

Case Studies in New Product Development

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Abstract

Research tools using Case Studies for undergraduate and MBA students were very successful for many years. Two Management courses were taught at an undergraduate Business program. New Product Development course was given at the MBA program. Real-world examples were covered in class whenever applicable. Students did final projects individually or in a team, by employing case studies via library and internet search. Class evaluations indicated these courses good to excellent. This paper gave the summary.

Keyword: Case Studies, In-Class Team Assignment, Final Projects, International Management, Global E-Commerce Management and New Product Development

Real world case studies were employed at Harvard University and many other research institutions for 25+ years. Two Management courses and one New Product Development course were taught in an undergraduate business program and the MBA program respectively. Job market is very good. A quick search on Indeed (2011) yielded 42,249 jobs for manager, 3,417 jobs for international manager and 19,605 jobs for product development. This search was done for Manhattan zip code 10001, and within a twenty-mile radius.

In the down economy, managers and product development are still in great demand, CNBC (2011). Every business needs to generate revenue. Companies need to develop new products. It normally requires technical or engineering skills. Since 1996, internet e-commerce quickly became the new paradigm for doing business. The savvy managers explore the internet for ideas to develop new products and sell them to 6.3 billion international consumers.

(A) Dominican College***

Dominican College is located 15 miles northwest of New York City. Division of Business Administration offers Bachelor of Science programs in Accounting, Computer Information Systems (CIS), Economics, and five concentrations of management: Financial Management, Human Resource Management, Information Systems Management (MIS), International Management, and Marketing Management. As of the Fall Semester of 2011, the College enrolled 2100+.

Hsu taught all courses in CIS/MIS, served as the Director of Business Administration

Division, from 1990 to 1996. Starting in 1992, Hsu also taught courses in International Management curriculum: International Business, International Finance, International Management and Global E-Commerce, Hsu (2006) and Hsu (2010).

1. MG 355 International Management course

This course aims to investigate specific issues in the governance of multinational enterprises. Topics include: foundations for international management, managing across cultures, strategic planning, managing political risks, organizing operations, decision making and controlling, personnel selection and repatriation, training and organization development, labor relations, communications, motivating human resources, and ethical social responsibility, Hsu (2011).

Deresky (2011) provided the textbook. During a typical class, chapters were covered with PowerPoint presentations, and question/answer followed. Real-life examples were given whenever applicable. Five in-class exercises were given as team assignments. These exercises comprised of reading, analyzing and writing a short paragraph on articles from Business Week, Economist, Financial Times, Forbes, and Fortune magazine. The day class was divided into five groups, of three or four people each. A project lead was chosen. It was a good way to develop communications, interpersonal, team-building and leadership skills.

The most important deliverable is the Final Project. Students work individually or in a group to do research on global billionaires. They are the international managers and exceptionally successful in managing their global businesses.

Table 1 lists the topics for the final projects in the day class. Students submitted ten-page paper with 10+ PowerPoint slides. The paper grade was the same for the group, but PowerPoint grade was different for the individual in the same group. Students presented their final projects with question/answer followed. They raved about the learning experience.

2. MG 366 Global E-Commerce course

Eleven people registered in Fall Semester 2011. This course was modified to add much internet hardware and software content. By doing it this way, CIS/MIS major can use it for a computer class. Laudon and Traver (2011) wrote the textbook. Ebay and Amazon served as examples of the American success stories for e-commerce. In addition, this course covered 7 non-US countries, taking e-commerce to the global level. In the continental Europe, 40+ discount airlines are now operating to benefit travelers. There are 27 countries with 500 million people in the European Union. Each discount airline started with just one website doing e-commerce, and tried to be the next RyanAir or EasyJet. Final projects involved the comparison between a discount airline and a traditional airline, covering Czech Republic, Finland, Germany, Ireland, Sweden, and UK, Table 2.

