

**Angus Reid Public Opinion
Human Resources and Skills Development Canada
Jobs of the Future Creative Testing**

EXECUTIVE SUMMARY

January 5, 2011

Contract award date: 21-Oct-10
Fieldwork Date: November 8-14 2011
Contract No: G9178-100001/007/CY
POR No: 057-10

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Ce rapport est aussi disponible en français sur demande

As per section 6.2.4 of the Procedures for Planning and Contracting Public Opinion Research Jaideep Mukerji, Vice President of Public Affairs with Vision Critical, certifies that this research project in no way violated the provisions laid out in section 6.2.4 relating to political neutrality and electoral voting intentions.

Research Background and Objectives

Project Background

Economic recovery continues to be a priority for the Government of Canada in the wake of 2008's economic downturn. The Government of Canada is therefore launching a campaign (Jobs of the Future) to raise awareness of the need for higher education and skills upgrading among the Canadian working population as a means of helping the economy. Individual Canadians will also benefit from the initiative through the acquisition of skills they need to remain competitive in the economic marketplace.

The Jobs of the Future campaign has two main goals – first, the campaign seeks to raise awareness among the general public about the importance of gaining new professional skills. The campaign's second goal is to inform Canadians that the Government of Canada has a number of programs and services in place to help them gain those new skills. In addition to the above mentioned goals, the Jobs of the Future campaign also has two related sub-themes directed at youth who are at-risk and older workers (40+).

Research Objectives

The main goal of the research project is to test three creative approaches to the HRSDC's Jobs of the Future advertising campaign to determine which approach will be the most effective in driving the Canadian population to seek more information from specified government sources (jobsofthefuture.gc.ca or 1 800 O-Canada) on acquiring and upgrading skills, post-secondary education and work experience.

The research will help HRSDC determine which of their three concepts is most effective in communicating the government's key messages.

Methodological overview

A total of eight (8) focus groups were conducted with Canadian youth and members of the general population in four locations. Youth participants were between the ages of 16-20, while members of the general population were over the age of 21.

Group discussions lasted approximately two hours and participants were paid an incentive of \$75 for their participation. English groups were moderated by Jodi Shanoff, while French groups were moderated by Jaideep Mukerji. Groups were conducted in the following locations:

Location	Groups	Date
Abbotsford, BC	Youth, Gen Pop	November 8, 2010
Halifax, NS	Youth, Gen Pop	November 10, 2010
Kitchener/Waterloo, ON	Youth, Gen Pop	November 15, 2010
Chicoutimi, QC	Youth, Gen Pop	November 15, 2010

In addition to discussing television and web banner advertising concepts, participants were asked to complete worksheets in order to obtain their individual feedback. For both types of advertising, participants were asked to use a diagram of a target on which to place a letter corresponding to each execution in order to indicate whether or not the ad resonated with them. Ads which had great relevance or resonance were placed close to or on the bull's eye of the target, while ads with less resonance were placed in the target's outer rings.

In addition to the target worksheet, participants were asked to complete a written series of questions for each of the television executions.

While the results of the research are helpful in establishing the relative strengths and weaknesses of each concept, the qualitative nature of focus groups means that any conclusions presented in this report are directional and cannot be extrapolated to larger segments of Canadian society.

Key Findings among Youth

General comments:

Youth felt these ads were more about careers than they were about jobs. This may help explain the fact that concepts A and B tested better since these concepts were more 'career oriented' than concept C.

In Quebec, youth felt some of the jobs displayed were too technical in nature or lacked imagination.

In general, supers displayed at the bottom of the ad were of some help in communicating the message though for the most part they went un-noticed by youth groups.

Youth reported being only marginally motivated to go to the website after seeing the ad. While the federal government is generally regarded as a realistic entity to turn to for this kind of information, it is not a top-of-mind resource.

The “Better Jobs” URL worked for young participants. It was relevant to the message and spoke to the kind of information that would be found on the website.

Web Banners

Among web banners, the shorter, more direct formats had greater appeal for young participants. Few were interested in “clicking” through on a banner; mousing over appeared more likely to keep their attention. While many youth participants explained that they seldom click on internet ads, there was agreement that a banner concept that used video animation was most likely to catch their attention. Few were inclined to do much reading. Taken together, it appears as though the format of the actual banner and the animation methods it uses will likely be a bigger determinant of the banner’s success than its specific content.

Key Findings among Adults

General Comments

Adults more readily grasped the role of the federal government in offering these types of programs than the youth groups, who focused more on the messages of making choices about careers and jobs.

Of note was the fact that Quebec adults were somewhat incredulous that the federal government would/could offer such programs. There was widespread belief that this was the sole responsibility of the provincial government and the federal government would not ‘be allowed’ to offer programs like this.

Adults were more likely to remark on the use of the supers and find them an enhancement of the advertising message. The one exception was the “foreign credential recognition program” super in the “Chris” concept. Some participants in Quebec felt the supers could be consolidated to just one or two items since it was a lot of information to process all at once. It was felt that the “job retraining” super was the most relevant to them.

Adults in general did not take issue with the “Better Jobs” URL. A minority of participants in Waterloo found it somewhat offensive.

Adults were more likely than youth to be encouraged to visit the website for information.

Web Banners

As was the case with the youth groups, adults also preferred the brief web banners with little text. The video iteration was also preferred among most gen pop groups.

In Quebec, some participants commented that the use of the word ‘école’ in the banner ad was slightly pejorative though the concept nevertheless scored well because they liked the message that followed.

Both adults and youth expected the information at the website to be transactional in nature – clear, concise lists of careers with corresponding qualification requirements, programs offered, and applicable grants, loans and assistance.

