Understanding Financial Accounting (Canadian) 4th edition Burnley Solutions Manual

SKU: 9781394326488-SOLUTIONS

CHAPTER 1

OVERVIEW OF CORPORATE FINANCIAL REPORTING

CHAPTER OVERVIEW

Whether you are performing day-to-day operations, borrowing money for a start-up or expansion, restructuring your organization, planning a new avenue of operations, or deciding to purchase or lease, you need to have accounting information that will help you make the best decisions.

LEARNING OBJECTIVES

1. Define financial accounting and understand its relationship to economic decision-making.

2. Identify the main users of financial accounting information and explain how they use this information.

3. Describe the major forms of business organization and explain the key distinctions among them.

4. Explain the three categories of business activities and identify examples of transactions related to each category.

5. Identify and explain the content and reporting objectives of the four basic financial statements and the notes to the financial statements.

TEACHING TIPS FOR LEARNING OBJECTIVES

1. Define financial accounting and understand its relationship to economic decision-making.

Cover the definition of financial accounting from the textbook:

> "Financial accounting is the process by which information on the transactions of an organization is captured, analyzed, and used to report to decision makers *outside* of the organization's management team."

Indicate that financial statements and related accounting information will be used by a variety of financial statement users with specific goals. Guidelines must therefore be set in order to make the information provided understandable and helpful to the various needs of their financial statement (FS) users.

Summarize the two main types of accounting information:

- Reports for **internal** use only (for use by management): This is known as managerial accounting. Its purpose is to inform decision making.
- Reports for **external** use (for use by others outside the organization): This is known as financial accounting. Its purpose is to help external users make decisions and is the focus of this course.

2. Identify the main users of financial accounting information and explain how they use this information.

Describe the various users (stakeholders) of financial information and discuss why the financial information is useful to each particular user.

Users of Financial Statement Information:

Internal users:	**Purpose of Financial Statement Information**
Management	Decision making
External users:	
Shareholders, the board of directors, and potential investors	Assess performance and stewardship of company's management
Creditors (for example, financial institutions and suppliers)	Assessing credit worthiness
Regulators (for example, a stock exchange)	Ensuring compliance with regulations
Taxing authorities (for example, the Canada Revenue Agency)	Verify taxes paid
Other corporations, including competitors	Research and report competitive intelligence
Securities (stock) analysts	Analyze trends and assess the strengths and

	weaknesses of companies for investors
Credit-rating agencies	Report on a company's credit worthiness
Labour unions – to help negotiate contracts for their members	Research to provide support in contract negotiations
Journalists – to validate and supplement information that is reported to readers	Validate and supplement information that is reported to readers

You might decide to elaborate on the internal users described above. Different managers (i.e., HR, Marketing Executive, Finance Executive, Entrepreneur) would all be required to make decisions based on financial statements and the related information. For example, an HR director may need to decide if a bonus is paid out in a given year based on the performance of the company. The marketing department may try to evaluate the impact of an advertising campaign to decide if more advertising is necessary. Finance executives will make decisions on how to structure the company, to issue shares or issue more debt. The entrepreneur will need to understand the financial accounting information in order to monitor the performance of the company and make critical business decisions based on such information.

3. Describe the major forms of business organization and explain the key distinctions among them.

Use Exhibit 1.4 from the textbook to compare and contrast each type of business form.

Exhibit 1.4 Key Distinctions between the Forms of Business

Distinguishing Feature	Corporation	Proprietorship	Partnership
Number of owners	Can be a single owner or multiple owners	Single owner	Multiple owners
Separate legal entity?	Yes, personal assets of shareholders *are not* at risk in the event of legal action against company	No, personal assets of owner *are* at risk in the event of legal action	No, partners' personal assets *are* at risk in the event of legal action
Owner(s) responsible for debts of the business?	Only to extent of investment	Yes	Yes
Taxed?	Yes, taxed separately	No, profits taxed in hands of owner	No, profits taxed in hands of owners
Costs to establish	Most expensive	Least expensive	Moderately expensive

Cost to maintain	Most expensive	Least expensive	Moderately expensive
Must make their financial information available	Yes, on a quarterly and annual basis	No	No

In-Class Exercise

- Prepare a list of fictitious companies such as the one below. Ask the students to indicate what type of corporation would be most fitting for the company described in the table. Ask students to prepare their answer and possibly allow them to discuss their answers within small groups. Ask students why they suggested a specific type of corporation. You can use this opportunity to review key features of the various types of corporations and explain why they are best suited in a specific scenario. *Note the table given to students should not include the grey cells. The grey cells are suggested solutions.*

Company and Description	**Type of Corporation**
Mario's Dry Cleaning: Mario owns a small dry-cleaning business in Ottawa. Mario is the founder of the business and he has 2 employees.	*Proprietorship* *Possible reason: one owner, less expensive and less complicated than a corporation*
Rogers Gibson Stein: A medium size accounting firm operating in Edmonton. John Rogers, Michelle Gibson and Simon Stein are the owners and they have 32 employees.	*Partnership* *Possible reason: more than one owner, less expensive to form than a corporation*
Juniper Berries: An organic food company that specializes in frozen meals that are made from organic products. The business has been doing very well in Canada and the U.S. Leena, the founder, is looking to expand in Europe.	*Corporation* *Possible reason: need to limit liability as a food producer, international growth*
Element Games: A large multinational video game design and production company that operates out of Montreal. They have 730 employees and have been successful internationally.	*Corporation* *Possible reason: due to the size and international business*
Bumblebee Kids: Shannon operates a daycare from her home in Kelowna. Her sister works for her as an early childhood educator and there are 9 kids that attend the daycare.	*Proprietorship* *Possible reason: one owner, less expensive than a corporation (note: some students may suggest a partnership due to the sister's involvement, but since the sister works for Shannon, she is more an employee than a part owner).*

4. Explain the three categories of business activities and identify examples of transactions related to each category.

There are three types of business activities:

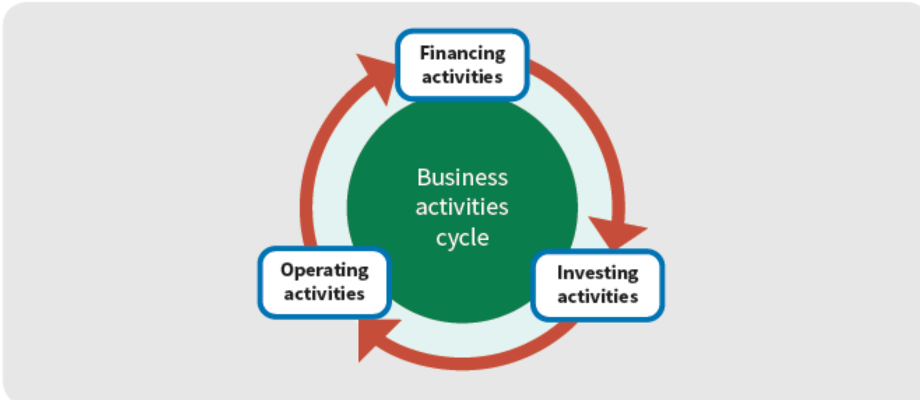

Exhibit 1.5 The Three Categories of Business Activities

The activities that fall under these three types are as follows:

