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Social Development Canada Développement social Canada

National Skilled Trades Advertising Campaign – Creative Testing and Evaluation Final Report

Prepared for Employment and Social Development Canada

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Canada 

National Skilled Trades Advertising Campaign – Creative Testing and Evaluation

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Supplier name: Earncliffe Strategy Group
March 2022

This public opinion research report presents the results of the focus groups and two online surveys conducted by Earncliffe Strategy Group on behalf of Employment and Social Development Canada (ESDC). The focus groups were conducted in August 2021, the first survey was conducted in December 2021 and the second survey was conducted in March 2022.

Cette publication est aussi disponible en français sous le titre : Campagne nationale de publicité pour les métiers spécialisés – test de concepts créatifs et évaluation

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Table of Contents

- Table of Contents* 3**
- Executive Summary* 1**
- Introduction* 6**
- Detailed Findings*..... 9**
- Conclusions*..... 16**
- Appendix A – Focus Group Methodology Report* 17**
- Appendix B – Screener* 19**
- Appendix C – Discussion Guide*..... 28**
- Appendix D - Focus Group Testing Materials*..... 31**
- Appendix E – Survey Methodology Report* 44**
- Appendix F – Pre-Campaign Questionnaire* 50**
- Appendix G – Post Campaign Questionnaire* 59**
- Appendix H – Ad Testing Materials* 69**

Executive Summary

Earnscliffe Strategy Group is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of the qualitative research conducted to pre-test materials for the National Skilled Trades Advertising Campaign, as well as the methodology report of two online surveys conducted pre- and post- campaign.

In Budget 2019, the government committed to providing Skills Canada with an investment of \$10 million per year, starting in 2020-2021, to encourage more young people to consider training and work in the skilled trades.

As part of this commitment, the Public Affairs and Stakeholder Relations Branch of ESDC is planning a national marketing and advertising campaign to promote the Skilled Trades as a first-choice career for young people. The Campaign will aim to change the perception around careers in the skilled trades, promoting their merits, including high demand, high wages, and ongoing professional development. In addition, the Campaign will encourage Canadians to consider training and working in the skilled trades, addressing a potential labour shortage in the Red Seal Trades, and getting Canadians back to work after COVID-19 job losses.

The results of the qualitative research presented in this report form the first of a three-phase research project aimed at testing and evaluating the National Skilled Trades Advertising Campaign. The main objectives of the qualitative research were to collect feedback on creative concepts to inform final creative development and measure recall, message retention and effectiveness. The main objective of the qualitative phase was to ensure the advertising campaign resonates with its intended target audience and meets its objectives. The research will inform final creative development by determining the potential for effectiveness and the resonance of messages and concepts with target audiences.

The methodology of the quantitative research, which made use of an Advertising Campaign Evaluation Tool (ACET), is also presented in this report. This research was conducted prior to and after the campaign to measure aided and unaided recall, message retention and effectiveness.

The total contract value of the three-phased project was \$125,976.39 including HST.

To meet the qualitative research objectives, Earnscliffe conducted a series of six (6) online focus groups. The target audiences included youth (16-19) and young adults (20-34). The groups were conducted with residents of Eastern Canada (Atlantic Canada, Quebec, and Ontario) and Western Canada (the Prairies and British Columbia). Two of the groups (one with each target audience) with residents of Eastern Canada were conducted in English and two were conducted in French. The groups with residents of Eastern Canada included official language minority Canadians (OLMCs) – both those who speak French outside Quebec and those who speak English in Quebec. The focus groups were approximately 90 minutes in length and participants received an honourarium of \$100.

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.

To meet the objectives for the quantitative phase of the research, Earnscliffe conducted two online surveys. The target audiences for both surveys were:

- youth (16-19), both in and out of school and not-employed-or-in-education-or-training (NEET); and,
- young adults (20-34) in out and out of school and NEET, looking to change careers or go back to school.

The first survey included 2,154 Canadians ages 16 to 34, including 1,147 youth (16-19) and 1,007 young adults (20-34), and averaged 5 minutes in length. Fieldwork was conducted from November 30, 2021, to December 17, 2021.

The second survey included 2,069 Canadians ages 16 to 34, including 1,026 youth (16-19) and 1,043 young adults (20-34), and averaged 6 minutes in length. Fieldwork was conducted from March 1-11, 2022.

For both phases of the research, quotas were set for gender and age within region for the sample of youth (16-19). Since the profile of those young adults (20-34) looking to switch careers or go back to school was unknown at the outset of the first study, no quotas were set for this group for the pre-campaign survey. However, upon completing the first phase, we were able to build a profile of young adults (20-34) looking to return to school or work that was developed during the first phase and set quotas based on that profile.

The sample of youth (16-19) was weighted to be reflective of the overall population by gender and age within region. The sample of young adults (20-34) was weighted by gender and age within region to be reflective of the population of Canadians of that age group who are looking to change careers or go back to school.

Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the weighting procedures and response rate can be found in Appendix E.

The key findings from the research are presented below.

Key Findings

Concept Testing

Participants were presented with three advertising concepts, in storyboard format, and were asked to use their imaginations to consider them as fully executed/produced 30-second video ads. Each of the three concepts was presented one by one in randomized order. After each concept was presented, participants were led through a group discussion to gauge their overall reactions. Once each of the three concepts was reviewed, participants were asked about their overall preferences.

- Overall, reactions to the concepts were on balance favourable though enthusiasm did vary somewhat from one concept to the other (ranging from slightly negative or lukewarm to positive reactions).

- Participants appreciated that the concepts depicted a multitude of trade. However, in some instances, presenting too many different trades made for a cluttered and disjointed ad. Some had a hard time following the arc of the story.
- A few participants commented that none of the concepts depicted or indicated what a person needs to do or what the process is to become a skilled tradesperson. In fact, some of the concepts seemed to convey a sense that a career in the skilled trades was easy and ‘anybody can do it’.
- Asked if they would be motivated to do anything if they saw any of these ads, several participants thought that depending on when they saw the ad, they might search online for more information or to find out where they offer courses/training.
- Trading Places was the preferred concept overall, particularly among youth (16-19). Participants appreciated that it was short, simple and inspiring. They felt the comedic approach was attention-grabbing and made it memorable. Participants could see themselves in this concept and felt it was more targeted at a broader audience than the other two concepts, including younger people uncertain of their future career paths and older people who might not be happy in their current professions.
 - Participants who reacted less favourably to this concept, typically young adults (20-34), felt it was unrealistic to believe someone could really become an expert at, let alone have a passion for, something at which they are awful.
 - And, while interpretations of the main message were generally favourable, there appeared to be some confusion around the call to action with some interpreting it simply as self-improvement and not necessarily about consideration of a career in the skilled trades.
- Reactions to the Let’s Build concept were generally positive though participants found it less attention-grabbing and memorable than the other concepts. Participants liked that the concept displayed a variety of skilled trades and appreciated the main message of teamwork, collaboration and community.
 - Those with less favourable impressions of this concept found it vague, a bit overdone, and uninspiring. To them, this concept seemed to be promoting the wide range of careers in the skilled trades, rather than an exciting career in the skilled trades.
- The Grand Pivot was the least popular concept. While each of the story lines on their own were generally well-received, they were often difficult to follow, and participants had a hard time understanding the arc of the stories until the end. They also struggled with the discomfort of those left behind in the ad.

Design Directions

Participants were then presented with three different design directions. The design directions provided examples of the colour palette, typography, and imagery to convey the spirit of the potential creatives. Participants were asked to discuss their overall impressions of each direction and to select the direction they felt would best fit with their preferred advertising concept.

- Overall, almost half of participants selected Direction A as their preferred direction and it was the preferred direction for youth (16-19). The remaining participants’ preferences were divided between Direction B, the preferred direction for young adults (20-34), and Direction C.

- Participants’ reactions to Direction A were a little less polarized than reactions to Directions B and C. Direction A seemed to be regarded as the “goldilocks” option; not necessarily beautiful or exciting but not negative or off-putting. The colours were a little more muted (than Direction B), though still eye-catching and pleasing, and the imagery was unexpected for some and creative (described as surreal or dystopian). Most felt that this direction could fit with an ad about the skilled trades and was in line with a Government of Canada ad. A few participants felt the typography was a little outdated and suggested using the typography from Direction B instead.
- Almost half of young adults (20-34) preferred Direction B. While some found it positive and upbeat, others described it as too bubbly and unrealistic. Those critical of this direction felt it did not relate to a career in the skilled trades and would be more appropriate for a fashion ad/apparel company or a mobile phone company.
- Reactions to Direction C were a little more divided. While those who preferred this direction appreciated the artsy and edgy feeling it evoked, those who reacted unfavourably to it felt it was too dark and edgy. A few suggested it evoked a masculine and industrial feel which seemed to fit well with a career in the skilled trades though these choices seemed more obvious and predictable.

Campaign Taglines

The final part of the discussion explored participants’ reactions to three campaign taglines. Participants were asked to provide their overall reactions to each tagline and to select their preferred tagline.

- Overall reactions to Follow Your Passion were favourable. Participants felt that it was aspirational, inspiring, and relatable. They tended to connect with this tagline on a personal and emotional level.
- Reactions to Your Time is Now were less favourable. Participants felt it was threatening, more menacing than motivating, and stress-inducing. It evoked a sense of urgency that did not sit well with most, particularly youth (16-19).
- Let’s Build Together received neutral and critical reaction. Neutral reactions tended to revolve around the concept of teamwork and working together. Critical reactions tended to revolve around the sense that it was vague and not all that inspiring; participants did not connect with this tagline on a personal level, and it seemed narrowly focused on the construction dimension of the skilled trades.

Research Firm:

Earnscliffe Strategy Group Inc. (Earnscliffe)

Contract Number: G9292-228991/001/CY

Contract award date: July 27, 2021

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, and standings with the electorate or ratings of the performance of a political party or its leaders.

Signed:

Date: March 18, 2021

A handwritten signature in black ink that reads "Stephanie Constable". The signature is written in a cursive style with a large initial 'S'.

Stephanie Constable
Principal, Earnscliffe

Introduction

Earnscliffe Strategy Group is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of the qualitative research conducted to pre-test materials for the National Skilled Trades Advertising Campaign as well as the methodology report of the two online surveys conducted pre- and post- campaign.

In Budget 2019, the government committed to providing Skills Canada with an investment of \$10 million per year, starting in 2020-2021, to encourage more young people to consider training and work in the skilled trades.

As part of this commitment, the Public Affairs and Stakeholder Relations Branch of ESDC is planning a national marketing and advertising campaign to promote the Skilled Trades as a first-choice career for young people. The Campaign will aim to change the perception around careers in the skilled trades, promoting their merits, including high demand, high wages, and ongoing professional development. In addition, the Campaign will encourage Canadians to consider training and working in the skilled trades, addressing a potential labour shortage in the Red Seal Trades, and getting Canadians back to work after COVID-19 job losses.

The results of the qualitative research presented in this report form the first of a three-phase research project aimed at testing and evaluating the National Skilled Trades Advertising Campaign. The main objectives of the research project overall are to collect feedback on creative concepts to inform final creative development and measure recall, message retention and effectiveness. The main objective of the qualitative phase was to ensure the advertising campaign resonates with its intended target audience and meets its objectives. More specifically, the creative pre-testing aimed to:

- determine how well the main messages are understood and perceived;
- determine whether the ad concepts grab people’s attention and what components (design, vocabulary, imagery, tone) are successful/not successful;
- assess the clarity of the concepts;
- assess the strengths and weaknesses of the ad concepts; and
- generate other suggestions for improvements.

The results of the research will be used to inform final creative development by determining the potential for effectiveness and the resonance of messages and concepts with target audiences.

To meet the objectives, Earnscliffe conducted a series of six (6) online focus groups. The target audiences included youth (16-19) and young adults (20-34). The groups were conducted with residents of Eastern Canada (Atlantic Canada, Quebec, and Ontario) and Western Canada (the Prairies and British Columbia). Two of the groups (one with each target audience) with residents of Eastern Canada were conducted in English and two were conducted in French. The groups with residents of Eastern Canada included official language minority Canadians (OLMCs) – both those who speak French outside Quebec and those who speak English in Quebec. The focus groups were approximately 90 minutes in length and participants received an honourarium of \$100.

The table below shows the number of participants in each group:

Table 1. Number of focus group participants by group

Group Audience	Number of Recruits	Number of Participants
Eastern Canada English Youth (16-19)	10	6
Eastern Canada French Youth (16-19)	10	9
Eastern Canada English Young adults (20-34)	10	8
Eastern Canada French Young adults (20-34)	10	7
Western Canada English Youth (16-19)	10	8
Western Canada English Young adults (20-34)	10	10

Appended to this report are the screener, discussion guide and materials tested in the focus groups.

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.

This report also includes the methodology report for the two Advertising Campaign Evaluation Tool (ACET) online surveys conducted pre- and post-campaign. The ACETs were required to measure aided and unaided recall, message retention and effectiveness. The specific objectives were as follows:

- gauge general awareness of the topic of the campaign (pre-campaign);
- gauge the effectiveness of the campaign;
- measure awareness and knowledge of the campaign and ESDC programs; and
- detect if the campaign was effective in promoting the call to action.

The target audiences for both surveys were:

- youth (16-19), both in and out of school and not-employed-or-in-education-or-training (NEET); and,
- young (20-34) in out and out of school and NEET, looking to change careers or go back to school.

