

BUSI 4008 – Section R
Advanced Management Accounting and Control
Winter 2022

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Office: Online via zoom
Office Hours: By appointment via zoom
Modality: There are no formal classes, as this course is delivered 100% asynchronously through Brightspace
TA: TBA

Course Calendar Description

Builds on concepts covered in management and cost accounting courses. Integrates relevant issues from other functional areas: strategic uses of cost management, budgeting, and performance evaluation systems in managerial planning and control.

Course Description

This course focuses on managerial planning and control systems using the case method. It extends the concepts covered in the intermediate management accounting course and also integrates relevant contextual issues from other functional areas of organizations. The design of budgeting, cost management, performance measurement, performance evaluation, and reward systems, as well as, governance and ethical issues, are examined. Emphasis is placed on the need for different control techniques and systems in different types of organizations and for balanced integrated systems, comprising both financial and nonfinancial controls and measures.

Learning Objectives

1. Understand advanced management control concepts, techniques, and practices applicable to private, non-profit, and public organizations.
2. Identify management control problems related to cost management, budgeting, performance measurement, performance evaluation, and reward systems, as well as, governance and ethics, in private, non-profit, and public organizations.

3. Identify and apply appropriate management control techniques to remedy management control problems in private, non-profit, and public organizations.
4. Analyze and evaluate an organization's management control systems and practices, considering relevant organizational and environmental factors.
5. Based on analyses conducted, recommend appropriate managerial actions and improvements to management control systems.
6. Write well researched and justified professional reports.
7. Present the results and arguments in an effective manner and defend recommended courses of actions.
8. To evaluate the use of management control concepts in modern and/or non-traditional settings.

Course Prerequisites: BUSI 3008 with a grade of C- or higher.

Textbook and Brightspace

The textbook for this course is "**Management Control Systems: Performance Measurement, Evaluation and Incentives**," 4th Ed., by Kenneth A. Merchant and Wim A. Van der Stede, Prentice-Hall, 2018. An e-text version of the textbook is available if you prefer this to a print version. Additional required readings to help augment the chapter material will be posted on Brightspace.

All course material and resources (excluding the textbook), communication, assignment submission and collaboration will be done through Brightspace. It is important that you log on to Brightspace right away and start to be comfortable with using it.

For help and support, go to <http://carleton.ca/culearn/students>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca.

Instructional Method and Evaluation

This course encompasses assigned readings, case analyses, group work, and a final exam. Students are expected to read all of the assigned chapter(s) and to participate **equally** in the group work.

The primary role of the instructor in this course is to **facilitate** student learning by helping students understand and apply key concepts. It should be emphasized that diligent **independent preparation** of cases and **active participation** in the group case analysis are crucial to the development of effective problem-solving skills in this field and to perform well in the course.

Grading Scheme (details and due dates of each element will be provided on Brightspace):

Weekly in-class case assignments	20%
Group term project	40%
Final exam	40%

Weekly Assignments (20%)

There are weekly, individual assignments that involve the following two requirements:

- 1) A summary (in your own words) of the chapters that are covered each week as we progress through the course. You should be reading each chapter, watching the videos, reading the power points and then making your own notes from these resources on the chapters that are covered each week. Copying and pasting material from the textbook or lecture slides would not be appropriate.
- 2) An outline of your case analysis. You need to be reading the required weekly case and preparing a draft outline of a case analysis. The objective is not for you to do a full analysis of the case, but rather a point form outline of how you would approach the case. Students should attempt all cases each week (these are not marked) in preparation for the final exam which is an individual case.

Group Term Project (40%)

Groups will select a company that they are affiliated with or use publicly available information to analyze a **management accounting and control** problem that relates directly to the course material (or a modern take on it). The purpose of this project is for you to use what you have learnt this semester and integrate it into a real world scenario.

There are two requirements to this project. The first requirement (worth 25% of the total mark) is your written case analysis prepared in a professional report format following the approach outlined and posted on Brightspace. The second requirement (worth 15% of the total mark) is a video presentation by the group, summarizing the key aspects of your analysis and recommendations. Please refer to Appendix A for the evaluation rubric.

