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Recruitment Advertising Success Check

~ Final Report ~

February 2019

Submitted to:

Department of National Defence

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Ce rapport est aussi disponible en français

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Recruitment Advertising Success Check

Final Report

Prepared for Department of National Defence

Supplier Name: Corporate Research Associates Inc.

February 2019

This public opinion research report presents the results of focus groups conducted by Corporate Research Associates Inc. on behalf of the Department of National Defence. The research study entailed a total of four focus groups with Canadians 17 to 25 years old in Montreal and Toronto on January 30th and 31st, 2019.

Cette publication est aussi disponible en français sous le titre : Évaluation du succès de la publicité sur le recrutement

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Executive Summary

Corporate Research Associates Inc.
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Background and Objectives

To support recruitment objectives of filling priority occupations, increasing the number of women, meeting diversity targets and recruiting Reservists, the Department of National Defence (DND) and the Canadian Armed Forces (CAF) are launching a multi-pronged CAF recruitment campaign that includes both an overarching campaign and various components targeting niche audiences. Prior to launching the overarching awareness campaign in 2019, DND and CAF were interested in conducting a success check to ensure that the creative concepts are suitable.

Campaign material, targeting young people 17 to 25 years old who are seeking employment, were designed to present the CAF as a first-class, professional employer that offers rewarding and challenging careers, with competitive pay and benefits; as an organization offering long-term or short-term careers, on a full or part-time basis; with more than 100 different career opportunities; and focusing on its Defence mission to defend Canada and Canadian interests and values while contributing to international peace and security. The campaign materials tested during the focus groups included two videos, two soundtracks, and three taglines along with an overarching statement. The goal of the testing 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. The results from the findings will allow for the refinement of key messages and identify suggested tagline(s).

A total of four (4) traditional, in-person focus groups were conducted in Montreal (January 30, 2019) and Toronto (January 31, 2019). Groups in Montreal were conducted in French while English was used in Toronto. In each location, one group was conducted with a mix of gender while the second group was conducted with females only. All participants were between the ages of 17 and 25 years old, had Canadian citizenship, shared a neutral or favourable opinion of the Canadian Armed Forces, and were planning to either look for a full-time job or change job in the next few years. At least half of the recruits in each group were from visible minority groups. A mix of education and occupation (among those employed) were also represented in each group. A total of twelve (12) participants were recruited per group (with a goal of 8-10 attending each session). Across locations, 36 participants actually attended the discussions. Each session lasted 2 hours and participants received a cash incentive of \$100 in appreciation for their time.

All participants were recruited per the recruitment specifications for the Government of Canada. Recruitment was conducted through qualitative panels stored on Canadian servers, with follow up calls to confirm the details provided and to ensure quotas were met. This report presents the findings from the study. Caution must be exercised when interpreting the results from this study, as qualitative



research is directional only. Results cannot be attributed to the overall population under study, with any degree of confidence.

Political Neutrality Certification

I hereby certify as a Representative of Corporate Research Associates Inc. that the deliverables fully comply with the Government of Canada 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.

Signed 

Margaret Brigley, President & COO | Corporate Research Associates

Date: February 13, 2019

Key Findings and Conclusions

Findings from the **Recruitment Advertising Success Check** reveal that the videos tested as part of the proposed overarching recruitment campaign are well-received and elicit some interest in learning more about career opportunities in the Canadian Armed Forces (CAF).

The creative approach is effective at communicating the intended message that the CAF offers diversity in career choices available to anyone interested and paid education. The CAF is positioned as a first-class, professional employer that offers rewarding and challenging careers in an environment that promotes teamwork. In addition, the approach effectively conveys the CAF's contribution to highlighting Canada's Defence mission by showing combat-related scenes.

The videos are considered to be well-produced although the transition between everyday life scenes and CAF training/work scenes should be improved to show how both scenarios relate to each other. Referencing a personal passion in both personal and work scenes would also heighten the focus on the CAF offering a career option for those who have a passion that can transition into a career.

While the videos generally presented the CAF as an employer that featured some of the values appreciated by the audience – high-energy, collaborative work, helping people, making a difference, valuing professional development – they also featured what were perceived to be less desirable attributes – namely jobs that are physically and mentally demanding, disciplined, structured, lacking flexibility and with poor work-life balance. As such, the campaign left the impression that the CAF is an employer requiring a higher degree of commitment from its employees than perhaps other organizations would. In part because of this, the CAF is primarily seen as being different than other employers. Nonetheless, there is a perception that a career in the CAF offers the possibility to make a difference and help people, aspects considered important to having a meaningful career. That said, the videos left the impression that CAF employees have little flexibility or control over what they do, or



“freedom to choose”, attributes considered important in developing a sense of fulfillment or happiness in a career.

There appears to be a lack of awareness of the diversity of careers available in the CAF, with that of a combat soldier being the most top-of-mind. While showing science-related careers made sense to participants and elicited a certain level of curiosity, it was believed that the campaign would have wider appeal if careers not traditionally associated with the CAF – such as lawyers, psychologists, etc. – would be included in the campaign.

The videos were considered effective at eliciting curiosity, but they did not provide all of the information the target audience is looking for, notably the inclusion of a URL in the advertisement. It should be noted that the final version of the advertisements would include a call-to-action directing viewers to take action or go to the website. Participants believed that the online platform should include practical information such as the number and diversity of career options, the salary and benefits, advancement opportunities, working conditions, and the type of employment offered, among other things. Apart from turning to general online searches for information to assist with their post-secondary education and career decisions, young adults report that they trust the advice of people they know.

Two soundtracks for the videos were tested for appeal. There were little perceived differences between the two versions, although the “Golden Bay” soundtrack was slightly preferred over the “Straight Up” soundtrack. Personal preference was driven by a perception that the tempo/tone of the soundtrack better aligned with the images shown in the videos, suggesting that either soundtracks could be used with the final videos without concerns.

Of the three taglines tested, “Discover Your Potential / Découvrez votre plein potentiel” was deemed most compelling to participants as it evoked opportunities for personal and professional growth combined. It also implied that CAF values professional development. By contrast, the tagline “Find the Career That Fits You / Trouvez la carrière qui vous convient” implied career diversity to some, though it was deemed too factual and not sufficiently inspirational. The question format of the third tagline “What Are You Training For? / Répondrez-vous à l’appel?” invited self-reflection, although the use of the words “training” and “appel” were seen as too limitative. Indeed, the English tagline’s focus on the concept of training was considered as misaligned with the videos’ broader focus on careers. The French tagline’s focus on the “calling” (“appel”) positioned a career in the CAF as an engagement far too serious than what participants are looking for.

In addition to the three taglines, comments were solicited on an on-screen statement that preceded each tagline (“Get the best training for your true calling / Votre vocation mérite la meilleure formation”). There were two issues with this statement: the meaning of the word “vocation” in the French tagline was not well understood; and the term “vocation” in French or “true calling” in English implied that a career in the CAF requires a far greater engagement than what participants are looking for.

Overall findings from the research suggest that the overarching recruitment campaign is generally effective at communicated the intended message and would likely elicit curiosity in the CAF. That said, it does not effectively address some of the pre-existing perceptions of employment in the CAF as being a



demanding and inflexible employer, which were considered as barriers to joining the CAF. As such, collateral campaign materials should be developed to position the CAF on a more equal footing with other employers.



Introduction

To meet its recruitment objectives, the Department of National Defence (DND) and the Canadian Armed Forces (the CAF) are continuing efforts to better reflect the diversity of Canadian society within its workforce. As such, a multi-pronged CAF recruitment campaign will be launched by DND in 2019 with a focus on priority occupations, women, diversity, and Indigenous representation in addition to an overarching awareness campaign.

Through its 2019 Awareness Campaign, DND aims at increasing consideration for CAF jobs among a target audience composed of young Canadian residents 17 to 25 years old, who are seeking employment. The campaign messages consist of:

- The Canadian Armed Forces is a first-class, professional employer that offers rewarding and challenging careers, with competitive pay and benefits.
- A career with the Canadian Armed Forces can take many forms: long-term or short-term; full-time or part-time.
- There are more than 100 different career opportunities in the Canadian Armed Forces.
- Aligned with the Defence mission to defend Canada and Canadian interests and values while contributing to international peace and security.

