

Final Report

QUALITATIVE ADVERTISING PRETEST SUMMER 2018

Prepared for the Department of National Defence

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Ce rapport est aussi disponible en français.

TABLE OF CONTENTS

1. Executive Summary	4
1.1 Background and Objectives	5
1.2 Qualitative Methodology	6
1.3 Overview of Qualitative Findings	7
1.4 Note on Interpretation of Research Findings	9
1.5 Report	10
1.6 Intended Use of the Results	10
1.7 Political Neutrality Statement and Contact Information	10
1.8 Contact Information	11
2. Detailed Results	12
2.1 Important Factors when Considering an Employer and a Job	12
2.2 Work Life Balance	12
2.3 Looking for a Job	13
2.4 Trust Goes to Employees	14
2.5 Perceptions of the Canadian Armed Forces	14
2.5.1 Positive Qualifiers	14
2.5.2 Negative Qualifiers	14
2.5.3 Neutral Qualifiers	15
2.6 What is not associated with Canadian Armed Forces	15
2.7 Considering the Canadian Armed Forces for a Career	15
2.8 Advertising Concepts Evaluation	16
2.8.1 General Comments Heard on the Three Concepts	17
2.8.2 Concept : Attention	18
2.8.3 I am military grade	20
2.8.4 This Is my Uniform	21
2.8.5 Comparison of concepts	22
2.8.6 The best tagline	23
2.9 The Women Campaign (Simple Questions Concept)	23

<i>Appendix A – Detailed Research Methodology</i>	26
<i>Appendix B – Screening Guide</i>	28
<i>Appendix C – Moderator Guide</i>	39

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Supplier Name: Léger

August 2018

This public opinion research report presents the results of focus groups conducted by Léger on behalf of the Department of National Defence. The research was conducted with Canadians aged 17 – 25 in July and August 2018.

Ce rapport est aussi disponible en français sous le titre : Pré-test qualitatif de concepts publicitaires été 2018.

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1. Executive Summary

Leger is pleased to present the Department of National Defence (DND) with this report on findings from a series of focus groups dedicated to pretesting advertising concepts for a potential Canadian Armed Forces (CAF) recruitment campaign.

This report was prepared by Leger who was commissioned by DND (contract number W8484-181013/001/CY awarded July 16, 2018).

1.1 Background and Objectives

The Department of National Defence (DND) commissioned Leger to conduct an advertising pre-test study. DND, in collaboration with the Canadian Armed Forces (CAF), will potentially launch a recruitment campaign targeting Canadians 17 to 25 years of age. Notably, young women will be a primary target population.

The objective was to evaluate the efficacy of the advertising in attracting the attention of the intended audience and identify images and/or features that provoke particularly strong reactions, either positive or negative. This qualitative study yields information on perceptions of new advertising messages, the subject's job search behaviours, their career goals, and their general attitudes towards the CAF.

Specifically, the project aimed to capture the extent to which:

- the sponsor (i.e. the CAF) and objective are clear;
- the advertising captures the attention of participants;
- the advertising is perceived as realistic and credible;
- the key messages convey the intended information;
- the advertising is perceived as disturbing or offensive;
- the advertising encourages the target audience to seek information about the CAF;
- the types of information the target audience wants/needs/uses; and
- where the target audience gets their information (social media, website, face-to-face).

In addition to the advertising pre-test portion of the focus group sessions, DND also wanted to explore which types of information the target audience wants to use when it comes to job searches, as well as which platforms are preferred for seeking out this information. The research also sought to gain insights into the target audience's perceptions of the CAF as an employer.

Copies of the moderator’s guide used in the focus group sessions can be found in Appendix C.

1.2 Qualitative Methodology

Leger organized a series of eight focus groups in the summer of 2018. Four (4) groups were held in person and four (4) groups were held online. Groups consisted of Canadian participants 17 to 25 years of age with a good mix of genders, education levels, occupation, and ethno-cultural background for two (2) groups, and female participants 17 to 25 years of age for the other two (2) groups. The reader is directed to Appendix B for a copy of the recruitment screener. Leger conducted a series of two (2) online focus groups with members of the general population 17 to 25 and two (2) groups 17 to 25 with various ethno-cultural backgrounds on August 1 and 2, 2018. All four sessions were held online via the ITracks video chat platform with participants from different regions of Canada. The following table is a summary of the locations, date, profile and number of participants for all the discussion groups.

GROUP	Location	Group profile	Language	Participants	Dates and Time (Eastern time)	Type
GR01	Montreal	General population	FR	10	July 31st, 2018 5:30 PM	In-person
GR02	Montreal	Female Group	FR	8	July 31st, 2018 7:30 PM	In-person
GR03	Toronto	General population	EN	8	July 30th, 2018 5:30 PM	In-person
GR04	Toronto	Female Group	EN	6	July 30th, 2018 7:30 PM	In-person
GR05	Toronto, Montreal*, Edmonton and Vancouver	General population	EN	7	August 1st, 2018 5:30 PM	Online
GR06	Toronto, Montreal*, Edmonton and Vancouver	General population	EN	7	August 1st, 2018 7:30 PM	Online
GR07	Across Canada*	Diversity	EN	7	August 2 nd , 2018 5:30 PM	Online
GR08	Across Canada*	Diversity	EN	8	August 2 nd , 2018 7:30 PM	Online

1.3 Overview of Qualitative Findings

1.3.1 Advertising Concept Evaluations

In these focus groups, we presented three advertising concepts in the form of animatics to participants. Each advertising concept was presented to the participants twice before they conducted an evaluation of the concept. Once the two screenings were completed, a group discussion was initiated about each of the concepts individually. Participants were fully briefed on the limitations of showing an animatic as opposed to a finished product and to be forgiving on elements such as pace, sense of timing and the fact that the storyboards were static in nature and did not contain real-life characters or settings. They were instructed to focus on the direction and message of the concept, not execution. We also sought their views on the strengths and weaknesses of each concept.

After viewing a concept twice, participants were asked to answer a quick questionnaire, in order to form their individual opinions prior to group discussion. Each concept was then discussed individually. The objective of the groups was not to rank the different concepts but to obtain initial reactions and comments on each of them. The groups also wanted to gauge to what extent each concept was changing their perspective on the Canadian Armed Forces.

Three concepts were presented in randomized order for each group:

1. Attention
2. I am Military Grade
3. This is my Uniform

While the purpose of the groups was not to rank the concepts, overall Uniform and Attention were the most preferred concepts out of the three that were shown.

The “This is my Uniform” concept was one of the favorite concepts regardless of location, gender or language. From the outset, participants considered this concept to be simple and clear to understand. The scenes presented in Uniform showed scenes from real life with everyday day young Canadians, which pleased the participants. Some said they would have wanted to see to the real ad if it existed, and that they would watch it to the end. The concept also shows a diversity of people performing various activities. Presenting different individual profiles in advertising was positively rated by participants.

Some of the positive imagery that participants spontaneously associated with the concept was related to power, achievement, striving to better yourself, and success.

Many felt that the concept was climactic in nature with the young female reaching the summit (her goals) as the chorus of the inspiring song was coming in. It is a concept that brings positive feelings to the audience. This is what makes this concept very attractive. Participants appeared to appreciate the more linear format of the storyline.

Overall, the participants also liked the “Attention” concept. However, many participants felt that the positive elements and main message of “Attention” were also found in “Uniform”, but had less of the inspirational nature of “Uniform.”

The idea behind this concept was generally well appreciated and some participants found it surprising. The idea of presenting different types of people in their everyday lives “getting their calling” was seen as excellent. It shows a diversity of profiles and people who can join the Armed Forces which helps to promote an inclusive image of CAF according. Participants interpreted this as the notion that an individual can remain himself or herself while pursuing their dreams in the Forces. Seeing people in civilian clothing as well as in uniform was seen as a positive.

Overall, the “I am Military Grade” concept ended up being the least appreciated concept out of the three. Generally speaking, this concept tended to generate more negative comments. It tended to be more confusing, while not having the aspirational nature of Uniform, nor the openness to diversity of Attention. Participants largely felt it did not contain a clear message and rather aimed at saying that the CAF were “nice, helpful people”. The storyline they understood was that the main characters were off-duty officers just being kind. The use of the expression “of military grade” did not generate any discussion about its possible meaning.

