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Staking a Claim in Consumer Co-Created Website Design: A Stakeholder Theory Collaborative Entrepreneurship and Product Development Course Overview

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Abstract This paper discusses a strategy and pedagogical tools for teaching an entrepreneurship and product development class. The goal of the course is to help students present entrepreneurial business models effectively and receive real-world corporate feedback. The course structure helped the students to strength their skills for addressing the needs of real-world businesses. Forty-five students researched a Human Sciences affiliated website design that would facilitate student job search and finding internship opportunities while in college and career related jobs after graduation. Students assumed the roles of manager, researcher, web developer, visual communication specialist, and data analyst acting on functional teams. Students created preliminary website design plans which were later supported by focus groups and independent research projects. The final judging of prototype websites and business plans was conducted by a team of senior management from a large retail corporate partner. The course's pedagogical approach exposed students to the challenges faced by entrepreneurs while attempting to form a business venture. The course also sparked interest in entrepreneurial business models as an alternative career choice. Corporate sponsors helped validate the practicality of proposed website designs and provided valuable feedback about student work.

Keywords Pedagogy, Consumer Behavior, Entrepreneurship, Website Design

Senior level students from a large Midwestern university in the United States in partnership with a large retail corporate sponsor created competitive business plans for infomediary websites to expand internship opportunities for the College of Human Sciences. The goal of the course was to help students understand not only the retail stakeholders, but student employment needs in other departments and majors in the college to benefit from a job related website operated by supporting corporate partners. The four trillion-dollar retailing industry crosses numerous employment sectors which could benefit diverse students' skills and interests in Human Sciences. Students, parents, administrators, and industry are interested in selecting the best talent and this cross disciplinary course targeted at multiple stakeholders engaged students as they plan for their future careers.

Merchandising and business school students worked in cross functional teams during a semester long entrepreneurship and product development course taught in the fall semester of the senior year which grounded team website designs in stakeholder theory. The primary goal of the course was to help students better understand the needs of website users and how they might influence the website's design (Baxter, Courage & Caine, 2015). To create effective websites, entrepreneurs must understand the diverse needs of stakeholders with differing goals (Bolchini & Mylopoulos, 2003; Kent, Taylor & White, 2003; Williams, 2009). Through multiple market research methods used throughout the class, student teams successively refined website designs using a combination of Q-Methodology, focus groups, data mining and analysis, and A/B testing of website designs using eye tracking. At the completion of the class, student web sites requirements were evaluated in two rounds of judging by industry partners. Semi-finals judging included visual presentations of the research process, business plan highlights, and web site designs. Semi-finals evaluations were conducted by college advisory board members. Finalist judging consisted of evaluations by a team of senior management from a large retail corporate partner. Five finalist teams consisting of five members achieved the retail senior management review of proposed business plans. Throughout the course, students developed skills for using customer co-created design techniques which were grounded in the user's experience. In addition, data mining and visual

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communication approaches for quantitative information were also highlighted. This combination of methods help students learn new skills for applying mixed-method market research approaches in an entrepreneurial business start-up context. The ultimate goal of the class was to help students present entrepreneurial business models effectively and receive real-world corporate feedback about business plans requiring financial funding.

1. Background

The entrepreneurship and product development course project discussed in this article is based on the proposed organizational psychology design of Hackman (2012). Research has demonstrated that effective teams are required to fulfill multiple but not clearly understood conditions to support successful business outcomes. Some proposed organizational success variables include: identity, purpose, effective members, norms, support, and ongoing feedback (Hackman, 2012). Translating organizational goals to effective leadership models in the classroom helps researchers explore prototypical workplace designs for short-term fixed length periods (i.e. semesters). Variations to organizational design models may therefore be tested on a per semester basis with different teams of students to improve methods used in team based learning curricula.