Both ACETs were conducted as online surveys using Computer Aided Web Interviewing (CAWI) technology. The sample was drawn using Leger’s proprietary, opt-in online panel. The Leger Opinion panel is the largest Canadian owned proprietary panel in Canada with over 400,000 members. Because the recruitment method can greatly influence the quality of a panel, Leger Opinion’s panel is primarily based on random selection using traditional and mobile telephone methodologies. Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the weighting procedures and participation rate can be found in Appendix E. The questionnaires used for both surveys can be found in Appendices F and G.

For both phases of the research, quotas were set for gender and age within region for the sample of youth (16-19). Since the profile of young adults (20-34) looking to switch careers or go back to school was unknown at the outset of the first study, not quotas were set for this group for the pre-campaign survey. However, upon completing the first phase, we were able to build a profile of young adults (20-34) looking to return to school or work that was developed during the first phase and set quotas based on that profile.

The sample of youth (16-19) was weighted to be reflective of the overall population by gender and age within region. The sample of young adults (20-34) was weighted by gender and age within region to be reflective of the population of Canadians of that age group who are looking to change careers or go back to school.

Fieldwork for the first wave was conducted from November 30, 2021 to December 17, 2021. The response rate for this survey was 11.00%. Calculation of the response rate is presented in Appendix E. A pre-test of the programmed survey was conducted on November 30, 2021, in both English and French.

A total of 2,154 Canadians ages 16 to 34 participated in the survey, including 1,147 youth (16-19) and 1,007 young adults (20-34), and it averaged 5 minutes in length. The following table shows the sample size for relevant age, gender and regional categories:

Table 2: sample size by region

Region	Sample n
Atlantic	132
Quebec	520
Ontario	853
Prairies (Saskatchewan and Manitoba)	130
Alberta	262
British Columbia	252
Territories	5

Table 3: sample size by age

Age Category	Sample n
16-19	1147
20-34	1007

Table 4: sample size by gender

Gender	Sample n
Male	930
Female	1172
Gender diverse	52

Fieldwork for the second wave was conducted from March 1-11, 2022. The response rate for this survey was 14.2%. Calculation of the response rate is presented in Appendix E. A pre-test of the programmed survey was conducted on March 1, 2022, in both English and French.

A total of 2,069 Canadians ages 16 to 34 participated in the survey, including 1,026 youth (16-19) and 1,043 young adults (20-34), and it averaged 6 minutes in length. The following table shows the sample size for relevant age, gender and regional categories:

Table 5: Unweighted and Weighted Sample by Region for Post-Campaign Survey

Region	Sample n
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Atlantic	121
Quebec	431
Ontario	840
Manitoba/Saskatchewan	123
Alberta	261
British Columbia/Territories	293

Table 6: Unweighted and Weighted Sample by Gender for Post-Campaign Survey

Gender	Sample n
Female	1053
Male	978
Other	38

Table 7: Unweighted and Weighted Sample by Age for Post-Campaign Survey

Age	Sample n
16-19	1026
20-34	1043

Detailed Findings

This qualitative report is divided in three sections: the first explores participants' reactions to the three concepts, the second details impressions of each design direction and the third summarizes participants' views of the taglines.

Except where specifically identified, the findings also represent the combined results regardless of audience, region, or language (English and French). Quotations used throughout the report were selected to bring the analysis to life and provide unique verbatim commentary from participants across the various audiences.

Concept Testing

Participants were presented with three advertising concepts, in storyboard format, and were asked to use their imaginations to consider them as fully executed/produced 30-second video ads. Each of the three concepts was presented one by one in randomized order. After each concept was presented, participants were led through a group discussion to gauge their overall reactions. Once each of the three concepts was reviewed, participants were asked about their overall preferences.

Overall, reactions to the concepts were generally favourable though enthusiasm did vary somewhat from one concept to the other (ranging from lukewarm to positive reactions). No one seemed to react overly negatively to any of the concepts and almost all felt it was appropriate to communicate about a career in the skilled trades in these ways.

There was an appreciation for the depiction of a multitude of trades which suggested there are many different careers available in the skilled trades. However, in some instances, presenting too many different

trades made for a cluttered and disjointed ad. Some had a hard time following the arc of the story. There was also a sense that the featured trades were somewhat predictable and a desire to see trades that are less well known; though, a few participants, typically female, did note that depiction of gender roles were less predictable and appreciated (i.e., women with a passion for construction and building and men with a passion for hairstyling and cooking).

A few participants commented that none of the concepts depicted or indicated what a person needs to do or what the process is to become a skilled tradesperson. In fact, some of the concepts seemed to convey a sense that a career in the skilled trades was easy and ‘anybody can do it’.

Asked if they would be motivated to do anything if they saw any of these ads, several participants thought that depending on when they saw the ad, they might go to a website or search online to find out where they offer courses/training.

Asked which concept they preferred, the majority of participants, especially youth (16-19), seemed to prefer the concept, Trading Places. This was consistent across audience, region, and language. In fact, only two youth (16-19) selected another concept, The Grand Pivot, as their preferred. Among young adults (20-34), some selected Let’s Build as their preferred concept and a couple selected The Grand Pivot.

Table 8. Concept preferences by target audience

Concept	Youth (16-19)	Young adults (20-34)	Total
Trading Places	21	14	35
Let’s Build	0	9	9
The Grand Pivot	2	2	4

Trading Places

Participants liked that Trading Places was short, simple, to the point and inspiring. They seemed to understand very quickly the before and after approach of the concept and did not get lost in the vignettes; though some felt it would have been improved if the progress (training) was depicted in the ad as well. They also really liked that it was relevant in the context of the pandemic, and therefore relatable, and that it used a comedic approach which they felt would be attention grabbing and memorable.

“This one was most appropriate of all. The context is universal in that everyone went through lock down. It’s relatable.” – Eastern Canada English, Youth (16-19)

“I like this one. It’s set in the current context. But it needs an in between step; before they become professional.” – Eastern Canada English, Youth (16-19)

“This is cute. It speaks to the heart. They’re doing what they want. It’s very inspiring.” – Eastern Canada French, Youth (16-19)

“I like this one. It’s funny, catchy. Turn your passion into a job. Do what you love.” – Eastern Canada French, Young adults (20-34)

“This one is better at getting the point across. There is less going on. The beginning is relatable. I would keep watching.” – Western Canada English, Youth (16-19)

Participants could see themselves in this ad. They connected with it on a personal level and felt that it was targeted at a broader audience (than the other two concepts) of both younger people uncertain of their future career paths and older people who might not be happy in their current professions. They interpreted the main message in a variety of very positive ways (in no particular order): as a reminder that one could do anything; the importance of perseverance and never giving up; that there is always room for improvement; do what you love; and, that you can turn your passion into your career.

“This is directed at young people who don’t know what they want to do but also for the next wave of workers or those who might not be happy with their current job.” – Eastern Canada French, Youth (16-19)

“This had a better message. You don’t have to go into a job because you want to make lots of money. Do something you like to do and make money doing it.” – Western Canada English, Youth (16-19)

Those with less favourable reactions to Trading Places, typically young adults (20-34), felt it was unrealistic to believe someone so inept could really become an expert at, let alone have a passion for, something at which they are awful. It seemed to suggest that a career in the skilled trades is so easy, anyone can do it, which was a message that did not seem appropriately respectful of a career in the skilled trades. Furthermore, some also came away with the impression that the ad conveyed the sense that one could take a course to get better at a hobby suggesting there is a fine line between the self-improvement message and the message about turning one’s passion into a career in the skilled trades. That being said, those who raised concerns also offered that addressing these seemed possible and worth doing, feeling the concept had promise.

“Message for me was, if you keep practicing what you love, you’ll get better at it.” – Eastern Canada French, Young adults (20-34)

“I kind of agree that the humour is charming, but I didn’t like people being helpless, bumbling idiots.” – Western Canada English, Young adults (20-34)

“Maybe it makes it seem like even dumb people can do a trade.” – Western Canada English, Young adults (20-34)

Let’s Build

Reactions to the, Let’s Build, concept were generally positive though participants did not feel it was all that attention-grabbing or memorable. What participants liked about this concept was that it depicted a variety of skilled trades in an interesting arc that both displayed the diversity and care that professionals take in the work they do. They also appreciated the main message and the sense of teamwork, collaboration, and community that it conveyed.

“It encompasses a variety of trades – electrician, construction, baker. Everyone working together.” – Eastern Canada French, Youth (16-19)

“I like it. There is a sense of community. Everyone wants to be a part of something and fit in. This says, ‘here’s your place’.” – Eastern Canada English, Youth (16-19)

“This is my favourite. It has all the trades in one video.” – Western Canada English, Young adults (20-34)

“It’s interesting. I see there are lots of jobs. But what do we do at the end? What is the call to action?” – Eastern Canada French, Young adults (20-34)

To the point made earlier about depicting someone getting the necessary training to pursue a career in the skilled trades, this was the only concept that depicted someone learning a skill (kneading the bread).

In terms of the production value, some participants appreciated the frame depicting the silhouettes of the trades people; it felt cool and a bit like a superhero film. Others felt it might exaggerate the glamour of skilled trades.

“This one feels more dramatic. It reminds me of commercials in the U.S. to join the army. It’s like an Avengers film. I can hear the voice over in an epic deep voice.” – Eastern Canada English, Youth (16-19)

There was also some conversation in some groups about the illustrations of the shiny new vehicles. Some interpreted this as a suggestion that one could make a good living in the trades, though one participant pointed out that, “The old rule of contractors is, if your truck is nice, you’re not working much.”

In terms of the target audience, both youth (16-19) and young adults (20-34) felt that this ad targeted them.

Those with less favourable reactions to this concept found it vague, somewhat overdone, and not all that inspiring. It seemed to be an ad promoting the diverse array of careers available in the skilled trades more so than an ad promoting consideration of an exciting career in the skilled trades. Further, the arc of the ad was not all that new, and participants felt that they had seen this approach many times before; it seemed to have a government feel.

“Where is this going? It’s not appealing.” – Eastern Canada French, Youth (16-19)

“It’s not particularly motivating. I understand there is diversity in the skilled trades.” – Eastern Canada French, Young adults (20-34)

“The voice over is cheesy and vague. It’s saying a lot of words but has no meaning.” – Western Canada English, Youth (16-19)

“I’ve seen this before. It’s similar to ads by governments; standard format and cheesy.” – Western Canada English, Youth (16-19)

Also worth noting, one participant commented that the illustration of an individual wearing a turban in front of the electric vehicle charging station was racial stereotyping.

[The Grand Pivot](#)

Of the three concepts, The Grand Pivot, seemed to receive the least enthusiastic reactions. While each of the story lines on their own were generally well-received, they were often difficult to follow, and participants had a hard time understanding the arc of the stories until the end.

“This one was more complex. There were so many people. I didn’t know where it was going until the end.” – Eastern Canada French, Youth (16-19)

“This is not attention-grabbing. It starts out confusing. I wouldn’t watch the whole thing.” – Eastern Canada French, Youth (16-19)

“I felt like it dragged out. It was confusing and I didn’t know what was happening until the end.” – Eastern Canada English, Young adults (20-34)

This one, more than the other two concepts, seemed to evoke the most mixed feelings. On the one hand, participants appreciated the message that it is never too late to change directions and recreate your story. On the other hand, participants struggled with the discomfort of those who were left behind or the feelings of missing out; though a few participants thought the concept was more suspenseful and attention-grabbing, as a result.

“I like that it makes you aware that it’s important to do something you love.” – Eastern Canada French, Young adult (20-34)

“It’s well done. The reality is you can change anytime. It’s encouraging.” – Eastern Canada French, Young adult (20-34)

“I have mixed feelings. They’re trying to motivate people to get into the trades through the feeling of missing out. The motivation is through negative feelings.” – Eastern Canada English, Youth (16-19)

“I was really confused. I thought it was an ad about drinking and driving because people were left behind. Is this supposed to be sad?” – Western Canada English, Youth (16-19)

Also worth noting, this concept seemed to be more directly aimed at young adults (20-34) or those who had made a career choice but may be looking for a change. One participant also suggested that it was targeted at new Canadians in the sense that often they are not able to work in Canada in their chosen profession as their qualifications are not recognized here; they are forced to look for alternatives and start a new life.

“This is aimed at others, older. Not for me.” – Eastern Canada French, Youth (16-19)

“This is for people who have jobs. It’s saying you can go back to school. It’s not too late to start over.” – Eastern Canada French, Young adult (20-34)

Design Direction

Participants were then presented with three different design directions. The design directions provided examples of the colour palette, typography, and imagery to convey the spirit of the potential creatives. Participants were asked to discuss their overall impressions of each direction and to select the direction they felt would best fit with their preferred advertising concept.

Overall, almost half of participants selected Direction A as their preferred direction and it was the preferred direction for youth (16-19). Roughly an equal number of the remaining participants selected Direction B, the preferred direction for young adults (20-34), and Direction C as their preferred option.

Table 9. Design preferences by target audience

Concept	Youth (16-19)	Young adults (20-34)	Total
Direction A	16	7	23
Direction B	2	11	13
Direction C	5	7	12

Participants' reactions to Direction A were a little less polarized than reactions to Directions B and C. Direction A seemed to be regarded as the "goldilocks" option; not necessarily beautiful or exciting but not negative or off-putting. The colours were a little more muted (than Direction B), though still eye-catching and pleasing, and the imagery was unexpected for some and creative (described as surreal or dystopian). Most felt that this direction could fit with an ad about the skilled trades and was in line with a Government of Canada ad.

