



S A G E

RESEARCH CORPORATION

**ENERGUIDE FOR VEHICLES
FUEL CONSUMPTION GUIDE
FOCUS GROUPS
- Final Report -
(Call- Up No. 23496-060002/001/cy)**

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INTRODUCTION

PURPOSE

For the past 10 years, the Transportation Energy Use Division of Natural Resources Canada (NRCan), in cooperation with vehicle manufacturers and other Government of Canada departments, has produced an EnerGuide for Vehicles known as the *Fuel Consumption Guide* (FCG). The FCG provides fuel consumption and related information about current model year light duty vehicles, including passenger cars, pick-up trucks, vans, special purpose vehicles and alternative fuel vehicles. The Guide is intended to help consumers compare model-specific fuel consumption of vehicles as one of the considerations for making purchase or leasing decisions about vehicles.

The overall purpose of the research was to assess the effectiveness of the FCG in order to provide input on the types of revisions that may be required to future editions of the FCG. The specific objectives of the research were:

- To identify the general strengths and weaknesses of the Guide and suggestions for changes:
 - Related to content
 - Related to layout, format, graphics
- To determine what information is either missing or not needed in the Guide

METHOD

Overview: A total of eight 2-hour focus groups were conducted between March 22 and March 30, 2006. Participants in all the groups were provided a copy of the FCG and asked to review the Guide in advance of attending the group discussion.

Location of Focus Groups

Two sessions were held in each of the following cities: Toronto, Calgary, Vancouver and Montréal (French).

Participant Qualifications

All groups had the same recruiting targets:

- Adults 18-69 who:
 - either own or lease their personal vehicle
 - are planning or thinking that they might buy/lease a new vehicle in the next 5 years for personal use
 - would be involved to some extent in making the decision about the vehicle that would be purchased/leased
- Equal representation of men and women
- Within each group, we aimed for a cross-section of participants based on demographic characteristics:

- Education
- Working status and occupation
- Household income
- Family size and composition
- Comfortable reviewing written materials.
- The following exclusions applied:
 - Not participated in qualitative research in the past year, and never participated in qualitative research on this subject.
 - Not employed in any of the following: media, advertising/graphic arts/print production, public relations, or marketing research, federal/provincial/municipal government department dealing with environment or energy related matters, recycling firm, vehicle manufacturer/dealer.

Other Group Details

- **Group size:** There were 8 to 9 participants in each focus group.
- **Pre-placement of materials:** Prior to the focus groups, participants were sent the Fuel Consumption Guide and a brief self-completion questionnaire to facilitate their review of the Guide.
- **Participant incentives:** A higher than average incentive was paid to each participant given the requirement to review the materials in advance of attending the focus group. Participants were paid an honorarium of \$90 in all cities except Calgary. Since the groups were held on a weekend in Calgary, an honorarium of \$100 was paid to each participant in those groups.

LIMITATIONS OF FOCUS GROUP QUALITATIVE RESEARCH

By its very nature, qualitative research is exploratory and directional only. It does not seek to quantify the results of the research nor do the research results project statistically to the attitudes and opinions of the population as a whole.

Qualitative research does, however, produce a richness and depth of response not readily available through other methods of research. It is the insight and direction provided by qualitative research that makes it an appropriate research tool for exploring the public's reactions to the issues under consideration by the Government of Canada.

EXECUTIVE SUMMARY

OVERALL REACTION TO THE FUEL CONSUMPTION GUIDE

Most participants reacted positively to the *Fuel Consumption Guide*. The research did identify some issues with the Guide which bear consideration before the next edition is produced.

ASPECTS OF THE FUEL CONSUMPTION GUIDE GENERALLY LIKED

- The information in the Guide allows a new car buyer to make a more informed choice when buying or leasing a new vehicle.
- The guide is comprehensive.
- The Guide informs the public of additional ways to (a) save money operating one's vehicle, and (b) reduce the impact of vehicle use on the environment.
- The section *Tips on driving and maintaining vehicles* was perceived to be interesting.
- The flip-out panel: Extremely useful tool when working with the Rating Tables.
- *Testing procedures for vehicle fuel consumption*: Interesting and useful to understand the simulated tests that are done to establish fuel consumption ratings
- *EnerGuide for Vehicle Awards*: Generally interesting information, allowing identification of best performing vehicles and manufacturers and comparison to other vehicles in the same category
- *Rating Tables*: Provides fuel consumption data for all vehicles in a single source

ASPECTS OF THE FUEL CONSUMPTION GUIDE GENERALLY SUGGESTED AS REQUIRING IMPROVEMENT

- The front and back covers: The front cover is one of the major weaknesses of the Guide; it does not clearly communicate the content of the publication. The back cover was judged to be visually cluttered and unfocussed in terms of information.
- The flip-out panel: The most significant issue is that the width of the panel is narrower than the Guide itself, and the result is that some information on the panel is hidden by the Guide. Secondary issues are related to increasing the print size and using a listing format rather than a sentence structure.
- *EnerGuide for Vehicle Awards*: Considered redundant and unnecessary to have two separate sections in the Guide devoted to this information.
- Bilingual format: Preference was for a publication split into separate English and French sections, i.e., a single language in each half rather than English and French interspersed.
- The Table of Contents: Should be moved closer to the front of the Guide, either at the beginning or after the *Introduction*.

ASPECTS OF THE FUEL CONSUMPTION GUIDE GENERALLY CONSIDERED NOT USEFUL

- *The cost of driving table*: Majority said this information was not of any practical value.

SECTIONS OF THE FUEL CONSUMPTION GUIDE REQUIRING NRCAN JUDGEMENT BECAUSE OF MIXED REACTIONS FROM PARTICIPANTS

- *About fuel consumption ratings*: While reaction to the information about simulated tests was generally positive, reaction to other parts of this section were mixed. Some suggested dropping the other information, and instead leaving in only a reference to the web site for more information, or moving the information into an Appendix at the end of the Guide.
- *Vehicle classes*: This section is appreciated because it created some visual interest in the Guide. However, as rendered, it generated considerable confusion for participants.
- *Rating Tables*: The Rating Tables were generally liked, but some participants made suggestions for changes:
 - Drop the *mi/gal* and *CO₂ emissions* columns
 - Reduce the level of detail in the *Transmission* column
 - Improve the readability of the tables through formatting, shading or increasing the print size.
 - Clarify the meaning of “special purpose” vehicles
 - Leave the *Rating Tables* where they are in the Guide but reorganize the Guide so all information related to understanding the tables is closer to and precedes the *Rating Tables*.
- *Print size*: Some felt the print size is adequate as is, while some others suggested increasing the print size but not if it adds appreciable length to the Guide

SOMMAIRE EXÉCUTIF

RÉACTION GÉNÉRALE AU GUIDE DE CONSOMMATION DE CARBURANT

La plupart des participants ont réagi positivement au Guide de consommation de carburant. La recherche a permis d'identifier certains problèmes ou certaines questions avec le Guide, qui méritent d'être pris en considération avant que ne soit produit le prochain numéro.

ASPECTS DU GUIDE DE CONSOMMATION DE CARBURANT QUI ONT GÉNÉRALEMENT PLU AUX PARTICIPANTS

- Les renseignements contenus dans le guide permettent à un acheteur de véhicule neuf de faire un choix plus éclairé lors de l'achat ou de la location-bail d'un véhicule neuf.
- Le guide est complet.
- Le guide informe le public des moyens supplémentaires (a) d'économiser de l'argent en faisant fonctionner son véhicule, et (b) de réduire l'impact de l'usage d'un véhicule sur l'environnement.
- La section *Conseils utiles sur la conduite et l'entretien des véhicules* a été perçue comme étant intéressante.
- Le panneau escamotable : un outil extrêmement utile lorsqu'on travaille avec les tableaux d'évaluation.
- *Procédures d'essai de consommation de carburant* : c'est intéressant et utile de comprendre les simulations qui sont effectués pour établir les cotes de consommation de carburant.
- *Prix ÉnerGuide pour les véhicules* : des informations généralement intéressantes permettant d'identifier les véhicules et les constructeurs qui ont le meilleur rendement ainsi que la comparaison avec d'autres véhicules de la même catégorie.
- *Tableaux d'évaluation* : procurent les données sur la consommation de carburant pour tous les véhicules dans une seule source.

ASPECTS DU GUIDE DE CONSOMMATION DE CARBURANT QUI SELON LES RÉPONDANTS NÉCESSITENT UNE AMÉLIORATION

- Les pages couvertures avant et arrière : la couverture avant est l'une des plus importantes faiblesses du guide; elle ne communique pas clairement le contenu de la publication. La couverture arrière a été perçue comme étant encombrée visuellement et l'information n'y est pas très précise.
- Le panneau escamotable : le problème le plus important est que le panneau est plus étroit que le guide lui-même et il en résulte que certaines informations sur le panneau sont cachées par le guide. Les préoccupations secondaires se rapportent à l'augmentation de la taille des caractères et à l'utilisation d'un format de listes plutôt que d'une structure avec phrases.
- *Prix ÉnerGuide pour les véhicules* : considéré redondant et inutile d'avoir deux sections distinctes dans le guide consacrées à cette information.

- Format bilingue : Les participants préféraient que la publication soit séparée en sections anglaise et française distinctes, c.-à-d., une seule langue dans chaque moitié plutôt que l'anglais et le français intercalé.
- La table des matières : elle devrait être déplacée plus à l'avant du guide, soit au début ou après l'*Introduction*.

ASPECTS DU GUIDE DE CONSOMMATION DE CARBURANT QUE LES RÉPONDANTS ONT GÉNÉRALEMENT CONSIDÉRÉ COMME INUTILES

- Le tableau *Le coût de la conduite* : la majorité des participants ont mentionné que ces renseignements n'avaient pas de valeur pratique.

SECTIONS DU GUIDE DE CONSOMMATION DE CARBURANT NÉCESSITANT UNE DÉCISION DE RNC_{an} EN RAISON DES RÉACTIONS MIXTES DE LA PART DES PARTICIPANTS

- *À propos des cotes de consommation de carburant* : Bien que la réaction aux renseignements sur les essais de simulation était généralement positive, la réaction à d'autres parties de cette section fut mixte. Certains participants ont suggéré de laisser tomber les autres renseignements et de ne laisser plutôt qu'une référence au site Web pour obtenir plus de renseignements, ou de déplacer les informations dans une annexe à la fin du guide.
- *Catégories de véhicules* : Cette section est appréciée parce qu'elle crée un certain intérêt visuel dans le guide. Toutefois, telle qu'elle apparaît, elle a entraîné un degré de confusion considérable chez les participants.
- *Tableaux d'évaluation* : Les participants ont généralement aimé les tableaux d'évaluation, mais certains ont fait des suggestions de changements :
 - laisser tomber les colonnes *mi/gal* et *émissions de CO₂*
 - réduire le niveau des détails dans la colonne *Transmission*
 - améliorer la lisibilité des tableaux en changeant le format, en utilisant des ombrages ou en augmentant la taille des caractères
 - clarifier la signification des véhicules « à usage spécial »
 - laisser les *tableaux d'évaluation* à leur place dans le guide, mais réorganiser le guide afin que tous les renseignements se rapportant à la compréhension des tableaux soient plus proche des *tableaux d'évaluation* et les précèdent.
- Taille des caractères : Certains participants étaient d'avis que la taille des caractères est appropriée comme elle l'est, alors que d'autres ont suggéré d'en augmenter la taille mais pas si cela rallonge le guide de manière sensible.

DETAILED FINDINGS

GENERAL OBSERVATIONS

Prior to discussing the results of the focus group sessions, there are some general observations we would like to make that we believe drove some of the reactions to the *Fuel Consumption Guide*.

- **Gender of Participant**

In each group, we targeted for an equal representation of men and women.

From the discussions, it was evident there were some notable differences between female and male participants related to level of interest and level of knowledge about vehicles. This in turn contributed to somewhat different reactions to the *Fuel Consumption Guide* in general and to some of the specific content of the Guide.