The goal of the required entrepreneurship and product development class in design, housing, and merchandising is to strengthen student skills for addressing the needs of real-world businesses. Prior corporate sponsored projects included an assortment of 50 essential wardrobe items deployed in a shop concept at a large retailer and an on-demand mass customization sports apparel line printed with Inkdrop technology and sold by a large department store retailers e-commerce division in a third party relationship. Over the past several years, corporate sponsors/evaluators and problem solving based project requirements were added to the course to strengthen student engagement. Each year, the instructor and corporate partners work to identify a problem of interest that the sponsoring corporation(s) would like to have, solved by the end of the semester. The instructor and corporate partner agree on a proposed student leadership team structure to address the problem (e.g. researcher, web developer, analyst, buyer, planner, visual communications specialist, et cetera) based on project goals.

The product scope, prescribed management team configuration and team size along with specific research goals for the project are defined during the first week of the class. The course lays the groundwork for achieving project requirements by offering relevant readings, worksheets, videos, and lectures delivered throughout the semester. Team support materials are parceled in two levels: general course readings completed by all students and specific readings for each functional team member's job role on the team. A combination of general discussions and job role specific lectures are conducted throughout the semester by the instructor and/or graduate teaching assistant.

2. Self-Assessment and Team Formation

Students complete individual skill assessments which highlight their individual preferences, entrepreneurial strengths/opportunities during the first week of the course. The goal of the self-assessments is to provide a framework for students to discuss with their peers the student's marketability to the team and expected contributions to the project. In class activities offer opportunities for short networking sessions to assist students in finding a preferred team and role. Team member's roles vary each semester and student roles on the current study included: researcher, visual communication specialist, data analyst, web developer and manager/researcher alternate. Students unable to identify a team are assisted by the instructor who balances the compositions of teams based on self-assessment data and other student performance criteria. Student's personal affiliations with student peers, prior team based learning experiences, reported skills, career interests, and desire to contribute to team skill gaps are all examples of relevant issues that students explore during team formation. The resulting student team's ultimate goal is to form a group of highly skilled leaders to meet and exceed project requirements. This approach of emphasizing the importance of team formation strategy is supported in the entrepreneurial literature as a predictor of business performance (Beckman, 2006).

The team formation process requires approximately one week of course time consisting of three one-hour course meetings in the classroom and occurs during the second week of the course. The newly formed teams are tasked with individual and team goals with strict weekly deadlines throughout the semester. Major milestones for project deliverables occur in week 8, 12, 15, and 16. Minor milestones are evaluated each week during the course. Based on student's chosen team role they must learn to execute role and project tasks. After completing and receiving instructor feedback on project deliverables through the semester, teams work cross functionally to refine all deliverables into the final business plan. Final projects are submitted and presented as a team. Grades in the course are comprised of a combination of individual deliverables and the final project evaluations. This approach of leveraging different students' talents to complete challenging multi-stage assignments is in keeping with the findings of Bunderson & Sutcliffe (2003) that suggest a diversely structured team learning environment demonstrates a positive impact on business outcomes. By combining individual and team grade assessments the risk of social loafing may be reduced and team equity perceptions increased to some degree (Voyles, Bailey & Durik (2015). Students may terminate an underperforming peer in writing and mediated by the instructor. However, this outcome requires the student to

complete the entire project personally and all team conflicts have been resolved in the past by maintaining team structures.

3. Team Charter

During the third week of the course, the newly formed teams create a team learning charter that establishes the organizational structure, roles and responsibilities, communication approach and out of class meeting schedules and methods. During the chartering process, teams also create a unique (i.e. unregistered) brand name which they will use throughout the semester to build in-class brand identity, organizational/management team reputation to ultimately compete against their peers for proposed support of the brand. The goal of choosing brand names early in the project is to increase the relationship of team identification to performance outcomes (Van Der Vegt & Bunderson, 2005). Students may not change the brand name after completion of the chartering process and are challenged to align the brand within the context of the project definition (Kollmann & Suckow, 2007). Students also establish a rudimentary set of performance management procedures within the charter including how they will manage conflicts. Reflexivity of low experience and newly formed teams strengths and opportunities during team formation has been demonstrated to influence performance (Schippers & Knippenberg (2013).

