

Course Syllabus
MGT 589 – Strategic Management
W. P. Carey MBA – Online Program

INSTRUCTOR

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COURSE DESCRIPTION

Strategic management is about explaining why some firms outperform others. If one thinks about a business as a game, then strategy reflects how to excel in such a game. Strategy is the task of the general manager and top management teams; it relates to both business and corporate level decisions aimed at sustaining competitive advantages vis-à-vis rivals. Crafting a good strategy requires an understanding of both the economic logic of markets (e.g. competitive forces of the environment, collective synergies among players) as well as the sociological forces within the organization (e.g. organizational systems and incentives) that comprise the firm's sources of advantages. In this course, we will employ explicit frameworks of analysis to integrate these domains, based on theoretical rigor and pragmatic execution.

This course serves two purposes in the curriculum. First it is the capstone experience for your Master's Degree in Business, and consequently, it is equivalent to a thesis course. As in Masters' thesis courses, this course has a few key characteristics: there is a higher standard for excellence (a minimum grade of B is required to pass); there is much heavier than average workload; and there is a degree of challenge, regarding the thinking necessary to quantitatively and qualitatively consider strategic tradeoffs. The Arizona Board of Regents requires that an online course with this number of credit hours must require at least 20 hours per week of student work. As this is the capstone course, you should expect the workload to average about 25 hours per week. Last but not least, the course stands as the culmination of your program, in the sense that it forces you to integrate skills learned in earlier courses. As such, you will develop a deeper sense of appreciation as to how the functional areas you studied before come together.

Above all, you will improve your skills in thinking strategically from the perspective of a senior executive in the way that you identify strategic challenges, analyze the competitive and firm environment, formulate alternative courses of action, convey your strategic thinking to your associates, and justify your recommendations in ways that are firmly grounded in strategic theory and supported by strategic logic.

Senior managers have daily responsibilities for examining critical assumptions, discerning hidden values, evaluating evidence, accomplishing actions and assessing conclusions. A weekly agenda includes several activities, such as readings, quantitative / qualitative assessments, video lectures, discussion forums, quizzes, group work, and much more. Details of such weekly agenda are available from blackboard.

It is important to note that the material in this course is cumulative. As a result, you need to hit the ground running and review any material from the prior week that you did not understand well before trying to learn the current week's material. Any weakness in understanding of material from the first two weeks will become magnified in later weeks, impairing your ability to succeed in the course. We also want to highlight that you are being held to high expectations regarding the extensive preparation necessary to participate and excel in each activity, every week. Because your colleagues will learn from your input, all of us expect nothing but the highest level of excellence and dedication from you.

LEARNING OBJECTIVES

Given the above, the overarching learning objectives of this course are to equip you with abilities to:

Module 1 Strategic Leadership

Be able to evaluate the effectiveness of a strategic leader in providing direction to the firm through vision, values, and leadership behaviors.

Be able to develop a strategic problem statement at the appropriate level of analysis.

Module 2 Industry Profitability Analysis

Be able to analyze an industry's macroenvironment using the PESTEL framework and evaluate the implications for industry profitability.

Be able to analyze an industry's structure using the Five Forces model and evaluate the implications for industry profitability.

Module 3 Competitive Advantage Assessment

Describe, evaluate as a measure of competitive advantage, and derive managerial implications for economic value creation, accounting profitability, shareholder value creation, balanced score card approach, and triple-bottom line approach.

Module 4 Resources and Capabilities Analysis

Be able to identify a firm's resources and capabilities, assess their importance to competitive advantage in the industry, and compare them to those of rival firms.

Be able to use a VRIO analysis on each of a firm's key strengths to assess its ability to maintain a sustainable competitive advantage over its rivals.

Module 5 Business-Level Strategy Formulation

Be able to solve a strategic problem by creating a cost leadership strategy driven by cost driver analysis, analyze its benefits and risks, and project its financial impact by calculating net present value.

Be able to solve a strategic problem by creating a differentiation strategy driven by value analysis, analyze its benefits and risks, and project its financial impact by calculating net present value.

Module 6 Innovation

Be able to understand the implications of disruptive innovation for industry evolution and firm strategy.

Module 7 Corporate Strategy: Diversification

Be able to apply the core competence market matrix and BCG portfolio matrix frameworks.

