

# Evaluation of Military Service Youth Advertisements



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# **EVALUATION OF MILITARY SERVICE YOUTH ADVERTISEMENTS**

**Mary E. Strackbein  
Wirthlin Worldwide**

**James A. Hoskins  
Wirthlin Worldwide**

**Anita R. Lancaster  
Defense Manpower Data Center**

**Christopher J. Moessner  
Wirthlin Worldwide**

**Marjorie Sands  
Wirthlin Worldwide**

**Defense Manpower Data Center  
1600 Wilson Boulevard, Suite 400, Arlington, VA 22209-2593**

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# 1. INTRODUCTION AND REPORT ORGANIZATION

## Introduction

At the request of the Deputy Assistant Secretary of Defense for Military Personnel Policy, Vice Admiral P. A. Tracey, and the Director for Accession Policy, Dr. W. S. Sellman, the Defense Manpower Data Center conducted research to assess the effectiveness of eight U.S. Military Service youth television advertisements. Wirthlin Worldwide was contracted to perform the research using its proprietary advertising assessment model, strata™.

## Report Organization

The report is organized into the following main sections:

- The **Executive Summary** section of the report provides a summary of the strata™ research.
- The **Overall Research Background Program** section includes a description of the project's history and why the research was undertaken.
- Project research goals are presented in the **Research Objectives** section of this report.
- The **VISTA™ Review and Youth VISTA™ Findings** section briefly reviews the positioning strategy developed in the Youth VISTA™ Research and lays the foundation for evaluating the effectiveness of the television advertisements in communicating the strategy.
- The **strata™ Sample and Evaluated Ads** section provides details about the youth interviewed (total number, location, groupings) and which advertisements were evaluated in this report.
- The **strata™ Results** section highlights those insights relevant to understanding how closely the evaluated advertising executions are “on-strategy.” It also reviews the opportunities for improvements to the individual Service advertisements.
- The **strata™ Methodology** section provides an explanation of the research conducted and an outline of the interview guide.
- **Verbatim Responses** are presented in Appendices A-G.
- **Appendix H** list recommended Advertisements.
- **Appendix I** includes the Evaluation of Military Service Youth Advertisements Questionnaire.



## 2. EXECUTIVE SUMMARY

### Background

In September 1999, the Deputy Assistant Secretary of Defense for Military Personnel Policy, Office of the Secretary of Defense, asked the Defense Manpower Data Center (DMDC) to reinvent the Department's market research program in support of military recruiting efforts. The major purposes of the reinvention were to improve the market research program's capability to track key markets and their attitudes toward the military, and to realign the market research program to better support military advertising. In Fiscal Years 2000 and 2001, a two-pronged research approach was undertaken: (1) qualitative research – in-depth, values laddering interviews with the major recruiting markets (e.g., parents, educators, youth, Service members) to determine their attitudes toward the military, their recommendations to youth regarding post-high school options, and research-based message strategies that would resonate with each market; and (2) quantitative research – short, multi-year polls with recruitment-aged youth and adult Americans.

This report presents the findings of quantitative research assessing the effectiveness of eight U.S. Military Service youth television advertisements. The research was conducted by Wirthlin Worldwide in support of the Department of Defense (DoD) Joint Recruiting Advertising Program (JRAP).

### Research Objectives

Eight Service-specific (Air Force, Army, Navy, Marines and Joint Recruiting) television advertisements were assessed using an advertising assessment model, strata™. The television executions were evaluated on how they communicated the positioning strategy developed in the Youth VISTA™<sup>1</sup> Research and their success in communicating benefits of military service.

One of the key findings of the Youth VISTA™ research was that respondents could not articulate specific attributes or benefits of military service. An effective communications strategy is based on attributes or benefits that underpin personal values, in this case the values that drive youth decision to join or not join the military. The strata™ research thus was designed to identify the means of communicating personal benefits in a manner that would be personally relevant and believable to youth.

**It is important to note that none of the Services' advertisements were designed to meet the positioning strategy developed through the Youth VISTA™ Research. The research in this report sought to uncover additional strategic elements communicated in the Services' advertising that could strengthen their positioning strategies. The research also determined how close each advertising execution was to the VISTA™ positioning strategy.**

The specific research objectives set forth for this study included:

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<sup>1</sup> Hoskins, J. A., et al. (2002). *Youth market research: In-depth interviews*. (Report No. 2002-017). Arlington, VA: Defense Manpower Data Center.

- Define known attributes (characteristics by which the Service may be described) and benefits (the reasons why the attribute is important to the respondent) so that communications can be strengthened by reinforcing linkages between the two.
- Identify additional attributes and benefits that could more fully flesh out the Youth Strategy – paying particular attention to the words and pictures that communicate these thoughts in the individual Services’ advertisements.
- Understand how attributes and benefits of service deliver emotional rewards to youth.
- Identify messages that communicate effectively to youth who are propensed to join.
- Rate importance, familiarity and believability of statements relating to the military.

### **strata™ Methodology**

The strata™ methodology is a communication assessment system based on a consumer-based advertising strategy model that utilizes the consumer’s understanding of advertising and the resulting language of the consumer to develop the components of advertising strategy.

The strata™ methodology is grounded in the central principles of “Means-End Theory,” which specifies that consumers basically process information across three broadly defined physical and psychological levels—attributes, consequences, and values.

- **Attributes** exist in all products and services and are defined as the characteristics by which the product or service may be described.
- **Consequences** are the reasons why an attribute is important to an individual. A consequence is the personal meaning given to an individual attribute.
- Personal **values** are higher-level elements that determine image, action, or decision-making behavior. Personal values provide the relevant meanings for consequences as the consequences do for product attributes.

Using the understanding of the consumer provided by the Means-End Theory, the advertising strategy is then specified into the “language of the consumer” in the form of statements to be evaluated by respondents. Once the advertising has been specified, strata™ is applied to assess the ability of the advertising to communicate the specified strategy to the consumer.

The strata™ methodology is a computer-driven interview methodology focusing on the levels of meaning that define positioning strategy. The interviewer and respondent view a computer screen, where the advertisements and the corresponding questions/statements are presented. The interview is divided into the following five sections:

**Demographics.** During this section, the respondent verifies demographics such as gender, education, income, race, etc.

**Communication Check.** In this section, the respondent views the first advertisement and answers the set of qualitative questions below, then views the second advertisement and answers the same set of questions. The questions asked are as follows:

*What do you think is the main idea of this advertisement?*

*What's positive about this advertisement?*  
*What's negative about this advertisement?*  
*Is there anything in the advertisement that is confusing? If so, what?*  
*Is there anything in the advertisement that is inconsistent with the way you currently view the Service? If so, what?*

Communication Levels. The six communications levels are as follows:

Affect Statements: The first communication level is called Affect. Affect measures are designed to quantify expected behavior or attitude changes.

Message Element Statements: Next, the message element statements are used to measure communications messages and strength at the attribute level.

Consumer Benefit Statement: The consumer benefit statements are used to measure communication messages and strength at the consumer benefit level. In this study, these measures represented “functional” consequences (also called benefits) to those who enlist.

Executional Framework Statement: The respondent is shown a set of statements and asked to rate them in terms of how well the advertisement will get noticed.

Leverage Point Statements: These statements are used to measure communications messages and strength at the leverage point level. In this study, these measures represented long-term benefits to enlistees, which tend to be more emotional and enduring.

Driving Force: These statements were used to measure communications messages and strength at the driving force level. These measures represented the most common values that drive the enlistment decisions.

Within each level, there are several statements/questions. During this portion of the interview, the respondent moves through each of the six levels sequentially, beginning with the affect level. He/she is presented with the first statement and asked if it *was or was not communicated* in the advertisements they viewed. If the response was yes, the respondents was then asked if it was communicated in the first advertisement, the second advertisement or both advertisements. The respondent was asked if the statement was *clearly or perfectly* communicated in the advertisement.

Associations/Connections: During this section, the respondent is asked to “associate/connect” various concepts or statements to each other. The only statements that appear are those statements the respondent identified as being communicated in the advertisement.

Post strata™ Analysis: At the conclusion of the interviews for this study, respondents were asked questions about the military being considered as an option after graduation, what they had heard about the military, and their knowledge of the military.

The strata™ methodology provides both a quantitative assessment as well as the opportunity to obtain the qualitative reasons underlying the various ratings. These ratings measure the respondent's understanding of the execution and translate that understanding into a measurement of relative strength of the attributes/consequences/values levels that are addressed in the execution. Importantly, strata™ measures not only communication at each of the levels, but how well these levels are linked together.

## **Research Methodology**

Research was conducted on Service-specific television advertisement executions utilizing the strata™ advertising assessment model. Interviews with 375 recruitment age youth under 21 who were eligible for military service were conducted in ten (10) cities. The sample was split almost equally (roughly 125 each) among 11<sup>th</sup> graders, 12<sup>th</sup> graders and recent high school graduates.

As in the VISTA™ research, respondents for the strata™ research were recruited based on their propensity to join the military. One-half of participants were propensity to join. One-half of participants were not propensity to join. For the purposes of this report, these groups are referred to as “propensity” and “non-propensity” youth.

- All participants met general recruiting requirements for academics and citizenship.
- None of the participants were or had ever been in the Delayed Entry Program.
- None of the participants were currently enrolled in a four-year college or university.
- Participants were mostly young men (ratio of 4:1 men to women).
- Youth were screened out if they were married, had children, or were currently enrolled or had previously been in the military or one of the Military Service academies.

The research was completed in the following ten (10) locations: St. Louis, Missouri; Charlotte, North Carolina; Chicago, Illinois; Syracuse, New York; Phoenix, Arizona; Des Moines, Iowa; Tampa, Florida; Washington, DC; Denver, Colorado; and San Francisco, California.

## **Evaluated Ads**

When the DASD(MPP) requested the evaluation of Military Services advertisements, the Services and JRAP were invited to nominate advertisements for testing. Many of the Services submitted their 2000 advertisements. The advertisements that were selected for this research met two criteria:

- 1) They communicated elements of the strategy set forth in the Youth VISTA™.
- 2) They represented independent attributes and benefits, so in the final analysis there would be a cross-section of ideas.

A total of eight (8) television advertisements were evaluated in this study. Each advertisement was paired in each interview with one of the seven other advertisements, regardless of Service or topic/focus of the advertisement, and rotated so that each advertisement was seen first and second an equal number of times. The rotation order of the advertisements was further controlled to ensure an equal distribution within both respondent gender and propensity to join

the military. Each respondent evaluated two (2) advertisements. Final advertisements and sample sizes per advertisement are as follows:

ADVERTISEMENT	FINAL SAMPLE SIZE
Joint Recruiting “Teens”	94
Coast Guard’s “Jobs That Matter”	96
Air Force’s “Radar”	96
Navy’s “Band”	96
Navy’s “Education”	92
Army’s “Fast Track”	91
Army’s “Job Skills”	95
Marine Corps’ “Rite of Passage”	90

### Main Idea

An analysis of the main idea that respondents recalled for each advertisement reinforces the point that each advertisement communicated its own set of messages, distinct from the other advertisements. The following points indicate the name of each advertisement and the main idea it communicated to the respondents.

JRAP’s “Teens”	This was perceived as very much a recruiting advertisement showing everyday kids turning into men and women.
Coast Guard’s “Jobs That Matter”	Respondents reported the message that the Coast Guard keeps people safe and saves lives through top-notch skills on the sea, lakes and rivers.
Air Force’s “Radar”	Respondents reported this advertisement as reinforcing the Air Force’s image as the leader in flight and space dominance.
Navy’s “Band”	Respondents reported this advertisement as showing that although those in the Navy have important jobs to do, they can still meet others like themselves and enjoy their time in the military.
Navy’s “Education”	The message to respondents in this advertisement was that the Navy is very interested in making its personnel successful through education – offering many ways to get a college degree and helping people get their education by bringing it to everyone, on ship or shore.
Army’s “Fast Track:”	This was clearly perceived as a recruiting advertisement focused on convincing teens that the Army cares about their education and will work to find the money to get that education.

Army’s “Job Skills:”	Youth reported that in the Army, people have multiple job and career opportunities and receive the skills training to succeed.
Marine Corps’ “Rite of Passage:”	Respondents reported that a Marine could do anything or accomplish any goal if he/she has the character and fortitude to persevere.

### Positive/Negative Thoughts

Analysis of thoughts and feelings about the advertisements showed that while all of the advertisements elicited a high level of positive thoughts (ranging from 91% to 100%), many advertisements also had significant levels of negative mentions (ratio of 3:1).

“Rite of Passage” had one of the highest percentages of negative mentions seen in strata™ – 49% – mostly due to a *lack of information* and *unrealistic view* of what service might be in the Marines. Youth were also concerned that the JRAP’s “Teens” advertisement negatively portrayed youth – and some groups of youth in particular. Participants heard words like *good kids* and *bad kids*. Finally, Air Force’s “Radar,” while seen as an image-building advertisement, was viewed by youth as portraying unattainable goals. Some participants said, “*I’ll never get to do those tasks.*”

### What Respondents Found Confusing

The levels of confusion were fairly moderate for most of the advertisements, based on Wirthlin’s previous advertising experience using strata™. The advertisements “Band,” “Fast Track” and “Rite of Passage” each contained specific elements that caused higher levels of confusion.

- The “Band” advertisement was so counterintuitive to the way teens view life in the military that the advertisement was seen as inconsistent and, therefore, unbelievable. Some respondents said, “*You can’t have fun in the military and you certainly aren’t going to be jamming on the deck of a ship.*”
- The “Fast Track” advertisement showed many different images in its 30-second span. Because some of the messages lacked specificity (“*How will I get the money for college?*”), respondents were confused about the message.
- In the “Rite of Passage” advertisement, not all the teens interviewed made the connection to the parable and, therefore, the messages seemed silly and inconsistent with youth views of the Marine Corps (“*Why would I be fighting a lava monster?*”).

### Some Advertisements Seen as Inconsistent with Current Views

The percent of respondents who perceived something in the advertisements as inconsistent with their current views of the military ranged from 10% for the “Teens” advertisement to 30% for the “Band” advertisement. When probed, inconsistency was not always viewed negatively. Often *new information* engaged positive feelings.



The most frequent negative comments associated with inconsistency related to things respondents felt one doesn't do in the *real* military like *play a guitar in a rock band*. Also, they said that some advertisements made the military *look easier than it really is*. As seen in other questions, important details about *education, career opportunities* and *scholarships* were either unclear or left out of the advertisement completely. Lastly, some thought that the Air Force's "Radar" advertisement showed *jobs/responsibilities* that youth would not have an opportunity to have for several years.

### **Advertisement Message Assessment**

In addition to a qualitative analysis of the advertisements, a quantitative analysis was also conducted. The quantitative results are organized by three key questions:

1. Will the advertisements get noticed?
2. Do the advertisements communicate the right message?
3. Will the advertisements get youth to do or think what we want them to do or think?

### **Will the Ads Get Noticed?**

To determine whether or not the advertisements would get noticed, executional framework scores were gathered for each advertisement. These scores address the following executional areas:

<i>Exciting:</i>	<i>This advertisement shows that the Service is an exciting opportunity.</i>
<i>People Like Me:</i>	<i>This advertisement shows people like me.</i>
<i>Relevant:</i>	<i>This advertisement talks about things that are important to me.</i>
<i>New Ideas:</i>	<i>This advertisement told me something I didn't know before.</i>

While most of the advertisements scored well for showing that the Service *is an exciting opportunity*, the scores were fairly low for most advertisements on three key elements: *providing new ideas, providing relevant information, and showing people like me in the advertisements*. Across all of the Services' advertisements, scores were lower for these four (4) key executional measures than for previous successful advertising campaigns tested with strata™, with the exception of *exciting* and *relevant* for Navy's "Education."

Two advertisements where the focus was *educational opportunities* and *specific job skills* (Navy's "Education" and Army's "Job Skills") scored best on *relevance*. None of the advertisements scored well on *people like me* or *providing new ideas*.

Closer analysis of results for propensed versus non-propensed youth showed for non-propensed youth gave equal or higher scores to many elements for many of the advertisements. In fact the scores for five of the eight advertisements indicated that they would be more noticeable to non-propensed youth than propensed youth ("Air Force's "Radar," Navy's "Band," Navy's "Education," Army's "Fast Track" and Army's "Job Skills"). This may indicate that much of the information in the advertisements may be brand new to the non-propensed youth, which may make the military/service sound more appealing to them.

## **Do the Ads Communicate the Right Message? Are They on Strategy?**

To determine whether or not the advertisements were communicating the right message, message element, consumer benefit, leverage point and driving force scores were gathered for each advertisement.

### **Message Element Statements**

Education:	<i>This advertisement communicates that the Service provides opportunities for higher education.</i>
Job Skills:	<i>This advertisement communicates that the Service helps me learn important job skills.</i>
Serving Country:	<i>This advertisement communicates that the Service provides me many ways in which I can serve my country.</i>
Important:	<i>This advertisement communicates that the Service does important things for our country.</i>
Make Friends:	<i>This advertisement communicates that I can make great friends in the Service.</i>
Discipline:	<i>This advertisement communicates that the Service teaches discipline.</i>
Teamwork:	<i>This advertisement communicates that the Service encourages teamwork.</i>

While every advertisement scored well on one or two key message elements, the scores overall were generally below strata™ norms for successful advertising campaigns. In addition, those statements that were “on-strategy” (“Education” and “Job Skills”) with the Youth VISTA™ research positioning were rated higher by propensed youth – signaling that some of the advertisements might further encourage propensed youth to join the military.

### **Consumer Benefit Statements**

Gain Knowledge:	<i>This advertisement communicates that by joining the Service I can gain knowledge and learn new things.</i>
Protecting Freedom:	<i>This advertisement communicates that by joining the Service, I can help protect America’s freedom.</i>
Good Job:	<i>This advertisement communicates that by joining the Service I can get a good job.</i>
Make a Difference:	<i>This advertisement communicates that by joining the Service I can make a difference.</i>
Experience:	<i>This advertisement communicates that by joining the Service I will gain valuable experience.</i>
Career Opportunities:	<i>This advertisement communicates that by joining the Service I will have many career opportunities.</i>

Given that message element scores were generally below strata™ norms for successful advertising campaigns, it is no surprise that benefit scores were also lower than strata™ norms.

While some advertisements scored fairly well on *gain knowledge*, they did not do a good job communicating other key ideas like *make a difference*, *career opportunities*, *get a good job*, and *protecting freedoms*.

However, advertisements that strongly communicated a core theme – such as *the military provides educational opportunities that lead to better jobs and careers* – communicated at much higher levels and had exceptional “on-strategy” linkage scores (Navy’s “Education,” Army’s “Job Skills,” and Army’s “Fast Track”).

### **Leverage Point Statements**

Caring:	<i>This advertisement reminds me that the Service cares about me and my needs.</i>
Succeed:	<i>This advertisement reminds me that the Service can help me become successful.</i>
Quality of Life:	<i>This advertisement reminds me that my quality of life will improve because of the Service.</i>
Smart Choice:	<i>This advertisement reminds me that joining the Service is a smart choice.</i>
Gain Confidence:	<i>This advertisement reminds me how the Service contributes to a feeling of self-reliance and confidence.</i>
Enjoy what I’m doing:	<i>This advertisement reminds me how I can enjoy what I am doing in the Service.</i>
Standard of Living:	<i>This advertisement reminds me how I can achieve a higher standard of living for myself and my family.</i>

The leverage point communicates/measures long term benefits. It is an important communication level in that it begins to tie the “rational” benefits presented in the advertisement into the “personal values” of the target audience of the advertisement, communicating long-term benefits. “Education,” “Fast Track,” “Band,” “Job Skills,” and “Rite of Passage” each delivered strong emotional scores, with “Education” highest on 5 of the 7 statements measured. On the key emotional lever – *succeed* – “Education,” “Fast Track,” and “Job Skills” each delivered strong communications scores. Further, propensed youth reported receiving these messages more clearly than non-propensed youth.

### **Driving Force/Values Orientation Statements**

Self Esteem:	<i>This advertisement brings to mind feeling good about myself and what I do.</i>
Pride in Serving:	<i>This advertisement brings to mind how proud I would be to serve our country.</i>
Accomplishment:	<i>This advertisement brings to mind the good feeling of accomplishing my goals.</i>
Personal Freedom:	<i>This advertisement brings to mind a real sense of freedom to make my own choices.</i>
Personal Security:	<i>This advertisement brings to mind a sense of personal security.</i>
Happiness:	<i>This advertisement brings to mind a sense of happiness.</i>

All the advertisements scored fairly well at the driving force level. “Jobs that Matter” (*self esteem and pride in serving*) and “Education” (*accomplishment, self esteem, and personal freedom*) scored consistently higher at this level. Propensed youth scored most of the advertisements higher than non-propensed youth.

### **Will the Ads Get Youth to Act?**

To determine whether or not the advertisements will get youth to act, behavioral and attitudinal affect scores were gathered for each advertisement.

#### ***Behavioral Affect***

Joining: *This advertisement makes me want to consider the Service as an option after high school.*

Information: *This advertisement makes me want to find out more information about the Service.*

#### ***Attitudinal Affect***

Favorable View: *This advertisement gives me a more favorable view of the Service.*

In terms of affect statement ratings, three of the advertisements (“Education,” “Job Skills,” and “Teens”) scored quite well on *favorable view*. However, nearly all the advertisements scored poorly on *information* and *joining*, with the exception of “Education,” which was a consistently high performer at the behavioral affect level.

For youth to hold a more *favorable view* of the military, they need clear and concise information about what the military can do for them personally and professionally. The “Education” advertisement delivered the three key affect measures better than any other of the Service advertisements: *favorable view, joining* and *information*. Propensed youth scored *joining* and *favorable view* considerably higher for “Education” than non-propensed youth.

### **Post strata™ Analysis**

At the conclusion of the interviews, respondents were asked questions about their consideration of the military as an option after graduation, what they had heard about the military, and their knowledge of the military.

When asked if the military ever had been considered as an option after graduation, 69% of the respondents said *yes, they have considered the military*. Of those who had considered the military, almost one-third (32%) said *it will help pay for college*. Of those who had not considered the military, 37% said they were *not interested* and 25% said they were *going straight to college*.

When asked what they had heard about the military recently, 27% said they *haven't heard much*, followed by 19% who said *it will help me pay for college* and 8% who said *military is hard work*. Of those who had not heard much about the military, most said it did not affect their consideration of the military as an option after high school. On the other hand, of those who said

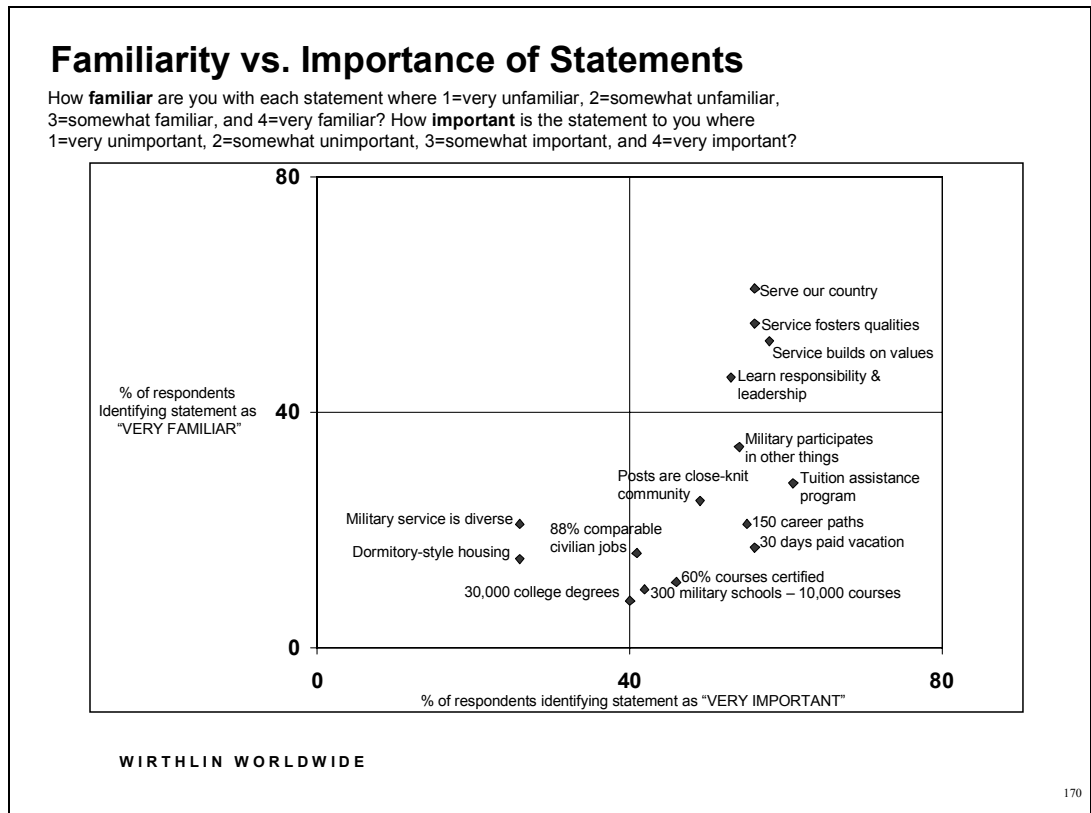
the military would help them pay for college, most said it did have an impact because they needed the *help to get a degree*.

Finally, to gain further insight about youths' knowledge of the U.S. Military, respondents read a series of 15 statements pertaining to military service, ranging from tuition assistance and career options to the opportunity to serve our country and develop such qualities as discipline, self-reliance, confidence and maturity. Respondents were asked to rate each statement on their *familiarity* with the statement, the *believability* of each statement, and the *importance* of each statement. For a complete list of the 15 statements, see page 75 in the detailed findings of this report.

A review of familiarity and importance ratings on a quadrant chart allowed analysis of which statements were:

- both more important and more familiar (upper right quadrant) among respondents,
- less important and more familiar (upper left quadrant),
- more important and less familiar (lower right quadrant), and
- less important and less familiar (lower left quadrant).

**Figure 1**



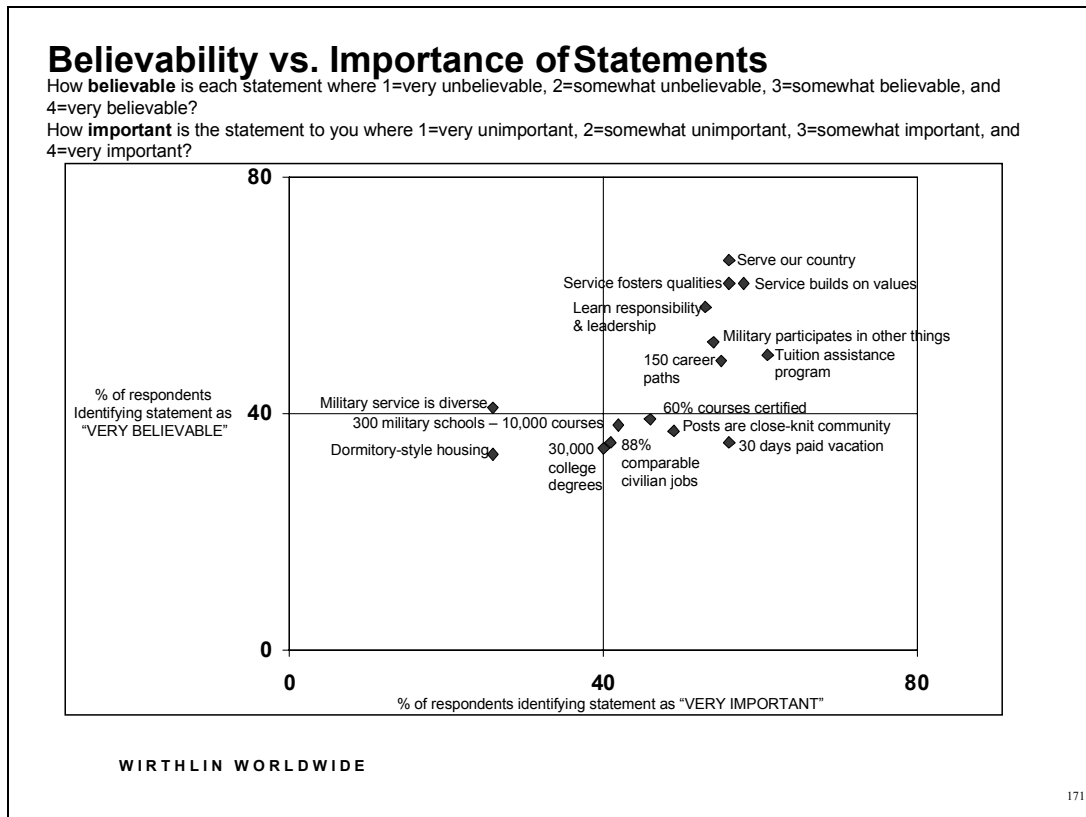
The goal is to maintain and improve upon “strengths” in the upper right quadrant, while also focusing efforts in the lower right quadrant to make respondents more familiar with those items they rate as more important.

Respondents rated the following statements as both important and familiar (upper right quadrant): *serve our country*, *Service fosters qualities*, *Service builds on values*, and *learn responsibility and leadership*.

The statements considered more important, but not rated as familiar (lower right quadrant) were as follows: *tuition assistance program*, *30 days paid vacation*, *150 career paths*, and *military participates in other things*. These were the top statements in the quadrant that youth considered important, yet said they knew little about.

Plotting believability and importance on a quadrant chart provides additional analysis and insight. Respondents rated the following statements as both important and believable (upper right quadrant): *tuition assistance program*, *Service builds on values*, *serve our country*, *Service fosters qualities*, *learn responsibility and leadership*, *150 career paths*, and *military participates in other things*.

**Figure 2**



### Strategic Considerations

One of the primary objectives of this research was to find out if the current Service advertisements presented new or more specific information to respondents about the opportunities in the U.S. Military. The proposed positioning for the military must be strengthened by specifics that bring the military’s personally motivating attributes and benefits alive for youth, thus reinforcing positive feelings toward choosing the military.

The Youth VISTA™ Research focused on the linkages that existed between attributes or characteristics of military service cited by respondents, the consequences (both functional and psychosocial) or benefits resulting from those attributes, and the personal values that those consequences reinforce. The outcome of the VISTA™ research was a set of maps, or “pathways” linking attributes, consequences/benefits and personal values, that illustrate respondents’ decision-making process. These maps can be found on pages 85-88 of the detailed findings.

The Youth VISTA™ Research discovered that respondents saw the military as providing four primary benefits.

1. The military provides opportunities: resulting in perceptions of more money, ability to provide for one's self and family, good quality of life, and a sense of accomplishment and happiness.
2. It furthers education: resulting in greater knowledge, a good job, being secure in one's decision, confident in providing for one's self and family, and a sense of accomplishment and self-esteem.
3. It assists in personal growth: resulting in motivation, doing a good job, and a sense of self-esteem and pride.
4. It fosters a feeling of contributing to country: resulting in a sense of pride based on service to one's country.

In the Youth VISTA™ Research, the only attribute, or characteristic of military service, that led to the benefit of “Provides Opportunity” was *money for college*. The notion of providing opportunities thus could be much better defined with richer attributes. The strata™ research identified some specific information provided in the service advertisements that helped further explain “Provides Opportunities.”

- Quantifying the number of jobs and career fields available in the military
- Showing the types of technical skills gained through service
- Communicating the qualifications youth must possess to enlist (academics, etc.)

While money for college supports this communication, some advertisements did a better job than others in communicating how one earns that benefit using specific language to tell youth about the opportunity.

*Money for college* was also the main attribute underpinning the “Further My Education” pathway. The notion of furthering one's education through military service could be much better defined with additional attributes. Some specific messages in the current advertisements did a good job of explaining how the military provides educational opportunities:

- Both the Navy's “Education” and Army's “Fast Track” talked about having either instructors on-board ships or easy to manage distance learning courses. This was new information to respondents, information that made it easier for them to believe that education was actually possible while serving in the military.
- Again, both the Navy's “Education” and Army's “Fast Track” offered information about how youth can qualify for tuition assistance.
- Army's “Job Skills” showed the connection between on-the-job and classroom training with new technologies and opportunities – opportunities that put one further ahead, improving one's marketability while in the service and when service is completed.

The “Helps Me Grow” pathway was underpinned by travel opportunities, structure and discipline. Respondents said that images portraying younger people performing important daily duties with vast responsibilities enabled them to mentally connect responsibility with growth and maturity. Structure and discipline were key to communicating personal growth; respondents understood these as part of military life and expected to see those messages in advertising.



When they did not see those images, they thought the Services were trying to soft sell the military.

The “Feel I’m Contributing” pathway was founded on the notion that serving one’s country is noble and worthwhile. While respondents did not need to see guns, tanks or hand to hand combat, they did want to see some realistic details of what military life was like. Knowing what skills would be learned and what one’s responsibilities might be (Coast Guard’s “Jobs that Matter,” Navy’s “Education,” Army’s “Fast Track”) gave respondents a better foundation for understanding what their contribution might be.

The strategic imperative uncovered in the strata™ research was that recruitment age youth said that advertising and other forms of communication must deliver more detailed information about the reasons to join the military. Additionally, respondents said they were confused about how to “get into” the military. They wanted to know more about the specific requirements to gain entry into the service or a service academy.

When asked to describe what information was most important in helping them make the decision to join, many respondents asked for more information about educational benefits, the types of job opportunities and careers available in the military, and specific skills gained while serving. For most recruitment age youth, it was a given that character development and discipline were a part of the military. Communications with this audience must go a step further to reinforce positive feelings toward choosing the military. They must be strengthened by clear messages and specifics about the aspects of military service that the youth audience will find personally relevant and motivating. Without these specifics, the emotional benefits will not resonate with youth and the communications messages will lack credibility.



### 3. OVERALL RESEARCH PROGRAM BACKGROUND

The U.S. Military Services recruit more than 200,000 young men and women each year to meet the nation's defense requirements. Efficiently recruiting these youth requires marketing efforts and advertising campaigns that are based on sound market research.

The Joint Recruiting Advertising Program (JRAP) and Joint Market Research Program (JMRP) were created in the 1970s as operational programs to support the military recruiting requirements for the All-Volunteer Force. JRAP is the Department of Defense's (DoD) "corporate" advertising program. Its mission is to complement Service-specific "brand" advertising by raising and sustaining awareness of military opportunities for prospective enlistees and people who influence youth decisions to enlist. JMRP's mission is to acquire, analyze and disseminate information on recruiting markets to the Office of the Secretary of Defense (OSD) and the Military Services for use in their military recruiting and advertising programs. JRAP also manages studies in support of military recruiting.

To assure the cost-effective use of scarce resources, the Secretary of Defense initiated a comprehensive evaluation of the Department's recruitment advertising programs. This review, which began in March 1999, was conducted by a team of advertising consultants from the firms of Bozell/Eskew and Murphy, Pintak, Gautier, and Hudome<sup>2</sup>. The team (referred to as Eskew-Murphy) was asked to evaluate the effectiveness of advertising campaigns, particularly television, to assess levels of support provided by advertising agencies, and to recommend improved marketing strategies. The Eskew-Murphy Advertising Review made a number of recommendations for JRAP and JMRP. In addition to the general observation that there was enormous need to ground advertising in "solid research," the Review recommended that JRAP develop a communication strategy for corporate branding.

The consultants recommended a variety of changes to current advertising and market research business practices: 1) DoD is the largest employer of youth and should become the national research center on youth habits, opinions, and attitudes; 2) the Department needs to focus on a relatively ignored market, the adult influencers of youth; and 3) the Department should "revamp the YATS<sup>3</sup>," and begin additional efforts to collect market research data.

