



Focus Groups Moderator's Guide-Communication Check March 3-4, 2015

		Tues. 3/3		Wed. 3/4
Groups	Segment	Atlanta	Segment	Chicago
Group 1	Full Time Dads	3pm to 5pm	Full Time Dads	3pm to 5pm
	Break	5pm to 6pm	Break	5pm to 6pm
Group 2	Partial Custody Dads	6pm to 8pm	Mix of Non/Partial Custody Dads	6pm to 8pm
Group 3	Non-Custodial Dads	8pm to 10pm	Mix of Non/Partial Custody Dads (Spanish Dominant)	8pm to 10pm

About the Discussion Guide:

A discussion guide is a tool used to facilitate the flow of discussion. The guide is not a script. The moderator will explore opportunities as they present themselves during the discussion. An effort will be made to obtain perspectives from all respondents, however, time constraints may not allow us to pursue every question in detail from all participants.

1. INTRODUCTION AND WARM UP (5-10 min)

- Introduction of moderator and explanation of session.
- We're doing research on advertising and get your reactions on a few concepts just to see what you think
 - Independent worker; not representing company, product or brand
 - Not trying to sell anything
 - Feel free to say whatever you feel/like, no right or wrong answers
 - Different opinions; not looking for consensus
 - Description of focus group room: microphones and mirror
- Introduction of participants:
 - Name (no last name)
 - Household composition (marital status, number of children and ages)
 - Spanish Groups: Country of birth / descent
 - Occupation/school

3. REACTION TO AD CONCEPTS – 75 MINUTES

The point of getting together today is to get your opinions on rough concepts for some PSA advertisements. These are not at all finished commercials so I'm going to need you to use your imagination. The best ideas will end up being fully produced and look like what you'd see everyday on the air or online. What you'll see are some short videos to give you the idea of the ad or even an online video. You'll also see a few print ads like you'd see in a magazine or newspaper. Then, we'll listen to two scripts for potential radio spots. Lastly, we'll have some digital ads like you might see along the side of a website and some ideas for apps. I would like you to concentrate mostly on what these concepts say – the ideas and information that they contain. After you watch the first video please write down the (name/letter) of the concept along with the following on your sheet of paper.

ROTATE ORDER OF MEDIA BY GROUP (TV, RADIO, PRINT)

Show TV Ads

- Please write down what you feel to be the main message in the ad
- Please provide one or two words about how the ad made you feel
- Rate each idea based on how accurately it speaks to you personally. For example, 1 would mean “this ad doesn't speak to me personally at all” and 10 would mean “this ad speaks to me personally a great deal”
- Write down what action, if any, would you want to take after seeing/hearing/reading this ad.

❖ (Each concept needs to be labeled with a unique random letter from the middle of the alphabet. No names of the concept should be included in the VOs)

AFTER COMMENTS ARE CAPTURED ON PAPER, DISCUSS:

Q 3.1 How did you RATE the ad as far as how accurately it spoke to you? Did it engage you personally in any way?

Q 3.2 What are your overall thoughts ... impressions ... reactions to the ideas expressed? Did you like it? Did it turn you off in any way?

Q 3.3 How did the ad make you feel? (Probe on extremes like depressed or ecstatic)

Q 3.4 What was the main message? Was the message clear?

Q 3.5 What do you think about the imagery? Do you like it? Is it appropriate? Warm? Etc.

Q 3.6 Why did you give the concept the rating you wrote down on your sheet of paper?

- Q 3.7 What, if any action, might you take after seeing this? (e.g., go to the designated website, call phone number, talk with someone such as family/friend about it, etc.)
- ❖ What would you expect to find on the website?

Now, we'll watch another TV concept. Keep the same questions in mind that we just talked about for the first concept. After you view this concept, use a fresh sheet of paper and start by writing down the name of the concept. Then, just like we did for the first concept, write down the main message, one or two words about how it made you feel and rate it on the scale of 1-10 where 1 would mean "this ad doesn't speak to me personally at all" and 10 would mean "this ad speaks to me personally a great deal"

(Show next concept randomizing order between groups)

(Repeat Q 3.1-Q3.7) Probe on Q 3.4 "What is the main message? Was the message clear? Is it the same or different than the previous one you saw? In what way?"

