



Employment and
Social Development Canada

Emploi et
Développement social Canada

Upgrading Your Skills Advertising Campaign Creative Testing

Final Report

Submitted to:

Employment and Social Development Canada

For more information on this report, please email:

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Ce rapport est aussi disponible en français.

Submitted by:

Supplier Name: Narrative Research

POR Number: POR 033-23

Contract Number: CW2326284

Contract Value (Qualitative and Quantitative): \$84,704.80 (HST included)

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Canada 

Upgrading Your Skills Advertising Campaign Creative Testing

Final Report

Prepared for Employment and Social Development Canada

Supplier Name: Narrative Research

November 2023

This public opinion research report presents the results of online focus groups conducted by Narrative Research on behalf of Employment and Social Development Canada (ESDC). The main objective of this research was to gather feedback on three creative concepts for an advertising campaign and identify which one is most likely to resonate with its intended target audience and meet its objectives. From October 23-25, 2023, a total of eight online, real-time discussion groups were conducted in four regions: Atlantic; Ontario/Nunavut; West/North; and Quebec. In each region, one group was conducted with youth 18 to 24 years old and one group with adults 25 to 54 years old.

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Executive Summary

Narrative Research Inc.

Contract Number: CW2326284

POR Registration Number: POR 033-23

Contract Award Date: 2023-08-16

Contracted Cost (Qualitative and Quantitative): \$84,704.80 (HST included)

Note: Quantitative research presented under separate cover

Background and Research Methodology

Employment and Social Development Canada (ESDC) is in the process of finalizing and evaluating the Upgrade Your Skills campaign over the course of the 2023-2024 and 2024-2025 fiscal years. As part of the campaign development, ESDC was required to test creative concepts and evaluate the campaign effectiveness, through the use of a multi-phased research approach that includes both qualitative methodologies and quantitative. This requirement applies to Government of Canada advertising campaigns with a media buy of over \$1 million.

In preparation of the 2023-2024 campaign launch, the first part of this research involved creative pre-testing of the advertising campaign that promotes skill development and continuing education to youth looking to start their career, alongside adult audiences looking to change or improve their current career. The qualitative research component of this study was used to evaluate creative concepts for this campaign, while following this, the quantitative research component will utilize the Government of Canada's Advertising Campaign Evaluation Tool (ACET) to evaluate the campaign before and after it is run in the media.

This report presents the findings from the qualitative focus groups that were conducted to review proposed creative concepts for the 2023-2024 campaign. Three creative concepts for a video targeting a wide audience, and one Spotify concept for youth, were evaluated to determine the potential for effectiveness and the resonance of messages and concepts with the target audiences. Specifically, this phase of the research examined concepts for the campaign and tested if the material was:

- Clearly understood by the audiences;
- Credible, relevant and of value to the audiences;
- Appealing and appropriate to the audiences;
- Memorable in the minds of the audiences; and
- Able to motivate the audiences to take the intended action.



To achieve these objectives, two audiences were included in the study: youth 18 to 24 years old starting to work for the first time or looking to improve their current career, and adults 25 to 54 years old looking to change career or improve their current career.

A series of eight online focus groups were conducted using the Zoom platform from October 23 to 25, 2023, specifically one group with each audience in each region: Atlantic; Ontario/Nunavut; West/North; and Quebec. Each focus group included a mix of locations (within regions), gender, age (within age range), education, ethnic background, and household income. Focus groups in Quebec were conducted in French, while discussions were held in English in all other locations. Each session lasted approximately 100 to 110 minutes and participants each received a cash incentive of \$125 in appreciation for their time. From 80 recruited individuals (10 per focus group), 74 took part across all sessions.

Participants were recruited per the recruitment specifications for the Government of Canada. Recruitment was conducted through qualitative panels stored on Canadian servers, with follow up calls to confirm the details provided and to ensure quotas were met.

Qualitative discussions are used in marketing research as a means of developing insight and direction, rather than collecting quantitatively precise data or absolute measures. As such, results are directional only and cannot be projected to the overall population under study.

Key Findings and Conclusions

The following summarizes the key findings and conclusions from the focus groups conducted for the **Upgrade Your Skills Advertising Campaign Creative Testing**.

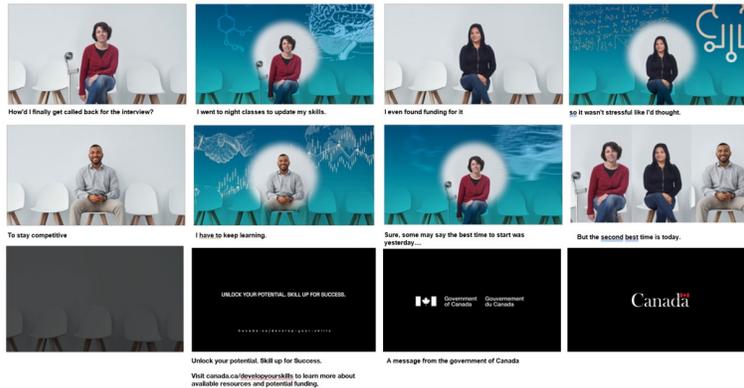
Video Concepts

Three concepts for a video were presented and discussed one at a time, with the presentation order of the video concepts rotated across focus groups to minimize any presentation bias. Following the discussion of all three concepts, participants were asked to choose the video most likely to grab their attention in a positive way and make them want to find out more about the resources and funding that can help them develop their skills for employability.



Concept A (Job Interview)

Overall reactions to Concept A were somewhat negative, notably for its lack of visual interest and personal relevance. Specifically, this concept was felt to be 'bland' and 'generic' which made it challenging for participants to relate to it. While the testimonial approach was preferred by some, it was viewed as lacking contextual information in that the storyline did not convey what jobs or career opportunities would be eligible for upskilling. In essence, the concept was not seen as inspirational.

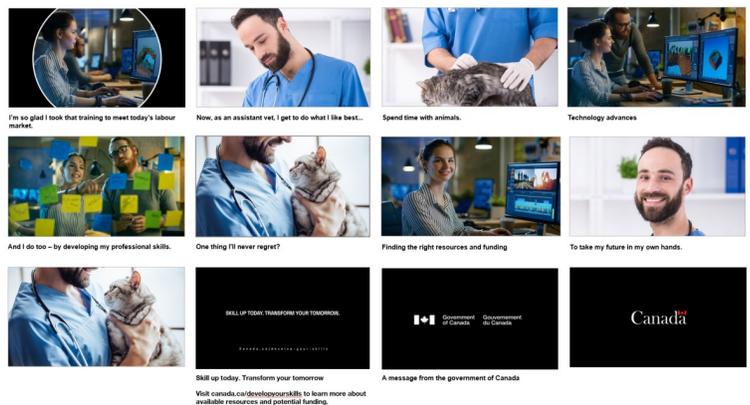


While a few participants did highlight their appreciation of the realistic and relatable efforts that are experienced when job interviewing (e.g., waiting to hear back from an interview; uncertainty) there was concern that this process is already challenging and difficult enough, and that this video was a negative reminder of the difficulties encountered during the job seeking process. However, the message was clear in communicating that resources and financial assistance are available to help, although this was largely understood to be about retraining rather than skill enhancement. While the call-to-action is clearly stated as inviting viewers to seek additional information on resources and funding available, it is ineffective due to the concept's lack of personal relevance.

While a few participants did highlight their appreciation of the realistic and relatable efforts that are experienced when job interviewing (e.g., waiting to hear back from an interview; uncertainty) there was concern that this process is already challenging and difficult enough, and that this video was a negative reminder of the difficulties encountered during the job seeking process. However, the message was clear in communicating that resources and financial assistance are available to help, although this was largely understood to be about retraining rather than skill enhancement. While the call-to-action is clearly stated as inviting viewers to seek additional information on resources and funding available, it is ineffective due to the concept's lack of personal relevance.

Concept B (Dream Job)

Concept B elicited mixed reactions, with some liking the outcome-focused approach, while others thought the careers featured were too narrow to be relatable. Specifically, while some participants felt the examples of an Information Technology (IT) and vet technician to be personalized stories, other participants found these jobs to be difficult to relate to, especially as they are not known to be included in the top sectors experiencing labour shortages as implied by the opening statement. That said, there was appreciation in the inclusion of a job in IT/tech due to





this particular sector constantly changing and, therefore, upskilling and training being needed to succeed. In addition, the bright and vibrant colours grabbed the attention of some, making this ad memorable and eye-catching. The call-to-action was felt to be clear and elicited some interest.

Concept C (New Career Path)

Concept C was most preferred for its engaging and informative storyline and representation of easily attainable careers or accessible jobs from a variety of sectors. It was also felt that the different settings (e.g., indoors/outdoors, office/fieldwork, teamwork/working alone) created visual interest and showed the use of both retraining and skill



enhancement. The tone was felt to be warm, engaging, inviting, and encouraging. The video spoke directly to viewers through questions and direct statements which helped to create interest and grabbed attention. Overall, this concept performed well. It was the preferred concept among youth, and equally preferred, along with Concept B, among adults, which led to a strong call-to-action.

Spotify Concept

Youth participants were presented with a Spotify ad concept (presented as a 30-second recording), for their comments. Across locations, the target audience was consistently seen as young adults who are looking for opportunities for skills development or looking to change careers.

The Spotify ad concept's message was seen as clear and credible, although it would be stronger by presenting the scenario as a 'success story' that has already happened rather than presenting expected future events.

From a creative standpoint, the testimonial and conversation style were well liked, although the letter-writing scenario was deemed too formal and unrealistic for young people. Nonetheless, while English-speaking participants believed that the speaker is relatable and personable, and the tone is positive and encouraging, French-speaking participants felt that the script appeared



disorganized and lacked details regarding the job and the skills, and that the tone and hesitation heard suggested a lack of confidence.

Taglines

Participants were shown four taglines and asked for their general feedback. The taglines included:

- Skill Up Today. Transform Your Tomorrow. (Améliore tes compétences. Transforme ton avenir.)
- Get New Skills Today. Transform Your Tomorrow. (Développe de nouvelles compétences. Transforme ton avenir.)
- Unlock Your Potential. Skill Up for Success. (Améliore tes compétences. Réalise ton plein potentiel.)
- Unlock Your Potential. Upgrade Your Skills for Success. (Favorise ta réussite. Améliore tes compétences)

Overall, there was a general preference for short taglines. The tagline most likely to encourage seeking more information on the campaign website about resources and funding for upskilling was “Skill up Today. Transform Your Tomorrow.” among English-speaking participants, and “Améliore tes compétences. Réalise ton plein potentiel.” among French-speaking participants. Both suggest a focus on controlling one’s future and proposes opportunities for substantive change, thus being inspirational. The expressions, “skill up” and “upgrade your skills” imply improving on existing skills, while “get new skills” speaks of learning new skills. Both “améliore tes compétences” and “développe de nouvelles compétences” speak of improvements, though adding the term “nouvelles” implies a change in competencies rather than simply an upgrade.