Teams may choose a team leader as part of their charter who is accountable for project outcomes or other roles defined by the team. Many teams choose a flat organizational structure in which each functional leader has an equal voice in ensuring team outcomes. Students read about the role of team leaders, Edmondson (2002) to develop a deeper understanding of psychological safety in teams and the benefits of choosing a leader prior to the chartering process. Supporting the research of Wageman, Gardner, & Mortensen (2012) dynamic teamwork structures and approaches may facilitate new team ecologies that break with traditional hierarchical leadership structures. The instructor's experience in teaching the new model for the entrepreneurship and product development class suggests that students favor nonhierarchical organizational structures in general and equal accountability throughout the teams.

4. Methods

Forty-five students were challenged by a board of college partners and a large retail corporate sponsor to research a Human Sciences affiliated website design that would facilitate student jobs while in college, required internships, and jobs after graduation. The student teams consisted of the following functional job roles: Manager and/or Researcher 1, Researcher 2, Web Developer, Visual Communication Specialist, and Data analyst. Teams choosing organization structures with a Manager role required the Manager to share market research responsibilities with the team member assigned the Researcher role.

The academic departments housed in the college of Human Sciences include: Hotel and Restaurant Administration, Human Nutritional Sciences, Design, Housing, and Merchandising, and Human Development and Family Sciences. There are many synergies among the departments for the service industry. Enrolled students in the entrepreneurship and product development course were majors from either the department of Design, Housing, and Merchandising or the business college at the university. To accomplish the goal of understanding Human Sciences stakeholders, students were required to research the diverse employment needs of other programs within the college. The intended website challenge required both user focused design and content to satisfy job seekers in the departments of the entire college. Stakeholder marketing theory provided the basis for helping students to determine different groups of stakeholders served by and influencing the proposed website. Determining the influence and importance of stakeholders in project management may be used for segmentation and planning (Hult, Mena, Ferrell & Ferrell, 2011). Preliminary stakeholder assessments provided the students with a baseline for verification and/or subsequent revisions of their assumptions about the target market throughout the semester. Additional research activities involving Human Sciences stakeholders allowed for strategic variability among student teams. Working as individual teams, preliminary definitions of Human Sciences stakeholders were broadly defined and aggregated across all teams to create a prospective stakeholder matrix summarized in (Figure 1).

After loosely defining key stakeholder groups, students next reviewed several articles about website trends and design conventions including the value in use concept proposed by Ballantyne & Varey (2006) involving customer co-creation through expanding on the concepts of relating to, communicating with, and knowing the motivations of consumers which expands on Vargo and Lusch's (2004) service dominant (SD) paradigm. By challenging students to better understand the motivations of end consumers through different consumption channels and motivations, the course attempts to better inform product development processes and expand the methods through which students may explore problem solving.

5. Researchers / Managers

Researchers and/or Managers were required to work effectively across team roles to achieve project goals. The Researchers provided the business plan with qualitative and quantitative support for the proposed website design based on the team's research. Research team members began work after team formation to identify website design concerns based on supporting readings and research of websites that stakeholders perceived to be effective.

A list was created combining the perspectives of forty-five students, which generated 422 unique website design priority words of varied frequency among students. Researchers were then responsible for word list refinement in two stages from reductions to 100 design concepts followed by a final list of 36 critical factors in website design. These 36 words were used as the stimuli for a card sort using Q-Methodology (Table 1). The students first completed the Q-Sort process during class. The researchers were then asked to recruit and collect Q-Sort card sort samples from additional website stakeholders. The Q-Sort data for student and stakeholder sorts was combined and entered into PQMethod software (Schmolck, 2014). A principle components analysis and Varimax rotation of factors was completed and five factors emerged that were qualitatively selected through manual flagging of factors followed by Q-Analysis and grouping by Z-scores. Qualitative factors derived from the Q-Sort data included: ease of use, stickiness, persona, usefulness, and trustworthiness with composite reliability ranging from α=.96-.98. The proposed factors ground the key project factors during the fifth week and assist students in developing relevant criteria for website design that incorporates user preferences in general during a first-draft website design.

