

GLOBAL
EDITION



Horngren's Financial & Managerial Accounting, The Financial Chapters

FIFTH EDITION



Tracie L. Miller-Nobles • Brenda L. Mattison • Ella Mae Matsumura

ALWAYS LEARNING

PEARSON

HORNGREN'S
**Financial & Managerial
Accounting**
THE FINANCIAL CHAPTERS

GLOBAL EDITION

FIFTH EDITION

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Changes to This Edition

General

Revised end-of-chapter short exercises, exercises, problems, continuing problems, comprehensive problems, and critical thinking cases.
NEW! Added three comprehensive problems in managerial chapters.

Chapter 1

NEW! Added discussion of the Pathways Commission and incorporated the Pathways' Vision Model.
Clarified and simplified the financial statement presentation.

Chapter 3

NEW! Added discussion of the new revenue recognition principle.
Replaced the word *prepaids* with *deferrals* to better align with the presentation of the other types of adjusting entries.

Chapter 4

Increased the usage of the classified balance sheet as a requirement for end-of-chapter problems.

Chapter 5

NEW! Added section on income tax expense and updated income statement presentation.

Chapter 9

Expanded the discussion on partial-year depreciation.

Chapter 11

NEW! Added a discussion on income taxes payable.
Updated the payroll section for consistency with current payroll laws at the time of printing.

Chapter 13

Moved coverage of treasury stock before dividends to increase students' understanding of dividend transactions.
Modified the presentation of dividends to match the material presented in earlier chapters (Chapters 1–4).

Financial & Managerial Accounting...

Expanding on Proven Success

New to the Enhanced eText

The Enhanced eText keeps students engaged in learning on their own time, while helping them achieve greater conceptual understanding of course material. The worked examples bring learning to life, and algorithmic practice allows students to apply the very concepts they are reading about. Combining resources that illuminate content with accessible self-assessment, MyAccountingLab with Enhanced eText provides students with a complete digital learning experience—all in one place.

NEW! Try It! Solution Videos—

Author recorded solution videos accompany Try Its! Just click on the Try It! box and watch the author will walk students through the problem and the solution.

Startech Surveillance Services had the following adjustments as of the end of the year:

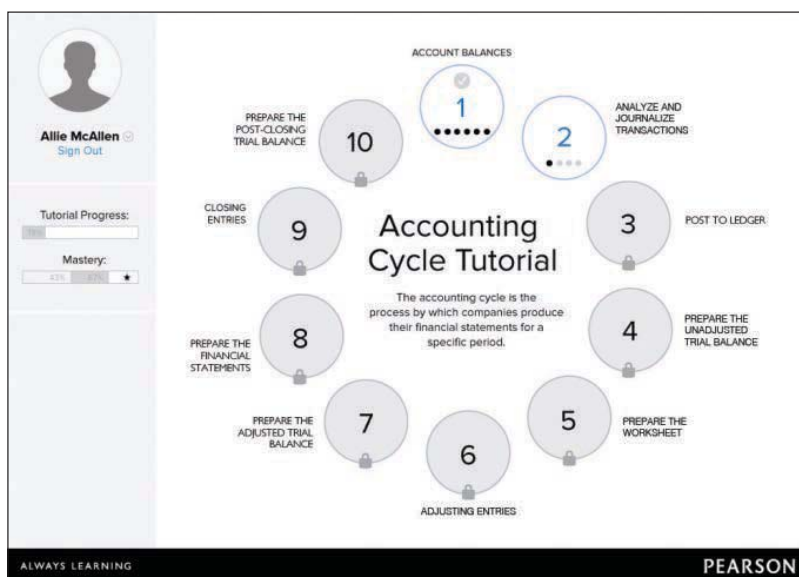
- Equipment depreciation was \$1,500. **D**
- \$700 of advertising expense was incurred but not paid. (Use Advertising Payable.) **A**
- Office Supplies on hand at the end of the year totaled \$250. The beginning balance of Office Supplies was \$600. **D**
- \$1,200 of rent revenue was earned but not recorded or received. **A**
- Unearned revenue of \$3,000 had been earned. **D**

6. For each situation, indicate which category of adjustment (deferral or accrual) is described.
7. Journalize the adjusting entry needed.

Deferral: Cash occurs before revenue or expense
Accrual: Cash occurs after revenue or expense

a. Dep. Exp.	1500	b. Adv. Exp.	700
Acc. Dep.	1500	Adv. Pay.	700

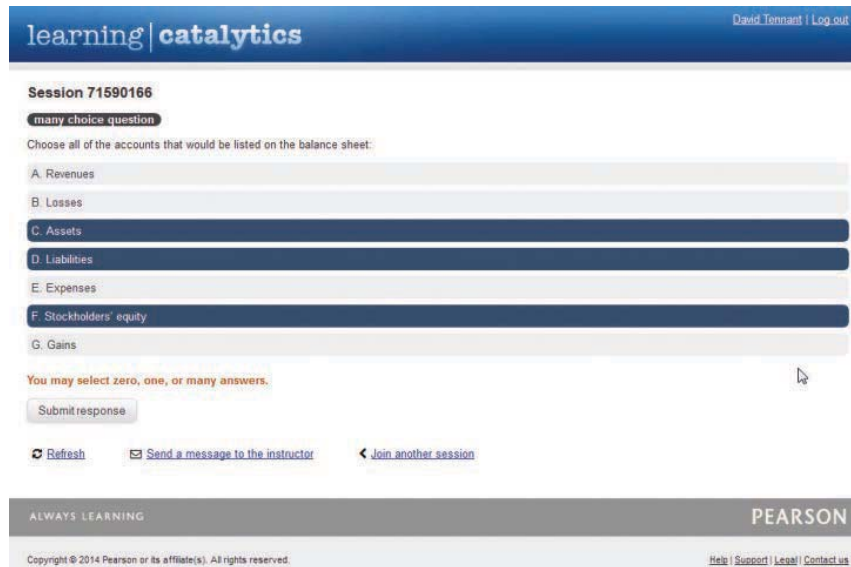
NEW! Accounting Cycle Tutorial—MyAccountingLab's new interactive tutorial helps students master the Accounting Cycle for early and continued success in the introduction to Accounting course.



