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by
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COMMUNICATION LABORATORY
COMMUNITY AND FAMILY STUDY CENTER
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THE MEDIA MONOGRAPH SERIES

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Jane T. Bertrand

Chapter One

WHY PRETEST?

If one were to count the number of social development programs around the world, they would run into the thousands. Of these, the overwhelming majority have some type of educational or communications component, whether it is person-to-person counselling or a comprehensive multimedia campaign on a nationwide basis. Program administrators and communicators often recognize that communication is an integral part of their activities, if not the key to their eventual success. Most are willing to invest in communications that will effectively reach the target population with the desired messages. However, many are fearful of squandering their limited resources on costly productions that may or may not be effective in the field. Indeed, there are numerous examples of poorly planned media campaigns that failed to be effective, despite considerable financial investment.

Not surprisingly, the efforts to use media effectively have increased as the use of mass communications increased. The impetus to increase effectiveness first came from the advertising industry, where achieving the maximum impact from their persuasive messages is critical to their financial survival. As a result, efforts were directed to finding ways of identifying communications that would attract attention, promote favorable attitudes toward a product, make a lasting impression, and, most importantly, induce the audience to purchase the given product. Over the past fifty years, a variety of strategies have been developed for systematically improving communications prior to diffusion and/or predicting which will be most effective in the field. This procedure is known as *pretesting*, and it represents a well-established practice in the business world, in developed and some developing nations.

Outside the business community, the practice of pretesting messages is less common. There are several reasons for this. First, the effectiveness of communications in social action or social development programs is often more difficult to quantify, whereas the effectiveness of advertising campaigns can be measured with short-run, tangible indicators (sales). For example, a nutrition program may be effective in teaching mothers how to select and prepare the most nutritious foods, yet there is no quick, inexpensive, and unobtrusive method of measuring this. Second, communications for social development are usually not expected to stimulate the same type of immediate response as an advertising campaign. Often the communication must be designed to inform and educate - a more difficult and complex task than simple propagandizing. Moreover, many more factors go into the decision to accept a new agricultural technique or to adopt a family planning method than to purchase a tube of tooth paste. Program goals usually reflect this difficulty with an extended time framework.

Third, pretesting may have developed less rapidly outside the business world due to the relatively smaller degree of emphasis placed on *results*. Most businesses succeed or fail based on the volume of their sales. They place a high priority on increasing sales through improved advertising, and consequently a large emphasis has been placed on pretesting.

In contrast, social action programs often operate under a different set of constraints. Especially in earlier days, administrators and program directors were primarily concerned with getting a given program off the ground and then insuring that it continued to function smoothly on a day-to-day basis--no small task in many cases. While such programs are carried out in accord with certain goals, there has been a tendency to evaluate such programs in terms of activities performed (how many radio spot announcements were broadcast, how many posters and pamphlets were distributed) rather than the impact of these activities (how many people changed "x," accepted "y," attended "z," etc.). As program operations become increasingly routine, evaluation studies of impact increasingly common, and funds for social action programs increasingly scarce, more and more program administrators will also be demanding results. For the communication divisions of such social action programs, this signals the need for pretesting.

Many would argue, in fact, that pretesting is as, if not more, important for social development programs than for the advertising business that gave birth to it. First, there are few programs with unlimited funds. As such, it is essential to maximize the effectiveness of the communications that one will use. Admittedly, pretesting does cost money (a topic discussed in detail in Chapter Eight). But the amount is insignificant compared to actual production costs, and it can save money in averting the production of materials that are not understood or accepted.

Second, the target population for social development programs is likely to be more difficult to reach with communications than are the middle class audiences that are the common target of advertising campaigns. In developing countries where low rates of literacy, regional differences, and ethnic subcultures are common, the communication task is especially more difficult. Here the likelihood is far greater that one's messages will be misunderstood or misconstrued. And pretesting becomes even more important when messages must be translated into other languages or dialects.

Finally, although the goals of many programs cannot be stated in dollars and cents, they often involve a commodity on which most of us place high value: the quality of life. To many of those working with social programs, the goal they are striving to achieve is as important as the sales criterion is to the advertising executives. To the extent that communications are seen as an integral part in achieving this goal, maximizing their effectiveness should have considerable priority -the same degree of priority that has made pretesting a standard procedure in the business world.

The current monograph is intended as a guide for those individuals working for development programs who wish to improve the quality of their communication program through pretesting. The procedures described herein are designed for use in developing countries where members of the target population may or may not be literate, although the techniques are also applicable in developed nations. The monograph presupposes little prior research training on the part of the person who will carry out the pretesting, although previous experience with data collection and analysis is very useful. In addition, it is assumed that the organizations interested in pretesting will have certain constraints in terms of funds, personnel, and time.

Thus, the designs described in this manual can be carried out at low cost with few personnel and will provide rapid feedback. The monograph omits a large number of more expensive and sophisticated designs, used by some advertising research agencies, which often require special equipment or testing facilities, as well as more elaborate data collection procedures and advanced analytical skills. Instead, it focuses on those testing procedures that will be most appropriate in the context of social development programs, especially in developing countries.

I
Pretesting and What It Can Accomplish

The term *pretesting* refers to measuring the reaction of a group of individuals to a communication or set of communications *prior* to widespread diffusion; this may include radio or television spot announcements, posters, pamphlets, a movie, or any other type of mass communication. Its purpose is to determine systematically which of several alternative versions of a com-

munication will be most effective, or to identify elements of a single communication that could be changed to make it more effective.

Pretests can range from very sophisticated procedures requiring complex study designs to very simple procedures that can be carried out in a matter of minutes with just a few respondents. Although some advertising researchers might argue that only the more complex designs yield valid results, *the basic premise underlying this book is that simple pretests carried out among a small sample of the target audience can provide useful, valid information for improving communications.* The only way to predict audience reaction to a communication is to test it among actual members of the target group; and it is far better to have some type of feedback from them than to depend entirely on the impressions of the office staff. While the pretester will want to obtain the opinions of the office staff as well, through an "in-house review" (explained in Chapter Two), the real test is the field test. However simple it is, such a test should cover the qualities described in the following section.

A. Components of effectiveness

Pretests are specifically designed to provide information on one or more of the following components of "effectiveness":

1. *Attraction:* Is the message interesting enough to attract and hold the attention of the target audience? Do people like it? (If more than one message is tested) which of several messages attracts the most attention/is best liked?

2. *Comprehension:* Is the message clearly understood? (If more than one) which of the several alternatives is best understood?

3. *Acceptability:* Does the message contain anything that is offensive or distasteful by local standards? Does it contain anything that people perceive to be false? Does it contain any annoying elements that would become irritating after repeated exposure to the message? (If more than one message) which of the several alternatives is least likely to be unacceptable?

4. *Self-involvement:* Is the message perceived to be directed to the individuals in the target audience? Do they feel the message is for themselves or is it for "others"? (If more than one message) which of several alternatives is perceived to be best directed to the target audience?

5. *Persuasion:* Is the message able to convince the target audience to undertake the desired behavior? (If more than one message) which of the several alternatives will bring about the greatest amount of change?

The first four components–attraction, comprehension, acceptability, and self-involvement–are relatively easy to measure and as such are the basis of the pretest designs given here. Persuasion is more difficult to measure directly, although it can be done. For example, a commercial advertiser who is planning a nationwide campaign for a particular product may wish to test out alternative strategies or messages before deciding which to use in the final campaign.

If he wishes to determine which alternative actually induces more people to purchase his product, he may try different strategies in two or more test cities to see which results in the greatest sales. Based on his findings he will then choose the best one to use on a nationwide basis. Clearly, this is an elaborate design that requires considerable time and money to carry out, as well as a well-trained staff and an experienced data analyst. While it would not be practical for most social development programs to undertake such a design (i.e., a controlled field experiment) as a pretest, it is nonetheless possible if funds are available.*

The persuasiveness of a communication can also be measured indirectly. For example, different messages will be tested and compared to determine which results in the greatest *reported* favorability toward the product.[1] Although attitudes do not always translate into action, these techniques of indirectly measuring persuasion are widely used since they are much more economical than the field tests that measure actual behavior (e.g., purchase of the product).