To meet these needs, DMDC was tasked to expand the Department's knowledge about its key audiences (e.g., youth) and to ensure that state-of-the-art market research was used to support military advertising. When Deputy Assistant Secretary of Defense for Military Personnel Policy (DASD MPP) requested the evaluation of U.S. Military Services advertisements, the Services and JRAP nominated advertisements for testing. The advertisements were tested against an advertising communications strategy developed in the Youth VISTA™ research. Although the

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<sup>2</sup> Bozell/Eskew, Murphy, Pintak, Gautier, & Hudome. (2002). *A report on the Armed Services recruitment advertising*. Santa Monica, CA: RAND.

<sup>3</sup> The *Youth Attitude Tracking Study (YATS)* was conducted annually from 1975 to 1999 for the purpose of collecting information from American youth on topics such as their future plans, impact of current events, military recruiting advertising recognition, and media habits. The primary focus of YATS was to measure enlistment propensity—the percent of youth saying they will "definitely" or "probably" enter military service. For the last two decades, YATS was the primary source of information for the Department of Defense for youth enlistment propensity.

Services provided their advertisements and creative briefs, the advertisements largely were tested against the youth communications strategy developed in the Youth VISTA™ research.

#### 4. RESEARCH OBJECTIVES

This report presents the findings of research assessing the effectiveness of individual Service advertising directed at youth. Eight Service-specific (Air Force, Army, Navy, Marines and JRAP) television advertisements were assessed using an advertising assessment model, strata™<sup>4</sup>. Wirthlin evaluated how the television executions communicated the positioning strategy developed in the Youth VISTA™<sup>5</sup> research, as well as the extent to which the advertisements were successful in communicating benefits of military service.

One of the key findings of the Youth VISTA™ research was that respondents could not articulate specific attributes or benefits of military service. An effective communications strategy is based on attributes or benefits that underpin deeper held personal values, in this case the values that drive youths' decision to join or not join the military. The strata™ research thus was designed to identify the means of communicating personal benefits in a manner that would be personally relevant and believable to youth.

**It is important to note that none of the Services' advertisements were designed to meet the positioning strategy developed through the Youth VISTA™ Research. The research in this report sought to uncover additional strategic elements communicated in the Services' advertising that could strengthen their positioning strategies. The research also determined how close each advertising execution was to the VISTA™ positioning strategy.**

The specific research objectives set forth for this study included:

- Define known attributes (characteristics by which the Service may be described) and benefits (the reasons why the attribute is important to the respondent) so that communications can be strengthened by reinforcing linkages between the two.
- Identify additional attributes and benefits that could more fully flesh out the Youth VISTA™ Positioning Strategy – paying particular attention to the words and pictures that communicate these thoughts in the individual Services' advertisements.
- Understand how attributes and benefits of service deliver emotional rewards to youth.
- Identify messages that communicate effectively to youth who are propensed to join.
- Rate importance, familiarity and believability of statements relating to the military.

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<sup>4</sup> Reynolds, T. J. & Genglor, C. (2001). A strategic framework for assessing advertising: The animatic versus the finished issue. In Reynolds, T. J. & Olson, J. C. (Ed.), *Understanding Consumer Decision Making*, (pp. 247-264). Lawrence Erlbaum Associates. Mahwah, NJ: L. Erlbaum.

<sup>5</sup> Hoskins, J. A., et al. (2002). *Youth market research: In-depth interviews*. (Report No. 2002-017). Arlington, VA: Defense Manpower Data Center.



## 5. VISTA™ REVIEW AND YOUTH VISTA™ FINDINGS

From the Youth VISTA™ study, an initial positioning strategy recommendation provided a solid framework on which to build a successful coordinated communications strategy targeted toward enlistment age youth.

VISTA™ is grounded on the central principles of “Means-End Theory,” which specifies that consumers basically process information across three broadly defined physical and psychological levels: attributes, consequences, and values.

- *Attributes* exist in all products and services and are defined as the characteristics by which the product or service may be described.
- *Consequences* are the reasons why an attribute is important to an individual. A consequence is the personal meaning given to an individual attribute. Consequences are at both the rational level (functional consequences) and the emotional level (psychosocial consequences).
- Personal *values* are higher-level elements that determine image, action, or decision-making behavior. Personal values provide the relevant meanings for consequences as the consequences do for product attributes.

VISTA™ is a unique research method that goes far beyond the traditional understanding of consumer benefits to identify the most compelling personal values that must be “tapped into” to achieve a successful outcome. VISTA™ focuses on the linkages between attributes that exist in choices (the “means”), the consequences for the audience provided by those attributes, and the personal values (the “ends”) that the consequences reinforce. The premise is that audiences learn to make choices that contain attributes that are instrumental to achieving their desired consequence. Means-End theory specifies the rationale underlying why consequences are important, namely personal values.

VISTA™ information is gathered through in-depth, one-on-one “laddering” interviews that last approximately two hours. The outcome of VISTA™ is a set of maps depicting an audience’s decision-making process that provides a blueprint for action, illustrating those important factors that motivate the target audience toward immediate and long-term action.

VISTA™ and strata™ are described thoroughly in peer-reviewed communications research literature.<sup>6</sup>

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<sup>6</sup> Reynolds, T. J. & Gutman, J. (1988). Laddering theory, method, analysis and interpretation. *Journal of Advertising Research*, 28(1), 11-33.

Reynolds, T. J. & Whitlark, D. (1995). Applying laddering data to communications strategy and advertising practice. *Journal of Advertising Research*, 35(4), 9-20.

Reynolds, T. J. & Craddock, A. B. (1988). The application of the Meccas Model to the development and assessment of advertising strategy. *Journal of Advertising Research*, 28(2), 43-54.

Reynolds, T. J. & Rochon, J.P. (1990). Means-end based advertising research. *Journal of Business Research*, 22(2), 131-142.

## Youth VISTA™ Findings

The Youth VISTA™ interviews were built around two primary laddering exercises, one concerning the image of the U.S. Military, and the other with the enlistment decision. The goal was to explore both the attitude (image) and behavior (enlistment decision) of the respondents.

### Image of the Military

Two main ideas emerged when respondents were asked about the military—characteristics related to the protection of our freedoms and characteristics of employment.

- When thinking about the military on a large scale, a military that can protect and defend our country led to a feeling of safety and security; however, on a personal level there was a realization that protecting our freedom could lead to personal sacrifices, including injury or death.
- The other viewpoint involved issues surrounding the enlistment decision and specific benefits the military had to offer, or “what the military can do for you.” Respondents were able to identify benefits of the military including personal growth and the ability to do a good job, but these benefits were weakly supported by a limited knowledge of the military, most often only by the fact that the military could pay for college.

Building on the first point above, the military has the opportunity with its youth audience to enhance its image by leading the charge for *personal freedoms*. College can ensure a good *standard of living*, but the military guarantees our *freedom*. In order to build up this perception, more information, beyond money for college, must be provided to youth.

There is an opportunity to build on positive equities of technology and other facts (to be determined in subsequent research) about the military and make them relevant to enhanced personal freedoms. Providing this knowledge may also help supplant the emotional fears and concerns associated with serving in the military.

In addition, the military has the opportunity to build upon two important perceptions about the military: that it is a place to learn a good job, leading to a better quality of family life, and that it is a place to grow and mature.

Perhaps the most important finding to emerge from this exercise was just how few definite attributes youth were able to articulate in favor of the military beyond *pay for college* and *defends the country*. Based on this lack of knowledge and awareness, the military is behaving not like a mature brand with well-established rational components, but rather like a tired brand whose benefits are unclear. The communications challenge is to determine the rational elements that can be effectively used at the attribute level to bolster such strong current emotional linchpins as the *ability to do a good job*, *maturity* and *providing for self and family*, and to do so in a way that is both credible and relevant to the youth audience.



## **The Enlistment Decision**

As background leading into the enlistment decision discussion, most youth stated that their first desire was to go to college, followed by entering a civilian job; joining the military was rated third.

As uncovered during the enlistment laddering exercise and established by the correlation strength between each element included on the decision-making map (attributes, benefits, emotions, values), the military was perceived by respondents as providing four primary benefits. These pathways represent the most salient rational to emotional connections.

- The military provides opportunities: resulting in perceptions of more money, ability to provide for one's self and family, good quality of life, and a sense of accomplishment and happiness.
- It furthers education: resulting in greater knowledge, a good job, being secure in one's decision, confident in providing for one's self and family, and a sense of accomplishment and self-esteem.
- It assists in personal growth: resulting in motivation, doing a good job, and a sense of self-esteem and pride.
- It fosters a feeling of contributing to country: resulting in a sense of pride based on service to one's country.

However, other than providing money for college, the specific attributes and programs of the military were not well known. In other words, the important benefits of the military were not supported by knowledge of characteristics of military programs. This being the case, youth had a poor foundation from which to associate the military with delivering those benefits.

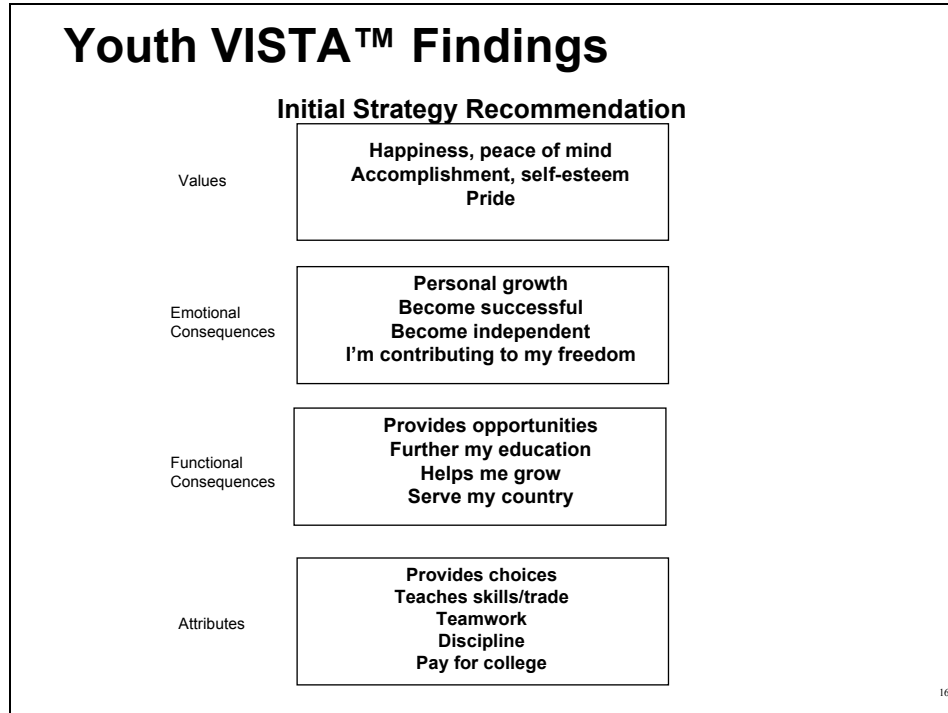
## **Youth VISTA™ Strategic Considerations**

Data from this study suggest that in order to become more relevant to the youth market, the U.S. Military needs to be repositioned in the minds of this target audience. The way to accomplish this is to emphasize the intangible, emotional benefits inherent in military service (personal growth, pride). This can be contrasted to communications stressing the benefits the military shares with its competitors (money for college).

The repositioning process should begin with providing more comprehensive information to youth about the military in terms of rational components or benefits. These attribute level benefits are not currently well known among youth, and are necessary to provide a bridge to and reinforce the emotional messages that influence both the image of the military and propensity to serve. Without these structural underpinnings, the emotional benefits will not resonate with youth and the messages will lack credibility. The challenge is to begin revitalizing the "Military Service" brand through better and more comprehensive communication of what the military is, and to ensure that these facts are perceptually linked to emotional benefits and values that drive both attitudinal (image) and behavioral (propensity to enlist) loyalty among the youth audience.

The results of this research allow for an initial hypothesis regarding what rational components would most effectively reinforce a communications positioning that emphasizes intangible benefits. (Figure 3)

**Figure 3**



## 6. STRATA™ SAMPLE AND EVALUATED ADVERTISEMENTS

### Sample

Service-specific television advertisement executions were studied using strata™, an advertising assessment model. The advertisement assessment involved conducting 375 strata™ interviews in ten (10) cities with recruitment age youth under age 21 who were eligible for military service. The sample was split almost equally (roughly 125 each) into the following three groupings:

- 11<sup>th</sup> graders
- 12<sup>th</sup> graders
- recent high school graduates

As in the VISTA™ research, respondents for the strata™ research were recruited based on their propensity to join the military. One-half of participants were propensity to join. One-half of participants were not propensity to join.

- All participants met general recruiting requirements for academics and citizenship.
- None of the participants were or had ever been in the Delayed Entry Program.
- None of the participants were currently enrolled in a 4-year college or university.
- Participants were mostly young men (4:1).

Finally, youth were screened out if they were married, had children, or were currently or had previously been in the military or one of the Military Service academies.

The research was completed in the following ten (10) locations: St. Louis, Missouri; Charlotte, North Carolina; Chicago, Illinois; Syracuse, New York; Phoenix, Arizona; Des Moines, Iowa; Tampa, Florida; Washington D.C.; Denver, Colorado; and San Francisco, California.

### Evaluated Ads

When DASD (MPP) requested the evaluation of Military Services advertisements, the Services and JRAP nominated advertisements for testing. Many of the Services submitted their advertisements being used in 2000. The advertisements that were selected for this research met two criteria:

- 1) They communicated elements of the strategy set forth in the Youth VISTA™ Research
- 2) They represented independent attributes and benefits, so in the final analysis there would be a cross-section of ideas.

A total of eight (8) television advertisements were evaluated in this study. Each advertisement was paired with all other advertisements, regardless of Service or topic/focus of the advertisement, and rotated so that each advertisement was seen first and second an equal number of times. The rotation order of the advertisements was further controlled to ensure an equal distribution within both respondent gender and propensity to join the military. Each respondent

evaluated two (2) advertisements. Final advertisements and sample sizes per advertisement are as follows:

<b>ADVERTISEMENT</b>	<b>FINAL SAMPLE SIZE</b>
Joint Recruiting “Teens”	94
Coast Guard’s “Jobs That Matter”	96
Air Force’s “Radar”	96
Navy’s “Band”	96
Navy’s “Education”	92
Army’s “Fast Track”	91
Army’s “Job Skills”	95
Marine Corps’ “Rite of Passage”	90

## 7. STRATA™ RESULTS

This section provides a summary of advertising assessments for all eight advertisements. The summary includes the communication check, the communication levels, the connections/associations section and the post strata™ questions.

### Communication Check

At the onset of the strata™, respondents were asked a series of qualitative questions designed as a communications check of the advertisements to determine the following:

- Main Idea:** *What do you think is the main idea of this advertisement?*  
**Positive Thoughts:** *What is positive about this advertisement?*  
**Negative Thoughts:** *What is negative about this advertisement?*  
**Confusing:** *Is there anything confusing about this advertisement? If so, what?*  
**Inconsistent:** *Is there anything in this advertisement that is inconsistent with the way you currently view the military? If so, what?*

### Main Idea

An analysis of the main idea that respondents recalled for each advertisement reinforces the point that each advertisement communicated its own set of messages, distinct from the other advertisements (Figure 4). The following indicates the name of each advertisement and the main idea it communicated to the respondents.

- |                                   |   |
|-----------------------------------|---|
| JRAP's "Teens:"                   | This was perceived as very much a recruiting advertisement showing everyday kids turning into men and women.  |
| Coast Guard's "Jobs That Matter:" | Respondents reported the message that the Coast Guard keeps people safe and saves lives through top-notch skills on the sea, lakes and rivers.  |
| Air Force's "Radar:"              | Respondents reported this advertisement as reinforcing the Air Force's image as the leader in flight and space dominance.   |
| Navy's "Band:"                    | Respondents reported this advertisement as showing that although those in the Navy have important jobs to do, they can still meet others like themselves and enjoy their time in the military.  |
| Navy's "Education:"               | The message to respondents in this advertisement was that the Navy is very interested in making its personnel successful through education – offering many ways to get a college degree and being willing to help people get their education by bringing education to everyone, on ship or shore. |

Army’s “Fast Track:”

This was clearly perceived as a recruiting advertisement focused on convincing teens that the Army cares about your education and will work to find the money to get that education.

Army’s “Job Skills:”

Youth reported that in the Army, people have multiple job and career opportunities and receive the skills training to succeed.

Marine Corps’ “Rite of Passage:”

Respondents reported that a Marine could do anything or accomplish any goal if he/she has the character and fortitude to persevere.

**Figure 4**

<b>Main Idea</b>		What is the main idea of this commercial?							
Multiple Response		Teens (JRAP)	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
To get people to join The Service		53%	30%	47%	21%	12%	42%	28%	42%
Teenagers are good people		15%	--	--	--	--	--	--	--
The Service develops character		13%	2%	--	--	--	1%	--	20%
The Service provides opportunities (general)		9%	1%	3%	9%	4%	11%	7%	1%
You can do anything / accomplish anything		6%	--	--	--	--	--	--	28%
The Service helps further education		2%	--	--	--	23%	30%	--	--
You can have a normal life in The Service		2%	--	--	20%	--	--	--	--
The Service provides career opportunities		--	5%	--	--	3%	5%	41%	--
The Service offers money for college		--	--	--	--	42%	46%	--	--
The Service helps gain new skills / training		--	1%	5%	4%	--	3%	39%	--
You can have fun in The Service		--	4%	--	32%	--	4%	--	--
To show power/ dominance		--	--	32%	--	--	--	--	9%
The Service helps people / saves lives		--	32%	2%	--	--	--	--	--
The Service has jobs that are important		--	24%	1%	--	--	1%	--	--

## Positive/Negative Thoughts

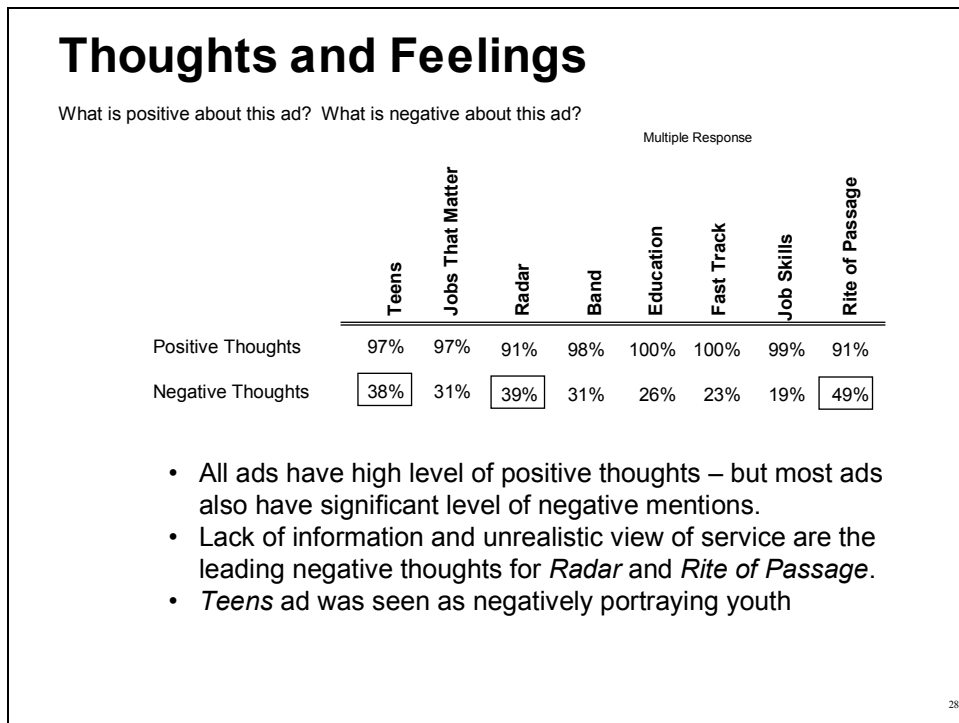
Analysis of thoughts and feelings about the advertisements showed that while all advertisements elicited a high level of positive thoughts (ranging from 91% to 100%), many advertisements also received significant negative mentions (ratio of 3:1). In fact, these advertisements had higher negative mentions scores than most advertisements that Wirthlin has assessed using this method. Appendix A contains positive and negative verbatim responses for each advertisement.

“Rite of Passage” had one of the highest percentages of negative mentions seen in strata™ (49%) mostly due to a *lack of information* and *unrealistic view* of what service might be in the Marine Corps (Figure 5).

Respondents were also concerned that the JRAP’s “Teens” advertisement negatively portrayed youth, and some groups of youth in particular. Participants heard words like *good kids* and *bad kids*.

Finally, Air Force’s “Radar” advertisement, while seen as an image-building advertisement, was viewed by respondents as portraying unattainable goals. Some participants said, “*I’ll never get to do those tasks.*”

**Figure 5**



## What Respondents Found Confusing

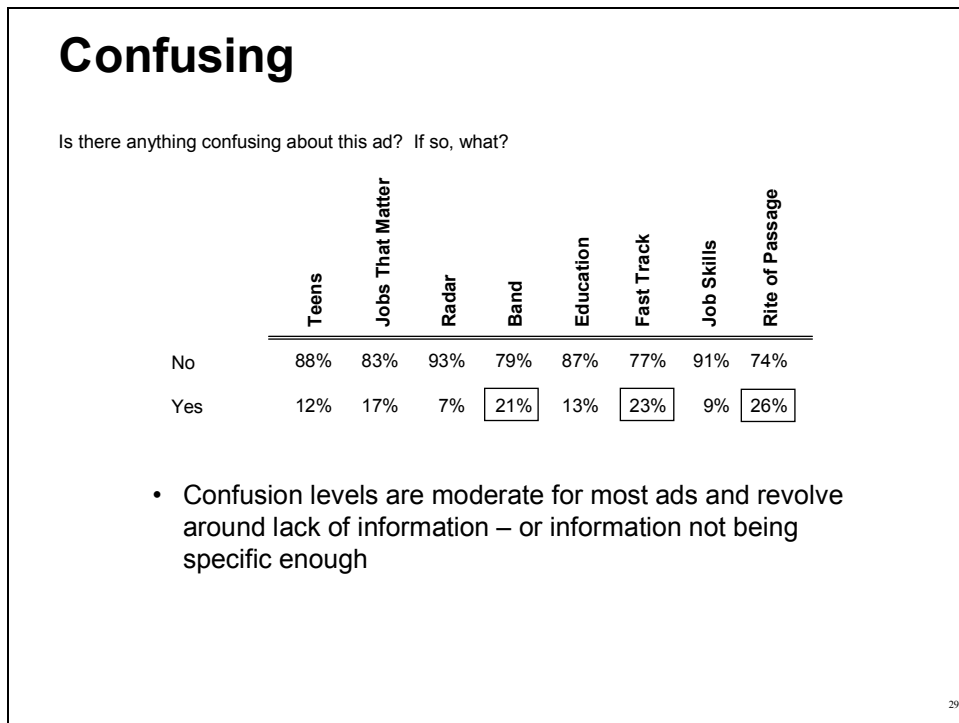
The levels of confusion were fairly moderate for most of the advertisements, based on Wirthlin’s previous advertising experience using strata™. The advertisements “Band,” “Fast Track” and “Rite of Passage” each contained specific elements that caused higher levels of confusion. Appendix B contains verbatim responses for each advertisement.

The “Band” advertisement was so counterintuitive to the way teens view life in the military that the advertisement was seen as inconsistent and, therefore, unbelievable. Some respondents said, “*You can’t have fun in the military and you certainly aren’t going to be jamming on the deck of a ship.*”

The “Fast Track” advertisement showed many different images in its 30-second span. Because some of the messages lacked specificity (“*How will I get the money for college?*”), respondents were confused about the message.

In the “Rite of Passage” advertisement, not all the teens interviewed made the connection to the parable and, therefore, the messages seemed silly and inconsistent with youth views of the Marine Corps (“*Why would I be fighting a lava monster?*”).

**Figure 6**





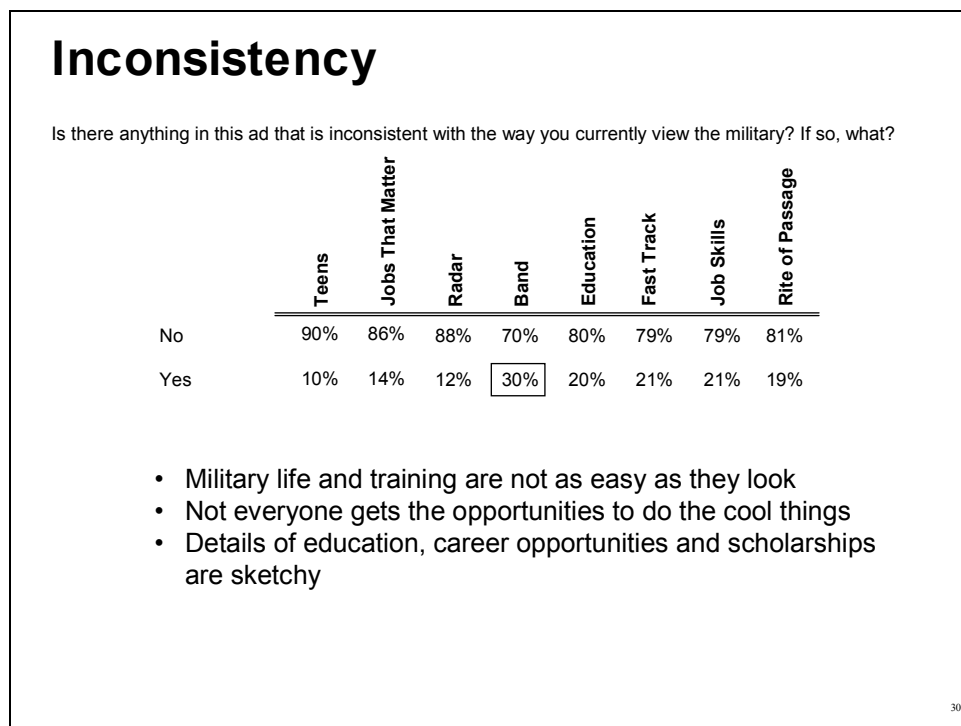
## Some Advertisements Seen as Inconsistent with Current Views

The percent of respondents who perceived something in the advertisements as inconsistent with their current views of the military ranged from 10% for the “Teens” advertisement to 30% for the “Band” advertisement. When probed, inconsistency was not always viewed negatively. Often *new information* engaged positive feelings. Appendix C contains verbatim responses for each advertisement.

The most frequent negative comments associated with inconsistency related to things respondents felt one doesn’t do in the *real* military like *play a guitar in a rock band*. Also, they said that some advertisements made the military *look easier than it really is*. As seen in other questions, important details about *education, career opportunities* and *scholarships* were either unclear or left out of the advertisement completely.

Lastly, some thought that the Air Force’s “Radar” advertisement showed *jobs/responsibilities* that youth would not have an opportunity to have for several years.

**Figure 7**



## Advertisement Message Assessment

In addition to a qualitative analysis of the advertisements, a quantitative analysis was also conducted. The quantitative results are organized by three key questions:

1. Will the advertisements get noticed?
2. Do the advertisements communicate the right message?
3. Will the advertisements get youth to do or think what we want them to do or think?

### Will the Ads Get Noticed?

To determine whether or not the advertisements will get noticed, executional framework scores were gathered for each advertisement. These scores address the following executional areas:

<b>Exciting:</b>	<i>This advertisement shows the Service is an exciting opportunity.</i>
<b>People Like Me:</b>	<i>This advertisement shows people like me.</i>
<b>Relevant:</b>	<i>This advertisement talks about things that are important to me.</i>
<b>New Ideas:</b>	<i>This advertisement told me something I didn't know before.</i>

While most of the advertisements scored well for showing that the Service *is an exciting opportunity*, the scores were fairly low for most advertisements on three key elements: *providing new ideas, providing relevant information, and showing people like me in the advertisements* (Figure 8). In addition, the advertisements scored higher among non-propensed youth for *relevance* and *new information*.

During this section of the interview, respondents were asked to explain the reason why they agreed or did not agree with the statement “*This advertisement talks about things that are important to me*” and “*This advertisement told me something I didn't know before.*” Appendix D contains the verbatim responses to these probes.

**Figure 8**

	Teens	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
Exciting	50	43	52	45	45	38	52	47
People Like Me	39	25	12	28	35	17	21	12
Relevant	34	30	19	21	60	40	45	27
New Ideas	6	19	27	21	15	20	25	7

Across all of the Services’ advertisements, scores were lower for these four key executional measures than for previous successful advertising campaigns tested with strata™, with the exception of *exciting* (for Air Force’s “Radar” and Army’s “Job Skills”) and *relevant* (for Navy’s “Education”).

Two advertisements with the theme of *educational opportunities* and *specific job skills* (Navy’s “Education” and Army’s “Job Skills”) scored best on *relevance*. None of the eight advertisements analyzed scored well on *people like me* or *providing new ideas*.

The circled data in Figure 8 indicate the top scores for each of the statements. Generally, a score of 45 or greater is an acceptable score at the executional framework level. Anchor points for this communication scale are as follows: 0 = statement not at all communicated, 60 = statement clearly communicated, 100 = statement perfectly communicated.

**Figure 9**

	Teens		Jobs That Matter		Radar		Band		Education		Fast Track		Job Skills		Rite of Passage	
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
	Exciting	51	45	48	41	46	55	44	40	49	41	45	53	36	41	47
People Like Me	44	37	26	23	11	13	25	32	33	37	18	26	12	24	18	4
Relevant	33	31	33	30	19	17	18	24	60	57	41	47	39	38	33	7
New Ideas	6	3	21	16	26	32	15	24	5	21	18	34	27	16	12	3

Closer analysis of results for propensed versus non-propensed youth showed that non-propensed youth gave equal or higher scores to many elements for many of the advertisements. In fact, the scores for five of the eight advertisements indicated that they would be more noticeable to non-propensed youth than propensed youth (Air Force’s “Radar,” Navy’s “Band,” Navy’s “Education,” Army’s “Fast Track” and Army’s “Job Skills”). This may indicate that much of the information in the advertisements may be brand new to the non-propensed youth, which may make the military/service more appealing to them.

**Do the Ads Communicate the Right Message? Are They on Strategy?**

To determine whether or not the advertisements were communicating the right messages, message element, consumer benefit, leverage point and driving force scores were gathered for each of the eight advertisements.

While every advertisement scored well on one or two key elements, the message element scores overall were generally below strata™ norms (shown on page 47 of this report) for successful advertising campaigns. In addition, those statements that were “on-strategy” with the proposed

positioning were rated higher by propensed youth – signaling that some of the advertisements might further encourage propensed youth to join the military.

It is no surprise that benefit scores were also lower than strata™ norms for successful advertising campaigns. While some advertisements scored fairly well on *gain confidence*, these advertisements did not do a good job communicating other key notions like *make a difference*, *career opportunities*, *get a good job*, and *protecting freedoms*.

However, advertisements that strongly communicated a core theme – such as *the military provides educational opportunities that lead to better jobs and careers* – communicated at much higher levels and had exceptional “on-strategy” linkage scores (Navy’s “Education,” Army’s “Job Skills,” and Army’s “Fast Track”).

Even though message element and consumer benefits scores were lower than strata™ norms for most successful advertising campaigns, these advertisements did deliver strong scores at the emotional benefit (leverage point) and personal values (driving force) levels.

**Message Element Statements:** Following are the message element statements used in the strata™ interviews conducted for this report.

- Education:*** *This advertisement communicates that the Service provides opportunities for higher education.*
- Job Skills:*** *This advertisement communicates that the Service helps me learn important job skills.*
- Serving Country:*** *This advertisement communicates that the Service provides me many ways in which I can serve my country.*
- Important:*** *This advertisement communicates that the Service does important things for our country.*
- Make Friends:*** *This advertisement communicates that I can make great friends in the Service.*
- Discipline:*** *This advertisement communicates that the Service teaches discipline.*
- Teamwork:*** *This advertisement communicates that the Service encourages teamwork.*

Figure 10 below displays the aggregate results by advertisement for the message element statements. This confirms the earlier point that each advertisement’s core theme/message was different than that of the other advertisements.

During this section of the interview, respondents were asked to explain why they agreed or did not agree that “*This advertisement communicates that the Service does important things for our country.*” Appendix E contains the verbatim responses to these probes.

**Figure 10**

	Teens	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
Serving Country	52	55	41	35	37	45	51	36
Discipline	52	29	22	14	23	21	20	63
Education	49	25	25	26	80	73	55	15
Job Skills	47	41	38	35	49	46	75	19
Teamwork	47	63	48	64	21	32	35	16
Important	43	62	55	32	36	35	43	33
Make Friends	35	30	10	79	15	20	19	8

The strata™ norms for successful advertisement campaigns generally have “on-strategy” message element scores above the mid-60s. “Education,” “Fast Track,” and “Job Skills” each had “on-strategy” message elements scores in the 70s and 80s for *education* and *job skills*. Both “Band” and “Jobs that Matter” scored better at communicating concepts of *teamwork*. Moreover, “Band” scored exceptionally well on *make friends* and “Jobs that Matter” did somewhat better than the other advertisements at communicating the concept of *doing things that are important* and *serving the country*.

On the key messages of *education, job skills* and *teamwork*, propensed youth scored these advertisements higher than did non-propensed youth. In this study, these elements reflected primarily “features” of military service.

**Figure 11**

	Teens		Jobs That Matter		Radar		Band		Education		Fast Track		Job Skills		Rite of Passage	
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
Serving Country	48	55	54	56	45	38	34	36	46	29	44	45	54	48	42	29
Discipline	56	47	34	24	20	23	14	13	25	21	25	17	25	15	67	59
Education	47	50	31	19	23	27	33	18	85	75	73	73	60	57	19	11
Job Skills	48	45	46	36	41	34	38	31	53	46	51	42	79	71	20	17
Teamwork	42	54	60	66	53	42	66	62	18	23	32	33	34	36	23	7
Important	43	45	63	61	56	54	37	28	39	33	35	35	40	46	33	33
Make Friends	27	43	31	28	9	12	76	83	13	17	20	19	18	20	12	4

**Consumer Benefit Statements:** Following are the consumer benefit statements used in the strata™ interviews.

- Gain Knowledge:** *This advertisement communicates by joining the Service I can gain knowledge and learn new things.*
- Protecting Freedom:** *This advertisement communicates by joining the Service I can help protect America’s freedom.*
- Good Job:** *This advertisement communicates by joining the Service I can get a good job.*
- Make a Difference:** *This advertisement communicates by joining the Service I can make a difference.*
- Experience:** *This advertisement communicates by joining the Service I will gain valuable experience.*
- Career Opportunities:** *This advertisement communicates by joining the Service I will have many career opportunities.*

Figure 12 below displays the aggregate results for the consumer benefit statements. The top scores for each statement – most of which were reported for the Army’s “Job Skills” advertisement – are circled. The highlighted scores for these campaigns were at best, on-par with strong campaigns, but most scores were substantively lower than scores for better campaigns that Wirthlin has analyzed using strata™. Communications scores in the 60s are quite strong. Communications scores in the 70s are excellent.

During this section of the interview, respondents were asked to explain the reason why they agreed or did not agree with “*This advertisement communicates by joining the Service I can get a good job*” and “*This advertisement communicates that by joining the Service I will gain valuable*

experience” and “This advertisement communicates that by joining the Service I will have many career opportunities.” Appendix F contains the verbatim responses to these probes.