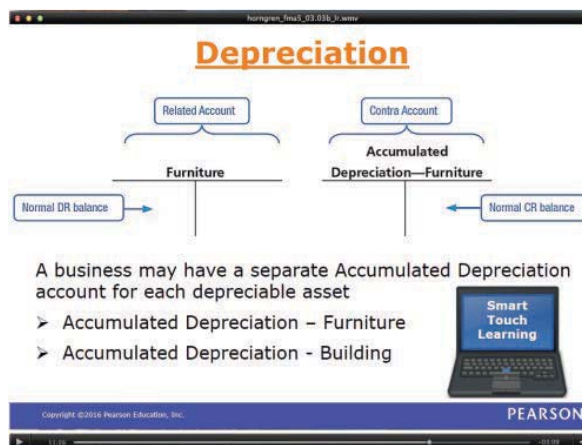
The tutorial, accessed by computer, Smartphone, or tablet, provides students with brief explanations of each concept of the Accounting Cycle through engaging videos and/or animations. Students are immediately assessed on their understanding and their performance is recorded in the MyAccountingLab grade book. Whether the Accounting Cycle Tutorial is used as a remediation self-study tool or course assignment, students have yet another resource within MyAccountingLab to help them be successful with the accounting cycle.



Learning Catalytics—A “bring your own device” assessment and classroom activity system that expands the possibilities for student engagement. Using Learning Catalytics, you can deliver a wide range of auto-gradable or open-ended questions that test content knowledge and build critical thinking skills. Eighteen different answer types provide great flexibility, including graphical, numerical, textual input, and more.



Animated Lectures—These pre-class learning aids are available for every learning objective and are professor-narrated PowerPoint summaries that will help students prepare for class. These can be used in an online or flipped classroom experience or simply to get students ready for lecture.



End-of-Chapter Continuing and Comprehensive Problems

> Continuing Problem

Problem P1-54 is the first problem in a sequence that begins an accounting cycle. The cycle is continued in Chapter 2 and completed in Chapter 5.

P1-54 Using the accounting equation for transaction analysis, preparing financial statements, and calculating return on assets (ROA)

Daniels Consulting began operations and completed the following transactions during December 2016:

Dec. 2	Stockholders contributed \$20,000 cash in exchange for common stock.
2	Paid monthly office rent, \$2,000.
3	Paid cash for a computer, \$3,600. This equipment is expected to remain in service for five years.
4	Purchased office furniture on account, \$3,000. The furniture should last for five years.
5	Purchased office supplies on account, \$800.
9	Performed consulting service for a client on account, \$2,500.
12	Paid utilities expenses, \$150.
18	Performed service for a client and received cash of \$2,100.
21	Received \$2,400 in advance for client service to be performed in the future. (This increases the Unearned Revenue account, which is a liability. This account will be explained in more detail in Chapter 2.)

Continuing Problem—Starts in Chapter 1 and runs through the entire book exposing students to recording entries for a service company and then moving into recording transactions for a merchandiser later in the text. The managerial chapters emphasize the relevant topics for that chapter using a continuous company.

Practice Set—Starts in Chapter 2 and goes through the financial chapters and provides another opportunity for students to practice the entire accounting cycle. The practice set uses the same company in each chapter but is often not as extensive as the continuing problem.

Comprehensive Problem 1 for Chapters 1–4—Covers the entire accounting cycle for a service company.

Comprehensive Problem 2 for Chapters 1–4—A continuation of Comprehensive Problem 1. It requires the student to record transactions for the month after the closing process.

Comprehensive Problem for Chapters 1–5—Covers the entire accounting cycle for a merchandise company.

Comprehensive Problem for Chapter 15—Students use trend analysis and ratios to analyze a company for its investment potential.

Comprehensive Problem for Appendix C—Uses special journals and subsidiary ledgers and covers the entire accounting cycle for a merchandise company. Students can complete this comprehensive problem using the MyAccountingLab General Ledger or Quickbooks™ software.

COMPREHENSIVE PROBLEMS

> Comprehensive Problem 1 for Chapters 1–4

Miller Delivery Service completed the following transactions during December 2016:

Dec. 1	Miller Delivery Service began operations by receiving \$10,000 cash and a truck with a fair value of \$20,000 from Robert Miller. The business issued Miller shares of common stock in exchange for this contribution.
1	Paid \$1,000 cash for a four-month insurance policy. The policy begins December 1.
4	Paid \$500 cash for office supplies.
12	Performed delivery services for a customer and received \$2,000 cash.
15	Completed a large delivery job, billed the customer, \$2,500, and received a promise to collect the \$2,500 within one week.
18	Paid employee salary, \$1,000.
20	Received \$15,000 cash for performing delivery services.
22	Collected \$800 in advance for delivery service to be performed later.
25	Collected \$2,500 cash from customer on account.
27	Purchased fuel for the truck, paying \$300 on account. (Credit Accounts Payable)
28	Performed delivery services on account, \$700.
29	Paid office rent, \$1,600, for the month of December.
30	Paid \$300 on account.
31	Cash dividends of \$3,000 were paid to stockholders.

