Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates UG OBTL+ or PG OBTL+
If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to Data Transformation Status for more information.

Expected Implementation in Academic Year	AY2024-2025
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Zhu Zinan
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Course Title	Accounting for Decision Making & Control
Course Code	AC2105
Academic Units	4
Contact Hours	52
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	AC1101 or AC1104
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

Building upon the foundation established in AC1101 or AC1104, this course focuses on the application of accounting information and tools to assist management in achieving the organisation's goals.

AC2105 aims to develop an understanding of the linkages between organisational strategy and accounting information for effective planning, decision making and control. To achieve this, the course has four broad goals, which will be covered in sequence.

1. Apply the theoretical framework and tools for using cost management information strategically;
2. Use costs and other information in management planning and decision making;
3. Use costs and other information in management control;
4. Use costs and other information in operational control.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Explain how goal incongruence leads to agency problems in organisations and design organisational architecture and management control systems to mitigate agency problems.
ILO 2	Explain the strategic role of management accounting and the analysis of competitive strategy.
ILO 3	Explain sustainability strategy and apply balanced scorecard, strategy mapping and performance measurements for strategic planning and control.
ILO 4	Apply various cost management tools for strategic planning.
ILO 5	Evaluate business decision scenarios using cost-volume-profit analysis and incremental/differential analysis.
ILO 6	Evaluate the type of business units and issues in the proper implementation of responsibility centres and identify the various performance measures for different responsibility centres.
ILO 7	Explain the impact of transfer pricing methods on organisations and compute the transfer prices using the various transfer pricing methods.
ILO 8	Prepare master and flexible budgets and use flexible budgets and standard costs to compute and interpret the sales and cost variances.
ILO 9	Apply basic data analytic techniques to provide business solutions.
ILO 10	Develop oral communication skills.

Course Content

In the first part of the course, we will cover the fundamental concepts and framework for the strategic role that accounting information plays. We begin with agency theory and the organisational architecture framework. We will then look briefly at competitive strategy and use value chain analysis as a tool to better understand an organisation's competitive advantage through analysing activities and their linkages across the value chain. We will also analyse customers' value chain activity costs and profitability. The importance of sustainability as part of business strategy will also be explained. We then use the balanced scorecard together with strategy mapping as a tool to enable managers to develop and implement organisational strategy. This will include an explanation of how sustainability performance can be measured and controlled.

The second part of the course focuses on the strategic use of costs and other information, first for planning and then for decision making. For planning, we first look at cost planning for the full product life cycle by introducing target costing, life-cycle costing, and cost of quality. Then, cost- volume-profit analysis will be used for breakeven analysis and profit planning. For decision making, we will focus on the types of decisions that affect costs and revenues in the short term. The decision- making process and relevant cost analysis will be explained and applied to various decision contexts.

Building on the first two parts (the general framework and the planning and decision making), the third part of the course deals with management control, namely, the use of cost and other information to motivate and enable employees to work for the organisation's best interest. We begin with strategic performance measurement, that is, getting employees to work towards the organizational strategy by linking performance measurement to strategy. An important concept is responsibility accounting, namely, measuring employee performance based on their responsibilities. Following this concept, we will discuss various measures used to evaluate the performance of different responsibility centres. We will also look at how incentive and compensation design can be used as a control tool to motivate employee to work towards organisational objectives. We then apply the concept of strategic performance measurement to managing inter-divisional interactions using the transfer-pricing mechanism. We will introduce various methods for determining transfer prices and discuss how these methods affect the fulfilment of organizational strategy via modifying employee behaviour. We will briefly touch upon transfer pricing issues in a global context.

Finally, the last part of the course looks at the strategic use of costs and other information for controlling operational processes (operational control). We begin with budgetary planning and control that serve as the basis to control operations. Following this, standard costing and the associated cost variance analysis are discussed as tools that enable managers to understand the performance of operations and the causes of deviations from budget, which thus helps managers to improve operational performance. We will cover standard costing and variance analysis for direct product costs,

overheads and sales performance and discuss how to apply these tools to control operations in these three areas.

