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CSE Recruitment Branding Testing Final Report

Prepared for Communications Security Establishment

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March 2022

This public opinion research report presents the results of focus groups conducted by Earncliffe Strategy Group on behalf of Communications Security Establishment. The research was conducted in February 2022.

Cette publication est aussi disponible en français sous le titre : Évaluation de la stratégie de recrutement du CST

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Executive Summary

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to the Communications Security Establishment summarizing the results of the qualitative research undertaken to test creative recruitment branding concepts.

The Communications Security Establishment (CSE) is one of Canada's key security and intelligence organizations. CSE plays an integral role in helping to protect Canada and Canadians against foreign-based terrorism, foreign espionage, cyber-attacks, kidnappings of Canadians abroad, attacks on our embassies and other serious threats with a significant foreign element, helping to ensure our nation's prosperity, security, and stability. Recruitment and human resources play an essential part of its overall initiatives. CSE brings together the smartest minds and leading-edge technology in our world-class headquarters in Ottawa. The result: a dynamic, innovative, and rewarding work environment. CSE have been named one of Canada's Top Employers for Young People for several years running.

Most recently, with the launch of CSE's Canadian Centre for Cyber Security, CSE has a growing public profile and takes a lead role in managing national-level risks associated with cyber security. CSE is no longer a secret organization, but rather, an organization with secrets. With this evolution, CSE is updating its recruitment branding and required public opinion research to gauge reactions to the draft concepts.

The primary focus of the research was to explore reactions to a series of branding concepts to understand which approaches, from both a design and messaging perspective, were most appropriate for the target audiences: students in science, technology, engineering, and mathematics (STEM) and mid-career professionals. The information gained through this public opinion research will be shared throughout the Department to inform the development of communications products and strategies. The total contract value for this research was \$56,419.37 including taxes.

To meet the research objectives, Earnscliffe conducted a series of six online discussion groups with a total of 57 participants on February 16, 2022. Two markets were studied, with 4 groups conducted (in English) among Canadian citizens living in GTA/Southern Ontario/Eastern Ontario and 2 groups conducted (in French) among Canadian citizens living in Montreal/Western Quebec. Three of the groups were conducted with students in STEM and three were conducted with mid-career professionals. Students were defined as aged 18-29 who are either university students currently enrolled in a STEM program or recent graduates from a STEM program (past 2 years) or working in cyber/network security or intelligence. Mid-career professionals were

defined as aged 30-45 working in a government setting (federal, provincial, or municipal) or in a STEM field or in cyber/network security or intelligence. Two of the groups, one with each target audience, were conducted with those fluent in both oral and written Chinese.

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences, and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved, the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn, and findings cannot reliably be generalized beyond their number. As such, results are directional only.

Key Findings

Career aspirations and goals

- For the most part, participants want to be challenged professionally and feel that they are doing something meaningful and/or impactful. They also want to feel supported by their employer, have a good work/life balance, as well as have flexibility in terms of their work environment, location (including working remotely) and hours/schedule.
- In some respects, these aspirations seemed incongruous with their perceptions of a career in the public service. When probed, a career in the public service did not seem all that exciting or challenging though the discussions also demonstrated that few have any real awareness or familiarity with public sector careers.

Reactions to branding concepts

- Worth noting, there seems to have been an issue with how the colours of all the concepts appeared on screen, with orange text and elements appearing more red. Also, the French versions of Concept D and C had issues with parts of the graphics shifting and transparency of the image layers.
- Overall, reactions to the four branding concepts were lukewarm to generally favourable though enthusiasm did vary somewhat from one concept to the other. No one seemed to react overly negatively to any of the concepts and almost all felt it would be appropriate to communicate about a career with CSE in these ways though there were very different feelings evoked with each concept.

- Many participants commented that none of the concepts seemed to provide much in the way of detail about CSE, which they understood may be intentional (to pique their curiosity).
 - Worth noting, very few had any unaided awareness or familiarity with CSE and there was a desire to learn more and to better understand what a career opportunity with CSE would entail.
- Asked if they would be motivated to do anything, several participants thought that depending on when/where they saw an ad, they might go to the website or search online for more information. With respect to the social media executions, most were skeptical they would like or share them, mostly for personal reasons and not due to the post itself.
- In terms of preference, participants (across both target audiences) preferred Concept A, followed by Concept D. Concepts C and B were selected much less frequently.
- What participants really liked about Concept A, was the wireframe face; the minimalist, modern design; and the limited but effective (high contrast) use of colour. This concept conveyed technology, digital and analog, artificial intelligence, and security (for a few). It was also described as attention-grabbing, memorable, and seemed to motivate different reactions (i.e., desire to see more examples of wireframe icons, visit the website).
- Reactions to Concept D were also generally positive. Those who liked it, appreciated the sombre colouring and the sense it conveyed of mystery and intrigue. The message participants took away was space, technology, engineering, and security in that the icon looks like a keyhole.
- With respect to Concept C, the icon of the camera lens was interesting and conveyed space but also innovation, technology, and security for some. A few participants, among mid-career professionals, felt the placement of the CSE logo in the orange circle at the centre of the lens conveyed surveillance, a big brother vibe, and that CSE is always watching, which was troubling and off-putting. Students, however, liked the use of colour and felt it was eye-catching and vibrant.
- Participants felt Concept B was cluttered, lacked focus or a central theme, and was not all that attention-grabbing or memorable. It did not seem to convey technology or security but more administration, human resources, and consulting. No meaning attached to the orange arrow or to the circle to which it pointed. What participants did appreciate, though, was the use of colour. It was the most colourful and brightest of all the concepts tested which seemed to appeal to students.

- With respect to the Chinese concept, reactions to this ad were neutral to positive but were especially positive among students. Those who liked it, described it as bright, colourful, eye-catching, and dynamic. Students very much appreciated that it was an ad that seemed to be targeted to them. They explained it made them feel proud and appreciative that Canada valued their contributions enough to reach out specifically to them. The mid-career professionals did not as readily see themselves in this ad and a few seemed to feel targeted in an uncomfortable way.
- With respect to the Chinese translations, among the mid-career professionals, there were mixed views as to whether both translations should appear in the ad. Some felt that not having both translations was culturally insensitive. Others felt that having both translations may add to the clutter and the simplified Chinese translation was, therefore, sufficient.

Reactions to taglines

- Overall reaction to the proposed tagline, *Be part of a mission that matters*, was generally lukewarm. Participants did not feel it was all that inspiring and described it as generic and something every organization says.
- Reaction to the alternative, *A mission that matters*, was equally neutral, if not slightly more negative in the sense that the personal connection implied by, “Be part of...”, was removed.
- With respect to the Chinese taglines, most preferred the taglines, *Create your future with CSE*, or, *Build your future with CSE*. Both were deemed forward-looking and inspiring. *Job security with CSE*, was the least inspiring and seemed to be most incongruous with their descriptions of their ideal profession.
- With respect to the Chinese translations, there was a sense they were a little too long, wordy and clunky, and the translations for, *Start your career with CSE* did not seem to convey the same thing in Chinese.

Reactions to messages

- The message, *You will make an impact defending Canada*, was mostly well received. For some, it was inspiring and conveyed a sense of pride and seemed to connect with their desire to have a profession that challenges them and is meaningful/rewarding. For others, it related to the military which was not always received positively.
- The other messages, *You will never be bored*, *You’ll be part of a team*, *You will know you’re making an impact*, were deemed to be fairly generic and applicable to any profession.

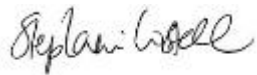
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I hereby certify as a representative of Earnscliffe Strategy Group that the final deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate or ratings of the performance of a political party or its leaders.

Signed:

Date: March 4, 2022



Stephanie Constable
Principal, Earnscliffe

Introduction

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to the Communications Security Establishment summarizing the results of the qualitative research undertaken to test recruitment branding concepts.

The Communications Security Establishment (CSE) is one of Canada's key security and intelligence organizations. CSE plays an integral role in helping to protect Canada and Canadians against foreign-based terrorism, foreign espionage, cyber-attacks, kidnappings of Canadians abroad, attacks on our embassies and other serious threats with a significant foreign element, helping to ensure our nation's prosperity, security and stability. Recruitment and human resources play an essential part of its overall initiatives. CSE brings together the smartest minds and leading-edge technology in our world-class headquarters in Ottawa. The result: a dynamic, innovative, and rewarding work environment. CSE have been named one of Canada's Top Employers for Young People for several years running.