Be able to evaluate the benefits and risks of strategies to grow, further diversify, or divest a business unit in a firm's portfolio.

Be able to perform a comparative analysis of two or more strategies to support a recommendation.

Module 8 Acquisitions

Be able to understand the motivation for, financial implications of, and implementation challenges of acquisitions.

Multiple Modules

Be able to communicate effectively using good grammar and spelling, clear logical structure in paragraphs, and business terminology.

Be able to use critical reasoning skills: Recognize relevant information among data triangulated from multiple sources, use sensemaking to evaluate different perspectives and reflect upon how it fits with knowledge learned

earlier, use internally consistent logical arguments, and balance multiple objectives or problem dimensions to draw conclusions.

The W.P. Carey School of Business has established the following program-level learning objectives for its graduate students:

Critical Thinking

Communication

Discipline Specific Knowledge

Ethical Leadership or Global Leadership

Items in bold have significant coverage in this course.

The AACSB has established 2015 standards for program-level knowledge content. This course addresses the following items among those standards:

General Knowledge

Written and oral communication

Ethical understanding and reasoning

Analytical thinking

Interpersonal relations and teamwork

Reflective thinking

Application of knowledge

Business and Management Knowledge

Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society

Social responsibility

Financial analysis

MBA Program General Knowledge

Leading in organizational situations

Managing in a global context

Integrating knowledge across fields

Making sound decisions and exercising good judgment under uncertainty

Thinking creatively

REQUIRED MATERIALS

Our textbook is Rothaermel, Frank. (2017) *Strategic Management* (Concepts version). McGraw Hill Irwin. NY 3rd Ed. The digital copy includes selected chapters from the text and the cases for assignments in weeks 1–4.

In addition to the above, you will need to subscribe to the *Wall Street Journal* (WSJ) for current business examples, access to assigned videos, and strengthening your business literacy. It is available to students at a discounted price of \$1 per week at wsjstudent.com. This includes (for US residents) a delivered print copy, full access to wsj.com, and apps for iPad and Android. Alternatively, you can read articles from the paper for free from the ASU Library online WSJ database, but you will need to search for current articles and you will not be able to access videos and other multi-media.

GRADING

Final course scores will be determined by how many points you have earned out of the 600 points available from the following activities.

Grading Criteria	Participation	Total points
Quiz questions embedded in some lectures (10 points each x 4)	Individual	40
Weekly team case analysis assignments (50 points each x 4)	Team	200
Discussion Board (40 points each x 4)	Individual	160

Final Project (200 points)	Team	200
Total		600

Grading Scale

Grading Scale: 582+ = A⁺, 564-581=A; 540-563=A⁻; 522-539=B⁺; 480-521=B; **Important: Grades of B⁻ and below (less than 480 points) are not passing grades for this course. A passing grade in this course is required for graduation.**

ASSIGNMENTS

Each week, you will be expected to accomplish learning activities such as watching videos, doing research on firm websites and ASU Library databases, and reading WSJ articles, case studies, professor developed learning content, and textbook chapters. There are four types of graded assignments designed to assess your achievement of the learning objectives shown above. **All graded assignments must be completed before Sunday at 11:00 p.m. MST at the end of that week.**

Quiz questions embedded in some lectures--Individual

Quizzes will consist of multiple-choice questions covering the material in the lecture you are watching. Each such lecture has questions worth up to 10 points. They are designed to help you assess whether you have a good theoretical understanding of the key learning points of the lecture.

Discussion Board --Individual

Each week there will be a new set of discussion board questions posted based on current news events. You will be assigned to particular questions based on random criteria that will enable you to interact with different people than your usual team. The purpose of these discussions is to build your skills in relating real life situations to the theory we are studying that week, critically evaluating leadership actions, applying theoretical models to real life, and concisely expressing your ideas. These skills of recognition, evaluation, application, and writing will improve your business literacy and strategic management cognitive skills. Your grade is based on the quality of the critical reasoning skills you present, the clarity of your communication, and your use of appropriate analytical frameworks. The module in Blackboard identifies the learning outcomes that will be assessed each week. Grading rubrics are linked to the discussion board assignment.