There are certain drawbacks to these indirect measures in the present context. The available measures tend to be more appropriate for commercial products than "social" products, in that they deal with different *brands* and the likelihood of choosing one brand over another. In contrast, social programs are concerned with actions rather than purchases. One measure that *could* be easily adapted is the "predisposition-to-buy" scale, which could become "predisposition-to-act." The idea behind this is to determine how likely the respondent is to buy a certain brand; respondents are asked to describe the likelihood of buying (acting) as "definitely, probably, might, don't know, probably not, certainly will not, and would not under any circumstances." However, such questions of future intentions are poor indicators of actual behavior, especially in developing countries where respondents may feel the need to please the higher-status interviewers.

In summary, the pretest designs presented below do not attempt to measure persuasion. Designs that measure persuasion accurately tend to be expensive and require a certain research knowledge. Designs that measure persuasion indirectly tend to be inappropriate for less-educated audiences. Rather, *it is the premise of this manual that the more attractive, comprehensible, acceptable, and self-involving a communication is, the greater its potential effectiveness (persuasiveness).*

*This is not to suggest that social development programs cannot or should not experiment with alternative communication strategies with different segments of the target population. However, this type of experimentation is usually incorporated into the project design and represents an integral part of the project evaluation. It is no longer a pretest that is carried out in a short period of time on a limited sample of respondents before the campaign begins. Rather, it is a test or communication experiment that is carried out as part of the campaign. In fact, for this type of communication experiment, all the communications to be used should also be pretested.

B. Advantages and limitations of pretesting

While it is possible to test a single version of a given message, the ideal procedure when pretesting is to design two or three alternatives of the same message. Pretesting of these messages will indicate which of the alternatives is:

(a) most attractive or effective in getting attention
(b) best (most easily) understood
(c) most acceptable, least likely to create a negative reaction
(d) best at creating the feeling of self-involvement with the topic
(e) most persuasive (if this variable is measured).

In addition, the pretest may show that even the overall "best version" can be improved upon. For example, a given work may be confusing or some detail in a drawing may be inappropriate. Thus, pretesting consists not only of selecting the best alternative where there are several versions of the same message, but also of identifying elements within that communication that should be modified before final production and diffusion. When only one version of the message is available, then the purpose of pretesting is to identify how it might be improved.

As the above would suggest, the great advantage of pretesting is that it indicates which communications are most likely to be effective in a given campaign or program. Moreover, it serves to detect negative aspects of a communication (that it fails to attract attention, communicate the idea, conform to local norms, elicit positive perceptions, etc.), which can then be corrected prior to widespread diffusion or distribution. As such, an Information-Education-Communication (I-E-C) division can avoid investing large sums of money in the production and diffusion of communications that are ineffective or worse, offensive to large segments of the population.

Pretesting does have limitations. The most important one to mention here is that pretesting cannot guarantee effectiveness. It *does* increase the probability that one's message will attract attention, be understood, make a favorable impression on the target audience, and convince them to undertake the advocated behavior. Moreover, pretesting helps to weed out messages that might cause a negative reaction. However, the communicator who expects that pretesting can guarantee the desired outcome for his program may be disappointed.

As mentioned above, one *can* invest the necessary funds in pretesting to measure the effects that the communication or set of communications will have on the target audience in concrete terms. However, such pretesting would exhaust the limited budgets of many programs and require more time than is practical. Thus, many will compromise by selecting less expensive, less time-consuming methods that will nonetheless yield data on the other major components of effectiveness. And if there is an interest in a quantitative measure of effects, it can be made once the communications are actually in the field.

II
Who Should Pretest

Given the advantages of pretesting when seeking to increase "communication effectiveness," it can be argued that almost all social development programs with a communications component would benefit from pretesting their communications materials. Even the most experienced of communicators have difficulty in predicting which of three good communications will be best received by a given target group. Also, as many an artist or writer will admit after spending considerable time in creating a poster, script, or spot announcement, it becomes increasingly difficult to detach oneself from one's creation and evaluate it objectively. A third consideration is that the designers of communications are often more educated and of a different social class than their intended audience, and as such have different interests and tastes. Whereas the designer might prefer one communication over another for its ingenuity, members of the target audience might prefer the alternative version because the message is easier to grasp. Indeed, pretesting is an advisable substitute for trying to second guess the aesthetic preferences and intellectual astuteness of the target audience, especially in countries with low literacy rates and great cultural or ethnic diversity. And if communications are to be translated into one or more regional dialects, pretesting becomes imperative. It is the communicator's only guarantee that the translation is not only accurate and easily understood by members of the target audience, but that it conveys the desired tone and image as well.

Pretesting is less applicable to programs where *only* interpersonal communication such as group discussions, house-to-house visits, or individual counselling is used. It would be possible to gather a group of people to listen to a presentation and then question them about it; or to test two alternative approaches to a topic to see which is better understood or retained. However, with interpersonal communication there are so many other factors that also come into play (the personality of the person giving the presentation, the setting in which it takes place, the composition of the audience on that particular day, etc.) that pretesting is considerably less practical or worthwhile than are mass communications.

However, it is often the case that interpersonal communication activities are supplemented with mass media materials, such as pamphlets, posters, flip charts, and others. Such materials should also be pretested, for the same reasons as discussed above.

If we accept the premise that social development programs in general would benefit from pretesting, the question remains as to *who* within the organizations should actually be involved in this activity. This depends largely on the size of the organization and the way it is structured, but there are a few general rules. First, the director of the organization should be involved to

the extent that he lends his full support to the idea of pretesting, authorizes the funds necessary to carry it out, and insures that the results are actually used. There is little reason to invest *any* time, money, or effort in pretesting if the results are never seriously taken into account in an effort to improve the communications program. Thus, after approving the pretesting activity, the director should stay informed about the progress that is made in collecting and analyzing the data, the conclusions that are drawn, and, most importantly, *the ways in which these findings are being implemented to improve the communications program.* Few organizations can afford to squander their limited resources on pretesting communications if the results are never analyzed nor the findings used as a basis for modifying the communications.

The person or group responsible for collecting and analyzing the data will vary, depending on organizational structure. It is increasingly common for social development programs to have some type of research or evaluation division. If so, it is advantageous to have this group (or individual) carry out the pretesting for two reasons. First, they have experience with collecting data from the field (i.e., interviewing) and tabulating it, often by hand. While pretesting differs somewhat from other types of interviewing in that it involves a set of communications, many of the data collection techniques are the same. In short, pretesting is a form of research and can best be carried out by people with experience in this area (although it is not absolutely necessary).

Second, the research division can give a certain degree of objectivity to pretesting, since this group has little personal involvement with the communications being tested. It is easier for these individuals to obtain the respondents' genuine reactions, including whatever negative feedback may be given, since they have had no part in the creative process. Moreover, if the task is to select the best of three spot announcements, for example, these individuals would have no special attachment to any particular one that might unintentionally be communicated to the respondents. In summary, members of an evaluation or research division usually have experience in data collection and reporting of the findings, and they would tend to be more objective regarding the communications under study.

However, not all organizations have the luxury of a separate research component. Indeed, it may be the case that if pretesting is to be done, it must be done by the communication staff itself. While such individuals are less likely to have experience at data collection and are more likely to have their own ideas about which communication should be judged to be the best, it is preferable to use members of the communications staff rather than to forego pretesting altogether. If possible, the person who designed the communications being tested should not conduct the pretest or tabulate the results. *Also, it should be emphasized to those who interview that the very nature of the task is to solicit feedback, including negative reactions, lest the interviewer feels he owes it to his superiors or to the organization to bring back a glowing report*

regardless of the actual results. In brief, pretesting can be done effectively by members of the I-E-C division if there is a real appreciation of its purpose and a commitment to using the results.

Whether the pretesting is done by the research/evaluation division or by the communication division, the director plays a key role. In the former case it is his responsibility to insure that the researchers and communicators collaborate in such a way that constructive changes come about as a result of their work. If the communications division is to have the task, the director should make sure that the pretesting is being done objectively and that the findings are being incorporated into the design of the communications program.