Political Neutrality Certificate

I hereby certify as a representative of Narrative Research that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Directive on the Management of Communications. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

Signed:

Margaret Brigley, CEO & Partner | Narrative Research

Date: November 16, 2023



Introduction

Context

Building on the success and lessons learned from previous advertising campaigns, and in support of Government of Canada priorities, Employment and Social Development Canada (ESDC) has been working on the development of the Upgrade Your Skills advertising campaign.

As part of the campaign development, ESDC was required to test creative concepts and evaluate the campaign effectiveness using a multi-phased research approach that includes both quantitative and qualitative methodologies. The quantitative research component utilizes the Government of Canada's Advertising Campaign Evaluation Tool (ACET) to evaluate the campaign before and after it is run in the media for the 2023-2024 and 2024-2025 campaign years. Quantitative research for those activities is presented under a separate cover. Additionally, qualitative research was used to examine creative concepts for the development of the Upgrade Your Skills campaign material. This report presents the findings from the qualitative focus groups that were conducted.

Research Objectives

The primary goal of the qualitative research phase is to inform the development of the final creative for the Upgrade Your Skills advertising campaign by determining the potential for effectiveness and the message resonance of various concepts (video, audio script for youth, and taglines) with the two target audiences. More specifically, the qualitative research phase aimed to assess the concepts on the following factors:

- Determine how well the main messages are understood and perceived;
- Determine whether the concepts grab people's attention and what components (design, vocabulary, imagery, tone) are successful/not successful;
- Assess the clarity of the concepts;
- Assess the strengths and weaknesses of the concepts; and
- Generate other suggestions for improvements.

The results of this study will be used to direct Employment and Social Development Canada (ESDC) on which concepts are best suited to encourage Canadians to consider upgrading their skills.



Research Methodology

Target Audience

There were two target audiences included in the qualitative research phase:

- Youth 18-24, including those looking to start their career; and
- Adults 25-54 years old looking to change careers or improve their current career.

Research Approach

A series of online, real-time focus groups using the Zoom platform were conducted in four regions: Atlantic, Ontario/Nunavut, West/North, and Quebec. In each region, one focus group was conducted with youth and another with adults. Sessions in Quebec were conducted in French, while discussions were held in English for all other regions. The fieldwork was conducted from October 23 to 25, 2023. Each group discussion lasted approximately 100 to 110 minutes and participants received a cash incentive of \$125 in appreciation for their time. From 80 recruited individuals (10 per focus group), 74 took part across all sessions. As is normally the practice in market research, an additional recruited participant was incentivized despite not taking part in the discussion due to technology issues.

Each focus group included a mix of locations (within regions), gender, age (within age range), education, ethnic background, and household income. All participants were either employed, unemployed but looking for work, or a student. In addition, all adult participants 25-54 years old had to have been involved in, or thinking about, career development or seeking new employment opportunities. Those considering or planning to change jobs or careers in the next five years were also considered. In each youth group, at least five were looking to enter the workforce for the first time or start their career either now or within the next six months. Across all groups, only those who have lived in Canada for at least two years were invited to take part. The breakdown of audiences, locations, and language is shown below:

Number of Online Focus Groups					
Audience	English			French	Total
	Atlantic (NL; NS; NB; PE)	Ontario/ Nunavut	West/North (MB; SK; AB; BC; YT; NT)	Quebec	
Youth 18-24	1	1	1	1	4
Adults 25-54	1	1	1	1	4
TOTAL	2	2	2	2	8



Individuals who currently or were ever employed in certain occupations or live in a household where someone else is in this situation, were excluded from the research. This is a standard practice for advertising research conducted for the Government of Canada to avoid including a participant who might be perceived as an expert by other participants. These occupations included marketing, marketing research, public relations, advertising, media, graphic design, a political party, or the provincial or federal government. In addition, individuals who have been to at least five qualitative sessions in the past five years, those who have attended a session in the past six months, or those who have been to a group discussion on advertising and communication materials were excluded from the research.

During recruitment, if an eligible participant from Quebec asked to participate in English, or if an eligible participant from one of the regions outside Quebec asked to participate in French, they were included in the language group of their choice, in the nearest time zone to where they live. This provided the opportunity for potential Official Language Minority Community (OLMC) members to participate in the language of their choice.

Participants were recruited per the recruitment specifications for the Government of Canada. Recruitment was conducted through qualitative panels stored on Canadian servers, with follow up calls to confirm the details provided and to ensure quotas were met (as a quality control measure). Two moderators were involved in this project to accommodate the timeline and language requirement. Sessions were video-recorded for analysis purposes, and online polls were used to capture participants' individual opinions to be incorporated into the analysis. An online chat function was also made available for participants to use in addition to the verbal discussion, and as desired, and the inputs was considered in the analysis of findings.

Context of Qualitative Research

Qualitative discussions are intended as moderator-directed, informal, non-threatening discussions with participants whose characteristics, habits and attitudes are considered relevant to the topic of discussion. The primary benefits of individual or group qualitative discussions are that they allow for in-depth probing with qualifying participants on behavioural habits, usage patterns, perceptions and attitudes related to the subject matter. This type of discussion allows for flexibility in exploring other areas that may be pertinent. Qualitative research allows for a more complete understanding of the segment in that the thoughts or feelings are expressed in the participants' own language and at their own levels of passion. Qualitative techniques are used in marketing research as a means of developing insight and direction, rather than collecting



quantitatively precise data or absolute measures. As such, results are directional only and cannot be projected to the overall population under study.



Research Findings

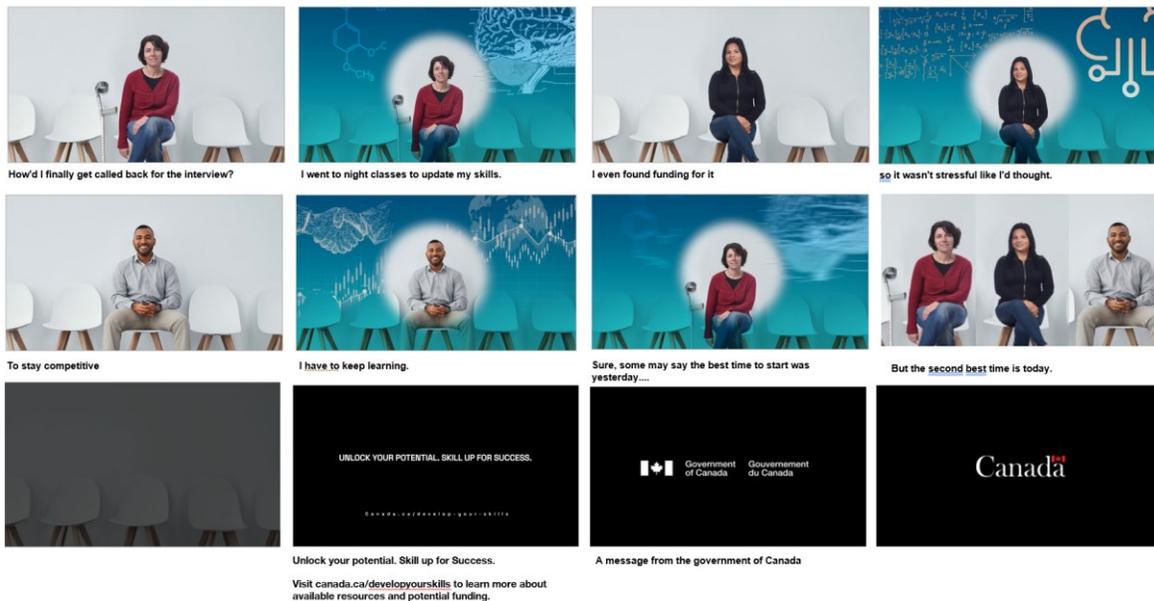
The following provides a detailed overview of the focus group discussions. Where relevant differences of opinions across locations, audiences, and language, are noted. Participants were presented with various concept materials, including three videos and four taglines. Youth groups were also presented with one audio Spotify ad. The presentation order of videos and taglines were randomized across groups to avoid presentation biases.

Video Concept General Reactions & Preference

The concept videos were presented as a series of still images with a voice over explaining the dialogue and narration, but participants were asked to envision the professionally-produced videos in their assessment. Participants were also informed that the people featured in the final video will represent the ethnicity of the country’s top five labour force groups, in addition to showing age diversity, ranging from 18 to 54 years old.

Video Concept A (Job Interview)

Overall reactions for Concept A were mostly negative, notably for the lack of visual interest and reminder of the challenges experienced when job seeking.





Overall Reactions

In general, Concept A (Job Interview) lacked visual interest and personal relevance, as it elicited some message confusion, and was the least likely to be memorable for participants. This concept was generally felt to be ‘bland’, ‘generic’, and lacking both visual interest and a compelling storyline which made it difficult to relate to. Specifically, the use of a white background was mentioned as being reminiscent of a doctor’s office or waiting room. This was not only cited as ‘sterile’ and ‘boring’ but also failed to provide information as to what specific jobs might be eligible for upskilling.

“To me, it looks like they are sitting in a doctor’s waiting room and not so much an interview area. The imagery behind them conveys a healthcare tone despite the words they are saying.” – West/North, Youth

“I wasn’t a huge fan of it overall. The wording seems robotic, and they don’t really show you what they are skilling up for. It would be better if they were doing something rather than just sitting on white chairs in a white room.” – Atlantic, Youth

« J’aime moins l’esthétique de la pub; on dirait que ça fait aseptique. On dirait qu’ils sont dans une salle d’attente de médecins. Ils sont isolés et il manque de vie. » (Translation: I don't like the aesthetics of the ad as much; it looks like it's aseptic. They look like they're in a doctors' waiting room. They are isolated and there is a lack of life.) – Quebec, Adult

While the testimonial approach was preferred by some, the concept lacked personal appeal as it did not provide sufficient contextual information (e.g., field of work; reasons for changing; professional goals) that would help viewers envision themselves in these situations.

Although not the preferred concept across groups, a few participants appreciated that the message provided a realistic and relatable account of efforts made by people looking for a job, and the frustrations that are often experienced when searching for employment (e.g., waiting to hear back for an interview). Those participants appreciated that the ad recognized that changing careers and skills upgrades can be difficult. The video let individuals know their career/job goals are achievable. It also presented ‘regular’ people with whom a broader audience could associate with.



“I think it’s a common problem that you apply for a job and don’t hear back from HR, so the first statement of ‘how’d I finally get called back?’ made me more interested and hooked on the video.” – West/North, Adult

Key Messaging

The message implied that resources and financial assistance are available for those who are looking to reorient their career. The ‘interview’ scenario suggested that if someone has a difficult time finding a job, or is interested in changing careers, training and education are available to help in the process. The focus was seen as being placed on retraining rather than skills enhancement. That said, the lack of details in the scenarios led to some message confusion. The message presented securing an interview as the positive outcome of retraining or a skills upgrade, however, participants generally reported increased pay and better working conditions to be more compelling. To a few, the underlying message is that continuous learning is essential to staying competitive.