FINANCING ACTIVITIES	
Inflows:	Borrowing money
	Issuing shares
Outflows:	Repaying loan principal
	Paying interest
	Paying dividends
	Repurchasing shares
INVESTING ACTIVITIES	
Inflows:	Proceeds from the sale of property, plant, and equipment
	Proceeds from the sale of shares of other companies
	Receipt of interest and dividends
Outflows:	Purchase of property, plant, and equipment
	Purchase of shares of other companies
OPERATING ACTIVITIES	
Inflows:	Sales to customers
	Collections of amounts owed by customers
Outflows:	Purchases of inventory
	Payments of amounts owed to suppliers
	Payments of expenses such as wages, rent, and interest
	Payments of taxes owed to the government

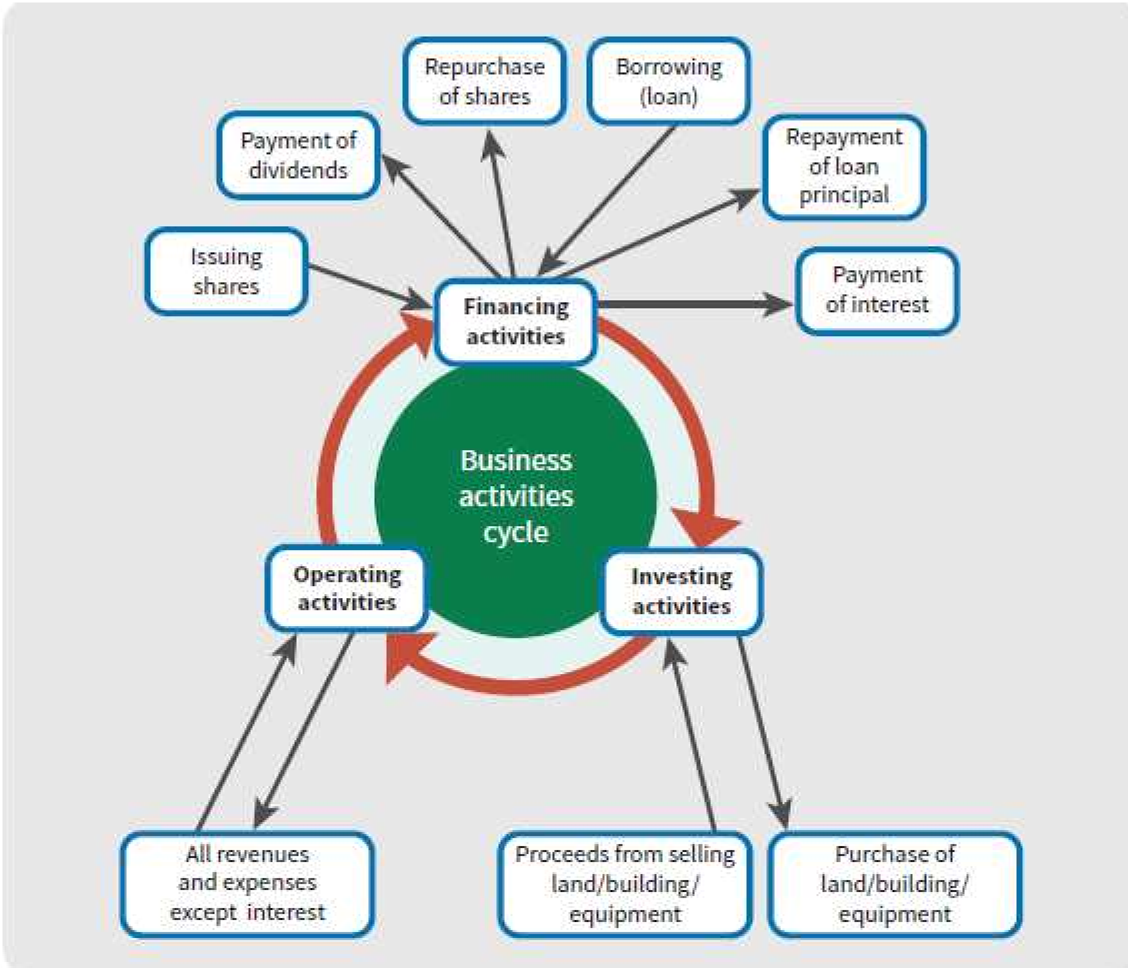

Exhibit 1.9 The Three Categories of Business Activities: Key Inflows and Outflows

In-Class Exercise

- Select a company and ask students what type of operating, financing and investing activities they would expect this company to have. Once you have gathered the suggestions from the students, present the cash flow statement of that company. The operating, financing, and investing activities of that company will be found in the cash flow statement. This statement can be compared to the suggestions gathered from the students.
- Note: you might choose to look at Dollarama Inc. The cash flow statement is provided in Appendix A of the textbook.

5. Identify and explain the content and reporting objectives of the four basic financial statements and the notes to the financial statements.

There are five components of financial statements:

COMPONENTS OF THE FINANCIAL STATEMENTS	Reporting Objective
Statement of income	Presents the results of a company's operating activities over a period of time.
Statement of changes in equity	Measures the changes in the equity of a company over a period of time, differentiating between changes that result from transactions with shareholders and those resulting from the company's operations.
Statement of financial position (Balance Sheet)	Measures the resources controlled by a company (assets) and the claims on those resources (by creditors and investors) at a given point in time.
Statement of cash flows	Measures the change in cash flow through operating, financing, and investing activities over a period of time.
Notes to the financial statements	Notes provide details and additional information that are left out of the main reports but are useful to users of financial information such as the various types of inventory held by the company and details on its long-term assets.

Explore the statement of income and the statement of financial position in more detail.

Statement of Income

COMMON STATEMENT OF INCOME ITEMS (Exhibit 1.14)	
Sales revenues	The total amount of sales of goods and/or services for the period.
Other income	Various types of revenues or income to the company other than sales, including interest or rental income.
Cost of goods sold	The cost of the inventory that was sold during the period.
Selling, general, and administrative expense	The total amount of other expenses (such as salaries and rent) during the period that do not fit into any other category.
Depreciation expense (amortization expense)	The allocation of part of the cost of long-lived items such as equipment or a patent.
Interest expense	The amount of interest incurred on the company's debt during the period.
Income tax expense	The taxes levied on the company's profits during the period.

(provision for taxes)

Statement of Financial Position

COMMON ASSETS (Exhibit 1.21)		
Current assets	**Cash**	The amount of currency that the company has, including amounts in bank accounts.
	Short-term investments	Short-term investments in shares of other companies.
	Accounts receivable	Amounts owed to the company by its customers as a result of credit sales.
	Inventory	Goods held for resale to customers.
	Prepaid expenses and deposits	Amounts that have been paid by the company but the underlying service has not yet been used. Common examples include insurance premiums or rent paid in advance.
Non-current assets	**Property, plant, and equipment**	Land, buildings, equipment, vehicles, and so on that the company purchases to use to generate revenues in the future; they are *not* purchased to resell.
	Right-of-use assets	Land, buildings, equipment, vehicles, and so on that the company is leasing or renting to use to generate revenues in the future.
	Intangible assets	Licences, patents, trademarks, copyrights, computer software, and other assets that lack physical form. These are also acquired to generate revenues in the future.
	Goodwill	A premium that has been paid on the acquisition of another company related to factors such as management expertise and corporate reputation that will result in higher future earnings.
COMMON LIABILITIES (Exhibit 1.23)		
Current liabilities	**Bank indebtedness**	Amounts owed to the bank on short-term credit.
	Accounts payable (trade payables)	Amounts owed to suppliers from the purchase of goods on account (on credit.
	Deferred revenue	Amounts owed to customers for advance payments until the related goods or services have been provided.
	Dividends payable	Amounts owed to shareholders for dividends that have been declared by the board of directors.