Requirements

1. Record each transaction in the journal using the following chart of accounts. Explanations are not required.

Chapter Openers

Chapter openers set up the concepts to be covered in the chapter using stories students can relate to. The implications of those concepts on a company's reporting and decision making processes are then discussed.

The Adjusting Process

3



Where's My Bonus?

Liam Mills was surprised when he opened his mail. He had just received his most recent quarterly bonus check from his employer, Custom Marketing, and the check was smaller than he expected. Liam worked as a sales manager and was responsible for product marketing and implementation in the southwest region of the United States. He was paid a monthly salary but also received a 3% bonus for all revenue generated from advertising services provided to customers in his geographical area. He was counting on his fourth quarter (October–December) bonus check to be large enough to pay off the credit card debt he had accumulated over the holiday break. It had been a great year-end for Liam. He had closed several open accounts, successfully signing several annual advertising contracts. In addition, because of his negotiating skills, he was

able to collect half of the payments for services up front instead of waiting for his customers to pay every month. Liam expected that his bonus check would be huge because of this new business, but it wasn't.

The next day, Liam stopped by the accounting office to discuss his bonus check. He was surprised to learn that his bonus was calculated by the revenue earned by his company through December 31. Although Liam had negotiated to receive half of the payments up front, the business had not yet earned the revenue from those payments. Custom Marketing will not record revenue earned until the advertising services have been performed. Eventually, Liam will see the new business reflected in his bonus check, but he'll have to wait until the revenue has been earned.



How Was Revenue Earned Calculated?
At the end of a time period (often December 31), companies are required to accurately report revenues earned and expenses incurred during that time period. In order to do this, the company reviews the account balances as of the end of the time period and determines whether any adjustments are needed. For example, CC Media Holdings, Inc., the parent company of radio giant Clear Channel Communications and Clear Channel Outdoor Holdings, an outdoor advertising agency, must determine the amount of revenue earned from open advertising contracts. These contracts can cover only a few weeks or as long as several years. Only the amount earned in the current time period is reported as revenue on the income statement. Adjusting the books is the process of reviewing and adjusting the account balances so that amounts on the financial statements are reported accurately. This is what we will learn in this chapter.

Effect on the Accounting Equation

Next to every journal entry, these illustrations help reinforce the connections between recording transactions and the effect those transactions have on the accounting equation.

On November 10, Smart Touch Learning performed services for clients, for which the clients will pay the company later. The business earned \$3,000 of service revenue on account.

This transaction increased Accounts Receivable, so we debit this asset. Service Revenue is increased with a credit.

$$\left. \begin{array}{l} \text{A} \uparrow \\ \text{Accounts} \\ \text{Receivable} \uparrow \end{array} \right\} = \left\{ \begin{array}{l} \text{L} + \text{E} \uparrow \\ \text{Service} \\ \text{Revenue} \uparrow \end{array} \right.$$

Date	Accounts and Explanation	Debit	Credit
Nov. 10	Accounts Receivable	3,000	
	Service Revenue		3,000
	<i>Performed services on account.</i>		

Instructor Tips & Tricks

Found throughout the text, these handwritten notes mimic the experience of having an experienced teacher walk a student through concepts on the “board.” Many include mnemonic devices or examples to help students remember the rules of accounting.

$$\left. \begin{array}{l} \text{A} \downarrow \\ \text{Accumulated} \\ \text{Depreciation} \\ \text{Building} \uparrow \end{array} \right\} = \left\{ \begin{array}{l} \text{L} + \text{E} \downarrow \\ \text{Depreciation} \\ \text{Expense} \\ \text{Building} \uparrow \end{array} \right.$$

Date	Accounts and Explanation	Debit	Credit
Dec. 31	Depreciation Expense—Building	250	
	Accumulated Depreciation—Building		250
	<i>To record depreciation on building.</i>		

Remember, an increase in a contra asset, such as Accumulated Depreciation, decreases total assets. This is because a contra asset has a credit balance and credits decrease assets.

Common Questions, Answered

Our authors have spent years in the classroom answering students' questions and have found patterns in the concepts or rules that consistently confuse students. These commonly asked questions are located in the margin of the text next to where the answer or clarification can be found highlighted in orange text.



Why was the account Patent credited instead of Accumulated Amortization—Patent?

Notice that Smart Touch Learning credited the amortization directly to the intangible asset, Patent, instead of using an Accumulated Amortization account. A company may credit an intangible asset directly when recording amortization expense, or it may use the account Accumulated Amortization. **Companies frequently choose to credit the asset account directly because the residual value is generally zero and there is no physical asset to dispose of at the end of its useful life, so the asset essentially removes itself from the books through the process of amortization.**

At the end of the first year, Smart Touch Learning will report this patent at \$160,000 (\$200,000 cost minus first-year amortization of \$40,000), the next year at \$120,000, and so forth. Each year for five years the value of the patent will be reduced until the end of its five-year life, at which point its book value will be \$0.

Try It! Boxes

Found after each learning objective, Try Its! give students the opportunity to apply the concept they just learned to an accounting problem. Deep linking in the eText will allow students to practice in MyAccountingLab without interrupting their interaction with the eText.

Try It!

Total Pool Services earned \$130,000 of service revenue during 2016. Of the \$130,000 earned, the business received \$105,000 in cash. The remaining amount, \$25,000, was still owed by customers as of December 31. In addition, Total Pool Services incurred \$85,000 of expenses during the year. As of December 31, \$10,000 of the expenses still needed to be paid. In addition, Total Pool Services prepaid \$5,000 cash in December 2016 for expenses incurred during the next year.