Finally, pretesting is valuable only if there is a genuine interest in having and using the results. If the communicator values pretesting only to the extent that it confirms his own ideas or preferences but intends to follow his intuition if the results depart from his opinions, then there is little point in pretesting. The organization might better spend its money elsewhere.

III
Why Some Organizations Don't Pretest

While the idea of pretesting has begun to catch on in certain types of social development programs, the practice is still far from widespread. This is true even of some programs in which communication is crucial for their success. There are several reasons for this.

First, many people are just not aware that pretesting exists. While it is a common practice in the advertising world, the majority of communicators in social development programs have had limited contact with the business world or with commercial advertising and consequently have not had the benefit of its experience. Since pretesting is still relatively new to social programs in most parts of the world, communicators would be unlikely to have learned about it from their colleagues in similar or related fields. Indeed, the current monograph represents an attempt to remedy this situation.

Among those who have heard about pretesting, there are other reasons why it is not used. Many people have erroneously assumed that, because pretesting is a type of communications research, it can only be carried out by people who have had extensive training and experience in all facets of research or who have some kind of academic degree. These fears are understandable but unjustified; certain pretesting procedures can be successfully carried out by a person with little previous research experience. Such a person would do well to consult with local researchers in related fields for specific details on data collection and the tabulation of results. However, the procedures and instructions provided in this monograph should enable the reader interested in pretesting to undertake the task.

Another reason why some have chosen not to pretest is time. Most communicators are under pressure to produce a certain quantity of material by certain deadlines, and often it requires a good deal of effort just to meet these deadlines. As such, the communicator understandably may be unenthusiastic about a procedure that (1) will require at least an additional week to complete and (2) most probably will result in changes to be made in the communications. However, the scenario changes considerably if the organization decides to make pretesting a routine part of its activities, and makes allowances for these necessary delays in its scheduling of deadlines. In most cases, the time pressures are created within the organization and do not correspond to external factors, so that a two- to three-week delay in diffusing a message or distributing written material will not seriously affect the overall impact that the program can expect to have. (Obviously there are exceptions to this, such as communications geared to specific holidays or seasons. Yet this, too, can be scheduled appropriately.) Moreover, most program administrators and communication directors are willing to wait the extra weeks if they feel that they have better material because of it.

Money is another reason some organizations or individuals have chosen not to pretest. Few social programs have unlimited resources, and some people consider that all available communication funds should be funneled directly into design, production, and diffusion, instead of into "wasteful" evaluation. This attitude is reinforced when the results of a pretest confirm the "hunch" that the communicator had or indicate that the message in its current form needs no modification. However, pretesting can be carried out relatively inexpensively, as the details in Chapter Eight would suggest. Moreover, whichever way the results turn out, pretesting can be justified. If they are favorable, the communicator is buying the assurance that his messages attract attention, are understood, and convey the desired image. If unfavorable, the communicator is buying a chance to change and improve his messages before diffusion and to avert mass production or diffusion of material that lacks interest or clarity. Pretesting is only a waste of money if resources are invested in carrying out the procedures when the results are then not used to full advantage in modifying the communications.

Finally, some have shied away from pretesting for more subjective reasons. Few are the individuals who seek out criticism of their own work, and pretesting is exactly that. However, many communicators have found that criticism at an early stage is far more productive, as well as being far easier to accept, than criticism when it is too late to make any changes. There is little comfort to be had in having 50,000 copies of a mistake.

Other communicators may feel that they already know their audience well enough to predict what will be effective, and can avoid the problems of misunderstanding and misperception. While this may be true, it could be very useful to the program's efforts to verify this through actual field testing.

Chapter Two

DESIGNING A PRETEST

I

Preliminary Considerations

Unfortunately, there is no such thing as a standard formula for pretesting. If there were, life for the pretesters would be much easier. Rather, the design of any pretest must be individually tailored to the type of communication being tested, the appropriate target audience, the funds available, and the deadlines for completion. to name just a few considerations. As a result, there is a tremendous range of activities that fit the classification of pretesting. On one end of the continuum are nonstructured interviews (at times, casual conversations) that can be carried out at low cost even in the remotest areas of a country among illiterate respondents; these provide a general idea of how people view a problem, so that communications can be created from this perspective. On the other end of the continuum are the more vigorous pretests that require special facilities (test theaters, mobile vans at shopping centers, laboratories, etc.) and/or intricate testing devices that record physiological responses to communication stimuli (such as the psychogalvanometer, eye-observation camera, blind meter). While the latter give objective, quantitative results, they often require extensive funds, large staffs, and highly trained personnel to interpret the results. Between these two extremes are pretesting designs that yield objective information on the communications, yet are practical for organizations around the world that have limited funds and research experience.

How then does one decide what design to use? One must make some preliminary decisions as to what the pretest should measure and how it should be carried out.

Finally, some may have shied away from pretesting as being an instrument of the business world with little application to the less-materialistic goals they are trying to achieve. While it is true that pretesting was inspired by the desire to sell more bars of soap, jars of coffee, and tubes of toothpaste, it can be equally useful in promoting the "social products" of development programs. One's lofty aspirations to improve nutritional status, increase crop yield, avert unwanted children, and so forth are inconsequential if one is ineffective in communicating to the target population.

IV
Summary

This monograph is written on the underlying premise that pretesting is a valuable tool in improving communications for different types of social development programs. It allows the communicator to select the best version of a given message from several alternatives and/or to identify aspects of a given communication that should be modified before final production. Pretests are designed to identify which messages are potentially most effective; that is,

(a) most attractive or effective in getting attention
(b) best (most easily) understood
(c) most acceptable, least likely to create a negative reaction
(d) best at creating the feeling of self-involvement with the topic
(e) most persuasive (if this variable is measured).

While pretesting cannot guarantee the desired results for a communications campaign or program, it does increase the probability of reaching the target audience with the desired messages and persuading them to undertake a given behavior. Moreover, it helps to avoid the production of large quantities of materials that for some reason are not understandable or acceptable.

Since the majority of social development programs around the world stand to benefit from the pretesting of their communications, the current monograph has been written as a "how-to" manual. The following chapters cover a number of pretest designs for different media that are appropriate for developing countries and can be carried out by people with limited research experience.

A. What should the pretest measure?

As discussed in Chapter One, five possible components of an "effective" persuasive communication are attraction, comprehension, acceptability, self-involvement, and persuasion. Most pretesters will want to cover the first four, and in some cases, the fifth. Thus, the questionnaire or other instrument to be used should have questions (or other measurements) that correspond to these components.

In addition, one should also consider the *specific objectives* of the communication. Suppose for example that one had planned the following media mixture for an upcoming communications campaign for immunizing young children, with certain stated objectives:

Radio spots: to inform members of the target audience of the immunization program at the local health center

Posters: to reinforce the radio spots, and to convey a positive image of the program (that the experience is not unpleasant, that people feel better knowing their children are protected, etc.)

Pamphlets: to educate the women in the community that there are different types of immunizations at different stages in the baby's life; also, at what age the baby should first be brought to the health center for shots.

Because the objective for the radio spot announcement is general, a pretest that covers attraction, comprehension, acceptability, and self-involvement will be adequate. By contrast, the objectives for posters and pamphlets are more specific and have additional elements to test. Thus, *the pretester for this project might want to use a design presented herein, and supplement it with other questions that are specific to his communication,* such as:

Regarding posters:

How do you think the people in this poster (picture) feel about the program?

Regarding pamphlets:

If a baby has one shot at the health center, is that enough, or will he need others later?

At what age should a mother take her child for his first shots? Specific questions of this type are easy to incorporate and should be used whenever the objective of the communications goes beyond the "core questions" outlined in the designs below.

B. At what stage in production should the pretest be carried out?

There are four different stages at which pretesting can be carried out, as cited by Qureshi with Kincaid.[1]

1. *At the concept stage.* Pretesting in this case is intended as a means of evaluating one's ideas for a communications program, though no spot announcements, posters, or pamphlets have actually been produced. Feedback

at this early stage helps the communicator decide which concept will be best for achieving his objectives.

