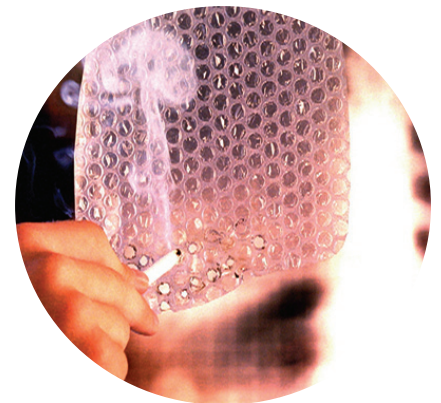


USING MARKET RESEARCH FOR CONCEPT-DEVELOPMENT OF ANTI-SMOKING COMMERCIALS

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This resource represents a collection of experience and knowledge and outlines the process for using market research for concept development of anti-smoking advertisements in Australia,

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BACKGROUND

This document outlines the approach for market testing advertising concepts for quit smoking campaigns. It is based on the approach that we have been using for the development of tobacco campaigns in Australia.

The approach is suitable for market research that is designed to assist in the selection and development of advertising concepts to be produced for a campaign that aims to encourage smokers to quit or attempt to quit. The approach assumes that exploratory research has already identified key messages or that have been worked up to advertising concepts.

The approach is based on the need to market test a number of different advertising concepts that have already been partly developed in order to determine the most suitable advertisement to go through to production for a specific market. While some quantitative ratings are used, at this stage of advertising development the focus is on qualitative information to select and refine key messages.

It assumes that those viewing the ad concepts could be smokers or non-smokers and are youth or adults. (If used with youth, the question about smoking status needs to be modified to include experimentation and irregular use.)

RESEARCH OBJECTIVES

The overall aim of the research is to evaluate TV advertisement concepts in terms of their capacity to meet specified campaign objectives and to make recommendations about the most appropriate advertisement concept to meet the needs of the campaign. To achieve this, the research needs to explore reactions to each of the TV concepts in terms of:

- Attention – will smokers notice the advertisement?
- Identification – will smokers see the advertisement as relevant to them?
- Communication – what message will the advertisement convey to smokers?
- Effect – what effect will the advertisement have on smoking?

Specific research objectives related to communication and effect will be dependent on the objectives of the advertising campaign. For example:

- If the campaign aim is to increase awareness of the dangers of smoking – the objective of the group discussions is to see which ads have the greatest potential to increase knowledge of health effects.
- If the campaign aim is to stimulate smokers to quit smoking – the objective of the group discussions is to determine which TV ads are most likely to move smokers towards quitting.
- If the campaign aim is to increase awareness of dangers of second hand smoke – the objective of the group discussion is to see which ads have the greatest potential to increase knowledge of the dangers of second hand smoke.
- If the campaign aim is to increase support for smoke-free policies – the objective of the focus group discussion is to see which ads have the greatest potential to increase support of these policies.

The detailed information that needs to be collected to address these objectives is included in the attached Moderator's Guide (Attachment 2) and Advertisement Rating Questionnaire (Attachment 4).

The research should also seek to identify any unintended consequences of the advertisements amongst smokers or people outside the campaign target group (eg young people or older people).

RESEARCH APPROACH

The research is conducted using a focus group discussion method, which involves bringing together a number of groups of people in the target audience, segmented according to appropriate demographics, and prompting them to discuss possible advertisements.

Focus groups provide an excellent forum for discussing experiences, opinions and attitudes. During the discussion, differing views can be exchanged and explored, with the advantage of the group context being the ability of the group dynamic to both stimulate ideas and prompt debate of issues.

Normally, 4 group discussions would be considered the minimum amount of research required to address the objectives. However, typically, 6 to 8 groups are used, depending on the complexity of the campaign's target audience and how participants need to be segmented. Relevant issues for determining the number of groups are outlined below.