To assist with finalizing materials for the overarching campaign, DND was interested in assessing reactions from young Canadians to proposed advertising materials. Specifically, research objectives included, to:

- Assess reactions from young people 17 to 25 years old who are looking for employment, to recruitment marketing materials (including two advertising video creatives and three taglines). The review of marketing materials helped 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 well-produced;
 - 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;
 - where the target audience gets their information (social media, website, face-to-face);
 - the key messages of the video concept are well-received and understood; and
 - the effectiveness of each proposed taglines.
- Assess reactions to two soundtracks that could be used in a video.
- Identify where young people obtain information and advice about education.



- Gain insight into young people’s basic expectations as it relates to their career and their perceptions of CAF as an employer.

This report presents the findings of the research. It includes a high-level executive summary, the description of the detailed methodology used, the detailed findings of the focus group discussions, and conclusions and directions derived from the analysis of research findings. The working documents are appended to the report, including the recruitment screener and the moderator’s guide.



Research Methodology

Target Audiences

The target audience for the study included Canadian citizens 17 to 25 years old. All participants shared a neutral or favourable opinion of the Canadian Armed Forces, and were planning to either look for a full-time job or change job in the next few years. At least half of the recruits in each group were from visible minority groups. A mix of education and occupation (among those employed) were also represented in each group. In each location, one group consisted of an equal mix of gender, while the second group was conducted with females only.

Research Approach

A total of four (4) traditional, in-person focus groups were conducted in Montreal (January 30, 2019) and Toronto (January 31, 2019). Groups in Montreal were conducted in French while English was used in Toronto. A total of twelve (12) participants were recruited per group (with a goal of 8-10 attending each session). Across locations, 36 participants actually attended the discussions.

All participants were recruited per the recruitment specifications for the Government of Canada. Recruitment was conducted through qualitative panels stored on Canadian servers, with follow up calls to confirm the details provided and to ensure quotas were met. An additional confirmation call was done approximately one day prior to each focus group. Those who took part in the discussion each received a compensation of \$100 as a token of appreciation for their time, as per market standards. Group discussions each lasted approximately 2 hours.

The following provides a summary of participation in each location:

Location	Date	Language	Audience	Time	Participants
Montreal, QC	January 30, 2019	French	Mixed gender	5:30 PM	8
			Females	7:30 PM	10
Toronto, ON	January 31, 2019	English	Mixed gender	5:30 PM	9
			Females	7:30 PM	9

Context of Qualitative Research

Qualitative discussions are intended as moderator-directed, informal, non-threatening discussions with participants whose characteristics, habits and attitudes are considered relevant to the topic of discussion. The primary benefits of individual or group qualitative discussions are that they allow for in-depth probing with qualifying participants on behavioural habits, usage patterns, perceptions and attitudes related to the subject matter. This type of discussion allows for flexibility in exploring other areas that may be pertinent to the investigation. Qualitative research allows for more complete understanding of the segment in that the thoughts or feelings are expressed in the participants' "own



language” and at their “own levels of passion.” Qualitative techniques are used in marketing research as a means of developing insight and direction, rather than collecting quantitatively precise data or absolute measures. As such, results are directional only and cannot be projected to the overall population under study.



Detailed Analysis

The following section provides an overview of the findings from the focus groups. Where appropriate, differences in opinions are outlined by each of the key audiences under study.

Review of Video Advertisements

Participants were presented with two video advertisements part of the same concept, each played twice prior to an individual exercise and a group discussion to capture their reactions. In total, two concepts were shown with the background music being the only difference between the two concepts. While the two video advertisements within each concept were shown together, the presentation of concepts, and of advertisements within each concept, were rotated across groups, to avoid any presentation bias. Participants were informed that once finalized, the videos could be seen in cinemas, online, or on television, for example. In this report, Video A refers to the video presenting technicians and data analysts, while Video B refers to the video presenting engineers and medics.

Overall Reactions

Both videos were generally well received by participants who liked the engaging and vibrant creative approach.

For the most part, participants across groups and locations expressed a neutral to very positive opinion of both videos shown regardless of which concept was presented. The fast-paced tempo, action-oriented creative, and lively music contributed to making the advertisements eye-catching and to some extent, inspiring. The videos were widely seen as well-produced and credible.

“It’s motivational, strong, powerful. It made me feel like I could join the army.”

“It gave me goose bumps. It made me feel badass and I want to learn more. The music was great, very effective.”

“La vidéo est intéressante et elle montre bien l’esprit d’équipe peu importe l’individu.” (The video is interesting and it shows well the team spirit across everyone.)

As a result, most believed that they would pay attention to the videos and watch them to the end.

“I thought it was like a movie I’d be interested in watching.”

That being said, because of the fast-pace scene rotation and the stereotypical action-oriented and upbeat music, some participants felt that the videos would be somewhat difficult to remember. This impression was further compounded by the fact that some participants felt that the creative approach



was consistent with other advertisements they had seen or would expect of a military organization, thus making the campaign material blend in rather than stand out.

Although participants indicated that there was nothing they disliked about the videos, they pointed to a few things that caused confusion. Specifically, the reason for including “everyday life” scenes in between those that featured a military or combat setting was unclear to many, although after some reflection participants believed that the purpose was to “normalize” employment in the CAF, presenting it as a good option for people from all walks of life. Nonetheless, it was believed that the creative approach would flow better if the everyday scenes showed people’s hobbies or personal activities that relate to their career choices, thus reinforcing the concept of a passion or calling that is being realized when joining the CAF.

It was also believed that the advertisements embellish the reality of working for the CAF, as they do not clearly convey the extent to which employees will have serve in combat areas. Indeed, a few participants felt that the videos minimized the extent of the combat responsibilities for those joining the CAF, regardless of their career choices. While this creative approach bothered some participants, most realized that it would not be realistic or appealing to feature more dramatic combat situations in advertisements, and thus the creative should not be modified accordingly. To those participants, the nature of the organization itself implied that by joining the CAF, one would expect to play a role as a combat soldier at various points in their career.

A few participants in Toronto felt that the videos’ graphic elements (specifically the font) reminded them of advertisements they had seen for York University. Many, in both Montreal and Toronto, were reminded of video games or movie trailers when they watched the videos.

Key Messaging

The videos were seen as a recruiting effort, suggesting that the CAF offers a variety of career choices for anyone interested in paid education.

The videos clearly conveyed to participants the Government of Canada’s desire to recruit new CAF members. Two main messages transpired, namely that the CAF offers a variety of career opportunities beyond that of a combat soldier, thus being an attractive employment option for all young people, and that the CAF offers paid education. The message also implied to participants that training in the CAF is of very high quality.

“The Canadian Armed Forces will provide younger generations with the best possible training for their future desired career.”

“It says that the CAF has many different career options.”

“I think the main message is that no matter what it may be and who you are, if you have a passion and drive for something, you can do it. Almost like the Government of Canada will



allow, train and support you.”

“Ça dit que les Forces Armée Canadiennes offrent des formations de haute qualité pour les gens qui entament une carrière avec eux.” (It says that the CAF offers high quality training for people who embark on a career with them.)

The message was deemed credible, as it generally aligned with current perceptions associated with the CAF (e.g., combat environment) and showed careers associated with the CAF (e.g., healthcare professional). Only a few across locations found that the videos embellished the reality of a career in the CAF, while others felt that the combat reality was assumed given the nature of the organization, and thus did not need to be portrayed in more details in the advertisements.

“It says that the Armed Forces are more than just war. You can join the Forces for other aspects as well.”

“Ils disent que les ingénieurs et professionnels de la santé peuvent se tailler une place dans l’armée et c’est la meilleure formation qu’ils peuvent avoir.” (They say that engineers and health professionals can carve out a place of choice for themselves in the CAF and that it offers the best possible training.)

