COURSE OBJECTIVES:
The primary purpose of this class is to develop a deeper understanding of the interrelationships of the sub-disciplines of accounting – financial, cost, managerial, taxation, systems – through the analysis of unstructured management decision problems in a variety of organizational contexts and through interaction with professionals in the field of accounting. The aim is to demonstrate the linkages between several topics covered in required classes and introduce a few important linking topics not covered in required classes. We hope to further develop skills in critical thinking, in oral and written communication, in the use of the computer in analysis and presentation, and in working in teams.

TEXT: Readings and Cases: Some Handouts, Mostly On Canvas

GRADING:

<table>
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<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essays</td>
<td>10%</td>
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<tr>
<td>Cases and Presentations</td>
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<tr>
<td>Group case</td>
<td>15%</td>
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<td>Individual cases</td>
<td>40%</td>
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<tr>
<td>Industry study</td>
<td>10%</td>
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<tr>
<td>Peer evaluation (1)</td>
<td>10%</td>
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<tr>
<td>Class Attendance &amp; Participation (2)</td>
<td>15%</td>
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(1), (2) Good performances in these areas are extremely important to your final overall score and grade. A poor performance in either area can reduce your outcome a full letter grade.

REQUIREMENTS:

An ancient proverb: “I heard and I forgot; I saw and I remembered; I did and I understood.” A lot of doing going on in this course.

You need to be prepared to spend a good deal of time on this course, keeping up to date with the readings and cases. In your group, you must pull your weight and do what you have agreed to do when it needs to be done; these are essential habits to develop to be successful in the work-a-day world you are about to enter.
Essay Questions:
Essay questions for discussion will be given as time allows. They will cover the material that has been assigned to read for that class. Missed essays cannot be made up. You may not drop your lowest score on the essays.

Class Participation:
The vast majority of accountants’ interactions with others are verbal. For this reason the development of oral skills is given a high priority in this course. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the merits of your thinking. Some of the characteristics of effective class participation are as follows:
1. Are the points that are made relevant to the discussion in terms of increasing everyone’s understanding, or are they merely a restatement of case or readings facts?
2. Do the comments take into consideration the ideas offered by others during the class, or are the points isolated and disjointed?
3. Do the comments show evidence of a thorough reading and analysis of the case?
4. Does the participant distinguish among different kinds of data: that is, facts, opinions, assumptions, and inferences?
5. Is there a willingness to test new ideas or are all comments cautious or "safe"?
6. Is the participant willing to interact with other class members by asking questions or challenging conclusions?

Preparing Case Analysis, Both as Presenters and Non-Presenters

Presenters:
1. All students will be members of a case presentation team.
2. Each team will be responsible for leading the discussion of the analysis of a case during the quarter.
3. Each team will submit a formal case analysis report for the cases that they are responsible for presenting. The written formal analysis is due one week following the presentation.

Non-Presenters:
4. Each non-presenting individual student is also responsible for preparing for the discussion of each of the assigned cases.
5. Each non-presenting student will prepare, and hand in on the day of the case discussion, a short, written case analysis of the case being presented and discussed.

Case Analysis: Non Presenting Students -- Individual or Two Person Case Write-ups
To insure adequate preparation for the case discussion during the quarter, each non-presenting student is required to prepare a 3-4 page case write-up for each of the cases her/his team does not present. The analysis should include, under clearly marked headings:
I. The essential facts of the case
II. The major controllership issue(s) being addressed in the case
III. Answers to the case questions, succinctly reasoned, based upon the facts of the case, restating the question at the start of each answer. The case questions for each case are available on Word documents on Angel under “Case Write-up Worksheets.”

A hard copy of the individual (word processed) case analysis is due at the end of the class the day the case is presented and discussed. Late write-ups will receive no credit. You may drop the lowest score on the cases.
Case Analysis: The Presenting Team
Each team will submit their case report no later than one-week following the receipt of the presentation video. All case presentations will be recorded on a mini-DVD disc and given to the presentation team at the end of the presentation.

1. **The written report** should:
   (1) Briefly set down the relevant facts and accounting issues raised in the case.
   
