

THE UNIVERSITY OF NEW SOUTH WALES



SCHOOL OF ACCOUNTING

**ACCT3583 STAKEHOLDER VALUE
MANAGEMENT
ACCT3593 STAKEHOLDER VALUE
MANAGEMENT (Honours)**

Course Outline

Session 2, 2002

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**The University of New South Wales
School of Accounting**

**ACCT3583 Stakeholder Value Management
ACCT3593 Stakeholder Value Management (Honours)**

Session 2, 2002

COURSE OUTLINE

1. GENERAL INFORMATION

COURSE STATUS AND LOCATION

This course is offered by the School of Accounting and may form part of an accounting major, double major or disciplinary minor within the Bachelor of Commerce or Bachelor of Economics degrees. In order to enrol in this course, the following pre-requisites must have been satisfied – ACCT2522 Management Accounting: Process Improvement and Innovation or ACCT2532 Management Accounting: Process Improvement and Innovation (Honours). This course also constitutes part of the core curriculum of studies required by CPA Australia and the Institute of Chartered Accountants in Australia.

INTRODUCTION

This course is concerned with the ways in which tangible and intangible resources are leveraged and combined, through organisational strategies and processes, to create organizational competence and deliver 'value' for a diversity of organisational stakeholders. We consider how value is conferred on shareholders, customers, employees, suppliers, the community and the natural environment as a consequence of resource management practices. We consider also the ways in which 'balance' is achieved amongst these different forms of stakeholder value, both in the short- and long-terms. We aim to introduce these issues, to encourage critical thinking about them, and to impart a set of competencies that will enable such issues to be addressed with confidence and imagination in a professional and work-based context. The course draws upon contemporary and international research, professional literatures, case studies and the applied research experiences of course participants to explore the issue of stakeholder value management.

COURSE OBJECTIVES

The substantive objectives of this course are:

1. To introduce resource-based theories of organisational strategy;
2. To encourage a comprehensive appreciation of both tangible and intangible organisational resources and their inter-relationships;
3. To construct a multi-dimensional account of organisational 'value-creation';
4. To facilitate an understanding of the interdependencies between organisational functioning and stakeholder relationships;
5. To situate organisational strategy and its consequences within a social and ethical context; and
6. To encourage critical thinking about contemporary business practices and the legacy that is created for others (in different times and places) and the natural environment.

LEARNING OUTCOMES

Content-based.

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

1. Formulate and implement strategies through the identification and management of the main categories of organisational resources;
2. Create organisational value via the management and reconciliation of stakeholder values;
3. Understand the ways in which resource management decisions impact upon various forms of stakeholder value both in the short- and long-terms.

Skills-based.

As a result of satisfactorily completing this course, you will achieve the following skills:

1. A capacity to learn independently and to assume responsibility for the learning process;
2. A capacity to learn within teams – to co-operate with team members, to assume leadership and to manage differences and conflicts;
3. A capacity to conduct applied research – acquiring, analysing and presenting knowledge;
4. A capacity to tolerate ambiguity in problem-solving;
5. A capacity to think critically about informing literatures and extant organisational practices;

6. A capacity to appreciate and leverage diversity in the learning environment;
7. A capacity to reflect on your own strengths and weaknesses as a learner; and
8. A capacity to develop the self-motivation to engage in life-long learning.

COURSE STRUCTURE

This course comprised both lectures and seminars.

LECTURES timetable: (please note that lecture [wk 9] is to be held on Monday!)

Week	Date(Day)/Time	Location	Lecturer/topic
1	1 st Aug (Thursday) 1-2pm 6-7pm (repeat)	John Clancy ME203	Mandy Cheng: Introduction to the framework and structure of ACCT3583/3593
9	23 rd Sep (Monday) 9-10am 1-2pm (repeat)	CLB6 BioMed C	Guest Speaker(s) (Topic TBA)
13	31 st Oct (Thursday) 12-1pm	John Clancy	Guest Speaker(s) (Topic TBA)

The first lecture (week 1) will introduce the framework of this course. For lectures in week 9 and week 13, guest speakers have been invited to present their “real world” experiences in managing stakeholder values. Please note that the content of all three lectures are part of the course and as such may be examinable.

SEMINARS are held in weeks 2 to 14 (except week 13). Each seminar is of three hours duration. During this period instructor-centred discussions, syndicate exercises and student presentations may be held.

COURSE ASSESSMENT

The composite mark for **ACCT3583** will be calculated as follows. (Honours students to be advised separately.)

Syndicate Case Study	25%
Syndicate Presentation and Portfolio	10%
Quizzes (2 quizzes@7.5%)	15%
Class Participation	10%
Final Examination	40%
TOTAL	100%

Syndicate Case Study (25%)

The case study will be undertaken by syndicates of 4-5 students within the same seminar group. Self and peer assessment will be involved in the determination of the final mark. The case study is due in **week 10**. The composition of syndicates must be finalised by **week 4** and submitted to your seminar leader in writing. Details regarding the nature of the case study and its assessment are provided on page 12.