At the same time, the videos challenged perceptions of the CAF in terms of the types of careers available. While most assumed that the CAF offered mechanical technicians and healthcare positions, many were surprised that it also offers jobs as engineers and data analysts. In more global terms, the videos introduced the idea that the CAF offers a multitude of career options.

“Je crois que le message est d’informer les gens sur ce qu’est réellement les Forces Armée. Défaire les préjugés. Il est possible d’aller dans les Forces en tant que professionnelle et non comme un soldat.” (I think the message is to inform people regarding what the CAF really is. Debunk prejudices. It is possible to join the Forces in a professional position rather than as a soldier.)

The concept of “true calling” or following a passion was only considered by a few participants in Toronto as being one of the key messages. Most other participants in both locations felt that this was a secondary message to that of promoting career diversity in the CAF.

Showing the combination of people in everyday situations was perceived as sending the message that everyone can join the CAF, regardless of their interests, background, aptitudes, or skills. The videos also implied to participants that there are opportunities for growth in the CAF, thus sending a message of hope.

“The main message is that anyone can join; no matter what you study or what your job is.”



“The message is to join the Canadian Armed Forces; that there is a spot for you and you will be properly trained no matter what your career path is.”

The video advertisements generally elicited positive emotions, with the tone described as “cool”, dynamic, upbeat, engaging, inspirational, motivational, exciting, and proud. The sense of pride, determination, and teamwork featured in the creative concept left a positive impression. Nothing was felt to be offensive or disturbing.

“You get a sense of pride and you feel like an occupation in the Armed Forces is not only a respectable choice, but also a badass one.”

“It gives you the impression, ‘Hey all the cool kids are in the army’.”

“Je sens de la fierté dans ces vidéos.” (Pride is shown in these videos.)

Reinforce CAF Brand

The videos positioned the CAF as a fast-paced, high-energy, and demanding organization, best suited to disciplined, driven and physically fit individuals.

The videos suggested to participants that the CAF offers a positive, high-energy, fast-paced work environment, where people are encouraged to give the best of themselves and develop independent work habits while working with others. The advertisements also portrayed the organization as promoting camaraderie and a sense of belonging, as well as providing ample opportunity for professional development. While this image appealed to some, others felt that working for the CAF would be too challenging.

“As a young male (watching the video) it made me ask myself, could I do that kind of rigorous training? It was like a little challenge for myself.”

It was believed that the videos depict people working for the CAF as disciplined, patriotic, motivated, driven, adaptable, quick on their feet, fit, proud, and confident. Further, there was a perception that those working for the CAF are smart, the best in their fields, mentally “tough”, and looking to continually improve. Finally, participants had a preconceived idea that working for the CAF would require some sacrifices, notably in terms of having a work-life balance. In fact, most participants did not believe that the CAF offered good work-life balance given the required postings/job assignments.

“You have to think about sacrificing your daily life. Are you willing to give up your life in the city and go somewhere far away?”

When asked what they thought people working for the CAF would get out of working there, many expected they would feel fulfilled, gratified, and proud as well as feeling competent in their career choices. At the same time, there was a recognition that working for the CAF provides advantageous



salaries and benefits, paid education, access to quality education, job security, and job stability. These perceptions were a result of both preconceived notions about the CAF and information conveyed in the videos.

While some of the current perceptions of the CAF are reflected in the creative (high-energy, adventurous, structured lifestyle), a few participants felt that the videos may contribute to change the negative perceptions of the CAF as a “choice of last resort” for “drop-outs” or for those who do not have alternative options. Indeed, it was believed that the CAF is presented as a serious and well-thought out career option, offering top-notch education, and thus being a valued employer. At the same time, participants believed that the videos implied that the CAF offers many career options beyond that of a combat soldier, thus making it a more widely attractive option.

“There’s a stereotypical view of the army- if you can’t get a job in your field or have dropped out of school, go join the army. But this (video) shows there’s more to it, it’s like a respectful option.”

“They need to keep fighting the stigma that a job in the Armed Forces is looked down upon; that it’s a death sentence; that you went to the army because you didn’t have any other options. Show that being in the army is a respectable choice.”

Participants also generally believed that the videos suggest that the CAF values professional development, and as such would support employees’ initiatives in that regard.

It should be noted that there was a pre-existing perception among a few participants in Montreal that a career in the CAF is “temporary”, that is, people stay for a few years, until they are able to find more suitable, “better” and less stressful employment. Despite the videos suggesting that those who join the CAF are able find their true calling and advance their career, thus arguably wanting to stay a long time, the advertisements were not effective to change perceptions towards the CAF as a “temporary” employer.

Target Audience

Despite the videos focusing on young adults and those changing careers, the message was considered relevant to anyone interested in the military lifestyle and a STEM-related career.

High-school age youth as well as young adults were widely considered as the primary target audience for the campaign, as they are prominently featured in the videos. The reference to “future” engineers, further reinforced this perception, by suggesting that those targeted are not yet educated in those careers, thus implying a younger audience.

“I felt like it was for people my age. I’m thinking about [my career] right now.”



At the same time, many felt that the advertisements imply that the CAF is targeting people who are changing careers or those who are unsure of what field to choose. These opinions were in part influenced by existing perceptions about joining the CAF (i.e., for those who do not know what to do in life) and by the advertisements mentioning that the CAF provides training, thus being a good option regardless of someone's existing education or work experience.

Despite a perception that the videos focused mainly on younger people and those changing careers, the manner in which the scenarios show everyday life situations suggested to participants that a career in the CAF could be for "anyone".

"It's for everyone and youth who are interested or had a dream of doing such a career. It doesn't matter who you are, your age, your race, or your gender."

"Il y a une place pour tous et chacun au sein des Forces armées, peu importe le 'background' ou les aptitudes d'une personne." (There is a place for everyone and anyone in the Armed Forces, regardless of someone's background or skills.)

"Ça dit que n'importe qui peut avoir un emploi dans l'armée. On voit des jeunes dans un resto, jouer aux échecs, dans un bar, des trucs normaux quoi." (It says that anyone can have a job in the army. We see young people in a restaurant, playing chess, in a bar; doing normal thing.)

Despite finding the advertisements interesting and engaging, very few participants felt compelled by the message of joining the CAF, except for those who had already considered it as an employer. Many in Toronto, and a few in Montreal, felt that the advertisements present the CAF as being interested in STEM and science skillsets, thus making the CAF less appealing to those who chose a career path in the humanities.

"It's for younger generations and people interested in science and technology."

"(To be eligible) I would think you need a background in math or science. That doesn't apply to me."

"I liked the video. It just didn't resonate with me, because I have different visions for where I want my career to go."

It was also believed that the CAF is portrayed in the videos as being for those who are physically fit and driven, and those who like action and new experiences, characteristics some participants felt were not representative of themselves. Further, based on existing perceptions, it was believed that working for the CAF implies a disciplined, authoritative, and restrictive environment (e.g., can't leave when I want; can't say no to postings; need to obey orders), something that was unappealing to many.



“C’est pour les jeunes adultes qui aiment travailler dans un milieu rapide et actif.” (It is for young adults who like to work in a fast and active environment.)

To increase the personal appeal of the advertisements, participants recommended to address those perceptions of a restrictive employer/work structure, feature a greater diversity of career options (especially those in the humanities), and show the positive and lasting impact work in the CAF can have in the community (e.g., helping others, innovation, etc.). Some also felt that the ads should more clearly outline the personal benefits of joining the CAF (e.g., good pay and benefits, opportunity to travel, etc.).

Call to Action

The videos elicited some curiosity about the type of careers available in the CAF.

While the video advertisements were generally considered effective at eliciting curiosity in the CAF as an employer and about the types of careers offered, very few participants reported that they would actively seek additional information at this time. Only a couple of individuals in each location who had already considered the CAF as a potential employer expressed some interest in finding out more about the career opportunities being offered. Most others, however, believed that the science or mechanic-related careers featured, and the fast-paced, restrictive environment they associate with the CAF were not reflective of what they are looking for their professional future.

