

National Defence 2022-2023 Success Check – Awareness 2023 Recruitment Advertising Campaign

Department of National Defence

Final Report

January 2023

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Cette publication est aussi disponible en français sous le titre : Évaluation de la réussite de la Défense nationale en 2022-2023 – Campagne publicitaire de sensibilisation et de recrutement 2023

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

Signed:

A handwritten signature in black ink, appearing to read "Rick Nadeau", is centered within a white rectangular box with a light gray border.

December 22, 2022
Rick Nadeau, President
Quorus Consulting Group Inc.

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Executive summary

Background and research objectives

Every year, the CAF needs to enrol Regular Force (full-time) and Reserve Force (part-time) members to fulfill the Strategic Intake Plan of the Canadian Forces Recruiting Group (CFRG). The CAF competes with other Canadian employers for top quality applicants, and a highly competitive job market has posed significant challenges for the CAF recruitment initiatives.

Promoting the CAF as a first-class, professional employer is complex given that the decision to enroll in the military requires extended personal evaluation, both emotional and rational. The CAF awareness component is the main pillar of the recruitment campaign and to ensure its impact it must connect with Canadians.

The objective of this campaign is to raise a greater level of awareness among Canadians between the ages of 18 and 34 about CAF employment opportunities, how the CAF is an employer of choice, highlighting training and travel opportunities, and how a career in the CAF can take various forms and fit various lifestyles, while addressing key barriers. Moreover, promoting the challenge, purpose, empowerment, fulfillment and mastery involved in CAF careers, while addressing barriers related to freedom and flexibility.

DND completed a success check of campaign creatives prior to launching the campaign in order to ensure the creatives resonated well with the target audience and to identify any potential issues with the creative before they launch. The advertising pre-testing explored how the primary target audience (Canadians between the ages of 18 and 34 years of age) responded to the creatives for the campaign.

This qualitative study will provide information on perceptions of the two video scenarios prior to the soft launch in the weeks leading up to International Women's Day in March 2023, with a full launch anticipated in April/May 2023. Tactics are still to be confirmed but could include television, radio, digital and social tactics as well as out-of-home tactics.

Methodology

This report is based on eight online focus groups that Quorus completed between December 5 and December 8, 2022. Focus groups were composed of men and women 18 to 24 years old ("Job seekers"), and with men and women 25 to 34 years old ("Job changers"). One online focus group

with each of these segments was held with participants located in the following regions: Ontario, Western Canada, Atlantic Canada and Quebec (French). Each session lasted approximately 90 minutes. All participants were informed the research was for the Government of Canada and each received \$125 for participating. A total of 56 individuals participated in this study.

Research results

Two Canadian Armed Forces (CAF) video advertisements and three static advertisement concepts were shared with participants. The first video was 30-seconds long while the second video was a 15-second clip.

Video Advertisement Evaluation

Participants were shown a sample of an advertising campaign featuring a 30-second video and a 15-second video and asked to provide feedback on the campaign.

Overall reactions to the campaign were quite positive, with most participants having rated the campaign an 8 out of 10 (with a rating of 10 representing the most positive rating). Reactions were consistent across the groups.

The campaign was mainly praised for the following reasons:

- The visual appeal was good, with most participants enjoying the concept and special effects of the CAF uniform “growing” onto the characters. The ad was also seen as professionally done from a visual standpoint.
- Showing characters doing “regular things” such as fixing a car or playing soccer was said to be inclusive. Participants felt that they did not need to be doing extraordinary things to be able to join the CAF.
- Participants liked that the ad focused on helping others, teamwork and camaraderie.
- The voiceover, soundtrack and tagline used were compelling to participants.
- Several participants felt that the second person point of view used in the voiceover made the ad more personal and grabbed their attention.
- A few discussed the diversity shown in the ad and explained that the voiceover implied that anyone could join.

In addition to the positive feedback, some participants offered suggestions on what could be improved:

- A few felt that the campaign was a bit vague. They commented that it does not offer insights into what kinds of jobs are actually available in the CAF and thought it would have been better to show how the everyday tasks translated into working in the CAF.
- Some felt that the 15-second ad was a bit abrupt and fast-paced. It also reminded some of a commercial for jeeps. That said, participants agreed that if they often saw the 30-second version, the shorter 15-second version would make more sense.

Participants felt the main message was that anyone could fit into the CAF, and that skills used in daily life could apply to their role. Some also felt that the main message was that a life in the CAF was more than just combat and war.

Regarding the call to action, participants thought that the campaign was encouraging viewers to think about how they could fit into a career at the CAF.

Participants thought that the campaign was targeting average people, particularly people who were younger and not settled into a career yet. Elements of the videos as well as participants' impressions of the CAF led them to believe that the ad may be geared mostly towards people who are young, active, patriotic, and have a certain level of discipline.

Across all groups, no participants considered the campaign disturbing or offensive.

Static Advertisement Concept Evaluation

Overall, the static advertisement concepts received mainly positive feedback.

Those who liked the images shared the following reasons:

- The images had very good visual appeal, with participants appreciating the blurred background and high definition of the person in the foreground.
 - Several felt that these ads would be eye-catching if they were to see them, especially in a public space such as a bus station.
- Some also explained that having the people facing away helped them to imagine themselves in their position.

- Many however did prefer the position of the woman in the first image (representing the Air Force), as there is a bit of eye contact.
- Many appreciated that there was not too much text shown in the ads.
- Although participants were told that these static images were part of the same campaign, some felt that they were also great as stand-alone ads and incorporated the same visual concept in a different way.

Some aspects of the images received mixed feedback:

- The message “we’re hiring” was praised by many although a few were not fond of this approach.
- Similarly, the approach of mentioning specific jobs received mixed feedback, with some explaining that they would not know what these jobs were but would be very interested in looking them up online.
- Others felt that the job titles may be intimidating especially as it is unclear whether the CAF would provide training or if the applicant would be required to have specific education or experience in the field already.
 - These participants felt that “become a” followed by the job titles may be more welcoming and more clearly convey the fact that the CAF would train them.

Other suggestions included the following:

- Several felt that although they enjoyed the ad, if they saw the ad in public (rather than online) they would likely not think of it after the fact and thus would not look for more information. Some suggested including a QR code on physical versions of the ad, so that those who view the ad could scan the code and instantly get more information, or save the webpage for later.

Participants felt that the bolded text in these static ads made the call to action very clear – to encourage individuals to apply for certain positions in the CAF.

In terms of where DND should advertise, most participants agreed that social media was where they would be most likely to see this type of advertising. Additionally, some mentioned that the static images would be effective around public transportation as well as around school campuses.