Most recently, with the launch of CSE's Canadian Centre for Cyber Security, CSE has a growing public profile and takes a lead role in managing national-level risks associated with cyber security. CSE is no longer a secret organization, but rather, an organization with secrets. With this evolution, CSE is updating its recruitment branding and required public opinion research to gauge reactions to the draft concepts.

The primary focus of the research was to explore reactions to a series of branding concepts to understand which approaches, from both a design and messaging perspective, were most appropriate for the target audiences: students in science, technology, engineering, and mathematics (STEM) and mid-career professionals. The information gained through this public opinion research will be shared throughout the Department to inform the development of communications products and strategies.

The specific objective of the research was to understand the extent to which:

- the branding concepts capture the attention of participants;
- the branding concepts are perceived as realistic and credible;
- the branding concepts are perceived as well-produced;
- the proposed tagline was effective;
- the key messages of the video concept were well-received and understood;
- the branding concepts fostered participants' interest in a career with the CSE; and,
- participants would be likely to apply for a job.

Additionally, the research sought to evaluate how a secondary target audience (Chinese speakers) respond to a proposed print advertising concept, including the extent to which:

- the advertising captured the attention of Chinese language participants;
- the advertising was perceived as realistic and credible;
- the advertising was perceived as well-produced;
- the advertising was perceived as disturbing or offensive; and,
- the call to action was clear and understood.

To meet the research objectives, Earncliffe conducted a series of six online discussion groups on February 16, 2022. Two markets were studied, with 4 groups conducted (in English) among Canadian citizens living in GTA/Southern Ontario/Eastern Ontario and 2 groups conducted (in French) among Canadian citizens living in Montreal/Western Quebec. Three of the groups were conducted with students in STEM and three were conducted with mid-career professionals. Students were defined as aged 18-29 who are either university students currently enrolled in a STEM program or recent graduates from a STEM program (past 2 years) or working in cyber/network security or intelligence. Mid-career professionals were defined as aged 30-45 working in a government setting (federal, provincial, or municipal) or in a STEM field or in cyber/network security or intelligence. Two of the groups, one with each target audience, were conducted with those fluent in both oral and written Chinese. The table below shows the composition, date, and time of each group, as well as the number of participants per group.

Table 1 – Focus Group Composition, Schedule and Number of Participants

Group	Audience	Region/Language	Time	Number of Participants
Wednesday, February 16, 2022				
1	Students 18-29	GTA/South/East ON (EN)	2:00 pm EST	9
2	Students 18-29	Montreal/West QC (FR)	2:00 pm EST	10
3	Chinese students 18-29	GTA/South/East ON (EN)	4:00 pm EST	10
4	Chinese mid-career professionals 30-45	GTA/South/East ON (EN)	4:00 pm EST	9
5	Mid-career professionals 30-45	GTA/South/East ON (EN)	6:00 pm EST	10
6	Mid-career professionals 30-45	Montreal/West QC (FR)	6:00 pm EST	9

Appended to this report are the screener and discussion guide.

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences, and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved, the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn, and findings cannot reliably be generalized beyond their number.

Detailed Findings

This qualitative report is divided into four sections. The first outlines participants' career aspirations and goals. The remaining three sections explore the reactions to the recruitment branding concepts, taglines and messages.

It is worth noting that although the groups were segregated based on region, career status and language, discussions tended to be quite similar across audience. Unless otherwise noted, findings in this report are common across all audiences; only noteworthy differences are mentioned.

Career aspirations and goals

The focus groups began with an initial warm up discussion to understand participants' career goals and aspirations. This initial discussion provided valuable information; and, as we will see later, helpful context in terms of understanding participants' reactions to some of the branding components.

For the most part, participants want to be challenged professionally and feel that they are doing something meaningful and/or impactful. They want to work in a collaborative environment, with teams of individuals who bring different strengths and perspectives to the table, challenging their own views and providing opportunities for learning and growth. They value trust in and from their employers and colleagues and want to feel supported. They want flexibility in terms of work environment; location (including working remotely from home or abroad); and, hours/schedule especially with the goal of achieving work-life balance. A few participants expressed wanting to be part of an innovative company, having diverse tasks, and being autonomous.

“My ideal job would be in a small/medium sized company, with a human dimension, and frequent social interaction. A job that would allow me to grow professionally and support my professional certification. Finally, I would prefer tasks that are not repetitive, but rather are stimulating and allow me to lead technically innovative and stimulating projects.” – Mid-career professional, Quebec

“I think what would be the most fulfilling in my career would be to have a job where I can benefit from work-life balance. I've found that long hours and hectic work schedules have had negative impacts on my mental health.” – Chinese speaker, student, Ontario

In some respects, these aspirations seemed incongruous with their perceptions of a career in the public service. When probed, a career in the public service did not seem all that exciting or challenging. Most tended to describe it as routine, bureaucratic, albeit stable; the pension cited as an advantage. However, the discussions also demonstrated that few have any real awareness or familiarity with public sector careers; only one participant was aware of, or formulated an impression of, CSE. In fact, these careers simply did not seem to be on their radars. The only specific organizations cited as employers of choice, included Google and SickKids.

“It’s not my top choice, but one of the reasons I would consider working for the government is job security and benefits. To know that this would be a career that I could rely on to provide a way of life for me. That would be a reason why I would consider a government job. But then I also feel like, it’s not very innovative, and that I possibly wouldn’t be as free to explore other interests or to maybe work on the cutting edge of science.” – Student, Ontario

Asked whether a career with CSE would be the same or different than other careers with the Government of Canada, most were not sure or could not make a distinction. Some participants expressed not having enough information to answer, and a few thought that it could be different due to the subject matter.

“I think the work would definitely be more interesting than working for cybersecurity for a corporation. I think your mandate would be much larger. The job could be challenging for the bureaucracy.” – Mid-career professional, Ontario

While not probed in all groups, the most common resource participants would consult for information about employment opportunities was LinkedIn. No other source was mentioned by more than one participant.

“I would say LinkedIn, which has not typically been where the government advertises. But I think recently, I’ve noticed a lot of departments do that. And I think it makes sense because you would be connected to people who may be in your field.” – Chinese speaker, mid-career professional, Ontario

Reactions to branding concepts

Participants were presented with four branding concepts. Each of the four concepts was presented one by one in randomized order. For each concept, four examples were presented to illustrate how the concept would be applied in documents, branded materials, and social media.

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After each concept was presented, participants were led through a group discussion to gauge their overall reactions and preferences. The four concepts are depicted below. All the content tested for each concept can be found in Appendix D.



For the purposes of this report, it is important to note there seems to have been an issue with how the colours of all the concepts appeared on screen, with orange text and elements appearing more red. Also the French versions of Concept D and C had issues with parts of the graphics shifting and transparency of the image layers. It is difficult to know how each of the audiences would have reacted to the alternate versions, and we have noted in the reactions that appear to be specific to the visual differences throughout this report.

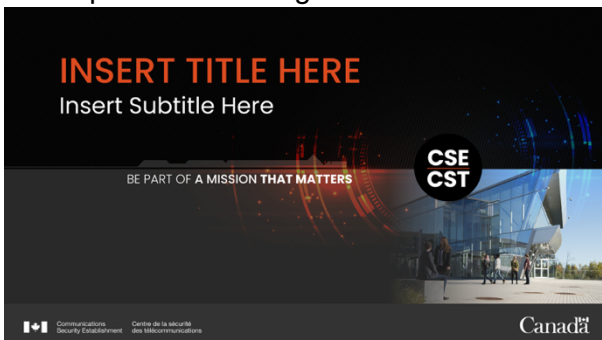
Concept C: English



French



Concept D: English



French



Overall, reactions to the four branding concepts were lukewarm to generally favourable though enthusiasm did vary somewhat from one concept to the other. No one seemed to react overly negatively to any of the concepts and almost all felt it would be appropriate to communicate about a career with CSE in these ways though there were very different feelings evoked with each approach.