Regardless of feeling personally compelled by the videos at this time, a few participants believed that if they were in the context of actively looking for employment in a field that is shown in the videos, or if they had a friend or relative in this situation, the videos would make them curious about what the CAF has to offer either for themselves or those they know. As such, a few indicated they would look into it at that time, or would speak about it to those they know.

Soundtrack

Two possibilities for a video soundtrack were played for participants, who were then asked for their preference and reactions to both options. It should be noted that the presentation order of soundtrack was rotated across groups and the first one presented aligned with the soundtrack used in the two videos presented to them earlier in the session. This means that participants had heard the first soundtrack more often than the second soundtrack reviewed. Interestingly, across groups, the soundtrack participants had heard most during the session (that is the one used in the videos) was consistently the preferred choice. As such, although findings suggest that the “Golden Bay” soundtrack was slightly preferred over the “Straight Up” soundtrack, neither of the two clearly stood out as best. There is no clear difference in preference by gender or location.

The following provides an overview of reactions for each of the two soundtracks.



“Golden Bay” Soundtrack (All Music)

Overall, the “Golden Bay” soundtrack was slightly preferred over the “Straight Up” soundtrack for its ability to direct the focus on the visuals and for best aligning with the intensity of the images shown.

Most who chose this soundtrack felt that the tone/tempo of the music and the instruments featured better aligned with the visuals. For example, many felt that hearing the trumpet sound at the same time as seeing the individual stand up reinforced the call of duty or sense of pride that was communicated by this scene. Many also felt that an all-music soundtrack helped focus their attention on the visuals.

“I like to listen to loud music, so it really caught my attention.”

“Elle faisait plus ‘armée’ et elle part plus intense. L’effet de la première musique ça capte plus ton attention.” (It was more ‘army-like’ and it begins with more intensity. The first soundtrack’s effect catches your attention.)

Those who did not choose this soundtrack as being the most compelling generally felt that the intensity of the music did not align well with the images shown in the videos.

“Straight Up” Soundtrack (Background Voices)

The “Straight Up” soundtrack was preferred for being faster, louder and more dramatic though some disliked that it does not always align with the energy level pictured in the visuals.

This soundtrack was preferred by some for being stronger, louder, more upbeat and dramatic, thus attracting attention. This soundtrack was also identified as something more typically reflective of a military environment with the sound of the trumpet standing out more clearly.

“La musique est plus lente et on entend plus la trompette; c’est l’idée de l’appel avec la trompette.” (The music is slower and we hear the trumpet; the idea of the call of duty with the trumpet.)

“The music was loud and ‘in your face’ and really memorable. I would remember that one.”

Those who did not like this version felt, for the most part, that the music tempo does not align with the intensity of the visuals and that the background voices were distracting from the visual elements.

“Le ‘beat’ de la musique n’allait pas avec les images. Quand la musique est lente il y a de l’action [à l’écran].” (The beat of the music does not align with the images. When the music is slow, there is action on the screen.)

“[I did not like this one] the voices were distracting.”



Taglines

Three taglines were presented to participants for their comments. They were informed that any one of the taglines could be used in the video advertisements discussed earlier in the session, as a “voice over” at the end of the video. The presentation order of taglines was rotated across groups. Overall, the tagline “Discover your potential / Découvrez votre plein potentiel” was preferred.

The following provides an overview of reactions for each of the three taglines:

Discover Your Potential / Découvrez votre plein potentiel

The tagline “Discover Your Potential / Découvrez votre plein potentiel” was considered most compelling, as it implies personal and professional growth.

This tagline was clearly preferred overall, being selected most often across groups in Toronto and among females in Montreal as the most compelling statement. It was perceived as an inspirational invitation to consider your own future, implying personal growth from a career perspective, but also in other areas of life. As such, participants felt that it presented a more “holistic” way of looking at personal and professional growth.

“It indicates that there will be personal growth in the opportunities with the Armed Forces. It indicates that they’ll help you to find your potential for your true calling.”

“This one makes you think of how far you can go.”

“Ça montre une possibilité d’épanouissement et d’être la meilleure version de soi-même dans son emploi.” (It suggests an opportunity to shine and to be the best you can be in your work.)

To many, the word “potential” was evocative of opportunities, and in some instances, endless opportunities. To a few, the tagline was also an invitation to reflect on your inner motivations and discover or believe in your inner self, which left participants with a positive impression. To a few, it also suggested that the CAF believes in its employees’ potential, something that was respected by participants.

“It resonates with the lessons I learned in childhood: believe in yourself, there’s no limit.”

“[It implies that] the Canadian army can help guide you in finding your passion and taking the necessary steps to achieve it. The saying is quick, memorable and catchy. And the idea of the discovery is intriguing.”



“This one is more relatable. As a kid we are always told of what potential we have in certain aspects, and to say that I may discover that very potential working with the Armed Forces is very intriguing.”

“Ça me fait penser que oui, je suis capable et que cette formation sortirait mes meilleures compétences et le meilleur de moi-même.” (It makes me think that I can do it and that the training will help me realize the best that I can be.)

The few who disliked this tagline felt that it lacked originality and that it was too spiritual to apply to education and career choices in a credible manner. A few also felt that it was not closely tied to the topic of a career or education, thus being less relevant and engaging in the context of the CAF advertising.

“It felt too generic; it could have been for anything.”

Find the Career That Fits You / Trouvez la carrière qui vous convient

The tagline “Find the Career That Fits You / Trouvez la carrière qui vous convient” implied career diversity to some, though it was deemed too factual and not sufficiently inspirational.

This statement was considered to imply that the CAF offers a diversity of career options, not just those featured in the videos. To some participants, it was also the one that aligns best with the videos’ message, as it specifically refers to the idea of a career.

“Je trouve que celle-ci donne l’information qu’il y a plus de métiers que l’on pense dans les Forces. ‘Trouvez la carrière qui vous convient’ pousse le téléspectateur à comprendre qu’il n’y a pas seulement les deux métiers présentés dans la vidéo.” (I find that this one implies that there are more careers than we may think in the Forces. ‘Find the Career That Fits You’ pushes the viewer to understand that there are more than just the two careers featured in the videos.)

“This one is the one that will most likely to get me to consider [the CAF]. I don’t want to be a soldier and so it makes me think of other opportunities in the Armed Forces.”

Despite a perceived alignment with the topic of the CAF advertisements, this tagline was believed by many to be too factual to be inspirational. Some felt that the statement was an invitation to select or focus on only one career rather than explore the varied choices offered by the CAF.

“It feels limiting, like I could only do one career in the CAF.”



What Are You Training For? / Répondrez-vous à l'appel?

The question format of the tagline “What Are You Training For? / Répondrez-vous à l'appel?” invited self-reflection, although the use of the words “training” and “appel” were seen as too limiting.

The statement being formulated as a question grabbed the attention of some participants in both locations and expressly engaged them to reflect on the motivations for their educational or career choices. This approach was highly compelling to a few participants in each location, although it was disliked by many.

“Being asked ‘what are you training for’ really allows me to ponder and question what am I training for. Is it for me, the government, people around me? Or to improve my skills and perhaps meet my soul mission, my true calling?”

“It makes you ask yourself, ‘Is what I am doing worth it’? and that to me is the best caption. It is mentally and emotionally stimulating.”

“It leaves me with something to think about after the video. How can I fit into the Armed Forces?”

Other reactions differed across locations, as presented below:

In Montreal, the word “appel” was considered by a few as inspirational and elevated the importance of a career in the CAF.

*“Ce slogan paraît sérieux, officiel et à l’image que j’ai des Forces armées canadiennes.”
(This slogan seems serious, official and reflecting the image I have of the Canadian Armed Forces.)*

Conversely, Montreal participants who disliked this tagline felt that it positioned a career in the CAF as an engagement far too serious for what they would be looking for. Indeed, the term “appel” was most often associated to a “calling to join the CAF”, more so than an invitation to consider a career in the CAF. Finally, a couple of Montreal participants felt that the statement was difficult to pronounce and recommended changing the wording to: “Allez-vous répondre à l'appel?”.