Qualitative research disclaimer

Qualitative research seeks to develop insight and direction rather than quantitatively projectable measures. The purpose is not to generate “statistics” but to hear the full range of opinions on a topic, understand the language participants use, gauge degrees of passion and engagement and to leverage the power of the group to inspire ideas. Participants are encouraged to voice their opinions, irrespective of whether or not that view is shared by others.

Due to the sample size, the special recruitment methods used, and the study objectives themselves, it is clearly understood that the work under discussion is exploratory in nature. The findings are not, nor were they intended to be, projectable to a larger population.

Specifically, it is inappropriate to suggest or to infer that few (or many) real world users would behave in one way simply because few (or many) participants behaved in this way during the sessions. This kind of projection is strictly the prerogative of quantitative research.

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Research purpose and objectives

Every year, the CAF needs to enrol Regular Force (full-time) and Reserve Force (part-time) members to fulfill the Strategic Intake Plan of the Canadian Forces Recruiting Group (CFRG). The CAF competes with other Canadian employers for top quality applicants, and a highly competitive job market has posed significant challenges for the CAF recruitment initiatives.

Promoting the CAF as a first-class, professional employer is complex given that the decision to enroll in the military requires extended personal evaluation, both emotional and rational. The CAF awareness component is the main pillar of the recruitment campaign and to ensure its impact it must connect with Canadians.

The Awareness campaign's soft-launch (featuring women specific creative) will occur in the weeks leading up to International Women's Day in March 2023, with a full launch scheduled for April/May 2023. Tactics are still to be confirmed but could include television, radio, digital and social tactics as well as out-of-home tactics.

The objective of this campaign was to raise a greater level of awareness among Canadians between the ages of 18 and 34 about CAF employment opportunities, how the CAF is an employer of choice, highlighting training and travel opportunities, and how a career in the CAF can take various forms and fit various lifestyles, while addressing key barriers. Moreover, promoting the challenge, purpose, empowerment, fulfillment and mastery involved in CAF careers, while addressing barriers related to freedom and flexibility.

DND completed a success check of campaign creatives prior to launching in order to ensure they resonated well with the target audience and to identify any potential issues with the creatives before they launch. The advertising pre-testing explored how the primary target audience (Canadians between the ages of 18 and 34 years of age) responded to the creatives for the campaign.

Specific research objectives included, but were not limited to, capturing:

- Reactions to key messages
- The sponsor (i.e. the CAF) and objective are clear
- The advertisement captures the attention of participants

- The advertisement is perceived as realistic and credible
- The advertisement is:
 - Clearly understood by the audience
 - Conveying the intended information
- The key messages convey the intended information
- The advertisement is perceived as well-produced
- The advertisement is perceived as disturbing or offensive
- The advertisement encourages the target audience to seek information about the CAF
- The types of information the target audience wants/needs/uses
- Where the target audience gets their information (social media, websites, face-to-face, etc.); and
- Identify images and/or features that provoke particularly strong reactions, either positive or negative

This qualitative study will provide information on perceptions of the two video scenarios prior to the soft launch in the weeks leading up to International Women’s Day in March 2023, with a full launch anticipated in April/May 2023.

Methodology

This report is based on eight online focus groups that Quorus completed between December 5 and December 8, 2022. Focus groups were composed of men and women 18 to 24 years old (“Job seekers”), and with men and women 25 to 34 years old (“Job changers”). One online focus group with each of these segments was held with participants located in the following regions: Ontario, Western Canada, Atlantic Canada and Quebec (French). Each session lasted approximately 90 minutes. All participants were informed the research was for the Government of Canada and each received \$125 for participating. A total of 56 individuals participated in this study. More details can be found on the methodology section later in the report.

Research results

In each focus group, two Canadian Armed Forces (CAF) video advertisements and three static advertisement concepts were shared with participants.

Video Advertisement Evaluation

Before seeing the videos, participants were provided the following information:

- The videos would appear online and on television.
- The videos are not finalized, and some aspects of the videos require fine-tuning.
- The videos use the same creative approach with one video that is 30 seconds long featuring three scenarios and the other video that is 15 seconds long featuring one scenario.
- The complete ad campaign will be comprised of seven scenarios in total.

The core component of this approach depicts various individuals showing their unique qualities in civilian situations. As they demonstrate these valued qualities, their clothing begins to transform into the CAF uniform.

The first video was 30-seconds long and included three different scenarios. The first character is a female who is shown playing soccer when a player on the opposing team falls. She runs over to the player to check on them, as a CAF uniform begins to grow onto her soccer uniform. Next, a man is shown driving a vehicle on a dirt path following behind a few other vehicles. The next scene shows him helping repair one of the trucks that was driving in front of him, as the CAF uniform grows onto his clothing. The third character is a woman driving a boat who sees a child who is in the water waving for help. She helps the child onto her boat as the CAF uniform begins to grow onto her clothing. Finally, each character is shown wearing the full CAF uniform as the voiceover and text read the tagline “this is for you”.

The second video was a 15-second version focused on one of the characters – in this case, the man who helps repair the truck. Participants were informed that similar clips would be produced for each of the seven scenarios/characters in the campaign.

General reactions

After being shown both videos twice, participants were asked to provide a rating of the overall campaign approach.

Reactions were consistently positive across the groups, with most participants rating the campaign an 8 out of 10 (with a rating of 10 representing the most positive rating).

The campaign was praised for a variety of reasons, particularly when it came to the visuals and creative elements as well as the messaging and themes.

Participants felt that the visual appeal was a key strength, with most enjoying the overall concept and the special effects of the CAF uniform “growing” onto the characters. The ad was also seen as professionally done from a visual standpoint.

“The cinematography of it and the CGI of [the uniform] weaving in was really cool. It was really well shot.” – Male, 25-34, Western Canada

Several participants noted that the advertisements showcased the characters in a heroic way and a few felt that it had a superhero element to it, particularly with the creative elements of their clothing transforming into a CAF uniform.

The boating scene in which a woman helps a child who is stranded in the water as well as the soccer scenario in which a woman is shown helping out a player on the opposing team were said to be very powerful by some participants. These individuals felt that the vehicle scenario had less of an emotional appeal but could see how this could appeal to someone who has interest in this field or has a similar skill set.

“I got goosebumps... especially the little boating scene where she was pulling the kid out of water... that was pretty heavy to me.” – Male, 25-34, Western Canada

Showing characters doing “regular things” such as fixing a car or playing soccer was said to give the sense of inclusivity. Participants felt that the campaign was telling them that they did not need to be doing extraordinary things to be able to join the CAF.

Many participants discussed some of the themes in the advertisement, and particularly liked that the ad focused on helping others, teamwork, and camaraderie. Some felt that this reminded them of the values that Canadians share.

Creative elements of the advertisements, including the voiceover, soundtrack and tagline used were also compelling to many participants.

Several participants felt that the second person point of view used in the voiceover (by referring to “you”) made the ad more personal and grabbed their attention.