2. *Partially completed product.* It is often useful to test communications in their preliminary or rough form, to find out what changes might be made before going any further. In this stage it is not important if some element is missing (e.g., music for the spot), although this must be taken into account in interpreting the findings.

3. *Testing alternative versions.* Ideally, several versions of a given production such as posters, spot announcements, or cover designs will be produced. Once all are completed with near professional quality, these can be tested to determine which is potentially the most effective. In some cases, only one version will be tested, in which case it should also be prepared in near-professional style (see Section C, below).

4. *Final product testing.* Once the communication has been pretested and professionally produced, one may want to conduct a final test before investing money in distribution or broadcasting.

The designs in this monograph correspond primarily to (2) and (3) above (i.e., testing partially completed products and alternative versions). While testing at the concept stage is important, it can often be accomplished in a less formal manner, by trying out ideas with co-workers or soliciting opinions from villagers through more casual conversations. As for final product testing, it is somewhat of a luxury for social programs with limited research funds and as such is not given further attention here. However, the designs in this manual could be used for final product testing, either in their current or modified form.

C. How "polished" must the communications be for pretesting?

There are differing opinions on this issue. On one hand, once the communicator has gone to all the trouble of getting a very professional "finished product," he may be reluctant to make changes, even if the pretest indicates that they are necessary, since this would increase his costs. Thus, it would be preferable to pretest *before* the final professional product is made, with the expectation that changes will be necessary.

On the other hand, some will argue that if the communication is in too rough a form, then it is not being given a fair test. However, there is evidence to show that pretests with materials in preliminary form yield similar results to pretests of the same material in final form.[2] In fact, even short descriptions of materials or their titles can be used to predict audience interest in each item.

Thus, where time and money are considerations, it is recommended that communications be prepared with "near-professional quality." That is, they should contain all elements of a final version. However, they do not necessarily have to be produced (yet) by the top professionals. As long as all commun-

ications are similar to the final version, they will be adequate for pretesting purposes. It is very important, however, when alternative versions are tested *that the level of refinement in production be the same for all versions.*

For the specific media, the pretester may be able to obtain "near-professional quality" while cutting costs in the following ways:

Radio spots. For testing, the radio spots should be tape-recorded, complete with narration, sound effects, and music. Often the communication staff of the organization will be able to do a very respectable job on a recording of their own without resorting to professional actors in an elaborate recording studio. Or it may be possible to take advantage of the resources that are freely available on one's own staff (e.g., actors), then pay for what one does not have (e.g., a recording studio). However, one should be objective; if the free talent is *not* satisfactory, then it is better to pay.

Posters. In the case of posters, one can cut costs in two ways. First, if the pretest requires showing the poster(s) to a number of people, it is advisable to take a high quality photograph that can be duplicated, enlarged to 5 by 7 inches or 10 by 12 inches, and used in the pretest. This way it will not be necessary to mass produce any poster until after the pretest.

Secondly, if the alternative versions to be tested are not completely different but rather consist of changing the wording or the illustration, it is possible to make the original and the additional "elements" to be tested; to photograph the original, as above; then to overlay (substitute) the new elements on the original and photograph them. This will yield photographs of the different posters to be pretested.

Pamphlets. The final text for the pamphlet should be typed onto paper that is the same size as the final version will be. Illustrations are done by a professional artist and inserted into the pamphlet in the appropriate spots. At this point, the pamphlet is photocopied onto paper that is the same color as will be used in the final version. Although the pamphlet may not have a slick professional appearance, it will serve very well for the purposes of the pretest. If alternative cover designs are to be tested, these could be photographed, as suggested above for posters.

Television spot announcements. There are several different ways of preparing television spots to be pretested: title/descriptions, storyboards with taped message, sound-slide show, or videotaped spots. Each of these alternatives is described in detail in Chapter Six.

D. Can the pretest be carried out within the office?

The answer to this question is yes and no. *Yes,* all materials to be produced should pass through an in-house review as described below, in which office co-workers or other colleagues give their opinions on the materials. But *no,* this type of office review *cannot* take the place of a test in the field. There are two important reasons for this. First, the office workers—even in lower status positions—may be similar to the target audience in some respects, but the very

fact that they work for the given organization makes them more aware and usually more knowledgeable about the topic, and, as such, they are *not* typical. Second, office workers in subordinate positions are anxious to please their superiors and will often try to tell their superiors what they think will please them. As such, office staff are hardly impartial judges.

However, *in-house review does play a very important role in pretesting.* "In-house" or "professional" review refers to the practice of obtaining the opinions and reactions of experienced, respected colleagues at various stages in the production process. Many times they will be able to make suggestions for improving on an idea even before it goes into the field for testing. As such, the message to be tested is even more likely to do well on the pretest and is less likely to need subsequent modification.

An in-house review can take the form of an informal conversation between colleagues or it can be an actual meeting of staff members. Whichever the case, the person designing the communication will want to obtain feedback on three main topics:

Content

(a) Does this spot (poster, folder, etc.) convey the intended message? (This is best revealed by allowing one's co-workers to guess the objective of the communication rather than informing them from the start.)

(b) Does this communication convey any secondary, unintended message that might have a negative effect (something that might offend the intelligence, integrity, or pride of the intended audience)?

Strategy

(a) Is this the best approach to getting the idea across?

(b) Would the message be more effective if an entirely different theme were used?

(c) Should the appeal be more emotional or less?

Artistic elements ("packaging")

(a) Is the artwork appropriate for the intended audience?

(b) Does the artwork catch attention and excite curiosity about the contents?

(c) Is the artwork easily understood?

(d) (These same questions apply to the quality of the audio for radio, television, and movies.)

For this type of in-house review, it is important to choose one's critics well. If one selects those people who are sure to give all positive comments, then the in-house review might as well not take place. On the other hand, it is equally nonproductive to solicit the comments of those who will only try to malign one's work. Rather, the key to a good in-house review is (1) to include experienced colleagues whose opinions one respects, (2) to encourage open, frank discussion, (3) not to try to defend one's work at the time, but rather to

allow the *others* to air their opinions, and (4) to solicit suggestions for improving the communications.

While this type of in-house review is every bit as important as pretesting in the field, this idea of soliciting the opinions of co-workers is probably familiar to most readers. Even if one has not done this before, it should not present any particular difficulties as to "technique." By contrast, pretesting of messages in the field does require special techniques that may be unfamiliar to many. For this reason the rest of this manual focuses on *field pretests.*

E. In what setting should the pretest be conducted?

There is a great deal of controversy in the literature on pretesting as to whether the pretest should be conducted in *naturalistic* or *arranged* settings. "Naturalistic" refers to a situation where the person is exposed to the communication as part of his normal routine. For example, if different radio spot announcements were run on a local station for one week to determine which attracted the most attention of the listeners, this would be considered *naturalistic* because the listeners are exposed to the spots in the normal course of listening to the radio and are unaware at the time of any experiment or test. In contrast, "arranged" refers to any situation where the respondent agrees beforehand to watch, listen to, or read the communications being pretested. For example, one could also test the radio spots mentioned above by asking people to listen to a taped message and then to give their opinions about it. (Other terms used to describe an arranged setting include "artificial environment" and "forced exposure.") Usually people in an arranged setting are aware that they are participating in some type of study, are under observation and may be interviewed afterwards.

Naturalistic settings are desirable in that they allow for a test of people's reactions under realistic conditions. Since the people do not know at the time that they will later be questioned about the communications, their responses reflect the potential effects of the communications once they are in the field. The drawback to pretesting under naturalistic conditions is that the pretester has less control over the experimental setting. A second consideration is that the "effects" are not likely to be as strong, and thus a larger sample size is required to obtain differences in reactions to one message versus another. Third, this type of pretest tends to be slightly more time-consuming and more expensive. To some people, the extra time and effort are worth it, to be able to find out what will happen in the "real world."

