

Financial and Managerial Accounting

*Information
for Decisions*

Volume 2
Chapters 12-21

Wild
Larson
Chiappetta

Financial and Managerial Accounting Information for Decisions

Volume 1 Chapters 1–11

Volume 2 Chapters 12–21

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To my wife **Gail** and children, **Kimberly, Jonathan, Stephanie, and Trevor.**
 To my wife **Nancy.**
 To my husband **Bob**, my sons **Michael and David**, and my **mother.**



FINANCIAL AND MANAGERIAL ACCOUNTING: INFORMATION FOR DECISIONS

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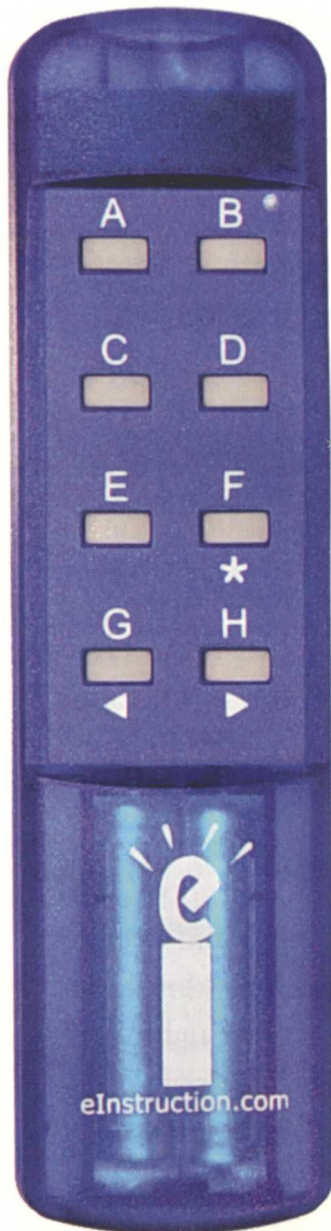
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Financial and Managerial Accounting Information for Decisions

Over the past several years, the financial and managerial accounting book market has evolved. Departmental decisions between user-oriented books and traditional procedural-oriented books have been greatly debated among faculty. While teaching accounting at their respective colleges, John Wild, Kermit Larson, and Barbara Chiappetta engaged in similar discussions, but found several core aspects of these different perspectives that achieved success for advocates of both.

Everyone agreed, firstly, that students could not relate to the traditional examples and dry companies integrated throughout other accounting books. With our authors' passion for bringing the classroom to life by using examples of exciting, new businesses, it was an obvious choice to use such pedagogy throughout this book.

Second, it was clear that students needed exposure to "real world" accounting data, giving them experience in analyzing and interpreting business performance. The authors therefore integrated real world accounting data throughout the book in a non-intimidating manner. They also formed a relationship with Krispy Kreme and bundled its annual report with every book.

Finally, the ability of students to analyze, interpret, and apply accounting information seemed crucial to both users and preparers of accounting information. As a key model, the authors developed the Decision Center, a pedagogical tool integrated throughout the book allowing students to identify where and how business decisions are made and that draw upon accounting information.

"There is a good balance between accounting from the user perspective and the preparer perspective. [This book] is written by an author who is clearly a classroom teacher."

— Phillip Stickney, Conchise College

John J. Wild is a professor of accounting and the Robert and Monica Beyer Distinguished Professor at the University of Wisconsin at Madison. He previously held appointments at Michigan State University and the University of Manchester in England. He received his BBA, MS, and PhD from the University of Wisconsin.

Professor Wild teaches accounting courses at both the undergraduate and graduate levels. He has received the Mabel W. Chipman Excellence-in-Teaching Award, the departmental Excellence-in-Teaching Award, and the Teaching Excellence Award from the 2003 graduation class at the University of Wisconsin. He also received the Beta Alpha Psi and Roland F. Salmonson Excellence-in Teaching Award from Michigan State University. Professor Wild is a past KPMG Peat Marwick National Fellow and is a recipient of fellowships from the American Accounting Association and the Ernst and Young Foundation.