This concept caused considerable confusion among participants. They could not really make the connection between this concept and a recruitment campaign for the CAF. It should be noted that with the exception of the first execution with the female character (in military uniform), participants said that they had no way of really knowing that it was a CAF advertisement other than the final signature.

Both stories were considered too “staged”, particularly the portion with the navy officer carving a wooden boat for a child on the dock. This scene was not considered credible, as it would “never happen in real life”.

1.3.2 A Note on All Concepts

In general, participants appreciated the fact that concepts talked about a career and life in the forces while mostly using characters in civilian clothing. It provided them with

newer images of the CAF that they can relate to. They believed the concepts were novel because they stayed away from “what they have always” been shown.

Participants also believed the concepts were current and pertinent as they felt the ad was targeting millennials and used the appropriate language and tone to appeal to them. Although they warned us against “trying too hard” to appeal to youth, they believed the overall tone of the ads was largely appropriate (except for Military Grade).

Participants also felt that “too much” attention was paid to physical prowess in the ad concepts, as it almost suggests that being fit and strong is a prerequisite to join, and not that the CAF would make them stronger and better.

1.3.3 The Taglines

Each concept was accompanied by a different tagline, which was also evaluated and discussed:

1. **Attention: *Get the best training for your true calling***
Participants failed to relate the word “training” to the ad concept and to look at training beyond physical “basic training”, which they felt was the only example of training provided.
2. **I Am Military Grade: *Develop what you're made of in the Canadian Armed Forces***
Participants believed the tagline was more generic compared to the other two and did not focus on the word “develop”, but rather that it was a statement about the Forces and not about them personally.
3. **This is my Uniform: *Find the career that fits you in the Canadian Armed Forces***
This was the favorite tagline of the three. Participants felt the tagline gave them a positive message about themselves and not “only” about the CAF. The “that fits you” component of the tagline was a clear winner.

1.4 Note on Interpretation of Research Findings

This report was compiled by Leger, based on the research conducted specifically for this project. The analysis presented represents what Leger believes were the most salient points during the focus group sessions.

Findings from this qualitative research (i.e. focus groups) should be considered directional only and results should not be projected as representative of the entire Canadian population aged 17 to 25 and who match the profile of the group participants. It is intended to provide deeper insights into the underlying reasons for opinions or lack thereof.

1.5 Report

This report includes a detailed analysis of the focus group findings in Section Two (2). Details of the research methodology, the recruitment guide, and moderator's guide are included in the appendices.

1.6 Intended Use of the Results

The findings of this research will help officials of the Department of National Defense, the Canadian Armed Forces, and the Government of Canada in making a decision on the advertising concept to be chosen.

1.7 Political Neutrality Statement and Contact Information

I hereby certify as Senior Officer of Leger that the deliverables fully comply with the Government of Canada's political neutrality requirements outlined in the Directive on the Management of Communications.

Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

A handwritten signature in blue ink, appearing to read "Christian Bourque".

Christian Bourque
Executive Vice-President and Associate
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1.8 Contact Information

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Leger:	PBN 103038444PG0001
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For more information, contact:	POR-ROP@forces.gc.ca

2. Detailed results

2.1 Important Factors when Considering an Employer and a Job

The three most important factors for focus group participants when considering a career and an employer are: job security, job flexibility and a job that aligns with the employee's interests and values. Learning and development at work was mentioned, but to a lesser extent, while paid post-secondary training was almost never mentioned as an important factor. Women seem to find that job flexibility and a job that aligns with their interests and values are very important factors to consider. Job security and learning and development at work were mentioned by both men and women.

Flexibility was interpreted by participants as being largely synonymous with work-life balance. They want a job that offers flexible schedules, working from home, and other arrangements that allow workers to reconcile their personal and professional responsibilities. It is also important for them that employers understand this need.

For the participants, a job that aligns with their values and interests is what makes work interesting. They want to wake up in the morning and look forward to their day, a job that offers a sense of fulfillment and self-realization.

Some participants mentioned that, for millennials, job security may not really exist. They know that competition for good jobs is fierce and that their jobs are not secure. They, therefore, consider security to be an important factor to consider when looking for a job. The concept of the “lifer” does not seem to correspond to their reality. Development and learning in employment was mentioned less frequently than other factors but was still addressed. Participants who consider this criterion important want an employer to encourage the employee to evolve over time. They want a job that allows them to do different things and not always the same tasks. These participants expect to progress within the company and to climb the ladder over the years. This is what they mean by development and learning at work.

2.2 Work-Life Balance

Work-life balance seems to be an important issue for participants in the focus groups. Many consider this factor important because a career or employment should not be the focus of an individual's life. In fact, they also want to fulfill themselves outside of work or their careers. Some mentioned that they are not ready to be separated for long from family and friends. So it's a factor they want to hear about from an employer. What it

can offer in terms of conciliation. To attract potential candidates, an employer must offer flexibility with regard to working hours, telework, absences from work, and be understanding of employees' requests to this effect.

Women appear to differ slightly from men about this aspect and place greater importance on work-life balance, although men do not feel that this factor is not important. In fact, more than the gender of the participant, it is the age of the participants and their family situation (with or without children) that seem to have an impact on the importance given to work-life balance. Indeed, it is the younger participants who say that work-life balance is not a priority in their current situation. However, they say that this situation may change over time. It was noted that older participants and those with children already consider work-life balance to be an extremely important dimension in their job search or career.

2.3 Looking for a Job

Most participants seem to have the same reflexes when looking for work. The overwhelming majority of participants in the groups would do research online, using specialized job search websites or applications on their mobile phones (Indeed being the reference). Once they have found an advertisement for a position or job that interests them, they will send a resume, try to get in touch by phone or go on site to meet with human resources managers or bosses. Some people consider that going directly to the employer remains the best way to prove their interest in a job. Among the websites and applications that have been named are:

Indeed
Kijiji
Randstad
Jobboom
Employment-Qc
LinkedIn

Some participants also said they would search Google directly for jobs in companies or industry sectors that interest them. Outside of LinkedIn, social media does not seem to be part of their usual search patterns.

More traditional ways of conducting job searches were also discussed by participants. As such, local newspapers, career counselling services, word of mouth are means that would be used. A few participants mentioned that they could use recruiters or recruitment firms for their job search process.

2.4 Trust goes to Employees

Participants agreed that it is better to have many and different sources of information about a job or a company. That said, the majority of participants would prefer information from employees who work for the company. According to several participants, employees are really the only ones who can express what a person can really expect from a job. Employers are also a privileged source of information to obtain information on a career or a job in a company. However, employers and human resources do not get the same level of trust as employees do. In fact, some participants felt that employers and human resources do not always tell the whole truth about working conditions, workload and what an employee can really expect in terms of advancement or promotion within the company. As some participants said in the groups, they seek out the truth when conducting a job search rather than be told about a perfect (and unrealistic) view of the work environment; they would rather be told about the work itself and what they would need to accomplish. Some may like to see employee testimonials to get a sense of the company and the type of work being done.

2.5 Perceptions of the Canadian Armed Forces

A wide range of words and expressions were used to describe the CAF, but interestingly enough, some of these expressions came back in all the groups. This suggests that some themes, if not stereotypes, tend to “stick” to the CAF, whether they be positive or negative.

2.5.1 Positive Qualifiers

The positive terms used to describe CAF were, for the most part, related to the qualities of the individuals who make up the CAF. Bravery and courage were the most frequently mentioned terms. Terms used to describe individuals in the CAF were: commitment, dedication, passion, and perseverance. Strength and power/energy were also terms that came to mind when participants think of the CAF. To a lesser extent, resourcefulness, reputation, pride, hope, and peace were also mentioned.

2.5.2 Negative Qualifiers

The idea of fear often comes up in the negative words used to describe the CAF. Indeed, scary and fear, are mentioned regularly to describe the activities or things that must be done in the army. Then, the ideas of rigour, rigidity, and authority come up very often.

To describe this idea, strict is the term that came up most often. The word danger (to injure oneself or to be wounded) was mentioned as well as the word sacrifice (to sacrifice one's freedom in the army). Finally, it should be noted that some participants stressed the idea of being separated or disconnected from one's family by being forced to go abroad.