Arranged or artificial settings have the advantage that the pretester has greater direct control over the research, and he can get his results faster for less money. The disadvantage is that respondents are aware that their reactions are being observed and recorded. As such, they may tend to pay more attention to the communication than they ordinarily would. Also, in an effort to please the pretester, they may claim to like a communication, agree with its contents, or intend to follow the advice when they would not have had the

same reaction to the communication if they had been exposed to it in the outside world. Despite the positive bias associated with arranged settings, there are two points to justify its use (in addition to the pragmatic ones): (1) respondents cannot "fake" comprehension, if the question is worded correctly; and this variable is often of prime concern in a pretest; (2) if alternative versions of a communication are tested such that a favorite must be selected, respondents are likely to select the one that they do like the best (i.e., there is no reason not to give valid answers).

The pretest designs described below use both naturalistic and arranged settings; their advantages and disadvantages are discussed in regard to specific designs.

F. Who should be included in the pretest?

While this question is covered in more detail in Chapter Eight on sampling, it is important to take it into consideration in designing the pretest as well. One cardinal rule of pretesting is that the subjects (respondents) should be characteristic of the target population for the communication. Thus, in establishing the target population, one is defining in general terms the type of subjects to be included in the pretest. This in turn determines the level of sophistication possible; for example, government leaders should be more adept at answering abstract questions than peasants in outlying areas. Also, it signals any special factors to be taken into account; for example, women from one ethnic group might not use the facilities of a certain clinic, and thus pretesting in that setting would exclude them from the test. While most of the designs below are appropriate for less educated as well as educated respondents, the pretester should consider the respondents and their educational level before making a final decision as to design.

G. Should the pretest be administered to individuals or to groups?

There are two distinct ways of obtaining pretesting information: by interviewing members of the target audience *on a one-to-one basis or by conducting group sessions.* In this manual most of the designs are based on individual interviews. This allows the pretester to obtain a number of independent opinions regarding the message being tested.

Group sessions can also yield useful findings. In general, the group atmosphere is helpful in that individuals tend to express themselves more freely among peers than they will in a one-to-one situation with the interviewer. The pretester allows more time for discussion of each topic, and often the data are "richer" in detail fo. this reason.

The chief drawback to group sessions is the possibility that one person's ideas will come to dominate in the discussion. As such, the pretester no longer has a number of independent opinions, but rather the ideas of the most vocal members. This problem can be minimized by a person with skill and training

in leading group sessions. When such a person is available, group testing is often recommended because of the in-depth nature of the findings obtained using this method.

However, this type of pretesting has a methodology of its own, which goes beyond the scope of this manual. For example, the pretester for group sessions must also take into consideration the ideal group size, how to select respondents and insure participation, how to present the communications in a natural manner, how to keep the conversation focused on the key topics without interfering in its natural flow, how to obtain equal participation from both more and less vocal members, and so forth. The group sessions are generally taped; also, when possible, a specially trained psychologist should record nonverbal responses of the group members. Once the sessions are completed, both the tapes and the psychologist's observations are systematically analyzed. This type of data collection and analysis differs markedly from the individual interviewing techniques described here. And while they are equally valuable, they will not be covered in this manual.

There are, however, certain circumstances in which the pretester may prefer or be obliged to adapt the designs presented in this manual to a group setting. In this case, the session should be taped so that the pretester can go over the tapes a number of times in completing the analysis. It is suggested that pretesters analyze the responses in a *qualitative* form (i.e., identify the main ideas and suggestions of the group) rather than in *quantitative* form (i.e., present the findings in terms of specific numbers and percentages). Two situations might call for the use of a "group interview."

First, *the "group interview" can be useful if one is pretesting concepts or ideas for a communication program rather than almost finished productions.* The fact that participants are exposed to each other's opinions stimulates ideas of their own, which they might not have offered in an individual interview. Thus, for example, the director of a communications program for community health could benefit from meeting with a group of mothers within the community to determine which of several communication strategies he had considered were most appealing to these women. While this is not a true pretest in the sense of systematically collecting data on one or more communications, it can be useful in providing feedback early in the creative process.

Secondly, *pretesting in a group may be appropriate if there are known circumstances that will make individual pretesting difficult.* For example, one might be interested in pretesting a short movie on child care with a group of nonliterate village women, before deciding whether to use it on a widespread basis in the area. It would be much easier to show the movie to a group of women in a central place than to give an individual showing to each, especially since there may be no electricity in the homes. However, after showing the film, one wants to obtain their immediate reactions. Distributing questionnaires to be filled in by each woman is inappropriate, since most do not read.

Asking them to wait so that each can be interviewed individually may cause resentment. Interviewing them later at their houses would distort the findings since many would have forgotten part of what they saw. In short, a group interview or discussion under these circumstances would seem to be most appropriate. In general, however, it is recommended that the person who is new to pretesting begin with the individual interview technique.

H. Should the questionnaires be self-administered or should an interviewer be used?

There is a certain appeal to the self-administered questionnaire, that is, a questionnaire that is given to the respondent, who is asked to fill it out on his own. Less interview time and training are required, and often more respondents can be obtained for the same cost. However, for pretesting in developing countries, self-administered questionnaires are *not* recommended since:

(a) the results will have little validity if the target audience has difficulty reading and writing.

(b) respondents will tend to skip over items, which leaves the pretester with incomplete data.

(c) respondents may go back and change their answers to earlier questions after reading other items on the questionnaire (or they will read the whole questionnaire before answering any items). By contrast, the interviewer is able to obtain spontaneous reactions that are not biased by questions which appear later on the form.

I. Terms and symbols used in the questionnaires in this manual

There are a number of terms and symbols that are commonly used on questionnaires in social research. These may not be familiar to all readers, and thus the following list of key terms is included in this chapter on preliminary considerations. Among these are the following:

(a) *Case number:* the number assigned to each person interviewed, as the questionnaires come back to the office. If there are forty respondents, the case numbers will range from one to forty.

(b) *DK:* "don't know." Often the respondent will claim that he does not know or cannot remember the answer. If after the question is repeated the respondent still has no answer, the interviewer checks "DK" or "don't know."

(c) *Code:* the number that corresponds to each possible answer or response for a given question. The codes may be listed on the questionnaire (e.g., "1" for yes, "2" for no) or they may be assigned at a later time (see Chapter Nine, section II). The space left in the right hand margin of the questionnaires in this manual is labelled "code" to signify that the corresponding code for each question should be entered in this space.

(d) The code "9" corresponds to "don't know" in the questionnaires in this manual. Often social researchers prefer to use a certain number for all "DK" responses, such as the number 9. It is arbitrary, but convenient for coding, tabulation, and analysis.

(e) *Closed-ended question:* a question that has a specific number of possible responses, which are listed on the questionnaire (e.g., yes, no, don't know, excellent, good, fair, poor).

(f) *Open-ended question:* a question to which respondents may give any number of different answers; the interviewer has no way of knowing ahead of time what these answers will be, and thus records whatever the respondent says at the time for the interview.

(g) *Verbatim:* "word-for-word." This term often appears as a note to the interviewer on open-ended questions, to remind him to write down *the exact words* of the respondent.

(h) *Probe:* attempt to obtain more information from the respondent on a given question. This word is also included as a note to the interviewer. It instructs the interviewer *not* simply to accept an incomplete response or a "don't know," but rather to encourage the respondent to elaborate on his response. This can be done by repeating the question a second time or by asking a *neutral* question such as "what exactly do you mean by that?" or "could you tell me a little more about that?" *The interviewer must be very careful not to probe in a way that will influence the respondent's answer.* An example of a BAD probe is the following:

> Do you think the spot was asking you to do something in particular—such as go to the clinic? (The interviewer is giving the respondent the answer.)

II
Summary

The decision of which pretest design to use depends on a series of considerations discussed in detail in this chapter. These both explain the rationale for the pretests presented in later chapters and suggest the options open to the pretester. Among these are the following:

1. Most of the pretests are designed to measure attraction, comprehension, acceptability, and self-involvement. It is assumed that the higher a given communication scores on these four variables, the more likely it is to be effective (persuasive). In addition, specific objectives of the particular communication should also be tested.