After reviewing website design priorities offered by the Q-Methodology findings, students assigned to the researcher role were asked to design questions for a focus group interview guide which would measure specific user preferences for the job related project website. The intention of the focus groups is to clarify and uncover website design priorities among stakeholders, which the team then interprets and strategically implements into their website design. The researchers from each team worked cross functionally with peer researchers from competing teams to create a master list of focus group questions for refinement. All students in the class generated 400 potential interview questions of varied frequency among peers and stakeholders which were then refined by the researchers group to a final interview guide consisting of 15 questions for use during two 1-hour focus group sessions (Table 3). Four focus group sessions were held in groups of 10 or less participants consisting of recruited website stakeholders. The course instructor and graduate teaching assistant led all participants through the focus groups while students assigned the researcher role took notes about participant responses during the interviews. Individual team researcher notes were not shared with peer researchers in the class and were used strategically in projects from the individual researcher's perspective for how the information uncovered could be used to support the business plan. All focus groups were digitally recorded and voice transcribed into a Microsoft word document for researcher and individual team analysis. Evolving themes from the focus group responses were analyzed by the course instructor and teaching assistant independently. Evolving themes from the combined focus group sessions based on the transcripts was shared with all course students (Table 4).

6. Team Independent Research Project

The final deliverable for students assigned the researcher role included an independently designed research component which influenced their team's website design and was either qualitative or quantitative in nature. Examples of individually conceived research designs consisted of areas such as search engine optimization, user generated content, social media buzz marketing, A/B website design tests using eye tracking, and other related website market research. Individual research project topics were outlined and approved by the instructor in week 10 of the course during individual team meetings. The individual team research project built on each teams identified website design and business plan goals throughout the semester. Individual team research projects offered judges differentiated measures of how teams approached the problem for designing their website business model. Research has demonstrated that team processes highlighting innovation are supported through unique interpretations of product development priorities at the team as opposed to individual level (Keller, 2006; Hulsheger Anderson & Salgado, 2009).

7. Visual Communication Specialists

The team members that chose the role of visual communication specialist were required to synthesize all project elements completed by: researcher(s), manager, data analyst, web developers into a compelling business plan document, visual communication strategy (e.g. iconography, graphic design) and visual/oral presentation to the judges at the end of the class.

Like the Manager role on some student teams, the Visual Communication Specialist (VCS) must possess skills for working closely with different leaders and areas of responsibility in the business. VCS may assist in the development and execution of multiple cross functional project goals simultaneously during the semester. Like the Manager role, the VCS routinely act as project managers to ensure all project goals are achieved and delivered on time.

VCS have the added responsibility after the team's creation of the brand name during week three to create brand iconography (logos) alternatives. These logo variants were presented to and approved by the team and were then A/B tested with eye tracking (Tobii T-60 X 4 Units) with a small sample of stakeholders (n=5) facilitated by the visual communication specialist. Early creation of brand names and imagery that are then integrated into all class communications and deliverables (e.g. letterhead, meeting notes) helps increase team identification/ownership of their fledging company.

In addition, Visual Communication Specialists were required to document team meetings through agendas and minutes which provided a timeline of project development goals and outcomes. The VCS role of acting as the group's secretary/documentarian aided teams in compiling

written/visual components of the business plan template at the beginning of the semester to ensure project deadlines were met. Evidence of team meetings and all project artifacts are submitted as an appendix to the business plan and evaluated by the instructor, but not presented to the industry judges, who review only the written business plan and electronic oral/visual presentation in Microsoft Word and PowerPoint.

