



**ACCT 5128:
Strategy for Professional Accountants
Sept 13 to Oct 18, 2022
Sec P Tuesdays, 18:05 – 20:55;
Modality: 3 hours in class**

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

Class Meeting: Sept 13 to Oct 18, 2022; Tuesdays, 18:05 – 20:55; 1020NI

Learning Modality: 3 hours in class

COVID-19 in the classroom:

The ongoing COVID-19 protocols of Carleton University are listed separately in this document. Please familiarize yourself with them. You must comply with these protocols at all times while on campus. Specifically for this course, the following procedures have been put in place surrounding COVID in our classroom:

- If the *instructor* must isolate due to COVID, the class will move on-line temporarily until such time that isolation is no longer required.
- If you as a *student* must isolate due to COVID, please do so and **do not** come to campus. Contact your instructor upon testing positive, and fill out the COVID-19 self-declaration form which can be found here: <https://carleton.ca/registrar/cu-files/covid-19-self-declaration-form/>. Submit the form to your instructor.

Your instructor will contact you to discuss plans for helping you keep up in your course. It is important to note that you are responsible for keeping on track with course material, even if you must isolate. Your instructors are here to help, but be aware that it will require extra effort on your part to ensure you are completing the tasks and learning required of you for the course.

Course Calendar Description:

Overview of the strategy process required of professional accountants. Case-based course with accounting focus, exploring the development of a company's situation analysis, identification and analysis of strategic and operational issues.

Includes: Experiential Learning Activity

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. 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 5134 Advanced Integration* course the following summer addressing the CPA Capstone 1 case under exacting CPA conditions.

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 Brightspace.

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

Course Requirements & Methods of Evaluation:

<i>Requirements</i>	<i>Grade</i>
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	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. |
| 6. Adding Value | CPAs collaborate effectively on cross-functional improvement projects. They identify areas that need improvement based on strategic priorities and offer creative solutions. They encourage a culture of mindful co-operation, innovation, and sustainability |

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 depend 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.

Contribution to Learning Goals of the Program ([MAcc](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught but Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
MA1 Technical Competencies <i>Graduates will possess the technical abilities expected of professional accountants in all functional areas.</i>		X		
MA2 Problem-Solving and Decision-Making <i>Graduates will be skilled in problem-solving and decision-making.</i>				X
MA3 Enabling Competencies <i>Graduates will possess the essential skills of a professional accountant including professional and ethical behaviour, communication, self-management, and teamwork and leadership.</i>				X

Course Schedule:

Dates	Topic/Agenda	Pre-class Prep
Sept 13	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
20	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
27	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 CTPD, FCPA, FCMA https://tinyurl.com/to9m6rp • Submit Report: Case #1 (20%) • Provide week 5 case: TBD
Oct 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 • In class case #2 coaching/ prep mini case 	<ul style="list-style-type: none"> • Pre-read in-class case • In-class quiz 10% • Application of strategic readings/concepts • Prepare presentation for mini case in class 5
11	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%) • Preparations for presentations • Conduct practice presentation
18	Present Case 1 or 2 to Board (15%) <ul style="list-style-type: none"> • Submit PowerPoint Deck • Conduct presentations to board of either Case 1 or 2 	<ul style="list-style-type: none"> • Submit PowerPoint Deck for Case 1 or 2 (15% with presentation)

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).

Recommended Calculator for 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 Spratt School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or 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.

(If peer evaluation will be used as an input when assigning grades to group work, specify the procedure. An example appears below.)

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themselves) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

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 F = Below 50

A = 85-89 B = 73-76 C = 63-66 D = 53-56
A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

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**

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: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

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: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **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. <https://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: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will 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: <https://students.carleton.ca/course-outline/>

Academic Integrity:

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—are a serious academic offence, 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: <https://carleton.ca/csas/>

Other 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 can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