"This one is a little more somber, calming." – Eastern Canada French, Young adults (20-34)

"It's a little bland and boring." – Western Canada English, Youth (16-19)

"I like it best because the scenes and images would catch my attention." – Western Canada English, Youth (16-19)

Worth noting, a few participants felt the typography was a little outdated and suggested using the typography from Direction B instead.

Direction B was preferred by young adults (20-34). While some found it positive and upbeat, others described it as too bubbly and unrealistic. Those critical of this direction, felt it did not relate to a career in the skilled trades. They felt it was more appropriate for a fashion ad/apparel company or a mobile phone company.

"This one is younger, more vibrant, eye-catching." – Eastern Canada French, Young adults (20-34)

"I don't get a trade vibe from this one. This is more fashion ad or modeling." – Western Canada English, Youth (16-19)

Reactions to Direction C were a little more polarized. While those who preferred this direction appreciated the artsy and edgy feeling it evoked, those who reacted unfavourably to it felt it was too dark and edgy. A few suggested it evoked a masculine and industrial feel which seemed to fit well with a career in the skilled trades though these choices seemed more obvious and predictable in this direction than the other two.

"This one is depressing. It's for accidents. It's more serious." – Eastern Canada French, Youth (16-19)

"This gives a trade vibe with the colours, the action." – Western Canada English, Youth (16-19)

Campaign Taglines

The final part of the discussion explored participants' reactions to three campaign taglines. Participants were asked to provide their overall reactions to each tagline and to select their preferred tagline.

Overall reactions to, *Follow Your Passion*, were generally quite favourable. Participants felt that it was aspirational, inspiring, and relatable. They tended to connect with this tagline on a personal and emotional level. It conveyed the sense, and fit very well with their hopes, to pursue a career in a field they love and are passionate about. Worth noting, asked whether they preferred the plural or singular forms of the taglines, French-speaking participants preferred the singular (i.e., *Écoute ton coeur*) and felt it would be more personal.

“This one is more passionate. It connects on a deeper level.” – Western Canada English, Youth (16-19)

“I preferred this one. Follow your passion is for anyone, any age, and any passion.” – Western Canada English, Youth (16-19)

Conversely, reactions to, *Your Time is Now*, were less favourable. Participants felt it was threatening, more menacing than motivating, and stress-inducing. It evoked a sense of urgency that did not sit well with most, particularly youth (16-19). Interestingly, young adults (20-34) often felt it was more appropriate for those in high school, and a little late for them.

“It only applies to construction. For this to work, I'd say, 'Let's work together'.” – Western Canada English, Youth (16-19)

The tagline, *Let's Build Together*, met with neutral to critical reaction. Neutral reactions tended to revolve around the concept of teamwork and working together. Critical reactions tended to revolve around the sense that it was vague and not all that inspiring; participants did not connect with this tagline on a personal level. They also felt it was too narrowly focused on construction and building which seemed obvious and predictable. The word “create” was offered as an alternative to “build”. Finally, some questioned the use of the word “together” since they did not interpret this as a call to become part of a group.

Asked about the words “Choose” and “Find” and most participants seemed to prefer “find” though few were particularly attached to either. Participants felt the word “find” was a little more inviting and encouraging; “choose” felt a little more stress-inducing. “Choose” inferred one already knew the options whereas “find” evoked a sense of discovery.

Conclusions

To the extent that the purpose of the initial qualitative phase was to pre-test creative materials to gauge whether they were attention-grabbing, memorable, and motivating, in terms of encouraging the intended audiences – youth (16-19) and young adults (20-34) – to consider a career in the skilled trades, the findings suggest that there were some compelling and persuasive elements worth considering. And, while there were clear preferences across the different concepts, design directions, and taglines tested, there did not appear to be any major negative sentiment or reactions.

Several overarching themes emerged. First, an appreciation for the depiction of a variety of trades in the skilled trades and a desire to see some that are perhaps less known or obvious. Second, an appreciation for representation and inclusion of Canada's diverse populations, including in less stereotypical roles. Third, a desire for information and/or depiction of someone getting the necessary education to become a skilled tradesperson; conveying the importance and respect of the training required to work in the skilled trades. Finally, a desire for a more direct call to action that points participants to more information about careers in the skilled trades.

In terms of the advertising concepts, there seemed to be clear preference for the simple and direct approach of, Trading Places, which participants felt targeted both youth (16-19) and young adults (20-34). Participants appreciated and understood the arc of the stories and felt the comedic approach was the most attention-grabbing and memorable. Participants also appreciated that it was current and relatable, moreso than the other two, in the context of life during the pandemic. Where this concept could be improved, and participants felt it was possible to do so, is in strengthening the message about a career in the skilled trades rather than simply improving a skill, hobby, or interest.

Reactions to the other two concepts, Let's Build and The Grand Pivot, were less enthusiastic and participants found them less attention-grabbing and memorable. What they liked about Let's Build was the variety of skilled trades depicted and the sense of teamwork, collaboration, and community though they felt it was vague and overdone. The Grand Pivot, on the other hand, was difficult to follow and some participants struggled with the discomfort (and sadness) of those left behind in the ad.

Among the three design directions, Direction A was preferred overall and by youth (16-19) though Direction B was preferred by young adults (20-34). Direction A was described as more muted, though eye-catching and pleasing and participants appreciated the imagery that was unexpected and creative. Direction B was more positive, upbeat and bubbly, though some were uncertain about its relevance for a career in the skilled trades and thought it was more appropriate for a fashion ad/apparel company or mobile company. Reactions to Direction C were more divided. It was described as artsy and edgy but also evoked a masculine and industrial feel which did seem to fit with a career in the skilled trades.

Finally, with respect to the taglines, the majority of participants gravitated toward, Follow Your Passion. It was the most aspirational, inspiring, and relatable and the one with which participants most connected on a personal and emotional level. Reactions to, Your Time is Now were much less favourable and it felt unnecessarily threatening and menacing especially to youth (16-19). Let's Build Together, on the other hand, was appreciated for the concept of teamwork, though it was not all that inspiring or meaningful. It seemed too narrowly focused on the construction dimension of the skilled trades.

Appendix A – Focus Group Methodology Report

Methodology

The target audiences included youth (16-19) and young adults (20-34). The groups were conducted with residents of Eastern Canada (Atlantic Canada, Quebec, and Ontario) and Western Canada (the Prairies and British Columbia). Two of the groups (one with each target audience) with residents of Eastern Canada were conducted in English and two were conducted in French. The groups with residents of Eastern Canada included official language minority Canadians (OLMCs) – both those who speak French outside Quebec and those who speak English in Quebec. The focus group participants received an honorarium of \$100 as a token of appreciation for their time. All focus groups were conducted on August 6, 2021.

Table 10. Schedule and composition of the groups

Group Audience	No of Recruits	No of Participants	Time
Eastern Canada English Youth (16-19)	10	6	10:00 am EDT/ 11:00 am ADT/ 11:30 am NDT
Eastern Canada French Youth (16-19)	10	9	12:00 pm EDT/ 1:00 pm ADT/ 1:30 pm NDT
Eastern Canada English Young adults (20-34)	10	8	4:00 pm EDT/ 5:00 pm ADT/ 5:30 pm NDT
Eastern Canada French Young adults (20-34)	10	7	3:00 pm EDT/ 4:00 pm ADT/ 4:30 pm NDT
Western Canada English Youth (16-19)	10	8	5:00 pm EDT/ 4:00 pm CDT/ 3:00 pm CST/ 3:00 pm MDT/ 2:00 pm PDT
Western Canada English Young adults (20-34)	10	10	7:00 pm EDT/ 6:00 pm CDT/ 5:00 pm CST/ 5:00 pm MDT/ 4:00 pm PDT

Recruitment

Participants were recruited using a screening questionnaire (see Appendix B).

The target audiences were:

- Youth (16-19), both in and out of school and not in education, employment or training (NEET); and
- Young adults (20-34) both in and out of school and NEET, looking to change careers or go to school in the next five years.

In addition to these characteristics, each group was recruited to include at least one new Canadian/Immigrant, two individuals who identify as members of a visible minority group and one person with a disability. We also aimed to ensure that each group included a good mix of gender, age, income, community size (urban/rural), employment and education status.

Moderation

Given the accelerated timeline, two moderators were used to conduct the focus groups. While one moderator conducted the first group, the other watched to ensure both were aware of the flow of the focus groups.

Each moderator took notes and summarized their groups and subsequently met to provide the other with a debrief on the groups, including the key findings.

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 used throughout the report. These phrases are used when groups of participants share a specific point of view. 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.

Table 11. Glossary of qualitative terms

Term	Definition
Few	Few is used when less than 10% of participants have responded with similar answers.
Several	Several is used when fewer than 20% of the participants responded with similar answers.
Some	Some is used when more than 20% but significantly fewer than 50% of participants with similar answers.
Many	Many is used when nearly 50% of participants responded with similar answers.
Majority/Plurality	Majority or plurality are used when more than 50% but fewer than 75% of the participants responded with similar answers.
Most	Most is used when more than 75% of the participants responded with similar answers.
Vast majority	Vast majority is used when nearly all participants responded with similar answers, but several had differing views.
Unanimous/Almost all	Unanimous or almost all 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 – Screener

Online Focus Group Summary

- Recruit 10 participants per group
- Groups are 90 minutes long
- Groups with residents of Eastern Canada in English must include at least 2 living in Quebec who speak English. Groups with residents of Eastern Canada who speak French must include at least 2 living outside Quebec who speak French (S2 & S3)
- Three groups with Canadians 16 to 19 both in and out of school and not-employed-or-in-education-or-training (NEET) (aim for two, minimum one NEET) (S7 & S8)
- Three groups with Canadians 20 to 34 in out and out of school and NEET (aim for two, minimum one NEET) (S7 & S8)
- All of those in the groups with Canadians 20 to 34 must be looking to change careers, continue their schooling or go back to school (S6)
- Each group includes at least two self-identified visible minority (S10)
- Each group includes at least one new Canadian (S11 & S12)
- Each group includes at least one individual with a disability (S13)
- Participants must have high speed internet access (S14) and a webcam (S15)
- Must ensure good mix of other demographics (age, gender, income, education etc.)

Table 12: Focus group summary

Group & Audience	Region	Time
Group 1: 16 to 19 year-olds	Eastern Canada (EN)	10:00 am EDT/11:00 am ADT/11:30 am NDT
Group 2: 16 to 19 year-olds	Eastern Canada (FR)	12:00 pm EDT/1:00 pm ADT/1:30 pm NDT
Group 3: 20 to 34 year-olds	Eastern Canada (EN)	4:00 pm EDT/5:00 pm ADT/5:30 pm NDT
Group 4: 20 to 34 year-olds	Eastern Canada (FR)	3:00 pm EDT/4:00 pm ADT/4:30 pm NDT
Group 5: 16 to 19 year-olds	Western Canada (EN)	5:00 pm EDT/4:00 pm CDT/3:00 pm CST/3:00 pm MDT/2:00 pm PDT
Group 6: 20 to 34 year-olds	Western Canada (EN)	7:00 pm EDT/6:00 pm CDT/5:00 pm CST/5:00 pm MDT/4:00 pm PDT

Hello/Bonjour, my name is _____ and I'm calling on behalf of Earnscliffe, a national public opinion research firm. We are organizing a series of online discussion groups on issues of importance to Canadians, on behalf of the Government of Canada. The government would like to better understand Canadians' views to help inform the development of a future advertising campaign. We are looking for people who would be willing to participate in an online discussion group that will last up to 90 minutes. May I continue?

Yes CONTINUE
 No THANK AND TERMINATE

Would you prefer that I continue in English or French? Préférez-vous continuer en français ou en anglais? [IF FRENCH, CONTINUE IN FRENCH OR ARRANGE A CALL BACK WITH FRENCH INTERVIEWER: Nous vous rappellerons pour mener cette entrevue de recherche en français. Merci. Au revoir].

Participation is voluntary and confidential. 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. But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix and variety of people. May I ask you a few questions? This will only take about 5 minutes.

Yes CONTINUE
 No THANK AND TERMINATE

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.

S1. Do you or any member of your household work for...

Table 13: Workplaces

Workplace	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
The government, whether federal, provincial or municipal	1	2

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

S2. Which province or territory do you live in?

EASTERN CANADA

Newfoundland and Labrador 1
 Nova Scotia 2
 Prince Edward Island 3
 New Brunswick 4
 Quebec 5
 Ontario 6

WESTERN CANADA		
Manitoba	7	
Saskatchewan	8	
Alberta	9	
British Columbia	10	
Yukon	11	THANK AND TERMINATE
Nunavut	12	THANK AND TERMINATE
Northwest Territories	13	THANK AND TERMINATE
Prefer not to say	99	THANK AND TERMINATE

S3. What is the language you speak most often at home?

English	1	
French	2	
Other	3	
Prefer not to say	9	THANK AND TERMINATE

[EASTERN CANADA GROUPS IN ENGLISH MUST INCLUDE 2 RESIDENTS OF QUEBEC WHO SPEAK ENGLISH. EASTERN CANADA GROUPS IN FRENCH MUST INCLUDE TWO INDIVIDUALS WHO RESIDE OUTSIDE OF QUEBEC AND SPEAK FRENCH.]