   (2) Separately address each question posed at the end of the case, restating the question at the start of your answer. The case questions for each case are available on Word documents on Canvas under “Case Write-up Worksheets.”

Include reasoned recommendations where appropriate.

(3) Contain analyses supported with facts from the case. Most cases will not contain all of the facts you might like to have. Make whatever assumptions or inferences you believe necessary to proceed with your analysis.

(4) Respond to major points raised by your classmates. The case presentation and discussion will be recorded on a mini-DVD disk for your review and evaluation.

(5) Provide a schedule of each team member's task assignments.

2. **The oral presentation** of the case is limited to 20 minutes for the entire team. All team members are expected to participate in the formal presentation and following class discussion.

Peer Evaluation
Your team members will evaluate you on your contribution to the cases and this evaluation will count as 10% of your grade. Please treat the two-page “Peer Evaluation Form” as an important, confidential communication as to how you believe your team worked together. The peer evaluations are due at the finals week meeting, Tuesday, March 17.

*No late submissions will be accepted of the cases, presentations, quizzes or essays.*

How To Be Successful in this Class:
1. **Budget Your Time.** Organize your work efforts to cover the scheduled readings and assignments on a timely basis. It is very inefficient and ineffective to try to do assignments or follow class discussions without first putting in your reading and thinking time. You will find that most of the assignments build on the readings, but do not rehash them. They involve thought more than memorization.

2. **Be an Active Learner.** Be prepared to be an active participant in the class discussions. When it comes to discussions, you will not benefit much by just listening. You need to take the risk of trying to apply the concepts you have read about to the new situations being talked about in the classroom. Do not be afraid that what you say will be wrong. We learn more from our mistakes than from getting things right in the first place.

3. **Follow Current Business News.** You will find that following the business news will reinforce what you are learning. Develop the habit of reading the business section of a daily newspaper. The more
you follow the business news, the easier it will be for you to see the role accounting plays in business decision making.

4. **Apply Effective Group-work Principles.** You will find them outlined below.

<table>
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<th>Building Effective Work Teams:</th>
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<td><em>Six criteria for team success</em></td>
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1. **Measurable, Mutually Agreed-Upon Goals**
   Team members need to agree upon a clear picture of the tasks that they are going to perform and the desired outcome. They also need to define how they will measure their progress.

2. **Clear Roles and Expectations.**
   Members of effective work teams recognize and accept their mutual interdependence. Everyone on the team brings to it certain skills or talents that can contribute to the overall effort. Each can perform a specific role or job to meet the stated goals. Team effort can be hampered when these roles or jobs are not well defined. The role of the team leader should also be discussed in depth. When each person on the team understands and accepts what the team expects of them and what is expected of other members, it is easier to discuss how the team will operate. This will help eliminate potential conflict and misunderstanding and focus the team’s creative energy where it belongs—on following the process and achieving maximum results.

3. **Trust and Open Communications**
   An atmosphere of trust and open communications characterizes successful work teams. In such a team members can speak freely, their ideas and opinions are valued and listened to without ridicule, they are accepted and supported by the other members, and they can take risks and grow professionally.
   Therefore, the following are essential to the development of trust and openness:
   - Free flow of information—frequent meetings, structured so that each member presents his or her progress and problems.
   - Active listening
   - Constructive feedback

4. **Productive Conflict Resolution**
   Conflict is normal and should be expected from time to time on any team. However, conflict should not be ignored. Valuable exchanges of information and ideas can result from constructive conflict. To make conflict constructive:
   - Confront in a direct, supportive, calm manner
   - Consider the conflict as a team problem; everyone is responsible for its resolution.
   - Clearly identify and describe the source of the conflict
   - Use problem-solving techniques, not emotional arguments, to reach a solution

5. **Decision-Making by Consensus**

6. **Operating Ground Rules**
   The most productive teams establish basic ground rules for team operation at the first meeting. Ground rules are the accepted norms and standards for member behavior, interaction, participation, and how team meetings will be conducted. Effective and efficient meetings include having agendas for the meetings and, at the end of the meeting, individual assignments: what needs to be done by whom, and when it needs to be done.