“It wasn’t clear about what they are trying to communicate. I wasn’t sure what the cohesive message was.” – West/North, Adult

“The words are robotic and boring. They don’t say what the skills are for, and it would be nice if they were doing something or showing something – what they were skilling up for. They say they found funds, but they don’t tell you how or what they did.” – Atlantic, Youth

“It felt like this was made for slightly older people who have been in the workforce, and who need to change their skills in order to maintain employment, to get better employment, or to get back into the job market.” – Ontario/Nunavut, Adults

Creative Approach

Despite some of the positive expressions, participants felt the scenario portrayed a somewhat negative tone that induces uncertainty. Opening the video with “How’d I finally get called back for the interview? I went to night classes to update my skills”, implied a lack of confidence in one’s ability to secure employment without first upgrading their skills. Similarly, the expression “It wasn’t stressful like I’d thought” was a reminder of the commitment required, and the burden associated with retraining. The result was discouraging rather than inspiring. For example, the quotes below exemplify the anxiety that often comes with job searching, and how this ad was a negative reminder of this process. This was specifically noted among the youth who found this to



be of particular relevance to job searches in general as they are often at the beginning of their career and navigating first time interviews which can be anxiety provoking.

“The first sentence about how they finally got called back for the interview could be interpreted as doubting oneself. The tone is not positive but more hesitant.” – West/North, Youth

“Instead of focusing on not getting a callback, make it more personal. Job seeking for some people can create anxiety and worry so you want to cater to these needs.” – West/North, Youth

Further, given the labour shortage in most industries right now, a few participants questioned the concept’s credibility, especially as it positions people as being ‘lucky’ or even relieved to have secured an interview. Showing a person with a disability, who was questioning why they were called back for an interview, added more confusion. It suggests that a disability may be the barrier to employment rather than outdated skills.

Despite negative opinions towards the concept, some of the words, expressions or ideas presented in the video resonated with a few participants and were found to be effective and memorable. Several participants liked the expression “Some say the best time to start was yesterday, but the second-best time is today”, as it implies that it is never too late to upgrade your skills or change careers. Positive and hopeful statements such as, “I even found funding for it”, “I have to keep learning”, and “resources are available” were also noted. Reminding viewers to stay competitive also elicited a positive reaction. Further, this was the only concept that clearly outlines that education and professional development can be done during the evening, thus implying that someone can stay employed while upgrading their skills.

“This one caught my attention with the night classes. It made me think your job doesn’t necessarily need to be a trade, but it could be anything. This one felt a bit more mature and maybe that is because of the term night classes.” – West/North, Adults

« Ça dit que [la formation] peut être faite le soir et donc ça donne l'impression que c'est plus facile à faire. » (Translation: It says that training can be done in the evening and so it makes it look like it's easier to do.) – Quebec, Adult



Target Audience

The message of Concept A was viewed as targeting people who are looking to change their career path. Thus, it lacks clarity as to whether the message only caters to those already in the labour force, or also includes graduates who are starting their career. In fact, most youth did not feel compelled by the message suggesting that retraining or skills upgrade leads to employment, as it did not reflect their own situation whereas they do not need retraining or skills upgrade prior to looking for their first job. Further, the reference to nighttime classes implies adult education. The reflective nature of the expression “Some say the best time to start was yesterday, but the second best time is today” also gave the impression that it caters to those already established in a job/career.

“This is more directed at people who are already in the job market rather than those who are more entrepreneurial.” – Ontario/Nunavut, Youth

“The way they present this ad doesn’t scream youth. It’s more plain, basic and I feel it will mainly grab someone’s attention who has been in a job for longer. For those trying to start a career, I don’t think it will target them.” – Atlantic, Youth

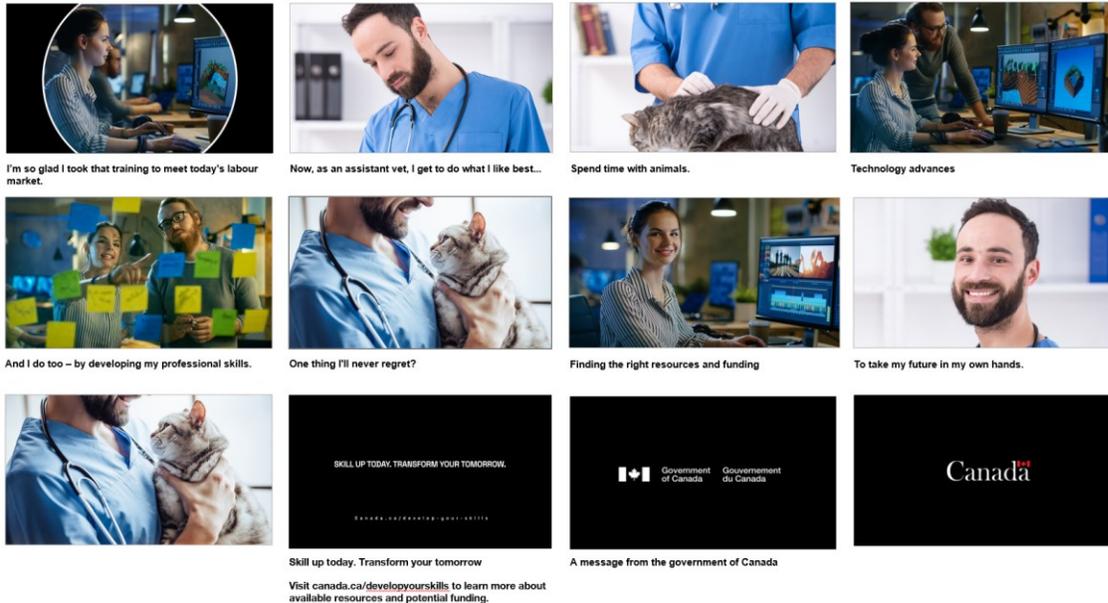
Call-to-Action

Although clearly stated, the call-to-action is weak. This was primarily because of the narrow target audience (only those looking to reorient their career) and that the scenarios were not compelling to most participants.



Video Concept B (Dream Job)

While the message of having the ability to retrain and upskill is clear to most, Concept B received mixed opinions on its relatability and area of focus.



Overall Reactions

Concept B elicited mixed reactions: some liking the outcome-focused testimonial approach, while others felt that the two scenarios presented are too narrow to be relatable. The concept's appeal primarily lies in showing the positive outcomes of professional development, while implying that people are empowered to enhance their skills. It illustrated the good things that can happen when someone puts in the effort to enhance their skills. This is supported by expressions such as “take my future in my own hands”, and motifs such as keeping up with technology, advancing, doing what you like best, or being empowered, and setting a positive tone.

By contrast, those who did not like the concept felt that it presented too few professional scenarios with each of the two situations shown showcasing a career perceived to be specialized and requiring a significant commitment in terms of education. As such, it was difficult for participants to envision themselves into those situations.

“The personalized stories are great if you want to be a vet or a graphic designer, but they aren't targeting those populations, they are targeting everyone. So, making it more



personalized [would be best] and [telling people] these are the resources for you would make it more accessible.” – Ontario/Nunavut, Youth

“This felt very limited in the options of career changes. I’m not interested in being an assistant vet or working in technology. Personally, I didn’t connect to the story of the career options that were put into this video.” – West/North, Adult

Motivations to invest in professional development were mainly viewed as the potential for advancement, pay increase, or better working conditions, rather than to meet current labour market needs or to achieve the lofty goal of finding the ideal job. Personal pride and professional recognition are also stronger motivators to invest time and resources in skills enhancement. As such, the way the message was presented lacked credibility and failed to engage some participants. Further, the careers featured (IT and vet assistant) are not known to be included in the top sectors experiencing labour shortages. Indeed, a number of participants felt that the scenario would be more believable if it spoke of the nursing or education sectors. Nonetheless, it should be noted that a few participants appreciated the inclusion of an IT related job within the ad, with the perception that advancements in this sector are rapidly changing, with new skills always needed.

“There are so many new technologies coming out, so it makes sense you’d want to develop your [technology] skills, as workplaces are going to want that. It’s nice to know the Government has these sites and resources available.” – Ontario/Nunavut, Youth

“The technology component is on trend, so it’s of interest. But there could be a bit more information on how this works and the funding available.” – West/North, Adult

Key Messaging

The message of resources and financial assistance being available for retraining or skills enhancement was clear to most. The first sentence in the video clearly identifies the ad’s topic. Further, while one scenario implies skills enhancement (i.e., developing professional skills to keep up with technology), the other scenario suggests retraining (i.e., now I get to do what I like best and taking my future in my own hands), thus suggesting that government resources are available to support both situations. It should be noted that speaking of broad skills enhancement that applies across industries (e.g., enhancing computer skills) led to some participants to think about their own professional needs. By contrast, referring to career-specific training (e.g., to become a vet assistant) limits the scope to those only interested in that career.



“I don’t have that much in common [with those people in the video]; I don’t have the same career trajectory as someone in this video, so it wasn’t that significant [of an impact on me].” – Ontario/Nunavut, Youth

« Le message est plus clair. J’ai compris que le gouvernement offre de l’aide financière pour le retour aux études. » (Translation: The message is clearer. I understand that the government offers financial assistance for going back to school.) – Quebec, Adult

Creative Approach

The tone was felt to be positive, upbeat, happy, engaging, and inspirational. Hearing the person speak of their experience in a positive manner and seeing the positive outcomes of their endeavour contributed to the concept’s emotional appeal. It made the message more personable. This was amplified by the ‘bright’ and ‘vivid’ colours used throughout the ad. Expressions such as “taking my future in my own hands” and “I’m so glad”, in addition to speaking of not having regrets also contribute to the vibrant and proactive tone. It suggested pride in one’s own achievements, and happiness.

“This one was more attention grabbing. The characters that they used had much more of a social-professional setting, and I liked the colours and the bright lighting.” – Ontario/Nunavut, Adult

« Je trouve que c’est plus vivant, plus humain. On parle des émotions, ils sont contents. Ils se sont pris en main. Le fait que la personne se réalise, c’est positif. Le fait qu’il y ait des émotions nous ramène à une fierté personnelle. Ce n’est pas juste un programme, mais c’est quelqu’un qui est allé vers le programme pour se réaliser. » (Translation: I think it’s more alive, more human. We talk about emotions, they’re happy. They took matters into their own hands. The fact that the person is fulfilled is positive. The fact that there are emotions brings us back to personal pride. It’s not just a program, but it’s someone who went to the program to fulfill themselves.) – Quebec, Adult

Target Audience

The target audience was seen as people who have recently embarked on a career, or young adults in their 30s who are considering a career change or promotion. It should be noted that while participants were informed that the final video would feature a variety of ages, some still found it difficult to envision and were influenced by the concept’s imagery, thinking it was targeted to a younger audience. Some felt that it only takes a few years in a career to understand



if you are going to like it long-term, which explains why it would make more sense that the message would engage those in their early 30s more so than older adults who have been in their career for decades and would presumably be less likely to have these kinds of reflections about their current job. Students generally did not feel compelled by the concept, as they considered their newly acquired skills to be up to date.