Generally speaking, female participants were more likely than male participants to say they are less interested and less knowledgeable about vehicles. This in turn seemed to result in:

- Higher levels of interest in some sections or aspects of the Guide and less in others reported by female participants vs. male participants; for example, women tended to be more interested in sections like *Tips on driving and maintaining vehicles* and *Vehicle classes*, and less interested in sections that included formulas (e.g., *Estimated annual fuel consumption*)
- Reporting of higher levels of confusion or lack of understanding of some of the information provided about vehicles by female participants vs. male participants; this also tended to contribute to more questioning of the value of some of the information presented in the Guide, particularly in the *Rating Tables*.

- **Previous Ownership of a Vehicle**

Across all the groups, we recruited a few participants who did not currently own or lease a vehicle but planned to do so in the next 5 years. Notably, these participants generally tended to be more positive about all aspects of the *Fuel Consumption Guide*. They found the Guide to be educational about vehicles in general and specifically about how they should factor in fuel efficiency as an important consideration in their choice of vehicle.

- **Version of the Guide Reviewed**

Prior to attending the focus group, participants were asked to review the *Fuel Consumption Guide*. Unexpectedly, two different versions of the Guide were provided to participants:

- Most participants received a version with a flip-out chart titled *Understanding the Tables*. This page provided an explanation for the abbreviations used in the vehicle ratings tables, and when opened could be laid along side the ratings pages.
- Some participants were provided with a version that contained the chart -- but the chart was printed on the back of the front cover of the publication and did not flip out. This meant that participants who needed to refer to the legend had to flip back and forth between the rating tables and the front of the Guide.

It was our impression from the discussions that participants who received the version with the flip-out panel were generally more positive about the Guide and tended to be less confused about the information provided (particularly in the rating tables) than those who had the version without the flip-out panel.

OVERALL REACTION TO THE *FUEL CONSUMPTION GUIDE*

Prior to discussing their detailed reactions to the Guide, participants were asked to respond to two broad questions:

- Their first impressions of the *Fuel Consumption Guide* when they first looked at it or leafed through it.
- Their perception of the usefulness of the Guide if they were to buy or lease a new 2006 vehicle.

Notably, only a few participants across all the groups said they had ever seen a copy of the *EnerGuide Fuel Consumption Guide for Vehicles*, suggesting that building awareness and distribution of the Guide will be important.

FIRST IMPRESSIONS OF THE GUIDE

Based simply on the appearance of the *Fuel Consumption Guide*, a considerable number of participants predicted they would not have picked up a copy of the Guide:

- Just based on looking at the Guide, i.e., before leafing through it, many perceived the Fuel Consumption Guide to be quite long. Some participants, particularly women, described the Guide as looking ‘intimidating’ or ‘daunting’ because of its apparent length.
- Quite a few participants said the cover of the Guide does not provide enough information about the content or potential value of the Guide to encourage them to pick it up. (Note: Issues raised about the cover are discussed in more detail later in the report.)

Once participants looked through the Guide and understood that the Guide is presented in bilingual format (i.e., English and French alternated), many, but not all, revised their opinion of the perceived length. Many participants stated that once the dual language issue is factored out, the Guide seems to be a comprehensive document, providing a lot of information in relatively few pages. There were still a few who felt the Guide is too long.

PERCEIVED USEFULNESS OF THE GUIDE

With only a few exceptions, participants said they would find the *Fuel Consumption Guide* useful in making decisions about vehicles they would buy or lease.

It is also worthwhile noting that:

- The few participants who were familiar with the Guide all said they had consulted the Guide in the past and found the information in it to be of value.
- In each of the focus groups, a few participants spontaneously commented that had they seen this publication before their last vehicle purchase/lease, it is quite possible they would have made different decisions about what vehicle to acquire.

At the end of each focus group, the moderator told participants they could keep their copy of the *Fuel Consumption Guide*. Almost everyone took their copy with them, a further indication of the perceived value of the Guide.

OVERALL STRENGTHS OF THE *FUEL CONSUMPTION GUIDE*

The following summarizes the general perceived strengths of the *Fuel Consumption Guide* related to the information in the Guide and how the information is presented. In the next section, we deal with general criticisms about the Guide, again related to both the content of the Guide and how the information itself is presented.

CONTENT OF THE GUIDE

Most participants commented favourably on one or more of the following aspects of the information provided in the *Fuel Consumption Guide*:

- The information in the Guide allows a new car buyer to make a more informed choice when either buying or leasing a new vehicle.
- The Guide is a single data source for information on vehicles. An individual does not need to go to multiple sources (e.g., websites of vehicle manufacturers or dealerships) to compile comparative information about vehicles of interest.
- The Guide is very comprehensive:
 - Covers a wide variety of vehicle types, makes and models
 - In addition to providing detailed information in the Guide itself, it also directs the reader to other sources of information, e.g., websites, for additional or more detailed information on different topics.

Many participants liked the prospect of using this type of information to save money by reducing their fuel costs. Some also appreciated the information because it allowed them to make a contribution to protecting the environment.

Quite a few said the Guide is very informative, containing a lot of useful information about vehicles. The following topics were identified as being particularly interesting:

- The additional ways to (a) save money operating one's vehicle, and (b) to reduce the impact of vehicle use on the environment.
- The testing procedures for vehicle fuel consumption.
- The description and explanation of the different types of fuels vehicles can use
- Information about carbon monoxide emissions from vehicles

Many of the participants indicated they gained new knowledge as a result of reviewing the Guide, with most (and particularly female participants) singling out *Tips on Driving and Maintaining Vehicles* in this regard. A number of participants also said they liked comparing different vehicles to determine which were the most fuel efficient.

PRESENTATION OF INFORMATION IN THE GUIDE

The following details some of the main positive comments about the presentation of the information in the Guide.

- The Guide is generally easy to read and understand; some also felt it had the potential to be a brief and concise document if the bilingual format was changed (i.e., not have English and French interspersed on alternating pages).
- Quite a few liked the size of the Guide; it is easy to handle, carry and store.
- Most participants liked the general layout of the information in the guide:
 - The text is well-spaced and does not seem to be cluttered.
 - The graphics and pictures provide visual variety and interest.

OVERALL WEAKNESSES OF THE FUEL CONSUMPTION GUIDE

The following summarizes the general criticisms of the Guide related to the content of the Guide and how information is presented.

CONTENT OF THE GUIDE

At a general level, criticisms of the content of the Guide related more to information that participants felt was missing from the Guide than criticisms of the content per se of the Guide. And, this type of observation was made by only a small number participants:

- A few felt the Guide should contain more direct and explicit information about CO₂ emissions and how this relates to vehicle fuel usage. Specifically, participants said they wanted to know how much less fuel they should use to meet the Government of Canada's objective for each citizen to reduce their annual greenhouse gas emissions by one tonne.
- A few participants in the English language sessions said they expected a somewhat different message and tone from the Guide given the subject matter. Specifically, the Guide seemed to them to be more informational rather than a call-to-action on environmental issues. They stated that they had expected the Government of Canada would take a 'harder position' on the need for fuel efficiency and reduction of greenhouse gas emissions in view of the commitment to the One Tonne Challenge.

PRESENTATION OF INFORMATION IN THE GUIDE

- ***Bilingual Format***

One of the main criticisms of the Guide was the bilingual format. This aspect of the Guide was consistently raised as an issue by many of the group participants. There were two main types of negative comments about the bilingual set-up used in the Guide:

- There is inconsistency in how the English and French information is presented. On most pages, the English information is on the left side and the corresponding French is on the right side. However, sometimes a different approach is used -- for example:
 - On the inside front cover and page 3, where each single page is split between English and French
 - On pages 18-23, 34-37, where pages are continuous in one language and not interspersed
 This not only tended to annoy readers, but these inconsistencies tended to generate confusion for readers.
- The majority of participants said they would prefer the publication to be split into English and French, i.e., a single language in each half. Many felt this would make it easier to read the Guide and to find information. They also felt this was important to reduce the perceived length of the guide.

There were a few participants who said they would prefer a unilingual Guide; it was their perception that this would reduce the cost of paper and make it easier to carry the Guide.

- **Print Size**

Quite a few participants in the English language sessions commented spontaneously that they would like to see a larger print size used throughout the Guide, and particularly for the *Fuel Rating Tables* and the table legend, *Understanding the Tables*.

While others agreed that the Guide might be easier to read if the font size was increased, they also indicated they did not want the Guide to appear to be longer and would be willing to trade off print size to keep the Guide shorter. Some of these individuals also felt there were other visual devices (e.g., shading, spacing, etc.) that could be used in the *Rating Tables* to improve readability.

- **Use of Colour in the Guide**

A few participants, particularly women, felt the Guide would be more interesting if there was some use of colour in the publication, even if it was just a 'splash of colour'. The majority of participants did not support this suggestion. Given the main purpose of the Guide is seen to be related to making a one-time vehicle purchase/lease decision, it is judged to have a short lifecycle, and not to be a publication that one is expected to hang on to or to consult over time. As such, they perceived that the added cost of colour for the Guide outweighed any value that might be gained.

THE COVER OF THE *FUEL CONSUMPTION GUIDE*

Reactions to the cover of the *Fuel Consumption Guide* are summarized separately for the front cover, the flip-out panel, and the back cover.

FRONT COVER

There was a considerable amount of discussion of the front cover of the Guide in all the sessions.

There was some discussion about the blue colour of the cover:

- A number of participants, albeit a minority, said they liked the colour.
- Some described the cover colour as boring, unattractive and unappealing.
- There were others who said the colour of the cover was not a particularly important consideration for them relative to the content of the Guide.

There were quite a few comments by many participants about both how information was shown on the front cover and what type of information appear on the cover. Many participants were critical of the front cover because it was not seen to do a good job in communicating either the content of the Guide or the value of the information to the driving public. One participant summed up the view of many others:

“How many people know what they are looking at when they are looking at this Guide?”

Participants made the following types of observations:

- Many participants stated that there is nothing on the cover that *immediately* says this is a publication about vehicles:
 - The year 2006 is larger and more dominant than any other information on the cover. The EnerGuide symbol is the next most dominant visual on the cover. Most associate the symbol primarily with major household appliances and secondarily with homes (e.g., air conditioning, heating, windows and doors). Only a few associate it with vehicles.
 - The title of the Guide, i.e., *Fuel Consumption Guide/Guide de Consommation de Carburant* could be about anything to do with fuel usage in the home or elsewhere
 - Some participants said they did not even notice the gas pump nozzle on the cover, while others said they noticed it but did not know what it was.
- Many participants were unfamiliar with the EnerGuide label for vehicles or with the type of information that is on the label. As a result, it was not a strong visual cue that this publication is about vehicles.

Some also said the label size is quite small, and does not stand out and is easily missed even if one is familiar with it.
- Some participants pointed out that even if one figured out what the Guide is about, there is still no compelling reason to pick it up. For example, there is nothing on the cover that promotes the benefits of the information in the Guide:
 - First and foremost that individuals can save money.

- Secondly that their choice of vehicles can make a positive contribution to improving the environment.

Participants made the following suggestions for how to change and improve the cover of the Guide to ensure that more people pick it up:

- Add the word “Automotive” to the title, i.e., *Automotive Fuel Consumption Guide*.
- Make the title *Automotive Fuel Consumption Guide* larger than the year 2006.
- Make more of a link between the title of the Guide, the EnerGuide symbol itself and the EnerGuide label for vehicles.
- Replace airbrushed gas nozzle pump imagery with a vehicle and graphically ensure that there is more contrast between the imagery and the background colour; a few also suggested adding a human figure for visual appeal.
- Include a brief but explicit message about the potential benefits of picking up and reading the Guide.

THE FLIP-OUT PANEL

Some participants received the version of the Guide with no flip-out panel so that the information for *Understanding the Tables* appeared on the inside back of the front cover itself. Most participants however did receive the version with the flip-out panel.

As mentioned previously, there was a notable difference in general reaction to the Guide depending on which version an individual received – those who reviewed the version with the flip-out panel tended to be more positive about the Guide than those who received the version without the panel. The main reason was that the flip-out feature was seen to be very helpful in more easily reading the tables, because one could consult the legend when reading the tables rather than having to flip back and forth between the inside cover and the tables. Almost without exception, if the legend for the rating tables is to be left in the front of the Guide, then participants said they would prefer to have a flip-out panel.