In Toronto, it was felt that the statement expressly referred to training, thus limiting its scope to encompass career choices or various forms of education. Indeed, a few participants felt that the term “training” is often associated with more “technical” learning rather than formal education. Further, it was seen as leading the reader to focus on education with the CAF more so than being employed by or building a career with the CAF.



Get the best training for your true calling / Votre vocation mérite la meilleure formation

The word “vocation” was not well-understood among French-speaking participants, and the concept of a “true calling/vocation” to describe a career in the CAF appeared to participants as overstated.

In addition to the three taglines, participants were asked to comment on an on-screen statement that preceded each tagline. They were informed that this statement would remain consistent regardless of which of the three taglines was selected. The statement discussed was: “Get the best training for your true calling / Votre vocation mérite la meilleure formation”.

In Montreal, many did not understand the meaning of the word “vocation” and thus were unsure of what the statement was trying to communicate. Further, to some, the word implied a personal commitment that is deeply rooted in strong personal values, something that is not readily associated with the choice of a career. In essence, this was not a word they were familiarly using in the context of education or career choices.

Similar opinions were expressed in Toronto with the use of the expression “true calling”. Although the meaning of the expression appeared to be well understood, it appeared exaggerated in the context of the advertisements. Overall, the statement was believed to be “too pompous”, overconfident, and evocative of an invitation to “join the army” rather than one to consider a career in the CAF. That being said, the reference to training offered in the CAF being the best possible was appreciated.

“I’m doubtful. It makes it sound like your true calling is in the army.”

“I liked the part about getting the best training.... But I didn’t know about the rest.”

“I felt ‘what are you trying to tell me my true calling actually is’?”

Alternate wordings were suggested by participants including, “Get the best training to make a difference”, “Get the best training for the career that fits you”, and “Get the best training to be the best that you can”. Other suggestions involved replacing the expression “true calling” by “making a difference” or “creating an impact”.

Education

In a short discussion following the review of the creative materials, participants were asked a few questions to examine how they informed their decisions related to post-secondary education.

Source of CAF Information

General Internet searches, followed by discussions with those involved in the CAF were identified as preferred ways to gather information about a career in the CAF.



Participants were asked where they would seek additional information about a career in the CAF if they were interested in this option. By far, a general Internet search was most commonly mentioned as the starting point, with the search words including “training”, “formation”, “jobs” and “emploi” combined with “Canadian Armed Forces / Forces armées canadiennes”. After looking at online information on the topic, a few participants indicated they would engage in conversations with current CAF employees they know or seek additional information in-person from CAF employees at school or job fair kiosks or at a CAF office.

“I have a few friends who are in the military. I’d want to talk to them, before I Google anything.”

Just a few mentioned other means of gathering information, including going to CAF recruitment offices and looking online on specific websites such as Indeed, Glassdoor, YouTube or Instagram.

Source of Information on Education Option

School resources and friends or relatives were most relied upon by participants to inform their choice of post-secondary education.

When asked where they gathered information about their post-secondary education options, participants identified a number of preferred sources. In general, employment or education fairs, either at school or in the community, career counsellors, and friends, parents, and other relatives were their go-to sources of information. Many also relied on advice from older siblings or friends already engaged in post-secondary education. Many in Toronto also reported having used the eINFO website.

A few participants also mentioned other sources of information, including school guidance counsellors, literature at the guidance counsellor’s office, and youth resources centres staff.

Employment Expectations

Participants were asked to briefly describe their basic expectations as they enter the workforce.

Successful Career

A general feeling of happiness and fulfillment was consistently mentioned as the sure sign of having a successful career.

For the most part, young people described a successful career as one that “makes you happy”. A desire to “get up in the morning and go to work” or come home feeling happy and fulfilled were described as signs of a successful career. Most also expect to be “excited” about their work, either on the job or outside of work.



“You should come home and appreciate what you did that day. And look forward to doing it in the morning.”

While income was not a primary driver of perceived success, most anticipated an income level that would allow them to be financially comfortable. Other attributes of success, each less commonly cited, included achieving a good work-life balance, having the ability to grow professionally and learn new things, achieving personal goals, and becoming a reference in their field.

Meaningful Career

The ability to make a difference or leave a lasting impression were identified as signs of a meaningful careers.

Participants were asked to define what would make their career meaningful. In general, the ability to make a difference or leave a lasting impression through their work achievements were considered important indications of a meaningful career. Personal and professional growth, the ability to help people/others, having choices and possibilities within their career or workplaces, and having control over what they do/their decisions were also mentioned to define meaningful employment. Liberty and the ability to make their own choices were important considerations.

“Pour moi, c’est la capacité d’aider les autres; de faire grandir les gens.” (To me, it is the ability to help others; to help others grow.)

A few also mentioned good working conditions, being recognized at work, as well as the ability to travel and experience different cultures.

CAF as an Employer

Participants were asked a few questions to understand their perceptions of the CAF as an employer, and how it is perceived to compare to other employers.

Perception of CAF as an Employer

The CAF was primarily seen as a more restrictive and demanding employer compared to other organizations, though favouring teamwork.

The CAF was primarily seen as a different employer than other organizations, as it was perceived as offering a more restrictive and structured work environment. Many participants did not consider the CAF to be a “9-5” employer, nor did they believe it offers flexible working conditions or the ability to leave the organization at will. It was described as “stricter” and “more demanding” than other organizations, thus requiring a greater commitment of employees.



“When you think of the CAF, you think of a husband waiting to come home to his family.”

“They’re asking a lot more of you than other companies.”

On a positive note, the CAF was considered as offering a greater sense of togetherness or teamwork than with other employers. It was also seen as an employer offering good compensation and job security, perhaps more so than private sector employers. In Montreal, a few women mentioned having heard of recent occurrences of women in the CAF having been harassed at work, thus questioning the working conditions for women.

Overall, about half of participants indicated that they were aware that the CAF has a paid education program, while the other half were not aware. Awareness of this program was higher in Toronto than in Montreal.

“A colleague in university who was in my program told me he was getting paid [by CAF] to do the program. It surprised me, because of the subject we were studying.”

Very few participants reported having been previously presented with the option of attending the Royal Military College, with those who did having had a conversation with the CAF staff at a school education fair, or with a parent or relative.

CAF Values

The values embodied by the CAF were not well known, though the organization was perceived as supporting discipline, hard work, structure, duty, national pride, teamwork and camaraderie.

Participants were asked to describe what values they thought the CAF embodied. Although the CAF was considered as embodying specific values (hardworking, self-motivated, structure, discipline, duty, national pride, teamwork, camaraderie) the organisation’s culture did not appear to be well-known beyond these descriptors.

“It doesn’t strike me as an employer that has a culture. That doesn’t come to mind at all.”

Participants felt that despite the organization projecting the quality of integrity, they believed that the level of commitment required and the severity of the CAF did not align with their own values, and left little room for flexibility and individual choices.

Participants’ Recommendations

To conclude the discussion, participants were asked to write down their recommendations for the Government of Canada to direct the final development of the recruitment campaign. Below are a sample of the comments received:



- Show more of the education side of things, not only the hard work.
- Show the benefits that come along with having a career in the CAF (e.g., salary and benefits).
- Explain the reasons why choosing a career with the CAF would be better than choosing a career with a private-sector employer.
- Feature more real-life examples of what it would be like to join the CAF – everyday life situations.
- Show the impact of work in the CAF; how it helps people and communities; what good it does.
- Feature more diverse careers, not only math and sciences.
- Feature careers that people would not expect of the CAF.
- Show more cultural and ethnic diversity.
- Include more females and people with disabilities.
- Use Instagram to advertise to young people.
- Imply more clearly that there are growth opportunities.
- Emphasize that there are non-combat careers in the CAF – that joining the CAF is not just about fighting and “jumping out of helicopters”.
- Add testimonials of real CAF employees, either in the video advertisements or as supporting information online. Explain why people stay with the CAF despite the perceived negative aspects associated with the CAF (e.g., combat work; structured; restrictions).
- Add a URL at the end of the videos where additional information can be obtained.
- Ensure additional information is easily accessible.