“It would entice me [to look further] but only if I was unhappy at my job or unhappy with my income. I would then go to the website and be interested about the funding.” – Atlantic, Adult

Call-to-Action

Although the call-to-action was clearly understood as seeking more information on the resources and funding available on the website, the implied commitment required in time and effort for professional development weakened some participants’ interest in finding out more information. The sectors and type of work featured (e.g., computer technology and veterinary field) were associated with a more demanding education path and, thus, a less accessible career path for those who may be looking for a new career in the near future. As such, some felt that, unless they were interested in those fields or to undergo a more significant career change (i.e., a career in a completely unrelated field/industry), they would not seek more information on the available financial assistance and resources. Others, however, felt that the positive, upbeat, and inspirational aspects of the video made them curious to find out more about the programs. Regardless, it was mentioned that, as with all three concepts, the URL should be more prominently featured and shorter to be more memorable.



Video Concept C (New Career Path)

Video C was most preferred based on its diversity of setting, the industries shown, and its positive and upbeat tone.



Are you considering a new career path?



Upskilling could help you get promoted.



start a fulfilling new career.



or find a job that fits your interests—whatever they are.



And with the resources and potential funding available from the Government of Canada.



developing your unique skillset may be easier than you think.



Unlock your potential. Skill up for success.
Visit canada.ca/developyourskills to learn more about available resources and funding.



A message from the government of Canada.



Overall Reactions

Reactions to Concept C were generally positive for the engaging and informative storyline that allows many participants to envision themselves in the situations presented. The representation of attainable career choices, the diversity of settings (e.g., indoors/outdoors, office/fieldwork, teamwork/working alone) and job/career types (e.g., professional positions and trade-related positions), showing people in their work environment, speaking of both retraining and skills enhancement, and the upbeat nature of the video primarily contributed to its broad appeal. That said, while there was an appreciation for the diversity of settings, a few participants found the scenes to be too focused on desk-type jobs, meetings, and more ‘traditional’ workplace settings.

« J’ai aimé. Ça représente la diversité d’emploi. Il y en a à l’intérieur, à l’extérieur, des emplois individuels et en groupe. Donc ça pourrait m’intéresser. » (Translation: I liked it. It represents diversity in employment. There are some indoors, outdoors, individual and group jobs. So, I might be interested in that.) – Quebec, Adult

Many appreciated that some of the scenarios (mainly the restaurant scene) shows a bit of an evolution in the job itself, and a promotion being the possible outcome of upskilling. The video storyline was generally considered simple and easy to follow, while still being informative.



Further, the opening question (i.e., “Are you considering a new career path?”) and the narration being directed at viewers (e.g., “help you”, “your interests”) is engaging and invites personal reflection.

“I loved it. I found it easy to follow; positive. You know what the purpose of the ad was: promoting resources to get potential education to get a good job. The imagery, the video itself painted a picture and it was laid out better. This was not so much an advertisement but more about the resources they have to help you further.” – West/North, Youth

“Good usage of someone starting out in their career, and then becoming a business owner. The office setting is more professional, so it speaks to new careers and interests.” – Ontario/Nunavut, Adult

“This piqued my interest to understand more. It’s concise and clear but still leaves you wanting to get more information. But it’s still a very generic government advertisement.” – West/North, Adult

“The ‘get promoted’ bit caught my eye. As someone already going into a career it makes me think of new opportunities and skills, and that’s what I found interesting.” – Ontario/Nunavut, Youth

Participants who did not like this concept felt that it was too generic and vague in its messaging, and reminiscent of typical government advertisements. As such, some felt the ad would not stand out. These participants also felt that the use of a narrator is less personable than hearing a personal testimonial.

Key Messaging

The message of government programs being available for retraining or skills enhancement was clear. Notably, through the narration, the concept implied that resources and financial assistance are available for those interested in retraining (“Are you considering a new career path?”, “Start a fulfilling new career.”) in addition to suggesting that skills enhancement could help further someone’s current career (“Upskilling could help get you promoted.”). Words like ‘upgrading’ or ‘upskilling’ and ‘better yourself’ were often cited by participants when discussing the concept’s message.



*« Le message c'est que si on est en recherche ou en changement de carrière ou en recherche d'une promotion, on peut développer tes compétences avec de la formation. »
(Translation: The message is that if you're looking for a career change or looking for a promotion, you can develop your skills with training.) – Quebec, Adult*

Creative Approach

To many, the tone was seen as warm, engaging, inviting, and encouraging. The question at the start of the video was felt to pull viewers in and grab attention and created an inviting tone that was seen to be conversational. The narrator speaking directly to the viewer was also engaging. Saying “it’s easier than you think” was encouraging and referring to something that “fits your interests” was inviting. While positive, the tone was viewed as serious, aligning with the subject matter.

“I like how it starts by asking a question. It makes it more about you rather than just someone talking to you [about their situation].” – West/North, Youth

Target Audience

The video’s target audience was seen as both those looking to change career and those looking to improve in their current situation. Given the restaurant scene, some also felt that the message could be targeting recent graduates starting in their field and adults who are underemployed. A few participants felt that the ad was tailored for certain types of career paths, namely those that do not require advanced education.

“It appeals to people who already have a career and who are not going anywhere. Or people who have been waiting for a promotion but haven’t gotten one. So, you maybe feel stuck at your place of work and need to do something.” – Ontario/Nunavut, Adult

“This is more applicable to someone who is applying to jobs and wanting to get a competitive edge. Being able to put in things that I’ve developed to make myself more competitive in future job markets is what drew me to this.” – Ontario/Nunavut, Youth

“This one had it all. It’s very relatable because it touches on a lot of different industries. So, this had a very general appeal.” – Ontario/Nunavut, Adult



Call-to-Action

This concept elicited a more diverse call-to-action, from spurring personal interest in visiting the website, to stimulating potential discussions with family and friends who might be underemployed or no longer interested in their career. Those dissatisfied with their current career, and those who felt underemployed, were generally more interested in visiting the website for information about programs and resources; however, there was mention of the need for more explicit eligibility criteria being mentioned in the ad. To some extent, the call-to-action was felt to be stronger in this concept, as it identifies reasons to consider upskilling and seeking information online about the government assistance throughout the ad, namely, to get promoted, to find a new career, and to develop your skillset.

“I might be interested in this but what is the criteria of eligibility? That way I’m not spending a lot of time trying to find out or applying. Not having this information mentioned may make me not want to apply.” – West/North, Adults

Video Concept Preference

Video Concept C was generally seen as more effective at eliciting interest in finding out more about government resources and funding to support skills development.

Following the discussion of each of the three video concepts, participants were asked to choose which one is most likely to make them want to visit the webpage to find resources and funding that can help them develop their skills to start (youth), change, or improve (adults) their career.

Across groups, Concept C (New Career Path) performed best overall. It was the preferred concept among youth groups, while it was equally preferred with Concept B in the adult groups. Across languages, Concept C was the clear preference among English-speaking participants, while it was slightly preferred over Concept B among French-speaking participants. The diversity of scenarios featured in Concept C, along with the choice of less specialized sectors presented, was felt to be more engaging. The narrator addressed viewers through questions also helped grab participants’ interest.

“I still have a few more years in my schooling but for myself, I have anxiety about the career path I have chosen. This commercial [Concept C] gives reassurance that if you don’t like your job, there are other options. You’re not stuck with what you’ve chosen.” – West/North, Youth



“[Concept C] is easy to understand and shows job diversity and ethnicity which is relatable. The warm scenarios are inviting, and the beginning question grabs my attention.” – Atlantic, Adult

“I like how [Concept C] starts by asking a question. It makes it more about you rather than someone just talking to you.” – West/North, Youth

“Knowing that the images and people might change, the jobs in the photo are more attainable for everyone and anyone which is appealing to me. It doesn’t require lots of school or money to do that.” – West/North, Youth

[Concept C] « C’est beaucoup mieux avec un narrateur et un discours ciblé à la deuxième personne du singulier; ça interpelle plus. Et le message est plus clair et plus encourageant. Ils s’adressent directement à plusieurs types de profils et ils mentionnent qu’on parle de formations en général. » (Translation: It’s much better with a narrator and a discourse that is more focused using the second person singular; it’s more compelling. And the message is clearer and more encouraging. They are speaking directly to several types of profiles and they mention that we are talking about training in general.) – Quebec, Youth

By contrast, the more positive tone, along with suggestions that skills enhancement can be empowering, appealed to those who preferred Concept B. There was also an appreciation of the ad showing people at work, providing a more personal and realistic experience overall.

Fewer participants selected Concept A as their preferred choice. Those who liked it best appreciated the testimonial approach, that it touches on typical frustrations encountered when seeking employment (e.g., applying for several positions, but not getting contacted for an interview), and the generality of career options presented (i.e., leaving it open to interpretation in terms of job types). Further, the reference to night school appealed to a few, as it suggested that skills enhancement programs could be undertaken while working full-time. In addition, a few found the blue overlay of the background, with the circle bringing attention to the individual, to be appealing.

[Concept A] « Ce sont des témoignages et cela me rejoint. » (Translation: These are testimonials and they resonate with me.) – Quebec, Adult



[Concept B] “It brought both Concepts A and C together. It was a personal experience and it showed people in their careers while directing them to the website after.” – Atlantic, Youth

Regardless of the concept they chose, participants interested in visiting the website for additional information were asked to explain what they would look for. Information of greatest interest included: what funding is available; how or where to apply for the programs; and if financial assistance is provided to those who go back to school full-time to retrain for a new job.

Spotify Concept

The Spotify concept was generally well-received among youth, notably among English-speaking participants, and draws attention, although the script needs to be tweaked to be more credible.

Participants in the youth groups were presented a concept for a Spotify audio ad (the mock-up was an audio file with the written script presented on-screen). Overall, reactions to this audio concept were generally positive across English-speaking youth groups, with the speaker being seen as relatable and personable. French-speaking participants were more critical of the script, which is believed to lack sufficient contextual information about the dream job to be compelling. Nonetheless, the target audience was consistently seen as being young adults who are looking for opportunities for upgrading/upskilling, or those looking to potentially change their careers as well.

“I feel this was pretty relatable - whether you’re already working, and a job opportunity comes up, or you’re looking to get into a job market. Everyone probably has technical skills but are missing other applicable skills. And I feel this was relatable” – Ontario/Nunavut, Youth

While the message was generally considered clear and credible, and the tone in seen a positive and encouraging, some in several groups felt it would be more effective if it was presented as a ‘success story’, rather than someone who has found their ‘dream job’ but does not yet possess the necessary skills/education.

