

The Canadian Armed Forces (CAF) Recruitment Focus Group Study – 2023-2024

Final Report

Prepared for the Department of National Defence (DND)

Supplier: The Strategic Counsel

Contract number: CW2323336

Contract value: \$49,991.20

Contract award date: July 20, 2023

Delivery date: November 22, 2023

Registration number: POR-024-23

For more information on this report, please contact POR-ROP@forces.gc.ca.

Ce rapport est aussi disponible en français.



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Aussi disponible en français sous le titre Étude sur le recrutement des Forces armées canadiennes (FAC) menée auprès de groupes de consultation – 2023-2024.

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Catalogue Number:

D2-472/2024E-PDF

ISBN:

978-0-660-69269-2

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I. Executive Summary

Executive Summary

A. Background

To fulfill the Strategic Intake Plan of the Canadian Forces Recruiting Group (CFRG), the Canadian Armed Forces (CAF) must enroll Regular Force (full-time) and Reserve Force (part-time) members every year. A highly competitive job market has posed significant challenges for CAF recruitment initiatives as the CAF competes with other Canadian employers for top quality candidates. Public opinion research assists the Government of Canada and DND in staying attuned to the views, perceptions, and opinions of Canadians, and also provides additional context which can be used to aid in the CAF recruitment process.

The CAF recruitment advertising campaigns consist of a multi-pronged campaign that addresses the five main recruiting objectives for 2023-2024.

The five recruitment advertising campaigns include:

- CAF recruitment (Awareness) campaign
- Priority Occupations recruitment campaign
- Indigenous Peoples recruitment campaign
- Reserve Force recruitment campaign
- Paid Education recruitment campaign

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 five primary DND and CAF military recruitment objectives include:

1. Raise awareness of the CAF and its many careers and programs.
2. Filling priority (in-demand) occupations.
3. Recruiting Reservists.
4. Increase in advertising visits to the Forces.ca website.
5. Increase the number of Canadians who click 'Apply Now' on Forces.ca.

These five primary recruitment objectives are supported by the Assistant Deputy Minister (Public Affairs) (ADM(PA)) through targeted marketing and advertising efforts, including content geared towards increasing the number of women and visible minorities serving in the CAF.

Research Objectives

The main objective of this research was to assess the perspective of young Canadians (aged 18-34) concerning career goals/intentions and their perceptions of CAF recruitment advertisements. In order to meet the objective, the research explored issues such as familiarity with the CAF and its recruitment advertisements, likelihood of joining the CAF, perceived barriers to recruitment, potential barriers and motivations influencing potential recruits to join the CAF, knowledge of career opportunities in the CAF (for self, women, visible minorities and 2SLGBTQI+), the effectiveness of attraction and recruitment strategies

and preferred communication channels. It also identified career influencers and how they influence career decisions, examined career desires/decisions, and explored what matters most/least when making career decisions.

This research study:

- Tested several creatives and messaging.
- Provided a better understanding of young Canadians' perceptions of CAF recruitment and its elements.

The findings from this study will be used by the DND and CAF to:

- Gauge young Canadians' awareness and opinions of the CAF recruitment process.
- Inform recruitment decision-making.
- Inform recruitment campaign communication strategies and messaging.
- Improve communications to young Canadians.
- Understand the barriers to CAF recruitment.

The findings from this study will be used to provide advice to senior leaders and make evidence-based recommendations to improve existing recruitment processes and develop new strategies and campaign elements to assist CAF recruitment.

As a note of caution when interpreting the results from this study, findings of qualitative research are directional in nature only and cannot be attributed quantitatively to the overall population under study with any degree of confidence.

B. Methodology

Participants in 12 focus groups conducted between October 23rd, 2023, and October 26th, 2023, took part in conversations about their career plans and decision-making processes, as well as their views related to the Canadian Armed Forces (CAF) as an employer of choice. In all, 12 groups were conducted across various target audiences.

The target audience consisted of job seekers and job changers:

- 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

Additional groups were conducted with various diversity groups. Two focus groups were conducted among Indigenous Peoples, one focus group was conducted among those identifying as part of the 2SLGBTQI+ community and one focus group was conducted among those identifying as a visible minority.

Region/Language	Target Audience			
	Job Seekers	Job Changers	Additional Audiences	Total Number of Groups
Eastern Canada (Atlantic Canada) English	√	√	N/A	2
Central Canada (Ontario) English	√	√	Indigenous Peoples 2SLGBTQI+	4
Western Canada* (Manitoba, Saskatchewan, Alberta, British Columbia) English	√	√	Indigenous Peoples Visible Minorities	4
National French	√	√	N/A	2
Total Number of Groups	4	4	4	12

* A number of participants residing in Canada's North were included in the groups based in Western Canada.

In addition to the above-noted criteria, group composition ensured representation from across regions, including Eastern Canada (two groups), Ontario (four groups), Western Canada (four groups) and among Francophones nationally (two groups recruited from those residing in and outside of Quebec). Seven participants were recruited for each group with the expectation that a minimum of six would attend.

C. Key Findings

Participants identified financial considerations such as compensation, benefits, and employee pension programs as the top factors influencing their future career decisions. The ability to maintain a work-life balance and careers in which one can grow, advance, and learn transferable skills were also viewed as highly important. Family members, friends, and trusted individuals (such as professors, academic advisors, counsellors, and community leaders) were seen as having the most impact on participants' education and career decisions. Many indicated that they would likely turn to these individuals, as well as those already working in fields of interest to them for guidance and information related to potential career paths they were considering.

On balance, participants held a mostly neutral view of the CAF. While many associated the armed forces with combat and active deployment, several called to mind other aspects such as learning skills related to leadership, teamwork, and discipline and the ability to have one's post-secondary education paid for by joining the CAF. Several had existing connections with the CAF, primarily through family members and friends who were active members or had served in the military in the past.

Only a few participants had previously considered the CAF as a potential career path, and fewer had actively pursued this opportunity. Several participants cited what they viewed as the long application process and delays in receiving a response as the primary reasons that they had not pursued this opportunity. **Most indicated that they would be unlikely to consider a position with the CAF either now or in the near future. For many, this was primarily due to a perceived lack of flexibility in their own lives, including having young children and the desire to maintain their current career.**

Many had previously seen advertisements produced by the CAF. Several recalled these advertisements as being heavily focused on action and excitement, while a smaller number reported having seen advertisements related to specific career paths that one could pursue within the armed forces.

Awareness of the Reserve Force was low among participants. **While viewing the part-time nature, opportunity to earn additional income, and ability to maintain their civilian lives and careers as enticing aspects of the Reserve Force, many were reluctant to consider this as a potential employment opportunity.** For most, this was primarily due to concerns that they may be deployed in the event of a large-scale conflict or national security emergency as well as the impression that even a part-time commitment would still be too much for them to handle.

Participants were mostly positive in their reactions to the Reserve Force static advertisements. It was felt that these had been well-designed and had effectively conveyed the balance between military and civilian life experienced by Reservists. Some recommended making the contrast between military and civilian aspects starker, believing this was too subtle in some of the concepts. Others felt that military scenes featuring desert and ocean settings evoked imagery of deployment and thought that this might dissuade those who might be interested in the Reserve Force but not in being deployed.

While on balance participants felt the Reserve Force video advertisements were energetic and featured a high level of excitement, many thought that they moved too rapidly and would be more effective if they gave viewers more time to focus on each scene. It was also felt that the music selection for these videos could be less intense, with a number of the opinion that the high-energy soundtrack could be alienating to some types of viewers, including women.

Groups presented with the Priority Occupation campaign reacted mostly positively to the concepts they were presented with. **Discussing the static advertisements, many expressed a preference for those concepts that focused on specific career paths rather than a more generalized approach.** A number found what they viewed as the calmness of these advertisements to be appealing.

Those shown the Priority Occupation video campaign felt that the videos were energetic and did a good job in conveying the message that there were many different career paths available through the CAF. **Discussing ways in which the videos could be improved, several recommended focusing on more than one position in each specific advertisement as well as providing information related to potential salaries and benefits with the CAF.** It was felt that by advertising a wide variety of different jobs, these

advertisements could potentially serve as inspiration to individuals interested in certain career paths that they did not know were an option through the CAF.

While viewing the Paid Education program as a valuable opportunity, a number questioned what commitment would be required on their end in order to access this program. Many were of the impression that one would have to make at least a part-time commitment to the CAF in order to receive this support. **Several expressed a preference for the advertisements featuring jobs that could conceivably be done close to home rather than those that might require them to work in the field or far away from friends and family.** While discussing ways that these concepts could be improved, it was suggested that the text could be made larger and more eye-catching in order to stand out more from the rest of the concept. A number also thought that the addition of information pertaining to potential salary and benefits would prompt a greater number of individuals to want to find out more about this program. Several spoke positively of the “Earn While You Learn” tagline, believing it to be catchy.

Those in the groups comprised of Indigenous peoples overwhelmingly expressed a preference for the advertising approach featuring real people rather than artistic silhouettes. It was widely felt that this approach was a more accurate depiction of the Indigenous Entry Program and better showcased values such as teamwork, comradery, and learning new skills while also having a positive experience. **It was felt that seeing real Indigenous people having fun and working together would likely inspire those who encountered this campaign to want to learn more about this program.** The three weeks, all expenses paid with no commitment required were widely seen as enticing aspects of this program that participants felt should be highlighted to a greater extent.

Sharing their overall thoughts on these advertisements, **several felt that the images and videos they had seen were too focused on the individual and that a greater emphasis should be placed on teamwork and learning valuable skills alongside others.** A few also thought that efforts could be taken to portray individuals gaining leadership experience more effectively through working with the CAF, believing that this value had not been sufficiently communicated by the images and videos they had seen.

While participants felt that these advertisements had generally been inclusive, this had been far more apparent in terms of the inclusion of women, Indigenous peoples, and visible minorities compared to persons living with disabilities and 2SLGBTQI+. As a general comment, **it was felt that the sense of diversity in these advertisements could be increased by presenting more imagery of individuals of different backgrounds working together and striving towards a common goal.**

Focusing on ways to make these advertisements more inclusive, **it was thought that more could be done to demonstrate the ways that individuals who were less physically able could still contribute to the CAF** and place less emphasis on physical activities such as lifting weights. Some also suggested that more should be done to feature older individuals (40 years and over), demonstrating that opportunities with the CAF were not just for young people.

Asked how they would typically like to receive information about jobs and careers more generally (not specific to the CAF), **participants expressed a preference for short-form video and text posts on social media, video advertisements (online or in theatres), career fairs, and exhibits on campuses.** Some in the groups comprised of Indigenous peoples also identified Indigenous-led organizations (such as Métis Nation), cultural spaces, and their respective bands as effective ways to communicate this type of information.

Participants identified Instagram, TikTok, and YouTube as the social media platforms they spend the most time on, with a number also identifying Facebook, Snapchat, X (formerly known as Twitter), and LinkedIn. **Describing what factors would make them more inclined to click on a job advertisement posted on social media, participants identified aspects such as salary and benefits, the ability to maintain a work-life balance, the ability to grow and advance, and the location of the work.**

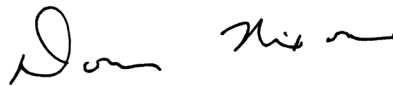
Discussing potential interactions with a CAF recruiter, a slightly larger number indicated a preference for a face-to-face interaction with a recruiter, rather than online. Many, however, indicated a high level of comfort with either method. For those who favoured face-to-face, this was primarily due to the impression that this would allow for a more natural conversation. Those who preferred an online setting believed that this would be less intimidating and that they would likely feel less pressure than if they were face-to-face with a recruiter.

Statement of Political Neutrality

I hereby certify as Senior Officer of *The Strategic Counsel* that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Policy on Communications and Federal Identity and the Directive on the Management of Communications.

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

Signed:



Donna Nixon, Partner
The Strategic Counsel

II. Detailed Findings

Detailed Findings

A. Career Considerations

At the outset of the focus groups, participants were asked to identify what factors (apart from passion and personal interest) they considered to be most important when it came to deciding upon a career path or thinking about their future career options. A range of responses were provided, summarized below, beginning with the most important factors identified. It is important to mention that none of the factors below were seen as unimportant and many were seen as being interrelated with or contingent upon the basis of other priorities.

Compensation and benefits – Most participants identified financial considerations such as compensation, benefits, and employee pension programs as being among their top priorities when determining where to look for employment. Adequate compensation emerged as a basic requirement with few, if any, participants suggesting that money was a lower priority than other considerations.

“Compensation, benefits, and flexibility. I want to have flexibility in both the time and location of my work” – an Eastern Canadian Job Seeker

Work-life balance – Several participants indicated that they were looking for positions that provided a sufficient work-life balance and allowed them to have a fulfilling professional and personal life. In many instances, work-life balance was mentioned in tandem with other basic considerations like compensation and the opportunity for advancement.

“I’m looking for advancement opportunities and work-life balance. I like having a strict schedule that I can follow and when I’m finished work, I want to be able to completely leave it behind for the day.” – an Eastern Canada Job Changer

Long-term stability – A number of participants communicated a preference for those career paths that would provide them with stable employment and the ability to learn skills that would remain in-demand for many years to come.

Opportunities for growth and advancement – Many cited the ability to grow, advance, and learn transferrable skills as being important to them, with a number commenting that they were particularly focused on pursuing a career path in which they would be able to continuously evolve.

“I like to do work that is fulfilling, but I also have a family to provide for, so compensation is important to me. That and the ability to grow in my career.” – A Western Canadian Indigenous participant

Proximity to family and friends – Several expressed a strong preference for careers that would allow them to remain close to family and friends. In a similar vein, several participants said they were looking for jobs that would allow them to work from home. These comments seemed to carry the issue of work-life balance

forward in a way that not only separates work and personal lives but does so in a way that prioritizes and makes personal lives as accessible as possible.

Job satisfaction and the feeling of making a difference – Job satisfaction and the feeling of making a difference were mentioned by several participants as important factors to consider when deciding upon a career path, but as subsidiary to the more pragmatic requirements (e.g., compensation, stability, and work/life balance). A few participants identified a positive work environment as the most important aspect to them when considering whether to accept a job, commenting that they would be willing to take slightly less compensation to work in a position they enjoyed, for an employer whose values aligned with their own.

Asked to describe their career goals and the types of skills that they would like to acquire over the course of their careers, several mentioned aspects related to their personal finances. For many participants this included finding careers that would allow them to provide for their families, build up savings, and retire comfortably. Several also wanted to pursue careers in which they would be able to gain the respect of their coworkers, derive personal satisfaction from their work, and excel within their chosen fields. A number were hoping to gain skills and certifications in specific areas such as the trades/construction (the Red Seal certification was mentioned specifically), technology and software, project management, and leadership and communication.

Discussing the career paths that they hope to pursue, participants often mentioned areas such as working in the culinary arts, teaching at the primary and secondary level, post-secondary administration, and working with marginalized groups such as those facing challenges related to addiction and mental health, persons living with disabilities, and individuals experiencing homelessness. Many expressed uncertainties regarding their career plans and commented that they were still trying to determine what type of work to pursue in the long-term. Among those who had either recently joined the workforce or were still in the process of completing their post-secondary studies, several expressed that while they had specific career goals in mind, they were unsure as to what steps they would need to take to ultimately achieve them.

Asked who or what has had the most influence on their education and/or career path, many mentioned family members such as their parents, spouses, and other loved ones. Related to this, participants frequently indicated a desire to work in the same or similar fields as other members of their family. Teachers and professors at the secondary and post-secondary level were also described as having a considerable impact on participants' career paths. Several reported having received valuable encouragement from their high school teachers to pursue post-secondary education upon graduation as well as to develop important skills related to leadership and public speaking. Other participants said friends and colleagues play an important role in shaping their career goals, viewing them as an important source of encouragement and motivation. A few participants cited motivational videos on platforms such as YouTube and TED Talks as also having an impact on their career path. A small number among those in the groups comprised of Indigenous peoples identified elders in their communities as having had an important influence on their career goals and aspirations. In addition to these external influences, several believed that their career goals had been largely self-motivated and that most of their drive and ambition had emanated from within.

Describing where they would likely go to find out more information regarding careers of interest to them, participants provided a range of responses. Several indicated that they would be likely to seek out individuals who were already working in fields of interest to them to gain a first-hand understanding of

these potential jobs/career paths. Many of those currently undertaking their post-secondary studies or who had recently graduated indicated that they would likely consult with trusted professors and advisors as well as utilize employment resources provided by their universities/colleges. A few also mentioned job fairs as a potential source of information regarding careers of interest to them. A large number indicated that they would likely use the Internet to gain more information regarding potential career paths, including employment focused websites like LinkedIn and Indeed, social media platforms such as Instagram and TikTok, and search engines such as Google.