Additionally, a few noticed and appreciated the cultural diversity shown in the ad and explained that the voiceover implied that anyone could join.

“There was a good sense of ethnicity and diversity in the three examples that were shown... they’re trying to say that it doesn’t matter who you are or where you’re from.” – Male, 18 to 24, Ontario

In addition to the positive feedback, some participants offered suggestions on what could be improved.

Firstly, a few felt that the campaign was a bit vague. They commented that it does not offer insights into what kinds of jobs are actually available in the CAF and thought it would have been better to show how the everyday tasks translated into working in the CAF.

Some participants felt that the 15-second ad was a bit abrupt and fast-paced, making it less clear than the 30-second version. It also reminded some of a commercial for jeeps. That said, participants agreed that if they often saw the 30-second version, the shorter 15-second version would make more sense.

Some participants also felt that the ad did not give a realistic depiction of life in the CAF and that the campaign could in some ways be misleading. That said, some also appreciated that the campaign did not just focus on conflict and reminded us that there is much more to being a part of the CAF beyond engaging in war. This point was also raised by participants when discussing the main message (as reported below).

Across all groups, no participants considered the campaign disturbing or offensive.

Perceived main message

Participants felt the main message was that anyone could fit into the CAF, and that skills used in daily life could apply to their role in the CAF.

“No matter what your skills are, there’s something for you to do there.”- Female, 18 to 24, Ontario

“A lot of the skills that we use in daily life and real life can apply to the military in some way, whether you know it or not.” – Male, 18 to 24, Ontario

Some also felt that the main message was that a life in the CAF was more than just combat and war.

“It seems like they’re trying to say ‘we’re not just about combat’... That person that is fixing the truck, [someone viewing the ad] might see that and say ‘I’ve never thought about that, they have mechanics in the armed forces.’ – Male, 25-34, Western Canada

Perceived call to action

Regarding the call to action, participants thought that the campaign was encouraging viewers to think about how they could fit into a career at the CAF.

Participants felt that the ad campaign was designed to get the viewer thinking about their own career options and whether they may be suitable for a role in the CAF, rather than the objective being to get immediate recruits as a result of viewing the ad. Some participants discussed that they liked how the ad took a subtle approach rather than ordering the audience to join the CAF.

Additionally, some felt that this ad informed viewers that there are various roles available for a variety of people.

“You can be anyone and join the army. You don’t have to be a certain type of person.” – Male, 18 to 24, Atlantic Canada

A few felt that this call to action came as more of an “afterthought” rather than being directly told to participants, which was liked by some. However, a few also felt that the call to action was a bit “vague” as it did not clearly mention how to join the CAF or provide anymore information.

A few also felt that the call to action was to have the audience think about the CAF differently. More specifically, the ad was trying to showcase the values espoused by CAF members and that each member has inspiring skills and abilities beyond their training as soldiers.

Perceived actions taken as a result of seeing this ad campaign

Participants were asked whether the campaign would encourage them to take any actions, such as look for more information.

Responses were mixed with some saying they would seek more information, and others saying they would not do anything as a result of seeing the ad campaign.

For those who would look for more information, most would simply click on the advertisement (if they saw the ad online) to go directly to the website to learn more.

- Those interested in looking for more information about careers in the CAF said that once on the website, they would look for more information about the careers, including how to join and what the requirements are.
- Several also suggested they would be looking for this information mainly out of curiosity, rather than due to their own interest in joining the CAF.

One mentioned that if they saw the ad on social media, they would look at the comments to see if others were discussing the ad.

A few felt that although they would not consider joining the CAF or search for more information after viewing the ad, they may reflect on how they can better serve their community in other ways, or through other jobs such as healthcare.

Others found that although they considered the advertising campaign appealing and the message meaningful, they would not do anything as a result of seeing the ad.

Perceived target audience

Participants thought that the campaign was targeting average people, particularly people who were younger and not settled into a career yet. Many seemed to feel the ad was targeting 18 to 25 year olds. Many participants in the “job changers” segment did not feel the ad was targeting their age group.

Elements of the videos as well as participants' impressions of the CAF led them to believe that the ad may be geared mostly towards people who are young, active, patriotic, and have a certain level of discipline.

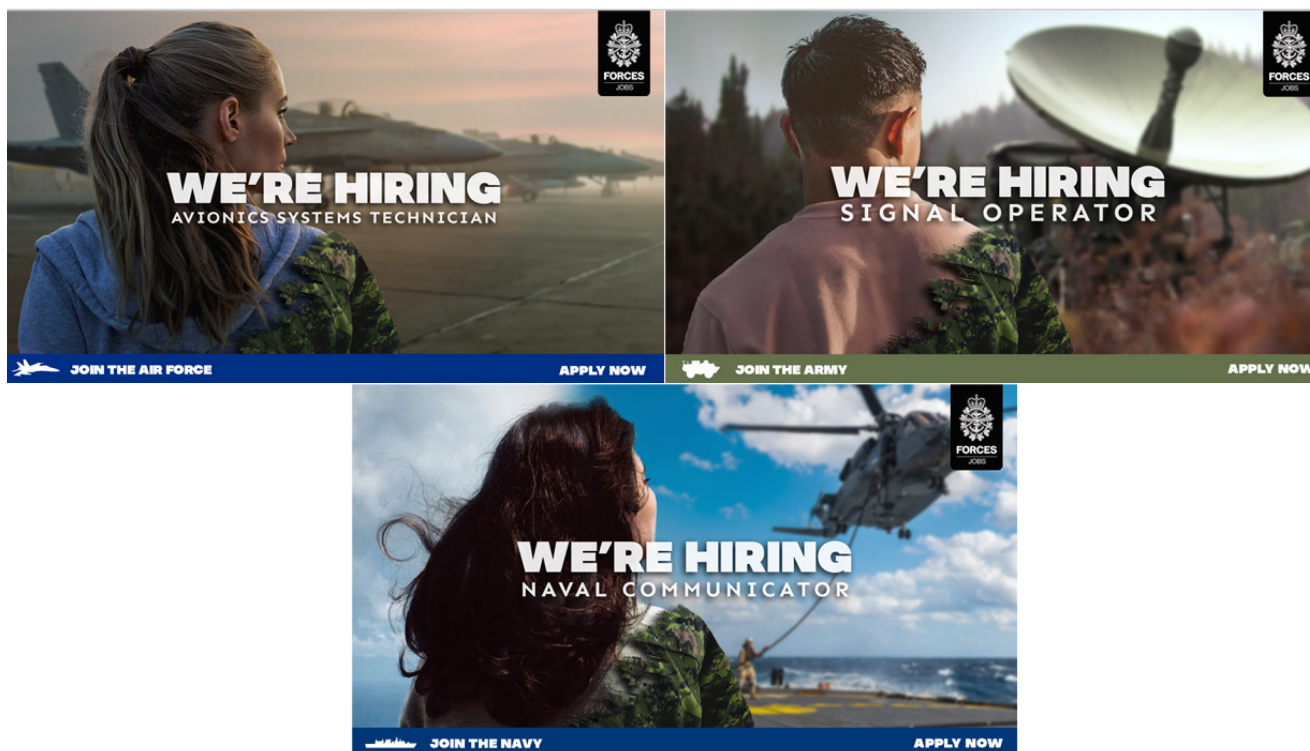
Participants' theories of who the ad campaign was targeting was partly driven by the characters shown, as well as the voiceover which used second person point of view, addressing the viewer as "you". Additionally, participants knowledge of the CAF led some to believe that the ad is targeting younger and more "fit" individuals due to the physical requirements of many jobs in the Forces.

