



DPA *702
Strategic Management Accounting
Summer 2025
Course Outline

Accounting and Financial Management Services Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The objective of this case-based course is to equip students with the skills and tools to apply fundamental management accounting concepts, contribute to strategy development, learn how to apply a strategic decision-making process, learn tools to achieve effective governance, identify how to manage and mitigate corporate risk, and learn skills to assess and improve performance management. Frameworks for strategy governance, risk, and performance will be introduced. Students will be provided an opportunity to review critical management accounting skills originally learned in undergraduate studies and commonly incorporated into performance management cases.

INSTRUCTOR AND CONTACT INFORMATION

Class Time: Tuesday, 9AM to 12pm
Class Time: Tuesday, 1pm to 4pm

Instructor: Adam Prokop CFA, CPA, CMA, MBA, MFIN, MSc, CAIA
Email: adamprokop@valconic.com
Office: Online, through ZOOM
Office Hours: By appointment, Online
Class Location: per course schedule

Course Website: Avenue2Learn

COURSE ELEMENTS

| | | | | | | | |
|-----------------|-----|---------------|-----|-------------|-----|-------------------|-----|
| Credit Value: | 3 | Leadership: | Yes | IT skills: | Yes | Global view: | No |
| Avenue: | Yes | Ethics: | Yes | Numeracy: | Yes | Written skills: | Yes |
| Participation: | Yes | Innovation: | No | Group work: | Yes | Oral skill: | Yes |
| Evidence-based: | Yes | Experiential: | Yes | Final Exam: | Yes | Guest Speaker(s): | No |

COURSE SCOPE

This course focuses on the management accounting competency and integrates specific competencies from other areas, including Finance as well as Strategy and Governance. Students also further develop enabling competences, including problem-solving, decision-making, and communication skills. Data analytics will also be touched upon, with its recent addition to the CPA Competency Map.

Upon completion of this course, students will be able to complete the following key tasks:

- Identify the strategic, operational, and/or financing issues faced by decision-makers in addressing range of business decisions.
- Demonstrate depth in management accounting competencies, applying appropriate quantitative and qualitative analysis for decision-making purposes.
- Identify relevant, reliable information and assumptions, demonstrating professional judgement in ambiguous and uncertain situations.
- Demonstrate a structured decision-making process, identifying priority issues, analyzing relevant alternatives, drawing logical conclusions, and recommending practical implementation actions.
- Evaluate an organization's governance, strategy, management control systems, and risk management program, recommending information and actions needed for effective management.
- Clearly communicate issues, analysis, and conclusions, developing written communication skills needed for professional exams.

LEARNING OUTCOMES (CPA Competency Map)

- 3.1.1 Evaluates management information requirements.
- 3.1.2 Evaluates the types of information systems used and the role they play in an organization.
- 3.1.3 Recommends improvements to reporting systems to meet information needs
- 3.1.4 Identifies ethical and privacy issues related to information technology
- 3.2.1 Develops or evaluates information inputs for operational plans, budgets, and forecasts
- 3.2.2 Prepares, analyzes, or evaluates operational plans, budgets, and forecasts.
- 3.2.3 Computes, analyzes, or assesses implications of variances
- 3.3.1 Evaluates cost classifications and costing methods for management of ongoing operations
- 3.3.2 Evaluates and applies cost management techniques appropriate for specific costing decisions
- 3.3.3 Recommends changes identified by applying process improvement methodologies
- 3.3.4 Recommends cost management improvements across the entity.
- 3.4.1 Evaluates sources and drivers of revenue growth
- 3.5.1 Performs sensitivity analysis
- 3.5.2 Evaluates sustainable profit maximization and capacity management performance
- 3.6.1 Evaluates performance using accepted frameworks
- 3.6.2 Evaluates performance of responsibility centres
- 3.6.3 Evaluates root causes of performance issues
- 3.7.1 Analyzes the implications of management incentive schemes and employee compensation methods
- 7.7 Presentation of data for decision-making (data visualization of financial & non-financial data)

REQUIRED COURSE MATERIALS AND READINGS

Cases, recorded lectures, supplementary materials, and readings are posted on Avenue.

- DPA 702 Summer 2025 Course-pack
- Densmore Notes

EVALUATION

Learning in this course results primarily from assigned readings, in-class discussion of assigned case studies/reports, and presentations. Participation in class discussion is an important evaluative component. In the capstone case study, group members will share the same grade. If the majority of the group feels that a member does not deserve 100% of the mark assigned, it is the group's responsibility to inform the instructor and the member involved, in writing, specifying the reasons and the percentage of the mark that should be assigned. Your final grade will be calculated as follows:

Components and Weights

| | |
|---|-------------|
| Technical Assessments | 10% |
| Participation (Case/Assignment Hand-ins/Debriefs) | 15% |
| Midterm Exam | 25% |
| Group Capstone Report & Presentation (Report, 10%; Presentation, 10%) | 20% |
| Final Exam | 30% |
| Total | <u>100%</u> |

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

| Grade | Points | Equivalent Percentages | Pass/Fail |
|-------|--------|------------------------|-----------|
| A+ | 12 | 90-100 | P+ |
| A | 11 | 85-89 | P |
| A- | 10 | 80-84 | |
| B+ | 9 | 77-79 | |
| B | 8 | 73-76 | |
| B- | 7 | 70-72 | |
| F | 0 | 69 and under | F |

Note: Grades in graduate courses are reported as letter grades. Averaging of letter grades must be done using the McMaster 12-point scale.

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/examinationindex.html>

Technical Assessments

There will be several technical assessments during the term (done within A2L, proctored) to help students develop or relearn core fundamental performance management concepts to ensure they can demonstrate their competency in these areas for the common final examination (CFE) as well as other program requirements.