Syndicate Presentation and Portfolio (10%)

Each syndicate is required to make a brief presentation on the case during **Week 14**. Details are provided on page 17.

Class Participation (10%)

Each student is expected to contribute to the seminar discussion. Expectations with respect to participation are provided on page 18.

Final Examination (40%)

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 **Week 12**.

2. COURSE RESOURCES

TEACHING STAFF

Teaching Staff	Room Number	Telephone
Course Facilitator		
▪ Ms Mandy Cheng	Quad 3125	9385 6343
Seminar Leaders		
▪ Mr Paul Andon	Quad 3093	9385 5821
▪ Mr Dan Bowden	Quad 3089	9385 6283
▪ Ms Maria Dyball	Quad 3115	9385 5823
▪ Ms Mahreen Hasan	Quad 3089	9385 6283
▪ Mr Rob Lee	Quad 3099	9385 5840
▪ Mr Chris McNamara	Quad 3113	9385 5907
Honours Program Facilitator		
▪ Dr. Habib Mahama	Quad 3104	9385 5843

CONSULTATION HOURS

Students will be notified of staff consultation hours during the first seminar in week 2. Each member of staff will be available for up to three hours per week to conduct consultations on a drop-in basis. 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. Staff will not conduct any consultations by e-mail, unless they indicate a personal preference to work remotely. You may, however, phone staff during their consultation hours.

TEXT BOOKS

There is no set textbook for this course. Students are required to purchase a two volume set of readings from the UNSW Bookshop. You will be unable to complete the course without this resource. This resource has been updated and revised for Session 2, 2002. Additional materials may be issued in class.

Students enrolled in ACCT3593 Stakeholder Value Management (Honours) will receive additional readings during the Honours seminars. The course facilitator for ACCT3593 is Dr. Habib Mahama (Quad 3104).

COURSE WEBSITE

A course website will be maintained within the WebCT environment. 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, copies of the weekly questions and any other material deemed suitable by the Course Facilitator from time to time. We can not place any material on the website that involves the use of student IDs or that raises issues with respect to privacy. Details regarding access to this website will be provided in class.

The following websites provide useful support resources:

▪ www.student.unsw.edu.au	UNSW homepage for students
▪ www.library.unsw.edu.au	UNSW library (catalogues, info, etc.)
▪ www.lc.unsw.edu.au	UNSW Learning Centre (help with learning and language support, etc.)
▪ www.counselling.unsw.edu.au	UNSW Counselling Service (dealing with personal issues)
▪ www.comms.unsw.edu.au	UNSW Communications unit (net access, UDUS, email)

3. STUDENT RESPONSIBILITIES

PREPARATION FOR AND PERFORMANCE IN CLASS

It is a requirement of this course that all students attempt the assigned weekly reading and seminar questions *prior* to attending class. Students are expected to participate in the class discussion.

The expected workload for an undergraduate course is 10 hours per week (on average).

ATTENDANCE REQUIREMENT

Students are expected to be regular and punctual in attendance to all classes. You are required to attend your assigned class each week. Any variation must be approved by the Course Facilitator. All applications for exemption from attendance at seminars of any kind must be made in writing to the Registrar. If you attend less than 80% (that is, 10 complete seminars) you may be refused final assessment.

Students are requested to turn off their mobile phones prior to entering the classroom.

SATISFACTORY PERFORMANCE

To be eligible for a passing grade in this course, students must (1) attain a composite mark of at least 50% **AND** (2) perform at a satisfactory level in each component of the composite assessment (as stated above). Failure to do so may result in either supplementary assessment being required or the award of a failing grade, depending on an individual's situation.

SUBMISSION OF CONTINUOUS ASSESSMENT

Continuous assessment must be submitted by the due date. Failure to do so will attract a penalty which is to be calculated as follows: One day late - 10% of the maximum possible mark; Two days late - 20% of the maximum possible mark; Three days late - 40% of the maximum possible mark; Four days late - 60% of the maximum possible mark; Five or more days late - 100% of the total mark.

Extensions will only be granted in **exceptional** circumstances and will only be made by the Course Facilitator. Applications for an extension must be made in writing to Ms Mandy Cheng and must be supported by medical certificates etc. The onus is on students to plan their workloads to meet the course deadlines.

SPECIAL CONSIDERATION

It should be noted that special consideration is available only to students confronting *abnormal and significant* difficulties in completing this course. University regulations must be consulted before applying for formal consideration. It should be noted that illness or personal problems do not ensure that supplementary assessment will be granted automatically. In *addition* to the normal University application for consideration, students are required to lodge a detailed written application with the Course Facilitator. Details of the consideration will be treated in confidence by staff.