Target Audience Segmentation

In designing the research, the first task is to determine the campaign's target audience and the most appropriate approach for segmenting the target audience into separate groups. The main demographic criteria to be used for segmentation include age and sex. Socio-demographics and geographic variables are also commonly used.

The aim of research segmentation is to bring together groups of people who have sufficiently similar interests and life experiences to have common grounds for discussion.

For example, for a campaign that is aimed at encouraging smokers aged from 16 to 50 years old to quit smoking, the following segmentation might be required.

	Men	Women
16-17 years	1 group	1 group
18-24 years	1 group	1 group
25-34 years	1 group	1 group
35-50 years	1 group	1 group

The following criteria should also be considered for the design of the project and for the recruitment of participants to the groups:

- Include smokers who smoke a minimum of 5 cigarettes a day (to exclude people who are only occasional smokers);
- Include smokers who report that they are thinking about quitting in the next twelve months or some time in the future (to exclude those who are resistant to change);
- Include smokers from appropriate socio-demographic backgrounds to reflect the smoking population. That is, if people of lower socio-economic status (SES) are the target group, then all participants should be lower SES;
- Exclude smokers working in health promotion, advertising, market research or tobacco industries.

Additional criteria that may also need to be considered for the design of the project and recruitment of participants depend on the specific aims of the campaign, the communication objectives of the advertisements and the nature of the local smoker population. These might include:

- Whether the research should be conducted in different locations, such as metropolitan and rural?
- Whether there is a need to include smokers who are parents?
- Whether the research should include non-smokers or ex-smokers or people who have recently stopped smoking?

Typically, 8-10 smokers are recruited to each focus group discussion (sometimes not all the people you recruit will attend at the appointed time, it may be best to recruit 10 people and expect 7 or 8 to attend). This number usually allows for constructive discussion of the issues and useful interactions between participants. A sample recruitment script is attached (see Attachment 1).

Group Discussion Approach

The group discussion should be conducted in a room that has a television, where participants can be seated to be able to see each other and the Moderator, and to be able to see the TV. Each group will need to be conducted by a Moderator, with a Research Assistant taking notes.

The group Moderator should follow the approach outlined in the Moderator Guide (see Attachment 2). If possible, the groups should be recorded so that they can be reviewed for analysis. If this is not possible, it will be important to ensure that adequate notes are taken during and/or immediately after each group. A form has been attached to assist with note taking (see Attachment 3). This form should be completed by the note taker for each advertisement in each group. Make sure that the group number and the Ad name and number are recorded on each note taking form.

As outlined in the Moderator Guide, each group discussion should begin with an introduction and explanation, followed by each participant introducing themselves to the group.

At the beginning of the group, participants are provided with a stapled set of forms (see Attachment 4), one for each advertisement, and a final page once all ads have been rated and discussed.

The exercise commences with participants viewing one of the advertisements and rating it using the ad rating form (using Attachment 4). The benefit of having all participants view and rate the ad concept first, is that each group member can make their own decision about each ad concept, rather than bending to group pressure. This makes for a richer discussion in the focus group, when similarities or differences in views about each ad can be explored in more detail.

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

All participants are instructed to watch the advertisement twice and then the tape will be stopped and they can respond to the ratings for that ad. The Moderator should ask participants not to speak when viewing ads or while rating them. Once everyone has finished ratings the first ad concept, the Moderator should lead an open discussion following the approach of the Moderator's Guide (see Attachment 2). Focus group discussions are more like a conversation than a set of structured questions. The discussion should be as informal as possible and participants should be encouraged to speak openly and freely. The Moderator will need to probe with questions such as "Why?" and "What does that mean to you?" in order to understand participants' responses.