2.5.3 Neutral Qualifiers

The neutral terms used by participants to describe CAF were: safety, exercise, action, hard work, and battle. Often, the idea of physical strength and athleticism were seen as prerequisites. This was neither positive or negative but rather viewed as a mandatory requirement for success.

2.6 What is not associated with Canadian Armed Forces

Participants also mentioned terms they do not associate with CAF. Very often these terms are the opposite of terms previously used to describe CAF. Participants do not consider the CAF as easy, cowardly, boring, flexible, or safe (because you go to war). Nor do they see the CAF as being family oriented (because you will be sent away). It is also not seen as happy or funny.

2.7 Considering the Canadian Armed Forces for a Career

A minority of participants in the groups said they had, at some point, considered a career in CAF. Among those who have a positive opinion of the CAF, many had never entertained the thought of a career in the Forces. When asked why they had not considered a career in the CAF, different explanations were provided. Many believed that the CAF did not have a career opportunity that would match their interests. For example, a kinesiology student did not believe that the CAF had a career to offer him. Similarly, a participant who wanted to work in a gym, a journalism student, a political science, and psychology student all felt that the CAF did not offer a career for them. (Although the latter stated quite clearly that he would also not be interested). Some said they would probably be open to thinking about a career in the CAF, but they did not believe, from the start, that there was room for them in the CAF.

Others have more precise reasons for not considering joining the CAF. Some dreaded the idea of being involved in combat, crisis situations, or conflict. Others believed they would not meet the minimum requirements, mainly due to their level of fitness. Others

mentioned that their personality would probably not be a good fit with the Forces: some describing themselves as too stubborn (would not respond well to their preconceived notions of discipline in the military) to be a good candidate.

However, a few group participants said they had given a career in the Forces a serious thought. The desire to help others, to pursue a medical career in the army or as nursing personnel has been heard more than once from students, some of them in medical programs. Others who have considered CAF have done so out of a spirit of adventure, a desire to travel, or a desire to improve themselves. As such, the issue of relocation was both a problem, and a potential deal-breaker for some, or an inspiring feature of a career in the CAF.

2.8 Advertising Concepts Evaluation

In these focus groups, we presented three advertising concepts in the form of animatics to participants. Each advertising concept was presented to the participants twice before they were asked to complete an evaluation of the concept. Once the two screenings were completed, a group discussion was initiated about each of the concepts individually. Participants were fully briefed on the limitations of showing an animatic as opposed to a finished product and to be forgiving on elements such as pace, sense of timing and the fact that the storyboards were static in nature and did not contain real-life characters or settings. They were instructed to focus on the direction and message of the concept, not execution. We also sought their views on the strengths and weaknesses of each concept.

After viewing a concept twice, participants were asked to answer a quick questionnaire, in order to form their individual opinions prior to group discussion. Each concept was then discussed individually. The groups also wanted to gauge to what extent each concept was changing their perception of the Canadian Armed Forces.

Three concepts were presented in randomized order for each group:

1. Attention
2. I am Military Grade
3. This is my Uniform

Each concept was accompanied by a different tagline, which was also evaluated and discussed:

1. Attention: *Get the best training for your true calling*
2. I am Military Grade: *Develop what you're made of in the Canadian Armed Forces*
3. This is my Uniform: *Find the career that fits you in the Canadian Armed Forces*

2.8.1 General Comments Received from the Three Concepts

Physical Activity

The three concepts presented to participants included scenes of intense physical activity. In the "Attention" concept, we see the protagonists doing intensive military training exercises. In the "I am Military Grade" concept, we see a man push an SUV that is stuck in the mud on a country road. In the "This is my Uniform" concept, we see young people doing cross fit exercises in a gym and a woman doing extreme climbing on a mountain. These intense exercise scenes had a negative effect on a large portion of the target audience for these ads. In all groups, we heard comments from participants that such scenes would discourage them from enlisting in the military. The very intense exercises presented in the concepts, rather than convey a desire to surpass themselves, discourage many participants who do think they have the ability to do so. Most did not interpret the images as showing them what they could achieve *if* they joined but rather what they needed to have (basic requirement) *to* join.

Perception and Image of the Canadian Armed Forces

In all groups, some participants mentioned that these concepts were different from what CAF has shown to them in the form of advertising or different from other military ads they have seen in the past (most likely spillover from American TV programming). Indeed, many pointed to the fact that these three concepts are less "military" than the CAF's ads they have seen in the past. Some participants interpreted this as an attempt by the Forces to change their image, to soften it as it were, by eliminating as much as possible the traditional visual references with CFOs (military vehicles, weapons, uniforms, etc.).

Concepts Target Millennials and Correspond to their Need to Show Diversity

The majority of participants agreed that these concepts were specifically aimed at their generation which they refer to as millennials. For the most part, participants understood that it was their generation that was targeted by the campaign even if some said that it was "too obvious" that the use of the terms "foodie", "geeks", and the use of hashtags was an attempt to target them. The participants also noticed that the concepts put forward a good diversity of character profiles. Among the messages they retained from these concepts, the idea that there is a place for everyone in CAF, regardless of profile and skills, was heard several times in the groups. Women were particularly keen on applauding the diversity shown in the concepts.

Concepts that Leave Room for Confusion and Unlikely Situations

Some of the story lines shown in the concepts left some participants confused. But one form of criticism which was present in all groups and affected each concept, was related to some scenes being unrealistic. Some commented on the dog scene in Uniform, the people standing up "out of nowhere" in Attention or both the boat carving scene or

mountain bike scenes in Military Grade as being so farfetched that it would hurt the ad's credibility. They stated preference to scenes they can imagine themselves in and were "down-to-earth" and realistic. All groups talked about "keeping it real" when it comes to the narrative.

Lack of Connection to Career Training and Development in Concepts

Participants did not get the underlying message of personal growth, career development, and career training in the CAF. They rather understood that they could find a career path that matches their interests in the CAF. While they did react positively with this second message, many did not grasp a more aspirational message which they could connect to a form of self-actualization in the Forces. Usually, those who did use words or images that were more aspirational in nature were those who were already considering joining but were still "on-the-fence".

2.8.2 Concept: Attention

While the purpose of the groups was not to rank the concepts, overall Attention and Uniform were the most preferred concepts out of the three that were shown.

The idea behind this concept was generally well appreciated and some participants found it surprising. The idea of presenting different types of people in their everyday lives "getting their calling" was seen as excellent. It shows a diversity of profiles and people who can join the Armed Forces which helps to promote an inclusive image of CAF according. Participants interpreted this as the fact that an individual can remain himself or herself while pursuing their dreams in the Forces. Seeing people in civilian clothing as well as in uniform was seen as a positive.

This concept also changes people's traditional perception of the Forces with the staging of Magic the Gathering and foodies taking pictures with their cell phones. These are not profiles of people who are usually associated with the military, suggesting to participants that there is a place for all in the CAF. Group participants were able to identify with the characters. This concept also suggests that being in the military can be "cool" and it also helps to dispel some of the fears associated with the military.

It was also mentioned by the participants that the millennial theme in the advertising concept proves that the CAF is well rooted in the present era, that it is capable of renewal and that it is connected to today's youth. Many participants also considered the idea of integrating hip-hop music with classical military music to be a good idea. It gives an interesting dimension to this concept.

However, this concept also received some negative comments regarding the difficulty of understanding the concept. Some participants felt that there was too much information and too much back and forth (between civilian and exercise scenes). This made it difficult to follow the idea consistently from beginning to end. Some participants said that they had to think too much when listening to this concept. Also, some participants had difficulty making the connection between the card game scene and the foodies in the restaurant, to joining the CAF. The link between the two universes was not obvious enough to them. There was a definite rift and some misunderstandings. Many suggested that if they saw the foodie becoming a chef or the coder becoming a computer engineer in uniform in the CAF, it would have improved their perception. The concept, for many, lacked this form of linearity.

Intensive physical exercise was considered by some participants to be over-bearing. This was particularly true among women who explained that it was exactly the kind of physical exercise that would have prevented them from enlisting in the military. On the other hand, some participants pointed out that all the profiles presented (foodies, geeks, coders, athletes) end up all doing the same intensive training in the mud. However, the tagline message specifies that you will receive specific training according to your profile, or “true calling”. This was seen as a form of inconsistency for some participants.