That said, the concept effectively communicated the potential and opportunities for individuals to upgrade their skills or change their careers, and that if you don’t like what you’re currently doing, there are resources and funding options available to help you make a change, improve your skill set, and better yourself.



The concept was generally strong in terms of implying there are diverse opportunities for young people, and that there are attainable ‘preferred’ job opportunities available that may not require a lot of additional education. Hearing the person speak of their own career aspirations contributed to the concept’s emotional appeal and made the message more personable. The expression “I KNOW I’m perfect for this job” and “THIS is what I want” also set a proactive tone of encouragement.

“I liked the tone of this being like, I’m not going to settle for what I’m doing. But instead, I’m going to go to night classes and actually achieve it. So, it’s motivational and the develop your skills aspect plays into it well.” – Ontario/Nunavut, Youth

That said, a few French-speaking participants felt that the hesitation and the tone of voice suggested a lack of confidence.

« Je comprends que l’idée c’est de nous donner confiance et nous donner le ‘guts’ d’aller faire la démarche donc ce serait mieux de mettre une voix qui a confiance. On voit qu’elle est trop hésitante. » (Translation: I can see that the idea is to elicit confidence and to give us the guts to start the process so it would be better to use a confident voice. We can see that she is hesitating too much.) – Quebec, Youth

While the messaging was seen as relevant and generally appropriate for the target audience (i.e., young adults), with the use of ordinary and familiar conversation style, how the ad started was seen as being in stark contrast to the rest of the messaging. Specifically, the use of ‘Dear Mo’ was seen as being overly formal and not realistic of the way youth would typically communicate. In some instances, the scenario—writing a letter—was unrealistic. A less formal approach (e.g., speaking to someone or writing a short text message) was felt to be more reflective of what young people might do.

“I like it and it’s relatable for me. But the first little bit is cheesy, the ‘no scratch that.’ It would be better if it sounded like a recording or a thought in your head.” – West/North, Youth

Understanding of the call-to-action was mixed and was seen as focusing on those who are either actively looking or considering switching jobs. As such, the ad was seen as being less relevant to those still pursuing education (i.e., currently in university or college or those just starting their careers), who may not be interested in pursuing additional education at this time.



Tagline

The tagline “Skill Up Today. Transform Your Tomorrow.” was preferred by English-speaking participants, while ‘Améliore tes compétences. Réalise ton plein potentiel.’ was the preferred choice of French-speaking participants.

Participants in all sessions were presented with four taglines and asked to share top-of-mind reactions to each, prior to selecting the one that resonates most with them. The presentation order of the taglines was rotated across groups to minimize any presentation bias. Overall, several participants spoke of a general preference for shorter taglines. Taglines included:

- Skill Up Today. Transform Your Tomorrow. (Améliore tes compétences. Transforme ton avenir.)
- Get New Skills Today. Transform Your Tomorrow. (Développe de nouvelles compétences. Transforme ton avenir.)
- Unlock Your Potential. Skill Up for Success. (Améliore tes compétences. Réalise ton plein potentiel.)
- Unlock Your Potential. Upgrade Your Skills for Success. (Favorise ta réussite. Améliore tes compétences)

The following provides a description of reactions to each individual tagline.

Skill Up Today. Transform Your Tomorrow.

Initial actions were positive and was the clear preference of English-speaking participants. However, several participants found the expression ‘skill up’ to be somewhat awkward and unclear. That said, a few felt it made the tagline more memorable. The expression ‘transform your tomorrow’ was generally seen as optimistic and encouraging, focusing on the future and opportunities for substantial change (e.g., potential of a new career). The inclusion of the word ‘today’ also implied some sense of urgency.

“I like the ‘Skill Up Today’ because you don’t want to develop new skills but want to improve the ones you have. I like the ‘Transform Your Tomorrow’ because you can work on something now that helps out your future. It might not relate to everyone, but I can relate to that.” – Ontario/Nunavut, Youth

“I like how it’s simple, with three syllables for each section. It’s concise.” – Ontario/Nunavut, Adult



“Skill up is awkward to read. If I was sitting on a bus and saw skill up, I wouldn’t understand. It sounds weird. But unlock your potential or transform your tomorrow, that flows well.” – West/North, Youth

Get New Skills Today. Transform Your Tomorrow.

While the tagline’s message was clearly understood, some felt that the two statements did not flow as well together and came across a bit wordy. With the focus being on getting ‘new skills’ this tagline was seen as being more relevant to those seeking a whole new career change, rather than those looking to upgrade their existing skill set.

Unlock Your Potential. Skill Up for Success.

As with the first tagline, several participants found the expression ‘skill up’ to be somewhat awkward and unclear. That said, the usage of ‘unlock your potential’ was seen as inspirational, and recognized the fact that individuals may have existing strengths within themselves that they can build upon to improve and succeed in the desired career path.

Unlock Your Potential. Upgrade Your Skills for Success.

Again, the focus on ‘unlocking your potential’ left a positive impression, focusing on the fact that individuals may already have key strengths that they simply need to build upon in order to improve their job situation. That said, some felt the tagline was too wordy and less memorable in comparison.

Améliore tes compétences. Réalise ton plein potentiel.

This tagline was the clear preference of French-speaking participants. It speaks of improving on existing skills and reach full potential. In fact, the statement “Réalise ton plein potentiel” was felt to be inspirational, implying that anyone can thrive in their career, and be more efficient in what they do by improving their skills. It was seen as an invitation to jump in (“fonce”) and provided reassurance that achieving success is possible. As such, many felt that the tagline is more inspirational in comparison to the others. The term “Améliore” refers to growing and improving, thus recognizing people’s existing strength. Overall, the tagline was seen as inspirational, speaks of accomplishments and opportunities, and of the possibility of achieving personal objectives.

*« Ce sont des opportunités qui s’offrent à toi. Vas-y, fonce et le gouvernement va t’aider. »
(Translation: These are opportunities that are available to you. Go ahead and the government will help you) – Quebec, Adult*



Améliore tes compétences. Transforme ton avenir.

According to many participants, this tagline did not roll off the tongue well. While it suggests that upskilling will lead to better living conditions, the idea of “transformation” implied evolution and a drastic change which led some to think that the tagline applies to a complete career change, rather than speaking of skills improvement. The tagline was viewed as inclusive of all, and speaking of success, evolution, and improvement (“améliore”) which was encouraging to a few. While this word implies improving on existing skills, the term “transforme” suggested a whole new direction, which was felt to be contradictory. One participant mentioned that the taglines can be seen as judgemental, as in if someone does not have competencies, they do not have a future.

« Si on améliore nos compétences, on va « upgrader » notre niveau de vie. » (Translation: If we improve our skills, we will improve our life.) – Quebec, Adult

Développe de nouvelles compétences. Transforme ton avenir.

This tagline was felt to be too long to be memorable. It generally speaks more strongly of a career change by implying that new skills are being developed to transform someone’s future. While some liked the idea of developing new competencies, others felt that it minimized the importance of improving on existing skills in how it can change someone’s future.

« Ça donne l'impression qu'on a une prise sur son avenir en développant nos compétences. En faisant la formation, je vais possiblement pouvoir devenir mieux outillé pour mon travail actuel. » (Translation: It gives the impression that we have a grip on our future by developing our skills. By doing the training, I may be able to become better equipped for my current job.) – Quebec, Adult

Favorise ta réussite. Améliore tes compétences.

This tagline was felt to be less positive than the others, as it implies that upskilling is essential to succeeding. Many also felt that the statements should be reversed for better flow and meaning—that improving your skills will lead you to be successful, rather than the reverse.

« C'est comme s'il fallait améliorer nos compétences pour réussir, mais ce n'est pas toujours le cas. » (Translation: It's like we need to improve our skills to be successful, but that's not always the case) – Quebec, Adult



Tagline Expressions

After reviewing each of the four proposed taglines, participants were asked to provide feedback on three key elements/expressions used in the taglines, namely “Skill Up”, “Get New Skills” and “Upgrade Your Skills”. Overall, the expressions “Skill Up” and “Upgrade Your Skills” generally imply that an individual possess existing skills can be improved upon, whereas the expression “Get New Skills” suggests that new things will be learned, and new skills developed. The difference between “Améliore tes compétences” and “Développe de nouvelles compétences” was less pronounced. Both “améliore” and “développe” speak of improvements, though adding the term “nouvelles” implies a change in competencies rather than simply an upgrade.



Conclusions and Direction

The following conclusions and recommendations are derived from the analysis of focus group findings and were presented for the consideration of Employment and Social Development Canada.

Overall, reactions towards Concept A (Job Interview) are mostly negative, notably for the lack of visual interest and reminder of the challenges experienced when job seeking.

Concept A was felt to be lacking visual interest and a compelling storyline which made it difficult to relate to. There is an appreciation, however, for its testimonial approach, providing a realistic and relatable account of the difficulties experienced when job seeking, and for its mention of night school which suggests that skills enhancement can be done while working full-time. For some, the suggestion that people are 'lucky' to secure an interview lacks credibility in a labour shortage market. The audience is primarily perceived as those reorienting their careers, thus suggesting retraining rather than skills enhancement. The tone induces uncertainty and is seen as somewhat discouraging with the focus appearing to be on the interview process, without confirmation that efforts taken resulted in employment. That said, it is also suggesting that it is never too late to upgrade your skills or change careers, with select hopeful statements mentioned throughout the ad.

Reactions to Concept B (Dream Job) are mixed. While the outcome-focused and empowering testimonial approach is engaging, the careers presented are viewed as specialized and requiring significant education, thus limiting the message's relatability.

Concept B's appeal was primarily driven by individual empowerment and its focus on the positive outcomes of professional/skills development. That said, career advancement, pay increase or better working conditions are viewed as motivations for skills upgrade, more so than to address the current labour market needs as specified in the introduction statement. This somewhat affects the message's credibility. Nonetheless, the inclusion of the IT/ vet tech is seen as appropriate, given the sector is rapidly changing and requiring continuous skills upgrades. The message is focused on retraining and skills enhancement, and the tone is positive, upbeat, inspirational, empowering, and it elicits pride. This is supported by the ad's overall visual appeal and use of bright colours. Currently, the message is seen as being directed at people who have recently embarked on a career, or young adults in their 30s who are considering a career change or promotion.



Reactions to Concept C (New Career Path) were generally positive for showing a diversity of settings, industries, and attainable careers, as well as for its upbeat and positive tone.

The approach of Concept C shows people in a variety of work environment (e.g., indoors/outdoors, office/fieldwork, teamwork/working alone) and it speaks of both retraining and skills enhancement. As such, this concept was generally seen as holding relevance to the broadest audience. The use of direct questions also engaged viewers. Participants who did not like the concept felt that it was too generic and vague in its messaging and workplace settings shown and reminiscent of a typical government ad. Overall, the audience was seen as those looking to reorient their career and those looking to improve in their current situation.

While Concept C (New Career Path) elicits the strongest appeal among youth participants overall, it was equally preferred with Concept B (Dream Job) among adult participants.