Here's the final TV concept then we'll move on to print ads. Again, keep in mind the same questions we asked about the first two concepts.

(Repeat Q 3.1-Q3.7) Probe on Q 3.4 "What is the main message? Was the message clear? Is it the same or different than the previous one you saw? In what way?"

MOST/LEAST EFFECTIVE TV CONCEPTS:

Next, I would like you to select the one concept that was most motivating to you to spend more time with your child. (WILL BE USED ONLY TO HELP DIFFERENTIATE CONCEPTS AND WEED OUT POTENTIAL PITFALLS).

1. What is it about this one that most motivates you? Probe reasons.
 - ❖ What concept least motivates you? Probe reasons.

2. Is there anything that you've seen here/learned about today that has changed your initial attitudes or interest spending more time with your child? Probe.

Show Print Ads:

Here's a print ad that you might see in a magazine. Take a moment to read it over then we'll talk about your impressions of the ad.

Repeat Q3.1-Q3.7

(Repeat for second execution)

Show Radio Spots:

Here is a radio spot for you to listen too. We'll play them twice, just in case you missed something the first time. Keep those same questions in mind while you listen. Then we'll talk about your thoughts.

(Play spot x2)

Repeat Q3.1-Q3.7

(Repeat for second execution)

MOST/LEAST EFFECTIVE PRINT, RADIO:

Next, I would like you to select the one concept that was most motivating to you to spend more time with your child (WILL BE USED ONLY TO HELP DIFFERENTIATE CONCEPTS AND WEED OUT POTENTIAL PITFALLS).

3. What is it about this one that most motivates you? Probe reasons.
 - ❖ What concept least motivates you? Probe reasons.

4. Is there anything that you've seen here/learned about today that has changed your initial attitudes or interest spending more time with your child? Probe.

4. ADDING CONTEXT TO CONCEPT REACTIONS – 15 MINUTES

Q 4.1 We're getting near the end of our time here. We'll be done in just about 15 minutes. Thanks for your patience and cooperation so far.

At an Easel

Let's start by throwing some ideas on this sheet of paper/dry erase board. (Engage the group to brainstorm the following by shouting out ideas)

- Favorite things about being a Dad
- Least favorite things about being a Dad

Let's kick-off this last section by revisiting some of your "least favorite things" about being a Dad.

✓ **PROBE:** What and why, at a high-level. Look for timing and scheduling ideas like reasons for hectic schedules, challenges of spouse/Ex-spouse's expectations, time spent with children, meeting child's expectations, etc.

- Does your wife or the mother of your child have expectations of you as a Father? What are they? How do they affect you, and how do you think that affects your relationship with your child?
- Do you feel that your 'official' financial responsibility to your child affects your relationship?

Q 4.3 What keeps you up at night about being a father?

- Do you ever look for tips or help on how to be a better dad?
- What are the types of tips or help do you normally look for that help you become a better dad?
- If you were to log onto the website presented in the spots, what would you expect to find? What would you like to find? What would be helpful for you?

[TIME PERMITTING]

Q 4.4 How much time do you spend with your family in your daily routine? What do you do with them?

- Do you have designated "family time" in the week?
- What factors negatively affect family time? If you need to cancel family time, what takes priority? (Probe on challenges in making time)
- Are barriers to spending time with your kids within your control to change? What are they?
- How do you deal with the barriers outside of your control?

- o Did your Father have time set-aside to spend with you? How was it structured? What did you do with your father in these moments?
- o What is your favorite thing to do with your kids?

Q 4.5 How does your weekend schedule differ from the weekday?

- o Do you spend less, more or the same time with your child on the weekend?
- o How do you interact with your family and friends during the weekend?

Q 4.6 How about “me” time...do you have any? What do you do just for yourself?

- What has changed since you have become a father with the way you spend your free time? Has it changed at all?

Q 4.7 Was there anything you saw in the campaigns that helped you think about Fatherhood differently today? Explain what that was and why it impacted you.

WRAP UP

MODERATOR CHECKS BACKROOM FOR ANY ADDITIONAL QUESTIONS