2. Communications do not have to be slick, "polished" products to be pretested. For the designs below, it is preferable to pretest "near professional"

products, with the expectation that changes may be necessary for the final version.

3. Pretesting can be conducted under naturalistic or pre-arranged (artificial) conditions. Whereas naturalistic conditions more accurately reflect what effects the communication will have in the real world, it is often more expensive and time-consuming, requires a large sample of respondents, and is more difficult to control in an experimental sense. Pre-arranged or "artificial" settings tend to make respondents more attentive and positive toward communications than they would ordinarily be, yet pretesting tends to be easier with a pre-arranged setting. Both types are used here.

4. One cardinal rule of pretesting is that the respondents be characteristic of the target audience of the communication. This in part determines the level of sophistication of the pretest.

5. It is possible to administer pretests on a one-to-one basis or to groups of people as a whole. While the latter has certain advantages, especially among nonliterate groups, most of these designs require individual interviewing. The main reason for this is that it eliminates the possibility that one influential person's answers will affect the others.

6. The pretester has the option of allowing respondents to fill out their own questionnaires or to have an interviewer ask each individual question and record the respondent's answers. For most of the designs presented below, the latter is recommended.

7. A number of the terms and symbols used in connection with the questionnaires in this manual are briefly described, for the benefit of readers not familiar with these words.

The pretest designs below do not begin to include all the possible ways that a communication can be pretested. In fact, many of the standard procedures are omitted, because they would be more difficult to administer or less appropriate or for other reasons in those situations where the target audience has little education. Moreover, these designs are intended as guides that can and should be modified to the specific conditions of the country, the program, and the communication. Included in Chapters Three through Seven are pretests in both arranged and naturalistic settings for five media: radio spot announcements, posters, pamphlets, television spot announcements, and movies. While these are by no means the only types of pretests that could be used, they have been included in that they meet the following criteria:

(a) They are economical (though the arranged setting is generally more economical than the naturalistic setting).
(b) They require no special pretesting equipment or test facilities.
(c) They can be carried out by people with limited research training.
(d) Most are appropriate to use with nonliterate populations.
(e) They yield results that can be hand tabulated for rapid feedback to the communication staff.

Chapter Three

PRETESTING RADIO SPOT ANNOUNCEMENTS

The designs in this and the following chapters are intended as models that can be used as they are or modified to fit the needs of a given program. In fact, the word designs may be misleading in that most of the pretests described in Chapters Three to Seven are based on a single set of questions; however, they have been adapted to the different media. Despite the similarity in these various designs, all are spelled out in detail to aid the relative newcomers to this research activity.

Each of the designs in this and the following chapters are first described according to several criteria from Chapter Two, including:

(a) variables to be measured
(b) type of exposure to the communication
(c) recommended sample size
(d) pretest instrument
(e) estimated length of each interview.

This is followed by a description of the pretest, intended to give an overview of what it entails. Also included are the basic items that should appear on the questionnaire (though these are subject to modification by each individual pretester). Finally, there are comments on each design, including methodological points that should be taken into consideration. The plan of analysis for these designs appears later in Chapter Nine.

Table 3.1 provides an illustration of a radio spot produced by the Salvadorean Demographic Association before and after pretesting. The changes that appear in Table 3.1 are the direct result of testing the original version among the target audience. The pretest that provided this information was based on a design similar to that of Design One.

Table 3-1. EXAMPLE OF CHANGES IN A RADIO SPOT RESULTING FROM PRETESTING

Organization: Asociación Demográfica Salvadoreña
Theme: Sterilization

SPOT BEFORE PRETESTING (translation from Spanish)

HUSBAND:	Carmela, I have been thinking a lot and I feel we should make a decision.
WIFE:	What is that?
HUSBAND:	Not one more child! We already have two; there is no reason to have more. Every day I have to work more and there's not enough money. Children have to have food, a home, schooling, and a lot of love. If we have any more, we won't be able to give them what they need.
WIFE:	I agree with you. Now is the time to think about the future of our family. Louisa told me that George had been sterilized, and he claims that since his vasectomy, he feels stronger than ever.
HUSBAND:	It's decided then. We'll go to the Health Clinic, to the Demographic Association, or to Social Security, to have them tell us what to do to not have any more children, and if necessary, I'll get a vasectomy.
NARRATOR:	Family Planning is a right of all and a duty of everyone.

SPOT AFTER PRETESTING

HUSBAND:	Alicia. . .thinking about our wellbeing and our children's. . .I feel it is time to make a decision.
WIFE:	Do you mean about family planning?
HUSBAND:	Yes. . .we already have two children and there's no reason we should have more. . .
WIFE:	I'm happy that we agree. . .For all our efforts, we could never provide for more children all that they need—food, a home, schooling, and a lot of love.
HUSBAND:	Right! We have got to do something. . .perhaps I could get a vasectomy or you could get sterilized. The best would be to go to the Health Clinic, the Demographic Association, or Social Security, for them to advise us as to the best way not to have any more children.
NARRATOR:	Family Planning is a right of all and a duty of everyone.

1
Design One: Radio Spots

A. Variables to be measured
Attraction, comprehension, acceptability, self-involvement.

B. Type of exposure to communication
Arranged.

C. Recommended sample
Twenty-five to fifty respondents.

D. Pretest instrument
Individual interview.

E. Estimated length of each interview
Fifteen minutes.

F. Description
The purpose of the pretest is to determine which of two, three, or four spots should be used in a given communication program. To do this, the messages are recorded in advance on a small tape recorder that the interviewer actually carries in the field. The interviewer selects the potential respondent, explains the study, and solicits the person's collaboration.* Once the person agrees to participate, the interviewer explains that he is going to play two messages on the tape recorder and then talk to the respondent about each one afterwards. He proceeds to play the first message, then asks the respondent items 1 through 9 (the core questions below); then he plays the second message and asks the same core questions in regard to the second. After this the interviewer plays *both* messages again to determine which of the two the respondent prefers. Finally, he concludes by asking the sociodemographic questions, and the program-related items (outlined below), and terminates the interview by thanking the respondent for his cooperation.

G. The Questionnaire
AFTER OBTAINING THE RESPONDENT'S CONSENT, THE INTERVIEWER PLAYS THE FIRST RECORDED MESSAGE. IMMEDIATELY, THE INTERVIEWER ASKS THE FOLLOWING:

*Details on the selection procedure are given in Chapter Eight.

CORE QUESTIONS

	CODE
Case Number:_____	
Radio Spot (identification):_____	
1. Please tell me in your own words what the spot said.	
_____	_____
2. Did you feel that the spot was asking you to do something in particular?	
1._____yes	
2._____no	
9._____don't know (DK)	_____
2-a. IF YES: What?_____	_____
3. Did the spot say anything that you don't believe to be true?	
1._____yes	
2._____no	
9._____DK	_____
3-a. IF YES: What was not true?	
_____	_____
4. Did the spot say anything that might bother or offend people who live here in _____ (name of community)?	
1._____yes	
2._____no	
9._____DK	_____
4-a. IF YES: What?	
_____	_____
5. Do you think this spot is intended for someone like yourself or is it for other people?	
1._____for someone like yourself	
2._____for other people	
9._____DK	_____

(CORE QUESTIONS–cont.)

	CODE
5-a. IF "OTHER PEOPLE": Why?	
_____	____
6. Was there anything about the spot that you particularly liked?	
1. ____ yes	
2. ____ no	
9. ____ DK	____
6-a. IF YES: What?	
_____	____
7. Was there anything about the spot that you didn't like?	
1. ____ yes	
2. ____ no	
9. ____ DK	____
7-a. IF YES: What?	
_____	____
8. In comparison to the other spots on the radio these days, would you rate this spot on _____ (topic) to be:	
1. ____ excellent	
2. ____ good	
3. ____ fair	
4. ____ poor	
9. ____ DK	____
9. What do you feel could be done to make it a better spot?	
_____	
_____	____

THE PROCEDURE OF PLAYING A SPOT AND ASKING THE CORE QUESTIONS IS REPEATED FOR BOTH SPOTS. AFTER THE SECOND SET OF QUESTIONS, THE INTERVIEWER PLAYS BOTH SPOTS AGAIN AND THEN CONTINUES WITH THE FOLLOWING:

COMPARATIVE QUESTIONS

	CODE
10. You have just heard the two spots again. Of the two, which did you like the best?	
1._____Title 1	
2._____Title 2	
9._____DK, indifferent, liked them both	_____
11. Why did you like this spot better than the other? (VERBATIM)	
_____	
_____	_____

NOTE: THE INTERVIEW SHOULD ALSO INCLUDE BACKGROUND INFORMATION ON THE RESPONDENT. THE FOLLOWING QUESTIONS CAN BE MODIFIED TO THE NEEDS OF THE PROGRAM.