Concept C elicits a more diverse call-to-action, from spurring personal interest in visiting the website, to stimulating potential discussions with family and friends who might be underemployed or no longer interested in their career. It was also considered more effective at eliciting interest in finding out more about government resources and funding to support skills development, notably among youth participants. That said, Concept C and B were equally preferred among adult participants. Regardless of the chosen concept for the final campaign, the following should be considered in its execution based on the strengths of each approach:

- Feature a variety of career paths by showing people in their workplace, including professional and trade occupations.
- Choose careers that are easily attainable with no need for advanced education.
- Use engaging and inspiration words, such as “fits your interests”, “fulfilling career”, “unique skillsets”, “what I like best”, “no regrets”, “take my future in my own hands”.
- Consider using a question as an opening statement to grab attention and engage the viewer.
- Show the positive outcomes of skills enhancements, whether it be a new career, a promotion, better working conditions, or higher revenue. Focus on the personal benefits of skills development rather than “to meet the market needs”.
- Show how people may feel after embarking on a skills enhancement journey, namely pride, happiness, and fulfillment. This could be done via words, or people’s facial expressions and demeanour.



- Ensure a good age diversity in the workers represented in the video.
- Ensure that the URL is prominently featured and that it is short enough to be more memorable.
- The Spotify concept is generally well received among youth, notably among English-speaking participants, and draws attention, although the script needs to be tweaked to be more credible and relatable to a younger audience.

Reactions to the Spotify ad concept were generally positive among English-speaking youth participants, with the speaker seen as relatable and personable, and the scenario being relevant and engaging. By contrast, French-speaking participants were a little more critical of the script, as it lacks contextual information about the dream job to be compelling.

While the message is clear, credible, and on target, and the tone positive and encouraging, it may be more effectively conveyed by presenting a ‘success story’ that has been realized, rather than an anticipated ‘dream job’ that has not been secured. Although the target audience is seen as youth, the formal letter-writing approach was not viewed as familiar and relevant. Notably, consideration should be given to remove the dated letter introduction (e.g., Dear Mo) and the hesitation (e.g., ‘scratch that’).

The taglines “Skill Up Today. Transform Your Tomorrow.” and “Améliore tes compétences. Réalise ton plein potentiel.” should be used for their ability to inspire a positive outcome for the future, and for being shorter and more memorable.

A shorter tagline is consistently preferred for its ability to grab attention and be memorable. Of the four taglines presented and discussed, “Skill Up Today. Transform Your Tomorrow.” was preferred among English-speaking participants for its optimistic and encouraging tone, focusing on the future and opportunities for substantial change. The tagline, “Améliore tes compétences. Réalise ton plein potentiel.” was preferred among French-speaking participants as it speaks of improving on existing skills to reach full potential. It was seen as inspirational and a clear invitation to move forward.

Appendix A:
Recruitment Screener

ESDC: Upgrade Your Skills Advertising Campaign Creative Testing Recruitment Screener – Final

Name: _____

Home phone: _____ Work phone: _____ Cell: _____

Email: _____

Community: _____ Province: _____

SECTION 1: Schedule & Specifications**NETFOCUS GROUP SCHEDULE**

Date (2023)	Group	AST	EST	Local Time	Audience	Language	Moderator
Mon. Oct 23	1	6:00PM	5:00PM	6:30 PM/6:00PM	Atlantic: Adults 25-54 (NL, NS, NB, PE)	EN	CP
	2	8:30PM	7:30PM	6:30PM/5:30PM/4:30PM	West/North: Youth 18-24 (MB, SK, AB, BC, NT, YT)	EN	CP
Tues. Oct 24	3	6:00PM	5:00PM	5:00PM	Quebec: Youth 18-24	FR	CP
	4	6:30PM	5:30PM	5:30PM/4:30PM	Ontario/Nunavut: Youth 18-24	EN	LG
	5	8:00PM	7:00PM	7:00PM	Quebec: Adults 25-54	FR	CP
	6	8:30PM	7:30PM	6:30PM/5:30PM/4:30PM	West/North: Adults 25-54 (MB, SK, AB, BC, NT, YT)	EN	LG
Wed. Oct 25	7	5:00PM	4:00PM	5:30PM/5:00PM	Atlantic: Youth 18-24 (NL, NS, NB, PE)	EN	LG
	8	7:00PM	6:00PM	6:00PM/5:00PM	Ontario/Nunavut: Adults 25-54	EN	LG

Specification Summary

- | | |
|--|---|
| <ul style="list-style-type: none"> • Eight (8) online focus groups in total: <ul style="list-style-type: none"> ○ Six (6) English groups – two in each of the following regions: <ul style="list-style-type: none"> ▪ Atlantic (NL, NB, NS, PE); ▪ Ontario/Nunavut; ▪ West/North (MB, SK, AB, BC, NT, YT) ○ Two (2) French groups in Quebec/OLMC • In each market, one group with youth 18-24 years old looking to start their career (min 5 per group entering the workforce in P9; and one group with adults 25-54 years old looking to change career or improve their current career (codes 1, 2, 3, 4, and/or 5 in P8) | <ul style="list-style-type: none"> • Mix of ages (within range) (P5), genders (P10), household income (P12), education (P11), and ethnicity (P13) • Mix of locations and urban/rural in each group (P2, P3) • Lived in Canada for at least 2 years (P4) • Incentive: \$125 per participant • Access to desktop, laptop, or computer tablet. <u>No</u> smartphone use permitted for online access. • 10 recruited per group • Group discussion lasts about 90 minutes • Exclude sensitive occupations (P1, P7) |
|--|---|

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

**RECRUITER NOTE: If a respondent wishes to verify the validity of the study, please contact:
Narrative Research: 888-414-1336; focusgroups@narrativeresearch.ca**

NOTE THAT THROUGHOUT THE SCREENER, INSTRUCTIONS APPEAR BELOW EACH QUESTION

SECTION G: General Introduction

Hello, my name is _____ and I am calling on behalf of Narrative Research, a national market research company. Let me assure you that we are not trying to sell you anything. As part of a research project that we are conducting on behalf of the Government of Canada, we are looking for people aged 18-54 to take part in a small online group discussion the week of <INSERT DATE>. Those who qualify and take part in the focus group will receive a **\$125** financial incentive. Is this something you might be interested in?

Yes 1

No 2 **THANK & TERMINATE**

Do you prefer to continue in English or French? / Préférez-vous continuer en français ou anglais?

RECRUITER NOTE - FOR ENGLISH GROUPS, IF PARTICIPANT WOULD PREFER TO CONTINUE IN FRENCH, PLEASE RESPOND WITH: « Malheureusement, nous recherchons des gens qui parlent anglais pour participer à ces groupes de discussion. Désirez-vous que l'on communique avec vous à nouveau afin de vous inviter à participer à un groupe de discussion en français? »

The purpose of this group discussion is to hear people's opinions on communications materials being developed by the Government of Canada. Your participation is voluntary, anonymous and confidential. No attempt will be made to sell you anything or change your point of view.

[IF ONLINE, PROVIDE A LINK TO NARRATIVE RESEARCH'S PRIVACY POLICY AT THE BOTTOM OF EACH PAGE: <https://narrativeresearch.ca/privacy-policy/#politique-de-confidentialite%C3%A9>]

[IF BY PHONE: Narrative Research's privacy policy is available upon request. IF ASKED, PROVIDE PRIVACY POLICY LINK BY PHONE OR RECORD EMAIL WHERE IT WILL BE SENT]

This research is registered with the Canadian Research Insights Council Research Verification Service.

[IF NEEDED, SPECIFY: to verify the research, you can visit
<https://canadianresearchinsightscouncil.ca/rvs/home/?lang=en>

The survey registration number is: **20230907-NA160**

The format of the focus group is an informal online small group discussion led by a professional moderator. May I ask you a few quick questions to see if you have the profile we are looking for? This should take about 6 or 7 minutes.

- Yes 1
- No 2

IF NO, THANK & TERMINATE

SECTION P: Profiling Questions

To begin, do you or any member of your household currently work in or has retired from...? [READ LIST – ROTATE ORDER]

- Marketing/Market Research.....1
- Public relations.....2
- Advertising3
- Media (TV, Radio, Newspaper)4
- Graphic Design5
- A political party6
- Federal or provincial government7

P1 INSTRUCTIONS: If yes to any of the above, thank & terminate

In which province or territory do you currently live?

Record name of province/territory: _____

P2 INSTRUCTIONS: Recruit equal mix of provinces in each region

In which city, town or village do you currently live?

Record name of city/town/village: _____

P3 INSTRUCTIONS: Mix of urban & rural within region; mix of locations in each region

How long have you lived in Canada? [RECORD # of Years: _____]

- Less than 2 years 1
- At least 2 years or more..... 2

P4 INSTRUCTIONS: Thank & Terminate if less than 2 years

Into which age group are you?

- Less than 18..... 1
- 18-20 2
- 21-24 3

- 25-34 4
- 35-44 5
- 45-54 6
- 55 or older 7

P5 INSTRUCTIONS: If LESS THAN 18 (code 1), or 55 or older (code 7) thank & terminate.
 If 18-24, consider for YOUTH Groups. Recruit 5 for each of codes 2 & 3 in each YOUTH group.
 If 25-54, consider for ADULT Groups. Recruit 3-4 for each of codes 4, 5, 6 in each ADULT group.

What is your current employment status?

- Working full-time (at least 30 hours per week)..... 1
- Working part-time (less than 30 hours per week) 2
- Self-employed 3
- Unemployed, but looking for work..... 4
- Not in the workforce, and not looking for work (e.g., full-time homemaker) 5
- Retired 6
- Student attending school full-time 7
- Other (Specify: _____) 8
- Prefer not to say..... 9

P6 INSTRUCTIONS: If NOT IN WORKFORCE AND NOT LOOKING (code 5), RETIRED (code 6), or PREFER NOT TO SAY (code 9), thank & terminate; If WORKING OR SELF-EMPLOYED (codes 1, 2, 3), continue to P7; If STUDENTS (code 7) OR UNEMPLOYED LOOKING FOR WORK (code 4), skip to P8. If OTHER (code 8), verify with supervisor.

In what sector do you work and what is your current occupation?

Sector: _____
 Occupation: _____

P7 INSTRUCTIONS: Thank & Terminate if similar occupations as in P1

[ASK 25-54 YEARS OLD ONLY] Choose the statements that apply to your situation: **[ACCEPT MULTIPLE RESPONSES]**

- I am currently looking to change jobs/careers 1
- I am currently doing job/career training to gain new skills to advance in or move out of my current job/career 2
- In the past 2 years, I have done job/career related training to get a new job/career 3
- In the next 5 years, I plan to or may consider changing jobs/careers 4
- I am/would be interested in learning about available resources to help me advance in my job/career..... 5
- None of the above situations apply to me right now..... 6

P8 INSTRUCTIONS: If NONE (code 6), thank & terminate. Max 5 per group who answer code 2 or 3.