Asked what type of content they would be most likely to respond to, many participants expressed a preference for short-form videos (such as TikToks and Instagram reels) which they expected would do a better job of capturing their attention and encouraging them to learn more about potential employment opportunities. Others preferred information that was more text-based that would provide them with the ability to read closely and delve into the details regarding a potential job/career path. A few felt that personal accounts from those currently working in fields of interest to them served as the most effective way of conveying important information regarding specific jobs and/or employers.

B. CAF General Impressions

Participants were next asked to share their general impressions related to the CAF.

On balance, most reported having neutral views of the CAF. The view was expressed by many that while they supported the aims of the CAF to protect and defend Canada and Canadians, they did not know enough about the CAF or its activities to have formed a strong opinion about it. Others recounted having heard both positive and negative accounts of the CAF from friends and family who had served in the military, and as a result had mixed opinions about the Armed Forces.

Among those more positively inclined, participants cited factors such as previous positive experiences interacting with CAF personnel, familiarity with the experiences of friends and family in the armed forces, and the impression that Canada's military is primarily focused on peacekeeping rather than active combat. Several described the potential benefits of working with the CAF, such as the acquisition of new skills related to teamwork, discipline, leadership, as well as the intense physical training they believed members of the CAF typically engage in. Others called to mind programs offered by the CAF related to paid education as well as skills training across a range of sectors. A number also spoke positively of the CAF's role in protecting Canada and its interests on the global stage.

Several of those who viewed the CAF in a more negative light shared concerns related to public allegations of sexual misconduct within the military, a perceived lack of financial and mental health supports for veterans, and a general disapproval of the military overall as an institution. Many also viewed aspects of the CAF related to deployment into combat zones and working far away from friends and family as being potentially lonely and frightening, and they expressed that this was not something that they wished to experience.

Asked whether they viewed the military as offering careers that provided valuable skills which were transferable to civilian life and/or assisting their respective communities, most believed that it did. A large number were of the impression that the CAF offers paid education across many sectors, with participants specifically mentioning areas such as engineering, operating, and repairing heavy machinery, nursing, architecture, and project organization and management. In addition to vocational training, participants also mentioned the opportunity for CAF members to develop important skills such as teamwork, time management, discipline, and stress management that they believed would also serve them well in their civilian lives. Several said they believe that the CAF trains its personnel to be adaptable to different situations and to be able to successfully operate under pressure. These participants thought that these skills could translate well to civilian work environments. A small number commented that the CAF offers a great opportunity for those from lower-income backgrounds to gain valuable skills and education that otherwise might not be available to them.

Several participants reported having existing connections to the CAF. For many, these connections were in the form of parents, grandparents, siblings, cousins, and friends. A few reported having participated in youth organizations related to the CAF, including the Royal Canadian Air Cadets and the Junior Canadian Rangers. Asked who or what has had the greatest impact on their views and perceptions of the CAF, participants often said that personal connections to the military play the biggest role in this regard. Other influencing factors reported by participants included articles they had encountered on social media, news coverage of the CAF, books about Canadian military history, and portrayals of the military in movies and on television. Regarding the latter, a number mentioned that while they had seen numerous portrayals of the military on screen, these were typically based on the United States (U.S.) military and, as a result, may not accurately depict the operations of the CAF.

C. CAF as a Career Choice: Motivators and Barriers

Participants next engaged in a discussion related to potential motivations and barriers to them considering the CAF as a potential career option. Asked whether they had ever considered a job or career with the CAF, only a small number indicated that they had. Among these, very few had actively pursued this career path by engaging in activities such as meeting with a recruiter, taking initial writing tests, visiting the Forces.ca website, and attending career fairs at which the CAF was present. A few had previously applied to join the CAF and recalled that it had taken a significant amount of time (in some cases upwards of a year) for them to receive a response, in which time their life plans had changed, and they were no longer interested in resuming the application process.

Sharing the reasons behind why they had previously considered a job or career with the CAF yet had ultimately decided not to pursue this opportunity, participants cited factors such as getting married and/or having children, a desire to remain close to home, concerns that they lacked the physical fitness required for military service, and worries that their mental health would suffer in the event that they were deployed to a combat zone. A number of those who had considered the CAF due to its offering of paid education ultimately felt that the types of career paths available through these programs did not align with their personal passions and/or long-term career plans.

“I’m still raising young children, though the financial stability/education that I would get through the military is appealing, especially considering the current cost of living.” – an Eastern Canada Job Changer

Asked whether they would consider a job or career in the military, now or in the near future, only a few indicated that they would. Several expressed concerns regarding what they viewed as a lack of control among CAF personnel as to where they were required to work and the positions to which they would be assigned. For those who were parents of young children, many did not feel that they had the time to consider a change in their career at this stage of their lives and were more focused on building careers that allowed them to remain in the same location for long periods of time. Some did not want to participate in what they viewed as the all-encompassing nature of serving with the CAF and did not believe that pursuing this career path would allow them to engage in other hobbies and interests of importance to them. A small number did not feel that they would be physically fit enough to join the military while others were concerned that working in the CAF would negatively impact their mental health.

“The positions I was previously looking at with the CAF required me to be more remote, which wasn’t interesting to me when I was younger, but I’m more open to it now.” – a Western Canada Job Seeker

D. Recruitment Promotional Materials and Advertising

Participants were next shown a range of videos and static advertisements developed by DND to encourage Canadians to consider jobs and careers within the armed forces. The videos and static concepts presented to participants varied among the groups. A chart detailing the creatives shown to each group can be found in [Section Three: Methodology](#).

Asked whether they had ever seen, read, or heard any advertising about the CAF and/or careers in the military, several indicated that they had. These participants often reported having seen advertising related to the CAF on television and/or in movie theatres, while others had encountered these ads on digital platforms such as YouTube, Facebook, Instagram, and TikTok.

Some recalled the advertisements they had seen as being more action-oriented, showcasing large military machinery and the different exciting locations CAF members can travel to. For others, these advertisements were viewed as being more focused on advertising the many unique career paths available within the CAF as well as the special skills one could acquire by working in the military. Questioned whether these advertisements had made an impact on them or encouraged them to learn more about opportunities with the CAF, very few indicated that they had.

“I remember seeing a television announcement talking about sending soldiers out for training. It interested me because I saw chefs in the army and it showed me that there were multiple careers in the army, not just being a soldier.” – a Francophone Job Seeker

“I remember seeing short-form advertisements on YouTube and other social media channels. I felt the ads were very intense and action-focused, which is not enticing to me personally.” – Eastern Canada Job Changers

Reserve Force

All groups were presented with promotional materials related to the CAF’s Reserve Force. Asked whether they would be enticed by the option to be able to work with the CAF part-time while still having the

capacity to have a civilian career, pursue their education, and focus on their passions, a number indicated that they would.

“I value what I do currently, so if I could maintain that while also working for the Reserve Forces, that would be enticing.” – a Western Canada Job Seeker

Among participants interested in the Reserves, it was felt that this opportunity would allow them to acquire valuable skills and experiences through the CAF without disrupting their current lives and obligations.

“The skills that come with training such as discipline and time management are enticing, so long as I would still be able to pursue my other passions.” – an Ontario Job Seeker

Many, however, still expressed concerns about the time commitment that working part-time with the CAF would entail. Among those who currently worked full-time and/or were parents of young children, it was felt that even a part-time commitment would be difficult for them to manage at this time.

“It’s interesting and the education and additional income sound beneficial, but what does the work/life balance look like.” – an Eastern Canada Job Changer

A few reported having been previously aware of the Reserve Force compared to those who were not. To clarify, participants were provided with the following information:

The Reserve Force is an integral component of the Canadian Armed Forces. Reservists occupy part-time service positions and typically work on evenings and weekends. Most Reservists hold civilian jobs or are students enrolled in post-secondary education programs. Deployment for Reservists is optional.

Asked whether knowing this information made them view the Reserve Force as a more enticing option, several participants identifying as visible minorities expressed greater interest in the program after learning more about it. Many others, however, reiterated that working in the military was not something of personal interest to them and that they did not expect that even a part-time commitment, such as that of the Reserve Force, would be a good fit for them.

Others commented on what they viewed as a lack of work-life balance if they pursued an opportunity with the Reserve Force, feeling that if they worked part-time with the CAF in addition to their full-time employment, they would have little time available to spend with family and friends and/or to engage in other interests.

Several considered the notion of optional deployment as one of the most attractive aspects of the Reserve Force, saying that compulsory deployment was a major turn-off.

Participants were next presented with static visual concepts which had been designed to serve as advertisements for the Reserve Force:



THE
STRATEGIC
COUNSEL

Canada
FORCES
JOBS • EMPLOIS

**PART-TIME
COMMITMENT,
LIFELONG
SKILLS**

THIS IS FOR YOU ——— JOIN THE ARMY RESERVE ———

**PART-TIME
COMMITMENT,
LIFELONG
SKILLS**

Canada
FORCES
JOBS • EMPLOIS

THIS IS FOR YOU
————— JOIN THE NAVAL RESERVE ———



On balance, most reacted positively to these concepts, viewing them as well-designed and straightforward in terms of what they were advertising. Several commented positively on what they viewed as the simplicity of the concepts, believing that the seamless transitions between military-focused imagery and civilian activities such as taking a selfie or enjoying a coffee were effective ways to promote the Reserve Force.

Many participants aged 18 to 24 felt that these advertisements were relatable to their own lives, particularly in their featuring younger individuals engaging in everyday activities interspersed with potential exciting experiences with the CAF. A few felt differently, believing that these advertisements were too youth-focused and that a greater emphasis should be placed on featuring older individuals as well. Participants also spoke positively regarding the inclusion of women and visible minorities within this campaign, believing that this was an effective way to highlight the diversity of the CAF.

Discussing the primary design of these concepts and their blend of military and civilian imagery, many believed this to be an effective way of conveying the part-time nature of the Reserve Force. A few commented that rather than having three panels, the images should be split evenly down the middle to demonstrate a sense of balance between the military and civilian worlds. Some participants believed the imagery used could be more exciting and eye-catching, feeling that there needed to be greater contrast between the civilian and military images and that more attention-grabbing colours needed to be utilized.

A few participants reacted negatively to the images chosen to represent the military aspects of the Reserve Force. It was thought that the desert imagery evoked deployment to an active combat zone and that the

large vessel on the ocean communicated that Reservists might find themselves working far away from friends and family. It was believed that these images ran somewhat counteractive to the notion that deployment was optional for Reserve Force members.

Asked what message they believed these advertisements were aiming to convey, several believed that they were primarily focused on communicating that Reserve Force members can enjoy the benefits of working with the CAF part-time while still maintaining the professional and social aspects of their civilian lives.

Participants were next shown video advertisements designed to promote the Reserve Force. These videos respectively focused on the Army, Navy, and Air Force. Each group was shown one video twice, and the versions presented rotated from group to group. A full breakdown of the specific concepts shown to each group can be found in [Part III: Methodology – B. Research Approach](#).

Reserve Force – Air Force



Reserve Force – Army



Reserve Force – Navy



Like the static concepts, reactions to the videos were mostly positive among participants. Many described the videos as being fun, upbeat, and action-oriented, while providing a clear and concise picture of the many facets involved in being a member of the Reserve Force. Several felt that the imagery utilized in the advertisements was well produced, visually appealing, and would likely catch their attention if they encountered this advertisement on television or online.

Many others, however, thought that the presentation of these advertisements was too fast paced and commented that it was hard at times to focus on what was happening. Bearing this in mind, these participants felt that the videos could be slowed down and/or made longer, allowing viewers to have more time to take in each scene before it transitioned to the next. Participants also commented positively on what they viewed as the diversity and inclusiveness of these videos through their incorporation of women and people of colour.

Those who felt more negatively about the advertisements found the imagery to be somewhat aggressive, believing that it was too action-oriented and focused on elements of the CAF related to combat. These participants thought that the videos should be more subdued to appeal to those who might prefer a job or career path in the CAF unrelated to active combat. A small number also believed that more could be done to showcase the comradery and social benefits of joining the Reserve Forces, feeling that these advertisements were too focused on the experience of the individual.

As with the static advertisements, participants believed these videos were primarily trying to convey that the Reserve Force offered the best of both worlds when it came to the skills and experiences gained through the CAF while still providing Reservists with the ability to study, socialize, and work outside of the military.

A few groups engaged in extended discussions where they were presented with messaging highlighting a range of potential benefits of working in the Reserve Force. Each group was presented with two of the following messages:

Gain the perks of military service on a flexible, part-time schedule.

Gain military skills and experience, on your schedule.

Maintain your lifestyle while earning competitive pay and benefits.

Pursue your education through funding support and training opportunities.

Build relevant experience and learn transferrable skills to advance in your career.

Support local communities through humanitarian work in a part-time job where you can make a difference.

Participants were mostly positive in their reactions to this messaging, and especially so regarding the aspects related to compensation and benefits, paid education, and helping others in their community. Several spoke positively regarding what they viewed as the perceived focus on flexibility and the ability of Reservists to arrange their work schedule on their own terms. It was felt that these were not aspects that typically aligned with their perception of the military as being quite strict and regimented in its operations. Speaking about the messaging overall, many described the wording as somewhat generic and believed that this messaging on its own would do little to encourage them to want to find out more about jobs or careers with the CAF.

Priority Occupation

Several groups were presented with static and video advertisements related to the Priority Occupation career paths available through the CAF. Participants in the groups comprised of 2SLGBTQI+ individuals residing in Ontario and visible minorities in Western Canada were shown the following static advertisements:



THE
STRATEGIC
COUNSEL

FORCES
JOBS

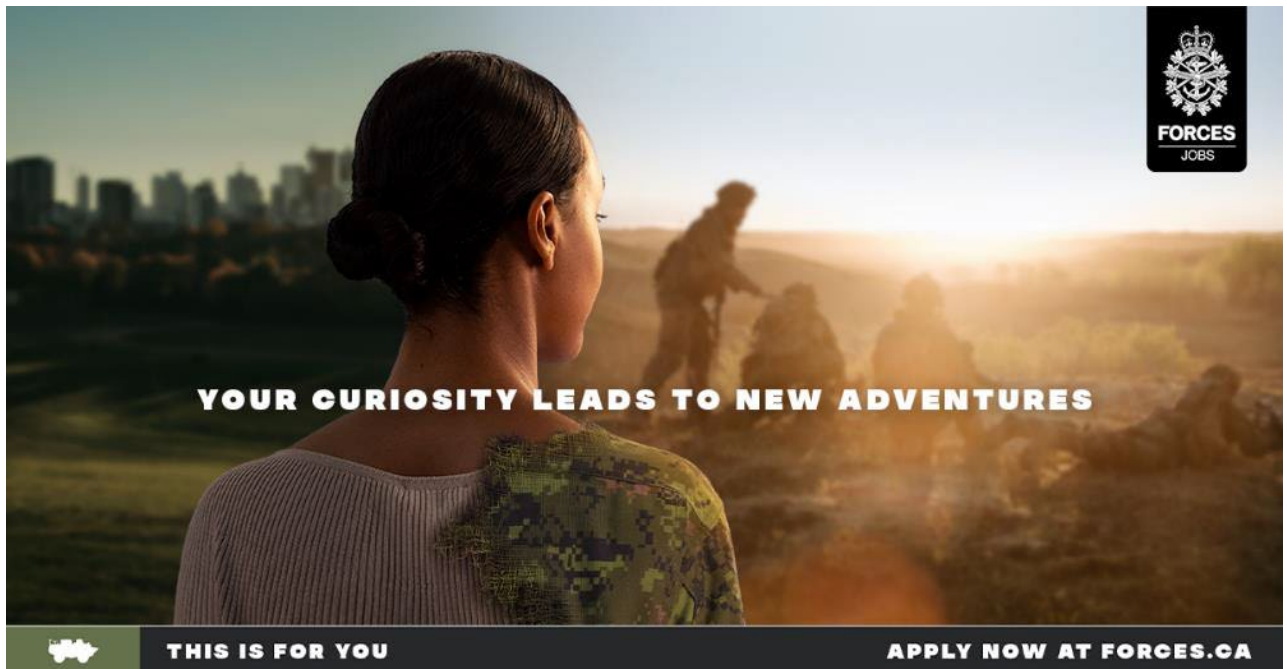
TRAIN TO BECOME
A NAVAL COMMUNICATOR

 **APPLY NOW AT FORCES.CA**

FORCES
JOBS

TRAIN TO BECOME
AN AVIATION SYSTEMS TECHNICIAN

 **APPLY NOW AT FORCES.CA**



Participants reacted most positively to the concepts focusing on training and gaining expertise in specific career paths such as becoming a naval communicator or an aviation systems technician. It was largely felt that these concepts were more focused in their approach and as such were more effective than the more generalized army-centric image that they viewed as being aimed at conveying a sense of adventure and fulfilling one's curiosity.

