

MACQUARIE
UNIVERSITY



**ACCG330 - STRATEGIC
MANAGEMENT ACCOUNTING**

**UNIT OUTLINE
SEMESTER ONE, 2010**

**DEPARTMENT OF
ACCOUNTING AND FINANCE**

**FACULTY OF BUSINESS
AND ECONOMICS**

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Year and Semester: Semester 1, 2010

Unit convenor: Dr Kevin Baird

Prerequisites: [ACCG201 (P) OR ACCG301(P)] and GPA 2.0

Credit points: 3

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

Strategic Management Accounting has been designed for students who are interested in developing a deeper understanding of the role management accounting can play in implementing organisational and business unit level strategy in contemporary organisations. It provides a systematic and critical analysis of issues related to the integration of management accounting and control systems with strategy implementation.

The unit further develops the concepts and techniques discussed in *ACCG200 Fundamentals of Management Accounting* and *ACCG201 Organisational Planning and Control*. The main objective of ACCG330 Strategic Management Accounting is to make students think more carefully and critically about applying the techniques learnt previously to one aspect of an organisation's context namely, the organisation's strategy. In particular, this unit demonstrates how management accounting information that is relevant to one strategy can be irrelevant (and even misleading) to another strategy.

The unit uses case studies extensively to develop graduate capabilities centred upon higher order critical analysis skills and the ability of students to generate a range of effective alternative options and innovative solutions to case based scenarios. Consequently, this unit seeks to equip students with the skills to analyse complex situations and to develop positions that are logical, consistent and defensible from a strategic perspective.

TEACHING STAFF

Name	Room	'Phone	email
Dr Kevin Baird - Convenor	E4A209	9850 8532	kbaird@efs.mq.edu.au
Dr Vicki Baard	E4A237	9850 9192	ybaard@efs.mq.edu.au
Mr Rahat Munir	E4A353	9850 4765	rmunir@efs.mq.edu.au
Ms Amy Tung			

The most efficient way to contact staff is via email. Please use this form of contact in the first instance for general course enquiries.

All general queries regarding the course should be directed to Dr Kevin Baird, as well as any information regarding your inability to fulfil any course requirements, which should be made known at the earliest possible opportunity.

Details regarding staff consultation hours will be provided on the unit webpage (see page 4 for access details). In order to gain access to staff during their consultation hours please ring the staff member from the phones available in the lobby area on levels 2 and 3 of building E4A.

Any students experiencing significant difficulties with any topic in the course should seek help prior to their tutorial.

CLASSES

Students should attend three hours of face-to-face teaching per week consisting of a two hour lecture and a one hour tutorial.

Please note that any changes to tutorial classes must be made online through e-student. Students wishing to change their tutorial time should log on to e-student and enrol in a class where there is a vacancy. Staff members **WILL NOT** deal with tutorial changes unless there are exceptional circumstances. It is each student's responsibility to know which tutorial group they have been allocated to. **Students will not be awarded any tutorial marks unless they attend the class in which they are formally enrolled.**

If on a rare occasion students are unable to attend the tutorial in which they are enrolled they may attend an alternative tutorial during the week. If this occurs they should get the tutor to sign and date their assignment at the end of the class and then pass the assignment on to their regular tutor. This should not occur frequently as the failure to attend the tutorial in which you are formally enrolled will impact on the participation mark awarded. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

All students should have the following prescribed text book:

- ACCG330 Strategic Management Accounting, (A Pearson Education Australia Custom Book), Pearson Education Australia, 2009. (*in Lecture Program, abbreviated as ACCG330 Readings*)

Access to this text is essential. This text is different to previous years version. **DO NOT RELY ON PREVIOUS EDITIONS.**

- Additional readings will be distributed in tutorials.

UNIT WEB PAGE

The web page for this unit can be found at: <http://learn.mq.edu.au> . This page will contain important information including: lecture slides, additional readings and announcements. All material will be in Adobe format (*.pdf files) which can be downloaded free from the internet.

