



FINA 5521
FINANCIAL MANAGEMENT CONCENTRATION INTEGRATION
FALL (F2)/2023

Instructor	Atma Shrestha, CPA, CMA
Email	Atma.shrestha@carleton.ca
Office Hours	By appointment
Term	Fall(F2) from October 31 – December 05, 2023
Course Delivery	In-person
Class Time	Thursday, 6:05PM – 8:55PM
Class Location	Nicole Building 4050
Restrictions	Precludes additional credit for BUSI 5500
Prerequisites	FINA 5501 , FINA 5502 , FINA 5512 and FINA 5513

Course Deliverables	Due Date	Weight on Final Grade
Group Case Report and Presentation	November 14, 2023	15%
Group Case Report and Presentation	November 28, 2023	15%
Final Group Project Report	December 12, 2023	15%
Final Exam	December 12, 2023	45%
Participation/Attendance	Ongoing through the term	10%
		100%

COURSE CALENDAR:

[FINA 5521](#) integrates and applies all the accounting and finance concentration coursework. Critical thinking is stressed via the case study approach. Focuses on complex problems and allows students to gain a deeper understanding of the salient issues discussed within the financial management concentration.

COURSE DESCRIPTION:

This is the final finance course for the MBA students specializing in Financial Management. Students are assumed to have sound knowledge and understanding of corporate finance and investment management as well as managerial accounting and statistics gained from their pre-requisite courses.

The course will broadly cover the following three main themes:

- Defining value and wealth creation
- Measuring value and wealth and
- Understanding the link between the value and value-based management

The important corporate finance concepts such as dividend policy, capital structure, cost of capital, capital budgeting will be discussed to reinforce students' understanding of these main themes.

From this course, students will also gain better understanding of the increasingly important and strategic role financial professionals such as CFO, Financial Managers and Financial Analysts play for the success of the organization.

KEY LEARNING OBJECTIVES

The key objectives of this course are to provide good understanding and knowledge on:

- CFO's role and the finance function
- Key corporate finance decisions
- Key emerging issues impacting financial performance
- Firm performance and metrics

METHOD OF INSTRUCTION:

There will be a weekly class session of 170 minutes. The class will combine the case discussions and presentations. Hence, students are required to read all the materials assigned for each session and come prepared for discussions and presentations. Instructor will randomly select a few students to present the summary of the one or two assigned readings. While not all assigned readings will be covered during the class due to the time constraints, students will still be responsible to read all the assigned readings as they form the part of the final exam.

Students are encouraged to actively participate in the class discussions.

COURSE MATERIALS:

There is no required textbook for this course. Assigned readings and case studies form part of the course materials for this course. Reading materials are available through course outline or the library reserve. Students are encouraged to consult any other relevant materials including the following books:

Koller, T., Goedhart, M. and Welles, D., (2010), Valuation: Measuring and Managing the Value of Companies. McKinsey & Company, Inc., John Wiley and Sons, Fifth Edition

Schwartz, E. and Trigeorgis, L. (2004), Real Options and Investment under Uncertainty: Classical Readings and Recent Contributions. The MIT Press, First Edition

GRADING SCHEME:

Student evaluation will be based on case/project reports, presentations and final exam.

Group Case reports (2)	20%
Group Case presentation	10%
Final Group project	15%
Final Exam	45%
Participation	10%
Total	100%

Please note that all grades are subject to the approval of the Dean.

GROUP CASE WORKS:

In this course, students will have opportunity to work in team setting for case analyses and presentations. While these group works are primarily intended to deepen students' understanding of financial management concepts and decision-making skills through case analysis and presentations, the group works will also provide them an opportunity to develop their soft skills such as communication, leadership, and decision-making skills by understanding the group dynamics and group behavior while working in team set-up.

Group Case Reports and Presentations:

There will be two case studies that the students will have to analyze and present in group setting. The length of each case report should not exceed 10 pages. For consistency, the case report should be structured with the following information:

Required information
Executive Summary
Situational Analysis
Identification and analysis of strategic issues and alternatives
Proposed solutions/recommendations
Analysis of the impacts (financial and non-financial) of the recommended strategy(ies)
Conclusion

Each group should at least make one presentation of their case analysis. However, all groups should prepare and submit the case reports as they will be graded. The date for the presentation and due date for the submission of case report is found in the [course calendar](#). Each group will be evaluated based on their quality of the case report and presentation. However, peer evaluation of the individual contribution of team members to the group works will also be considered when assigning grade for the team members.