Professor Wild is an active member of the American Accounting Association and its sections. He has served on several committees of these organizations, including the Outstanding Accounting Educator Award, Wildman Award, National Program Advisory, Publications, and Research Committees. Professor Wild is author of *Fundamental Accounting Principles* and *Financial Statement Analysis*, both published by McGraw-Hill/Irwin. His research appears in *The Accounting Review*, *Journal of Accounting Research*, *Journal of Accounting and Economics*, *Contemporary Accounting Research*, *Journal of Accounting, Auditing and Finance*, *Journal of Accounting and Public Policy*, and other business periodicals. He is past associate editor of *Contemporary Accounting Research* and has served on several editorial boards including *The Accounting Review*.

Professor Wild, his wife, and four children enjoy travel, music, sports, and community activities.

Kermit D. Larson is the Arthur Andersen & Co. Alumni Professor of Accounting Emeritus at the University of Texas at Austin. He served as chairman of the University of Texas, Department of Accounting and was visiting professor at Tulane University. His scholarly articles have been published in a variety of journals, including *The Accounting Review*, *Journal of Accountancy*, and *Abacus*. He is the author of several books, including *Financial Accounting* and *Fundamental Accounting Principles*, both published by McGraw-Hill/Irwin.

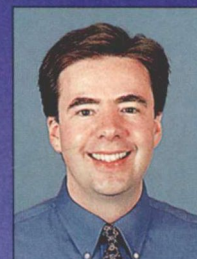
Professor Larson is a member of the American Accounting Association, the Texas Society of CPAs, and the American Institute of CPAs. His positions with the AAA have included vice president, southwest regional vice president, and chairperson of several committees, including the Committee of Concepts and Standards. He was a member of the committee that planned the first AAA doctoral consortium and served as its director.

Professor Larson served as president of the Richard D. Irwin Foundation. He also served on the Accounting Accreditation Committee and on the Accounting Standards Committee of the AACSB. He was a member of the Constitutional Drafting Committee of the Federation of Schools of Accountancy and a member of the Commission on Professional Accounting Education. He has been an expert witness on cases involving mergers, antitrust litigation, consolidation criteria, franchise taxes, and expropriation of assets by foreign governments. Professor Larson served on the Board of Directors and Executive Committee of Tekcon, Inc., and on the National Accountants Advisory Board of Safe-Guard Business Systems. In his leisure time, he enjoys skiing and is an avid sailor and golfer.

Barbara Chiappetta received her BBA in Accountancy and MS in Education from Hofstra University and is a tenured full professor at Nassau Community College. For the past 17 years, she has been an active executive board member of the Teachers of Accounting at Two-Year Colleges (TACTYC), serving 10 years as vice president and as president from 1993 through 1999. As an active member of the American Accounting Association, she has served on the Northeast Regional Steering Committee, chaired the Curriculum Revision Committee of the Two-Year Section, and participated in numerous national committees.

In 1998, Professor Chiappetta was inducted into the American Accounting Association Hall of Fame for the Northeast Region. She received the Nassau Community College dean of instruction's Faculty Distinguished Achievement Award in 1995. Professor Chiappetta was honored with the State University of New York Chancellor's Award for Teaching Excellence in 1997. As a confirmed believer in the benefits of active learning pedagogy, Professor Chiappetta has authored *Student Learning Tools*, an active learning workbook for a first-year accounting course, published by McGraw-Hill/Irwin.

In her leisure time, Professor Chiappetta enjoys tennis and participates on a U.S.T.A. team. She also enjoys the challenge of bridge. Her husband, Robert, is an entrepreneur in the leisure sport industry. She has two sons—Michael, a lawyer, specializing in intellectual property law in New York, and David, a composer, pursuing a career in music for film in Los Angeles.



Financial and Managerial Accounting , Information for Decisions

The financial and managerial accounting courses are crucial for accounting majors and non-majors alike. They are courses that quickly immerse the student in unfamiliar and challenging new concepts and procedures.

Much of your students' future success in both accounting and business is determined by their experiences in the financial and managerial accounting courses. Will your students struggle with this new material? Or will they understand that accounting is a vital discipline relevant to any career, and use that knowledge to achieve new heights of success in business and in their lives?

Financial and Managerial Accounting: Information for Decisions presents accounting concepts as key tools that anyone can learn and successfully use. This textbook supplements that focus with additional attention into three areas: **student engagement, technology, and decision-making**. In sum, *Financial and Managerial Accounting: Information for Decisions* portrays accounting as it truly is – a language of business communication that is crucial to student success.