S4. Please indicate your gender. Do you identify as...? ENSURE GOOD MIX

A man	1	
A woman	2	
Gender diverse	3	
Don't know/Prefer not to say	9	THANK AND TERMINATE

S5. How old are you? [RECORD NUMBER] ENSURE GOOD MIX

16-19 years	1	CONSIDER FOR GROUPS 1, 2, 5 & GO TO S7
20-34 years	2	CONSIDER FOR GROUPS 3, 4, 6 & CONTINUE TO S6
35+ years	3	THANK AND TERMINATE
Prefer not to say	9	THANK AND TERMINATE

S6. In the next few years, do you plan on changing careers, continuing your schooling or going back to school?

Yes, change careers	1	
Yes, continuing schooling	2	
Yes, go back to school	3	
None of the above	4	THANK AND TERMINATE
Don't know/Prefer not to say	9	THANK AND TERMINATE

S7. Are you currently a student studying either full-time or part-time? [ENSURE GOOD MIX]

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

S8. What is your current employment status?

Student (full time or part time)	1
Employed (full time or part time)	2
Unemployed	3
Don't know/Prefer not to say	9

MINIMUM OF 2 PER GROUP ARE NOT STUDENTS (NO TO S7) AND ARE UNEMPLOYED (S8).

S9. What is the last level of education that you have completed?

Some high school	1	
Completed high school	2	
Some college/university	3	
Completed college/university	4	
Don't know/Prefer not to say	9	THANK AND TERMINATE

S10. What is your ethnic background? [DO NOT READ] [ENSURE GOOD MIX]

Caucasian	1	
Chinese	2	
South Asian (i.e., East Indian, Pakistani, etc.)	3	
Black	4	
Filipino	5	
Latin American	6	
East or Southeast Asian (i.e., Vietnamese, etc.)	7	
Arab	8	
West Asian (i.e. Iranian, Afghan, etc.)	9	
Korean	10	
Japanese	11	
Indigenous (First Nations, Métis, or Inuit)	12	
Other (please specify)	13	
Don't know/Prefer not to say	99	THANK AND TERMINATE

MINIMUM 2 PER GROUP MUST IDENTIFY AS NON-CAUCASIAN

S11. Were you born in Canada?

Yes	1	SKIP TO S13
No	2	ASK S12
Prefer not to say	9	THANK AND TERMINATE

S12. [IF NOT] How long have you lived in Canada?

5 years or less	1	
6 years or more	2	
Prefer not to say	9	THANK AND TERMINATE

MINIMUM 1 PER GROUP IDENTIFIES AS A NEW CANADIAN (SAYS NO TO S11 AND 5 YEARS OR LESS TO S12).

S13. Do you identify as a person with a disability? A person with a disability is a person who has a long-term or recurring impairment (such as vision, hearing, mobility, flexibility, dexterity, pain, learning, developmental, memory or mental health related) which limits their daily activities inside or outside the home (such as at school, work, or in the community in general).

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

MINIMUM 1 PER GROUP IDENTIFIES AS A PERSON WITH A DISABILITY.

This research will require participating in a video call online.

S14. 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

S15. 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

S16. Do you have a personal email address that is currently active and available to you?

Yes	CONTINUE, PLEASE RECORD EMAIL
No	THANK AND TERMINATE

S17. 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 S19
DK/NR	9	THANK AND TERMINATE

S18. 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

S19. 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

S20. And what was/were the main topic(s) of discussion in those groups?

IF RELATED TO EMPLOYMENT/JOB, SKILLED TRADES, PLEASE THANK AND TERMINATE.

INVITATION

S21. 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

S22. 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 S22A
No	2	SKIP TO S23
DK/NR	9	THANK AND TERMINATE

S22A. Is there anything we could do to ensure that you can participate?

Yes	1	ASK S22B
No	2	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

S22B. What specifically? [OPEN END]

INTERVIEWER TO NOTE FOR POTENTIAL ONE-ON-ONE INTERVIEW

S23. 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; in this case, the discussion will touch on your views related to messages and language that may be used in a future communications campaign. The discussion will consist of 8 to 10 people and will be very informal. It will last up to up to 90 minutes and you will receive \$100.00 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 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 the 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, 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?

- 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.

Table 14: Focus group summary

Group & Audience	Region	Time
Group 1: 16 to 19 year-olds	Eastern Canada (EN)	10:00 am EDT/11:00 am ADT/11:30 am NDT
Group 2: 16 to 19 year-olds	Eastern Canada (FR)	12:00 pm EDT/1:00 pm ADT/1:30 pm NDT
Group 3: 20 to 34 year-olds	Eastern Canada (EN)	4:00 pm EDT/5:00 pm ADT/5:30 pm NDT
Group 4: 20 to 34 year-olds	Eastern Canada (FR)	3:00 pm EDT/4:00 pm ADT/4:30 pm NDT
Group 5: 16 to 19 year-olds	Western Canada (EN)	5:00 pm EDT/4:00 pm CDT/3:00 pm CST/3:00 pm MDT/2:00 pm PDT
Group 6: 20 to 34 year-olds	Western Canada (EN)	7:00 pm EDT/6:00 pm CDT/5:00 pm CST/5:00 pm MDT/4:00 pm PDT

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 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

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 specific settings such as: how to mute and unmute themselves; where the hand raise button is; and, the chat box.
- Moderator to explain the research purpose and disclose the research sponsor, described, at a minimum. The Government of Canada, Employment and Social Development Canada, specifically, is looking to get your feedback on some new advertising concepts.

Moderator will ask participants to introduce themselves.

To get started, please state your first name, what you do during the day, and what you like to do in your spare time.

Concept Testing

In the coming months, the Government of Canada is launching an advertising campaign aimed at raising awareness of the skilled trades.

For the purposes of our discussion today/tonight, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training.

The purpose of our discussion today/tonight is to show you a series of draft advertising concepts and to gauge your reactions. We've got three concepts to share with you.

Before we begin, it is important to note that as these are still in the draft stage, we will be presenting them in storyboard format. As you review these concepts, I want you to use your imagination to consider them as fully executed/produced video ads, with real people, sound, music, etc. and not get caught up in the production value of what I'm showing you today.

MODERATOR TO DISPLAY EACH CONCEPT IN RANDOMIZED ORDER ONE AT A TIME ON SCREEN. MODERATOR TO LEAD A DISCUSSION FOR EACH CONCEPT SEPERATELY TO UNDERSTAND REACTIONS TO EACH CONCEPT.

MODERATOR TO PROBE FOR EACH:

- What is your overall reaction to this concept? What, if anything, do you like? What, if anything, do you dislike? Why?
- What did you take away as the main message?
- How does it make you feel? Why?
- What do you think of the tone/look/feel? Why?
- As far as you're concerned, is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
- Was it credible/believable? Why or why not?
- Would you notice it/Would it capture your attention? Is it memorable? Why or why not?
- Was anything confusing or unclear? How so?
- If you saw this ad, would it motivate you to do anything? Why or why not?
- If yes, what would you be motivated to do?
- If you saw it on social media, would you be likely to like it or share it? Why or why not?
- How could it be improved? Is there anything missing that should be communicated through ads like these?
- If you saw this ad, would you be tempted to visit the Website? Why or why not?

WRAP-UP OF THE THREE CONCEPTS:

Now that we have reviewed each of the three concepts, I'd like to understand your overall preferences.

- Which of the three concepts do you prefer? Why?
- Which would be most likely to motivate you to consider a career in the skilled trades? Why?
- Which, if any, makes you think differently (in a positive way) about a career in the skilled trades? Why?

Reactions to Specific Components of the Concepts

For the remainder of our discussion, I'd like to spend a few minutes reviewing some of the specific components of the concepts.

Design Direction

There are three different design directions proposed for these concepts.

MODERATOR TO DISPLAY EACH DESIGN DIRECTION IN RANDOMIZED ORDER ONE AT A TIME ON SCREEN. ONCE EACH DIRECTION HAS BEEN SHOWN, MODERATOR TO PROBE:

- What is your overall impression of these directions? Why?
- What do you like or dislike about them? Why?
- Which do you prefer? Why?
- Which do you think best fits with a campaign promoting the skilled trades? Why?
- Thinking back to your preferred concept, which design direction do you think best fits? Why?
- Styles, look and feel, colours, etc. can be applied to any of the concepts. Would you mix and match in any way, if you could?

Taglines

There were three different taglines used throughout the concepts.

Your Time is Now. Choose Your Skilled Trade.

Let's Build Together. Find Your Skilled Trade.

Follow Your Passion. Find Your Skilled Trade.

MODERATOR TO DISPLAY EACH TAGLINE ON SCREEN ONE AT A TIME. MODERATOR TO PROBE:

- Overall, what did you think of this tagline?
- What thoughts/feelings did it evoke for you? How?
- What did this tagline mean or suggest to you, particularly about a career in the skilled trades? Why?
- Is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?

AFTER REVIEWING EACH TAGLINE, MODERATOR TO PROBE FOR PREFERENCES:

- Which tagline do you prefer? Why?
- As with the styles look and feel, and colours, the taglines are interchangeable. Would you make any changes to create your preferred concept? Why?
- Would you prefer “find” or “choose” your skilled trade? Why?
- Do they convey the same thing or something different?
- Which would most motivate you to contemplate a career in the skilled trades? Why?

Conclusion

MODERATOR TO CHECK IN WITH COLLEAGUES VIA PRIVATE CHAT AND PROBE ON ANY ADDITIONAL AREAS OF INTEREST.

This concludes what we needed to cover today.

- Do you have any final thoughts or any advice for ESDC and their creative agency as they move to the production stage?

Thank you very much for your participation. We really appreciate you taking the time to share your views. Your input is very important.

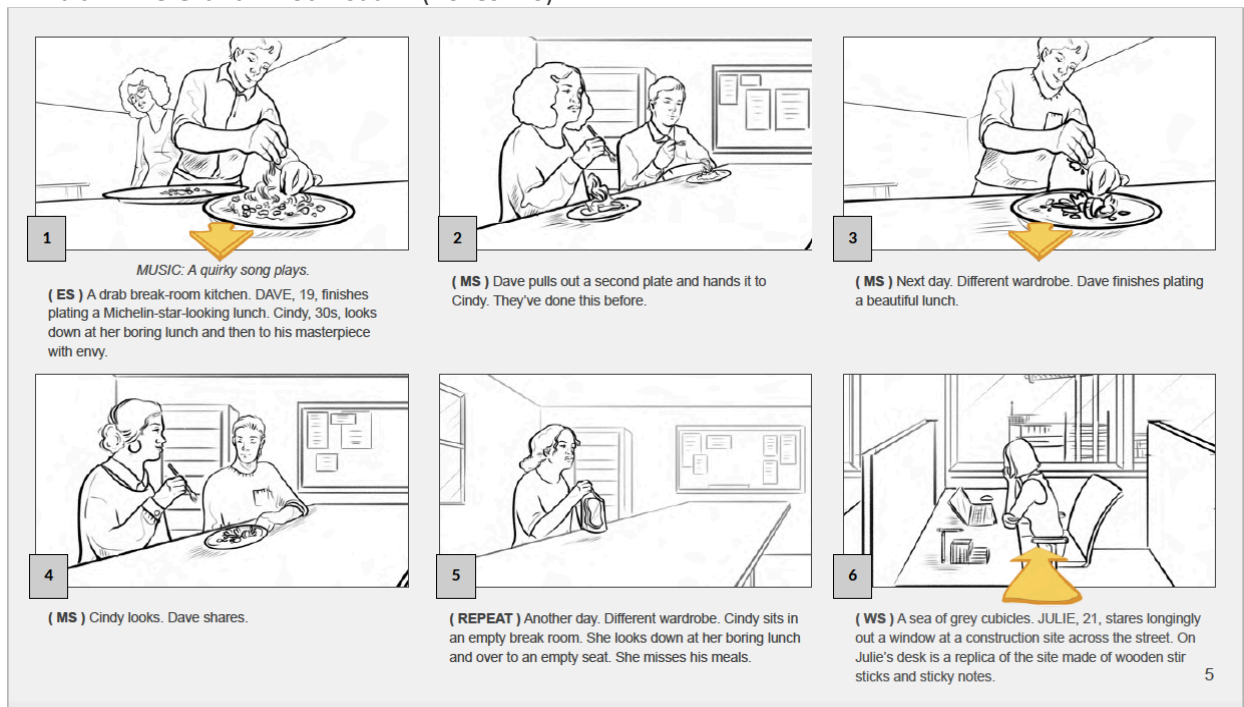
Appendix D - Focus Group Testing Materials

Advertising Concepts

The Grand Pivot

This concept was presented in storyboard format. There were four visuals displayed on screen to participants one by one. Each visual displayed a grey rectangle with six boxes that each displayed a part of the storyboard, though the last visual (Visual 4) displayed five boxes. Inside each box was an illustration depicting the visual that would be displayed on screen in the video ad.

Exhibit 1. The Grand Pivot Visual 1 (Boxes 1-6)



Box 1: In a drab break-room kitchen, Dave, 19, finishes plating a Michelin-star-looking lunch. Cindy, who's in her 30s, looks down at her boring lunch and then to his masterpiece with envy.

Box 2: Dave pulls out a second plate and hands it to Cindy. They've done this before.