Static Advertisement Concept Evaluation

Before seeing the static concepts, participants were provided the following information:

- The concepts are draft versions and not yet finalized.
- The static ad concepts would aim to support and tie into the video advertisements.
- The images would appear online and perhaps as posters and billboards (e.g., at bus stops, etc.)

The following static ads were shown to participants and feedback was obtained on all three concepts collectively:



General reactions

Overall, the static advertisement concepts received mainly positive feedback for a variety of reasons. First, participants agreed that the images had very good visual appeal, with participants appreciating the blurred background and high definition of the person in the foreground. Several felt that these ads would be eye-catching if they were to see them, especially in a public space such as a bus stop or as a billboard.

Some participants also explained that having the people facing away helped them to imagine themselves in their position or “in the shoes” of a CAF member. One also mentioned that having them look away made it seem like they were looking at a “possible opportunity”. Many however did prefer the position of the woman in the first image (representing the Air Force), as there is a bit of eye contact.

A few participants felt that the images made the job look exciting and reminded them of a superhero theme.

In terms of the text included in the images, many participants appreciated that there was not too much text shown in the ads which, at a glance, made the ads easy to understand.

Although participants were told that these static images were part of the same campaign, some felt that they were also great as stand-alone ads and incorporated the same visual concept in a different way.

On the other hand, some aspects of the images received mixed feedback from participants, mainly when it came to the text in the images. Notably, the simplicity of the message “we’re hiring” was praised by many while some were less fond of this approach, deeming it a bit “desperate”.

*“I like that they’re straightforward about what they want and it’s front and center so there’s no confusion. The font is also very clean. It’s aesthetically pleasing.” – Female, 25-34
Western Canada*

Similarly, the approach of mentioning specific jobs received mixed feedback. Some explained that they were too specific and, thinking these were the only positions available in the CAF, would be instantly discouraged from taking any further steps. Most did not know what these jobs were, which turned some off of the ad while some would be curious to look them up online to learn more, even if they were not particularly interested in a job in the CAF.

Others felt that the job titles may be intimidating or off-putting to potential applicants, especially as it was unclear to them whether the CAF would provide training or if the applicant would be required to have specific education or experience to qualify for the position. These participants felt that “become a” followed by the job titles would be more welcoming and would more clearly convey the fact that the CAF would train them. Another suggested “we have opportunities” or “join us as”.

“The language could be changed although I do like that it is very clear. The implication of “hiring” sounds like you should already be qualified.” – Male, 25-34, Western Canada

When participants were informed that specific occupations were listed because these are priority occupations for the CAF, there was general agreement that the approach made sense.

Several participants across the groups agreed that including a QR code on out-of-home versions of the ads (such as in bus shelters or inside public transportation, etc.) would be helpful for those looking to learn more about the jobs offered by the CAF. Several participants explained that

although they enjoyed the ad, if they saw it in public (rather than online) they would likely not think of it after the fact and thus would not look for more information unless there was an instant way to access information. By including a QR code on physical versions of the ad, those who came across the ad could scan the code and instantly get more information or save the webpage for later.

“Out of sight out of mind. If I don’t do something right now, I would forget about it. So it might actually be kind of cool if there was a little QR code.” – Female, 18 to 24, Ontario

Even a few participants who stated they would not be interested in a career in the CAF felt that they may scan a QR code just to learn more out of curiosity, or if they knew someone else who may be interested.

When asked whether they felt these static images fit in well with the video advertisements, most participants agreed, particularly due to the images using the same creative concept of the uniform weaving onto the characters’ regular clothing. Some felt that the campaign could be further strengthened if the characters/actors shown in the videos were the same ones used for the static images, which would enhance the idea of a “before and after” of their journey joining the CAF.

On the other hand, a few felt that the static images did not fit well with the video advertisements as they are specific to recruitment and are focused on a specific career while the videos focused on skills and the characters which portrayed general positions within the CAF or qualities of CAF members.

Perceived call to action

When it came to the call to action, participants felt that the bolded text in these static ads made the call to action very clear – they inform individuals that the CAF is hiring for particular positions and want them to apply.

Preferred advertising channels

In terms of where DND should advertise, most participants agreed that social media was where they would be most likely to notice this type of advertising. As earlier discussed, many participants would also be more likely to “click” on an ad to learn more if they saw it on social media, whereas seeing a physical ad in person was less likely to drive them to take action.

Participants mentioned specific social media channels such as Instagram, Tik Tok, and YouTube most often, with some also suggesting Twitter, Snapchat, Facebook, LinkedIn and Google ads. A couple of participants also mentioned Kijiji classifieds, or job boards. Static images were said to be best suited for Instagram compared to other platforms which are more centered around videos.

Additionally, several mentioned that the static images would be effective in and around public transportation, such as in and on city buses, bus shelters, subways and subway stations.

That being said, some participants (particularly some in Atlantic Canada) mentioned living in more rural areas with limited access to public transportation, where they would not see physical ads. These participants typically recommended online advertisements or physical ads in other public areas such as around high schools. Other suggestions proposed included employment centers and university, CEGEP and college campuses.

Methodology

The research methodology consisted of eight online focus groups with individuals from four different regions across the country: Ontario, Western Canada, Atlantic Canada and Quebec. Research was conducted between December 5 and December 8, 2022 and a total of 56 individuals participated across the focus groups.

Quorus was responsible for coordinating all aspects of the research project including designing and translating the recruitment screener and the moderation guide, coordinating all aspects of participant recruitment, coordinating the online focus group platform and related logistics, moderating all sessions, and delivering required reports at the end of data collection.

Target audience and sample frame

Focus group research was focused on two of the campaign's target audiences, notably:

- **Job Seekers:** 18 to 24 years old with a high school and/or college degree
- **Job Changers:** 25 to 34 years old enrolled in post-secondary institutions, college and university graduates, and career changers. Career changers are defined as having started a career in their field of study/ training after completing their post-secondary education and are considering changing careers.