New heights in student engagement

Instructors repeatedly raise a common concern: the biggest hurdle they face is getting students interested and motivated in the materials. *Financial and Managerial Accounting* provides solutions. It is more engaging and student-friendly than any competing book, from the book's eye-catching design to its comprehensive and stimulating end-of-chapter material. Each new book includes the actual shareholders' report from Krispy Kreme Doughnuts, which gets real financial data in students' hands. Moreover, engaging chapter-opening vignettes focus on small businesses and entrepreneurs to show how accounting knowledge is a springboard to success.



"[A feature I like best about this book] is the tie-in to real world situations that are done in every chapter throughout the book."

— Jan Mardon, Green River Community College

New heights in technology

Compare our technology assets against those of any book, and we're confident you'll agree: *Financial and Managerial Accounting's* technology is, hands-down, the best in the market.

- **Carol Yachts General Ledger and Peachtree Complete Accounting**
- **ALEKS for Financial Accounting and ALEKS for the Accounting Cycle**
- **Mcgraw-Hill's Homework Manager**
- **Topic Tackler**
- **Online Learning Center**
- **Interactive Quizzes**

To learn more about these and other technology enhancements, see page xii.

New heights in decision-making

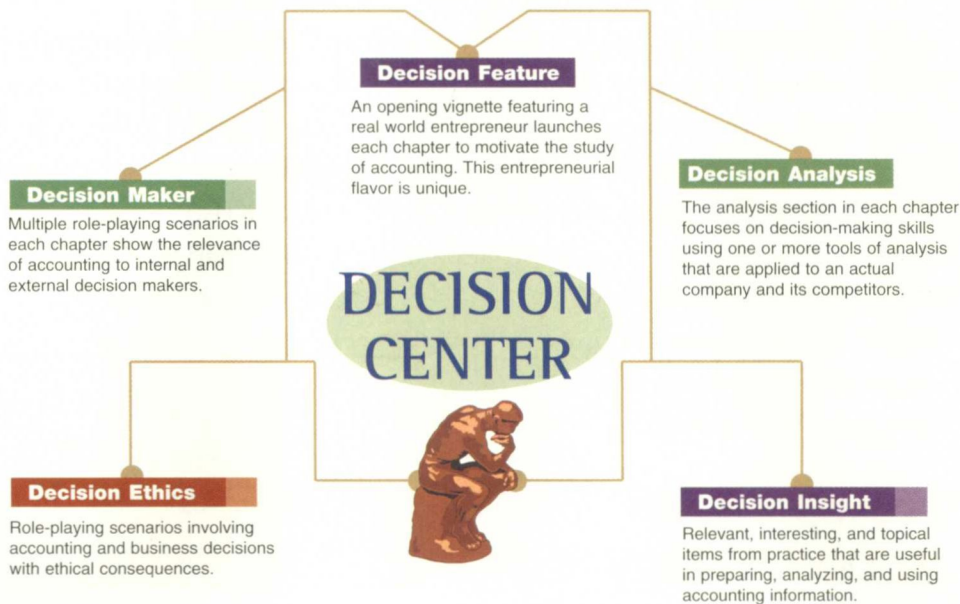
Financial and Managerial Accounting's Decision Center is a pedagogical tool exclusive to this book. It provides students with a framework enabling them to better understand why and how businesses make strategic decisions with accounting information. Decision icons also make it easy for students to locate relevant material within the chapter, whether a boxed item or end-of-chapter material.

By addressing students in language that speaks to them, by providing your class with market-leading technology support, and by ensuring the textbook package is strong in the areas you rely on most, *Financial and Managerial Accounting: Information for Decisions* helps you **achieve new heights of success** in the classroom—and beyond.

What are the pedagogical tools for success in learning accounting?

Decision Center

Whether we prepare, analyze, or apply accounting information, one skill remains essential: decision-making. To help develop good decision-making habits and to illustrate the relevance of accounting, *Financial and Managerial Accounting: Information for Decisions* uses a unique pedagogical framework called the Decision Center. This framework is comprised of a variety of approaches and subject areas, giving students insight into every aspect of business decision-making. Answers to Decision Maker and Decision Ethics boxes are at the end of each chapter.