There is however one considerable problem with the current design of the flip-out panel -- namely, its width is narrower than the Guide itself. Therefore, when the panel is opened, some of the information on the right hand side of the panel is hidden by the Guide. Another advantage of such flip-outs is that they can be used as a page marker. But again because of the narrow width, it is not possible to use the panel in this way.

Some participants in the English language sessions also suggested a number of changes to how the information was presented on the panel:

- Increase the font size to make it easier to read
- Use more of a listing format, similar to how Model is presented (i.e., a chart set-up vs. a sentence format) to make it easier to relate symbols to their respective descriptions.

Participants felt that both of these changes were easily doable if the entire panel was devoted to one language rather than the current bilingual format, i.e., split in the middle, with English on top and French on the bottom.

THE BACK COVER

Many participants either did not even look at the back cover or did not comment on it. However, those who did look at the back cover usually judged it to be visually cluttered, and unfocussed and seemingly without purpose in terms of the information it contains. For example, some questioned why the reader is being invited to phone or visit the website to find out about the EnerGuide winners when these are already listed in the Guide. In Montréal, some participants suggested that a better use of the back cover would be to list all the winners rather than in the body of the Guide.

A few participants did like the back cover because it specifically deals with climate change and seems to communicate some urgency in the need to protect our environment.

THE TABLE OF CONTENTS

The *Table of Contents* appears on page 8 English/page 9 French of the Guide. Many participants suggested it should be moved closer to the front of the Guide, either right at the beginning or after the *Introduction*.

Some participants did not perceive a problem with its current location. They felt the Guide is relatively short and it seemed logical to them to have the *Table of Contents* follow the various messages and *Introduction*. Some of these participants also pointed out that if the Guide is separated by language, then the *Table of Contents* will in fact be much closer to the beginning of the Guide in both languages.

A few participants in the English-language sessions suggested changes to the presentation and organization of the *Table of Contents*:

- Instead of bolding all titles, which seemed to give all equal importance, it was suggested that bolding be used only for main titles or headings.
- Use dotted lines to connect the headings with the page numbers to make it easier to read across.
- It is unnecessary to repeat the bracketed statement *including alternative fuel vehicles* for all the tables.
- Increase the print size.

RATING TABLES

In this section of the report, we report on participants' reactions to how the information was organized in this section of the Guide, and participant comments about each column of information provided in the *Rating Tables*. As appropriate we will flag issues and sources of confusion noted by participants. That being said, there are some general observations about the results that are worth noting:

- As we discussed earlier, female participants were more likely than male participants to say they are less interested and less knowledgeable about vehicles. Generally speaking, this may have contributed to female participants:
 - reporting a higher level of confusion or lack of understanding about some of the information in the rating tables
 - being more likely to question the value of some of the information presented in the tables.
- It is also the case that those participants who had the version of the Guide with the flip-out panel and understood how to use it (i.e., open it and lay it along side the ratings pages) tended to be less confused than those who had the version without the panel or who had not figured out how the panel is to be used.

OVERVIEW

Without exception, participants found this section of the Guide to be useful:

- Fuel consumption information for all vehicles is available in a single source.
- It makes it easy to compare one vehicle with another without having to go to different sources for the information.

THE CATEGORIES USED IN THE FUEL CONSUMPTION RATINGS TABLES

With only one or two exceptions, the grouping of vehicles into four categories -- i.e., automobiles, pick-up trucks, vans and special purpose vehicles -- was judged appropriate.

One significant issue did emerge, however. Quite a few participants were confused by the category "special purpose vehicles". For most, this was not synonymous with SUVs and some said they had no idea what types of vehicles would be included in such a category. (This is discussed in more detail in the section on *Vehicle Classes*.)

A few participants said they had difficulty finding minivans/mini-fourgonnettes in the listings since only the category vans/fourgonnettes is shown on page 55.

THE COLUMNS OF THE RATING TABLES

The Class/Categorie Column

- Some felt this information was straightforward and easy to understand.
- There were some others, particularly female participants, who found this column confusing.
- The following types of issues were identified by participants:
 - Letters assigned to class of vehicle are not intuitive in either English or French (e.g., two-seater = T) requiring people to constantly refer to the legend. This was a more complicated task for those without the flip-out panel.
 - Some said they knew little about vehicles, and the differences among classes of cars (i.e., sub-compact, compact, mid-size) was unclear. Notably, looking at the visual representation of these vehicles (*Vehicle Classes*, pages 18-19) did not solve this confusion.
 - Participants who made these types of comments generally tended to question the value of the information in this column and more often than not suggested it could be dropped from the rating tables.
 - Several participants in one English group suggested replacing the word ‘class’ with ‘category’ to better explain the information in the column (i.e., the reference is to a type of car not to first, second, third class, etc.).

The Engine Size/Cylindrée Column

- In the English-language sessions, quite a few participants said they had not looked at the information in this column, and this was particularly the case among female participants. These participants tended to fall into two broad categories:
 - Some participants ignored this column because either they were uninterested in cars or said they did not know how this information related to fuel consumption ratings.
 - Some looked at the legend provided in *Understanding the Tables* for an explanation about the content of this column. Most said the description provided for engine size, i.e., *the total displacement of all cylinders (in litres)* was insufficient for them to understand this column in general or to understand the value of the information provided.
- A similar pattern emerged in the French-language sessions, albeit there seemed to be more confusion reported in Montréal than elsewhere:
 - Generally, quite a few participants, particularly women, agreed that a more detailed explanation was required. One participant suggested the following would clarify the meaning of the information:

Une mesure de la grosseur du moteur exprimée en litres. Plus un moteur est gros, plus il a tendance à consommer du carburant.
(A measure of the size of the engine expressed in litres. The bigger the engine, the higher the amount of fuel it tends to use.)
 - What added to the confusion is that the word *Cylindrée* is very similar to the title of the next column *Cylindres*. Participants noted that the English title *Engine Size* was easier to understand as it more clearly indicates the nature of the data.

The Cylinders/Cylindres Column

- A few participants, all of them women, were either confused by the information provided in this column or questioned its value, either because they were uninterested in this level of detail or because they did not know how to use this information.

Notably, the only explanation for Cylinders provided in the Guide is in *Understanding the Tables*, (i.e., *the number of engine cylinders or engine rotors, rotary engine*) and this was judged to be inadequate to clarify the meaning of the information in this column.

It was suggested the following explanation be added to the legend to improve comprehension:

Plus un moteur a de cylindres, plus il a tendance à consommer du carburant.

(The greater the number of cylinders in an engine, the higher the amount of fuel it tends to use.)

The Fuel/Carburant Column

- It was our impression that most participants did not look at this column at all, while there were others who explicitly stated that they did not consider this information to be of any particular value.
- A few participants in each of the English-language sessions questioned the letters assigned to different types of fuels, in particular the letters assigned to the more commonly used fuel types. They suggested that:
 - the letter *R* rather than *X* would be more appropriate for regular unleaded gas
 - the letter *P* rather than *Z* would be more appropriate for premium unleaded gas

Their point was that given the number of abbreviations and letters being used in the tables, it would make it easier for them to refer to the information if there was some intuitive relationship between letters and the items to which they were being assigned.

The Transmission Column

- In discussion of the value of the information in this column, most participants judged it to be:
 - Too detailed
 - Overly and unnecessarily precise
 - Too complicated to take in at a glance, requiring constant referral to the legend to find the explanation for 2-3 codes per vehicle; and again, this was a more complicated task for those without the flip-out panel.
- Most participants felt that for purposes of comparing vehicles, it was sufficient to have only two categories – automatic and standard.
- There were also some other participants, mostly women, who said they need more explanation about transmissions in general, i.e., what is the relationship between types of transmission and fuel consumption. Without this, quite a few of them questioned the value of the information in this column.
- One additional thing contributed to confusion for this column -- the letter *E* was assigned to two different transmission types, i.e., *electronic automatic* and *electronic overdrive*.

The Consumption/Consumption Columns

The Per year/Par an Columns

- Most participants said they would prefer to have one number to use as a simple way of comparing different vehicles. As such, most said they tended to gravitate towards annual cost or annual usage columns. No one expressed any problems understanding the information in either of these columns. There were however differences in opinion about the perceived value of the actual numbers provided.
- It was our impression that most participants would prefer to use the annual cost figure, consistent with the major value they perceived from the Guide. However, participants had different views and perceptions about the validity and thus the usefulness of the numbers in this column.
 - Some participants said they would simply use this one number as a comparative tool to narrow down their choices, and not as an absolute dollar amount, i.e., the cost of fuelling their vehicles. There were however, two types of participants who made up this group:
 - Those who were unaware of the underlying assumptions that generated this single number (city/highway driving ratios and cost per litre)
 - Those who were aware of but unconcerned about the input factors, i.e., it allowed them to make an ‘apples to apples’ comparison across vehicles because the same ratios and factors had been used.
 - Some participants looked to this information to provide them with an annual cost for fuel. However, since the dollar amount was based on a per litre cost that does not reflect current prices at the pump, they rejected the value of this information on the basis that it gave them a false perception of what it would cost to run a vehicle. Most of these participants also suggested removing this column.
- There were similar issues raised for the fuel per year column as for the annual cost column, in terms of validity and usefulness of the data:
 - Some participants judged it to be a useful yardstick for comparing different vehicles, regardless of the underlying assumptions used to generate the numbers.
 - In the English-language sessions, there were some participants who did not feel the numbers in this column were of value to them. They stated that the 55% city/45% highway ratio on which this total was based did not reflect their driving patterns and thus was not useful to them.
- Some participants suggested that in this section of the Guide it is important to reference the pages in the Guide where the calculations are explained, so those who wish to can work out their own numbers. This included a suggestion by a couple of participants that a blank formula should be included in the Guide so an individual could work out his/her calculations for fuel cost for a vehicle.

Note: Some participants felt that *The cost of driving* table was useful in this respect.

The L/100km and mi./gal. Columns

- On balance, more participants felt that only the L/100km data should be shown and the miles per gallon dropped, given that the metric system has been in use in Canada for quite a long time and that fuel in Canada is purchased in litres only.

- It was also evident that the miles/per gallon measurement was a source of confusion for younger participants, who did not understand why the scale for miles per gallon is the inverse of that for litres per 100 km.
- Some older participants in the groups said they still tended to feel more comfortable with the miles per gallon than they did with the metric system. They said they had difficulty dealing with the concept of the metric system for fuel usage, i.e., the idea that the lower the number for city or highway driving the more fuel efficient the vehicle, the inverse of the imperial system.

A few also commented that the measurement would be more understandable to them if it was kms per litre.

- We note a further observation made by one participant. This individual suggested dropping the miles per gallon column for the same reason noted above. Another reason, though, was that they felt it is unnecessary in one table to have 4 measurements of the same information.

The CO₂ Emissions/year/Emmissions de CO₂ Column

- There was very mixed reaction to the information in this column.
- A few participants said they were very interested in the information in this column and said they would definitely use it to compare vehicles.
- A few said they were just starting to read about greenhouse gas emissions and were pleased to see information about it included in this type of publication. They too said this was information they would take into account when buying or leasing a new vehicle.
- Quite a few others felt this information was unnecessary – they felt they did not have to concern themselves with CO₂ emissions since they would be buying or leasing a new vehicle. It was their perception that all new vehicles are built to be more environmentally friendly, and so this is not a factor they would have to take into consideration. Some of these participants also said that fuel efficiency is more important to them as a deciding factor in their choice of vehicle.
- There were also some participants, particularly women, who made the following types of comments:

“I don’t really understand CO₂ emissions. What does it mean?”

“I don’t really know what is a good number or a bad number. I know the lower the number the better but what is a good number?”

And some were also confused between CO₂ emissions and provincial emissions tests:

“If my car passes the emissions test, I’m OK. I don’t have to worry about this.”

MISSING INFORMATION

A few participants in the English-language groups felt there should be one more column of information added to the tables. They wanted to see the MSRP (Manufacturer Suggested Retail Price) for each vehicle. They felt this information would be useful to help them assess how long it would take for a higher-priced, more fuel efficient vehicle (e.g., a hybrid) to pay for itself over time.