"It's captivating, it's not something you see every day. Gives you a glimpse of what you'd be doing." – an Ontario Job Seeker

Discussing the concepts as a whole, a number liked what they viewed as the calmness of these advertisements, feeling that they were much less intense compared to other videos they had been presented with related to the CAF. A few felt that having individuals with their backs facing the camera made the advertisements more inclusive, especially of different age groups as it was not readily apparent how old the individual featured in the concept was. Focusing on the Naval Communicator image specifically, it was felt by several that there needed to be a greater colour contrast between the civilian clothing and military uniform as the colours currently being used were too similar to one another.

Participants in some groups were also presented with video advertisements related to priority occupations within the CAF. The videos respectively focused on the aerospace telecommunication and information systems technician, financial services administrator, and marine technician career paths.

Priority Occupation - Aerospace Telecommunication and Information Systems Technician



Priority Occupation – Financial Services Administrator



Priority Occupation – Marine Technician



Many in the groups that were presented with the Priority Occupation video concepts reacted positively to the imagery included in the advertisements. It was generally felt that the videos were energetic, well designed, and effectively showcased the variety of positions and career paths within the CAF. Several commented that it was enticing to know that the CAF required many different types of workers across a range of settings, believing that this worked to dispel the prevailing impression that military service was primarily focused on combat and active deployment. A number believed that the videos were also quite realistic and felt that they effectively depicted what working in the CAF would be like.

“I thought it was very realistic. It seemed like these were actual people who are actually working in these jobs.” – an Eastern Canada Job Changer

Discussing ways in which the videos could be improved, several recommended slowing down the pace of the images and words presented on screen as well as focusing on more than one position in each specific advertisement. A few felt that the music selected for the video was too intense and may be alienating to some viewers who were not looking for excitement in the workplace. It was suggested by some that a link or a QR code should also accompany these videos for those interested in learning more about the process of applying to join the CAF.

Paid Education

Participants in the groups comprised of individuals who were either considering post-secondary studies or currently enrolled in a post-secondary program were presented with messaging and static visual concepts related to the CAF’s Paid Education campaign. Asked whether they viewed the potential benefits of paid education through the CAF, such as receiving a salary while you are in school, being guaranteed a job after graduation, and receiving fully paid post-secondary tuition, administrations, and free textbooks appealing, most indicated that they did. Several felt that these financial supports would be incredibly helpful considering the perceived high cost of post-secondary education at present.

*“I know how expensive university is. Having your tuition paid for is definitely appealing.”
– an Eastern Canada Job Seeker*

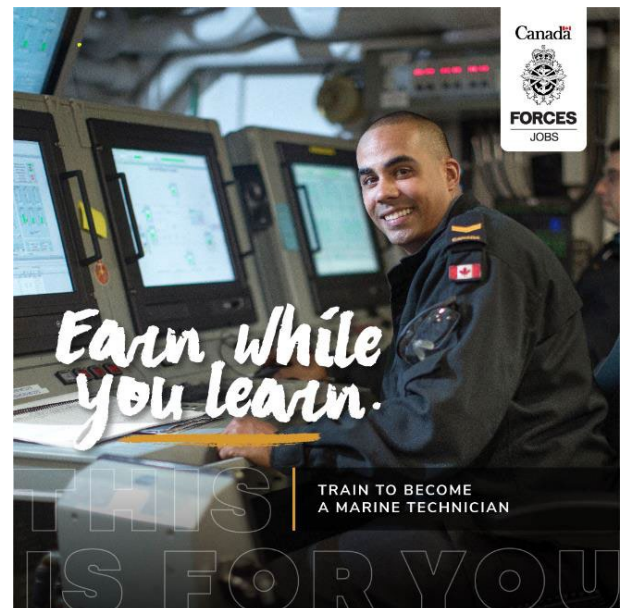
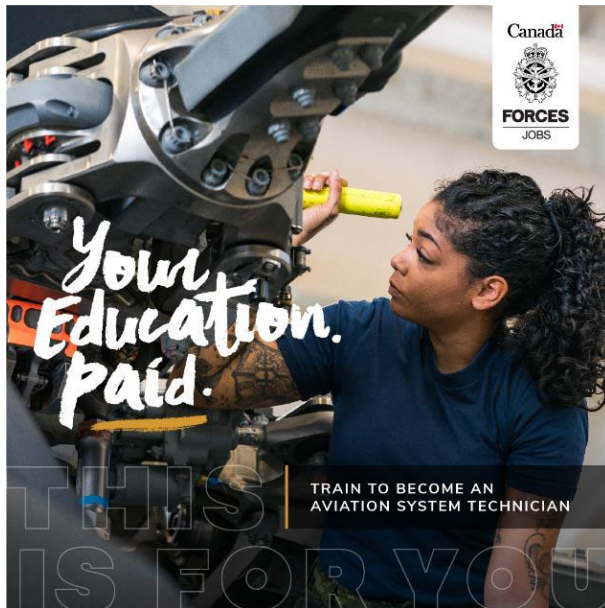
A number also believed that it would be reassuring to have guaranteed employment immediately following graduation. It was thought that this would be especially beneficial for those individuals whose career goals aligned with the programs and skills training that would be supported through this program.

“I like the stability of it, knowing there’s a job after” – a Western Canada Job Seeker

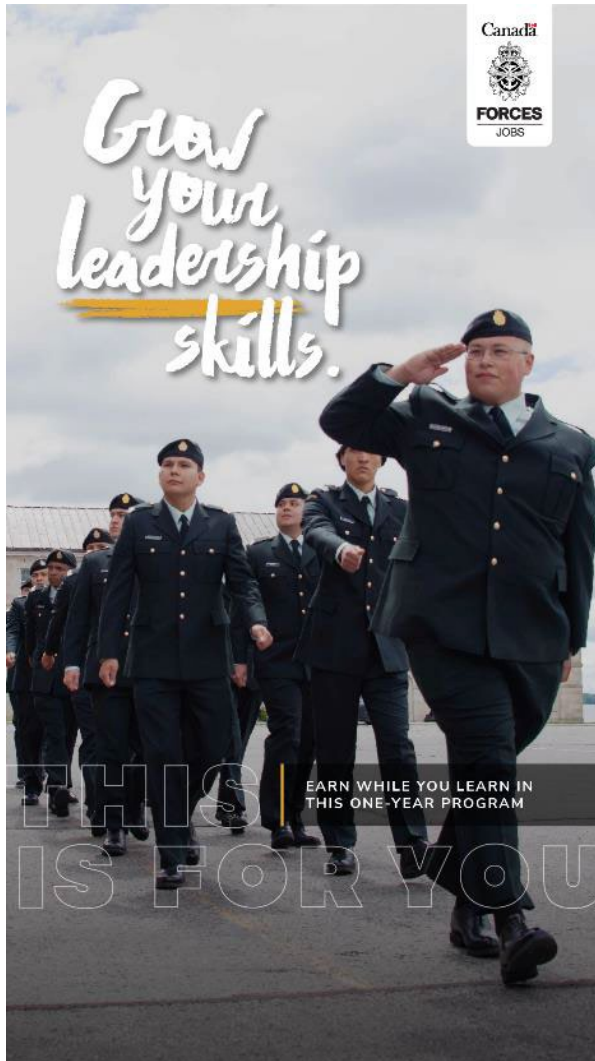
While also viewing the Paid Education program as a valuable opportunity, a number questioned what commitment would be required on their end to access this training. It was assumed by a few that receiving

this financial support from the CAF would require them to at least be semi-active in the military and could eventually lead to them being deployed in the event of an international conflict or national security emergency.

Groups were presented with the following static visual concepts, side by side:



The group conducted in French and comprised of job seekers was shown the following static visual concept in addition to the two noted above. The French group was shown the static visual in French.



Participants generally felt that the advertisements were well designed, with several specifically mentioning the photos utilized. It was believed that the images included in both concepts were stylish, visually appealing, and had a professional feel to them. Several reacted positively to the “Earn while you learn” tagline, believing it to be quite catchy. While generally finding both advertisements appealing, a few indicated a preference for the concept featuring the aviation system technician. This was primarily due to their impression that her job could realistically be performed close to home whereas the marine technician appeared to be on deployment at sea in their concept.

Discussing ways that these concepts could be improved, it was suggested by some that the text could be made larger and more eye-catching to stand out more from the rest of the concept. Others felt differently and thought that the font choice was effective, especially in terms of the faded presentation of the “This Is for You” tagline. A few felt that there should be more action and did not believe that the advertisements in

their present form would effectively grab the attention of those who encounter them. Several participants thought that the addition of information pertaining to potential salary and benefits would prompt a greater number of individuals to want to find out more about this program.

Most believed that the primary message these advertisements were attempting to convey was that by joining the CAF one could have their education paid for and could pursue their passions across a range of fields. A few also thought that the advertisements conveyed the message that these opportunities were open to individuals from all backgrounds and that this had been highlighted by the diversity of the individuals featured in the concepts. Some, however, felt that the featured jobs were too specific to the military and that featuring jobs common in the civilian marketplace would be more appealing.

“If they were trying to appeal to a broad audience, I don’t think they should focus on such specific jobs. Show an everyday job that you could get in the military” – an Eastern Canada Job Seeker

Some groups briefly discussed messaging designed to highlight numerous benefits related to the Paid Education program. Messaging shown to participants included:

Gain support on your journey towards achieving your personal ambitions.

Earn while you learn with competitive pay and benefits. Create a path to your dream career with up to 100% of your education covered by the CAF!

Explore your interests and achieve your full potential with support from one of our paid education programs.

Pursue your love of adventure while continuing your education.

Learn from military professors, leaders, and trainers in an environment that supports your potential.

Participants reacted most positively to the messaging related to competitive pay and benefits, pursuing their love of adventure, and exploring interests with support from the CAF’s paid education programs. It was thought by some that the messaging focused on gaining support towards achieving one’s personal ambitions was somewhat vaguely worded. Related to salary and benefits, a few questioned what one would have to commit to receive 100% of their education covered by the CAF. Few participants felt that these messages would encourage them to want to learn more about paid education opportunities offered by the CAF. Asked where the CAF should advertise to gain the attention of people who may wish to access these programs, participants mentioned social media platforms (Instagram, Facebook, and TikTok), YouTube, on television, and places such as secondary schools and post-secondary institutions.

Indigenous Peoples

Participants in two groups, comprised of Indigenous peoples residing in Ontario and Western Canada respectively, were presented with two approaches developed to advertise the CAF’s Indigenous Entry Program. The first approach (Approach A) shown to participants was:



THE
**STRATEGIC
COUNSEL**

Approach A:

**LEADERSHIP
TEAMWORK
EXPERIENCE**

**TRY OUR INDIGENOUS
ENTRY PROGRAM**

Three weeks
All expenses paid
No obligation to join
FORCES.CA

THIS IS FOR YOU

 National
Defence Defense
nationale

Canada



**LEADERSHIP
TEAMWORK
EXPERIENCE**

**TRY OUR INDIGENOUS
ENTRY PROGRAM**

Three weeks
All expenses paid
No obligation to join
FORCES.CA

THIS IS FOR YOU

 National
Defence Defense
nationale

Canada



Reactions to this approach were mixed among participants. Several did not believe that the silhouette-style imagery utilized was effective and expressed a preference for designs and photos which showcase Indigenous faces rather than symbols and motifs. A few were uncertain as to what the image with the motorboat was meant to represent and how it pertained to Indigenous peoples. A number also expressed confusion as to what the figures in the first image shown above were holding (i.e., whether it was meant to be a log or a canoe). Some spoke positively of the presentation of the information contained within the advertisement, believing this clearly conveyed benefits such as the three weeks all expenses paid, with no commitment required.

“I would rather see Indigenous faces and clearer representations of Indigenous peoples than drawings” – an Ontario Indigenous Participant

Participants were next shown a second approach (Approach B) for the Indigenous Entry Program:

Approach B:



**FORCES
JOBS**

THREE WEEKS
ALL EXPENSES PAID
NO OBLIGATION TO JOIN

THIS IS FOR YOU
EXPERIENCE OUR INDIGENOUS ENTRY PROGRAM

FORCES.CA

 National
Défense
Défense
nationale

Canada

THREE WEEKS
ALL EXPENSES PAID
NO OBLIGATION TO JOIN

THIS IS FOR YOU
EXPERIENCE OUR INDIGENOUS ENTRY PROGRAM

FORCES.CA

FORCES
EMPLOIS

National
Defence
Défense
nationale

Canada

Several felt that the second approach was far more resonant and appealing. A number viewed the inclusion of real images of Indigenous peoples as being very effective, especially seeing the smiling faces of the individuals featured in the concepts. It was felt that these concepts did a good job in conveying the message that this program was meant to be an enjoyable and worthwhile experience. It was thought that the activities depicted also strongly enforced the values of working together as a team and would provide those who saw this advertisement with positive impression as to what this program was about. A few felt that the font choice selected to advertise the *'three weeks, all expenses paid, no obligation to join'* should be adjusted to be more stylized, believing that it did not fit well with the other aspects of these concepts.

"I like the positive vibes of the in-person approach. It showcases a positive depiction of Indigenous peoples." – an Ontario Indigenous Participant

When asked what overall message they felt these advertisements were meant to convey, participants mostly believed it to be that the Indigenous Entry Program provided individuals with the opportunity to earn an income and have an exciting and fulfilling experience with no personal commitment required from them to join the CAF. While most found the prospect of learning skills related to leadership and teamwork to be appealing, a few questioned whether it was necessary for there to be an Indigenous specific program offered by the CAF. Among the Indigenous participants, it was felt that this might further the perceived impression that Indigenous peoples were separate from and/or treated differently in society compared to other Canadians. A few felt otherwise, believing that given the struggles that Indigenous peoples have historically faced, it was important for them to have programs designed to uplift them and assist them in acquiring new skills and training.

“This would appeal to those who are looking for work or are unsure of where they want to go. This could be a good thing to try out with no long-term commitment necessary” – a Western Canada Indigenous Participant

Discussing which of the two approaches they liked more, participants overwhelmingly expressed a preference for Approach B. It was widely felt that this was a more accurate depiction of the program and better showcased teamwork, comradery, and learning new skills while also having a positive experience. Additionally, several expressed the importance of featuring real Indigenous people rather than using silhouettes.

Participants were mixed in their opinions regarding whether it was offensive to include Indigenous cultural aspects and imagery (such as smudging) in CAF advertisements. Among those who felt it was not offensive, it was generally felt that advertisements with this focus should be developed and designed by Indigenous members within the CAF and those with a strong understanding of Indigenous culture. For those who felt differently, it was expressed that what could be deemed as offensive might vary considerably depending on the vast array of opinions and different histories of Indigenous peoples and that what was inoffensive to some may be highly offensive to others. A few shared the opinion that given the large number of different Indigenous groups in Canada, each with their own unique cultures and histories, that it would be difficult to include Indigenous cultural aspects to those concepts that would resonate with all Indigenous peoples.

Visible Minorities

One group, comprised of visible minorities residing in Western Canada, briefly discussed the visual concepts and advertisements they had been shown and whether these had effectively showcased the diversity and inclusiveness of the CAF. On balance, most felt that groups such as women and visible minorities had been prominently featured across the various campaigns that they had seen and that these advertisements had done a good job in depicting the many types of people who live in Canada. Participants widely believed that the videos and static advertisements had effectively communicated the message that the CAF was for everyone.

Discussing ways to further increase a sense of inclusivity in these advertisements, several believed that a greater focus should be placed on featuring groups of people, rather than solitary individuals. It was felt that most of the advertisements shown had been focused more on the individual experience and that videos and static images featuring diverse groups of people working together could be effective in promoting the CAF’s diversity, while also highlighting the core value of teamwork.

“They should show more than one individual in the ads and feature diverse groups. Many of the ads focus on solitary individuals, I think groups of different types of people working together might be more effective.” – a Western Canada Visible Minority Participant

A few participants also thought that these advertisements could be improved by using less intense music, believing that this type of soundtrack was not for everyone and that a different music selection may be more appealing to women and those from other cultures.

“The music selection in the video ads could be less intense and more focused on attracting a more diverse audience, including women and persons of colour who may prefer different musical styles” – a Western Canada Visible Minority Participant

2SLGBTQI+

Several participants in the group comprised of members of the 2SLGBTQI+ community did not believe that the advertisement campaigns presented to them were sufficiently inclusive and none reported feeling more interested in considering the CAF as a potential career path upon having seen them.

“It would be effective to have more than one person in an image as a way to show an array of different races and bodies.” – an Ontario 2SLGBTQI+ Participant

Several expected that they would not meet the physical requirements they believed were necessary to participate in the CAF. A number felt, given concerns related to the potential mental health challenges they associated with some aspects of working in the military (such as combat and being placed in intense situations), that these advertisements should include information regarding the mental health resources provided by the CAF to active members and veterans.