8. Data Analysts

Students assigned the role of Data Analysts were required to combine data mining, budgeting, planning, and methods of data visualization to simplify key financial projections into the business plans and judging presentations. Some Data Analysts, at the request of other project functional leaders assisted in creating quantitative visualizations for the website content and research presentations as well. Similar to Visual Communication Specialists, Data Analysts work cross functionally among their team peers. To ground the efforts of data analysts, two data sets were provided at the beginning of the semester. These Microsoft Excel based data sets included a survey of prospective employers about internship opportunities at their firms and a data set containing anonymized characteristics of Human Sciences students from the college cohort in 2007. The survey of prospective employers was developed and administered by the instructor and advisory board group prior the beginning of the semester and offered current data about the Human Sciences job market based on feedback from key employers. The Human Sciences dataset was provided in partnership with the College of Human Sciences to support data mining training among the student group as a corporate partner interest related to the project. Data analyst students were trained in basic data mining techniques by the instructor in class break-out sessions using pivot tables various functions in Excel for data inquiry, modeling, and visualization. Data driven website design characteristics such as geodemographic groups of students, majors, trends in enrollment were summarized and influenced website designs on a per team basis.

In addition, Data Analysts prepared traditional business start-up pro-forma financial statements (i.e. income statement, balance sheet, cash flow statement) including proposed funding requirements to launch and maintain the job related website. The visualization of key project financials through graphical means to enhance short duration visual/oral presentations limited to 10 minutes per team (semi-final and finalist judging) challenged data analysts to determine new ways to present quantitative information supporting managerial decision making in a visually compelling and informative manner.

9. Web Developers

Students who chose the role of web developer worked from the beginning of the semester to design a unique brand message and mission within a prototypical website template. Since enrolled students were not specifically trained in web programming, designs were constrained to the free and publicly available website development platform Wix.com. This drag and drop tool has been used successfully in the class to help students design compelling websites with relatively high levels of functionality with minimal web authoring background. Additional break-out lectures on web development issues were conducted by the instructor. Web Developers were then required to meet numerous web design benchmarks throughout the semester including: proposed domain, hosting, visual theme, brand communications, interface, search engine optimization, security/risk strategy, performance, customization, and modification strategy. A worksheet approach, design lectures and supporting web development readings supported the Web Developers successful execution of their role. Researchers also work frequently with the website developer to evaluate best practices in user experience design. In addition, throughout the semester Web Developers were required to test and refine website based on ongoing feedback from their peers and new research developments impacting the design from other course activities.

10. Weekly Member Diaries

Each student in the class is required to complete a short diary each week during the sixteen-week class. Diary entries are reflective in nature and may explore team issues such as accomplishments and challenges encountered throughout the semester. These diaries contribute rich data for content analysis including time studies of team progress throughout the semester, performance, and methods for overcoming team issues. The diaries generate several hundred pages of time specific observations and assist the instructor in future modifications of the course content through qualitative content analysis.

11. Major Milestones

After teams are formed at the beginning of week three, students assume their specific job role with the goal of providing a prototype website design by the conclusion of week eight (mid-term). Based on feedback from this preliminary plan, additional research including focus groups and the teams independent research project occurs leading up to semi-finals judging. During week 12 of the course, the members assigned the researcher role complete a short five-minute presentation of the independent research project to their peer teams, which are evaluated by the instructor. The goal of early presentation the independent research projects is two-fold for students: first, students gain practice for public presentation and feedback in preparation of semi-finals in week fifteen; second, teams are able to preview a small portion of peers' competitive strategy for

additional adaptation of individual team plans prior to semi-finals judging. This approach also provides the instructor with a measurement of team presentation skills and an opportunity for additional coaching prior to semi-final judging to ensure that team presentations are highly competitive.