	Accrued liabilities	Amounts owed related to expenses that are not yet due, such as interest and warranty expense.
	Income taxes payable	Amounts owed to taxing authorities.
Non-current liabilities	**Notes payable**	Amounts owed to a creditor (bank or supplier) that are represented by a formal agreement called a *note* (sometimes called a *promissory note*). Notes payable often have an interest component, whereas accounts payable usually do not.
	Long-term debt	Amounts owed to creditors due beyond one year.
	Deferred income taxes	Amounts representing probable future taxes the company will have to pay.
COMMON SHAREHOLDERS' EQUITY COMPONENTS (Exhibit 1.17)		
	Share capital	Represents the shares issued by the company, usually stated as an amount equal to what the company received from investors on the initial issuance of the shares. There can be different types of shares (common shares and preferred shares). There can also be different classes of shares; in other words, shares that have different rights and privileges.
	Retained earnings	The company's earnings (as measured on the statement of income) that have been kept (retained) and not paid out as dividends. If retained earnings has a negative balance, it is referred to as a deficit.

Discuss the links between the financial statements by reviewing the exhibit in the chapter as shown below:

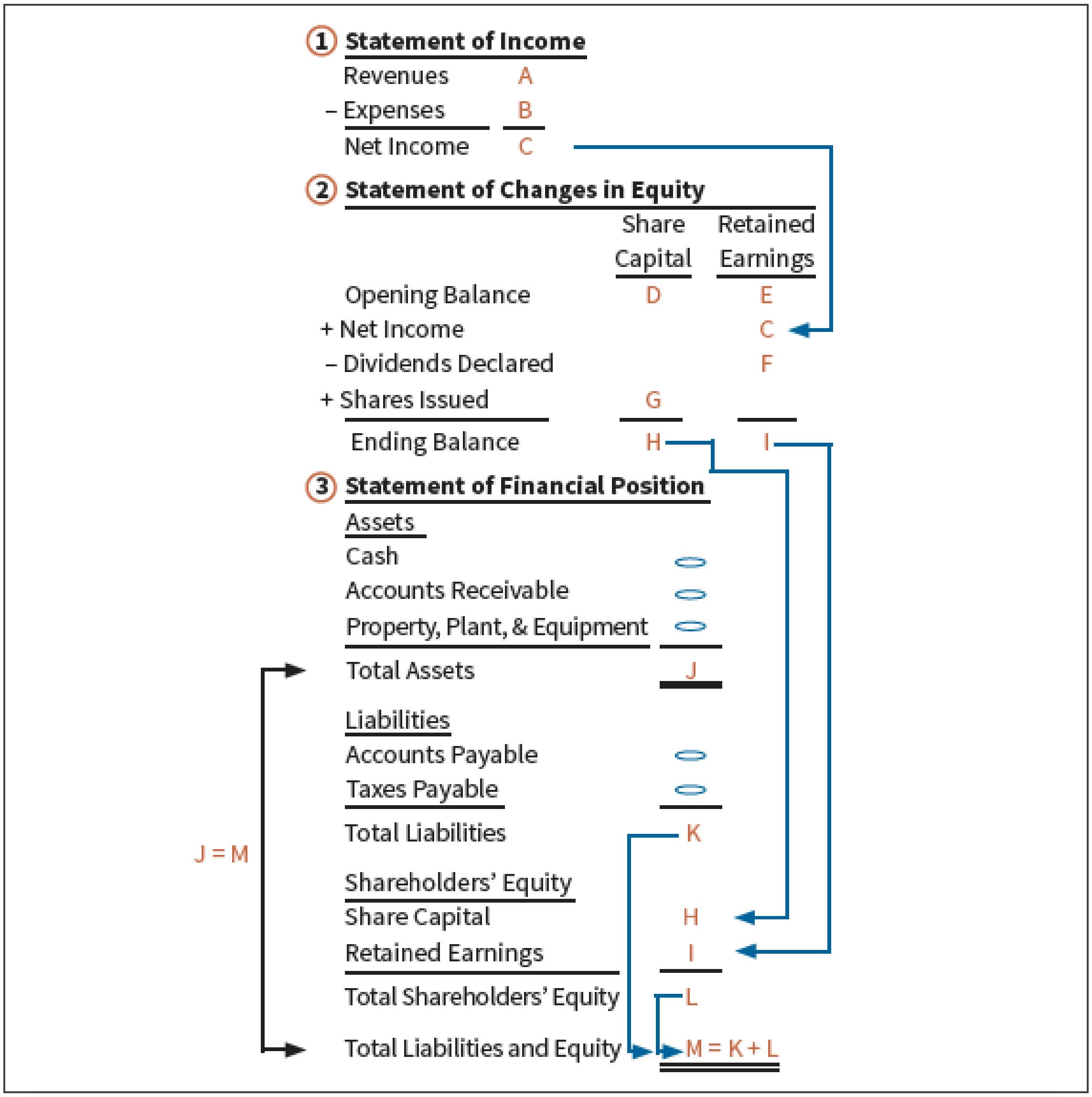

Exhibit 1.25 Information Flows between the First Three Financial Statements

In-Class Exercise

Classify the following items according to where they would appear in the financial statements:

a. Debt owing to a supplier (accounts payable)
b. Sales revenue from sale of a product (sales revenues)
c. Land and building used to produce the product (property, plant, and equipment)
d. Short-term investment in the shares of another company (short-term investments)
e. Advance payments from customers for services to be provided later (deferred revenue)
f. Payment of interest on a loan owed to a bank (accrued liabilities)
g. Value of common shares issued (share capital)
h. Loan payable in 5 years (long-term debt)
i. Equipment used in production of product (property, plant, and equipment)
j. Monthly cost for cell phone charges (selling, general, and administrative expense)
k. Supplies used this month (selling, general, and administrative expense)
l. Cash collections from customers that they owed on account (accounts receivable)
m. Dividends paid to shareholders (dividends declared)

Alternative class exercise

Have students create "student financial statements". Use the following formats for a statement of income and statement of financial position.