**Figure 12**

	Teens	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
Experience	51	56	45	46	52	49	66	42
Gain Knowledge	47	49	51	57	59	67	65	33
Make a Difference	36	59	33	19	32	34	24	38
Career Opportunities	36	37	27	30	65	57	77	8
Good Job	33	45	26	24	66	45	78	13
Protecting Freedom	23	20	35	17	10	19	13	26

Figure 13 below illustrates the differences between propensed youth and non-propensed youth. As indicated in the previous chart, there were few differences between these two groups of youth in their responses to the “Job Skills” advertisement. On the other hand, in the “Jobs that Matter” advertisement, non-propensed youth scored lower than propensed youth across the board with the exception of *make a difference*.

**Figure 13**

	Teens		Jobs That Matter		Radar		Band		Education		Fast Track		Job Skills		Rite of Passage	
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
	Experience	48	55	59	53	43	47	49	42	57	48	47	51	69	64	39
Gain Knowledge	43	52	55	42	54	48	52	63	59	58	64	70	68	61	34	31
Make a Difference	33	39	59	60	32	35	19	19	37	28	35	32	26	22	35	40
Career Opportunities	43	29	44	31	29	26	32	27	69	60	55	59	79	75	11	4
Good Job	39	27	49	41	26	27	32	16	67	65	43	46	78	78	21	5
Protecting Freedom	26	21	26	14	36	33	20	13	13	8	24	13	9	16	34	18

**Leverage Point Statements:** Following are the leverage point statements used in the strata™ interviews.

- Caring:** *This advertisement reminds me that the Service cares about me and my needs.*
- Succeed:** *This advertisement reminds me that the Service can help me become successful.*
- Quality of Life:** *This advertisement reminds me that my quality of life will improve because of the Service.*
- Smart Choice:** *This advertisement reminds me that joining the Service is a smart choice.*
- Gain Confidence:** *This advertisement reminds me how the Service contributes to a feeling of self-reliance and confidence.*
- Enjoy what I’m doing:** *This advertisement reminds me how I can enjoy what I am doing in the Service.*
- Standard of Living:** *This advertisement reminds me how I can achieve a higher standard of living for myself and my family.*

Figure 14 displays the aggregate results by advertisement for the leverage point statements. The leverage point is an important communication level in that it begins to tie the “rational” benefits presented in the advertisement into the “personal values” of the target audience of the advertisement. Stated another way, this is the level that begins to tap into the emotional benefits to the respondents themselves. At this level, good communications scores are in the 50s or above.



During this section of the interviews, respondents were asked to explain the reason why they agreed or did not agree with “*This advertisement reminds me that my quality of life will improve because of the Service*” and “*This advertisement reminds me that joining the Service is a smart choice.*” Appendix G contains the verbatim responses to these probes.

**Figure 14**

	Teens	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
Succeed	42	36	32	25	66	54	68	30
Gain Confidence	39	36	26	24	36	34	32	58
Smart Choice	38	33	28	23	51	43	45	17
Enjoy what I'm doing	31	41	26	62	24	32	26	18
Quality of Life	26	23	15	16	40	34	38	27
Caring	26	22	7	22	55	27	29	10
Standard of Living	17	22	13	14	47	37	39	23

“Education,” “Fast Track,” “Band,” “Job Skills,” and “Rite of Passage” each delivered strong emotional scores, with “Education” highest on 5 of the 7 statements measured. On the key emotional lever – *succeed* – “Education,” “Fast Track,” and “Job Skills” each delivered strong communications scores.

Figure 15 shows that propensed youth reported receiving these messages more clearly than non-propensed youth. Perhaps these messages were simply more important to propensed youth.

**Figure 15**

	Teens		Jobs That Matter		Redar		Band		Education		Fast Track		Job Skills		Rite of Passage	
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
	Succeed	43	41	43	30	35	28	30	20	73	59	55	54	70	66	35
Gain Confidence	40	37	33	39	28	24	26	21	40	31	38	29	32	32	56	59
Smart Choice	45	30	42	24	32	24	33	11	55	46	49	38	52	37	26	7
Enjoy what I'm doing	35	27	44	38	32	20	62	62	29	20	40	23	31	22	22	14
Quality of Life	26	25	21	25	14	16	20	11	43	37	34	35	37	40	33	20
Caring	24	27	26	19	8	5	18	26	55	55	29	26	34	24	10	11
Standard of Living	16	18	30	15	13	13	22	6	56	38	38	36	39	40	32	13

**Driving Force Statements:** Following are the driving force statements used in the strata™ interviews.

- Self Esteem:** *This advertisement brings to mind feeling good about myself and what I do.*
- Pride in Serving:** *This advertisement brings to mind how proud I would be to serve our country.*
- Accomplishment:** *This advertisement brings to mind the good feeling of accomplishing my goals.*
- Personal Freedom:** *This advertisement brings to mind a real sense of freedom to make my own choices.*
- Personal Security:** *This advertisement brings to mind a sense of personal security.*
- Happiness:** *This advertisement brings to mind a sense of happiness.*

At this emotional (values) level, a score of 40 is quite good, with scores in the high 30s being fairly strong. As seen in Figure 16, all of the advertisements scored fairly well. “Jobs that Matter” (*self esteem* and *pride in serving*) and “Education” (*accomplishment*, *self esteem*, and *personal freedom*) stood out in particular, scoring consistently higher at this level.

**Figure 16**

### Driving Force Scores

	Teens	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
Personal Freedom	40	22	14	25	36	32	30	20
Self Esteem	36	51	26	36	39	25	25	37
Accomplishment	31	30	25	20	52	33	36	44
Pride in Serving	29	40	36	18	18	25	22	38
Happiness	27	41	14	53	31	20	18	13
Personal Security	15	17	25	13	24	17	28	29

As seen in Figure 17, propensed youth scored most of the advertisements higher than non-propensed youth. The Navy’s “Education” advertisement had a score of 63 for *accomplishment* among propensed youth; a score this high is nearly unheard of at the driving force level. The strata™ norms for successful campaigns show that a score of 40 is quite good, with scores in the high 30s being fairly strong.

**Figure 17**

## Driving Force Scores, by Propensity

	Teens		Jobs That Matter		Radar		Band		Education		Fast Track		Job Skills		Rite of Passage	
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
Personal Freedom	39	41	25	20	20	7	26	25	39	33	33	31	32	27	27	13
Self Esteem	35	37	52	49	32	20	33	39	40	38	23	28	23	27	40	33
Accomplishment	37	26	28	33	27	23	23	17	63	41	37	30	43	29	40	49
Pride in Serving	28	30	47	33	43	30	18	17	22	14	32	18	24	19	43	32
Happiness	24	30	39	44	17	11	52	54	27	35	26	13	19	16	13	12
Personal Security	16	14	18	16	31	20	11	14	26	27	18	16	35	20	34	24

## Will the Ads get Youth to Act?

To determine whether or not the advertisements would get youth to act, affect scores were gathered for each advertisement. Following are the affect statements used in the strata™ interviews.

- Joining:** *This advertisement makes me want to consider the Service as an option after high school.*
- Information:** *This advertisement makes me want to find out more information about the Service.*
- Favorable View:** *This advertisement gives me a more favorable view of the Service.*
- Holds My Attention:** *The message in this advertisement really holds my attention.*

Figure 18 displays the aggregate results by advertisement for the affect statements. In terms of affect statement ratings, three of the advertisements (“Education,” “Job Skills,” and “Teens”) scored quite well on *favorable view*, and most scored well on *holds my attention*. However, nearly all the advertisements scored poorly on *information* and *joining*, with the exception of the Navy’s “Education,” which was a consistently high performer at the behavioral affect level.

Youth need clear and concise information about what the U.S. Military can do for them personally and professionally if they are to hold a more *favorable view* of the military. The Navy’s “Education” advertisement delivered three key affect measures more effectively than any other Services’ advertisements: *favorable view*, *joining* and *information*.

The Air Force’s “Radar” advertisement, seen as an *image-oriented* advertisement, held respondents’ attention but did not deliver any new information or compel youth to join. At this level, strata™ norms for successful campaigns generally are scores between 55 and 60.

**Figure 18**

<b>Affect Scores</b>								
	Teens	Jobs That Matter	Radar	Band	Education	Fast Track	Job Skills	Rite of Passage
Favorable View	54	47	35	43	57	46	54	31
Joining	42	37	22	25	56	46	41	24
Information	37	33	44	29	54	39	49	30
Holds My Attention	49	36	54	44	43	53	48	48

Figure 19 shows the difference in affect scores between propensed and non-propensed youth. In the Navy’s “Education” advertisement, propensed youth scored *joining* and *favorable view* considerably higher than non-propensed youth, suggesting that this advertisement might be particularly effective in encouraging this group to enlist.

**Figure 19**

### Affect Scores, by Propensity

	Teens		Jobs That Matter		Radar		Band		Education		Fast Track		Job Skills		Rite of Passage	
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
Favorable View	56	51	48	46	36	34	39	48	66	48	49	43	49	59	34	27
Joining	49	35	43	25	22	21	28	20	71	42	46	46	42	39	28	19
Information	47	27	36	31	48	40	29	30	53	55	39	39	52	46	38	20
Holds My Attention	57	42	34	38	54	53	43	45	41	44	50	55	48	49	45	50

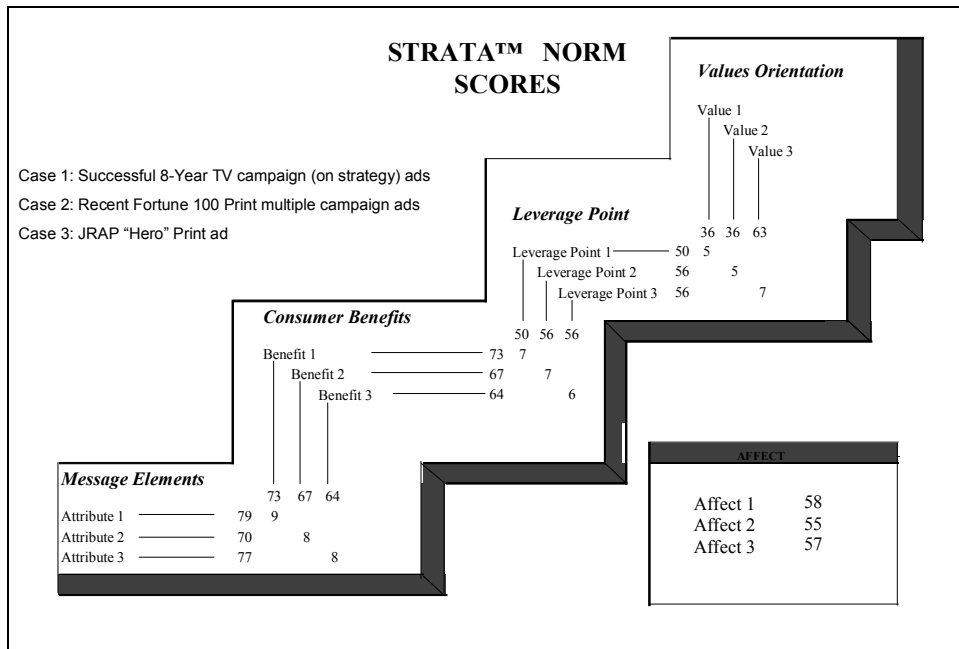
## Opportunities for Improvements to Service Advertisements

### strata™ Norm Scores

The following chart (Figure 20) presents average scores from previous strata™ studies conducted by Wirthlin for comparison purposes. The first case includes the average scores for a successful eight-year television campaign, based on best “on-strategy” scores. The second case contains scores from Wirthlin’s most recent similar print strata™ research for a Fortune 100 client and also presents the scores that a successful campaign should expect to achieve. The third case contains the results from the JRAP “Hero” print advertisement.

Particularly worth noting are the average affect scores. Even less than successful campaigns have registered an average affect score of 40.

**Figure 20**



To help interpret the scores that follow in this section, use the above as a guide.

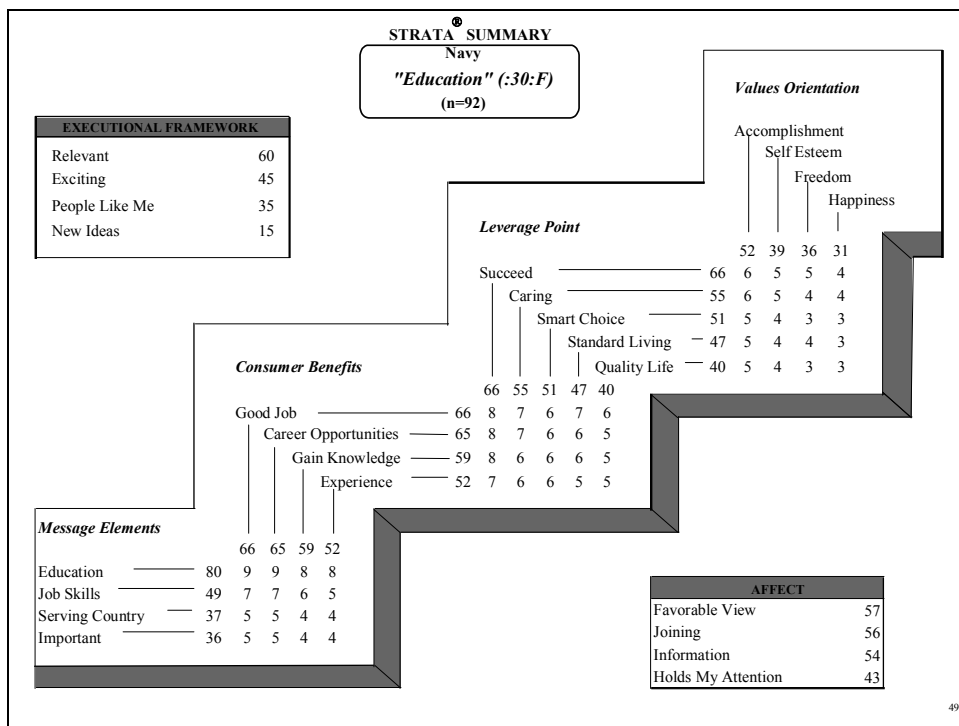
## Summary: Navy's "Education"

The Navy's "Education" advertisement is "on-strategy" based on criteria from the Youth VISTA™ research and overall is an excellent advertisement based on strata™ scores. It had the strongest "on-strategy" communications scores and total linkage score (23). The advertisement had extremely high scores for *joining* (71), *favorable view* (66) and *information* (53) among propensed youth. Moreover, it was the most effective advertisement among both propensed and non-propensed youth

This advertisement, more than the others, was perceived as an *informational* advertisement focusing on the *educational opportunities* the Navy offers and not just about *recruitment*. Respondents frequently mentioned *offering money for college* (42%), as well as *helping further my education* (23%), as part of the educational opportunities shown in this advertisement. Respondents even noted that *college professors were brought on board the ship*. Overall thoughts of this advertisement were very positive because of the educational opportunities highlighted. Negative comments arose from the *lack of detailed information* that made this advertisement somewhat negative and confusing.

Inconsistencies for this advertisement, like many of the other advertisements, included youth believing Navy's *being harder* than it was portrayed in the advertisement.

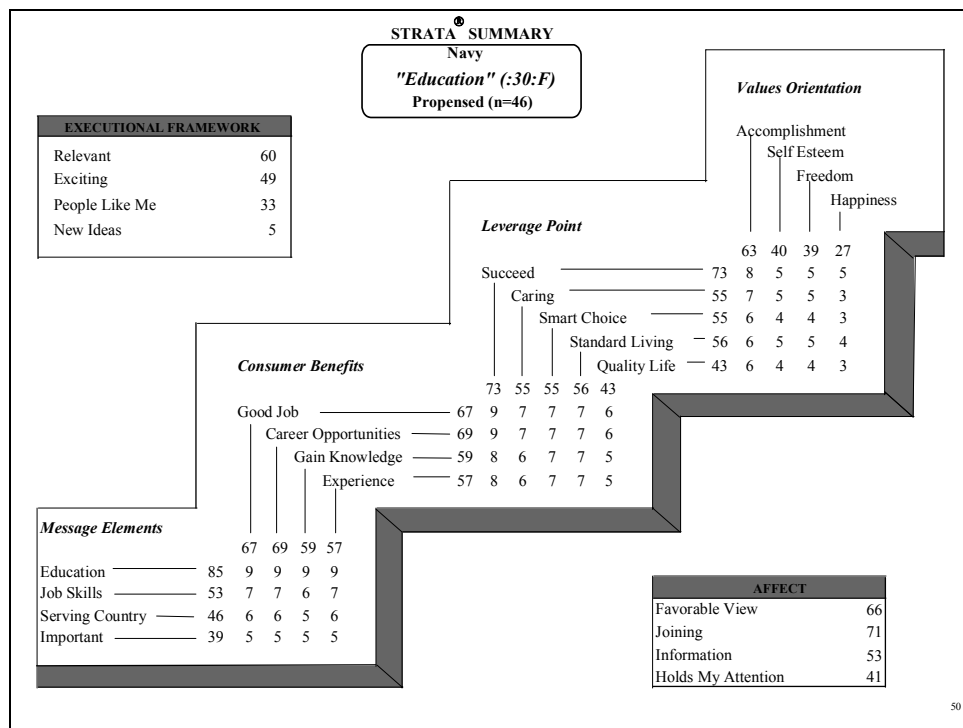
**Figure 21**





The following chart shows the results for propensed youth:

**Figure 22**

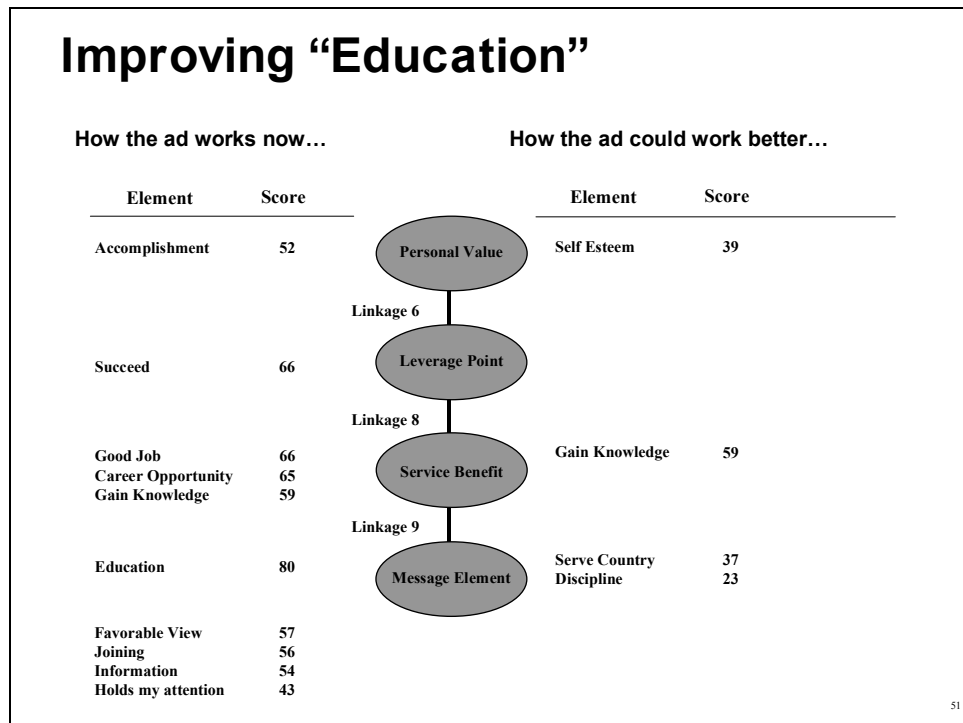


50

Figure 23 provides insight to improving “Education.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/service benefit/leverage point/personal value levels.

The “Education” advertisement could be improved by focusing on communicating *servicing country* more effectively at the message element level and linking it to *gain knowledge* at the benefit level, then showing/communicating the *sense of self-esteem* one gains at the driving force/personal value level.

**Figure 23**



**Summary: Joint Recruiting Advertising Program’s (JRAP) “Teens”**

JRAP’s “Teens” is a good advertisement when evaluated using criteria from the Youth VISTA™ research, but could benefit from stronger execution. Fifty-three percent (53%) of respondents mentioned the main idea of this advertisement was to *recruit people*, more than for any of the other advertisements.

Positive thoughts mentioned about the advertisement were that the military *offers many choices/opportunities* (22%) and that it *shows teenagers in a positive light* (17%). On the other hand, the advertisement had a high number of *negative* thoughts associated with it (38%). The negatives were primarily driven by the *negative portrayal of teens* and *teen stereotypes*. “Teens” was seen as *less confusing* (12%) and *inconsistent* (11%) in comparison to most of the other seven advertisements that were tested in this study.

**Figure 24**

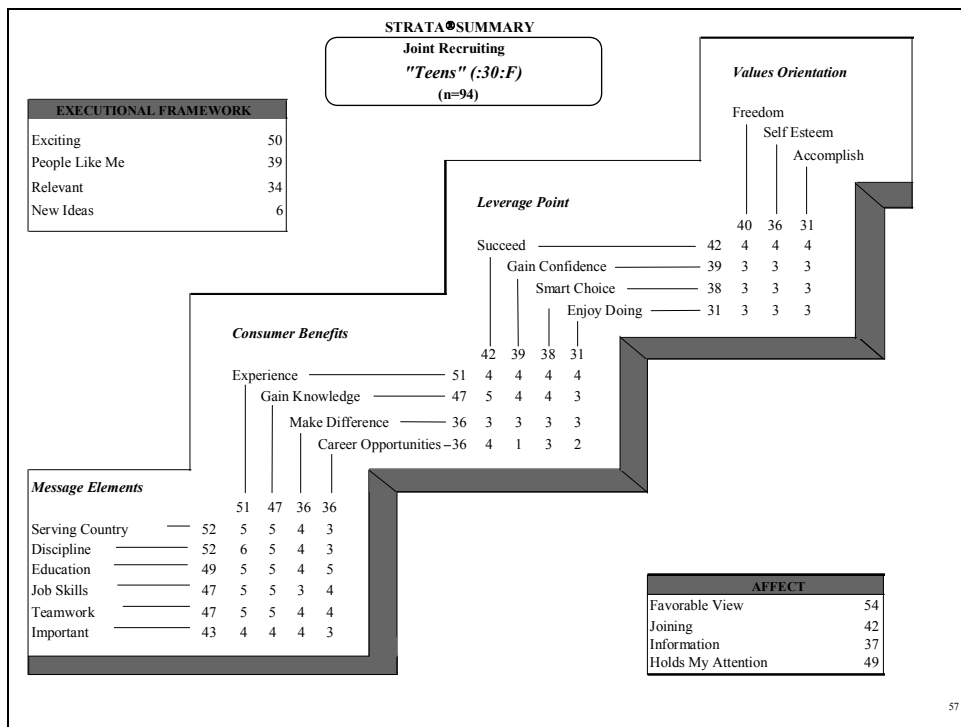


Figure 24 demonstrates fairly weak communications scores at message element and consumer benefit levels. A total linkage score of 13 is very weak in comparison to strata™ norms for successful campaigns.

The following chart shows the results for propensed youth:

**Figure 25**

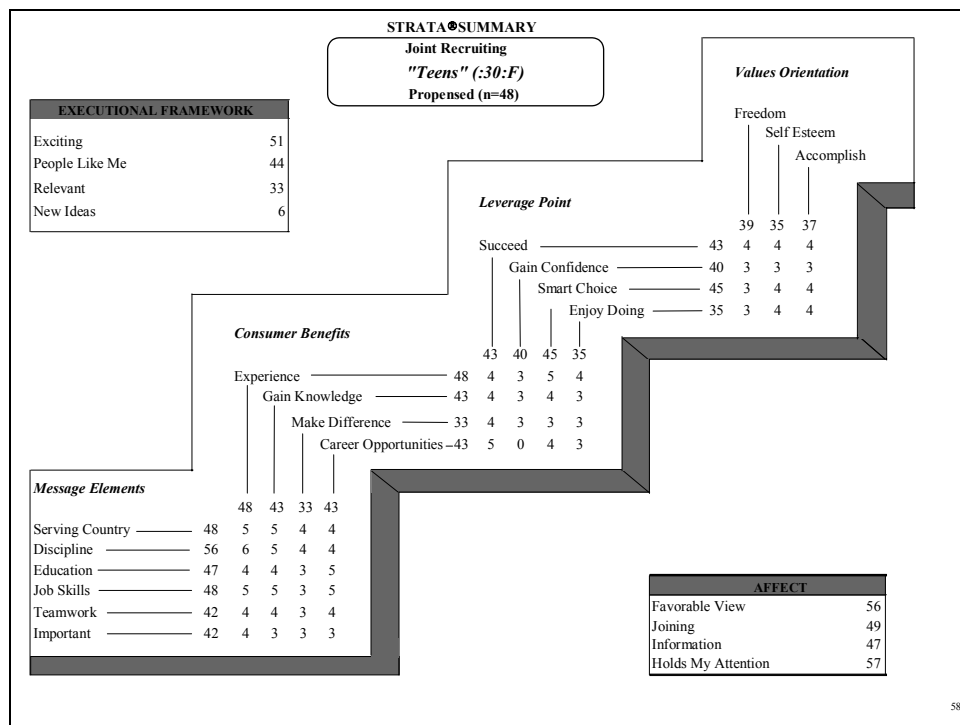
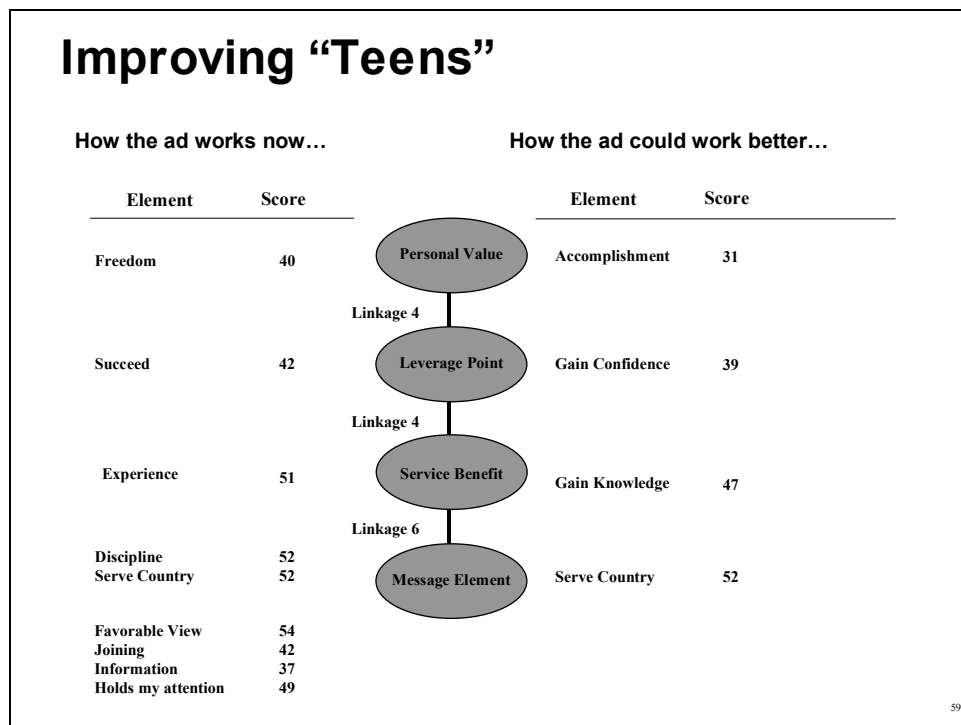


Figure 26 provides insight to improving “Teens.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/service benefit/leverage point/personal value levels.

The “Teens” advertisement could be improved by focusing on communicating *serving country* more strongly at the message element level and linking it to *gain knowledge* at the benefit level; then showing/communicating *gaining confidence* at the leverage point level; and finally, by communicating the *sense of accomplishment* that one gains at the personal value level.

**Figure 26**

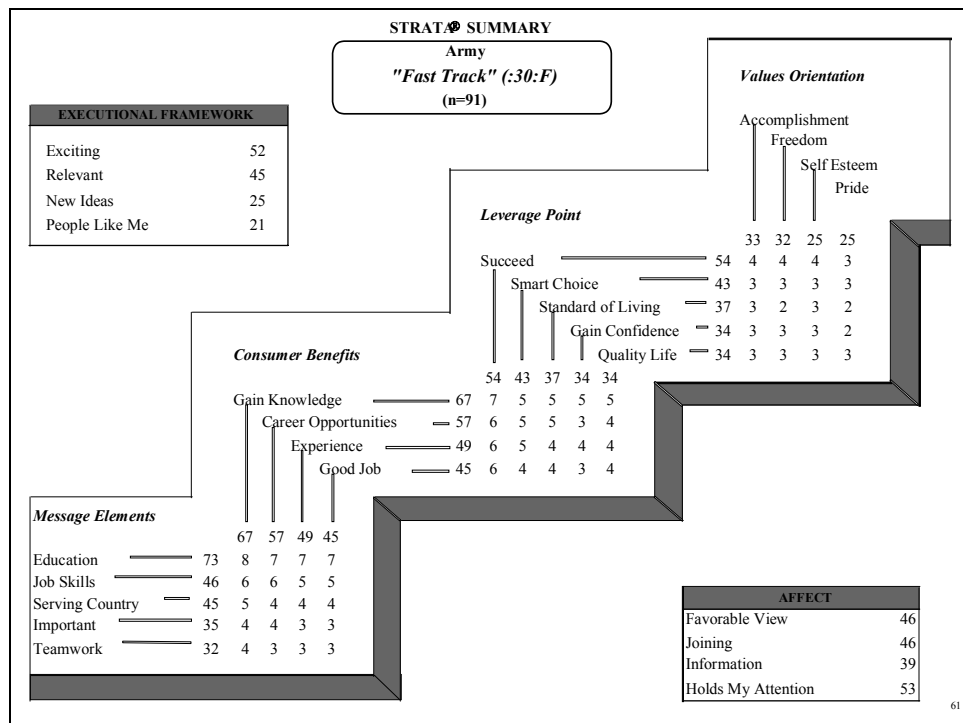


## Summary: Army's "Fast Track"

Based on criteria from the Youth VISTA™ research, the Army's "Fast Track" advertisement is effective, but it could benefit from stronger linkage and values communication. Similar to the Navy advertisement "Education," this advertisement's main focus was educational opportunities. Respondents mentioned *offering money for college* (46%) and *helping further my education* (30%) as the main ideas and positive thoughts driving this advertisement. In addition, respondents mentioned the overall benefits that *they feel they will get while serving in the Army*. Respondents want more information. This lack of information drove both the *negative* and *confusing* comments.

Although respondents liked the idea that the Army offers educational benefits, it was *inconsistent* with the way they currently viewed the Army. Additionally, this advertisement used the phrase "distance learning" which connoted *disconnected, far away learning* to respondents. The Navy's "Education" advertisement used a more personal and connected phrase – "professors on-board."

**Figure 27**



*Education* (73) and *gain knowledge* (67) received high communications scores. A total linkage score of 19 could be improved by more overtly tying *education* to *job skills* and *future opportunities*. This advertisement had better than average affect scores for *favorable view* (46) and *joining* (46).

The following chart shows the results for propensed youth:

**Figure 28**

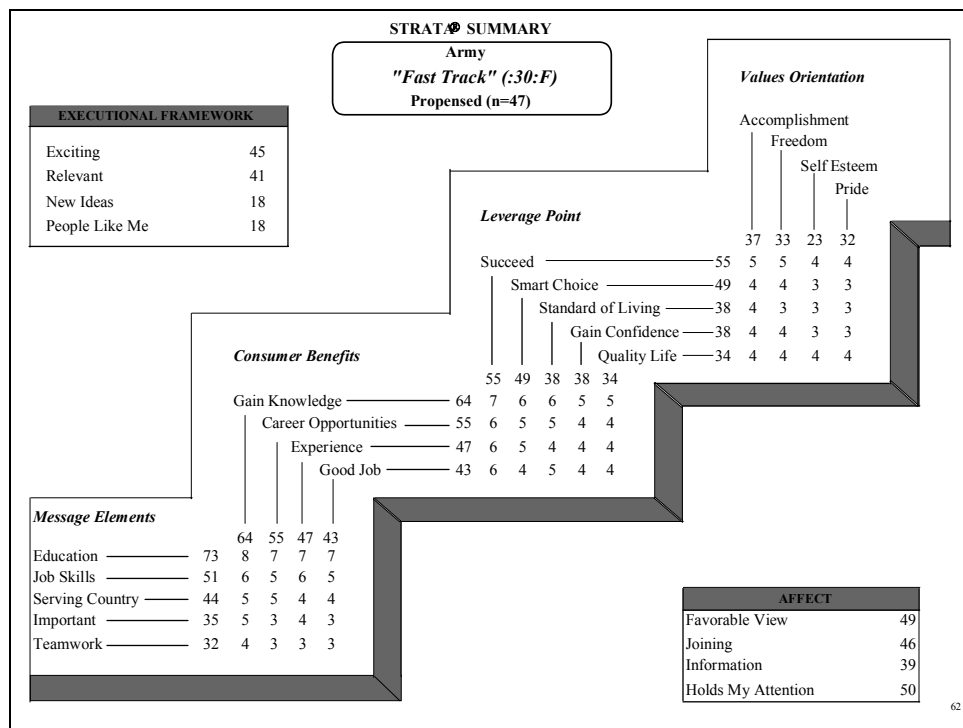
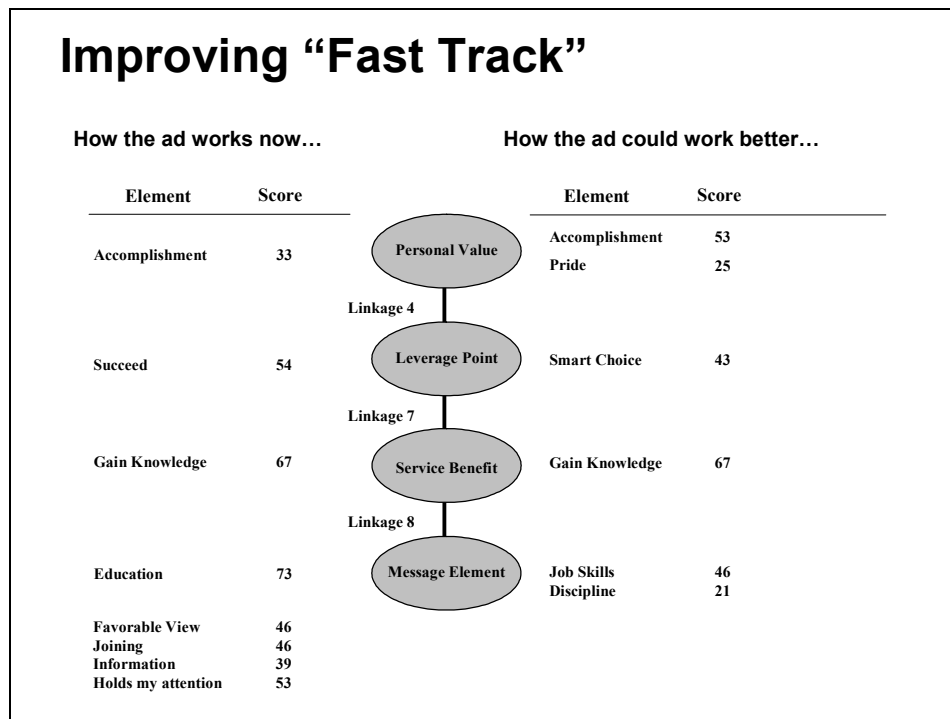


Figure 29 provides insight into improving “Fast Track.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/service benefit/leverage point/personal value levels.

