



ACCOUNTING

Information for Business Decisions

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ACCOUNTING **Information for** **Business Decisions**

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THE DRYDEN PRESS
Harcourt Brace College Publishers

Fort Worth Philadelphia San Diego New York Orlando Austin San Antonio
Toronto Montreal London Sydney Tokyo

Publisher: Mike Roche
Acquisitions Editor: Bill Schoof
Market Strategist: Charles Watson
Developmental Editor: Jennifer Langer
Project Editor: Jim Patterson
Art Director: Biatriz Chapa
Production Manager: Darryl King

Credits appear on page 1011, which constitutes a continuation of the copyright page.
Cover illustration: Bill Brammer

ISBN: 0-03-022429-2
Library of Congress Catalog Card Number: 99-60960

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Address for orders:

The Dryden Press
6277 Sea Harbor Drive
Orlando, FL 32887-6777
1-800-782-4479

Address for editorial correspondence:

The Dryden Press
301 Commerce Street, Suite 3700
Fort Worth, TX 76102

Web site address:

<http://www.hbcollege.com>

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Printed in the United States of America

9 0 1 2 3 4 5 6 7 8 048 9 8 7 6 5 4 3 2 1

The Dryden Press
Harcourt Brace College Publishers

Preface

CAUTION: This textbook has a number of themes that revolve around candy, and this preface is no exception. While this book has a lot of the great accounting ingredients you are used to (and all that you will need), it also “breaks the mold” as it incorporates a number of phrases and terms well known to candy lovers (and we believe that includes accountants). Our intent is that you will get a number of cravings while reading this preface, not the least of which is the desire to devour this book and to share its great taste with your colleagues and your students.

Two Great Courses That Make One Great Text . . .

You may recall hearing different food or beverage products promoting how natural and good they are for you by using the phrases “No artificial colors. No artificial sweeteners.” Well, we would like to paraphrase those slightly to convey a similar message that is the initial premise as to why this text for the elementary accounting sequence is natural and good for you: “No artificial separation!”

In the real-world, today’s students will face an accounting environment where management accounting and financial accounting issues are integrated everyday. The traditional — and artificial— separation of these topics in textbooks tends to lead students to a perception that the two areas are unrelated. We also believe that traditional and highly technical “preparer-oriented” accounting textbooks (1) isolate accounting from general business decisions, (2) lose students’ interest, and (3) reinforce a common misconception that accounting is best left only to accountants. Therefore, such a separation misses the big picture of an integrated accounting system that provides economic information to all users—which is what the overwhelming majority of your students in introductory accounting will be. This textbook thoroughly integrates management accounting and financial accounting topics in a way that is more reflective of the world students will face outside of the classroom.

Sometimes You Feel Like a Debit, Sometimes You Don’t . . .

A major focus of this textbook is on *using* management accounting and financial accounting information in various business settings. Therefore, we wrote this book at a “non-technical” level for *all* business and non-business students—not just those intending to be accounting majors. But, because two of us are heavily involved in teaching intermediate accounting and write an intermediate accounting textbook, we are also aware of the needs of your accounting majors. So we also discuss *accumulating* and *reporting* accounting information. We take a non-procedural approach by explaining transactions in terms of the accounting equation and the use of T-accounts rather than debits and credits. But, we realize there is a need in many situations to teach procedures. To that end, we have provided a full chapter-length appendix (Appendix B) on recording, storing, summarizing, and reporting accounting information. This appendix covers the accounting cycle, from journal entries (using debits and credits) through the post-closing trial balance. We designed it so that you may use it anywhere you see fit in the process of teaching from this book. We assure you that our accounting majors who have used this elementary accounting text are well-prepared to enter our intermediate accounting classes.

In addition, The Dryden Press offers OMAR: Online Multimedia Accounting Review, a CD-ROM and/or Web-based review/course on the accounting cycle. OMAR may be used to supplement the elementary accounting sequence, as an independent study for accounting majors, or as a first part of the intermediate accounting course. Recent focus groups

have indicated such a review is helpful regardless of the textbook or orientation used in the first course and have praised the development of this learning tool.