LEARNING OBJECTIVES AND OUTCOMES

Learning objectives

The learning objectives of this unit are:

- 1) To enable students to develop a deeper understanding of the role management accounting can play in implementing organisational and business unit level strategy in contemporary organisations.
- 2) To improve the ability of students to critically analyse issues related to the integration of management accounting and control systems with strategy implementation.
- 3) To improve the ability of students to critically analyse cases.
- 4) To improve the ability of students to work within groups on set tasks.
- 5) To develop the written and verbal communication skills of students.

Learning outcomes

Students who have completed this unit should be able to:

- 1) Critically analyse and evaluate different organisational strategies.
- 2) Explain the influence of strategy on the design of management accounting systems.
- 3) Analyse complex situations and develop approaches that are logical, consistent and defensible from a strategic perspective.
- 4) Recognise the important role of advanced costing systems, performance evaluation, and incentive systems within organisations.
- 5) Solve problems by identifying and selecting appropriate courses of action.
- 6) Develop skills in analysing and interpreting case based scenarios with a view to making appropriate recommendations.
- 7) Express and justify viewpoints, and articulate them in a group setting.
- 8) Demonstrate effective oral and written communication.

TEACHING AND LEARNING STRATEGY

The unit is taught through lectures and tutorials. There will be a two hour lecture and a one hour tutorial each week. The lecture component provides students with the main concepts and techniques. The lectures will also provide a preliminary discussion of some of the cases which will then be discussed in detail in tutorials. Students are expected to read the prescribed readings prior to each lecture.

The majority of tutorials will focus primarily on case discussions. In discussing cases, students are required to analyse real world settings, using concepts and techniques introduced in lectures, prescribed readings, and their prior knowledge of ACCG200 and ACCG201. Any application of a concept or technique needs to take account of the relevant setting. Students are expected to prepare written (typed) answers before tutorials so that they can participate effectively in class discussions. Regular class attendance and assignment preparation are essential if satisfactory progress is to be made.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The requirement for students to complete weekly assignments is aimed towards improving the ability of students to develop a deeper understanding of the integration of management accounting and control systems with strategy implementation. In addition students are required to participate in group work which will facilitate the improvement of their basic writing, problem-solving, interpersonal, and communication skills.

ASSESSMENT

Final Examination	60%
Tutorial related work:	
• Assignments	20%
• Participation	15%
Quiz	<u>5%</u>
	<u>100%</u>

The assessment is weighted more towards tutorial related work than perhaps in previous 100 and 200 level units because of the need to apply concepts and to argue them in an interactive forum whereby the communication and generic skills are developed in conjunction with technical and application skills. Students need a clear understanding of the subject matter, and to be able to convince others when they discuss an issue in the class.

The final grade will be determined after consideration of a student's performance in ALL aspects of the course. **It is essential for students to pass the final examination in order to receive a passing grade for the unit.**

Students' grades will be based on the following forms of assessment:

TUTORIAL RELATED WORK (35%)

Tutorial work is vital in this unit and the assessment marks are designed to ensure that students work conscientiously and consistently throughout the semester. Regular class attendance and assignment preparation are essential if satisfactory progress is to be made. Please note that prescribed readings are not designed to enable students to simply apply the text material in the topic area to the case. This “disconnect” between readings and tutorial cases is unsettling for many students but is a necessary consequence of moving to third year subjects. Increasingly students need to be weaned from situations where there is a great correspondence between the textbook problem and solution to more real life situations. To do well in this unit, students need to: (i) use their knowledge gained from previous units (both accounting and non-accounting); (ii) tailor the solution to the particular situation; and (iii) exercise judgement in trading-off various issues. Consequently, while there is a suggested answer to each case, students who make slightly different assumptions can come up with very reasonable answers, which may differ from suggested answers, and it is the power of your argument that is important.

Tutorial related work consists of weekly assignments and class participation with details as follows.