“It might be useful to showcase the more social aspects of the military. This is an important human need and demonstrating this aspect could make these ads more effective” – an Ontario 2SLGBTQI+ Participant

It was widely felt among this group that the representation of 2SLGBTQI+ individuals was not a top priority for the CAF at present and many expressed concerns regarding historical challenges they believed their community had faced in terms of acceptance within the CAF. Some participants felt that it would likely be difficult to provide adequate representation of 2SLGBTQI+ individuals, given that differences in gender and sexuality were not always readily apparent and may not be able to be adequately communicated in a visual format.

E. Overall Impressions

All groups were asked to share their overall impression of the visual concepts and videos they had been presented with and their perspectives regarding whether these had effectively communicated the CAF’s value propositions and messaging regarding the leadership, teamwork, and skills and experience one can gain by working in the military.

On balance, most felt that the advertising had strongly conveyed the message that there were a multitude of career paths available within the CAF and that work with the CAF could be done on either a full-time or part-time basis. A number, however, felt that the advertisements were too focused on the individual and that a greater emphasis should be placed on teamwork and learning valuable skills alongside others. A few also thought that more could be done to focus on one’s ability to gain leadership experience through working with the CAF, believing that this value had not been sufficiently communicated by the images and videos they had seen. Some commented that these advertisements had helped to give them a better understanding of the different types of jobs one can work in as part of the CAF and had worked to dispel their impression that a career in the military was primarily associated with deployment and combat.

Participants were also asked whether they felt that the advertisements they had been presented with had communicated that the CAF is genuinely inclusive of all equity-seeking groups, including women, visible minorities, Indigenous peoples, persons with disabilities, and 2SLGBTQI+. While participants felt that these advertisements had generally been inclusive, this had been far more apparent in terms of the inclusion of

women, Indigenous peoples, and visible minorities compared to persons living with disabilities and 2SLGBTQI+. Some participants felt that more could be done to demonstrate the ways that individuals who were less physically able could still contribute to the CAF. Some also suggested that more should be done to feature older individuals (40 years and over), demonstrating that opportunities with the CAF were not just for young people.

F. Communication Preferences

Asked how they would typically like to receive information about jobs and careers more generally (not specific to the CAF), participants expressed a preference for short-form video and text posts on social media, video advertisements (online or in theatres), career fairs, and exhibits on campuses. Few wished to receive information through physical media such as post-cards or booklets with QR codes. A larger number preferred to receive this type of information online rather than in person. Some in the groups comprised of Indigenous peoples also identified Indigenous-led organizations (such as Métis Nation), cultural spaces/gatherings, and their respective bands as effective ways to communicate this type of information.

Participants identified Instagram, TikTok, and YouTube as the social media platforms they spend the most time on, with a number also identifying Facebook, Snapchat, X (formerly known as Twitter), and LinkedIn. Describing what factors would make them more inclined to click on a job advertisement posted on social media, participants identified aspects such as salary and benefits, the ability to maintain a work-life balance, the ability to grow and advance, and the location of the work. Asked whether they would be interested in seeing a trade video showcasing the specific career paths related to the trades one could pursue within the CAF, many felt that they would. It was felt that this type of video would be effective in communicating the numerous pathways one could embark upon as well as the specific skills that they could learn that could significantly improve their career prospects in the civilian world.

Assuming they were interested in learning more about a job or career with the CAF, a slightly larger number indicated a preference for a face-to-face interaction with a recruiter, rather than online. Several commented that it was easier to get a better all-around feel for a position and potential employer when conversing face-to-face. It was felt that an in-person setting allowed for a more personal conversation and would likely provide the opportunity for these discussions to flow more naturally. A large number, however, also expressed a high level of comfort in engaging in online sessions with CAF recruiters. It was believed by some that this may be more relaxing for certain individuals, especially those who might be somewhat uncertain about potentially pursuing a career with the CAF.

III. Methodology

Methodology

A. Target Audience

The target audience for this research consisted of the following:

- **Job Seekers** – Defined as 18 to 24 years old with a high school and/or college degree who are currently not working and uncertain of their career path or who are employed and not confident in their current career path; and
- **Job Changers** – Defined as 25 to 34 years old who are either enrolled in post-secondary institutions, have graduated from college or university, or have started a career in their field of study or training after completing their post-secondary education and are considering changing careers.

All participants were recruited adhering to the [Standards for the Conduct of Government of Canada Public Opinion Research – Qualitative Research](#). This included the following:

- In the past 5 years, no participant (nor anyone in their immediate family or household) had worked for
 - A market research firm,
 - A marketing, branding, or advertising agency,
 - A magazine or newspaper,
 - A federal, provincial, territorial government department or agency,
 - A political party,
 - In public or media relations,
 - In radio or television,
 - The Canadian Armed Forces, or
 - The Department of National Defence.
- No participant had participated in a focus group within the past 6 months or had participated in more than five focus group discussions in the past year.
- No participant had previously participated in a qualitative research session related to the Government of Canada, the Canadian Armed Forces or Department of National Defence.
- All participants indicated some level of comfort using online meeting platforms.

B. Research Approach

A total of 12 focus groups were conducted from October 23rd to October 26th, 2023. Ten groups were conducted in English across 3 regions of Canada (Atlantic, Ontario, and Western Canada). Two groups were conducted in French with participants across Canada. For each group, 7 participants were recruited with the goal of ensuring 6 participants at a minimum attended each session. A smaller group format approach was undertaken as opposed to the standard 8 participants to encourage a more intimate environment and a stronger atmosphere of trust in efforts of creating a comfortable space for participants to share their personal perspectives.

The focus groups were primarily segmented by target audience – job seekers and job changers. In addition, four of the twelve focus groups were conducted with population subgroups of interest and included a mix of both job seekers and job changers. Details for each group, such as language, region, and group composition are outlined in the table below.

Table 1. Focus Group Schedule and Details

Date	Time (EDT)	Language	Location	Composition	Number of Participants
October 23, 2023	5:00-6:30	EN	Eastern Canada	Job Seekers	6
October 23, 2023	6:00-7:30	EN	Ontario	Job Seekers	6
October 23, 2023	8:30-10:00	EN	Western Canada	Job Seekers	6
October 24, 2023	5:00-6:30	EN	Eastern Canada	Job Changers	7
October 24, 2023	6:00-7:30	EN	Ontario	Job Changers	7
October 24, 2023	8:30-10:00	EN	Western Canada	Job Changers	7
October 25, 2023	6:00-7:30	EN	Ontario	Indigenous	7
October 25, 2023	8:30-10:00	EN	Western Canada	Indigenous	5
October 26, 2023	6:00-7:30	EN	Ontario	2SLGBTQI+	7
October 26, 2023	8:30-10:00	EN	Western Canada	Visible Minorities	5
October 26, 2023	5:00-6:30	FR	National	Job Seekers	7
October 26, 2023	7:30-9:00	FR	National	Job Changers	6
				Total Number of Participants	76

On a best-efforts basis, each focus group aimed to include a 50/50 gender split. Additionally, for groups in Atlantic Canada and those undertaken in French, efforts were made to include representation from Indigenous Peoples, visible minorities and the 2SLGBTQI+ community. Groups with job seekers and job changers in Ontario also included some representation from visible minorities while groups with job

seekers and job changers in Western Canada included some representation from the 2SLGBTQI+ community.

During the screening process and at the beginning of each group, participants were informed that the research was being conducted on behalf of the Government of Canada/Canadian Armed Forces/Department of National Defence and that their responses would be kept completely confidential. Furthermore, consent to audio and video record the session was obtained at both the time of recruitment and the beginning of each group.

Participants were recruited in their official language of choice using a hybrid online and telephone approach. A random digit dialling approach was primarily employed for recruitment with online B2C panel partners used to fill in the gaps with low incidence audiences. To more cost effectively target individuals meeting the criteria for groups with Indigenous Peoples, people from racialized communities, and people from the 2SLGBTQI+ community, TSC worked with B2C panel partners to leverage profiling information to initially screen for individuals within the 18-34 years age range. Once individuals were identified via the online panel, TSC reached out via telephone to complete the screening process. One recruiting screener with separate lines of questioning for job seekers and job changers was developed. All research instruments (in English and French) can be found in the Appendix.

One master discussion guide was developed which outlined question areas to be discussed in every group (e.g., career considerations, general impressions of the CAF, etc.) and question areas pertaining to specific ad campaigns which were shown only to some groups (e.g., job changers, job seekers, Indigenous, etc.). A variety of ad campaigns were shown (rotated across groups) and are summarized by group in the table below.

Table 2. Ad Campaigns by Group

Date	Location	Composition	Reserve Force		Paid Education Static Ads	Priority Occupation		Indigenous Static Ads
			Static Ads	Video		Video	Static Ads	
October 23, 2023	Eastern Canada	Job Seekers	✓	*	✓			
October 23, 2023	Ontario	Job Seekers		*		ATIS		
October 23, 2023	Western Canada	Job Seekers		*	✓			
October 24, 2023	Eastern Canada	Job Changers		Air Force		FSA		

October 24, 2023	Ontario	Job Changers		Navy	✓			
October 24, 2023	Western Canada	Job Changers		Army		Marine Tech		
October 25, 2023	Ontario	Indigenous		Air Force				✓
October 25, 2023	Western Canada	Indigenous		Navy				✓
October 26, 2023	Ontario	2SLGBTQI+		Army			✓	
October 26, 2023	Western Canada	Visible Minorities		Air Force			✓	
October 26, 2023	National	Job Seekers		Navy	✓			
October 26, 2023	National	Job Changers		Army		ATIS		

***During the first three groups on October 23, 2023, Reserve Force and Paid Education messages were tested in place of Reserve Force videos.**

To complete 12 focus groups within the span of 5 days, three separate moderators were used. During fieldwork, the moderators met daily to share perspectives and discuss high level findings and trends. These meetings also provided an opportunity to discuss any adjustments to the moderator's guide in terms of the flow of the discussion, opportunities to explore key topics more in-depth, additional probing questions and other fine tuning to optimize the generation of key insights. After the initial focus groups on October 23, 2023, were undertaken, slight modifications to the discussion guide and testing materials were made. It was determined, in collaboration with the Project Authority, to cut Reserve Force and paid education primary message testing due to time constraints. Given the limited number of groups that discussed the primary messages, the findings have not been included in this report.

In total, 83 participants were recruited and 76 participated. Each focus group was conducted online via Zoom, lasting approximately 90 minutes in length. Participants received an honorarium of \$100 in appreciation of their time.

The semi-structured nature of these focus group discussions combined with the limited number of participants engaged in the research implies that findings should be considered more directional in nature. They should not be considered statistically projectable to the broader population across Canada.

IV. Appendix

Appendix

A. Recruiting Script – EN

Recruitment Specifications Summary

- Groups conducted online.
- Each group is expected to last for 90 minutes.
- Recruit 7 participants for 6-7 to show.
- Incentives will be \$100 per person and will be sent to participants via e-transfer following the group.

TARGET AUDIENCE

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).

Specifications for the focus groups are as follows:

Group	Date	Time (EDT)	Local Time	Location	Primary Audience	Moderator
1	October 23, 2023	5:00-6:30pm	6:00-7:30 pm ADT 6:30-8:00 pm NDT	Eastern Canada	Job Seekers	TBW
2	October 24, 2023	5:00-6:30pm	6:00-7:30 pm ADT 6:30-8:00 pm NDT	Eastern Canada	Job Changers	TBW
3	October 23, 2023	6:00-7:30pm	6:00-7:30 pm EDT	Ontario	Job Seekers	DN
4	October 24, 2023	6:00-7:30pm	6:00-7:30 pm EDT	Ontario	Job Changers	DN
5	October 25, 2023	6:00-7:30pm	6:00-7:30 pm EDT	Ontario	Indigenous	DN
6	October 26, 2023	6:00-7:30 pm	6:00-7:30 pm EDT	Ontario	2SLGBTQI+	DN
7	October 23, 2023	8:30-10:00pm	5:30-7:00 pm PDT 6:30-8:00 pm MDT 6:30-8:00 pm CST 7:30-9:00 pm CDT	Western Canada	Job Seekers	TBW
8	October 24, 2023	8:30-10:00pm	5:30-7:00 pm PDT 6:30-8:00 pm MDT 6:30-8:00 pm CST 7:30-9:00 pm CDT	Western Canada	Job Changers	TBW

9	October 25, 2023	8:30-10:00pm	5:30-7:00 pm PDT 6:30-8:00 pm MDT 6:30-8:00 pm CST 7:30-9:00 pm CDT	Western Canada	Indigenous	DN
10	October 26, 2023	8:30-10:00pm	5:30-7:00 pm PDT 6:30-8:00 pm MDT 6:30-8:00 pm CST 7:30-9:00 pm CDT	Western Canada	Visible Minorities	TBW

INTRODUCTION

Hello, my name is [RECRUITER NAME]. I'm calling from The Strategic Counsel, a national public opinion research firm, on behalf of the Government of Canada. / Bonjour, je m'appelle [NOM DU RECRUTEUR]. Je vous téléphone du Strategic Counsel, une entreprise nationale de recherche sur l'opinion publique, pour le compte du gouvernement du Canada.

Would you prefer to continue in English or French? / Préférez-vous continuer en français ou en anglais? **[CONTINUE IN LANGUAGE OF PREFERENCE]**

RECORD LANGUAGE

English **CONTINUE**

French **CONTINUE USING FRENCH SCREENER**

On behalf of the Government of Canada, we're organizing a series of online video focus group discussions to explore young Canadians views on choosing a career and searching for a job.

The format is a "round table" discussion, led by an experienced moderator. Participants will be given a cash honorarium in appreciation of their time.

Your participation is completely voluntary, and all your answers will be kept confidential. We are only interested in hearing your opinions - no attempt will be made to sell or market you anything. The report that is produced from the series of discussion groups we are holding will not contain comments that are attributed to specific individuals.

But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix/variety of people in each of the groups. May I ask you a few questions?

Yes **CONTINUE**

No **THANK AND END**

SCREENING QUESTIONS

1. Have you, or anyone in your immediate family or household, worked for any of the following types of organizations in the last 5 years?

A market research firm

THANK AND END

A marketing, branding, or advertising agency

THANK AND END

A magazine or newspaper

THANK AND END

A federal/provincial/territorial government department or agency

THANK AND END

A political party

THANK AND END

In public/media relations

THANK AND END

In radio/television

THANK AND END

The Canadian Armed Forces

THANK AND END

Department of National Defence
No, none of the above

**THANK AND END
CONTINUE**

2. In which city do you reside?

LOCATION	CITIES	
Eastern Canada	<p>Cities could include (but are not limited to):</p> <p><u>Nova Scotia</u>: Halifax, Cape Breton <u>New Brunswick</u>: Moncton, Saint John, Fredericton <u>Newfoundland & Labrador</u>: St. John's, Corner Brook <u>Prince Edward Island</u>: Charlottetown</p> <p>ENSURE A GOOD MIX. AT LEAST 1 FROM EACH PROVINCE AND NO MORE THAN 2.</p>	CONTINUE – GROUP 1 and 2
Ontario	<p>Cities could include (but are not limited to):</p> <p>Barrie, Guelph, Kingston, Kitchener, Mississauga, Oshawa, Ottawa, Peterborough, Richmond Hill, Sudbury, Thunder Bay, Toronto, Windsor</p> <p>ENSURE A GOOD MIX. NO MORE THAN 3 FROM THE GTA.</p>	CONTINUE – GROUP 3, 4, 5, and 6
Western Canada	<p>Cities could include (but are not limited to):</p> <p><u>Manitoba</u>: Winnipeg, Brandon <u>Saskatchewan</u>: Saskatoon, Regina <u>Alberta</u>: Calgary, Edmonton, Red Deer, Lethbridge <u>British Columbia</u>: Vancouver, Victoria, Kelowna, Abbotsford</p> <p>ENSURE A GOOD MIX. AT LEAST 1 FROM EACH PROVINCE AND NO MORE THAN 2.</p>	CONTINUE – GROUP 7, 8, 9 and 10
VOLUNTEERED Prefer not to answer		THANK AND END

2a. How long have you lived in [INSERT CITY]? **RECORD NUMBER OF YEARS.**

Less than two years	THANK AND END
Two years or more	CONTINUE
Don't know/Prefer not to answer	THANK AND END

3. We are looking to speak with people of various ages. May I have your age please?

Under 18 years of age	IF POSSIBLE, ASK FOR SOMEONE OVER 18 AND REINTRODUCE. OTHERWISE THANK AND END.
18-24	CONTINUE TO Q4 – JOB SEEKER
25-34	CONTINUE TO Q4 – JOB CHANGER

35+	THANK AND END
VOLUNTEERED Prefer not to answer	THANK AND END

ENSURE A GOOD MIX BY AGE. FOR GROUPS 5, 6, 9 AND 10, ENSURE GROUP COMPOSITION IS EVENLY SPLIT BETWEEN JOB SEEKERS (AGED 18-24) AND JOB CHANGERS (AGED 25-34).