Many participants commented that none of the concepts seemed to provide much in the way of detail about CSE, which they understood may be intentional (to pique their curiosity). Worth noting, given their limited awareness and familiarity with CSE, some expressed desire to learn more and to better understand what a career opportunity with CSE would entail. To the extent that the design of these concepts would be used for a recruitment ad, these participants suggested inclusion of a little more information about CSE.

“I don't think it gives enough information. I mean, it says something. It looks like a legit [job] posting, but it doesn't give me enough to actually explore because I don't think any of the photos are relevant.” – Chinese speaker, mid-career professional, Ontario

“The lack of information is frustrating.” – Chinese speaker, mid-career professional, Ontario

Asked if they would be motivated to do anything, several participants thought that depending on when/where they saw an ad, they might go to the website or search online for more information. With respect to the social media executions, most were skeptical they would like or share them. For some this was due to a disinterest in using social media in that way. Others explained that it would very much depend on when or where they saw the social media ad, and whether they knew of anyone looking for employment at the time.

With respect to the use of icons, symbols and images (photos), thoughts varied.

Overall, the icons and symbols used seemed to be more authentic than some of the images which appeared to be stock photos (and therefore meaningless). In some instances, the use of icons (i.e., the wireframe face or the circular lens) were very effective at making the connection to technology, space, and digital (perhaps less so to security); while others, the orange arrow, were meaningless.

Asked which icons or symbols could be used to illustrate cybersecurity, participants suggested a lock, key, computer, camera, zeros and ones, web of the internet, polygons, circuit board. One participant did note that in the cybersecurity industry, the use of the circles, dials, and lenses is well-known.

With respect to the images, if the setting and people depicted are authentic, participants appreciated the sense of team, collaboration, and diversity/inclusion that they implied. Others felt those same images conveyed structure, and a nine-to-five grind, that did not align with their desire for flexibility in location and schedule of work. Some were skeptical of the images of modern, glass, buildings which did not align with their perception of government buildings, and especially those involved in security.

“I see space. It’s futuristic. The modern building suggests it’s not just a boring government job.” – Mid-career professional, Ontario

In terms of preference, participants (across both target audiences) preferred Concept A, followed by Concept D. Concepts C and B were selected much less frequently.

Table 1: *Which concept do you prefer? Which is your second choice?*

Concept	Students in STEM	Mid-career professionals	TOTAL
Concept A	23	24	47
Concept D	11	20	31
Concept C	12	5	17
Concept B	10	5	15

Specific reactions to the individual concepts are detailed below and presented in the same order as Table 1.

Concept A

Based on polling and corroborated by the discussions, Concept A was the top choice among the four concepts, regardless of audience or region.

What participants really liked about Concept A was the wireframe face; the minimalist, modern design; and the limited but effective (high contrast) use of colour (white and red font on black background). This concept conveyed technology, digital and analog, artificial intelligence, and security (for a few). The wireframe face conveyed human interaction which was also appealing. It was also described as attention-grabbing, memorable, and seemed to motivate different reactions (i.e., desire to see more examples of wireframe icons, visit the website). Among all the concepts tested, Concept A was considered the least generic or plain.

“I think the image conveys that it’s a futuristic and technology driven organization. The design also looks clean and not cluttered. And I like that kind of futuristic aspect of it.” – Chinese speaker, mid-career professional, Ontario

“I like it, honestly. Because instead of actual humans in the picture, there's like a technological looking figure. And I feel like that comes into play with like, what the actual job description would be. It's more in the security sector. So, I think it just draws in people who are actually interested in these kinds of things.” – Chinese speakers, student, Ontario

Having said all this, some did find it a little sombre and a few mid-career professionals felt it was more targeted to a younger audience, fresh out of university.

It's also important to note that while the wireframe face on the PowerPoint example was generally well-received, some noted that it appeared too light. They recognized that watermarks need to be light, however they felt that it could still be a little bit darker and work effectively.

Many students felt that despite liking the concept, it looked like other images they have seen on campus and would therefore not stand out if it appeared on a poster.

“I think it looks pretty good. But the only problem I have with it is that it doesn't catch my attention. Because I think that if I were to walk down my campus, I'd see at least 10 posters that look almost exactly like this. It's just a common-looking type of poster. But still, I think it looks pretty good.” – Student, Ontario

Among all the concepts tested, this concept left people feeling that the social media post would be most likely to attract someone in technology to apply. It was also the concept that appeared to motivate more participants to consider liking or sharing it in their social media feeds.

Concept D

The polls leveraged during the discussions revealed that Concept D was the second most preferred choice of the concepts. However, it should be noted that mid-career professionals liked it more than students, and nearly as much as Concept A. The concept viewed in English also received higher ratings than the version tested in French.

“This would pique my curiosity. I'd go to their website. It makes me think I'd be a part of something.” – Mid-career professional, Quebec

Those who liked it, mid-career professionals, felt it was modern and professional, whereas those who did not like it as much, students, felt it was generic and déjà vu. In English, participants generally appreciated the more pronounced red and blue colouring in the camera

lens, noting that it conveyed a sense of security or emergency, and that it offered a nice contrast to the black and grey background.

“I think the blue and the red [in the camera lens], to me personally showed more like, akin to police. So, you think that you're on the security side of things, so that gets conveyed to me immediately. And for this particular PowerPoint slide, the fact that the building is showing a different aspect with the radio antenna on the satellites, that's definitely more tech related.” – Mid-career professional, Ontario

In Quebec, participants appreciated the sombre colouring of the French version and the sense it conveyed of mystery and intrigue. The message participants took away was space, technology, engineering, and security in that the icon looks like a keyhole.

“I don't know what to expect but I'm curious to know what is behind that lens; to go further.” – Mid-career professional, Quebec

Worth noting, some in Quebec had the sense that this concept was not complete. The box within a box (created by the lens and horizontal lines) on the publication cover page and social media post looked more copy and paste than deliberate.

The image of CSE headquarters was noted more often in Ontario than in Quebec, and some participants noted what they interpreted to be satellites on the side of the building. For those who noticed them, this spoke to the nature of work undertaken at CSE.

Concept C

Overall, Concept C was only slightly more preferred over Concept B, however, it performed much better in Ontario than in Quebec. That said, it did not outperform Concept D in either region. For many, Concept C was described as generic, and not all that modern or professional. And, while some felt that it was consistent with what they would expect from a Government of Canada concept, others had a more positive reaction to it.

“And if I saw this as a Canadian government issued presentation, I would think it's snazzier than they normally would look like.” – Mid-career professional, Ontario

The icon of the camera lens was interesting and conveyed space but also innovation, technology, and security for some. A few participants, among mid-career professionals, felt the placement of the CSE logo in the orange circle at the centre of the lens conveyed surveillance,

a big brother vibe, and that CSE is always watching, which was troubling and off-putting. Students, however, liked the use of colour and felt it was eye-catching and vibrant.

“It makes me uncomfortable. It’s like in the movies, the eye that’s watching everyone, like we’re being tracked.” – Mid-career professional, Quebec

The image that received the most negative reactions was found in the social media post for this concept. Nearly all participants agreed that it looked like a stock photo that did not say anything about CSE. In fact, the image of a woman with a full smile, using a pen and paper, was the opposite of what they would expect of the agency that oversees cybersecurity.

The image of the CSE headquarters did not fully land with participants. Some participants felt that it was a generic office building, while others were not sure what it was. One participant thought it might be a spaceship, which they found confusing. The people in the image were closer to the foreground than in other concepts, which some participants felt conveyed the diversity of people they might encounter at CSE. A few participants in the mid-career professional groups noted that all the individuals looked to be from the same age bracket, which they felt was younger.

“I noticed on the first screen, on the first presentation, that there was a little bit of ethnic diversity in the people. They were demographically, age wise, all about the same 30-year-old range. I don’t know if that’s targeted or not.” – Chinese speaker, mid-career professional, Ontario

Concept B

Overall, Concept B ranked fourth among the concepts tested, however, it performed significantly stronger than Concept C in Quebec than Ontario, and stronger among students than mid-career professionals. That said, it did not outperform Concept D in either region.