The suggested structure and the time allocation for the group presentation are as follows:

Topics	Time allocation
Situation analysis	5 minutes
Identification and analysis of strategic issues and alternatives	10 minutes
Proposed solutions/recommendations	15 minutes
Analysis of the impacts (financial and non-financial) of the recommended strategy(ies)	5 minutes
Class discussion	20 minutes
Conclusion	5 minutes

Final Group Project:

This is the group project involving the case analysis and reporting of a non-financial business organization listed in TSX/S&P 500. The length of the report should be of 10 -15 pages and should be structured with the same elements as suggested in the mini case-study mentioned above. The case analysis should centre around three key themes outlined above including the key financial management concepts such as capital structure, cost of capital, capital budgeting including real options, dividend policy, M&A as well as corporate governance. The evaluation of the group work will be based on the quality of the report. Peer evaluation will also be taken into account when assigning the grade for the individual team members.

Final Exam:

Final exam is based on all the assigned readings, lecture notes and case studies covered during the session.

Participation:

Student participation will be evaluated based on their level of participation and contribution to class discussions as well as their ability to summarize and explain the key concepts of the assigned readings. This aside, the student attendance will also be considered in this evaluation.

SUBMISSION OF CASE ASSIGNMENTS

Each group should submit a paper and electronic copy of the case reports and presentations at the beginning of the class when they are due. Late submission of the assignment will not be accepted. The electronic copy of the case reports and presentations should be prepared in MS Word, MS PowerPoint or PDF formats.

SATISFACTORY IN-TERM PERFORMANCE:

Students will have to obtain at least 50% of all pre-final term works (cases and presentations) to achieve Satisfactory In-term Performance.

Unsatisfactory In-term Performance will lead to failing grade in this course (FND – Failure No Deferral), regardless of the student's performance in the final exam.

COURSE DROP POLICY:

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

DEFERRED FINAL EXAMINATION:

Student unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request for 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.

STUDENT PREPARATION:

As this is the case-based course, students are assumed to have come well prepared by completing assigned reading materials and case studies for each session.

CONTRIBUTION TO PROGRAM LEARNING GOALS ([MBA](#))

Financial management is one of the key topic areas of the MBA program. Students taking this course will gain good understanding of the key themes of the financial management as outlined above. As the students spend significant amount of their time in case writing and presentations in group environment, they will develop and hone their critical thinking and problem-solving skills as well as their leadership, communication, ethical reasoning, and decision-making skills. They will also gain global business perspective as the case topics discussed during the course will cover different business organizations operating in different parts of the world.

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught and Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>		✓		
MB2 Communication <i>Graduates will be effective communicators</i>		✓		
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>		✓		
MB4 Functional Knowledge <i>Graduates will have knowledge that is relevant to business and be able to apply that knowledge to address business issues, opportunities, and risks</i>				✓
MB5 Global Awareness <i>Graduates will have an appreciation of the global environment of business.</i>				✓
MB6 Ethics and Responsible Management <i>Graduates will apply ethical considerations and principles of responsible management in business decision-making</i>		✓		

CONDUCT:

Students are expected to behave ethically that involves among others, treating fellow students and instructor respectfully; attending the class regularly; completing the class assignments in time; being punctual in the class and minimizing class disruptions.

Moreover, all assignments and exams are to be completed individually except for the group works. No materials created by student or instructor are to be shared without their written consent.

CHANGES TO COURSE OUTLINE:

The instructor reserves the right to make changes to the course outline or required materials during the session considering the students' interests and background. Any changes made in the course outline/reading materials will be communicated in time.

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 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 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.