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

	JOB SEEKERS AGE 18-24	JOB CHANGERS AGE 25-34
Grade 8 or less	THANK AND END	THANK AND END
Some high school	THANK AND END	THANK AND END
High school diploma or equivalent	CONTINUE TO Q5	THANK AND END
Currently in college or completing an apprenticeship	CONTINUE TO Q5	JOB CHANGER – CONTINUE TO Q9
Registered Apprenticeship or other trades certificate or diploma	CONTINUE TO Q5	CONTINUE TO Q8
College, CEGEP or other non-university certificate or diploma	CONTINUE TO Q5	CONTINUE TO Q8
Currently in university	CONTINUE TO Q5	JOB CHANGER – CONTINUE TO Q9
University certificate or diploma below bachelor's level	CONTINUE TO Q5	CONTINUE TO Q8
Bachelor's degree	CONTINUE TO Q5	CONTINUE TO Q8
Post graduate degree above bachelor's level	CONTINUE TO Q5	CONTINUE TO Q8
VOLUNTEERED Prefer not to answer	THANK AND END	THANK AND END

JOB SEEKER QUALIFICATION

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

Full Time (35 or more hours a week)	CONTINUE TO Q7
Part Time (less than 35 hours a week)	CONTINUE TO Q7
Homemaker	CONTINUE TO Q6
Student – not working	CONTINUE TO Q6
Unemployed and looking for work	JOB SEEKER – CONTINUE TO Q9
Unemployed and not looking for work	CONTINUE TO Q6
Other	CONTINUE TO Q6
VOLUNTEERED Prefer not to answer	THANK AND END

6. 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	THANK AND END
--	---------------

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	JOB SEEKER – CONTINUE TO Q9
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	JOB SEEKER – CONTINUE TO Q9
You are not certain what career path you would like to follow	JOB SEEKER – CONTINUE TO Q9
You definitely will not be returning to the workforce any time soon, at least not for another 10 to 15 years	THANK AND END

7. 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 will be on is what you want to do for a living	THANK AND END
You are working but you are not sure if you are on the right career path	JOB SEEKER – CONTINUE TO Q9
You are working but you know that you are not at all on the right career path	JOB SEEKER – CONTINUE TO Q9
You are not certain what career path you would like to follow	JOB SEEKER – CONTINUE TO Q9

RECRUIT A MIX OF JOB SEEKERS AMONG THOSE WHO WILL JOIN THE WORKFORCE (Q6) AND THOSE ALREADY IN THE WORKFORCE (Q7)

JOB CHANGER QUALIFICATION

8. Do you currently fall into any of the following categories regarding your schooling and your current employment status? [INTERVIEWER TO READ EACH OPTION AND ASK FOR A YES OR NO RESPONSE]

Currently looking for work: You have graduated from a post-secondary institution, and you are currently looking for work	JOB CHANGER CONTINUE
Currently working but not 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.	JOB CHANGER CONTINUE
“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.	JOB CHANGER CONTINUE

Example: Someone who has training or education to be a plumber but is working at a local hardware store in the plumbing section.	
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. Example: Someone who has training or education to be an accountant but feels they might prefer working in healthcare.	JOB CHANGER CONTINUE
None of the above	THANK AND END

RECRUIT A MIX OF JOB CHANGERS AMONG THOSE CURRENTLY STUDYING (Q4) AND THOSE ALREADY IN THE WORKFORCE (Q8).

SUBGROUPS OF INTEREST

9. **[ASK ONLY THOSE WHO ARE CURRENTLY ATTENDING OR HAVE GRADUATED FROM A POST SECONDARY INSTITUTION]** What is/was your major field of study?

Agricultural and veterinary sciences/services/operations
Business, management, marketing and related services
Computer and information sciences
Culinary, entertainment and personal services
Education
Engineering
Legal profession and studies
Liberal arts and sciences, general studies and humanities
Biological and biomedical sciences
Mathematics and statistics
Physical sciences
Social sciences
Construction trades
Health professions and related programs
Other (please specify):

AIM FOR A GOOD MIX.

10. Do you identify as any of the following? **[INTERVIEWER TO READ ALL AND ACCEPT MULTIPLE RESPONSES]**

	GROUP 6	ALL OTHER GROUPS
Lesbian	IF RESPONDENT SELECTS 'HETEROSEXUAL' OR ONLY SELECTS EITHER 'MAN' OR 'WOMAN', THANK AND END. ENSURE A GOOD MIX. LIMIT THE NUMBER OF 'OTHER, PLEASE SPECIFY'.	2SLGBTQI+ - CONTINUE
Gay		2SLGBTQI+ - CONTINUE
Heterosexual		CONTINUE
Man		CONTINUE
Woman		CONTINUE
Queer		2SLGBTQI+ - CONTINUE
Transgender		2SLGBTQI+ - CONTINUE
Bisexual		2SLGBTQI+ - CONTINUE

Two-spirit		2SLGBTQI+ - CONTINUE
Non-binary		2SLGBTQI+ - CONTINUE
Questioning		2SLGBTQI+ - CONTINUE
Genderqueer		2SLGBTQI+ - CONTINUE
Intersex		2SLGBTQI+ - CONTINUE
Other (please specify):		2SLGBTQI+ - CONTINUE
VOLUNTEERED Prefer not to answer	THANK AND END	

ENSURE EACH GROUP CONTAINS A 50/50 GENDER SPLIT. RECRUIT A MINIMUM OF 1 PARTICIPANT IDENTIFYING AS 2SLGBTQI+ FOR GROUPS 1, 2, 7 AND 8.

11. We want to make sure we speak to a diversity of people. Do you identify as ... ?

	GROUPS 5 & 9	GROUP 10	ALL OTHER GROUPS
An Indigenous person (First Nations, Inuit, or Métis)	CONTINUE	THANK AND END	CONTINUE
A member of an ethnocultural or a visible minority group other than an Indigenous person	THANK AND END	CONTINUE TO Q12	CONTINUE TO Q12
None of the above	THANK AND END	THANK AND END	CONTINUE
VOLUNTEERED Prefer not to answer	THANK AND END	THANK AND END	THANK AND END

RECRUIT A MINIMUM OF 1 RESPONDENT IDENTIFYING AS INDIGENOUS FOR GROUPS 1 AND 2. RECRUIT A MINIMUM OF 1 RESPONDENT IDENTIFYING AS A VISIBLE MINORITY FOR GROUPS 1, 2, 3 AND 4.

12. [ASK ONLY IF RESPONDENT IDENTIFIES AS VISIBLE MINORITY AT Q11] What is your ethnic background?

RECORD ETHNICITY: _____

ENSURE A GOOD MIX.

13. Which of the following statements best describes your Canadian citizenship status?

I am a Canadian citizen	CONTINUE
I am an aspiring Canadian citizen	CONTINUE
I do not plan on obtaining Canadian citizenship	THANK AND END

LIMIT THE NUMBER OF PARTICIPANTS WHO SAY 'I AM AN ASPIRING CANADIAN CITIZEN'.

14. Are you familiar with the concept of a focus group?

Yes	CONTINUE
No	EXPLAIN THE FOLLOWING – “A focus group consists of six to 7 participants and one moderator. During the session, participants are asked to discuss a wide range of issues related to the topic being examined.”

15. As part of the focus group, you will be asked to actively participate in a conversation. Thinking of how you engage in group discussions, how would you rate yourself on a scale of 1 to 5 where 1 means 'you tend to sit back and listen to others' and 5 means 'you are usually one of the first people to speak'?

1-2	THANK AND END
3-5	CONTINUE

16. As this group is being conducted online, in order to participate you will need to have high-speed Internet and a computer with a working webcam, microphone and speaker. **RECRUITER TO CONFIRM THE FOLLOWING. TERMINATE IF NO TO EITHER.**

Participant has high-speed access to the Internet	CONTINUE
Participant has a computer/webcam	CONTINUE

17. Have you used online meeting software, such as Zoom, Webex, Microsoft Teams, Google Hangouts/Meet, etc., in the last two years?

Yes	CONTINUE
No	CONTINUE

18. How skilled would you say you are at using online meeting platforms on your own, using a scale of 1 to 5, where 1 means you are not at all skilled, and 5 means you are very skilled?

1-2	THANK AND END
3-5	CONTINUE

19. During the discussion, you could be asked to read or view materials on screen and/or participate in poll-type exercises online. You will also be asked to actively participate online using a webcam. Can you think of any reason why you may have difficulty reading the materials or participating by video?

IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY, ANY CONCERNS WITH USING A WEBCAM OR IF YOU AS THE INTERVIEWER HAVE A CONCERN ABOUT THE PARTICIPANT'S ABILITY TO PARTICIPATE EFFECTIVELY, PLEASE ASSESS WHETHER ACCOMMODATIONS CAN BE MADE. IF NECESSARY, SCHEDULE A ONE-ON-ONE INTERVIEW.

20. Have you ever attended a focus group discussion, an interview or survey which was arranged in advance and for which you received a sum of money?

Yes	CONTINUE
No	SKIP TO Q24

21. How long ago was the last focus group you attended?

Less than 6 months ago	THANK AND END
More than 6 months ago	CONTINUE

22. How many focus group discussions have you attended in the past 5 years?

0-4 groups	CONTINUE
5 or more groups	THANK AND END

23. On what topics were they and do you recall who or what organization the groups were being undertaken for?

TERMINATE IF ANY ON SIMILAR/SAME TOPIC OR GOVERNMENT OF CANADA IDENTIFIED AS ORGANIZATION

24. The focus group discussion will be audio-taped and video-taped for research purposes only. The taping is conducted to assist our researchers in writing their report. Do you consent to being audio-taped and video-taped?

Yes	CONTINUE
No	THANK AND END



INVITATION

I would like to invite you to this online focus group discussion, which will take place the evening of **[INSERT DATE/TIME BASED ON GROUP # IN CHART ON PAGE 1]**. The group will be 90 minutes in length and you will receive \$100 for your participation following the group via an e-transfer.

Please note that there may be observers from the Department of National Defence and/or the Government of Canada at the group, however they will not take part in the discussion and they will not know your name. The discussion will also be videotaped. By agreeing to participate, you have given your consent to these procedures.

Would you be willing to attend?

Yes **CONTINUE**
No **THANK AND END**

May I please have your full name, a telephone number that is best to reach you at as well as your e-mail address if you have one so that I can send you the details for the group?

Name:

Telephone Number:

E-mail Address:

You will receive an e-mail from **[INSERT RECRUITER]** with the instructions to login to the online group. Should you have any issues logging into the system specifically, you can contact our technical support team at support@thestrategiccounsel.com.

We ask that you are online at least 15 minutes prior to the beginning of the session in order to ensure you are set up and to allow our support team to assist you in case you run into any technical issues. We also ask that you restart your computer prior to joining the group.

You may be required to view some material during the course of the discussion. If you require glasses to do so, please be sure to have them handy at the time of the group. Also, you will need a pen and paper in order to take some notes throughout the group.

This is a firm commitment. If you anticipate anything preventing you from attending (either home or work-related), please let me know now and we will keep your name for a future study. If for any reason you are unable to attend, please let us know as soon as possible at **[1-800-xxx-xxxx]** so we can find a replacement.

Thank you very much for your time.

RECRUITED BY: _____

DATE RECRUITED: _____

B. Recruiting Script – FR

Résumé des consignes de recrutement des participants

- Rencontres tenues en ligne
- Durée prévue de chaque rencontre : 90 minutes
- Recruter 7 personnes dans l'espoir que 6 ou 7 se présentent
- Incitatif de 100 \$ par personne, versé aux participants par transfert électronique après la rencontre

PUBLIC-CIBLE

CHERCHEURS D'EMPLOI : personnes âgées de 18 à 24 ans possédant un diplôme d'études secondaires ou collégiales

CHANGEURS D'EMPLOI : personnes âgées de 25 à 34 ans inscrites dans un établissement d'enseignement postsecondaire, diplômées d'un établissement collégial ou universitaire ou prévoyant changer de carrière (c'est-à-dire qui ont commencé leur parcours professionnel dans leur domaine d'études ou de formation après leurs études postsecondaires et qui envisagent un changement de carrière)

Caractéristiques des groupes de discussion :

Groupe	Date	Heure (HAE)	Heure (locale)	Lieu	Composition du groupe	Modérateur
11	26 octobre 2023	De 17 h à 18 h 30	De 17 h à 18 h 30 (HAE)	À l'échelle nationale	Chercheurs d'emploi	MP
12	26 octobre 2023	De 19 h 30 à 21 h	De 19 h 30 à 21 h (HAE)	À l'échelle nationale	Changeurs d'emploi	MP

INTRODUCTION

Bonjour, je m'appelle **[NOM DU RECRUTEUR]**. Je vous téléphone du Strategic Counsel, une entreprise nationale de recherche sur l'opinion publique, pour le compte du gouvernement du Canada. / Hello, my name is **[RECRUITER NAME]**. I'm calling from The Strategic Counsel, a national public opinion research firm, on behalf of the Government of Canada.

Préférez-vous continuer en français ou en anglais? / Would you prefer to continue in English or French? **[CONTINUER DANS LA LANGUE CHOISIE]**

RECORD LANGUAGE

French **CONTINUER**

English **CONTINUE USING ENGLISH SCREENER**

Nous organisons une série de discussions de groupe en ligne par vidéo pour le compte du gouvernement du Canada, afin de sonder l'opinion des jeunes Canadiens sur le choix d'une carrière et la recherche d'un emploi.

La rencontre prendra la forme d'une table ronde animée par une personne expérimentée. Les participants recevront un montant d'argent en remerciement de leur temps.

Votre participation est entièrement volontaire et toutes vos réponses seront confidentielles. Nous aimerions simplement connaître vos opinions : personne n'essaiera de vous vendre ou de promouvoir quoi que ce soit. Dans notre rapport sur cette série de groupes de discussion, aucun commentaire ne sera attribué à une personne en particulier.

Avant de vous inviter à participer, je dois vous poser quelques questions qui nous permettront de former des groupes suffisamment diversifiés. Puis-je vous poser quelques questions?

Oui **CONTINUER**
Non **REMERCIER ET CONCLURE**

QUESTIONS DE SÉLECTION

1. Au cours des cinq dernières années, est-ce que vous, ou un membre de votre famille immédiate ou de votre ménage, avez travaillé pour une organisation de l'un des types suivants?

Une société d'études de marché	REMERCIER ET CONCLURE
Une agence de commercialisation, de marque ou de publicité	REMERCIER ET CONCLURE
Un magazine ou un journal	REMERCIER ET CONCLURE
Un ministère ou un organisme gouvernemental fédéral, provincial ou territorial	REMERCIER ET CONCLURE
Un parti politique	REMERCIER ET CONCLURE
Dans les relations publiques ou les relations avec les médias	REMERCIER ET CONCLURE
Dans le milieu de la radio ou de la télévision	REMERCIER ET CONCLURE
Les Forces armées canadiennes	REMERCIER ET CONCLURE
Le ministère de la Défense nationale	REMERCIER ET CONCLURE
Non, aucun organisme de l'un de ces types	CONTINUER

2. Dans quelle ville habitez-vous?

LIEU	VILLES	
À l'échelle nationale	NOTER LA PROVINCE ET LA VILLE ASSURER UNE BONNE DIVERSITÉ.	CONTINUER – GROUPES 11 et 12
RÉPONSE SPONTANÉE : Préfère ne pas répondre		REMERCIER ET CONCLURE

- 2a. Depuis combien de temps habitez-vous à [INSÉRER LE NOM DE LA VILLE]? **NOTER LE NOMBRE D'ANNÉES.**

Moins de deux ans	REMERCIER ET CONCLURE
Deux ans ou plus	CONTINUER
Ne sait pas/Préfère ne pas répondre	REMERCIER ET CONCLURE

3. Nous cherchons à parler avec des personnes de différents âges. Pourrais-je savoir votre âge?

Moins de 18 ans	SI POSSIBLE, DEMANDER À PARLER À UNE PERSONNE DE 18 ANS OU PLUS ET REPRENDRE L'INTRODUCTION. SI NON, REMERCIER ET CONCLURE.
De 18 à 24 ans	PASSER À LA Q4 – CHERCHEURS D'EMPLOI

De 25 à 34 ans	PASSER À LA Q4 – CHANGEURS D’EMPLOI
35 ans ou plus	REMERCIER ET CONCLURE
RÉPONSE SPONTANÉE Préfère ne pas répondre	REMERCIER ET CONCLURE

ASSURER UNE BONNE DIVERSITÉ EN FONCTION DE L’ÂGE.