1. Determine the amount of service revenue and expenses for 2016 using a cash basis accounting system.
2. Determine the amount of service revenue and expenses for 2016 using an accrual basis accounting system.

Check your answers online in MyAccountingLab or at <http://www.pearsonglobaleditions.com/Horngren>.

For more practice, see Short Exercises S3-1 and S3-2. [MyAccountingLab](#)

Redesigned

The redesign includes clean and consistent art for T-accounts, journal entries, financial statements, and the accounting equation. New art types include clear explanations and connection arrows to help students follow the transaction process.

$$\text{ASSETS} = \left\{ \begin{array}{l} \text{LIABILITIES} + \\ \text{EQUITY} \end{array} \right.$$

$$\left. \begin{array}{l} \text{Contributed} \\ \text{Capital} + \\ \text{Common} \\ \text{Stock} \end{array} \right\} = \left\{ \begin{array}{l} \text{Retained Earnings} \\ \text{Revenues} - \text{Expenses} - \text{Dividends} \end{array} \right.$$

IFRS

Information on IFRS provides guidance on how IFRS differs from U.S. GAAP throughout the financial chapters.



Decision Boxes

This feature provides common questions and potential solutions business owners face. Students are asked to determine the course of action they would take based on concepts covered in the chapter and are then given potential solutions.

DECISIONS

Which depreciation method should be selected?

Three Junes Weaving has just purchased an automated weaving machine and is trying to figure out which depreciation method to use: straight-line, units-of-production, or double-declining-balance. Ira Glasier, the controller, is interested in using a depreciation method that approximates the usage of the weaving machine. He also expects that the weaving machine will have increasing repairs and maintenance as the asset ages. Which method should Ira choose?

Solution

If Ira is interested in using a depreciation method that approximates the usage of the weaving machine, he should use the units-of-production method to depreciate the asset. He could use number of machine hours as the unit of output. This method

would best match the usage of the machine to the amount of expense recorded. Ira should be aware, though, that this method could produce varying amounts of depreciation expense each year. For example, if Three Junes Weaving does not use the weaving machine in one year, no depreciation expense would be recorded. This could cause net income to vary significantly from year to year. Because Ira expects the weaving machine to need more repairs as the asset ages, Ira might consider using the double-declining-balance method instead. The double-declining-balance method records a higher amount of depreciation in the early years and less later. This method works well for assets that are expected to have increasing repairs and maintenance in their later years because the total expense (depreciation and repairs and maintenance) can be spread out equally over the life of the asset.

> Things You Should Know

1. How do we prepare financial statements?

- Financial statements are prepared from the adjusted trial balance in the following order:
 1. Income statement—reports revenues and expenses and calculates net income or net loss during the period
 2. Statement of retained earnings—shows how retained earnings changed during the period due to net income or net loss and dividends
 3. Balance sheet—reports assets, liabilities, and stockholders' equity as of the last day of the period
- A classified balance sheet classifies each asset and each liability into specific categories.

2. How could a worksheet help in preparing financial statements?

- The columns of a worksheet can be extended to help in preparing the financial statements.
- The income statement section will include only revenue and expense accounts.
- The balance sheet section will include asset and liability accounts and all equity accounts except revenues and expenses.

Things You Should Know

Provides students with a brief review of each learning objective presented in a question and answer format.

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Dear Colleague,

Thank you for taking time, out of what we know is a busy schedule, to review the newest edition of *Hornsgren's Financial and Managerial Accounting*. We are excited to share our innovations with you as we expand on the proven success of our significant revision to the Hornsgren franchise. Using what we have learned from focus groups, market feedback, and our colleagues, we've designed this edition to focus on several goals.

First, we made certain that our content was clear, consistent, and above all, accurate. As authors, we reviewed each chapter to ensure that students understand what they are reading and that there is consistency from chapter to chapter. In addition, our textbook goes through a multi-level accuracy check which includes the author team working every single accounting problem and having a team of accounting professors from across the nation review for accuracy. Next, through ongoing conversations with our colleagues and our time engaged at professional conferences, we confirmed that our pedagogy and content represents the leading methods used in the classroom and provides your students with the foundation they need to be successful in their future academic and professional careers. Lastly, we concentrated on student success and providing resources for professors to create an active and engaging classroom.

Student success. Using our experience as educators, our team carefully considered how students learn, what they learn, and where they struggle the most. We understand that sometimes there is a gap in students' understanding between the textbook content and what is done in the classroom or in an online environment, so we have included in the textbook and enhanced eText several great learning aids for students. *Instructor Tips and Tricks* and *Common Questions Answered* address areas that are typically challenging for students. These aids provide handy memory tools or address common student misconceptions or confusion. We also realized that students use our enhanced eText to study on their own time and we have built in many new features to bring learning to life and to allow students to apply the concepts they are reading about outside of the classroom. Available through MyAccountingLab, students have the opportunity to watch author recorded solution videos, practice the accounting cycle using an interactive tutorial, and watch in-depth author-driven animated lectures that cover every learning objective.

Professor expectations. As professors, we know it's critical to have excellent end-of-chapter material and instructor resources. With these expectations, all end-of-chapter problems have been revised and our author team, along with our trusted accuracy checkers, have checked every problem for accuracy and consistency. In addition to financial comprehensive problems, three NEW comprehensive problems have been added to the managerial content. These problems cover multiple chapters and encourage students to think reflectively about prior material learned and the connections between accounting concepts. We have also reviewed and updated ALL instructor resources to accompany this edition of the book. In addition, the PowerPoint presentations and Test Bank have had significant revisions based upon your feedback and needs.