Several participants stressed that the advertising concept should also present a better match between the civilian profile of the characters and the jobs they do in the CAF. Participants showed an interest in knowing what card game players would do in the CAF or what foodies would accomplish once joining the CAF. They would have liked to see continuity between the interest shown by the character in his civilian life and in his military career.

Some comments suggested that this concept should also put family first. Showing that military personnel can have families and friends outside of work would be a great way to reassure the targets of this advertisement that joining the military can be compatible with family life.

This concept included a series of written calls for attention to different groups (foodies, geeks, coders, athletes). In the focus group sessions, the relevance and appropriateness of these different calls were also probed, in particular for geeks and coders. The use of the term “geek” was seen as acceptable by some participants, if played with some humour and if the characters seemed to match the moniker. Several participants felt that many we identify as geeks also use the term to describe themselves. Participants could not find a more appropriate term for the group of people who were featured playing the card games, as the term “gamer” refers solely to video games in their minds. As per the use of the term “coder”, participants believed it was the best option. In all

groups and in both languages, the term “hacker” was rejected, as many still believe it is synonymous with some form of unethical or illegal behaviour and would be totally inappropriate for a government institution to use this word, let alone the CAF.

2.8.3 I am Military Grade

This concept was the least appreciated of the three concepts.

Generally speaking, in all groups, this concept tended to generate more negative comments. It was considered to be more confusing and lacked the aspirational nature of Uniform or the openness to diversity of Attention. Participants largely felt it did not contain a clear message and rather tried to convey that the CAF were “nice, helpful people”. They understood the storyline to be that the main characters were off-duty officers just being kind. The use of the expression “of military grade” did not generate any discussion as to its meaning.

This concept caused considerable confusion among participants. They could not really make the connection between this concept and a recruitment campaign for the CAF. It should be noted that with the exception of the first execution with the female character (in military uniform), participants said that they had no way of really knowing that it was a CAF advertisement other than the final signature.

Both stories were considered too “staged”, particularly the portion with the navy officer carving a wooden boat for a child on the dock. This scene was not considered credible, as it would “never happen in real life”. Others found it disturbing because it could be wrongly interpreted as if the navy officer was trying to enlist the young boy. The second execution of this concept, the man who pushes the SUV on a country road, although better rated than the woman and child, did not seem much more credible to participants. These two concepts are even considered somewhat stereotypical: the woman who performs a generous act with a child and a strong man who pushes a vehicle alone out of the mud.

Participants tended to understand the concept as seeking to change the image of the CAF, to humanize it, and to put forward the qualities of the military. It was interpreted more as an “image” campaign as opposed to a recruitment campaign. This concept was considered too generic to really capture the attention of an audience. When shown first in the groups, it was seen as a public image campaign, and when shown after the other concepts, it was said to lack the message of “there is a place for you to use your skills in the CAF.”

Participants also tended to have a negative perception of what being in the CAF would entail. Some raised the point that they were not physically fit enough to enlist in the CAF because they would not be able to push a vehicle. Some participants interpreted the concept of the man pushing the vehicle as if they had to be physically strong to be enrolled in the Armed Forces. On the other hand, the scene of the female navy officer on the dock with the child brings to mind thoughts of being far from home and one's family and friends; this is primarily evoked by images of the female navy officer pointing to a docked ship and explaining to the child about her life at sea. Both of these perceptions were viewed very negatively by group participants.

Some of the positives about this second concept were that the ad opened on the image of a female officer in uniform (openness and diversity) and the use of the word "determination" which participants find positive and that they closely associate with life in the Forces.

2.8.4 This is my Uniform

This was also one of the preferred concepts by the focus group participants regardless of location, gender or language.

From the outset, participants considered this concept to be simpler and clearer to understand than other concepts. The scenes presented in Uniform showed scenes from real life where everyday day young Canadians, which pleased the participants. Some said they would have wanted to see to the real ad if it existed, and that they would watch it to the end. The concept also shows a diversity of people performing different activities. Presenting different individual profiles in advertising was positively rated by participants.

Some of the positive imagery that participants spontaneously associated with the concept were related to power, achievement, striving to better yourself, and success. Many felt that the concept was climactic in nature with the young female reaching the summit (her goals) as the chorus of the inspiring song was coming in. It is a concept that brings positive feelings to the audience. This is what makes this concept very attractive. Participants appeared to appreciate the more linear format of the storyline.

The play on the uniform theme was also appreciated. The use of strong positive terms (courage, kindness, determination, knowledge) in association with Uniform was seen as a vital element of the concept, as a way of calling for people who may have these or similar characteristics to join. Others also liked the fact that this diversity of "calls" told them that the CAF sought people with a variety of skillsets. As well, many participants commented that the concept made the uniform "present" even if the characters were

not in uniform. They also believed the concept treated the uniform with a form of respect and honor which they liked.

However, some participants would have liked to see a clearer link to the CAF earlier in the ad, as they felt somewhat confused when seeing it the first time. Otherwise, viewers may have difficulty understanding what it is. Some participants mentioned that they thought the advertisement was for a sportswear brand.

While this concept was well received, the dog scene was rejected by most participants. Participants felt it took up too much space, that it was not an appropriate depiction of kindness, and was seen as “cheesy” or “corny”. They believed that showing a scene of kindness towards another human being (helping a senior, for example) would have been more appropriate.

A few participants also mentioned that the concept was still very much about intense physical exercise. Other aspects in terms of quality and skills could be put forward in the concept. As such, one participant suggested that she felt this concept told her that she had to be super fit or super smart to join the military.

The message that people get is that members of the CAF continue to wear the values and qualities of the military even outside the uniform. In fact, the qualities and virtues developed in the CAF are just as visible as their CAF uniform. This message is about individuals as individuals. The tagline was interpreted that the CAF adapts to individuals, rather than the other way around. The message was well received, as it suggested to the audience that there's something for everyone in the CAF; there's something that fits your interests.

2.8.5 Comparison of Concepts

The participants preferred the concept "This is my Uniform" and “Attention” among the three concepts present in the sessions. This concept “This is my Uniform” caught the attention of the participants by distinguishing itself on all aspects. The “Attention” concept was seen as surprising and the idea of “getting the call” was seen as excellent. The credibility of the advertiser is also stronger in these two concepts. These two concepts generated the most positive emotions and feelings among participants and had the clearest messages. These concepts were equally appreciated by the participants.

2.8.6 The Preferred Tagline

The tagline, "*Find a career that fits you in the Canadian Armed Forces*" from the "This is my Uniform" concept was the most appreciated by the focus group participants. The interest of this tagline for the participants lies in the notion that the message is interested in people as individuals, " ...that fits you... ". It suggests that the individual does not have to transform themselves to adapt and fit into the CAF. The message conveys that there is a place in the Armed Forces that can "fit" all types of profiles. Thus, the CAF is an environment that is inclusive to Canadians. This message resonates very strongly with the millennial clientele targeted by the campaign.

2.9 The Women's Campaign (Simple Questions Concept)

Examples of questions from the women's information campaign were presented during the focus groups. We presented it in both mixed and all-women groups without mentioning that it would be a campaign for women. We explained that these questions could appear in a web campaign and they could click on the question to get the answer.

The following questions were presented to group participants:

- "Can I stay in Canada if I join the Armed Forces?"
- "Do I have to do fifty push-ups in the Armed Forces?"
- "Can I be a mom and be in the Armed Forces?"
- "Can I have tattoos in the Armed Forces?"

This campaign concept was unanimously supported by the group participants. Everyone was very interested in the concept. They said bluntly that they would be curious and be willing to click on the questions to get the answers. A few participants mentioned that this type of information campaign is necessary and appropriate since it attempts to answer major concerns or questions that the population has.

We asked participants to provide us with examples of other questions they would like to see answered as part of this campaign. The participants provided many other questions without difficulty.

Some questions concerned the daily life of a member of the Canadian Armed Forces while other questions focused on before or after joining the CAF:

Before joining the CAF

Do I have to be athletic?

What are the benefits to joining the CAF (financial, compensatory, social and family)?

How can your degree be related to the military?