Conclusions and Directions

The following conclusions are drawn from the analysis of focus group discussions.

- ***The videos were seen as well-produced and they communicated the intended message in a clear and attractive manner.***

Both videos were generally well received by participants who liked the engaging and dynamic creative approach. The videos were considered as well-produced, eliciting interest, and being credible.

The campaign was seen as a recruiting effort for the CAF, suggesting that the CAF offers a variety of career choices for anyone interested in paid education. In fact, although the videos focused on science-related employment, the careers featured challenged perceptions of the CAF in terms of the types of careers available, notably for engineering and data analysis jobs.

As intended, the campaign positioned the CAF as a first-class, professional employer that offers rewarding and challenging careers in an environment that promotes teamwork. The message also clearly communicated that there are many different career opportunities in the CAF, beyond that of a combat soldier. In addition, the videos featured scenes evoking combat situations, thus contributing to highlighting Canada's Defence mission.

From a production standpoint, while the inclusion of the scenes featuring everyday life situations (e.g., at a restaurant, at a concert) was understood as communicating that a career in the CAF is accessible to anyone, it was felt that the link or transition with the scenes showing CAF training/work could be improved to create better flow.

Based on the analysis of findings, CRA recommends the following be considered in finalizing the video creative:

- For the everyday scenes, feature hobbies or activities that relate to people's career choices shown in the videos to reinforce the concept of a passion/calling.
- To further highlight the diversity of careers available in the CAF, and assuming it aligns with the intent of the campaign, consideration should be given to feature careers related to the humanities which are not traditionally associated with the CAF, in addition to the types of STEM careers shown.
- Consideration should be given to focus on the number and diversity of career options available, the salary, benefits and working conditions, and the type of employment available (long-term or short-term; full-time or part-time) in collateral marketing tools to strengthen the campaign's message.



- ***Despite the videos eliciting some curiosity in the CAF, a career in the military did not appeal to everyone.***

The quality of the video production and the message of diverse career opportunities elicited curiosity in the CAF. While the videos featured attractive characteristics of the CAF as an employer – high-energy, collaborative work, helping people, making a difference, valuing professional development – it also featured less attractive attributes – namely a career that is seen as physically and mentally demanding, disciplined, structured, lacking flexibility, and with poor work-life balance. As such, with a few exceptions, it left participants generally curious about what the organization has to offer, but not to the extent that it would cause them to investigate career opportunities for themselves.

On one hand, participants believed that the ability to make a difference through their work and leave a legacy are signs of a meaningful career that could be achieved in the CAF. On the other hand, flexibility and “freedom to choose” were important considerations to achieving a feeling of happiness and fulfilment and participants questioned whether this could be achieved in the CAF based on what the videos implied and based on their preconceived notion of the CAF. Findings clearly show that the CAF is viewed as different than other employers, in was not seen as providing the same level of flexibility, work-life balance, and ability for personal choices.

- ***There was little perceived difference between the two soundtracks, with both being considered as aligning with the videos, to various degrees.***

Although there was a slight preference for the “Golden Bay” soundtrack over the “Straight Up” soundtrack, both versions were deemed as being aligned with the campaign’s videos in various ways. Personal preference was driven by a perception that the tempo/tone of the soundtrack chosen better aligned with the images shown in the videos.

In addition, the “Golden Bay” soundtrack was considered more effective at highlighting the call of duty by aligning the trumpet sound with people standing up. By contrast, the “Straight Up” soundtrack appeared louder and more dramatic, though it did not always align with the tone of the visuals featured in the videos. Some also felt that the trumpet sound stood out more clearly in this version.

Based on the analysis of findings, CRA recommends the following be considered in finalizing the video soundtrack:

- Either the “Golden Bay” or “Straight Up” soundtrack could be used in the final videos without great differences in tone.
- ***The tagline “Discover Your Potential / Découvrez votre plein potentiel” was considered most compelling, as it implies personal and professional growth.***

Of the three taglines tested, “Discover Your Potential / Découvrez votre plein potentiel” was considered most compelling and a “holistic” and inspirational invitation to consider both



professional growth and personal motivations. The word “potential” evoked opportunities, thus leaving a positive impression of the CAF.

By contrast, the tagline “Find the Career That Fits You / Trouvez la carrière qui vous convient” implied career diversity to some, though it was deemed too factual and not sufficiently inspirational. The question format of the third tagline “What Are You Training For? / Répondrez-vous à l’appel?” invited self-reflection, although the use of the words “training” and “appel” were seen as too limiting. Indeed, the English tagline’s focus on the concept of training was considered as misaligned with the videos’ broader focus on careers. The French tagline’s focus on the “calling” (“appel”) positioned a career in the CAF as requiring a commitment far too serious than what participants are looking for.

In addition to the three taglines, participants were asked to comment on an on-screen statement that preceded each tagline (“Get the best training for your true calling / Votre vocation mérite la meilleure formation”). There were some issues with this statement in both locations. In Montreal, the word “vocation” was not well-understood and was not widely relatable by the target audience. In both Montreal and Toronto, the term “true calling/vocation” to describe a career in the CAF was considered an exaggeration and aligned more with what is traditionally expected when “joining the army” than with starting or building a career with an employer.

Based on the analysis of findings, CRA recommends the following be considered in finalizing the choice of taglines:

- Use the tagline “ Discover Your Potential / Découvrez votre plein potentiel”.
- Consider rephrasing the statement “Get the best training for your true calling / Votre vocation mérite la meilleure formation” to replace the expression “true calling/vocation”. Suggestions include, “Get the best training to make a difference”, “Get the best training for the career that fits you” or “Get the best training to be the best that you can”.



Appendix A

Recruitment Screener

RECRUITMENT SCREENER - FINAL

Name: _____

Tel. (H): _____ Tel. (W): _____ Tel. (Cell): _____

Group 1 2 3 4

FOCUS GROUPS:**Montreal, QC (FRENCH)****Date:** January 30, 2019**Time:** Group 1: 5:30pm - Mix of gender
Group 2: 7:30pm - Females**Location:** **AdHoc Research**TBC
400 de Maisonneuve West
Suite 1200**Toronto, ON (ENGLISH)****Date:** January 31, 2019**Time:** Group 3: 5:30pm – Mix of gender
Group 4: 7:30pm - Females**Location:** **CRC Research**TBC
1867 Yonge Street
Suite 200**SPECIFICATIONS SUMMARY**

- 4 in-person groups (2 English/2 French) in 2 locations (Toronto & Montreal)
- Groups 1 (French) & 3 (English) – Mix of gender
- Groups 2 (French) & 4 (English) – All Females
- All to be Canadian citizens 17-25 years of age (mix of ages in each group)
- At least half in each group from visible minorities groups
- All must be Canadian citizens
- Mix of education and occupation (among those employed)
- All plan to either look for a full-time job or change job in the next few years.
- Favorable or neutral opinion of the Canadian Armed Forces
- Able to take part in written/visual exercises in English / French (based on location)
- Comfortable sharing opinion
- Recruit 12 per group
- \$100 incentive

Hello, my name is ____ and I am with Corporate Research Associates Inc., a market research firm, and I'm calling today on behalf of the Government of Canada. We are currently conducting a series of small group discussions and are looking to include people between the ages of 17 and 25 years old. Would you be that person, or is there someone else I could speak with? **REPEAT INTRO IF NECESSARY**

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

The purpose the small group discussions is to hear people's view on advertising being considered by the Government of Canada. We are conducting these group discussions on <DATE> and 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 this study? This will take about 6 or 7 minutes.

Please note, this information will remain completely confidential and you are free to opt out at any time. Thank you.

THANK & TERMINATE WHERE REQUIRED IN THE SCREENER: Unfortunately, we will not be able to include you in this study. We already have enough participants who have a similar profile to yours. Thank you for your time today.