The “Fast Track” advertisement could be improved by focusing on communicating *job skills* and *discipline* more clearly at the message element level and linking to *gain knowledge* at the benefit level; then showing/communicating a *smart choice* at the leverage point level. Finally, the advertisement should communicate the *sense of pride* and *accomplishment* that one gains at the personal value level.

**Figure 29**





## Summary: Air Force's "Radar"

The Air Force's "Radar" advertisement is likeable based on criteria from the Youth VISTA™ research, but it was a weak advertisement to respondents. This advertisement was strongly seen as an image building advertisement, designed to give a reason why the Air Force should be chosen, namely the *power and dominance* of the U.S. Air Force (32%).

"Radar" had one of the highest *negative* thoughts scores (39%). While respondents thought that showing the Air Force's advanced technology and dominance was very positive, they also mentioned a *lack of information* and *specifics*. Several respondents mentioned it was *misleading* to think that everyone who enters the Air Force would be able to fly the planes or work with the technology portrayed in the advertisement. On the other hand, among the eight advertisements, this advertisement had the lowest scores for *confusing* (7%) and *inconsistent* (12%).

**Figure 30**

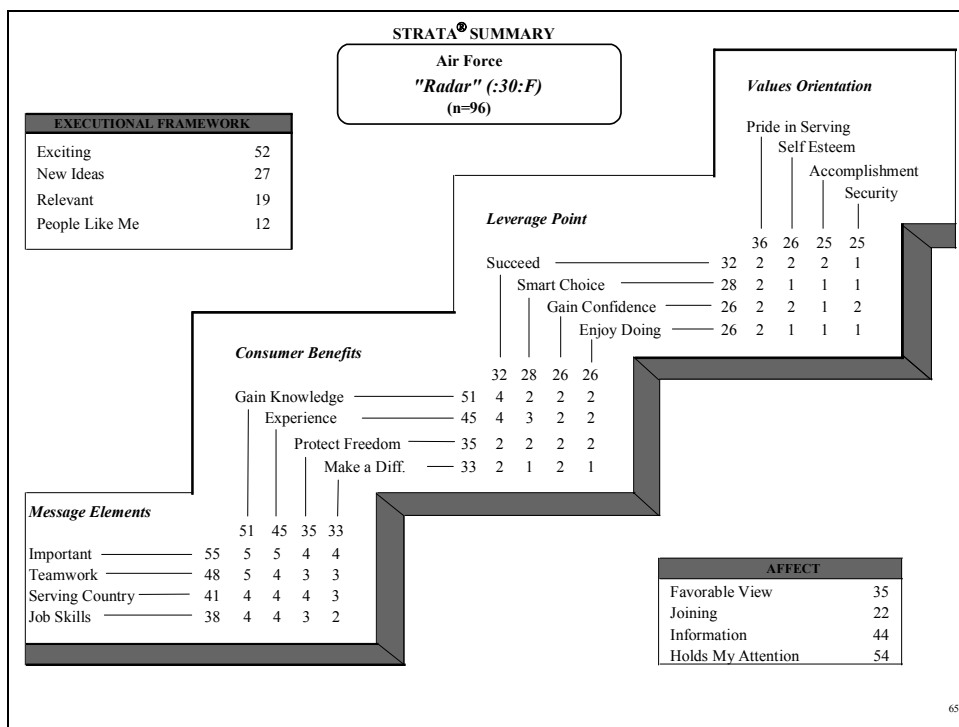


Figure 30 demonstrates poor communications scores across the board; the total linkage score was only 11. This advertisement had low affect and executional framework scores on *favorable view* (35), *joining* (22), *relevance* (19), and *people like me* (12).

The following chart shows the results for propensed youth:

**Figure 31**

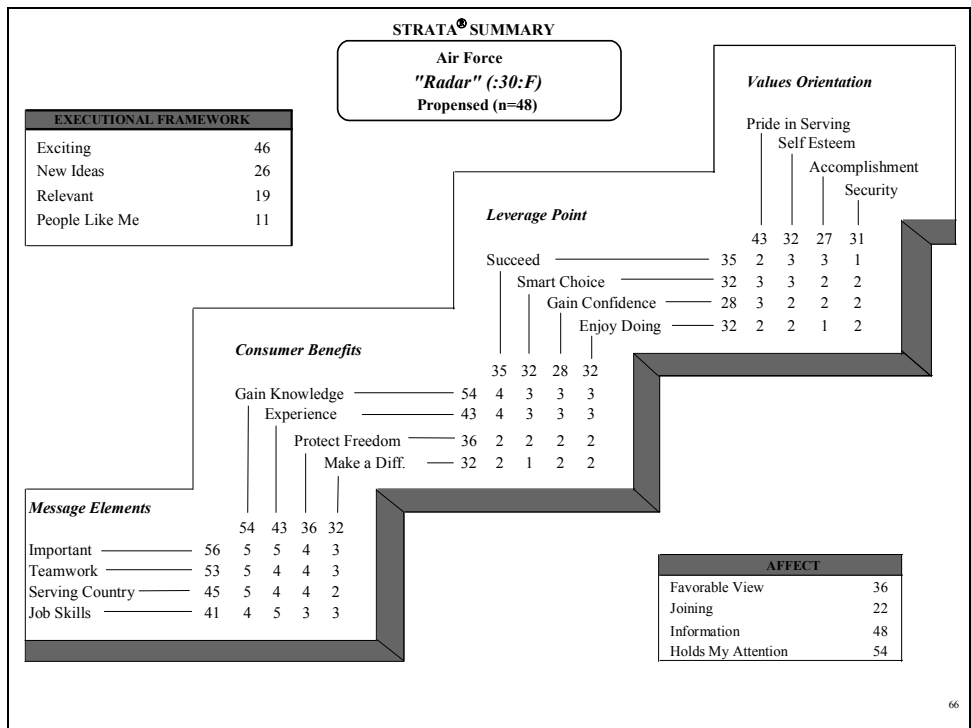
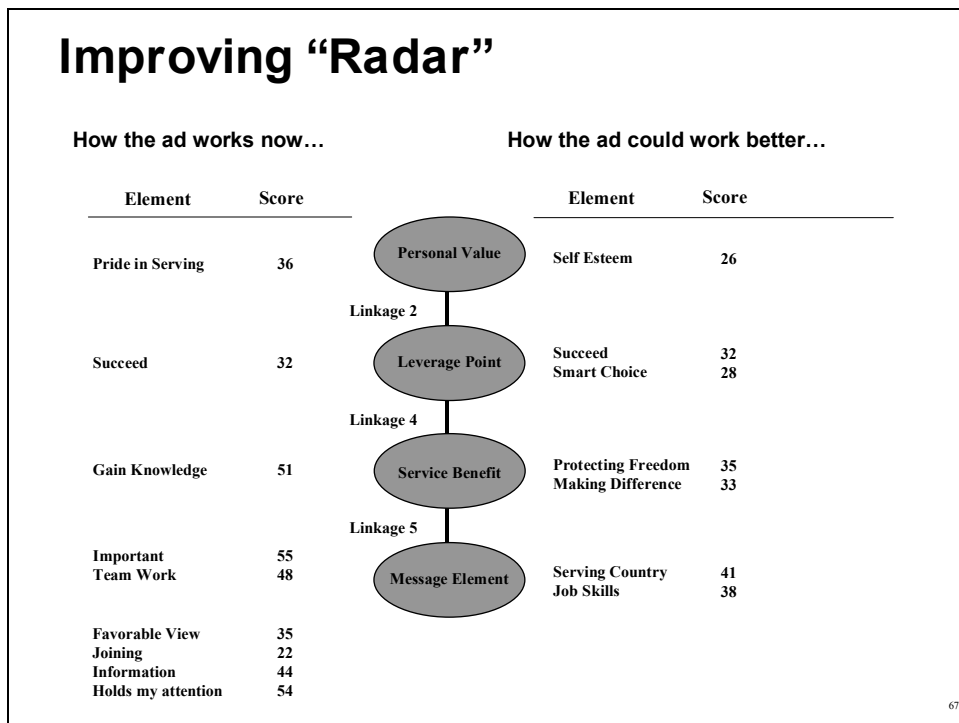


Figure 32 demonstrates opportunities for improving “Radar.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/Service benefit/leverage point/personal value levels.

The “Radar” advertisement could be improved by focusing on communicating *job skills* and *serving country* more effectively at the message element level and linking to *protecting freedom* and *making a difference* at the benefit level; then, showing/communicating *success* and *smart choice* at the leverage point level; and finally, by more strongly communicating the *sense of self-esteem* gained at the personal value level.

**Figure 32**



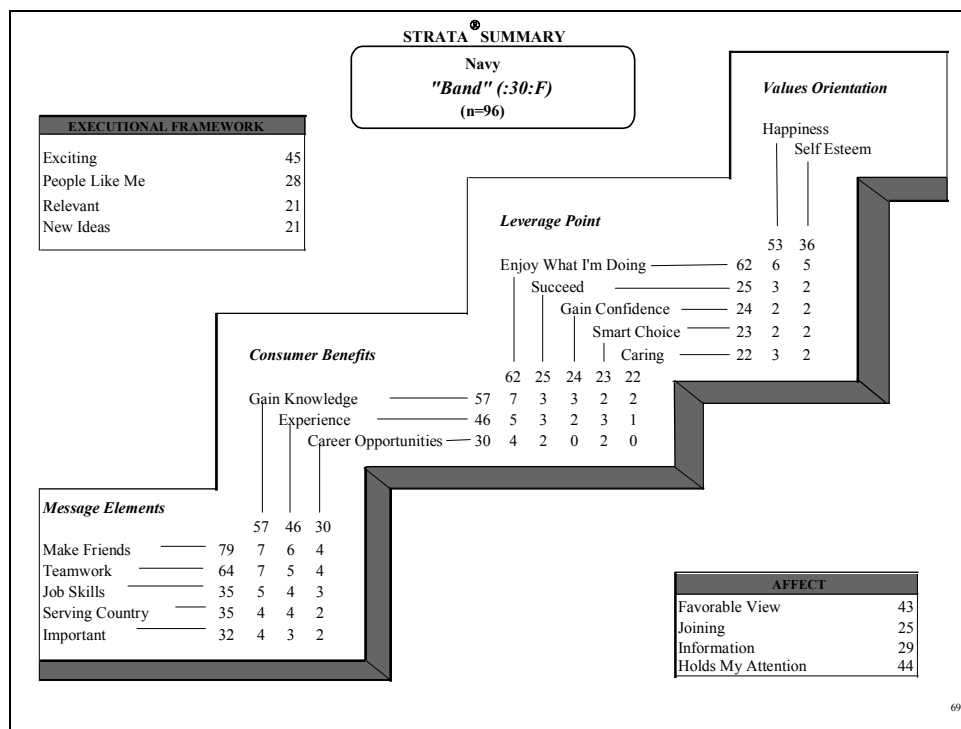
## Summary: Navy's "Band"

The Navy's "Band" advertisement is average when reviewed with the criteria from the Youth VISTA™ research. Some strongly communicated ideas distract from the strategic message. This advertisement needs better balance.

Overall, the main idea of this advertisement was that *you can have a fun, normal life while serving in the Navy*. Respondents mentioned that people looked like they were *happy and having fun in addition to their normal responsibilities*. Also communicated in this advertisement was the concept of *teamwork* in two ways: *professional* and *personal*.

Negative thoughts at 31% were related to the lack of information received from the advertisement. *Confusion* (21%) and *inconsistency* (30%) for this advertisement were fairly high compared to the other seven advertisements tested. Respondents didn't understand the *purpose or the reason for the instruments/band*. They also mentioned that they thought it was *deceiving* because the Navy was *not as fun as it is being portrayed*.

**Figure 33**



A total linkage score of 20 was fairly strong in comparison to strata™ norms for successful campaigns. However, this advertisement did not motivate people to *join* (25) nor was the advertisement seen as *relevant* (21).

The following chart shows the results for propensed youth:

**Figure 34**

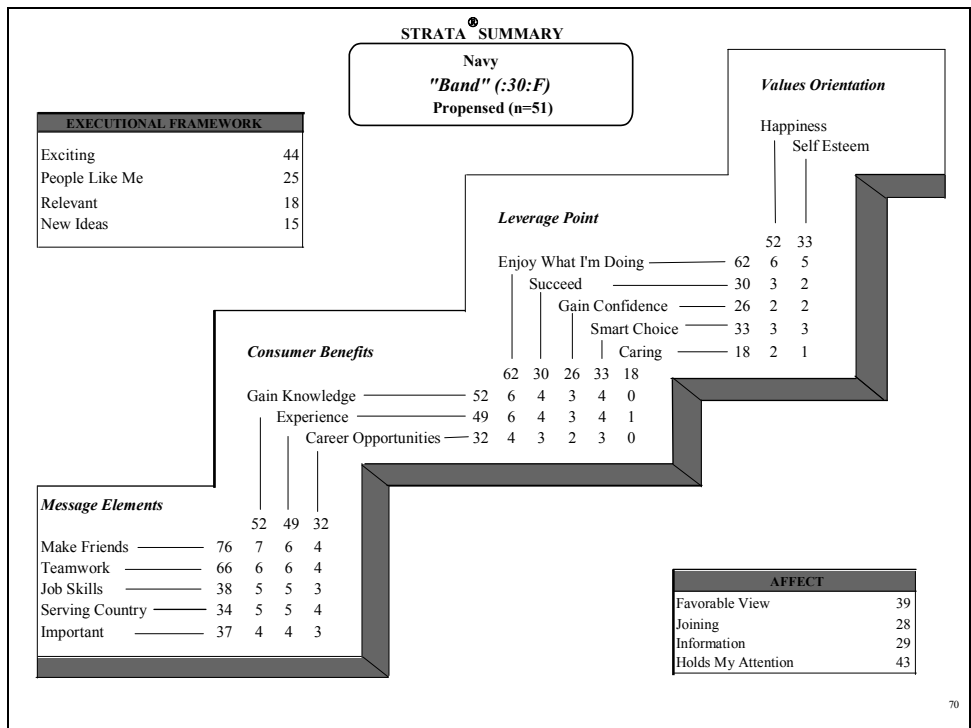
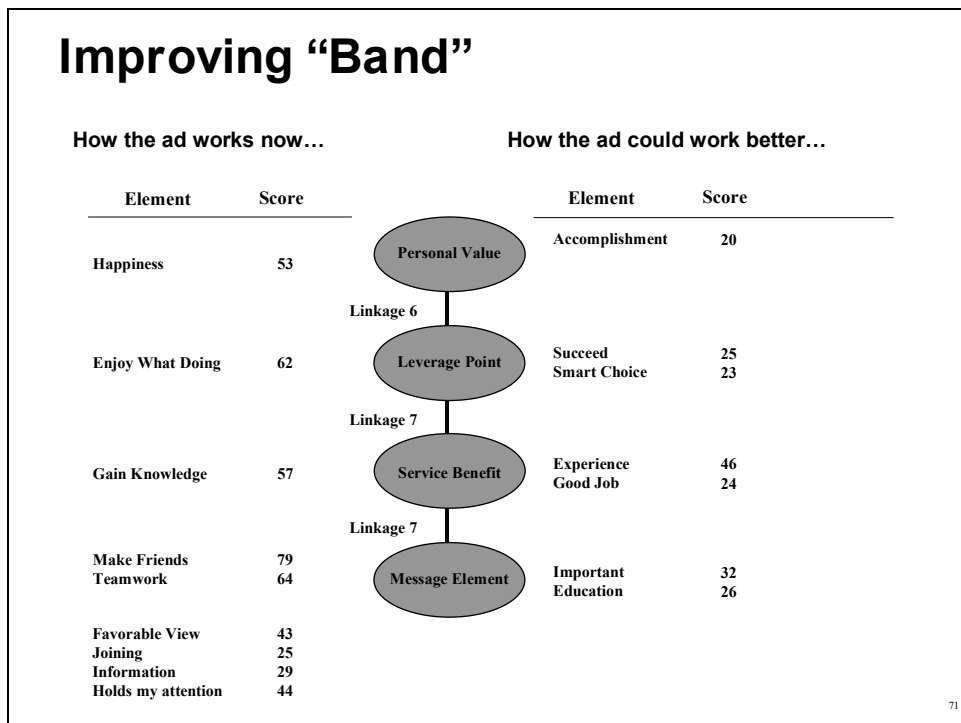


Figure 35 provides insight to improving “Band.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/Service benefit/leverage point/personal value levels.

The “Band” advertisement could be improved by focusing on communicating *importance* and *education* at the message element level and linking to *experience* and *good job* at the benefit level; then showing/communicating *success* and *smart choice* at the leverage point level; and finally, by more strongly communicating the *sense of accomplishment* that one gains at the personal value level.

**Figure 35**



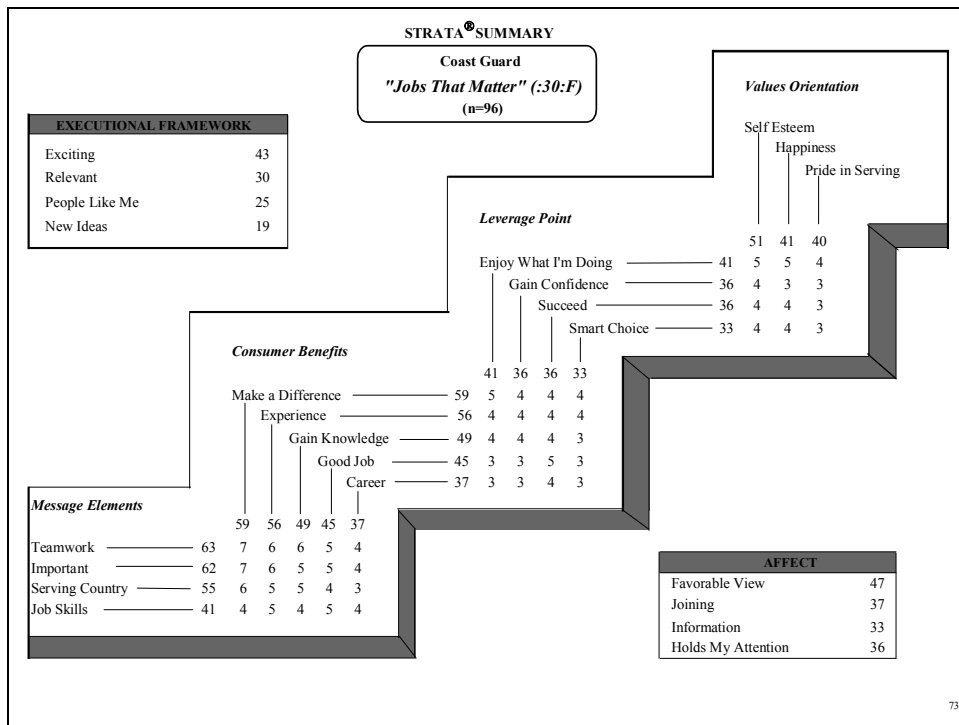
## Summary: Coast Guard's "Jobs That Matter"

When evaluated with criteria from the Youth VISTA™ research, the Coast Guard's "Jobs That Matter" is a good advertisement, but could benefit from stronger execution. This advertisement was unique in that it conveyed the ideas that members of this Military Service (the Coast Guard) *help people and save lives, they have jobs that are important, and that they have the ability to make a difference.*

Negative thoughts (31%) were fairly high for this advertisement. The negatives were primarily driven by a dislike of the *music*. There was also a *lack of knowledge* about the Coast Guard and *what it does* as evidenced by respondents' desire for more information.

This advertisement had fairly strong communications scores on *teamwork* (63) and *important* (62). In addition, "Jobs That Matter" communicated very well at emotional levels: *self esteem* (51) and *pride in serving* (40). However, a linkage score of 17 was only average in comparison to strata™ norms for successful campaigns. Affect scores were low: *joining* (37), *information* (33), and *hold attention* (36).

**Figure 36**



The following chart shows the results for propensed youth:

**Figure 37**

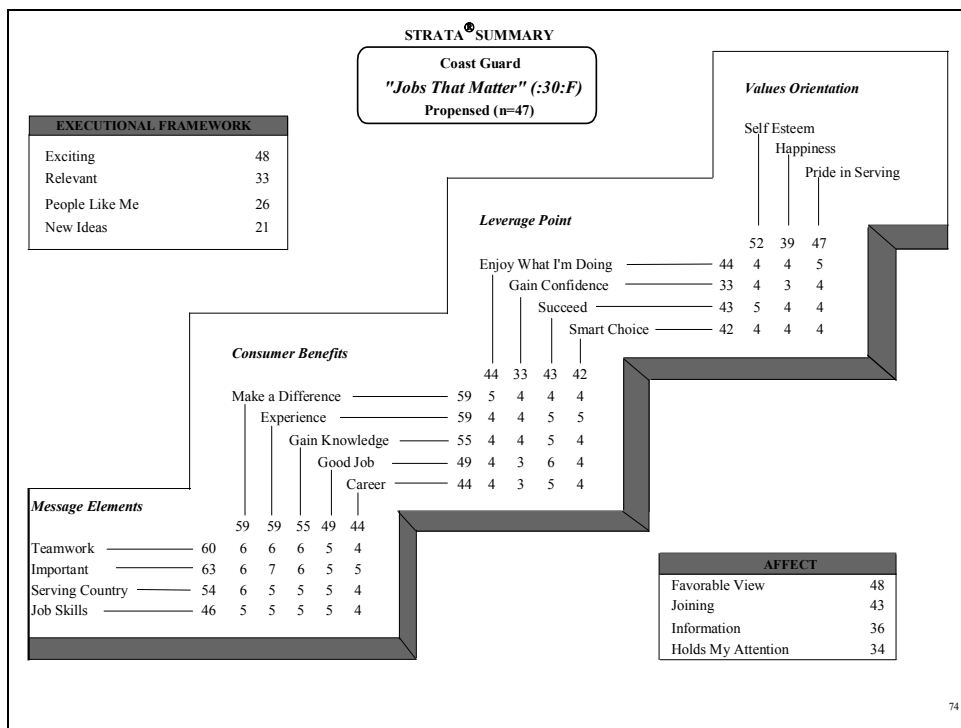
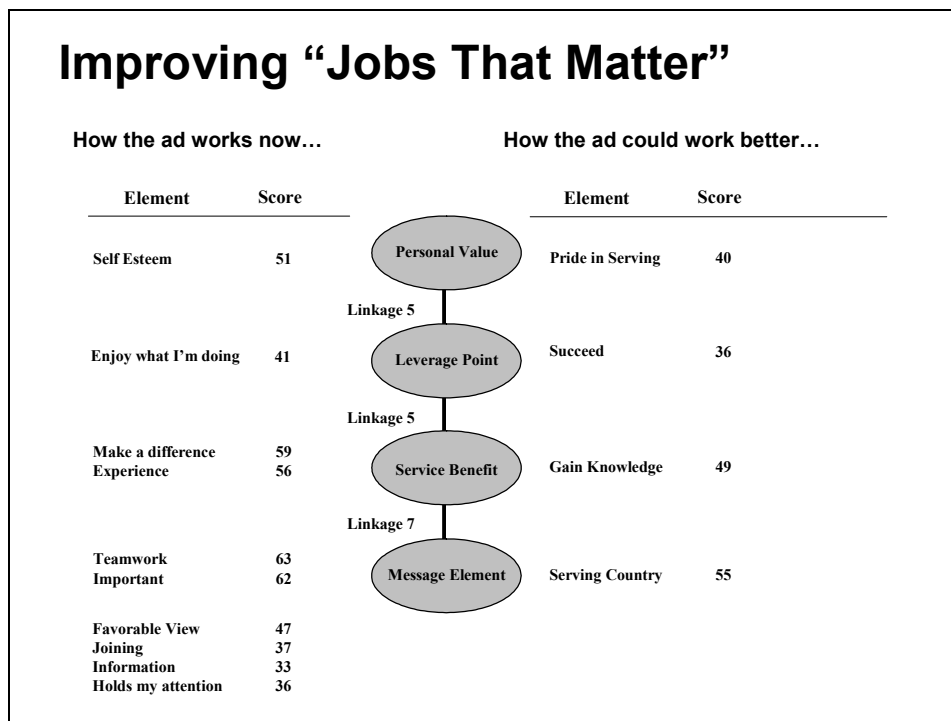




Figure 38 presents some ideas for improving “Jobs That Matter.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/service benefit/leverage point/personal value levels.

“Jobs That Matter” could be improved by focusing on communicating *servicing country* at the message element level and linking to *gain knowledge* at the benefit level; then showing/communicating *success* at the leverage point level; and finally, by communicating the *pride in servicing* one gains at the personal value level.

**Figure 38**



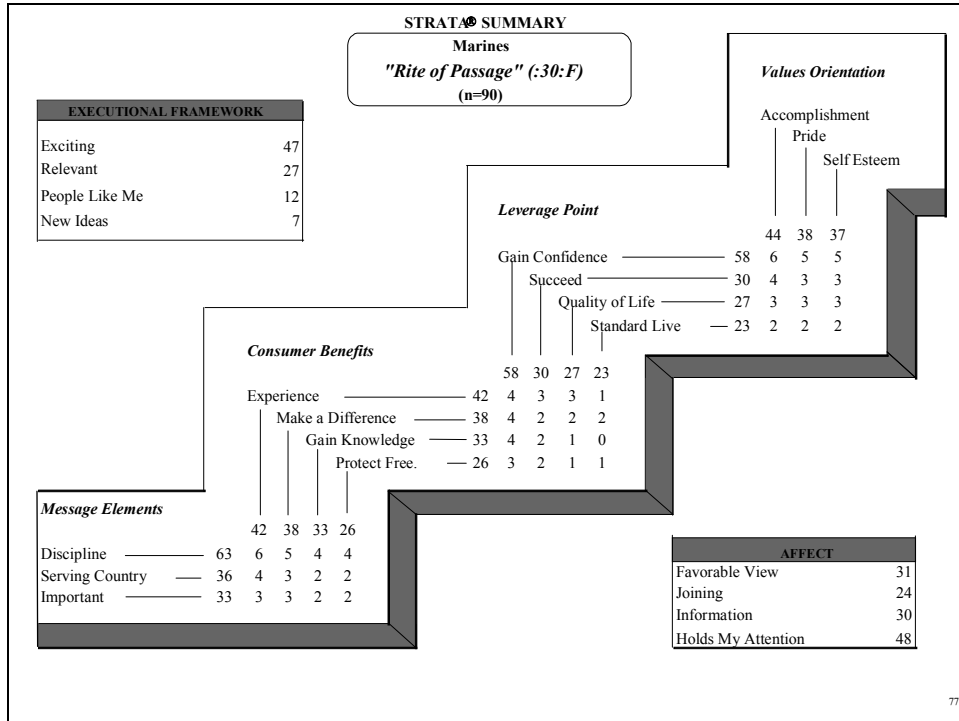
## Summary: Marine Corps' "Rite of Passage"

The Marine Corps' "Rite of Passage" advertisement focused on a narrow strategy. It was seen as a relatively weak advertisement by respondents, and could benefit from a stronger communication of *military benefits*.

This advertisement was the only advertisement to bring out the ideas that *you can do anything/ accomplish anything* as well as that service would *help in developing character*. There was a clear communication of discipline and self-reliance.

"Rite of Passage" also had the highest number of *negative* mentions (49%) of the eight advertisements reviewed. Respondents mentioned that they found the advertisement *unrealistic*, and that *it didn't really show what being a Marine is really about*. The appearance of and fight with the dragon made the advertisement *inconsistent* and *confusing* to many of the respondents.

**Figure 39**



The following chart shows the results for propensed youth:

**Figure 40**

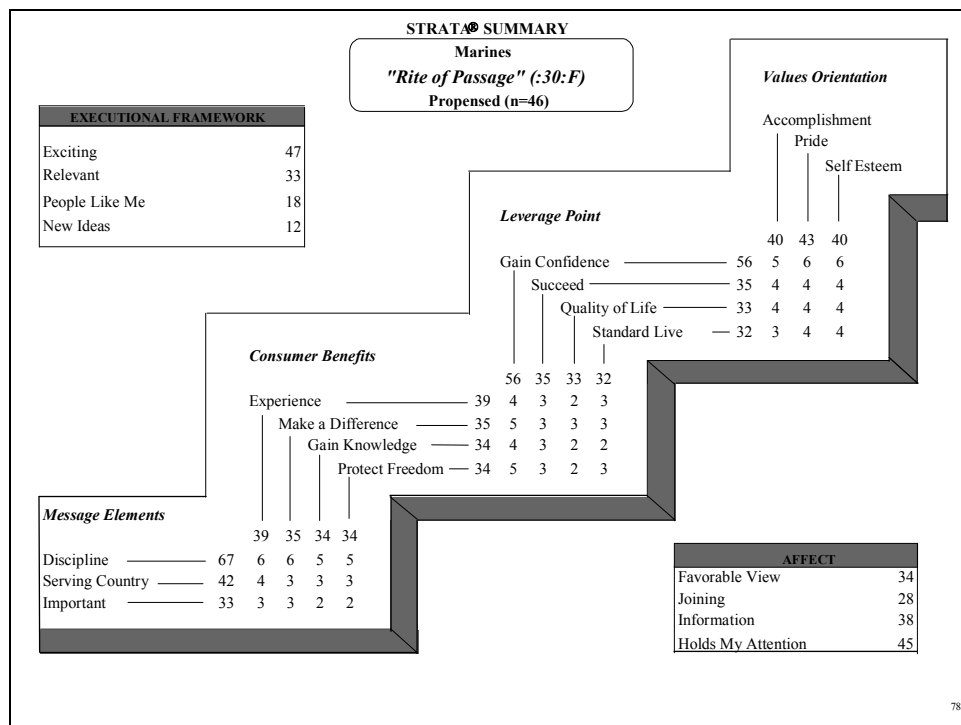
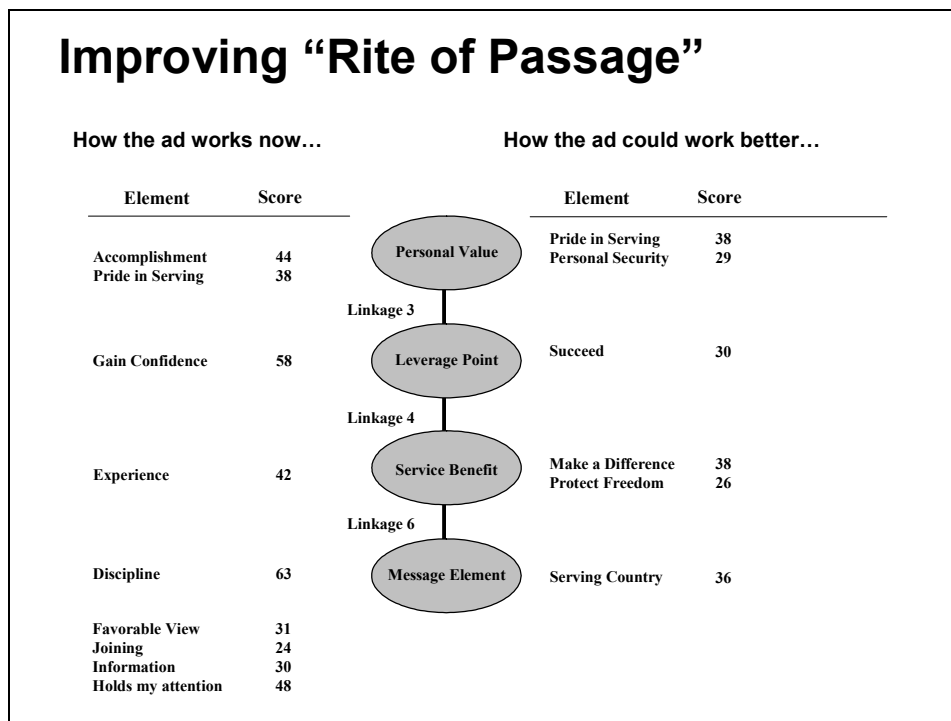


Figure 41 provides insight to improving “Rite of Passage.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/service benefit/leverage point/personal value levels.

The “Rite of Passage” advertisement could be improved by focusing on communicating *servicing country* at the message element level and linking to *making a difference* and *protecting freedom* at the benefit level; then, showing/communicating *success* at the leverage point level; and finally, by communicating the *pride in servicing* and *personal security* gained at the personal value level.

**Figure 41**



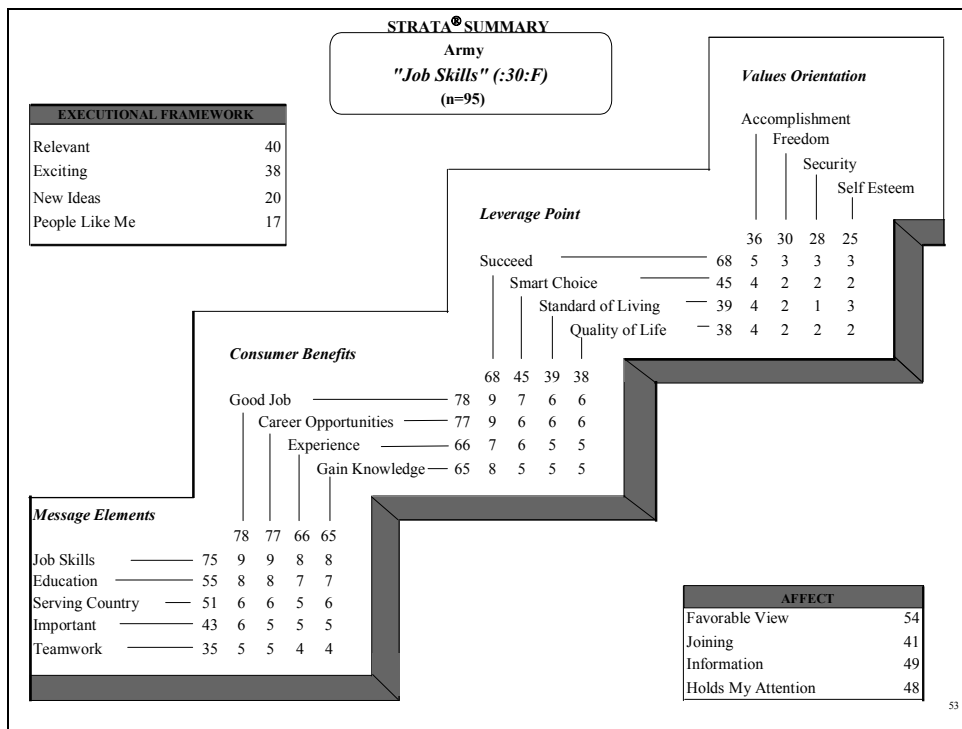
**Summary: Army’s “Job Skills”**

The Army’s “Job Skills” is an effective advertisement and “on-strategy” with the criteria from the Youth VISTA™ research. The advertisement was seen by respondents as focusing on the *different skill/training you receive when serving in the Army* (39%) as well as the *job benefits derived after leaving the Army* (41%). The *job skills* message element was communicated strongly (75).

This ad does motivate people to hold a more Favorable View (54), but is only average in moving teens to Join (41).

Confusion (9%) and negative comments (19%) both were low in relation to the other advertisements tested. Inconsistency with the way they currently view the Army centered around the ad not portraying both sides of the Army. Another inconsistency, but positive from a military standpoint, was the fact that they didn’t realize the many career opportunities they would have after serving in the Army.