(B) Keller Graduate School of Management*

Keller is part of the DeVry University (DV) system. DV is a for-profit firm that has significant impact to the University Education community. DV has 93 locations offering online

or onsite courses, throughout the United States. It trades in the stock market under the stock symbol DV. Its stock price was \$38.50 as of 12/22/2011. DV has 93,000+ students in 26 states and Canada. DV also offered thousands of courses online. The total population is estimated 130,000 students, if online students are included.

The Oracle based DV eLearning platform (eDV), is a powerful learning tool for both the instructor and the students. DV eDV helpdesk is available 24/7 and 365 days, with toll free telephone and online support. Registered MBA students signed in with the D numbers and passwords. They were able to preview course syllabus, chapters, assignments and references. Instructor's screen contained the same materials, but instructor could modify assignments, created the grade book, and received assignments online. Short quizzes using multiple choices and true/false questions were graded by eDV. This feature saved much time for the instructor. Discussion questions were posted on eDV. Students posted the threaded discussion a minimum of five times per week for each graded question. Midterm exam or final exam could be done online if needed. Course Project requirement was posted on eDV. The important thing is to cover the terminal course objectives (TCO). eDV made an elaborate effort in continuously updating its TCO for each course.

MM 572 New Product Development

A Keller MBA student may earn a concentration in marketing by successfully completing four courses from among the following electives (prerequisite: MM 522 Marketing Management):

- MM 570 Marketing Research
- MM 572 New Product Development
- MM 574 Channels of Distribution
- MM 575 Advertising Management
- MM 577 Sales Management
- MM 578 Consumer Behavior
- EC 541 E-Commerce Marketing Management

Marketing is not a big major at Keller, but slowly increasing in the past two years. Hsu taught MM 522, MM 570, MM 574, MM 577, MM 578.

New Product Development presents a framework for planning, implementing, and evaluating new product introductions. The course addresses the new product development process from idea generation to commercialization. Emphasis is placed on understanding how organizations can manage resources to maximize the opportunity for successful new product introductions. The terminal course objectives are:

- 1) Evaluate new product development process and make recommendations.
- 2) Design a product strategy for the firm.
- 3) Analyze the strengths and weaknesses of different methods of concept generation.
- 4) Pay attention to consumer safety, social responsibility, and other ethical concerns
- 5) Determine what information management needs and recommend evaluation tools.
- 6) Assess the options in the technical development phase and recommend decisions.

- 7) Design a marketing program for the new product launch.
- 8) Design the appropriate market tests to measure the product's performance in the marketplace.
- 9) Develop a methodology for understanding the needs, opportunities, and threats.

Textbook was written by Crawford and DiBenedetto (2011). You can purchase this book or you can download the book as e-book. Keller Graduate School Management has an agreement with the publisher that students can do the free download, by using the MyScribe Reader. They can make notes and save them. MyScribe allows students to download e-book up to five computers. Therefore, students can read this book at many different locations. It is extremely convenient.

The course was taught on Sunday 10:00 am to 1:30 pm, for eight weeks. The textbook got twenty chapters covering: opportunity identification, new product process, creativity and product concept, solving customer problems, perceptual mapping, trade-off analysis, qualitative techniques, evaluation system, concept testing, the full screen, sales forecasting, financial analysis, product protocol, design, team management, product use testing, strategic launch planning, strategic plan, market testing, launch management, and public policy issues.

For the online discussion (210 points), students were asked to post at least five times on each graded question for seven weeks. Chocoberry case studies were collected (140 points). Online quiz (100 points) was given at week four. Students did the quiz online and eDV system graded and posted the results immediately after the students completed them. Final project (200 points) was to develop a new product. The written final exam (350 points) was done at Week Eight. The total points were 1000. To get the A grade, student needs to score 930 or higher points.

Thirteen people enrolled. Every class started with PowerPoint presentation, with questions answers followed. Real-world sales examples in automobiles, construction, engineering, production, were given wherever applicable.

