Overview
Managerial accounting is concerned with the use of accounting information by managers to plan and control personnel and operations of the firm. In this class we will discuss two general topics; planning information systems and managerial control systems. These two general topics are outlined in more detail in the class schedule attached to this syllabus. We will consider the traditional tools and modern methods of management control and the use and analysis of managerial accounting information to support control.

Teaching Materials
- Teaching materials include a mix of case studies, articles, and textbook chapters. See the attached class schedule for further details.
- Additional teaching materials, class notes, homework solutions, etc., will be distributed via Canvas prior to the relevant class session.

Classroom Procedures
- To prepare for class, you should read all assigned materials – text, cases, and articles. You are expected to think about the cases and articles, and share your insights during class. Note that for some case scenarios there are no clear-cut or "correct" solutions.
- Homework problems will help you confirm your understanding of the key textbook topics (these problems are not collected, but solutions will be provided on Canvas).
- Each class session (except the last class on February 28) will begin with a quiz lasting approximately 15-45 minutes.

Due to a past incident of my lectures being recorded and then sold on-line (which is copyright infringement, not to mention just all-around slimy) the audio or video recording of my lectures is NOT allowed without my express permission.
Assignments and Evaluation
This course is administratively one-half of a full course of record. Your grade in the course will be an equally-weighted combination of your grades in the two halves (FSA with Professor Badolato being the other half). Your performance in this half of the course will be determined on the following basis:
1. Examination 55%
   The exam will be given during our last class on February 28.
2. Quizzes (4 quizzes with 1 drop = 3 quizzes at 15% each) 45%
   Quizzes will be given during classes #1 (January 9/10), #2 (January 24), #3 (January 30/31), and #4 (February 13/14).

There will be no opportunity to raise your course grade by doing “extra credit” work after the end of, or during, the semester. Incompletes will be given only in the rarest of circumstances and according to university policy.

The MBA Programs Committee approved the following target grade distribution for all MBA courses: A (4.0) 25%, A- (3.67) 20%, B+ (3.33) 15%, B (3.0) 35%, B- or below (2.67) 5%. This course uses that target distribution as a guideline for establishing final grades.

Examination
The exam is individual work. No collaboration of any kind is permitted. The exam is closed-book, closed-computer, and closed-notes.

Quizzes
All quizzes are individual work. No collaboration of any kind is permitted. All quizzes are closed-book, closed-computer, and closed-notes.

A quiz will be given at the beginning of class on January 9/10, January 24, January 30/31, and February 13/14. Each quiz will last approximately 15-45 minutes.

Each quiz will cover:
1. The cases and articles (but NOT the textbook readings) assigned for the current class session, and
2. The class content and calculations from the previous class session (not the problems assigned for the current session).

Note – since there is no “previous class session” for our January 9/10 quiz, our first quiz will only cover the cases and articles (but NOT the textbook readings) assigned for our January 9/10 class.

Your lowest quiz grade will be dropped. If you miss class, whether for business or personal reasons, you will have to count that quiz as your dropped grade. If you miss two classes/quizzes, your grade on the second quiz will be zero. **You will not be able to take the quiz at the end of class or during a break.** If you leave class after taking the quiz but before the end of class, I reserve the right to discard any quizzes for students not in attendance for the entire class session.
Phones and Laptops during Quizzes and Exam
Obviously for scholastic dishonesty reasons laptops and phones may NOT be used during any quiz or exam. The quizzes and exam will have calculations that will require calculators. You may use a simple, 4-function calculator or a financial calculator for quizzes and the exam. You may NOT use any calculator that stores text, which of course includes phones.

Homework Problems
Homework problems will help you confirm your understanding of the key textbook topics (these problems are not collected, but solutions will be provided on Canvas).

The Class Schedule attached includes two kinds of homework problems:

1. “Pre-Class Homework” will introduce new material to help you prepare for class. You will get the most out of class if you read the relevant chapter and attempt these problems before coming to class.

2. “Post-Class Homework” are additional problems that can be used to master the material. Trying to solve these problems will be a good way to reinforce your knowledge of the material and to prepare for the quiz in the next class session and the exam.