PRESENTATION OF THE INFORMATION IN THE RATING TABLES

Layout, Graphics, Colour

There were mixed reactions to how the information in the tables was presented:

- Most participants found it useful to have the grey shading in the tables because it helped them differentiate between the columns of information. However, some participants suggested it would be easier to compare vehicles if the grey shading alternated from line to line rather than from column to column, particularly when the vehicles being compared are not on the same page.
- Some participants suggested that rather than shading, they would find it easier to use the tables if there was either more spacing between vehicle listings or if alternate lines across were bolded.
- A few participants suggested the addition of colour to improve readability. Notably, though, most participants stated that the cost associated with this visual device was unnecessary and wasteful.

A number of participants said they missed the reference to the legend on the bottom of each page (i.e., *for explanations see the flip-out chart inside the front cover*), because it did not stand out. For some this meant flipping back and forth throughout the guide looking for some kind of key to be able to understand the letters and numbers used in the tables. They suggested that this reference needs to be bolded or highlighted in some way.

One or two participants suggested that:

- When a listing for a manufacturer is split over two pages, the name of the manufacturer should be repeated on the second page.
- The last 3 columns in the tables all have 4 digits; to remind the reader about the information in each, i.e., rather than having to go back to the column heading, it was suggested that a \$ sign, L for litres and kg be added after each number or after each number on every Nth line to serve as a reminder.

Print Size

Almost all the participants in the Montréal sessions felt the print size in this section of the Guide was adequate. However, there was no consensus reached in the English-language sessions about print size:

- A number of participants in the English-language sessions said they would prefer larger print size be used for the tables.
- Some others stated that it would be unnecessary to increase the print size if changes were made to the shading or spacing. In the self-completion questionnaire, a few specifically pointed out that there are a number of pages in the rating tables section that have unused white space (e.g., pages 51, 56, 62), and thus making this change to the Guide did not need to increase the total number of pages in the Guide.
- Some others felt this needs to be weighed against increasing the total number of pages in the Guide. These participants were willing to accept a smaller print size in order to reduce the perceived length.

ORGANIZATION OF THE GUIDE RELATIVE TO THE RATING TABLES

For readers to get maximum value from the *Rating Tables* (a) to identify the most fuel-efficient vehicle that meets their needs and (b) to help reduce the negative impact of vehicles on the environment, they:

- 1) Need to understand the different categories of information and where to find more explanation about each category to improve their understanding.
- 2) Need to find an explanation of the abbreviations being used in the tables and where easily to find this information.

With the current organization and design of the Guide, quite a few of the participants said they had difficulty finding the explanations they needed. There were in fact a few participants who, for example:

- Did not succeed in finding the chart that explained the abbreviations used in the rating tables. (Note: This was despite the fact that in the self-completion questionnaire sent to participants with the Guide, specific instructions were provided on where to find the legend.)
- Based on the types of questions they raised during the group discussion, it was evident they had missed information in the Guide

As will be discussed later, most participants judged the location of the rating tables themselves in the Guide to be appropriate, and they did not feel the tables should be moved to the front of the Guide. However, the following observations were made:

- The content of the Guide should be reorganized so that all information related to understanding the tables is closer to and precedes the *Rating Tables*. This includes:
 - *Vehicle classes*
 - *Estimated annual fuel consumption*
 - *Estimated annual fuel cost and The cost of driving table*
 - *Estimated annual carbon dioxide emissions*
- For the abbreviations, most liked the concept of the table legends being on a flip-out chart they could line up physically with the rating information. Many would be satisfied with the flip-out cover design currently on the Guide, albeit:
 - With some of the changes discussed previously to the size of page, the size of print, etc.
 - As long as both its presence and location are more clearly identified in the Guide, either before the *Rating Tables* or more clearly identified at the bottom of the each page in the *Rating Tables*.

With regard to the location of the table legends, there were some participants who suggested that the flip-out chart should be physically closer to the tables themselves rather than on the inside of the front cover of the Guide.

Importantly, participants agreed that if the Guide is produced without a flip-out cover or page within the Guide itself, they would prefer to have the legend at the bottom of each page as is standard with most publications.

After detailed discussion of the *Rating Tables*, participants were asked directly if the tables should be moved to the front of the Guide.

- Most participants felt the *Rating Tables* should be left where they are and not be moved to the front of the Guide. The general feeling was that the current Guide sets out information in a logical manner. The information leading up to the *Rating Tables* provides important explanations and preambles that users of the Guide need. Otherwise, they believe that potential users will perceive the Guide to be too technical.
- Some participants (most of whom we would classify as being quite knowledgeable about vehicles) said they would prefer to have the *Rating Tables* at the front of the Guide. They did not feel they needed most of the other information in the Guide.

ENERGUIDE FOR VEHICLES AWARDS

REACTION TO THE INFORMATION PROVIDED IN THE CURRENT GUIDE

Most participants found the information about winning cars generally interesting and to some extent useful. This information allowed them:

- To identify the best performing vehicles and the manufacturers who have made an effort to improve the fuel efficiency of their vehicles.
- To compare the fuel consumption of the winning cars with that of other vehicles in the same category.

Some participants who did not find this information useful indicated this had little news value. They expected that hybrids would be the winners and unless one was in the market for this type of vehicle or could afford one, it did not help them choose a vehicle for themselves.

Most participants noticed (although some did not) that the information on the winning vehicles is presented in two sections of the Guide -- the listing of the winners by name, and then the detailed information about each in the section at the back of the Guide. Many were of the opinion that it was redundant and unnecessary to have two separate sections of the Guide devoted to this information, not to mention the reference to it yet again on the back cover. They made a number of suggestions for how to regroup this information:

- Put all information about winning vehicles as the first page of the Rating Tables. This would eliminate the need for the list presented on page 10 English/page 11 French, as the table itself would meet that need.
- Leave the listing on the current pages in the front of the Guide, eliminate the table on page 63, and highlight winners in one of two ways:
 - Visually in the existing tables with an asterisk, star or bolding
 - Put the winners at the top of each page where a category of vehicle is shown, i.e., all automobile winners, vans, etc.

(Note: No one seemed to notice or comment on the fact that the EnerGuide Award Winners were already incorporated into the current tables.)

Those who did not find this information useful suggested it was sufficient to have a reference in the Guide to the website for those who be interested in looking up the information.

One further point to note – many of the participants in Montréal judged the expression *chaque année modèle* to be poor French.

REACTION TO INCREASING THE NUMBER OF ENERGUIDE AWARD WINNERS LISTED IN THE GUIDE

There were some notable differences between the participants in Montreal versus the rest of Canada with regard to whether or not participants would like to see more award winning vehicles listed in the Guide:

- In Montréal, none of the participants felt it was warranted to list more winning vehicles in each category:
 - Some because they felt that listing more vehicles would reduce the perceived value of the awards.
 - A few because they could not see how this information would be useful to them.
- In the rest of Canada, most participants said they would be interested in seeing a longer list, and a number of participants brought up this suggestion in the discussion unprompted. Notably, some of the participants who had initially stated that they saw little value in this information, changed their minds when they heard others talk about a longer listing.

The discussion in the groups focused both on how to organize the listings and the number of winners to show in each category.

With regard to categories, the following suggestions were made, although there was no consensus in the groups:

- Show the best vehicles within category (10 classes) and within fuel segment, e.g., the top compact that runs on diesel, top compact for gasoline, etc.
- Show the best vehicles within fuel segment, e.g., hybrids should be in their own category because they will always win against other vehicles in their respective class.
- Show the best vehicles from each manufacturer with the caveat that the vehicles being listed have met some minimum fuel-efficiency criteria in order to be listed.

In terms of the number of vehicles to show in each category, most participants felt 3 should be the maximum (e.g., the gold, silver, bronze analogy) and a few suggested 5 listings as the maximum. In response to a question from the moderator about top 10, the majority of participants felt this was too many to deal with.

VEHICLE CLASSES

Most participants liked this section because it created some visual interest in the Guide.

In Montréal, all the participants perceived this section of the Guide to be useful. They appreciated seeing a picture of each class of vehicle because it helps in understanding the various classes.

Some participants in the English-language sessions shared the views expressed by participants in Montréal. However:

- A considerable number of participants, including some of those who liked the visual interest, were critical of how the information was presented or were confused by the information. Notably there seemed to be more confusion among the female participants than among the male participants.
- There were also some participants who did not feel this section was necessary, with or without the illustrations:
 - They know the categories/classes of vehicles
 - If one is interested in buying or leasing a car, one goes to the automobile ratings and finds the car of interest; if one is considering a van, one goes to the ratings for vans, and so on; you don't need a picture of a vehicle to help you do that.

The following details examples of the issues raised by participants and some of their sources of confusion:

- What is a 'special purpose vehicle'?
 - This is not a category most have heard of and it is not a category they associate with SUVs.
 - The following were given as examples of how participants interpreted this category:
 - Category for Commercial vehicles or for a special purpose, not just people*
 - For those with disabilities or special needs*
 - The description for a huge category that includes a lot of different types of vehicles*
 - The category for hybrids, since the picture used to illustrate this category was the Ford Escape Hybrid*
- The introductory sentence to this section reads as follows: *Cars are divided into six classes on the basis of interior volume.....* However:
 - There are 10 different pictures shown for 6 classes
 - The interior volume is shown for only 4 cars, not 6
 - *Why are cars divided into class by their interior volume? I have never heard of this and don't understand the interior volume measurement.*
- It is hard to tell the differences among vehicles from the pictures; they all look the same size.
- *Why are there so many car and so few truck categories?*
- *Thought this was just an illustration of the EnerGuide Award winners.*

A few participants in each of the groups initially did not realize that different types of vehicles are presented on each page, as they tended to look only on the page where their respective language version was typically located. Some had assumed that not all types of vehicles are being shown.

In comparison, there were some participants who liked the layout of the pictures, with each page well balanced against the other.

In the English-language sessions, some participants made the following suggestions for improvements:

- The visuals need to be better scaled to show the differences in size of vehicles, particularly for cars.
- All vehicle classes should be lined up on the side of the page, with cubic measurements beside each; this could serve to accomplish differentiation in size and also keep the images to one page.
- Line drawings or outlines of generic vehicles could be used rather than actual pictures.

A few participants, mostly women, also suggested that this page would be more interesting if the pictures were in colour.

The following summarizes a few other comments made by participants:

- Most participants in Montréal were confused by the meaning of the background illustration in this section; no one seemed to be able to guess what it was.
- A few participants suggested increasing the print size for the name of each class of vehicle.
- One or two participants suggested adding the class icon found at the top of pages 40 to 62 in the title bar for each class of vehicle.

ABOUT FUEL CONSUMPTION RATINGS

This chapter covers the following sections of the Guide:

About fuel consumption ratings

Testing procedures for vehicle fuel consumption

Your fuel consumption rates may differ from those in the Guide

In the Montréal sessions, all the participants found these sections useful – it provides an explanation of the underlying calculations for the *Rating Tables*.

In the English-language sessions, there was a more mixed reaction to this information:

- Some participants found the information useful and did so for the same reason as those in Montréal.
- Some participants felt there was too much information in these sections overall, but did indicate that there were certain segments or parts that were useful to have (e.g., the information about testing procedures).
- Some others felt that useful or not, this was too much detail to include in the body of the Guide. They made one of two suggestions for how to deal with the information in these sections:
 - Move all three sections to an Appendix in the back of the Guide (after the *Rating Tables*)
 - Keep only the following in the Guide under the heading of *About fuel consumption ratings*:

Vehicle manufacturer's used standardized testing and analytical procedures approved by Transport Canada, to generate the vehicle fuel consumption rating data used in the Guide. For more information on testing procedures visit Transport Canada's Road Safety web site at www.tc.gc.ca/road

A few participants also justified these types of recommendation by saying they did not personally need all this information – they trust the Government of Canada that the numbers in the Guide are right.

Most participants in the English-language sessions highlighted the description of the simulated tests as being the most interesting and useful. Some said that even if they didn't understand it all, it still gave them an idea of what was involved in the process and provided substance to the ratings information.