For the final project, Harvard, Cranfield, Thunderbird cases were used. Students worked in teams of two or three people. They did much research. They are required to develop a new product plan. Why is this product compelling? What does it take to make the product? What is the need for the market place? They wrote a paper (12 pages) and prepared 14+ PowerPoint slides. Six final projects were competed and students did good jobs, see Table 3.

Evaluations from students: 9 exceed expectation, 2 meet expectation. The mean is 3.46. Comments were:

- A great professor, I will take all my electives with him.
- Prof. Hsu has a strong understanding of the subject.
- I like the content of the course and the way it was presented.
- This course is very useful for small businesses or entrepreneurs who have a new product idea. With the help of this course, he/she can bring the idea to life.
- This is a good class for starting a new business. Student will know new product development process. Student can also use those tools in real life.
- Best professor I have had so far.

- Awesome teacher that REALLY brings his experience in the classroom and treats it like corporate America.
- The course is great, as it is!

Conclusion

With the down economy, many students were interested in learning real-life international management, global e-commerce and new product development process. These courses were taught at two firms to 45 people. Reading the PowerPoint slides with real-world examples made the lecture interesting. Hands-on approach, in-class team exercises, homework assignments, role play, Harvard case studies, online Blackboard discussion, Oracle eLearning Platform, internet search, final oral presentation, gave the best chance of success. Student assessments were good to excellent.

***** Full-time position**

*** Part-time consultant**

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Table 1	MG 355 International Management		Final Group Project chart
<i>Group A</i>	<i>Topic</i>	<i>Group B</i>	<i>Topic</i>
Landes	Mukesh Ambani	Bean	Bernard Arnault
Tesker	Reliance Indust, India	Jeppson	LVMH, France
<i>Group C</i>	<i>Topic</i>	<i>Group D</i>	<i>Topic</i>
Araujo	Eike Batistia	Sanquini	Michele Ferrero
Veliz	EBX Group, Brazil	Vecchione	Ferrero Rocher, Italy
<i>Group E</i>	<i>Topic</i>	<i>Group F</i>	<i>Topic</i>
Cala	Amancio Ortega	Hill	Prince Alwaleed
Coles	Zara, Spain	Woods	Kingdom, Saudi Arabia
<i>Group G</i>	<i>Topic</i>	<i>Group H</i>	<i>Topic</i>
Lindor	Li Ka-Shing	Lauler	Carlos Slim Helu
Hall	Hutchison, Hong Kong		Telmex, Mexico
<i>Group I</i>	<i>Topic</i>	<i>Group J</i>	<i>Topic</i>
Roberts	Stefan Persson	Marciano	Vladimir Lisin
Young	H & M, Sweden	Steigert	UCL Holding, Russia
<i>Group K</i>	<i>Topic</i>		
Stratford	Michael Otto		
Smith	Otto Group, Germany		

Table 2	MG 366	Final Projects	European Airlines
	<u><i>Names</i></u>	<u><i>Country</i></u>	<u><i>Project</i></u>
1	Docu	Germany	Lufthansa
	Nazario		Air Berlin
2	Kubala	Ireland	AerLingus
	Morse		Ryanair
3	Acardia	Sweden	ScandJet
	Rivas		SAS
4	Rodier	Czech Republic	Czech Airline
			Smart Wings
5	Lopez	Finland	FinnAir
	Vargas		Blue 1
6	Garcia	UK	British Airway
	Polanco		EasyJet

Table 3	MM 572 Final Projects	New Product Development
	<i><u>Names</u></i>	<i><u>Project</u></i>
1	Chotamphon	Teeth Cleanser
	Didyasarin	
2	Phathiphairoh	Cell Phone Holder
	Sopawatjirarich	
3	Srinaath	Wild Rice
	Sharma	
4	Tiwuri	Portable Antenna
	Ventura	
5	Wilson	Dynamic Duo
	Zafar	
6	Choi	Spotless Wiper
	Ramdhanie	
	Yilmazturk	