Advanced Integration 1  
ACCT 5133  
May 2 to June 13  
Tues and Thurs 6:05-8:55PM - CB2202

Instructor: Ajay Pangarkar, CTDP, CPA, CMA  
Office: TBD  
Phone: 514 836 2392  
Email: ajay.pangarkar@carleton.ca ajayp@centralknowledge.com  
Office Hours: With appointment

**Course Description:** Discussion, analysis and integration with an emphasis on the application of strategic management to various accounting and finance issues.

This course involves a combination of interactive class sessions, lectures, practical case solving, and in-session case and problem-solving activities. Students will receive instruction on the problem-solving process and discover what is required to resolving a strategic/accounting case. Students will then have opportunities between in-class sessions to work on simulated cases and will receive feedback on their performance prior to the classes. Each in-class session will then provide a debriefing for the cases through a “storyboarding” process.

During the first third of the course students are expected to assimilate and to become comfortable with the case solving process. As the course progresses, student will begin to resolve the cases applying the strategy and performance management concepts taught during the term. By the end of the session, students will be capable to resolving samples cases under exacting CPA conditions.

To address the specific core competencies students will be presented with smaller case problems prior to the session and prepare to resolve and discuss it in class. Students may find it useful to work in small groups and to spend some time prior to class discussing the issues that are involved in the individual cases.

During the last part of the term, class time will be devoted to resolving a case and then debriefing their solutions and conducting a self-analysis to improving personal performance. All students will be expected to analyze the case and participate in the discussion of the case.
Learning Objectives

Strategic thinking skills:
Strategic thinking skills allow us to draw unique insights that enable organizations to overcome key challenges they face and seize opportunities to create value.

These skills allow business professionals to address key questions facing every organization such as: “What are our goals and aspirations? Where will we do business (e.g., customers, products, geographies)? How do we create value and capitalize on our chosen markets? What choices do we need to make, and what are the trade-offs? What should we do next?”

The development of a systematic way of thinking that allows you to establish recommendations to questions such as these that are based on facts is a key objective of this course.

Structured problem solving skills:
Structuring your analyses and developing a logical argument enables business professionals to balance rigor and efficiency in solving complex business scenarios. Frameworks decompose problems into a set of drivers or elements, efficiently guide the identification of key issues and potential recommendations, and aid in prioritizing actions.

In this course, students will learn to approach problem solving and presentation building in a structured manner by using existing frameworks and learning how to develop your own.

Structured financial evaluation skills:
This course emphasizes the fundamental techniques of financial statement analysis. Building upon core accounting and investment concepts, the course covers the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement, and statement of cash flows. The course also examines the use of accounting information in investment decisions as applied to resolving a case problem.

Course Prerequisites: Completion of a minimum of 2.0 credits in the Master of Accounting program with a minimum average grade of B-.

Textbook(s): None. Class notes and session notes provided on CuLearn

Exam date: No Exams. The assessment points are components to the completing the case.

Drop Course Policy: The deadline for academic withdrawal is the last day of classes (each term).
### Course Requirements & Methods of Evaluation:

<table>
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<tr>
<th>Class</th>
<th>Requirements</th>
<th>Grade</th>
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<tbody>
<tr>
<td>4</td>
<td>Submit “Assess the Situation” for the Capstone Report</td>
<td>15%</td>
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<tr>
<td>7</td>
<td>Submit “Analysis of the case” for the Capstone Report</td>
<td>20%</td>
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<tr>
<td>9</td>
<td>Develop a draft strategy map for the Capstone Case</td>
<td>10%</td>
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<tr>
<td>10</td>
<td>Submit “Implementation plan” for the Capstone Report</td>
<td>20%</td>
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<td>13</td>
<td>Board Report Presentation</td>
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<td>Peer and Self-Evaluation*</td>
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<td>Participation and Preparation*</td>
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The items in bold represent the submissions related to the CPA Canada Capstone 1 Report. Items denoted with a ‘*’ are individual deliverables. All other items are group deliverables.

The grading scale used to calculate your final grade will be the one listed in the Carleton University Graduate Calendar:

A+ 90 - 100  B+ 77 – 79  C+ 67 – 69  D+ 57 – 59
A  85 – 89   B  73 – 76   C  63 – 65   D  53 – 56
A- 80 – 84   B- 70 – 72   C- 60 – 62   D- 50 – 52

#### Development of Enabling Competencies

One of the objectives of the M.Acc. is the development of the following enabling competencies and this course will develop these competencies as follows:

**Competencies**

1. Professional and Ethical Behaviour
   - Professional and Ethical Behaviour and Problem Solving and Decision Making will be developed on a weekly basis through the discussion and analysis of case studies.