Adults were far more focused on the financial aspect of government assistance than youth. Adults focused on the need to have support while re-training for a new job/career, whereas youth were more focused on where to find information. Youth also expressed interest in knowing specific salaries associated with different jobs.

Conclusions

The groups clearly demonstrated that different creative approaches resonated with each audience. The different audiences are at different stages of their lives and careers and therefore latched on to different aspects of the proposed campaigns. Youth groups responded more to the career aspect of the ads given where they are at in their lives. Adult groups responded more to the message that it is not too late to learn new skills and change jobs.

For these reasons we believe it would be best to create two different television ads, one for each target group. Notwithstanding the qualitative nature of the groups, we believe the findings of the research to date suggest that the “**Flash of Inspiration**” version would be best suited to youth, while the “**Never too late**” creative would be most effective among adults.

Depending on the television message chosen for each audience, both target groups expressed the greatest appreciation for a web banner application that minimized text and incorporated video footage.

The current URL being considered for this initiative is an appropriate complement to the ads. Both youth and general population participants expressed interest in a website that is straightforward and to the point. The type of information sought differed, to a certain extent, depending on the age group. Youth were most interested in detailed information on specific careers. In particular, they felt it was important the website include specific information like career availability and salary ranges, while older participants in the general population groups were more interested in a website that clearly explained what the federal government was prepared to do for them in terms of providing grants and loans and retraining programs.

HRSDC Focus Group Screener Guide

Advertising Testing with the General Population and Youth

MANDATORY SPECS:

- Must be articulate (speak English, or French for Saguenay)
- One-in-three must not have participated in market research in the past
- No Respondent may be recruited who has attended, in the past two years, a focus group discussion or in-depth interview on the same general topic as defined by the Moderator.
-
- No Respondent may be recruited who has attended a group discussion or indepth interview within the past six months.

INTRODUCTION

Hello, I am _____, calling from Angus Reid Public Opinion.

We're holding focus groups about work experience and upgrading skills for the job market on behalf of Human Resources and Skills Development Canada, a federal government department. We're just looking for your opinions, participation is voluntary and we won't try to sell you anything. The research will be used to gauge your opinions related to various concepts and advertisements. Please be assured that the results from the groups will only be reported in the aggregate and your opinions will remain anonymous.

If you're eligible we would like you to participate in a 2-hour focus group on:

November 11 – Oshawa **November 9 - Saguenay**

November 10 – Halifax **November 8 - Abbotsford**

You would receive a cash thank you for your time (\$75).

Would you be interested in participating?

IF NO: Thank you for your time and have a great evening!

IF YES CONTINUE: If you are still interested and can commit your time on these dates, can I ask you a few questions to find out if you qualify for the group? Because we are required to have a variety of individuals for our group, unfortunately, not everyone can qualify.

DEMOGRAPHICS

1. RECORD GENDER: **(RECRUIT APPROXIMATELY 50:50)**

Male	<input type="checkbox"/>	
Female	<input type="checkbox"/>	

2. Do you or does any member of your immediate family, or anyone in your household, work in any of the following areas? (add from client supplied list)

Any answered YES to any; THANK AND TERMINATE

	Respondent		Immediate Family		Household Members	
	Yes	No	Yes	No	Yes	No
Media (radio, TV, newspaper, film/video production, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing or Marketing Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government lobbyist or political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wholesale, retail, sales, service or consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In which of the following age categories do you fit?

RECRUIT A MIX OF AGES FOR EACH GROUP

Youth (16-20)	<input type="checkbox"/>	Recruit to youth groups
21-34	<input type="checkbox"/>	Recruit to gen pop groups, try and get a good mix
35-49	<input type="checkbox"/>	
50-64	<input type="checkbox"/>	
65+	<input type="checkbox"/>	

RECORD SPECIFIC AGES OF EACH PARTICIPANT

4. What are the first three letters of your postal code? **(RECORD INFORMATION)**

5. Which language are you most comfortable using? English or French?

IF ENGLISH FOR SAGUENAY GROUPS, TERMINATE; IF FRENCH FOR ALL OTHER GROUPS, TERMINATE

6. GENERAL POPULATION GROUPS: What is your occupation? (include unemployed)

RECRUIT A GOOD MIX.

6a. YOUTH GROUPS: Are you employed? Yes/No

7. GENERAL POPULATION GROUPS: Please stop me when I reach the range that is your annual household income:

Below \$30,000	<input type="checkbox"/>	RECRUIT A MIX
\$30,000 - \$49,000	<input type="checkbox"/>	
\$50,000 - \$69,000	<input type="checkbox"/>	
\$70,000 – \$89,000	<input type="checkbox"/>	
\$90,000+	<input type="checkbox"/>	

RECRUIT A MIX OF INCOMES FOR EACH GROUP

8) Participants in focus 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	<input type="checkbox"/>	(min 4 per group)
Fairly comfortable	<input type="checkbox"/>	
Comfortable	<input type="checkbox"/>	
Not very comfortable	<input type="checkbox"/>	THANK AND TERMINATE
Very uncomfortable	<input type="checkbox"/>	THANK AND TERMINATE

9. Please tell me the highest level of education you have completed:

Some high school or less	<input type="checkbox"/>	RECRUIT A MIX
High school diploma	<input type="checkbox"/>	
Some college/college diploma/trade certificate/Apprenticeship program	<input type="checkbox"/>	
Some university/university undergraduate	<input type="checkbox"/>	
Graduate degree	<input type="checkbox"/>	

RECRUIT A MIX OF EDUCATION FOR EACH GROUP

PREVIOUS FOCUS GROUP PARTICIPATION

10. Have you ever participated in any focus groups or in-person interviews?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/> 1/3 must have never participated

IF YES, ASK

11. Have you attended five or more focus groups or in-depth interviews within the past 5 years?

If NO	<input type="checkbox"/> CONTINUE
If YES	<input type="checkbox"/> THANK AND TERMINATE

12. Have you attended, in the last two years, a focus group discussion or in-depth interview related to advertising and concept testing?

