Department of Defense Alcohol Abuse Prevention Education Campaign

September 2006
"That Guy" Campaign Focus Group Testing
Results Report

October 2006

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EXECUTIVE SUMMARY

According to the 2002 Department of Defense Survey of Health Related Behaviors among Military Personnel, binge drinking is two times higher among the military population than the civilian population (about two-fifths and one-fifth, respectively). In particular, the incidence of heavy alcohol use and/or binge drinking is highest among younger, junior-level, enlisted male service members. With the goal of ensuring the health and well-being of all military personnel, TRICARE Management Activity is addressing this issue through an Alcohol Abuse Prevention Education Campaign that will draw attention to the current levels of excessive drinking, inform service members about the negative consequences associated with such behavior, and encourage them, in the long-run, to change their behaviors and reduce their consumption of alcohol.

In order to determine the types of relevant and persuasive messages, activities, and creative concepts the campaign should feature, Fleishman-Hillard spent two weeks during May 2006 conducting eight in-depth discussion groups (at four different installations*) with 75 junior-level (E1 to E4), enlisted service members who are 18 to 24 years of age to determine their current awareness of and attitudes about this issue. Based on this feedback, Fleishman-Hillard developed a communications strategy and associated creative platform for the education campaign during June, July, and August of 2006. In September 2006, Fleishman-Hillard conducted two additional focus group discussions with 12 service members of the target audience, at Camp Lejeune and Fort Bragg, to assess the extent to which the strategy and related creative platform are understood by, relevant to, and likely to be persuasive with the target audience.

* San Diego Naval Station, Nellis Air Force Base, Camp Lejeune, and Fort Bragg.

WHAT DO SERVICE MEMBERS VALUE MOST AND HOW DO THEY SPEND THEIR TIME DURING OFF-DUTY HOURS?

Service members say that what's important to their day-to-day lifestyles is getting out of the service, girls, drinking, and playing video games.

In contrast, some of the E4s also volunteered that they value their work and the military. More specifically, they appear to value the stability that the military provides them (e.g., short-term financial stability as well as the potential for longer-term stability as a result of learning new skills that will likely ensure that they can obtain other jobs in the future).

With the exception of the stability their work provides them, the types of things that are important to service members' day-to-day lifestyles provide them with some form of escape from military life. (In particular, a life that many service members who participated in the May 2006 focus groups openly described as one they disliked.) As one September participant who likes to drink off base commented, "I don't really drink on base, it's rare for me. I don't like feeling like being a prisoner in the rooms."

Implications: These findings suggest that service members need to believe that the benefits of not being *That Guy* outweigh the perceived benefits of escape that some find in alcohol/excessive drinking.

HOW DO SERVICE MEMBERS RESPOND TO *THAT GUY*?

Service members understand the meaning of the campaign's logo and can relate to it. They quickly associated this phrase with alcohol. More importantly, they know, can describe, and understand *That Guy* because many of them (or their friends) have been *That Guy*.

Everyone can be That Guy.

More specifically, they believe *That Guy* behaves inappropriately or in an embarrassing fashion. This is why he tends to stand out in a crowd -- for negative reasons.

Shows the stupidity of having too many drinks.

Most important is the finding that service members recognize that anyone can become *That Guy* when he/she makes poor choices such as drinking too much.

Implications: These findings are a positive sign that the target audience understands and is able to relate to the campaign. The logo appears to provide instant recognition and understanding because of the universal "don't" symbol (circle with a diagonal line through it). The phrase *That Guy* is recognized by focus group participants as fairly universal (especially in the military) and participants typically associate it with someone who messes up.

It's a friendly reminder to think twice.

WHAT ARE SERVICE MEMBERS' REACTIONS TO *THATGUY.COM*?

Service members like *Thatguy.com*.

The sections they like the most are the videos and the Evolution of *That Guy* (found within Who is *That Guy*?).

Good format. Catchy. Realistic.

Evolution of That Guy. The words used are honest and direct.

More important, they understand that the purpose of the site is to help educate and inform service members about the harmfulness of excessive drinking, and several believe it may help some of their fellow service members.

They also believe the site's language and design effectively draws them in without alienating them.

Attention-getting. Fun.

More specifically, they believe the site reinforces the message of "not overdoing it" without preaching that service members need to abstain from alcohol.

Makes you think, "I've done that," without trying to put you down.

Gives you the realization of how bad…think of all the times you've seen or done it yourself.

In particular, some focus group participants volunteered that the site lets one know "where he/she is at" in terms of his/her drinking and does so because the language is not accusatory.

It doesn't tell you not to drink, but it makes you think about how much you are drinking and at what level you are becoming That Guy.

They tend to like the site because it is not "uptight." It presents facts in a way that is not government-centric, and they like that. They also like seeing themselves (metaphorically speaking) in the site's descriptions of *That Guy*. Some participants said that this type of experience may help service members be more cautious regarding what they do when they drink.

It shows the consequences of being That Guy.

Implications: The campaign's approach and tone of writing help create an effective health-oriented Web site, in general. The discussions suggest that providing service members with opportunities to actively consume information appears to be more effective with this audience than sites that passively present information to them. Finally, the site's use of humor and creative design appear to provide the campaign with a certain amount of social currency that appears to make the target audience more open and willing to listen to and receive the messaging related to excessive drinking.

WHAT ARE SERVICE MEMBERS' REACTIONS TO *THAT GUY* TAGLINES?

"Pissing in the bed is not cool past age three" appears to be the service members' most well-liked tagline among 11 tested.

Comment [caw1]: Wetting okay, but we can't use this -chuck

Focus group participants selected the three taglines they like the most from 11 presented to them in a self-administered, anonymous questionnaire. The second ranking tagline is: "Landing in the hospital after announcing, 'Hey guys, watch this!'

Implications: The taglines appear to be an effective way to build a buzz regarding the campaign (because they think they're funny and they resonate with them), especially if they appear in different places and in different forms (e.g., coasters, advertisements, posters, and possibly T-shirts).

WHAT ARE SERVICE MEMBERS WEB SITE USAGE PATTERNS?

Service members tend to like Web sites that feature humor, girls, and entertainment. Some also like sites that add some shock value.

They appear to be fairly sophisticated Web site users and, when on the Internet, they spend a lot of time viewing sports, news/information, girls/sex, personal networking (several have profiles on MySpace.com and frequently use it to socialize, date, and share information with others), shock, gaming, or music sites. In general, service members have high expectations regarding the appearance, performance, and content of today's Web sites.

Implications: Service members appear to have little patience for a site that is not refreshed often, takes a long time to download materials, crashes, or is inconvenient to use in any way. Thatguy.com will need to remain fresh and new in order for service members to return to it and/or forward it to others.

INTRODUCTION

BACKGROUND

According to the 2002 Department of Defense Survey of Health Related Behaviors Among Military Personnel, binge drinking occurred in about two-fifths of the military population (42%) compared to a civilian benchmark of about one-fifth (17%). In particular, the incidence of heavy alcohol use and/or binge drinking (two different measures in the Survey of Health Related Behaviors) is highest among those who are men, younger (18 to 25 years of age) or junior-level, and enlisted members (pay grades E1 to E6). These figures are important to note and be concerned about because binge drinking (five or more alcoholic beverages consumed at the same time or within two hours of each other, at least once in the past 30 days) can result in a negative consequence such as death or injury from a traffic accident, fall, fire, or drowning; marital violence; child abuse; homicide; and suicide. Additional risks for service members who are heavy drinkers are weight gain and failure to meet military height/weight requirements. Failure to maintain those standards can result in an administrative discharge.

In 2005, TRICARE Management Activity, on behalf of the Department of Defense, selected Fleishman-Hillard to develop, test, launch, and evaluate an Alcohol Abuse Prevention Education Campaign specific to binge drinking that targets active duty enlisted military personnel, pay grades E1 to E4 who are 18 to 24 years of age.

The objectives of the campaign are two-fold:

- Raise awareness regarding the negative effects of excessive drinking.

- Help reduce alcohol abuse among active duty military.

This campaign complements the Military Health Systems overarching goal of becoming a proactive, rather than reactive, healthcare system whose purpose is to help create healthy and agile forces and families by encouraging them to align positive health choices as lifetime priorities.

In September 2006, on behalf of the Department of Defense and TRICARE for the Alcohol Abuse Prevention Education Campaign called *That Guy*, Fleishman-Hillard conducted two focus group discussions with a total of 12 junior-level, enlisted military members (E1s through E4s) at two installations in North Carolina (Camp Lejeune and Fort Bragg).

RESEARCH OBJECTIVES

The primary purpose of the focus group discussions was to test and obtain feedback regarding several of the That Guy campaign's creative elements including a logo, Web site, and taglines. The secondary purpose was to obtain additional information about the communications vehicles and media outlets these service members use.

This information and feedback will help ensure that the campaign not only resonates well and effectively communicates with the target audience but also encourages them, in the long-run, to change their behaviors and reduce their consumption of alcohol.

RESEARCH METHODS

Fleishman-Hillard's Research division conducted two, 90-minute focus group discussions with enlisted, active duty military personnel (junior-level E1 through E4) who are primarily men (one of the two discussion groups included a woman) and are 18 to 24 years of age. The table on the next page outlines the focus group design.