Expanding on the proven success of our last edition, we believe that our enhancements to *Hornsgren's Financial and Managerial Accounting*, along with MyAccountingLab, will help your students achieve success in accounting. We welcome your feedback, suggestions, and comments. Please don't hesitate to contact us at HornsgrensAccounting@pearson.com.

Tracie L. Miller-Nobles, CPA Brenda Mattison Ella Mae Matsumura, PhD

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Instructor and Student Resources

Each supplement, including the resources in MyAccountingLab, has been reviewed by the author team to ensure accuracy and consistency with the text. Given their personal involvement, you can be assured of the high quality and accuracy of all supplements.

For Instructors

 MyAccountingLab

Online Homework and Assessment Manager: <http://www.myaccountinglab.com>

Instructor Resource Center: <http://www.pearsonglobaleditions.com/Horngren>

For the instructor's convenience, the instructor resources can be downloaded from the textbook's catalog page (<http://www.pearsonglobaleditions.com/Horngren>) and MyAccountingLab. Available resources include the following:

Online Instructor's Resource Manual:

Course Content:

- Tips for Taking Your Course from Traditional to Hybrid, Blended, or Online
- Standard Syllabi for Financial Accounting (10-week & 16-week)
- Standard Syllabi for Managerial Accounting (10-week & 16-week)
- Sample Syllabi for 10- and 16-week courses
- "First Day of Class" student handouts include:
 - Student Walk-Through to Set-up MyAccountingLab
 - Tips on How to Get an A in This Class

Chapter Content:

- Chapter Overview
 - Contains a brief synopsis and overview of each chapter.
- Learning Objectives
- Teaching Outline with Lecture Notes
 - Revised to combine the Teaching Outline and the Lecture Outline Topics, so instructors only have one document to review.
 - Walks instructors through what material to cover and what examples to use when addressing certain items within the chapter.
- Handout for Student Notes
 - An outline to assist students in taking notes on the chapter.
- Student Chapter Summary
 - Aids students in their comprehension of the chapter.
- Assignment Grid
 - Indicates the corresponding Learning Objective for each exercise and problem.
- Answer Key to Chapter Quiz
- Ten-Minute Quiz
 - To quickly assess students' understanding of the chapter material.
- Extra Critical Thinking Problems and Solutions
 - Critical Thinking Problems removed from this edition of the text were moved to the IRM so instructors can continue to use their favorite problems.
- NEW Guide to Classroom Engagement Questions
 - Author-created element will offer tips and tricks to instructors in order to help them use the Learning Catalytic questions in class.

Online Instructor's Solutions Manual:

- Contains solutions to all end-of-chapter questions, short exercises, exercises, and problems.
- The Try It! Solutions, previously found at the end of each chapter, are now available for download with the ISM.
- All solutions were thoroughly reviewed by the author team and other professors.

Online Test Bank:

- Includes more than 3,900 questions.
- Both conceptual and computational problems are available in true/false, multiple choice, and open-ended formats.
- Algorithmic test bank is available in MyAccountingLab.

PowerPoint Presentations:*Instructor PowerPoint Presentations:*

- Complete with lecture notes.
- Mirrors the organization of the text and includes key exhibits.

Student PowerPoint Presentations:

- Abridged versions of the Instructor PowerPoint Presentations.
- Can be used as a study tool or note-taking tool for students.

Demonstration Problem PowerPoint Presentations:

- Offers instructors the opportunity to review in class the exercises and problems from the chapter using different companies and numbers.

Clicker Response System (CRS) PowerPoint Presentations:

- 10 multiple-choice questions to use with a Clicker Response System.

Image Library:

- All image files from the text to assist instructors in modifying our supplied PowerPoint presentations or in creating their own PowerPoint presentations.

Working Papers and Solutions:

- Available in Excel format.
- Templates for students to use to complete exercises and problems in the text.

Data and Solutions Files:

- Select end-of-chapter problems have been set up in different software applications, including QuickBooks and General Ledger.
- Corresponding solution files are provided for QuickBooks.

For Students

MyAccountingLab

Online Homework and Assessment Manager: <http://www.myaccountinglab.com>

- Pearson Enhanced eText
- Data Files
- Animated Lectures
- Demo Docs
- Working Papers
- Student PowerPoint® Presentations
- Accounting Cycle Tutorial
- Flash Cards

Student Resource Web site: <http://www.pearsonglobaleditions.com/Horngren>

The book's Web site contains the following:

- Data Files: Select end-of-chapter problems have been set up in QuickBooks software and the related files are available for download.
- Working Papers
- Try It! Solutions: The solutions to all in-chapter Try Its! are available for download.

<http://www.pearsonglobaleditions.com/Horngren>

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Accounting and the Business Environment

1



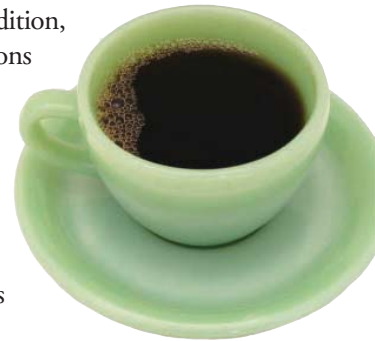
Coffee, Anyone?

