



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

ACCT 5128: Strategy for Professional Accountants
September 15 to October 20, 2020
Tuesday 6:05 – 8:55pm; online - Zoom

Instructor:

Ajay M. Pangarkar, CTPD, FCPA, FCMA

Office: None, upon appointment, virtual coffee meet-ups*

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Course Description:

This *Strategic Analysis for Professional Accountants* course provides students with an overview and application of the strategy process required of professional accountants. This is a case-based course exploring the development of a company's situation analysis, identification and analysis of strategic and operational issues, culminating to concluding and advising recommendations to stakeholders.

Typically, this course involves a combination of interactive class sessions, lectures, practical case solving, and in-session case and problem-solving activities. Living in unprecedented circumstances, for the first time the course will be delivered through Zoom and will require patience, adaptability, interaction, and understanding from students. Students receive instruction on the CPA problem-solving process and discover what is required to resolve a strategic/accounting case. Between in-class sessions students work on simulated cases and will receive feedback on their performance. Each in-class session will then provide a debriefing for the cases through a "storyboarding" process.

Addressing specific core competencies, students will prepare and resolve case problems prior to the session and prepare to discuss it in class. Students will work in small groups and should spend time prior to class discussing the issues involved within the individual cases.

This course prepares students to more confidently approach the *ACCT 5133 Advanced Integration* course the following summer addressing the CPA Capstone 1 case under exacting CPA conditions. **This course require students to review and apply the CPA Way to address cases presented.**

Given the current environment related to COVID-19, all classes, coaching and group presentation sessions will be conducted using Zoom software. Further details will be provided on cuLearn.

Learning Objectives

Strategic thinking skills:

Strategic thinking skills allow unique insights that enable organizations to overcome key challenges they face and seize opportunities to create value. The development of a systematic thinking allows you to establish recommendations to questions 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.

Group Work

All case assignments will be completed in groups. Students will be placed in different groups for each weekly case assignment. It is expected that students will develop different competencies for each case. For the final week 6 case, students will be placed in a permanent group at the beginning of the term. The group work is to develop team, leadership, and management skills expected of professional accountants.

Textbook(s): None. Class notes and session notes provided on CuLearn and held in Library Reserves

Exam date: To be announced in class. The assessment points are components to completing the case.

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

Course Requirements & Methods of Evaluation:

| <u>Requirements</u> | <u>Grade</u> |
|---|--------------|
| Case 1: To be announced | 20% |
| *In-class assignment – Situation Analysis / Analysis of Alternative | 10% |
| Case 2: To be announced | 20% |
| Presentations of case 1 or 2 (individually assessed) | 15% |
| *Final Exam: Case Exam | 35% |
| | <hr/> |
| | 100% |

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

Development of Enabling Competencies

One of the objectives of MAcc 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 | |
| 3. Communication (written and oral) | Communication will be assessed through your in-class participation, written assignments and the term project – report and in-class presentation. |
| 4. Self-Management | 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. |
| 5. Teamwork and Leadership | Teamwork and leadership will be assessed through the group project. |

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. There's also an expectation for peer development through professional feedback.

Attendance is an integral part of class participation and may have an impact on the overall final grade. Participation evaluation is at the discretion of the professor and reflects the quantity and, more importantly, quality of that student's contribution to the course.

If there is a single medical or family emergency that requires a student to miss 2 or more classes, please provide documentation to your instructor.

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:

| Wk | Topic/Agenda | Pre-class Prep |
|----|---|---|
| 1 | Introduction and Orientation <ul style="list-style-type: none"> Class expectations including importance of teamwork –pass/fail as a group Overview of next 6 weeks and structure Group work – Team Agreement Introduction to case analysis and strategic concepts Review the CPA Way <ul style="list-style-type: none"> 3 financial expectations CPA integration expectations In class case #1 read and prep, coaching | <ul style="list-style-type: none"> READ: “What is Strategy”, Michael Porter, Harvard Business Review, Nov-Dec 1996* https://iqfystage.blob.core.windows.net/files/CUE8taE5QUKZf8ujfYIS_Reading+1.4.pdf Review SWOT, Porter’s 5 Forces, PESTEL Getting Briefed on the CPA Way (1 to 7) https://www.cpacanada.ca/en/become-a-cpa/pathways-to-becoming-a-cpa/national-education-resources/the-cpa-way Provide week 3 case: TBA |
| 2 | Strategic Concepts, CPA Expectations <ul style="list-style-type: none"> Discuss required readings Apply reading concepts to class one case Address CPA Capstone and CFE expectations Review presentation skills In class case #1 coaching | <ul style="list-style-type: none"> READ: “Customer Intimacy and Other Value Disciplines”, Michael Tracey and Fred Wiersema, Harvard Business Review, Jan-Feb 1993* https://hbr.org/1993/01/customer-intimacy-and-other-value-disciplines READ: “The Core Competence of the Corporation”, C.K. Prahalad, Gary Hamel, Harvard Business Review, May-June 1990* https://hbr.org/1990/05/the-core-competence-of-the-corporation |
| 3 | Debrief Case #1 <ul style="list-style-type: none"> Submit first group case (20%) Discuss strategic value Debrief Case #1: assess situation; analyze major issues; conclude and advise In class case #2 coaching | <ul style="list-style-type: none"> READ: “Rethinking Organizational Strategy” Guideline and Case 2020; CPA Management Accounting Guideline; Ajay M. Pangarkar CTD, FCPA, FCMA https://tinyurl.com/to9m6rp Submit Report: Case #1 (20%) <ul style="list-style-type: none"> Sept 29th, 6:00pm Provide week 5 case: TBD |
| 4 | Debrief In-Class Case (10%) <ul style="list-style-type: none"> Quiz: Individually assess situation and analyze major issues for in-class case (10%) Breakout/Plenary: Conclude/advise in-class case Develop balanced reasoning to convince stakeholders In class case #2 coaching | <ul style="list-style-type: none"> Pre-read in-class case In-class quiz 10% <ul style="list-style-type: none"> Oct 6th, 6:00pm Application of strategic readings/concepts |
| 5 | Prepare for Board Presentation <ul style="list-style-type: none"> Submit second group case (20%) Review of presentation expectations In-class: Develop presentation to stakeholders | <ul style="list-style-type: none"> Submit Report: Case #2 (20%) <ul style="list-style-type: none"> Oct 13th, 6:00pm Preparations for presentations |
| 6 | Present Case 1 or 2 to Board (15%) <ul style="list-style-type: none"> Submit PowerPoint Deck Conduct presentations to boards of either Case 1 or 2 | <ul style="list-style-type: none"> Submit PowerPoint Deck for Case 1 or 2 (15% with presentation) <ul style="list-style-type: none"> Oct 20th, 12:00pm |

Additional Information:

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).

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

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, 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 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

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. 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. 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/>.

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 hard 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/>