Table 1

	Installation	
Branch of Service→	*Jacksonville, North Carolina (Camp Lejeune)* **Marines**	*Fayetteville, North Carolina (Fort Bragg)* **Army**
E1s to E3s	6 September 12, 2006	
E4s		6 September 13, 2006
Total	6	6

We conducted the discussion groups within a conference/meeting room at the installations shown above. No one other than Fleishman-Hillard personnel attended and observed the discussions to ensure that participants would candidly speak about the topic of binge drinking within the military.

QUALITATIVE RESEARCH

This report summarizes key findings from the two, in-depth group discussions. When reviewing the findings, please keep in mind that they are based on discussions with a limited number of service members. The questionnaires completed by service members during the discussions have been tabulated and the results provided in this report to provide the reader with a directional sense of service members' attitudes toward various creative concepts developed for the campaign. (There are too few participants/questionnaires to review and compare responses from participants based on branch of service or pay grade.)

Nevertheless, based on the participants' verbal feedback Fleishman-Hillard noted that, in general, those who are pay grade E4 tend to be somewhat more mature than those who are E1s to E3s (e.g., E4s are the only ones who mentioned their jobs and careers in the service as something that is important to them) and, as a result, somewhat

more receptive to considering the negative consequences associated with binge drinking (e.g., the impact on their military career).

The reader should also keep in mind that the findings should not be considered representative of all E1 through E4 service members. Nevertheless, these findings provide valuable insight into how junior-level, enlisted service members may likely respond to the campaign's creative concepts.

HOW TO USE THIS REPORT

Paraphrased **comments,** presented in italics throughout this report, are based on notes taken during the discussions, and they are labeled by installation/pay grade (E1 to E3 versus E4). These comments, selected from the Fleishman-Hillard observer's notes, sometimes represent a summary of the statements made by several service members within the same group. The comments that Fleishman-Hillard included within this report typically reflect those that are most helpful or descriptive in illustrating an overall finding. This is why, in some cases, one installation/pay grade may be quoted more often than others.

The **Observation** boxes within the Detailed Findings section represent either an interpretation of what the moderator/observer heard, questions that service members raised during the discussions that warrant further discussion, or communications implications based on the findings.

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DETAILED FINDINGS
1. VALUES OF JUNIOR, ENLISTED PERSONNEL

VALUES

Service members perceive family, friends and faith as important to them.

When initially asked to identify what they value, the top responses focused on family, friends, and faith.

Family. My girlfriend, mom and dad, and siblings. (E1-E3)

Church – faith. (E1- E3)

My wife. (E1-E3)

Family, kids. (E4)

Nevertheless, they also cited what's important to them in terms of their day-to-day living:

- Getting out of the service (especially relevant to E1s to E3s).

    Getting out and going home. Becoming famous some day. (E1-E3)

- Meeting girls.

- Drinking (on and off base; tend to buy alcohol where convenient, cheap (e.g., on base or at ABC – a local liquor store).

    Go to the club and go out with some friends, not in Jacksonville. Wilmington. You see the same people here. I want a different feel, a different city. Something bigger. (E1-E3)

    It's everywhere (drinking). Clubs, barracks, everyone's drinking, someone's house. Monday through Friday. There's always drinking. (E1-E3)

- Playing video games.

- Making every moment count (partying or just hanging out with friends).

  Having a good time and making every night count. The more good memories crowd out the bad ones. Help get me through the next tour. (E4)

- Job (applies to E4s); in particular, the E4s volunteered that they value the work, the paycheck, and the military. Overall, they appear to value the stability that the military provides them (e.g., short-term financial stability as well as the potential for longer-term stability as a result of learning new skills that will likely ensure that they can obtain other jobs in the future).

Observation: With the exception of the last bullet above (their jobs), all of the items associated with "what's important" to service members provide or offer service members some form of escape from military life. As one service member comments, "I don't really drink on base, it's rare for me. <u>I don't like feeling like being a prisoner in the rooms</u>." This suggests that service members need to believe that the benefits of not being *That Guy* outweigh the perceived benefits of escape that some find in alcohol/excessive drinking.

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2. REACTIONS TO *THAT GUY*

LOGO FEEDBACK

Service members understand what the logo means.

Without any explanation, the moderator showed the logo to the focus group participants. (Please see logo below.)

Also, keep in mind, however, that the participants had been carefully screened several days before the focus group regarding their drinking habits to ensure they were qualified to participate. In addition, they read a consent form that outlined the purpose of the discussion (and mentioned binge drinking) a few minutes before the discussion began. As a result, they clearly knew the purpose and general nature of what was going to be tested during the discussion.

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The service members' reaction to the logo (shown prior to any viewing of the Web site) indicated that they understand the meaning of it and can relate to it. For example:

- Some participants said they can relate to *That Guy.*

  Everybody can be That Guy. Everybody makes mistakes. Everyone is That Guy at one time or another. (E4)

  Me. That Guy. I always am. I'm the one who's way too drunk. Doing the crazy stuff. (E1-E3)

- They associated the logo/*That Guy* with everyday acts of stupidity as well as the person to whom others point as an example of what not to do.

  The loser. Everyone knows That Guy. He's the one who lights himself on fire. (E4)

  Someone doing something stupid. Really anything. Who can't walk but tries to drive. (E1-E3)

  Anyone who does something stupid or does something to make themselves stand out. (E1-E3)

  The one made an example of. The one who gets the DUI. Your unit will make an example of him so no one goes out and drinks and drives. (E4)

- Several service members quickly connected *That Guy* to alcohol consumption and/or drugs while others added that being *That Guy* does not have to be associated with substance abuse. At least one person challenged the group by stating that some people can, "Drink a great volume and never become *That Guy.*"

  Usually when they say, "That Guy" it involves an alcohol-related incident. (E1-E3)

  Not necessarily associated with drinking. Just pull an idiot move. Just being rude. (E4)

- All have used or heard this phrase prior to the focus groups:

    - Mostly in a negative sense (someone's negative actions)

      Someone who screws it up for everyone else. (E4)

    - Commonly used within the context of military safety briefs

      Don't be That Guy. A common catch-phrase in safety briefs. (E4)

      It would be a military thing. That's just the saying that we all had. I never said it before we were in the Army. (E4)

      Think of the sergeants who say, "Don't be that guy," who comes off the 96 with a DUI. They use it in boot camp a lot. (E1-E3)

      Friday briefings. Don't drink and drive. Safe sex. Don't boat in a lightning storm. Don't be That Guy who screws up. (E4)

    - Some believe the phrase is universal and said they used it before they joined the military.

    - The phrase *That Guy* is commonly used to refer to someone unknown. (E1-E3 only)

Despite how well the concept of *That Guy* resonated with (and was understood by) most service members, a few exceptions existed.

- A few believe *That Guy* can also describe one's positive actions:

  Depends on the guy you're talking about. I've heard it used to describe a good person. "That guy is good on the basketball court." (E1-E3)

  Other service members pointed out that whether *That Guy* has negative or positive connotations clearly depends upon the context in which people use this phrase. For example, as the reader will see in Chapter 4, once the service members reviewed Thatguy.com, they all recognized *That Guy* as having negative connotations.

- One or two (E1-E3 group) believe the term can have a racist tone to it and made reference to being "An Uncle Tom."

Someone who is a kiss-up. A snitch. It's the first thing that popped into my head. After that, nothing else came to mind. (E1-E3)

Service members also appear to understand the meaning behind the design of and symbols used within the logo:

- The universal "don't" symbol (circle with diagonal line through it) communicates to them: "Don't be *That Guy*."

You don't want to be That Guy. (E1-E3)

You think "don't" because of the line. See it as a negative. (E4)

- Several noticed the "extinguished light bulbs" on the logo and wanted to know their meaning.

  o One meaning volunteered: If you're *That Guy*, something is missing; you're not completely there.

Observation: Service members understand the logo and could relate to it. However, due to the constraints related to human subjects testing, we did not have a pure or true measure of their understanding of its meaning since all participants were aware of the research purpose and topic prior to being shown the logo.

WHO IS *THAT GUY?*

Service members tend to believe *That Guy* behaves inappropriately and/or in an embarrassing fashion. They also say they can become (or have been) *That Guy* when they drink.

Service members:

- Used a self-administered questionnaire to write down, in their own words, descriptors of *That Guy.*

- Reviewed and provided verbal feedback regarding a definition of *That Guy.*

- Reviewed a list of potential traits or characteristics associated with *That Guy* and circled the ones that resonate the most with them. They also completed this exercise using a self-administered questionnaire prior to discussing their views with the others. See Table 2.

In general, the service members believe the traits shown in Table 2 and the definition given to them regarding *That Guy* accurately reflect their perceptions of *That Guy*.