In the design of the recruitment screener, specific questions were inserted to clearly identify whether participants qualified for the research program, and to ensure, where applicable, a good representation of education levels, career status, and of ages. Efforts were made to recruit members of visible minorities in all groups.

In addition to the general participant profiling criteria noted above, additional screening measures to ensure quality respondents include the following:

- No participant (nor anyone in their immediate family or household) was recruited who worked in the government, whether federal, provincial or municipal, nor in advertising or graphic design, marketing research, public relations, or the media (radio, television, newspaper, film/video production, etc.).

- No participant (nor anyone in their immediate family or household) was recruited who worked in the Canadian Armed Forces or the Department of National Defence.
- No participant acquainted with another participant was knowingly recruited for the same study, unless they were recruited into separately scheduled sessions.
- No participant was recruited who had attended a qualitative research session within the past six months.
- No participant was recruited who had attended five or more qualitative research sessions in the past five years.
- No participant was recruited who had attended a qualitative research session on the same general topic as defined by the research team in the past two years.

Description of data collection procedures

Data collection consisted of eight online focus groups, each lasting approximately 90 minutes in duration.

For each session, Quorus recruited eight participants to achieve six to eight participants per focus group. Recruited participants were offered an honorarium of \$125 for their participation.

Participants invited to participate in the focus groups were recruited by telephone from the through random digit dialing of the general public as well as through the use of a proprietary opt-in database.

The recruitment of focus group participants followed the screening, recruiting and privacy considerations as set out in the *Standards for the Conduct of Government of Canada Public Opinion Research—Qualitative Research*. Furthermore, recruitment respected the following requirements:

- All recruitment was conducted in the participant's official language of choice, English and French, as appropriate.
- Upon request, participants were informed on how they can access the research findings.
- Recruitment confirmed each participant had the ability to speak, understand, read and write in the language in which the session was to be conducted.

- Participants were informed of their rights under the *Privacy and Access to Information Acts* and ensure that those rights were protected throughout the research process. This included: informing participants of the purpose of the research, identifying both the sponsoring department or agency and research supplier, informing participants that the study will be made available to the public in 6 months after field completion through Library and Archives Canada, and informing participants that their participation in the study is voluntary and the information provided will be administered according to the requirements of the *Privacy Act*.

At the recruitment stage and at the beginning of each focus group, participants were informed that the research was for the Government of Canada/DND. Participants were also informed of audio/video recording of the focus group sessions, in addition to the presence of DND observers. Quorus ensured that prior consent was obtained at the recruitment stage and before participants participated in the online groups.

The online focus groups were held using the Zoom online platform that allowed the client team to observe the sessions. Across all focus groups, a total of 56 individuals participated. All focus groups were moderated by senior Quorus researchers.

The video advertisements and static concepts tested were provided by DND in both official languages.

The locations, attendance, language and dates for the online focus groups are presented in the grid below:

Session	Location	Segment	Language	Participants	Date (2022)
1	Ontario	Job Seekers	English	7	December 5
2	Western Canada	Job Seekers	English	7	December 5
3	Ontario	Job Changers	English	6	December 6
4	Western Canada	Job Changers	English	8	December 6
5	Atlantic Canada	Job Seekers	English	8	December 7
6	Atlantic Canada	Job Changers	English	7	December 7
7	Quebec	Job Seekers	French	7	December 8
8	Quebec	Job Changers	French	6	December 8
Total	-	-	-	56	-

Qualitative research disclaimer

Qualitative research seeks to develop insight and direction rather than quantitatively projectable measures. The purpose is not to generate “statistics” but to hear the full range of opinions on a topic, understand the language participants use, gauge degrees of passion and engagement and to leverage the power of the group to inspire ideas. Participants are encouraged to voice their opinions, irrespective of whether or not that view is shared by others.

Due to the sample size, the special recruitment methods used, and the study objectives themselves, it is clearly understood that the work under discussion is exploratory in nature. The findings are not, nor were they intended to be, projectable to a larger population.

Specifically, it is inappropriate to suggest or to infer that few (or many) real world users would behave in one way simply because few (or many) participants behaved in this way during the sessions. This kind of projection is strictly the prerogative of quantitative research.

Appendices

Recruitment screener

Specifications

- Recruit 8 participants per group, for 6 to 8 to show
- Participants to be paid \$125
- Efforts will be made to recruit members of visible minorities in all groups.
- 8 online focus groups with men and women, at least 18 years of age, from four regions across Canada:
 - Atlantic Canada (English)
 - Quebec (French)
 - Western Canada (SK/AB/MB) (English)
 - Ontario (English)
- 2 online groups will be held with participants in each region, split into the two following segments:
 - **Job seekers:** 18 to 24 years old with a high school and/or college degree
 - **Job Changers:** 25 to 34 years old enrolled in post-secondary institutions, college and university graduates, and career changers (defined as those having started a career in their field of study/training after completing their post-secondary education and are considering changing careers).

All times are stated in local area time unless specified otherwise.

Group 1 Ontario December 5 5:00 pm EST Job seekers	Group 2 Western Canada December 5 5:00 pm PST Job seekers	Group 3 Ontario December 6 5:00 pm EST Job changers	Group 4 Western Canada December 6 5:00 pm PST Job changers
Group 5 Atlantic Canada December 7 5:00 pm AST Job seekers	Group 6 Atlantic Canada December 7 7:00 pm AST Job changers	Group 7 Quebec December 8 5:00 pm EST Job seekers	Group 8 Quebec December 8 7:00 pm EST Job changers

Questionnaire

A. Introduction

Hello/Bonjour, my name is [NAME] and I am with Quorus Consulting Group, a national public opinion research company. We're planning a series of online discussion groups on behalf of the Government of Canada with people in your area. Would you prefer to continue in English or French? / Préférez-vous continuer en anglais ou en français?

[INTERVIEWER NOTE: FOR ENGLISH GROUPS, IF PARTICIPANT WOULD PREFER TO CONTINUE IN FRENCH, PLEASE RESPOND WITH, "Malheureusement, nous recherchons des gens qui parlent anglais pour participer à ces groupes de discussion. Nous vous remercions de votre intérêt." FOR FRENCH GROUPS, IF PARTICIPANT WOULD PREFER TO CONTINUE IN ENGLISH, PLEASE RESPOND WITH, "Unfortunately, we are looking for people who speak French to participate in this discussion group. We thank you for your interest."]

[INTERVIEWER NOTE 2: IF SOMEONE IS ASKING TO PARTICIPATE IN FRENCH/ENGLISH BUT NO GROUP IN THIS LANGUAGE IS AVAILABLE IN THIS AREA, TALK TO YOUR SUPERVISOR. EFFORTS WILL BE MADE TO INCLUDE THEM IN A GROUP IN THEIR PREFERRED LANGUAGE IN THE NEAREST TIME ZONE TO WHERE THEY LIVE. ONE-ON-ONE INTERVIEWS CAN ALSO BE ACCOMMODATED AS THE NEED ARISES.]