SOCIODEMOGRAPHIC QUESTIONS

	CODE
12. I would also like to ask you some questions about yourself. How old are you?	
_____years	_____
13. Do you know how to read?	
1._____yes	
2._____no	_____
14. How many years of schooling did you complete?	
1._____none	
2._____1 to 3 years primary	
3._____4 to 6 years primary	
4._____1 to 2 years secondary	
5._____3 to 4 years secondary	
6._____Further education after secondary school	_____

(SOCIODEMOGRAPHIC QUESTIONS–cont.)

	CODE
15. What is your current occupation?	
_____	____
16. What is your marital status?	
1.____single	
2.____married	
3.____consensual union	
4.____divorced	
5.____separated	
6.____widowed	____
17. Do you have any children?	
1.____yes	
2.____no	____
17-a. (IF RELEVANT TO THE PROGRAM, ASK:) How many are:	
Boys_____	
Girls_____	____
18. Race:_____	____
19. Sex:	
1.____male	
2.____female	____

NOTE: FINALLY, IT MAY BE OF INTEREST TO INCLUDE OTHER QUESTIONS RELATED TO THE PROGRAM ITSELF AND THE RESPONDENT'S CONTACT WITH IT. THESE ARE OPTIONAL. THEY MIGHT INCLUDE ITEMS SUCH AS THE FOLLOWING:

EXAMPLES OF PROGRAM-RELATED QUESTIONS

	CODE
20. Have your children ever participated in the nutrition program for young children at the local health center? 1._____yes 2._____no 9._____DK	_____
21. Have you had an injection for _____ during the past year? 1._____yes 2._____no 9._____DK	_____
22. Are you currently using any method of family planning? 1._____yes 2._____no	_____
22-a. IF YES: What method? _____	_____
23. Have you ever received a visit from the agricultural extension agent in this community? 1._____yes 2._____no	_____
23-a. IF YES: What was the purpose of his visit? _____	_____

H. Comments regarding Design One

1. If there are two spots being pretested, each questionnaire will contain two sets of the core questions, followed by the comparative questions, sociodemographic items, and the program-related questions (optional). For this reason it is desirable to have questions 1 through 9 put onto two sheets of paper (with nothing else on these sheets), so that the extra sets of core questions can be easily duplicated.

2. Experience with this technique shows that when the two spots are played a second time and the comparative question is asked, respondents tend to select the *second* message that is played. For this reason it is important to *rotate*

the order of the spots. If thirty respondents are to be interviewed regarding spot A and spot B, the first fifteen should hear them in the order "A then B," while the remaining fifteen should hear them in the order "B then A." For this reason each set of core questions starts with a line to identify the spot *by title,* so there will be no confusion during the analysis as to which was played first. This title should include two or three key words; it should not be a number since this will cause confusion later.

The easiest way to be sure that the rotation is done correctly is to make two separate tapes, one with the order "A then B," the second with the order "B then A." The interviewer then uses each tape for one half the respondents.

3. In many cases one will want to pretest more than two spots. This can be done fairly easily, though it should not be accomplished simply by playing more messages to the same person. Respondents tend to lose interest in the interview if they have to listen to three or more spots, and this affects the validity of the results.

Instead, one can test a larger number of spots by doubling, tripling, or quadrupling the sample size. Thus, to test four spots, one would play the first two (A and B) to twenty-five people, for example, and then play the second two (C and D) to twenty-five people, for a total of fifty interviews. *It is important that the people in both groups have similar sociodemographic characteristics* (age, race, education, income, type of housing, etc.). Also, the rule about *rotating* the spots applies in this case, too.

The above technique assumes that one has an even number of spots (2, 4, 6, etc.). If instead there are three spots, it is possible to stretch the attention span of the respondent and test them all at once (rotating the order for different respondents). If on the other hand, one has five, seven, nine, or more spots, it will probably be easiest to eliminate one of them by an "in-house" pretest (that is, among co-workers in the office) and then proceed to field-test the rest.

II
Design Two: Radio Spots

A. Variables to be measured

Attraction, comprehension, acceptability, self-involvement.

B. Type of exposure to communication

Naturalistic.

C. Recommended sample size

One hundred respondents from a total of two or three communities who are characteristic of the target population.

D. Pretesting instrument

Individual interview.

E. Estimated length of pretest

Fifteen minutes.

F. Description

The purpose of this pretest is to determine which of two or three spots should be used in a given communications campaign. It is similar to Design One, except that the messages are actually diffused over the radio on a limited basis and information is subsequently obtained by follow-up interviews. To carry out this design, it is necessary to select two or three communities with separate radio stations that do not overlap one another. Also, the communities must be similar in terms of socioeconomic characteristics (size, ethnic composition of the population, levels of education, typical occupations, etc.); and they must be similar for factors related to the program itself (for example, if one community has a health center then all must have one). Arrangements are made with the three radio stations to play the message (each has a different spot) a certain number of times each day, at specific times, for a certain number of days (e.g., five times a day, at 8:15, 10:15, 12:15, 2:15, 4:15, for six consecutive days). The pretester should check to make sure that they are in fact being broadcast as scheduled.

One or two days after the final broadcast, the interviewing should begin simultaneously in each of the three test communities, according to the questionnaire below (or a modification of it). The data collected with these interviews will indicate which message left the strongest impression when each was actually diffused over the air.

G. The Questionnaire

THE INTERVIEWER APPROACHES THE POTENTIAL RESPONDENT AT HIS HOME, OBTAINS HIS COOPERATION, AND BEGINS THE INTERVIEW.

PRELIMINARY QUESTIONS

	CODE
Case Number:_____	
A. Do you own a radio?	
1._____yes	
2._____no	_____

(PRELIMINARY QUESTIONS–cont.)

	CODE
NOTE: IF "NO," THE INTERVIEW IS TERMINATED AND THE INTERVIEWER SELECTS ANOTHER RESPONDENT. THIS "INELIGIBLE" RESPONDENT DOES *NOT* COUNT IN THE TOTAL NUMBER OF INTERVIEWS.	
B. What radio stations do you usually listen to? _____	____
C. IF THE TEST STATION IS NOT MENTIONED, ASK: Do you ever listen to station _____ (name of test station)? 1.____yes 2.____no 9.____DK	____
NOTE: IF "NO" OR "DON'T KNOW," THE INTERVIEW IS TERMINATED AND THE INTERVIEWER THANKS THE RESPONDENT FOR HIS TIME. THIS "INELIGIBLE" RESPONDENT DOES NOT COUNT IN THE TOTAL NUMBER OF INTERVIEWS. HOWEVER, THE INTERVIEWER SHOULD RECORD HOW MANY "NO" ANSWERS THERE ARE TO THIS QUESTION.	
D. Have you heard any messages on the radio about _____ (the key topic) in the past week or two? 1.____yes 2.____no (IF "NO," GO ON TO THE SOCIODEMOGRAPHIC QUESTIONS) 9.____DK, don't remember (GO ON TO THE SOCIODEMOGRAPHIC QUESTIONS)	____

NOTE: IF THE RESPONDENT HAS HEARD A MESSAGE ON THE TOPIC, CONTINUE THE INTERVIEW WITH THE CORE QUESTIONS, THEN PROCEED TO THE SOCIODEMOGRAPHIC QUESTIONS AND THE PROGRAM-RELATED ITEMS.