Table 2

Traits or Characteristics of *That Guy*	Percent (n=12)
Picks fights with guys he doesn't even know	42%
Grabs girls as they walk by	33%
Ruins his own chances with the ladies	33%
Can't think of any reason why he shouldn't…	25%
Gives excessive high fives	25%
Will show you	17%
Thinks he dances better with every drink	17%
Latches onto people who are just being polite	17%
Drinks random beers he picks up on the bar	8%
Pees in the sink even when the urinals are empty	8%
Ends up with his embarrassing photo on the Internet	8%
Wakes up with unwanted body art	8%
Thinks it's not noticeable that he wobbles when he walks to the bathroom	8%
"No, yourrr drunk"	8%
Passes out in the corner	8%
Volunteered Answers:	
Role model.	
The one kid at school that is popular.	
Makes the most sensible decisions.	
Makes good decisions all the time.	
Knows it's wrong but does it anyway.	
Has a nice car.	
Has a good outlook on life.	
Has a good looking girlfriend.	
The one who threatens you if you're trying to take his keys.	
Goes home with somebody he will regret the next morning.	
Drives drunk with people in the car.	
Drives when he has too much and should know better.	

As mentioned earlier, service members also explained, in their <u>own</u> words (through dialogue and their written comments), the traits or characteristics of someone who is *That Guy*, and they believe he (or she):

- Does incredibly stupid things.

  Someone who talks idiotic talk. In the workplace. At a point where it's not funny. (E4)

  Stands out in a crowd/in the spotlight.

The one that always stands out. You always notice him or he always gets caught when he does something crazy. Makes a mistake and is used as an example. (E1-E3)

- Makes mistakes/messes up.

- Is used as an example (of what not to do) – leader/the unit will directly make an "example" of *That Guy* to warn others about how not to behave.

The person who makes a mistake and is used as an example for his or her mistake. (E1-E3)

- Does the wrong things at the wrong time.

That Guy is the person who did the wrong thing. He does drugs in a drug-free environment or drinking and driving. (E4)

  o Someone with bad luck.

  That Guy could be a number of things but what comes to my head would have to be some type of person who just does the wrong thing at the wrong time. Not necessarily a trouble maker but someone with bad luck. (E1-E3)

  o The one who always gets caught.

  The one that always gets caught. He can do anything, any type of person. (E1-E3)

- Is impulsive.

Spontaneous. Not thinking through what he or she will do. Impulsive. (E4)

- Is a loser (connoted by the logo's red color).

Loser. Doesn't think before acting. (E4)

- Could be anyone, including themselves; he's a metaphor for someone who makes a mistake (especially when drinking) but is not necessarily a bad person.

  That Guy is <mark>a metaphor</mark> that is used when a person makes a mistake. Sometimes a person can be That Guy more than once so people might recognize him as That Guy. That Guy can be anyone who is going through a rough time who acts either on passion or lack thereof. He can be anyone. We are all humans. (E4)

- Can be a man or a woman.

Ultimately, service members say they don't want to be *That Guy* because:

- It's embarrassing.

- It causes unnecessary trouble.

- It's the person one doesn't want to be.

  He's always in that negative position. Don't want to be him because he's always in the wrong place at the wrong time. (E4)

> **Observation:** The discussion suggests that some service members recognize that anyone can become *That Guy* when he/she makes poor choices (e.g., drinking too much). In addition, many know of people who have behaved like *That Guy*. This is a positive sign that the target audience will understand and be able to relate to the campaign. Finally, the ways in which service members define *That Guy* suggest that they gravitate toward more realistic and embarrassing ones rather than the more outlandish or disgusting definitions.

HOW CAN YOU SPOT *THAT GUY*?

Service members agree: *That Guy* stands out in a crowd and probably for a negative reason.

Service members also used a self-administered questionnaire to write down, in their own words, an explanation of how one can spot *That Guy.* They also discussed their explanations with each other. In general, service members believe they and others can spot *That Guy* based on:

- The person standing out.

  With my eyes. Like I said, the one that stands out. (E1-E3)

- His/her character, actions.

  You can always spot That Guy because their actions get them put in the spotlight for everyone to see and they always get used as an example for everyone to see. (E1-E3)

  By his character and actions around others. (E1-E3)

  The person swerving on the road or puking at a party. The loud guy in a restaurant who is rude to people. Always wants and never gives. (E4)

  Because he's acting like a complete a------. (E4)

  In what he's saying. (E4)

- His/her reputation preceding him/her.

  Usually word-of-mouth or personal appearance. (E1-E3)

- Being in trouble with the law.

  In handcuffs, in the spotlight. (E1-E3)
  That Guy is usually pushing the limits as far as the law goes. (E4)

> **Observation:** All of the participants were able to explain how they can spot *That Guy*, and only one person out of 12 offered a positive definition: "He's a hard worker, always standing out, might even be popular." This definition of *That Guy* was expressed by only one or two participants. Everyone else clearly tends to associate negative behaviors with *That Guy*.

WEARING, USING *THAT GUY* MATERIALS

***That Guy* T-shirts will appeal to some service members.**

The moderator asked the service members whether they would wear or use anything that displays *That Guy's* logo or definitions.

- The members' feedback was somewhat mixed, and they acknowledged that the appeal of wearing such a shirt would depend upon how it is executed.

  o A couple of the participants said that they would wear the T-shirt to help promote the program.

    I would wear a T-shirt to support the program, the cause (E1-E3)

  o Some suggested placing the logo on the front of the shirt and taglines/reasons to avoid being *That Guy* on the shirt's back.

  o One person suggested that bartenders should wear the shirt.

  o Some say that they would wear it as an "any time" shirt, another as a "drinking shirt."

    It would be funny. (E1-E3)

  o Very few focus group participants noted that they would wear the t-shirt but would most likely behave in a way that is counterproductive to the campaign's purpose.

- Some recommended including the Web site address on shirts to create interest in the campaign (some acknowledge they like/enjoy reading other people's T-shirts).

Suggestions on where to distribute such a T-shirt included Spencer's and the mall.

> **Observation:** Service members' reactions to the T-shirts were somewhat mixed, but they do tend to agree that T-shirts can serve as walking billboards for the campaign (e.g., by sharing the Web site address or getting bartenders to wear the shirts).

3. MEDIA CONSUMPTION HABITS

WEB SITE USAGE

By design, those who participate in the discussions are regular Internet users.

We intentionally screened for and recruited those who regularly use the Internet to ensure that they could review and interact with *ThatGuy*.com. (See Chapter 4.)

As Table 3 indicates, service members who use the Internet are going there quite often (most say six times per week or more often) and they are spending more than five hours per week on it. Most tend to have their own computer/Internet access, but many appear to be going online while at work as well and using their military e-mail address for personal correspondence (although they acknowledge they most frequently access the Internet through their own computer).

Several say that military computers they use at work block them from sexually explicit content/sites, chat rooms, and games.

Table 3

How <u>frequently</u> use Internet (to look for information, check Web sites, play games, listen to music):	Percent (n=12)
More than 10 times per week	50%
Six to ten times per week	25%
Four to five times per week	17%
Three times a week or less	8%
Number of <u>hours</u> per week spent on the Internet:	
10 hours or more	58%
Five hours to nine hours	33%
Less than five hours	8%
How get access to Internet:	
At work/on the job through military-owned computer	58%
Through own computer and Internet access account	75%
Somehow else (Rec Center [two mentions]; others' computers)	17%

Table 3 (Cont.)

Where <u>most frequently</u> access the Internet:	Percent (n=12)
At work/on the job through military-owned computer	8%
<mark>Through own computer and Internet access account</mark>	<mark>75%</mark>
Somewhere else (Rec Center received two mentions)	17%
Types of content blocked from seeing/using (if using a military computer) (most frequent mentions):	
Sexually explicit/porn	25%
Chat rooms	17%
Games	17%
MySpace	17%
eBay	17%
Personal e-mail	8%
Music entertainment	8%
Ever used military e-mail address to correspond with friends and family members on a personal basis:	
Yes	75%
No	17%
No answer	8%

The types (and examples) of Web sites that the target audience uses include:

- Sports (NFL.com; NBA.com; FoxSports)

- News and information (MSN.com; CNN.com; Yahoo.com; Google.com; Mapquest.com)

- Sex/girls (bootyass.com)

- Personal networking sites (MySpace.com; Hotmail.com); several have profiles on MySpace and only a few seemed concerned about any privacy issues associated with using it; even more important is the finding from the May and the September focus group discussions that many service members within the target audience appear to have profiles on MySpace and use it to socialize, date, network, and share information with others.

- Shock Web sites (Rotten.com; Ogerish.com)

- Gaming (GameStop; FullTilePoker.com)

- Music (listen or download)

- Military (NavyKnowledge.com)

- Technology (2600.com)

> **Observation:** A brief review of the Web sites that these participants use quickly reveals that they tend to like sites that feature humor, girls, and entertainment. Some also like sites that add a dash or two of shock value. One or two people at Ft. Bragg also mentioned that they now need to use an ID card to access their online account. As a result, some service members have been having difficulty obtaining access due to some complications with this new security process.

Comment [caw2]: Likely DoD's CAC card implementation - chuck

WHAT MAKES A GOOD WEB SITE?

Fresh, updated content significantly contributes to drawing in users to the same sites.

Service members discussed what makes a Web site especially appealing or "good" to them. Overall, they believe a good Web site:

- Provides new and timely content (refreshed often).

- Allows the users to contribute content (post comments, upload their own photos or videos).

- Has some shock value.

- Is easy to navigate (intuitive to find information); is not "overly developed."

- Entertains them in some way.

- Is free.

- Has an interesting or appealing design.