ACADEMIC MISCONDUCT

Students are reminded that the University regards academic misconduct as a very serious matter. Students found guilty of academic misconduct are excluded from the University for two years. However, because of the circumstances in individual cases, the period of expulsion can range from one session to permanent expulsion from the University.

The following are some of the actions which have resulted in students being found guilty of academic misconduct in recent years: taking unauthorised materials into an examination; submitting work for assessment knowing it to be the work of another person; improperly obtaining prior knowledge of an examination and using that knowledge in the examination; and failing to acknowledge the source of material in an assignment.

SUPPORT INFRASTRUCTURE

The following services are recommended to students requiring additional and specialised support.

Learning Centre

The Learning Centre provides a free and confidential service offering learning and language support to UNSW students. Assistance is provided through workshops, discipline-based courses and individual consultations. The Learning Centre is located at Room 231, Level 2, Library Building. (Phone 9385 3890 for an appointment.)

Education Development Unit

Additional learning and language support or a 'discipline-specific' support class can be arranged with the Education Development Unit (EDU) in the Faculty. Students may consult the EDU for advice and assistance with assignment writing, academic reading and note-taking, oral presentation, study skills or other learning needs. The Unit is located in Room 3054, Level 3, Quadrangle Building. (Phone 9385 6163 or 9385 6087 for an appointment.)

Counselling Service

Counsellors offer assistance in planning, decision making, problem solving, and social and emotional development. The Counselling Service is located at Level 2, East Wing, Quadrangle Building. (Phone 9385 5418 for an appointment.)

COURSE TIMETABLE

WEEK	STARTING	TOPIC	READINGS
1	29 th July	Introducing Stakeholder Value and its Management	• Svendsen (1998) • McCoy (2000)
2	5 th August	Thinking Strategically about Organisations and their Competitive Environments	• Johnson and Scholes (1999) • Hussey and Jenster (2000) • StoneyBrook Case (Boston Consulting Group Competition 2001)
3	12 th August	Thinking Strategically about Organisational Resources and their Combination	• Grant (2002) • Pitts and Lei (2000)
4 Submit syndicate lists	19 th August	Embedding Strategic Thinking in Organisational Activities and Processes	• Kaplan and Norton (1996) • Kaplan and Norton (2001)
5	26 th August	Managing Shareholder Relationships – I	• Stern and Shiely (2001) • Trotman and Gibbins (1998) • Morse et al (2000)
6	2 nd September	Managing Shareholder Relationships – II Quiz 1	• Martin and Petty (2000) • Barbera and Coyte (1998) • Dierks and Patel (2000)
7	9 th September	Managing Employee Relationships	• Stewart (1997) • Hansen <i>et al</i> (1999) • Sveiby (1997)
8	16 th September	Managing Customer Relationships – I	• Petty and Goodman (1998) • Kaplan and Cooper (1998) • Derrick's confectionery case
9	23 rd September	Managing Customer Relationships – II Quiz 2 Lecture (Monday)	• Brown (2002) • Reichheld (1996) • McDonald <i>et al</i> (2000) • Talleres Auto case
	30 th September	RECESS	
10	7 th October	Managing Supplier Relationships Case study due	• Quinn and Hilmer (1994) • Camagni (1993) • Cuganesan <i>et al</i> (2000)
11	11 th October	Managing Community Relationships	• Baron (2000) • McIntosh <i>et al</i> (1998) • Levi Strauss case
12	21 st October	Managing Environmental Relationships	• Gilding (2000) • Reinhardt (1999) • Elkington (1997) • Schendler (2002)
13	28 th October	No Seminar This Week Lecture (Thursday)	
14	4 th November	SYNDICATE PRESENTATIONS	

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SESSION 2, 2002

Syndicate Case Study (25%)

Week 10

The syndicate case study is to be based on **Coles Myers Ltd.** (see <http://www.corporate.colesmyer.com/>).

Required: (total = 100 marks)

1. Outline and analyse the resources of Coles Myer Ltd. from 1997 until the present. Your answer should include a comprehensive analysis of the financial resources of Coles Myer Ltd (that is, ratios, trends etc), as well as a characterisation of the physical, human, reputational and technological resources available to Coles Myer Ltd. You are expected also to outline the major strengths and weaknesses perceived in this organisation's resource profile. (40 marks)
2. Outline a series of strategic recommendations for Coles Myer. (40 marks)
Your recommendations will need to be justified within the context of, and take into consideration: the legacies of extant strategies; the environment in which Coles Myer is operating; and its internal capabilities/resource profile. In particular, you should comment on Coles Myer's ability to generate value for its various stakeholders.*
Your recommendations should cover all businesses in Coles Myer.
3. Design a Balanced Scorecard (BSC) for the Myer Grace Bros business group. The BSC should contain objectives, measures, targets and initiatives for each of the four perspectives addressed by Kaplan and Norton (20 marks)
Your BSC needs to reflect your strategic recommendations in part 2. Do not include more than 16 performance measures in total.