Aiden Jackson stared at the list the banker had given him during their meeting. *Business plan, cash flow projections, financial statements, tax returns.* Aiden had visited with the banker because he had a dream of opening a coffee shop near campus. He knew there was a need; students were always looking for a place to study and visit with their friends. He also had the experience. He had worked for the past three years as a manager of a coffee shop in a neighboring town. Aiden needed one thing, though—money. He had saved a small amount of money from his job and received several contributions from family and friends, but he still didn't have enough to open the business. He had decided the best option was to get a loan from

his bank. After the meeting, Aiden felt overwhelmed and unsure of the future of his business.

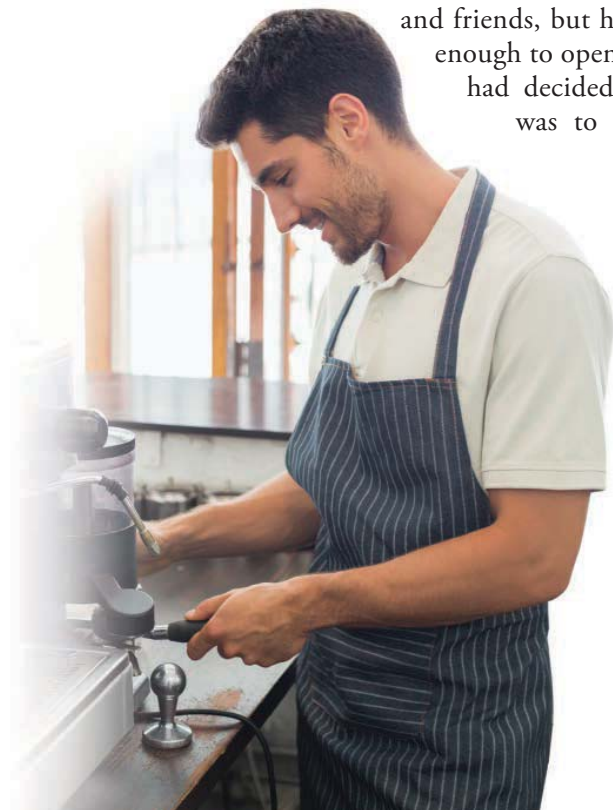
You might think that Aiden was facing an impossible situation, but you'd be wrong. Almost every new business faces a similar situation. The owner starts with an inspiration, and then he or she needs to provide enough continuous cash flow to build the business. In addition, the owner has to make decisions such as: *Should we expand to another location? Do we have enough money to purchase a new coffee roaster? How do I know if the business made a profit?*

So how does Aiden get started? Keep reading. That's what accounting teaches you.



Why Study Accounting?

The situation that Aiden faced is similar to the situations faced in the founding of most businesses. **Starbucks Corporation**, for example, first opened its doors in Seattle, Washington, in 1971. Three partners, Jerry Baldwin, Zev Siegl, and Gordon Bowker, were inspired by a dream of selling high-quality coffee. We know their dream was successful because Starbucks currently has more than 19,000 stores in 60 countries. How did Starbucks grow from a small one-store shop to what it is today? The partners understood accounting—the language of business. They understood how to measure the activities of the business, process that information into reports (financial statements), and then use those reports to make business decisions. Your knowledge of accounting will help you better understand businesses. It will make you a better business owner, employee, or investor.





Chapter 1 Learning Objectives



- 1 Explain why accounting is important and list the users of accounting information
- 2 Describe the organizations and rules that govern accounting
- 3 Describe the accounting equation and define assets, liabilities, and equity
- 4 Use the accounting equation to analyze transactions
- 5 Prepare financial statements
- 6 Use financial statements and return on assets (ROA) to evaluate business performance

WHY IS ACCOUNTING IMPORTANT?

Learning Objective 1

Explain why accounting is important and list the users of accounting information

Accounting

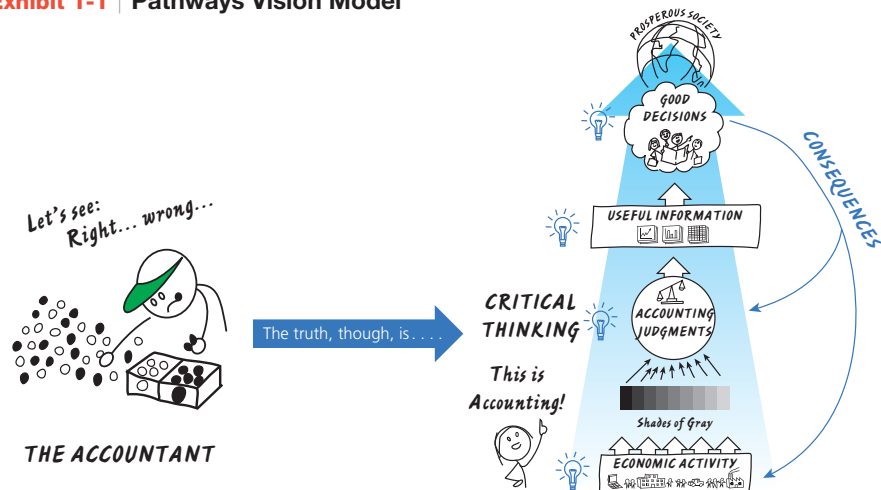
The information system that measures business activities, processes the information into reports, and communicates the results to decision makers.

You've heard the term *accounting*, but what exactly is it? **Accounting** is the information system that measures business activities, processes the information into reports, and communicates the results to decision makers. Accounting is the language of business. The better you understand the language of business, the better you can manage your own business, be a valuable employee, or make wise investments.

We tend to think of accountants as boring and dry. However, accounting is much more than simple recordkeeping or bookkeeping. Today's accountants participate in a broad range of activities such as the investigation of financial evidence, the development of computer programs to process accounting information, and the communication of financial results to interested parties. The knowledge of accounting is used every day to help make business decisions.