- Is well hosted and won't easily crash or won't take a long time to load content.

- Is void of spam or pop-ups.

Observation: In general, service members have high expectations regarding the appearance, performance, and content of today's Web sites. Their frequency of use makes them fairly sophisticated users, and they appear to have little patience for a site that is not refreshed often, takes a long time to download materials, crashes, or is inconvenient to use in any way.

OTHER MEDIA CONSUMPTION HABITS

Men's magazines are read by many but not all.

The focus group participants completed a self-administered questionnaire and provided examples of the types of media they consume as well as some insights regarding their off-duty entertainment habits.

Table 4

Examples of most frequently read/reviewed magazines or newspapers:	Total (n=12)
Men's magazines (e.g., *Maxim, Playboy, Hooters Magazine, King Magazine, GQ, Blackmen Magazine, Men's Health, Stuff Magazine*)	42%
Sports (*ESPN Magazine, Slam Magazine*)	17%
Technology (*2600 Hacker Quarterly, Max PC*)	17%
Hometown or local newspaper	17%
Military (*Soldier of Fortune*)	8%
Science (*Discover, National Geographic*)	8%
Home (*Home Decor,* home projects)	8%
Examples of radio stations most frequently listen to:	
Camp Lejeune:	
92.3, WRNS	25%
Rap	8%
R&B	8%
Country, new country, classic country	8%
Rock	8%
Classical	8%
Don't listen to radio	8%
Fort Bragg:	
87.9, classical	8%
103.5, rock	8%
Hip Hop	8%
Don't listen to radio, burn CDs, listen to iPod	17%
Examples of TV stations most frequently watched:	
BET	17%
Comedy (Simpson's, Seinfeld, Family Guy, South Park)	17%
Action (Walker Texas Ranger, 24)	17%
Science fiction (Battlestar Galactica)	8%
News (Fox News, CNN)	17%
Sports (WWE Monday Night Raw)	17%
Music (CMT, VH1)	17%

Observation: The service members' media preferences are as diverse as their own individual backgrounds, but men's magazines (not surprisingly) do appear to be a fairly common media vehicle that they use.

ENTERTAINMENT DURING OFF-DUTY HOURS

Going out shopping is most frequently volunteered as the way service members spend some of their off-duty hours.

The local Wal-Mart in Jacksonville appears to be an especially popular spot for young marines. Working out is another somewhat common theme.

Table 5

Bars, taverns, clubs that you most frequently visit while off duty:	Total (n=12)
Camp Lejeune:	
Planet Rock	8%
Freddi's, Fast Freddi's	17%
Rox	8%
Souva's	8%
Gentlemen's Club	8%
Fort Bragg:	
The Ugly Stick	8%
The Palace	8%
Jester's Pub	17%
Secrets	17%
Last Call	8%
South Beach	8%
Poor House	17%
IT'Z	8%
Examples of types of place that you like to visit or see while off duty (within easy driving distance):	
Camp Lejeune:	
Wal-Mart	25%
The mall	8%
Raleigh, NC	8%
Blockbuster	8%
Quality Cuts	8%
Fort Bragg:	
The mall	25%
Book stores (Books a Million)	17%
Theatres/movies	17%
Parks	8%
Best Buy	8%
Auto Zone	8%
Coffee shops	8%
Sports bars (USA on base)	8%
Guns Plus	8%
Billiards	8%
PX	8%
Restaurants	8%

Table 5 (Cont.)

Examples of places you visit while off duty:	
Shopping (the mall, 7 Day Store, clothing stores, Wal-Mart, shoe places, Radio Shack, commissary, mini-mall)	50%
Work out (gym, rec center)	25%
Restaurants, bars	17%
Movies, Blockbuster	17%
Quality Cuts	8%
Bowling alley	8%
Activities (bowling)	8%

Observation: Placing *That Guy* materials and information where service members shop, work out, eat (during off duty hours), and party during off duty hours appear to be some of the most likely ways to reach them when they're not on base.

4. REACTION TO *THATGUY.COM*

INITIAL REACTION

Service members like *Thatguy.com* and, at the same time, recognize that it is an alcohol education site.

Before having time to look at or explore the Web site, service members were asked to describe their expectations of what a site called Thatguy.com would contain. Their expectations were somewhat on the mark when they responded by saying that the site would include:

> *Stupid things that guys have done. Actual video footage – see what not to do. (E1-E3)*

> *Funny videos. (E1-E3)*

> *Video clips of people doing dumb stuff. Like Jackass (the TV show). (E4)*

The focus group participants were then given 10 minutes of free exploration time to review the beta site, and they liked it. In particular, they liked the site's:

- Use of humor; in particular, they tend to like the humor (they "got it") and believe it is:

  o Honest, direct

  o To the point

  o Effective at "drawing in" the user without alienating him/her

  o Subtly reinforces the site's/campaign's purpose

  o Perceive poll questions as funny – make members laugh and think

- More specifically, the sections that they perceive as especially humorous are:

  o The videos

  o Evolution of *That Guy*

> **Observation:** Service members may have some preconceived notions that they will be entertained by Thatguy.com because they are accustomed to seeing videos and photos posted on the Internet of people doing silly, stupid and foolish things. This finding reinforces the need to include videos on the site while ensuring they are effectively communicating the necessary messages regarding how service members can become *That Guy* when they drink excessively.

PERCEIVED PURPOSE

Service members understand the purpose of the Web site.

In particular, they believe its purpose is to:

- Remind and reinforce how one should not behave (reasons to not be *That Guy*).

  Show how That Guy acts to other people. (E1-E3).

  I'd probably relate to something. I might think about it in the club. (E1-E3)

  That Guy is always the one who is messing up. You're laughing at him and don't want to be. People stating (in the videos) that he's the one stumbling after too many drinks. Hitting on the females. The person you don't want to be. (E4)

- Remind people about the harmfulness of excessive drinking.

- Reinforce the message of "not overdoing it" without preaching that service members need to abstain from alcohol. In particular, some focus group participants volunteered that the site lets one know "where he/she is at" in terms of his/her drinking and does so because the language is not accusatory.

  To reach people who are drinking too much. (E1-E3)

  I don't feel like I'm looking at a, "Don't you dare drink Web site." It bothers me to get an overbearing feeling – "Don't smoke, don't drink, and don't drive fast." I kind of like it. Everything in life is a degree of calculated risk. When I think it's a bad risk, I don't do it because it probably is. (E4)

  The site is not telling you to not drink. Don't overdo it. (E4)

Observation: Only one person out of 12 raised any concerns about the way in which the site places a negative spin on being *That Guy* as it relates to alcohol consumption. This individual thought it was somewhat condescending. (However, at least one other disagreed with this person and said that the site's role is to get people to take a step back and look at the issue in a fun way that makes a person think about his or her own behavior.)

Overall, the members understand that the site is related to alcohol education. Key sections, such as Facts, make this apparent to them. What is key is that they tend to like the site, nonetheless, because it is not "uptight." It presents the facts in a way that is not government-centric, and they like this. One could generalize that this approach and tone of writing helps create an effective health-oriented Web site, in general. In addition, the findings suggest that Web sites that allow users to actively consume information appear to be more effective with this audience than those that passively present information to them.

Finally, the site's use of humor and creative design appears to provide the *That Guy* campaign with a certain amount of social currency that appears to make the target audience more open and willing to listen to and receive the messaging related to excessive drinking.

LIKES AND DISLIKES

While members like the site, they also identified several things about it that they recommend changing.

Service members had the opportunity to explain the various elements of the Web site that they like or dislike. They also suggested ways to enhance the Web site to their liking. Some of these are realistic (e.g., eliminating the same introduction for all the videos) while others may be less realistic (e.g., allowing users to submit their own videos).

Table 6

Likes What they like?	Dislikes What they dislike?
General format (catchy and realistic)	Shifting of the Web page
Clever design (street, city, big/bobble heads)	Video introduction (repetitive)
Site does not feel like a typical government Web site	Not enough people on videos per topic *It's just one video for each topic, not a bunch of them. Would get bored seeing the same people. (E1-E3)*
Humor *I was laughing my ass off. Some of the stories that people said. The evolution of That Guy. The words used to describe That Guy made me laugh. It's honest and direct. To the point. (E4)*	Unable to contribute personal content *I like to see things where people send them in. (E1-E3)*
Content: o Videos (*It related to true stuff and it was funny. I know people like that. Related to people I know. E1-E3*) o Evolution of *That Guy*	Can be perceived as condescending (mentioned by one person; bar tab calculator implied how he should spend his money yet his spending habits are a personal choice)
Never tells the user to not drink; in addition, the site provides service members with a way to evaluate their own drinking behavior without attacking it *It doesn't tell you to stop drinking or you'll go to hell. But it does make you think about how much people do excessively drink. It gives you an idea of where you're at. What level you're at. (E4)*	Too gender specific (want *That Girl* examples) *I thought the questions were funny but too gender specific. (E4)* *That Guy could work for both genders. (E4)* *A majority of women I see when I go out are acting crazy. (E1-E3)*

Observation: The service members provided many interesting ideas for enhancing the site. When the site is launched, TMA may want to consider making it possible for users of and visitors to the site to make ongoing suggestions and comments regarding the site, its content, and appearance.