Peer Evaluation of Group Works

To ensure the fairness in grading of the group work, you will be asked to evaluate the contribution of your fellow group members. The information will be used when assigning the grade for the group case reports and final project. As part of the peer evaluation, each student of the group will take 100 points and allocate those points to each individual team members including you to reflect their contribution in the team. To ensure that the peer evaluation scores are reasonable and free from bias, you will have to provide the detailed explanation for the allocation of 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
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:

<https://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:

<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, 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: <https://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: <https://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/>

Course Calendar and Readings (Tentative)

Date	Topic/Agenda	Assigned Readings	Due Date
Oct 31	<p>1) Introduction to the Course</p> <ul style="list-style-type: none"> • Review of Course Outline • Form groups for case writing and case presentation <p>2) Presentation of the summary of assigned readings by student(s) followed by class discussions</p>	<p><u>CFO Roles</u></p> <ul style="list-style-type: none"> • C Foley (2016), <i>The Role of Chief Finance Officer</i>, Harvard Business Review (<u>Available in Library Reserve</u>) • CFO Agenda • KPMG redefines the role of CFOs <p><u>Suggested Reading:</u></p> <p>Cost of Capital:</p> <ul style="list-style-type: none"> • Luehrman T (2017), <i>Cost of Capital</i>, Harvard Business Review (Available in Library Reserve) 	None
Nov 7	<p>1) Presentation of the summary of assigned readings by student(s) followed by class discussions</p>	<p><u>Key Emerging Issues</u></p> <p><u>Shareholder Activism</u></p> <ul style="list-style-type: none"> • Beatty, David (2016), <i>Shareholder Activism: This Change is Everything</i>. Harvard Business Review (Available in Library Reserve) • Activist Investing in Canada - video; BNN Bloomberg <p><u>Suggested Readings:</u></p> <p>Healy P (2017), <i>Financial Accounting Reading: Introduction to Valuation</i>, Harvard Business Review (Available in Library Reserve)</p>	

Nov 14	<p>1) Presentation of the summary of assigned readings by student(s) followed by class discussions</p> <p>2) Student Group A to present the Case # 1 followed by Q&A and class discussions</p>	<p><u>Key Emerging Issue:</u></p> <p>Redefinition of purpose of corporation</p> <ul style="list-style-type: none"> • Business Roundtable redefines purpose of a Corporation to Promote an 'Economy that Serves for All Americans' • Govindarajan V and Srivastava (2020), <i>We are Nowhere Near Stakeholder Capitalism</i>, Harvard Business Review (Available in Library Reserve) 	<p>Group Case Report # 1: <i>Neptune Orient Line (NOL)</i> (Available in Library Reserve)</p>
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Nov 21	<p>1) Presentation of the summary of assigned readings by student(s) followed by class discussion</p>	<p>Measuring Corporate Performance: Shareholder Value and Capital Structure:</p> <p><u>Performance Measurement:</u></p> <ul style="list-style-type: none"> • Harris, Michael and Tayler, B (2019), <i>Don't Let the Metrics Undermine Your Business</i>, Harvard Business Review (Available in Library Reserve) • Kaplan R and Norton D (2005), <i>The Balanced Scorecard: Measures That Drive Performance</i>, Harvard Business Review (Available in Library Reserve) • Deloitte CFO on Performance Metrics <p><u>Suggested Readings:</u></p> <p><u>Economic Value-Added (EVA)</u></p> <ul style="list-style-type: none"> • Ferri F, Ferris W, Treadwell S and Desai M (2006), <i>Understanding Economic Value Added</i>, Harvard Business Review (Available in Library Reserve) 	
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Nov 28	<p>1) Presentation of the summary of assigned readings by student(s) followed by class discussions</p> <p>2) Student Group B to present the Case # 2 followed by Q&A and class discussions</p>	<p>Incentives:</p> <ul style="list-style-type: none"> • Kernelakis, Andreas (2018), <i>Why Are Your Reward Strategies Not Working? The Role of Shareholder Value, Country Context, and Employee Voice</i>, pp 107-113, Business Horizons (Available from Library Reserve) • Dudley T. and Rouen E (2021), <i>The Big Benefits of Employee Ownership</i>. Harvard Business Review (Available in Library Reserve) 	<p>Group Report for Case# 3: TTK Prestige: Economic Value-Added Analysis (Available from Library Reserve)</p>
Dec 5	<p>1) Presentation of the summary of assigned readings by student(s) followed by class discussions</p> <p>2) Review and discussion for final exam</p>	<p>Real Word and Summary:</p> <ul style="list-style-type: none"> • Yoon, Eddie (2017), <i>Tesla Shows How Traditional Business Metrics are Outdated</i>, Harvard Business Review (Available in Library Reserve) • Elkington and Roberts, Richard (2019), <i>6 Ways CEOs Can Prove They Care About More than Shareholder Value</i>, Harvard Business Review (Available from Library Reserve) 	
Dec 12	Final Exam		Final Project Group Report