Each group member must (1) sign a declaration of academic integrity and (2) complete and hand in a confidential peer evaluation (form available on Brightspace) for each member of his/her group, covering all group work. Unless specifically otherwise documented, the assumption is that each student has contributed equally to all group work in this course. In cases of significantly different evaluations for a group member, the professor may contact the group members for additional information or request a meeting with all group members in order to ensure a fair allocation of group marks. Please refer to Appendix B for the approach that

will be followed in the event of issues within your groups.

Final Examination (40%)

The final exam will include a comprehensive case, requiring a significant degree of application and integration of the material covered in the entire course. The final examination will be held during the regular examination period. The duration of the exam will be 3 hours. The final examination will cover the whole course. You need to obtain a minimum grade of 45% on the final exam to pass this course.

*Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. Upon presentation of appropriate documentation and application through the registrars office. See the University's policy here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/examinations/#deferred-term-work>

Late Submissions

To ensure fairness for all students, penalties will be applied to late submissions. Failure to submit an assignment on time will result in an initial penalty of ten (10) percentage points, followed by an additional ten (10) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 70% if submitted after the deadline on the due date, 60% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

COURSE SCHEDULE (subject to change as necessary)

Week	Chapter Readings and Case Assignments
1. Week of 10 Jan	Course Overview How to Approach the Analysis of a Business Case Chapters 1 – Management and Control Chapter 2 – Results Controls Case – Leo Four Plex (p. 22) Start forming groups for weekly in-class case
2. Week of 17 Jan	Chapter 3 – Action, Personnel and Cultural Controls Chapter 4 – Control System Tightness Case – PCL – A Breakdown in the Enforcement of Management Control (p. 168) Finalize groups
3. Week of 24 Jan	Chapter 5 – Control System Costs Case – Fit Food, Inc. (p. 206)
4. Week of 31 Jan	Chapter 6 – Designing and Evaluating Management Control Systems Case – Family Care Specialists Medical Group, Inc. (p. 252)
5. Week of 7 Feb	Chapter 7 – Financial Responsibility Centres Chapter 8 – Planning and Budgeting Case – Zumwald AG (p. 283)
6. Week of 14 Feb	Chapter 9 – Incentive Systems Case – Raven Capital LLC (p. 384) No case assignment this week – Groups should start working diligently on the larger Group Case Assignment
Reading Week (21-25 February)	
7. Week of 28 Feb	Chapter 10 – Financial Performance Measures and Their Effects Case – King Engineering Group, Inc. (p. 433)
8. Week of 7 Mar	Chapter 11 – Remedies to the Myopia Problem Chapter 12 – Using Financial Results Controls in the Presence of Uncontrollable Factors Case – Hoffman Discount Drugs, Inc. (p. 534)
9. Week of 14 Mar	Chapter 13 – Corporate Governance and Boards of Directors Chapter 14 Controllers and Auditors Case – Entropic Communications, Inc. (p. 610)
10. Week of 21 Mar	Chapter 15 – Management Control Related Ethical Issues Case – Ethics at Cisco (p. 708)
11. Week of 28 Mar	Chapter 16 – Management Control in Not-for-Profit Organizations Case – SCI Ontario: Achieving, Measuring and Communicating Strategic Success (p. 735)
12. Week of 4 Apr	Group Written Case Assignment and Recorded Presentations Due
Final Exam Period	

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>		X		

Tips for Success –

- 1) Get started on this course right away!
- 2) Schedule your time so you don't fall behind.
- 3) Use all the resources, especially your textbook!
- 4) Work through all the cases and actively participate with your group.
- 5) Recognize right away when you are struggling with the material and contact me for help – don't wait!