Team Case Analysis Papers--Team

For each of weeks 1 - 4 you will have an intense team discussion to prepare for, contribute to, and summarize in a team paper. Each of these exercises is worth 50 points. **The team exercise paper will be due on Sunday at 11:00 p.m. MST.** In completing each exercise, you should make use of relevant analytical tools that have been presented to you earlier that week or earlier in the course. Each module with a team case analysis assignment lists specific learning outcomes that will be assessed. A grading rubric is attached to the assignment and should be reviewed before beginning your work. Format requirements are listed in Blackboard.

On the first day of the course, you should organize your team process. Team collaboration is critical to learning strategic management both online and in the classroom and team projects yield a significant grade impact. Thus, this should not be a haphazard activity, but should utilize what you have learned in organizational behavior coursework. Each week you should have a team leader to create the agenda, guide the discussion, and organize the workflow, you should have a scheduler and timekeeper, and you may want other roles, such as someone to take the “devil’s advocate” position in the discussion. Another useful role that provides great learning benefits, is that you may want to have one person practice being the supervisor and delivering coaching feedback or specific praise to each individual at the end of the week. This is one of the most challenging tasks for managers at any level and opportunities to practice this skill in a low risk environment are very rare--take advantage of it. You may want these roles to vary each week. A required role is one student who will submit the paper through the appropriate link in Blackboard. As a courtesy to team members, the designated student should post a note on their team’s discussion board once they’ve successfully uploaded the file.

You are expected to work collaboratively on each week's team project and learn from each other. Thus, it is unacceptable to divide up the assignment, such that Mary answers question 1, Juan answers question 2, Wei answers question 3, and Michael slaps the parts together. We need each person to demonstrate understanding of all of the course's learning objectives, you need to learn from each other, and above all the recommendations need to proceed directly from and be justified by the strategic analysis. So, each person should arrive at the team meeting having read all case materials, having completed all required analyses, and having developed some ideas on the assignment. During the meeting you share ideas. At that point, different individuals can take the lead on each part of the writing, but there should be a review process during which each person reads through and comments on the entire paper. This is the professional way to undertake team projects at work (if the boss wanted each individual to separately work on a part of the job, it would be assigned as individual work) and it is the way we expect you to work in this class to maximize your learning outcomes from the course.

There are no free rides in this course. A person's failure to contribute at an acceptable level in both quantity and quality should not be tolerated by the other members of the team. In the unlikely event that this becomes a problem, I will work with the affected team to resolve the issue. If a team member continues to not contribute, I retain the option to reduce the proportion of points he or she receives on team assignments as I see fit.

Capstone Project--Team

Each team is required to submit a final project, as described below. The team selects the subject firm for this project. Firm selection is on a first come/first served basis—no duplicates are permitted. A few companies cannot be selected for your final project—McDonalds and Walt Disney. Public firms are preferred to private firms, due to the availability of financial reports and analyst presentations for analysis. A firm that a team member works for should be chosen with great caution. You are expected to evaluate the firm and its strategy from the perspective of the CEO and the shareholders, not employees or customers; this mental shift is often harder to do when you work for the firm.

Report Format

When completed, the written report should be about at most 5 pages of text, plus a list of references and any exhibits that you decide to include. The document should be single-spaced and written in 11 point Times New Roman font, with 1-inch margins all around. One blank line should be used between paragraphs with no indent.

Research and Data Collection

You are expected to go far beyond the company's website in researching this case and analyzing the firm's strategic problem. You are required to seek out third party perspectives from Wall Street analysts, industry analyst reports, news stories, and/or audited financial statements. You should make use of a wide variety of source documents and should not, for instance, draw all of the material on a company's history from a single source. Be very selective in your use of sources. Note that highly respected business publications, such as the WSJ, The Economist, or Business Week are recommended; whereas Wikipedia.org and little known journals that turn up in a Google or other random search are strongly discouraged. You have online access through the ASU library to an array of periodicals and databases, including Lexis- Nexis (which includes articles from a large number of periodicals, including high quality sources like Business Week, but also some little known sources), ProQuest (which includes the full text of the Wall Street Journal), and Hoover's, First Research, and Morningstar (which both include a variety of information on specific companies). You can access these resources at [http:// lib.asu.edu](http://lib.asu.edu). Company reports filed with the U. S. Securities and Exchange Commission can also be quite helpful. Probably the best source of information is the 10-K which contains approximately the same information that you will find in the firm's annual report. These reports are available through the SEC's EDGAR database at [http://www.sec.gov/ edgar.shtml](http://www.sec.gov/edgar.shtml). You are welcome to go beyond published sources of data, to directly interview managers, employees, customers, and other individuals involved in the situation, where feasible.