YES, over 2 years ago	<input type="checkbox"/> CONTINUE
No	<input type="checkbox"/> CONTINUE
YES, within the past 2 years	<input type="checkbox"/> THANK AND TERMINATE

13. Please note, the focus groups will be recorded for research purposes only. The recordings will not be distributed and your privacy is assured. Do you consent to be recorded during the focus groups. Yes/No.

IF NO, THANK AND TERMINATE

RESPONDENTS MUST BE FLUENT IN ENGLISH (or FRENCH for Saguenay), otherwise **THANK AND TERMINATE**

GROUP NAMES AND DATES

Congratulations, you qualify to participate in the discussion group. The session will last about 2 hours. As a token of our appreciation for your time and effort, you will receive [\$75] at the conclusion of the session. **[please state again appropriate time and location of their focus group for participant to record]**

Should something occur that would prevent you from attending, please let us know as soon as possible. You can call _____ and ask to speak with _____.

Record

Name: _____

Mailing Address: _____

City: _____ Prov: _____

Postal Code: _____

Day Telephone: _____

Evening Telephone: _____

Email [REQUIRED] _____ @ _____
[precise, read back to confirm]

GROUP # _____

Thank you for your time, and we look forward to seeing you!

HRSDC Focus Group Guidelines and Specifications

<p>Monday, November 8—Abbotsford</p> <p>Abbotsford Best Western Regency Inn & Conference Centre 32110 Marshall Road</p>	<p>Monday, November 15 – Saguenay</p> <p>Saguenay Hotel Chicoutimi 460 Racine est</p>
Group 1 (6pm): Youth	Group 3 (6pm): Youth
Group 2 (8pm): General Population	Group 4 (8pm): General Population
<p>Wednesday, November 10—Halifax</p> <p>Halifax Corporate Research Associates 7071 Bayers Road Suite 5001</p>	<p>Monday, November 15 – Oshawa</p> <p>Kitchener/Waterloo PMG Consulting Ltd. 98 King Street South 519.746.3997</p>
Group 5 (6pm): Youth	Group 7 (6pm): Youth
Group 6 (8pm): General Population	Group 8 (8pm): General Population

1. Introductions and Warm-up (10 mins)

- Thank everyone for coming.
- Explain the purpose of groups – to share your thoughts about things taking place in the country and your region.
- Explain taping procedures (video, audio), observers and one-way mirror (if applicable).
- Explain the rules:
 - Speak one at a time
 - Encourage everyone to voice their opinion
 - Not looking for consensus, feel free to disagree
 - Tell me what you think, not what others you know might think
 - Respondents will remain anonymous, no one’s name will appear in a report, and findings will be reported at aggregate level (grouped together). No individuals will be identified.
- Introductions (first name, what do you do in your spare time)

2. Current Affairs Overview (20 mins)

1. Tonight we're going to spend time talking about Canada's economy and, in particular, issues pertaining to employment. I'm interested to get your sense of the overall employment situation in Canada right now. What comes to mind? **(if negative first, mention we'll get back to that later, focus on positive first) (If specific issues mentioned, take note but mention we'll probe more on them later). (GO AROUND TABLE)**
2. How the economy these days? Would you say it is getting better or worse?
 - a. And thinking specifically about the issue of unemployment, in particular in your community, do you think it is an issue that has improved, worsened, or stayed the same in the last 2 years? Why did you say that?
 - b. What do you know about resources available to unemployed Canadians? Enough, not enough? Easy to find?
 - c. What about resources for newly graduated Canadians looking for employment? Are there enough, not enough, are they easy to find?
3. Thinking about your own career or career training, are you optimistic? Do you feel like you have opportunities? Are you in the job you want or can you find it? **(GO AROUND TABLE)**
4. Thinking more specifically about skills and employment, are you satisfied with your level of skill? Do you have access to the training you want? What kind of training and/or education have you pursued to obtain the skills to do your job, or the job that you want?
5. **GEN POP** - Have you thought about changing careers or jobs? Do you feel well-trained to do that? What kind of re-training would you need? Are you able to find it easily?
6. **YOUTH** - Are you currently studying or training for a particular career? Where are you doing that? Are you feeling well-trained or well-skilled for the career that you want?
 - a. How many people are currently in or have recently completed postsecondary studies?
 - b. What other resources, if any, have you relied on for your studies or training? (including websites, mentors, apprenticeships..)
7. What do you think of when I refer to "Jobs of the future"? What do those look like? Who has those jobs? Are they for all Canadians? How are they different from today's jobs? **PROBE ON TRAINING FOR THESE JOBS, HOW JOBS ARE FULFILLED...**

3. Ad Testing Television Concepts (35-40 mins)

Now we're going to listen to some ads. I didn't create these, so if you love them or hate them it doesn't affect me, but I do really want your personal feelings about them. I want you really give me your personal opinion, so no laughing, cheering snorting.

Keep in mind these ads are still in development. That means they are not fully finished, you'll be able to get a good idea of what the ad would look like, but it's important that we focus on the message and the content more than its appearance.