Notably, some participants said they had problems with the formula used to calculate highway fuel consumption. In their view, most people drive faster than the 77 km/h and 97km/h; therefore, they questioned the accuracy of fuel consumption data generated on speeds that underestimate how fast most people drive on highways.

The following other issues were flagged in the Montréal groups:

- Many participants did not understand the meaning of the expression *carburants normalisés* (standardized fuels); page 13 *Procédure d'essai de consommation de carburant*
- Some participants who owned all-wheel drive vehicles stated that information on these vehicles was difficult to find as it was buried in rather long sentence; page 13 *Procédure d'essai de consommation de carburant*, second paragraph

- The background picture at the bottom of pages 14 and 15 was judged to be confusing:
 - Some participants thought it was an exhaust pipe, while others understood it was fuel pump.
 - Some participants felt this visual device made reading the bottom paragraph on page 15 more difficult. Participants agreed that this graphic should be placed solely at the bottom of page 14, where there is no text.

A few participants said they had difficulty understanding the various time periods referred to in the *Simulated city course*. One participant suggested using a bullet point format to make it easier to follow.

THE ENERGUIDE LABEL FOR VEHICLES

Most participants found this section useful. Some said they had seen the EnerGuide label for vehicles in dealerships in the past but had not really paid any attention to them, whereas some others said they did not previously know about the label being on all new vehicles. They said they would now look for it when they go to buy or lease a new vehicle. From the information provided in this section, participants felt better equipped to understand the information on the label and to use it.

In terms of the information in the Guide, some participants indicated that:

- They saw little value to the explanation provided on the second page of this section.
- A few others felt it would be better to have the label and the explanation on the same page; otherwise they predicted they would not bother looking at the explanation.

A few others made some comments about the information on the EnerGuide label itself:

- The label should indicate the underlying assumptions for the estimated annual fuel cost, including both the number of kms it was based on and the cost per litre assumption.
- The mi/gal numbers should be removed.

One participant suggested that the figures presented under the magnifying glass should be the same as those on the label.

TIPS ON DRIVING AND MAINTAINING VEHICLES

Most participants perceived this section to be useful. Many said that they learned something new, and a number of them said they would put some of this advice into practice. Others said they were previously aware of most of this information but it served as a good reminder nonetheless, and was appreciated on that basis.

On a more fundamental level though, many participants liked this section of the guide because it gave them ideas for how to reduce their current and future fuel costs (and contribute to improving the environment). The following comment from one participant summed up the sentiment of many others:

“This information has value to me personally. It’s not just about the car you choose but about behaviour and changes in behaviour. You buy a car once but this is ongoing. It’s an important section in this type of publication especially with higher gas prices.”

A number of participants specifically stated that they liked the statistics that appeared in this section. They felt that even if they generally knew about how their driving habits may adversely affect their vehicle’s fuel consumption, seeing percentages or numbers made it much more concrete. Some said that providing this type of information gives one sound reasons to put these tips into practice.

With regard to the specific tips, comments included:

| Tip | Comment |
|---|--|
| Use your air conditioning sparingly: <i>Use your vehicle’s flow-through ventilation or open a window</i> | ✓ Not true/could be wrong: -- burns more fuel than using AC because car is less aerodynamic -- some cars get better mileage with AC than with window open -- at high speeds it is more economical to use AC than to open a window |
| Use a block heater in the winter to warm your engine before starting | ✓ Is it appropriate to recommend using a block heater in a publication that is dealing with fuel efficiency; block heaters requires electricity to run it, so you are saving on one type of fuel while spending it on another |
| Use a block heater in the winter to warm your engine before starting: <i>The best way to warm up your vehicle is to drive it.</i> | ✓ Is this after using a block heater? ✓ Does this apply to new cars only or older ones as well? |
| Measure your tire pressure at least once a month | ✓ Should include a comment that it is not reliable to just look at the tires to see if they are properly inflated but that one needs to use a tire pressure gauge. |
| Leave the car at home or park partway to your destination | ✓ Doesn’t belong in this Guide; i.e., this publication is not about saving the environment but about looking for the most fuel efficient vehicle. |
| Consult your owner’s manual/Follow the manufacturer’s recommended maintenance schedule | ✓ Everyone knows this and this doesn’t need to be included |

The following suggestions for changes to this section of the Guide were each made by one or two participants:

- Reorganize the tips in this section, i.e., identify the most interesting and useful tips and move them to the top of the list as these are the ones most likely to be read.
- Use a bullet point format rather than sentence structure to make it a quicker read.

OTHER SECTIONS OF THE GUIDE

ESTIMATED ANNUAL FUEL CONSUMPTION/ESTIMATED ANNUAL FUEL COST

These sections were only discussed in the English-language groups.

Most participants felt the information in these two sections is useful and important in the sense that these sections spell out the underlying assumptions about annual estimates of fuel consumption and fuel cost that are used to generate the rating tables. Each of these sections also includes formulas to help individuals calculate these figures themselves if they want to do so. With regard to the formulas themselves, there were mixed reactions to their perceived value. A considerable number of participants said they would not use these formulas:

- The numbers are already in the rating tables so they did not need to work these out.
- They did not like math and would not tackle these calculations.

Some other participants, men in particular, said they liked having the formulas. These gave them the tools to work out the most-up-to-date figures based on current costs.

THE COST OF DRIVING TABLE

In Montréal, many participants felt this table was useful as a quick reference point given the constant changes in gasoline prices.

Outside of Montréal, more participants suggested this table is not needed in the Guide than said they would find it useful.

Those who suggested removing the table cited the following types of reasons:

- This is easy math and most people can figure it out for themselves.
- The table is not precise, i.e., it goes up in increments of 10 cents per litre; given the constant changes in gasoline prices chances are one would have to do your own calculations and not be able to use the table.
- The information only applies to vehicles that run on regular gas, not premium.
- All the specific information one needs to compare vehicles is already in the rating tables so this would be unnecessary.

Some participants suggested that the title of the table needs to be changed to state explicitly that this is only about fuel cost, i.e., *The Cost of Fuel for Driving*. Otherwise, they felt it implied the cost for operating a vehicle.

A few participants suggested that in addition to the shading already used for alternate columns, dotted lines similar to those used in the ratings table should be used to make it easier to read across.

ESTIMATED ANNUAL CARBON DIOXIDE EMISSIONS

There were only a few comments about this section of the Guide. A few participants did not understand the abbreviations GHG and GES. For reference, these were last spelt out in the *Introduction*, at the front of the Guide.

One participant was confused by the following text which seemed to be contradictory:

For every litre of gasoline and diesel used, about 2.4 and 2.7 kg of Co₂ are generated, respectively.

For example, a modern diesel vehicle is inherently more fuel efficient than its gasoline equivalent; and for the same distance travelled, a modern diesel vehicle can reduce Co₂ emissions by about 20% compared to a similar gasoline vehicle.

RENEWABLE FUELS AND CARBON DIOXIDE EMISSIONS REDUCTION

A few participants said they wanted more information about the cost of renewable fuels to be able to compare them to the cost of gasoline. If one is trying to be more conscious of the environment, then it important to understand the cost of these alternatives compared to non-renewable fossil fuels.

A few participants also said they would like more information about ethanol.

One participant suggested providing an indication of the amount of polluting gases generated by the production of each fuel. This type of information would convince the reader that these fuels are less polluting across the whole spectrum, from extraction to consumption, if it is indeed the case.

A MESSAGE FROM THE MINISTER

In Montréal, opinions were divided about the relevance of having the picture and a message from the minister in the guide:

- On the positive side, some participants felt that it is interesting to see the face and to hear from the person who is responsible for implementing energy conservation measures in Canada. It gives a more personal touch to the message and it is reassuring to see that someone with a face is actually in charge of these efforts.
- On the negative side, some participants felt that such an approach seemed like propaganda on the part of the government.

In the rest of Canada, most participants had neither a positive nor negative reaction to the inclusion of this message from the Minister. A few participants said they saw little value to this section. They suggested that the *Introduction* section of the Guide provided the same information in a more neutral, less political fashion. They suggested that if the Minister wanted to include a message, it could be moved to the back of the publication into an Appendix.

A MESSAGE FROM VEHICLE MANUFACTURERS

This was discussed only in the groups in Montreal.

Many participants were annoyed by the text in this section, viewing it as a form of propaganda on the part of the manufacturers and hypocritical.

“On dit: < L’industrie automobile a été la première industrie à conclure volontairement un accord ...visant à réduire considérablement les émissions de gaz à effet de serre > alors que l’industrie automobile est la première à polluer et à rejeter ces technologies. J’ai trouvé que c’était ratoureux.”

(It states that “the auto industry was the first industry to sign a voluntary agreement with the Government of Canada to significantly reduce greenhouse gases...” while the car industry is one of the biggest polluters and it rejects the new technologies. I found that to be sly.)

Some participants said they would have preferred to read a message about concrete steps taken by the government and the industry to reduce the amount of pollution caused by cars.

**APPENDIX:
STUDY MATERIALS**

ENGLISH MATERIALS

EnerGuide for Vehicles Fuel Consumption Guide Screener

Hello, I'm _____ of R.I.S. Christie, a marketing research company. In our business of marketing research, we are frequently asked by our clients in business, government and industry to gather opinions from people such as you. What happens is this. An individual like yourself is chosen to sit down with several others and give ideas and opinions. We are having a few of these sessions, and we may be interested in having you participate.

The organization sponsoring this research is the federal government. The purpose of this research is to get input from the general public about some communication materials regarding environmental issues and vehicles that have been developed. Your help would be greatly appreciated. All information you provide will be kept strictly confidential.

I need to ask you several questions to see if you fit the profile of the type of people we are looking for in this research.

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.*

0) (Record gender):

| | | | | |
|--------|---|---|---|-----------------------|
| Male | 1 | } | → | Monitor quotas |
| Female | 2 | | | |

1) Do you, or does anyone in your household, work for . . . ? (Read list)

| | No | Yes | |
|---|-----------|------------|--|
| A marketing research firm | () | () | <div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;"> <p>If “yes” to any, thank and terminate</p> </div> |
| An advertising agency | () | () | |
| A magazine or newspaper | () | () | |
| A government department dealing with either the environment or energy-related issues | () | () | |
| A radio or television station | () | () | |
| A public relations company | () | () | |
| A recycling firm | () | () | |
| A vehicle manufacturer or dealership | () | () | |

- 2) We would like to talk to people in different age groups. Into which **one** of the following groups should I place you? **(Read list)**

| | | | |
|------------|---|---|------------------------------|
| Under 18 | 1 | → | Thank and terminate |
| 18 - 24 | 2 | } | Recruit cross-section |
| 25 - 34 | 3 | | |
| 35 - 44 | 4 | | |
| 45 - 54 | 5 | | |
| 55 - 69 | 6 | } | Thank and terminate |
| 69 or over | 7 | | |

- 3a) Do you currently own or lease a motor vehicle, that is a car, van or truck for your personal use?

| | | |
|-------------------------|---|---------------------|
| Yes, own/lease | 1 | |
| No, do not own or lease | 2 | → Go to Q.3c |

- 3b) And what make and year is your car, van or truck? **(Record below)**

| | |
|---------------|---------------|
| _____ | _____ |
| (Make) | (Year) |

- 3c) In the next 5 years or so, do you think you might buy or lease a new vehicle for personal use?

| | | |
|-----|---|------------------------------|
| Yes | 1 | |
| No | 2 | → Thank and terminate |

- 3d) And how would you describe your role in the decision-making process for a new vehicle, that is on the purchase or lease of a new vehicle, would you be.....? **(Read list)**

| | | |
|--|---|------------------------------|
| Solely responsible for making this decision | 1 | |
| Jointly responsible for making the purchase/lease decision | 2 | |
| Not be involved in making the purchase/lease decision | 3 | → Thank and terminate |

- 4) What is the highest level of education you have received? **(Do not read list)**

| | |
|-----------------------------------|---|
| Some high school or less | 1 |
| Completed high school | 2 |
| Post-secondary technical training | 3 |
| Some college/university | 4 |
| Completed college/university | 5 |
| Post-graduate studies | 6 |

- 5a) Are you currently in the paid labour force?

