

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Accounting

ACCT 5931
STRATEGIC MANAGEMENT ACCOUNTING

COURSE OUTLINE
SEMESTER 1, 2009

TABLE OF CONTENTS

1. STAFF CONTACT DETAILS	3
1.1 Teaching Staff	3
1.2 Communication and Consultation with Staff	3
2. COURSE DETAILS	3
2.1 Teaching Times and Locations	3
2.2 Units of Credit	3
2.3 Course Aims and Relationship to Other Courses	4
2.4 Student Learning Outcomes	4
3. LEARNING AND TEACHING ACTIVITIES	5
3.1 Approach to Learning and Teaching in the Course	5
3.2 Learning Activities and Teaching Strategies	5
4. ASSESSMENT	6
4.1 Formal Requirements	6
4.2 Assessment Overview	6
4.3 Assessment Details	7
5. ACADEMIC HONESTY AND PLAGIARISM	10
6. STUDENT RESOURCES	11
6.1 Course Resources	11
6.2 Course Website	11
6.3 Other Resources, Support and Information	11
7. COURSE EVALUATION AND DEVELOPMENT	11
8. STUDENT RESPONSIBILITIES AND CONDUCT	11
8.1 Workload	12
8.2 Attendance	12
8.3 Special Consideration and Supplementary Examinations	12
8.4 General Conduct and Behaviour	12
8.5 Occupational Health and Safety	13
8.6 Keeping Informed	13
9. ADDITIONAL STUDENT RESOURCES AND SUPPORT	13
10. COURSE SCHEDULE	14

1. STAFF CONTACT DETAILS

1.1 Teaching Staff

Teaching Staff	Email	Office	Telephone
Ed Harbor (Lecturer in Charge)	e.harbor@unsw.edu.au	Quad 3109	9385 5907
Allan Keith	a.keith@unsw.edu.au	Quad 3109	9385 5907
David Wright	david.wright@bbsaa.com.au	Quad 3109	9385 5907

1.2 Communication and Consultation with Staff

Students will be notified of staff consultation hours during the first seminar in Week 1. You are encouraged to seek help at a time that is convenient to you from any staff member teaching on this course during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. You may also telephone staff during consultation hours.

Any email enquiries must be sent from your UNSW student email address. Responses to these email enquiries will normally be made during consultation times. Please note that common written etiquette must be observed when conducting any written communication with staff members. Students are asked to refrain from communicating using shorthand and “SMS” language.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Seminar Location	Day	Time
Law Building 389	Monday	15:00 to 18:00
Law Building 201	Monday	18:00 to 21:00
Law Building 201	Wednesday	10:00 to 13:00
Law Building 162	Wednesday	18:00 to 21:00
Law Building 202	Thursday	18:00 to 21:00

Please refer to the University timetable on my.unsw.edu.au for class locations, in the event of a room change.

2.2 Units of Credit

ACCT5931 Strategic Management Accounting has 6 units of credit assigned.

2.3 Course Aims and Relationship to Other Courses

The Course introduces emergent thinking about the interfaces between financial and business performance with a focus on adding value to the business, rather than emphasising financial control. The link between strategy and resource management is highlighted, in focusing on the effective use of an organisation's financial and other resources in creating value for customers and shareholders. The course aims to introduce strategic financial management as an integrated way of thinking about the key drivers of value in organisations. It has the following aims:

1. It seeks to highlight and evaluate contemporary resource management practices;
2. It seeks to explore the linkages between these practices and enterprise performance;
3. It discusses the relevance of heightened organisation-wide awareness of the nature of, and value creation potential of enterprise resources; and
4. It examines the implications of realigning existing organisational performance measurement systems to strategic aims and stakeholder value creation objectives.

The course draws upon research, professional literature and case studies to explore the issue of creating value through the strategic management of resources.

This course is offered by the School of Accounting within the Master of Commerce degree. It is a compulsory course in the Master of Commerce majoring in Strategic Value Management and the Master of Professional Accounting program. In order to enrol in this course, the following pre-requisite must have been satisfied – ACCT5996, Business Processes: Analysis & Improvement. The course is not available to students who have completed ACCT3583 or ACCT3593 in the last three years.