Box 3: The next day, with different clothing and wardrobe, Dave finishes plating a beautiful lunch.

Box 4: Cindy looks and Dave shares with her again.

Box 5: Another day a different wardrobe. Cindy sits at an empty break room table, and she looks down at her boring lunch and over to an empty seat. She misses his meals.

Box 6: The next scene shows a sea of gray cubicles. Julie, who is 21, stares longingly out a window at a construction site across the street. On Julie's desk is a replica of the site made with wooden stir sticks and sticky notes.

Exhibit 2. The Grand Pivot Visual 2 (Boxes 7-12)



Box 7: Ruby, age 50, approaches the cubicle. Julie looks up at Ruby with a smile and Ruby hands her some papers.

Box 8: The next day, different wardrobe. Julie's looking outside and the stir stick construction replica on her desk has grown.

Box 9: Ruby comes to her cubicle and hands her papers.

Box 10: Another day, different wardrobe. Ruby approaches a cubicle with papers but Julie is gone. Ruby looks at the popsicle stick replica and then out the window and the replica looks identical to the building.

Box 11: The next scene shows a city bus. The camera pushes down the aisle to meet Matthew. He's 18. He's holding a backpack on his lap and he's wearing headphones and reads a book.

Box 12: As the bus turns a corner his attention turns longingly to a park with a landscaping crew designing a large garden.

Exhibit 3. The Grand Pivot Visual 3 (Boxes 13-18)



Box 13: The next day. New wardrobe. Same book. The camera pans right to reveal the window view.

Box 14: Matthew stares out the window at the landscapers intrigued.

Box 15: Another day the bus turns the corner, but Matthew's seat is empty.

Box 16: We catch a glimpse of Matthew through the window.

Box 17: Cut to the various job sites. Matthew is now in the park working with a crew of landscape horticulturalists.

Box 18: Cut to over the shoulder. He watches his usual bus drive past the park.

Exhibit 4. The Grand Pivot Visual 4 (Boxes 19-23)

19 (CS) Julie is now a carpenter and is working on the job site across from her old office job.

20 (CS) She looks at the glass tower with a smile and then continues to work.

21 (MS) Dave is now working in a modern kitchen, and he is expertly plating a dish.

22 (WS) He exits the kitchen and spots his old colleague Cindy sitting at a table waiting to eat one of his delicious meals again.
VO: There's no better time...

23 (WS) Campaign Supers fade in.
VO: ...to learn a trade.

8

Box 19: Julie is now a carpenter and she's working on the job site across from her old office job.

Box 20: She looks at the glass tower with a smile and then continues to work.

Box 21: Dave is now working in a modern kitchen and he is expertly plating a dish.

Box 22: He exits the kitchen and spots his old colleague Cindy sitting at a table waiting to eat one of his delicious meals again.

Box 23: The voiceover would come on and say, there's no better time to learn a trade. Then the campaign super fades in and it says, Your time is now. Choose a skilled trade.

Let's Build

This concept was presented in storyboard format. There were four visuals displayed on screen to participants one by one. Each visual displayed a grey rectangle with six boxes that each displayed a part of the storyboard, though the last visual (Visual 4) displayed three boxes. Inside each box was an illustration depicting the visual that would be displayed on screen in the video ad.

Exhibit 5. Let's Build Visual 1 (Boxes 1-6)

The storyboard consists of six panels arranged in a 2x3 grid. Each panel is numbered in a small box in the bottom-left corner. Panel 1 shows a street scene with a row of storefronts and a tree. Panel 2 shows a close-up of a storefront being boarded up, with a yellow arrow pointing to a new pickup truck. Panel 3 shows a person pulling back a board, with a yellow arrow pointing to the board. Panel 4 shows silhouettes of five young tradespeople entering a store, with a yellow arrow pointing to them. Panel 5 shows a worker carrying a stack of wood, with a yellow arrow pointing to the wood. Panel 6 shows a worker using a circular saw to cut a piece of wood, with a yellow arrow pointing to the saw.

1
MUSIC: A modern ambient track that builds throughout.
(ES) The sun rises over an urban block illuminating a row of storefronts.

2
(ELS) One of the storefronts is boarded up. On a wide shot we see a new high-end pickup truck pull up in front of the storefront.

3
(MFS) The camera slowly pushes in as a pair of gloved hands enter the shot and begin to pull back the boards.
VO: What does it mean to build?

4
(WS) Inside, we see silhouettes of young tradespeople entering the store. They are backlit by the bright sun hitting the windows. Dust fills the air, picked up by the rays of light.

5
(MS) The diverse group of young tradespeople begin to work. Carpenters, welders, plumbers, refrigeration technicians, etc.
VO: To create something.

6
(CU) They skillfully execute their jobs working as a team. We see: a precise corner cut of wood...

5

Box 1: The sun rises over an urban city block illuminating a row of storefronts.

Box 2: One of the storefronts is boarded up. On a wide shot we see a new high-end pickup truck pull up in front of the storefront.

Box 3: The camera slowly pushes in as a pair of gloved hands enter the shot and begin to pull back the boards. The voiceover would come on and say, What does it mean to build?

Box 4: Inside, we see silhouettes of young tradespeople entering the store. They are backlit by the bright sun hitting the windows. Dust fills the air, picked up by the rays of light.

Box 5: The diverse group of young tradespeople begin to work. Carpenters, welders, plumbers, refrigeration technicians, etc. The voiceover would come on and say: To create something.

Box 6: They skillfully execute their jobs working as a team. We see a precise corner cut of wood.

Exhibit 6. Let's Build Visual 1 (Boxes 7-12)

7 (ECU) ... sparks fly from a welder's torch...

8 (MFS) ...metal support beams being levelled...
VO: To see potential.

9 (MFS)..., an electric car charging station installed out front.

10 (WS) Outside the storefront, more tradespeople arrive – a shiny new SUV and an electric car pull up and workers get out.

11 (CU) A countertop is sanded.
VO: What does it feel like...

12 (CU) An electrician installs a light fixture.

6

Box 7: Sparks fly from a welder's torch.

Box 8: Metal support beams being levelled. The voiceover would come on and say: To see potential.

Box 9: An electric car charging station installed out front.

Box 10: Outside the storefront, more tradespeople arrive – a shiny new SUV and an electric car pull up and workers get out.

Box 11: A countertop is sanded. The voiceover would come on and say, What does it feel like...

Box 12: An electrician installs a light fixture.

Exhibit 7. Let's Build Visual 1 (Boxes 13-18)

13 (WS) Worker is power trowelling the floor. A large stainless steel sink is being installed.
VO: ...to create something real?

14 (MCU) Walls are painted.

15 (WS) Finishing carpenters install trim as a designer goes over plans with several tradespeople about finishing touches.
VO: Something you can touch?

16 (MS) In an industrial kitchen a chef is teaching a group of young bakers how to knead the perfect dough.
VO: That others can enjoy...

17 (CU) Hands flip an open sign. A head baker/owner opens up the doors to receive their first clients.
VO: ... and that brings people together.

18 (CU) Camera starts on a closeup of pastry being put into a bag, and begins to pull back...

7

Box 13: Worker is power trowelling the floor. A large stainless steel sink is being installed. The voiceover would come on and say, to create something real?

Box 14: Walls are painted.

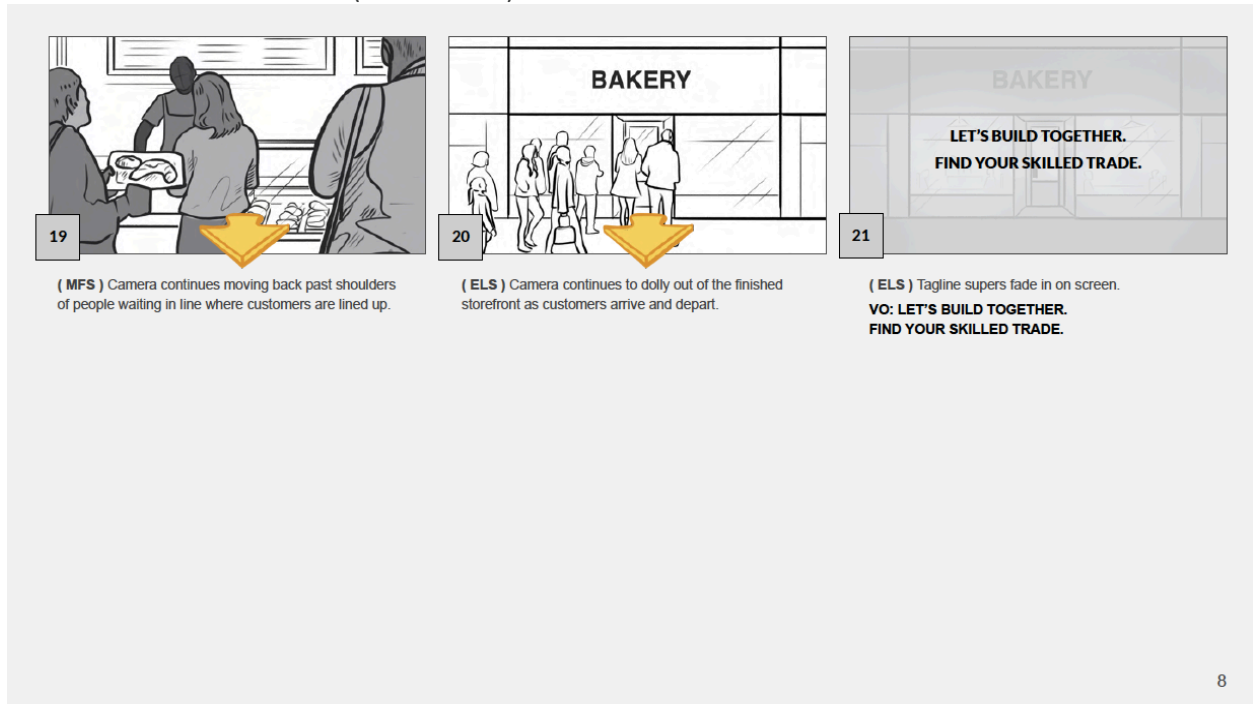
Box 15: Finishing carpenters install trim as a designer goes over plans with several tradespeople about finishing touches. The voiceover would come on and say, Something you can touch?

Box 16: In an industrial kitchen a chef is teaching a group of young bakers how to knead the perfect dough. The voiceover would come on and say, that others can enjoy.

Box 17: Hands flip an open sign. A head baker/owner opens up the doors to receive their first clients. The voiceover would come on and say, and that brings people together.

Box 18: Camera starts on a closeup of pastry being put into a bag, and begins to pull back.

Exhibit 8. Let's Build Visual 1 (Boxes 19-21)



Box 19: Camera continues moving back past shoulders of people waiting in line where customers are lined up.

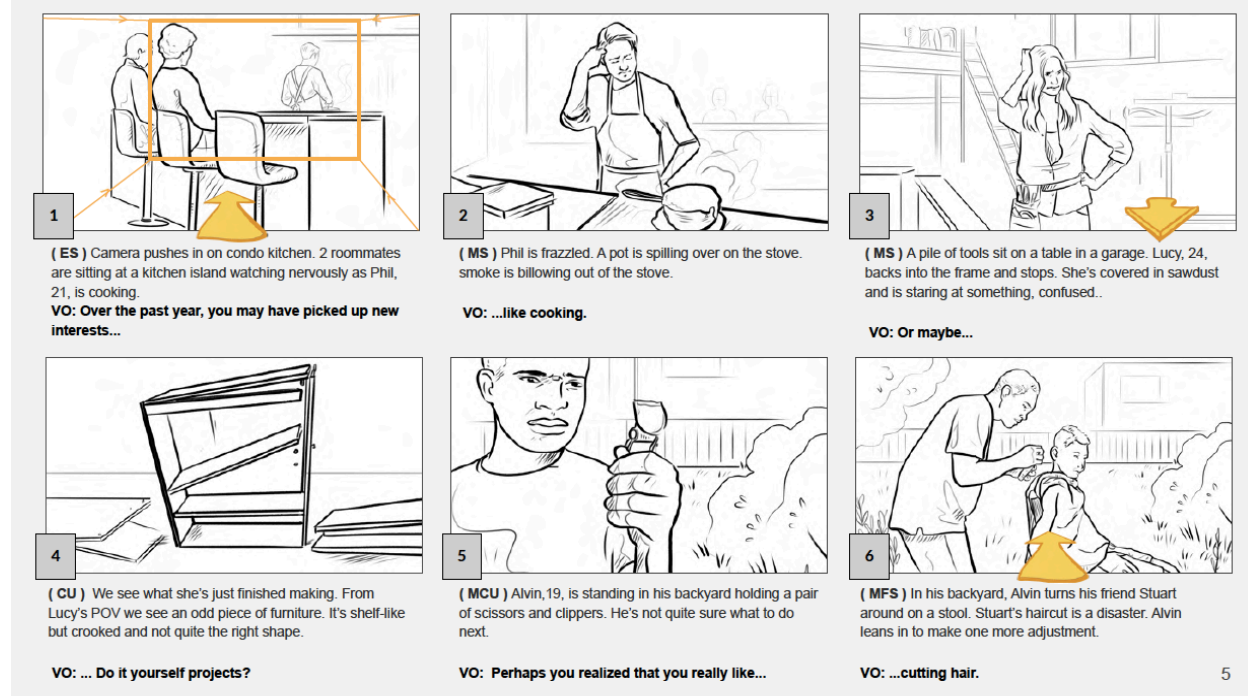
Box 20: Camera continues to dolly out of the finished storefront as customers arrive and depart.