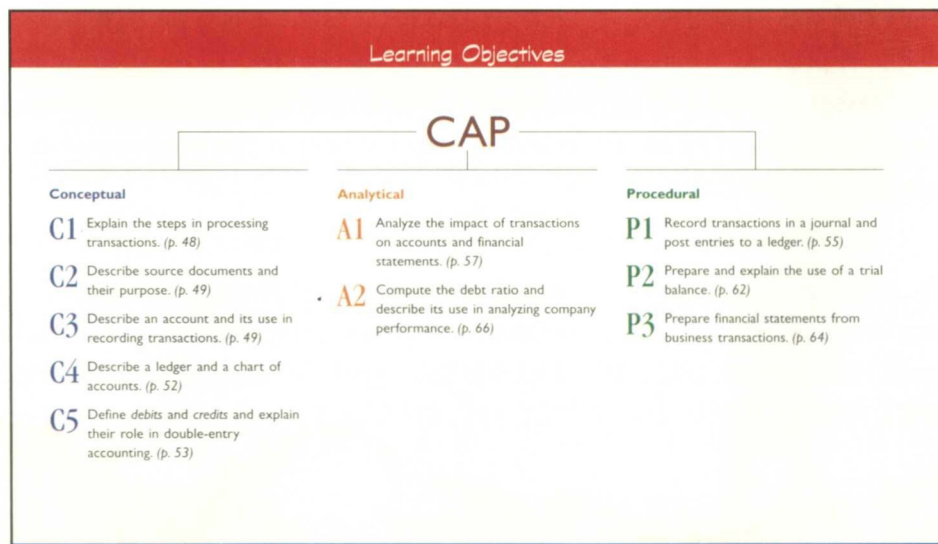


"The Decision sidebars are one of the particular strengths of the text. They help the student stop and think about what he or she has read or can be used by the professor to stimulate discussion when introducing a topic. They are excellent tools!"

— M. Conway, Kingsborough Community College

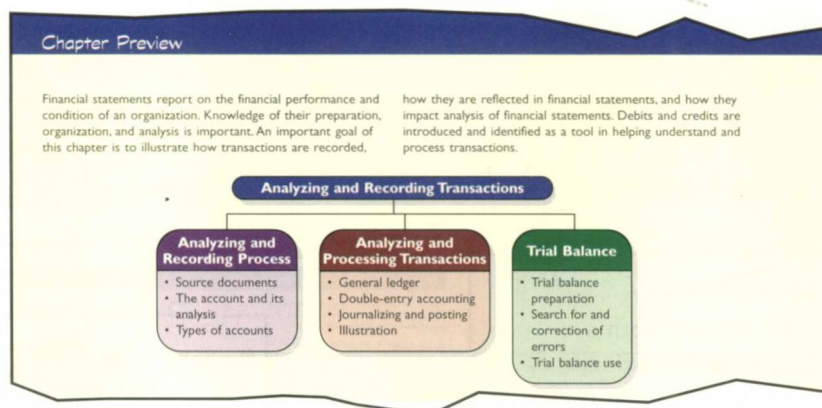
CAP Model

The Conceptual/Analytical/Procedural (CAP) Model allows courses to be specially designed to meet your teaching needs or those of a diverse faculty. This model identifies learning objectives, textual materials, assignments, and test items by C, A, or P. This allows different instructors to teach from the same materials, yet easily customize their courses toward a conceptual, analytical, or procedural approach (or a combination thereof) based on personal preferences.



Chapter Preview with Flow Chart

This feature provides a handy textual/visual guide at the start of each chapter. Students can now begin their reading with a clear understanding of what they will learn and when, which allows them to stay more focused and organized along the way.



Quick Check

These short question/answer features reinforce the material immediately preceding them. They allow the reader to pause and reflect on the topics described, then receive immediate feedback before going on to new topics. Answers are provided at the end of each chapter.

Quick Check

- What types of transactions increase equity? What types decrease equity?
- Why are accounting systems called *double entry*?
- For each transaction, double-entry accounting requires which of the following: (a) Debits to asset accounts must create credits to liability or equity accounts, (b) a debit to a liability account must create a credit to an asset account, or (c) total debits must equal total credits.
- An owner invests \$15,000 cash along with equipment having a market value of \$23,000 in a company in exchange for common stock. Prepare the necessary journal entry.
- Explain what a compound journal entry is.
- Why are posting reference numbers entered in the journal when entries are posted to ledger accounts?

Answers—p. 72

FastForward

FastForward is a case that takes students through the Accounting Cycle, chapters 1-3. The FastForward icon is placed in the margin at key points when this case is discussed.