ADS TO BE ROTATED FOR EACH GROUP

Bull's eye exercise

(HANDOUT X – 8.5x11 sheet of paper with a bull's eye)

So now that we've now seen all three ads I am going to go around and hand you a sheet with a bull's eye on it. I'm going to take you through each ad again, and after I show you each one, I want you to place a corresponding letter on the bulls eye sheet in front of you. The more an ad resonated or connected with you, the closer you will place it to the bull's eye. If the add was off the mark, or didn't really speak to you, you would put it farther away from the bull's eye. Let's start with "A"...

After they are done move to next step.

SHOW EACH AD A SECOND TIME, AFTER EACH, ENGAGE IN DISCUSSION

Concept A – "Chris" – GEN-POP GROUPS ONLY

- First reaction – where did the ad fall for you on the bull's eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn't you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull's eye? How come?
- What words would you use to describe this ad to someone who hasn't heard it before?
- Would you do anything as a result of seeing this ad? (PROBE: Go to the website, talk to others, think about your own options?)

Concept A1 – “Christine” – **YOUTH GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- Would you do anything as a result of seeing this ad? (PROBE: Go to the website, talk to others, think about your own options?)

Concept B - “Flash of Inspiration” - **GEN-POP GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- Would you do anything as a result of seeing this ad? (PROBE: Go to the website, talk to others, think about your own options?)

Concept B1 - “Flash of Inspiration” – **YOUTH GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- Would you do anything as a result of seeing this ad? (PROBE: Go to the website, talk to others, think about your own options?)

Concept C - “Never too late” – **GEN-POP GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?

- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn't you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull's eye? How come?
- What words would you use to describe this ad to someone who hasn't heard it before?
- Would you do anything as a result of seeing this ad? (PROBE: Go to the website, talk to others, think about your own options?)

Concept C-1 - "Never too soon" – **YOUTH GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull's eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn't you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull's eye? How come?
- What words would you use to describe this ad to someone who hasn't heard it before?
- Would you do anything as a result of seeing this ad? (PROBE: Go to the website, talk to others, think about your own options?)

3. Ad Testing Internet Banner Concepts (35-40 mins)

Now we're going to show you a few internet ads. Before I do that though, I'm just curious through a show of hands here how many people use the internet regularly.

Ok, so once again, I didn't create these, so if you love them or hate them it doesn't affect me, but I do really want your personal feelings about them. I want you really give me your personal opinion, so no laughing, cheering snorting.

(IF APPLICABLE) These ads will eventually be internet banner ads but for now I am going to show you still images of them on a computer screen. Keep in mind these ads are still in development.

ROTATE SEQUENCE OF ADS FOR EACH GROUP

Bull's eye exercise

(HANDOUT X – 8.5x11 sheet of paper with a bull's eye)

So now that we've now seen all three ads, just like with the last series of television ads we saw, I am going to go around and hand you a sheet with a bull's eye on it. I'm going to take you through each ad again, and after I show you each one, I want you to place a corresponding

letter on the bulls eye sheet in front of you. The more an ad resonated or connected with you, the closer you will place it to the bull's eye. If the add was off the mark, or didn't really speak to you, you would put it farther away from the bull's eye. Let's start with "A"...

After they are done move to next step.

SHOW EACH AD A SECOND TIME, AFTER EACH, ENGAGE IN DISCUSSION

Concept A – “Chris” – GEN-POP GROUPS ONLY

- First reaction – where did the ad fall for you on the bull's eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn't you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull's eye? How come?
- What words would you use to describe this ad to someone who hasn't heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.
- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Concept A1 – “Christine” – YOUTH GROUPS ONLY

- First reaction – where did the ad fall for you on the bull's eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn't you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull's eye? How come?
- What words would you use to describe this ad to someone who hasn't heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.
- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Concept B - “Flash of Inspiration” - GEN-POP GROUPS ONLY

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.
- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Concept B1 - “Flash of Inspiration” – **YOUTH GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.
- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Concept C - “Never too late” – **GEN-POP GROUPS ONLY**

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.

- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Concept C-1 - “Never too soon”- EXECUTION A – YOUTH GROUPS ONLY

- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.
- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Concept C-1 - “Never too soon”- EXECUTION B – YOUTH GROUPS ONLY