KEY FEATURES OF THIS TEXT

An Introduction to Business Approach

Chapters 1 and 10 take an “introduction to business” approach to orient students to the business environment—that is, the operations of a company, the different functions of business, managers’ responsibilities, and the types of information, management reports, and financial statements the company’s integrated accounting system provides for use in internal and external decision making. These chapters provide students with a basic understanding of business so they can more effectively envision the context in which accounting information is collected and used, and the types of decisions users make in this context. This approach allows students to see the “big picture” more clearly.

Creative and Critical Thinking

Chapter 2 is unique for accounting textbooks and we integrate that uniqueness into the rest of the book. It introduces students to creative and critical thinking and how they are used in decision making and problem solving. Our entire book emphasizes the type of analytical thinking that successful accountants and other business people use in a world that is constantly changing and becoming more complex. We believe that as you use analytical thinking in your decision process regarding this textbook, you will not only decide to adopt the book but will also be able to use it in a way that will foster your students’ growth.



In keeping with Chapter 2, the remaining chapters introduce students to various aspects of accounting, and are designed to help them develop their thinking skills. “STOP” questions throughout the textbook (identified by a “stop light”) ask students to take a break from reading, and to think about an issue and/or consider the outcome of a situation. We also ask them *why* they think what they think. The end-of-chapter (EOC) materials include both structured and unstructured questions and problems that emphasize the use of creative and critical thinking skills by the students. Therefore, some of the questions and problems do not have a “correct” answer. The focus is on the approach or process that students use to solve them. With the increasing complexity of business activities, we think our inclusion of creative and critical thinking materials will better prepare students to understand the substantive issues involved in new or unusual business practices.

The Simpler Things

Earlier we mentioned a “non-technical” approach. Although we explain identification, measurement, recording, and reporting of economic information, we discuss these activities at a basic level (increases and decreases in account balances) and do not include a discussion of debit and credit rules and journal entries in the main body of the text. We do emphasize the double-entry accounting system through the use of the accounting equation ($\text{Assets} = \text{Liabilities} + \text{Owners' Equity}$) and its linkage to the income equation ($\text{Income} = \text{Revenues} - \text{Expenses}$). We use T-accounts to record transactions, but we explain the increases or decreases in relation to the accounting equation rather than as debits and credits. We chose this approach to better help students gain an understanding of the logic of the accounting system and its interrelationships, without getting them “bogged” down in the mechanics of the system. We also emphasize the effects of transactions on a company’s financial statements, and the impact they have on analysis of the company (e.g., its risk, liquidity, financial flexibility, operating capability). For those wanting to incorporate the

mechanics of the system, as we mentioned earlier, we do provide a thorough coverage of debits, credits, and journal entries in Appendix B.

Because You've Kept Us Apart for Too Long...

We also mentioned earlier that this book integrates management accounting and financial accounting topics in a way that is more reflective of the world students will face outside of the classroom. In blending our discussion of management accounting and financial accounting, we address several management accounting topics prior to discussing specific financial accounting topics. In large part, a company must plan its activities before it communicates its plans to external users, and it must operate and evaluate its operations (internal decision making) before it communicates the results of its operations to external users. Therefore, in keeping with the “introduction to business” theme and the logical sequencing of business activities, we discuss accounting for planning first, and then for operating and evaluating (controlling)—discussing management accounting and financial accounting where they logically fit into this framework.

For instance, Chapter 3 covers cost-profit-volume (CVP) analysis for planning purposes. After students have an understanding of cost and revenue relationships, we introduce them to budgeting in Chapter 4. The discussion of the master budget includes projected financial statements, which links the coverage back to the financial statements we mentioned in Chapter 1. Chapter 5 then introduces the measurement of, and accounting for, the operations of a company. Chapters 6 through 9 then describe a company's major financial statements and discuss how external users would use these statements to analyze the company.

Besides integrating management accounting and financial accounting topics, this book also integrates business issues and values and international issues, where appropriate, throughout the text. This approach reinforces the idea that societal and global issues are not topics that can and should be dealt with separately from the other issues, but rather are an integral and significant part of business in today's world.