The most prominent criticism of Concept B was the same as Concept C: it appeared to be a generic design and did not convey a modern or professional design. Participants felt Concept B was cluttered, lacked focus or a central theme, and was not all that attention-grabbing or memorable. It did not seem to convey technology or security but more administration, human resources, and consulting. Given that, participants felt that the social media post advertising an administrative job might be suitable, but not something they would be interested in.

“The design is very busy. It’s not minimalist. It’s hard to know where to look. It gets away from technology and closer to admin.” – Mid-career professional, Quebec

What participants did appreciate, though, was the use of colour. It was the most colourful and brightest of all the concepts tested which seemed to appeal to students.

“This is different from the others. It’s not templated. It’s more colourful which is captivating.” – Student, Quebec

With respect to the imagery, the image of the three individuals working on something together conveyed collaboration, which was well-received. It left a positive impression of the kind of culture that they would find at CSE, especially among students. However, the images used felt to be more stock than was desirable. For example, the cropped image of the CSE headquarters also felt like a stock photo and because the image portrayed individuals (identified as young adults by participants) strolling in front of the building, the image did not convey the sense of urgency they felt was deserving of cyber security.

Finally, participants were confused by the orange arrow and the circle icon to which it pointed; they struggled to derive meaning from this design element.

“I see this as being very hard to convey information with my eyes drawn to where the arrows are pointing. But the arrows don't point to anything. They either point to a blank circle or the edge of the poster, which doesn't really give me any place to follow up. There's no call to action this is pointing to, it just seems like a bunch of nowhere.” – Chinese speakers, student, Ontario

Chinese concept

In the groups with those fluent in both oral and written Chinese, another concept was shown after the discussion of the four branding concepts:



Reactions to this ad were neutral to positive but were especially positive among students. Those who liked it, described it as bright, colourful, eye-catching, and dynamic. The arrow also seemed to be more impactful in the execution than it appeared in Concept B as it drew people's attention to the centre of the ad or a focal point.

“I don't love the design. But, you know, the focal point kind of has an implication that there's some dynamism and something more behind it for you to explore. It's mildly interesting.” – Chinese speaker, mid-career professional, Ontario

Students very much appreciated that it was an ad that seemed to be targeted to them. They explained it made them feel proud and appreciative that Canada valued their contributions enough to reach out specifically to them. One described it as welcoming. One constructive criticism offered was that the photo looked like a generic stock headshot that made the effort seem somewhat tokenizing.

“I think that it's a lot more cultured and directed towards Chinese people. So, if you were someone who was new to English, this would be very appealing to you, because it feels very welcoming. Seeing a Chinese girl, you feel more at home.” – Chinese speaker, student, Ontario

The mid-career professionals did not as readily see themselves in this ad (e.g., portrayed image of young Asian woman) and a few seemed to feel targeted in an uncomfortable way. One mid-career professional explained that if the ad appeared in specific Chinese channels (i.e., Chinese radio, television, and publications), it would be appropriate; however, if the ad appeared in mainstream media, they would feel awkward and uncomfortable. The specific channels participants felt this ad would be suitable for were Sing Tao, Ming Pao, Chinese radio stations, or www.51.ca.

With respect to the Chinese translations, among the mid-career professionals, there were mixed views as to whether both translations should appear in the ad. Some felt that not having both translations was culturally insensitive. Others felt that having both translations may add to the clutter and the simplified Chinese translation was, therefore, sufficient. A few participants felt that traditional Chinese would be preferred over simplified.

“It's in simplified Chinese. So, I'm not sure if they're targeting, people from say, Mainland China or another country that has simplified Chinese as their primary sort of medium. I mean, if it was me, I'd put both, but again, seems redundant.” – Chinese speaker, mid-career professional, Ontario

Some participants noted the prominence of the website, which compensated, at least in part, for the lack of information. That said, they felt that without seeing the other concepts, they would question the call to action.

Reactions to taglines

In addition to the four concepts, the focus groups explored reactions to the proposed tagline and some variations, shown below.

Proposed tagline

Be part of a mission that matters

Alternative tagline

A mission that matters

Overall reaction to the proposed tagline, *Be part of a mission that matters*, was generally lukewarm to positive. Some participants did not feel it was all that inspiring and described it as generic and something every organization says. Some participants liked that it felt inclusive, and felt it was appealing directly to them. Students in particular felt that it gave them the sense that they would be important at CSE.

“Tagline is very vague. What is the mission, exactly?” – Chinese speaker, mid-career professional, Ontario

“I like the sentiment. Makes it seem like you’d be a part of something that could make a change.” – Student, Quebec

Reaction to the alternative, *A mission that matters*, was equally neutral, though slightly more negative in the sense that the personal connection implied by, “Be part of...”, was removed.

“A mission that matters’ says they’d be fine without you.” – Student, Ontario

“When someone is talking about pursuing a mission without saying what the mission is, it seems like they don’t know what that mission is. I think a better call to action is to just say what the mission is, so someone can truly align with that vision.” – Chinese speaker, student, Ontario

There was consensus that these taglines were exactly what every organization says about what they do.

In addition to the taglines shown above, Chinese speakers were shown additional taglines, in English, traditional Chinese and simplified Chinese. Those taglines included:

Build your future with CSE

Simplified Chinese translation: “CSE与你共建未来”

Traditional Chinese translation: “CSE與你共建未来”

Job security with CSE

Simplified Chinese translation: “CSE能为你提供稳定的工作和收入”

Traditional Chinese translation: “CSE能為你提供穩定的工作和收入”

Start your career with CSE

Simplified Chinese translation: “CSE期盼着你来开创自己的职业生涯”

Traditional Chinese translation: “CSE期盼著你來開創自己的職業生涯”

With respect to these taglines, none received an overwhelmingly positive response. Some felt that they were very narrowly focused, especially to young adults or recent grads.

Of the taglines tested, the most preferred were *Create your future with CSE* (from the Chinese concept), or, *Build your future with CSE*. Both were deemed forward-looking and inspiring.

Job security with CSE, was the least inspiring and seemed to be most incongruous with their descriptions of their ideal profession.

“You don’t want to attract people because of job security. Am I going to be working with a bunch of people who just want job security?” – Chinese speakers, mid-career professional, Ontario

“I personally think that ‘create your future with CSE’ or ‘build your future with CSE’ would be the best taglines because it makes it feel more personable. I think that job security and start your career is less personal and less like something that someone would be inclined to look for, especially job security.” – Chinese speaker, student, Ontario

With respect to the translations, there was a sense they were a little too wordy and clunky, especially the translations for, *Start your career with CSE*. The translations implied, “CSE is

looking forward for you to start your career here.” One participant assumed that the translations were from Google Translate.

“I feel like the Chinese translations are a bit long, like their words you can like cut down. [Whereas] the English translation, versions are very short.” –
Chinese speaker, student, Ontario

Furthermore, while there was not consensus which Chinese translation should be used, some participants felt having both translations could make the already busy concepts more cluttered and distracting.

“Adds to the complexity of the ad. It is more inclusive but makes it worse.” –
Chinese speakers, mid-career professional, Ontario

Reactions to messages

Additional messaging was shared with participants to gauge reactions. In the interest of time, all five messages were shown at once, so not all participants reacted to each individual message. The messages tested included:

Messages tested

You will make an impact defending Canada.
You will never be bored.
You’ll be part of a team.
You will know you’re making an impact.
CSE. Be part of a mission that matters.

The message, *You will make an impact defending Canada*, was mostly well-received. For some, it was inspiring and conveyed a sense of pride and seemed to connect with their desire to have a profession that challenges them and is meaningful/rewarding. For others, it related to the military which was not always received positively.

The other messages, *You will never be bored*, *You’ll be part of a team*, *You will know you’re making an impact*, were deemed to be fairly generic and applicable to any profession.

Those who had a positive reaction to the tagline used in the concept also like *CSE. Be part of a mission that matters*.

Conclusions

To the extent that the primary objective this research was to gauge reactions to the four branding concepts, the results of this research suggest that none of the concepts or messages tested were considered inappropriate, culturally insensitive, or unwise for the Government of Canada to use.

