaries, which may contribute to the recruitment of the best athletes. **Data:** The study was conducted using the data collected over the Internet, the data disclosed by clubs. Only the clubs belonging to the first division were used, a total of 19 clubs, divided into 3 groups, according to the investment value in football. **Tools:** This study presents descriptive and inferential analyzes, since the qualitative-quantitative approach was assumed as a way of understanding the data. Assuming the number of clubs participating in the study, we chose non-parametric inferential analyzes in the intra- and inter-group evaluations, using the alpha value of 0.05 as a criterion. **Findings:** The results showed that clubs in groups G1 and G2 had similar expenditure dynamics, while G3 group clubs had a slight swing. In addition, clubs in groups G1 and G2 had the largest amounts of expenditures, while G3 clubs had the lowest expenditure during the period analyzed. These results demonstrated that the clubs of the G1 and G2 groups achieved the best positions in the championships, corroborating the research hypothesis. **Contribution:** One can conclude that the investment of the clubs directly influences the classification in the championships, large investments obviously being necessary to conquer the championship. However, this study has some limitations, such as sample size (19 teams only). Therefore, we emphasize the need for new studies.

Key Words: Football, Brazilian football league,Football Clubs, Classification of clubs, Sports administration.

JEL Classification: Z23