Reading and References (if applicable)

BJS Blocher E. J., Juras P. E., Smith S. D. (2022), “Cost Management: A Strategic Emphasis”, 9th Edition, McGraw-Hill

JZ Zimmerman, J. (2020), “Accounting for Decision Making and Control”, 10th edition, McGraw-Hill.
GNB Garrison R. H., Noreen, E.W. Brewer, P. C. (2024), “Managerial Accounting”, 18th edition, McGraw-Hill.
KEDL Ketchen D. J., Eisner A.B., Dess G. G., Lumpkin G. T. (2008-2009), “Strategy”, 1st edition, McGraw-Hill.
WKK Weygandt, J., Kimmel P. and Michell J. (2020), “Managerial Accounting: Tools for Business Decision Making”, 9th edition, Wiley.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	1. Agency theory 2. Organisational architecture (OA) framework 3. Management control framework (Simons' control framework)	ILO1	JZ Ch 4 JZ Ch 14 pp. 609-615 Simons, R. "Control in an Age of Empowerment", Harvard Business Review Onpoint, 2000	In-person	
2	1. Strategy – Porter's generic strategies 2. Value chain analysis 3. SWOT Analysis 4. Porter's five forces 5. Customer Profitability Analysis 6. Inventory management	ILO2	KEDL Ch 3 pp. 58-67 KEDL Ch 4 KEDL Ch 6 pp. 136-144 BJS Ch 1 BJS Ch 2 pp. 41-49 BJS Ch 5 pp. 158-162	In-person	
3	1. Sustainability strategy 2. Strategy mapping and balanced scorecard (BSC) 3. Sustainability and performance measurement 4. Sustainability reporting frameworks 5. Data analytics	ILO3, ILO9	BJS Ch 2 pp. 49-58 BJS Cases & Readings Supplement: -Reading 18-2: Strategy Map -Reading 2-6: Sustainability and the Balanced Scorecard: Integrating Green Measures into Business Reporting	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
4	1. Life-cycle costing 2. Target costing 3. Management and control of quality 4. Strategic pricing	ILO4	BJS Ch 13 (exclude LO 13-2) BJS Ch 17	In-person	
5	1. Variable and absorption costing 2. Cost-volume-profit (CVP) analysis	ILO5	BJS Ch 9 (exclude LO 9-4 and 9-7)	In-person	
6	1. Relevant information, incremental and differential analysis 2. Evaluation of business decision scenarios and segment profitability 3. Common heuristics and biases in decision making	ILO5	BJS Ch 11 (exclude LO 11- 4, 11-6 and 11-9)	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
7	1. Organisational design and responsibility accounting 2. Strategic performance measurements for investment centres: a. Return on investment (ROI) b. Residual income (RI) c. Economic value added (EVA) 3. Incentive systems and management compensation	ILO6	BJS Ch 18 pp. 779-793 and 798-800 BJS Ch 19 pp. 826-841 BJS Ch 20 pp. 871-880	In-person	
8	1. Objectives of transfer pricing policies 2. Transfer pricing techniques 3. International transfer pricing issues 4. Behavioural implications	ILO7	BJS Ch 19 pp. 841-851	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	1. Budgetary planning and control 2. Master/static budgets 3. Flexible budgets 4. Standard costing 5. Direct materials and direct labour costs variances analysis 6. Behavioural issues in budgeting and standard costing	ILO8	BJS Ch 10 BJS Ch 14 pp. 579-586, 595-597	In-person	
10	1. Manufacturing overheads variances analysis 2. Sales variances analysis	ILO8	BJS Ch 14 pp. 586-595, 597-606 BJS Ch 15 BJS Ch 16	In-person	
11	Project presentation	ILO9, ILO10	-	In-person	
12	Project presentation	ILO9, ILO10		In-person	
13	1. Project Debrief 2. Course Review			In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Class participation	Following your online learning prior to each seminar, you will be able to contribute and learn through the interactive in-class discussion of short cases and problems. In some seminars, there will be a workshop or role play exercise. Through these class discussions and activities, you will work towards ILO1-10 and help prepare you for your project and final examination. This is assessed in assessment component 1.
Seminar and Project presentations (and report)	You will also be learning, working and presenting your work in a team setting. Each team will be assigned to present in one seminar and work on a project which requires a written report and a presentation. This will allow you to learn to work in teams, analyse and solve problems and develop your written and verbal communication skills. The seminar presentation will work towards ILO 1-10 and the project will work towards ILO9 and ILO10. This is assessed in assessment components 2 and 3.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Class Participation(Class Participation)	ILO 1-10	Acquisition of knowledge; Oral communication	10	Individual	Holistic	Relational
2	Continuous Assessment (CA): Presentation(Seminar presentation)	ILO 1-10	Acquisition of knowledge; Oral communication	10	Team	Holistic	Relational
3	Continuous Assessment (CA): Project(Project)	ILO 4, 10	Application of knowledge; Problem-solving and decision making, Oral & written Communication, Teamwork and Interpersonal Skills	30	Team	Holistic	Extended Abstract
4	Summative Assessment (EXAM): Final exam(Final examination)	ILO 1-9	Acquisition of knowledge; Problem-solving and decision making	50	Individual	Holistic	Extended Abstract