Can people with disabilities join the CAF?

What health conditions are not accepted in the CAF?

What is the enrolment procedure?

What is the basic level of education required to join the CAF?

What are the jobs you have (the list of possible careers)?

Working for the CAF

What is a typical day like in the CAF?

How long is the commitment to the CAF?

Are there jobs with stable/flexible schedules? What is the offer of work-life balance with the CAF?

How many permissions are we entitled to during the year?

How long do I have to stay away from home? What are the living arrangements when abroad?

What's the salary?

What are the benefits (social and salary and family) of being in the CAF?

Can I leave at any time when I join the CAF?

Is it necessary to train in all areas?

Do I have to go to war? Do I have to fight?

Do I have the right to practice my religion in the CAF?

What do the food/meals look like?

Where do I sleep? How many hours do you sleep per night (is waking up at 5 am mandatory)?

Is my family taken care of by the CAF?

Life after Working in the CAF

What's life like after the CAF once you retire early?

What happens when I retire?

2.10 Conclusion

The Canadian Armed Forces have in their hands two concepts that could definitely be used in a recruitment campaign. Participants generally liked the concepts presented, mainly "This is my Uniform" and "Attention". The novelty of the civilian approach was very popular in addressing jobs in the military. These two concepts are very well suited to the target of 17 to 25 years, the "millennials" who feel well represented in the concepts. With some adjustments (discussed earlier in the results sections) these concepts could be used in a campaign.

"This is my Uniform" was appreciated for its simplicity, clarity of message and positive publicity. "Attention" surprised the participants by its concept and the way the idea was rendered. However, the "Attention" concept is less inspiring than "This is my Uniform". The "I am Military Grade" concept did not appeal so much to the participants who found the stories unbelievable, which made the advertising lose credibility. The tagline "Find the career that fits you in the Canadian Armed Forces" (from the Uniform concept) was the most appreciated of the three taglines accompanying the advertising concepts. They appreciated the tagline which addressed them directly (to their identity) and which they considered positive.

The Women's Campaign was a clear winner for all the participants. The CAF should definitely think implement that kind of campaign to inform the population, especially those who might be interested to pursue a career in the CAF.

Appendix A – Detailed Research Methodology

Leger organized a series of eight focus groups in the summer of 2018. Four (4) groups were held in person and four (4) groups were held online.

In-person Focus Group

A total of four (4) focus groups were held: two (2) in Montreal in French, two (2) in Toronto in English. In Montreal and Toronto, all groups were held in specialized facilities with observation rooms. Leger ensured that all focus groups rooms include a television for advertising tests and also arranged a video-link for remote observers.

Groups consisted of Canadian participants 17 to 25 years of age with a good mix of genders, education levels, occupation, and ethno-cultural background. The reader is directed to Appendix B for a copy of the recruitment screener.

Ten (10) participants were recruited for each group in anticipation that in the event of last minute cancellations there would be 6 to 8 individuals attending in each group. Each group lasted approximately 120 minutes. Focus groups were held on July 30 and 31, 2018.

Online Focus Groups

Leger conducted a series of two (2) online focus groups with members of the general population 17 to 25 and two groups 17 to 25 with various ethno-cultural backgrounds on August 1 and 2, 2018. All four sessions were held online via the ITracks video chat platform with participants from different regions of Canada.

The groups lasted approximately 120 minutes, and consisted of between 7 and 9 participants (out of 10 people recruited for each group).

Participants were recruited using a hybrid methodology. A first wave of recruitment occurred online. This recruitment was done using the LegerWeb panel. A second wave of recruitment was done over the phone by professional recruiters to validate the recruitment and eligibility of the persons.

All eligible recruits with an Internet connection, as well as a webcam, were eligible to participate in the online group. Leger adhered to the Government of Canada standards for conducting qualitative research. To thank them for their time and to show our appreciation for their participation, participants received a financial incentive of \$100 each.

The following table is a summary of the locations, date, profile and number of participants for all the discussion groups.

GROUP	Location	Group profile	Language	Participants	Dates	Time (Eastern time)	Type
GR01	Montreal	General population	FR	10	July 31st 2018	5:30PM	In-person
GR02	Montreal	Female Group	FR	8	July 31st 2018	7:30PM	In-person
GR03	Toronto	General population	EN	8	July 30th 2018	5:30PM	In-person
GR04	Toronto	Female Group	EN	6	July 30th 2018	7:30PM	In-person
GR05	Toronto, Montreal*, Edmonton and Vancouver	General population	EN	7	August 1st 2018	5:30PM	Online
GR06	Toronto, Montreal*, Edmonton and Vancouver	General population	EN	7	August 1st 2018	7:30PM	Online
GR07	Across Canada*	Diversity	EN	7	August 2 nd 2018	5:30PM	Online
GR08	Across Canada*	Diversity	EN	8	August 2 nd 2018	7:30PM	Online

Appendix B –Screening Guide

Screening Guide Pre-test summer 2018 – English version

INTRODUCTION

Hello, I'm _____ of Léger, a marketing research company. We are organizing a research project on behalf of the Government of Canada. We are currently recruiting for a series of small group discussions regarding advertising and are looking to speak with people aged **17 to 25** years old. Would you be that person? **(IF NO, ASK FOR SOMEONE ELSE AND REPEAT. IF YES, CONTINUE)**

We are conducting these group discussions in the next couple of weeks and I would like to know if you are interested in taking part. Those who attend will receive **[\$100]** in appreciation for their time. May I ask you a few quick questions at this time to see if you qualify to participate in the group discussion? Your participation is voluntary. All information collected, used and/or disclosed will be used for research purposes only and the research is entirely confidential. The names of participants will not be provided to the government or any third party.

May I continue?

Yes	1	
No	2	→ Thank and terminate

Note to recruiter: When terminating a call with someone, say: Thank you for your cooperation. We already have enough participants who have a similar profile to yours, so we are unable to invite you to participate.

To begin:

PROV

In which province or territory do you live?

Label	Value	Attribute	Termination
British Columbia (- 3 hours)	BC	Groups 5, 6, 7 or 8	

Alberta (-2 hours)	AB	Groups 5, 6, 7 or 8
Saskatchewan (-1 hour)	SK	Groups 7 or 8
Manitoba (-1 hour)	MB	Groups 7 or 8
Ontario (+0 hour)	ON	Groups 3, 4, 5, 6, 7 or 8
Quebec (+0 hour)	QC	Groups 1, 2, 5, 6, 7 or 8
New Brunswick (+1 hour)	NB	Groups 7 or 8
Nova Scotia (+1 hour)	NS	Groups 7 or 8
Prince Edward Island (+1 hour)	PE	Groups 7 or 8
Newfoundland (+1.5 hour)	NF	Groups 7 or 8
Northwest Territories (- 2 hours)	NT	Groups 7 or 8
Yukon (- 3 hours)	YK	Groups 7 or 8
Nunavut (+0 hour)	NU	Groups 7 or 8

[ASK QBC IF PROV=BC]

[SINGLE MENTION]

QBC

In which region of British Columbia do you live?

Label	Value	Attribute	Termination
Greater Vancouver Area	70	Groups 5, 6, 7 ou 8	
Other region in British Columbia	71	Groups 7 ou 8	

[ASK QAB IF PROV=AB]

[SINGLE MENTION]

QAB

In which region of Alberta do you live?

Label	Value	Attribute	Termination
Edmonton	62	Groups 5, 6, 7 ou 8	
Other regions of Alberta	63	Groups 7 ou 8	

[ASK QON IF PROV=ON]

[SINGLE MENTION]

QON

In which region of Ontario do you live?

Label	Value	Attribute	Termination
-------	-------	-----------	-------------

Greater Toronto area	59	Groupes 3, 4, 5, 6, 7 ou 8
Other regions of Ontario	60	Groupes 5, 6, 7 ou 8

[ASK Q0QC IF PROV=QC]

[SINGLE MENTION]

Q0QC

In which region of Quebec do you live?

Label	Value	Attribute	Termination
Greater Montreal area	6	Groupes 1, 2, 5, 6, 7 ou 8	
Other regions of Quebec	96	Groupes 5, 6, 7 ou 8	

ONLINE

The groups of discussion we are organizing are going to be held over the Internet. They are going to be "online focus groups". Participants will need to have a **computer** (no tablet, no cell), a **high speed internet connection** and a **WebCam** in order to participate in these groups. Would you be able to participate under these conditions?