Box 21: Tagline supers fade in on screen. The voiceover would come on and say, Let's build together. Find your skilled trade.

Trading Places

This concept was presented in storyboard format. There were two visuals displayed on screen to participants one by one. Each visual displayed a grey rectangle with six boxes that each displayed a part of the storyboard. Inside each box was an illustration depicting the visual that would be displayed on screen in the video ad.

Exhibit 9. Trading Places Visual 1 (Boxes 1-6)



Box 1: Camera pushes in on a condo kitchen. Two roommates are sitting at a kitchen island watching nervously as Phil, 21, is cooking. The voiceover would come on and say, Over the past year, you may have picked up new interests...

Box 2: Phil is frazzled. A pot is spilling over on the stove. Smoke is billowing out of the stove. The voiceover would come on and say, ...like cooking.

Box 3: A pile of tools on a table in a garage, Lucy, 24, backs into the frame and stops. She's covered in sawdust and is staring at something, confused. The voiceover would come on and say, or maybe...

Box 4: We see what she's just finished making. From Lucy's POV we see an odd piece of furniture. It's shelf-like but crooked and not quite the right shape. The voiceover would come on and say, do it yourself projects?

Box 5: Alvin, 19, is standing in his backyard holding a pair of scissors and clippers. He's not quite sure what to do next. The voiceover would come on and say, perhaps you realized that you really like...

Box 6: In his backyard, Alvin turns his friend Stuart around on a stool. Stuart's haircut is a disaster. Alvin leans in to make one more adjustment. The voiceover would come on and say, ...cutting hair.

Exhibit 10. Trading Places Visual 2 (Boxes 7-12)

7
(MFS) The mood quickly changes. Phil is now in an industrial kitchen, dressed as a professional cook and he's expertly swirling around food in a saucepan over an open-flame.

8
(ECU) Phil plates food like an expert. He's smiling confidently.
VO: Learning a skilled trade can turn what you love...

9
(MFS) In a custom home construction site, Lucy, wearing a tool belt and hardhat, is putting the finishing touches on a custom built-in shelving unit.

10
(MCU) Lucy stands back and looks proudly at her creation with a smile.
VO: ...into what you do.

11
(MFS) Alvin is expertly working on a client's haircut in a real salon. They are chatting and both smiling.

12
**FOLLOW YOUR PASSION.
 FIND YOUR SKILLED TRADE.**
(ELS) A lineup of customers await a cut from Alvin. Campaign tagline fades in.
VO: Follow your passion. Find your skilled trade. 6

Box 7: The mood quickly changes. Phil is now in an industrial kitchen, dressed as a professional cook and he's expertly swirling around food in a saucepan over an open flame.

Box 8: Phil plates food like an expert. He's smiling confidently. The voiceover would come on and say, learning a skilled trade can turn what you love...

Box 9: In a custom home construction site, Lucy, wearing a tool belt and hardhat, is putting the finishing touches on a custom build-in shelving unit.

Box 10: Lucy stands back and looks proudly at her creation with a smile. The voiceover would come on and say, ...into what you do.

Box 11: Alvin is expertly working on a client's haircut in a real salon. They are chatting and both smiling.

Box 12: A lineup of customers await a cut from Alvin. Campaign tagline fades in. The voiceover would come on and say, Follow your passion. Find your skilled trade.

Design Directions

Direction A

There was one visual displayed on screen to participants. The visual displayed a grey rectangle. In the rectangle, the suggested colour palette was presented with four colour choices in the top left. Under the colour palette (bottom left), the suggested typography was presented. To the right, a series of five images were displayed. While not displayed for participants, the spirit of Direction A was meant to be witty, imaginative, surreal, and collaborative. Direction A focused on liberating and autonomous aspects of skilled trades.

Direction A

Colour Palette



#19535f #FBCE46 #BEB066 #c95d26

Typography

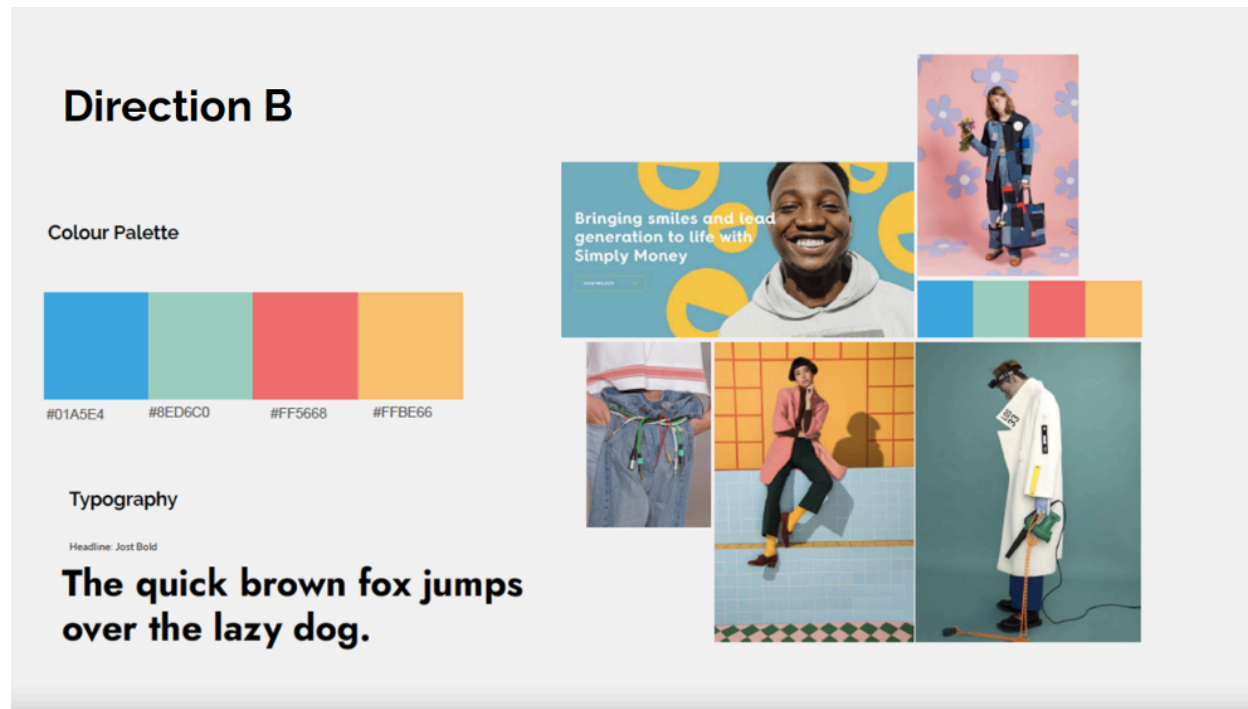
Headline: GT Super Black

The quick brown fox jumps over the lazy dog.



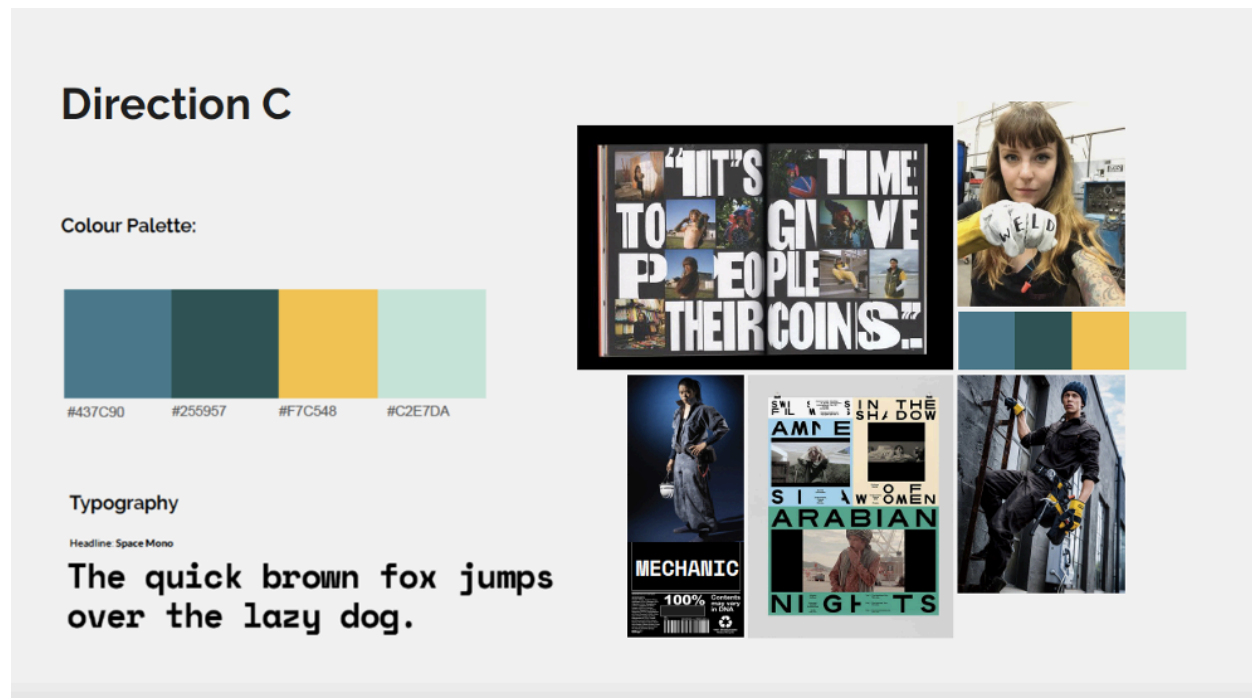
Direction B

There was one visual displayed on screen to participants. The visual displayed a grey rectangle. In the rectangle, the suggested colour palette was presented with four colour choices in the top left. Under the colour palette (bottom left), the suggested typography was presented. To the right, a series of five images were displayed. While not displayed for participants, the spirit of Direction B was meant to be hopeful, expressive, vibrant, and quirky. Direction B focused on trade innovation, career diversity and freedom of expressions.



Direction C

There was one visual displayed on screen to participants. The visual displayed a grey rectangle. In the rectangle, the suggested colour palette was presented with four colour choices in the top left. Under the colour palette (bottom left), the suggested typography was presented. To the right, a series of five images were displayed. While not displayed for participants, the spirit of Direction B was meant to be impactful, can-do spirit, typographic, and empowering. Direction C focused on the empowering aspect of trades and career satisfaction.



Taglines

The three taglines were displayed on screen for participants.

- Your time is now. Choose your skilled trade.
- Let's build together. Find your skilled trade.
- Follow your passion. Find your skilled trade.

Appendix E – Survey Methodology Report

Quantitative Methodology

Methods

The quantitative research was conducted through online surveys using Computer Aided Web Interviewing (CAWI) technology. The surveys were conducted in adherence to Government of Canada requirements for quantitative research, including the Standards for the Conduct of Government of Canada Public Opinion Research – Online Surveys.

Respondents were assured of the voluntary, confidential and anonymous nature of this research. All information that could allow for the identification of participants was removed from the data, in accordance with the Privacy Act. The questionnaire for the first wave is presented in Appendix F and the questionnaire for the second wave is presented in Appendix G.

Sampling Procedures

The sample was drawn from Leger’s proprietary, opt-in online panel. The Leger Opinion panel is the largest Canadian owned proprietary panel in Canada with over 400,000 members. Because the recruitment method can greatly influence the quality of a panel, Leger Opinion’s panel is primarily based on random selection using traditional and mobile telephone methodologies. Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey.

For both phases of the research, quotas were set for gender and age within region for the sample of youth (16-19). Since the profile of young adults (20-34) looking to switch careers or go back to school was unknown at the outset of the first study, no quotas were set in the pre-campaign wave. However, using the information about this audience collected in the first survey allowed us to set targets for age and gender within region for the post-campaign survey.

The sample of youth (16-19) was weighted to be reflective of the overall population by gender and age within region. The sample of young adults (20-34) was weighted by gender and age within region to be reflective of the population of Canadians of that age group who are looking to change careers or go back to school, as determined during the screening process for the pre-campaign survey. More detail on the weighting scheme is provided below.

Data Collection

Fieldwork for the first wave was conducted from November 30, 2021, to December 17, 2021. A pre-test was conducted on November 30, 2021. One change was made after the pre-test (adding a “Don’t know/Prefer not to say” answer category at T1Da). A total of 2,154 Canadians ages 16 to 34 were surveyed, including 1,147 youth (16-19) and 1,007 young adults (20-34). The response rate for this wave was 11.00%. The length of interview was 5 minutes.

Fieldwork for the second wave was conducted from March 1-11, 2022. A pre-test was conducted on March 1, 2022. A total of 2,069 Canadians ages 16 to 34 were surveyed, including 1,026 youth (16-19) and 1,043

young adults (20-34). No changes were made after the pre-test. The response rate for this survey was 14.2%. The length of interview was 6 minutes.