4. Quel est le niveau de scolarité le plus élevé que vous avez atteint?

	CHERCHEURS D’EMPLOI DE 18 À 24 ANS	CHANGEURS D’EMPLOI DE 25 À 34 ANS
École primaire ou moins	REMERCIER ET CONCLURE	REMERCIER ET CONCLURE
Études secondaires partielles	REMERCIER ET CONCLURE	REMERCIER ET CONCLURE
Diplôme d’études secondaires ou l’équivalent	PASSER À LA Q5	REMERCIER ET CONCLURE
Actuellement au collège ou en stage de formation	PASSER À LA Q5	CHANGEURS D’EMPLOI – PASSER À LA Q9
Apprenti inscrit ou diplôme ou certificat d’une école de métiers	PASSER À LA Q5	PASSER À LA Q8
Certificat ou diplôme d’un collège, cégep ou autre établissement non universitaire	PASSER À LA Q5	PASSER À LA Q8
Actuellement à l’université	PASSER À LA Q5	CHANGEURS D’EMPLOI – PASSER À LA Q9
Certificat ou diplôme universitaire inférieur au baccalauréat	PASSER À LA Q5	PASSER À LA Q8
Baccalauréat	PASSER À LA Q5	PASSER À LA Q8
Diplôme d’études supérieures au baccalauréat	PASSER À LA Q5	PASSER À LA Q8
RÉPONSE SPONTANÉE : Préfère ne pas répondre	REMERCIER ET CONCLURE	REMERCIER ET CONCLURE

CHERCHEURS D’EMPLOI – ADMISSIBILITÉ

5. Laquelle des catégories suivantes décrit le mieux votre situation d’emploi actuelle?

Emploi à temps plein (35 heures ou plus par semaine)	PASSER À LA Q7
Emploi à temps partiel (moins de 35 heures par semaine)	PASSER À LA Q7
Au foyer à temps plein	PASSER À LA Q6
Étudiant - ne travaille pas	PASSER À LA Q6
Sans emploi, mais à la recherche de travail	CHERCHEURS D’EMPLOI – PASSER À LA Q9
Sans emploi et ne cherchant pas de travail	PASSER À LA Q6
Autre situation d’emploi	PASSER À LA Q6
RÉPONSE SPONTANÉE : Préfère ne pas répondre	REMERCIER ET CONCLURE

6. Lequel des énoncés suivants décrit le mieux votre opinion sur ce que sera votre parcours professionnel lorsque vous ferez votre entrée ou retournerez sur le marché du travail?

Vous avez trouvé votre vocation et êtes convaincu(e) d'avoir fait le bon choix de carrière.	REMERCIER ET CONCLURE
Vous dénicheriez éventuellement un emploi, mais vous n'êtes pas tout à fait certain(e) que ce sera la carrière que vous voulez.	CHERCHEURS D'EMPLOI – PASSER À LA Q9
Vous dénicheriez éventuellement un emploi, mais vous êtes assez certain(e) que ce ne sera pas la carrière que vous voulez.	CHERCHEURS D'EMPLOI – PASSER À LA Q9
Vous n'êtes pas certain(e) du parcours professionnel que vous voulez suivre.	CHERCHEURS D'EMPLOI – PASSER À LA Q9
Vous ne retournerez certainement pas sur le marché du travail de sitôt, du moins, pas dans les 10 à 15 prochaines années.	REMERCIER ET CONCLURE

7. Lequel des énoncés suivants décrit le mieux votre opinion sur le genre de travail que vous faites et votre parcours professionnel?

Vous avez trouvé votre vocation et êtes convaincu(e) d'avoir fait le bon choix de carrière.	REMERCIER ET CONCLURE
Vous avez un emploi, mais vous n'êtes pas certain(e) que ce soit la bonne carrière pour vous.	CHERCHEURS D'EMPLOI – PASSER À LA Q9
Vous avez un emploi, mais vous savez que ce n'est pas du tout la bonne carrière pour vous.	CHERCHEURS D'EMPLOI – PASSER À LA Q9
Vous n'êtes pas certain(e) du parcours professionnel que vous voulez suivre.	CHERCHEURS D'EMPLOI – PASSER À LA Q9

RECRUTER UN MÉLANGE DE CHERCHEURS D'EMPLOI QUI INTÉGRERONT LE MARCHÉ DU TRAVAIL (ADMISSIBLES À LA Q6) ET QUI SONT DÉJÀ SUR LE MARCHÉ DU TRAVAIL (ADMISSIBLES À LA Q7)

CHANGEURS D'EMPLOI – ADMISSIBILITÉ

8. Faites-vous partie de l'une ou l'autre des catégories suivantes en ce qui concerne vos études et votre situation d'emploi actuelle? [L'INTERVIEWEUR DOIT LIRE CHAQUE CHOIX DE RÉPONSE À VOIX HAUTE ET DEMANDER UN OUI OU UN NON COMME RÉPONSE]

À la recherche d'un emploi : Vous êtes diplômé(e) d'un établissement d'enseignement postsecondaire et vous recherchez présentement un emploi.	CHANGEURS D'EMPLOI – CONTINUER
Vous travaillez, mais pas dans votre domaine : Vous êtes diplômé(e) d'un établissement d'enseignement postsecondaire, mais vous ne travaillez pas dans votre domaine de formation ou d'études; autrement dit, vous occupez un emploi qui n'a rien à voir avec votre formation ou vos études, mais dont vous avez besoin pour joindre les deux bouts.	CHANGEURS D'EMPLOI – CONTINUER

Exemple : Une personne ayant reçu une formation ou fait des études pour être enseignant(e), mais qui travaille dans une épicerie.	
<p>« Sous-employé(e) » dans votre domaine : Vous êtes diplômé(e) d'un établissement d'enseignement postsecondaire et vous travaillez dans votre domaine de formation ou d'études, mais vous vous sentez surqualifié(e) pour faire votre travail. Par exemple, vous considérez votre emploi actuel comme temporaire, en attendant que vous en trouviez un autre qui correspond mieux à votre formation et à vos études.</p> <p>Exemple : Une personne ayant reçu une formation ou fait des études pour être plombier, mais qui travaille dans une quincaillerie, dans le rayon de la plomberie.</p>	CHANGEURS D'EMPLOI – CONTINUER
<p>Ayant possiblement fait le mauvais choix de carrière : Vous êtes diplômé(e) d'un établissement d'enseignement postsecondaire et vous travaillez dans votre domaine de formation ou d'études, mais vous n'êtes pas certain(e) que ce soit le bon choix de carrière pour vous.</p> <p>Exemple : Une personne ayant reçu une formation ou fait des études pour être comptable, mais qui préférerait peut-être travailler dans le domaine de la santé.</p>	CHANGEURS D'EMPLOI – CONTINUER
Aucune de ces réponses	REMERCIER ET CONCLURE

RECRUTER UN MÉLANGE DE CHANGEURS D'EMPLOI QUI SONT ACTUELLEMENT AUX ÉTUDES (ADMISSIBLES À LA Q4) ET QUI SONT DÉJÀ SUR LE MARCHÉ DU TRAVAIL (ADMISSIBLES À LA Q8).

SOUS-GROUPES D'INTÉRÊT

9. [QUESTION À POSER UNIQUEMENT AUX PERSONNES FRÉQUENTANT ACTUELLEMENT UN ÉTABLISSEMENT D'ENSEIGNEMENT POSTSECONDAIRE OU AYANT OBTENU UN DIPLÔME D'UN TEL ÉTABLISSEMENT] Quel était votre principal domaine d'études?

Sciences, services/opérations agricoles et vétérinaires
Commerce, gestion, marketing et services connexes
Informatique et sciences de l'information
Services culinaires, de divertissement et personnels
Éducation
Ingénierie
Droit et études juridiques
Arts libéraux et sciences, études générales, lettres et sciences humaines
Sciences biologiques et biomédicales
Mathématiques et statistiques
Sciences physiques
Sciences sociales
Métiers de la construction
Professions de la santé et programmes connexes
Autres (veuillez préciser) :

TENTER D'OBTENIR UNE BONNE DIVERSITÉ

10. Vous identifiez-vous à l'une des catégories suivantes? [L'INTERVIEWEUR(EUSE) DOIT TOUT LIRE ET ACCEPTER PLUSIEURS RÉPONSES]

	GRUPE 6	TOUS LES AUTRES GROUPES
Lesbienne	SI LA PERSONNE CHOISIT « HÉTÉROSEXUEL » OU CHOISIT SEULEMENT « HOMME » ou « FEMME », LA REMERCIER ET CONCLURE	2ELGBTQI+ – CONTINUER
Gai		2ELGBTQI+ – CONTINUER
Hétérosexuel		CONTINUER
Homme		CONTINUER
Femme		CONTINUER
Queer		2ELGBTQI+ – CONTINUER
Transgenre		2ELGBTQI+ – CONTINUER
Bisexuel		2ELGBTQI+ – CONTINUER
Aux deux esprits		2ELGBTQI+ – CONTINUER
Non binaire		2ELGBTQI+ – CONTINUER
En questionnement		2ELGBTQI+ – CONTINUER
De genre queer		2ELGBTQI+ – CONTINUER
Intersexué(e)		2ELGBTQI+ – CONTINUER
Autre (veuillez préciser) :		2ELGBTQI+ – CONTINUER
RÉPONSE SPONTANÉE : Préfère ne pas répondre		REMERCIER ET CONCLURE

VEILLER À ASSURER UN ÉQUILIBRE (50/50) ENTRE LES GENRES.

GROUPES 1, 2, 7 ET 8 : RECRUTER AU MOINS 1 PARTICIPANT(E) S'IDENTIFIANT COMME MEMBRE DE LA COMMUNAUTÉ 2ELGBTQI+.

11. Nous voulons nous entretenir avec une diversité de personnes. Vous identifiez-vous en tant que...?

	GROUPES 5 ET 9	GRUPE 10	TOUS LES AUTRES GROUPES
Autochtones (Premières Nations, Inuits et Métis)	CONTINUER	REMERCIER ET CONCLURE	CONTINUER
Groupe ethnoculturel ou minorité visible (autre que les Autochtones)	REMERCIER ET CONCLURE	PASSER À LA Q13	PASSER À LA Q13
Aucune de ces réponses	REMERCIER ET CONCLURE	REMERCIER ET CONCLURE	CONTINUER
RÉPONSE SPONTANÉE : Préfère ne pas répondre	REMERCIER ET CONCLURE	REMERCIER ET CONCLURE	REMERCIER ET CONCLURE

GROUPES 1 et 2 : RECRUTER AU MOINS 1 PARTICIPANT(E) S'IDENTIFIANT COMME AUTOCHTONE.

GROUPES 1, 2, 3 et 4 : RECRUTER AU MOINS 1 PARTICIPANT(E) S'IDENTIFIANT COMME MEMBRE D'UNE MINORITÉ VISIBLE.

12. [QUESTION À POSER SEULEMENT SI LE RÉPONDANT S'IDENTIFIE COMME MEMBRE D'UNE MINORITÉ VISIBLE À LA Q11] Quelle est votre origine ethnique?

NOTER L'ORIGINE ETHNIQUE : _____

ASSURER UNE BONNE DIVERSITÉ.

13. Lequel des énoncés suivants décrit le mieux votre statut au Canada?

J'ai la citoyenneté canadienne	CONTINUER
J'aspire à la citoyenneté canadienne	CONTINUER
Je n'ai pas l'intention d'obtenir la citoyenneté canadienne	REMERCIER ET CONCLURE

LIMITER LE NOMBRE DE PARTICIPANTS QUI DISENT « ASPIRER À LA CITOYENNETÉ CANADIENNE ».

14. Connaissez-vous le concept du « groupe de discussion »?

Oui	CONTINUER
Non	EXPLIQUER QUE : « un groupe de discussion se compose de six ou sept participants et d'un modérateur. Pendant la séance, les participants sont invités à discuter d'un éventail de questions reliées au sujet abordé ».

15. Dans le cadre du groupe de discussion, on vous demandera de participer activement à une conversation. En pensant à la manière dont vous interagissez lors de discussions en groupe : quelle cote vous donneriez-vous sur une échelle de 1 à 5 si 1 signifie « j'ai tendance à ne pas intervenir et à écouter les autres parler » et 5, « je suis habituellement une des premières personnes à parler »?

1-2	REMERCIER ET CONCLURE
3-5	CONTINUER

16. Étant donné que ce groupe se réunira en ligne, vous aurez besoin, pour participer, d'un accès Internet haut débit et d'un ordinateur muni d'une caméra Web, d'un microphone et d'un haut-parleur qui fonctionnent.
CONFIRMER LES POINTS CI-DESSOUS. METTRE FIN À L'APPEL SI NON À L'UN DES DEUX.

Le participant a accès à Internet haute vitesse	CONTINUER
Le participant a un ordinateur avec caméra Web	CONTINUER

17. Avez-vous utilisé des logiciels de réunion en ligne tels que Zoom, Webex, Microsoft Teams, Google Hangouts/Meet, etc., au cours des deux dernières années?

Oui	CONTINUER
Non	CONTINUER

18. Sur une échelle de 1 à 5, où 1 signifie que vous n'êtes pas du tout habile et 5 que vous êtes très habile, comment évaluez-vous votre capacité à utiliser seul(e) les plateformes de réunion en ligne?

1-2	REMERCIER ET CONCLURE
3-5	CONTINUER

19. Au cours de la discussion, vous pourriez devoir lire ou visionner du matériel à l'écran, ou faire des exercices en ligne comme ceux qu'on trouve dans les sondages. On vous demandera aussi de participer activement à la discussion en ligne à l'aide d'une caméra Web. Pensez-vous avoir de la difficulté, pour une raison ou une autre, à lire les documents ou à participer à la discussion par vidéo?

SI LE RÉPONDANT SIGNALA UN PROBLÈME DE VISION OU D'AUDITION, UN PROBLÈME DE LANGUE PARLÉE OU ÉCRITE, S'IL CRAINT DE NE POUVOIR COMMUNIQUER EFFICACEMENT, SI L'UTILISATION D'UNE CAMÉRA WEB LUI POSE PROBLÈME, OU SI VOUS, EN TANT QU'INTERVIEWEUR, AVEZ DES DOUTES QUANT À SA CAPACITÉ DE

PARTICIPER EFFICACEMENT AUX DISCUSSIONS, VEUILLEZ ÉVALUER SI DES ADAPTATIONS PEUVENT ÊTRE FAITES. PRÉVOIR UNE ENTREVUE INDIVIDUELLE AU BESOIN.

20. Avez-vous déjà participé à un groupe de discussion, à une entrevue ou à un sondage organisé à l'avance en contrepartie d'une somme d'argent?

Oui	CONTINUER
Non	PASSER À LA Q24

21. C'était il y a combien de temps?

Il y a moins de six mois	REMERCIER ET CONCLURE
Il y a plus de six mois	CONTINUER

22. À combien de groupes de discussion avez-vous participé au cours des cinq dernières années?

0 à 4 groupes	CONTINUER
5 groupes ou plus	REMERCIER ET CONCLURE

23. Quel était le sujet des groupes de discussion auxquels vous avez participé, et vous rappelez-vous pour qui ou pour quelle organisation ces groupes étaient organisés?

TERMINER SI LE SUJET EST SEMBLABLE OU IDENTIQUE, OU SI L'ORGANISATION NOMMÉE EST LE GOUVERNEMENT DU CANADA

24. La discussion sera enregistrée sur bandes audio et vidéo, strictement aux fins de la recherche. Les enregistrements aideront nos chercheurs à rédiger leur rapport. Est-ce que vous consentez à ce qu'on vous enregistre sur bandes audio et vidéo?

Oui	CONTINUER
Non	REMERCIER ET CONCLURE



INVITATION

J'aimerais vous inviter à ce groupe de discussion en ligne, qui aura lieu le **[DONNER LA DATE ET L'HEURE EN FONCTION DU N° DE GROUPE INDIQUÉ DANS LE TABLEAU, À LA PAGE 1]**. La discussion durera 90 minutes et vous recevrez 100 \$ pour votre participation. Ce montant vous sera envoyé par transfert électronique après la tenue du groupe de discussion.

Veillez noter que des observateurs du ministère de la Défense nationale ou du gouvernement du Canada pourraient être présents au groupe. Cependant, ils ne participeront pas à la discussion et ne sauront pas votre nom. De plus, la discussion sera enregistrée sur bande vidéo. En acceptant de participer, vous donnez votre consentement à ces modalités.

Accepteriez-vous de participer?

Oui **CONTINUER**
Non **REMERCIER ET CONCLURE**

Puis-je avoir votre nom complet, le numéro de téléphone où vous êtes le plus facile à joindre et votre adresse électronique, si vous en avez une, pour vous envoyer les détails au sujet du groupe?

Nom :

Numéro de téléphone :

Adresse courriel :

Vous recevrez un courrier électronique de **[INSÉRER LE NOM DU RECRUTEUR]** expliquant comment accéder au groupe de discussion en ligne. Si la connexion au système vous pose des difficultés, veuillez en aviser notre équipe de soutien technique à : support@thestrategiccounsel.com.

Nous vous prions de vous mettre en ligne au moins 15 minutes avant l'heure prévue, afin d'avoir le temps de vous installer et d'obtenir l'aide de notre équipe de soutien en cas de problèmes techniques. Veuillez également redémarrer votre ordinateur avant de vous joindre au groupe.