Building Block Approach

This textbook also uses a building-block approach. It begins with starting and operating a small retail candy store—a sole proprietorship—and then progresses through the operations of a more complex company in the form of a candy manufacturer—a corporation. This allows students to learn basic concepts first and then later to broaden and reinforce those concepts in a more complex setting. Several of the same topics reemerge, but each time they are refined or enhanced by a different company structure, a different type of business, or a different user perspective. For example, because of its location at the beginning of the semester, the Chapter 3 discussion of CVP analysis is simple. We cover it again in greater depth in Chapter 11, after students have a better understanding of costs in a manufacturing setting. Each time we revisit an issue, we discuss the uses of accounting information for both internal and external decision-making as appropriate.

Likewise, we use a building-block approach to arranging the end-of-chapter materials according to levels of learning. To indicate these levels, we have divided the homework into sections on Testing Your Knowledge, Applying Your Knowledge, and Making Evaluations. These categories are arranged so that the answers to questions require students to use increasingly higher-order thinking skills as they move from one category of questions to the next. The *Testing Your Knowledge* section includes questions that test students' knowledge of specifics—terminology, specific facts, concepts and principles, classifications, and so forth. The *Applying Your Knowledge* section includes questions, problems, and situations that test students' abilities to translate, interpret, extrapolate, and apply their knowledge. The *Making Evaluations* section includes questions, problems, and cases that

test students' abilities to apply their knowledge, but also their abilities to analyze elements, relationships, and principles, to synthesize a variety of information, and to make judgments based on evidence and accounting criteria.

Real-World/World-Wide/Total World:
<http://www.dryden.com/account/cunningham/>

Life is not a "textbook case." That's why we not only integrate management accounting and financial accounting topics, but also include information about real-world companies as examples for many of these topics. And, we include analyses of the financial information of some of these companies in the text and in the homework materials of many chapters. In conjunction with our Web site, our "Summary Surfing" section of each chapter gives students the opportunity to connect to some of these companies via the World Wide Web for further evaluation. The Web site also features links to home pages and Yahoo! Profiles of companies found in the text, as well as a collection of useful accounting links for students and instructors. It will be continually updated.

HOW TO USE THIS TEXT

"... a well thought out and very well-planned text. The explanations are easy to read and follow. I could teach myself from this book."—Rebe Herling, Student

Since we (and others) have class tested this book, we thought you might appreciate hearing what we have learned from this experience:

1. *Faculty Preferences:* For years, Hershey's made the Kiss only in plain chocolate. Although they had put almonds in a chocolate bar, they couldn't perfect doing so with a Kiss. Nonetheless, they kept trying, and as you know, succeeded several years ago. It's been a great success since then. You, too, can succeed in integrating the financial and managerial accounting areas for the best taste. For financial accounting faculty, the textbook is so well written (see student quote above) that the management accounting material is not difficult to teach. For the management accounting faculty, the book leads with management accounting material and there is much less financial procedure than in traditional ones, so it is not difficult to teach either. Although change doesn't occur without some effort, we have tried to make this change as easy as possible for both of you by providing a great support package that will help you step into the classroom with minimum effort. Rather than having to completely rewrite your course notes, check out the *PowerPoint Slides* or the *Instructor's Resource Kit*. Rather than having to develop new activities for your students to engage in during class, try some that we have provided in the Instructor's Resource Kit. Instead of having to develop completely new exam questions and solutions, try out the supporting *Test Bank*.
2. *The Transfer Issue:* This book is not an Oreo cookie. It is not designed so that you can split up the parts and eat them separately. So, given that most transfer students will check out the receiving school's policies first, we suggest that receiving schools using our book advise transfer students that they should take their entire accounting sequence at one school or the other, but not half and half. To sending schools using our book, we suggest you give your students similar advice. For your course sequence, we suggest that you devote sufficient time to coverage of Appendix B (the accounting cycle, including debits and credits) so that your students who transfer have an adequate foundation in accounting procedures.
3. *Pedagogy:* We designed the pedagogical features of this book with the purpose of guiding the readers through it in a way that will help them learn the material in the

book. Opening introductory questions for each chapter highlight the major topics and pique the students' interest as well as guide their reading. In support of these questions, as we mentioned earlier, "STOP" questions throughout each chapter ask students to pause and answer a question related to what they have just read and primes them for what comes next. Each question encourages reflection, critical thinking, and understanding while students read the chapter, and helps them build on their previous experience while learning accounting. We have found these questions to be useful for stimulating class discussions because, for the most part, there is no one correct answer to these questions. The Summary at the end of each chapter briefly answers the opening introductory questions, but also encourages students to use their creative and critical thinking skills to expand on the key points of the chapter, to develop more complete answers to the opening introductory questions, and to determine what other questions they have that might lead them to learn more about the issues introduced in the chapter.