Based on information from Statistics Canada’s 2016 Census, the sample of youth (16-19) was weighted to be representative of the population for age and gender within region. A slightly different approach was taken to the sample of young adults (20-34) seeking to go back to school or change jobs. We did not know if the demographic profile of this group was different, and if so, how it varied, from the total population of young adults (20-34) in Canada. To weight the data, we used a technique called incidence weighting. Upon completion of the data collection, Leger rendered all those who attempted to complete the study (eligible, ineligible or terminated based on quotas being full) representative of the overall general population according to Census demographics. This provided us with a foundation to determine the profile of those eligible to complete the survey (young adults 20-34 going back to school or changing careers) by isolating their profile from those who attempted to complete the study. Leger then applied this weighting scheme to all qualified respondents in the pre- and post-campaign surveys. More details on the weighting procedures are presented in the following section.

The response rate for the pre-campaign survey was 11.0% and 14.2% for the post-campaign survey. The tables below provide details as to how the response rates were calculated.

Table 15: Response rate for pre-campaign survey

Invalid cases	0
Invitations mistakenly sent to people who did not qualify for the study	0
Incomplete or missing email addresses	0
Unresolved (U)	43132
Email invitations bounce back	188
Email invitations unanswered	42,944
In-scope non-responding units (IS)	293
Non-response from eligible respondents	0
Respondent refusals	0
Language problem	0
Selected respondent not available (illness, leave of absence, vacation, other)	0
Early break-offs	293
Responding units (R)	5365
Completed surveys disqualified - quota filled	550
Completed surveys disqualified for other reasons	2661
Completed interviews	2154
Potential sample (U+IS+R)	48790
Response rate = R / (U + IS + R)	11.0%

Table 16: Response rate for the post-campaign survey

Invalid cases	0
Invitations mistakenly sent to people who did not qualify for the study	0
Incomplete or missing email addresses	0

Unresolved (U)	39,111
Email invitations bounce back	158
Email invitations unanswered	38,953
In-scope non-responding units (IS)	489
Non-response from eligible respondents	0
Respondent refusals	0
Language problem	0
Selected respondent not available (illness, leave of absence, vacation, other)	0
Early break-offs	489
Responding units (R)	6568
Completed surveys disqualified - quota filled	822
Completed surveys disqualified for other reasons	3677
Completed interviews	2069
Potential sample (U+IS+R)	46,168
Response rate = R / (U + IS + R)	14.2%

Non-response Bias

Respondents for the online surveys were selected from among those who have volunteered to participate in online surveys by joining an online opt-in panel. The notion of non-response is more complex than for random probability studies that begin with a sample universe that can, at least theoretically, include the entire population being studied. In such cases, non-response can occur at a number of points before being invited to participate in this particular survey, let alone in deciding to answer any particular question within the survey.

That being said, in order to provide some indication of whether the final sample is unduly influenced by a detectable nonresponse bias, we provide the tables below comparing the unweighted and weighted distributions of each sample's demographic characteristics.

Sample Profile: Unweighted vs Weighted Distributions

Table 17: Unweighted and Weighted Sample by Region for Pre-Campaign Survey

Region	Unweighted Sample	Weighted Sample
Atlantic	132	126
Quebec	520	430
Ontario	853	883
Manitoba/Saskatchewan	130	135
Alberta	262	292
British Columbia/Territories	257	288

Table 18: Unweighted and Weighted Sample by Gender for Pre-Campaign Survey

Gender	Unweighted Sample	Weighted Sample
--------	-------------------	-----------------

Female	1172	1054
Male	930	1034
Other	52	65

Table 19: Unweighted and Weighted Sample by Age for Pre-Campaign Survey

Age	Unweighted Sample	Weighted Sample
16-19	1147	582
20-24	305	614
25-34	702	957

Table 20: Unweighted and Weighted Sample by Region for Post-Campaign Survey

Region	Unweighted Sample	Weighted Sample
Atlantic	121	120
Quebec	431	413
Ontario	840	840
Manitoba/Saskatchewan	123	149
Alberta	261	253
British Columbia/Territories	293	295

Table 21: Unweighted and Weighted Sample by Gender for Post-Campaign Survey

Gender	Unweighted Sample	Weighted Sample
Female	1053	1025
Male	978	997
Other	38	47

Table 22: Unweighted and Weighted Sample by Age for Post-Campaign Survey

Age	Unweighted Sample	Weighted Sample
16-19	1026	552
20-24	343	625
25-34	700	892

Weighting Factors

As noted above, the sample of youth (16-19) was weighted to be representative of the population for age and gender within region. A slightly different approach was taken to the sample of young adults (20-34) seeking to go back to school or change jobs. At the outset of the pre-campaign survey, we did not know the demographic profile of this group was different, and if so, how it varied, from the total population of young adults (20-34) in Canada. To weight the data, we used a technique called incidence weighting. Upon completion of the data collection, Leger rendered all those who attempted to complete the study (eligible,

ineligible or terminates based on quotas being full) representative of the overall general population according to Census demographics. This provided us with a foundation to determine the profile of those eligible to complete the survey (young adults 20-34 going back to school or changing careers) by isolating their profile from those who attempted to complete the study. Leger then applied this weighting scheme to all qualified respondents in the study. For the second wave, data for young adults (20-34) was also weighted to reflect the profile of Canadian young adults (20-34) looking to go back to school or change careers.

The following tables illustrates the weighting proportions and weight for each target audience in the pre- and post-campaign studies.

Table 23: Weighting for pre-campaign survey

Region	Gender/Age	Proportions	Weight
Atlantic	M 16-19	0.008804	.54
Atlantic	M 20-24	0.008816	1.9
Atlantic	M 25-34	0.011966	1.14
Atlantic	F 16-19	0.008344	.43
Atlantic	F 20-24	0.010009	2.4
Atlantic	F 25-34	0.010557	1.14
Quebec	M 16-19	0.029274	.69
Quebec	M 20-24	0.028964	2.23
Quebec	M 25-34	0.045529	1.11
Quebec	F 16-19	0.028258	.30
Quebec	F 20-24	0.030494	1.34
Quebec	F 25-34	0.036942	1.3
Ontario	M 16-19	0.055925	.63
Ontario	M 20-24	0.060835	2.22
Ontario	M 25-34	0.090036	1.35
Ontario	F 16-19	0.053014	.43
Ontario	F 20-24	0.058877	1.98
Ontario	F 25-34	0.091359	1.53
MB/SK	M 16-19	0.01026	.67
MB/SK	M 20-24	0.008339	4.49
MB/SK	M 25-34	0.012609	1.36
MB/SK	F 16-19	0.009697	.54
MB/SK	F 20-24	0.009626	2.3
MB/SK	F 25-34	0.013748	1.1
Alberta	M 16-19	0.016417	.53
Alberta	M 20-24	0.018612	1.74
Alberta	M 25-34	0.035313	1.62
Alberta	F 16-19	0.015447	.55
Alberta	F 20-24	0.017373	1.87
Alberta	F 25-34	0.0326	1.56
BC	M 16-19	0.017882	.68
BC	M 20-24	0.015944	2.45

BC	M 25-34	0.034954	1.42
BC	F 16-19	0.016928	.59
BC	F 20-24	0.017383	2.34
BC	F 25-34	0.028866	1.2

Table 24: Weighting for post-campaign survey

Region	Gender/Age	Proportions	Weight
Atlantic	M 16-19	0.008695	.55
Atlantic	M 20-24	0.008865	3.06
Atlantic	M 25-34	0.011731	1.62
Atlantic	F 16-19	0.008241	.47
Atlantic	F 20-24	0.008328	2.15
Atlantic	F 25-34	0.012067	1.09
Quebec	M 16-19	0.028912	.60
Quebec	M 20-24	0.030786	2.12
Quebec	M 25-34	0.038555	1.02
Quebec	F 16-19	0.027908	.50
Quebec	F 20-24	0.034536	1.17
Quebec	F 25-34	0.038731	1.67
Ontario	M 16-19	0.055232	.58
Ontario	M 20-24	0.065524	2.15
Ontario	M 25-34	0.092179	1.23
Ontario	F 16-19	0.052358	.52
Ontario	F 20-24	0.057289	1.43
Ontario	F 25-34	0.083294	1.31
MB/SK	M 16-19	0.010133	.62
MB/SK	M 20-24	0.010781	2.48
MB/SK	M 25-34	0.012643	1.63
MB/SK	F 16-19	0.009577	.60
MB/SK	F 20-24	0.010917	2.51
MB/SK	F 25-34	0.017802	1.67
Alberta	M 16-19	0.016214	.54
Alberta	M 20-24	0.01867	2.03
Alberta	M 25-34	0.026253	1.18
Alberta	F 16-19	0.015256	.50
Alberta	F 20-24	0.01882	1.62
Alberta	F 25-34	0.027633	1.19
BC	M 16-19	0.017661	.49
BC	M 20-24	0.018573	2.40
BC	M 25-34	0.033265	1.11
BC	F 16-19	0.016719	.50
BC	F 20-24	0.018782	2.59
BC	F 25-34	0.03707	1.39

Appendix F – Pre-Campaign Questionnaire

Thank you for taking the time to complete this survey dealing with current issues of interest to Canadians. Si vous préférez répondre au sondage en français, veuillez cliquer sur **français [SWITCH TO FRENCH VERSION]**.

Your participation is voluntary and your responses will be kept entirely confidential. The survey takes about 5 minutes to complete.

Click here if you wish to verify the authenticity of this survey. To view our privacy policy, click here.

If you require any technical assistance, please contact XXX.

a) Does anyone in your household work for any of the following organizations?

SELECT ALL THAT APPLY

- A marketing research firm
- A magazine or newspaper
- An advertising agency or graphic design firm
- A political party
- A radio or television station
- A public relations company
- The federal or provincial government
- None of these organizations

IF “NONE OF THESE ORGANIZATIONS” CONTINUE, OTHERWISE THANK AND TERMINATE.

b) Are you...

- Male gender
- Female gender
- Gender diverse
- Prefer not to say

IF PREFER NOT TO SAY GENDER, THANK AND TERMINATE.

c) In what year were you born?

YYYY

**ADMISSIBLE RANGE 1987-2006
IF > 2006, THANK AND TERMINATE
ASK D IF QUESTION C IS LEFT BLANK**

d) In which of the following age categories do you belong?

SELECT ONE ONLY

- less than 16 years old
- 16 to 19
- 20 to 24
- 25 to 34
- 35 or older

e) In which province or territory do you live?

SELECT ONE ONLY

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE

f) If AGE = 20 to 34, ASK

In the next few years, do you plan or are you thinking about changing careers, continuing your schooling or going back to school?

- Yes, change careers
- Yes, continue schooling
- Yes, go back to school
- None of the above **THANK AND TERMINATE**
- Don't know/Prefer not to say **THANK AND TERMINATE**

ASK ALL RESPONDENTS

Q1:

Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- Yes

- No => **GO TO T1A**

Q2:

Think about the most recent ad from the Government of Canada that comes to mind. Where have you seen, read or heard this ad?

SELECT ALL THAT APPLY

- Cinema
- Facebook
- Internet website
- Magazines
- Newspaper (daily)
- Newspaper (weekly or community)
- Outdoor billboards
- Pamphlet or brochure in the mail
- Public transit (bus or subway)
- Radio
- Television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify _____

Q3:

What do you remember about this ad?

Q4:

How did you know that it was an ad from the Government of Canada?

ASK ALL RESPONDENTS

T1A:

Over the past three weeks, have you seen, read or heard any Government of Canada advertising about **exploring a career or training in the skilled trades?**

- Yes

- No => **GO TO T1D**

T1B:

Where have you seen, read or heard this Government of Canada ad about **the skilled trades**?

SELECT ALL THAT APPLY

- Cinema
- Facebook
- Internet website
- Magazines
- Newspaper (daily)
- Newspaper (weekly or community)
- Outdoor billboards
- Pamphlet or brochure in the mail
- Public transit (bus or subway)
- Radio
- Television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify _____

T1C:

What do you remember about this ad?

ASK ALL RESPONDENTS

CAMPAIGN SPECIFIC ATTITUDINAL AND BEHAVIOURAL QUESTIONS MAY BE ADDED HERE

T1D: "How familiar would you say you are with what is meant by Skilled Trades?" [Scale from Very Familiar to Not at all]

- Not at all familiar
- Not very familiar
- Somewhat familiar
- Familiar
- Very familiar

T1Da: Please list types of jobs you associated with the Skilled Trades: [open-ended with Don't know/Prefer not to say option]

T1E: When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

- Positive
- Neutral
- Negative
- Unsure/don't know

New page:

For the purposes of this survey, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training, such as bricklayer, cook, hair stylist, carpenter, plumber.

[Before T1F question, ask if they currently or in the past have ever worked in the skilled trades, then wouldn't ask T1F if they say yes (could possibly move this addition and T1F to demo section)]

Do you currently or have you ever worked in the Skilled Trades?

- Yes ***[If yes, skip T1F]***
- No ***[Ask T1F]***

T1F: Have you ever considered having a career in the Skilled Trades?

- Yes **if yes, question T1G**
- No **if no, skip to question T1H**

T1G: Please rate how likely you would be to recommend, use, or visit the following sources for information about joining the Skilled Trades using a 5-point scale where 1 means "Definitely **would not** recommend, use, or visit" and 5 means "Definitely **would** recommend, use, or visit".

[ROTATE STATEMENTS]

- Government of Canada websites
- Provincial Government websites
- Career/education planning sites
- University and community college websites
- Recruitment sites
- Trade unions, certification or accreditation bodies, or industry experts

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

T1H: Thinking specifically about the Government of Canada programs and services related to the Skilled Trades or apprenticeships, which of the following are you aware of?