As I was saying – we are planning a series of online discussion groups on behalf of the Government of Canada with people in your area. The research will focus on programs and initiatives designed specifically for young Canadians. The groups will last up to 90 minutes (one and a half hours) and people who take part will receive a cash gift to thank them for their time.

Participation is completely voluntary. We are interested in your opinions. No attempt will be made to sell you anything or change your point of view. The format is a group discussion held using an online web conferencing platform similar to Zoom, led by a research professional with about six to eight other participants invited the same way you are being invited. The use of a computer or a tablet (not a smartphone) in a quiet room is necessary for participation, as the moderator will be gauging reactions to concepts and materials. All opinions will remain anonymous and will be used for research purposes only in accordance with laws designed to protect your privacy.

[INTERVIEWER NOTE: IF ASKED ABOUT PRIVACY LAWS, SAY: "The information collected through the research is subject to the provisions of the *Privacy Act*, legislation of the Government of Canada, and to the provisions of relevant provincial privacy legislation."]

1. Before we invite anyone to attend, we need to ask you a few questions to ensure that we get a good mix of people in each of the groups. This will take 5 minutes. May I continue?

Yes	1	CONTINUE
No	2	THANK/DISCONTINUE

B. Qualification

2. What is your gender identity? [If you do not feel comfortable disclosing, you do not need to do so] **[DO NOT READ LIST]**

Woman	1
Man	2
Gender diverse (optional to specify: _____)	3
Prefer not to say	7

AIM FOR 50/50 SPLIT OF WOMEN AND MEN, WHILE RECRUITING OTHER GENDER IDENTITIES AS THEY FALL

3. Do you or does anyone in your immediate family or household work in any of the following areas? **[READ LIST]**

	Yes	No
A marketing research firm	1	2
A magazine or newspaper, online or print	1	2
A radio or television station	1	2
A public relations company	1	2
An advertising agency or graphic design firm	1	2
An online media company or as a blog writer	1	2
The government, whether federal, provincial or municipal	1	2
The Canadian Armed Forces or Department of National Defence	1	2

IF "YES" TO ANY OF THE ABOVE, THANK AND TERMINATE

4. We are looking to include people of various ages in the group discussion. May I have your age please? **RECORD AGE:** _____

AGE	GROUP	RECRUITMENT SPECIFICATIONS
18-24	JOB SEEKER	Recruit a range of ages within this group Proceed to Q5
25-34	JOB CHANGER	Recruit a range of ages within this group Proceed to Q9
35+		THANK AND TERMINATE

Qualifying Job Seekers

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

In the process of completing high school	1
Completed high school	2
Currently in college	3
Graduated from college	4
Currently in university	5
Graduated from university	6

6. Which of the following best describes your current employment status?

Full Time (35 hrs. +)	1
Part Time (under 35 hrs.)	2
Homemaker	3
Unemployed / Looking for work	4 RECRUIT AS JOB SEEKER – SKIP TO Q11
Parental leave	5
Other/ Unable to work	6
Student – not working	7

7. **[ASK IF: STUDENT, ON PARENTAL LEAVE, OTHER/UNABLE TO WORK, HOMEMAKER]** Which of the following best describes how you feel about the career path you will be on when you eventually return to or join the workforce?

You have found your true calling and are confident that the career path you will be on is what you want to do for a living	1	THANK AND TERMINATE
You will eventually get a job but you are not entirely certain that it is on the career path on which you want to be	2	RECRUIT AS JOB SEEKER – SKIP TO Q11
You will eventually get a job but you are fairly certain that it won't be on the career path on which you want to be	3	
You are not certain what career path you would like to follow	4	
You definitely will not be returning to the workforce any time soon, at least not for another 10 to 15 years.	5	THANK AND TERMINATE

8. **[ASK IF: WORKING FULL TIME OR PART-TIME]** Which of the following best describes how you feel about the type of work you are doing and the career path you are on?

You have found your true calling and are confident that the career path you are on is what you want to do for a living	1	THANK AND TERMINATE
You are working but you are not sure if you are on the right career path	2	RECRUIT AS JOB SEEKER – SKIP TO Q11
You are working but you know you are not at all on the right career path	3	
You are not certain what career path you would like to follow	4	

RECRUIT A MIX OF JOB SEEKERS AMONG THOSE WHO WILL JOIN THE WORKFORCE (QUALIFY IN Q7) AND THOSE ALREADY IN THE WORKFORCE (QUALIFY IN Q8)

Qualifying Job Changers

9. Are you currently studying full or part-time at a post-secondary institution? A post-secondary institution includes a college, university or any other similar type of school such as a technical school, a trade school, a vocational school, etc.

Yes	1	RECRUIT AS JOB CHANGER; SKIP TO Q11
No	2	CONTINUE

10. Do you currently fall into any of the following categories regarding your schooling and your current employment status? For each option I read, answer yes or no. **REPEAT IF NEEDED:** A post-secondary institution includes a college, university or any other similar type of school such as a technical school, a trade school, a vocational school, etc.

READ LIST AND HAVE RESPONDENT ANSWER YES/NO TO EACH SCENARIO BEFORE MOVING ON TO THE NEXT ONE. IF RESPONDENT ANSWERS “NO” TO EACH ONE, SELECT “NONE OF THE ABOVE” AT THE BOTTOM OF THE LIST.

Looking for work: You have graduated from a post-secondary institution and you are <u>currently looking for work</u> .	1	RECRUIT AS JOB CHANGER RECRUIT A MIX ACROSS THESE 4 SEGMENTS
Not working in your field: You have graduated from a post-secondary institution, but you are not working in your area of training or education, in other words you have a job that has nothing to do with your training or education but one that must be taken to make ends meet. Example: Someone who has training or education to be a teacher but is working in a grocery store.	2	
“Underemployed” in your field: You have graduated from a post-secondary institution and you are working in your area of training or education however you feel you are overqualified for your current role. For instance, you consider your current job a temporary one until you find something better suited to your training and education. Example: Someone who has training or education to be a plumber but is working at a local hardware store in the plumbing section.	3	
Maybe on the wrong career path: You have graduated from a post-secondary institution and you are working in your area of training or education however you are not certain this is the right career path for you.	4	

Example: Someone who has training or education to be an accountant but feels they might prefer working in healthcare.		
None of the above	5	THANK AND TERMINATE

RECRUIT A MIX OF JOB CHANGERS AMONG THOSE CURRENTLY STUDYING (QUALIFY IN Q9) AND THOSE ALREADY IN THE WORKFORCE (QUALIFY IN Q10)