12. Judging and Assessment

Student projects were evaluated over a two-week period at the end of the semester. All teams participated in semi-finals judging. The top five teams of nine total were selected as finalists to present their business plans to a team of senior executives from a partnering corporation. During semi-finals, judges consisted of industry partners that serve on a college advisory board. Semi-final judging assessed only student oral/visual presentations for: content and language, organization, presentation skills, visual aids and fielding questions from the audience. The purpose of the semi-finals was two-fold: first, to identify the best class projects to present to the finalist judges and second, to provide finalist teams with additional opportunities to modify final presentations. Teams not passing semi-finals were provided with additional time to work on ensuring that the final written business plan was modified based on semi-final feedback. All students submitted all project work at the completion of finalist judging. Finalist judging assessed the same criteria used during semi-finals, but also evaluated the written business plans for: content, organization, style, mechanics, citations and references. The top three teams of the five finalists in terms of combined scores among evaluation criteria were awarded scholarships by the corporate partner. The most valuable contribution to students from the judging experience was the ability to respond to business plan questions effectively as a team.

13. Research Implications

Students become highly engaged in the research oriented entrepreneurship projects over the course of the semester and are highly competitive with their peers. Collaborations between functional leaders on different teams highlight the need of collegiality between industry group members while maintaining appropriate confidentiality of business intelligence within the student's team (i.e. business). Simultaneously, students learn how to strengthen collegiality within teams through individual work on different project aspects that must be synthesized into the final business plan. At the conclusion of the course, students better understand the risks and rewards from the team's choices in support of the business plan.

Evaluation of project work by diverse individuals working in industry provide excellent feedback if business planning is tenable within an identical course assessment framework. From an assessment standpoint, the use of different industry partners during the semi-final and final judging provides useful measures to gauge student learning outcomes across judging groups. Using multiple metrics for assessment such as problem solving, critical thinking, technology, written/oral communication, and oral presentation at different phases of the course allow for generation of substantial assessment data for course content refinement during subsequent semesters.

The instructor/researcher benefits each semester from evaluating short-term research projects with differing business goals contingent on the corporate sponsor. Addressing a current or new problem mirrors the real world of changing business trends and the need for constant adaptation to remain competitive. Diverse course challenges explored with Q-Methodology, focus groups, data analytics, and student driven qualitative/quantitative techniques provide a convenient but highly adaptable outline to address the business challenges each semester. Instructors seeking human subjects' authorization prior to the course are benefited from tremendous amounts of data Perhaps the greatest advantage of seeking human subjects' authorization for course content generated is the tremendous amount of data each class offers to benefit other educators.

14. Originality and Value

The arena of marketing research continues to apply multiple and increasingly data driven research techniques to strengthen strategic plans and managerial decision making. Balancing these techniques across diverse leadership teams to achieve optimal plans requires students to balance problem solving with critical thinking and supports developing and supporting an argument among work groups. While problem solving in teams is addressed throughout the undergraduate student's career, functioning within the hierarchies of an organizational structure, developing and supporting arguments based on the individual student's contribution to team goals remains underdeveloped in curricula.

Senior level entrepreneurship courses provide students with the opportunity to apply research models and theories learned throughout their undergraduate program to solve problems of real world businesses. Shifting the student's focus from team assignments to the combination of diverse individual assignments that require teams to prioritize components which contribute to the best final product is a major benefit of this course design. Students ability to recognize opportunities individually and then collectively by distilling large amounts of research data into a unique solution provides a realistic entrepreneurial venture experience for students involving a multi-step and lens approach.

The advantages of students better understanding the stakeholders that a business will ultimately serve is a critical outcome for retailing programs. Involving these stakeholders in the formation of the business plan through helping to

co-create the business is another benefit to retail programs. New tools such as big data sets and the reduced cost of information searches to inform managerial decision making are critical skills that must be developed in students, although not universally due to retailing student interests and talents. The functional team design allows the instructor to identify and work closely with those students who have the greatest interest in exploring specific project components (e.g. web developer, analyst, researcher). Retail corporate partners have highlighted the advantages of course designs with different content and expectations among students choosing roles as potential corollaries to the real world business environment.