**Figure 42**



The following chart shows the results for propensed youth:

**Figure 43**

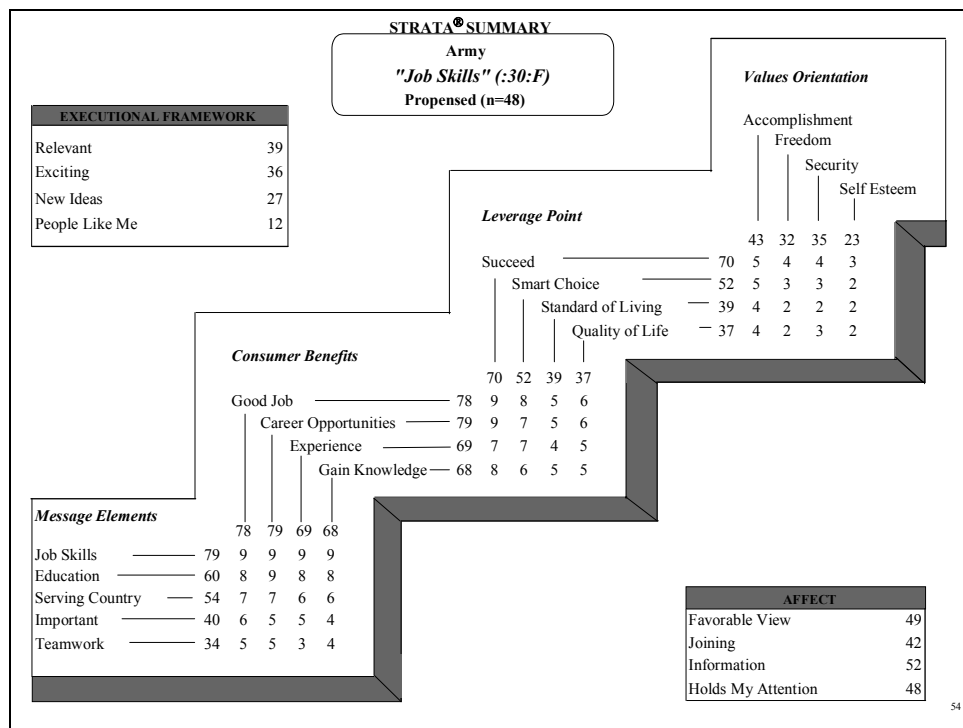
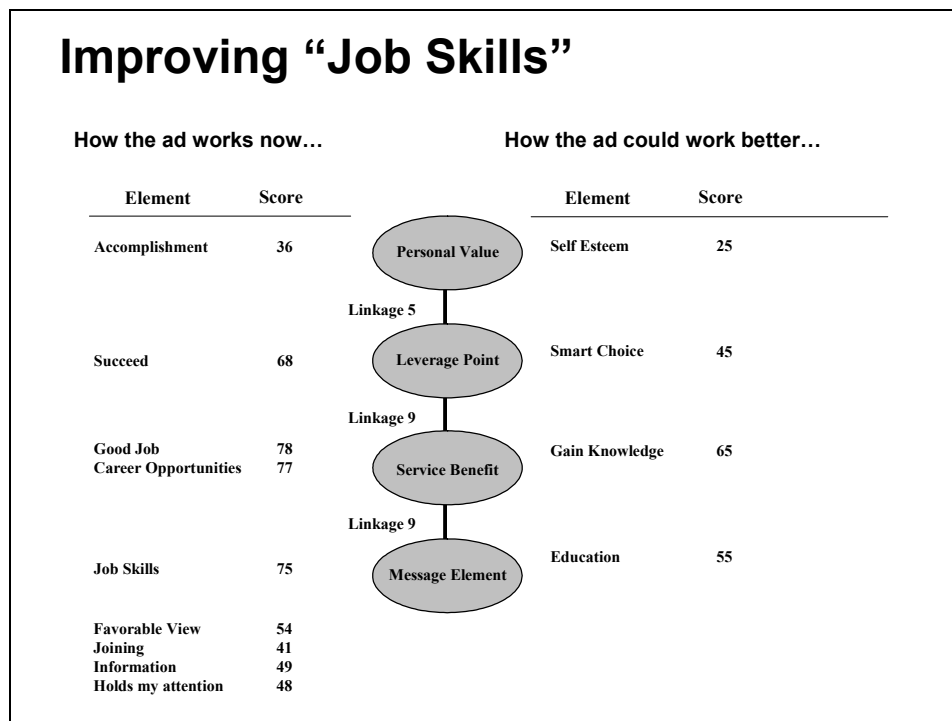


Figure 44 provides insights into improving “Job Skills.” The left-hand column shows the elements of the advertisement and the related scores and the right-hand column shows how the advertisement could work better to link the messages at the element/Service benefit/leverage point/personal value levels.

The “Jobs Skills” advertisement could be improved by focusing on more effectively communicating *education* at the message element level and linking it to *gain knowledge* at the benefit level; then, showing/communicating *smart choice* at the leverage point level; and finally, by communicating the *sense of self-esteem* gained at the personal value level.

**Figure 44**

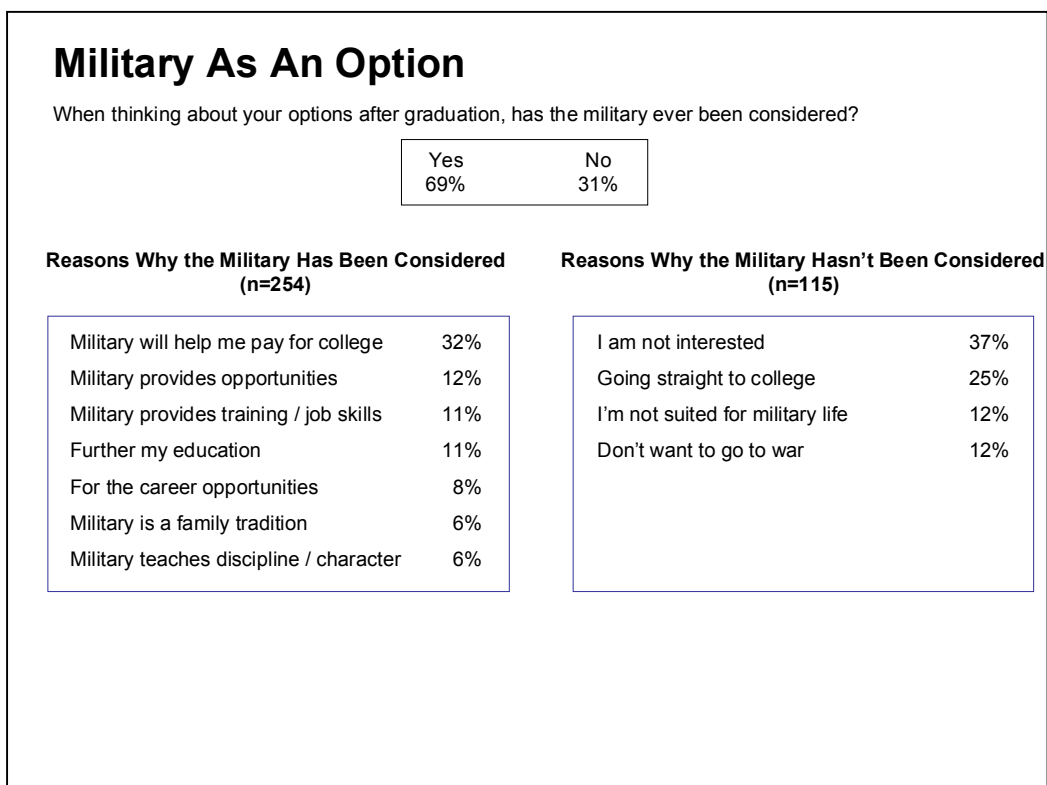


## Post strata™ Analysis

At the conclusion of the interviews, respondents were asked questions about their consideration of the military as an option after graduation, what they had heard about the military, and their knowledge of the military.

When asked if the military ever had been considered as an option after graduation, 69% of the respondents said *yes*, they *have considered the military*. Of those who had considered the military, almost one-third (32%) said *it will help pay for college*. Of those who had not considered the military, 37% said they were *not interested* and 25% said they were *going straight to college*.

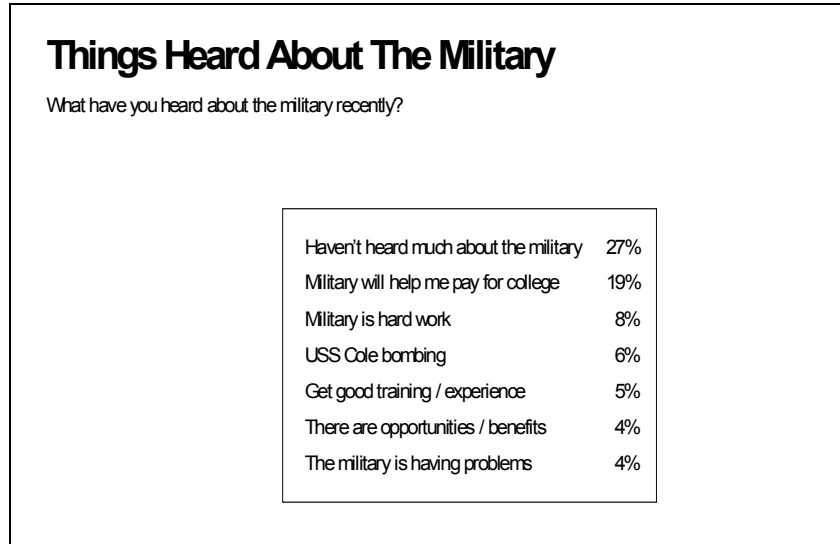
**Figure 45**





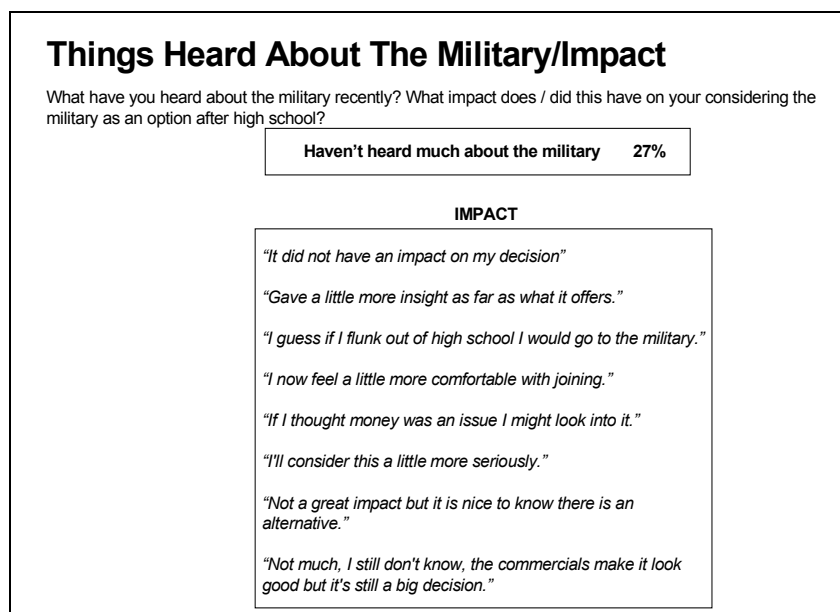
When asked what they had heard about the military recently, 27% said they *haven't heard much*, followed by 19% who said it *will help me pay for college* and 8% who said the *military is hard work*.

**Figure 46**



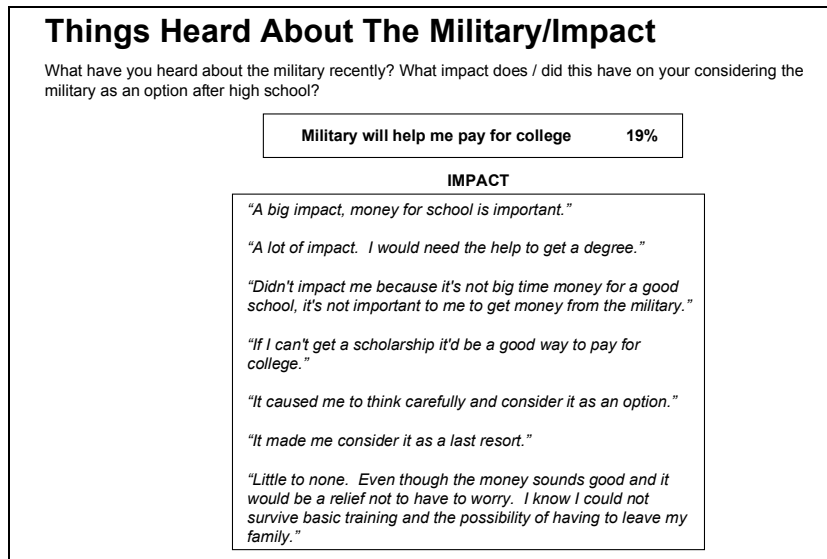
After respondents had been asked about what they had heard about the military, they were asked about the impact it had on their consideration of the military. Of those who had not heard much about the military (27%), most said it did not have an impact on their consideration of the military.

**Figure 47**



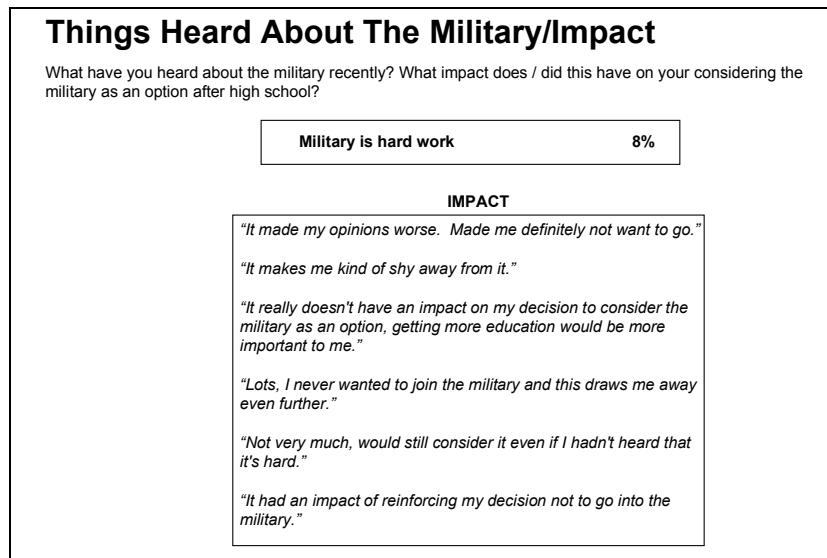
On the other hand, of those who had heard something about paying for college (19%), most believed it had a positive impact because it made the military an option they would consider.

**Figure 48**



Of those who had heard something about the military's being hard work (8%), most believed it had a negative to neutral impact on their consideration - it would make them hesitant to join.

**Figure 49**



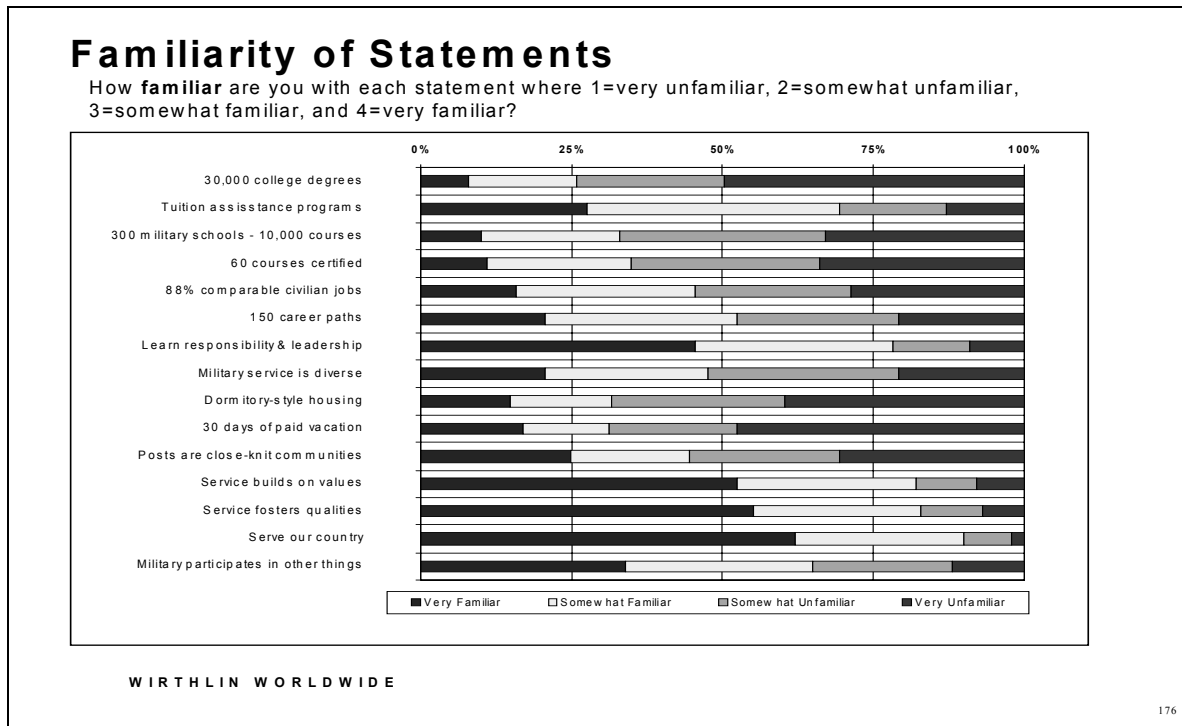
Finally, to gain further insight about youths' knowledge of the U.S. Military, respondents read a series of statements pertaining to military service. Respondents were asked to rate each statement on its *familiarity*, *believability*, and *importance*. The statements were as follows:

1. In 1999, over 30,000 college degrees were earned by members of the Military Service who were on active duty.
2. The Military Service offers a tuition assistance program that pays up to 75% of the cost of tuition or expenses up to \$3500 per year.
3. There are approximately 300 military schools that teach skills in over 10,000 courses, allowing you the opportunity to gain real world experience.
4. 60% of the courses taught in the military schools are certified for college credit.
5. 88% of military jobs have comparable civilian jobs.
6. The Military Service offers over 150 career paths that you can choose from.
7. The Military Service allows people to learn responsibility and leadership at an earlier age than many civilian jobs.
8. The Military Service is diverse – 37% of the military is made up of people of non-white ethnicity.
9. More and more of the housing for enlisted persons is college style dormitory-rooms, not the open barracks of old.
10. The Military Service offers 30 days of paid vacation a year.
11. Every military post is a close-knit community; with gyms, restaurants, stores, theatres, houses of worship, social activities, and support services.
12. The Military Service will build on values such as duty, honor, courage, respect and loyalty.
13. The Military Service fosters qualities such as discipline, self-reliance, confidence and maturity.
14. The Military Service provides an opportunity to serve our country in a meaningful way.
15. The Military Service participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.

## Familiarity/Importance of Statements

Respondents were first asked how familiar they were with each statement. Of the statements, respondents were most familiar with *serve our country* (62% very familiar), followed by *Service fosters qualities* (55%), *Service builds on values* (53%), and *learn responsibility and leadership* (46%). On the other hand, respondents said they were most unfamiliar with *30,000 college degrees earned* (50% very unfamiliar), *30 days of paid vacation* (47%) and availability of *dormitory style housing* (40%).

**Figure 50**



An analysis of propensed versus non-propensed youth demonstrated that propensed youth rated their familiarity with the statements higher than non-propensed youth.

**Figure 51**

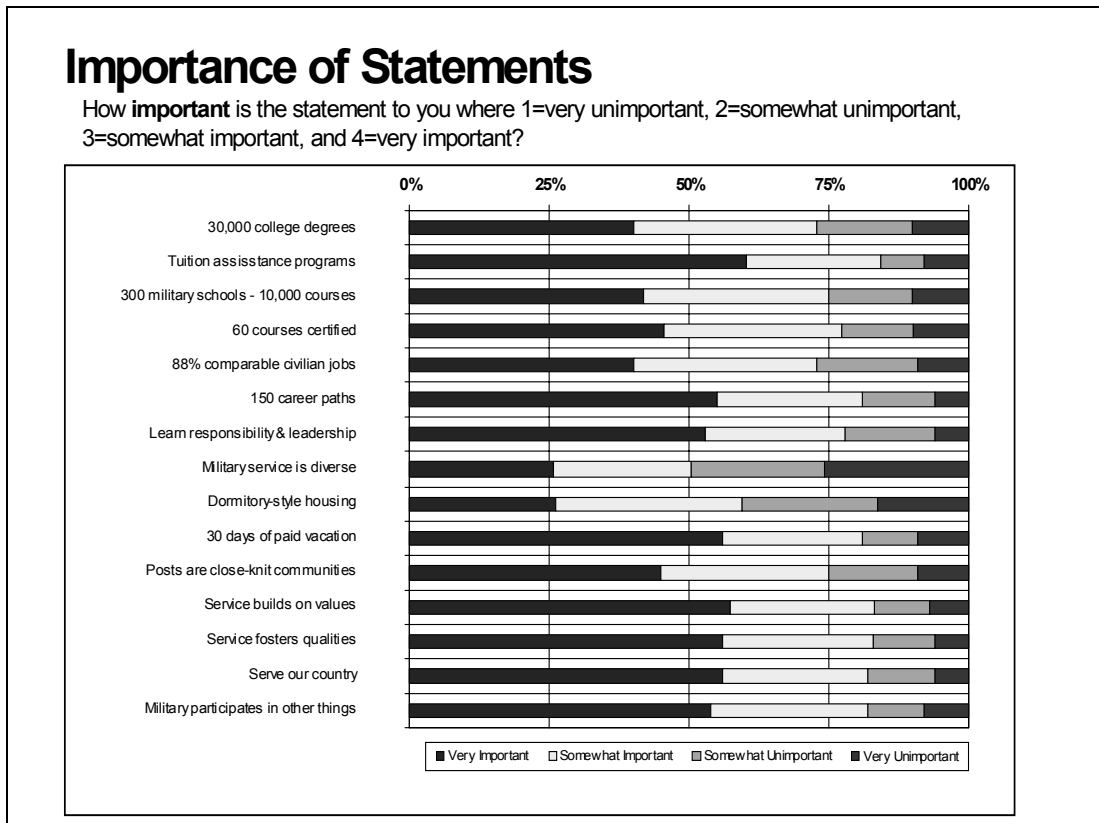
<b>Familiarity of Statements, by Propensity</b>						
How <b>familiar</b> are you with each statement where 1=very unfamiliar, 2=somewhat unfamiliar, 3=somewhat familiar, and 4=very familiar?						
(%)						
<b>Top of Mind</b>	<b>Total (n=369)</b>		<b>Propensed (n=186)</b>		<b>Not Propensed (n=183)</b>	
	VF	VUF	VF	VUF	VF	VUF
30,000 College Degrees	8	50	9	41	6	50
Tuition Assistance Program	28	13	32	10	23	13
300 Military Schools – 10,000 Courses	10	33	12	29	8	33
60% Courses Certified	11	33	14	24	8	33
88% Comparable Civilian Jobs	16	29	21	21	10	29
150 Career Paths	21	21	23	13	19	21
Learn Responsibility & Leadership	46	9	52	9	39	9
Military Service is Diverse	21	21	23	15	20	21
Dormitory-style Housing	15	40	16	34	14	40
30 Days of Paid Vacation	17	47	22	41	13	47
Posts are Close-knit Communities	25	31	29	26	20	31
Service Builds on Values	53	8	57	8	48	8
Service Fosters Qualities	55	7	55	7	55	7
Serve Our Country	62	2	61	4	62	2
Military Participates in Other Things	34	12	34	12	33	12

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When asked to rate the importance of each statement, respondents rated the *tuition assistance program* (61%) as very important, followed by *Service builds on values* (58%), *Service fosters qualities* (56%), *serve our country* (56%), *30 days of paid vacation* (56%), and *150 career paths* (55%). The statement considered most unimportant was *Military Service is diverse* (26% very unimportant).

**Figure 52**



Again, propensed youth gave higher ratings to the importance of the statements than non-propensed youth.

**Figure 53**

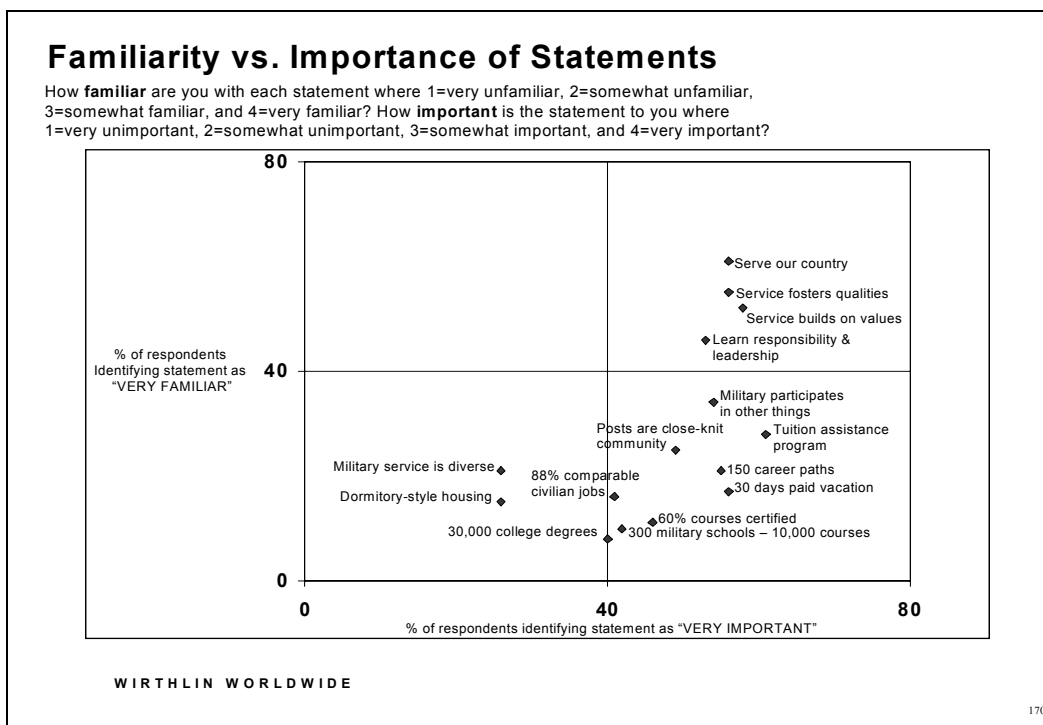
<b>Importance of Statements, by Propensity</b>						
How <b>important</b> is the statement to you where 1=very unimportant, 2=somewhat unimportant, 3=somewhat important, and 4=very important?						
(%)						
<b>Top of Mind</b>	<b>Total (n=369)</b>		<b>Propensed (n=186)</b>		<b>Not Propensed (n=183)</b>	
	VI	VUI	VI	VUI	VI	VUI
30,000 College Degrees	40	10	51	8	28	13
Tuition Assistance Program	61	8	68	5	53	10
300 Military Schools – 10,000 Courses	42	10	49	7	35	14
60% Courses Certified	46	10	55	9	36	11
88% Comparable Civilian Jobs	40	9	51	5	30	13
150 Career Paths	55	6	67	4	42	9
Learn Responsibility & Leadership	53	6	63	6	42	7
Military Service is Diverse	26	26	27	23	25	29
Dormitory-style Housing	26	16	31	12	21	20
30 Days of Paid Vacation	56	9	62	6	49	12
Posts are Close-knit Communities	45	9	48	8	42	10
Service Builds on Values	58	7	61	5	54	8
Service Fosters Qualities	56	6	63	5	49	7
Serve Our Country	56	6	60	3	51	9
Military Participates in Other Things	54	8	58	7	50	9

Plotting familiarity and importance on a quadrant chart (see below) allows for the visualization of which statements were:

- both more important and more familiar (upper right quadrant) among respondents,
- less important and more familiar (upper left quadrant),
- more important and less familiar (lower right quadrant), and
- less important and less familiar (lower left quadrant).

The goal in developing communications messages is to maintain and improve upon “strengths” in the upper right quadrant, while also focusing efforts in the lower right quadrant to make respondents more familiar with the items that they rate as more important.

**Figure 54**



Respondents rated the following statements as both important and familiar (upper right quadrant): *serve our country*, *Service fosters qualities*, *Service builds on values*, and *learn responsibility and leadership*.

The top statements in the lower right quadrant that youth considered important, yet said they knew little about, were as follows: *tuition assistance program*, *30 days paid vacation*, *150 career paths*, and *military participates in other things*.

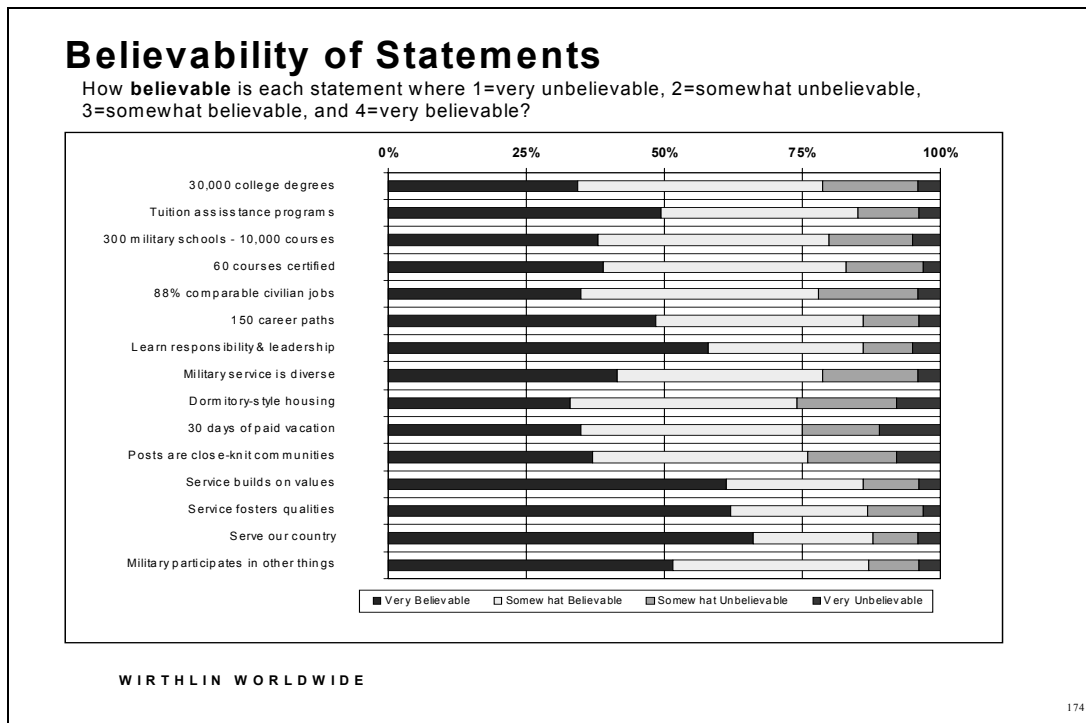


## Believability/Importance of Statements

Respondents were also asked about their opinions on believability of the statements.

Respondents rated the following as the most believable of the statements: *Service fosters qualities* (66% very believable), followed by *Service builds on values* (62%), *posts are close-knit communities* (62%), *learn responsibility and leadership* (58%), and *tuition assistance program* (50%). Few respondents found any of the statements very unbelievable, with only 10% who rated *military participates in other things* as very unbelievable.

**Figure 55**



An analysis of propensed versus non-propensed youth demonstrated that propensed youth almost always rated believability of the statements equal or higher than non-propensed youth.

**Figure 56**

**Believability of Statements, by Propensity**

How **believable** is each statement where 1=very unbelievable, 2=somewhat unbelievable, 3=somewhat believable, and 4=very believable?

(%)

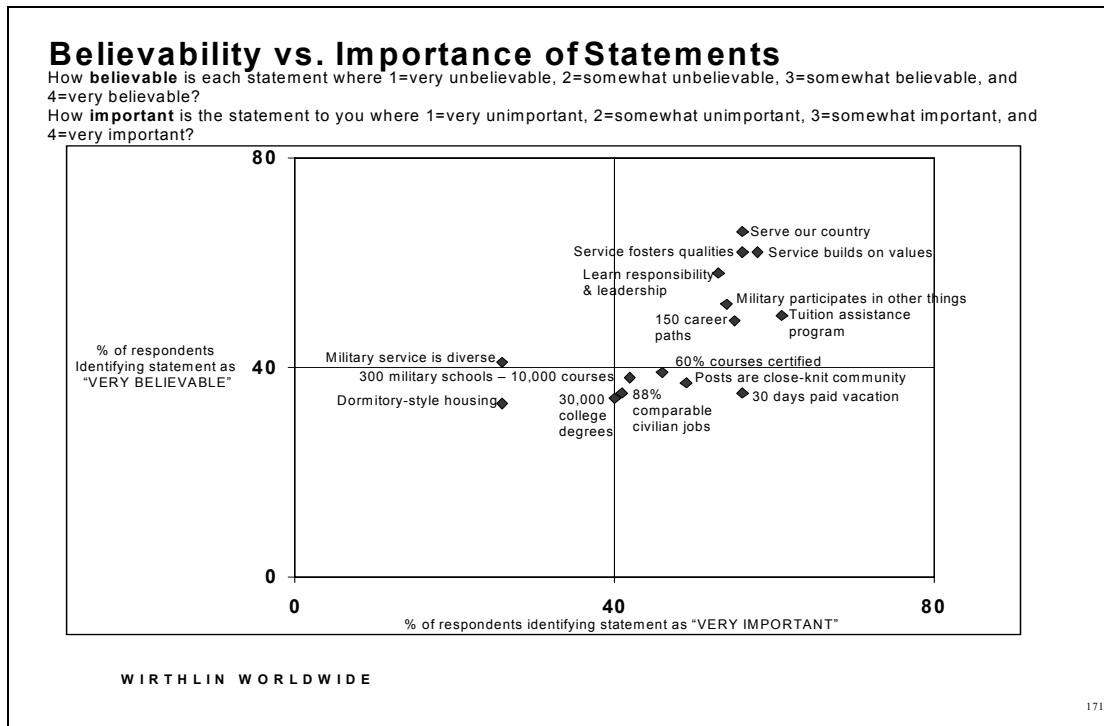
<b>Top of Mind</b>	<b>Total (n=369)</b>		<b>Propensed (n=186)</b>		<b>Not Propensed (n=183)</b>	
	VB	VUB	VB	VUB	VB	VUB
30,000 College Degrees	34	4	42	5	26	4
Tuition Assistance Program	50	4	53	4	46	4
300 Military Schools – 10,000 Courses	38	5	42	5	34	4
60% Courses Certified	39	3	44	2	33	4
88% Comparable Civilian Jobs	35	4	42	4	28	4
150 Career Paths	49	4	54	4	44	3
Learn Responsibility & Leadership	58	5	61	5	54	6
Military Service is Diverse	41	4	43	4	39	5
Dormitory-style Housing	33	8	32	10	34	6
30 Days of Paid Vacation	37	8	39	10	36	6
Posts are Close-knit Communities	62	4	62	4	62	3
Service Builds on Values	62	3	62	4	62	3
Service Fosters Qualities	66	4	70	5	62	2
Serve Our Country	52	4	53	4	50	3
Military Participates in Other Things	40	10	51	8	28	13

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Plotting believability and importance on a quadrant chart provides additional analysis. Respondents rated the following statements as both important and believable (upper right quadrant): *tuition assistance program, Service builds on values, serve our country, Service fosters qualities, learn responsibility and leadership, 150 career paths, and military participates in other things*.