If you need help with a homework problem, please feel free to email me or we can set up a time to talk via the phone or Skype.

E-mail and Canvas
The use of email and Canvas is required for this course. I will frequently communicate with the class with announcements and guidance via email. I will use the email addresses that are supplied to me on Canvas. If you need to update your email address with the University go to your UT Direct page and, under personal info/all my addresses, change your email address. Before each class, I will post on Canvas our class notes. I will send out a class-wide e-mail notifying you when I post the class notes so you can print them out and bring them to class if you prefer to take notes on a paper copy.

Any outside-of-class announcements that I make (e.g., corrections or clarifications of items discussed in class, syllabus changes, assignment changes, etc.) will be sent to you via e-mail through Canvas. It is possible that substantial content will be posted on Canvas or sent via e-mail. It is your responsibility to regularly check your e-mail and the class Canvas site.

E-mail is also a great way to ask me any questions that you may have.
McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this. You should treat the Texas MBA classroom as you would a corporate boardroom.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.

- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Technology is used to enhance the class experience.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty question and answer sessions are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.

Electronic Class Rosters

A recent opinion from the US Department of Education states that the University must inform students in advance if their name will be appearing on an electronic class roster: Since Fall 2001, web-based, password-protected class sites have been available for all accredited courses taught at The University. Class e-mail rosters are a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html

Religious Holy Days

You will be given excused absences for observance of religious holy days. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, or a quiz in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. If I determine a quiz cannot be made up within a reasonable time, the missed quiz will be dropped as a requirement for you (ie. the quiz will be dropped in determining your quiz score).
Students with Disabilities
Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at http://deanofstudents.utexas.edu/ssd/index.php. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Policy on Scholastic Dishonesty
The McCombs School of Business has no tolerance for acts of scholastic dishonesty and neither do I. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

As the instructor for this course, I agree to observe all the faculty responsibilities described in detail in the MBA Program’s Statement on Scholastic Dishonesty at http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

As specific guidance for this course, you should consider the writing of the quiz and exam to be an individual effort. Group preparation for quizzes and the examination is acceptable and encouraged.

Scholastic dishonesty includes, but is not limited to: copying test or assignments, representing (copying) the work of another person as one’s own, allowing another person to represent your work as their own, collaborating without authority with another student during an exam or in preparing academic work, using or having on your desk unauthorized material or aids to complete a quiz, group exercise, or exam (e.g., cheat sheets, solutions, graphing or programmable calculators, cell phones, etc.).

Specific acts of scholastic dishonesty I have reported students to Judicial Services for (and some have ultimately been expelled for) include:
- after an exam or quiz has been graded and returned, erasing a wrong answer, writing the correct answer, and then bringing it to me for appeal that the exam or quiz was graded wrong. (FYI – we hire students workers who make copies of tests before we pass them back.)
- while taking an exam or quiz, looking at your neighbor’s exam or quiz.
- while taking an exam or quiz, allowing your neighbor to look at your exam or quiz (see the underlined and bolded sentence in the paragraph above).
- leaking quiz or exam information to a student in a later cohort or class.
# Course Schedule – Spring 2015

## Class #1 - January 9/10
**Topic – Budgeting**

<table>
<thead>
<tr>
<th>Textbook Readings</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td>“Games Managers Play at Budget Time” (by Steele and Albright, MIT Sloan Management Review)</td>
</tr>
<tr>
<td>Cases</td>
<td>Citibank Indonesia (HBS)</td>
</tr>
<tr>
<td>Pre-class Homework</td>
<td>6-2 through 6-9, 6-11, 6-13, 6-14, 6-15, 6-32</td>
</tr>
<tr>
<td>Post-class Homework</td>
<td>6-30, 6-38</td>
</tr>
</tbody>
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## Class #2 - January 24
**Topic – Variance Analysis**