We include the financial section of General Mills annual report in Appendix C, and we have homework assignments at the ends of many chapters that ask students questions about the financial information in this annual report. In addition, the real-world company names that we use in the book are highlighted in hypertext and their web addresses are listed nearby in the margin. Students either can use these addresses to directly access the companies' web sites, or look them up on the book's web site. This feature encourages students to "search out" available information about companies on the Internet and also to see the range of information about companies that is available on the Internet. We have also found that these sites are great resources for making additional assignments and for use in class discussion. The Summary Surfing section at the end of each chapter provides assignments on the web and gives students the opportunity to retrieve and evaluate information on the Internet.

4. *How to use the end-of-chapter materials:* The book is constructed in a "building block" approach and so is the homework. We suggest you assign it in the same manner: ask students to test their knowledge first, then apply their knowledge, and finally, after building a strong base of understanding, make evaluations. Each chapter has a Dr. Decisive problem that asks students to apply their new knowledge in a situation closer to one they might currently experience, making accounting a little more personal and relevant for them. In a "Dear Abby" format, students are asked to answer a "problem" mailed in by a reader. We have found it to be a fun way for students to work on teams, where the team constructs an answer to the question or evaluates another team's answer to the question.
5. *Snickers:* ". . . by chuckling at the joke, the accounting concept it illustrated was planted firmly in my mind." Lisa Mitchell, Student. The cartoons and photographs in the book are not just for levity. They provide visual enhancements of ideas, as well as humor, and help students apply their knowledge by interpreting cartoons and photos.
6. *Alternative Course:* We wrote this book for the elementary accounting sequence, but the very nature of its design has led to its successful use in MBA and Executive MBA/Small Business Programs.

CLASS TESTED

We know there is always a concern about First Editions, but you might have noted that two of us teach in Missouri—the "show-me" state. Having a need to "show ourselves" that the book works, we class-tested it at the University of Missouri—Columbia for eight semesters, and faculty members at other institutions class-tested this book more recently. At the end of each semester, we used student and instructor feedback to make

the book even better. Here is what we found, and it has been confirmed by other class testers:

- Students liked reading this book.
- The writing style is “user friendly” so that the topics are very understandable .
- The end-of-chapter homework is tied well to the topical coverage in the chapters.
- The solutions manual is very clean.
- Instructors found the book to be clear and easy to teach from.

Furthermore, to assure ourselves that the homework and solutions are error-free, we wrote and checked all the homework items and solutions ourselves. In addition, all the solutions were accuracy-checked by graduate students and teaching assistants.

USER FEEDBACK

We would love to list all the positive quotes here that we’ve received from students and instructors who class-tested the book, but our editors say that would add significantly to the page count and thus to the cost of the book (which our marketing manager advises would result in negative comments from the students). So, we’ve listed one of each. This should help prove our point as well as illustrate that we have listened to the input of others in all stages of the development of this text.

“[Early in the first semester] I’ve had three students already tell me that they are really enjoying reading the text!! Wanted to let you know that I’ve been teaching accounting for 11 years and this is the first time I’ve ever heard any students make that comment. You should be very proud.” Instructor, Winthrop University, September 1998.

“I enjoyed studying out of the book because it was written in a manner that is clear and easy to understand. The fact that the examples (Sweet Temptations, Unlimited Decadence) were used throughout the text was very helpful.” Nathan Troup, student, November 1998.

ANCILLARY PACKAGE

Solutions Manual with Check Figures for Selected Questions

Written by Loren Nikolai, Billie Cunningham, and John Bazley

A comprehensive manual containing all the solutions to the end-of-chapter homework items contained in the student text.

Instructor’s Resource Kit

Written by Wanda DeLeo and Angela LeTourneau both of Winthrop University

Prepared by users of **Accounting: Information for Business Decisions**, this manual contains lecture outlines, classroom activities, and chapter quizzes. The Instructor’s Resource Kit was also created hand-in-hand with the PowerPoint lecture slides to provide a cohesive and seamless package for you.