Vous pourriez devoir lire des documents au cours de la discussion. Si vous utilisez des lunettes, assurez-vous de les avoir à portée de main durant la rencontre. Vous aurez également besoin d'un stylo et de papier pour prendre des notes.

Ce rendez-vous est un engagement ferme. Si vous pensez ne pas pouvoir participer pour des raisons personnelles ou professionnelles, veuillez m'en aviser dès maintenant et nous conserverons votre nom pour une étude ultérieure. Enfin, si jamais vous n'êtes pas en mesure de participer, veuillez nous prévenir le plus rapidement possible au **[1-800-xxx-xxxx]** pour que nous puissions trouver quelqu'un pour vous remplacer.

Merci de votre temps.

RECRUTEMENT FAIT PAR : _____

DATE DU RECRUTEMENT : _____

C. Moderator's Guide – EN

INTRODUCTION (5 MINUTES)

- Welcome
- Purpose of discussion – to discuss your thoughts about career opportunities, considerations when thinking about or planning a career, and your views on the Canadian Armed Forces as a career option
- Guidance for the discussion:
 - 90 minutes in length – need participants' undivided attention
 - Participation is completely voluntary
 - Recording of discussion
 - Presence of observers (as applicable)
 - Confidentiality of feedback/comments and participant contact information
 - Summary report aggregates findings across all groups/no attribution/does not include names of participants, contact information or the recording
 - Report will be publicly available through Library and Archives Canada (LAC), anonymous quotations from our discussions may be included
- Role of moderator:
 - Not an employee of the Government of Canada or DND
 - Will guide the conversation, remain objective, ask follow-up questions, monitor time, ensure engagement of all participants
- Role of participants:
 - Share opinions, impressions, perspectives, feelings, thoughts, and experiences, be open and honest, feel free to agree or disagree with others (no right or wrong answers), respect others' point of view
- Participant introductions – participants will briefly introduce themselves by first name only, share anything about themselves (where you live, what you do for a living/what you are studying, interests/hobbies, etc.)

CAREER CONSIDERATIONS (10 MINUTES)

- Apart from things like pursuing something that aligns with your passions or interests, what else do you think about when deciding on a career or thinking about career options?
 - What considerations are more/less important to you? Probe for: salary/compensation/benefits, financial stability, job security, work/life balance, workplace environment (corporate values, cultural fit, supportive, safe, etc.), opportunities for growth/development/advancement, job location, ability to have impact/make a difference, etc. Anything else?
- What are your career goals? What are some things that you would like to accomplish or skills that you would like to develop over the course of your career?
- Who or what has the most influence on your educational and career path? Probe for: teachers/professors, family members, friends, people you've met, movies/TV shows, news, advertising, specific websites, social media, other?
- Who are the key influencers that help you make decisions on post-secondary education? What advice are you getting about your career from teachers/professors, family members, friends, etc.?
- When you are thinking about careers you might be interested in, where do you/would you go to get more information? How do you go about finding the information that you need?
 - What types of content are you more likely to respond to?
 - Video? Images? Text based? Stories/Reels?

GENERAL IMPRESSIONS OF THE CAF (10 MINUTES)

- When you think about the CAF, what's the first thing that comes to mind?

- Based on what you know or have heard, is your general impression of the CAF mostly positive, mostly negative or neutral? Explain.
- Do you see the military as offering careers that provide valuable skills which are transferable to civilian life and/or your local community? Why/why not?
 - What about skills like self-confidence, self-discipline, teamwork, time management, respect, fitness, communication, leadership, organizational planning, research, technology – do you feel these are skills or areas that the military offers?
- **SHOW OF HANDS:** Who here has any connections with the CAF – either past experience as a Cadet, or friends/extended family members who were/are members?
- Who or what has the most impact on your views and perceptions of the CAF? Probe for: family members, friends, people you know or have met in the military, movies/TV shows, news, advertising, specific websites, social media, other?

CAF AS A CAREER CHOICE, MOTIVATORS AND BARRIERS TO RECRUITMENT (10 MINUTES)

- Have any of you ever considered a job or a career with the CAF?
 - IF YES: Did you actively pursue this? If not, why not? Did you visit the Forces.ca website? And, if so, what were you looking for? Did you find what you were looking for? What information did you access/was there anyone who advised you as you were thinking about this?
 - IF NO: Why not?
- Would any of you ever consider a job or a career in the military, either now or in the near future?
 - IF YES: What are the main reasons why you would consider the military for a job or as a career option? What appeals to you about a career in the military?
 - IF NO: Why would you not consider the military as possible job or career option? Please explain.
- [DEPENDING ON RESPONSE TO ABOVE QUESTIONS] Is there anything/anything else that might prevent you from considering the military as a career option? Please explain.

PROMOTIONAL MATERIALS AND RECRUITMENT ADVERTISING/CAMPAIGNS (50 MINUTES)

- Have you seen/read/heard any advertising about the CAF and/or careers in the military?
 - IF YES: Can you describe what you saw/read/heard? Did it have any impact on you – did it make you think more about opportunities in the CAF? Did it entice you to seek out information? Why/why not?

Now, I'm going to show you some CAF recruitment advertising and we'll discuss your reaction. **ALL GROUPS TO DISCUSS RESERVE FORCE CAMPAIGN VIDEO AND STATIC ADS. GROUPS COMPRISING JOB SEEKERS/CHANGERS, EXCLUDING INDIGENOUS, VISIBLE MINORITY & 2SLGBTQI+, TO ROTATE BETWEEN PAID EDUCATION STATIC ADS AND VIDEO. INDIGENOUS GROUP TO VIEW STATIC CONCEPTS. VISIBLE MINORITY AND 2SLGBTQI+ GROUPS TO VIEW PRIORITY OCCUPATION STATIC CONCEPTS.**

[ASK ALL]

RESERVE FORCE CAMPAIGN:

- If you could work part-time, and still have the capacity to have a civilian career, go to school, or focus on your passions, would that be enticing to you? Why/why not?
- **SHOW OF HANDS:** Who is aware of the Reserve Force? Explain: The Reserve Force is an integral component of the Canadian Armed Forces. Reservists occupy part-time service positions and typically work on evenings and weekends. Most Reservists hold civilian jobs or are students enrolled in post-secondary education programs. Deployment for Reservists is optional.
 - Does knowing this make the Reserve Force enticing? Why/why not?
- We are now going to look at two advertisements, and we will discuss your feedback on the types of photos/images used. **SHOW RESERVE FORCE STATIC ADS – SIDE-BY-SIDE.**
 - What do you think about the types of photos/images used in this ad?
 - What do you like? What do you dislike?
 - What message do you think these ads convey?

- What, if anything, could make these ads more effective?
- We are now going to look at a short video, and we will discuss your perceptions. **SHOW 1 RESERVE FORCE VIDEO TWICE - ROTATE BETWEEN ARMY, NAVY, AIR FORCE.**
 - What do you think about the types of images used in this video?
 - What do you like? What do you dislike?
 - What message do you think this video conveys?
 - What, if anything, could make this video more effective?

**PAID EDUCATION CAMPAIGN:
[ASK JOB SEEKERS ONLY]**

- If you knew that you would be making a salary while you were in school, would that make a career in the CAF appealing to you? If no, why not?
- If you knew that you would be guaranteed a job after graduation, would that make a career in the CAF appealing to you? If no, why not?
- If you knew that you would have fully paid tuition, admin fees and free textbooks, would that make a career in the CAF appealing to you? If no, why not?

[ROTATE BETWEEN ASKING JOB SEEKERS AND CHANGERS]

- We are now going to look at two advertisements, and we will discuss your feedback on the types of photos/images used. **SHOW PAID EDUCATION STATIC ADS – SIDE-BY-SIDE.**
 - What do you think about the types of photos/images used in this ad?
 - What do you like? What do you dislike?
 - What message do you think these ads convey?
 - What, if anything, could make these ads more effective?

[ROTATE BETWEEN ASKING JOB SEEKERS AND CHANGERS]

- We are now going to look at a short video, and then we will discuss your perceptions. **SHOW PRIORITY OCCUPATION VIDEO TWICE – ROTATE BETWEEN ATIS, FSA AND MARINE TECH.**
 - What do you think about the types of images used in this video?
 - What do you like? What do you dislike?
 - What message do you think this video conveys?
 - What, if anything, could make this video more effective?

[ASK INDIGENOUS GROUPS ONLY]

INDIGENOUS CAMPAIGN:

- We are now going to look at two different ad concepts, and then we will discuss your perceptions. **SHOW INDIGENOUS STATIC ADS – APPROACHES A AND B.** Probe for:
 - What, if anything, resonates with you, positively or negatively about these ads? Why?
 - What message do these ads convey?
 - Do you find this message catches your interest? Why/why not? Does it motivate you to want to find out more about jobs/careers in the CAF? Why/why not?
 - Do you find the images illustrate collaborative, rewarding and meaningful experiences? Why/why not?
 - Between the two ads, which do you prefer? Why?
 - Do you like that the ads showcase teams working together? Why/why not?
 - Are the activities shown in the ads appealing to you? Why/why not? What, if anything, would be more appealing?
 - Does the offer to build leadership and teamwork skills look appealing to you? Why/why not?
 - What about the message? Are the benefits (three weeks paid/all expenses paid/no obligation to join the CAF) appealing to you? Why/why not?

Now thinking about advertisements in general:

- Is it offensive if imagery includes cultural aspects from other Indigenous groups, such as smudging? Why? In your opinion, what types of cultural aspects would be acceptable to include in advertisements? Why?
- Where would you want to see ads about careers in the CAF for Indigenous Peoples?

[ASK VISIBLE MINORITY GROUP ONLY]

VISIBLE MINORITY GROUPS

- We are now going to look at two advertisements, and we will discuss your feedback on the types of photos/images used. **SHOW PRIORITY OCCUPATION STATIC ADS – SIDE-BY-SIDE.**
 - What do you think about the types of photos/images used in this ad?
 - What do you like? What do you dislike?
 - What message do you think these ads convey?
 - What, if anything, could make these ads more effective?
- Thinking about all the ads you've seen today, do they feel inclusive? Do you feel represented?
 - If yes: What about these advertisements make you feel represented?
 - Ask all: How can we be more inclusive in our advertisements?

[ASK 2SLGBTQI+ GROUP ONLY]

2SLGBTQI+ GROUPS

- We are now going to look at two advertisements, and we will discuss your feedback on the types of photos/images used. **SHOW PRIORITY OCCUPATION STATIC ADS – SIDE-BY-SIDE.**
 - What do you think about the types of photos/images used in this ad?
 - What do you like? What do you dislike?
 - What message do you think these ads convey?
 - What, if anything, could make these ads more effective?
- Thinking about all the ads you've seen today, do they feel inclusive? Do you feel represented?
 - If yes: What about these advertisements make you feel represented?
 - Ask all: How can we be more inclusive in our advertisements?

ASK ALL

- Thinking about all the ads we've discussed tonight, overall, what do you think about the value propositions/messaging regarding leadership, teamwork, experience?
- Thinking about all the ads you've seen tonight, do they communicate that the CAF is genuinely inclusive of all employment equity groups, including women, visible minorities, Indigenous Peoples, persons with disabilities and 2SLGBTQI+?
 - What about the ads is/is not communicating that the CAF are inclusive of all employment equity groups?
- Before we conclude the groups, I would be interested in knowing how you would like to receive information about jobs/careers generally (not specific to the CAF). What would be the most effective way to share information with you? IF THE FOLLOWING ARE NOT MENTIONED ON AN UNPROMPTED BASIS, PROBE FOR EACH WITH **SHOW OF HANDS**: How many of you would be interested in receiving information about jobs/careers via ...?
 - Post-card with QR code (physical post-card or digital?)
 - Booklet with QR code (physical booklet or digital?)
 - Video (online or in theatre)
 - Online session with recruiter
 - Career fair – how likely would you be to attend one?
 - Exhibit on campus
 - Recruiter on campus
 - Public areas (airports, billboards, bus shelters, etc.)
 - Online vs.in-person
 - Anything else?
- What social media platforms do you currently use the most?



- If you saw a job advertisement on social media, what would make you click on it to learn more? What about a trade video which showcases specific trades within the CAF? Anything else?
- Before we wrap up, if you were to consider a job/career in the CAF would you be comfortable with a virtual recruitment process? Or would you prefer face-to-face? Elaborate.

WRAP-UP (5 MINUTES)

- Do you have any final comments or questions? Or anything else to add about the topic of job/career searching?
- Thank participants and provide instructions for receipt of incentive. Share information on obtaining access to the report through Library and Archives Canada.

D. Moderator's Guide – FR

INTRODUCTION (5 MINUTES)

- Mot de bienvenue
- Objet de la discussion — discuter de vos réflexions sur les possibilités de carrière, des éléments à prendre en compte lorsque vous envisagez ou planifiez une carrière, et de votre point de vue sur les Forces armées canadiennes en tant que choix de carrière.
- Le modérateur précisera que le groupe de discussion a pour but de recueillir des commentaires sur la communication et la publicité et non de servir de forum pour le recrutement.
- Directives concernant la discussion :
 - D'une durée de 90 minutes — exige une attention soutenue de la part des participants.
 - La participation se fait sur une base entièrement volontaire
 - Enregistrement de la discussion
 - Présence d'observateurs (au besoin)
 - Respect de la confidentialité de la rétroaction, des commentaires et des coordonnées des participants.
 - Le rapport sommaire présente les résultats pour tous les groupes/sans les attribuer à qui que ce soit/ne mentionne ni les noms et coordonnées des participants, ni l'enregistrement.
 - Le rapport sera rendu public par l'intermédiaire de Bibliothèque et Archives Canada (BAC). Ce dernier pourra comprendre des citations anonymes tirées de nos discussions.
- Rôle du modérateur :
 - Ce dernier ne sera ni fonctionnaire du gouvernement du Canada ni employé du ministère de la Défense nationale (MDN).
 - Il encadrera la discussion, demeurera objectif, posera des questions de suivi, veillera au respect du temps imparti et à ce que tous les participants prennent part à la discussion.
- Rôle des participants :
 - Faire part de leurs opinions, impressions, points de vue, sentiments, réflexions et expériences, faire preuve d'ouverture d'esprit et d'honnêteté, exprimer librement leur accord ou leur désaccord avec les autres (il n'y a pas de bonnes ou de mauvaises réponses), respecter le point de vue des autres.
- Présentation des participants — ces derniers se présenteront brièvement en ne se nommant que par leur prénom, et feront part aux autres de renseignements les concernant (où ils vivent, ce qu'ils font pour gagner leur vie, leur domaine d'études, leurs intérêts, leurs passe-temps, etc.)

CONSIDÉRATIONS RELATIVES À LA CARRIÈRE (10 MINUTES)

- Outre la recherche d'une activité correspondant à vos passions ou à vos intérêts, à quoi pensez-vous au moment de choisir une carrière ou de réfléchir à des possibilités de carrière?
 - Quelles considérations sont, à vos yeux, les plus ou les moins importantes? Sonder les participants au sujet : du salaire/de la rémunération/des avantages sociaux, de la stabilité financière, de la sécurité d'emploi, de l'équilibre travail-vie privée, de l'environnement de travail (valeurs d'entreprise, adéquation culturelle, solidarité et sûreté, etc.), des possibilités d'épanouissement, de perfectionnement et d'avancement, du lieu de travail, de la possibilité d'exercer une influence/de faire bouger les choses, etc. Autre chose?
- Quels sont vos objectifs professionnels? Quelles sont les choses que vous souhaiteriez accomplir et les compétences que vous souhaiteriez acquérir au cours de votre carrière?
- Quelles sont les personnes ou les choses qui ont le plus d'influence sur votre cheminement éducatif et professionnel? Sonder les participants pour savoir si ce sont : des enseignants/professeurs, des membres de leur famille, des connaissances, des films/émissions de télé, des publicités, des sites Web en particulier, les médias sociaux ou autres.
- Qui sont les personnes qui exercent le plus d'influence sur vous et vous aident à prendre des décisions en matière de formation postsecondaire? Quels conseils recevez-vous de la part d'enseignants, de professeurs, de membres de votre famille, d'amis, ou autres au sujet de votre carrière?