[ASK 18-24 YEARS OLD ONLY] Are you looking to enter the workforce for the first time or start your career now, or within the next six months?

- Yes 1
- No 2
- Unsure 3

P9 INSTRUCTIONS: Recruit min 5 who answer “yes” for each YOUTH group.

Are you...?

- Male..... 1
- Female 2
- Another gender 3
- Prefer not to say..... 4

P10 INSTRUCTIONS: Recruit mix of code 1 & 2 in each group; accept codes 3 & 4

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

- Some high school or less..... 1
- Completed high school 2
- Some CEGEP/college/university 3
- Completed CEGEP/college/university..... 4
- Postgraduate studies above bachelor’s level 5
- Prefer not to say..... 8

P11 INSTRUCTIONS: Recruit mix in each group

What was your household’s total income last year? That is, the total income of all persons in your household combined, before taxes?

- Under \$20,000 1
- \$20,000 to under \$40,000 2
- \$40,000 to under \$60,000 3
- \$60,000 to under \$80,000 4
- \$80,000 to under \$100,000 5
- \$100,000 to under \$150,000 6
- \$150,000 or more 7
- Prefer not to say..... 8

P12 INSTRUCTIONS: Show list in order; Recruit mix in each group

To make sure that we speak to a diversity of people, could you tell me what is your ethnic background?

- White/European (for example, German, Irish, English, Italian, French, Polish, etc.) 1
- Hispanic, Latino, Spanish (for example, Mexican, Cuban, Salvadoran, Columbian, etc.) 2
- Black or African Canadian (for example, African Canadian, Jamaican, Haitian, Nigerian, Ethiopian, etc.) 3
- East Asian (for example, Chinese, Filipino, Vietnamese, Korean, etc.) 4
- South Asian (for example, East Indian, Pakistani, etc.) 5
- Middle Eastern or North African (for example, Lebanese, Iranian, Syrian, Moroccan, Algerian, etc.) 6
- Indigenous (e.g., First Nations, Métis, Inuit)..... 7
- Other (Specify: ____) 8
- Unsure/Prefer not to say 9

P13 INSTRUCTIONS: Multiple responses allowed. Recruit mix in each group

SECTION N: Netfocus Questions

The focus groups for this project will be conducted online on the Zoom platform and will require the use of a laptop or desktop computer, or a computer tablet, connected to high-speed Internet and equipped with a webcam, a microphone and speakers. **Note that because of the complexity of the material we are showing on the screen during the focus group, you cannot use a smartphone to access the online session. The screen of those electronics is simply too small for the purpose of this research project.**

NF1. Do you have access to a laptop or desktop computer, or a computer tablet, with high-speed Internet to take part in this focus group? **[MULTIPLE RESPONSES KEEPING CODE 3 EXCLUSIVE]**

- Yes, laptop or desktop computer 1
- Yes, computer tablet..... 2
- No 3

INSTRUCTIONS: If no, thank & terminate

NF2. Is the computer or tablet you will use for the focus group equipped with a webcam, a microphone and speakers you will be able to use?

- Yes, webcam, microphone, and speakers 1
- Yes, microphone and speakers only 2
- No 3

INSTRUCTIONS: If no, thank & terminate; WEBCAM OPTIONAL ONLY FOR REMOTE PARTICIPANTS

NF3. You will need to be in a place that is quiet and free of distractions for the duration of the session. This includes being on your own, without pets, children or other people nearby, and in a quiet room. An outdoor area, a vehicle, or a public place are **NOT acceptable** locations. Are you able to secure a quiet environment without distractions or noises for the duration of the focus group session?

Yes 1
 No 2

INSTRUCTIONS: If no, thank & terminate

INSTRUCTIONS FOR NF1-NF3 THANK & TERMINATE: Based on your responses, we are unable to invite you to take part in this online focus group, as you do not meet the technical or logistic requirements. We thank you for your interest in this research.

SECTION R: Previous Focus Group Experience Questions

I just have a few more questions...

Have you ever attended a group discussion or interview for which you received a sum of money?

Yes 1
 No 2

R1 INSTRUCTIONS: Max 5 per group who answer YES, then continue; If NO, go to SECTION I: INVITATION

When was the last time you attended a group discussion or interview? _____

How many groups or interviews have you attended in the past 5 years? _____

What was the subject(s) of the focus group(s) or interview? _____

THANK AND TERMINATE IF THEY HAVE...
 - been to 5 or more groups in the past 5 years (max 4 groups/interviews attended)
 - attended a focus group in the past six months.
 - ever attended a group discussion on advertising and communications materials

SECTION I: Invitation

NETFOCUS INVITE:

Based on your responses so far, we would like to invite you to participate in a small group discussion that will be conducted online at <INSERT TIME> on <INSERT DATE>. The session will bring together 8 to 10 people and it will last between 90 minutes and 2 hours. We will send you a link to join the online focus group via Zoom and during the session, you will provide feedback on advertising and communication materials currently being developed by the Government of Canada. In appreciation for your time to attend the focus group, you will receive \$125 after the session.

1. Are you available and interested in taking part in this focus group?

- Yes 1
- No 2

I1 INSTRUCTIONS: If NO, thank & terminate

2. Are there any specific accessibility needs or accommodations we should consider for you to take part in this research project?

- RECORD VERBATIM COMMENTS: _____
- None96

I2 INSTRUCTIONS: If accommodations needed, check with supervisor before confirming the recruit

3. The discussion in which you will be participating will be video recorded for research purposes only. Be assured that your comments and responses are strictly confidential and that your name will not be included in the research report. Are you comfortable with the discussion being video recorded?

- Yes 1
- No 2

I3 INSTRUCTIONS: If NO, thank & terminate

4. There may be employees from the Government of Canada and the marketing agency they are working with, who will be listening in on the discussion. They will not be given the last names of participants. Are you comfortable with having observers?

- Yes 1
- No 2

I4 INSTRUCTIONS: If NO, thank & terminate

5. Which of the two official languages, English or French, do you speak most often on a regular basis?
[SINGLE RESPONSE]

- English 1
- French..... 2
- Both equally 3

I5 INSTRUCTIONS: Must answer French (code 2) for Quebec groups and English (code 1) or Both equally (code 3) for English groups

6. The group discussion will be held [GROUPS 1, 2, 4, 6-8: in English] [GROUPS 3, 5: in French]. Participants may also be asked to read text, write responses and/or review images during the session. Are you able to take part in these activities [GROUPS 1, 2, 4, 6-8: in English] [GROUPS 3, 5: in French] on your own, without assistance?

Yes 1
 No 2
 I am unsure..... 8

I6 INSTRUCTIONS: If NO or UNSURE, thank & terminate

Could we please confirm the email address where we can send you the detailed instructions for logging in to the group?

Record email address (and verify): _____.

We will send you the instructions by email at least 1 day in advance of the group. The group discussion will begin promptly at <TIME> and will end at <TIME>, **lasting between 90 minutes and 2 hours**. Please log in 15 minutes in advance to ensure that the session is not delayed. If you arrive late, we will not be able to include you in the discussion and you will not receive the financial incentive.

As mentioned, we will be pleased to provide everyone who participates with **\$125**, provided by e-Transfer or cheque, as you'd prefer. It takes approximately 3-5 business days to receive an incentive by e-Transfer or approximately 2-3 weeks following your participation to receive an incentive by cheque.

7. Would you prefer to receive your incentive by e-Transfer or cheque?

e-Transfer 1
 Cheque 2

I7 INSTRUCTIONS: If E-TRANSFER, continue to I8; If CHEQUE, skip to I9

8. **[IF PREFER TO RECEIVE INCENTIVE BY E-TRANSFER – CODE 1 IN Q17]** Could you please confirm the e-mail address where you would like the e-transfer sent after the focus groups, as well as the proper spelling of your name? Note that the e-transfer password will be provided to you via email following the group.

Email address: _____
 And please confirm the spelling of your name: _____

9. **[IF PREFER TO RECEIVE INCENTIVE BY CHEQUE – CODE 2 IN Q17]** Could I have the mailing address where you would like the cheque mailed after the focus groups, as well as the proper spelling of your name?

Mailing address: _____
 City: _____

Province: _____ Postal Code: _____

And please confirm the spelling of your name: _____

10. As these are very small groups and with even one person missing, the overall success of the group may be affected, I would ask that once you have decided to attend that you make every effort to do so. If you are unable to take part in the study, please call _____ (collect) at _____, or email _____ as soon as possible so a replacement may be found. **Please do not arrange for your own replacement.**

So that we can call you to remind you about the focus group or contact you should there be any last-minute changes, can you please confirm your name and contact information for me?

[CONFIRM INFORMATION ALREADY COLLECTED AND CHANGE/COMPLETE AS NECESSARY]

First Name: _____

Last Name: _____

Email: _____

Cell Phone: _____

Home Phone: _____

Work Phone: _____

I10 INSTRUCTIONS: Insert information already collected, for confirmation. If the respondent refuses to give his/her first or last name or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the focus group. If they still refuse THANK & TERMINATE.

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

Attention Recruiters

Recruit 10 participants per group

CHECK QUOTAS

Ensure participant has a good speaking (overall responses) ability-If in doubt, DO NOT INVITE

Do not put names on profile sheet unless you have a firm commitment.

Repeat the date, time and verify email before hanging up.

Confirming – DAY BEFORE GROUP

1. Confirm in person with the participant the day prior to the group– do not leave a message unless necessary
2. Confirm all key qualifying questions
3. Confirm date and time
4. Confirm they have received the login instructions

Appendix B:
Moderator's Guide

**ESDC: Upgrade Your Skills Advertising Campaign Creative Testing
Moderator's Guide – Final**

Study Goals (Confidential – Not read to participants)

- For the creative concept being considered (storyboards, taglines and audio scripts):
 - determine how well the main messages are understood and perceived;
 - determine whether the concepts grab people's attention and what components (design, vocabulary, imagery, tone) are successful/not successful;
 - assess the clarity of the concepts;
 - assess the strengths and weaknesses of the concepts;
 - generate other suggestions for improvements.

Section	Youth	Adults
Introduction	10 mins	10 mins
Creative Testing - Video Concepts	55 mins	65 mins
Creative Testing - Spotify Script	10-15 mins	n/a
Taglines	10-15 mins	15 mins
TOTAL	90 mins	90 mins

Introduction

10 minutes

- **Welcome:** Introduce Narrative Research, self and function of a moderator (keep on time/on topic)
- **Topic/Sponsor/Length:** For the next 90 minutes or so, I'd like to explore your thoughts on different concepts that are currently being considered by the Government of Canada for advertisements about job skills development.
- **Participants' Role:** All opinions are important; no right/wrong answers; need to understand agreement/disagreement.
- **Confidentiality:** Individual comments are confidential; no names in report; voluntary participation; ask participants to keep content of discussion in confidence.
- **Logistics:** Session video recording for the purpose of report writing; recording will stay with Narrative Research and not be provided to other organizations; government employees & marketing firm representatives as observers, will not be taking part in the discussion.
- **Platform Tools (Zoom):** Raise hand; chat; mute/unmute; rejoining the audio if necessary.
- **Participant Introduction:** In which city or community do you live; who lives in your home; and what you like to do in your spare time.