- Yes 1
- No 2

Note to the recruiter: If the respondent mentions living outside the major centers of Montreal or Toronto, and answers "No" to the question "ONLINE" = TERMINATE. If not, continue from Q1

Note to recruiter: When terminating a call with someone, say: Thank you for your cooperation. We already have enough participants who have a similar profile to yours, so we are unable to invite you to participate.

1. Are you a...
 - Female 1 **Groups 2 & 4 : Females ONLY**
 - Male 2 **Max of 5 per group for groups 1, 3, 5 & 8**

2. Which of the following age groups do you fall? Are you...?

- Less than 17 1 **Thank and Terminate**
- 17 or 18 2
- 19 or 20 3
- 21 or 22 4
- 23 or 24 5
- 25 6
- 26 or more **7 Thank and terminate**

3. Do you, or does anyone in your household (including parents, siblings, spouse, or children) currently employed or ever been employed in any of the following types of industries...?, (**Read list**)

- Marketing/market research 1
- Public relations 2
- Advertising or graphic design 3
- Media (TV, Radio, Newspaper, magazine)... 4
- Federal or Provincial Government..... 5
- Canadian Armed Forces 6

~ IF YES TO ANY OF THE ABOVE THANK AND TERMINATE ~

4. Sometimes participants are asked to watch videos, read a document and/or write out their answers to a questionnaire during the discussion. Is there any reason why you could not participate?

- Yes 1 **THANKS & TERMINATE**
- No 2

~ THANK & TERMINATE IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY OR IF YOU HAVE A CONCERN ~

5. Do you plan to look for a job or change jobs in the next few years **[READ]**?
- Look for a job 1
 - Change job 2
 - Neither 3 (**MAX 3 PER GROUP**)
6. Are you currently ...?
- Employed full time 1
 - Employed part-time 2
 - Self-employed 3
 - A homemaker..... 4
 - Unemployed..... 6
 - A student..... 7
7. What is the highest level of education you have finished?
- Elementary (Grade 1-6 in Quebec / Grades 1-8 in ROC)1
 - Some High School/Vocational..... 2
 - Completed High School..... 3
 - Some College / Technical Training 4
 - Completed College / Technical Training 5
 - Some University 6
 - Completed university..... 7
8. Which of the following ethnic groups do you consider yourself to be a part of?
- White1
 - Chinese2
 - South Asian (e.g. East Indian, Pakistani, Sri Lankan, etc.).....3
 - Black4
 - Filipino5
 - Latin American6
 - Southeast Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese, etc.).....7
 - Arab.....8
 - West Asian (e.g. Afghan, Iranian, etc.).....9
 - Japanese.....10
 - Korean11

Other (Specify):.....96
(DO NOT READ I prefer not to answer.....99

Note to the recruiter: For non-white participants, focus on groups 7 and 8

9. What is your overall opinion of the Canadian Armed Forces? Would you say it is...?

- Very Favorable.....1
- Somewhat Favorable.....2
- Neutral.....3
- Somewhat Unfavourable.....4 **THANK & TERMINATE**
- Very Unfavourable.....5 **THANK & TERMINATE**

} **CONTINUE**

10. Have you ever attended a focus group discussion for which you received a sum of money?

- Yes1 **CONTINUE – MAX 5 per group**
- No2 **GO DIRECTLY TO INVITATION SECTION**

IF YES

11. And when was the last time you attended a discussion group?

- 6 months ago or less1 **THANKS and TERMINATE**
- More than 6 months ago.. 2

12. How many times did you attend a discussion group or an in-depth interview in the last five years?

- 5 times or more.....1 **THANKS and TERMINATE**
- Less than five times2

13. What topics have you ever discussed?

~IF THEY HAVE BEEN TO A GROUP ON ADVERTISING/MILITARY/CANADIAN ARMED FORCES, THANKS & TERMINATE~

INVITATION SECTION

GROUP	Location	Group profile	Language	Recruit	Dates	Time (QC time)	Type
GR01	Montreal	General population	FR	10	July 31st 2018	5:30PM	In-person
GR02	Montreal	Female Group	FR	10	July 31st 2018	7:30PM	In-person
GR03	Toronto	General population	EN	10	July 30th 2018	5:30PM	In-person
GR04	Toronto	Female Group	EN	10	July 30th 2018	7:30PM	In-person
GR05	Toronto, Montreal*, Edmonton and Vancouver	General population	EN	5	August 1st 2018	5:30PM	Online
GR06	Toronto, Montreal*, Edmonton and Vancouver	General population	EN	5	August 1st 2018	7:30PM	Online
GR07	Across Canada*	Diversity	EN	5	August 2 nd 2018	5:30PM	Online
GR08	Across Canada*	Diversity	EN	5	August 2 nd 2018	7:30PM	Online

Group specifications:

- TORONTO, MONTRÉAL, EDMONTON, VANCOUVER AND ACROSS CANADA
- **Group 1, 3, 5, 6, 7, 8 : Good mix of women and men (maximum of 5 men per groups)**
 - Group 2 and 4: Women only. Montreal or Toronto

- Group 7 and 8: Diversity only – Accross Canada
- Good mix of occupation status and education level for 8 groups

“Contact” Section

Someone from our office will be calling you back to confirm these arrangements. Could I please have your phone number where we can reach you during the evening and during the day?

Name: _____

Evening phone: _____ **Work phone:** _____

Thank you very much!

Recruited by: _____

Confirmed by: _____

As we are only inviting a small number of people to take part, your participation is very important to us. If for some reason you are unable to participate, please call so that we can get someone to replace you. You can reach us at ____ at our office. Please ask for ____.

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 the hosting facility and session moderator with a list of respondents’ names and profiles (screener responses) so that they can sign you into the group. This information will not be shared with the Government of Canada department organizing this research. Do we have your permission to do this? I assure you it will be kept strictly confidential.

- Yes 1 **GO TO P2**
- No 2 **READ RESPONDENT INFO BELOW**

We need to provide the facility hosting the session and the moderator with the names and background of the people attending the focus group because only the individuals invited are allowed in the session and the facility and moderator must have this information 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 name and profile to the facility?

Yes	1	GO TO P2
No	2	THANK & TERMINATE

P2) An audio and/or video tape of the group session will be produced for research purposes. The tapes will be used by the research professional to assist in preparing a report on the research findings.

Do you agree to be audio and/or video taped for research purposes only?

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

It is necessary for the research process for us to audio/video tape the session as the researcher needs this material to complete the report.

P2a) Now that I've explained this, do I have your permission for audio/video taping?

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

P3) Each month we submit the names of individuals that have participated in our focus groups to the Marketing Research and Intelligence Association Qualitative Central system (www.mria-arim.ca). Qualitative Central serves as a centralized database to review participation in qualitative research and focus groups. You will not be contacted for any reason whatsoever as a result of being on this list.

Do we have your permission to submit your name and phone number to MRIA's Qualitative Central system?

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

P3a) To participate in this focus group we must have your permission to add your name to the Qualitative Central system as it is the only way for us to ensure the integrity of the research process and track participation in qualitative research. The system is maintained by the industry body, the Marketing Research and Intelligence Association, and is solely used to track your participation in qualitative research (such as focus groups). You will not be contacted for any reason whatsoever as a result of being on this list.

Now that I've explained this do I have your permission to add your name to our qualitative central list?

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

AS REQUIRED, ADDITIONAL INFO FOR THE INTERVIEWER:

Please be assured that this information is kept confidential and is strictly accessed and used by professional market research firms to review participation and prevent “professional respondents” from attending sessions. Research firms participating in MRIA’s Qualitative Central require your consent to be eligible to participate in the focus group - the system helps ensure the integrity of the research process.

AS REQUIRED, NOTE ABOUT MRIA:

The Marketing Research and Intelligence Association is a non-profit organization for marketing research professionals engaged in marketing, advertising, social, and political research. The Association's mission is to be the leader in promoting excellence in the practice of marketing and social research and in the value of market information.