Statement of Income

Income: Wages	
Gifts	
Other	
Expenses: Rent	
Tuition	
Food	
Other	
Profit	

Statement of Financial Position

Current assets: Cash in bank	
Other assets lasting less than one year	
Non-current assets: Computer	
Car	
Clothing	

Other	
Total assets	
Current liabilities: Loans (less than one year)	
Credit card debt	
Non-current liabilities	
Long-term liabilities: Student loans	
Total liabilities	
Shareholders' equity (difference between assets and liabilities)	
Total liabilities and shareholders' equity	

You can ask the following questions to help students complete their financial statements:

1. What have you spent money on this year? *Students will give a variety of answers and many will represent expenses: Rent expense, food, entertainment, travelling etc. Be careful when students discuss spending money on things like tuition, clothing or computers. These would represent assets, as they are good for a longer period of time. These items would affect the balance sheet.*

2. What have you earned this year? *Salary from summer jobs or part time jobs, money from parents, gifts. Most of the answers here would represent revenues that affect the income statement.*

3. What do you own that has value? *The suggestions here should mostly relate to assets and the statement of financial position. Students will often suggest things like electronic goods, investments, cars (be careful that it is not a rental car), clothing, etc. These all represent assets. You can also ask students about their knowledge, skills and other things that will make them very valuable in the job market. This is an interesting way to introduce the concept of intangible assets. Although a full discussion on that topic is not suggested at this point, it should be noted that this is the type of challenge that accountants often face when it comes to capturing the value of certain things and representing them fairly in the FS. It can be noted that this topic will be covered in more depth later in the semester.*

4. Do you owe money to anyone? *The suggestions would mostly represent liabilities: credit card debt, student loans, loans from a friend.*

5. Has anyone given you money with no expectations of getting it back? *This question is meant to introduce the concept of equity. Parents may be paying for tuition or simply have given money and paid for expenses over the years. Scholarships can also be a good example. This represents someone investing in the student, hoping that the student will be successful and provide a good return to society / parents.*

In order to conclude on this topic, you can show the full set of financial statements for

Data Analysis Technology Bootcamp: Instructor Guide

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I. How to Use this Guide

This document has been created to provide information and guidance pertaining to the Data Analysis Technology Bootcamps. We provide instructions on how to view and assign the bootcamps in a few different ways, ideas to consider for how to use the bootcamps, as well as a detailed list of the topics covered for each technology tool and the estimated time it would take a student to complete each module. Additionally, we know that technology is ever-evolving and that there are limitations when it comes to usage on specific device types. Therefore, we have provided a section dedicated to information on how you and your students go about gaining access to these tools. Please note that as a publisher, Wiley cannot provide any technology licenses.

For additional questions about WileyPLUS, please reach out to your local Digital Learning Executive and Customer Success Manager.

II. How to Access these Technologies

We recommend that you consider asking your college's IT staff for guidance and to know what functionalities are included in their virtual servers as well as when virtual server updates will happen.

A. Excel

Most students have all the functionalities needed through Office 365. To use the Power Query Excel tool, MAC users will need to use the Boot Camp Assistant to install the Microsoft Windows operating system. While operating in the Microsoft Windows operating system, they will have all the Power Query functionality. If they do not have Boot Camp, they will need access to a virtual server or a PC computer in the university computer labs.

Check your virtual server to make sure that it has Excel Pro 2019 or the current Office 365 version. These versions provide the needed Power Query functionality for viewing column statistics.

B. Power BI Desktop

It can be downloaded for free by both instructors and students, no license is required. Power BI Desktop runs in a Microsoft Windows operating system. MAC users will need to use the Boot Camp Assistant to install the Microsoft Windows operating system and then Power BI Desktop. An alternative is to have access to a virtual server or a PC computer in the university computer labs.

C. Tableau

Instructors can apply for a semester license and then pass the codes to their students, or students individually can apply for a license on their own for a year license. Instructors need to clarify which approach will be used in their syllabus. Getting the approval may take a few days, so start early, and work with your IT staff if it will be on a virtual server.

- Tableau: https://www.tableau.com/academic/teaching

D. Tableau Public

It is a possible solution but has the following significant restrictions: students' work is publicly shared, and they will not be able to download their solutions (they could take a screenshot which they could submit as evidence of their work). Tableau Online (now called Tableau Cloud) does not have the same functionality as a downloaded Tableau student license or a university server license.

E. Alteryx

Can be downloaded for free by both instructors and students. Like Power BI, Alteryx runs on a Windows Operating system. MAC users will need to have an alternative solution if they do not have Bootcamp to be able to run Alteryx, such as a college server, or a PC computer in a computer lab. Alteryx works great on a virtual server, and they are willing to work with your

IT department to help with the installation. Alteryx is planning to trial a cloud version of their academic access to Alteryx within the next year.

- Alteryx: https://www.alteryx.com/sparked/educators

F. SQL Lite

Students can access the website here: https://sqliteonline.com/

G. MS Access

It can be downloaded for free by both instructors and students, no license is required. MS Access runs in a Microsoft Windows operating system.

G. Mac Users

The Power Query functionalities in Excel and using Power BI Desktop may be a challenge if you do not have a dual operating system (both Mac OS and Microsoft Windows). If your college has this software loaded on a virtual server or on PCs in the university labs, you will be able to access both the Power Query tools in Excel and Power BI Desktop. Another option for Mac users is to join Microsoft's Insider or Beta channel for access to the same Power Query functionality as Windows users.

III. General Bootcamp Format

Each of the data analysis technology bootcamps follow the same general structure:

- Overview Video
- 10+ Topics ○ 1 How-To Video per Topic ○ 5-10 Multiple Choice questions per topic ○ 1 Application Exercise per topic
    ○ 1-2 Follow up Questions to the Application Exercise ○ 1 Solution Walkthrough video per topic:
        - The solution walkthrough videos will only automatically appear to students as question feedback to the 1-2 follow up questions of the Application Exercise. If these questions are removed, the solution walkthrough videos will not be available to students without manual grading.

IV. Where to Find and How to Assign

Wiley's Data Analysis Technology Bootcamps live within WileyPLUS. They can be found in the following US courses (represented below are the latest editions):

- Dzuranin, Data and Analytics in Accounting 1e
- Savage, Accounting Information Systems 1e
- Farmer, Cost Accounting 1e
- Johnson, Auditing 2e
- Kieso, Intermediate Accounting 19e
- Weygandt, Managerial 10e
- Weygandt, Financial 12e
- Weygandt, Financial and Managerial Accounting 5e
- Weygandt, Accounting Principles 15e
- Kimmel, Financial Accounting 10e
- Kimmel, Accounting 8e
- Kimmel, Survey of Accounting 3e
- Kimmel, Financial Accounting for Managers 1e
- Rainer, Introduction to Information Systems 10e

They can be found in the following Canadian courses:

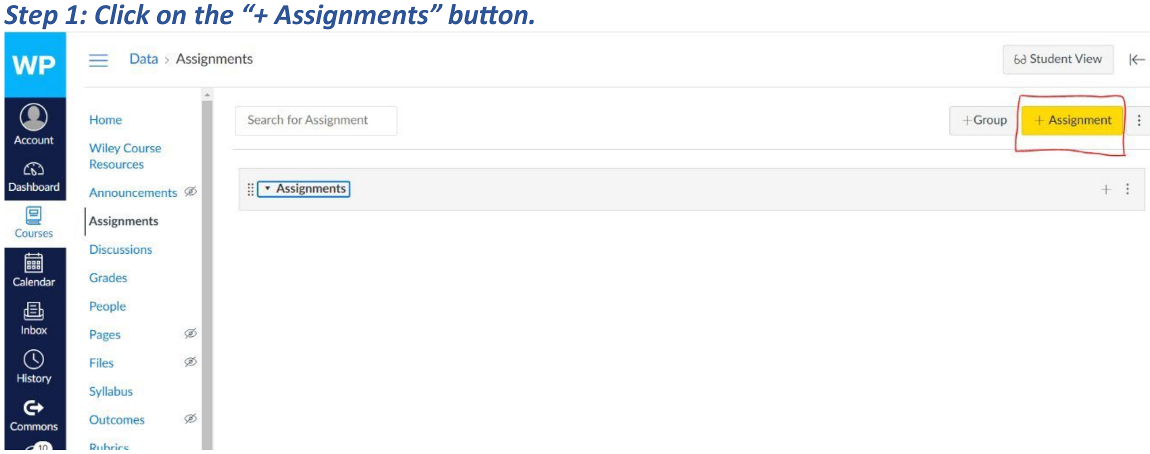
- Moroney, Auditing 4CE
- Kieso, Intermediate Accounting 14CE
- Burnley, Financial Accounting 3CE
- Weygandt, Managerial Accounting 6CE
- Kimmel, Financial Accounting 9CE
- Weygandt, Principles 9CE
- Rainer, Introduction to Information Systems 5CE
- Weygandt Managerial 6CE with Burnley, Understanding Financial Accounting 3CE