Recently, leaders from across the accounting community, called the Pathways Commission, came together to create a vision model (see Exhibit 1-1) to help students and

Exhibit 1-1 Pathways Vision Model



We tend to think of accountants as boring and dry.

Accountants are instrumental in helping to create a prosperous society.

This work is by The Pathways Commission and is licensed under a Creative Commons Attribution—NoDerivs 3.0 Unported License. To learn more, go to <http://www.pathwayscommission.org>.




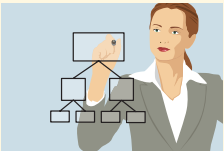
the public understand what accounting is. The model is intended to explain in a visual way what accountants really do. Accounting starts with economic activities that accountants review and evaluate using critical thinking and judgment to create useful information that helps individuals make good decisions. The model emphasizes that good decisions have an impact on accounting judgments and economic activity, thus creating a circular flow of cause and effect. Accountants are more than boring, tedious number crunchers. Instead, accountants play a critical role in supporting a prosperous society.

Decision Makers: The Users of Accounting Information

We can divide accounting into two major fields: financial accounting and managerial accounting. **Financial accounting** provides information for external decision makers, such as outside investors, lenders, customers, and the federal government. **Managerial accounting** focuses on information for internal decision makers, such as the company's managers and employees.

Exhibit 1-2 illustrates the difference between financial accounting and managerial accounting. Regardless of whether they are external or internal to the company, all decision makers need information to make the best choices. The bigger the decision, the more information decision makers need. Let's look at some ways in which various people use accounting information to make important decisions.

Exhibit 1-2 | Decision Making: Financial Versus Managerial Accounting

Financial Accounting	Managerial Accounting
 <p>External Decision Makers:</p> <ul style="list-style-type: none"> Should I invest in the business? Is the business profitable? Should we lend money to the business? Can the business pay us back? 	 <p>Internal Decision Makers:</p> <ul style="list-style-type: none"> How much money should the business budget for production? Should the business expand to a new location? How do actual costs compare to budgeted costs?

Individuals

How much cash do you have? How much do you need to save each month to retire at a certain age or pay for your children's college education? Accounting can help you answer questions like these. By using accounting information, you can manage your money, evaluate a new job, and better decide whether you can afford to buy a new computer. Businesses need accounting information to make similar decisions.

Businesses

Business owners use accounting information to set goals, measure progress toward those goals, and make adjustments when needed. The financial statements give owners the information they need to help make those decisions. Financial statements are helpful when, for example, a business owner wants to know whether his or her business has enough cash to purchase another computer.

Financial Accounting

The field of accounting that focuses on providing information for external decision makers.

Managerial Accounting

The field of accounting that focuses on providing information for internal decision makers.



Accounting is alive! As businesses evolve and the type of business transactions change, so must the language of business. The most significant changes in the business world in the last decade have been the huge increases in international commerce. Because more business is conducted internationally, decision makers are looking for an international accounting language.

Look for more information about International Financial Reporting Standards (IFRS) anywhere that you see this image.



Creditor

Any person or business to whom a business owes money.

Investors

Outside investors who have some ownership interest often provide the money to get a business going. Suppose you're considering investing in a business. How would you decide whether it is a good investment? In making this decision, you might try to predict the amount of income you would earn on the investment. Also, after making an investment, investors can use a company's financial statements to analyze how their investment is performing.

You might have the opportunity to invest in the stock market through your company's retirement plan. Which investments should you pick? Understanding a company's financial statements will help you decide. You can view the financial statements of large companies that report to the SEC by logging on to <http://www.finance.yahoo.com>, <http://www.google.com/finance>, or the Security and Exchange Commission's EDGAR database (<http://www.sec.gov/edgar.shtml>).

Creditors

Any person or business to whom a business owes money is a **creditor**. Before extending credit to a business, a creditor evaluates the company's ability to make the payments by reviewing its financial statements. Creditors follow the same process when you need to borrow money for a new car or a house. The creditor reviews accounting data to determine your ability to make the loan payments. What does your financial position tell the creditor about your ability to pay the loan? Are you a good risk for the bank?

Taxing Authorities

Local, state, and federal governments levy taxes. Income tax is calculated using accounting information. Good accounting records can help individuals and businesses take advantage of lawful deductions. Without good records, the IRS can disallow tax deductions, resulting in a higher tax bill plus interest and penalties.

The Accounting Profession

What do businesses such as Amazon.com, Walmart, or even your local sandwich shop across from campus have in common? They all need accountants! That is why a degree in accounting opens so many doors upon graduation.

You've probably heard of a CPA before. **Certified Public Accountants**, or **CPAs**, are licensed professional accountants who serve the general public. CPAs work for public accounting firms, businesses, government entities, or educational institutions. What does it take to be a CPA? Although requirements vary between states, to be certified in a profession, one must meet the educational and/or experience requirements *and* pass a qualifying exam. **The American Institute of Certified Public Accountants (AICPA) Web site (<http://www.thiswaytocpa.com>) contains a wealth of information about becoming a CPA, career opportunities, and exam requirements.**

Certified Management Accountants, or **CMAs**, are certified professionals who specialize in accounting and financial management knowledge. Generally, CMAs work for a single company. **You can find information about becoming a CMA, how a CMA differs from a CPA, and why employers are recognizing the CMA certification on the Institute of Management Accountants (IMA) Web site (<http://www.imanet.org>).** It's worth spending the time and energy for accountants to get certified—certified accountants generally make 10–15% more than their noncertified colleagues when they enter the workforce.