1.1 Yes **Full-time 1** Is that . . .? **(Read list)**

or

Part-time 2 → **Ask Q.5b**

No Would you classify yourself as . . .? **(Read list)**

Student 3

Homemaker 4

Retired 5 → **Ask Q.5b (past tense)**

Unemployed 6

Other 7

- 5b) And what is (was) your occupation? That is, the type of work you do (did) and the type of company you work(ed) for?

(Type of work)

(Type of company)

(If retired, check occupation against exclusions on p.1)

Re Q5a/5b: Recruit cross-section.

- 6) We would like to talk to a cross-section of people with different income levels. Which ONE of the following groups best describes your total household income before taxes in 2005? **(Read list)**

| | |
|---------------------|---|
| Under \$30,000 | 1 |
| \$30,000 - \$44,000 | 2 |
| \$45,000 - \$59,000 | 3 |
| \$60,000 - \$74,000 | 4 |
| \$75,000 or more | 5 |

7) As I mentioned to you earlier, we are organizing some discussion groups among people like yourself. Have you ever taken part in such discussion groups?

| | | |
|-----|---|--|
| Yes | 1 | |
| No | 2 | → Go to appropriate city invitation |

8a) And when was the last time you attended a discussion group?

| | | |
|-----------------------------------|---|------------------------------|
| 12 months ago or less | 1 | → Thank and terminate |
| OR more than 12 months ago | 2 | |

8b) What topics have you ever discussed?

(If related to environmental issues or vehicles, thank and terminate)

Invitation for all cities except Calgary:

9) Thank you. Let me explain a little bit about what we will be asking each participant to do and how the process works.

We are also asking people to review some materials in advance of attending the actual group discussion and also to fill out a brief questionnaire about your reactions and opinions about the materials.

The way it would work is that we would deliver these materials to you approximately 3 or 4 days before the discussion session to give you time to review the materials. You will be asked to bring all the materials with you to the group discussion.

Is there any reason why you could not participate in this type of study?

Yes 1
 No 2

Terminate if respondent gives a reason such as sight, hearing, verbal, or related to writing, or if they think they may have difficulty expressing their thoughts.

The actual discussion will last about 2 hours and you will be paid \$90, that is for both reviewing the materials in advance of the sessions and for participating in the group session.

Would you be interested in participating?

Yes 1
 No 2 **Thank and terminate**

Thank you. The discussion will be held (**give date/time/location**); then go to **PLACEMENT INSTRUCTIONS**

Invitation for Calgary only:

9) Thank you. Let me explain a little bit about what we will be asking each participant to do and how the process works.

We are also asking people to review some materials in advance of attending the actual group discussion and also to fill out a brief questionnaire about your reactions and opinions about the materials.

The way it would work is that we would deliver these materials to you approximately 3 or 4 days before the discussion session to give you time to review the materials. You will be asked to bring all the materials with you to the group discussion.

Is there any reason why you could not participate in this type of study?

Yes 1

No 2

Terminate if respondent gives a reason such as sight, hearing, verbal, or related to writing, or if they think they may have difficulty expressing their thoughts.

The actual discussion will last about 2 hours and you will be paid \$100, that is for both reviewing the materials in advance of the sessions and for participating in the group session.

Would you be interested in participating?

Yes 1

No 2 **Thank and terminate**

Thank you. The discussion will be held (**give date/time/location**); then go to **PLACEMENT INSTRUCTIONS**

| City/Date: | Location: | Time: |
|--|--|--|
| Toronto <i>Wed., March 22</i> | InSync/Inspiration 30 Soudan Avenue Suite 300, Imagination Room | 6:00 pm – 8:00 pm: () 8:00 pm – 10:00 pm: () |
| Calgary <i>Sat., March 25</i> | Qualitative Co-Ordination 707 – 10th Avenue S.W. Suite 120 | 10:30 am – 12:30 pm: () 1:00 pm – 3:00 pm: () |
| Vancouver <i>Thurs. March 30</i> | Vancouver Focus 1177 Hornby Street Main Floor | 6:00 pm – 8:00 pm: () 8:00 pm – 10:00 pm: () |
| Montreal <i>Thurs. March 30</i> | AdHoc Research 1250 rue Guy 9th Floor | 6:00 pm – 8:00 pm: () 8:00 pm – 10:00 pm: () |

PLACEMENT INSTRUCTIONS:

We will need to deliver materials to you. So, would you please give me your address and a date and time for when we could deliver the materials to you. Also, someone from our office will be calling you back to confirm these arrangements, so I need to have a phone number where we can reach you during the evening and during the day.

Name: _____

Address: _____

Evening phone: _____ **Day time phone:** _____

Date/Time for Delivery: _____

Thank you very much!

Recruited by: _____

Confirmed by: _____

ENERGUIDE FUEL CONSUMPTION GUIDE FOCUS GROUPS

Dear Participant:

Thank you for agreeing to participate in this research being conducted on behalf of the Government of Canada.

The Government of Canada is interested in getting feedback from the general public on the booklet *EnerGuide Fuel Consumption Guide 2006* to identify if any improvements are required for future editions.

We are asking all focus group participants to review a copy of the *EnerGuide Fuel Consumption Guide 2006* to identify:

- the strengths and weaknesses of the *Guide*, that is the things you like or don't like about the information in the booklet or how the information is organized or how it is presented
- anything that is hard to understand
- any information felt to be unnecessary or too long
- any information that needs to be more detailed or is missing
- any suggestions for improvement to the content, organization or layout of the booklet

In advance of the focus group itself, we ask that you:

- 1) Review the enclosed booklet; please feel free to make any notes in the booklet itself.
- 2) Fill out the questionnaire; please be as detailed as possible in your answers.
- 3) Bring all the materials with you (the *Guide* and the completed questionnaire) to the focus group.

The focus group will be held on X, March , X to X pm, at:

Please arrive 15 minutes early so we can be sure to start the meeting on time.

In the meantime, if you have any questions, please contact the undersigned at xxx .

Yours truly,

Kate Friedlander
Project Manager

QUESTIONNAIRE FOR *ENERGUIDE FUEL CONSUMPTION GUIDE*

Please feel free to review the booklet in the order you choose but be sure to have reviewed the specific sections noted below.

Please complete the questionnaire prior to attending the focus group session.

- 1) Please review the *Table of Contents* (page 8) to help familiarize yourself with the booklet. Please record any comments you have about the *Table of Contents* below: (Anything you liked, did not like, found confusing, suggestions for improvements, etc.)

- 2) Please pretend that you are planning to buy a new car. You have narrowed down your choices to two cars – Ford Focus and Honda Civic. Referring to the section of the *Guide* called *Automobile tables* (page 40), please answer the following questions. (To help you understand the content of the *Automobile Table*, please review ‘*Understanding the tables*’ index on the inside front cover of the *Fuel Consumption Guide*):

- a) Which pieces of information in the tables would you find most useful in helping you decide between the two cars?

- b) As you were comparing the two vehicles, did you find anything confusing about the rating tables?

- c) In your opinion, is any of the information in the rating tables unnecessary?

3) Based on the information in this *Guide*, please answer each of the following questions:

a) Name of the most fuel-efficient mini-van for 2006: _____

b) Section or page number where you got this information: _____

c) Name of the most fuel-efficient 2006 vehicle: _____

d) Section or page number where you got this information: _____

4) Please review *About fuel consumption ratings* (pages 12-16).

Please record any comments you have on the section *About fuel consumption ratings* below:
(Anything you liked, did not like, found confusing, suggestions for improvements, etc.)

5) Please review *Vehicle classes* (page 18).

Please record any comments you have about *Vehicle classes* below: (Anything you liked, did not like, found confusing, suggestions for improvements, etc.)

6) Please review *The EnerGuide label for vehicles* (page 20).

Please record any comments you have about *The EnerGuide label for vehicles* below: (Anything you liked, did not like, found confusing, suggestions for improvements, etc.)

7) Please review *Tips on driving and maintaining vehicles* (page 34).

Please record any comments you have about *Tips on driving and maintaining vehicles* below:
(Anything you liked, did not like, found confusing, suggestions for improvements, etc.)

Please write down anything new that you learned as a result of reading *Tips on driving and maintaining vehicles*.

8) Please review the other sections of the *Guide* and record any comments you have:

Likes:

Dislikes:

Found Confusing:

Not needed or not relevant:

9) Please write down any suggestions for how this *Guide* could be improved, either the content of the *Guide*, the organization of the information or the layout and presentation of the information.

Moderator's Guide

1) Introduction (5 minutes)

- a) **Introduce self, and explain purpose of research:** This research is being sponsored by the Government of Canada. The purpose of the discussion is to review your reactions to the *EnerGuide Fuel Consumption Guide* that we asked you to look at before coming today. Your feedback will help identify any changes or improvements to the Guide.

Has everyone brought their copy of the Guide and the questionnaire with them tonight? You can refer to both as we discuss your opinions

- b) **Review group discussion procedures**

- Role of moderator
- No right or wrong answers
- Anonymous: names will not appear in reports
- Audio-taping
- One-way mirror and presence of observers

- c) **Participant self-introductions:** first name, current car (year and model), occupation

2) Overall Evaluation (40-50 minutes)

- a) What were your first impressions when you first looked at or leafed through this Guide? What kinds of thoughts did you have?
- b) If you were planning to buy or lease a 2006 vehicle, how would you rate this Guide in providing you with useful information? How many would say it is Excellent, very good, OK, fair, poor?

TAKE HAND COUNT AND START QUESTIONING WITH MOST POSITIVE

- In general, what did you particularly like about this Guide? Why?
Probe: Did you learn anything new from this Guide? Why or why not?
- In general, what did you not like about this Guide? Why?
- Was the information in the Guide generally easy to understand or were there certain parts that were more difficult for you to understand?
Probe: What was confusing?
 What suggestions do you have for how this could be improved?
- Probe for positive and negative opinions on each of the following if not mentioned spontaneously and suggestions for improvements
 - Ease of reading, is it reader-friendly
 - Organization of information
 - Layout, graphics, colour, pictures
 - Length, size of print

3) Evaluation of Specific Sections (rest of session)

a) Fuel Consumption Ratings (pages 40-62)

- I am interested in your comments on the Fuel Consumption Ratings. Let's suppose that are planning to buy or lease a vehicle in the next few months and you want to consider fuel efficiency. Would this section of the Guide be helpful?
- What are your comments on this section of the Guide? Please refer to Q.2 on your questionnaire.
 - Probe:** What information did you find useful?
 - What did you indicate as being confusing? Suggestions for improvement
 - What, if any, information do you feel is unnecessary, that could be dropped or made shorter?
- Probe for positive and negative opinions on each of the following if not mentioned spontaneously?
 - Ease of reading,; is it reader-friendly
 - Organization of information
 - Layout, graphics, colour
 - Length, size of print
- What is your opinion of 'Understanding the Tables' index?
 - Was it easy to understand or did you have any difficulty understanding the information?
 - Is it in the right place in the Guide or should it be moved? Reasons why
- In your opinion, would it be better to have the fuel consumption rating information near the front of the Guide or does it not matter? Reasons why
- As you read in the section, the fuel consumption ratings are broken down into 4 main categories – automobiles, pick-up trucks, vans, special purpose vehicles. Should the information for automobiles be shown separately for each class or be left as is? Reasons why

b) EnerGuide for Vehicle Awards (page 10)

- What are your comments on this section of the Guide?
 - Probe:** What information did you find useful?
 - Anything confusing? Suggestions for improvement
 - What, if any, information do you feel is unnecessary?
 - What, if any, information is missing?
- As you read in the section, EnerGuide Award winners are the most fuel efficient vehicles in their classes.
 - Do you think it would be more useful to list more fuel efficient vehicles in each vehicle class or is it better the way it is now? Reasons why?
 - If more vehicles: Do you think there should be a maximum or minimum number of vehicles identified in each class as being the most fuel efficient?

c) About Fuel Consumption Ratings (pages 12-16)

- Referring to Q.4, what are your comments on this section of the Guide?

Probe: What information did you find useful?
Anything confusing? Suggestions for improvement
What, if any, information do you feel is unnecessary?
What, if any, information is missing?

d) Vehicle Classes (page 18)

- Referring to Q.5, what are your comments on this section of the Guide?