There are three ways you can access and assign the data analysis technology bootcamps. The following sections outline each of the three ways in detail.

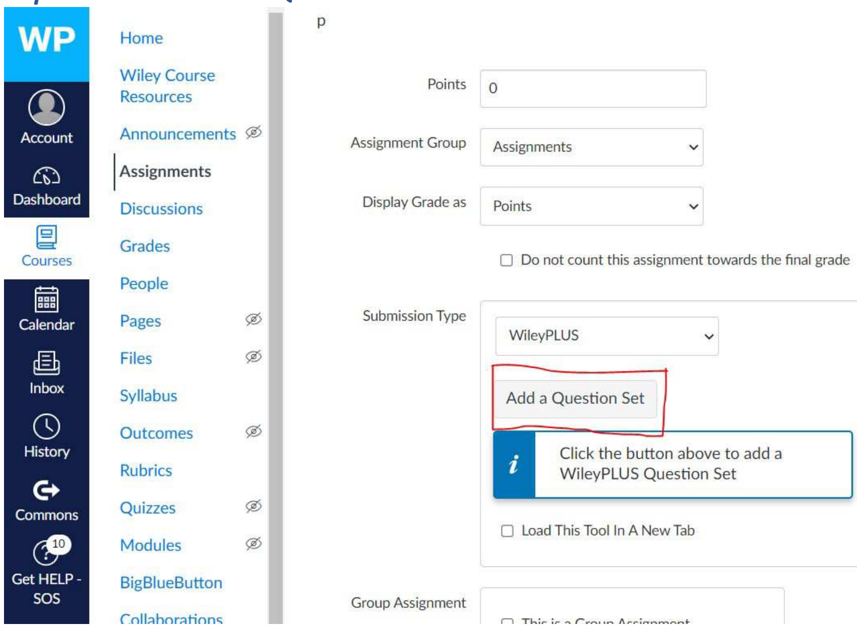
A. Preset from Wiley Library

Within the Wiley Library of assignments, you can easily assign the full bootcamp. To access the Wiley Library, follow the steps below.

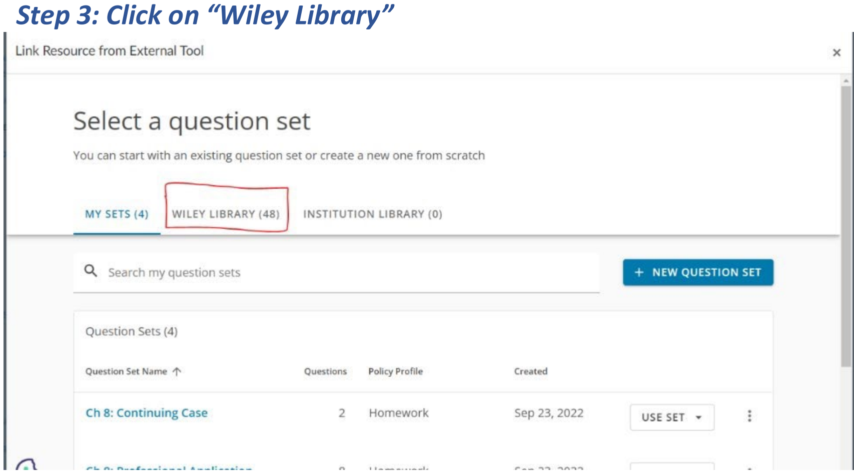
Step 1: Click on the "+ Assignments" button.



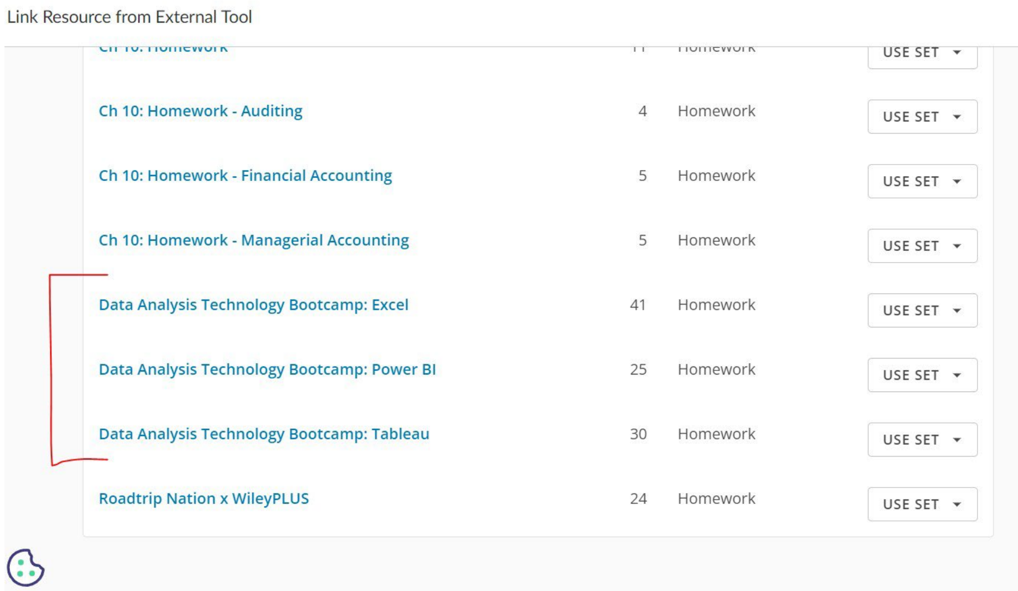
Step 2: Click on "Add a Question Set. "