Studying accounting and becoming certified professionally can lead to a financially secure job. According to Robert Half's *2014 Salary Guide*, the top positions in demand that rely on accounting skills are controllers, financial analysts, tax accountants, auditors, cost accountants, and business systems analysts. How much do these types of accountants make? Exhibit 1-3 provides a snapshot of the earning potential for key positions.

Certified Public Accountants (CPAs)

Licensed professional accountants who serve the general public.

What if I want more information about becoming a CPA or CMA?

Certified Management Accountants (CMAs)

Certified professionals who specialize in accounting and financial management knowledge. They typically work for a single company.




Exhibit 1-3 | Comparison of Accounting Positions

Position	Job Description	Salary Range
Controllers	Compile financial statements, interact with auditors, and oversee regulatory reporting.	\$89,000–\$216,000
Financial analysts	Review financial data and help to explain the story behind the numbers.	\$41,250–\$125,000
Business systems analysts	Use accounting knowledge to create computer systems.	\$44,250–\$107,250
Tax accountants	Help companies navigate tax laws.	\$44,000–\$190,750
Auditors	Perform reviews of companies to ensure compliance to rules and regulations.	\$44,500–\$184,750
Cost accountants	Typically work in a manufacturing business. Help analyze accounting data.	\$43,000–\$113,000
Paraprofessional/Bookkeeper	Record financial transactions and help prepare financial records.	\$39,750–\$59,250

Accountants generally work either in public, private, or governmental accounting. Public accounting involves services such as auditing and tax preparation. Well-known public accounting firms include Ernst & Young, Deloitte, PwC, and KPMG. Private accounting involves working for a single company such as Amazon.com, Walmart, or Dell. Other accountants work for the federal or state governments. Wherever accountants work, demand for their services is high. According to the U.S. Bureau of Labor Statistics, employment of accountants and auditors is expected to grow 13% from 2012–2022.



Recently, the AICPA added a certification program in international accounting for those CPAs who want to specialize in global commerce.

Try It!

Match the accounting terminology to the definitions.

- | | |
|-------------------------------------|---|
| 1. Certified management accountants | a. the information system that measures business activities, processes that information into reports, and communicates the results to decision makers |
| 2. Accounting | b. licensed professional accountants who serve the general public |
| 3. Managerial accounting | c. any person or business to whom a business owes money |
| 4. Certified public accountants | d. the field of accounting that focuses on providing information for internal decision makers |
| 5. Financial accounting | e. certified professionals who work for a single company |
| 6. Creditor | f. the field of accounting that focuses on providing information for external decision makers |

Check your answers online in MyAccountingLab or at <http://www.pearsonglobaleditions.com/Horngren>.

For more practice, see Short Exercise S1-1. **MyAccountingLab**



Learning Objective 2

Describe the organizations and rules that govern accounting

Financial Accounting Standards Board (FASB)

The private organization that oversees the creation and governance of accounting standards in the United States.

Securities and Exchange Commission (SEC)

U.S. governmental agency that oversees the U.S. financial markets.

Generally Accepted Accounting Principles (GAAP)

Accounting guidelines, currently formulated by the *Financial Accounting Standards Board (FASB)*; the main U.S. accounting rule book.

Economic Entity Assumption

An organization that stands apart as a separate economic unit.

WHAT ARE THE ORGANIZATIONS AND RULES THAT GOVERN ACCOUNTING?

All professions have regulations. Let's look at the organizations and rules that govern the accounting profession.

Governing Organizations

In the United States, the **Financial Accounting Standards Board (FASB)**, a privately funded organization, oversees the creation and governance of accounting standards. The FASB works with governmental regulatory agencies like the **Securities and Exchange Commission (SEC)**. The SEC is the U.S. governmental agency that oversees the U.S. financial markets. It also oversees those organizations that set standards (like the FASB). The FASB also works with congressionally created groups like the Public Company Accounting Oversight Board (PCAOB) and private groups like the AICPA, IMA, and International Accounting Standards Board (IASB).

Generally Accepted Accounting Principles

The guidelines for accounting information are called **Generally Accepted Accounting Principles (GAAP)**. GAAP is the main U.S. accounting rule book and is currently created and governed by the FASB. In order to use and prepare financial statements, it's important that we understand GAAP. GAAP rests on a conceptual framework that identifies the objectives, characteristics, elements, and implementation of financial statements and creates the acceptable accounting practices. The primary objective of financial reporting is to provide information useful for making investment and lending decisions. To be useful, information must be relevant and have faithful representation.¹ Relevant information allows users of the information to make a decision. Information that is faithfully representative is complete, neutral, and free from error. These basic accounting assumptions and principles are part of the foundation for the financial reports that companies present.

The Economic Entity Assumption

The most basic concept in accounting is that of the **economic entity assumption**. An economic (business) entity is an organization that stands apart as a separate economic unit. We draw boundaries around each entity to keep its affairs distinct from those of other entities. An entity refers to one business, separate from its owners.

A business can be organized as a sole proprietorship, partnership, corporation, or limited-liability company (LLC). Exhibit 1-4 summarizes the similarities and differences among the four types of business organizations.

Distinguishing Characteristics and Organization of a Corporation

In this book, we spend most of our time studying accounting for corporations. There are several features that distinguish a corporation from other types of business organizations. Let's look at them now.

Separate Legal Entity A corporation is a business entity formed under state law. The state grants a charter (also called *articles of incorporation*), which is the document that gives

¹ This wording was changed from relevant and reliable by the *Statement of Financial Accounting Concepts No. 8*.