SPECIFIC FEEDBACK

Service members rate the site high for being humorous and entertaining. They also tend to assign high marks to the site for providing interesting/important information.

Focus group participants had an opportunity to use a self-administered questionnaire to evaluate the site based on each of the six factors shown in Table 7. The factor for which it receives the lowest marks is being a site they would visit again. This latter finding reinforces the need to ensure Thatguy.com is updated and refreshed with new content and information on a regular basis so that service members will want to return to it.[1]

Table 7

(n=12)	"Excellent"	"Excellent" or "Above Average"	"Below Average" or "Poor"
Being amusing or humorous	8%	83%	--
Entertaining	8%	75%	--
Providing interesting and important information	17%	67%	--
Overall appeal	8%	50%	--
Being a Web site you would visit again	25%	42%	25%

NOTE: Five-point rating scale (excellent, above average, average, below average, poor)

Observation: At this point in time, service members want a Web site that will be refreshed with new content and information on a regular basis.

[1]Service members viewed a beta site of *Thatguy*.com, which included several incomplete sections. Because of the nature of the Web site, service members were not able to view many of the sections where site visitors will be able to submit content.

Members provided thoughtful feedback regarding specific elements of the site such as its look and feel as well as their ability to navigate their way throughout the site.

The sections that follow provide members' feedback regarding each of several different areas.

<u>Use of Humor</u>

- They tend to perceive the site's humor as effective.

    Gives you a realization. Think about the times you've heard or seen or been with someone who had done it or you've done it yourself. (E4)

    Like the guy who is too drunk to have sex. This stuck with me. (E4)

<u>Graphics, Site's Look/Feel</u>

- Most give high marks to the site for its appearance. (See Table 8.)

- They volunteered that they prefer the non-government look/feel of the site.

    It doesn't look like a government site. The front page has the city and the town. That grabs your attention and makes you want to search more. It was clever. The design gives more suggestions instead of just telling you what not to do. It informs you to make better decisions. (E1-E3)

    The format is good – catchy, very realistic. (E4)

- The city design grabs their attention.

Table 8

Overall, how would you rate the look or appearance of the Web site?	Total (n=12)
Excellent	25%
Above average	50%
Average	17%
Below average	--
Poor	--
Don't know	--
No answer	8%

<u>Titles, Section Headers</u>

- The headers within the site make sense to members.

  I felt like I knew what I was looking for. (E4)

- Members also volunteered that they are anxious to see the Jokes section. (It was under construction at the time of the focus group discussions.) This particular section, while not available, clearly was noticed and stood out. (Several volunteered that they <mark>recognized Chris Farley and understood the relevance of using his image within this site</mark>.)

  The videos. We wanted to see some of the jokes. Would like to see the comedians. (E1-E3)

  The fact that Chris Farley died from a drug OD. It's fitting that he was there. (E4)

<u>Navigation</u>

- Overall, they believe the site is fun and easy to navigate.

- Few had difficulties finding their way around the site.

  It was easy. We're the computer generation. We can all handle it. (E1-E3)

- However, they <mark>do not like the way the screen easily or quickly shifts/moves. This makes it more difficult for the user to select the intended section</mark>.

  The initial format was kind of weird and awkward. My brain had to stop to absorb it all. Once I got into certain elements of the site – to slow the roll of the screen, to chase things, was hard. <mark>You can't do it when you're drunk. That's for damn sure! (E4)</mark>

Table 9

In your opinion, did it seem relatively easy or not to go from one section to another?	Total (n=12)
Yes	58%
No	33%
No answer	8%

<u>Does it Include Desired, Useful Information?</u>

Several participants volunteered that they want to see and check out the site when it is fully completed. In addition, they also volunteered what else they would like the site to contain.

- Members volunteered that they would like a platform to post their own personal content (video and comments).

- They are also looking forward to the Jokes section (as previously mentioned).

  - Skits from comedians/stand-up acts sound especially appealing to this audience.

- Some suggest placing Thatguy.com links on other Web sites such as MySpace.com, AOL.com, Yahoo.com, and Google.com.

- Several (only in the E4 discussion group) believe the site should do more to emphasize the negative consequences of excessive drinking (e.g., legal and financial). Some also want to see videos regarding these negative consequences, and one person recommends placing more information regarding the consequences of excessive drinking within the Facts section.

  Give live video scenarios of That Guy. For example, "I used to drink and drive, we've all been That Guy." (E4)

  Add consequences. Brains across the road, but don't put it at the beginning or in the middle. (E4)

  Others caution that the site needs to retain its appeal through humor and a more upbeat tone in order to keep the attention of the target audience who visits this site.

- One person volunteered that the section of the site that addresses alternative ways to spend money than on alcohol (the bar tab calculator) seems somewhat overbearing.

  I drink because I want to. It's also telling me that if I didn't spend my money on alcohol, I could buy something else. It's my choice that I make to do so. (E4)

Another recommends adding an online chat room for rehabilitating alcoholics
and/or a 24-hour help center/hotline for people who self-medicate with alcohol
and need/want help.

Visit the Site Again?

- Several of the service members say that they believe they are somewhat likely to
  visit the site again (assuming that it remains fresh, with updated content).

  - They recommend that the site be updated on a continuous, ongoing basis.
    One person went as far as to suggest that the site contain a ticker or pop-up
    update to let repeat visitors know that the site has been updated since their
    last visit.

- Overall, members appear open-minded to revisiting the Web site, assuming there is
  something new to drive them back to it.

What makes the site unique?

- They identified the movement of the site's graphics as a unique element (but they
  also found this hard to control and annoying when they couldn't control it).

- The site's highly interactive nature.

What did service members like the most?

- Service members were "pleasantly surprised" when they reviewed it. In particular,
  several commented that they like the fact that it doesn't look like a government
  education piece, and believe this site is a much better attempt than past
  Department of Defense efforts to educate service members regarding health-related
  issues. More specifically, they liked:

  - The jokes and use of humor (i.e., perceive this as a door opener).

  - The site's honest, candid, and reality-based tone.

- The sections they like the most are the videos and the Evolution of *That Guy* (found
  within Who is *That Guy*?). Table 10 shows the results when the members were
  asked to select the section they liked the most.

Table 10

Which section did you find most useful or most interesting?*	Total (n=12)
Videos/Roving Reporter	42%
Who is *That Guy*?	33%
The Facts	17%
Fun Stuff	8%
About the Program	--
No answer	8%

*Adds to more than 100% due to multiple responses.

** Responses reflect only those sections that were live at the time of the focus groups.

<u>Would they recommend the site to their friends?</u>

- The feedback from the members suggest that some may forward/send the site link to others for the following reasons:

  o To share, tell them about the funny aspects of the site.

  o If they see a friend who is *That Guy.*

- They would distribute the site to others via an e-mail (with the link included) to friends or by posting the site's link on their MySpace.com page.

- In particular, in response to an anonymous survey question, many said they would forward the site to a friend if they suspected he/she had problems with alcohol. See Table 11.

  I'd send it to my friends that drink too much. Some of my friends are borderline on drinking too much. (E1-E3)

- Some acknowledge that they would worry that sending the site to their friends may offend them and result in an alienated relationship.

Table 11

If you suspected a friend's or fellow service members' excessive drinking is getting out of control, would this Web site provide you with information that would help you decide what to do?	Total (n=12)
Yes	67%
No	25%
It depends	8%
No answer	17%
Reasons why (most frequent volunteered reasons):	
Does not lecture, laid back	8%
Unusual approach	8%
Help explain how he/she appears to everyone else; helps them see themselves when they do stupid things	17%
Provides information on what happens to some people who drink excessively; has the facts	17%

> **Comment [caw3]:** The Air Force's highly successful suicide prevention campaign relied more on training of co-workers and supervisors than on reaching out directly to at-risk individuals. This could be a significant use- chuck

Observation: Members acknowledge that much of the information (regarding drinking) on the site is not necessarily new information, but they perceive the context and manner in which the information is presented as effectively reinforcing the facts about excessive drinking. They also admit that the site becomes most effective when they, "See themselves" (metaphorically speaking) in the descriptions given. Some ultimately believe that this type of experience helps members be more cautious regarding what they do when they drink.

COMPLETION OF TASKS

Members' experiences with trying to complete two separate tasks on Thatguy.com are mixed.

Following their free exploration time (and discussion regarding their initial reaction to the site), the participants were given two tasks to complete on the site. Table 12 shows how they evaluated the ease with which they were able to complete both of the tasks. In general, they found it easier to quickly find information on how excessive drinking negatively affects people (task #2) than task #1, which asked them to find reasons why they don't want to be *That Guy*.

Table 12

Task #1: Find and read reasons why you do not want to be That Guy	Total (n=12)
Good job; fine as is	33%
Needs improvement	67%
Reasons why (comments, ideas for improvement):	
Have "That Girl" page/scenarios; biased toward males	8%
On-playing video	8%
Actual videos of That Guy	25%
Include law, authority facts	8%
Post e-mails	8%
Task #2: Find information about how drinking excessively affects people	
Good job; fine as is	75%
Needs improvement	25%
Reasons why (comments, ideas for improvement):	
Provide actual facts, more detail	8%
Specific location to go to regarding drinking excessively	8%

Outlined below is more specific feedback regarding their ability to complete each of the two tasks.