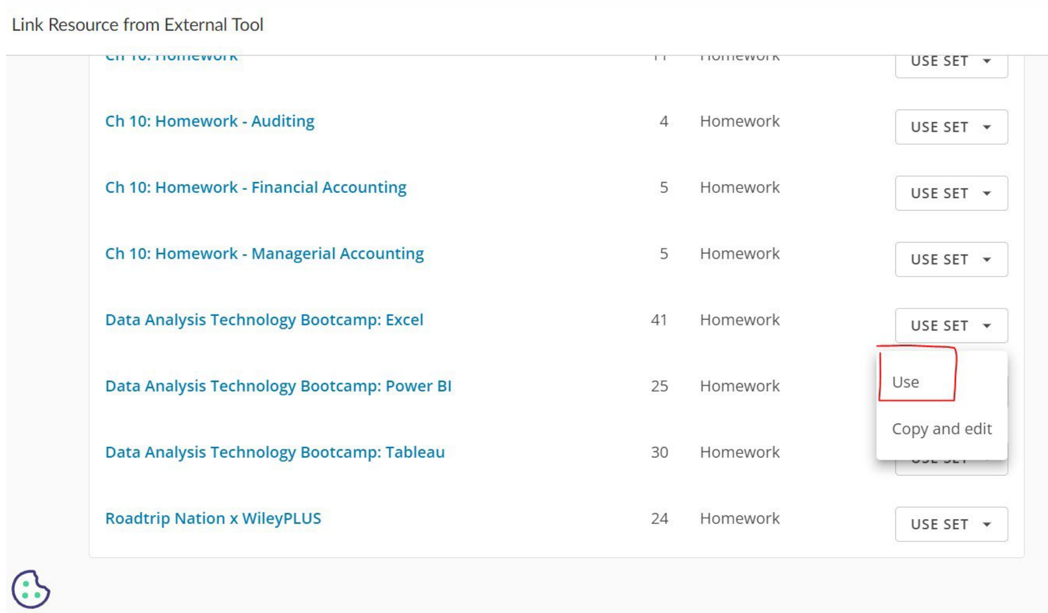
Step 3: Click on "Wiley Library"



Step 4: Locate the Data Analysis Technology Bootcamps by scrolling all the way to the end of the list.



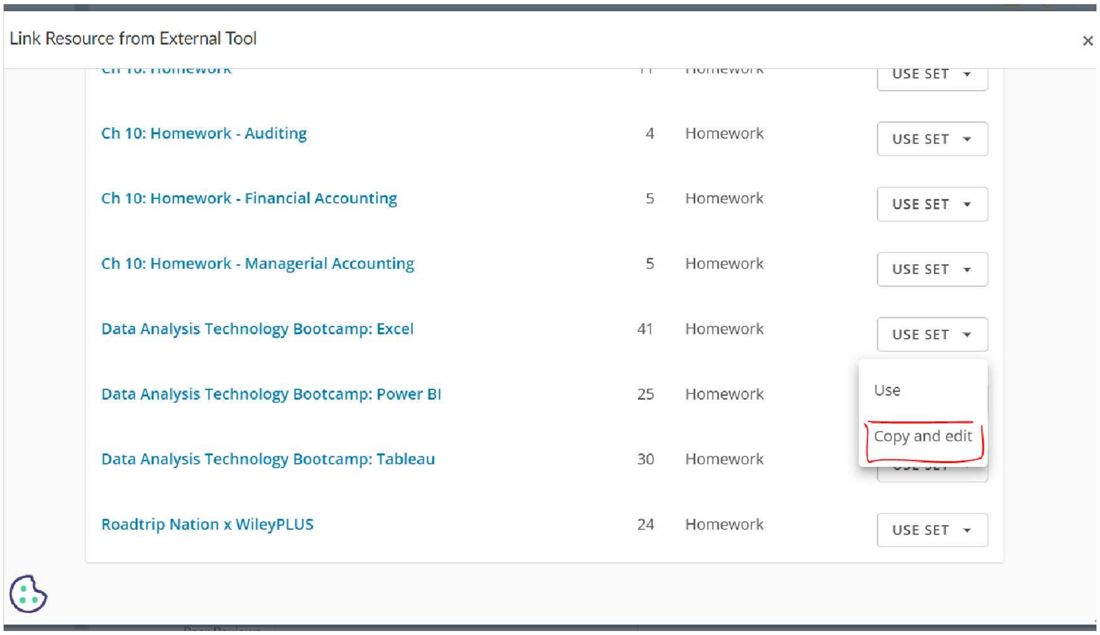
Step 5: Click on "Use Set" and select "Use." This allows you to assign the full bootcamp and make your typical assignment adjustments like due dates, making it available and visible to your students, etc.



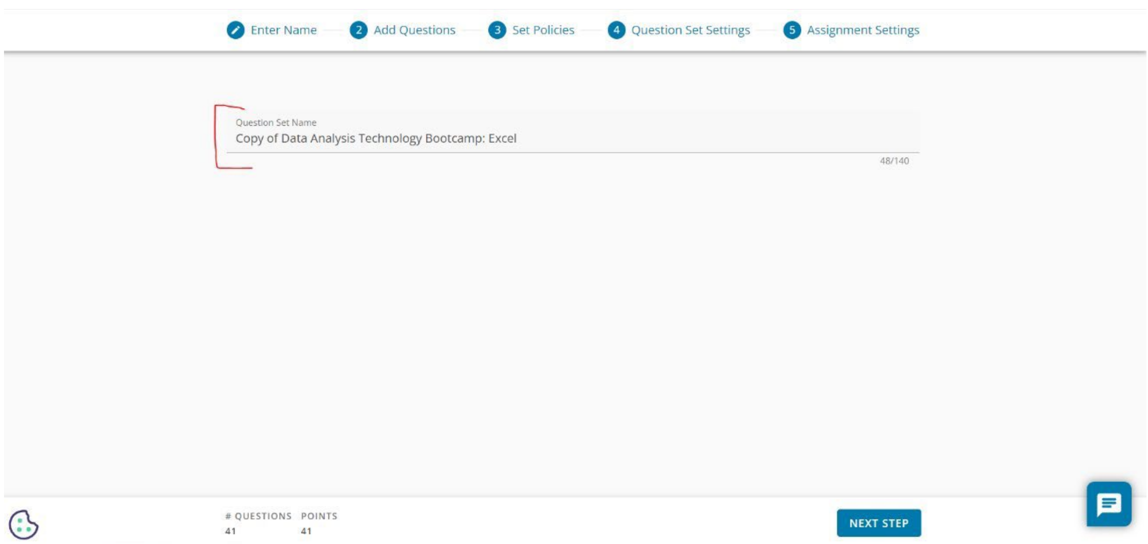
B. Editing

You may also want to use the Data Analysis Technology Bootcamps, but edit portions or parts to more align with your course objectives. Just like any other pre-created assignment in the Wiley Library, you are able to copy and edit the bootcamps as well following the steps below.