Test Bank

Written by Richard File of the University of Nebraska at Omaha

The test bank contains over 2,400 questions to help you evaluate your students’ performances. The test bank, continuing on the text’s vision of teaching critical thinking skills, contains questions which require students to evaluate accounting information using tools provided in the chapters. Question formats included in this test bank are multiple

choice, fill-in-the-blank, exercises, and problems that include “what if” analysis. This test bank is also available in a computerized version by ExaMaster for Windows.

Study Guide

Written by Janet Cassagio of Nassau Community College and Diane Sturek of William Woods University

Designed to engage students further into class material, the study guide encourages students to practice what they have learned. Janet Cassagio and Diane Sturek have written a manual with not only practice problems for students to evaluate what they have learned, but with more activities designed to enhance their learning and communication skills by applying chapter concepts to various situations.

Lecture Software in Microsoft PowerPoint™

Written by Marilyn Maus of Moorhead State University

The essential instructor tool for lecturing, provides an outline with examples corresponding to text chapters. The slides also contain several selected end-of-chapter homework items which you can use within a lecture as additional examples, or to go over homework selections with students in class.

Student PowerPoint™ Notes

We have provided a complete set of student notes in a manual so that it is less necessary for you to cover all topics in class. Furthermore, students can focus their attention in class on the material you are covering, rather than being distracted by trying to write down *everything* you say. They can simply add to the lecture information in a space provided next to the corresponding slide. We have a comprehensive package designed to include valuable exhibits from the text for class lectures. Furthermore, the solutions to end-of-chapter questions in the Applying Your Knowledge, Making Evaluations, and the Dr. Decisive exercises are provided to aid in classroom review.

Overhead Transparencies

Web Site (<http://www.dryden.com/account/cunningham/>)

Contains links to companies featured throughout the text and “Summary Surfing” questions.

“Kit”-Kat:

You may wish your students to purchase some of the above ancillaries. Your Dryden Press/Harcourt Brace representative can add value to your selections by creating a “kit” with the main text for a discounted price. Contact him or her for more information.

KUDOS!

This book is a work in process, and we will appreciate your feedback and suggestions for improvement as it evolves into the second edition. But it wouldn’t have progressed this far without the help, creative ideas, encouragement, and hard work of numerous individuals, including the following:

Reviewers

Frank Beigbeder— Rancho Santiago College
Susan Borkowski— LaSalle University
Judith Cadle—Tarleton State University

Terri Gutierrez—University of Northern Colorado
 Bonnie Hairrell—Birmingham Southern College
 John Hartwick—Bucks County Community College
 Matthew Monippallil—Eastern Illinois University
 Jacqueline Sanders—Mercer County Community College
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 Marilyn Maus—Moorhead State University
 Judy McLean—Moorhead State University
 Sandy Devona—Northern Illinois University

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Katrinka Goldberg	Lynn Nelson	Diane Sturek
Stacy Gower	Margaret Ofodile	Aaron Thorne
Dave Gusky	Susan Parker	Robyn Vogt
Mark Gutwein	Cindy Patterson	Kelly Ward
Mike Hart	Matt Peters	Michael Weiss
Melissa Kahmann	Katrina Pon	Lisa Wright

Others who made invaluable contributions along the way:

Robin Roberts, University of Central Florida, and James Stallman, University of Missouri—Columbia, for significant contributions to earlier versions of several chapters in this book
 Tom Schmidt for his insightful (and inciteful) comments on Chapter 2
 Scott Summers and Vairam Arunachalam, University of Missouri—Columbia for their advice on certain technical issues
 Jennifer Seeser and Diane Sturek for the solutions they developed to the end-of-chapter homework
 Cassi Costner and Emily Reinkemeyer for their accuracy checks of these solutions
 Nathan (N8) Troup for his assistance in the development of certain aspects of the text and ancillaries
 Donna Hetzel, Western Michigan University for her accuracy checks of the test bank
 Dana Cunningham for her Chapter 8 photograph
 Bob Hammerschmidt for his Chapter 8 quote
 Anita Blanchar for her meticulous typing of various ancillaries
 Karen Staggs for typing parts of the manuscript

The thousands of students who endured the class testing of previous editions, especially those students who noticed and reported errors, inconsistencies, and typos in previous versions.