- 1. To begin... are you a...
 - Female; or..... 1
 - Male..... 2
 - VOLUNTEERED**
 - Other/refused..... 3

GENDER QUOTAS
GROUPS 1 & 3 – RECRUIT 6 FEMALES & 6 MALES
GROUPS 2 & 4 – RECRUIT 12 FEMALES
IF “OTHER/REFUSED”, CONSIDER FOR GROUPS 1 & 3

- 2. In which of the following age group do you fall? Please stop me when I reach your age. Are you [READ]?
 - Less than 17 1 **THANK & TERMINATE**
 - 17 to 19..... 2 **RECRUIT 4 PER GROUP**
 - 20 to 22..... 3 **RECRUIT 4 PER GROUP**
 - 23 to 25..... 4 **RECRUIT 4 PER GROUP**
 - 26 or older 5 **THANK & TERMINATE**
 - VOLUNTEERED**
 - Refused..... 6 **THANK & TERMINATE**
- 3. Are you or anyone in your household (including parents, siblings, spouse, or children) currently employed or ever been employed in any of the following sectors? **READ RESPONSES**
 - Marketing/Market Research 1
 - Public relations, communications, graphic design, or creative agency 2
 - Advertising or media (TV, Radio, Newspaper) 3
 - Political Party..... 4
 - Federal or provincial governments 5
 - Canadian Armed Forces (Regular Force or Reserve)..... 6
 - Canadian Armed Forces Cadets..... 7

IF YES TO ANY OF THE ABOVE, THANK AND TERMINATE

- 4. What is your overall opinion of the Canadian Armed Forces? Would you say it is...?
 - Very Favourable..... 1
 - Somewhat Favorable..... 2
 - Neutral..... 3
 - Somewhat Unfavourable..... 4 **THANK & TERMINATE**
 - Very Unfavourable 5 **THANK & TERMINATE**

5. Are you a Canadian citizen?

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

6. To make sure that we speak to people from various backgrounds, please tell us about your ethnic background. **DO NOT READ**

- Caucasian..... 1 **MAX 6 RECRUITS PER GROUP**
 - Chinese 2
 - South Asian (i.e. East Indian, Pakistani, etc)... 3
 - Black 4
 - Filipino 5
 - Latin American..... 6
 - Southeast Asian (i.e. Vietnamese, etc)..... 7
 - Arab 8
 - West Asian (i.e. Iranian, Afghan, etc) 9
 - Korean 10
 - Japanese 11
 - Aboriginal (First Nations, Métis, or Inuit)..... 12
 - Other (please specify) _____ ... 13
 - I'd prefer not to say 14
- } **RECRUITMIX IF POSSIBLE**

7. Are you currently **[READ]**?

- Employed full time 1 **RECRUIT MAX 5 PER GROUP**
- Employed part-time 2
- Self-employed..... 3
- A homemaker 4 **RECRUIT MAX 2 PER GROUP**
- Unemployed 6
- A student 7 **RECRUIT MAX 6 PER GROUP**

8. **[IF EMPLOYED, ASK]** What is your current occupation? _____

TERMINATE IF SIMILAR OCCUPATIONS AS IN Q2 – RECRUIT MIX OF OCCUPATIONS

9. Do you plan to look for full-time work or change job in the next few years?

- Yes, look for full-time work 1
- Yes, change job..... 2
- Neither..... 3 **THANK & TERMINATE**

10. What is the highest level of education you have finished?

- Less than High School 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
- } **AIM FOR MIX IN EACH GROUP**
- VOLUNTEERED**
- Refused..... 8

11. Have you ever attended a focus group discussion or in-depth interview for which you received a sum of money?

- Yes 1 **Continue – MAX 6 per group**
- No 2 **Go to Invite**

12. When was the last time you attended a focus group or interview? _____

13. How many focus groups or interviews have you attended in the past five years? _____ **MAX 5**

14. What was/were the subjects of the focus group(s) or interview(s)? _____

IF THEY HAVE BEEN TO A GROUP/INTERVIEW IN THE PAST 6 MONTHS - THANK & TERMINATE
IF THEY HAVE BEEN TO 5 OR MORE GROUPS/INTERVIEWS IN PAST 5 YEARS - THANK & TERMINATE
IF THEY HAVE BEEN TO A GROUP/INTERVIEW ON NATIONAL DEFENCE/MILITARY/CANADIAN FORCES/ADVERTISING IN THE PAST 2 YEARS - THANK & TERMINATE

INVITATION

Based on your responses, it looks like you have the profile we are looking for. I would like to invite you to participate in a focus group discussion we are holding at [TIME] on [DATE]. As you may know, focus groups are used to gather information on a particular subject matter; in this case, advertising for the Canadian Armed Forces. The discussion will consist of 8 to 10 people and will be very informal. Note that the purpose of this meeting is **NOT** to recruit personnel or promote the Canadian Armed Forces in any way. In addition, participants will **NOT** be contacted following the discussion regarding the Canadian Armed Forces.

15. This discussion will last up to 2 hours; it will begin at [TIME] and end at [TIME]. Refreshments will be served and you will receive \$100 as a thank you for your time. Would you be interested in attending?

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

16. The discussion you will be participating in will be audio and video recorded for use by the research team only to analyze the findings. Please be assured your comments and responses are strictly confidential. Are you comfortable with the discussion being recorded?

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

17. Participants may be asked to view videos, read some materials and write out responses individually during the group discussion. Would it be possible for you to take part in these activities in **[English/French – based on location]** by yourself without assistance?

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

18. The discussion will take place in a room that is equipped with a one-way mirror for observation, allowing Government of Canada employees who are involved in this research, and partner organizations, to observe the discussion without disturbing it. Some people may also be observing the discussion remotely via web streaming **[SPECIFY ONLY IF ASKED: through the use of a secure online portal]**. Your participation will be anonymous and only your first name will be given to these people. Would this be acceptable to you?

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

19. Since participants in focus groups are asked to express their thoughts and opinions freely in an informal setting with others, we'd like to know how comfortable you are with such an exercise. Would you say you are...?

- Very comfortable..... 1
- Comfortable..... 3
- Not very comfortable 4 **THANK & TERMINATE**
- Not at all comfortable 5 **THANK & TERMINATE**

As part of our quality control measures, we ask everyone who is participating in the focus group to bring along a piece of I.D., picture if possible. You may be asked to show your I.D.

As these are small groups and with even one person missing, the overall success of the group may be affected, I would ask that once you have decided to attend that you make every effort. In the event you are unable to attend, please call _____ (collect) at _____ as soon as possible in order that a replacement may be found.

Please also arrive 15 minutes prior to the starting time. **The discussion begins promptly at [TIME]**. Anyone arriving after **[TIME]** will **NOT** be able to take part in the discussion and will **NOT** receive the \$100 incentive.

Please bring with you reading glasses or anything else that you need to read with or take part in the discussion.

Thank you for your interest in our study. We look forward to meeting you and hearing your thoughts and opinions.

ATTENTION RECRUITERS

1. Recruit **12** participants for each group.
2. CHECK QUOTAS.
3. Ensure participant has a good speaking (overall responses) & written ability - If in doubt, **DO NOT INVITE**.
4. Do not put names on profile sheet unless you have a firm commitment.
5. Repeat the date, time and location before hanging up.
6. Ask them to arrive 15 minutes prior to the start time.
7. Reminded them of the discussion start and end time

CONFIRMING

1. Confirm at the beginning of the day prior to the day of the groups.
2. Verify qualifying questions – Q2, Q4, Q7, Q10, Q11, Q12
3. Confirm in person; do not leave a message.
4. Verify time and location (ask if they are familiar).
5. Remind participants to glasses if needed.
6. Remind them to arrive 15 minutes prior to the start time
7. Remind them to bring their IDs

Appendix B

Moderator's Guide

Moderator's Guide V5

Recruitment Advertising Success Check 2018

Study Objectives (Confidential - not to be shared with participants)

The research aims to assess reactions from young people 17 to 25 years old who are looking for employment to recruitment marketing materials (including up to two advertising video creatives and three taglines. The review of marketing materials will 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 well-produced;*
- *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;*
- *where the target audience gets their information (social media, website, face-to-face);*
- *the key messages of the video concept are well-received and understood;*
- *the effectiveness of each proposed taglines (up to 5)*

The research will assess reactions to two soundtracks that could be used in a video.