**Figure 57**



The statements respondents considered more important, but did not rate as believable (lower right quadrant) were as follows: *30 days paid vacation, posts are close-knit communities, 60% of the courses taught in military schools are certified for college credit, 300 military schools teach skills in over 10,000 courses, 88% of military jobs have comparable civilian jobs, and 30,000 college degrees earned in 1999.*



## 8. STRATEGIC CONSIDERATIONS

One of the primary objectives of this research was to find out if the current Service advertisements presented new or more specific information to respondents about the opportunities in the U.S. Military. The proposed positioning for the military must be strengthened by specifics that bring the military's personally motivating attributes and benefits alive for youth, thus reinforcing positive feelings toward choosing the military.

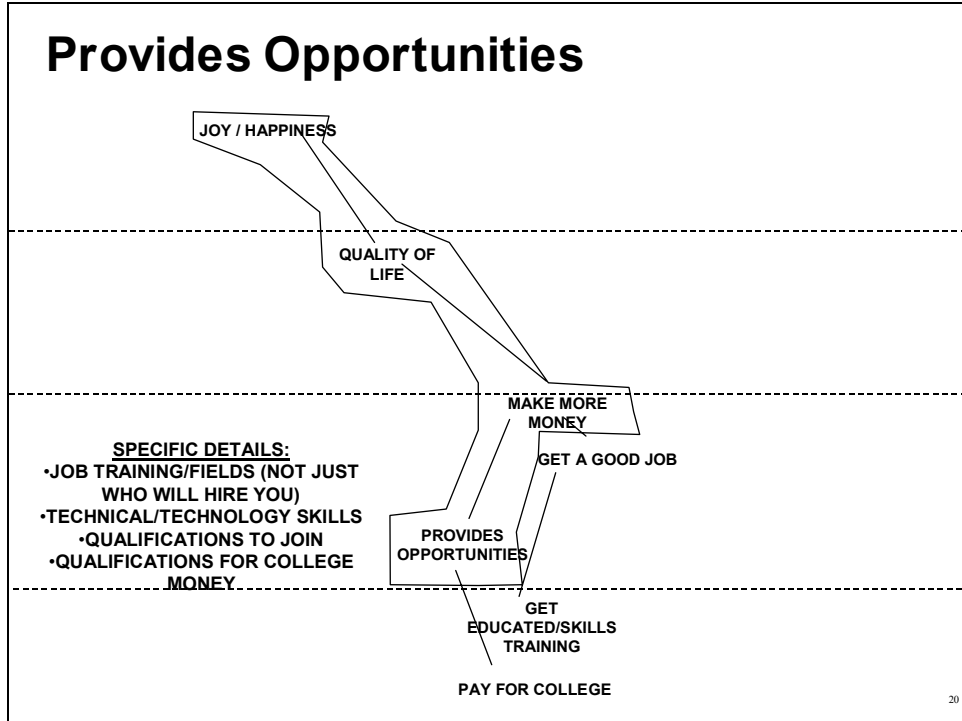
The Youth VISTA™ Research focused on the linkages that existed between attributes or characteristics of military service cited by respondents, the consequences (both functional and psychosocial) or benefits resulting from those attributes, and the personal values that those consequences reinforce. The outcome of the VISTA™ research was a set of maps, or “pathways” linking attributes, consequences/benefits and personal values, that illustrate respondents' decision-making process.

The Youth VISTA™ Research discovered that respondents' saw the military as providing four primary benefits.

- The military provides opportunities: resulting in perceptions of more money, ability to provide for one's self and family, good quality of life, and a sense of accomplishment and happiness.
- It furthers education: resulting in greater knowledge, a good job, being secure in one's decision, confident in providing for one's self and family, and a sense of accomplishment and self-esteem.
- It assists in personal growth: resulting in motivation, doing a good job, and a sense of self-esteem and pride.
- It fosters a feeling of contributing to country: resulting in a sense of pride based on service to one's country.

In the Youth VISTA™ Research, the only attribute, or characteristic of military service, that led to the benefit of “Provides Opportunity” was *money for college*. The notion of providing opportunities thus could be much better defined with richer attributes.

**Figure 58**



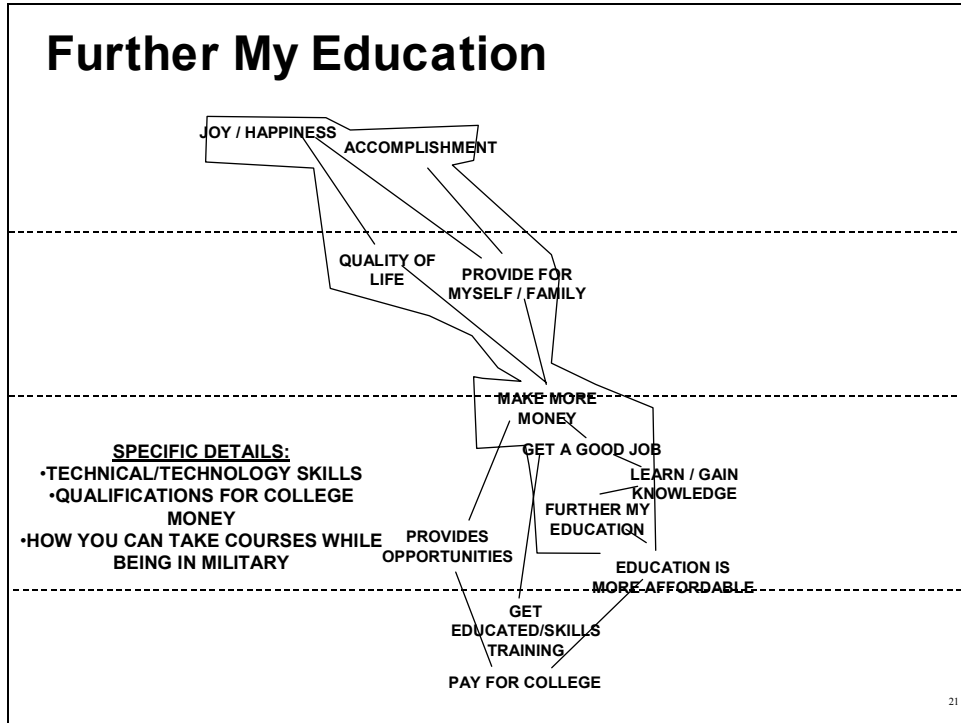
The strata™ research identified some specific information provided in the Service advertisements that helped further explain “Provides Opportunities.”

- Quantifying the number of jobs and career fields available in the military.
- Showing the types of technical skills gained through service.
- Communicating the qualifications youth must possess to enlist (academics, etc.).

While money for college supports this communication, some advertisements did a better job than others in communicating how one earns that benefit using specific language to tell youth about the opportunity.

*Money for college* was also the main attribute underpinning the “Further My Education” pathway. The notion of furthering one’s education through military service could be much better defined with additional attributes.

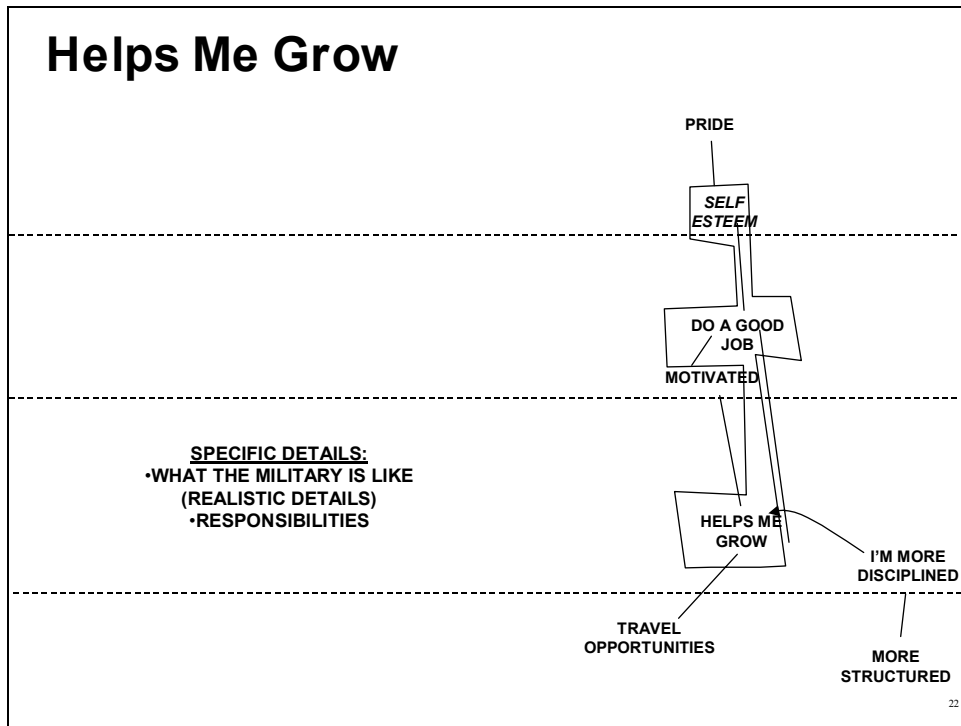
**Figure 59**



- Some specific messages in the current advertisements did a good job of explaining how the military provides educational opportunities: Both the Navy’s “Education” and Army’s “Fast Track” talked about having either instructors on-board ships or easy to manage distance learning courses. This was new information to respondents, information that made it easier for them to believe that education was actually possible while serving in the military.
- Again, both the Navy’s “Education” and Army’s “Fast Track” offered information about how youth can qualify for tuition assistance.
- Army’s “Job Skills” showed the connection between on-the-job and classroom training with new technologies and opportunities – opportunities that put one further ahead, improving one’s marketability while in the service and when service is completed.

The “Helps Me Grow” pathway was underpinned by travel opportunities, structure and discipline.

**Figure 60**

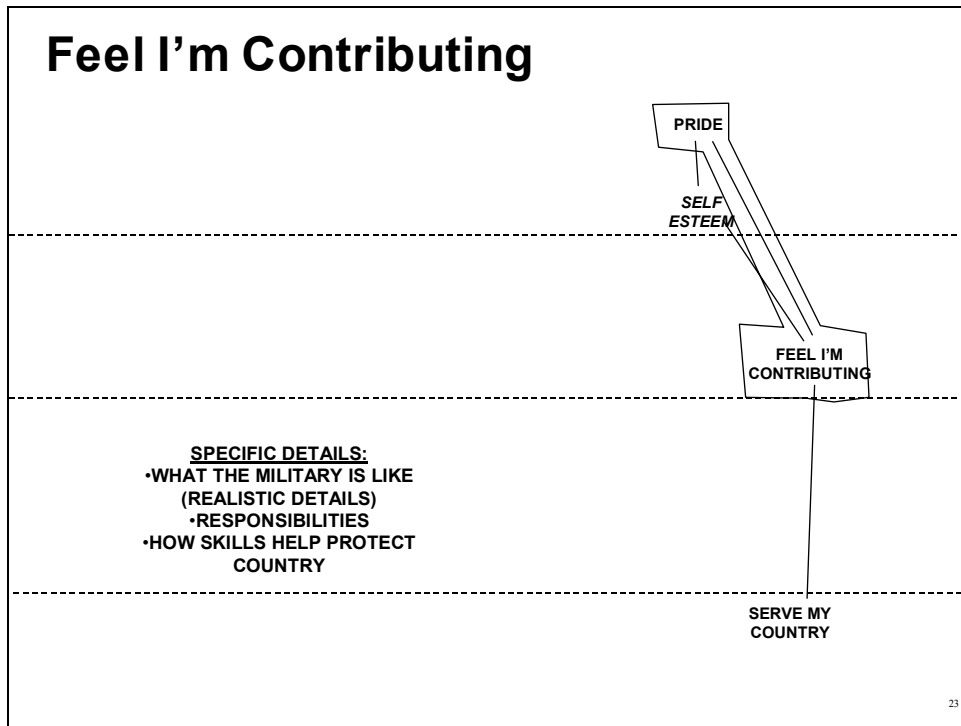


Respondents said that images portraying younger people performing important daily duties with vast responsibilities enabled them to mentally connect responsibility with growth and maturity. Structure and discipline were key to communicating personal growth; respondents understood these as part of military life and expected to see those messages in advertising. When they did not see those images, they thought the Services were trying to soft sell the military.



The “Feel I’m Contributing” pathway was founded on the notion that serving one’s country is noble and worthwhile.

**Figure 61**



While respondents did not need to see guns, tanks or hand to hand combat, they did want to see some realistic details of what military life was like. Knowing what skills would be learned and what one’s responsibilities might be (Coast Guard’s “Jobs that Matter,” Navy’s “Education,” Army’s “Fast Track”) gave respondents a better foundation for understanding what their contribution might be.

The strategic imperative uncovered in the strata™ research was that recruitment age youth said that advertising and other forms of communication must deliver more detailed information about the reasons to join the military. Additionally, respondents said they were confused about how to “get into” the military. They wanted to know more about the specific requirements to gain entry into the Service or a Service academy.

When asked to describe what information was most important in helping them make the decision to join, many respondents asked for more information about educational benefits, the types of job opportunities and careers available in the military, and specific skills gained while serving. For most recruitment age youth, it was a given that character development and discipline were a part of the military. Communications with this audience must go a step further to reinforce positive feelings toward choosing the military. They must be strengthened by clear messages and specifics about the aspects of military service that the youth audience will find personally relevant and motivating. Without these specifics, the emotional benefits will not resonate with youth and the communications messages will lack credibility.



## 9. STRATA™ METHODOLOGY

The strata™ methodology, like VISTA™, is grounded on the central principles of “Means-End Theory.” Once the advertising has been specified, strata™ is applied to assess the ability of the advertising to communicate the specified strategy to the target audience. The strata™ methodology measures the relative strength of the attributes/consequences/values levels that are addressed in the advertisement execution, but goes further by measuring not only communication at each of the levels, but also how well these levels are linked together.

The strata™ methodology uses computer-aided interviews focusing on the levels of meaning that define positioning strategy. The interviewer and respondent view a computer screen, where the advertisements and the corresponding questions are presented. The respondent simply views the advertisements and responds to the specific questions posed. The interviewer then keys the respondent’s answers into the computer. This input is then used to frame the questions that focus on key Attribute/Consequence/Value elements that drive the respondent’s perceptions, preferences, or decisions with regard to a given product, service, or issue category. Elements of execution framework and desired behaviors are also measured.

Statements (Affect, Message Element, Consumer Benefit, Executional Framework, Leverage Point and Driving Force) were developed using the Youth VISTA™ findings, creative briefs provided by the Services, and a review of the advertisements being tested.

A total of eight (8) television advertisements were evaluated in this study. Each advertisement was paired with one of the other seven advertisements in each interview, regardless of Service or topic/focus of the advertisement, and rotated so that each advertisement was seen first and second an equal number of times. Each respondent evaluated only two advertisements. An outline of the interview process is as follows:

1. **Demographics:** In this part of the interview process, each respondent verified the following demographic information.

<i>Gender</i>	<i>Male</i> <i>Female</i>
<i>Education Level</i>	<i>Entering 11<sup>th</sup> Grade</i> <i>Entering 12<sup>th</sup> Grade</i> <i>Graduated HS Last Year</i>
<i>Favorability</i>	<i>Favorable/Knowledgeable</i> <i>Unfavorable/Not Knowledgeable</i>
<i>Propensity</i>	<i>Propensed</i> <i>Not Propensed</i>
<i>Ethnicity</i>	<i>Caucasian</i> <i>Minority</i>

2. **Communication Check:** In this section, the respondent was shown each advertisement separately. The respondent viewed the first advertisement and answered the set of qualitative questions below, then viewed the second advertisement and answered the same set of questions. The questions asked were as follows:

- “What do you think is the main idea of this advertisement?”
- “What’s positive about this advertisement?”
- “What’s negative about this advertisement?”
- “Is there anything in the advertisement that is confusing? If so, what.”
- “Is there anything in the advertisement that is inconsistent with the way you currently view the Service? If so, what.”

3. **Communication Levels:** Once the communication check was completed, the interview progressed into the assessment of communication levels. Prior to beginning this section, the respondent was shown each advertisement again to refresh his/her memory.

There were six communications levels: 1) Affect, 2) Message Element, 3) Consumer Benefit, 4) Execution Framework, 5) Leverage Point and 6) Driving Force. Within each level, there were several statements/questions.

During this portion of the interview respondents moved through each of the six levels sequentially, beginning with the affect level. They were presented with the first statement and asked if it was or was not communicated in the advertisements they viewed. If they said yes, they were asked if it was communicated in the first advertisement, the second advertisement or both advertisements.

Respondent were asked if the statement was “clearly or perfectly” communicated in the advertisement. Their answers were recorded into the program. Some statements were probed further to see “What specifically in the advertisement communicated this idea to you?”

Affect Statements: The first communication level is called “Affect.” Respondents were shown a set of affect statements and asked if each was communicated and if so, in which advertisement. Affect measures are designed to quantify expected behavior or attitude changes. The affect statements used in this research are below. The statements were rotated.

#### **Behavioral Affect**

*Joining*                      *This advertisement makes me want to consider the Service as an option after high school.*

*Information*                *This advertisement makes me want to find out more information about the Service.*

#### **Attitudinal Affect**

*Favorable View*            *This advertisement gives me a more favorable view of the Service.*

#### **Advertising Affect**

*Holds My Attention*    *The message in this advertisement really holds my attention.*

Message Element Statements: Next, the message element statements were used to measure communications messages and strength at the attribute level. An asterisk denotes statements that were followed up with qualitative probes.

*Education*                      *This advertisement communicates that the Service provides opportunities for higher education.*

*Job Skills*                      *This advertisement communicates that the Service helps me learn important job skills.*

*Serving Country*              *This advertisement communicates that the Service provides me many ways in which I can serve my country.*

*Important\**                      *This advertisement communicates that the Service does important things for our country.*

*Make Friends*                 *This advertisement communicates that I can make great friends in the Service.*

*Discipline*                      *This advertisement communicates that the Service teaches discipline.*

*Teamwork*                      *This advertisement communicates that the Service encourages teamwork.*

Consumer Benefit Statement: The consumer benefit statements were used to measure communication messages and strength at the consumer benefit level. Again, the asterisk denotes statements that were followed up with qualitative probes. In this study, these measures represented “functional” consequences (also called benefits) to those who enlist.

*Gain Knowledge*               *This advertisement communicates that by joining the Service I can gain knowledge and learn new things.*

*Protecting Freedom*         *This advertisement communicates that by joining the Service, I can help protect America’s freedom.*

*Good Job\**                      *This advertisement communicates that by joining the Service I can get a good job.*

*Make a Difference*            *This advertisement communicates that by joining the Service I can make a difference.*

*Experience\**                    *This advertisement communicates that by joining the Service I will gain valuable experience.*

*Career Opportunities\**      *This advertisement communicates that by joining the Service I will have many career opportunities.*

At this point, respondents were shown both advertisements again to refresh their memories. Note that each advertisement was independent of the other – each stood on its own merit. Similarly, in the next set of statements, respondents were shown several statements and asked if those statements were communicated in the advertisement.

Executorial Framework Statement: Respondents were shown a set of statements and asked to rate them in terms of how well the advertisement would get noticed. Some statements were followed up with qualitative probes – as denoted below by an asterisk. The statements used in this study were as follows:

*Relevant\**                      *This advertisement talks about things that are important to me.*

*New Ideas\**                     *This advertisement told me something I didn't know before.*

*Exciting*                        *This advertisement shows that the Service is an exciting opportunity.*

*People Like Me*                *This advertisement shows people like me.*

Leverage Point Statements: These statements were used to measure communications messages and strength at the leverage point level. Some statements were followed up with qualitative probes. In this study, these measures represented long-term benefits to enlistees, which tend to be more emotional and enduring. The statements used in this study were as follows:

*Caring*                            *This advertisement reminds me that the Service cares about me and my needs.*

*Succeed*                         *This advertisement reminds me that the Service can help me become successful.*

*Quality of Life\**                *This advertisement reminds me that my quality of life will improve because of the Service.*

*Smart Choice\**                   *This advertisement reminds me that joining the Service is a smart choice.*

*Gain Confidence*               *This advertisement reminds me how the Service contributes to a feeling of self-reliance and confidence.*

*Enjoy what I'm doing*        *This advertisement reminds me how I can enjoy what I am doing in the Service.*

*Standard of Living*      *This advertisement reminds me how I can achieve a higher standard of living for myself and my family.*

**Driving Force:** These statements were used to measure communications messages and strength at the driving force level. These measures represented the most common values that drive the enlistment decisions. The statements used in this study were as follows:

*Self Esteem*              *This advertisement brings to mind feeling good about myself and what I do.*

*Pride in Serving*        *This advertisement brings to mind how proud I would be to serve our country.*

*Accomplishment*       *This advertisement brings to mind the good feeling of accomplishing my goals.*

*Personal Freedom*      *This advertisement brings to mind a real sense of freedom to make my own choices.*

*Personal Security*      *This advertisement brings to mind a sense of personal security.*

*Happiness*                *This advertisement brings to mind a sense of happiness.*

4. **Associations/Connections:** Once the Communication Level section of the interview was completed, respondents progressed to the Associations/Connections section of the interview. In this section, each respondent was asked to “associate/connect” various concepts or statements to each other. The only statements that appeared were those statements the respondent identified as being communicated in the advertisement. The respondent was then shown each advertisement separately and the questions were based solely on that advertisement. The following screen appeared at the beginning of this section:

*To what degree are the concepts related? This can be interpreted as one concept causing the other or as one concept deriving its meaning from the other. There are three possible relationships between concepts we will be using:*

*Little or No Connection              Somewhat Connected              Tightly Connected.*

Another screen appeared with additional explanation to the respondent:

*It is very important to remember that these questions refer to what a specific advertisement communicates, and not to what you may think in general. Many of these concepts will undoubtedly not be connected. Don't be concerned if you feel there are very few connections.*

The next screen that appeared to the respondent was the following:

*To what degree does this advertisement associate or connect these concepts?*

Statement Example:

*Military Service provides me the opportunity to go to college.*

*connect*

*Military Service will lead to my success.*

*Little*

*Somewhat*

*Tightly*

In this section, the Message Element statements were linked with Consumer Benefits, Consumer Benefits were linked with Leverage Points and Leverage Points were linked with Driving Force. Once again, these statements were randomly rotated within each level.

5. **Post strata™ Analysis:** At the completion of the Association/Connection section, respondents were asked the following two questions:
- 1) *When thinking about your options after graduation, has the military ever been considered? Why or Why not?*
  - 2) *What have you heard about the military recently? What impact does/did this have on your considering the military as an option after high school?*

Finally, respondents were given a series of 15 statements pertaining to the military and military life and asked to rate the importance, familiarity and believability of each statement. The wording was as follows:

*Now I am going to read to you some statements that pertain to military service. For each statement I would like you to show me using this scale where 1 = Very Unfamiliar, 2 = Somewhat Unfamiliar, 3 = Somewhat Familiar and 4 = Very Familiar, how familiar you are with each statement?*

*Now I would like you to look at each statement again and would like you to tell me to what degree the statement is believable to you. Please use this scale where 1 = Very Unbelievable, 2 = Somewhat Unbelievable, 3 = Somewhat Believable and 4 = Very Believable.*

*One last time, I would like you to look at each statement again, and tell me how important the statement is to you personally. Please use this scale where 1 = Very Unimportant, 2 = Somewhat Unimportant, 3 = Somewhat Important and 4 = Very Important.*

The 15 statements are as follows:

1. *In 1999, over 30,000 college degrees were earned by members of the Military Service who were on active duty.*
2. *The Military Service offers a tuition assistance program that pays up to 75% of the cost of tuition or expenses up to \$3500 per year.*



3. *There are approximately 300 military schools that teach skills in over 10,000 courses, allowing you the opportunity to gain real world experience.*
4. *60% of the courses taught in the military schools are certified for college credit.*
5. *88% of military jobs have comparable civilian jobs.*
6. *The Military Service offers over 150 career paths that you can choose from.*
7. *The Military Service allows people to learn responsibility and leadership at an earlier age than many civilian jobs.*
8. *The Military Service is diverse – 37% of the military is made up of people of non-white ethnicity.*
9. *More and more of the housing for enlisted persons is college style dormitory-rooms, not the open barracks of old.*
10. *The Military Service offers 30 days of paid vacation a year.*
11. *Every military post is a close-knit community; with gyms, restaurants, stores, theatres, houses of worship, social activities, and support services.*
12. *The Military Service will build on values such as duty, honor, courage, respect and loyalty.*
13. *The Military Service fosters qualities such as discipline, self-reliance, confidence and maturity.*
14. *The Military Service provides an opportunity to serve our country in a meaningful way.*
15. *The Military Service participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.*



## APPENDIX A

### Positive Thoughts - Teens (97%)

What is positive about this ad?

Multiple Response

#### The Military Offers Choices / Opportunities (22%)

*"It shows teens making choices different from education, they can do different work."*

*"It shows kids have other options to do other things when they get older."*

*"Gives teenagers alternatives to just college if they are tired of school after high school."*

#### Shows Teenagers In A Positive Way (15%)

*"It shows the kids aren't going out and getting in trouble. It gives you a better outlook on teenagers today."*

*"Getting people to know that teens aren't all bad."*

*"It shows teenagers doing positive things."*

#### The Military Develops Character (7%)

*"It tells you you can gain strength, become a better person."*

*"It showed that by working with people you can learn understanding."*

*"It showed that you could be a leader."*

#### The Military Offers A Bright Future / Can Be Successful (7%)

*"It shows teens being successful in the military."*

*"How working together can make you successful."*

*"Talks about succeeding in life."*

WIRTHLIN WORLDWIDE

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### Positive Thoughts - Jobs That Matter (97%)

What is positive about this ad?

Multiple Response

#### Coast Guard Helps People / Saves Lives (38%)

*"They were showing them helping other people. The video showed them helping people out of the water."*

*"Showing them saving the child and the Coast Guard rushing to do so. How quickly they responded and how happy the mom was."*

*"It shows people making a difference in other people's lives, like saving them and providing for the Red Cross and help with natural disasters - they want to train you to help other people which helps you be a better person."*

#### The People Looked Happy In The Ad / Liked What They Are Doing (11%)

*"People they showed really seemed to like what they are doing."*

*"The people on the ship looked like they were enjoying it."*

*"It showed people happy in the job they were doing."*

#### Music Used In The Ad (11%)

*"Music was good, coordinated with the pictures, faded in and out with the picture."*

*"Music is upbeat."*

*"The scenery, lots of singing."*

#### Coast Guard Has Jobs That Are Important (10%)

*"They looked to have important jobs."*

*"Looks like their job is pretty important."*

*"Coast Guard is something that matters."*

WIRTHLIN WORLDWIDE

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## APPENDIX A

### Positive Thoughts - Radar (91%)

What is positive about this ad?

Multiple Response

#### Air Force's Technology / Dominance / Power (40%)

*"The fact that we have one of the best Air Forces in the world. Saying how we have the biggest and best planes in the sky and we can keep it that way with your help."*

*"Showing how you can be part of something so advanced and high tech like stuff you see in movies."*

*"Shows our positive strength, the radar is small, but is very dominating."*

#### Overall Look Of The Ad (10%)

*"The fact that it is colorful and fast. The quickness and the fact they use pictures from above the earth. It looks interesting."*

*"Just seeing the plane fly I thought was really cool, some of the scenery in the background looked kind of nice."*

*"Showing the different moves of the plane was cool, showing real life and comparing it with the radar was interesting to me."*

#### Gain New Skills / Training (8%)

*"You can learn to fly jets in the Air Force."*

*"You will have training in a job skill after you get out of the military."*

#### Ad Is Informative (8%)

*"Letting us know how good their staff is."*

*"The information given."*

WIRTHLIN WORLDWIDE

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### Positive Thoughts - Band (98%)

What is positive about this ad?

Multiple Response

#### People Looked Happy / Having Fun (44%)

*"It seemed like everybody was happy, because even though they were working they were still having fun playing in a band."*

*"The way they show all of them having so much fun!!"*

*"It shows them as all being friendly and how they like what they do. It looked like they had fun too."*

#### You Can Have A Hobby While Serving In The Navy (22%)

*"It lets people know that they can do what interests them while they are in the Navy. They don't have to do just military and computer things."*

*"It shows that even if you are committed to something you can still do that and join the Navy."*

*"You could have a hobby and still enjoy a career in the Navy."*

WIRTHLIN WORLDWIDE

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## APPENDIX A

### Positive Thoughts - Education (100%)

What is positive about this ad?

Multiple Response

#### **The Navy Offers Money For College (42%)**

*"You can get a good education if you are poor or don't have the means to pay for it yourself, the military will take care of it."*

*"It promotes why the Navy is good to go into--because you get free schooling."*

*"The Navy will pay your way through school and that they put you through school."*

#### **The Navy Helps Further Your Education (37%)**

*"How they told how there were people on the ships that went on further in life through education received in the Navy and beyond."*

*"It's nice that the service wants you to get an education and you can do it in so many years of joining the service."*

*"It made education seem very important. It gave a good reason to join the Navy - for the education."*

WIRTHLIN WORLDWIDE

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### Positive Thoughts - Fast Track (100%)

What is positive about this ad?

Multiple Response

#### **The Army Offers Money For College (56%)**

*"It made me want to think more about joining the Army to pay for college."*

*"You can receive an education without paying it back your whole life."*

*"Makes you want to join to go to college, 75% tuition, scholarships."*

#### **The Army Helps Further Your Education (20%)**

*"It said that while you are serving you can earn college credits."*

*"You can learn and earn credits for college while you serve in the Army."*

*"You can join the Army and learn at the same time."*

#### **Shows Benefits Of Joining The Army (10%)**

*"It makes you want to think twice about going into the Army because of the benefits."*

*"They tell you all the benefits you will get from the service."*

*"It shows clearly the benefits of serving in the Army."*

WIRTHLIN WORLDWIDE

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## APPENDIX A

### Positive Thoughts - Job Skills (99%)

What is positive about this ad?

Multiple Response

#### Can Get A Good Job After Serving In The Army (47%)

*"It shows that once out of the Army you can still get a competitive job."  
"They get hired after they are in the Army in big world companies such as Ford, G.E."  
"It makes me think joining the Army can get you a good job with a really big company like AT&T."*

#### Gain New Skills / Experience (34%)

*"Through the Army you can learn and use many skills."  
"The Army gives you opportunity to get trained for free - to obtain skills for the real world and military jobs."  
"The Army trains you and it's good for other companies. You get the skills developed in the military."*

WIRTHLIN WORLDWIDE

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### Positive Thoughts - Rite of Passage (91%)

What is positive about this ad?

Multiple Response

#### You Can Accomplish Anything (31%)

*"It is saying that you can do anything. Whatever someone throws at you, you will be able to conquer it."  
"Showing that you can accomplish anything. The Marines accomplish all the obstacles then stands proud in his dress blues."  
"The feeling of being able to succeed in any situation."*

#### The Graphics In The Ad (19%)

*"I like the graphics, that caught my eye, it was like an action movie, the fire and the monster and hard stuff will be thrown at you, but the right training helps you rise to the challenge."  
"Graphics were good, caught my attention with all the action."  
"All the graphics and sound and the icon of the whole stadium."*

#### The Marines Makes You A Stronger / Better Person (12%)

*"Joining the Marines will make you a stronger person."  
"The Marines can give you strength."  
"The Marines can help you become a better person, it said it could change you."*

WIRTHLIN WORLDWIDE

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## APPENDIX A

### Negative Thoughts - Teens (38%)

What is negative about this ad?

Multiple Response

#### Nothing Negative (62%)

#### Portrayal Of Teens (16%)

*"It started by saying most people look down on teens. That turned me off. Young people are not that bad."*

*"It's portraying the average teen as a bad person who doesn't do what they're supposed to."*

*"I think it's a little belittling, they give the idea that a lot of teenagers are bad today by the way they showed the ad."*

*"They talk about how most adults look at kids nowadays and think, they aren't going make it."*

#### Other Negative Comments

*"They didn't show which particular service i.e. the Navy, Army, etc. it was talking about, what branch or area they were trying to advertise."*

*"Didn't give any specifics about the Army and careers."*

*"They don't explain very well what the military is like--they make it look fun."*

*"The only way you can become better is by joining the Military, but there's lots of other ways besides the military."*

*"The fact that they say 'good kids'. Makes me feel that kids that get into trouble but want help might be turned away."*

*"Advertising for the job to put your life in danger."*

WIRTHLIN WORLDWIDE

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### Negative Thoughts - Jobs That Matter (31%)

What is negative about this ad?

Multiple Response

#### Nothing Negative (69%)

#### Music Used In The Ad (11%)

*"The music was corny."*

*"The song doesn't go with the commercial. When I think of the military I don't think of love type music."*

*"I didn't like the theme song, it wouldn't hold my interest."*

*"Didn't like the music, too "Bay Watch-y", trying too hard to persuade."*

#### Doesn't Show Any Negatives / All The Hard Work Involved (6%)

*"It doesn't tell you everything. It doesn't talk about war and it makes everything look easy."*

*"Maybe that everybody is happy and the ad doesn't show the harmful side of the Coast Guard."*

*"In the Coast Guard it's not all fun and games like they were showing in their faces."*

#### Not Enough Information (4%)

*"They didn't show enough of what a Coast Guard does."*

*"I don't think there is enough information."*

*"It doesn't give a lot of information on what joining the Coast Guard would entail - it wasn't very specific about what the duties were."*

WIRTHLIN WORLDWIDE

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# APPENDIX A

## Negative Thoughts - Radar (39%)

What is negative about this ad?

Multiple Response

### Nothing Negative (61%)

#### Not Enough Information (11%)

*"It should have told you what you could do in the Air Force and explained it a little more."*

*"Didn't give specific information as to what you would be doing if you joined the military radar crew."*

*"It is too short, not enough detail."*

#### Overall Look / Sound Of The Ad (7%)

*"Very fast and short, this ad jumps too fast from one thing to another."*

*"They could take more time to explain what they were talking about. It was too fast and I had to think about what the message was after I saw it. It basically took me a minute to figure out what the ad was about."*

*"The plane sound overwhelms the voice in the ad."*

#### Other Negative Comments

*"That is only one side of the story - they don't show you the hard work that comes with it and what it would be giving up if you join."*

*"If you're not technologically inclined it isn't interesting to you."*

*"It is overwhelming because the technological advances makes it seem like you are going to get prepared for war."*

*"Everything. These commercials get more and more depressing every time I see them. What they don't put on this ad is that you officially give up your freedom when you sign that contract."*

WIRTHLIN WORLDWIDE

28

## Negative Thoughts - Band (31%)

What is negative about this ad?

Multiple Response

### Nothing Negative (69%)

#### Not Enough Information (9%)

*"Doesn't really show what the Navy's about."*

*"Not very informative about the Navy."*

*"It didn't show how they operate the machines on the ship, could have had more detail."*

*"They did not really show how you get to where the soldiers are. To me, I know there is a lot of hard work involved in getting to that rank."*

#### Other Negative Comments

*"Talking about the band took away from the ad. They should have just talked about what their jobs in the Navy were."*

*"I thought the guys were fake, the individual shots, their smiles looked fake."*

*"Didn't like that they only showed music, if it's not your thing, you don't care or pay much attention."*

*"It was geared one-sided towards black people. Hard to relate to."*

*"It could give the impression that the Navy is a pretty laid back place and you don't really have to work hard and to me that is not the way it is."*

*"The ad seems to be prejudiced to women (No women in the ad)."*

WIRTHLIN WORLDWIDE

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## APPENDIX A

### Negative Thoughts - Education (26%)

What is negative about this ad?

