Master of Business Administration

Unit Outline

MGMT8530
Managerial Finance

Singapore

Quarter 1, 2006

This unit introduces the basic concepts in financial management. Topics include capital markets and sources of finance; financial mathematics; capital budgeting; diversification and portfolio theory; risk and return relationships; and working capital management.
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<tbody>
<tr>
<td>Lecturer</td>
<td>Ian Dunlop</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lan.dunlop@uwa.edu.au">lan.dunlop@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+61864882972</td>
</tr>
<tr>
<td>Fax:</td>
<td>+61864881072</td>
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Your lecturer

Ian Dunlop  BSc *Well*, BCom (Hons) *NSW*, PhD *Qld*,

Ian worked for CSR Ltd for 11 years after completing his BSc. During this time he did a part-time BCom(Hons) at the University of NSW. He then taught for 12 years in Queensland and completed his PhD at the University of Queensland. He has taught at UWA for 18 years, mainly in MBA courses. His main areas of research and consulting are derivative securities and option pricing.
UNIT DESCRIPTION

Introduction

Welcome to Managerial Finance from Ian Dunlop who coordinates this unit. I hope this unit will be of use to you not only in your professional life but in your personal life as well.

This core unit presents a basic set of financial concepts and tools which managers need to make sound decisions when considering a wide range of financial problems facing the firm. Students who take this unit will gain a clear understanding of the principles underlying the effective use of financial capital - over time, in an uncertain environment, and when faced with many possible investment projects. Because this is a first principles course at the graduate level, students will gain experience in applying a range of analytical tools and techniques, and have the chance to exercise these tools in diverse problem settings.

A sampling of topics covered in this course (in addition to those listed in the unit description) includes subjects such as: why finance is useful for managers; the financial foundations of the firm; the institutional setting of finance, methods of investment appraisal, and an introduction to international finance, as well as a range of contemporary financial issues.

The unit description

This unit introduces the basic concepts in financial management. Topics include capital markets and sources of finance; financial mathematics; capital budgeting; diversification and portfolio theory; risk and return relationships; and working capital management.

The goal of the unit

Managerial Finance aims to develop in student’s an ability to

• understand how managers approach financial problems,
• recognise the fundamental financial component in problems and issues commonly faced by managers,
• identify and break down key financial problems which play a role as determinants of business and organisational outcomes,
• carry out financial analyses of management problems to facilitate management decision making,
• interpret and present the results of finance analysis in a useful format for those non-financial managers,
• understand the organisation's interface with the external financial environment.
### Learning outcomes

On completion of this unit, you should be able to:

- identify and describe the internal and external financial structures of which their organisation is a part
- assess where and how to finance projects which the firm is considering
- determine whether or not to undertake a particular investment project,
- understand the relationship between risk and return when evaluating different investments,
- discuss the pros and cons of various investment vehicles.

Completion of this unit will also enable enrolment in other finance courses (contingent on prerequisites) both inside and outside of the Graduate School of Management.

### Prerequisites

This unit assumes that students have an operational competency in Excel or another spread-sheet and have a basic knowledge of mathematics. It is important that students have the above and that their knowledge of basic algebra is adequate.

If you are not well prepared in any of the above areas you should make every effort to remedy the situation through undertaking additional refresher courses and/or practice. Do not hesitate to ask for advice from your tutor.

### Key dates

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<td>12 January, 6.00pm</td>
<td>Block Teaching I begins</td>
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<td>12 and 14 January</td>
<td>Block Teaching II begins</td>
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<td>15 January</td>
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<td>13 and 15 January</td>
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<td>23 February, 6.00pm</td>
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<td>23 and 25 February</td>
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<td>24 and 26 February</td>
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<tr>
<td>23 February, 6.00pm</td>
<td>Midterm Test</td>
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<tr>
<td>24 February, 6.00pm</td>
<td>Assignment Due</td>
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<td>10th March</td>
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<tr>
<td>Thursday 23 March</td>
<td>Final Exam</td>
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<td>2.00pm to 5.00pm</td>
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TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Learning in this unit is achieved by a combination of lectures, problems and a group assignment.

The lectures cover the relevant theory and discuss the practical application of the theory.