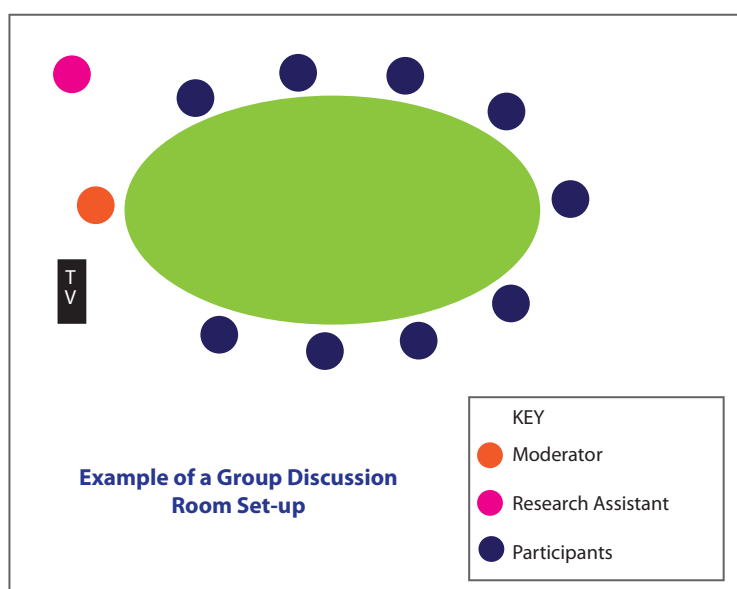
During the discussion of each advertisement the Research Assistant should record notes (using Attachment 2), including quotes from participants and concluding observations from the groups, according to the following themes:

- Attention – will smokers notice the advertisement?
- Identification – will smokers see the advertisement as relevant to them?
- Communication – what message will the advertisement convey to smokers?
- Effect – how will the advertisement affect smokers' smoking?
- Unintended consequences – Is there anything unexpected about the advertisement?

When the first ad has been rated and discussed, start the tape again and view, rate and discuss the second ad concept and so on for the remainder of the concepts. Allow for 10 -15 minutes per advertising concept. After the final advertisement is discussed, the Moderator should ask participants to complete the last page of the forms and then all rating sheets should be collected.

The final component of the groups then involves prompted discussion to compare the advertising concepts. Each group should be asked to compare the advertisements in terms of factors of attention, identification, communication and effect, with the main comparative questions being related to the specific objectives of the campaign.

The order of showing and discussing the ads should be varied for each group. This is to minimise the chance of preferences being influenced by the order in which the ads are presented. As the order of showing and discussing the ads changes, it is necessary for the organiser to record the ad number and name on the top of each rating sheet before handing them out. Keep a record of the order that the ads are shown for each group. In addition, before handing out the forms, the organiser should write/type the short descriptive title of each of the five ads to be shown in the space provided.



Analysis of results

Analysis of the ratings will help determine which of the main messages across the concepts is getting through to the most people. Analysis of the group discussion notes and observed behaviours will help determine the power of the communication and highlight execution changes to the concept that need to be made in the production process.

Rating sheets:

After all of the groups have been completed, all of the rating sheets should be collated and the results analysed. For each advertisement, the proportion of people who correctly identify the main message of the ad in either of the first two questions can be calculated for each ad. A calculation of the proportion of people who have a definitely incorrect interpretation of the main message of the ad can also be made. These two measures give helpful numerical figures for the themes of communication and unintended consequences. In order to determine how to score people's responses to these two questions, it is helpful for the scorer to decide beforehand what the main message(s) of each advertisement is/are and what will be accepted as a correct main message.

For each advertisement, the proportion of people who agree (agree + strongly agree) or disagree (disagree + strongly disagree) with each statement should be calculated. A comparison of these percentages for each advertisement can give a clear summary of people's preferences. On the final ad rating page, the proportion of people who nominated each ad as most making them 'stop and think' can be calculated. More detailed analysis can be conducted, if wanted, comparing the proportion of each demographic group (eg. males and females; younger and older) who understand the main message and agree or disagree with each statement.