Multiple Response

#### Nothing Negative (74%)

#### Not Enough Information (15%)

*"I'm not sure if they gave the compete story. I'm not sure if the person gets their entire education paid for, they didn't seem to give a lot of details."*

*"It says it will help pay for college but doesn't say how much, at least what range they would pay."*

*"They didn't really explain too much. All I know after watching that is that the Navy can pay for school not what school or how long I have to serve to have that happen."*

*"Didn't show anything about the Navy, what you have to do there to get the scholarship, the hard stuff"*

#### Other Negative Comments

*"I feel it could be a little misleading, it makes it seem like everyone can go and join the Navy for free."*

*"It doesn't say anything about other service giving full rides. Maybe the Army does. Only specifies that the Navy provides me with my education and books."*

*"Someone might get discouraged from having the family seeing the jet plane in the background cause it might remind them of leaving to war."*

*"The fact that the people are smiling. Let's face it, the military just is not fun."*

WIRTHLIN WORLDWIDE

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### Negative Thoughts - Fast Track (23%)

What is negative about this ad?

Multiple Response

#### Nothing Negative (77%)

#### Not Enough Information (12%)

*"They talk about paying for your education and that they don't show all the hard work that they have to go through like the 9 week basic training."*

*"It is misleading that they will give you \$50,000. They don't tell you how many years you have to join to get that money."*

*"They don't give enough information--they show highlights of different fields but don't tell how to get into it."*

#### Other Negative Comments

*"It seemed like it was only directed towards boys. I don't think my sister would be interested in that ad."*

*"The caption at the bottom that says 'if you qualify'. It is kind of a false pretense for them for your college by having that."*

*"You have to join the Army to get tuition, because not everyone wants to go in the Army."*

*"The pictures/scenery didn't match the message."*

WIRTHLIN WORLDWIDE

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## APPENDIX A

### Negative Thoughts - Job Skills (19%)

What is negative about this ad?

Multiple Response

#### Nothing Negative (81%)

#### Not Enough Information (7%)

*"It talks only about money and what you can get from them, and it does not talk about serving your country and that seems to be the purpose of joining the service."*

*"It doesn't exactly tell you what types of jobs you can do - only who you can be hired by. Doesn't tell the fields."*

*"They don't list requirements or specifications to do any of the jobs."*

#### Other Negative Comments

*"I didn't like the end when the ad said, "that's right, the Army" because I don't think they should act surprised that people from the Army can get those kind of jobs."*

*"They don't show you the hard work, like basic training."*

*"A little intimidating because they showed a lot of high technical jobs that seemed would take a long period of training to get to."*

*"It went too quickly to catch the information and you won't remember it at the end."*

*"Not everybody is going to be able to work for Ford and GE and have that kind of prosperous future."*

WIRTHLIN WORLDWIDE

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### Negative Thoughts - Rite of Passage (91%)

What is negative about this ad?

Multiple Response

#### Nothing Negative (51%)

#### Unrealistic (9%)

*"Kind of unrealistic, fighting the monster."*

*"Don't think it's a realistic view of the service, never seen monsters or a stadium with people before."*

*"Showed too much fake stuff - like going through different tasks - like monsters and stuff."*

#### Violence / Fighting (9%)

*"The swords chopping could give small kids nightmares."*

*"When the guy was fighting with the sword - I'm not sure if that was necessary. It may turn people away."*

*"Showed some violence. He took the sword and struck the giant monster."*

#### Not Enough Information (9%)

*"Doesn't tell you exactly what you would be doing."*

*"It doesn't tell you enough about the Marines and doesn't tell you why you should join or what the advantages are."*

*"It doesn't illustrate any benefits by joining the Marines."*

WIRTHLIN WORLDWIDE

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## APPENDIX B

### Confusing - Teens (12%)

Is there anything confusing about this ad? If so, what?

(n=10)

#### Not Enough Details / Information

*"They don't say how long you have to join for."*

*"They don't really get into detail about joining the service, how to start, what the requirements are - it just states that it is there and anyone can join."*

*"You couldn't tell which area or branch they were trying to advertise."*

*"It doesn't say what exactly what it wants, it is not straight forward. They are not saying they want teenagers but they are directing it to them. They should be more straight forward and say we want you!"*

#### Other Confusing Comments

*"You can learn leadership in the military but the ad came across to me that its saying you can't learn leadership in a 4 year college. I guess I'm not sure where you learn the leadership."*

*"The dancing in the beginning - why's it there?"*

*"The commercial shows that everything is good and it doesn't really show everything else - the hard part, and when the time comes it is all forced on you unexpectedly."*

*"It was really fast so it was difficult to remember exactly what it said."*

WIRTHLIN WORLDWIDE

35

### Confusing - Jobs That Matter (17%)

Is there anything confusing about this ad? If so, what?

(n=16)

#### Not Enough Details / Information

*"They don't tell you how to join."*

*"Not having the job description available."*

*"The tone of the music is too laid back, it needs a single person explaining the team effort more clearly."*

*"Beside the fact that I don't really know what the coastal service is, they could have explained that a little more"*

#### Other Confusing Comments

*"The fading between scenes. There would be one scene and then fade out into another one."*

*"The bit at the beginning, what did that have to do with the water and the Coast Guard."*

*"Didn't understand 'jobs that matter'. Are they the only ones that provide jobs that matter? Shouldn't all jobs matter?"*

*"What job it is promoting, the Army or Navy etc. What made me know it was for the Coast Guard was the guy's jacket."*

WIRTHLIN WORLDWIDE

36

## APPENDIX B

### Confusing - Radar (7%)

Is there anything confusing about this ad? If so, what?

(n=7)

*"What's the radar, the airplane or the satellite? What did that have to do with the Air Force?"*

*"What those radar things mean."*

*"They don't tell you what they want out of the ad, if they want you to join or what."*

*"It didn't talk about the Air Force much."*

*"It didn't show the standard of skill needed to touch that type of technology."*

WIRTHLIN WORLDWIDE

37

### Confusing - Band (21%)

Is there anything confusing about this ad? If so, what?

(n=20)

#### **Why They Showed A Band**

*"I didn't understand why there were people playing instruments in the commercial."*

*"Why they were talking about playing in a band? Why did they have to tell that?"*

*"What was the point of showing all the instruments?"*

*"The connection between joining the Navy and being in a band."*

*"Playing with a band on a ship. I would think they'd be training, working or doing something besides playing guitars on ship."*

*"What was the point of the whole music thing? What does that have to do with the Navy?"*

*"I'm not really clear how working on a ship and playing in a band related."*

*"The fact that they are on deck playing in a band."*

#### **Other Confusing Comments**

*"It jumped around a lot. It jumped from one person to the next before you had a chance to recognize who they were."*

*"Until the end, I wasn't sure what they were trying to convey."*

*"They used terminology that people would not understand."*

*"They didn't really tell you to join. It's not a usual ad type for the military."*

WIRTHLIN WORLDWIDE

38

## APPENDIX B

### Confusing - Education (13%)

Is there anything confusing about this ad? If so, what?

(n=12)

#### Not Enough Details / Information

*"Who qualifies for scholarships, are they available to everybody?"*

*"They said they got four years paid college because they went to the Navy, they never said how long they were in the Navy, just how long they were in before they got paid the four year scholarship."*

*"Some people might think the Navy is going to be fun and not much work. Also, what do you have to do to get the grants for your education? They just didn't seem to have a lot of details in the ad."*

*"It wasn't clear to me if they were going to college before, during or after joining the Army."*

*"I didn't understand how much time you have to spend in the Navy so they will pay for your education. They didn't give enough details."*

WIRTHLIN WORLDWIDE

39

### Confusing - Fast Track (23%)

Is there anything confusing about this ad? If so, what?

(n=21)

#### Not Enough Details / Information

*"They didn't tell me what you really have to do to get all the money to go to college."*

*"They could have given more details on how you get the money for college."*

*"It's kind of confusing the way it keeps switching back and forth, changing the scene."*

*"Will the Army help you through any course, or just help you through the Army's course?"*

*"It was a little too fast and there wasn't enough time to catch all the points and services they provide."*

*"It talked about jobs that mattered but it didn't say what they were."*

*"It doesn't explain exactly what you have to do in order for them to pay for your education."*

*"If you didn't know anything about the military you would think that it's all about education. There are other factors such as training, etc."*

*"How do you earn a certain amount of money to go to college. How do they determine how much money each individual will get for college education?"*

WIRTHLIN WORLDWIDE

40

## APPENDIX B

### Confusing - Job Skills (9%)

Is there anything confusing about this ad? If so, what?

(n=9)

#### Not Enough Details / Information

*"They don't really tell you how you get the training to go into the jobs they showed in the ad. They didn't show any real training and some pictures were hard to tell what they really were doing."*

*"They could give more details about what kind of training you would have to go through."*

*"Mentioned all these big companies but does not mention the things they are doing, for instance they could be the janitor for Ford."*

*"It doesn't explain how it works, like how you would get your education and serve at the same time, how it would all come together in the end. They don't mention in detail."*

WIRTHLIN WORLDWIDE

41

### Confusing - Rite of Passage (26%)

Is there anything confusing about this ad? If so, what?

(n=23)

#### Who Was The Ad For

*"When you first watch it you wouldn't think it would be for the Marines."*

*"The very beginning was confusing. It looked like an Indians Jones type of entrance and I didn't think it had anything to do with the Marines."*

*"The fact that in the beginning people might not know what it's for, because you see this guy running through a tunnel like structure, so it could be advertising anything, really."*

*"It was a little confusing, I saw a man climbing, I did not associate that with the Marines."*

*"Can't tell what it is about at first. Not clear what it's about in the beginning."*

*"It seems like it would be a commercial for a video game."*

#### The Purpose Of The Dragon

*"The big ol' dinosaur, you are not going to be fighting dinosaurs, so...?"*

*"In the beginning, how he's going through the spiral metal tunnel things, I don't know what that has to do with the end (him in his military suit)."*

*"What was the dragon about? Why did they show the dragon?"*

*"Only if you were three years old and there was a huge monster."*

WIRTHLIN WORLDWIDE

42

## APPENDIX C

### Inconsistent – Teens (10%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=10)

#### Not As Easy As It Looks

*"It looked like it was easy and fun, not that you had to work hard too."*

*"They try to make it seem like fun."*

*"I think of the military more as guns and war."*

*"A little misleading about what you actually go into."*

#### Other Inconsistent Comments

*"It was different on how they focused on the kids and how the kids wanted to join the military."*

*"I didn't think they cared about a good teenager, I thought they cared about shaping them to be who they want them to be."*

*"They all looked pretty happy and after the military you are not that happy."*

*"The statement some go to college, some go to the military. Well some just drop out."*

*"That all those bright young kids they talk about won't all make it because there are certain standards you have to maintain."*

WIRTHLIN WORLDWIDE

1

### Inconsistent – Jobs That Matter (14%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=10)

#### Not As Easy As It Looks

*"They looked clean and new and from what I know not everything is clean and tidy."*

*"The ad is not being really truthful with what the military really is, their faces and smiles."*

*"It made it seem like you are going straight to that job and that really is not how it happens. You have to go through a hard process to make it there and it doesn't not show any of that."*

*"They just show the good parts, nothing about the bad things that could happen to you."*

#### Didn't Know The Coast Guard Was Part Of The Military

*"I didn't know that the Coast Guard is a part of the military."*

*"I did not know the Coast Guard was part of the military."*

WIRTHLIN WORLDWIDE

45

## APPENDIX C

### Inconsistent - Radar (18%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=11)

#### **Not Everyone Gets To Fly That Plane**

*"Ad is deceptive. They make you think if you join you'll fly planes, but I don't think it's true. They're not telling all that you have to go through to fly a plane."*

*"Maybe they show you the plane, but it is not that everybody can fly that plane. Some kids will think they are going to fly that plane, but they might not be allowed to do that because they are not as successful as others."*

*"I know that everyone in the military doesn't end up flying a plane and them focusing on the plane made me think that would be the goal."*

#### **Not As Easy As It Looks**

*"It looks a lot easier than it is – misrepresentation."*

*"You have to get a lot of training to join the Air Force and it does not mention that in the ad. It made it seem a little too easy."*

*"They don't show you all the testing you'd have to do to find out if you were qualified."*

#### **Other Inconsistent Comments**

*"Didn't see any women in the ad."*

*"I thought all the planes were top of the line, not just this one."*

*"I heard that there is a lot of hazing in the military. You just don't get to hang around in a plane all day."*

WIRTHLIN WORLDWIDE

46

### Inconsistent - Band (30%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=28)

#### **Didn't Realize You Could Have A Band On Ship**

*"I didn't know they could have a band on the ship like it showed in the ad."*

*"I don't think that if someone joins the Navy they would be playing in a band together."*

*"I didn't know the Navy would let people on the ship with their instruments."*

*"The band, that is not what the military is about."*

#### **Not As Fun As It Looks**

*"I've heard from my friend's brother that it is not really that fun."*

*"It's not all fun and games in the military, they only showed the fun part."*

*"Makes it seem like it's fun, happy thing."*

*"The ad says the military is fun and I don't see the military as being fun at all. I feel they are misrepresenting the things that will go on while you are there."*

#### **Didn't Realize There Was Time For A Hobby / Fun**

*"Seems like they are trying to tie in things you like to do instead of just being in the Navy."*

*"I didn't think you would have that much free time."*

*"I thought they were more strict about what you could do with your free time – so being that you would be able to play the sax on the ship kid of made me think a little bit."*

WIRTHLIN WORLDWIDE

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## APPENDIX C

### Inconsistent - Education (20%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=18)

#### Not As Easy As It Looks

*"It didn't show that much of what they really do, like all the training they have to go through in the service."*

*"In the military, you would have to work out and they did not show any of that stuff."*

*"I don't think they conveyed the hard work in the military."*

#### Educational Financial Assistance

*"The part where they say they will take care of you financially and from what I know you will probably end up in debt in the end."*

*"I'm not very sure how you get money for serving or whether it would be enough to pay for a college I'd want to go to."*

*"I didn't know that they would pay for your tuition and pay for your books."*

#### College Professors On Board Ship

*"I didn't know they had college teachers come aboard."*

*"Didn't know that they have college professors to come on board to teach the people that enlisted."*

#### Showed Women As Well As Men

*"I thought it was mostly a male thing because you hear guys talking about it more than you hear girls. They showed females in the ad."*

*"It showed more women in the ad than men. I thought that was kind of interesting, I thought there would be more men overall."*

WIRTHLIN WORLDWIDE

48

### Inconsistent - Fast Track (21%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=19)

#### Educational Aspects

*"I didn't know they would help you with your college education. They did talk about doing that in this ad and this was something I didn't know."*

*"You don't relate Army and college together, they are not usually consistent."*

*"It showed the education standpoint. Usually when you think of the Army you think of war and the training."*

#### Not As Easy As It Looks

*"They don't mention the military aspect of joining the service."*

*"The meanness of the officers and being homesick is how I think of the Army, but none of this is being shown in the ad and it really does come along with joining the services."*

*"I think it is really harder than it looks."*

*"They show you all the good stuff, they don't show you anything that goes on behind the scenes."*

#### Didn't Realize You Could Enjoy Yourself In The Army

*"It looked like it was more enjoyable and it showed more opportunities."*

*"I didn't realize you could have so much fun in the military."*

*"It seemed like they had more freedom than what I know about any service."*

WIRTHLIN WORLDWIDE

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## APPENDIX C

### Inconsistent – Job Skills (21%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=20)

#### Not As Easy As It Looks

*"In ROTC in school they condition you and discipline you so you can go right into the military. They don't show that or the boot camp in the ad."*

*"It doesn't show wars or battles, it only shows the technological side of the military."*

*"I view the service as a lot of hard work, it is not just fun stuff. They were trying to show the fun stuff."*

*"In war there is more guns and the Army is part of that. I didn't see any of that so I really would not have known it was for the Army if they didn't say it."*

*"They don't show the harder part of it like boot camp and training. It only shows the good stuff. I know it's harder than that in real life."*

#### Didn't Realize The Career Opportunities After Serving In The Army

*"I didn't know you could learn things in the military that would put you in jobs like that."*

*"I was unaware that people from the Army can get jobs in the technology area."*

*"I didn't know they provided 200 jobs or training for over 200 jobs."*

*"Normally I view the military as guns and camouflage and they showed people at computers and stuff."*

WIRTHLIN WORLDWIDE

50

### Inconsistent – Rite of Passage (19%)

Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?

(n=20)

#### Fighting Against Monster / Dragon – Using a Sword

*"Fighting monsters? I don't think you do that."*

*"I don't necessarily view the Marine Corp. as slaying giant creatures."*

*"They made the man a lot stronger – They pit him against a huge monster."*

*"I didn't think they had swords and stuff like they showed in the ad."*

*"The used of the sword. The whole obstacle of trying to cut people while turning in circles."*

*"I didn't view it with getting to walk around with a sword all the time."*

*"You don't fight dragons in the military."*

*"The fighting because that is not what the Marines is all about."*

*"I did not know what the sword was for."*

*"I wouldn't think they were fighting monsters."*

#### Other Inconsistent Comments

*"The uniforms looked different than I remembered."*

*"If you join, I don't think you will necessarily overcome all your fears."*

WIRTHLIN WORLDWIDE

51

## APPENDIX D

### Relevant- Teens (34)

This ad talks about things that are important to me.

(n=40)

#### Helps Further My Education (43%)

*"I want to go to college and it showed me a way to get there."*

*"It talks about furthering my education and bettering myself for tomorrow."*

*"It states a lot of educational benefits that are very important to me."*

#### Teaches Leadership (15%)

*"When they mention leadership."*

*"Leadership and to know I am in control of my life."*

*"Being that it was about teens and they said something about leadership, will be important as I enter the job market."*

#### Teaches Discipline (13%)

*"They talk about discipline and right now I'm trying to work out my discipline because I used to always come home late and not do homework."*

*"Shows that I can be disciplined."*

*"Discipline is important."*

WIRTHLIN WORLDWIDE

56

### Relevant- Jobs That Matter (30)

This ad talks about things that are important to me.

(n=33)

#### Military Helps People / Saves Lives (52%)

*"I'm into helping people and doing all I can to help people."*

*"Helping other people. Showed people rescuing someone. Makes you want to help people."*

*"Assisting and saving lives, making a difference and preventing disasters should be important to any American citizen."*

#### Making A Difference (21%)

*"It tells you how you can make a difference."*

*"Making a difference in someone's life."*

*"Jobs that can make a difference."*

#### Personal Pride (12%)

*"That the future's right in front of you, that you need to hold your head up with pride."*

*"Being proud of what I do is very important to me in seeking a job."*

*"I have pride and would feel good about doing a job that really matters."*

WIRTHLIN WORLDWIDE

57

## APPENDIX D

### Relevant- Radar (19)

This ad talks about things that are important to me.

(n=21)

#### Helps Further Education (24%)

*"It clearly states that you will gain knowledge, experience and educational degrees if you desire. I think that's important to everyone or at least it should be."*

*"Education is important to me and this ad showed that."*

*"Get a better education."*

#### Advances In Technology (19%)

*"Using items on the very top of technology is what makes our military grow and exceed."*

*"America's Air Force technology is something I'm interested in."*

*"Because the basic fact that they are out there advancing our technology and defenses."*

#### Shows Military Power / Dominance (14%)

*"Shows our strength in the military compared to the rest of the world."*

*"The way they said no one comes close, and being the best is important to me and it shows that it is important to them."*

WIRTHLIN WORLDWIDE

58

### Relevant- Band (21)

This ad talks about things that are important to me.

(n=24)

#### Fun / Leisure Time In The Military (33%)

*"Life can be relaxing not just all work and no play."*

*"It's more relaxing to see guys taking it easy and having fun."*

*"Learning a lot about particular subjects that would help in the job field and also hold onto to your hobbies and interests while serving."*

#### Music / Band (25%)

*"I play instruments."*

*"Music is important to me. Showed them playing."*

*"I like music and playing band. The whole musical aspect."*

#### Meeting New People / Making New Friends (21%)

*"Friends are important to me."*

*"Friendships are important to me and it tells me that I will make friendships in the military and that we will be close friends."*

*"It talks about camaraderie and friendship."*

WIRTHLIN WORLDWIDE

59

## APPENDIX D

### Relevant- Education (60)

This ad talks about things that are important to me.

(n=63)

#### Helps Further Education (60%)

*"The people said that a college education was important."*

*"It informs me about educational opportunities and my education is important to me."*

*"Because I'm going to be starting college in the fall, that's important to me. Right now when they talk about helping with college that catches my attention."*

#### Offers Money For College (37%)

*"They will give me a fair amount of money toward my education."*

*"I take education very seriously. The fact that they are willing to pay for the education is very important."*

*"Because finding a way to pay for my education is very important."*

#### Provides Career Opportunities / Can Get A Job (13%)

*"You can advance your career and future by joining the Navy."*

*"The jobs are there."*

*"The job opportunities."*

WIRTHLIN WORLDWIDE

60

### Relevant- Fast Track (45)

This ad talks about things that are important to me.

(n=52)

#### Helps Further Education (46%)

*"It talks about getting an education and that's important to me."*

*"Because of the college degree. I think that education is important for everyone."*

*"I want to go to college and it shows you one way to do it."*

#### Offers Money For College (42%)

*"I plan to attend college and the 75 percent tuition up to 50 thousand will help with college."*

*"Talks about college assistance."*

*"College is important. Tuition is expensive and they'll pay for it."*

#### Provides Career Opportunities / Can Get A Job (10%)

*"It talked about getting a job in the future."*

*"The job coming out of the service."*

*"You get a better job."*

WIRTHLIN WORLDWIDE

61

## APPENDIX D

### Relevant- Job Skills (40)

This ad talks about things that are important to me.

(n=44)

#### **Provides Career Opportunities / Can Get A Job (55%)**

*"Because getting a good job after high school is important to me."*

*"After I come out of high school I want a job and they gave examples of different jobs that I can get."*

*"I am concerned about getting a good job and the video shows that people in the Army can get a good job."*

#### **Gain New Skills / Training (23%)**

*"Skills that will help me later on in life. Have training. Knowing I'd be hired somewhere from the training."*

*"You can learn skills on the job that you want to have when you get out."*

*"If I ever need a job or skills I can turn to the military."*

WIRTHLIN WORLDWIDE

62

### Relevant- Rite of Passage (27)

This ad talks about things that are important to me.

(n=26)

#### **Helps You Succeed / Overcome Obstacles (35%)**

*"You overcome obstacles because of support such as the crowd cheering in the background."*

*"I believe it's important to overcome hard obstacles and to have achieved something from it."*

*"Helps you overcome things."*

#### **Gives Your Courage To Face Your Fears (15%)**

*"It shows me that I can conquer my fears."*

*"Overcoming your fears."*

*"About how he said you can face your fears."*

#### **Personal Pride (12%)**

*"Give you a whole new sense of pride."*

*"Being proud."*

*"The concepts of pride in general are very important to any teen."*

#### **Honor / Respect (12%)**

*"Because honor is important."*

*"It talks about defending yourself and defending honor."*

WIRTHLIN WORLDWIDE

63

## APPENDIX D

### New Ideas - Teens (6)

This ad told me something I didn't know before

(n=6)

*"I didn't know the military offered so many career opportunities and educational help."*

*"I didn't know that the military offered so much educational opportunities."*

*"I thought that the military was more boring and less exciting than the ad shows."*

*"That all people join and they don't exclude anyone."*

*"It talked about college credits."*

*"It told me more about the military that I did not know."*

WIRTHLIN WORLDWIDE

65

### New Ideas- Jobs That Matter (19)

This ad told me something I didn't know before

(n=20)

#### **Didn't Know There Were Different Jobs In The Coast Guard (35%)**

*"I thought the Coast Guard was just police on the water. I didn't know that there were different things that you did."*

*"That there are different jobs in the Coast Guard."*

*"I didn't know there were so many different career choices to choose from."*

#### **Other Comments**

*"I didn't know that they saved people's lives and the way that they do."*

*"By being in the Coast Guard you can make your future better."*

*"I didn't know it would give you pride in doing it. I didn't know it would count for something."*

*"I did not know that the Coast Guard was part of the military."*

*"There was so much involved in working to rescue people."*

WIRTHLIN WORLDWIDE

66

## APPENDIX D

### New Ideas- Radar (27)

This ad told me something I didn't know before

(n=30)

#### On The Radar A Plane Appears As Small As A Bird (33%)

*"I didn't know how it looked so small on the radar."*

*"I didn't know that they had a plane that could be as small as a bird on the radar."*

*"That we are advanced with the new plane that can't hardly be seen on the radar."*

#### Explained Something About the Military Plane / Jet (30%)

*"It showed more about the plane itself and how it works and what it does and what is for."*

*"The thing about the jets that it was the fastest or one of the fastest planes in use."*

*"Thru joining the service I'd have an opportunity to use one."*

*"I never knew that they have a bigger and better plane."*

#### Didn't Know About The Advances in Technology (27%)

*"It told me that the Air Force has a new plane that is high tech."*

*"I never though about how complicated or advanced the technology is in the military."*

*"Their technology was so advanced."*

WIRTHLIN WORLDWIDE

67

### New Ideas- Band (21)

This ad told me something I didn't know before

(n=28)

#### Band / Music (50%)

*"I had no idea that you can be in a band and in the Navy at the same time as well as the band being sponsored by the Navy."*

*"I didn't know that they could have a band."*

*"For the Navy, I was not aware that they are allowed to bring instruments on the ship."*

#### Can Have Fun / Leisure Time In The Military (29%)

*"I didn't know you had free time to do stuff you want like that."*

*"That you are not only focusing on the Navy-you still have time for your hobbies."*

*"It told me that you can have fun and still be in the military."*

#### Didn't Know The Different Jobs They Offer (11%)

*"The many different job opportunities."*

*"That each person has a different duty on the ship."*

*"The people talking about all the different jobs they have to offer."*

WIRTHLIN WORLDWIDE

68



## APPENDIX D

### New Ideas- Education (15)

This ad told me something I didn't know before

(n=14)

#### Offers Money For College (71%)

*"I didn't know that they offered scholarships."*

*"I didn't know they would pay for 4 yrs of college. The people said that the Navy paid for their 4 yrs of college."*

*"About giving me money for education if I join the service."*

*"They'll give you scholarships and pay for tuition after you finish with the military."*

#### Other Comments

*"Didn't know that there were college professors that came and taught them in the military."*

*"That they actually can get an education while you are serving."*

*"The Navy has a good education program."*

WIRTHLIN WORLDWIDE

69

### New Ideas- Fast Track (25)

This ad told me something I didn't know before

(n=28)

#### Offers Money For College (76%)

*"I did not know that they will pay for half of college."*

*"They can give you a certain amount of money in helping with college."*

*"It said they will pay up to \$50,000 dollars for an education."*

*"I didn't know that they would pay \$50k for college or 75% tuition."*

#### Other Comments

*"I didn't know you could get college credits for military courses."*

*"I didn't know they could help you get into college better."*

*"I did not know you can serve and learn while in attending the program."*

WIRTHLIN WORLDWIDE

70

## APPENDIX D

### New Ideas- Job Skills (20)

This ad told me something I didn't know before

(n=22)

#### Gain New Skills / Experience (32%)

*"The service would give me skills."*

*"I didn't know that you get training for jobs in the Army."*

*"I really didn't know that you learn job skills I thought you just learn war skills etc."*

#### Get Jobs At Large Companies (27%)

*"Didn't know you could work for such big companies from going into the military."*

*"I didn't know that people in the Army could work for companies such as A.T.&T, Ford and G.E. I thought they would stay with some kind of Army position."*

*"I didn't know that people coming out the Army got jobs with G.E. and Ford."*

#### Provides Career Opportunities After Serving In The Army(23%)

*"That people were hired right when they got out for jobs that they wanted."*

*"I had know idea you would be eligible for that many jobs."*

*"I did not realize that people could have good careers after the Army."*

#### Get Trained For Over 200 Jobs (23%)

*"They are trained in over 200 real world jobs."*

*"They'll train you for over 200 types of jobs."*

*"I didn't know that there are over 200 jobs in the Army that can be learned."*

WIRTHLIN WORLDWIDE

71

### New Ideas- Rite of Passage (7)

This ad told me something I didn't know before

(n=4)

*"I didn't know that becoming a Marine would involve so much of a struggle."*

*"I've never heard the saying 'the few, the proud, the Marines.' I thought they were as large as the Army."*

*"I didn't know the military offered so much."*

WIRTHLIN WORLDWIDE

72

## APPENDIX E

### Important - Teens (43)

This ad communicates The Service does important things for our country.

(n=50)

#### Serving Your Country (18%)

*"It just shows that you can serve your country-everything you need to serve your country."*

*"How the military likes good kids and if we are good we should want to serve our country."*

*"Talks about good kids serving our country."*

#### Developing Leadership Skills (16%)

*"It trains people in leadership."*

*"That you will learn to be a leader."*

*"Building leadership with the younger generation."*

#### Protecting Your Country (10%)

*"It protects our country if needed."*

*"They were getting prepared to protect the country."*

*"They were training teenagers to protect our country."*

#### Teaches Discipline (10%)

*"It gives young people discipline."*

*"It showed people in basic training learning discipline."*

*"That you will learn to be disciplined."*

WIRTHLIN WORLDWIDE

76

### Important - Jobs That Matter (62)

This ad communicates The Service does important things for our country.

(n=20)

#### Coast Guard Helps People / Saves Lives (65%)

*"I saw people being saved and the woman being united with her child."*

*"In the ad they were saving lives on the helicopter, boat etc. It shows many ways in which the Coast Guard helps people out."*

*"Rescuing the child showed that they really cared for people."*

#### Serving Your Country (15%)

*"It tells you by going there and doing things for your country you will be helping your country."*

*"At time of war you can serve your country."*

*"They look to do what is in the best interest of the people of our country by helping them when needed."*

#### Military Jobs Are Important / Jobs That Matter (12%)

*"The words in the song Jobs That Matter."*

*"Everything they showed had to do with being important with the country."*

*"It said it was important."*

WIRTHLIN WORLDWIDE

77

## APPENDIX E

### Important - Radar (55)

This ad communicates The Service does important things for our country.

(n=64)

#### Advancements In Technology (31%)

*"It shows how our technology increased and how we have good technology in our country. It is important that we have good technology in our country."*

*"They are developing technology so that if we were to go to war we would have an advantage."*

*"It shows that we are number 1 in technology."*

#### Protecting Your Country (17%)

*"They implied that they are protecting the country with the planes."*

*"That the Air Force has great capabilities to protect us"*

*"It indicated that it protected our country, I would consider that to be extremely important."*

#### On Radar The Plane Is As Small As A Bird / Undetectable (14%)

*"Shows the radar with other planes on it and ours is really small and that we can win with that."*

*"They make planes so you can't detect them. Said they had a really good plane and it was small as a bird on radar."*

*"Saying that its undetectable so it won't be seen as easy."*

WIRTHLIN WORLDWIDE

78

### Important - Band (32)

This ad communicates The Service does important things for our country.

(n=30)

#### Tells About The Different Jobs (37%)

*"It not only shows them playing in a band, it also explains what they do aboard ship. It is important for people to understand or see what the Navy does."*

*"It goes through all the different jobs that the people hold. There personal stories of what they do."*

*"They operate mostly everything the ships they are on, they control missile loading and air landings."*

#### Gain New Skills / Experience (27%)

*"It teaches the young people job skills that will help protect our country."*

*"Let me know what certain skills officers on the ship learn and that helps our country."*

*"The service teaches higher learning skills and this is important when serving our country."*

#### Protecting Your Country (17%)

*"They made me feel like they were protecting the country somehow."*

*"Running the ship to defend our country."*

*"Sounds like they are protecting the country."*

WIRTHLIN WORLDWIDE

79

## APPENDIX E

### Important - Education (36)

This ad communicates The Service does important things for our country.

(n=40)

#### Helps Further Education (55%)

*"The fact that they are willing to educate their soldiers."*

*"Because it sends kids to college."*

*"It educates those who join the service it provides an education for those who join."*

#### Offers Money For College (25%)

*"It states within the ad that they would help with education expenses."*

*"It puts people that can't afford college into college."*

*"It provides an education for those that have no other means of getting education after high school."*

#### Serving Your Country (18%)

*"Its just like they do a lot for you and then you do a lot for the country."*

*"It showed that if you go into the Navy it will help you out with your education while you were doing your part for your country."*

*"It gives people an opportunity to serve their country."*

WIRTHLIN WORLDWIDE

80

### Important - Fast Track (35)

This ad communicates The Service does important things for our country.

(n=39)

#### Offers Money For College (28%)

*"It helps people that don't have the same income as some other people go to school."*

*"Provide us with opportunity for higher learning. They will take care of tuition."*

*"They help people out of high school earn money for college."*

#### Helps Further Education (21%)

*"There's was a lot of learning and education is one of the fundamental parts of a strong society."*

*"They want to make us more educated to better our country."*

*"It was just mainly learn and go to college ."*

#### Gain New Skills / Experience (11%)

*"It shows the guy on the satellite doing a job that will be needed in the future. It also showed job skills in general."*

*"Specifically it shows people working with computers and learning skills."*

#### Serving Your Country (11%)

*"If you help people in the service, you are serving your country."*

*"By being in the Army you can serve your country by fighting in the war."*

#### Advancements In Technology (11%)

*"It shows the technology that we use to protect the country."*

*"The technology that was shown like the computers, the tech with planes."*

WIRTHLIN WORLDWIDE

81

## APPENDIX E

### Important - Job Skills (43)

This ad communicates The Service does important things for our country.

(n=47)

#### **Gain New Skills / Experience (34%)**

*"It provides the skills for better jobs."*

*"With the skills you get in the military, you can do many things for other people like once you get out you can get a job in the field you are working in."*

*"It will better prepare people for the jobs they are trying to get so employers won't have to spend money to train."*

#### **Get Jobs At Large Companies (11%)**

*"It shows how it can help you get a job with a reputable co. Such as Ford and other technical companies."*

*"It said people from the Army get jobs with big name companies."*

#### **Jobs Help The Economy (11%)**

*"After you have served in the Army you can do other jobs to help the economy."*

*"That you'll be part of the workforce; that will help the country, economy wise."*

WIRTHLIN WORLDWIDE

82

## APPENDIX F

### Good Job - Teens (33)

This ad communicates that by joining The Service I can get a good job.

(n=39)

#### Gains New Skills / Experience (41%)

*"They get you to join and then they will teach you a skill."*

*"They said they would teach you skills to get a good job."*

*"It showed the service offered you job training in fields that are used every day."*

#### Provides Career Opportunities (31%)

*"You got career choices to make."*

*"They talk about the many jobs that people get in the military."*

*"It said that it shouldn't be hard for anyone to get a job."*

#### Helps Further Education (28%)

*"It showed education and with any good job requires a higher education."*

*"They stressed education."*

*"It stated about the education programs."*

#### Military Provides Opportunities (15%)

*"The ad stated that there a great opportunities."*

*"There are opportunities in the military."*

*"Lots of different things you can do."*

WIRTHLIN WORLDWIDE

87

### Good Job - Jobs That Matter (45)

This ad communicates that by joining The Service I can get a good job.

(n=52)

#### Provides Career Opportunities After Serving In The Coast Guard (29%)

*"With the experience of the Coast Guard you can get a good job."*

*"In the commercial they said they would help you get a good job that you enjoy."*

*"If you went to get a job and you have that you were in the Coast Guard, you would have a good reference."*

#### Gain New Skills / Training (21%)

*"With the skills the service teaches one should be able to find a good job."*

*"They are teaching you skills that are practical in the career field."*

*"The ad showed highly trained people saving others. With the training I should be able to get a good job."*

#### Shows Different Jobs (19%)

*"It showed people doing their jobs."*

*"It showed the U.S. Coast Guard doing different jobs for different people."*

*"It showed there were many different avenues and career choices."*

#### Coast Guard Helps People / Saves Lives (14%)

*"That by helping save lives not only could you be in the service but if anyone is in need you can help them."*

*"The jobs involves helping people."*

*"It show people working at things that I consider would be a good job. The people saving other peoples lives would be a good job."*

WIRTHLIN WORLDWIDE

88

## APPENDIX F

### Good Job - Radar (26)

This ad communicates that by joining The Service I can get a good job.