*Given that the case is due in week 10, you may need to do some advance reading on managing communities and environmental relationships (week 11 and 12 readings).

Length:

Six (6) A4 pages excluding synopsis (or executive summary), bibliography, reasonable size diagrams and appendices. Footnotes, introduction, and conclusion should be included in the 6-page limit. Font size must be at least 12, one-and-a-half line spacing or greater (use Times New Roman). Use font 10 and single line spacing for footnotes. Margins on all sides must be 2.5cm or greater.

In-text references should be used. Consult your seminar leader if you are unsure about any of the above formatting requirements. Please note that any writing in excess of the 6-page limit will NOT be marked.

Submission Details:

- A hardcopy of the case study is to be submitted by 3.00pm on Friday 11th October. It is to be submitted to the School of Accounting Office in Quad 3109. Any cases received after this time will be considered late and subject to the penalty described in the course outline. Last minute printing difficulties, computer failure or transportation problems will not constitute an adequate excuse for lateness.
- Please keep a copy of your work.
- The title page should clearly indicate the names of your team members and their student numbers, your seminar leader and the time and location of your class. **Failure to do so will incur a 5-marks penalty.**
- All case studies must be typed. Footnotes should be reserved for points of clarification. The use of appendices must be kept to a minimum.
- Individual marks will be based on the attached marking scheme (see over).
- Please note, elaborate binding and plastic covers are **not permitted**. Please staple your work in the top left hand corner only. Assignments that are not stapled may not be accepted.

Peer Evaluation Marking Scheme

In order to provide an opportunity for substantial individual contributions to team performance to be rewarded the following marking scheme is proposed.

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	40

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 MARK	STEP 6 MARK	TOTAL
Simone	7	7	14
Tran	7	9	16
John	7	5	12
Zoe	7	9	16
Angelina	7	5	12

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SYNDICATE PEER EVALUATIONS

A copy of this form is to be submitted with your case submission in Week 11. It is to be placed inside an envelope and attached to the syndicate submission.

NAME: _____

ID: _____

SIGNATURE: _____

Please provide a mark out of 10 for each member of your syndicate, including yourself, which reflects the relative contribution of each member.

Syndicate Member	Student ID	Mark out of 10
1. Insert your name here.		
2.		
3.		
4.		
5.		

Any other comments about syndicate performance that may be relevant to the marker:

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Presentation and Portfolio (10%)
Week 14

Every syndicate is required to make a presentation, based on their case study of Coles Myer Ltd., during class in **Week 14**.

Required:

Each syndicate must make a 15-minute presentation on Coles Myer. In particular, you are to assume the role of a consultant (internal or external). Your presentation is to be pitched to the senior management of Coles Myer. The purpose of your presentation is to provide a series of strategic recommendations to the senior management of Coles Myer, outlining the rationales for the strategic alternatives that you have selected (in part 2 of your written assignment). In addition, you are asked to comment on an **ADDITIONAL QUESTION to be announced in week 12**. You are to prepare a portfolio for senior management as a record of your presentation. (The portfolio is to be brief and will include a one-page overview of your presentation and a copy of your slides only.)

Five marks will be assigned for the content, quality, clarity, effectiveness and time-management of the 15-minute presentation, your responses provided to any questions asked, and the management portfolio. The remaining five marks will be assigned to content of your responses to **the additional question**.

Each member of the syndicate will receive the same mark. It is up to each syndicate to make the best use of its combined talents (i.e., some may be better doing the talking, others have strong design or content talents etc.) Marks will be made available to each syndicate at the completion of the presentation.

Resources:

If you require any resources, other than the boards and overhead projectors provided in the classroom, it is your responsibility to arrange these. Staff will NOT make data projectors available to students for this task.

Submission Details:

Your portfolio is to be submitted prior to the commencement of your presentation. Your seminar leader will allocate a particular time for your presentation during the regular class time in week 12.

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Guidelines for Allocating Participation Marks
(10%)

Each student will be assigned a participation mark ranging from 0 to 10. The following guide will be used when assigning participation marks. Participation marks will be finalised in Week 14.

Note that “class activities” refer to both verbal discussion and written submissions (during relevant weeks).

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/class activities within the class room
5-6	• has satisfied the attendance requirement, participated in team/class activities and contributed to class room discussions
7-8	• has satisfied the attendance requirement, participated in team/class activities, participated in general class room discussions in particularly relevant and constructive ways
9-10	• has satisfied all the above and has demonstrated excellence in their contribution to the dynamics of the course

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Readings List

WEEK 1: INTRODUCING STAKEHOLDER VALUE AND ITS MANAGEMENT

Reading 1.1

McCoy, M. *Good Business for Good Citizens*. The Qantas Club. Winter, 2000.