The problems, which are discussed in the tutorials, are designed to enhance your understanding of the theory and problem solving in finance.

Finally, the assignment is designed to give you insight into a major problem in finance, the evaluation of a long term investment. This is done in a group environment so you can learn from the ideas of other students.

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at: http://www.guild.uwa.edu.au/info/student_help/student_rights/charter.shtml.

Use of student feedback

I am always interested in student feedback in the form of SPOTS and through the student representatives and the comments that you make. These are taken into account when revising the unit.

ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment details

<table>
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<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tr>
<td>Midterm Test</td>
<td>25%</td>
<td>23 (Stream 1) or 24 (Stream 2) February 2006</td>
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<tr>
<td>Group Assignment</td>
<td>25%</td>
<td>10 March 2006</td>
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<tr>
<td>Final Examination</td>
<td>50%</td>
<td>Thursday 23 March 2006 2.00pm -5.00pm</td>
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</table>
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

- **HD** (Higher Distinction) 80-100%
- **D** (Distinction) 70-79%
- **CR** (Credit Pass) 60-69%
- **P** (Pass) 50-59%
- **N+** (Fail) 45-49%
- **N** (Fail) 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment components

Mid Term Test

The Midterm Examination will cover material presented in the first half of the unit. The examination will be of one and a half hours duration and a formula sheet will be supplied. Examples of past Midterm Examination papers are included in the material provided for you. You will be advised of the details of this examination prior to sitting.

Assessment 1

The assignment is a capital budgeting problem. It is to be done in groups of up to four students. The final report is not to exceed 10 typed pages although there is no limit on appendices. An example of a past assignment and the answer will be available to you on the Managerial Finance Quickplace. A marking guide will be provided.

You will be given details of this assignment at the second block teaching.

Final exam

The final examination is 3 hours plus 10 minutes reading time. A formula sheet is supplied. Examples of past examination papers are included in the material provided for you. Normally, the final examination covers mainly the material from the second half of the course. You will be advised of the details of this examination prior to sitting.

Submission of assignments

Assignments should be submitted in class on the due date or if handed into the office; a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

It is the intention that the marked assignments will be returned within two weeks of submission.
ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:
• Collusion
• Inappropriate collaboration
• Plagiarism (see more details below)
• Misrepresenting or fabricating data or results or other assessable work
• Inappropriate electronic data sourcing/collection
• Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been coped should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set is as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.
Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf

This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at

TEXTBOOKS AND RESOURCES

Unit web site

Textbook(s)

Recommended/required text(s)

**Additional/Suggested/Alternate text(s)**


Frino et al; "Introduction to Corporate Finance" Pearson Prentice Hall, 2004


**Additional resources and reading material**

Text book web site


**Journals**

Accounting and Finance  
Financial Management/Executive  
Journal of Accounting and Economics  
Journal of Accounting Research  
Journal of Finance  
Journal of Financial Economics  
Journal of Financial and Quantitative Analysis

**Software requirements**

A word processor and spread sheet such as Microsoft word and excel.
# UNIT STRUCTURE

## Seminar topics

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<th>Activity</th>
<th>Time</th>
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<tr>
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<td>Block teaching. Lecturer: Ian Dunlop</td>
<td></td>
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<tr>
<td>Managerial Finance Block:</td>
<td></td>
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</tr>
<tr>
<td>9 January</td>
<td>Session 1</td>
<td>Thursday 12 January</td>
</tr>
<tr>
<td></td>
<td>Session 2</td>
<td>Thursday 12 January</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Session 4</td>
<td>Saturday 14 January</td>
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<td></td>
<td>Session 5</td>
<td>Saturday 14 January</td>
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<tr>
<td>23 January</td>
<td>Tutorial, based on directed study</td>
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<td>Stream 1</td>
<td>Session 6 and 7</td>
<td>Wednesday 25</td>
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<td>16 January</td>
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<td>6 February</td>
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<td>Stream 1</td>
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<td>Wednesday 8</td>
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<td>Lecturer Ian Dunlop</td>
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</tr>
<tr>
<td>20 March</td>
<td>Final Examination</td>
<td>Thursday 23 March</td>
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Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first. In the case of Managerial Finance you have my approval to tape my lectures if you wish.