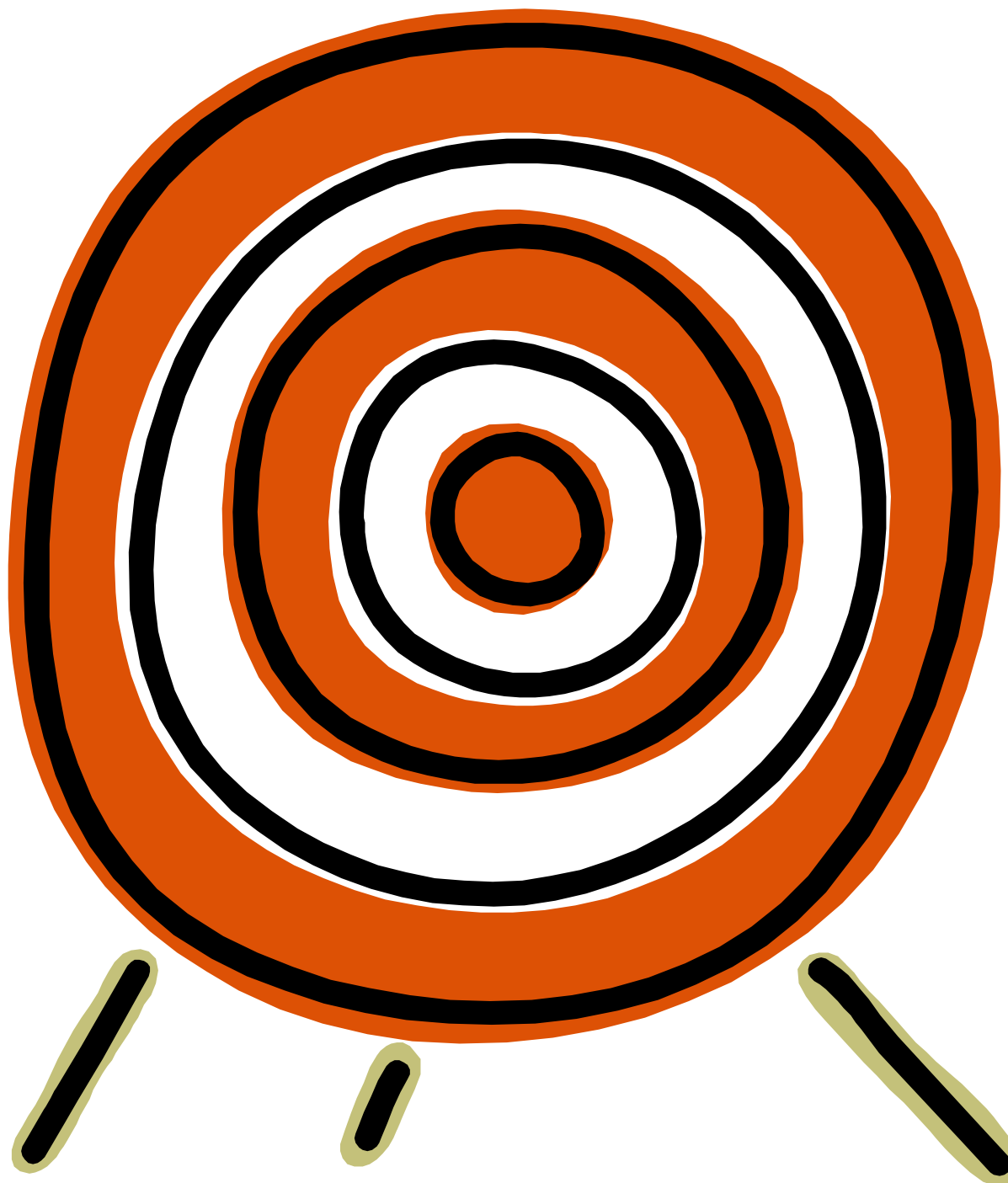
- First reaction – where did the ad fall for you on the bull’s eye? Why? Did it resonate for you? Speak directly to you?
- What is the main message?
- What is this telling you? What is it trying to say?
- What did you like about it? What didn’t you like about it?
- Easy to understand? Believable? Relevant?
- Is there anything you find offensive or objectionable?
- Where did you put this ad on your bull’s eye? How come?
- What words would you use to describe this ad to someone who hasn’t heard it before?
- **(IF APPLICABLE)** discuss links between internet and print ad. Do they look the same, do they say the same things? They are on two different mediums, television and online, but which ones do a better job of catching your attention.
- So if you decided to sit down and visit this website, what kinds of information would you expect to find there? What would be the most important kind of information you would want to see on a website like this?

Conclusion (5 mins)

- We're almost done. We've talked about a lot of different topics tonight – does anyone have any final thoughts or comments they'd like to share?
- One more thing I'd like to know from you is whether the messages and concepts you saw tonight are consistent with your idea of what the Canadian Government is doing to assist Canadians when it comes to jobs and training? Is this what you expect from government? Less than, more than? Is it a surprise?
- Thank participants for coming and sharing opinions. Reminder of incentive.

Bull's Eye Exercise

NOTE: RINGS OF TARGET WILL BE NUMBERED AT TIME OF ANALYSIS TO DETERMINE IN A QUANTITATIVE MANNER WHICH CONCEPTS ACHIEVED THE HIGHEST SCORES IN TERMS OF RESONANCE. THESE NUMBERS AND TEXT WILL NOT APPEAR ON PARTICIPANT HAND-OUTS



CREATIVE CONCEPTS

3903 Jobs and Training Campaign – HRSDC – Banner – Concept A1 – “Christine” (Youth Version)

The user drags mouse along the timeline to watch Christine go through her different potential careers.

WHAT WILL BE CHRISTINE'S NEW CAREER?
FIND OUT HERE

WHAT WILL BE CHRISTINE'S NEW CAREER?
PLUMBER

WHAT WILL BE CHRISTINE'S NEW CAREER?
MUSICIAN

When the action is done, the “employed” Christine zooms in to a satisfied headshot.

WHAT WILL BE CHRISTINE'S NEW CAREER?
TECHNOLOGIST

CHRISTINE IS STARTING A NEW CAREER OF HER CHOICE, BECAUSE SHE UPGRADED HER SKILLS.

Transition to text only.

FIND OUT HOW GOVERNMENT OF CANADA PROGRAMS CAN HELP YOU.

3903 Jobs and Training Campaign – HRSDC – Banner – Concept A – “Chris”

The user drags mouse along the timeline to watch Chris go through his different potential careers.

WHAT WILL BE CHRIS' NEW CAREER?
FIND OUT HERE

WHAT WILL BE CHRIS' NEW CAREER?
MECHANIC

WHAT WILL BE CHRIS' NEW CAREER?
CONSTRUCTION WORKER

When the action is done, the “employed” Chris zooms in to a satisfied headshot.

WHAT WILL BE CHRIS' NEW CAREER?
TECHNOLOGIST

CHRIS IS STARTING A NEW CAREER OF HIS CHOICE, BECAUSE HE UPGRADED HIS SKILLS.

Transition to text only.