Probe: What information did you find useful?
Anything confusing? Suggestions for improvement
What, if any, information do you feel is unnecessary?
What, if any, information is missing?

e) The EnerGuide label for vehicles (page 20)

- Referring to Q.6, what are your comments on this section of the Guide?

Probe: What information did you find useful?
Anything confusing? Suggestions for improvement
What, if any, information do you feel is unnecessary?
What, if any, information is missing?

f) Tips on driving and maintaining vehicles (page 34)

- Referring to Q.7, what are your comments on this section of the Guide?

Probe: What information did you find useful?
Anything confusing? Suggestions for improvement
What, if any, information do you feel is unnecessary?
What, if any, information is missing?

g) Other sections of Guide

- Referring to Q.8, what are your comments on other sections of the Guide?

Probe: What information did you find useful?
Anything confusing? Suggestions for improvement
What, if any, information do you feel is unnecessary?
What, if any, information is missing?

4) Wrap-up (rest of session)

- What final suggestions or comments do you have about what improvements you suggest for the Guide?

FRENCH MATERIALS

Questionnaire de sélection sur le Guide de consommation d'essence des véhicules ÉnerGuide

Bonjour. Je m'appelle _____ de R.I.S. Christie, une maison d'études de marché. Dans notre domaine des études de marché, nos clients des secteurs commerciaux, gouvernementaux et industriels nous demandent fréquemment de recueillir les opinions de gens comme vous. Ce qui se passe est ceci : on invite une personne comme vous à venir s'asseoir avec d'autres personnes et à faire part de ses idées et opinions. Nous organisons quelques-unes de ces sessions et nous serions intéressés à ce que vous y participiez.

L'organisation parrainant cette enquête est le gouvernement fédéral. Le but de cette recherche est d'obtenir les commentaires du grand public au sujet de certain matériel de communication concernant les questions environnementales ainsi que les véhicules qui ont été mis au point. Votre aide serait énormément appréciée. Tous les renseignements que vous nous fournirez seront gardés dans la plus stricte confidentialité.

Je dois vous poser plusieurs questions pour voir si vous correspondez au type de personne que nous recherchons pour cette enquête.

Note au recruteur : Lorsque vous mettez fin à un appel avec quelqu'un, dites : *Merci pour votre coopération. Nous avons déjà suffisamment de participants, dont le profil est semblable au vôtre. Donc, il nous est impossible de vous inviter à participer.*

0) (Inscrivez le sexe):

| | | | |
|---|-------|--|------------------------------|
| 1 | Homme | | Surveillez les quotas |
| 2 | Femme | | |

1) Est-ce que vous ou toute autre personne dans votre ménage travaillez pour ...? (Lisez la liste)

| | <u>Non</u> | <u>Oui</u> | |
|--|------------|------------|---|
| Une firme d'études de marché en marketing | () | () | |
| Une agence de publicité | () | () | |
| Une revue ou un journal | () | () | |
| Un ministère gouvernemental s'occupant de l'environnement ou des questions se rapportant à l'énergie | () | () | → Si « oui » à un, remerciez et Terminez |
| Une station de radio ou de télévision | () | () | |
| Une firme de relations publiques | () | () | |
| Une firme de recyclage | () | () | |
| Un fabricant de véhicules ou un établissement concessionnaires de véhicules | () | () | |

- 2) Nous aimerions parler à des personnes d'âges différents. Dans **quel** groupe d'âges, parmi les suivants, devrais-je vous placer? (**Lisez la liste**)

| | | | | |
|------------------|---|---|------------------------------|------------------------------|
| Moins que 18 ans | 1 | → | Remerciez et terminez | |
| 18 - 24 | 2 | } | | |
| 25 - 34 | 3 | | | |
| 35 - 44 | 4 | | → | Surveillez les quotas |
| 45 - 54 | 5 | | | |
| 55 - 69 | 6 | | | |
| 69 ans ou plus | 7 | → | Remerciez et terminez | |

- 3a) Est-ce que vous possédez ou louez présentement un véhicule automobile, c'est-à-dire une automobile, une camionnette ou un camion pour usage personnel?

Oui, propriétaire / loue 1
 Non, pas propriétaire / ne loue pas 2 → **Allez à Q.3c**

- 3b) Et quelle est la marque et l'année de votre automobile, minifourgonnette ou camion ? (**Inscrivez ci-dessous**)

(marque)

(année)

- 3c) Au cours des 5 prochaines années environ, croyez-vous que vous pourriez acheter ou louer un véhicule neuf pour usage personnel?

Oui 1
 Non 2 → **Remerciez et terminez**

- 3d) Et comment décririez-vous votre rôle dans le processus de prise de décision d'un véhicule neuf, c'est-à-dire l'achat ou la location-bail d'un véhicule neuf? Est-ce que vous ... ? (**Lisez la liste**)

seriez le(la) seul(e) responsable de prendre cette décision 1
 seriez conjointement responsable de prendre la décision d'acheter / de louer 2
 ne seriez pas en charge de prendre la décision d'acheter / de louer 3 → **Remerciez et terminez**

4) Quel est le niveau le plus élevé d'études que vous avez atteint? **(Ne lisez pas la liste)**

| | |
|-------------------------------------|---|
| École secondaire ou moins | 1 |
| École secondaire complétée | 2 |
| Formation technique post-secondaire | 3 |
| Collège / université en partie | 4 |
| Collège / université complété(e) | 5 |
| Études de cycles supérieurs | 6 |

5a) Travaillez-vous présentement avec rémunération?

1.2 Oui Est-ce à ...? **(Lisez la liste)**
temps plein 1
 ou
 temps partiel 2 → Posez la Q.5b

Non Vous classeriez-vous comme ...? **(Lisez la liste)**
 étudiant(e) 3
 femme /
 homme au foyer 4
 retraité(e) 5 → Posez la Q.5b (indicatif passé)
 sans emploi 6
 autre 7

5b) Et quelle est (était) votre profession? C'est-à-dire, le genre de travail que vous faites (faisiez) et le type d'entreprise pour laquelle vous travaillez (avez travaillé)?

 (Type de travail)

 (Type d'entreprise)

(Si retraité(e), vérifiez la profession en comparant avec les exclusions à la page 1)

Concernant la Q6a/6b : Recrutez un échantillon représentatif.

6) Nous aimerions parler à un groupe échantillon représentatif de personnes ayant des revenus différents. Quel est LE groupe, parmi les suivants, qui correspond le mieux au revenu total de votre ménage avant impôts en 2005 ? **(Lisez la liste)**

| | |
|-------------------------------------|----------|
| Moins de 30 000 \$ | 1 |
| 2. Entre 30 000 et 44 000 \$ | 2 |
| Entre 45 000 et 59 000 \$ | 3 |
| Entre 60 000 et 74 000 \$ | 4 |
| 75 000 \$ ou plus | 5 |

7) Comme je l'ai mentionné plus tôt, nous organisons quelques groupes de discussion auprès de personnes comme vous. Avez-vous déjà pris part à de tels groupes de discussion?

Oui 1

Non 2 —————> **Allez à l'invitation de la ville appropriée**

8a) Et à quand remonte la dernière fois où vous avez participé à un groupe de discussion?

Il y a 12 mois ou moins 1 —————> **Remerciez et terminez**

OU il y a 12 mois ou plus 2

8b) De quels sujets avez-vous déjà discuté?

(S'ils se rapportent à des questions environnementales ou des véhicules, remerciez et terminez)

Invitation pour toutes les villes, sauf Calgary :

9) Merci. Laissez-moi vous expliquer un peu ce que nous demanderons à chaque participant de faire et comment cela fonctionne.

Nous demanderons également à des gens de lire quelques documents avant la discussion de groupe et de répondre à un bref questionnaire sur leurs réactions et opinions concernant ces documents.

Notre façon de procéder est la suivante : nous vous livrerions ces documents environ 3 ou 4 jours avant la séance de discussion afin de vous donner du temps pour lire les documents. Nous vous demanderons d'apporter tous les documents avec vous au groupe de discussion.

Y a-t-il une raison pour laquelle vous ne pourriez pas participer à ce type de recherche?

Oui 1

Non 2

Terminez si le répondant donne comme raison un problème de vue, d'ouïe, d'élocution ou se rapportant à l'écriture ou s'il croit qu'il pourrait avoir de la difficulté à exprimer ses pensées.

La discussion elle-même durera environ deux heures et vous recevrez 90 \$ pour avoir lu les documents d'avance et pour votre participation à la séance de discussion.

Seriez-vous intéressé(e) à y participer?

Oui 1

Non 2 **Remerciez et terminez**

Merci. La discussion aura lieu (**donnez la date, l'heure, l'endroit**); puis, **allez aux DIRECTIVES DU PLACEMENT.**

Invitation pour Calgary seulement :

9) Merci. Laissez-moi vous expliquer un peu ce que nous demanderons à chaque participant de faire et comment cela fonctionne.

Nous demanderons également à des gens de lire quelques documents avant la discussion de groupe et de répondre à un bref questionnaire sur leurs réactions et opinions concernant ces documents.

Notre façon de procéder est la suivante : nous vous livrerions ces documents environ 3 ou 4 jours avant la séance de discussion afin de vous donner du temps pour lire les documents. Nous vous demanderons d'apporter tous les documents avec vous au groupe de discussion.

Y a-t-il une raison pour laquelle vous ne pourriez pas participer à ce type de recherche?

Oui 1

Non 2

Terminez si le répondant donne comme raison un problème de vue, d'ouïe, d'élocution ou se rapportant à l'écriture ou s'il croit qu'il pourrait avoir de la difficulté à exprimer ses pensées.

La discussion elle-même durera environ deux heures et vous recevrez 100 \$ pour avoir lu les documents d'avance et pour votre participation à la séance de discussion.

Seriez-vous intéressé(e) à y participer?

Oui 1

Non 2 **Remerciez et terminez**

Merci. La discussion aura lieu (**donnez la date, l'heure, l'endroit**); **puis, allez aux DIRECTIVES DU PLACEMENT.**

| Ville/Date : | Endroit : | Heure : |
|--|--|--|
| Toronto <i>Merc., 22 mars</i> | InSync/Inspiration 30 Soudan Avenue Suite 300, Imagination Room | 18 h à 20 h () 20 h à 22 h () |
| Calgary <i>Sam., 25 mars</i> | Qualitative Co-Ordination 707 – 10th Avenue S.W. Suite 120 | 10 h 30 à 12 h 30 () 13 h à 15 h () |
| Vancouver <i>Jeu., 30 mars</i> | Vancouver Focus 1177 Hornby Street Main Floor | 18 h à 20 h () 20 h à 22 h () |
| Montréal <i>Jeu., 30 mars</i> | AdHoc Research 1250, rue Guy 9 ^e étage | 18 h à 20 h () 20 h à 22 h () |

DIRECTIVES DU PLACEMENT :

Nous vous livrerons les documents. Donc, veuillez me donner votre adresse ainsi qu'une date et une heure pour que nous puissions vous livrer les documents. De plus, une personne de notre bureau vous téléphonera pour confirmer ces dispositions. J'ai donc besoin d'un numéro de téléphone où nous pouvons vous rejoindre le soir et le jour.

Nom : _____

Adresse : _____

Téléphone le soir : _____ **Téléphone le jour :** _____

Date/heure pour la livraison : _____

Merci beaucoup!

Recruté par : _____

Confirmé par : _____

GUIDE DE CONSOMMATION DE CARBURANT ÉNERGUIDE GROUPE DE CONSULTATION

Cher participant,

Merci de bien vouloir participer à cette recherche menée au nom du gouvernement du Canada.

Le gouvernement du Canada s'intéresse aux commentaires du grand public à propos du *Guide de consommation de carburant ÉnerGuide 2006* pour déterminer s'il lui faut apporter des améliorations aux prochaines éditions.