Assignments account for 20% of the final grade.

The assignment questions will be provided in a separate handout. Weekly assignments will be collected and assessed by tutors (at 9 out of the 11 tutorials). Three of these assignments will be awarded a mark out of 5 with the two best marks counting towards the final grade (i.e. 10%). These assignments will be marked based on the content and accuracy of your answers with feedback to be provided in respect to each assignment. Your tutor will randomly determine which weeks that the assignments will be given a mark out of 5.

Another six assignments will be awarded a mark out of 2, with the best five marks counting towards the final grade (ie 10%).

The expectation is that each assignment will comprise at least three Word- processed pages of A4, 12 font and double spaced and, for obvious reasons, late tutorial assignments will not be accepted. If, for some reason, you are unable to attend a tutorial, it is expected that you email your assignment to your tutor **before** the class. Submissions after class will not be accepted. As a general rule answers to tutorial questions will **not** be made available outside the tutorials. Hence, you need to take adequate notes during the tutorial.

Each question in each assignment will be marked in respect to the extent to which the answer achieves the levels of expected learning outcomes shown on page 16. The levels of expected learning outcome will represent a mark out of 5 that will be awarded in respect to each question. The final mark awarded to each assignment will then be determined as the sum of the marks awarded for each question multiplied by the relative weighting of each question (as indicated in each weeks assignments). A feedback sheet similar to that shown on page 13 will be provided to students in respect to each of the nine assignments collected.

Students can expect to receive feedback concerning each assignment in the next tutorial conducted following the submission of the assignment, unless unavoidable circumstances arise. Should the assignments not be returned in the next tutorial, students will be informed as to when they will be returned.

This assessment task will help to achieve learning outcomes 1-6 & 8.

Participation accounts for 15% of the final grade.

Students are expected to actively participate in class discussions. Prior preparation is necessary for active participation. The participation mark will be a result of attempting to participate, as well as the quality and frequency of that participation. The mark will be awarded based on the following criteria:

- Attendance at classes. It is expected that students attend at least 9 out of the 11 tutorials. Students are expected to arrive at the tutorial on time and to remain in the tutorial for its duration, unless prior arrangements have been made with your tutor.
- The extent to which each student has prepared for each class.
- The ability of students to complete set tasks during classes.
- The ability of students to actively participate in group discussions.
- The willingness of students to co-operate with and assist other students in their learning.
- The willingness of students to express their ideas in class.
- The ability of students to articulate their thoughts.

Information concerning each student's final participation mark will be made available on the subject website prior to the date of the final examination.

This assessment task will help to achieve all eight learning outcomes.

QUIZ (5%)

A quiz will be held at the start of the Week 5 lecture (6pm on March 22nd). The quiz will be worth 5% of the total assessment and will be based on the material covered in the first four weeks lectures. Further details concerning the format of the quiz will be provided in lectures and on the subject website.

This assessment task will help to achieve learning outcomes 1, 2, & 4.

FINAL EXAMINATION (60%)

A 3 hour examination will take place at the conclusion of the course in the end of year examination period. All material covered in the course will be examinable.

Further details on the final exam will be made available via the unit webpage late in the semester.

The final examination will be worth 60% of the total assessment. **It is essential for students to pass the three hour final examination in order to achieve a pass grade in the unit.**

The use of a dictionary in the final examination is not permitted.

The University Examination period in First Semester 2010 is from Monday 7th June to Monday 28th June.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form

approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

Although requests will be considered they are not automatically granted.

Consideration in the final examination will **ONLY** be given to those students who have satisfactory:- attendance at tutorial classes; and results in respect to the weekly assignments, participation, and the presentations.

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled.)

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester (that is the final day of the official examination period).

This assessment task will help to achieve learning outcomes 1-6 and 8.