The role of the partnership with industry benefits not only the instructor and students, but increases program visibility and opportunities to solve identified business problems. The benefits to sponsoring the class by industry partners include: community relations and support, development and recruitment of prospective talent, and supporting industry needs through involvement in the design and evaluation of curricula. The benefits to universities include increased program visibility, development of academic partnerships and data sharing, and assistance with placement of students as interns and employees will needed skill sets for success upon graduation.

Appendix

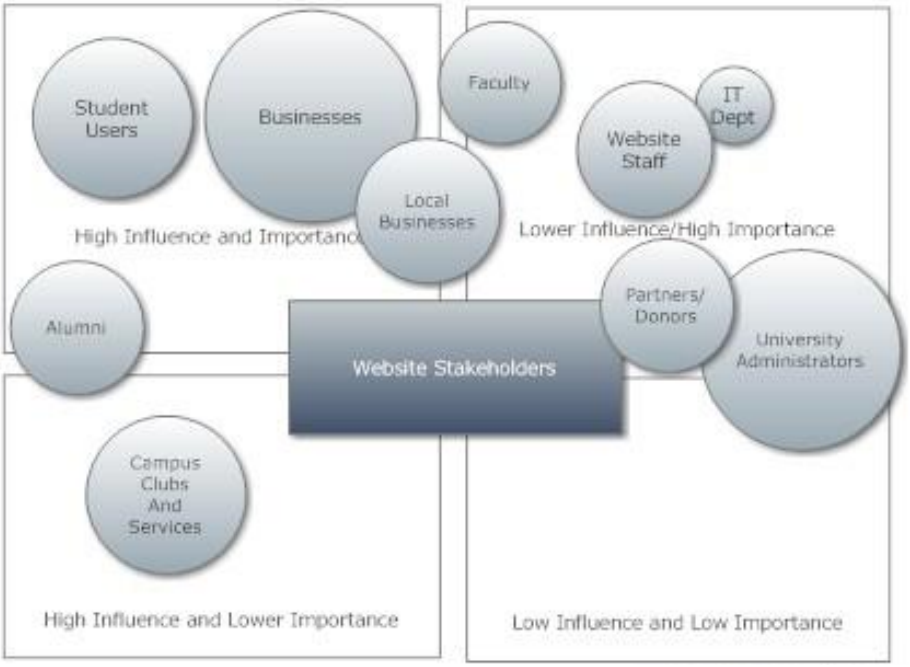

Figure 1. Student reported stakeholder influence and importance for creating a college job website

Table 1. Student two-step refinement of Q-Sort word rankings for effective elements of website design

Factor	Count	Factor	Count	Factor	Count
eye catching	26	unique	17	easy to read	15
accessible	25	organized	17	informative	15
creative	25	efficient	17	helpful	15
attractive-	24	genuine	17	affordable	14
professional	21	trustworthy	17	social	14
user friendly	21	convenient	17	navigate able	14
bold	20	useful	17	functioning	14
appealing	19	attention getting	16	friendly	14
secure	19	authentic	16	inviting	14
easy to use	18	realistic	16	memorable	13
eye opening	17	knowledgeable	16	safe	13
descriptive	17	straight forward	15	welcoming	13

Table 2. Varimax rotation of stakeholder website design priorities summary table (n=72)

Stickyness	Personna	Usability	Trustworthiness	Ease of Use
creative	friendly	functioning	trustworthy	easy to use
unique	genuine	user friendly	secure	accessible
eye catching	helpful		safe	informative
memorable	efficient			organized
				convenient