Report Content and Structure

Section 1 Firm Description and Strategic Challenge Identify the firm and the critical strategic problem that you are solving. The problem should be clearly and concisely described and strategic, not tactical. This section should be very brief (1-2 paragraphs of firm description and 1-2 sentences of problem statement).

Section 2 External Analysis

Explain how profitable you believe that this industry is, how you expect the profitability to change in the future, and then justify your assessment using the results of complete and thorough PESTEL and Five Forces analyses. Logical arguments and evidence should be presented for each statement that you make about the strength of a force or the direction of a macroenvironment trend. This section should be patterned on the team assignment in week 1 and should be about 1 page long.

Section 3 Internal Analysis

Does this firm have a competitive advantage in its industry? Justify the firm's competitive position within the industry with a resources and capability analysis. What are its core competencies? How and why do these competencies enable the firm to gain and sustain a competitive advantage? What are its weaknesses relative to its rivals? This section should be patterned on the team assignment in week 2 and should be about 1 page long.

Section 4 Alternative Strategies

Identify two alternative strategies that the firm could pursue to solve its strategic challenge and improve its competitive advantage. The solutions need to be strategic, not tactical. They should ideally be mutually exclusive (i.e. A or B, not A or B or A&B). Good examples are:

- Move the firm's position on the productivity frontier to be more differentiated vs. move to be more of a cost leader,
- For a declining industry, exit the industry or buy up your competitors,
- For a question mark business unit in the BCG portfolio matrix, divest or grow market share to push to a star position.

Conduct any analyses that are relevant to your proposed strategies. For example, a differentiation strategy alternative would require a value driver analysis. A corporate strategy would require a portfolio analysis. A vertical integration study would require a make vs. buy analysis. For each alternative, describe the benefits and risks and estimate the financial profitability impact of choosing this alternative with a net present value calculation. You may not have access to sufficient data to make accurate financial projections, but make estimates and assumptions where needed and note these as footnotes to your spreadsheets. This section should be patterned on your week 3 team assignment and should be about 2 pages long.

Section 5 Recommendation

Recommend one alternative strategy over the others. Justify this choice using comparative analysis of data from your industry and resources and capability analyses, as well as the benefits, risks, financial projections and other results of your alternative strategy analyses. Identify the key risks of implementing this strategy and how you might mitigate those risks. This section should be patterned on your week 4 team assignment and should be about 1/2 page long.

Section 6 Exhibits Only two exhibits (tables, figures, appendices, and other similar items) are required—a spreadsheet for each NPV calculation. Remember we are primarily evaluating your analytical skills, your critical thinking skills, your decision-making skills, and your strategic logic; your cut- and-paste skills are not in question. So any additional exhibits should demonstrate some of your analysis, not just be an excerpt from a website or report.

Bibliography

Citations and bibliography should use APA format.

MAXIMIZING YOUR BENEFIT FROM THE COURSE

Everyone has different personal learning objectives. For some of you, successfully completing your MBA program to graduate is the primary goal. Others may be trying to get the maximum possible benefit from their investment in education and a few students may be looking at this class as a key stepping stone on the path to a C-suite job. We make no judgments on your goals, for those of you in these latter groups we provide you each week with optional readings and activities that you can undertake on your own to increase your learning. In addition, you might want to consider these general activities.

- You can practice your financial analysis skills by analyzing the financial statements presented in each of the weekly cases or posted in those firms' 10K statements.

- You can choose an article from the business and technology section in the WSJ each day and discuss the strategic implications with your spouse, friend, or work colleague. You can subscribe to a weekly student email on Strategic Management from the WSJ that highlights a few articles that week that illustrate strategic management principles particularly clearly.
- You can analyze the firm for which you work using any of the Strategy Term Project Modules in the textbook, then schedule a meeting with your boss to talk through your ideas. (This might deliver some short-term career benefits as well).
- You can work through the *MyStrategy* exercises in the textbook chapters to look at your individual competitive advantages, your diversification, and your networks.
- You can listen to the most recent earnings presentation of your firm and those of your firm's key competitors, key suppliers, and key customers to improve your understanding of your firm's competitive positioning and industry structure.