Additional Information

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

Appendix A
BUSI 4008 Management Accounting and Control
Final Project and Presentation Assessment Criteria

General Comments and % range	Presentation 40%	Written Report 60%		
		<i>Content/clarity/relevance</i>	<i>Application of theory, concepts and class discussions</i>	<i>Knowledge and understanding/Analysis and interpretation and quality of recommendations</i>
Outstanding / Exceptional 90 -100	Outstanding, well-designed and well-delivered presentation. Logically, coherently and comprehensively structured.	Outstandingly clear, concise, critical, and comprehensive analysis and synthesis of relevant information. Outstanding referencing and project format.	Very well and clearly linked to material covered.	Very clear understanding and comprehensive depth of knowledge of major concepts and facts and high ability to see the inter-linkages. Excellent detailed analysis and interpretation of the facts leading up to high quality recommendations.
Excellent 80 – 89	Excellent, well-delivered presentation. Logically and comprehensively structured.	Excellent financial analysis: clear, comprehensive, and relevant. Excellent referencing and overall project format.	Clear evidence of relevant and in-depth application of theory and links to course material. Excellent analysis.	Clear understanding and depth of knowledge of major concepts, facts and their inter-linkages. High-quality and detailed analysis leading to very good and appropriate recommendations and conclusions.
Very Good 70 – 79	Very well directed presentation. Good logical flow and covers most questions.	Very good financial analysis- may lack clarity and comprehensiveness. Very good referencing and overall project format.	Good evidence of relevant application of course concepts and material. Very good analysis.	Good understanding of major concepts, facts and their inter-linkages. Good quality analysis--may lack some details, but overall solid and leading to appropriate recommendations and conclusions.
Good 60 – 69	Good overall presentation. May lack logical flow and comprehensiveness.	Good analysis, but lacks clarity, comprehensiveness, and relevance. Good referencing and overall format.	Evidence of some relevant application of course material, theories and concepts. .	Fair understanding of major concepts, facts and their inter-linkages. Average quality analysis leading to inadequate recommendations and conclusions.

Appendix B

BUSI 4008 Management Accounting and Control Peer Evaluation Form

How it works

As outlined in the course syllabus, each group member is required to sign the ethics declaration for the term project deliverables. The assumption is that each student has contributed equally to all group work in this course. In cases of significantly different evaluations for a group member, the professor may contact the group members for additional information or request a meeting with all group members in order to ensure a fair allocation of group marks.

In the event one or more groups experience an issue with the level of contribution by one or a few group members, I will use peer contributions as a means of adjusting team marks based on a consensus of their team members. Individual marks will be adjusted for those team members who fall in the “does not meet expectations” column by taking the average percentage awarded multiplied by the group grade earned for **all** group assignments for this course.

Example: Team member A receives percentages the ratings of 50, 60 and 63 from peers. Average is 57.6 (58). Group score for the assignment is 8/10. Team member A will receive $8 \times 0.58 = 4.6/10$.

Filling out the Form

Fair Contribution Environment: Individual team members will attest that their teams provided clear expectations for team assignments and that the team addressed any situation when contribution expectations were not met during the semester.

Peer Assessment: Individual members will fill out the second part of the form which is based on behavioural attributes of contributing in a team environment, following these instructions:

- **For “Does not meet”**, place a check mark in the box. You will need to provide specific evidence-based examples to support your determination. Based on your examples, indicate the percentage of group mark to be allocated to the team member based on their contribution; the maximum is 69% of the team grade.
- **For “Meets expectations”**, place a checkmark in the appropriate cell, no justification is required.

Peer Evaluation Form

Name –

		Meets	Does not meet	I attest to the following:
Work Allocation				All team members were clearly assigned work and had the opportunity to provide equal contribution to all team assignments.
Work Timelines				Timelines and expectations for outcomes for each team assignment were discussed and clearly communicated to each team member.
Invitation to Team Meetings				All team members were involved in the discussion of dates and times of meetings, invited to all team meetings, and provided with access to all information for course projects.
Mitigation				If a conflict arose around contribution, the topic was raised and we leveraged our team charter procedure on contribution expectations to discuss and understand the situation, discuss and clearly communicate an adjusted plan for the deliverable and provide equal opportunity to execute on the adjusted plan.

Specific Examples –