Description of Assessment Components (if applicable)

Class participation (10%)
The purpose of class participation is to (i) develop and enhance students' verbal communication skills and (ii) to enhance students' learning through group discussions. Class participation will also allow instructors to obtain feedback on students' thinking and learning. Class participation will be assessed on an individual basis though some discussions will be performed on a team basis. Absenteeism from seminars without a valid reason will adversely affect this assessment component. Please refer to Appendix A for the class participation grading rubric.
Seminar Presentation (10%)
The purpose of seminar presentation is to develop and enhance students' verbal communication and presentation skills. The seminar presentation is done on a team basis and every member will have to present. Assessment will include both individual and team components. Each team will make one presentation of assigned seminar materials during the semester. Please refer to Appendix B for the seminar presentation grading rubric.
Project (30%)
In this business analytics project, students will apply their data analysis skills to analyse the performance of a company with a given data set; interpret the results and offer recommendations. In addition to preparing a written report (team assessment) outlining their

analysis and recommendations, teams will also be making a presentation. This presentation is an individual assessment, and every member of the team must present. Details of the project and its grading rubric will be provided separately.

Peer Evaluation
One important skill that students should acquire is the ability to work effectively in teams. All teams should attempt to resolve any conflict that may arise as soon as possible. If you are unable to resolve the conflict, please inform your instructor early, so that he/she can facilitate to resolve the conflict.
Each of you must individually evaluate your team members by submitting a peer evaluation form for the project via eUreka within a week after your project submission and presentation. You will be penalised if you do not submit by the deadline. Submitted evaluations are confidential and will not be revealed to other team members.
You will receive feedback on the average rating that you have received from your team members. Your individual mark for the team assessment of the project is subjected to your peer evaluation rating. Your instructor reserves the right to investigate and make adjustments to your marks awarded as deemed appropriate. Details of the peer evaluation and its rubric will be provided later.
If you have concerns regarding your peer evaluation rating, you must consult your instructor immediately.
Final Examination (50%)
The 2.5-hour examination is open-book. The purpose of the final examination is to comprehensively assess the students' understanding and application of the conceptual and technical knowledge acquired to managerial problems and decisions.

Formative Feedback

You will receive verbal and/or written feedback for class participation, seminar presentation and the business analytics project. You will also receive summative feedback on the final examination.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Advanced
Communication	Advanced
Decision Making	Advanced
Problem Solving	Advanced
Critical Thinking	Advanced

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are to view online learning materials, complete the prescribed readings and prepare for the prescribed discussion questions before the weekly seminar. What you gain from this course depends very much on yourself - your preparations prior to attending the seminars, the effort you put in to understand the concepts and the contributions you make in the seminars.

You are also expected to be punctual for the weekly seminars. All assignments must be submitted by the due dates.

Policy (Absenteeism)

Absence from class without a valid reason will affect your class participation and seminar presentation grades. Valid reasons include being unwell (supported by a valid medical certificate) and participation in NTU's approved student activities (supported by a letter from the relevant body). If you miss a seminar, you must inform the course instructor prior to the start of the seminar and arrange for a make-up seminar if possible. You are expected to take responsibility to follow up with the course notes, in-class discussions and any other course requirements.

Policy (Others, if applicable)

Penalties
Penalties are imposed for:
- Teams and students who make submissions (seminar presentation, project and peer evaluation) after the deadlines.
- Teams who do not adhere to the stipulated format and other guidelines for submissions.
- Students who are free riders and do not put in the expected contributions in team assignments (seminar presentation and project).
- Students who are absent for the seminar or project presentation.

Academic Integrity
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Leveraging on Generative AI (Artificial Intelligence) Tools
NTU's position is that we should equip students with the knowledge and skills to use these AI technologies productively in an ethical and critical manner, and to help them sharpen their cognitive skills by synthesising ideas, performing in-depth analysis, and working creatively. Students are expected to continue to practise high standards of academic and professional honesty and integrity.

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm in this course. Any use of AI tools must be clearly acknowledged and properly cited to (i) identify any generative AI tools used, and (ii) declare how the tools are used in submitted work. This applies not only to the assignment/report, but also to the seminar/team presentation. An example of how to cite for the use of generative AI is in this link: https://apastyle.apa.org/blog/how-to-cite-chatgpt. Failure to do so is considered a violation of academic integrity.

You should note that the materials generated by AI programs may be inaccurate, incomplete, or otherwise problematic. You will be responsible for all contents you submit regardless of whether it originally comes from you or generated by AI tools.

Last Updated Date: 25-07-2024 08:21:19

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