1. Investment by Owner

Transaction: Chuck Taylor invests \$30,000 cash in FastForward in exchange for common stock. **FAST Forward**

Analysis:

Assets		=	Liabilities	+	Equity
Cash					Common Stock
+30,000		=	0	+	30,000

Double entry: (1) Cash 101 307 | Common Stock 307 30,000

Statements affected:³ BLS and SCF

Marginal Student Annotations

These annotations provide students with additional hints, tips, and examples to help them more fully understand the concepts and retain what they have learned. The annotations also include notes on global implications of accounting and further examples.

record for each customer, but for now, we and decreases in receivables in a single

written promise of another entity to pay a the holder of the note. A company holds an asset that is recorded in a Note (or

are assets that represent prepayments of expenses are later incurred, the amounts accounts. Common examples of prepaid

Point: A college parking fee is a prepaid account from the student's standpoint. At the beginning of the term, it represents an asset that entitles a student to park on or near campus. The benefits of the parking fee expire as the term progresses. At term-end, prepaid parking (asset) equals zero as it has been entirely recorded as parking expense.

How are chapter concepts reinforced and mastered?

Once a student has finished reading the chapter, how well he or she retains the material can depend greatly on the questions, exercises, and problems that reinforce it. This book leads the way in comprehensive, accurate end-of-chapter assignments.

Demonstration Problems

Demonstration Problems present both a problem and a complete solution, allowing students to review the entire problem-solving process and achieve success.

Demonstration Problem

(Note: This problem extends the demonstration problem of Chapter 1.) After several months of planning, Sylvia Workman started a haircutter's shop, called Sylvia's Haircuts, during its first month.

- On August 1, Workman invested \$3,000 cash for its common stock.
- On August 2, Expressions paid \$600 for rent.
- On August 3, Expressions paid \$500 for salaries.
- On August 4, it purchased \$1,200 of equipment.
- On August 5, Expressions opened for business and a half of business ended August 5.
- On August 15, it provided \$100 of haircuts.
- On August 17, it received a \$100 check from a customer.
- Cash received from services provided.
- On August 31, it paid a \$400 installment on the equipment.
- On August 31, it paid \$900 cash for dividends.

Planning the Solution

- Analyze each transaction and use the debit and credit rules to determine the effect on the accounting equation.
- Post each debit and each credit from journal entries to their respective T-accounts.
- Calculate each account balance and list the accounts with their ending balances.
- Verify that total debits in the trial balance equal total credits.
- To prepare the income statement, identify revenues and expenses, compute the difference, and label the result as net income.
- Use information in the ledger to prepare the statement of retained earnings.
- Use information in the ledger to prepare the balance sheet.
- Calculate the debt ratio by dividing total liabilities by total assets.
- Analyze the future transactions to identify the accounts affected.

Solution to Demonstration Problem

1. General journal entries:

Date	Account Titles and Explanation	PR	Debit	Credit
Aug. 1	Cash	101	3,000	
	Common Stock	307		18,000
Aug. 2	Prepaid Rent	161	600	
	Cash	101		600
Aug. 3	Prepaid Salaries	161	500	
	Cash	101		500
Aug. 4	Equipment	165	1,200	
	Cash	101		1,200
Aug. 5	Revenue	165		1,200
	Cash	101		1,200
Aug. 15	Revenue	165		100
	Cash	101		100
Aug. 17	Revenue	165		100
	Cash	101		100
Aug. 31	Equipment	165		400
	Cash	101		400
Aug. 31	Dividends	165		900
	Cash	101		900

Chapter Summaries

Chapter Summaries provide students with a review organized by learning objectives. Chapter Summaries are a component of the CAP model (see page viii), and they recap each conceptual, analytical, and procedural objective.

Key Terms are bolded in the text and repeated at the end of the chapter with page numbers indicating their location. The book also includes a complete Glossary of key terms. Key Terms are also available as online flash cards at the book's Website.

Key Terms

Key Terms are available at the book's Website for learning and testing in a variety of ways.

Account (p. 49)	Debit (p. 53)
Account balance (p. 53)	Debit ratio (p. 67)
Balance column account (p. 56)	Dividends (p. 51)
Chart of accounts (p. 52)	Double-entry accounting (p. 53)
Common stock (p. 51)	General journal (p. 54)
Compound journal entry (p. 59)	Journal (p. 54)
Credit (p. 53)	Journalizing (p. 54)
Creditors (p. 50)	Ledger (p. 49)

Quick Study assignments are short exercises that often focus on one learning objective. All are also included in Homework Manager. There are usually 8-10 Quick Study assignments per chapter.