Reading 1.2

Svendsen, A. *The Stakeholder Strategy*. 1998. Berrett-Koehler Publishers. San Francisco. *Why Build Collaborative Stakeholder Relationships*.

WEEK 2: THINKING STRATEGICALLY ABOUT ORGANISATIONS AND THEIR ENVIRONMENTS

Reading 2.1

Johnson, G and Scholes, K. 1999. Chapter 3, Analysing the Environment. In *Exploring Corporate Strategy*. Prentice Hall Europe.

Reading 2.2

Hussey, D. and Jenster, P. 2000. Chapter 3: "Industry Analysis: Key to Understanding the Competitive Arena." In *Competitor Analysis: Turning Intelligence into Success*. John Wiley & Sons.

Reading 2.3

Case Study: Stoneybrook Wines Pty Ltd. The Boston Consulting Group, *2001 BCG Business Strategy Competition*.

WEEK 3: THINKING STRATEGICALLY ABOUT ORGANISATIONAL RESOURCES AND THEIR COMBINATION

Reading 3.1

Grant, R. 2002. *Contemporary Strategic Analysis: concepts, techniques, applications*. 4th Edition. Blackwell Business. Pp.130-176

Reading 3.2

Pitts, R. and Lei, R. 2000. *Strategic Management: Building and Sustaining Competitive Advantage*. 2nd Edition. South-Western College Publishing. Pp. 55-89

WEEK 4: EMBEDDING STRATEGIC THINKING IN ORGANISATIONAL ACTIVITIES

Reading 4.1

Kaplan, R. and Norton, D. 1996. *The Balanced Scorecard: Translating Strategy into Action*. Harvard Business School Press. Pp. 21-41

Reading 4.2

Kaplan, R. and Norton, D. 2001. *The Strategy Focused Organization*. Harvard Business School Press. Pp. 68-95

WEEK 5: MANAGING SHAREHOLDER RELATIONSHIPS – I

Reading 5.1

Stern, J. and Shiely, J. S. 2001 The Road Map to Value Creation. *The EVA Challenge Implementing Value-added Change in an Organization..* John Wiley and Sons, Chapter 4.

Reading 5.2

Trotman, K. and Gibbins, M. 1998. *Financial Accounting: An Integrated Approach*. Nelson. Pp. 574-577

Reading 5.3

Morse, Wayne J., Davis, James R. and Hartgraves, Al L. 2000. *Management Accounting: A Strategic Approach*. 2nd Edition, South-Western College Publishing pp. 421-452.

WEEK 6: MANAGING SHAREHOLDER RELATIONSHIPS – II

Reading 6.1

Barbera, M. Coyte, R. 1998. *Shareholder Value Demystified*. ACMAD, Chapter 3.

Reading 6.2

Martin, J. D and Petty, J. W. 2000. *Value Based Management: The Corporate Response to the Shareholder Revolution*. Harvard Business School. Chapter 3: Why the Old Metrics Don't Work.

Reading 6.3

Dierks, P and A. Patel. 2000. What is EVA and How Can It Help Your Company? (Reprinted from Management Accounting). In Reading 9.3, Reeve, J. *Readings and Issues in Cost Management*. 2nd Edition. pp. 275-281.

WEEK 7: MANAGING EMPLOYEE RELATIONSHIPS

Reading 7.1

Stewart, T. 1997. *Intellectual Capital: The New Wealth of Organizations*, Doubleday, Chapter 6.

Reading 7.2

Hansen et al. 1999. *What's your strategy for managing knowledge?* Harvard Business Review, March-April.

Reading 7.3

Sveiby, K. E. 1997. *The New Organizational Wealth*. Berrett-Koehler Publishers, Chapter 12, Measuring Competence, Internal Structure and External Structure.

WEEK 8: MANAGING CUSTOMER RELATIONSHIPS – I

Reading 8.1

Kaplan, R.S. and Cooper, R. 1998. Strategic Activity Based Management : Customers *Cost and Effect*. Harvard Business School Press, Ch10

Reading 8.2

Petty, J. & Goodman, K. 1998. Customer Profitability Analysis. *Management Accounting Issues*. (Report No.3, May 1996)

Reading 8.3

Smith, M., Strategic Management Accounting Issues and Cases, 1995, Case 14, Derrick's Confectionery.

WEEK 9: MANAGING CUSTOMER RELATIONSHIPS – II

Reading 9.1

Brown, S. A.(Ed). 2002. *Customer Relationship Management: A Strategic Imperative in the World of e-Business*. Preface and Chapter One: Putting CRM to Work – the Rise of the Relationship (Handen, L.).John Wiley and Sons Canada.