À cet effet, nous demandons aux participants des groupes de consultation d'examiner un exemplaire du *Guide* pour identifier :

- ses points forts et ses lacunes, c'est-à-dire ce que vous aimez ou n'aimez pas à propos de l'information qui s'y trouve ou la façon dont l'information est organisée ou présentée
- tout ce qui est difficile à comprendre
- l'information jugée superflue ou trop longue
- l'information manquante ou devant être plus détaillée
- les suggestions d'amélioration du contenu, de l'organisation et de la mise en page du *Guide*

Avant de participer à groupe de consultation, nous vous demandons :

- 1) d'examiner le *Guide* ci-joint; n'hésitez pas à y inscrire tous vos commentaires.
- 2) Remplissez le questionnaire. Veuillez détailler vos réponses le plus possible.
- 3) Apportez avec vous à le groupe de consultation tout le matériel (le *Guide* ainsi que le questionnaire rempli).

Le groupe de consultation se tiendra le X mars, de X à X h, au :

Veillez prévoir d'arriver 15 minutes à l'avance pour nous permettre de débiter la séance à temps.

Entre-temps, n'hésitez pas à communiquer avec la soussignée au xxx si vous avez des questions.

Veillez agréer l'expression de nos meilleures salutations.

Kate Friedlander
Chef de projet

QUESTIONNAIRE SUR LE GUIDE DE CONSOMMATION DE CARBURANT ÉNERGUIDE

Vous pouvez passer le *Guide* en revue dans l'ordre souhaité, mais il vous faut toutefois absolument examiner les sections précisées plus loin.

Veillez remplir le questionnaire avant de participer à la session de groupe de discussion.

- 1) Veuillez examiner la *Table des matières* (page 9) pour vous aider à vous familiariser avec le *Guide*.
Veillez inscrire ci-dessous tous vos commentaires à propos de la *Table des matières* : (Tout ce que vous avez aimé ou n'avez pas aimé, tout ce qui, selon vous, porte à confusion, ainsi que vos suggestions d'amélioration, etc.)

- 2) Imaginez que vous êtes sur le point d'acheter une nouvelle voiture : Vous avez réduit vos choix à deux possibilités : une Ford Focus et une Honda Civic. En vous reportant à la section du *Guide* intitulée *Tableaux des automobiles* (page 40), veuillez répondre aux questions suivantes. (*Pour vous aider à comprendre le contenu des Tableaux des automobiles, veuillez examiner l'index Explication des tableaux à l'intérieur de la page couverture avant du Guide de consommation de carburant*) :

- a) Parmi tous les éléments d'information que contiennent les tableaux, lesquels trouveriez-vous les plus utiles pour vous aider à décider entre les deux voitures?

- b) En comparant les deux véhicules, avez-vous trouvé quoi que ce soit qui portait à confusion à propos des tableaux de cotes d'évaluation?

- c) À votre avis, les tableaux de cotes d'évaluation contiennent-ils des informations superflues?

- 3) En vous fiant aux informations contenues dans ce *Guide*, veuillez répondre à chacune des questions suivantes :
- a) La minifourgonnette la plus économique en carburant pour l'année 2006 : _____
 - b) La section ou la page où vous avez repéré cette information : _____
 - c) Le véhicule le plus économique en carburant pour l'année 2006 : _____
 - d) La section ou la page où vous avez repéré cette information : _____

- 4) Veuillez examiner *À propos des cotes de consommation de carburant* (pages 13 à 17).
Veuillez inscrire ci-dessous tous vos commentaires à propos de cette section : (Tout ce que vous avez aimé ou n'avez pas aimé, tout ce qui, selon vous, porte à confusion, ainsi que vos suggestions d'amélioration, etc.)

- 5) Veuillez examiner *Catégories de véhicules* (page 19).
Veuillez inscrire ci-dessous tous vos commentaires à propos de cette section : (Tout ce que vous avez aimé ou n'avez pas aimé, tout ce qui, selon vous, porte à confusion, ainsi que vos suggestions d'amélioration, etc.)

- 6) Veuillez examiner *Étiquette ÉnerGuide pour les véhicules* (page 22).
Veuillez inscrire ci-dessous tous vos commentaires à propos de cette section : (Tout ce que vous avez aimé ou n'avez pas aimé, tout ce qui, selon vous, porte à confusion, ainsi que vos suggestions d'amélioration, etc.)

7) Veuillez examiner *Conseils utiles sur la conduite et l'entretien des véhicules* (page 36).

Veuillez inscrire ci-dessous tous vos commentaires à propos de cette section : (Tout ce que vous avez aimé ou n'avez pas aimé, tout ce qui, selon vous, porte à confusion, ainsi que vos suggestions d'amélioration, etc.)

Veuillez préciser ci-dessous tout ce que vous avez appris en lisant *Conseils utiles sur la conduite et l'entretien des véhicules*.

8) Veuillez examiner les autres sections du *Guide* et inscrire tous vos commentaires ci-dessous :

Aime :

N'aime pas

Porte à confusion :

Superflu ou non pertinent :

- 9) Veuillez nous faire part de toutes vos suggestions sur la façon dont nous pourrions améliorer ce *Guide*. Il peut s'agir de son contenu ou de l'organisation, de la mise en page ou de la présentation de l'information.

Guide du modérateur

1) Introduction (5 minutes)

- a) **Présentez-vous et expliquez le but de la recherche** : Ce projet de recherche est parrainé par le gouvernement du Canada. Le but de la discussion est d'examiner vos réactions au *Guide de consommation de carburant Énergide* que nous vous avons demandé de regarder avant de venir ici aujourd'hui. Vos commentaires aideront à identifier tout changement ou toute amélioration à apporter au Guide.

Est-ce que vous avez tous apporté une copie du Guide ainsi que le questionnaire ce soir? Vous pouvez les consulter lorsque nous discuterons de vos opinions.

- b) **Passez les procédures de la discussion de groupe en revue** :

- le rôle du modérateur
- il n'y a pas de bonnes ni de mauvaises réponses
- la confidentialité : les noms ne figureront pas dans les rapports
- l'enregistrement sur cassette audio
- le miroir sans tain et la présence des observateurs

- c) **Les participants se présentent eux-mêmes** : prénom, automobile actuelle (année et modèle), profession ou emploi

2) Évaluation générale (40-50 minutes)

- a) Quelles étaient vos premières impressions lorsque vous avez regardé ou feuilleté la première fois ce Guide? Quel type de pensées aviez-vous?
- b) Si vous planifiez d'acheter ou de louer un véhicule 2006, quelle évaluation donneriez-vous à ce Guide pour ce qui est de vous donner des renseignements utiles? À votre avis, combien sont excellents, très bons, corrects, passables ou médiocres?

FAITES UN VOTE À MAINS LEVÉES ET COMMENCEZ À QUESTIONNER PAR LE PLUS POSITIF

- En général, qu'avez-vous tout particulièrement aimé de ce Guide? Pourquoi?
Sondez : Est-ce que ce Guide vous a appris quelque chose de nouveau? Pourquoi ou pourquoi pas?
- En général, que n'avez-vous pas aimé de ce Guide? Pourquoi?
- Est-ce que les renseignements dans le Guide étaient généralement faciles à comprendre ou y avait-il certaines parties qui étaient plus difficiles à comprendre?
Sondez : Qu'est-ce qui portait à confusion?
 Quelles suggestions avez-vous pour la manière de l'améliorer?
- Sondez pour connaître les opinions positives et négatives de chacun des énoncés suivants, si non mentionnés spontanément ainsi que les suggestions d'amélioration
 - Facilité de lecture; est-il convivial?
 - Organisation des informations
 - Disposition, graphiques, couleur, photos
 - Longueur, taille des caractères

3) Évaluation des sections particulières (reste de la séance)

a) Cotes d'évaluation sur la consommation de carburant (pages 40-62)

- Je suis intéressé(e) à connaître vos commentaires sur les Cotes d'évaluation sur la consommation de carburant. Supposons que vous planifiez d'acheter ou de louer un véhicule au cours des prochains mois et que vous voulez envisager le rendement du carburant. Est-ce que cette section du Guide serait utile?
- Quels sont vos commentaires de cette section du Guide? Veuillez consulter la Q.2 de votre questionnaire.
 - Sondez :** D'après vous, quelles informations étaient utiles?
Qu'avez-vous indiqué comme portant à confusion? Suggestions d'amélioration
D'après vous, quelles informations sont inutiles, qui pourraient être enlevées ou raccourcies?
- Sondez pour connaître les opinions positives et négatives de chacun des énoncés suivants, si non mentionnés spontanément
 - Facilité de lecture; est-il convivial?
 - Organisation des informations
 - Disposition, graphiques, couleur
 - Longueur, taille des caractères
- Quelle est votre opinion de l'index « Compréhension des tableaux »?
 - Était-il facile à comprendre ou avez-vous eu de la difficulté à comprendre les renseignements?
 - Se trouve-t-il au bon endroit dans le Guide ou devrait-il être déplacé? Raisons
- À votre avis, serait-il préférable d'avoir les informations sur le classement de la consommation de carburant près de la partie avant du Guide ou cela n'a-t-il aucune importance? Raisons
- Alors que vous lisez cette section, les classements de la consommation de carburant sont répartis en 4 principales catégories : automobiles, camionnettes (*pick-up*), fourgonnettes, véhicules spéciaux. Est-ce que les informations sur les automobiles devraient être montrées séparément pour chacune des catégories ou laissées telles quelles? Raisons

b) Prix ÉnerGuide pour les véhicules (page 11)

- Quels sont vos commentaires sur cette section du Guide?
 - Sondez :** D'après vous, quelles sont les informations utiles?
Y a-t-il quelque chose qui porte à confusion? Suggestion d'amélioration
À votre avis, quelles informations sont inutiles, s'il y a lieu?
Quelles informations manquent, s'il y a lieu?
- Pendant que vous lisez la section, les gagnants des prix ÉnerGuide sont les véhicules les plus économiques en carburant de leur catégorie.
 - Croyez-vous qu'il serait plus utile d'énumérer plus de véhicules économiques en carburant dans chaque catégorie de véhicules ou est-ce que la disposition actuelle est meilleure? Raisons

- Si plus de véhicules : croyez-vous qu'il devrait y avoir un nombre maximum ou minimum de véhicules identifiés dans chaque catégorie comme étant celui qui est le plus économique en carburant?

c) À propos des cotes d'évaluation de la consommation de carburant (pages 13-17)

- En référence à la Q.4, quels sont vos commentaires sur cette section du Guide?

Sondez : D'après vous, quelles informations étaient utiles?

Y a-t-il quelque chose qui porte à confusion? Suggestion d'amélioration

À votre avis, quelles informations sont inutiles, s'il y a lieu?

Quelles informations manquent, s'il y a lieu?

d) Catégories de véhicules (page 19)

- En référence à la Q.5, quels sont vos commentaires sur cette section du Guide?

Sondez : D'après vous, quelles informations étaient utiles?

Y a-t-il quelque chose qui porte à confusion? Suggestion d'amélioration

À votre avis, quelles informations sont inutiles, s'il y a lieu?

Quelles informations manquent, s'il y a lieu?

e) L'étiquette ÉnerGuide pour les véhicules (page 22)

- En référence à la Q.6, quels sont vos commentaires sur cette section du Guide?

Sondez : D'après vous, quelles informations étaient utiles?

Y a-t-il quelque chose qui porte à confusion? Suggestion d'amélioration

À votre avis, quelles informations sont inutiles, s'il y a lieu?

Quelles informations manquent, s'il y a lieu?

f) Conseils sur la conduite et l'entretien des véhicules (page 36)

- En référence à la Q.7, quels sont vos commentaires sur cette section du Guide?

Sondez : D'après vous, quelles informations étaient utiles?

Y a-t-il quelque chose qui porte à confusion? Suggestion d'amélioration

À votre avis, quelles informations sont inutiles, s'il y a lieu?

Quelles informations manquent, s'il y a lieu?

g) Autres sections du Guide

- En référence à la Q.8, quels sont vos commentaires sur cette section du Guide?

Sondez : D'après vous, quelles informations étaient utiles?

Y a-t-il quelque chose qui porte à confusion? Suggestion d'amélioration

À votre avis, quelles informations sont inutiles, s'il y a lieu?

Quelles informations manquent, s'il y a lieu?

4) Conclusion (reste de la séance)

- Quels sont vos suggestions et commentaires au sujet des améliorations pour ce Guide?