Invitation:

Do you have a pen handy so that I can give you the address where the group will be held? It will be held at:

To ensure that the focus groups run smoothly, we remind you:

- To turn off your cellular phones – to avoid disruptions during the group;
- To arrive 15 minutes earlier – to have sufficient time to park/sign in;
- To bring reading glasses, if necessary to be able to go over the test material;

- To bring a photo ID to collect your incentive;
- That the session will be recorded for analysis purposes only.

Appendix C – Moderator Guide

Moderator Guide Pre-test summer 2018 – English version

Section 1: Introduction (10 minutes)

- Introduce moderator and welcome participants to the focus group.
- As we indicated during the recruiting process, we are conducting focus group discussions on behalf of the Government of Canada (Department of National Defence and the Canadian Armed Forces CAF).
- The focus of tonight’s discussion is a recruitment campaign that is being planned by the government. You are here to provide feedback to the government on advertising concepts that are not in their final format, but that are currently being designed.
- The discussion will last approximately 90-120 minutes.

Explanation

- **Audio-taping** – The session is being audio-taped for research purposes, in case we need to double-check the discussion against our notes. These audio-tapes remain in our possession and will not be released to anyone without written consent from all participants.
- Another thing that I would like to point out is one aspect of the room design – **the mirror**. This aspect of the room has been developed to allow those who have worked on a project or advertising to hear what participants have to say, in a way that won’t disrupt a group discussion. So, behind this mirror, there are some people who have worked on the project. They are very interested in what you have to say.
- It is also important for you to know that your responses today will in no way affect your dealings with the Government of Canada.
- **Confidentiality** – Please note that anything you say during these groups will be held in the strictest confidence. We do not attribute comments to specific people. Our report summarizes the findings from the groups but does not mention anyone by name. **The report will be available through Library and Archives Canada (Validated).**
- Please see the hostess at the end of the focus group for your incentive.
Describe how a discussion group functions:
 - Discussion groups are designed to encourage an **open** and **honest discussion**. My role as a **moderator is to guide the discussion** and encourage everyone to participate. Another function of the moderator is to ensure that the discussion stays on topic and on time.
 - Your **role is to answer questions and voice your opinions**. We are looking for all opinions in a focus group, so don't hold back if you have a comment even if you feel

your opinion may be different from others in the group. There may or may not be others who share your point of view. **Everyone's opinion is important** and should be respected.

- I would also like to stress that **there are no wrong answers**. We are simply looking for your opinions and attitudes. This is not a test of your knowledge. We did not expect you to do anything in preparation for this group.
- It is also important that you talk loud enough for everyone to hear and that you **talk one at a time** so I can follow the discussion.

Please note that **I am not an employee of the Government of Canada** and may not be able to answer all of your questions.

- Moderator introduces herself/himself. Participants should introduce themselves, using their first names only.
- What TV show are you currently watching? Or what was the last great movie you watched?

Section 2: Warm-up (15 minutes)

I would like us to start with a few questions that I would like you to answer personally in this workbook. Please answer it personally in silence; we will discuss it as a group afterwards.

EXERCISE 1 (Question 1-2-3)

Q1. Using a scale of 1 to 5, where “1” is “Not important at all” and 5 is “Very important”, how important are the following factors when you’re considering an employer to pursue your career?

	Not important at all	Not very important	Indifferent	Somewhat important	Very important
Statements	1	2	3	4	5
Learning and development at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns with my personal interests and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.1. When you think of the Canadian Armed Forces, what are three adjectives that come to mind?

Q2.1. What are three adjectives that you wouldn’t associate with the Canadian Armed Forces?

Q3. Would you consider a career in the CAF? Why or why not?

DISCUSSION

- What is the most important factor for you?
- What other factors did you find important? Are there any others?
- With regard to the Canadian Armed Forces, what three adjectives have you written?
- Would you consider a career in the Canadian Armed Forces ?

TRANSITION QUESTION INTO ADS:

Today we'll be looking at a couple of ad concepts. Thinking about all the ads that you've seen lately, is there one that you remember and feel was particularly relevant for you?

- If yes, which one? Why are you saying that ad was relevant for you?

Section 3: Discussion of Reaction to Concepts A/B/C (45 minutes – 15 per concept)

Today we would like to get your reactions to three different video concepts (The concepts are still being developed by the Department of National Defence and the CAF. You will watch animatics for each concept (an animatic is a series of still images for each scene but they are timed and sequenced with the voice over track explaining the concept).

I want to be clear with you, the advertising agency is still in the concept creation stage, therefore the video you see is not the actual ad. It is a description of the ad’s concept. We are conducting these focus groups to assist the Department of National Defense and the Canadian Armed Forces in selecting the concept that is going to be produced. The final ad will be produced with real people like the real ads you are used to seeing.

Today’s groups are meant to assist the government in making final decisions about their content and their overall look and feel. This is not a recruiting session for the CAF.

GENERAL OVERVIEW OF SECTION 2:

MODERATOR WILL SHOW EACH CONCEPT ON THE TV SCREEN.

AFTER EACH VIEW – MAKE PARTICIPANTS EVALUATE THE CONCEPT

Individual Exercise #2-3-4 (ONE FOR EACH CONCEPT)

A DISCUSSION OCCURS AFTER THE EVALUATION OF EACH CONCEPT.

ROTATE ORDER BETWEEN CONCEPTS FOR EACH GROUP FOLLOWING THE CHART BELOW.

CONCEPT A = ATTENTION

CONCEPT B = THIS IS MY UNIFORM

CONCEPT C = I AM MILITARY GRADE

LOCATION	GROUP 1 (17:30)	GROUP 2 (19:30)
TORONTO	Concept A : Attention Concept B : This is my Uniform Concept C : I Am Military Grade	Concept C : I Am Military Grade Concept B : This is my Uniform Concept A : Attention
	Concept C : I Am Military Grade Concept A : Attention Concept B : This is my Uniform	Concept A : Attention Concept C : I Am Military Grade Concept B : This is my Uniform
ONLINE	Concept B : This is my Uniform Concept C : I Am Military Grade Concept A : Attention	Concept B : This is my Uniform Concept A : Attention Concept C : I Am Military Grade
	Concept B : This is my Uniform Concept A : Attention Concept C : I Am Military Grade	Concept C : I Am Military Grade Concept A : Attention Concept B : This is my Uniform

CONCEPT A - ATTENTION

Participants watch video A (1-2 minutes) [PLAY UNTIL THE CONCEPT IS OVER AND PAUSE]

Participate evaluate video A (2-3 minutes) **EXERCICE 2**

Discussion of Concept A (10 minutes)

- Overall, what did you think of the concept? What makes you say that?
- What is the main message? What makes you think that?

- What was the tone of the ad?
- Who do you think this ad was made for?
- Was it clear to you that this was a message from CAF? Why or why not?
- What stands out in the ad?
- Was there anything in the concept that you found inappropriate or confusing? Please explain.
- What do you see as the key strengths of the concept? Explain
- And what do you see as the key weaknesses of the concept? Explain
- Does the concept provide you with new information that is relevant to you? Please explain.
- Is this ad likely to make you get more information about the CAF? Does it raise your level of attention about the CAF?
- Would you change anything to the concept? What could be done to improve it?
- Does this ad change your view about the CAF? Please explain why.

- This ad concept calls out for “attention” to certain groups of society. Do you relate to any of these groups? (probing for Foodies; do you consider yourself a “foodie”? “How often do you eat out?”)
- Could any of the “call outs” in this ad concept be misunderstood? (probe for Geeks; make suggestions for other terms; listen for their suggestions; ask them how they feel about these terms: “Braniacs”, “Strategists”, or “Gamers” as alternatives to “Geeks”) **[For French groups only: Suggest “passionnés”]**
- Would you associate “coders” with “hackers”? Do you have any friends who self-identify as hackers? When you think of hackers, what comes to mind? Probe: do you associate “hackers” with illegal activity? Can there be “good hackers” How would you define what a “hacker” is? Ask them how they feel about these terms instead: “Coders”, “Developers”, “Innovators”, “Visionaries”, “Pioneers”. **[For French groups only: suggest “programmeurs” ou “développeurs”]**
- Moderator asks participants how they felt about the CTA

- Moderator ask participants to talk about their evaluation of the concept (Exercise)

EXERCICE 2

Using a scale of 1 to 5, where “1” is “Strongly disagree” and 5 is “Strongly agree”, to what extent do you agree or disagree with the following?