2. Problem Solving and Decision Making
   - Communication will be assessed through your in-class participation, written assignments and the term project – report and in-class presentation.

3. Communication (written and oral)
   - Self-Management will be assessed by in-class participation and will reflect on your ability to keep up with the course materials on an on-going basis.

4. Self-Management
   - Teamwork and leadership will be assessed through the group project.
Final report date: The complete capstone report must be submitted at the time of the final presentation in professional report format.

Preparation and participation: Students are expected to come fully prepared to discuss and engage in the course topic. The success of this course for both students and professor depends on active thoughtful participation by the members of the class during lectures and case discussions.

Attendance is an integral part of class participation. The mark each student receives will reflect the quantity and quality of that student’s contribution to the course. Note that attendance is a minimum prerequisite for participation. The participation grade will be the average of the students total marks during the term prorated to the participation mark weight. The final mark will be at the discretion of the professor.

A student, who attends class regularly, yet does not participate actively in class activities and discussions should expect a participation grade of no more than 6.0/10.

Each student must submit a self-assessment form at the end of the semester (reference Appendix 3) and a peer/group assessment (reference Appendix 4)

Missed assignments and deferred examination: Students unable to write or complete the assessment items because of illness or other circumstances beyond their control must contact the instructor and the MAcc office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Course Schedule:
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Agenda</th>
<th>Pre-class Prep</th>
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</thead>
</table>
| 1    | 2    | **Introduction and Orientation**  
- Leveraging your team (team dynamics)  
- Systematically approaching decision making process  
- Reviewing the primary assessment tools  
- Applying basic presentation concepts  
- Review SWOT, Porter’s 5 Forces, and PESTEL  
- CPA Way (1 to 7) | Submit the team agreement  
Pre-read case: Sun Valley Fruit Snacks  
Getting Briefed on the CPA Way (1 to 7)  
| 2    | 4    | **Evaluating current business context**  
- Analyzing the mission/vision  
- Defining stakeholder objectives and preferences  
- Identifying organizational targets and constraints  
- Conducting a financial analysis  
- Identifying KSF, KRFs, and CAs  
- Defining the business issues | Prepare a report applying the steps to problem solving for Livoria that:  
- Assesses their current situation  
- Conducts a financial analysis  
- Identifies the primary business issues  
- Identifies options available to partners |
| 3    | 9    | **Quantitative/Qualitative Analysis**  
Knowing the Value of Your Financial Toolbox  
Quantitative analysis  
- Analyzing the current situation (interpretation)  
- Evaluating available options  
- Assessing financial capacity  
- Forecasting expectations  
Qualitative: What To Do With This Info?  
- Drawing out relevant conclusions  
- Financial comparative assessment (new world)  
- Correlating to qualitative aspects | Review ratio analysis, trend/benchmarking, capital budgeting, contribution margin, etc.  
Bring draft financial analysis for the capstone case |
| 4    | 11   | **Defining Strategic Concepts**  
Applying the strategy perspectives to case and business applications  
- What is Strategy  
- Value Disciplines  
- Core Competence  
- Value innovation | What is Strategy, Michael Porter, Harvard Business Review, Nov-Dec 1996*  
Customer Intimacy and Other Value Disciplines, Michael Tracey and Fred Wiersema, Harvard Business Review, Jan-Feb 1993*  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>Evaluating and Managing Risk</strong></th>
<th>Submit “Assess the Situation” for the Board Report</th>
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</thead>
</table>
| 5 | 16 | Why is assessing risk important?  
- Board requirements/liability  
- Fiduciary responsibility  
- Stress test recommendations  
Applying risk assessment tools  
- Variance analysis  
- Sensitivity analysis  
Trend analysis |  
- The Reporting of Organizational Risks for Internal and External Decision Making  
- Identifying, Measuring, and Managing Organizational Risks for Improved Performance |

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<th><strong>Internal Control and Ethics</strong></th>
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| 6 | 18 | What is ethics?  
- A framework for Ethical Decision making  
- Corporate governance and role of internal control  
- Compliance |  
- Corporate Governance: The Role of Internal Control (MAG)  
- Measuring and Improving Performance of Corporate Boards (MAG)  
- Responsible Hands, Anthony Atkinson, CMA Management, Nov 2004*  
- Pre-read Ethical Dilemma at Northlake  
- **Identify ethical issues in the capstone case** |