Task One: Find reasons why you don't want to be *That Guy*

- Their reactions were mixed, e.g., they liked the humor and it made some aware of their own actions.

- Some recognized that it does a good job of providing reasons through the video where girls talk about *That Guy.*

- Suggested improvements include:

    o   Continuously playing videos.

    o   Actual footage of *That Guy.*

    o   Law enforcement facts (legal repercussions of being *That Guy*).

    o   More information about the consequences of excessive drinking.

Task Two: Find information about how drinking excessively affects people

- The participants believe that the site accomplishes this, for the most part.

- Suggested improvements include:

    o   More detailed facts about consequences

Observation: While the tabulated results from members' ability to complete Task #1 versus Task #2 suggest that they could not find reasons for not being *That Guy*, the opposite is true. What the members couldn't find was a specific headline or label that pointed them in this direction, but several volunteered that the entire site, itself, is about the reasons why one does not want to be *That Guy* (e.g., through the videos and the jokes).

WEB SITE USAGE OBSERVATIONS BY INTERACTIVE STAFF MEMBERS

Members loved the video section but some became frustrated with the Bar Tab section.

Two staff members from Fleishman-Hillard's Interactive group attended and observed both focus group discussions. In particular, they looked over the shoulder of participants as they spent their free time exploring and using the site. These observations identified some issues and concerns regarding the site that are summarized in Table 13.

With the exception of the Bar Tab section, the types of changes that the Interactive team recommends making (as described in Table 13) tend to represent fine-tuning of the site's navigational features or the videos.

Table 13

• <mark>Greatest time spent on videos section (viewers tended to watch all clips)</mark>; generated the greatest amount of laughter
    o Common introduction to all videos is too long and repetitive; confused some who thought they were seeing/repeating the same video
    o Solution: Introduction will only play on the first video the visitor views and not the subsequent videos

• Users appeared confused by Bar Tab's initial screen (not willing to continue to final screen or quickly jumped to another section); too complicated   o Solutions: Refine to reduce confusion; Make the "payoff" more stage-based (focus on dollar amount more than alternate options; some thought the Bar Tab suggestions were condescending)
• Many had problems with site navigation on top of subpages • Solution: Revise functionality of rollover buttons; simplify submenus and test with users internally.
• Improve mouseovers and speed • Solution: Slow down speed of mouseover states and increase the contrast between on and off states.
• Evolution descriptions engaged the service members, and they took time to read them
• Animation in all sections well-received (some recommend continuous playing video in the background)

• City/town interface on the homepage is not immediately identified as a Web interface but it does "pull in" the users and encourages their exploration of the site
    o The homepage's scroll speed is too fast; users found it hard to select specific items as a result
    o One user wants to be able to navigate with the browser back button
    o Solution: Reduce the overall scroll speed from side to side; reduce the delay between the end of mouse movement and the end of scrolling motion; test internally.

• Strong recognition of Chris Farley and his reputation (and details regarding his death, in general)

5. REACTION TO *THATGUY* TAGLINES

INITIAL REACTION

Two of the proposed taglines resonate especially well with service members (#98 and #109). Almost everyone liked #98.

The participants completed a self-administered questionnaire to anonymously select the three taglines that they like the most. Table 14 shows the outcome of their "votes." Table 15 provides the limited feedback that Fleishman-Hillard obtained regarding the taglines during the discussions.

Table 14

Most Well-Liked Taglines	Percent (n=12)
Reason #98 <u>Not</u> to be That Guy – Pissing in the bed is not cool past age three	91%
Reason #4 <u>Not</u> to be That Guy – Landing in the hospital after announcing, "Hey guys, watch this!"	55%
Reason #109 <u>Not</u> to be That Guy – No one's laughing <u>with</u> you	27%
Reason #173 <u>Not</u> to be That Guy – A $200 bar tab is not as funny the next day	27%
Reason #5 <u>Not</u> to be That Guy – Your boss does not appreciate drunk dials as much as you think	27%
Reason #109 <u>Not</u> to be That Guy – They are not laughing <u>with</u> you	27%
Reason #14 <u>Not</u> to be That Guy – Even your friends get tired of you	18%
Reason #857 <u>Not</u> to be That Guy – You're not as good of a dancer as you think	18%
Reason #802 <u>Not</u> to be That Guy – The entire bar does not want to hear you sing Journey…again	18%
Reason #3 <u>Not</u> to be That Guy – Photos of you on the Internet – forever	9%
Reason #9 <u>Not</u> to be That Guy – He's human chick-repellant	9%

Table 15

Likes What they like?	Dislikes What they dislike?
Can relate to several of the taglines *I can relate to some of them. It depends on how far you've gone through binge drinking. (E4)*	Perceive some as lame ("puking the third time" or "unwanted body art") *Puking is not cool. That's from high school. (E4)*
Find some very humorous	
Like #98 because: *We would have a chuckle if we saw it on a poster – but we may forget about it. May not stop to check out the Web address. (E4)*	

Observation: The taglines appear to be an effective way to build a buzz regarding the campaign, especially if they appear in different places via different forms (e.g., posters, coasters, T-shirts, advertisements, etc.).

USE OF *THAT GUY* TAGLINES

Toward the end of both discussion groups, the moderator explored the possibility of placing the *That Guy* taglines on various types of communications vehicles. In addition, the members volunteered a few ideas of their own. Their feedback and ideas are outlined below.

<u>T-Shirts</u>

- Members agree that T-shirts with *That Guy* taglines would tend to be attention-getting because of the humor -- walking advertisements.

- Some perceive this campaign as a "good cause" (and want to wear T-shirts that have meaning).

- One person recommended that bartenders wear them as a reminder to not drink and drive.

- One claimed he would pay for it.

- Another said he would wear it as a drinking shirt.

  I know the intent of the Web site, and I like the intent, but to be honest, I'm That Guy. I get really ripped and do stupid stuff. I would be a cynical guy (wearing it). (E4)

<u>Coasters</u>

- Members gave mixed feedback regarding the use of coasters; they agree that they can be an attention grabber (humorous) yet some think they may "kill their fun." (No one acknowledged that this may be part of the point.)

- Although some claimed they would keep the funny ones.

- Some questioned the extent to which they actually use or see coasters at bars. (They say they are more likely to see and use them in restaurants.)

- As a result, a few recommend distributing these coasters at the restaurants they frequent.

Posters

- Some members recommend placing them inside bathroom stalls (captive audience).

  You'll read it if it's on bathroom stalls. (E4)

- Others say they are not as likely to hang such a poster in their room/home; instead, they are more likely to display it in their office (applies to E4s with office space).

Billboards

- Some believe that billboards would be less effective than print ads in magazines or posters inside bathroom stalls because the user would quickly look at the message, laugh, and then may quickly forget about it.

Where distribute, use the concepts?

Suggestions from the participants to distribute these items/materials include:

- Any and everywhere, especially inside the restroom stalls of bars.

- Thatguy.com – the Web site.

- Magazine advertisements (more time to read/absorb; they could also tear out the advertisement and refer to Web site later).

- Co-promotions with beer companies (place taglines on beer cans).

Observation: The ideal placement of some of these elements appears to be critical. Service members will be more likely to notice posters in restrooms at local bars or their offices. In addition, the coasters may be most effectively used in restaurants rather than bars (where many customers tend to stand and don't need a coaster).

APPENDIX

FOCUS GROUP LOGISTICS

Fleishman-Hillard hired the services of an <u>independent</u> recruitment vendor to travel to both markets (Jacksonville and Fayetteville, North Carolina) to conduct on-base, in-person recruitment. The vendor obtained access to the bases and conducted intercept, face-to-face screening interviews with personnel who appeared to be younger members. The interviewers asked those who qualified to participate in the discussions and told them that they would receive $50 for their participation. The vendor used an extensive recruitment screener that was very similar to the one used in May to screen/recruit focus group participants. The vendor who worked on this study (InTandem, Inc.) <u>signed a confidentiality agreement</u> with Fleishman-Hillard and agreed to <u>adhere to all protocol</u> requirements approved by Fleishman-Hillard's IRB (Chesapeake Research Review) including:

- Recording any identifying information regarding potential participants' names on a piece of paper that was kept completely separate from the service members' responses to our screening questions.

- Retaining the participants' responses to the screening questions in a password protected server on Fleishman-Hillard's computer system. This information was destroyed a few days after both installation's focus group discussion.

- Scheduling the discussions to take place during dinner hours, coinciding with the volunteers' meal period (and providing a light meal). This was done to ensure that volunteers would not need the permission of their supervisors in order to participate in a discussion.

- When addresses were available, the interviewing vendor sent a reminder letter to those who qualified for the discussion and voluntarily agreed to participate.

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- The participants were informed of confidentiality and privacy act provisions prior to participating in the discussion, and the participants were also told the length of time the discussion required of them during the recruiting process and immediately prior to beginning the discussion.

- The identity of the focus group participants will remain confidential, and the focus group moderator assured the participants that their name will never appear in any reports to the Department of Defense.

- The purpose of the research (and the Department of Defense's sponsorship of the research) was revealed to the participants during the recruiting process and at the beginning of the focus group discussion.