Homework Manager repeats all numerical Quick Study assignments on the book's Website with new numbers each time. It can be used in practice, homework, or exam mode.

Identify the items from the following list that are likely to serve as source documents:

a. Bank statement	d. Trial balance	g. Company revenue account
b. Sales ticket	e. Telephone bill	h. Balance sheet
c. Income statement	f. Invoice from supplier	i. Prepaid insurance

QUICK STUDY

QS 2-1
Identifying source documents
C2

Exercises are one of this book's many strengths and a competitive advantage. There are about 10-15 per chapter and all are included in Homework Manager.

EXERCISES

Exercise 2-1
Identifying type and normal balances of accounts
C3 C5

Homework Manager repeats all numerical Exercises on the book's Website with new numbers each time. It can be used in practice, homework, or exam mode.

For each of the following (1) identify the type of account as an asset, liability, equity, revenue, or expense; (2) enter *debit* (Dr) or *credit* (Cr) to identify the kind of entry that would increase the account balance; and (3) identify the normal balance of the account.

a. Unearned Revenue	e. Land	i. Cash
b. Accounts Payable	f. Common Stock	j. Equipment
c. Postage Expense	g. Accounts Receivable	k. Fees Earned

Problem Sets A, B & C

are proven problems that can be assigned as homework or for in-class projects. Problem Set C is available on the book's Website. All problems are coded according to the CAP model (see page viii), and all are included in Homework Manager.

PROBLEM SET A

Problem 3-1A
Preparing adjusting and subsequent journal entries
C1 A1 P1

Maja Co. has a \$500 balance. During the fiscal year, accounts payable to the Office Supplies account. The company has the following transactions:

- The company purchased office supplies for \$100.
- An invoice for \$200 was received from the Office Supplies account.

PROBLEM SET B


Problem 3-1B
Preparing adjusting and subsequent journal entries
C1

Adjusting Accounts and Preparing Financial Statements

145

PROBLEM SET C

to further reinforce and

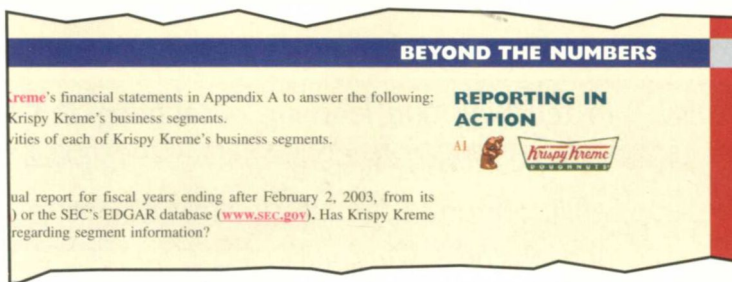


PROBLEM SET C

Beyond the Numbers exercises ask students to use accounting figures and understand their meaning. Students also learn how accounting applies to a variety of business situations. These creative and fun exercises are divided into 10 sections:

- Reporting in Action
- Comparative Analysis
- Ethics Challenge
- Communicating in Practice
- Taking It to The Net
- Teamwork in Action
- Hitting the Road
- Business Week Activity
- Entrepreneurial Decision
- Global Decision

Serial Problems use a continuous running case study to illustrate chapter concepts in a familiar context. Serial Problems can be followed continuously from the first chapter or picked up at any later point in the book; enough information is provided to ensure students can get right to work.



SERIAL PROBLEM (This serial problem began in Chapter 1 and other segments were not completed, the serial process, that you use the Working Papers that are provided.)

Success Systems P2 P3

The December 31, 2004, adjusted trial balance October through December of 2004) follows:

No.	Account Title
101	Cash
106	Accounts receivable
126	Computer supplies
178	Prepaid insurance

"I like the Beyond the Numbers because it gives an instructor options. For example, in certain chapters you could assign the Ethics Challenge, or Taking It To The Net. This would give students exposure without overwhelming them."

— Dawn McKinley, William Rainey Harper College

The End of the Chapter Is Only the Beginning

Our valuable and proven assignments aren't just confined to the book. From problems that require field visits to materials found exclusively online, this book's end-of-chapter material is fully integrated with its technology package.