Group discussion:

After all of the groups have been completed, the Research Assistant note-taking forms should be collated, and the results for each advertisement analysed according to the main themes and objectives for the research (that is - attention, relevance, message, effect and unintended consequences).

If possible, recordings of each group should be listened to and/or watched, and additional notes taken to ensure that all of the issues and opinions from the groups have been documented.

During this stage of the analysis, it is important to ensure that all of the opinions expressed during the groups are taken into consideration, not just the most common opinions. Sometimes an opinion might be held by only a small number of participants, but it might be very important in terms of whether an advertisement is likely to be effective. The researchers should make sure that they are listening to the full range of responses and not only listening to those responses that confirm findings and conclusions that are already established.

When comparing the advertisements and considering preferences, keep in mind that the best ad is not necessarily the one that group participants liked the most. For quit smoking campaigns, it is not necessary for an ad to be liked for it to be effective. Rather, the best ad is the one that is most likely to achieve the objectives of the campaign. To do this, it needs to be noticed, to be relevant, to convey the desired message and to prompt the desired behaviour. In addition it is important to consider the group's non-verbal responses. For example if after showing an ad concept the room goes quiet and participants sit back and don't say much, this could mean that the concept had a profound affect on them.

Combined research information:

The results from the rating sheets and the analysis of the discussions should then be combined and compared to find the advertisement that is most likely to meet the objectives of the campaign. The analysis of the completed rating forms will provide a snapshot of how the ads compare on a number of important dimensions, while the information from the focus group discussions will give more detailed explanations for those differences.

ATTACHMENT I: RECRUITMENT OF PARTICIPANTS

This following is intended as a generic version of a questionnaire that can be used for recruiting participants to the research. It can be used for recruiting face-to-face or by telephone. For each project, other specific details of the target audience and group segmentation will need to be added to these questions.

Introduction: Hello my name is ... we are recruiting people to take part in a research discussion group. We are not conducting a survey now, but are asking smokers to take part in a focus group discussion on [insert days]. All the people who take part in the research will receive [insert incentive] in thanks for their time. Could I please ask you a few questions to find out if you are eligible for the research?

1. Record sex:
 - Male (check quotas)
 - Female (check quotas)
2. How old are you? _____ (record age) (check quotas)
3. Do you smoke cigarettes?
 - Yes (continue)
 - No (thank and terminate)
4. On average, how many cigarettes do you smoke per day?
 - 5 or more (continue)
 - Less than five (thank and terminate)
5. Are you thinking about quitting sometime in the next twelve months?
 - Yes (continue)
 - No (terminate)
6. Do you work in any of the following industries?
 - Health promotion (thank and terminate)
 - Market Research (thank and terminate)
 - Advertising (thank and terminate)
 - Tobacco (thank and terminate)
 - None of these (continue)
7. (if necessary, insert appropriate socio-demographic questions)

Based on your answers to those questions, you would be eligible to participate in the research project. Participating in this research would involve attending a group session with about 8 people to talk about issues related to smoking. The group will last about 90 minutes. All of the information you provide will be treated confidentially. And, you will be given a gift of [insert incentive] in thanks for your time.

8. Are you interested in participating in the research?
 - Yes (continue)
 - No (thank and terminate)

The group you are eligible for is on _____ (date) at _____ (time). The location is _____

9. Are you able to attend at this time?
 - Yes (continue).
 - No (thanks and terminate)

Thank participant and remind them of time, date and location. Remind them of the incentive and provide them with contact details in case they are not able to make the session.

ATTACHMENT 2: MODERATOR GUIDE

Purpose of the Discussion Guide

This discussion guide has been developed for the use of the group Moderator to prompt discussion amongst the participants. This guide will be used to steer discussion to the topic areas to be covered, and the specific questions of interest within each topic area.

For the purposes of qualitative research, it is not necessarily intended that these questions be asked exactly as they are worded here. Focus group discussions are more like a conversation than a set of structured questions. The discussion should be as informal as possible and participants should be encouraged to speak openly and freely. The Moderator will need to probe with questions such as “Why?” and “What does that mean to you?” in order to understand participants’ responses. The Moderator will also need to make sure that all participants in the group have an opportunity to express their opinions.