11. Do you currently live in... **[READ LIST]**

- A city or metropolitan area with a population of at least 100,000 1
- A city with a population of 30,000 to 100,000 2
- A city or town with a population of 10,000 to 30,000 3
- A town or rural area with a population under 10,000 4

FOR EACH GROUP, RECRUIT A MIX OF INDIVIDUALS WHO LIVE IN A CITY OR TOWN WITH A POPULATION OF AT LEAST 30,000 AND THOSE WHO LIVE IN SMALLER TOWNS/RURAL (MAX OF 2/8 FROM SMALL TOWN/RURAL)

12. We want to make sure we speak to a diversity of people. Do you identify as any of the following?

- An Indigenous person (First Nations, Inuit or Métis) 1
- A member of an ethnocultural or a visible minority group other than an Indigenous person 2
- None of the above 3

ATTEMPT TO RECRUIT MEMBERS OF VISIBLE MINORITIES IN EACH GROUP
ATTEMPT TO RECRUIT 4 TO 5 MEMBERS OF INDIGENOUS COMMUNITIES ACROSS ALL SESSIONS

13. **[ASK ONLY IF Q12=2]** What is your ethnic background? **RECORD**

RECORD ETHNICITY: _____

14. **[ASK ALL]** Which of the following statements best describes your Canadian citizenship status:

- | | | |
|---|---|------------------------------|
| I am a Canadian citizen | 1 | |
| I am an aspiring Canadian citizen | 2 | |
| I do not plan on obtaining Canadian citizenship | 3 | THANK & TERMINATE |

15. Have you ever attended a discussion group or taken part in an interview on any topic that was arranged in advance and for which you received money for participating?

- | | | |
|-----|---|------------------|
| Yes | 1 | |
| No | 2 | GO TO Q19 |

16. When did you last attend one of these discussion groups or interviews?

- | | | |
|--------------------------|---|------------------------------|
| Within the last 6 months | 1 | THANK & TERMINATE |
| Over 6 months ago | 2 | |

17. Thinking about the groups or interviews that you have taken part in, what were the main topics discussed?

RECORD: _____

THANK/TERMINATE IF RELATED TO NATIONAL DEFENCE / DND / CANADIAN ARMED FORCES / MILITARY RECRUITMENT

18. How many discussion groups or interviews have you attended in the past 5 years?

- | | | |
|--------------|---|------------------------------|
| Fewer than 5 | 1 | |
| Five or more | 2 | THANK & TERMINATE |

19. Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you in voicing your opinions in an online group discussion with others your age? Are you...

READ OPTIONS

Very comfortable	1	MIN 5 PER GROUP
Fairly comfortable	2	
Not very comfortable	3	THANK & TERMINATE
Very uncomfortable	4	THANK & TERMINATE

20. Do you have access to a stable internet connection, capable of sustaining a 90-minute online video conference?

Yes	1	
No	2	THANK & TERMINATE

21. Participants will be asked to provide their answers through an online web conferencing platform using a computer or a tablet (**not a smartphone**) in a quiet room. It is necessary for participation, as the moderator will be gauging reactions to advertising concepts and materials. Is there any reason why you could not participate? (No access to computer or tablet, internet, etc.) If you need glasses to read or a device for hearing, please remember to wear them.

Yes	1	THANK & TERMINATE
No	2	

TERMINATE IF RESPONDENT OFFERS ANY REASON SUCH AS DIFFICULTIES PARTICIPATING IN AN ONLINE WEB CONFERENCE, A SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY.

RECRUITER NOTE: WHEN TERMINATING AN INTERVIEW, SAY: “Thank you very much for your cooperation. We are unable to invite you to participate because we have enough participants who have a similar profile to yours.”

C. INVITATION TO PARTICIPATE

22. I would like to invite you to participate in an online focus group session where you will exchange your opinions in a moderated discussion with other young Canadians in your region. The discussion will be led by a researcher from the national public opinion research firm, Quorus Consulting. The session will be recorded but your participation will be confidential. The group will be hosted using an online web conferencing platform, taking place on [DAY OF WEEK], [DATE], at [TIME]. It will last 90 minutes (one and a half hours). People who attend will receive \$125 to thank them for their time.

Would you be interested in taking part in this study?

Yes	1	
No	2	THANK & TERMINATE

23. The discussion group will be video-recorded. These recordings are used to help with analyzing the findings and writing the report. The results from the discussions will be grouped together in the research report, which means that individuals will not be identified in anyway. Neither your name nor your specific comments will appear in the research report. Is this acceptable?

Yes	1	
No	2	THANK & TERMINATE

24. There will be some people from the Department of National Defence and/or the Government of Canada involved in this research project may be observing the session. They will not take part in the discussion and they will not know your name. Is this acceptable?

Yes	1	
No	2	THANK & TERMINATE

25. Thank you. Just to make sure, the group will take place on [DAY OF WEEK], [DATE], at [TIME] and it will last 90 minutes (one and a half hours). Following your participation, you will receive \$125 to thank you for your time. Are you interested and available to attend?

Yes	1	
No	2	THANK & TERMINATE

To conduct the session, we will be using a screen-sharing application called **Zoom**. **We will need to send you by email the instructions to connect.** The use of a computer or tablet (**not a smartphone**) in a quiet room is necessary since the moderator will want to show material to participants to get their reactions – that will be an important part of the discussion.

We recommend that you click on the link we will send you a few days prior to your session to make sure you can access the online meeting that has been setup and repeat these steps at least 10 to 15 minutes prior to your session.

As we are only inviting a small number of people to attend, your participation is very important to us. If for some reason you are unable to attend, **you cannot send someone to participate on your behalf** - please call us so that we can get someone to replace you. You can reach us at [INSERT NUMBER] at our office. Please ask for [INSERT NAME].

So that we can contact you to remind you about the focus group or in case there are any changes, can you please confirm your name and contact information for me? **[READ INFO AND CHANGE AS NECESSARY.]**

First name _____

Last Name _____

Email _____

Day time phone number _____

Night time phone number _____

Thank you!

If the respondent refuses to give his/her first or last name or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the focus group. If they still refuse THANK & TERMINATE.

Moderation guide

Introduction to Procedures (10 minutes)

Thank you all for joining this online focus group!

- Introduce moderator/firm and welcome participants to the focus group.
 - Thanks for attending.
 - My name is [INSERT MODERATOR NAME] and I work with Quorus Consulting, and we are conducting research on behalf of the Government of Canada.
 - Today we will be talking about video ads that the Department of National Defence has developed for an upcoming Canadian Armed Forces ad campaign.
 - The discussion will last approximately 90 minutes.
 - If you have a cell phone or other electronic device, please turn it off.
- Describe focus group.
 - A discussion group is a “round table” discussion. We will also be asking you to answer survey questions from time to time to help guide the discussion.
 - My job is to facilitate the discussion, keeping us on topic and on time.
 - Your job is to offer your opinions on the ads I’ll be showing you tonight/today. Your honest opinion is valued – I am not the one who developed the ads I’ll be showing you tonight so please feel free to share what you like and what you think might need improving.