Creative Testing - Video Concepts

55-65 minutes

As I mentioned, I'd like your opinion of different concepts for advertisements being considered on job skills development. We will start by looking at ideas for a 30-second video. I will show you three concepts, and we will look at and discuss each of them one at a time. These videos have not been produced yet, so what I will be showing you is a series of still images or illustrations that gives you an idea of how the video will unfold, shot by shot, once it is produced. There is also a description providing the storyline and explaining what the people in the video would say. Keep in mind that the final video, once professionally produced, will use real footage, that is people in action, and it would use professional talent and music -

not a series of images pieced together and artificial intelligence for the voices. Note that the talents that will be selected for the video will represent the ethnicity of the country's top five labour force groups. Let's start with the first concept. **MODERATOR PRESENTS AND DISCUSSES STORYBOARDS, ONE AT A TIME; ROTATE PRESENTATION ORDER ACROSS GROUPS**

Concept A: Job Interview

Concept B: Dream Job

Concept C: New Career Path

Campaign Presentation Order				
Audience	West/North	Ontario/Nunavut	Atlantic	Francophones
Youth	G2: A-B-C	G4: B-C-A	G7: C-A-B	G3: A-B-C
Adults	G6: C-A-B	G8: A-B-C	G1: B-C-A	G5: C-A-B

AFTER THE PRESENTATION OF THE CONCEPT: Before we talk about this idea, take a moment to answer a few poll questions. Again, try to envision the final video once produced as you are answering these questions. Keep in mind, I can see your responses, but other participants will not.

[POLL – VIDEO A-C]

- [ATTENTION] Q1. To what extent does the video grab your attention? [RESPONSE OPTIONS: scale from 1 (Not at all) to 10 (Completely) – show scale end points]
- [MESSAGE CLARITY] Q2. What is the main message in this video? [RESPONSE: verbatim]

AFTER THE EXERCISE: Now let's talk about your reactions together...

- **Attention:** What, if anything, grabs your attention?
- **Message:** What is the main message?
- **Approach:** What do you think of the way the message is communicated – the words, the images? Does anything stand out? Is anything unclear, confusing, or problematic?
- **Personal Relevance/Appeal:** Who is the target audience? Do you feel compelled by what it is saying?
- **Strengths/Weaknesses:** What else do you like or dislike about this video?
- **Call-to-Action:** What impact does the message have on you? Does it motivate you to take action? If so, what would you do? **IF NOT MENTIONED:** Does it make you interested in visiting the website? Why/why not? What would you want to find out on the website? **PROBE:** Interest in finding out about resources and funding available for upskilling.

Now let's have a look at the next video concept. **REPEAT POLL/DISCUSSION FOR THE OTHER CONCEPTS.**

Now that we have seen all three concepts for the video, I'd like to know which one you think is the strongest. Take a moment to complete another poll:

[POLL – VIDEO PREFERENCE]

- Q1. Which concept is most likely to make you want to visit the webpage to find resources and funding that can help you develop your skills to [YOUTH: start] [ADULTS: change or improve] your career? [RESPONSES: A, B, C]

AFTER THE EXERCISE: Now let's briefly talk about this together...

- Which concept is the strongest for you? Why that one?
- Are there elements of the other concepts that you liked? If so, what?

YOUTH ONLY - Creative Testing - Spotify Script

10-15 minutes

Now let's have a look at an audio script for a potential Spotify ad. This is a 30-second audio ad.

MODERATOR PRESENTS AND DISCUSSES THE SPOTIFY SCRIPT

AFTER THE PRESENTATION OF THE SCRIPT: Now let's talk about your reactions together...

- **Attention:** What, if anything, grabs your attention?
- **Message/Clarity:** What is the main message? Is anything unclear, confusing, or problematic?
- **Personal Relevance/Appeal:** Who is the target audience? Do you feel compelled by what it is saying?
- **Call-to-Action:** What impact does the message have on you? Do you feel compelled to take action and visit the webpage to find out more about the resources and funding available for upskilling? If so, what would you do?
- **Strengths/Weaknesses:** What else do you like or dislike about this ad?

Taglines

10-15 minutes

You may have noticed taglines in the different concepts we have reviewed today. For the last part of our discussion, I'd like us to look at four taglines that could each be used in any of the concepts we have seen today. I will show you each tagline on the screen one at a time. **MODERATOR SHOWS ONE TAGLINE ON THE SCREENER AND ASK FOR TOP OF MIND REACTIONS, BEFORE MOVING TO THE NEXT TAGLINE.**

Tagline A: *Skill Up Today. Transform Your Tomorrow*

Tagline B: *Get New Skills Today. Transform Your Tomorrow*

Tagline C: *Unlock Your Potential. Skill Up for Success*

Tagline D: *Unlock Your Potential. Upgrade Your Skills for Success*

ASK AS EACH TAGLINE IS SHOWN ON THE SCREEN (1-2 Min each – rapid responses):

- What comes to mind when you read this tagline?
- Is anything problematic?

Now that you have seen all four taglines, I'd like you to answer one last poll question:

[POLL – TAGLINE PREFERENCE]

- **Q1. Which tagline speaks to you the most? [RESPONSES: SHOWING ACTUAL TAGLINES]**

AFTER THE EXERCISE: Now let's talk about this together...

- Which tagline is most compelling to you personally? Why?
- How do you feel regarding the expressions "Skill Up", "Get New Skills", and "Upgrade Your Skills"? How, if at all, are they different?

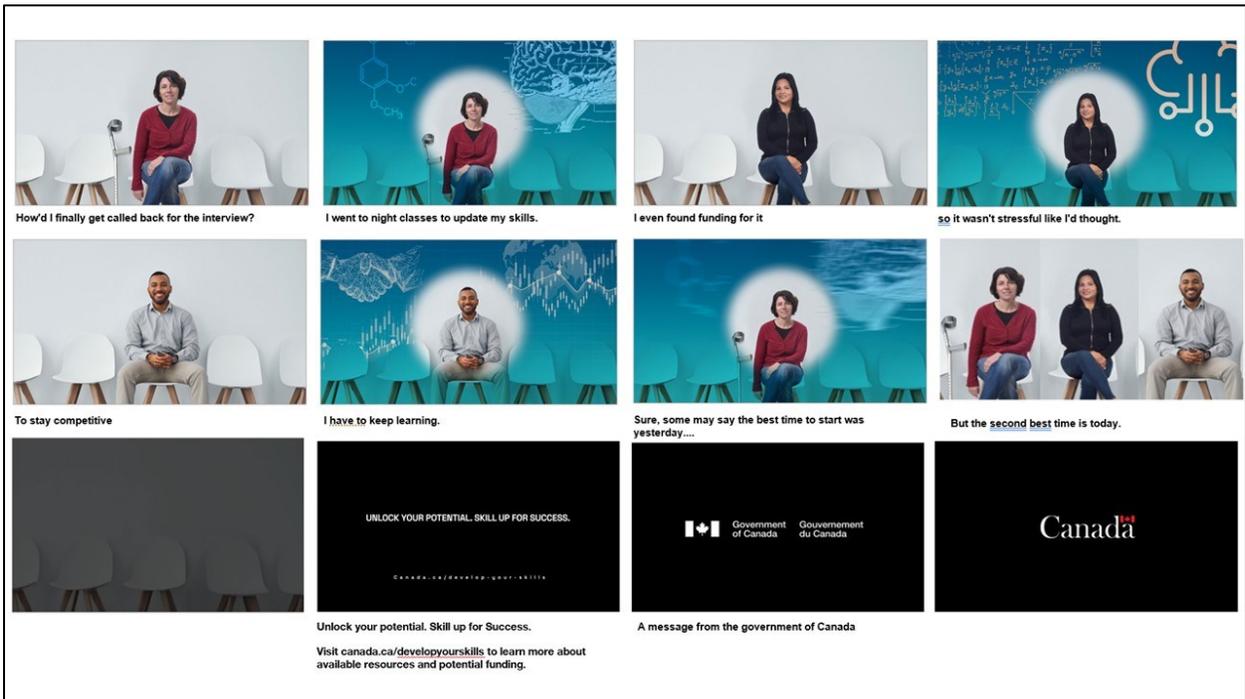
Before we conclude our session...

- Do you have any final suggestions for the Government of Canada regarding the material we have reviewed today – anything we have not previously discussed?

Thanks & Closure:

That's all my questions; thank you for taking part in our discussion. We will follow up with you by email regarding the incentive. Note that once finalized, the study report for this project will be available to the public through a government agency called Library and Archives Canada.

Appendix C:
Materials Tested



Video B

			
<p>I'm so glad I took that training to meet today's labour market.</p>	<p>Now, as an assistant vet, I get to do what I like best...</p>	<p>Spend time with animals.</p>	<p>Technology advances</p>
			
<p>And I do too – by developing my professional skills.</p>	<p>One thing I'll never regret?</p>	<p>Finding the right resources and funding</p>	<p>To take my future in my own hands.</p>
	<p>SKILL UP TODAY. TRANSFORM YOUR TOMORROW.</p> <p>CANADA. EXPANDING YOUR SKILLS.</p>		
<p>Skill up today. Transform your tomorrow</p> <p>Visit canada.ca/developyourskills to learn more about available resources and potential funding.</p>	<p>A message from the government of Canada</p>		

Video C



Are you considering a new career path?



Upskilling could help you get promoted,



start a fulfilling new career,



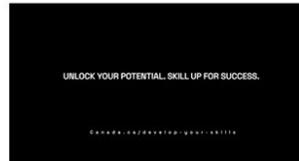
or find a job that fits your interests—whatever they are.



And with the resources and potential funding available from the Government of Canada,



developing your unique skillset may be easier than you think.



Unlock your potential. Skill up for success.
Visit canada.ca/developyourskills to learn more about available resources and funding.



A message from the government of Canada.



Audio Script

[We hear a breath intake... and then the sound of typing on a phone starts slowly]

[Woman Voice]

Dear Mo -
There's this job I might like
- no, scratch that -
Mo,
I've found my dream job.
The problem is, I'm missing some of the skills.
But I KNOW I'm perfect for this job.
I don't want to settle into what I'm doing now.
Because THIS is what I want.
So I'm gonna go for it.
And sign up for the classes that'll get me there.

[Announcer Voice]

Skill up today. Transform your tomorrow.
Visit canada.ca/developyourskills to learn more about available resources and potential funding.

A message from the government of Canada.

Taglines

Skill Up Today. Transform Your Tomorrow

Get New Skills Today. Transform Your Tomorrow

Unlock Your Potential. Skill Up for Success

Unlock Your Potential. Upgrade Your Skills for Success

Skill Up

Get New Skills

Upgrade Your Skills