- The focus group moderator was an experienced, professionally trained moderator who is skilled at leading discussion groups with a wide variety of audiences and knows how to build trust and confidence among participants.

- In particular, the moderator used projective techniques to encourage the participants to talk about alcohol use among junior-level, enlisted active duty service members. This made it possible for participants to feel comfortable about sharing their experiences since they did not need to acknowledge that they are necessarily talking about their own behaviors. Because the focus groups involved minors (those between the ages of 18 and 20) in a discussion about drinking, the moderator told the participants that they should not reveal their age to her. (The focus group screener only asked participants to confirm whether they are between the ages of 18 and 24, not their specific age.)

- We relied upon a Fleishman-Hillard research professional to capture the comments, feedback, and suggestions from the discussion groups. This was done to enhance the candid nature of the discussions. This report does not include the names of any participants, nor does the summary of the discussion

groups make it possible for anyone to identify a particular individual. The sessions were not audiotaped or videotaped.

Schedule and Number of Participants

Base	Date	E1 – E3	E4	Total
Camp Lejeune	May 12, 2006	6		**6**
Fort Bragg	May 13, 2006		6	**6**
Total		**6**	**6**	**12**

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DISCUSSION GUIDE

<div align="center">

IN-MARKET RESEARCH AND WEB SITE REVIEW SESSION
FACILITATOR'S GUIDE
TRICARE – Alcohol Abuse Prevention Education Program
September 12-13, 2006

</div>

OBJECTIVES OF SESSION:
- Obtain general feedback from participants regarding the alcohol education program's creative platform, *Don't Be That Guy*, including the logo
- Test and obtain feedback regarding the campaign's Web site concepts including (but not limited to): layout, design, graphics, and content.
- Test and obtain feedback regarding the Web site's content and purpose (can participants easily find specific information?)
- Obtain general feedback regarding other creative concepts (e.g., taglines)
- Obtain information about the vehicles to use to reach service members while on base or away (e.g. web sites they visit, bars they frequent, what they read and listen to)

NOTE: THIS IS THE FH DISCUSSION LEADER'S GUIDE. IT WILL GUIDE THE FH FACILITATOR THROUGH THE DISCUSSION BUT WILL NOT BE READ VERBATIM, TO PARTICIPANTS. PLEASE NOTE THE FACILITATOR WILL ONLY READ OUT LOUD THOSE WORDS OR SENTENCE(S) THAT APPEAR IN regular type face.

HAND OUT QUESTIONNAIRE A (MEDIA HABITS) WHEN PARTICIPANTS ARRIVE (SEE ATTACHED)

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I.   INTRODUCTION (5 MINTUES)

    A. FLEISHMAN-HILLARD INTRODUCTION

    B. MODERATOR INTRODUCTION

    C. Purpose: To discuss and obtain feedback about the Department of Defense's new Alcohol Abuse Prevention campaign concepts and review a Web site prototype and some creative concepts.

    D. Taking notes during discussion.

        1. Notes stay with Fleishman-Hillard; no names included in the notes.

        2. Discussion is confidential; no names will ever appear in a report or be associated with your comments.

        3. Notes used to write an overall summary report; destroyed after writing a report.

        4. Colleagues from my company, Fleishman-Hillard are also here to listen and learn from you today.

        5. I need to make sure I have everyone's consent to participate in this discussion and that you agree to and understand the terms of the consent form; READ CONSENT FORM OUT LOUD; does anyone not want to participate; if so, you are free to go; likewise, if anyone else decides that he (she) does not want to participate once we get started, please rest assured that you are free to leave at any point.

   E. Ground Rules

         1. You **don't have to raise your hand** to say something.

         2. Please speak one at a time; don't interrupt.

         3. Speak up/**speak loudly.**

         4. We want to hear <u>your</u> opinion and perceptions of the Web site; we want <u>your</u> honest feedback – you don't have to agree with others. There are no right or wrong answers, just different points of view.

         5. Please respect the privacy and confidentiality of your fellow service members. In particular, please do not leave here today and share with anyone else what a particular person said.

         6. The discussion is confidential; your names will not be associated with what you say unless what you share with me has bearing on your own health and well-being. Please do not share your age with me. Also, please remove any identifying badges or name tags. I have a blank adhesive name badge that you can use to cover up your own name badge if it's sewn onto your uniform.

         7. End the discussion in 90 minutes.

F. PARTICIPANT INTRODUCTIONS

Starting to my left, please share with the group:

1. What's your first name? Let's use first names only today, and you may use a fictitious name, if you wish.

2. Where are you from – where's home?

II. WARM UP: VALUES (5 minutes)

A. What's most important to you in your life at the present time? What do you value?

B. Thinking about how you spend your time, off duty, what is most important to you? PROBE? Do you value your time? Family? Friends? Dating? How do you spend your time away from base and work? What are you doing?

III. SHOW LOGO (5-10 minutes)

A. What does this logo/image say to you? PROBE: what do you associate with this logo? What do you think of when you see this logo?

B. What words or phrases would you use to describe this logo? OR What words or phrases or attributes come to mind when you see this logo?

C. What type of campaign or program do you think would use this logo? Why? What would the campaign be about?

D. What does the phrase *Don't Be That Guy* mean to you? What comes to mind? Why?

E. Can you relate to it?

F. Have you ever used this phrase? When? Why?

G. HANDOUT B: Who is *That Guy?* PARTICIPANTS WILL LIST/DESCRIBE THAT GUY. COLLECT HANDOUTS

H. HAND C – THAT GUY DEFINITION AND WHO IS THAT GUY. HAVE PARTICIPANTS READ AND PROVIDE FEEDBACK. What do you think about our descriptions? Are they accurate? Are they similar to yours? How would you change them?

I. Can you think of any reasons why you would not want to be *That Guy?* What are some of the things that can happen to someone who is *That Guy*? PROBE AS APPROPRIATE: Anything negative? What's the worst thing that could happen?

J. If you saw any of these items (logo, definition, and who is) on a t-shirt, what would you think? Would you wear it? Why or why not? Would it be cool? Funny?

K. Where do you think we should put this logo and definition? Where would you like to see it?

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IV.	WEB SITES (5-10 minutes)

As you know, we're here to discuss a new Web site. But before we begin, let's talk about the Internet, in general. USE HANDOUT A FOR DISCUSSION IF NECESSARY

A.	What Web sites do you frequently check? Why? Why do you go to these Web sites? What attracts you to these Web sites? PROBE: Graphics? Content? Information?

B.	What makes a Web site a really good one?

V.	COMPUTER AND WEB SITE ACTIVITIES (45 minutes)

What would you expect to find on a Web site called: www.thatguy.com? PROBE: What kinds of information, tools, or resources?

Let's look at a prototype for a new Web site. Spend a few minutes becoming familiar with the site. One ground rule: We need to focus on this Web site.

This Web site is still underdevelopment. It's not "live." You will be looking at a Beta site, so there will be links that don't work or pages that are missing information.

A.	TIME TO BECOME FAMILIAR WITH DoD WEB SITE (10 minutes)

1.	GIVE PARTICIPANTS TIME TO CLICK THROUGH THE SITE AND BECOME FAMILIIAR WITH IT; INSTRUCT THEM TO WEAR EARPHONES SO THEY CAN'T HEAR THOSE WHO PLAY ONE OF THE VIDEOS.

2.	THIS ACTIVITY SHOULD NOT BE DIRECTED BY THE MODERATOR.

B.	ASSESSMENT OF WEB SITE DESIGN (10 minutes)

1.	IF PARTICIPANTS LAUGHED DURING REVIEW OF SITE, ASK: Why were you laughing a few minutes ago? What was so funny? Please share?

2.	AS APPROPRIATE: Let's talk about how humor was used on the Web site. Did you like it? Was it effective or not?

3.	What do you think is the main purpose of this Web site?

4.	What do you expect to find on this site? Does it look like an alcohol awareness Web site? Why?

5.	What, if anything, do you like about this Web site? Why?

6.	What, if anything, do you particularly dislike about this Web site? Why?

7.	What about the graphics? Do you like them? Why? What do the graphics communicate? Do they resonate?

8.	What do you think about the look and feel of the Web site?

9.	Did the titles or headers for each section make sense? Did you find what you were expecting to find?

10. Was it fun or too complicated to navigate? Why?

11. Which sections within the Web site are more interesting to you? Why?

12. Is there any additional information that you would find helpful or want to see in the future? What else would you like to see?

You're here today to play the role of a Web site critic. We need your opinions and ideas about this Web site to help make it a site that service members, like you, will want to visit. We will have some judging questionnaires for you to complete to help us figure out where the Web site is succeeding or not.

C. Judging Questionnaire 1-2 (10 MINUTES PER SHEET) (ROTATE JUDGING SHEETS TO AVOID ORDER EFFECTS IN RATING OF THE SECTIONS OF THE WEB SITE)

1. To help us better understand how much you like the Web site and how easy it is to use, we have created a judging questionnaire that you can use to evaluate the site. Please complete the questionnaire by answering all of the questions. Again, the purpose of the questionnaire is to judge the Web site, not you. And please do not put your name on your questionnaire.

2. PASS OUT JUDGING QUESTIONNAIRES.

3. To begin, I want you find reasons why you do not want to be *That Guy*. As you look for this information, please fill out the judging questionnaire.