As well, your feedback on these ads remains anonymous – I don’t want you to think that if you like what we show you that DND will try to recruit you to join the forces.
 - There are no right or wrong answers. This is not a knowledge test.
 - Everyone’s opinion is important and should be respected.
 - We want you to speak up even if you feel your opinion might be different from others. Your opinion may reflect that of other Canadians.
 - To participate in this session, please make sure your webcam and your microphone are on and that you can hear me clearly. If you are not speaking, I would encourage you to mute your line to keep background noise to a minimum. And, please remember to remove yourself from mute when you want to speak!
 - I will be sharing my screen to show you some things.

- We will be making regular use of the chat function. [MODERATOR EXPLAINS HOW TO ACCESS THE ZOOM CHAT FEATURE DEPENDING ON THE DEVICE THE PARTICIPANT IS USING]. Let's do a quick test right now - please open the chat window and send the group a short message (e.g., Hello everyone). If you have an answer to a question and I don't get to ask you specifically, please type your response in there. We will be reviewing all chat comments at the completion of this project.
- Explanations.
 - Please note that anything you say during these groups will be held in the strictest confidence. We do not attribute comments to specific people. Our report summarizes the findings from the groups but does not mention anyone by name. Please do not provide any identifiable information about yourself.
 - The final report for this session, and others, can be accessed through the Library of Parliament or Library and Archives Canada once it's posted.
 - Your responses will in no way affect your dealings with the Government of Canada.
 - The session is being audio-video recorded for report writing purposes / verify feedback.
 - Some of my colleagues from DND involved in this project are watching this session and this is only so they can hear the comments first-hand.
- Please note that I am not an employee of the Government of Canada and may not be able to answer questions about what we will be discussing. If questions do come up over the course of the group, we will try to get answers for you before we wrap up the session.

Any questions?

INTRODUCTIONS: Let's go around – please tell us your name and a little bit about yourself, such as where you live, who lives with you, what you do for a living/what you are studying, etc.

Ad Setup (5 minutes)

Let's now turn our attention to the video ads produced. I want to emphasize that work is still required to fine tune the special effects, colour enhancing, voice over and soundtrack but these will give you a good idea of what the final product will be.

I'm going to show you two videos that have been produced by DND that will eventually appear on television and online. They use the same creative approach - the difference is that one video is 30 seconds long and features three scenarios and the other video is 15 seconds long and features one scenario. The complete ad campaign will be comprised of seven scenarios in total – what we are showing you today are a few scenarios to give you a sense of what the campaign will look like.

When we look at these, I would like to focus on the message and content of the ad and not so much on the final presentation format since what you will see is not 100% how the final product will look. Here is what we will be looking at:

- These ads are not 100% finalized. You will see a few images throughout the videos with some narration. Some aspects of the videos still need to be fine-tuned.
- The ads might not feature the final narrator that will be used and some of the visuals might be refined a bit but you'll have a very good idea of what the final product could look like.
- I'll show each video twice.

We are looking for your feedback on the overall approach used across these videos. We are interested in getting your feedback on an ad campaign that uses a mix of 15 and 30 second videos spanning a range of scenarios.

Ad Evaluation (55 minutes)

I'll first show you the 30 second video – I'll show it twice. Then I'll do the same for the 15-second video. **MODERATOR SHOWS EACH VIDEO ADVERTISEMENT TWICE**

Now let's discuss the overall ad in greater detail.

1. In the chat box, how would you rate this ad campaign on a scale from 1 to 10, where 10 is the best score possible?

2. What are your first impressions of the approach taken?

EXPLORE AS NEEDED:

- Tell me what, if anything, did you like?
- Now tell me what, if anything, you did not like?
- **EXPLORE RATINGS AS NEEDED TO STIMULATE CONVERSATION** – Let's go around and talk a little about the rating you gave this ad on the 10-point scale.
- Were there any (other) words, scenes or images that provoked a strong reaction in you? ...which ones?

3. **In a few words**, what do you think DND is trying to tell us? ...what, in your own words, is the main message?

- Is the message **clear or obvious**...or do you feel you needed to work hard to figure out what DND was trying to tell us?
- Is this a **relevant** message for you personally? Why / why not?
- Do you feel this message is **credible or realistic**? Why / why not?

4. **In a few words**, what is the ad trying to get us to do? ...what do you see as the call to action?

- Does this campaign encourage you to go looking for more information about the CAF?
- If not, what would you want to see or hear to encourage you to go look for more information?
- Where would you see yourself looking for more information about the CAF?

5. Who do you feel this advertising campaign is targeting?
 - **SHOW OF HANDS** – how many feel the ads are targeting you? ...and if not you, then who are the ads targeting? Why do you say that?
6. Do you have any (additional) feedback on the creative approach used in these videos?
 - Would you consider the approach visually appealing?
 - How effective would this approach be at getting your attention online or while watching television?
7. Is this the sort of ad you would expect from DND? ...help me understand your answer.
8. Finally, did you see or hear anything that you personally consider disturbing or offensive? If so, help me understand this.

Static Ad Concept Evaluation (10 minutes)

I'd now like to show you some static ad concepts that aim to support and tie into the overall campaign. These are images that would appear online and perhaps as posters and billboards (e.g., at bus stops, etc.) **MODERATOR CYCLES THROUGH EACH IMAGE FULL-SCREEN, THEN STOPS ON A SCREEN FEATURING ALL THREE IMAGES ON ONE PAGE**

Now let's discuss these concepts.

9. What are your first impressions of the approach taken?
 - Tell me what, if anything, did you like?
 - Now tell me what, if anything, you did not like?
 - Is there anything here that provokes a strong reaction in you? ...what exactly?
10. Would you consider the approach visually appealing?
 - How effective would this approach be at getting your attention online or if you saw this as a poster or a billboard?

11. How well do these ads fit with the video ads we discussed earlier?

12. **In a few words**, what is the ad trying to get us to do? ...what do you see as the call to action?

- Does this campaign encourage you to go looking for more information about the CAF?
- Considering these would be an image ad on a website or a poster/billboard, what would you want to see to encourage you to go look for more information?

Wrap-up (10 minutes)

Finally, you see ads almost everywhere you go – thinking specifically of your own situation, where should the Government of Canada show this ad so that it gets through to you and others in your age group?

[MODERATOR CHECKS WITH CLIENT TEAM REGARDING ANY ADDITIONAL QUESTIONS]

Does anyone have any additional thoughts on what you have seen tonight?

ON BEHALF OF THE GOVERNMENT OF CANADA, THANK YOU FOR YOUR PARTICIPATION