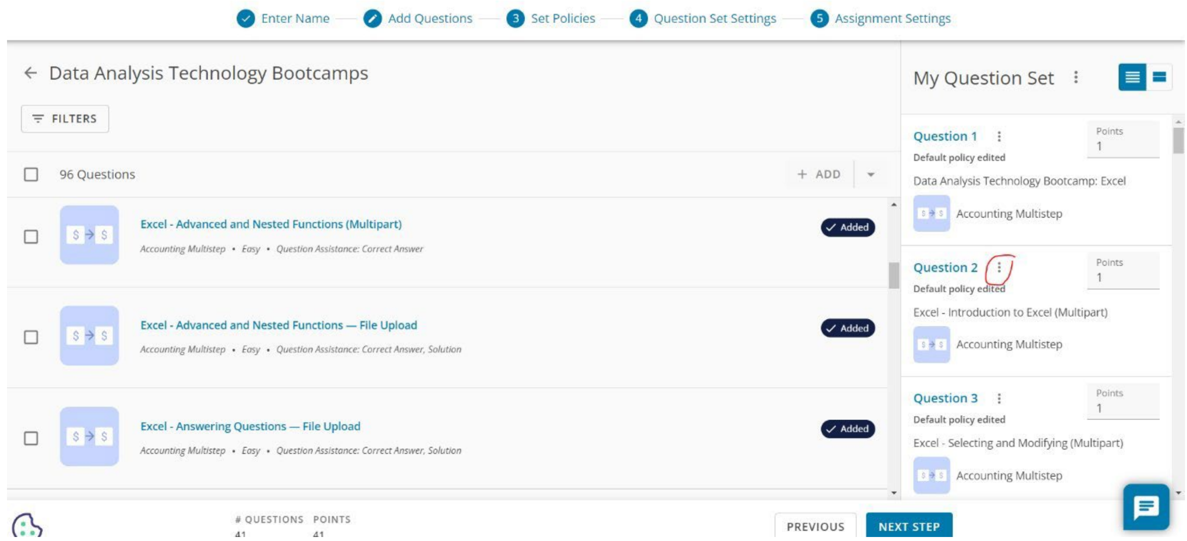
Step 1: When in the Wiley Library, after locating the Data Analysis Technology Bootcamp you want to assign, click on "Use Set" and "Copy and edit."



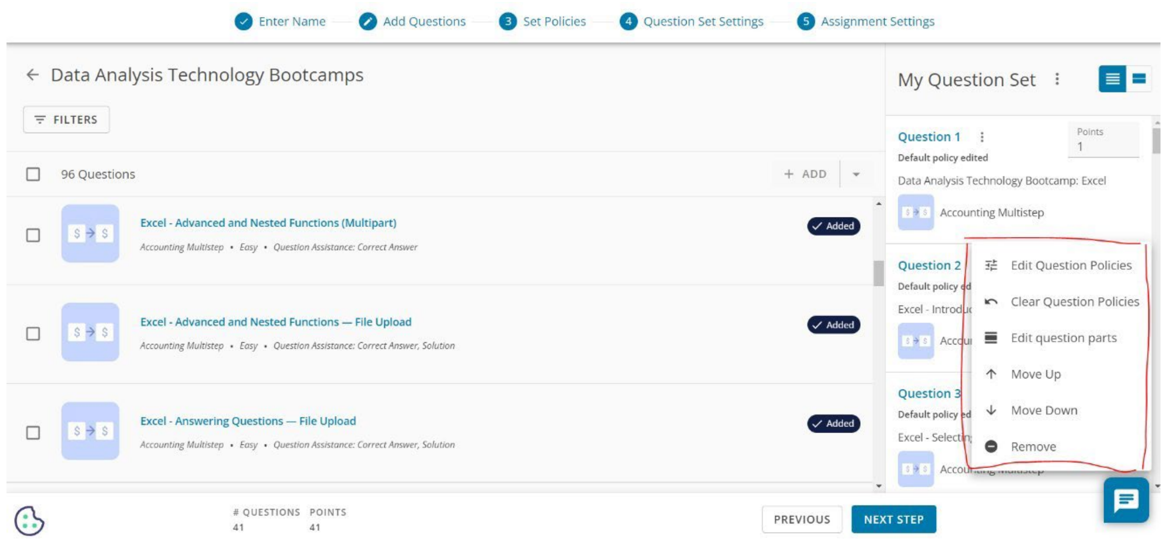
Step 2: You will be prompted to edit the name of the assignment if you choose and then click on "Next Step."



Step 3: Click on the three dots to access the question settings.



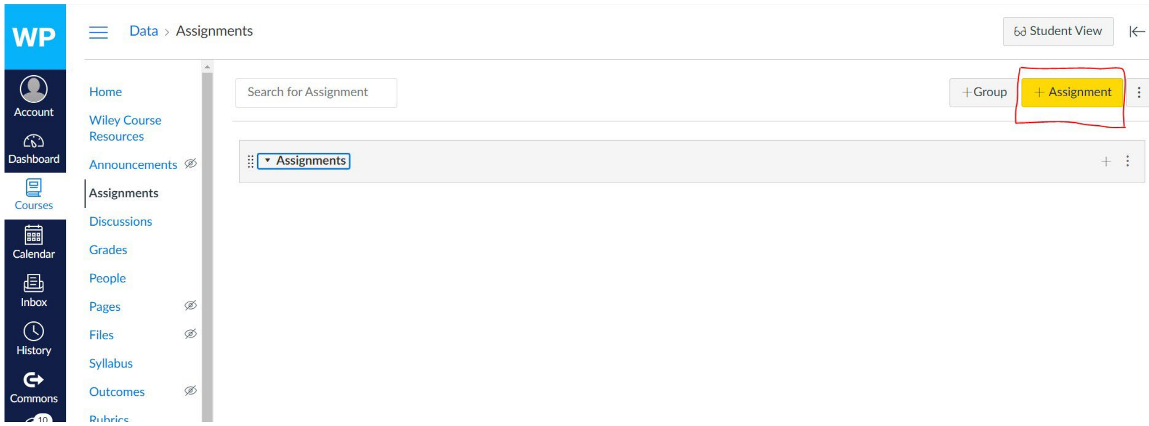
Step 4: Upon clicking on the three dots, you will see a menu of options to further edit the question. You can edit question policies, clear policies, edit specific question parts (like removing specific multiple-choice questions within that set), move the questions, or completely remove the question altogether.



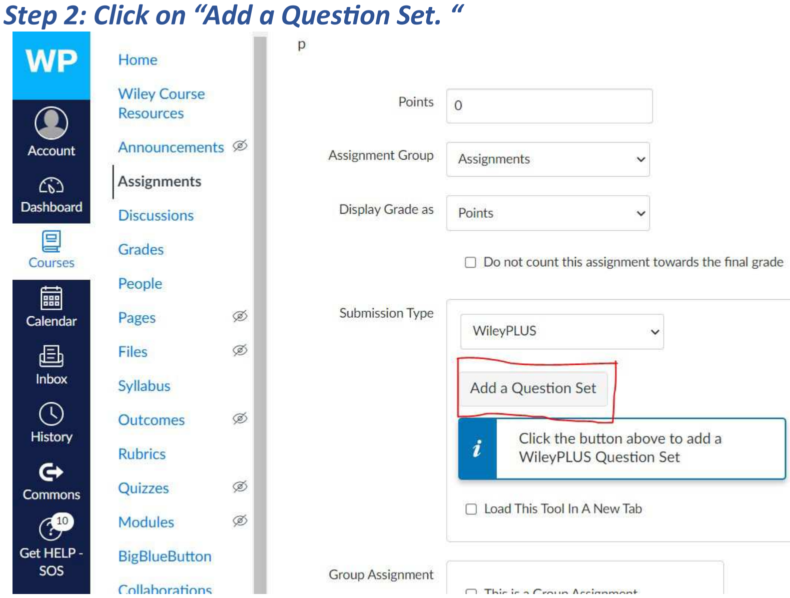
C. A la Carte (customizability of Interactive tutorial)

There may be instances where you want to assign a specific module (topic) within the bootcamp as opposed to assigning the full bootcamp. To do this, you would set up the bootcamp like any other assignment. Use the following steps as a guide.