The four branding concepts were met with neutral to generally favourable reaction. None of the concepts seemed to convey a strong call to action or were particularly memorable. All left participants wanting more information about CSE though few appeared to be motivated to look for more information.

Concept A was preferred of all the concepts among both target audiences, though mid-career professionals liked Concept D nearly as much. In all groups, Concept D followed second to Concept A. Concepts B and C were preferred by fewer participants; however, those who preferred them, appreciated that they were more colourful.

Concept D seemed to effectively communicate a sense of mystery and technology dimension, though not everyone liked the photos used, or necessarily how the concept was executed (especially for the version shown in Quebec).

Concepts B and C were considered boring, “cookie cutter” and not modern or cutting-edge. The concepts reinforced some of participants’ negative perceptions of the Government of Canada as an employer; mainly that it is boring, bureaucratic, and not all that challenging or stimulating.

Reaction to the proposed taglines was quite similar in that they were neither all that inspiring nor offensive. For the most part, participants simply described them as something any organization would say. They seemed to be slightly better received in Chinese, though the translations were felt to be a little clunky and wordy; not conveying the same meaning as in English. And, while some felt it was more culturally appropriate to display both the traditional and simplified translations, others felt that having both could make an ad cluttered and argued the simplified Chinese would be sufficient.

While a few participants had an impression that a career at CSE might be different than other public service jobs due to its mandate, most participants were unable to distinguish CSE from the Government of Canada, in terms of the experience it would provide its employees.

That said, some participants who were Chinese speakers felt “something” when they saw the targeted ad for Asian people, especially students; however, there was a sense it would be more appropriate to broadcast them in Chinese media over mainstream channels.

Appendix A – Focus Group Methodology Report

Methodology

The following results are based on a series of six online discussion groups conducted between on February 16, 2022. Two markets were studied, with 4 groups conducted (in English) among Canadian citizens living in GTA/Southern Ontario/Eastern Ontario and 2 groups conducted (in French) among Canadian citizens living in Montreal/Western Quebec. Three of the groups were conducted with students in STEM and three were conducted with mid-career professionals. Students were defined as aged 18-29 who are either university students currently enrolled in a STEM program or recent graduates from a STEM program (past 2 years) or working in cyber/network security or intelligence. Mid-career professionals were defined as aged 30-45 working in a government setting (federal, provincial, or municipal) or in a STEM field or in cyber/network security or intelligence. Two of the groups, one with each target audience, were conducted with those fluent in both oral and written Chinese.

The table below shows the composition, date, and time of each group, as well as the number of participants per group.

Group	Audience	Region/Language	Time	Number of Participants
Wednesday, February 16, 2022				
1	Students 18-29	GTA/South/East ON (EN)	2:00 pm EST	9
2	Students 18-29	Montreal/West QC (FR)	2:00 pm EST	10
3	Chinese students 18-29	GTA/South/East ON (EN)	4:00 pm EST	10
4	Chinese mid-career professionals 30-45	GTA/South/East ON (EN)	4:00 pm EST	9
5	Mid-career professionals 30-45	GTA/South/East ON (EN)	6:00 pm EST	10
6	Mid-career professionals 30-45	Montreal/West QC (FR)	6:00 pm EST	9

Recruitment

Participants were recruited using a screening questionnaire (included in Appendix B). For each group we recruited 10 participants, for 8-10 to show.

Decision Point utilized its proprietary database of qualitative research participants for this research. Decision Point's opt-in survey panel members are recruited through a variety of means, including face-to-face and intercept sign-ups following the completion of on-site surveys, panelist referrals, organization referrals through a comprehensive reward system, onsite sign

ups at events and advertising online using interactive websites.

Decision Point contacted members of their database first via email and followed-up with telephone calls to pre-qualify participants. This is the approach employed most often. They also utilized telephone recruitment to supplement in each market.

Moderation

Two moderators were used to conduct the focus groups. Together, we discussed the findings in and analyzed the results, which have been reported.

A note about interpreting qualitative research results

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences, and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn, and findings cannot reliably be generalized beyond their number.

Glossary of terms

The following is a glossary of terms which explains the generalizations and interpretations of qualitative terms used throughout the report. These phrases are used when groups of participants share a specific point of view and emerging themes can be reported. Unless otherwise stated, it should not be taken to mean that the rest of participants disagreed with the point; rather others either did not comment or did not have a strong opinion on the question.

Generalization	Interpretation
Few	<i>Few</i> is used when less than 10% of participants have responded with similar answers.
Several	<i>Several</i> is used when fewer than 20% of the participants responded with similar answers.
Some	<i>Some</i> is used when more than 20% but significantly fewer than 50% of participants respondents with similar answers.
Many	<i>Many</i> is used when nearly 50% of participants responded with similar answers.
Majority/Plurality	<i>Majority</i> or <i>plurality</i> are used when more than 50% but fewer than 75% of the participants responded with similar answers.

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Most	<i>Most</i> is used when more than 75% of the participants responded with similar answers.
Vast majority	<i>Vast majority</i> is used when nearly all participants responded with similar answers, but several had differing views.
Unanimous/Almost all	<i>Unanimous</i> or <i>almost all</i> are used when all participants gave similar answers or when the vast majority of participants gave similar answers and the remaining few declined to comment on the issue in question.

Appendix B – Recruitment Screener

Focus Group Summary

- Groups are 90 minutes in length and conducted online.
- Recruit 10 participants for 8-10 to show.
- Two markets will be studied, with 4 groups conducted (in English) among Canadian citizens living in GTA/Southern Ontario/Eastern Ontario and 2 groups conducted (in French) among Canadian citizens living in Montreal/Western Quebec.
- In addition to the requirements above, the groups will also be segregated as follows:
 - **Students:** Each market will have one group with youth aged 18-29 who are either university students currently enrolled in a STEM program or recent graduates from a STEM program (past 2 years) or working in cyber/network security or intelligence;
 - **Mid-career professionals:** Each market will have one group with mid-career professionals aged 30-45 who work in a government setting (federal, provincial or municipal) or work in a STEM field or in cyber/network security or intelligence;
 - **Chinese students:** In the GTA/Southern Ontario/Eastern Ontario market, one group will be among youth aged 18-29 who are either university students currently enrolled in a STEM program or recent graduates from a STEM program (past 3 years) or working in cyber/network security or intelligence who are also fluent in both oral and written Chinese; and
 - **Chinese mid-career professionals:** In the GTA/Southern Ontario/Eastern Ontario market, one group will be among mid-career professionals aged 30-45 who work in a government setting (federal, provincial or municipal) or work in a STEM field or in cyber/network security or intelligence who are also fluent in both oral and written Chinese.
- A mix of other demos (i.e., gender, income, etc.) would be preferable but not required.

Group #	Audience	Region/Language/Gender	Time
Wednesday, February 16, 2022			
1	Students 18-29	GTA/South/East ON (EN)	2:00 pm EST
2	Students 18-29	Montreal/West QC (FR)	2:00 pm EST
3	Chinese students 18-29	GTA/South/East ON (EN)	4:00 pm EST
4	Chinese mid-career professionals 30-45	GTA/South/East ON (EN)	4:00 pm EST
5	Mid-career professionals 30-45	GTA/South/East ON (EN)	6:00 pm EST
6	Mid-career professionals 30-45	Montreal/West QC (FR)	6:00 pm EST

Hello/Bonjour, this is _____ calling on behalf of Earncliffe, a national public opinion research firm. We are organizing a series of discussion groups on issues of importance on behalf of the Government of Canada. We are looking for people who would be willing to participate in a 90-minute online discussion group. Up to 10 participants will be taking part and for their time, participants will receive an honorarium of [INSERT AMOUNT]. May I continue?

Yes CONTINUE
No THANK AND TERMINATE

Participation is voluntary. We are interested in hearing your opinions; no attempt will be made to sell you anything or change your point of view. The format is a 'round table' discussion led by a research professional. All opinions expressed will remain anonymous and views will be grouped together to ensure no particular individual can be identified. I would like to ask you a few questions to see if you or someone in your household qualify to participate. This will take about three minutes. May I continue?

Yes CONTINUE
No THANK AND TERMINATE

Monitoring text:

READ TO ALL: "This call may be monitored or audio taped for quality control and evaluation purposes.