2.4 Student Learning Outcomes

Content-based Learning Outcomes

As a result of satisfactorily completing this course, you should be able to:

1. Identify and evaluate the business strategies of contemporary organisations, based on an understanding of their internal and external environments;
2. Understand the manner in which business strategies impact upon resource consumption and internal and external stakeholder relationships; and
3. Analyse and evaluate the resource management implications and value creation potential of strategic initiatives

Desired Skills-based Outcomes

At the conclusion of this course, you should have an enhanced capacity to:

4. Learn independently and to assume responsibility for the learning process;
5. Learn within teams – to co-operate with team members, to assume leadership and to manage differences and conflicts;
6. Conduct applied research – acquiring, analysing and presenting knowledge;
7. Tolerate ambiguity in managerial and organisational problem-solving;

8. Think critically about informing literatures (both research and practitioner-based) and extant organisational practices;
9. Apply knowledge to specific organisational contexts;
10. Make professional business presentations; and
11. Develop the self-motivation to engage in life-long learning.

This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree.

Course Learning Outcomes	ASB Graduate Attributes
1,3,5,6,7,8,9.	1. Critical thinking and problem solving
3,5,6,10.	2. Communication
4,5,10,11.	3. Teamwork and leadership
1,2,3,4,6.	4. Social, ethical and global perspectives
1,2,3,6,8,9,11.	5. In-depth engagement with relevant disciplinary knowledge
1,2,3,4,5,7,9,10,11.	6. Professional skills

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

At university, the focus is on your self-directed search for knowledge. Seminars (combining lectures and tutorials), textbooks, exams and other resources are all provided to help you learn. You are therefore required to attend all seminars, and read all required readings in order to fully grasp and appreciate the concepts of Strategic Management Accounting.

It is up to you to choose how much work you do in each part of the course: preparing for classes; completing assignments; studying for exams; and seeking assistance or extra work to extend and clarify your understanding. You must choose an approach that best suits your learning style and goals in this course. Seminar questions and practice questions are provided to guide your learning process.

The teaching staff has put a great deal of thought into the development and presentation of this course. As such, it is expected that that students may experience a flexible, but directed, learning approach to Strategic Management Accounting.

3.2 Learning Activities and Teaching Strategies

The course is held over 12 seminars. Each seminar is of three hours duration. Seminars will combine lecture-style content (to introduce and explain concepts that are critical to the core themes of the course) with tutorial-style discussion (where students will be encouraged to apply their knowledge to solve business problems via in-class exercises and seminar questions). During these seminars, instructor-led discussion, syndicate exercises and student presentations may be held.

Self Study

Self study is a key element of the learning design of this course with students encouraged to assume responsibility in the learning process, and to make the seminars more effective. Thus, the onus is on students to review and complete seminar questions. All seminar questions are contained in the ACCT5931 Supplementary Material (2 volume set) for 2009.

In order to maximise the benefits of attending seminars, it is essential that, prior to a seminar, you read the relevant course materials and prepare written responses to any seminar questions assigned. Staff will be available in consultation hours to assist with any difficulties experienced with these questions.

4. ASSESSMENT

4.1 Formal Requirements

To be eligible for a passing grade in this course, students must:

- (a) Achieve a composite mark of at least 50% **AND**
- (b) Satisfactorily complete all assessment tasks **AND**
- (c) Achieve a satisfactory level of performance in the final examination. This usually means a minimum mark of 45%.

Any student having an overall mark of 50 or more, but less than 45% in the final examination, will be given a UF (unsatisfactory fail) grade or be asked to sit a supplementary final examination, depending on the individual's circumstances.

If a supplementary exam is required, it will be held after the end of the examination period. If a supplementary exam is offered to a student, there is only one opportunity to sit the exam. It is the student's responsibility to ensure that she or he is available on the date of the supplementary exam. In accordance with University policy, notification of a requirement for Supplementary assessment will be made by email.

A "pass conceded" (PC) grade may only be granted by the Faculty of Business Assessment Committee, and not the Head of School or the Lecturer in Charge of this course.

4.2 Assessment Overview

The composite mark for **ACCT5931** will be calculated as follows:

Assessment Item	Weight	Learning Outcomes Assessed*
Individual Assignment	10%	1, 2, 3, 4, 6, 8, 9 and 11
Syndicate Case Study	20%	1, 2, 3, 4, 5, 6, 8, 9 and 11
Syndicate Presentation	10%	1, 2, 3, 4, 5, 6, 8, 9 and 10
Class Participation	10%	1, 2, 3, 4, 5, 7, 8, 9 and 10
Final Examination	50%	1, 2, 3, 4, 7, and 9
TOTAL	100%	

* These Learning Outcomes are provided on page 4 of this Course Outline.