| Textbook Readings       | Chapter 7 (pages 248 – middle 261 only)  
|                         | Chapter 14 (pages 556 – middle 560 and bottom 569 - 577 only) |
| Article                 | “Will This Customer Sink Your Stock?” (by Selden & Colvin, Fortune)  
|                         | “Minding the Store: Analyzing Customers, Best Buy Decides Not All Are Welcome…” (by McWilliams, WSJ) |
| Cases                   | None |
| Pre-class Homework      | 7-3 through 7-6, 7-8 through 7-13, 14-2, 14-4, 14-12, 14-14, 14-15 |
| Post-class Homework     | 7-25, 7-27, 7-33, 14-36, 14-37, 14-38 |
Class #3 – January 30/31  
**Topic – Costing Systems**  
**Topic – Balanced Scorecard**  

| Textbook Readings | Chapter 4 (skip pages 121 – middle 127)  
|                  | Chapter 12 (pages 472 – bottom 487 only)  
|                  | Chapter 23 (pages middle 889 – middle 894 only)  
| Articles | “The Balanced Scorecard: Measures That Drive Performance” (by Kaplan & Norton, HBR)  
| Cases | Seligram, Inc.: Electronic Testing Operations (HBS)  
|        | Citibank: Performance Evaluation (HBS)  
| Pre-class Homework | 4-1, 4-2, 4-3, 4-4, 4-8, 4-9, 4-10, 12-1, 12-2, 12-3, 12-6, 12-8, 12-9, 23-9 through 23-14  
| Post-class Homework | 4-18, 4-20, 4-21, 4-27(1&2 only), 4-31(omit part 5), 12-18, 12-26, 12-34, 12:36, 23-33  

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Class #4 – February 13/14  
**Topic – Cash Planning**  
**Topic – Levers of Control**  

| Textbook Readings | Chapter 22 (pages 841 – middle 846 only)  
|                  | Chapter 23 (pages middle 894 - 896 only)  
| Article | “Control in an Age of Empowerment” (by Simons, HBR)  
| Cases | Hanson Ski Products (HBS)  
|        | Automation Consulting Services (HBS) – we are only going to discuss the situation in San Jose, you can skip Seattle, Philadelphia, and Boston.  
| Pre-class Homework | 22-1 through 22-5  
| Post-class Homework | None  

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Class # 5 – February 28  
**Final Exam**
Faculty Bio

Brian Lendecky, CPA, MPA  Senior Lecturer, Department of Accounting.

Brian Lendecky is a Senior Lecturer in the Department of Accounting at The University of Texas at Austin. He joined the department in 2006 and teaches Financial Accounting, Cost and Managerial Accounting, and the Tax Practicum course, the latter winning a 2008 Governor’s Volunteer Award from Governor Perry and a 2011 Tower Award. Brian also teaches Accounting for Lawyers in the School of Law, Financial and Managerial Accounting courses in the McCombs Executive Education program, the Mexico City, Houston, and Dallas / Ft. Worth MBA programs, the ESCP-EAP European School of Management in Paris, the VSE School of Economics in Prague, and the Chinese University of Hong Kong. Brian Lendecky started his career at PricewaterhouseCoopers and has subsequently managed accounting departments in the food manufacturing, energy, and medical supplies manufacturing industries.

Brian has received numerous teaching awards including the 2014 Texas Society of Certified Public Accountants Outstanding Accounting Educator Award, Class of 2014 Mexico City MBA Outstanding Faculty Award, 2013 Hank and Mary Harkins Foundation Award for Effective Teaching in Undergraduate Classes, 2011 Master in Professional Accounting (MPA) Council’s Outstanding Accounting Faculty Award, Spring 2011 Best Faculty Award from the Alpha Kappa Psi business fraternity, and the 2010 CBA Foundation Advisory Council Award for Teaching Innovation. He was nominated by the Faculty Affairs Committee of the Senate of College Councils and the Undergraduate Business Council for the Professor of the Year Award for 2009. He has served on the MPA Program Committee since 2010. Brian is also the McCombs Faculty Advisor for the PriceWaterhouseCoopers xACT and xTAX case competitions and our McCombs team has been a national finalist in 2007, 2008, 2010, and 2011.

Brian is a licensed CPA in the State of Texas and is a proud alumnus of the McCombs School’s #1 ranked MPA program. Brian and his wife Stephanie stay busy chasing their four boys and baby girl around the house. In his spare time Brian is an avid sports fan and poker player. He has played in the World Series of Poker three times and has made a World Poker Tour final table.