COURSE EXPECTATIONS

Our Expectations of Students

- You should be actively involved in team discussions. This class works best if students take an active learning role, in this way we learn from each other. This is far more valuable than passively learning from our books and professors. Remember: you are not undergraduates; and you are highly educated individuals with rich experiences from whom we can all draw. Many times, we expect answers will come from your cohort peers not from the instructor.
- Treat your classmates as a valuable resource, and respect their time and their knowledge.
- Please use proper etiquette on the discussion boards. Think carefully about what you want to say before you say it; once you have pressed the send button you can't get it back.
- Be concise without being abrupt. Try to avoid frivolous comments; we are all busy people. The medium is richer if you employ good writing skills; for example avoid writing in bullet points unless it is appropriate. Always encourage your fellow students and be respectful while being intellectually honest. Again, try and be concise.
- The discussion boards are designed to be a safe place where students should feel free to debate and ask questions on a multitude of issues. While you should indeed comment on the content of the posts that you read, even critically, so that we can learn from each other; personal barbs are not appropriate. Students should not have to worry about others making rude or unkind personal comments; this type of behavior will not be tolerated by the professor or the MBA program.
- Please check both "announcements" and the general discussion boards daily. Check that answers to administrative questions are not already available before posting questions.
- Please contribute to the discussion board frequently. Share your ideas and concerns. Ask questions to your class colleagues about issues related to your daily professional experience, and which relate to the week's topic. If your colleagues post questions that you think you can give an intelligent answer to, be sure to provide a concise paragraph on the matter.
- You should read all course material and consider case questions prior to engaging in case related discussion.
- Take the time to explore the course site; you will find valuable information to help you during the course.

- You should turn in all assignments and the final project by the deadlines given and write them using the specifications provided.

My Commitment to You

- I will respond to all e-mails within 24 hours, 99.5% of the time, Monday to Friday. While I strive to be perfect, in past years your professors have been victims of overaggressive anti spam systems, and failed in about 0.5% of cases to respond to email. In case this happens to you, just contact us again (being careful to use your asu.edu email account) or contact your Student Support Administrator.
- I will check the site daily Monday through Friday and intermittently on the weekends. Although the discussion boards are intended primarily for peer-to-peer learning, I will join in the discussion from time-to-time.
- I will grade weekly written assignments within 4 working days. I will grade and return the final projects within 7 days.
- I will strive to grade assignments in a fair and equitable fashion, applying the same standards equally across all members of the class. These will be presented to you in advance in the form of grading rubrics.
- I will be available online at least once a week for ‘office hours’ and group conferencing.
- I will make every effort to make your experience in strategic management valuable and thought-provoking.
- I reserve the right to amend this syllabus as necessary.

W. P. CAREY SCHOOL OF BUSINESS HONOR CODE

Unethical behavior by corporations has been linked with negative performance outcomes; the same is true of unethical student behavior. It is expected that students will neither participate in nor condone activities such as cheating or plagiarism. You are expected to do your own work on all individual exercises and the exams. Students are encouraged to speak to other students about the issues, but do not share work or answers. Failure to follow this policy may result in zero points for both the receiver and provider (if involved). Also, the instructor may take any other action described in the current academic integrity policy. By placing their names on assignments, students are affirming that the contents are their original work. Consulting work done by students in this course in other platforms or in previous years is a violation of academic integrity. This policy will be vigorously enforced. Sharing work you do in this course with others, whether in the course with you or not, can tempt others to violate this academic integrity policy and can result in that student’s failure in the course and dismissal from his/her program.

Plagiarism

According to *Dictionary.com Unabridged (v 1.0.1)* (<http://dictionary.reference.com/search?q=plagiarism&x=&y=>; accessed 9/6/06), plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.” Plagiarism is taking someone else's work and using it in place of your own. You can **plagiarize ideas** by not citing someone else as the originator of those ideas and you can **plagiarize wording** (regardless of whether you give a full citation), by using the same or very close to the same wording as they used. Copying *even one sentence* of text from electronic sources, books (including the textbook), articles, and/or any other source and then including such text in your class assignments without proper reference to the original authors is plagiarism. Additionally, we will consider the use of materials or reports prepared for professional assignments for other classes as plagiarism. Plagiarism is harmful to the learning process. Further, plagiarism represents a very serious case of academic dishonesty, and one that will not be tolerated at Arizona State University, in general, and in the W. P. Carey School, in particular.