(n=33)

#### Gain New Skills / Training (46%)

*"You can learn how to use a radar scope."*

*"With the technical training that they give me I will definitely be able to get a good job."*

*"It clearly states the skills and levels of training that will increase your chances and almost guarantee employment."*

#### Advancements In Technology (18%)

*"Each of the jobs that were mentioned were high tech and beneficial towards me and my country."*

*"Everything was all technical."*

*"It showed the technology jobs."*

WIRTHLIN WORLDWIDE

89

### Good Job - Band (24)

This ad communicates that by joining The Service I can get a good job.

(n=22)

#### Gain New Skills / Training (46%)

*"It teaches you all the controls of a ship that have to do with related skills in the work force."*

*"The technical skills they were taught. They were mentioning all the technical skills they were taught and what they did with them."*

*"It mentioned job skills could be learned."*

#### Talks About / Shows Different Jobs (27%)

*"Different people talking about the different jobs they do."*

*"It had people talking about what they were doing and what kind of jobs they had."*

*"Many positions to be filled. Each member of the group took care of a separate system a different glimpse of each one at work."*

WIRTHLIN WORLDWIDE

90



## APPENDIX F

### Good Job - Education (66)

This ad communicates that by joining The Service I can get a good job.

(n=65)

#### Helps Further Education (49%)

*"That you can get an education while you earn money at the same time. They have quality educators to help you get your education."*

*"It explains the higher level of education you receive from the Navy."*

*"They actually pay college professors to teach on board."*

#### Stated It Provides Career Opportunities (48%)

*"It was saying that there were good opportunities to getting jobs."*

*"They said that you will get a good job after you get out and after you get an education with the military."*

*"One of the guys said he got a job right after he came out of the Navy."*

#### Offers Money For College (20%)

*"They pay for college and you can go to school for free."*

*"They said they provide money to further your education."*

*"They pay tuition and help you get books."*

#### The Image Of The Doctor (15%)

*"It shows the doctor."*

*"The different examples they used-one became a doctor."*

*"There was a doctor in the ad stating that he got his degree while on active duty."*

WIRTHLIN WORLDWIDE

91

### Good Job - Fast Track (45)

This ad communicates that by joining The Service I can get a good job.

(n=49)

#### Helps Further Education (35%)

*"They can give you a good education and education is the key to getting a good job."*

*"They encourage education and with a good education you can get a better job."*

*"It said that you learn while you serve and you earn college credits."*

#### Offers Money For College (27%)

*"It says it'll pay up to 75% of college tuition."*

*"The college tuition they provide will help you get a more skilled job."*

*"It stated that it would give me all the education that I need and pay for it."*

#### Gain New Skills / Training (25%)

*"The hands on experience."*

*"The skills obtained in the military gives you knowledge needed in the real world."*

*"The ad said they would teach skills needed to get a good job."*

WIRTHLIN WORLDWIDE

92

## APPENDIX F

### Good Job - Job Skills (78)

This ad communicates that by joining The Service I can get a good job.

(n=82)

#### Gain New Skills / Training (40%)

*"By joining the military the experience in job skills of different sorts of jobs."*

*"It showed the skills you could learn to get a good job in life."*

*"The different skills people gained after being in the Army."*

#### Get Jobs At Large Companies (34%)

*"When they say that people can get jobs with Ford and AT&T."*

*"It shows the good jobs you can get with Ford, AT&T, and GE they are well established companies after you leave the service."*

*"You will get hired by good companies, companies that give good pay and options."*

#### Training In Over 200 Real World Jobs (17%)

*"The ad said there are over 200 jobs available for you during your job in the service."*

*"Because of the over 200 job skills that I can learn and use them after I retire and leave the military."*

*"It said there were over 200 job training classes available."*

WIRTHLIN WORLDWIDE

93

### Good Job - Rite of Passage (13)

This ad communicates that by joining The Service I can get a good job.

(n=13)

*"It doesn't matter how long you are in there, you will find a job when you get out."*

*"Because the companies probably look for service people."*

*"I believe that a Marine can get a job anywhere."*

*"It states in the ad that it will teach discipline and it will help you learn life skills that will enable you to get a job."*

*"Getting a good job involves team work and the service would teach that."*

*"Even though they don't show actual training if you better yourself you will get a good job."*

WIRTHLIN WORLDWIDE

94

## APPENDIX F

### Experience - Teens (51)

This ad communicates that my joining The Service I will gain valuable experience.

(n=57)

#### Training / Gain New Skills (33%)

*"Gain valuable experiences thru training."*

*"It said you can learn leadership skills and that is what everybody should have."*

*"The ad made it sound like the Army is a good way to start out your life by teaching you real-world aspects."*

#### Teamwork (23%)

*"The different types of people working together helps to build strong group work and collaboration."*

*"It shows that teamwork will help accomplish your goals."*

*"I would say teamwork. It showed them working together."*

#### Military Provides Experiences (16%)

*"There was a lot of different things you could do."*

*"It showed a lot of things that would take a lot of effort and things that you could probably use throughout your life."*

*"You gain better experience of how to do go in life."*

#### Teaches Discipline (10%)

*"The commercial showed that they were learning discipline."*

*"In the military they teach you a lot of discipline ."*

*"You'll learn discipline."*

WIRTHLIN WORLDWIDE

96

### Experience- Jobs That Matter (56)

This ad communicates that my joining The Service I will gain valuable experience.

(n=66)

#### Coast Guard Helps People / Saves Lives (32%)

*"It was communicated by helping people everyday in the Coast Guard you get a sense of helping the community."*

*"The video shows a different side of life, that you can help people in more than one way."*

*"Helping out people in need."*

#### Gain New Skills /Training (27%)

*"Because the things you learn that they don't teach at school."*

*"If you join you will learn important job skills."*

*"It showed people learning trades."*

#### Shows Different Jobs (15%)

*"By showing what the people are actually doing and what they have to go through to get the jobs they want."*

*"It showed people doing different things."*

*"It shows the different kinds of jobs in the Coast Guard which would give experience."*

#### Teamwork (14%)

*"It shows how to work with a team in saving people."*

*"Working as a team. All your crewmates on the ship."*

WIRTHLIN WORLDWIDE

97

## APPENDIX F

### Experience - Radar (45)

This ad communicates that my joining The Service I will gain valuable experience.

(n=52)

#### Gain New Skills / Training (67%)

*"You will learn the skills needed to carry out the operations given."*

*"It showed that you could learn how to operate the radar and fly the planes."*

*"You will get experience with technologies that most people would not get experience with unless they are in the military."*

*"It showed different things that I could learn that might be beneficial to my life."*

#### Advancements In Technology (15%)

*"The technology. Dealing with the technology."*

*"They are learning a lot about advanced technology and that is really valuable for any job today."*

*"Being able to work with high technology is very good experience."*

WIRTHLIN WORLDWIDE

98

### Experience - Band (47)

This ad communicates that my joining The Service I will gain valuable experience.

(n=51)

#### Gain New Skills / Training (53%)

*"They give examples of the skills they learn in the Navy. When they show personal testimonies with the people performing their duties."*

*"When you learn different skills some will help you in the future."*

*"You not only learn skills that are used on the job but you can learn new things from other people."*

#### Talks About / Shows Different Jobs (28%)

*"They had the guys talking about their jobs on the ship."*

*"It showed them working at their jobs and on there free time they learning stuff as well."*

*"It talked about how they worked the ships and I have interest in that type of stuff."*

#### Meet New People / Make New Friends (20%)

*"You can make new friends with the same interests as you."*

*"You get to meet guys your age and make friends maybe even have some fun like the band."*

*"It showed all the friends you can make."*

WIRTHLIN WORLDWIDE

99

## APPENDIX F

### Experience - Education (52)

This ad communicates that my joining The Service I will gain valuable experience.

(n=55)

#### Helps Further Education (47%)

*"Not only are you going to the Navy but you also go to college."  
"When the girl was talking and you could see that she was a pilot and also learning at the same time. You can go into the military and get your education at the same time."  
"That education is offered with their help and in the long run the experience will help you when you get out."*

#### Offers Money For College (25%)

*"They explained that the Navy was giving them money to get an education."  
"They were saying the education was free so you wouldn't have to work you can concentrate on school."  
"It shows that you can get money to go to college."*

#### Gain New Skills / Training (11%)

*"By learning all the skills you need to run whatever operation you are in."  
"The skills you learn."*

WIRTHLIN WORLDWIDE

100

### Experience - Fast Track (49)

This ad communicates that my joining The Service I will gain valuable experience.

(n=53)

#### Gain New Skills / Training (34%)

*"They show the training and the skills people are learning while in the service."  
"By them showing different job skills you can learn."  
"All the things they were doing in training showed what I could do."*

#### Further Education (26%)

*"By serving you can go to school and get the experience in life."  
"You can get an education by joining the service."  
"Getting college experience through the Army."*

#### Shows Different Jobs (17%)

*"Shows all the trades the Army can help you with."  
"All of the pictures they showed were of careers that could give you valuable experience."  
"It showed the different jobs available."*

#### Offers Money For College (11%)

*"It tells you how it can pay for your school while you serve."  
"It can help pay for school and you can get college credit while in the service which is important to me."*

WIRTHLIN WORLDWIDE

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## APPENDIX F

### Experience - Job Skills (66)

This ad communicates that my joining The Service I will gain valuable experience.

(n=74)

#### Gain New Skills / Training (54%)

*"They are training you with different skills that may come handy later in life."*

*"The demand for people in technical skills such as companies like GE, and Ford, is increasing every year so it is important to learn those skills."*

*"The experience you gain in the Army is valuable because you will be working with more advance technology and you will need the experience."*

#### Able To Get A Good Job (26%)

*"It says that coming out of the Army I could get a good job so I would have had to gain valuable experience."*

*"Showed the men doing their skilled jobs, and this would help you get a job after the service."*

*"You can get a better job in life and become something more then you might have been."*

WIRTHLIN WORLDWIDE

102

### Experience - Rite of Passage (42)

This ad communicates that my joining The Service I will gain valuable experience.

(n=43)

#### Gain New Skills / Training (37%)

*"They train you to work through adversity."*

*"Fighting skills and the way he was going through the tunnel and fighting the monster."*

*"It shows the man learning survival skills."*

#### Marines Will Help You Succeed / Overcome Obstacles (19%)

*"It says once you become a marine you will be able to go through and do anything."*

*"The ad showed that a Marine will have to learn to deal with obstacles and overcome them and that will be valuable."*

*"He's learning how to overcome obstacles as they come upon him."*

#### Other Comments

*"The fact that they teach you how to better yourself."*

*"It showed you and told you you could conquer your fears and fight your enemies."*

*"By going thru the training you will learn discipline and teamwork and it fills you with a sense of completion because it makes you feel you are serving your country."*

WIRTHLIN WORLDWIDE

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## APPENDIX F

### Career Opportunities - Teens (36)

This ad communicates that by joining The Service I will have many career opportunities.

(n=42)

#### Helps Further Education (29%)

*"They showed education will give you more career opportunities."*

*"It plainly states within the ad that it furthers education bettering your chances in different fields."*

*"They talk about the opportunities to get an education."*

#### Stated That The Military Will Provide Job Opportunities (26%)

*"They tell you you will have a job in the waiting after high school."*

*"The commercial talked about different careers in the Army, Coast Guard, etc."*

*"It states that there are several different career opportunities."*

#### Gain New Skills / Training (26%)

*"You get on the job military training in skills you need when you get out to get a career."*

*"The training you receive in the military is applicable in real life."*

*"They teach you a skill and then you can go out in the real world and get a job."*

#### Shows Different Jobs (21%)

*"The ad showed many different people with many different jobs in many branches of the service."*

*"It shows you all the different paths you can take once you are in the service."*

*"It shows people in different jobs."*

WIRTHLIN WORLDWIDE

105

### Career Opportunities - Jobs That Matter (37)

This ad communicates that by joining The Service I will have many career opportunities.

(n=41)

#### Shows Different Jobs (42%)

*"They showed people working on many different jobs."*

*"It showed people in different situations doing their jobs. Because of the vast variation of jobs."*

*"It shows the different kinds of jobs in the Coast Guard."*

#### Gain New Skills / Training (22%)

*"Will get and train you for jobs."*

*"They're teaching you skills that make you marketable."*

*"I will be utilizing the educational and technical skills that the U.S. Coast Guard provides me with guaranteeing me a job."*

#### Provides Career Opportunities (17%)

*"The Coast guard is a career that seems what they are emphasizing."*

*"It basically said that was a good job, the Coast Guard."*

*"It says it you will have career opportunities."*

#### Coast Guard Helps People / Saves Lives (15%)

*"Showed many careers helping people."*

*"You learn how to save people."*

*"You can be successful and help others."*

WIRTHLIN WORLDWIDE

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## APPENDIX F

### Career Opportunities - Radar (27)

This ad communicates that by joining The Service I will have many career opportunities.

(n=30)

#### Gain New Skills / Training (40%)

*"Knowing what you need to operate a plane and its mission will give you great problem solving skills for the real world."*

*"The service would train you the skills necessary for a good job."*

*"You learn about technology on airplanes."*

#### They Said It Provides Career Opportunities (27%)

*"They list the career opportunities that you can achieve."*

*"They said you can have many career opportunities."*

*"It clearly states in the ad the several career opportunities."*

#### Advances In Technology (20%)

*"Everything looked all technical."*

*"When they show all these radar-guys, that you'll know more about technology."*

*"I saw a lot of computers and technology. It says that if you can use the computers and technology you can handle most jobs."*

WIRTHLIN WORLDWIDE

107

### Career Opportunities - Band (30)

This ad communicates that by joining The Service I will have many career opportunities.

(n=31)

#### Talks About / Shows The Different Jobs (42%)

*"They were going around showing different job skills."*

*"It had all the personnel list their jobs and what they did."*

*"When all the guys are introducing themselves they say what their jobs are and they are all different. They seem to have several jobs."*

#### Gain New Skills / Training (42%)

*"Show you could learn the jobs of the Navy and that you could learn other skills that will help you out of the Navy."*

*"It can teach you all kind of qualities that you can use in every day life like with machinery."*

*"You learn different things and trades and if you get out and have that training you can do it outside business wise."*

WIRTHLIN WORLDWIDE

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## APPENDIX F

### Career Opportunities - Education (65)

This ad communicates that by joining The Service I will have many career opportunities.

(n=69)

#### Offers Money For College (32%)

*"They said it would pay for my full four years of college."*

*"It said it pay for college and you have a better career with a college education."*

*"People are clearly explaining what the service has to offer them. And the Navy will give them their books and that professors will be on site."*

#### Education Helps Your Career (25%)

*"Because of the higher education you have the better job you can have."*

*"When you get an education that helps get many career opportunities."*

#### Talked About The Different Career Opportunities (12%)

*"He said right after he got out he had a job lined up."*

*"People stating that they got very good jobs after their schooling and their training in the service."*

*"The fact that people said that they had many opportunities for jobs and they got jobs right away. The Navy and government have jobs that are out there for special people."*

WIRTHLIN WORLDWIDE

109

### Career Opportunities - Fast Track (57)

This ad communicates that by joining The Service I will have many career opportunities.

(n=83)

#### Helps Further Education (25%)

*"The military helps you get your degree."*

*"The way that it stressed college education."*

*"Having a chance to go to college to further your education."*

#### Talked About / Showed The Different Career Opportunities (25%)

*"Stated that great career opportunities would be available after serving."*

*"It tells you the service will help you get a job."*

#### Offers Money For College (16%)

*"The tuition they provide will help pay for college and that will benefit my future."*

*"It helps with college tuition. It helps you out in the real world when you are out on your own."*

*"The ad says that the military pays for your college. This would give you a lot of opportunities."*

#### Gain New Skills / Training (8%)

*"They said you get job training."*

*"If you are in the Army you're learning a trade."*

WIRTHLIN WORLDWIDE

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## APPENDIX F

### Career Opportunities - Job Skills (77)

This ad communicates that by joining The Service I will have many career opportunities.

(n=83)

#### **Able To Get A Good Job (34%)**

*"It tells you that you will have jobs waiting. It also listed companies that hire their people."*

*"The ad says that I can get a good job coming out of the Army."*

*"They were listing many doors that would open after serving in the military career wise."*

#### **Get Jobs At Large Companies (33%)**

*"They mention that companies will probably be impressed with your military background and hire you--good companies that will be around forever."*

*"Just the fact that they mention companies like Ford, AT&T, will look at your background and training that you will get in the Army."*

*"It said companies like GE and Ford will hire you."*

#### **Training In Over 200 Real World Jobs (18%)**

*"It described over 200 jobs available that I can use after I retire."*

*"It tells you that it provides training for over 200 jobs."*

*"They told about over 200 job training opportunities in the military."*

#### **Gain New Skills / Training (16%)**

*"You will gain skills while you are in the armed forces."*

*"They teach you the skills you need in the Army."*

*"It said going into the service will teach you things that normally you wouldn't learn."*

WIRTHLIN WORLDWIDE

111

### Career Opportunities - Rite of Passage (8)

This ad communicates that by joining The Service I will have many career opportunities.

(n=6)

*"It tells you that you will get an opportunity to challenge yourself."*

*"To be in the Marines you get to do different things and the many places you could go."*

*"It shows you how to overcome obstacles in your life."*

*"It shows that if you're in the Marines, the discipline that comes with it, you can get a better job because they know you'll have discipline."*

WIRTHLIN WORLDWIDE

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## APPENDIX G

### Quality of Life - Teens (26)

This ad reminds me that my quality of life will improve because of The Service.

(n=30)

#### Gain New Skills / Training (23%)

*"It provides real life training."*

*"Instead of just going to college you can go and learn the ropes by being in the military."*

*"Because I'll learn job experience ."*

#### Teaches Discipline (20%)

*"They say they teach discipline and it conveys some kind of order and I feel that is good."*

*"It states that you can learn discipline and it will improve your life."*

*"Because you can be stronger. Self discipline. Know what to do in tough situations."*

#### Meet New People / Make New Friends (10%)

*"They get to meet so many new people. New relationships. A broader view of the world."*

*"It made you feel that you will meet new people and that will improve your quality of life."*

WIRTHLIN WORLDWIDE

116

### Quality of Life - Jobs That Matter (23)

This ad reminds me that my quality of life will improve because of The Service.

(n=27)

#### Gain New Skills / Training (26%)

*"I will learn the skills I need in life."*

*"It will improve because of the training. I would be better prepared for a career."*

#### Coast Helps People / Saves Lives (19%)

*"I'll be saving lives and helping others."*

*"Helping out people."*

*"It would improve it because I would be helping people everyday."*

#### Feel Good About Yourself (15%)

*"People will think that I am important. I would be proud of myself and successful."*

*"They are showing things you can do, and I think doing those things in life will make you feel good about yourself."*

#### Meet New People / Make New Friends (11%)

*"Meet new people."*

*"You can have new friends who live in different places that do interesting things."*

WIRTHLIN WORLDWIDE

117

## APPENDIX G

### Quality of Life - Radar (15)

This ad reminds me that my quality of life will improve because of The Service.

(n=18)

#### Gain New Skills / Training (28%)

*"You will learn things that you didn't know before. Helpful things."*

*"It will give me the opportunities to learn new things."*

*"It gives you knowledge that you couldn't get anywhere else."*

#### Other Comments

*"You'll have a job that won't let you down ... a secure job."*

*"It will make me a better person by treating people with respect."*

*"The military gives you the discipline needed to survive and exceed in real life."*

*"I could make good money doing those types of jobs."*

*"Being responsible. Putting yourself to the test. Positive attitude."*

WIRTHLIN WORLDWIDE

118

### Quality of Life - Band (16)

This ad reminds me that my quality of life will improve because of The Service.

(n=17)

#### Meet New People / Make New Friends (29%)

*"Just another way to make more friends by playing an instrument."*

*"How they made friends and how they bonded through similar interest."*

*"Meeting new friends that share your ideas and thoughts and like what you like."*

#### Other Comments

*"My self esteem is risen because I've done something for my country."*

*"Showing respect. Being proud of yourself."*

*"The service gives a lot of opportunities to improve your life."*

*"It shows me to try to gain the most knowledge in all areas of life."*

WIRTHLIN WORLDWIDE

119

## APPENDIX G

### Quality of Life - Education (40)

This ad reminds me that my quality of life will improve because of The Service.

(n=47)

#### Education Improves Your Quality of Life (57%)

*"I would not only serve the military I would also have a degree in whatever field I choose."*

*"With higher education your quality of life will probably be better."*

*"It will help you go to college and college is a key ingredient to being successful."*

#### Provides Job Opportunities (30%)

*"College education will get me a better job. The guy that said he was a doctor."*

*"After you are done with the service and school you will have a good job to fall back on."*

*"Someone said that they had a job right out of college."*

WIRTHLIN WORLDWIDE

120

### Quality of Life - Fast Track (34)

This ad reminds me that my quality of life will improve because of The Service.

(n=40)

#### Helps Further Education (38%)

*"The Army will give me a chance for a better education and that will make my quality of life better."*

*"It talked about the fact that I can continue my education."*

*"The higher education you receive."*

#### Offers Money For College (33%)

*"They offer to pay for education which is important."*

*"The money is available to go to college and going to college makes your life easier."*

*"They showed the money for the college and college will make you a better person."*

#### Able To Get A Better Job (28%)

*"You get a better paying job after the military and earn a better living."*

*"Learning new skills will help you get a better job."*

*"Better job better life."*

WIRTHLIN WORLDWIDE

121

## APPENDIX G

### Quality of Life - Job Skills (38)

This ad reminds me that my quality of life will improve because of The Service.

(n=43)

#### **Able To Get A Good Job (42%)**

*"The fact that after you get out you have a good job waiting."*

*"I can get a job after I serve in the Army."*

*"The different fields that you can go into after you finish the military."*

#### **Gain New Skills / Training (33%)**

*"You would learn new things that applied to your job."*

*"Your quality of life will improve because of the training they give you in the service."*

*"The job training provided that would provide job skills. You would get training in specific fields that there are."*

WIRTHLIN WORLDWIDE

122

### Quality of Life - Rite of Passage (27)

This ad reminds me that my quality of life will improve because of The Service.

(n=31)

#### **Marines Will Change You / Make You A Better Person (36%)**

*"All the training will make a stronger and better person."*

*"Because you go in a scrub and come out a Marine."*

*"After he was done fighting the dragon everything improved for him."*

*"It looked like the guy in the commercial for the better at the end. He accomplished his goals, gained experience and was better when he was done. Better for it."*

#### **Teaches You Courage / Conquering Fears (13%)**

*"Overcoming fears."*

*"Helps to teach to overcome his fears."*

WIRTHLIN WORLDWIDE

123

## APPENDIX G

### Smart Choice - Teens (38)

This ad reminds me that joining The Service is a smart choice.

(n=45)

#### Helps Further Education (18%)

*"The service will help you with school and to become independent."*

*"They can help you get to college."*

*"I can get an education and stay out of trouble."*

#### Gain New Skills / Training (16%)

*"Teach important job skills."*

*"You learn the skills you need to succeed in life."*

*"It tells you how you will learn a variety of skills not only in the realm of employment and education but values for life."*

#### Military Provides Opportunities (13%)

*"It shows many opportunities you can get by joining the service."*

*"How it provides a good opportunity before going to college and for experience."*

*"A lot of teenagers don't know what they want to do after high school and the commercial showed that you can get different experiences."*

#### Serving Your Country (11%)

*"You are helping your country. Shows how we teenagers are not just here we can actually do something."*

*"Does good things for your country."*

*"Doing your duty for your country."*

WIRTHLIN WORLDWIDE

125

### Smart Choice - Jobs That Matter (33)

This ad reminds me that joining The Service is a smart choice.

(n=41)

#### Coast Guard Helps People / Saves Lives (34%)

*"The opportunities to help people and the responsibility along with it."*

*"Gives you the opportunity to save people's lives. Just to help people."*

*"They were helping the people. It reinforces action rather than laziness."*

#### Gain New Skills / Training (20%)

*"You learn skills that make you successful in life."*

*"Helps you gain knowledge and experience that you can use later to get a better job."*

*"They give you training."*

#### Coast Guard Jobs Are Important (12%)

*"I would be part of something that is important and disasters happen all the time and more people should be conscious effort to insure that the disasters don't get out of hand."*

*"You have an important job in the Coast Guard, it says jobs that matter."*

*"They had good jobs to offer and that they are important."*

WIRTHLIN WORLDWIDE

126

## APPENDIX G

### Smart Choice - Radar (28)

This ad reminds me that joining The Service is a smart choice.

(n=33)

#### Gain New Skills / Training (42%)

*"The ad says that joining the Air Force will be an experience where I would learn something and walk away and leave knowing more than when I came."*

*"It will help me improve my future - by learning new skills."*

*"It gives you the training for afterwards for a better opportunity."*

#### Advances In Technology (12%)

*"They have the most advanced technology."*

*"All that electronics that I saw in the beginning of the ad and just knowing that it is going to be in the future would make a smart choice to be in the field."*

*"You get to be part of a team, a team that works with the most advanced technology and the most powerful aircraft."*

#### Other Comments

*"It looks so important and top secret the fighter planes can't help but be drawn to it, the people in the commercial are important and probably making good money."*

*"The service gives you a chance to connect with other people who don't think they are capable of joining the job world yet."*

WIRTHLIN WORLDWIDE

127

### Smart Choice - Band (23)

This ad reminds me that joining The Service is a smart choice.

(n=27)

#### Gain New Skills / Training (22%)

*"The skills that the band members learn."*

*"You would learn more advanced stuff and have it as your own knowledge."*

*"You get to learn how to use advanced equipment ."*

#### Fun / Leisure Time In The Navy (19%)

*"It shows extra curricular activities."*

*"I would have fun while being in the military."*

*"You can have the military as a plan and still manage to have some fun ."*

#### Meet New People / Make New Friends (15%)

*"It looked exciting having friends and working all at the same time."*

*"It showed you can get involved and have really good friends."*

#### Provides Career Opportunities (15%)

*"Many job opportunities available."*

*"Excellent job opportunities."*

WIRTHLIN WORLDWIDE

128



## APPENDIX G

### Smart Choice - Education (51)

This ad reminds me that joining The Service is a smart choice.

(n=56)

#### Offers Money For College (48%)

*"It'll pay for your college, it's a good experience to have."*

*"If you can't pay for college then joining the Navy will help you out."*

*"If you have no other means to pay for your education this would be a good way to pay for it."*

#### Helps Further Education (32%)

*"I believe that getting a higher education is a very important thing."*

*"They stated you can get an education and be in the service at the same time."*

*"The more education you have, the more doors are open."*

WIRTHLIN WORLDWIDE

129

### Smart Choice - Fast Track (43)

This ad reminds me that joining The Service is a smart choice.

(n=52)

#### Offers Money For College (35%)

*"The financial help that's important."*

*"It will help pay for your education."*

*"It gives you monetary assistance with college."*

#### Helps Further Education (20%)

*"It helps you get a degree in college."*

*"To get a higher education."*

*"They mention college in the ad."*

#### Able To Get A Good Job (14%)

*"Getting a good job right after school -coming out of the service and getting a job you like."*

*"You get better job opportunities after you serve."*

*"More opportunities in the workforce."*

WIRTHLIN WORLDWIDE

130

## APPENDIX G

### Smart Choice - Job Skills (45)

This ad reminds me that joining The Service is a smart choice.

(n=52)

#### Gain New Skills / Training (48%)

*"You'll learn new skills that you can use in future jobs. Joining up will help you in the future and at the same time you can be learning new job skills."*

*"You can learn a lot of job skills."*

*"They can provide training in different areas."*

#### Able To Get A Good Job (31%)

*"I will be able to find many jobs with the skills that I have to offer. The jobs that I will be doing will be interesting."*

*"You will be guaranteed a job upon exiting the service."*

*"Shows all the jobs that will open up for me."*

WIRTHLIN WORLDWIDE

131

### Smart Choice - Rite of Passage (17)

This ad reminds me that joining The Service is a smart choice.

(n=20)

#### Marines Will Help You Succeed / Overcome Obstacles (35%)

*"With the support of others you can overcome obstacles."*

*"Just how he says that you can overcome all obstacles and you'll be confident."*

*"That if you go into the Marines to fight the dragon to achieve your goal."*

#### Shows Power / Dominance (18%)

*"The part where the man stabbed the enemy. It showed that we can do anything."*

*"It shows that they can fight off the monster on fire. Shows they are strong. They can fight off anything if they can fight off that."*

*"It shows that we're a strong country."*

#### Protecting / Serving Your Country (15%)

*"My country is something that is important to me."*

*"It shows that you are willing to help the country and join the few the proud."*

WIRTHLIN WORLDWIDE

132

## APPENDIX H

### RECOMMENDED ADVERTISEMENTS

Joint Recruiting  
Coast Guard  
Air Force  
Navy  
Army  
Marines

Teens :30  
Jobs That Matter :30  
Radar :30  
Band :30, Education :30  
Fast Track :30, Job Skills :30  
Rite of Passage :30



## APPENDIX I

### EVALUATION OF MILITARY SERVICE YOUTH ADVERTISEMENTS QUESTIONNAIRE 10-31-00

#### Demographic Breakout

Gender	Male Female
Education Level	Entering 11 <sup>th</sup> Grade Entering 12 <sup>th</sup> Grade Graduated HS Last Year
Favorability	Favorable / Knowledgeable Unfavorable / Not Knowledgeable
Propensity	Propensed Not Propensed
Ethnicity	Caucasian Minority

#### Communication Check

Main Idea*	“What is the main idea of this ad?”
Positive Thoughts*	“What is positive about this ad?”
Negative Thoughts*	“What is negative about this ad?”
Confusing*	“Is there anything confusing about this ad? If so, what?”
Inconsistent*	“Is there anything in the ad that is inconsistent with the way you currently view the Service? If so, what?”

## APPENDIX I

### **Affect**

Joining

This ad makes me want to consider the Service as an option after high school.

Information

This ad makes me want to find out more information about the Service.

Favorable View

This ad gives me a more favorable view of the Service.

Holds My Attention

The message in this ad really holds my attention.

### **Message Element**

Education

This ad communicates the Service provides opportunities for higher education.

Job Skills

This ad communicates the Service helps me learn important job skills.

Serving Country

This ad communicates the Service provides me many ways in which I can serve my country.

Important\*

This ad communicates the Service does important things for our country.

Make Friends

This ad communicates I can make great friends in the Service.

Discipline

This ad communicates the Service teaches discipline.

Teamwork

This ad communicates the Service encourages teamwork.

## APPENDIX I

### **Consumer Benefits**

Gain Knowledge	This ad communicates by joining the Service I can gain knowledge and learn new things.
Protecting Freedom	This ad communicates by joining the Service, I can help protect America's freedom.
Good Job*	This ad communicates by joining the Service I can get a good job.
Make a Difference	This ad communicates by joining the Service I can make a difference.
Experience*	This ad communicates that by joining the Service I will gain valuable experience.
Career Opportunities*	This ad communicates that by joining the Service I will have many career opportunities.

### **Executional Framework**

Relevant*	This ad talks about things that are important to me.
New Ideas*	This ad told me something I didn't know before.
Exciting	This ad shows the Service is an exciting opportunity.
People Like Me	This ad shows people like me.

## APPENDIX I

### **Leverage Point**

Caring	This ad reminds me that the Service cares about me and my needs.
Succeed	This ad reminds me the Service can help me become successful.
Quality of Life*	This ad reminds me that my quality of life will improve because of the Service.
Smart Choice*	This ad reminds me that joining the Service is a smart choice.
Gain Confidence	This ad reminds me how the Service contributes to a feeling of self-reliance and confidence
Enjoy what I'm doing	This ad reminds me how I can enjoy what I am doing in the Service.
Standard of Living	This ad reminds me how I can achieve a higher standard of living for myself and my family

### **Driving Force**

Self Esteem	This ad brings to mind feeling good about myself and what I do.
Pride in Serving	This ad brings to mind how proud I would be to serve our country.
Accomplishment	This ad brings to mind the good feeling of accomplishing my goals.
Personal Freedom	This ad brings to mind a real sense of freedom to make my own choices.
Personal Security	This ad brings to mind a sense of personal security.
Happiness	This ad brings to mind a sense of happiness

\*Qualitative



## APPENDIX I

### **Post strata™ questions**

When thinking about your options after graduation, has the military ever been considered? Why or Why not?

What have you heard about the military recently? What impact does/did this have on your considering the military as an option after high school?

Now I am going to read to you some statements that pertain to military service. For each statement I would like you to show me using this scale where 1 = Very Unfamiliar, 2 = Somewhat Unfamiliar, 3 = Somewhat Familiar and 4 = Very Familiar, how familiar you are with each statement.

Now I would like you to look at each statement again and would like you to tell me to what degree the statement is believable to you. Please use this scale where 1 = Very Unbelievable, 2 = Somewhat Unbelievable, 3 = Somewhat Believable and 4 = Very Believable

One last time, I would like you to look at each statement again, and tell me how important the statement is to you personally. Please use this scale where 1 = Very Unimportant, 2 = Somewhat Unimportant, 3 = Somewhat Important and 4 = Very Important.

## APPENDIX I

### **DOD Military Strata Attribute Statements**

1. In 1999, over 30,000 college degrees were earned by members of the military service who were on active duty.
2. The military service offers a tuition assistance program that pays up to 75% of the cost of tuition or expenses up to \$3500 per year.
3. There are approximately 300 military schools that teach skills in over 10,000 courses, allowing you the opportunity to gain real world experience.
4. 60% of the courses taught in the military schools are certified for college credit.
5. 88% of military jobs have comparable civilian jobs.
6. The military service offers over 150 career paths that you can choose from.
7. The military service allows people to learn responsibility and leadership at an earlier age than many civilian jobs
8. The military service is diverse—37% of the military is made up of people of non-white ethnicity.
9. More and more of the housing for enlisted persons is college style dormitory-rooms, not the open barracks of old.
10. The military service offers 30 days of paid vacation a year.
11. Every military post is a close-knit community; with gyms, restaurants, stores, theatres, houses of worship, social activities, and support services.
12. The military service will build on values such as duty, honor, courage, respect and loyalty.
13. The military service fosters qualities such as discipline, self-reliance, confidence and maturity.
14. The military service provides an opportunity to serve our country in a meaningful way.
15. The military service participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.

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13. ABSTRACT (Maximum 200 words) This report presents the findings of quantitative research assessing the effectiveness of eight U.S. Military Service youth advertisements. The research was conducted by Wirthlin Worldwide in support of the Department of Defense (DoD) Joint Recruiting Advertising Program (JRAP).  Eight Service-specific (Air Force, Army, Navy, Marines and Joint Recruiting) television advertisements were assessed using an advertising assessment model, strata <sup>TM</sup> . The television executions were evaluated on how they communicated the positioning strategy developed in the Youth VISTA <sup>TM</sup> Research and their success in communicating benefits of military service.  One of the key findings of the Youth VISTA <sup>TM</sup> research was that respondents could not articulate specific attributes or benefits of military service. An effective communications strategy is based on attributes or benefits that underpin personal values, in this case the values that drive youth decision to join or not join the military. The strata <sup>TM</sup> research thus was designed to identify the means of communicating personal benefits in a manner that would be personally relevant and believable to youth.				
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