GRADING APPEALS AND EXAM SCRIPT VIEWING

If, at the conclusion of the course, you have performed below expectations, and are considering lodging an appeal of grade and/or wish to view your exam script, the following website provides information about these processes and the cut off dates. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.efs.mq.edu.au/student_support/important_processes/important_processes_grade_appeal_and_exam_script_viewing

CLASSROOM ETIQUETTE

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.

Students are expected to be quiet during lectures unless, of course, class participation is required.

Mobiles should be turned off during classes; not simply set to silent.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

A document, which clearly sets out what the University regards as cheating, ways to avoid cheating and the potential consequences for any student caught cheating is provided on page 14. Please read this document carefully before completing any work for the course.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

**ACCG330 Strategic Management Accounting
Lecture Program**

	Lecture	Topic	Readings
Week 1	Lecture 1 (22 Feb)	Introduction and course overview Introduction to Strategic Management Accounting (KB)	Unit Outline ACCG330 Readings: Topic 1
Week 2	Lecture 2 (1 March)	Strategic Process and Strategic Analysis (KB)	ACCG330 Readings: Topic 2
Week 3	Lecture 3 (8 March)	Strategy and Management Control (KB)	ACCG330 Readings: Topic 3
Week 4	Lecture 4 (15 March)	Activity based costing (KB)	ACCG330 Readings: Topic 4
Week 5	Lecture 5 (22 March)	Assessing and managing performance over the value chain (KB)	ACCG330 Readings: Topic 5
Week 6	Lecture 6 (29 March)	Financial measures of performance for departmental managers (KB)	Anthony and Govindarajan, (2007, pp.425-439)
		SEMESTER BREAK	
Week 7	Lecture 7 (19 April)	Financial measures of performance for senior managers (VB)	ACCG330 Readings: Topic 7
Week 8	Lecture 8 (26 April)	SCHEDULED PUBLIC HOLIDAY NO CLASSES WILL BE HELD THIS WEEK	
Week 9	Lecture 9 (3 May)	Non-financial measures of performance (VB)	ACCG330 Readings: Topic 8
Week 10	Lecture 10 (10 May)	Incentive compensation systems (KB)	ACCG330 Readings: Topic 9
Week 11	Lecture 11 (17 May)	Strategic and behavioural aspects of capital expenditure evaluations (VB)	Clancy et al. (1982); Shank and Govindarajan (1992)
Week 12	Lecture 12 (24 May)	Control Problems and Practices in Multi-National Organizations (VB)	Anthony & Govindarajan (2007, pp. 678-696)
Week 13	Lecture 13 (31 May)	Revision Lecture (KB)	

Learning outcomes

<i>Levels</i>	<i>Description of learning outcome</i>
0	No attempt or extremely poor attempt.
1	Missed the point. Merely repeating key words or restating the obvious to cover a lack of real understanding. No attempt to apply theoretical concepts to scenarios presented.
2	Made some good points, but incoherently. Failed to understand the question and was therefore unable to answer it effectively. Answer contained many poorly formed sentences and/or similar sentences from the accompanying exercises or textbook. Weak attempt at application of theoretical concepts to scenarios presented.
3	Demonstrated a good understanding of the relevant points necessary to answer the question, but has not adequately answered the question. Answer might be well written, but student has failed to fully understand the requirements of the task/question. Some application of theoretical concepts to scenarios presented, with little discussion of what this application means for the scenario presented.
4	Understood the question well. Relevant points were well related and integrated to provide a good answer to the question. Sentences were well formed, and there was appropriate paragraphing. Good application of theoretical concepts to scenarios presented, with a detailed discussion of what this application means for the scenario presented.
5	Satisfied the requirements for level 4, and (depending on the question) further demonstrated the ability to present own views and arguments, or extend application of issues to broader domains. The answer was well written, with clarity in both expression and explanation. Excellent application of theoretical concepts to scenarios presented, with a detailed and novel discussion of what this application means for the scenario presented.

Marking guide adapted from “Evaluating a method of integrating generic skills with accounting content based on a functional theory of meaning”, Samantha Sin, Alan Jones, Peter Petocz, *Accounting and Finance* 47 (2007) 143–163.