ADDITIONAL CLARIFICATION IF NEEDED:

To ensure that I (the interviewer) am reading the questions correctly and collecting your answers accurately;

To assess my (the interviewer) work for performance evaluation;

To ensure that the questionnaire is accurate/correct (i.e. evaluation of CATI programming and methodology – we're asking the right questions to meet our clients' research requirements – kind of like pre-testing)

If the call is audio taped, it is only for the purposes of playback to the interviewer for a performance evaluation immediately after the interview is conducted or it can be used by the Project Manager/client to evaluate the questionnaire if they are unavailable at the time of the interview – all audio tapes are destroyed after the evaluation.

1. Do you or does anyone in your immediate family or household work in any of the following areas?

Category	Yes	No
A marketing research firm	1	2
A magazine or newspaper, online or print	1	2
A radio or television station	1	2
A public relations company	1	2
An advertising agency or graphic design firm	1	2
An online media company or as a blog writer	1	2

IF “YES” TO ANY OF THE ABOVE, THANK AND TERMINATE

2. Are you...?

Male gender 1
 Female gender 2
 Other gender identity 3

3. Which of the following age categories do you fall in to? Are you...

Under 18 years 1 } THANK AND TERMINATE
 18-24 years 2 }
 25-29 years 3 } CONTINUE FOR GROUPS 3, 4, 5
 30-35 years 4 }
 36-45 years 5 } CONTINUE FOR GROUPS 1, 2, 6
 46-55 years 6 }
 56-65 years 7 } THANK AND TERMINATE
 66+ years 8 }

PREFER A GOOD MIX OF AGES WITHIN AGE CATEGORIES (18-29 AND 30-45).

4. Please confirm that you live within one of the following regions:

Toronto or the Greater Toronto Area (GTA) 1 }
 Southern Ontario 2 } CONTINUE FOR GROUPS 1, 3, 5, 6
 Eastern Ontario 3 }
 Montreal or the Greater Montreal Area 4 }
 Western Quebec 5 } CONTINUE FOR GROUPS 2, 4
 None of the above 9 } THANK AND TERMINATE

5. Are you a Canadian citizen?

Yes 1
 No 2 } THANK AND TERMINATE

6. What is your current employment status?

Working full-time	1	
Working part-time	2	
Self-employed	3	
Retired	4	
Unemployed	5	
Student	6	
Other	7	
DK/NR	9	THANK AND TERMINATE

7. Have you graduated from a university program in one of either science, technology, engineering or math?

Yes, within the past 2 years	1	
Yes, but not within the past 2 years	2	IF STUDENT, ASK 8
No	3	IF STUDENT, ASK 8

8. [IF STUDENT] Are you currently enrolled in a university program in one of either science, technology, engineering or math?

Yes	1
No	2

9. [IF WORKING FULL-TIME OR SELF-EMPLOYED AT Q6] Are you currently working in any of the following? [SELECT ALL THAT APPLY]

Federal government	1	
Provincial government	2	
Municipal government	3	
Cyber or network security	4	
Intelligence	5	
A role in science, technology, engineering, or mathematics	6	
NONE OF THE ABOVE	8	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

TO QUALIFY FOR GROUPS 1, 2 OR 6, ALL MUST BE 30-45 YEARS AND BE WORKING IN AT LEAST ONE OF THE FIELDS IN Q9.

TO QUALIFY FOR GROUPS 3, 4 OR 5, ALL MUST BE 18-29 YEARS, AND HAVE RECENTLY GRADUATED FROM OR BE CURRENTLY ENROLLED IN A STEM PROGRAM OR SELECT ANSWERS 4 OR 5 AT Q9.

10. Could you please tell me, what is your ethnic background?

Caucasian	1	
Chinese	2	ASK Q11
South Asian (i.e., East Indian, Pakistani, etc.)	3	
Black	4	
Filipino	5	
Latin American	6	
Southeast Asian (i.e. Vietnamese, etc.)	7	
Arab	8	
West Asian (i.e. Iranian, Afghan, etc.)	9	
Korean	10	
Japanese	11	
Other (please specify)	12	
DK/NR	13	

11. [IF CHINESE] Depending on your fluency, part of the discussion may involve discussing Chinese printed material and messages. Are you fluent in both written and oral Chinese? By this we mean you have full comprehension of Cantonese or Mandarin and can speak it as well as educated native speakers AND you can fully read and understand written Chinese – either simplified or traditional?

Yes	1
No	2

TO QUALIFY FOR GROUP 5, ALL MUST BE 18-29 YEARS, AND HAVE RECENTLY GRADUATED FROM OR BE CURRENTLY ENROLLED IN A STEM PROGRAM OR SELECT ANSWERS 4 OR 5 AT Q9, AND BE YES AT Q10.

TO QUALIFY FOR GROUP 6, ALL MUST BE 30-45 YEARS AND BE WORKING IN AT LEAST ONE OF THE FIELDS IN Q9, AND BE YES AT Q10.

12. Which of the following categories best describes your total household income; that is, the total income of all persons in your household combined, before taxes? [READ LIST]
PREFER A GOOD MIX

Under \$20,000	1
\$20,000 to under \$40,000	2
\$40,000 to under \$60,000	3
\$60,000 to under \$80,000	4
\$80,000 to under \$100,000	5
\$100,000 to under \$150,000	6
\$150,000 or more	7
DK/NR	9

This research will require participating in a video call online.

13. Do you have access to a computer, smartphone or tablet with high-speed internet which will allow you to participate in an online discussion group?

Yes CONTINUE
No THANK AND TERMINATE

14. Does your computer/smartphone/tablet have a camera that will allow you to be visible to the moderator and other participants as part of an online discussion group?

Yes CONTINUE
No THANK AND TERMINATE

15. Do you have a personal email address that is currently active and available to you?

Yes CONTINUE, PLEASE RECORD EMAIL
No THANK AND TERMINATE

16. Have you participated in a discussion or focus group before? A discussion group brings together a few people in order to know their opinion about a given subject.

Yes	1	CONTINUE
No	2	SKIP TO Q18
DK / NR	9	THANK AND TERMINATE

17. When was the last time you attended a discussion or focus group?

If within the last 6 months	1	THANK AND TERMINATE
If not within the last 6 months	2	CONTINUE
DK / NR	9	THANK AND TERMINATE

18. How many of these sessions have you attended in the last five years?

If 4 or less	1	CONTINUE
If 5 or more	2	THANK AND TERMINATE
DK / NR	9	THANK AND TERMINATE

19. And what was/were the main topic(s) of discussion in those groups?

IF RELATED TO SECURITY, SECRET INTELLIGENCE, CYBER-SECURITY, TECHNOLOGY, TESTING RECRUITMENT BRANDING AND/OR MATERIALS PLEASE THANK AND TERMINATE.

INVITATION

20. Participants in discussion groups are asked to voice their opinions and thoughts. How comfortable are you in voicing your opinions in front of others? Are you...? (READ LIST)

Very comfortable	1	MINIMUM 4 PER GROUP
Fairly comfortable	2	CONTINUE
Comfortable	3	CONTINUE
Not very comfortable	4	THANK AND TERMINATE
Not at all comfortable	5	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

21. Sometimes participants are asked to read text, review images, or type out answers during the discussion. Is there any reason why you could not participate?

Yes	1	ASK S20
No	2	SKIP TO S22
DK/NR	9	THANK AND TERMINATE

22. Is there anything we could do to ensure that you can participate?

Yes	1	ASK S21
No	2	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

23. What specifically? [OPEN END]

INTERVIEWER TO NOTE FOR POTENTIAL ONE-ON-ONE INTERVIEW

24. Based on your responses, it looks like you have the profile we are looking for. I would like to invite you to participate in a small group discussion, called an online focus group, we are conducting at [TIME], on [DATE]

As you may know, focus groups are used to gather information on a particular subject matter. The discussion will consist of up to 10 people and will be very informal.

It will last up to up to 90 minutes and you will receive [INSERT AMOUNT] as a thank you for your time. Would you be willing to attend?