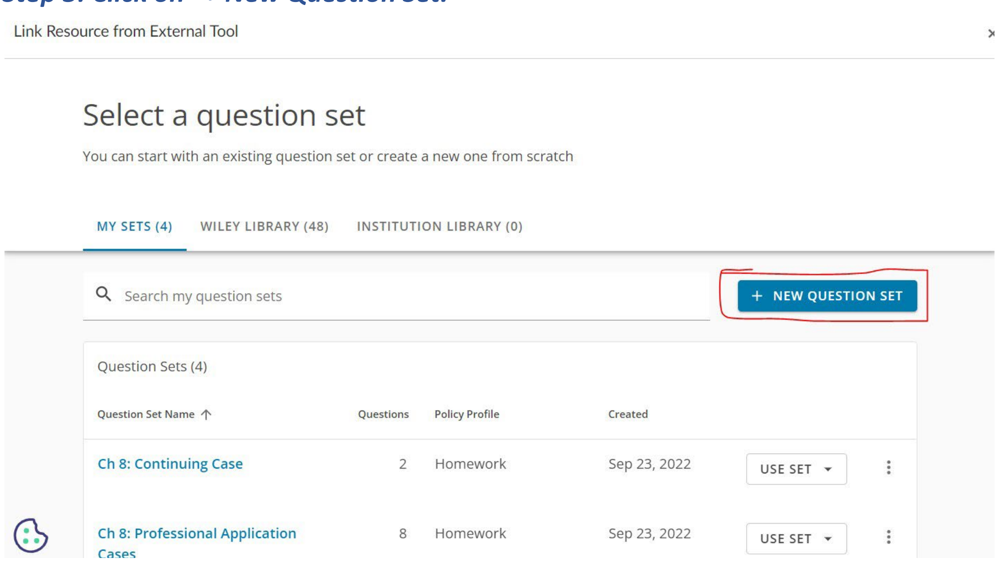
Step 1: Click on the "+ Assignments" button.



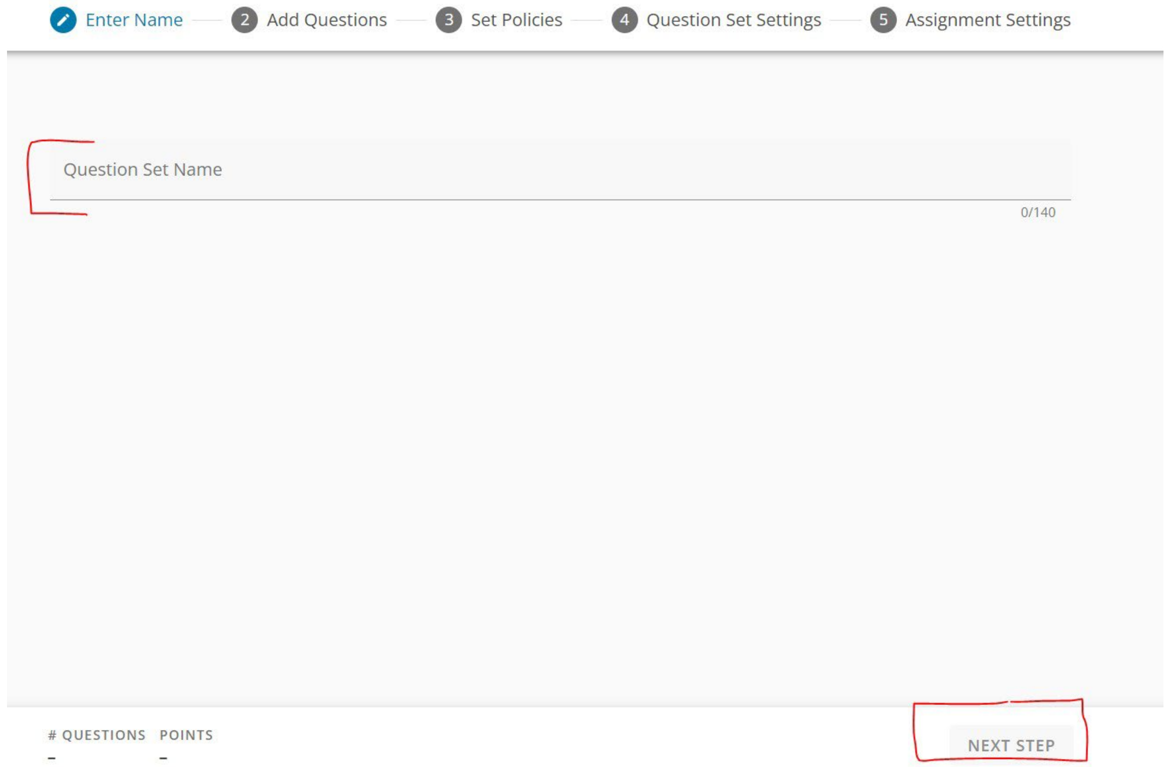
Step 2: Click on "Add a Question Set. "



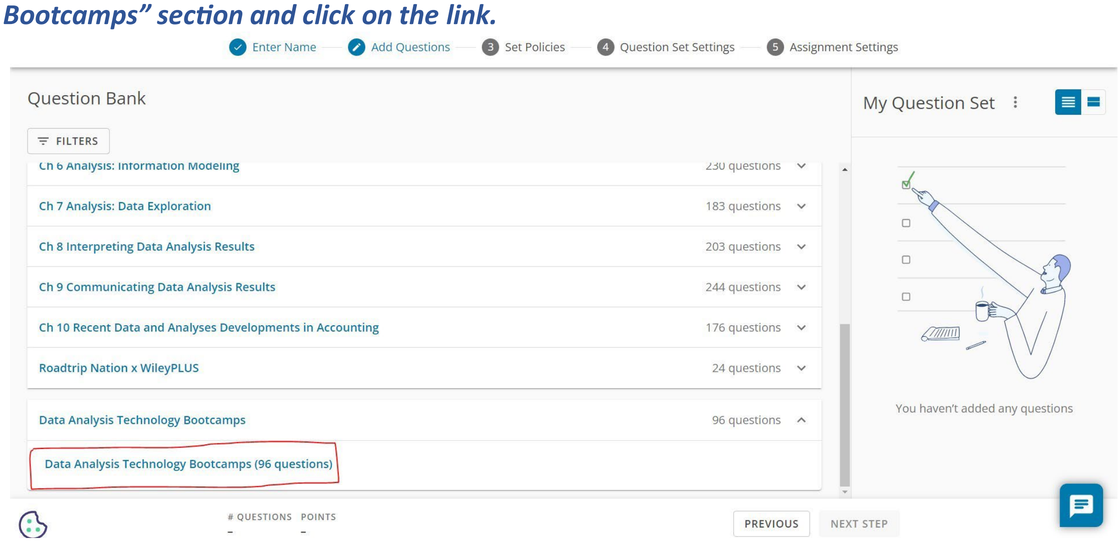
Step 3: Click on "+ New Question Set."



Step 4: You will be prompted to provide an assignment name. Upon doing so, click on "Next Step."



Step 5: Scroll all the way to the bottom and locate the "Data Analysis Technology Bootcamps" section and click on the link.



Step 6: In order to see the questions associated to one specific technology, click on the "Filters" button.