- Quick Studies, Exercises, and Problems available on Homework Manager (see page xii) are marked with an icon.



- Problems supported by the all-new General Ledger Application Software or Peachtree are marked with an icon.



- The Online Learning Center (OLC) includes more Taking It To The Net exercises, Personal Interactive Quizzes, more Excel template assignments, and Problem Set C



- Problems supported with Microsoft Excel templates are marked with an icon.



- Material that receives additional coverage (slide shows, videos, audio, etc.) in Topic Tackler is marked with an icon.

Put Away Your Red Pen

We pride ourselves on the accuracy of this book's assignment materials. Independent research reports that instructors and reviewers point to the accuracy of this book's assignment materials as one of its key competitive advantages.

The authors extend a special thanks to accuracy checkers Marc Giullian, Montana State University - Bozeman; Suzanne King, University of Charleston; Barbara Schnathorst, The Write Solution, Inc.; and Jo Lynne Koehn, Central Missouri State University.

How does technology assist students in assessment and learning?

In teaching and learning accounting, the book itself is only the beginning. Our comprehensive technology package provides ample opportunity for both assessment and reinforcement, while offering valuable practice in learning and using digital tools in the modern accounting and business workplace.

McGraw-Hill's Homework Manager

This Web-based study and review aid uses a sophisticated algorithm to generate “look-a-like” versions of this book’s assignment materials. These exercises and problems contain identical or different values (instructor’s choice) to those in the book, allowing students to practice and refine their skills. The algorithm can generate infinite variations of any selected assignments.

Instructors can use Homework Manager to build custom homework assignments, test, or quizzes that can be completed either online or with pencil and paper. Student answers are graded automatically and the results stored in a secure online gradebook. Tests and quizzes prepared from Homework Manager overcome any inconsistencies between the “test bank” and the language and approach in the book – now there is complete consistency!

Homework Manager gives you:

- Textbook quick studies, exercises, and problems in electronic format
- Automatic grading and analysis for instructors (no more collecting homework!)
- Immediate feedback for students and instructors
- Algorithmic-generated quick studies, exercises, and problems
- Instructor course management tools
- 100% consistency in language between test problems and the textbook



Quick Studies, Exercises, and Problems appearing in the book are reproduced in Homework Manager and often are marked with an icon.

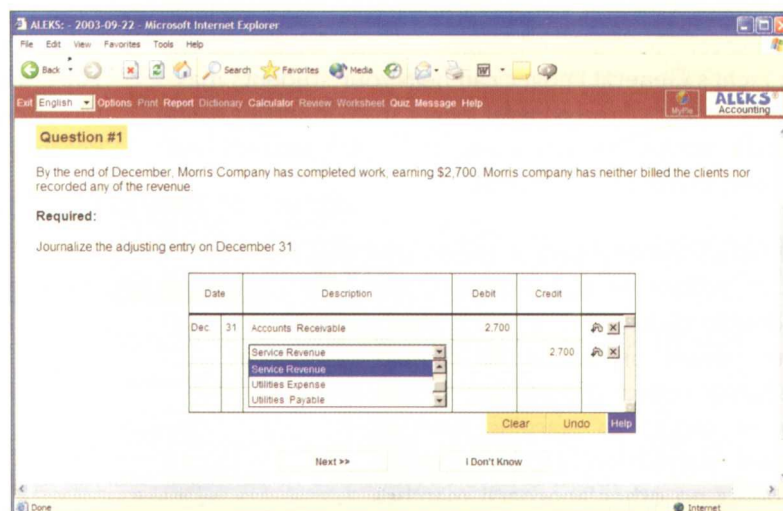
ALEKS®

ALEKS® for the Accounting Cycle and ALEKS® for Financial Accounting

Available from McGraw-Hill over the World Wide Web, ALEKS (Assessment and LEarning in Knowledge Spaces) provides precise assessment and individualized instruction in the fundamental skills your students need to succeed in accounting.

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To learn more about adding ALEKS to your accounting course, visit www.business.aleks.com.



GradeSummit

The online resource GradeSummit tells your students everything they need to know to study effectively. GradeSummit provides a series of practice tests written to coincide with this book's coverage. Once a student has taken a particular test, GradeSummit returns a detailed results page showing exactly where the student did well and where he or she needs to improve. They can compare their results with those of other classmates, or even with those students using the book nationwide.