Yes	1	RECRUIT
No	2	THANK AND TERMINATE
Don't know/Prefer not to say	9	THANK AND TERMINATE

PRIVACY QUESTIONS

Now I have a few questions that relate to privacy, your personal information and the research process. We will need your consent on a few issues that enable us to conduct our research. As I run through these questions, please feel free to ask me any questions you would like clarified.

P1) First, we will be providing a list of respondents' first names and profiles (screener responses) to the moderator so that they can sign you into the group. Do we have your permission to do this? I assure you it will be kept strictly confidential.

Yes	1	GO TO P2
No	2	GO TO P1A

We need to provide the first names and background of the people attending the focus group because only the individuals invited are allowed in the session and this information is necessary for verification purposes. Please be assured that this information will be kept strictly confidential. GO TO P1A

P1a) Now that I've explained this, do I have your permission to provide your first name and profile?

Yes	1	GO TO P2
No	2	THANK & TERMINATE

P2) A recording of the group session will be produced for research purposes. The recordings will be used by the research professional to assist in preparing a report on the research findings and may be used by the Government of Canada and the creative agency working with the Government of Canada for internal reporting purposes.

Do you agree to be recorded for research and reporting purposes only?

Yes	1	THANK & GO TO P3
No	2	READ RESPONDENT INFO BELOW & GO TO P2A

It is necessary for the research process for us to record the session as the researchers need this material to complete the report.

P2a) Now that I've explained this, do I have your permission for recording?

Yes	1	THANK & GO TO P3
No	2	THANK & TERMINATE

- P3) Employees from the Government of Canada and the creative agency working with the Government of Canada to develop the advertising campaign may also be online to observe the groups.

Do you agree to be observed by Government of Canada employees and employees of their creative agency?

Yes 1 THANK & GO TO INVITATION
 No 2 GO TO P3A

- P3a) It is standard qualitative procedure to invite clients, in this case, Government of Canada employees and employees of their creative agency, to observe the groups online. They will be there simply to hear your opinions firsthand although they may take their own notes and confer with the moderator on occasion to discuss whether there are any additional questions to ask the group.

Do you agree to be observed by Government of Canada employees and employees of their creative agency?

Yes 1 THANK & GO TO INVITATION
 No 2 THANK & TERMINATE

INVITATION:

Wonderful, you qualify to participate in one of our discussion sessions. As I mentioned earlier, the group discussion will take place on [DATE] at [TIME] for up to 90 minutes.

Group #	Audience	Region/Language/Gender	Time
Wednesday, February 16, 2022			
1	Students 18-29	GTA/South/East ON (EN)	2:00 pm EST
2	Students 18-29	Montreal/West QC (FR)	2:00 pm EST
3	Chinese students 18-29	GTA/South/East ON (EN)	4:00 pm EST
4	Chinese mid-career professionals 30-45	GTA/South/East ON (EN)	4:00 pm EST
5	Mid-career professionals 30-45	GTA/South/East ON (EN)	6:00 pm EST
6	Mid-career professionals 30-45	Montreal/West QC (FR)	6:00 pm EST

Can I confirm your email address so that we can send you the link to the online discussion group?

We ask that you login a few minutes early to be sure you are able to connect and to test your camera and sound (speaker and microphone). If you require glasses for reading, please make sure you have them handy as well.

As we are only inviting a small number of people, your participation is very important to us. If for some reason you are unable to attend, please call us so that we may get someone to replace you. You can reach us at [INSERT PHONE NUMBER] at our office. Please ask for [NAME]. Someone will call you in the days leading up to the discussion to remind you.

So that we can call you to remind you about the discussion group or contact you should there be any changes, can you please confirm your name and contact information for me?

First name

Last Name

email

Daytime phone number

Evening phone number

If the respondent refuses to give his/her first or last name, email or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the discussion group. If they still refuse THANK & TERMINATE.

Appendix C – Discussion Guide

Introduction

10 min 10 min

Moderator introduces herself/himself and her/his role: role of moderator is to ask questions, make sure everyone has a chance to express themselves, keep track of the time, be objective/no special interest.

- The name of the firm the moderator works for, and the type of firm that employs them (i.e., an independent marketing research firm).
- Role of participants: speak openly and frankly about opinions, remember that there are no right or wrong answers and no need to agree with each other.
- Results are confidential and reported all together/individuals are not identified/participation is voluntary.
- The length of the session (1.5 hours).
- The presence of any observers, their role and purpose, and the means of observation (observers viewing and listening in remotely).
- The presence and purpose of any recording being made of the session.
- Confirm participants are comfortable with the platform and some of the specific settings such as: how to mute and unmute themselves; where the hand raise button is; and, the chat box.
- As mentioned, when we invited you to participate in this discussion group, we're conducting research on behalf of the Government of Canada and the Communications Security Establishment (CSE), more specifically. The focus of our discussion is to gather your reactions to a series of draft recruitment branding concepts.

Moderator will go around the table and ask participants to introduce themselves.

- **Introduction of participants:** To get started, please tell us your first name, what you do during the day, and one of your favourite interests or hobbies.

Warm-up

10 min 20 min

Seeing as the bulk of our conversation today will be spent reviewing recruitment branding concepts, I thought it would be fun to start by understanding your career aspirations/goals.

- To begin, I want you to imagine your ideal job/career for me. Take a few moments to reflect on the characteristics that would describe your best possible future career self. To stimulate your thinking, reflect on:
 - What would most bring you career fulfilment?
 - What your ideal work environment would look like?
 - Who your ideal employer would be?
 - In your day to day, what type of work you would be doing?

Please write your description in the chat box and when you're done, please send it to "everyone in the meeting" and we will discuss your thoughts as a group.

Concept Testing

40 min 60 min

As mentioned, I would like to show you different branding concepts to gather your reactions and thoughts.

We've got four concepts to show you. These are examples of documents and products that CSE would use at career fairs and on social media to attract job applicants. For each concept, there are a variety of examples of how that concept would be applied (i.e., in documents, social media, branded materials, etc.). We will go through each concept one at a time and I will ask you to review them in silence and then we will discuss reactions as a group.

It is important to note, all these materials are currently being developed but are not in their final state yet.

[MODERATOR TO DISPLAY EACH CONCEPT IN RANDOMIZED ORDER ONE AT A TIME ON SCREEN]

Moderator to probe:

- Overall, what is your impression of this concept? Why?
- How does it make you feel? Why?
- What does it say to you about working for the Communications Security Establishment? Why?
- Would you notice it? Is it memorable? Why/Why not?
- Would you be motivated to do anything if you saw it? Why or why not?
- If you saw it on social media, would you be likely to like it or share it? Why or why not?
- What do you think of the colours? Why?
- Do you like the font? Why or why not?
- What do you think of the icons/symbols/photos used?
 - What did you interpret from the icons/symbols?
 - Do you prefer photographs to icons/symbols? Why?
 - With respect to photographs, do you prefer people or buildings? What about the use of stock photography? Why?
- Does the concept raise any concerns or questions for you?
- How could it be improved?

CONCEPT WRAP-UP:

- [POLL] Now that you have seen all the concepts, which do you prefer? Why?
- [POLL] And, which is your second choice? Why?
- Are there any that would be unacceptable or inappropriate for the Government to use? Why?

[FOR CHINESE SPEAKERS, ONCE FOUR CONCEPTS ARE REVIEWED, MODERATOR TO SHOW IN LANGUAGE CONCEPT]

Moderator to refer to core probes above. Additional probes to include:

- Is it culturally appropriate? Why or why not?
- Where would you expect to see an ad for job opportunities at CSE? Probe: In print media? Online?
- Are there any specific sites or papers where you would expect to see an ad like this?

Tagline testing

10 min 70 min

Now let's focus on the tagline.

- *Be part of a mission that matters*
- Overall, what did you think of the tagline? Why?
- What thoughts/feelings did it evoke for you?
- Does it fit with the concepts? Does it fit with some better than others? Why?
- Is it memorable? Why or why not?
- How, if at all, could it be improved? Why?
- *[FOR CHINESE SPEAKERS]*
 - Is the tagline and translation culturally sensitive?
 - What do you think of the quality of the translation?