Reading 9.2

McDonald, M., Rogers, B. and Woodburn, D. 2000. *Key Customers: How to Manage Them Profitably*. Butterworths-Heinemann, Chapter 7 Planning for Key Accounts and Measuring Profitability. Pp. 167-171

Reading 9.3

Reichheld, F. 1996. *The Loyalty Effect: The Hidden Force Behind Growth, Profits, and Lasting Value*. Harvard Business School Press, pp. 42-50.

Reading 9.4

Harland, C. 1996. Case 34 – Talleres Auto, pp. 420-428

WEEK 10: MANAGING SUPPLIER RELATIONSHIPS

Reading 10.1

Quinn, J.B. & F.G. Hilmer. 1994. Strategic Outsourcing. *Sloan Management Review*, Summer, pp.3-15

Reading 10.2

Camagni, R. 1993. Inter-firm Industrial Networks: The Costs and Benefits of Cooperative Behaviour. *Journal of Industrial Studies*. Vol 1 (1), Table 2

Reading 10.3

Cuganesan, S., Briers, M., and Chua W.F. 1999. *Controls in Supplier Relationships*, 1999, UNSW Press, Ch1.

WEEK 11: MANAGING COMMUNITY RELATIONSHIPS

Reading 11.1

McIntosh, M., Leipziger, D., Jones, K. and Coleman, G. Corporate Citizenship. 1998. *Putting Corporate Citizenship at the Heart of Strategy* Pitman Publishing, Chapter 3.

Reading 11.2

Baron, D.P. 2000. *Business and its Environment*. Prentice-Hall, ch.17.

Reading 11.3

Levi Strauss Case in Baron, D.P. 2000. *Business and its Environment*. Prentice-Hall, pp.744-749.

WEEK 12: MANAGING ENVIRONMENTAL RELATIONSHIPS

Reading 12.1

Gilding, P. 2000. "Sustainability – doing it" in Dunphy, D., Benevise, J., Griffiths, A. and Sutton, A. (eds). *Sustainability: The Corporate Challenge of the 21st Century*. Allen and Unwin, pp.38-52.

Reading 12.2

Reinhardt, F. 1999. Bringing the Environment Down to Earth, *Harvard Business Review*. July-August, pp.149-157

Reading 12.3

Elkington, J. 1997. *Cannibals with Forks*. Capstone, ch.4.

Reading 12.4

Schendler, A. 2002 (June). Where's the Green in Green Business? *Harvard Business Review*. Pp.28-29

**This pages is to be inserted in your course reading material
[Just before p.2.3.1]**

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ACCT3583 STAKEHOLDER VALUE MANAGEMENT
ACCT3593 STAKEHOLDER VALUE MANAGEMENT
(Honours)



INVITATION TO PARTICIPATE IN ACCOUNTING EXPERIMENT

All students enrolled in ACCT3583/3593 are invited to participate in a research workshop. The research workshop involves an accounting experiment. To ensure that the experiments can be carried out effectively, however, we need to keep the objective “top secret” for the moment. All we can tell you is that it involves putting you in a simulated business environment, and that there is no dangerous chemical/electric shock therapy involved! After all the experiments are successfully concluded we will send you a copy of “debriefing” document to tell you all about the objectives and theory behind the experiment.

Although we cannot tell you what the experiment is about at this stage, we can promise you that the workshop will be **FUN**, and yes, you will even **learn something about management accounting** during the workshop!

In addition, accounting experiments such as these are important mechanism in testing and refining accounting and management theories. Therefore by participating in this experiment you are playing a crucial role in the continuous development of the management accounting discipline.

To thank you for participating in the one-hour accounting experiment, **EACH participant will receive a \$10 UNSW bookshop coupon!!**



Some frequently asked questions:

When and where is the Research Workshop?

The research workshop will be conducted in **Week 7**. The workshop will take one hour of your time. A list of available workshop times and their locations are listed on the next page.

Is this Research Workshop going to affect my marks in ACCT3583/3593?

The answer is NO. Your performance in the research workshop will not affect your marks in ACCT3583/3593. Further, if you decide not to attend the research workshop, you will not be penalised in any way and your marks will not be affected. However, the research workshop is very important to us in keeping the UNSW tradition of being a successful research university. We therefore hope to see all of you in the research workshop.

If you are interested in participating in the Research Workshop, please indicate your preferred time on the next page and return it to either Mandy Cheng (Quad 3125) or to your seminar leader **before Week 5**. **Your participation will be very much appreciated!!!!**

List of available Research Workshops for Week 7.