Example of feedback to be provided in respect to weekly assignments

Question number*	1	2	3	4	5	6	7
Level of achievement							
0							
1							
2							
3							
4							
5							

* Depends on how many questions are set in each weeks assignment.

Final mark out of 2 =

OR

Final mark out of 5 =

THE DANGERS OF CHEATING AND PLAGIARISM AND HOW TO AVOID IT

To cheat in the context of university assignments, tests and examinations is to attempt to gain an unfair advantage by violating the principles of intellectual and scholarly integrity. Cheating also encompasses plagiarism, which is the appropriation or imitation of another person's ideas and manner of expressing them.

WHAT IS CHEATING?

You will be guilty of cheating if you do any of the following:

1. Copy from another student during a test or examination. This is cheating whether or not there is collusion between the students involved. Collusion with another student who wishes to cheat from you exposes both parties to penalties under University Regulations.

2. Use or paraphrase the work of others, including any document, audio-visual or computer-based material, when preparing an assignment or writing an examination, and pretend it is your own work by not acknowledging where it came from.

3. Copy from another student's coursework whether that copying be with or without the knowledge of that student. This includes:

- copying all or part of someone else's assignment
- allowing someone else to copy all or part of your assignment
- having someone else do all or part of an assignment for you
- doing all or part of someone else's assignment for them.

4. Make up data and fabricate results in research assignments.

5. Impersonate someone else in an examination or test, or arrange such impersonation.

6. Use forbidden material in a test or examination, whether in printed or electronic form. For example, attempting to use a non-standard calculator in a restricted calculator examination.

WHY IS IT WRONG?

If you take and use the work of another person without clearly stating or acknowledging your source, you are falsely claiming that material as your own work and committing an act of plagiarism. This is wrong because:

- it violates the principle of intellectual and scholarly integrity.
- it devalues the grades and qualifications gained legitimately by other students.

PREVENTING CHEATING

All students and staff have a responsibility to prevent, discourage and report cheating.

Typically students cheat because they are having difficulty with the unit content, the language of the unit, or both. Cheating and/or plagiarism can be a temptation when students are experiencing difficulty with a heavy workload in the unit and seek to save time by using other's work.

To avoid having students resort to cheating, the University provides many services to help students with their course or to make thoughtful decisions about whether to continue. Within the Division of Economic and Financial Studies, students should first seek assistance from their tutor and/or lecturer. The University also offers help through the Dean of Students or the University Health and Counselling Services.

There is a difference between getting help and cheating. You are encouraged to get help if you need assistance to understand the material and any set work so that you are in a better position to create your own answers.

HOW TO PLAY SAFE

To maintain good academic practice, so that you may be given credit for your own efforts, and so that your own contribution can be properly appreciated and evaluated, you should acknowledge your sources and you should *ALWAYS*:

(i) State clearly in the appropriate form where you found the material on which you have based your work, using the system of reference specified by the Division in which your assignment was set;

(ii) Acknowledge the people whose concepts, experiments or results you have extracted, developed or summarised, even if you put these ideas into your own words;

(iii) Avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas.

There is nothing wrong with working with other students in a group; indeed sometimes you will be encouraged to do so. But after a certain point, each student must work on their own to produce their own written answers. If no specific guidelines for group-work have been given, a reasonable interpretation is that it is acceptable for two or more students to discuss a problem among themselves or with a staff member. The group may then agree that the answer should include certain points. But then each member of the group must independently write their own answer to the problem.

PENALTIES

Students who are guilty of cheating and plagiarism will be penalised. Depending on the nature of the offence, the unit coordinator will determine the penalty. For example, extensive plagiarism may result in zero marks for an assignment. Repeat offences will be referred to the University Discipline Committee and may result in failure or exclusion from the university.

(This material has been compiled from the existing plagiarism documents of Macquarie University and University of Auckland.)