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<th></th>
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<th><strong>Performance Management Through Costing</strong></th>
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</table>
| 7 | 23 | Activity based management  
- Principles of change management  
- Organizational structures |  
- Process Based Costing: the Best of Activity Based Costing; Sievanen, Matti; AACE International Transactions*  
- Universal Cable Case  
- **Identify activity based costing opportunities for capstone report**  
- Submit “Analysis of the case” for the Board Report |

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<th><strong>Recommendations and Implementation Plan</strong></th>
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| 8 | 25 | Making and ranking recommendations  
- Operationalizing the strategy  
- Setting up the action plan |  
- Developing an Implementation Plan (CPA)  
- Prepare to address the issues in the capstone case |

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<th><strong>Managing and Measuring Performance</strong></th>
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</table>
| 9 | 30 | Balanced scorecard  
- Value chain analysis  
- Performance measurement non profit |  
- Using Strategy Map to Drive Performance  
- Applying the Balanced Scorecard  
- On the Folly of Rewarding an A, while Hoping for a B; Kerr, Steven, Academy of Management Executive, Feb 1995 |
<table>
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<tr>
<th>Date</th>
<th>Jun1 10</th>
<th>Change Management</th>
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<tr>
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<td>• Principles of change management</td>
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<td>• Provide leadership development</td>
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<td>• Simulate organizational change</td>
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<td>• Discover different change tactics and strategies</td>
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<td>• Developing Pro Forma Statements</td>
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<td>• Why prepare pro forma statements for recommendations</td>
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<td>• Stress-testing the financial projections</td>
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<td>• Identifying financial warnings or alternatives</td>
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<td>• Extracting possible concerns of business leaders</td>
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<td>• Communicating key performance improvement outcomes</td>
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<td>• Presenting to the Board</td>
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<td>• Be prepared to present your report to the capstone case</td>
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<td>• Prepare required handouts for the mock board</td>
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<td>• Managing the Human Aspects of Organizational Change</td>
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<td>• Extract the change effort for the capstone case</td>
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<td>• Bring the organizational chart for the capstone case</td>
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<td>• Submit “Implementation plan” for the capstone report</td>
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<td>• Research and read the purpose for pro formas</td>
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<td>• Debrief capstone pro formas</td>
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<td>• None</td>
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<td>• Submit completed Board Report</td>
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<td>• Bring draft PowerPoint presentation</td>
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<td>6</td>
<td>Develop a draft strategy map for the capstone report</td>
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Course Sharing Websites

Student or professor materials created for this course (including presentations, 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).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

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, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.

Person with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.
Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

**Pregnancy**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. 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: [http://carleton.ca/studentaffairs/academic-integrity/](http://carleton.ca/studentaffairs/academic-integrity/).

**Important dates and deadlines**

[http://carleton.ca/summer/dates-and-deadlines/](http://carleton.ca/summer/dates-and-deadlines/)
Appendix 3
Individual Class Participation Assessment

Name:__________________________________________________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Attendance</th>
<th>Participation in Class Discussion or Debates</th>
<th>Participation during Case Presentation by other group</th>
<th>Participation during own group Discussions or Meetings</th>
<th>Comments</th>
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Identify strengths in terms of your class participation:
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Identify areas for improvement:
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Provide a fair assessment of your overall class participation:
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
Appendix 4
PEER EVALUATION FORM

To deter social loafing and ensure fairness in grading, we will consider the contributions made by individual group members when assigning final grades for the group project and presentation. This will be assessed using peer evaluation, and will entail individual deviations from the group grade in cases where this is warranted.

The procedure is as follows: Each member will take 100 points and allocate those points to their group members (including her/himself) to reflect their contributions. So, for instance, if there are 3 members in a group and everyone contributed equally, each individual would receive 33⅓ points.

Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that peer evaluation scores are reasonable and free from personal bias, any point allocation that is not equal should be accompanied by a detailed written explanation.

PLEASE COMPLETE THIS FORM AND SUBMIT IT WITH YOUR FINAL REPORT

<table>
<thead>
<tr>
<th>Name of Group Member (please include yourself)</th>
<th>Points</th>
<th>Rationale (if point allocation is not equal)</th>
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<tbody>
<tr>
<td>YOU:</td>
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