Table 3. Researcher group focus group interview guide questions

1. How long do you search before you give up, if your search isn't on the first page of the search engine page, how deep would you search?
2. Do you look at reviews and feedback and how do you use them?
3. What websites do you trust/make you feel secure to use? Why?
4. Would you prefer a downloadable app option?
a. Would you like receiving notifications through an app, email, or text?
5. Do you prefer drop down tabs, side tabs, or extensive menus in websites?
6. What makes you read an email instead of deleting it?
a. Is the university affiliation stated in emails you receive a positive or negative, why?
7. Would you like the option to connect with alumni about career opportunities through a website?
8. Do you prefer solid backgrounds or lots of visual interest on websites such as patterns/prints/pictures?
9. What aspects of a website are stressful to you? Give examples
10. Would you pay for a "premium" version of the website to get more out of the website?
11. How do you want to receive notifications from a job related website?
12. Do you want to be able to interact with other users (students) and employers?
13. Do you like to have extra info on a website or do you like the design to be simple and straight forward? Give Examples.
14. How much detail do you want in a job description (specific requirements or job title→ on the home page)?
15. Would you like an advanced search option and what capabilities would you expect from the advanced search?

Table 4. Evolving themes from focus group sessions

Evolving themes	
Ease of use	**Trustworthiness**
Being able to quickly find desired information	less clutter and fewer advertisements on the webpage
advanced search option offered	customer service contact information provided
downloadable multi-device designed app preferred	not asking for excessive personal information
Connecting with you	**Loyalty**
email, app notifications, and text messages preferred	good customer service (response time 1-24 hours maximum)
creating major specific groups with shared affiliations/interests	easy to use/navigate
alumni connection capabilities are important	no repeated/unnecessary marketing emails
alumni profiles on website	no sign-up/registration before use
Premiums	good reviews and feedback system offered
no premium fees, If required, then minimal cost to student users	
student discounts offered (while in school)	

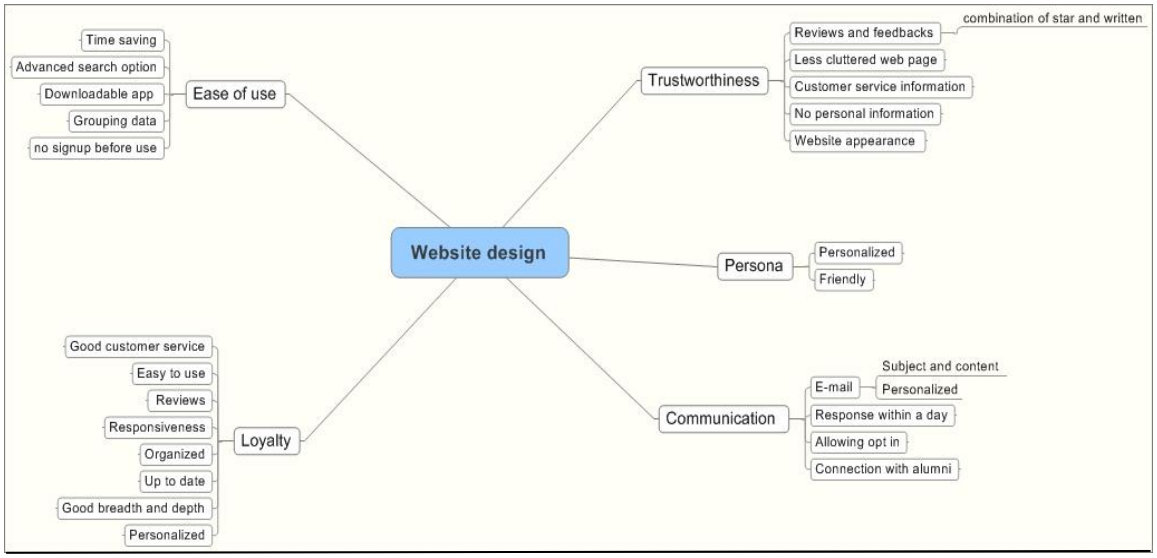

Figure 2. Final themes from focus group sessions

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