Those who made conscientious efforts toward the production of this book:

Mike Reynolds, Bill Schoof, Jessica Fiorillo, Jennifer Langer, Laura Hayes, Charles Watson, Jim Patterson, Bill Brammer, Biatriz Chapa, Linda Blundell, Darryl King, Kimberly Powell, Kimberly Samuels, Barrett Lackey, Teddy Diggs, Kathleen Lindstrom, Don Grainger, and Kathy Jones.

And thank you to all of the Dryden sales people for their observations, suggestions, and colossal past and *future* efforts to make this book known to those who dare to change.

About the Authors

Billie M. Cunningham



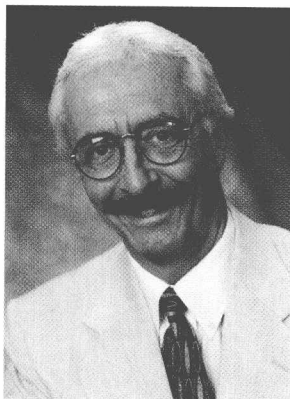
Billie Cunningham is an Adjunct Assistant Professor in the School of Accountancy at the University of Missouri—Columbia (MU). She has received several awards for outstanding teaching, including the 1995 *Exemplary Accounting Educator Award* from the Missouri Association of Accounting Educators. While teaching at Collin County Community College (CCCC) in Plano, Texas, she received the CCCC District nomination for the national

1990 *CASE Professor of the Year*, the CCCC 1987-88 *Outstanding Faculty Award*, and the CCCC District nomination for the state 1987-88 *Minnie Stevens Piper Award*. In addition, she received a 1989 *National Teaching Excellence Award* from the National Institute for Staff and Organizational Development and was the co-recipient of the 1997 *Holstein Creativity Award*. She also has taught at Texas Christian University. She received her B.B.A., M.B.A. and Ph.D. from the University of North Texas. Professor Cunningham has conducted numerous workshops around the country on the use of writing exercises in accounting classes and on incorporating creative and critical thinking strategies into the accounting classroom. She was a coauthor of three previous books: *Accounting: Principles and Applications*, Fifth Edition (1986); *Financial Accounting: Principles and Applications*, Fifth Edition (1986); and *Accounting: Basic Principles*,

Fifth Edition (1986); and a contributing author on *Cost Accounting: Principles and Applications*, Fourth Edition (1984) (all with McGraw-Hill Publishing Company).

Professor Cunningham has published articles in professional journals, including *Journal of Accounting Education*, *Issues in Accounting Education*, *Accounting Education: A Journal of Theory, Practice and Research*, *The CPA Journal*, *Research in Accounting Regulation*, *Management Accounting*, *Essays in Economic and Business History*, *The Community/Junior College Quarterly of Research and Practice Special Edition on College Teaching and Learning*, and *The Community/Junior College Quarterly of Research and Practice*. She has received the Outstanding Article Award from the Two-Year College Section of the American Accounting Association. In addition, she serves on the Editorial Review Board of *Advances in Accounting Education*, and has served as an ad hoc reviewer for *Issues in Accounting Education* and *Journal of Accounting Education*. Professor Cunningham is the faculty advisor for the Association of Accountancy Students at MU. She is a member of the American Accounting Association (AAA), in which she was Chair of the Two-Year College Section and Chair of the Teaching and Curriculum Section, served on the AAA Accounting Education Advisory Committee, and as Vice-President and member of the Executive Committee of the AAA. Professor Cunningham has chaired or served on numerous Federation of Schools of Accountancy committees. She is married and has one adult child. Her family has two bunnies. She sings in her car, dances in her living room, and is an aerobics enthusiast and avid golfer (and we use that term loosely).