4. ASK THE FOLLOWING AFTER PARTICIPANTS HAVE COMPLETED EACH ONE OF THE TWO JUDGING QUESTIONNAIRES:

    i.   Where did you go to find this information?

    ii. What do you like the most about the _____ (PROBE FOR THE SECTIONS THEY WENT TO) part of the Web site? Why?

    iii. What about it, if anything, do you dislike? Why?

    iv. How easy or hard was it to find the information you were looking for?

    v.   How well do you understand the labels? PROBE: What would make them more understandable?

    REPEAT FOR THE SECOND JUDGING QUESTIONNAIRES.

    D. Would you visit this Web site again? PROBE: Why or Why not? If no, ASK, what would make you visit this site? What changes need to be made for you to return to www.thatguy.com, if any?

VI. CREATIVE CONCEPTS (5-10 minutes)

In addition to developing a Web site for this program, we also need other creative pieces to promote the program. We're going to look at some different ideas, then I want you to tell me which ones you like, dislike, and why. Let's start with the teaser ads.

A. TAGLINES – HAND OUT QUESTIONNAIRE D. Read through the list of taglines and circle your top 3 choices.

    1. In general, what do you like most about these taglines, if anything? What do they communicate to you? What did you dislike about these taglines, if anything?

    2. Do they catch your attention? Do you think they are funny?

    3. Can you come up with any other reasons you don't want to be that guy? What are they?

B. Thinking about these taglines and the logo and definition we discussed earlier, what would you think if saw any of these items on a t-shirt? Would you wear it? Why?

C. Ideally, where would you like to see these creative elements used? What if you saw/heard/read any of these creative pieces on a billboard? A poster at a bar? On coasters? (SHOW EXAMPLE) Stickers? Temporary tattoos, bus stops? On the radio? Advertisements? PSAs at the movie theatre?

VII. WRAP-UP DISCUSSION (5-10 minutes)

A. What do you like the most about the various things you've reviewed and look at today? Which ones are most likely to capture your attention?

B. In your opinion, what is unique about the Web site compared to other sites you visit and use on a regular basis? Why?

C. Would you recommend this Web site to other enlisted personnel? Why?

D. Overall, what types of things did you learn from this Web site?

Thank you for your help!

QUESTIONNAIRE FORMS

WEB SITE JUDGING QUESTIONNAIRE

STEP ONE: Go to homepage (www.thatguy.com)

STEP TWO: Please complete the following tasks while surfing the Web site. After you have had a chance to explore the site, we will discuss what you have seen and learned.

1. Find and read reasons why you do not want to be *that guy*. (*check one*)

    _____ Good job; fine as is.

    _____ Needs improvement.

Comments/Ideas for improvements:

STOP

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2. Find information about how drinking excessively affects people. (*check one*)

_____ Good job; fine as is.

_____ Needs improvement.

Comments/Ideas for improvements:

STOP

3. Overall, how would you rate the look or appearance of the Web site? *Select one answer.*

    1   Excellent

    2   Above average

    3   Average

    4   Below average

    5   Poor

    6   I don't know

4. How would you rate the Web site in terms of the following :

	Excellent	Above Average	Average	Below Average	Poor
Being amusing or humorous	5	4	3	2	1
Providing interesting and important information	5	4	3	2	1
Entertaining	5	4	3	2	1
Being a Web site you would visit again	5	4	3	2	1
Overall appeal	5	4	3	2	1

5. In your opinion, did it seem relatively easy or not to go from one section to another? *Select one answer.*

    1   Yes

    2   No

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6. Which section did you find most useful or most interesting? *Select one answer.*

    1   Who is that guy?

    2   Fun Stuff

    3   The Facts

    4   Videos/Roving Reporter

    5   About the Program

7. If you suspected a friend's or fellow service member's excessive drinking is getting out of control, would this Web site provide you with information that would help you decide what to do?

    a.   Yes

    b.   No

    Why:

QUESTIONNAIRE A

1.   How often do you use the Internet to look for information, check Web site, play games, listen to music, or anything else? *Select one answer.*

      1   Three times a week or less
      2   Four to five times per week
      3   Six to ten times per week
      4   More than 10 times per week

2.   About how many hours per week do you spend on the Internet searching for information, checking Web sites, playing games, listening to music, or anything else? *Write your answer in the space below.*

      _____ Hours

3.   How do you get access to the Internet? *Select all that apply.*

      1   At work/on the job through a computer owned by the military
      2   Through your own computer and Internet access account
      3   Somehow else; please explain:

4.   Where do you <u>most frequently</u> get access to the Internet? *Select one answer.*

      1   At work/on the job through a computer owned by the military
      2   Through your own computer and Internet access account
      3   Somehow else; please explain:

5.   If you ever access the Internet though a computer owned by the military, what content are you blocked from seeing/using? *Please write your answer in the space below.*

6.   If you ever access the Internet through a computer owned by the military, have you ever used your military email address to correspond with friends and family members on a personal basis? *Select one answer.*

1   Yes
2   No

7.   Please list the Web sites (by name or site address) that you most frequently visit. *Write your answers in the space below.*

8.   Please list the magazines and/or newspapers that you most frequently read or review. *Write your answer in the space below.*

9.   Please list the types of radio stations that you most frequently listen to. Also, if you know the call letters or station number, please list them as well. *Write your answer in the space below.*

10. Please list the types of TV shows that you most frequently watch. If you know the network on which it appears, please list that as well. *Write your answer in the space below.*

11. Please list the names of the bars/taverns/clubs that you most frequently visit while off duty. *Write your answer in the space below.*

12. Please list the names of the other types of places that you like to visit or see while off duty but within easy driving distance of the base. *Write your answer in the space below.*

13. What type of places (shops, restaurants, etc.) do you visit on base while off duty? Where do you spend your time on base?

QUESTIONNAIRE B

WHO IS THAT GUY?

1. In your own words, please describe *That Guy*. Who is he? What is he like? What type of things does he do?

2. How can you spot *That Guy?*

HANDOUT C

WHO IS THAT GUY?

That Guy (['[th]at_'gI), *n.*

1. One who consumes *too much alcohol* and loses control of self or situation with humiliating or compromising results:
   a. Used to suggest shameful or embarrassing behavior: *What is **That Guy** thinking?;* or, *No way am I hanging out with **That Guy**!*
   b. Used to imply an unpleasant transformation/metamorphosis: *Everything was great until he drank a few too many and turned into **That Guy.***
   c. Associated with negative – sometimes extreme – consequences: ***That Guy** ends up with his head in the toilet! Sometimes **That Guy** winds up in the emergency room.*
   d. Used as a reference of mockery or to make fun of another's condition: *Get a load of **That Guy**!*

2. A negative example, often used as an admonition: *Don't be **That Guy**.*

1. Below are the traits or characteristics of *That Guy*. Please read through the list of traits and <u>circle the three that you think best reflect what you have experienced or seen.</u>

That Guy is the one who:

- Picks fights with guys he doesn't even know

- Spills his drink slightly every time he puts it down

- Pukes in his mouth

- Grabs girls as they walk by

- Thinks he's funnier with every drink he takes

- Latches on to people who are just being polite

- Drinks random beers he picks up on the bar

- Pees in the sink even when the urinals are empty

- Can't think of any reason why he shouldn't……

- Thinks he dances better with every drink

- Ends up with his embarrassing photo on the Internet

- Wakes up with unwanted Body Art

- Will regret his massive bar tab the next day

- Ruins his own chances with the ladies

- Thinks it's not noticeable that he wobbles when he walks to the bathroom

- "No, yourrrr drunk"

- Will show you

- Thinks beer will help drunk wounds heal

- Might puke in your mouth

- Demands drinks after he's been cut off

- Gives excessive high fives

- Passes out in the corner

QUESTIONNAIRE D
TAGLINES

2. Below are a list of taglines that will be used with the *That Guy* campaign. You could see these taglines on billboards, posters, or coasters. Please read through the list of tagline and <u>circle the three that you like the best</u>.

Reason #3 <u>Not</u> to be That Guy -- Photos of you on the Internet - Forever

Reason #7 <u>Not</u> to be That Guy -- Waking up with unwanted body art

Reason #109 <u>Not</u> to be That Guy -- No one's laughing <u>with</u> you

Reason #9 <u>Not</u> to be That Guy -- He's human chick-repellant

Reason #4 Not to be That Guy -- Landing in the hospital after announcing "Hey guys, watch this!"

Reason #173 <u>Not</u> to be That Guy -- A $200 bar tab is not as funny the next day

Reason #5 <u>Not</u> to be That Guy -- Your boss does not appreciate drunk dials as much as you think

Reason#98 <u>Not</u> to be That Guy -- Pissing in the bed is not cool past age 3

Reason #9 <u>Not</u> to be That Guy -- Puking a third time is not cool

Reason #14 <u>Not</u> to be That Guy -- Even your friends get tired of you

Reason #109 <u>Not</u> to be That Guy -- They are not laughing <u>with</u> you

Reason #857 <u>Not</u> to be That Guy – You're not as good of a dancer as you think

Reason #802 <u>Not</u> to be That Guy -- The entire bar does not want to hear you sing Journey…again