	Monday (9 Sept)	Tuesday (10 Sept)	Wednesday (11 Sept)	Thursday (12 Sept)
9am-10am		JG1	JG1	JG1
10am-11am	JG1	JG1	JG1	JG1
11am-12pm	JG1	JG1	JG1	JG2
12pm-1pm	JG1	JG2	JG1	JG2
1pm-2pm	JG1	JG2	JG1	Quad1
2pm-3pm	JG1	Quad1	JG1	Quad1
3pm-4pm	JG1	Quad1	Quad2	JG1
4pm-5pm	JG1	JG2	Quad2	JG1

JG1 = John Goodsell Lab 1
JG2 = John Goodsell Lab 2

Quad1 = Quad Lab1
Quad2 = Quad Lab2

Please complete the following and return this form to either Mandy Cheng (Quad 3125) or to your seminar leader before week 5.

If you have any questions, please do not hesitate to contact Mandy on 39856343 or email m.cheng@unsw.edu.au

Name: _____

Student no. _____

Contact telephone number: _____

e-mail: _____

My preferred workshop is:

Day _____

Time _____

Thank you for your participation! Your assistance is very important to us!

You will receive your free UNSW bookshop coupon at the end of your workshop.

What is WebCT?

WebCT (Web Course Tools) is a Web-based software application used at UNSW for online learning and teaching activities. When you log on to your *myWebCT* account you will see a list of all the courses you are registered in, which have WebCT components. If a course doesn't have a WebCT component then it won't be listed. Your lecturers will advise you how they are intending to use WebCT in their courses.

What do I need to access WebCT?

To view your WebCT courses you will need to have:

- a username and password
- a computer with Internet access
- a Web browser installed with Java, JavaScript and cookies enabled in the browser settings, and with the cache set to display a new version of a page every time it is visited.

You will find more details about configuring your browser settings at <http://www.webctsupport.unsw.edu.au>. Go to the Help Desk menu in the student area of the site.

Internet Explorer is the preferred browser as it performs much more reliably than Netscape. Specific browser versions that work with WebCT are:

- Microsoft Internet Explorer version 5.0 or higher, including 6.0 (version 5.5 SP1 has a bug and is not supported, but 5.5 SP2 is supported)
- Netscape 4.76 and 6.2.1 (4.78, 4.79, 6.0 and 6.01 have bugs and are not supported).

Logging on to myWebCT

You can enter WebCT using the following Web address:
<http://www.webct.unsw.edu.au>

Click on *Log on to myWebCT* and enter your username and password.



Your **WebCT username** is the same as your UNSW Student ID. Student IDs are seven digits preceded by a lower case 'z'. Make sure you do not enter a capital 'Z'.

Your **WebCT password** is the same UniPass that you use for other UNSW online services, such as accessing your NSS enrolment record. It is also case sensitive so make sure *Caps Lock* isn't turned on.

Logging out of WebCT

It is important to fully log out of WebCT so that others who use the same computer can't access your personal data and grades etc. To do this, click on the *Logout* link that appears in the navigation bar at the top of each screen.

What should I do if I have a problem with my password?

Passwords are managed by the DIS><Connect office. If you don't have a UniPass, or you have forgotten your UniPass, or if you are having problems logging into your WebCT account because your password is invalid, you may ask DIS><Connect for assistance:

Phone: +61-2-9385-1777
Fax: +61-2-9385-1262
Email: disconnect@unsw.edu.au
Web: <http://www.disconnect.unsw.edu.au>

Location: The DIS><Connect Help Desk shop front is located on Level 1 of the UNSW Library Building. The entrance is on Library Road which is the southern (rear) side of the Library.

If you can't log on to your WebCT account perhaps you have not agreed to the rules for using UNSW Online Services. Before you can access any password protected online service at UNSW, including WebCT, you must first agree to the rules. To do this, you must go to the UNSW Communications Unit services website at
<http://www.services.comms.unsw.edu.au>.

Go to the link called 'Agree to the Rules' and click on the text. This will take you to the Rules Page. Once you have read and understood the rules, click on the button titled 'I understand & accept the conditions'. You only need to agree to the rules once during your period of study at UNSW.

Changing your password

You can only change your UniPass via the **Do-it-Yourself** pages on the DIS><Connect website at
<http://www.disconnect.unsw.edu.au>. Remember to keep your password secure.

myWebCT course listing

myWebCT is a portal or gateway to your WebCT courses. When you have logged onto WebCT, you will see a list of all the WebCT courses to which you have access. This will be a personalised list, specific to you. Click on the title of a course to view it.

Navigating within a WebCT course

When you enter a WebCT course, you will see a number of icons. You can navigate within a WebCT course by clicking on these icons which will lead you either to information, WebCT tools or more pages of icons.

At the top of every WebCT page you will see a navigation bar. Click on *MYWEBCT* on the top line of the navigation bar to return to the full list of your WebCT courses.

Student Learner Guide: Introduction to WebCT

Home » Learner Guide » How will I be assessed?