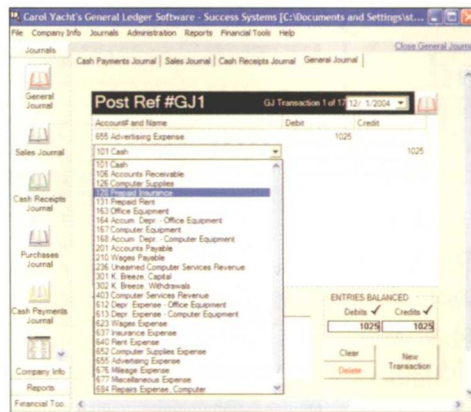
With that information, students can plan their studying to focus exclusively on their weak areas, without wasting effort on material they've already mastered. And they can come back to take a retest on those subjects later, comparing their new score with their previous efforts.



Carol Yacht's General Ledger and Peachtree Complete 2004 CD-ROM

Carol Yacht's General Ledger Software is McGraw-Hill/Irwin's custom-built general ledger package for this book. Carol Yacht's General Ledger can help your students master every aspect of the general ledger, from inputting sales and cash receipts to calculating ratios for analysis and computing inventory valuations.

Carol Yacht's General Ledger allows students to review an entire report, and then double-click on any single transaction to review or edit it. All reports immediately reflect the revised figures. When it comes to learning how an individual transaction impacts financial statements no other approach matches that of Carol Yacht's General Ledger.



Also on Carol Yacht's General Ledger CD, students receive the educational version of Peachtree Complete 2004, along with templates containing data for many of this book's exercises and problems. Familiarity with Peachtree Complete is essential for many students entering the job market, and Carol Yacht's Peachtree templates ensure they get plenty of practice.

Students can use Carol Yacht's General Ledger to solve numerous problems from the book; the data for these problems are already included on the General Ledger CD-ROM. You can even populate the General Ledger with your own custom data for your class.

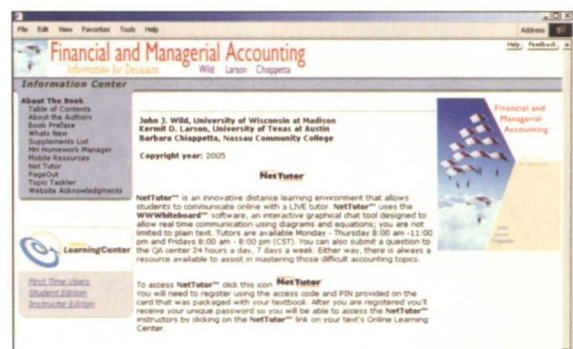
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More students are using online learning aids. That's why we offer an Online Learning Center (OLC) that follows this book chapter by chapter. It doesn't require any building or maintenance on your part; it's ready to go the moment your students type in the address.

As your students study and learn from this book, they can visit the OLC Website and work with a multitude of helpful tools that include:

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- Key Term Flashcards
- PowerPoint Presentation
- Additional appendices
- Cogg Hill Practice Set
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- Mobile Resources
- Audio Narrated PowerPoint
- Excel Template Assignments
- More *Taking It To The Net*
- Problem Set C
- *BusinessWeek* Articles



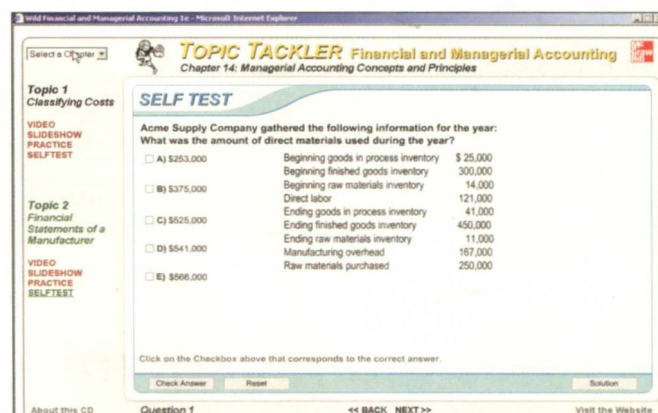
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Concepts appearing in this book that receive additional treatment in Topic Tackler are marked with an icon at the appropriate location in the margin of the page.

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