The research will identify where young people obtain information and advice about education.

The research will gain insight into young people's basic expectations as it relates to their career and their perceptions of CAF as an employer.

Introduction/Paperwork/Warm-up

10 minutes

- **Welcome** – Introduce self and role as a moderator (keep us on topic and on time)
- **Sponsor:** Government of Canada; Department of National Defence
- **Topic:** Today I would like your opinion on advertisements. Please note that this is **not** a recruiting session for the Canadian Armed Forces
- **Length:** Our discussion will last about 2 hours; no breaks
- **Process:** All opinions are important; looking to understand agreement/disagreement; talk one at a time; interested in hearing from everyone.
- **Logistics:** Audio/Video taping; observation
- **Confidentiality:** Your comments are anonymous; no names in reports. Nothing you will say will affect your dealings with the Government of Canada.
- **Participant introduction:** first name, who lives in their house; current occupation (students: probe for field of study).

Video Creative Testing

50 minutes

Let's have a look at the advertisements. We will look at two 30-second videos for the Canadian Armed Forces. These videos could be seen online, in cinemas or on television, for example. We will discuss each video one at a time. ***MODERATOR PLAYS EACH VIDEO TWICE BEFORE EXERCISE AND DISCUSSION – PLAY ALL VIDEOS BEFORE THE EXERCISE AND DISCUSSION – ROTATE PRESENTATION ORDER OF VIDEOS ACROSS GROUPS BASED ON THE FOLLOWING SCHEDULE***

	Montreal G1	Montreal G2	Toronto G1	Toronto G2
1 st video	Concept A – Music A	Concept B – Music B	Concept B – Music B	Concept A – Music A
2 nd video	Concept B – Music A	Concept A – Music B	Concept A – Music B	Concept B – Music A

EXERCISE #1: Take a moment to jot down your individual thoughts before we discuss these videos as a group. On your worksheet: 1) jot down a few words to describe your initial reactions to these videos; 2) indicate what is the main points these videos are trying to get across (main messages); 3) briefly describe who these videos are speaking to; and 4) answer four simple questions. I will give you a few minutes to do so.

Now let's talk about this idea together...

MODERATOR TO PROBE ON DIFFERENCES BETWEEN VIDEOS WHERE RELEVANT

Intent / Message/Tone:

- In a word or two, what is your overall reaction to these videos?
- What are the main points they are trying to get across (main messages)?
- Do you believe what the videos are saying? Why/why not?
- How would you describe the tone or the emotions you feel after seeing this? **PROBE:** anything offensive or disturbing
- Is anything surprising in the videos?
- Is anything unclear, confusing, or problematic?
- What else do you like or dislike about these?

Relevance / Target Audience / Tone:

- Would these videos catch your attention? If so, which ones? Why/why not?
- Would you watch these through the end?
- To what extent would you remember these?
- Who are they speaking to: you, or someone different?
 - **IF NOT THEM:** Why not you? What would resonate more with you?
- Do these people look like actors or actual CAF members?

Call-to-Action:

- What, if anything, would you do if you saw these videos? What else are they asking people to do?
 - **IF NOT MENTIONED:** To what extent does it make you curious about working for the CAF?
 - Are you personally attracted to anything shown in the videos? Is anything relevant to you?
 - PROBE:** education & training opportunities; career development
- What, if anything would make the videos stronger and more relevant to you?
- Would any of these videos encourage you to seek our information about the CAF? Why/why not?
- These videos are calling attention to specific careers, such as future technicians, data analysts, engineers, and medics. Are these careers you would typically associated with the CAF?
 - Do they capture your interest or attention? Why do you think these careers were featured over others?

Reinforce CAF Brand:

- What do the videos suggest about working for the CAF? **PROBE IF NOT MENTIONED:** First-class professional employer
- And what do the videos suggest about the people working there?
- Based on the videos, what do you think people would get out of working for the CAF? **PROBE:** path to success rather than just a good/interesting job; rewarding and challenging careers; competitive pay and benefits
- Is what the videos showing consistent with the image you have of the CAF?
 - If no, how has your perceptions changed? What elements contributed to shifting your opinion?

Music**10 minutes**

Let's listen to two 30-second soundtracks that could be used in any of the videos we have just seen. **MODERATOR PLAYS EACH SOUNDTRACK ONE AFTER THE OTHER – ROTATE PRESENTATION ORDER ACROSS GROUPS BASED ON THE FOLLOWING SCHEDULE**

Montreal G1	Montreal G2	Toronto G1	Toronto G2
Concept A – Music A + B	Concept B – Music B + A	Concept B – Music B + A	Concept A – Music A + B

- Which music track do you prefer? Why?
- Are there any components from the other one you like?

Taglines**15 minutes**

I'd like to show you taglines that may be used in these videos and in other marketing materials. A tagline is a short phrase that is used in marketing materials – for example at the end of the videos we just saw or on posters or brochures. The specific taglines we will be looking at will be in the form of a “voice over” in the closing scene of the ad, when the Forces badge appears on the black background (right **after** the text “get the best training for your true calling” appears on screen).

EXERCISE #2: The taglines are listed on your exercise sheet. Take a moment and rank the tagline in order of preference, from 1 being your preferred tagline to 3 being the least preferred option. Think about the taglines in terms of how likely the statement will make you consider CAF as an employer. Then explain your top choice. I will give you a moment to do so.

- Which tagline did you like best? Why that one?
- And which did you like least? Why?
- What do each of the other taglines suggest about employment in the CAF?

Education

15 minutes

With these taglines being related to training, I'd like to explore some questions related to education.

- Did you know that the CAF has a paid education program?
- Where would you go to find more information about it?
 - **PROBE:** recruitment center, digital format online, physical booklets...
- Where did you receive most of your information about secondary education options?
 - **PROBE:** guidance counsellor, university fairs, online, family and friends, etc.
- Was going to a Royal Military College ever presented as an option to you?

Branding

20 minutes

For the last part of our discussion, I would like to understand your expectations as you enter the workforce.

- How would you describe a successful career for yourself?
- And what would make your career meaningful?

Now thinking about the CAF ...

- What words or images come to mind when you think of the CAF as an employer? What have you heard about it?
- How does the CAF compare to other employers? Is it perceived as being the same or different?
 - What is similar? And what is different?
- What are the values you feel the CAF embodies?
 - Are these appealing to you? If not, what values would you like to see them embody?
- Do you think being employed in the CAF offers a good work-life balance? Why/why not?

Thanks & Closure

On behalf of the Government of Canada, thank you for your participation.

Exercise #1

Write down a few words to describe your immediate reactions, feelings, and thoughts you have about these videos:

What is the main message?

Who are these videos speaking to?

A) What is your overall appreciation for these videos?

- I really like this video 1
- I like this video 2
- I feel neutral about this video 3
- I dislike this video 4
- I really don't like this video 5

B) How likely are you to recommend a career in the Canadian Armed Forces after seeing these videos?

- Very likely 1
- Somewhat likely 2
- Not very likely 3
- Not at all likely 4

B) How likely are you to consider a career in the Canadian Armed Forces after seeing these videos?

- Very likely 1
- Somewhat likely 2
- Not very likely 3
- Not at all likely 4

D) How likely are you to seek information about the Canadian Armed Forces after seeing these videos?

- Very likely 1
- Somewhat likely 2
- Not very likely 3
- Not at all likely 4

Exercise #2

	RANKING (1 TO 3 WITH 1 BEING PREFERRED)
DISCOVER YOUR POTENTIAL	
FIND THE CAREER THAT FITS YOU	
WHAT ARE YOU TRAINING FOR?	

Please explain your top ranking (#1 ranking).