Case Summaries/Assignments/Debriefs

Case analysis and take-ups are an essential part of the course. Throughout the term, there will be cases discussed in-class as well as mini-assignments to be handed in as groups/individuals. Several cases you will be expected to hand-in a case attempt, and afterwards a case summary.

Case Report and Presentation (Group)

Students will prepare a major case report on an assigned Capstone case. Students should begin working on this case shortly after the beginning of the term. The case report must be of professional quality, typed, double-spaced, Arial 12-point font with 1" margin. The report is limited to 3,500 words and 10 one-page

Appendices/Exhibits (word count excludes cover page, executive summary, table of contents, appendices/exhibits and references) and due to be uploaded to Avenue near the end of the course (see schedule for exact due date). Each Appendix/Exhibit must be presented on one page with a minimum of Arial 10-point font. Each group should submit an electronic copy of the Case Report (WORD document and EXCEL worksheet to Avenue. The case must be your own work and will be scanned for plagiarism.

Each group will present their case in class. The case presentation must be of professional quality and all group members have to participate in the presentation. Each case presentation is limited to 20 minutes and the instructor will terminate the presentation at the end of that time. The presentations will be scheduled for the final weeks of class, when groups will present their case analysis and recommendations.

Communication and Feedback

Students who are uncomfortable in directly approaching an instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using email, LearnLink, Avenue, etc. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Note that generative AI is strictly prohibited in this course. This includes students uploading documents from the course into gen AI applications such as but not limited to Chat GPT. Any use of generative AI for assessments including technical assessments, quizzes, case assignments, exams, etc. will result in a zero on the assignment and further consequences, including possibly having to write the exams on paper or to complete a

mandatory on paper technical assessment to pass the course.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

POLICY ON MISSED MIDTERM, FINAL EXAMINATIONS & TESTS

When students miss a regularly scheduled midterm, test or class participation for legitimate reasons as adjudicated by the Student Experience - Academic Office, the weight for that midterm/test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience - Academic Office within five (5) working days upon returning to school. Please note that MSAF does not apply to this course in the Graduate Diploma program.

Students unable to write a midterm at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled midterm exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience - Academic Office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the Student Experience - Academic Office.

All applications for deferred and special final examination arrangements must be made to the Student Experience - Academic Office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the term immediately following. There will be one common sitting for all deferred exams.

If any exam is missed without a valid reason, students will receive a grade of ***ZERO*** (0) for that component.

STUDENTS ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

STUDENT EVALUATION OF TEACHING

It is the policy of the DeGroote School of Business to administer the Student Evaluation of Teaching forms towards the end of the semester and students are expected to participate in these evaluations.

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| Date | Week | Topic | Assigned Cases |
|---------------|------|---|--|
| May 6, 2025 | 1 | Case Approach Overview <i>Technical Development: Capital Budgeting, Cost-Volume-Profit Analysis,</i> | |
| May 13, 2025 | 2 | <i>Technical Development: Budgeting, Job Costing, Activity-Based Costing</i> | Hand-in #1: due before class Technical Assessment #1 due |
| May 20, 2025 | 3 | <i>Technical Development: Variance Analysis, Flexible</i> | Hand-in #2: due before class Technical Assessment #2 due Debrief #1 due |
| May 27, 2025 | 4 | <i>Technical Development: Relevant Costing</i> | Hand-in #3: due before class Technical Assessment #3 due Debrief #2 due |
| June 3, 2025 | 5 | Overview of Capstone Case & Day 1 | Hand-in #4: due before class Technical Assessment #4 due |
| June 10, 2025 | 6 | Ethics – Enabling Competencies CFE Day 2 Analysis Pricing Strategies | Technical Assessment #5 due Debrief #3 due |
| June 14, 2025 | | Midterm Exam (9:00am – 2pm) | |
| June 17, 2025 | 7 | Strategy Mapping Balanced Scorecard | Hand-in #5: due end of class Technical Assessment #6 due Debrief #4 due |
| June 24, 2025 | 8 | Data Analytics | Hand-in #6: due end of class Technical Assessment #7 due |
| Date TBD | 9 | Risk Management Corporate Governance Ethics | Hand-in #7: due end of class Technical Assessment #8 due Debrief #5 due |
| July 8, 2025 | 10 | Comprehensive Management Accounting Case Special Topics Review (process costing, transfer pricing) | Hand-in #8 due Technical Assessment #9 due |
| July 15, 2025 | 11 | Virtual Capstone Check-in (by group during the week – signup sheet) | Technical Assessment #10 due |
| July 22, 2025 | 12 | Capstone Presentations | Submit report by July 21, 11:58 pm |
| July 26, 2025 | 13 | Final Exam (9:00am – 2pm) | |

PEER EVALUATION OF GROUP WORK

Write the names of all of the members of your group below, starting with your own.

Then allocate a total of 100 points across all of the names that appear, in proportion to the contribution of each group member to the group effort. You may use the following points as guideline to help you form your evaluation:

Consider whether the group member has:

1. demonstrated responsibility by attending and participating in all team meetings and keeping contact with members throughout the project;
2. demonstrated effective interpersonal skills by showing sensitivity to others' needs and feelings and helping others to become involved;
3. demonstrated effective leadership by assuming the initiative, setting goals and guidelines, leading discussions, working out problems, handling conflicts positively, and generally facilitating the task;
4. contributed significantly, in special ways, to completing the project by, for example, making a table, drawing a chart, or referencing outside material;
5. produced well-prepared individual assignments to all team members and completed an equitable share of work.

| Group Member's Name | Points |
|---------------------|------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| | 100 Points |