FIND OUT HOW GOVERNMENT OF CANADA PROGRAMS CAN HELP YOU.

3903 Jobs and Training Campaign – HRSDC – Banner – Concept B1 – “Flash of Inspiration” (Youth Version)

This banner shows the three young actors from the commercial, all in thoughtful poses.



What kind of career inspires you?
(mouse over to see theirs)

As each character is moused over, their expression changes to an “inspired” one (finger raised, eyes smiling) and an expanded frame appears with a thought bubble framing video of their career/training from the commercial.



After the video animation is finished, text comes up.



Being ready for the jobs of today and tomorrow takes planning.

The Government of Canada is here to help.
Click to learn more.

3903 Jobs and Training Campaign – HRSDC – Banner – Concept B – “Flash of Inspiration”

This banner shows the three actors from the commercial, all in thoughtful poses.



What kind of career inspires you?
(mouse over to see theirs)

As each character is moused over, their expression changes to an “inspired” one (finger raised, eyes smiling) and an expanded frame appears with a thought bubble framing video of their career/training from the commercial.



After the video animation is finished, text comes up.



Being ready for the jobs of today and tomorrow takes planning.

The Government of Canada is here to help.
Click to learn more.

**3903 Jobs and Training Campaign – HRSDC –
Banner – Concept C1 – “Never too Soon” (Youth Version)**

Phase 1:
Cropped picture of a young woman in a lab “clean room” finishes a complicated task.



Phase 2:
Expands to show the young woman giving a “high five” to her robotic assistant.



Phase 3
(copy only)



This banner will show one or two of the three scenarios from the commercial, but without the person. If moused over, it reveals the full message.

Phase 1:
Cropped picture of young students in a trade school classroom.



Phase 2:
Expands to show mature man also at a desk.



Phase 3
(copy only)



3903 Jobs and Training Campaign – HRSDC – TV :30 – Concept A1 – “Christine” (Youth Version)

03 Nov 2010 – Version 01



VIDEO
Open to a teenage girl (17), standing facing the camera in her street clothes.
AUDIO
Voiceover: “This is Christine...”



VIDEO
Throughout, the commercial is in “stop motion” animation. While Christine remains in the same spot, her attire and props change to portray careers she is considering: Plumber
AUDIO
Voiceover: “She was having a hard time deciding on a career for after grad.”



VIDEO
Environmental worker



VIDEO
Teacher



VIDEO
Musician



VIDEO
Back to street clothes. She shrugs.



VIDEO
The scene stops for a moment, and switches to regular time as Christine is suddenly looking at a laptop. She has a “yes!” moment.
AUDIO
Voiceover: “But then she found the information she needed...”



VIDEO
Back to stop motion: Christine is in a trade school...
AUDIO
Voiceover: “...to create her own opportunities...”



VIDEO
...studying to be a laboratory technologist...



VIDEO
...and finally on a job site as a trades person.
AUDIO
Voiceover: “...with help from Government of Canada programs.”



AUDIO
Voiceover: “To see how you could benefit from skills and training, visit or call.”



AUDIO
Voiceover: “A message from the Government of Canada.”

3903 Jobs and Training Campaign – HRSDC – TV :30 – Concept A – “Chris”

03 Nov 2010 – Version 01



VIDEO
Open to a mature man, standing facing the camera. He is dressed in casual attire.
AUDIO
Voiceover: “This is Chris...”



VIDEO
Throughout, the commercial is in “stop motion” animation. While Chris remains in the same spot, his attire and props change to portray careers he is considering: Mechanic
AUDIO
Voiceover: “He was having a hard time deciding on a second career.”



VIDEO
Construction worker



VIDEO
Labworker (white coat and test tube)



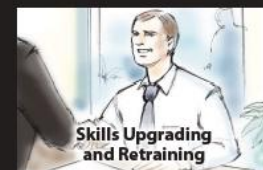
VIDEO
Back to casual. He shrugs.



VIDEO
The scene stops for a moment, and switches to regular motion as a laptop appears on a table and he sits down. He looks at the screen and has a “ureka!” moment.
AUDIO
Voiceover: “But then he found the information he needed...”



VIDEO
As stop motion continues, now Chris is at a desk at a trade school...
AUDIO
Voiceover: “...and worked to get the skills he needed for today...”



VIDEO
...then he is shaking hands at a job interview...
AUDIO
Voiceover: “...and tomorrow...”



VIDEO
...and finally is suited working in a high tech electronics lab.
AUDIO
Voiceover: “...with help from Government of Canada programs.”



AUDIO
Voiceover: “To see how you could benefit from education and training, visit or call.”



AUDIO
Voiceover: “A message from the Government of Canada.”

3903 Jobs and Training Campaign – HRSDC – TV :30 – Concept B1 – “Flash of Inspiration” (Youth Version)

03 Nov 2010 – Version 01



VIDEO
Open on 17-year-old girl sketching a futuristic-looking airplane.
AUDIO
Voiceover: “When it’s time to start thinking about your career...”



VIDEO
She looks at her drawing and has a sudden “inspired” look.



VIDEO
There is a “flash” transition and the girl is now in a trade school lab, where she is learning aeronautical technology.
Money for School



VIDEO
Cut to a 22-year-old woman, walking past the hearing of a construction site. She stops to peer into one of the photos in the hearing...



VIDEO
...and we see her face through it in a reverse shot as she opens her eyes wide in excitement.

AUDIO
Voiceover: “...inspiration can come from anywhere...”



VIDEO
There is a “flash” transition and the woman is apprenticing as a carpenter on a construction site.
Apprenticeship Grants



VIDEO
Cut to a 20-year-old man, having his blood pressure taken by a nurse in the doctor’s office. He looks at the cuff...