4.3 Assessment Details

4.3.1 Individual Assignment (10%)

The assignment will be an individual exercise on a nominated company. This will be in the form of a short in class assessment, which will be held at the beginning of seminar 4. Full details of this will be made available in seminar 2.

4.3.2 Syndicate Case Study (20%)

The case study will be undertaken by syndicates of five (5) students within the same seminar group, and will relate to a nominated company. Details regarding the nature and content of the case study are to be provided in a separate handout during seminars, and will also be available on WebCT Vista.

The case study is due at the beginning of **Seminar 11**, with two additional deliverables due as outlined below in Section 5.2.2.1. The composition of syndicates must be finalised by **Seminar 3** and submitted to your Seminar Leader in writing. Please note that it is your own responsibility to form a syndicate group.

Self and peer assessment will be involved in the determination of the final mark. Enrolment in this Course constitutes agreement to participate in the confidential self and peer evaluation process. Details of this process are contained in Section 5.2.2.2 below.

4.3.2.1 Syndicate Case Study Deliverables

Deliverables required to be submitted as part of the syndicate case study process and due dates are detailed below:

DELIVERABLE	Due Date: (week commencing)	Group Tasks Mandatory	Comments
1. Syndicate Nomination Form*	23 rd March	Yes	
2. Completed Syndicate Assignment	25 th May	Yes	Refer to assignment handout
3. Peer Review Form	25 th May	Yes	2% penalty, if not on time

Please note: Each deliverable requires a cover sheet to be attached, which has been signed by all group members. These cover sheets will be included in the syndicate case study assignment handout, which will be provided during seminars and will also be available on WebCT Vista.

* A template to complete this deliverable will be available on WebCT Vista.

4.3.2.2 Syndicate Peer Evaluation Marking Scheme order to provide an opportunity for substantial individual contributions to team performance to be rewarded, the following marking scheme will be applied.

STEP 1: The case will be marked and awarded a mark out of 20 (for illustrative purpose only).

STEP 2: Each student will provide their seminar leader with a **rating** of their own contribution and their assessment of the individual contribution of each of the other members of their syndicate. This will be a score out of 10 that reflects the amount and quality of the effort made by each of the syndicate members.

STEP 3: The ratings provided by each team member will be collated, averaged and converted to a percentage out of 100 to determine the proportionate contribution of each team member to the team result.

STEP 4: Half the total mark out of 20 will be credited to each student in the group.

STEP 5: The other half of the total mark will be multiplied by the number of members in the team and placed in a pool.

STEP 6: The pool will be allocated back to each team member based on the calculation of the proportionate contribution made by each team member.

STEP 7: The two marks determined in STEPS 4 and 6 will be added to give each student's grade for the Case. However, NO student's grade will exceed the mark assigned by your seminar leader. This will represent the UPPER CAP placed on the adjustment of your mark.

The following example will illustrate the calculation of marks -

STEP 1:

A five member group receives a mark of **14** out of 20 for the case.

(NOTE: For steps 2 to 6 all calculations will be rounded to 1 decimal place)

STEP 2:

The individual ratings (out of 10) from each member average as follows:

Simone	8
Tran	10
John	6
Zoe	10
Angelina	<u>6</u>
Total	<u>40</u>

STEP 3: RELATIVE CONTRIBUTION

Simone 8	= 20%
Tran 10	= 25%
John 6	= 15%
Zoe 10	= 25%
Angelina 6	= <u>15%</u>
	100%

STEP 4:

Simone	7
Tran	7
John	7
Zoe	7
Angelina	7

STEP 5: Pool of Marks

$$5 \text{ (group size)} \times 7 \text{ marks} = 35 \text{ marks}$$

STEP 6: RELATIVE POOL OF MARK CONTRIBUTION				
Simone	8	= 20%	35	7
Tran	10	= 25%	35	8.75
John	6	= 15%	35	5.25
Zoe	10	= 25%	35	8.75
Angelina	6	= <u>15%</u>	35	5.25
		100%		35
STEP 7:				
	STEP 4		STEP 6	TOTAL
	MARK		MARK	MARK
Simone	7		7	14
Tran	7		9	16 -> 14
John	7		5	12
Zoe	7		9	16 -> 14
Angelina	7		5	12

4.3.3 Class Participation (10%)

Each student is expected to contribute to the seminar discussion. As such, each student will be assigned a participation mark ranging from 0 to 10. Contribution marks will be finalised in Seminar 11 and will be available subsequently via WebCT Vista.