Immediately below the course title a trail of *breadcrumbs* is shown highlighting the steps you have taken from the home page to the current page. You can always return to any point along the path by clicking on the appropriate title in the *breadcrumbs*. Click on *Home* if you want to return to the course home page.

What do the icons mean?

The number of icons you see will vary from one WebCT course to the next. Some of the icons you are likely to see are explained below, although your lecturers may have replaced these standard WebCT icons with different images.



[Course Content and Related Materials](#)



[Communication Tools](#)



[Study Tools](#)



[Evaluation Tools](#)

The four icons above are commonly found in WebCT courses. Each icon leads to a new screen of icons, grouping related options together.



[Content Module](#)



[Course Outline](#)

The two icons above lead to course material. Clicking on the Content Module will take you to a Table of Contents page with a list of links to the course notes. Clicking on the single page tool, shown on the right above, will take you directly to a page of information.



[Mail](#)



[Discussions](#)



[Chat](#)



[Whiteboard](#)

The four icons shown above lead to what are known as communication tools. The Mail tool is similar to email but restricted to a particular WebCT course. The Discussions tool is like an online bulletin board where notices can be posted and where organised discussions can take place. The Chat tool allows for real-time debate. The Whiteboard provides real time drawing and reviewing of diagrams uploaded by the lecturer.

Using a Content Module

On entering a Content Module you are presented with a table of contents. The example below illustrates a table of contents with two hyperlinks.

Table of Contents

1. [The Internet and Setup](#)
2. [Learning Objectives](#)
3. [What is the Internet?](#)

Clicking on a blue triangular *twisty* will expand, or collapse, a section of the list. Clicking on an underlined hyperlink will display the corresponding page of content.

Table of Contents

- ▼ 1. Writing Learning Outcomes
 - 1.1. [Introduction](#)
 - 1.2. [Learning Outcomes](#)
 - 1.3. [Examples of aims and outcomes](#)
 - 1.4. [How to write aims and learning outcomes](#)
- ▶ 2.. The Place of Learning Outcomes in Planning a Subject
- ▶ 3.. Bloom's Taxonomy
- ▶ 4.. References

An action menu appears at the top of each page of content.

ACTION MENU: [Previous](#) [Next](#) [Contents](#) [Retrace](#) [Refresh](#)

Click on *Previous* and *Next* to move around the topic and sub-topic notes. Click on *Contents* to return to the Table of Contents described above. Clicking *Retrace* will take you back along the path you followed to get to the present page.

Using the Discussions tool

In some courses, you may see a *Discussions* tool:



[Discussions](#)

This tool will allow you to post and read messages to and from other students in the course. If you click on the icon, you will first see a list of discussion topics:

Topic	Unread	Total	Status
All	1	1	
Main	1	1	public, unlocked
Notes	0	0	public, unlocked

Click on a topic (usually main) to see the messages posted. A list of posted messages will appear. Your lecturer may add many other topics to your Discussion area.



Discussion messages: Student Lounge

[Return to Discussions](#)

[Compose Discussion Message](#) [Search](#) [Mark All As Read](#) [Update Listing](#)

Select topic: [Student Lounge](#) [Show all](#) / [Show unread](#) [Threaded](#) / [Unthreaded](#)

Select all [Select none](#) Apply to selected message(s) below [Compile](#) [Go](#)

Subject	Author	Date	Status	Attachment
▶ Student Lounge	Gwenda van der Merwe	Fri May 17, 2002 10:36		
▶ Bridge Climb	Kirsten Black	Fri May 17, 2002 10:39		

To read a message, click on its hyperlink. The message will then be displayed. To read all messages in a thread, click on the magnifying glass next to the triangular *twisty*. To create a new discussion thread, click on *Compose Discussion Message*. To check for new messages click on *Update Listing*.



Subject Student Lounge

[Previous Thread](#) [Next Thread](#) [Close](#)

[Reply](#) [Quote](#) [Download](#)

Message no. 1

Posted by **Gwenda van der Merwe** on Fri May 17, 2002 10:36

Feel free to discuss topics not related to the course in the Student Lounge.

[Previous Message](#) [Next Message](#)

[Previous Thread](#) [Next Thread](#) [Close](#)

Click on *Reply* or *Quote* to post your reply on a particular sub-topic or *thread*.

Reporting problems

In the event that you experience problems using WebCT, please report them to your lecturer or course coordinator. If they can't answer them, they will pass them on to someone who can.

Alternatively you may submit an online form requesting help in the student area of the WebCT support website for the University, at <http://www.webctsupport.unsw.edu.au>.

Learning more about WebCT

An expanded version of this guide with a short tutorial, plus a full range of help documents is available online at the student support site <http://www.webctsupport.unsw.edu.au>. Please bookmark this address and check it regularly as new resources will continue to be developed and made available.

WebCT@UNSW



Getting Started

with Online Courses at UNSW

A Student's Mini-guide to WebCT
June 2002

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