Because each group of participants may be different, a responsive approach should be used for the research. Therefore, a level of flexibility should be taken in the conduct of each group to allow individual and group reactions to issues and to the advertisements. For this reason, the groups may vary in terms of the detailed topics and the order in which issues are discussed.

Explanation to participants:

- Introduce Group Moderator and Research Assistant. – *“Hello, my name is, I will be conducting the group discussion today, and this is, who will assist me by taking notes.”*
- Thank participants for their time and contribution.
- Explain what the research is about - *“We’re here to talk about issues to do with smoking and smoking advertising”.*
- Explain recording and confidentiality of participant information. – *“With your permission we would like to record the group. The recording will only be used to help us with analysing the results. Your personal details are confidential, and we will not keep or pass on any personal information about you. Is it OK for us to record the group?”*
- Explain the importance of honest opinions – *“Your views and experience are important, so we would like you to tell us what you think and feel about your experiences and about each of the advertisements we show you. There are no right or wrong answers to any of the issues we are discussing today, so it is important that you provide us with your honest opinions and that you understand that we will not make any judgements of you for your opinions. Also, as we are talking about your personal opinions and experiences, it is not necessary for everyone to agree with each other. It is helpful for us to find out the different opinions that people have, as well as where people have the same opinions, so please feel free to tell us whatever you think and feel, even if it might be different to what other people in the room are saying.”*

Introduction

“Before we talk start with the topic, it would help us to know a little bit about each of you. Could we go around the group and please tell me:

- your first name;
- about your smoking, including the brand of cigarettes you usually smoke, the number of cigarettes you would normally smoke per day, how long you have been smoking for, whether you have ever tried to stop smoking; and
- (If appropriate and relevant) ask about occupation and living situation.”

These questions/answers help participants feel more relaxed knowing that others in the group are similar to themselves.

Rating advertisements

Hand out 6-page Advertisement Rating questionnaire (Attachment 4).

“We will start by watching a mock up of an advertisement, or an ad concept. It won’t look like an ad you would see on tv, it’s a series of still pictures and has a sound track describing what the ad would look and sound like. After we have watched the advertisement twice we would like you to fill in the questionnaire page for that advertisement.”

Remind participants to remain quiet and not discuss the advertisement at this stage.

Show first ad, rewind and show again. After the advertisement has been shown twice ask participants to fill in the one-page questionnaire for that ad.

Group discussion

After showing the advertisement concept prompt the group with the following questions for each topic area.

Attention – cut through and differentiation

- How would you describe that advertisement?
- What words would you use to describe that advertisement?
- Does that advertisement remind you of other advertisements you have seen before? Which?
- What is the most memorable thing about that advertisement? Why do you say that?

Identification – Likeability & Personal Relevance:

- What do you like about that advertisement?
- What do you dislike about that advertisement?
- Who do you think that advertisement is aimed at? Why?
- Who do you think that advertisement will make the most difference to? Why?
- Do you think it will make any difference to you? What difference will it make to you? Why?

Communication – Message out take, Credibility and Comprehension:

- What was the main message of that advertisement?
- What do you think of that message?
- Do you believe that message? What don't you believe?
- Was there anything new or anything you didn't already know? What?
- Was there anything you didn't understand, or that wasn't clear in the advertisement? What?
- After seeing that advertisement, what questions do you have?

Effect – Call to action:

- Was there anything in the advertisement that leaves you feeling more concerned about your smoking? What?
- What is that advertisement suggesting that you should do?
- Does the advertisement leave you feeling that you should do anything differently? What? Why?
- Was there anything in that advertisement that would get you to think about quitting? What?
- Was there anything about that advertisement that prompts you to seek assistance with quitting (eg, call the Quitline or visit the website)? What?