VIDEO
...and then at the camera, knowingly.
AUDIO
Voiceover: “But to get the right skills and training you need the right information.”



VIDEO
There is a “flash” transition and the man is now the nurse, taking the blood pressure of an elderly patient.
Training for New Job Opportunities

AUDIO
Voiceover: “To find out about Government programs...”



AUDIO
Voiceover: “...and other opportunities that can help you visit or call.”



AUDIO
Voiceover: “A message from the Government of Canada.”

3903 Jobs and Training Campaign – HRSDC – TV :30 – Concept B – “Flash of Inspiration”

03 Nov 2010 – Version 01



VIDEO
Open on 17-year-old girl, at a desk in school, sketching a building she sees outside.

AUDIO
Voiceover: “Whether you’re trying to decide what to do for a career...”



VIDEO
She suddenly looks up, inspired.



VIDEO
There is a “flash” transition and the girl (now in her mid-20s) is a construction worker.



VIDEO
Cut to a 30-year-old man, playing a video game with his adolescent son at home.

AUDIO
Voiceover: “Or what to do next...”



VIDEO
He suddenly has a look of inspiration.



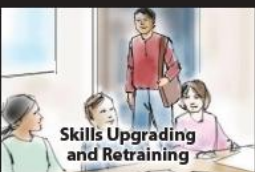
VIDEO
There is a “flash” transition and the man is seated in a classroom learning software design.
Education Loans and Grants



VIDEO
Cut to a 35-year-old newcomer man...



VIDEO
...making a bike courier delivery to a stylish office as office workers walk by.
AUDIO
“You can benefit from information on skills and training.”



VIDEO
There is a “flash” transition and the man is walking into a business school classroom.
Skills Upgrading and Retraining

AUDIO
Voiceover: “To find out what Government programs...”



VIDEO
Another “flash” transition and the man is in a suit, making a presentation at the same company.
Foreign Credential Recognition Program

AUDIO
Voiceover: “...and other opportunities are available...”



AUDIO
Voiceover: “...visit or call.”



AUDIO
Voiceover: “A message from the Government of Canada.”

3903 Jobs and Training Campaign – HRSDC – TV :30 – Concept C – “Never too Late”

03 Nov 2010 – Version 01



Job Opportunities

VIDEO
Opens to a mature man entering a trade school classroom full of people.
AUDIO
Voiceover: "It's never too late or too soon..."



Education Loans and Grants

VIDEO
He smiles as he takes his seat.
AUDIO
Voiceover: "...to upgrade your education and training for opportunities in Canada's new economy."



Foreign Credential Recognition Program

VIDEO
News scene: A young female car mechanic pauses during her engine re-build...
AUDIO
Voiceover: "Whether you're just starting out..."



VIDEO
...to look something up on a networked computer in the shop.
AUDIO
Voiceover: "...and want to enhance your technical skills..."



Skills Upgrading and Retraining

VIDEO
News scene: An older male farmer in the Prairies looks out his kitchen window...
AUDIO
Voiceover: "...or you need a knowledge upgrade..."



VIDEO
...is doing distance education through video conferencing on his laptop.
AUDIO
Voiceover: "...to keep on top of things..."



AUDIO
Voiceover: "These are programs available to help you visit or call to learn more."



AUDIO
Voiceover: "A message from the Government of Canada."

3903 Jobs and Training Campaign – HRSDC – TV :30 – Concept C1 – “Never too Soon” (Youth Version)

03 Nov 2010 – Version 01



VIDEO
A young man on a construction site...
AUDIO
Voiceover: "The classic jobs..."



Money for School

VIDEO
...walks over to a ruggedized laptop to access a 3-D architectural model.
AUDIO
Voiceover: "...will need all-new skills."



Apprenticeship Grants

VIDEO
A young woman in a lab "clean room" finishes a complicated task...
AUDIO
Voiceover: "And the new job market..."



Training for New Job Opportunities

VIDEO
...and gives a "high five" to her robotic assistant.
AUDIO
Voiceover: "...will demand higher education."



VIDEO
Cut to scenes of students in classrooms...
AUDIO
Voiceover: "There are programs available to help you."



VIDEO
...labs...



VIDEO
...and at apprenticeships.



AUDIO
Voiceover: "Visit or call to learn more."



AUDIO
Voiceover: "A message from the Government of Canada."

SCRIPTS FOR CREATIVE CONCEPTS

Jobs and Training Campaign

HRSDC – TV: 30

Concept A “Chris”

Wednesday, November 03, 2010 – Version 01

Audio	Video	Supers
Voiceover (VO): “This is Chris...”	Open to a mature man, standing facing the camera. He is dressed in a casual attire.	
VO: “He was having a hard time deciding on a second career.”	Throughout, the commercial is in “stop motion” animation. While Chris remains in the same spot, his attire and props change to portray careers he is considering: Mechanic	
	Construction worker	
	Lab worker (white coat and test tube)	
	Back to casual. He shrugs.	
VO: “But then he found the information he needed...”	The scene stops for a moment, and switches to regular motion as a laptop appears on a table and he sits down. He looks at the screen and has a “eureka!” moment.	Job Opportunities
VO: “...and worked to get the skills he needed for today...”	As stop motion continues, now Chris is at a desk at a trade school...	Education Loans and Grants
VO: “...and tomorrow...”	...then he is shaking hands at the job interview...	Skills Upgrading and Retraining
VO: “...with help from Government of Canada programs.”	...and finally is seated working in a high tech electronics lab.	Foreign Credential Recognition Program
VO: “To see how you could benefit from education and training, visit or call.”		
VO: “A message from the Government of Canada.”		