Loren A. Nikolai



Loren Nikolai is the Ernst & Young Professor in the School of Accountancy at the University of Missouri—Columbia (MU). He received his B.A. and M.B.A. from St Cloud State University and his Ph.D. from the University of Minnesota. Professor Nikolai has taught at the University of Wisconsin at Platteville and at the University of North Carolina at Chapel Hill. Professor Nikolai has received the University of Mis-

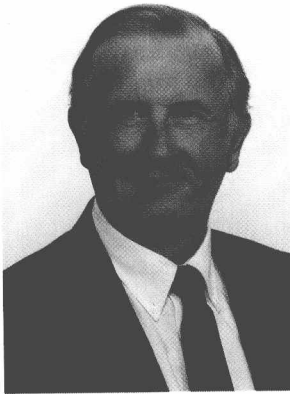
souri system-wide 1999 *Presidential Award for Outstanding Teaching*, the MU College of Business and Public Administration 1999 *Teacher of the Year Award*, the MU Alumni Association 1996 *Faculty Award*, the MU College of Business and Public Administration 1994 *Accounting Professor of the Year Award*, the Missouri Society of CPAs 1993 *Outstanding Accounting Educator of the Year Award*, the MU 1992 *Kemper Fellowship for Teaching Excellence*, the St. Cloud State University 1990 *Distinguished Alumni Award*, and the Federation of Schools of Accountancy 1989 *Faculty Award of Merit*, and was the co-recipient of the 1997 *Holstein Creativity Award*. He holds a CPA certificate in the state of Missouri and previously worked for the 3M Company. Professor Nikolai is the lead author of *Intermediate Accounting*, Eighth Edition (2000, South-Western Publishing

Company). He was the lead author of two previous textbooks: *Principles of Accounting*, Third Edition (1990) and *Financial Accounting*, Third Edition (1990; PWS-Kent Publishing Company), and was the coauthor of *Financial Accounting: Concepts and Uses*, Third Edition (1995; South-Western Publishing Company).

Professor Nikolai has published numerous articles in *The Accounting Review*, *Journal of Accounting Research*, *The Accounting Educator's Journal*, *Journal of Accounting Education*, *The CPA Journal*, *Management Accounting*, *Policy Analysis*, *Academy of Management Journal*, *Journal of Business Research*, and other professional journals. He was also lead author of a monograph published by the National Association of Accountants. Professor Nikolai has served as an ad hoc reviewer for *The Accounting Review* and *Issues in Accounting Education*. He has made numerous presentations around the country on curric-

ular and pedagogical issues in accounting education. Professor Nikolai is the Faculty Vice President of the Beta Alpha Psi chapter at MU. He is a member of the American Accounting Association, the American Institute of Certified Public Accountants (AICPA), and the Missouri Society of CPAs (MSCPA). He has served on the AICPA's Accounting and Auditing Practice Analysis Task Force Panel and the Accounting Careers Subcommittee; he has also served on the MSCPA's Relations with Educators, Accounting Careers, and Accounting and Auditing Committees. Professor Nikolai has chaired or served on numerous Federation of Schools of Accountancy (FSA) and American Accounting Association (AAA) committees, was AAA Director of Education for 1985-1987, and was President of the FSA for 1994. Professor Nikolai is married and has two adult children and one grandson. His family has four cats, and he is an avid basketball player and sprinter (100m and 200m).

John D. Bazley



John D. Bazley, Ph.D., CPA, is Professor of Accountancy in the School of Accountancy of the Daniels College of Business at the University of Denver where he has received the University 1990 *Distinguished Teaching Award*, the *Vernon Loomis Award for Excellence in Advising*, the *Alumni Award for Faculty Excellence*, the *Jerome Kesselman Endowment Award for Excellence in Research*, and the 1995 *Cecil Puckett Award* of the Daniels College of Business.

Professor Bazley earned a B.A. from the University of Bristol in England and an M.S. and Ph.D. from the University of Minnesota. He has taught at the University of North Carolina at Chapel Hill and holds a CPA certificate in the state of Colorado. He has taught national professional development classes for a major CPA firm and was consultant for another CPA firm. Professor Bazley is the coauthor of *Intermediate Accounting*, Eighth Edition (2000, South-Western Publishing Company). He was the lead author of *Financial Accounting: Concepts and Uses*, Third

Edition (1995; South-Western Publishing Company) and the coauthor of two previous books: *Principles of Accounting*, Third Edition (1990) and *Financial Accounting*, Third Edition (1990; PWS-Kent Publishing Company).

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