“In general, I liked this ad”

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Statements	1	2	3	4	5
“In general, I liked this ad”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using a scale of 1 to 5, where “1” is “Strongly disagree” and 5 is “Strongly agree”, to what extent do you agree or disagree with the following statements?

The concept...

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Statements	1	2	3	4	5
... Caught my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Is credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Differs from other concepts that I'm used to seeing by the Government of Canada or the Canadian Armed Forces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Contains a clear and easy message to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Could make me think about joining the CAF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Changed my perception of CAF as an employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This ad makes me feel _____

CONCEPT B – THIS IS MY UNIFORM

Participants watch video B (1-2 minutes) [PLAY UNTIL THE CONCEPT IS OVER AND PAUSE]

Participate evaluate video B (2-3 minutes) **EXERCICE 3**

Discussion of Concept B (10 minutes)

- Overall, what did you think of the concept? What makes you say that?
- What is the main message? What makes you think that?
- What was the tone of the ad?
- Who do you think this ad was made for?
- Was it clear to you that this was a message from CAF? Why or why not?
- What stands out in the ad?
- Was there anything in the concept that you found inappropriate or confusing? Please explain.
- What do you see as the key strengths of the concept? Explain
- And what do you see as the key weaknesses of the concept? Explain
- Does the concept provide you with new information that is relevant to you? Please explain.
- Is this ad likely to make you get more information about the CAF? Does it raise your level of attention about the CAF?
- Would you change anything to the concept? What could be done to improve it?
- Does this ad change your view about the CAF? Please explain why.
- Moderator asks participants how they felt about the CTA
- Moderator ask participants to talk about their evaluation of the concept (Exercise)

EXERCICE 3

Using a scale of 1 to 5, where “1” is “Strongly disagree” and 5 is “Strongly agree”, to what extent do you agree or disagree with the following?

“In general, I liked this ad”

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Statements	1	2	3	4	5
“In general, I liked this ad”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using a scale of 1 to 5, where “1” is “Strongly disagree” and 5 is “Strongly agree”, to what extent do you agree or disagree with the following statements?

The concept...

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Statements	1	2	3	4	5
... Caught my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Is credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Differs from other concepts that I'm used to seeing by the Government of Canada or the Canadian Armed Forces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Contains a clear and easy message to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Could make me think about joining the CAF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Changed my perception of CAF as an employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This ad makes me feel _____

CONCEPT C – I AM MILITARY GRADE

Participants watch video C (1-2 minutes) [PLAY UNTIL THE CONCEPT IS OVER AND PAUSE]

Participate evaluate video C (2-3 minutes) **EXERCICE 4**

Discussion of Concept C (10 minutes)

- Overall, what did you think of the concept? What makes you say that?
- What is the main message? What makes you think that?
-
- What was the tone of the ad?
- Who do you think this ad was made for?
- Was it clear to you that this was a message from CAF? Why or why not?
- What stands out in the ad?
- Was there anything in the concept that you found inappropriate or confusing? Please explain.
- What do you see as the key strengths of the concept? Explain
- And what do you see as the key weaknesses of the concept? Explain
- Does the concept provide you with new information that is relevant to you? Please explain.
- Is this ad likely to make you get more information about the CAF? Does it raise your level of attention about the CAF?
- Would you change anything to the concept? What could be done to improve it?
- Does this ad change your view about the CAF? Please explain why.
 - Moderator asks participants how they felt about the CTA
- Moderator ask participants to talk about their evaluation of the concept (Exercise)

EXERCICE 4

Using a scale of 1 to 5, where “1” is “Strongly disagree” and 5 is “Strongly agree”, to what extent do you agree or disagree with the following?

“In general, I liked this ad”

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Statements	1	2	3	4	5
“In general, I liked this ad”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using a scale of 1 to 5, where “1” is “Strongly disagree” and 5 is “Strongly agree”, to what extent do you agree or disagree with the following statements?

The concept...

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Statements	1	2	3	4	5
... Caught my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Is credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Differs from other concepts that I'm used to seeing by the Government of Canada or the Canadian Armed Forces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Contains a clear and easy message to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Could make me think about joining the CAF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Changed my perception of CAF as an employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This ad makes me feel _____

Section 4: Discussion and Comparison of Different Concepts (Time: 10 – 15 minutes)

DISCUSSION

- Do these concepts resonate with you? Are these ad concepts relevant to you?
- Is there an element in any of the concepts you saw that particularly interested you? What made this stand out?
- What you will remember most of these concepts in the next few days (that most interested you), what is it?
- Did anything in the ad surprise you?
- Is there one of these concepts that appeal more than the others to you?
- Taking a look at the three adjectives you wrote down (**SEE EXERCISE 1**), is there anything you would like to add or remove? Does the ad change the way you feel about the CAF?
- PROBE: Would this ad encourage you to seek more information about the CAF?

Section 5: Discussion based on seeing these ad concepts... (Time: 10 – 15 min)

If any of these questions are repetitive from previous discussions, please omit.

Important questions to include:

- Have you ever considered the CAF as an employer? If so, why and for what kind of work? If no, why not?
 - Have you ever applied for a job with the CAF? If so, which ones?
 - Would you consider attending an information session about the CAF? Why or why not?
 - Would you prefer the session to be in-person or online?
- What, if anything, would motivate you to join the CAF?
 - **PROBE FOR:** Salary; Education/ training; Travel; Adventure; Friendships; Job security; Career progression/ Leadership/ Non-traditional occupations for women
- What, if anything, would prevent you from pursuing a job in the CAF?
- How do the jobs in the CAF compare to the ones offered by other organizations?
 - **PROBE FOR:** peer recognition; learning and advancement opportunities; reputation; status;

Section 6: Discussion about the Women's Campaign (10 minutes)

We will now take a look at an advertising concept

I'd like you to take the time to take a good look at the concept. We'll discuss that later.

I would like you to approach the next section with a fresh eye.

I want you to take a look at a couple of messages that would be coming from the Canadian Armed Forces.

[Messages on Slideshow:]

"Can I stay in Canada if I join the Armed Forces?"

"Do I have to do fifty push-ups in the Armed Forces?"

"Can I be a mom in the Armed Forces?"

"Can I have tattoos in the Armed Forces?"

AFTER READING THE MESSAGES

- If you saw these questions on an ad, would you be interested in knowing the answers to them? Why?
- Would you be inclined to click on the ad? Why or why not?
- Do questions like these make you more likely to search for more information about the CAF? Does it capture your attention? Why or why not?
- Did you also have similar questions about the CAF?
- What are some other questions you'd also like to ask if you were considering joining the CAF?

Section 7: Employment Search – GENERAL (5 Minutes)

Thinking about your past employment searches or how you would proceed in the future...

PLEASE ALLOCATE TIME FOR QUESTIONS WITH A *. OTHER QUESTIONS CAN BE OMITTED.

- *Where do you look for work? Why there? **PROBE FOR:** online job sites; mobile apps; recruitment fairs; networking
- *When job searching, do you prefer getting information face-to-face, speaking to current employees of the organization, friends, guidance counselor or online?
- *Who do you trust to help you decide on a job? Why?
- *Regarding work-life balance: **PROBE FOR** Why is it important for you? Why not?

- Do you use social media, like Facebook or LinkedIn to help you in your search? Why / why not? If so... How?
- And do you use other online networks, like Instagram, Twitter, Pinterest, for inspirations on a job or career?
- Have you ever voluntarily changed of employer? If yes... Why? What was the main reason for quitting/changing employer?

If so, please explain how and what networks you look at.

- How do you apply for work you are interested in?
- What factors do you consider in your job search? **PROBE FOR:** compensation; benefits; work-life balance; opportunities for advancement; reputation;
- Of those, what is most important to you?
- Is work-life balance relevant to both men and women? If so, how and why? Why not?

Section 8: Conclusion (5 minutes)

Ask the concluding question below.

We are basically done. Now that you have seen the three video concepts, do you have any further comments or suggestions for the CAF as to how they could inform you better?

Thank you very much for your time and comments.