- En pensant à des carrières qui pourraient vous intéresser, où vous adressez-vous ou vous adresseriez-vous pour obtenir plus de renseignements? Comment vous y prenez-vous pour obtenir les renseignements dont vous avez besoin?
 - Quels sont les types de contenus les plus susceptibles de vous intéresser?
 - Vidéo? Images? Textuels? Histoires/Capsules (Instagram)

IMPRESSIONS GÉNÉRALES SUR LES FAC (10 MINUTES)

- En pensant aux Forces armées canadiennes (FAC), quelle est la première chose qui vous vient à l'esprit?
- Compte tenu de ce que vous savez ou avez entendu dire au sujet des FAC, votre impression générale sur ces dernières est-elle plutôt positive, plutôt négative ou neutre? Expliquez pourquoi.
- Percevez-vous les forces armées comme un milieu offrant des carrières permettant d'acquérir des compétences précieuses pouvant être mises à profit dans la vie civile et au sein de votre communauté locale? Pourquoi/pourquoi pas?
 - Pour ce qui est de compétences comme la confiance en soi, l'autodiscipline, le travail d'équipe, la gestion du temps, le respect, la bonne forme physique, la communication, le leadership, la planification organisationnelle, la recherche et la technologie, estimez-vous qu'il s'agit là de compétences que les forces armées permettent d'acquérir?
- **VOTE À MAIN LEVÉE** : Qui, parmi vous, a un quelconque lien avec les FAC — qu'il s'agisse d'une expérience passée en tant que cadet, ou d'amis ou de membres de la famille élargie qui ont été ou sont membres des FAC?
- Qui influence le plus ou qu'est-ce qui influence le plus votre opinion des FAC et la perception que vous en avez? Sondes les participants pour savoir si ce sont : des membres de leur famille, des personnes qu'ils connaissent ou ont rencontrées au sein des forces armées, des films ou programmes de télé, l'actualité, des publicités, des sites Web précis, les médias sociaux, ou autres?

LES FAC COMME CHOIX DE CARRIÈRE — FACTEURS DE MOTIVATION ET OBSTACLES CONCERNANT LE RECRUTEMENT (10 MINUTES)

- Est-ce que quelqu'un parmi vous a déjà envisagé de travailler ou de faire carrière au sein des FAC?
 - SI OUI : Avez-vous poursuivi cette démarche activement? Si non, pourquoi pas? Avez-vous consulté le site Web Forces.ca? Si oui, qu'y cherchiez-vous? Avez-vous trouvé ce que vous cherchiez? Quels sont les renseignements auxquels vous avez eu accès/est-ce que quelqu'un vous a conseillé pendant que vous réfléchissiez à cette démarche?
 - SI NON : Pourquoi pas?
- Est-ce que l'un ou l'une d'entre vous envisagerait un jour d'occuper un emploi ou de faire carrière dans les forces armées, que ce soit aujourd'hui ou dans un avenir rapproché?
 - SI OUI : Quelles sont les principales raisons pour lesquelles vous envisageriez de travailler dans les forces armées ou d'y faire carrière? Qu'est-ce qui vous attire dans une carrière militaire?
 - SI NON : Pourquoi ne considérez-vous pas les forces armées comme option d'emploi ou choix de carrière potentiels? Veuillez expliquer pourquoi.
- [EN FONCTION DES RÉPONSES AUX QUESTIONS CI-HAUT] Y a-t-il quelque chose ou quelque chose d'autre qui pourrait vous empêcher d'envisager une carrière dans les forces armées? Veuillez expliquer pourquoi.

DOCUMENTATION PROMOTIONNELLE ET CAMPAGNES DE RECRUTEMENT/PUBLICITAIRES (50 MINUTES)

- Avez-vous vu, lu ou entendu des publicités au sujet des FAC ou de carrières dans les forces armées?
 - SI OUI : Pouvez-vous préciser ce que vous avez vu, lu ou entendu à ce sujet? Cela vous a-t-il influencé — cela vous a-t-il davantage fait réfléchir à des possibilités d'emploi ou de carrière au sein des FAC? Cela vous a-t-il poussé à chercher des renseignements à ce sujet? Pourquoi/pourquoi pas?

Je vais maintenant vous montrer des publicités et des messages destinés au recrutement au sein des FAC et nous discuterons ensuite de ce que vous en pensez. **DANS TOUS LES GROUPES, LA DISCUSSION PORTERA SUR VIDÉO ET LES MESSAGES PUBLICITAIRES STATIQUES TRAITANT DE LA FORCE DE RÉSERVE. LES GROUPES COMPORTANT DES CHERCHEURS/CHANGEURS D'EMPLOI, EXCLUANT LES AUTOCHTONES, LES MINORITÉS VISIBLES ET LES MEMBRES DE LA COMMUNAUTÉ 2ELGBTQI+, ALTERNERONT ENTRE LES MESSAGES PUBLICITAIRES STATIQUES ET LA VIDÉO**

PORTANT SUR LE PROGRAMME D'ÉTUDES SUBVENTIONNÉES. LES GROUPES FORMÉS D'AUTOCHTONES VISIONNERONT DES CONCEPTS STATIQUES. LES GROUPES FORMÉS DE MINORITÉS VISIBLES ET DE MEMBRES DE LA COMMUNAUTÉ 2SLGBTQI+ VISIONNERONT DES CONCEPTS STATIQUES RELATIFS AUX GROUPES PROFESSIONNELS PRIORITAIRES.

[POSER CES QUESTIONS À TOUS LES PARTICIPANTS]

CAMPAGNE DE LA FORCE DE RÉSERVE :

- Si vous pouviez travailler à temps partiel tout en ayant la possibilité de mener une carrière civile, de suivre des études ou de vous consacrer à vos passions, cette option vous séduirait-elle? Pourquoi/pourquoi pas?
- **VOTE À MAIN LEVÉE :** Qui connaît l'existence de la Force de réserve? Explication : La Force de réserve fait partie intégrante des Forces armées canadiennes. Les réservistes y occupent des postes à temps partiel et travaillent généralement le soir et la fin de semaine. La plupart des réservistes occupent des emplois civils ou sont des étudiants inscrits à des programmes d'études postsecondaire. Le déploiement des réservistes s'effectue sur une base volontaire.
 - Ces renseignements donnent-ils envie de s'enrôler dans la Force de réserve? Pourquoi/pourquoi pas?
- Nous allons maintenant nous intéresser à deux publicités et nous discuterons ensuite de vos commentaires quant au type de photos/d'images utilisé. **MONTRER LES MESSAGES PUBLICITAIRES STATIQUES SUR LA FORCE DE RÉSERVE — CÔTE À CÔTE.**
 - Que pensez-vous du type de photos ou d'images utilisé pour cette publicité?
 - En quoi vous plaisent-elles? En quoi vous déplaisent-elles?
 - Quel message ces publicités véhiculent-elles à votre avis?
 - Qu'est-ce qui contribuerait, le cas échéant, à rendre ces publicités plus efficaces?
- Nous allons maintenant visionner une courte vidéo et nous discuterons ensuite de la perception que vous en avez. **MONTRER 1 VIDÉO SUR LA FORCE DE RÉSERVE DEUX FOIS – ALTERNER ENTRE ARMÉE, MARINE, ARMÉE DE L'AIR.**
 - Que pensez-vous du type d'images utilisé pour cette vidéo?
 - En quoi vous plaisent-elles? En quoi vous déplaisent-elles?
 - Quel message cette vidéo véhicule-t-elle à votre avis?
 - Qu'est-ce qui contribuerait, le cas échéant, à rendre cette vidéo plus efficiente?

CAMPAGNE SUR LES ÉTUDES SUBVENTIONNÉES :

[POSER CES QUESTIONS AUX CHERCHEURS D'EMPLOI UNIQUEMENT]

- Si vous aviez l'assurance de percevoir un salaire tout en poursuivant vos études, une carrière au sein des FAC vous intéresserait-elle? Si non, pourquoi pas?
- Si on vous garantissait un emploi après l'obtention de votre diplôme, cela vous inciterait-il à faire carrière dans les FAC? Si non, pourquoi pas?
- Si vous saviez que les droits de scolarité, les frais administratifs et les manuels scolaires sont entièrement pris en charge, une carrière au sein des FAC vous intéresserait-elle? Si non, pourquoi pas?

[POSER CES QUESTIONS EN ALTERNANT ENTRE LES DEMANDEURS ET LES CHANGEURS D'EMPLOI]

- Nous allons maintenant nous intéresser à deux publicités et nous discuterons ensuite de vos commentaires quant au type de photos/d'images utilisé. **MONTRER LES MESSAGES PUBLICITAIRES STATIQUES SUR LES ÉTUDES SUBVENTIONNÉES — CÔTE À CÔTE.**
 - Que pensez-vous du type de photos ou d'images utilisé pour cette publicité?
 - En quoi vous plaisent-elles? En quoi vous déplaisent-elles?
 - Quel message ces publicités véhiculent-elles à votre avis? Qu'est-ce qui contribuerait, à rendre ces publicités plus efficaces, le cas échéant?

[POSER CES QUESTIONS EN ALTERNANT ENTRE LES DEMANDEURS ET LES CHANGEURS D'EMPLOI]

- Nous allons maintenant visionner une courte vidéo et nous discuterons ensuite de la perception que vous en avez. **MONTRER LA VIDÉO CONCERNANT LES GROUPES PROFESSIONNELS PRIORITAIRES DEUX FOIS –**

ALTERNER ENTRE TECHNICIEN EN SYSTÈMES D'INFORMATION ET DE TÉLÉCOMMUNICATIONS AÉROSPATIALES (SITA), ADMINISTRATEUR DES SERVICES FINANCIERS (ASF) ET TECHNICIEN DE MARINE

- Que pensez-vous du type d'images utilisé dans cette vidéo?
- En quoi vous plaisent-elles? En quoi vous déplaisent-elles?
- Quel message véhicule selon vous cette vidéo? Qu'est-ce qui pourrait contribuer à rendre cette vidéo plus efficace, le cas échéant?

**[POSER CES QUESTIONS AUX GROUPES FORMÉS D'AUTOCHTONES UNIQUEMENT]
CAMPAGNE AUPRÈS DES AUTOCHTONES**

- Nous allons maintenant nous intéresser à deux concepts publicitaires différents, et nous discuterons ensuite de la perception que vous en avez. **MONTRER LES MESSAGES PUBLICITAIRES STATIQUES — APPROCHES A ET B.** Sonder les participants en leur posant les questions suivantes :
 - En quoi ces publicités vous interpellent-elles positivement ou négativement, le cas échéant? Pourquoi?
 - Quel message véhiculent ces publicités?
 - Trouvez-vous que ce message capte votre attention? Pourquoi/pourquoi pas? Vous incite-t-il à vous informer davantage au sujet d'emplois ou de carrières au sein des FAC? Pourquoi/pourquoi pas?
 - Trouvez-vous que les images illustrent des expériences collaboratives, gratifiantes et significatives? Pourquoi/pourquoi pas?
 - Laquelle de ces deux publicités préférez-vous? Pourquoi?
 - Est-ce que vous appréciez le fait que les publicités présentent des équipes qui travaillent en collaboration? Pourquoi/pourquoi pas?
 - Les activités présentées dans les publicités vous paraissent-elles attrayantes? Pourquoi/pourquoi pas? Qu'est-ce qui les rendrait plus attrayantes, le cas échéant?
 - Les possibilités qui vous sont offertes d'acquérir des compétences en matière de leadership et de travail d'équipe vous semblent-elles intéressantes? Pourquoi/pourquoi pas?
 - Le message vous semble-t-il attrayant? Les avantages (trois semaines payées/toutes les dépenses payées/aucune obligation de s'enrôler dans les FAC) vous paraissent-ils attrayants? Pourquoi/pourquoi pas?

Pensons maintenant aux publicités en général :

- Est-il offensant que les images intègrent des aspects culturels d'autres groupes autochtones, comme la pratique de la purification par la fumée? Pourquoi? À votre avis, quels types d'aspects culturels seraient acceptables dans les publicités? Pourquoi?
- Où voudriez-vous que soient présentées des publicités sur les possibilités de carrière dans les FAC offertes aux peuples autochtones?

**[POSER CES QUESTIONS AUX GROUPES FORMÉS DE MINORITÉS VISIBLES UNIQUEMENT]
GROUPES FORMÉS DE MINORITÉS VISIBLES**

- Nous allons maintenant nous intéresser à deux publicités, et nous discuterons ensuite de vos commentaires quant au type de photos/d'images utilisé. **MONTRER LES MESSAGES PUBLICITAIRES STATIQUES CONCERNANT LES GROUPES PROFESSIONNELS PRIORITAIRES — CÔTE À CÔTE**
 - Que pensez-vous du type de photos ou d'images utilisé pour cette publicité?
 - En quoi vous plaisent-elles? En quoi vous déplaisent-elles?
 - Quel message ces publicités véhiculent-elles à votre avis?
 - Qu'est-ce qui contribuerait à rendre ces publicités plus efficaces, le cas échéant?
- En repensant à toutes les publicités que vous avez vues aujourd'hui, vous semblaient-elles inclusives? Vous sentez-vous représenté(e)?
 - Si oui : En quoi ces publicités vous donnent-elles le sentiment d'être représenté?
 - Question à poser à tous les participants : Que pouvons-nous faire pour que nos publicités soient plus inclusives?

[QUESTION À POSER AU GROUPE FORMÉ DE MEMBRES DE LA COMMUNAUTÉ 2ELGBTQI+ UNIQUEMENT]

GROUPES FORMÉS DE MEMBRES DE LA COMMUNAUTÉ 2ELGBTQI+

- Nous allons maintenant nous intéresser à deux publicités, et nous discuterons ensuite de vos commentaires quant au type de photos/d'images utilisé. **MONTRER LES MESSAGES PUBLICITAIRES STATIQUES CONCERNANT LES GROUPES PROFESSIONNELS PRIORITAIRES — CÔTE À CÔTE**
 - Que pensez-vous du type de photos ou d'images utilisé pour cette publicité?
 - En quoi vous plaisent-elles? En quoi vous déplaisent-elles?
 - Quel message ces publicités véhiculent-elles à votre avis?
 - Qu'est-ce qui contribuerait à rendre ces publicités plus efficaces, le cas échéant?
- En repensant à toutes les publicités que vous avez vues aujourd'hui, vous semblaient-elles inclusives? Vous sentez-vous représenté(e)?
 - Si oui : En quoi ces publicités vous donnent-elles le sentiment d'être représenté(e)?
 - Question à poser à tous les participants : Que pouvons-nous faire pour que nos publicités soient plus inclusives?

QUESTIONS À POSER À TOUS LES PARTICIPANTS

- En repensant à toutes les publicités dont nous avons discuté ce soir, dans l'ensemble, que pensez-vous des propositions de valeur et des messages concernant le leadership, le travail d'équipe et l'expérience?
- En repensant à toutes les publicités que vous avez vues au cours de la soirée, véhiculent-elles le message selon lequel les FAC garantissent véritablement l'insertion de tous les groupes visés par l'équité en matière d'emploi, y compris les femmes, les minorités visibles, les peuples autochtones, les personnes en situation de handicap et les personnes membres de la communauté 2ELGBTQI+?
 - Et pour ce qui est des messages, véhiculent-ils ou ne véhiculent-ils pas le message selon lequel les FAC garantissent l'insertion de tous les groupes visés par l'équité en matière d'emploi?
- Avant de conclure, j'aimerais savoir comment vous souhaiteriez recevoir de l'information au sujet d'emplois/ou de possibilités de carrière en général (qui ne sont pas liées aux FAC en particulier). Quel serait le moyen le plus efficace de vous transmettre de l'information? **SI LES MOYENS SUIVANTS NE SONT PAS MENTIONNÉS DE FAÇON SPONTANÉE, SONDER LES PARTICIPANTS POUR CHACUN DES MOYENS AVEC UN VOTE À MAIN LEVÉE** : Combien d'entre vous souhaiteriez recevoir de l'information au sujet d'emplois/de possibilités de carrière au moyen de...?
 - Carte postale avec code QR (carte postale physique ou numérique?);
 - Livret avec code QR (livret physique ou numérique?);
 - Vidéo (en ligne ou en salle de cinéma?);
 - Séance en ligne avec un agent de recrutement;
 - Salon de l'emploi — quelle est la probabilité que vous assistiez à un tel salon?
 - Présentation sur le campus;
 - Agent de recrutement sur le campus;
 - Lieux publics (aéroports, babillards, abris de bus, entre autres);
 - En ligne ou en personne?
 - Par quel autre moyen?
- Quelles sont les plateformes de médias sociaux que vous utilisez le plus actuellement?
- En voyant une offre d'emploi sur les médias sociaux, qu'est-ce qui vous inciterait à cliquer dessus pour en savoir plus? Une vidéo présentant des métiers précis au sein des FAC? Par quel autre moyen?
- Avant de conclure, si vous deviez envisager un emploi ou une carrière au sein des FAC, un processus de recrutement virtuel vous conviendrait-il? Ou préféreriez-vous un processus de recrutement en personne? Veuillez expliquer.

CONCLUSION (5 MINUTES)

- Pour finir, avez-vous d'autres commentaires ou questions? Ou avez-vous autre chose à ajouter au sujet de la recherche d'emplois ou de possibilités de carrières?
- Remercier les participants et leur fournir des directives pour l'obtention de la prime de remerciement. Leur transmettre les renseignements concernant la façon d'accéder au rapport par l'intermédiaire de Bibliothèque et Archives Canada.