Please be aware that the W. P. Carey School has invested in software designed to check for plagiarism, and that software may be used on any assignments that students turn in, singly or as part of a joint project. This software not only compares the written work turned in to public sources (e.g., the Internet, books, articles), but also to previous

assignments turned in by other students in the same (and other) courses but in earlier semesters. Put simply, if you plagiarize, there's a good chance you'll be caught!

In regard to plagiarism in team projects, please be aware that team projects are executed by groups of people, each of whom is responsible for the product of the team. Should the team's output be found to involve plagiarism, every team member will be held responsible. The fact that team projects are sometimes split up among the members and assembled like a collage when the members turn in their parts is a poor way to execute a "team project" and does not excuse the members of joint responsibility for the ultimate product.

If you turn in work that is judged to have been plagiarized, you will receive a zero on that assignment and/or a reduced grade for the term. Should that work be part of a group project, all group members will receive zero credit for the project and/or a reduced grade for the term, regardless of whether or not they were responsible for the plagiarized sections.

Note that making slight changes in the words of someone else and providing a complete citation is insufficient to avoid plagiarism. To avoid plagiarism one must completely restate the idea behind the text in one's own words and include a complete citation. Thus, the following all qualify as plagiarism:

- Minor changes in text, with or without full citation
- Restate text in own words, without full citation.

Finally, be advised that usage of materials from students who have already taken this course or materials available online from similar assignments at other universities (with or without permission) will be considered as plagiarism. We expect you to read and adhere to the guidelines set forward in the short document titled *Avoiding Plagiarism: Mastering the Art of Scholarship*, available online at <http://sja.ucdavis.edu/files/plagiarism.pdf>.

For further information on the University's policies on Academic Dishonesty, please visit <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

COURSE GENERAL DISCUSSION BOARD

Please abide by the following guidelines when using the discussion boards.

- Questions about the modules, examples, and other general course-related questions should be posted to the 'general' discussion board.
- Specific questions related to quizzes should NOT be posted to any discussion board until after the quiz deadline has passed.
- You should use your small group discussion boards to discuss the team assignments. The faculty will not monitor this area.
- Sensitive questions (e.g., about grading or other personal issues) that you do not feel comfortable posting to the discussion boards can be sent to the course e-mail account and one of the instructors will reply back at their earliest convenience.
- Technical issues must be reported through the "Get Help" button in Blackboard. They should not be posted to the discussion board because the technical support team does not monitor that area.

GRADE APPEALS

Grades are final. Professors will not consider negotiations for rounding up scores so that you can move to the next letter category. In each assignment, professors will be sure to hand out the best evaluation they can to your answers. When in doubt between a lower and a higher score, professors will give the higher scores. Very rarely however professors and the teaching assistant may make mistakes in uploading your scores onto blackboard. If you believe this is the case, please do not hesitate to contact us.

If you wish to appeal your final grade in this class, please contact graduate program services. They will give you all the support in regards to the formal procedure.

OTHER POLICIES

Argument, controversy, and challenge are good for pushing learning to higher levels; however, obscenity, rudeness, or similar unprofessional or threatening behavior is unacceptable in class or in team meetings (see policy [SSM 104-02](#)).

I will provide without penalty for the rescheduling of required class work that may fall on religious holidays. Any student who plans to observe a religious holiday that will conflict with course work should contact me ASAP to make appropriate arrangements well in advance ([ACD 304-4](#)).

I will provide without penalty for the rescheduling of required class work for jury duty, active military duty, personal hospitalization, university sanctioned events (per [ACD 304-2](#)) and other similar serious situations, when provided with documentation. Athletes should provide advance notice of their schedule conflicts.

If you need an accommodation for a disability, you must register with the Disability Resource Center (DRC). Once you have contacted DRC, please let us know as soon as possible, so we can accommodate your needs as they suggest.

MBA ONLINE PROGRAM SUPPORT

- Please keep us up-to-date if you are having problems in the program, we will always try to help but it is difficult to aid students retrospectively.
- If you are having technical problems please contact the technical team at 480-965-2400 or online at wpcarey.support@asu.edu.
- If you have general questions not specific to course content you should contact Jacob Powers – Jacob.d.powers@asu.edu or 480-965-2483.
- Click Get Help! in your course site.