Repeat for second and subsequent ads.

Once all ads have been shown and discussed, ask participants: "Would you now answer the questions on the final page of the questionnaire."

Once this has been done, collect the questionnaires and begin the final group discussion.

Comparison:

After all of the advertisements have been shown, prompt participants to compare them:

- How would you compare these different advertisements?
- Which of these advertisements are you most likely to notice on television?
- Which of these ads leaves you most concerned about your smoking? Why?
- Which of these ads has the strongest message about smoking (or insert other campaign communication objective)?
- Which of these ads is most likely to get you to quit smoking (or insert other campaign call to action)?

ATTACHMENT 3: RESEARCH ASSISTANT NOTE-TAKING GUIDE

(copy this page for each advertisement, and complete for each group)

AD #	_____
Ad Name	_____

Group#	_____
--------	-------

Attention – will smokers notice this advertisement?

Identification – will smokers see this advertisement as relevant to them?

Communication – what message will this advertisement convey to smokers?

Effect – how will this advertisement affect smokers' smoking?

Unintended consequences – Is there anything unexpected about this advertisement?

Comparison of advertisements:

Attention – which advertisement is most likely to be noticed?

Identification – Which advertisement leaves smokers most concerned about their smoking?

Communication – Which advertisement has the strongest message about?

Effect – Which advertisement is most likely to encourage smokers to quit smoking (or meet other campaign objective)?

Overall, which seems to be the most powerful advertisement?

ATTACHMENT 4:ADVERTISEMENT RATING QUESTIONNAIRE

COPY THIS PAGE, INSERTING AD NUMBER, NAME AND GROUP NUMBER, AND CAMPAIGN SPECIFIC QUESTIONS AS INDICATED BELOW.

AD #	
Ad Name	_____

Group#	_____
--------	-------

What is the MAIN point that this ad is trying to make?

What ELSE is it trying to say?

Draw a circle around the number that best shows your response to each statement:

This ad...	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
...taught me something new	1	2	3	4	5
...makes me stop and think	1	2	3	4	5
...is believable	1	2	3	4	5
...makes me feel uncomfortable	1	2	3	4	5
...is relevant to me	1	2	3	4	5
...makes me feel more concerned about smoking	1	2	3	4	5
...makes me more likely to try to quit	1	2	3	4	5
...is an effective anti-smoking ad	1	2	3	4	5
Add two questions that relate specifically to your campaign objectives	1	2	3	4	5
eg. ... makes me feel uncomfortable*	1	2	3	4	5
eg. ... makes me feel more confident about quitting**	1	2	3	4	5

*for a campaign objective to communicate the graphic health consequences of smoking

**for a campaign objective to increase smokers' confidence in their ability to quit

FINALLY,AFTER ALL AD CONCEPTS HAVE BEEN RATED:

Overall, which ONE of these ads you saw today most made you stop and think?
(Circle one number only)

1. (insert short descriptive title of first ad that was viewed)
2. (insert short descriptive title of second ad that was viewed)
3. (insert short descriptive title of third ad that was viewed)
4. (insert short descriptive title of fourth ad that was viewed)
5. (insert short descriptive title of fifth ad that was viewed)

Overall, which ONE of these ads you saw today would you be most likely to tell someone else about?

1. (insert short descriptive title of first ad that was viewed)
2. (insert short descriptive title of second ad that was viewed)
3. (insert short descriptive title of third ad that was viewed)
4. (insert short descriptive title of fourth ad that was viewed)
5. (insert short descriptive title of fifth ad that was viewed)

Are you male or female? (please circle)

- Male
- Female

Are you a smoker, a non-smoker or an ex-smoker?

- Smoker
- Non-smoker
- Ex-smoker

And finally, what is your age group? (please circle)

- Under 18 years
- 18-29 years
- 30-49 years
- 50 years or older

Thank you. Please wait quietly for other people to finish.