Jobs and Training Campaign

HRSDC – TV: 30

Concept A1 “Christine” (Youth Version)

Wednesday, November 03, 2010 – Version 01

Audio	Video	Supers
Voiceover (VO): “This is Christine....”	Open to a teenage girl (17), standing facing the camera in her street clothes.	
VO: “She was having a hard time deciding on a career for after grad.”	Throughout, the commercial is in “stop motion” animation. While Christine remains in the same spot, her attire and props change to portray careers she is considering: Plumber	
	Environmental worker	
	Teacher	
	Musician	
	Back to street clothes, She shrugs	
VO: “But then she found the information she needed...”	The scene stops for a moment, and switches to regular time as Christine is suddenly looking at a laptop. She has a “yes” moment,	
VO: “...to create her own opportunities...”	Back to stop motion: Christine is in a trade school...	Money for School
	...studying to be a laboratory technologist...	Apprenticeship Grants
VO: “...with help from Government of Canada programs.”	...and finally on a job site as a tradesperson.	Training for New Job Opportunities
VO: “To see how you could benefit from skills and training visit or call.”		
VO: “A message from the Government of Canada.”		

Jobs and Training Campaign

HRSDC – TV: 30

Concept B “Flash of Inspiration”

Wednesday, November 03, 2010 – Version 01

Audio	Video	Supers
Voiceover (VO): “Whether you’re trying to decide what to do for a career...”	Open on 17-year-old girl, at a desk in school, sketching a building she sees outside.	
	She suddenly looks up, inspired.	
	There is a “flash” transition and the girl (now in her mid-20s) is a construction worker.	
VO: “Or what to do next...”	Cut to a 50-year-old man, playing a video game with his adolescent son at home.	
	He suddenly has a look of inspiration.	
	There is a “flash” transition and the man is seated in a classroom learning software design.	Education Loans and Grants
	Cut to a 35-year-old newcomer man	Job Opportunities
VO: “you can benefit from information on skills and training.”	...making a bike courier delivery to a stylish office as office workers walk by.	
VO: “to find out what Government programs...”	There is a “flash” transition and the man is walking into a business school classroom.	Skills Upgrading and Retraining
VO: “...and other opportunities are available...”	Another “flash” transition and the man is in a suit, making a presentation at the same company.	Foreign Credential Recognition Program
VO: “...visit or call.”		
VO: “A message from the Government of Canada.”		

Jobs and Training Campaign

HRSDC – TV: 30

Concept B1 “Flash of Inspiration” (Youth Version)

Wednesday, November 03, 2010 – Version 01

Audio	Video	Supers
Voiceover (VO): “When it’s time to start thinking about your career...”	Open on 17-year-old sketching a futuristic-looking airplane.	
	She looks at her drawing and has sudden “inspired” look.	
	There is a “flash” transition and the girls is now in a trade school lab, where she is learning aeronautical technology	Money for School
	Cut to a 22-year-old woman, walking past the hoarding of a construction side. She stops to peer into one of the peepholes in the hoarding...	
VO: “...inspiration can come from anywhere...”	...and we see her face through it in a reverse hot as she opens her eyes wide in excitement.	
	There is a “flash transition and the woman is apprenticing as a carpenter on a construction site.	Apprenticeship Grants
	Cut to a 20-year-old man, having his blood pressure taken by a nurse in the doctor’s office. He looks at the cuff...	
VO: “But to get the right skills; and training you need the right information.”	...and then at the camera, knowingly.	
VO: “To find out about Government programs...”	There is a “flash” transition and the man is now the nurse, taking the blood pressure of an elderly patient.	Training for New Job Opportunities
VO: “...and other opportunities that can help you visit or call.”		
VO: “A message from the Government of Canada.”		

Jobs and Training Campaign

HRSDC – TV: 30

Concept C “Never to Late”

Wednesday, November 03, 2010 – Version 01

Audio	Video	Supers
Voiceover (VO): “It’s never too late or to soon...”	Open to a mature man entering a trade school classroom full of people.	Job Opportunities
VO: “... to upgrade your education and training for opportunities in Canada’s new economy.”	He smiles as he takes his seat.	Education Loans and Grants
VO: “Whether you’re just starting out...”	New scene: A your female car mechanic pauses during her engine re-build...	Foreign Credential Recognition Program
VO: “...and want to enhance your technical skills...”	...to look something up on a networked computer in the shop.	
VO: “ or you need a knowledge upgrade...”	New scene: An older male farmer in the Prairies (see out his kitchen window)...	Skills Upgrading and Retraining
VO: “...to keep on top of things...”	...is doing distance education through video conferencing on his laptop.	
VO: “There are programs available to help you. Visit or call to learn more.”		
VO: “A message from the Government of Canada.”		

Jobs and Training Campaign

HRSDC – TV: 30

Concept C1 “Never to Soon” (Youth Version)

Wednesday, November 03, 2010 – Version 01

Audio	Video	Supers
Voiceover (VO): “The classic jobs...”	A young man on a construction site...	
VO: “...will need all-new skills.”	...walks over to a ruggedized laptop to access a 3-D architectural model.	Money for School
VO: “And the new job market...”	A young woman in a lab “clean room” finishes a complicated task.	Apprenticeship Grants
VO: “will demand higher education.”	...and gives a “high five” to her robotic assistant.	Training for New Job Opportunities
VO: “There are programs available to help you.”	Cut to scenes of students in classrooms,...	
	...labs...	
	...and at apprenticeships.	
VO: “Visite or call to learn more.”		
VO: “A message from the Government of Canada.”		