Please note – The following guide will be used when assigning participation marks:

MARK	GUIDE
0	Has failed to meet the 80% attendance requirement - i.e. 10 complete seminars
1-2	Has satisfied the attendance requirement, but has not participated in class activities
3-4	Has satisfied the attendance requirement and has participated in team activities within the class room
5-6	Has satisfied the attendance requirement, participated in team activities and contributed to class room discussions
7-8	Has satisfied the attendance requirement, participated in team activities and contributed to general class room discussions, in particularly relevant <u>and</u> constructive ways
9-10	Has satisfied all the above and has demonstrated excellence in their contribution to the dynamics of the course

In order to facilitate the administration of class participation assessment, students are required to provide your Seminar Leader with a **recent, passport sized photograph** by **no later than seminar 3**.

4.3.4 Syndicate Presentation (10%)

Each syndicate group will be required to make a presentation during class in **Seminar 12**, based on their submitted assignment submitted. Details of the presentation will be placed on WebCT Vista.

4.3.5 Final Examination (50%)

Students are required to sit for a final examination paper in this course. Students will be advised of the general format and content of the final examination during **Seminar 11**.

5. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW's policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE tutorial for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

Plagiarism is the presentation of the thoughts or work of another as one's own.

* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

6. STUDENT RESOURCES

6.1 Course Resources

- *Two volume set of Course Materials and Readings for ACCT5931 2009*

This two volume set will be available to pick up from the UNSW Bookshop. You will be unable to complete the course without it. Additional materials will be issued in class. There is no required textbook.

6.2 Course Website

A course website will be maintained within the WebCT Vista environment (<http://vista.elearning.unsw.edu.au/>). You are required to have a Unipass and Unipin to access this website. In addition, you must be enrolled in the course to access the website. The website will contain announcements and any other material deemed suitable by the Lecturer in Charge from time to time. We cannot place any material on the website that involves the use of student IDs or that raises issues with respect to privacy.

7. COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School, and continual improvements are made based on this feedback.

UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

8. STUDENT RESPONSIBILITIES AND CONDUCT

It is a requirement of this course that all students attempt the assigned weekly readings and seminar questions *prior* to attending class. The importance of adequate preparation prior to each seminar (including the completion of all seminar questions) cannot be over-emphasised, as the effectiveness and usefulness of the seminar depends to a large extent on students' active participation during the seminar.

Students are also expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/ABC.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

8.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

8.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Any variation must be approved by the Lecturer in Charge. It is the responsibility of the student to record their attendance by signing their name on the weekly attendance sheet. Should you attend an alternative ACCT 5931 seminar, please notify the seminar leader and sign the attendance sheet for that class.

8.3 Special Consideration and Supplementary Examinations

[see <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>]

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will **not** be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

Please be aware that if a supplementary exam is approved, there is only one opportunity to sit the exam.

8.4 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

8.5 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>.

8.6 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

9. ADDITIONAL STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** (www.business.unsw.edu.au/edu)
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au
- **UNSW Learning Centre** (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:** <http://info.library.unsw.edu.au>
- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.
Website: www.its.unsw.edu.au/support/support_home.html
- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'.
Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

10. COURSE SCHEDULE

Topic	Week commencing	TOPIC		Assessment item due:
1	9 March	1	Analysing the External Environment	
2	16 March	2	Analysing the Internal Environment	
3	23 March	3	Developing Strategy	Syndicate Nomination Form.
4	30 March	4	Measuring Performance	In Class Assignment.
5	6 April	5	Appraising Strategic Projects and Shareholder Value Creation	
	13 April	Session Recess		
6	20 April	6	Conducting Strategic Pricing and Product Profitability Analysis	
7	27 April	7	Managing Customer Value and Relationships	
8	4 May	8	Managing Supplier Relationships and Strategic Outsourcing	
9	11 May	9	Managing Knowledge as a Strategic Resource	
10	18 MAY	10	Engaging in Corporate Social Responsibility	
11	25 May	11	Managing and Controlling Strategic Risks	Syndicate Assignment and peer review form
12	1 June	Syndicate Presentations		Syndicate Presentation