Select all that apply:

[ROTATE STATEMENTS]

- Canada Apprenticeship Loan Program
- Canada Apprenticeship Grant Program
- Canada Apprenticeship Incentive Grant for Women
- Canada Apprenticeship Incentive Grant
- Canada Apprenticeship Completion Grant
- Employment Insurance for Apprentices
- Tuition Tax Credit
- The Tradesperson's Tools Deduction
- The Apprenticeship Job Creation Tax Credit
- The Skilled Trades and Readiness Program
- None of the above

D1:

Which of the following categories best describes your current employment status? Are you...

SELECT ONE ONLY

- Working full-time (30 or more hours per week)
- Working part-time (less than 30 hours per week)
- Self-employed
- Unemployed, but looking for work
- A student attending school full-time
- A student attending school full-time and working part-time (less than 30 hours per week)
- A student attending school part-time
- A student attending school part-time and working full time (30 or more hours per week)
- Retired
- Not in the workforce (Full-time homemaker or unemployed but not looking for work)
- Other employment status
- Prefer not to say

{SKIP D1b. IF "retired" in D1}

D1b. Did you receive the Canada Emergency Response Benefit, also called the CERB, at some point in the last year?

- Yes, I have received it
- No, I have never received the CERB
- Not sure
- Prefer not to say

D2:

What is the highest level of formal education that you have completed?

SELECT ONE ONLY

- Grade 8 or less
- Some high school
- High school diploma or equivalent
- Registered Apprenticeship or other trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- University certificate or diploma below bachelor's level
- Bachelor's degree
- Postgraduate degree above bachelor's level
- Prefer not to say

D3:

Are there any children under the age of 18 currently living in your household?

- Yes
- No
- Prefer not to say

D4:

Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

SELECT ONE ONLY

- Under \$20,000
- Between \$20,000 and \$40,000
- Between \$40,000 and \$60,000
- Between \$60,000 and \$80,000
- Between \$80,000 and \$100,000
- Between \$100,000 and \$150,000
- \$150,000 and above
- Prefer not to say

D5:

Where were you born?

- Born in Canada
- Born outside Canada

Specify the count

- Prefer not to say

ASK IF D5=BORN OUTSIDE CANADA

D6:

In what year did you first move to Canada?

YYYY

Prefer not to say

ADMISSIBLE RANGE: 1900-2021

D7:

What is the language you first learned at home as a child and still understand?

SELECT UP TO TWO

- English
- French
- Other language, specify _____
- Prefer not to say

D8. What is your ethnic background?

- Caucasian
- Chinese
- South Asian (i.e., East Indian, Pakistani, etc.)
- Black
- Filipino
- Latin American
- East or Southeast Asian (i.e., Vietnamese, etc.)
- Arab
- West Asian (i.e. Iranian, Afghan, etc.)
- Korean
- Japanese
- Indigenous (First Nations, Métis, or Inuit)
- Other (please specify)
- Don't know/Prefer not to say

D9: Do you identify as a person with a disability? A person with a disability is a person who has a long-term or recurring impairment (such as vision, hearing, mobility, flexibility, dexterity, pain, learning, developmental, memory or mental health related) which limits their daily activities inside or outside the home (such as at school, work, or in the community in general).

- Yes
- No
- Don't know
- Prefer not to say

D10: May I have the first three digits of your postal code?

- the first three digits of your postal code
- Prefer not to say

That concludes the survey. This survey was conducted on behalf of Employment and Social Development Canada. In the coming months the report will be available from Library and Archives Canada. We thank you very much for taking the time to answer this survey, it is greatly appreciated.

Appendix G – Post Campaign Questionnaire

Thank you for taking the time to complete this survey dealing with current issues of interest to Canadians. Si vous préférez répondre au sondage en français, veuillez cliquer sur [français \[SWITCH TO FRENCH VERSION\]](#).

Your participation is voluntary and your responses will be kept entirely confidential. The survey takes about 5 minutes to complete.

[Click here](#) if you wish to verify the authenticity of this survey. To view our privacy policy, [click here](#).

If you require any technical assistance, please contact XXX.

g) Does anyone in your household work for any of the following organizations?

SELECT ALL THAT APPLY

- A marketing research firm
- A magazine or newspaper
- An advertising agency or graphic design firm
- A political party
- A radio or television station
- A public relations company
- The federal or provincial government
- None of these organizations

IF “NONE OF THESE ORGANIZATIONS” CONTINUE, OTHERWISE THANK AND TERMINATE.

h) Are you...

- Male gender
- Female gender
- Gender diverse
- Prefer not to say

IF PREFER NOT TO SAY GENDER, THANK AND TERMINATE.

i) In what year were you born?

YYYY

**ADMISSIBLE RANGE 1987-2006
IF > 2006, THANK AND TERMINATE
ASK D IF QUESTION C IS LEFT BLANK**

j) In which of the following age categories do you belong?

SELECT ONE ONLY

- less than 16 years old
- 16 to 19
- 20 to 24
- 25 to 34
- 35 or older

k) In which province or territory do you live?

SELECT ONE ONLY

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE

l) If AGE = 20 to 34, ASK

In the next few years, do you plan or are you thinking about changing careers, continuing your schooling or going back to school?

- Yes, change careers
- Yes, continue schooling
- Yes, go back to school
- None of the above **THANK AND TERMINATE**
- Don't know/Prefer not to say **THANK AND TERMINATE**

ASK ALL RESPONDENTS

Q1:

Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- Yes

- No => **GO TO T1A**

Q2:

Think about the most recent ad from the Government of Canada that comes to mind. Where have you seen, read or heard this ad?

SELECT ALL THAT APPLY

- Cinema
- Facebook
- Internet website
- Magazines
- Newspaper (daily)
- Newspaper (weekly or community)
- Outdoor billboards
- Pamphlet or brochure in the mail
- Public transit (bus or subway)
- Radio
- Television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify _____

Q3:

What do you remember about this ad?

Q4:

How did you know that it was an ad from the Government of Canada?

ASK ALL RESPONDENTS

T1A:

Over the past three weeks, have you seen, read or heard any Government of Canada advertising about exploring a career or training in the skilled trades?

- Yes

- No => **GO TO T1D**

T1B:

Where have you seen, read or heard this Government of Canada ad about **the skilled trades**?

SELECT ALL THAT APPLY

- Cinema
- Facebook
- Internet website
- Magazines
- Newspaper (daily)
- Newspaper (weekly or community)
- Outdoor billboards
- Pamphlet or brochure in the mail
- Public transit (bus or subway)
- Radio
- Television
- Twitch
- TikTok
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify _____

T1C:

What do you remember about this ad?

ASK ALL RESPONDENTS

CAMPAIGN SPECIFIC ATTITUDINAL AND BEHAVIOURAL QUESTIONS MAY BE ADDED HERE

T1D: "How familiar would you say you are with what is meant by Skilled Trades?" [Scale from Very Familiar to Not at all]

- Not at all familiar
- Not very familiar
- Somewhat familiar

- Familiar
- Very familiar

T1Da: Please list types of jobs you associated with the Skilled Trades: [open-ended with Don't know/Prefer not to say option]

T1E: When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

- Positive
- Neutral
- Negative
- Unsure/don't know

New page:

For the purposes of this survey, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training, such as bricklayer, cook, hair stylist, carpenter, plumber.

[Before T1F question, ask if they currently or in the past have ever worked in the skilled trades, then wouldn't ask T1F if they say yes (could possibly move this addition and T1F to demo section)]

Do you currently or have you ever worked in the Skilled Trades?

- Yes [*If yes, skip T1F*]
- No [*Ask T1F*]

T1F: Have you ever considered having a career in the Skilled Trades?

- Yes **if yes, question T1G**
- No **if no, skip to question T1H**

T1G: Please rate how likely you would be to recommend, use, or visit the following sources for information about joining the Skilled Trades using a 5-point scale where 1 means "Definitely *would not* recommend, use, or visit" and 5 means "Definitely *would* recommend, use, or visit".

[ROTATE STATEMENTS]

- Government of Canada websites
- Provincial Government websites
- Career/education planning sites
- University and community college websites
- Recruitment sites
- Trade unions, certification or accreditation bodies, or industry experts

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

T1H: Thinking specifically about the Government of Canada programs and services related to the Skilled Trades or apprenticeships, which of the following are you aware of?

Select all that apply:

[ROTATE STATEMENTS]

- Canada Apprenticeship Loan Program
- Canada Apprenticeship Grant Program
- Canada Apprenticeship Incentive Grant for Women
- Canada Apprenticeship Incentive Grant
- Canada Apprenticeship Completion Grant
- Employment Insurance for Apprentices
- Tuition Tax Credit
- The Tradesperson's Tools Deduction
- The Apprenticeship Job Creation Tax Credit
- The Skilled Trades and Readiness Program
- None of the above

Here are some ads that have recently been broadcast on various media.

[IFAPPLICABLE, NOTE BELOW/ABOVE VIDEO] Click here to watch.

[INSERT ADS – 1 video, 1 static image, and 1 web banner]

[CLICK TO GO TO THE NEXT PAGE]

T1HH:

Over the past three weeks, have you seen, read or heard these ads?

- Yes
- No => **GO TO T1J**

T1I:

Where have you seen, read or heard these ads?

SELECT ALL THAT APPLY

- Cinema
- Facebook
- Internet website
- Magazines
- Newspaper (daily)
- Newspaper (weekly or community)
- Outdoor billboards

- Pamphlet or brochure in the mail
- Public transit (bus or subway)
- Radio
- Television
- TikTok
- Twitch
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify _____

T1J:

What do you think is the **main** point these ads are trying to get across?

T1K:

Please indicate your level of agreement with the following statements about these ads.

RANDOMIZE STATEMENTS

	1 Strongly Disagree	2	3	4	5 Strongly Agree
These ads catch my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are difficult to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads do not favour one political party over another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads talk about an important topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads provide new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D1:

Which of the following categories best describes your current employment status? Are you...

SELECT ONE ONLY

- Working full-time (30 or more hours per week)
- Working part-time (less than 30 hours per week)
- Self-employed
- Unemployed, but looking for work
- A student attending school full-time
- A student attending school full-time and working part-time (less than 30 hours per week)
- A student attending school part-time
- A student attending school part-time and working full time (30 or more hours per week)
- Retired
- Not in the workforce (Full-time homemaker or unemployed but not looking for work)
- Other employment status
- Prefer not to say

{SKIP D1b. IF “retired” in D1}

D1b. Did you receive the Canada Emergency Response Benefit, also called the CERB, at some point in the last year?

- Yes, I have received it
- No, I have never received the CERB
- Not sure
- Prefer not to say

D2:

What is the highest level of formal education that you have completed?

SELECT ONE ONLY

- Grade 8 or less
- Some high school
- High school diploma or equivalent
- Registered Apprenticeship or other trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- University certificate or diploma below bachelor's level
- Bachelor's degree
- Postgraduate degree above bachelor's level
- Prefer not to say

D3:

Are there any children under the age of 18 currently living in your household?

- Yes
- No
- Prefer not to say

D4:

Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

SELECT ONE ONLY

- Under \$20,000
- Between \$20,000 and \$40,000
- Between \$40,000 and \$60,000
- Between \$60,000 and \$80,000
- Between \$80,000 and \$100,000
- Between \$100,000 and \$150,000
- \$150,000 and above
- Prefer not to say

D5:

Where were you born?

- Born in Canada
- Born outside Canada
Specify the country
- Prefer not to say

ASK IF D5=BORN OUTSIDE CANADA

D6:

In what year did you first move to Canada?

YYYY

Prefer not to say

ADMISSIBLE RANGE: 1900-2021

D7:

What is the language you first learned at home as a child and still understand?

SELECT UP TO TWO

- English
- French
- Other language, specify _____
- Prefer not to say

D8. What is your ethnic background?

- Caucasian
- Chinese
- South Asian (i.e., East Indian, Pakistani, etc.)

- Black
- Filipino
- Latin American
- East or Southeast Asian (i.e., Vietnamese, etc.)
- Arab
- West Asian (i.e. Iranian, Afghan, etc.)
- Korean
- Japanese
- Indigenous (First Nations, Métis, or Inuit)
- Other (please specify)
- Don't know/Prefer not to say

D9: Do you identify as a person with a disability? A person with a disability is a person who has a long-term or recurring impairment (such as vision, hearing, mobility, flexibility, dexterity, pain, learning, developmental, memory or mental health related) which limits their daily activities inside or outside the home (such as at school, work, or in the community in general).

- Yes
- No
- Don't know
- Prefer not to say

D10: May I have the first three digits of your postal code?

- the first three digits of your postal code
- Prefer not to say

That concludes the survey. This survey was conducted on behalf of Employment and Social Development Canada. In the coming months the report will be available from Library and Archives Canada. We thank you very much for taking the time to answer this survey, it is greatly appreciated.

Appendix H – Ad Testing Materials

The following are examples of elements of the campaign that went to market.

Example 1



A young man with a beard is pictured wearing glasses, a white chef's hat and uniform, in an industrial/restaurant kitchen. He is plating a dish of food. Text reads: Follow your passion. Find your skilled trade. Funding is available! Government of Canada wordmark.

Example 2



A young woman is pictured in a room in a house undergoing renovations. She is wearing a brown vest and tool belt, over a white shirt. She is using a table saw to cut a piece of wood. Text reads: Follow your passion. Find your skilled trade. Government of Canada wordmark.