[IF TAGLINE DOES NOT TEST WELL]

There are alternate taglines being considered:

- *A mission that matters*

[IN CHINESE]

- *Build your future with CSE*
Simplified Chinese translation: “CSE与你共建未来”
Traditional Chinese translation: “CSE與你共建未来”
- *Job security with CSE*
Simplified Chinese translation: “CSE能为你提供稳定的工作和收入”
Traditional Chinese translation: “CSE能為你提供穩定的工作和收入”
- *Start your career with CSE*
Simplified Chinese translation: “CSE期盼着你来开创自己的职业生涯”
Traditional Chinese translation: “CSE期盼著你來開創自己的職業生涯”
- Overall, what do you think of this one?
- What thoughts/feelings did it evoke for you? How?
- Does it fit with the concepts? Does it fit with some better than others? Why?
- Is it memorable? Why or why not?
- How, if at all, could it be improved? Why?
- Do you prefer it to the first?
- *[FOR CHINESE SPEAKERS]*
 - Is the tagline and translation culturally sensitive?
 - What do you think of the quality of the translation?

Message testing [IF TIME PERMITS]**5 min 75 min**

The concepts may also use additional text in different ways throughout. Please take a moment to review this messaging and then we will discuss your thoughts as a group.

[MODERATOR TO SHOW ON SCREEN]

You will make an impact defending Canada.

You will never be bored.

You'll be part of a team.

You will know you're making an impact.

CSE. Be part of a mission that matters.

- What do you think of this messaging?
- How does it make you feel? Why?
- What does it say to you about working for Communications Security Establishment? Why?
- Which specific words or phrases (if any) were particularly compelling? Why?
 - Were there any that were not all that compelling or problematic in some way? Which ones? Why?

Views about a career in government**10 min 85 min**

When we began our discussion today/this evening I asked you to reflect on your ideal careers.

- *[HANDS UP]* Prior to this evening, had you heard of the Communications Security Establishment?
 - *[IF YES]* What had you heard? What do you think of them? Why?
- *[HANDS UP]* Prior to this evening, had you considered employment with the federal government? Why or why not?
- What do you think about a career with the federal government?
 - What do you see as the main advantages? What do you see as the main disadvantages?
- Does the Communications Security Establishment strike you as an employer that wants to hire a person like you? Why or why not?
- *[FOR STUDENTS]* Do you think your friends/classmates/peers would consider the federal government a good career choice? Why or why not?

Communications preferences**5 min 90 min**

Finally, I would like to take a few minutes to understand your communications preferences.

- Where do you/would you go for information about employment opportunities? Please be specific.

Probe:

- Employer websites
- Job search websites
- LinkedIn

- Career fairs
- Other (please specify)

Conclusion

[MODERATOR TO REQUEST ADDITIONAL QUESTIONS ARE SENT VIA THE CHAT BOX DIRECTLY TO THE MODERATOR AND PROBE ON ANY ADDITIONAL AREAS OF INTEREST]

This concludes what we needed to cover tonight.

- Does anybody have any final thoughts or comments they would like to pass along?

We really appreciate you taking the time to come down here to share your views. Your input is very important.

Appendix D – Concept Material

Concept A



CSE CST @cse_cst · Nov 8
 Do you thrive in a fast-paced environment and have superior organization skills? Join our team as an administrative professional!

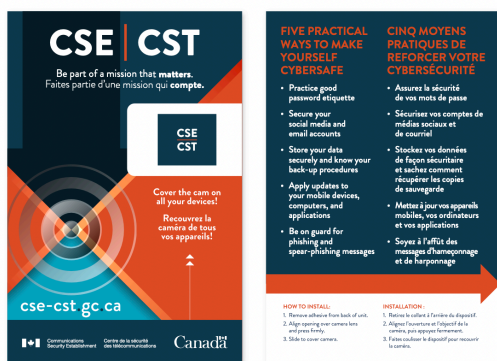
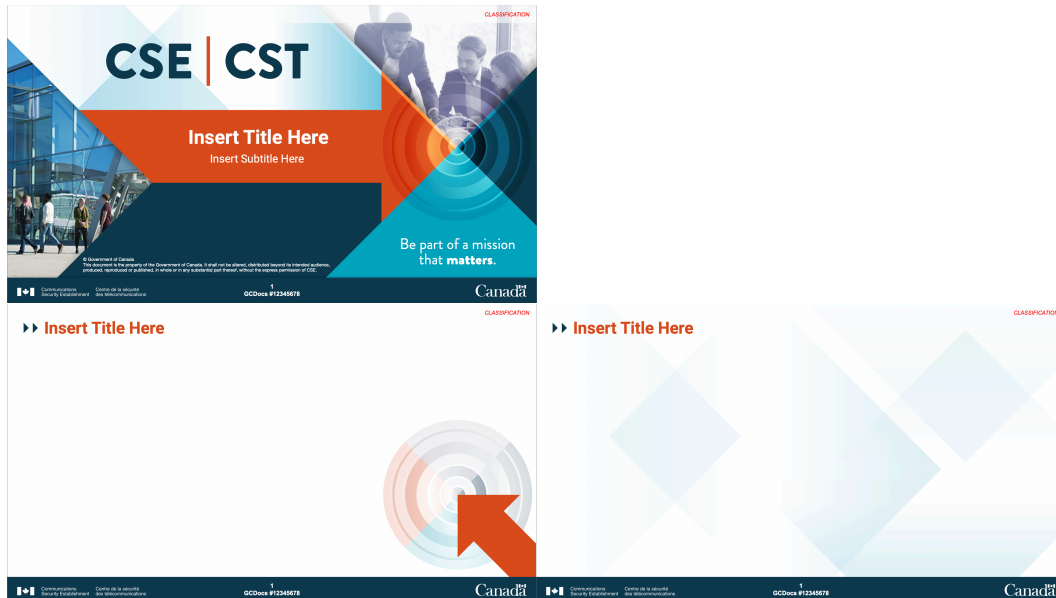
Apply today: jobs-emplois.cse-cst.gc.ca/en/Administrat... #GCJobs #Admin



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Concept B

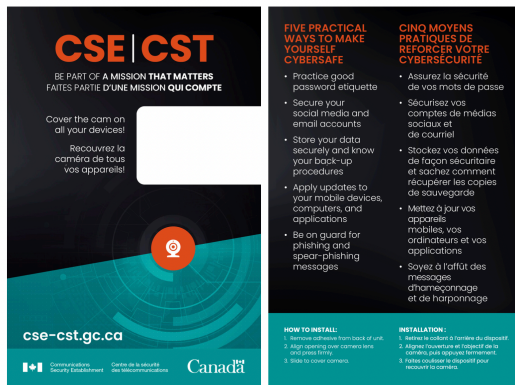
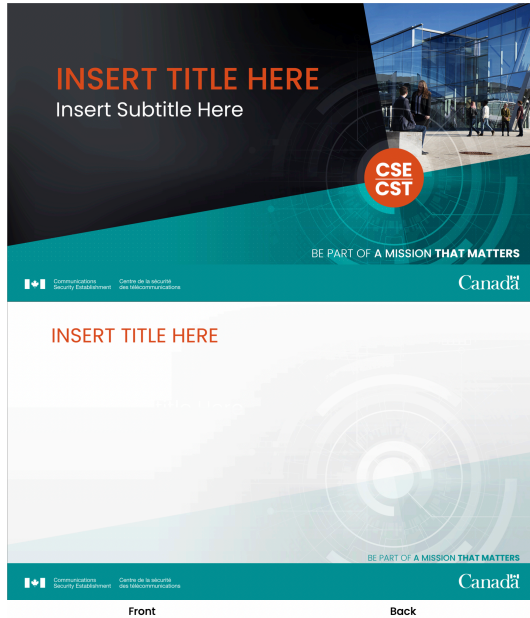


CSE CST @cse_cst · Nov 8
 Do you thrive in a fast-paced environment and have superior organization skills? Join our team as an administrative professional!

Apply today: jobs-emplois.cse-cst.gc.ca/en/Administrat... #GCJobs #Admin



Concept C



CSE CST @cse_cst · 8h
 Looking to launch your career in #HR? CSE is hiring a human resources program assistant to provide support to various human resources groups.

Apply by November 28: jobs-emplois.cse-cst.gc.ca/en/human-resou...
 #GCJobs



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Concept D