CORE QUESTIONS–SEE DESIGN ONE

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

	CODE
19. In the past two weeks (OR SINCE THE SPOT BEGAN), have you by any chance . _____ (done what the spot advocates, for example, "gone to the health clinic for a pap smear")?	
1._____yes 2._____no	_____

OTHER RELEVANT PROGRAM-RELATED VARIABLES

AT THE END THE INTERVIEWER THANKS THE RESPONDENT.

H. Comments regarding Design Two

1. The validity of this design depends on two factors: that all the messages are played as scheduled, such that the "communication stimulus" is constant for the two groups; and that the two test cities are similar on all relevant socioeconomic variables (size, ethnic composition of the population, educational achievement, average income, etc.) and program variables (that both have or both do not have a given facility relevant to the program, e.g., a family planning clinic).

Anyone intending to use this design would do well to monitor the radio stations that are playing the test communications and report to them immediately if they are not being played at the indicated times. In fact, the pretest experiment should be explained to the radio station manager to impress upon him the importance of complying with the contract. It would also be advisable to consult a local researcher, preferably a sociologist, on the test areas that are to be used, to insure that they are indeed similar on the key variables.

2. The sample size for each community in Design Two refers to the number of respondents who claim to have heard the spot on the key topic (i.e., who answer "yes" to question D). It will almost always be necessary to interview more than this number since some people will not have heard the spot. For the purpose of analysis (see Chapter Nine, section VII) *it is very important to keep an accurate count of the total number of people contacted in each community in the process of obtaining the predetermined number of respondents in each community.*

3. This design uses the same core questions as Design One. However, it will be necessary to add an additional "code" to each item. That is, a code should be included for "not applicable," which should be checked off by the interviewer for each item of the core questions *if the respondent has not heard the spot.* Also, questions 10 and 11 are not used in Design Two.

Chapter Four

PRETESTING POSTERS

Pretesting posters differs from pretesting radio spot announcements through the inherent differences in these media. Whereas radio spots depend on auditory stimuli, posters are entirely visual. Radio spots are interspersed in regular programming and thus have a partially captive audience, while posters must create their own audience through an appealing design. Radio spots can be lengthened to incorporate additional ideas, but posters are generally limited to communicating a single idea. Finally, posters are often put up in places where they must grab the attention of busy people on the go, if they are to communicate at all. In short, the poster must be an attention-getter that readily conveys a message.

The pretests given here are designed to test exactly these two qualities; with the radio pretests, they measure attention and comprehension. Moreover, they also evaluate acceptability and self-involvement, which are equally important in terms of posters. In an effort to increase the ability of a poster to attract attention, the designer may inadvertently give it more flair than is appropriate to the subject. In certain areas of the world, flamboyancy may be considered inappropriate for sensitive topics. Only pretesting will tell.

In pretesting posters, it is especially important to present alternative versions of the same message. Because posters are an entirely visual medium, their effectiveness is closely related to their nonverbal impact. Even well-educated individuals may have difficulty in verbalizing their aesthetic preferences and in offering constructive feedback on a single poster. However, if several alternatives are presented, most respondents will have a decided preference for one over the others, even if they cannot easily explain why this is so. In the questionnaire below, the questions regarding the individual posters are in-

tended to elicit whatever feedback respondents are able to provide; the key question, however, is 9: "Which of the series do you like the best?"

Figure 4-1 illustrates this idea of testing three separate versions of the same idea, to determine which creates the most favorable reaction among the target audience. The posters shown in this figure were designed in conjunction with a program to increase the use of family planning services (including sterilization) at the clinics of the Social Security Institute in El Salvador.

As with the radio pretests above, the designs for pretesting posters include one with the arranged setting and one in which the posters are viewed in a naturalistic setting. In this case, the naturalistic setting should not raise the cost of the pretest, or the time in which it is conducted. Also, the two are both relatively easy to carry out.

I
Design Three: Posters

A. Variables to be measured
Attraction, comprehension, acceptability, and self-involvement.

B. Type of exposure to communication
Arranged.

C. Recommended sample
Twenty-five to fifty respondents.

D. Pretest instrument
Individual interview.

E. Estimated length of each interview
Ten to fifteen minutes.

F. Description
The purpose of this pretest is to determine which of several posters should be used in a given campaign or program. It is possible that more than one is desired, in which case the idea is to select the best two or three. (However, no one respondent should be exposed to more than four posters.) The procedure is similar to Design One, in that the interviewer approaches the respondent and obtains his collaboration. He then shows the respondent the first poster, asks questions 1 through 9, shows him the second poster and repeats the questions, then finishes the interview with comparison between the posters and the background data on the respondent, as above.

"Now! Here! . . . For You! The MODERN OPERATION! For Men or For Women"

Note: These three posters were deisgned for and pretested among clients at the Social Security Clinic in San Salvador. Of the three, Poster A was far preferred over the other two. There was a sti ıng rejection of Poster C with the Cartoon figure, since a number of people interpreted it as making fun of a serious matter.

Figure 4-1. THREE ALTERNATIVE POSTER IDEAS FOR MALE AND FEMALE STERILIZATION–Poster A

"Information About the MODERN OPERATION Is Here for You. ASK! For Men or For Women"

Figure 4-1. THREE ALTERNATIVE POSTER IDEAS FOR MALE AND FEMALE STERILIZATION–Poster B

"The MODERN OPERATION For Men or For Women Is Here! DECIDE NOW! Ask for More Information"

Figure 4-1. THREE ALTERNATIVE POSTER IDEAS FOR MALE AND FEMALE STERILIZATION–Poster C

G. The Questionnaire

THE INTERVIEWER SELECTS THE POTENTIAL RESPONDENT, OBTAINS HIS CONSENT, AND BEGINS THE INTERVIEW.

CORE QUESTIONS

	CODE
Case Number _____	_____
Poster (identification): _____	_____
1-a. First, I would like to show you this drawing (picture, photograph) that may be used on one of our posters. Please tell me what you see in this picture. (PROBE: Please tell me what this looks like to you.)	
_____	
_____	_____
1-b. Now I would like to show you the whole poster. In your own words, what is the message of this poster? (PROBE: What do you think it says?)	
_____	
_____	_____
IF THE RESPONDENT CLAIMS HE CAN NOT READ, ASK: Just looking at the picture, what do you think this says?	
_____	
_____	_____
2. Do you think this poster is asking you to do anything in particular?	
1. _____ yes	
2. _____ no	
9. _____ DK	_____
2-a. IF YES: What? _____	_____

(CORE QUESTIONS–cont.)

	CODE
3. Does this poster say anything that you don't believe is true?	
1. ____yes	
2. ____no	
9. ____DK	____
3-a. IF YES: What? _____	____
4. Is there anything in this poster that might bother or offend the people who live in (name of community)?	
1. ____yes	
2. ____no	
9. ____DK	____
4-a. IF YES: What? _____	____
5. (IF THERE ARE PEOPLE IN THE PICTURE) Do the people you see in this drawing remind you of your friends, or are these people different from your friends?	
1. ____like respondent's friends	
2. ____different from respondent's friends	
9. ____DK	____
5-a. IF DIFFERENT: In what way are they different?	
_____	____
6. Is there anything in particular that you like about this poster?	
1. ____yes	
2. ____no	
9. ____DK	____
6-a. IF YES: What? _____	
_____	____

(CORE QUESTIONS–cont.)

	CODE
7. Is there anything in particular that you dislike about this poster?	
1._____yes	
2._____no	
9._____DK	_____
7-a. IF YES: What?_____	
_____	_____
8. In comparison to the other posters that one sees around these days, would you rate this poster on _____ (topic) to be:	
1._____excellent	
2._____good	
3._____fair	
4._____poor	
9._____DK	_____
9. What do you think could be done to make this a better poster?	
_____	
_____	_____

THE PROCEDURE OF SHOWING THE POSTER AND ASKING ITEMS 1 THROUGH 9 IS REPEATED FOR EACH POSTER TO BE TESTED. THE INTERVIEWER THEN CONTINUES ON WITH ITEM 10 BELOW.

COMPARATIVE QUESTIONS

	CODE
10. I would like you to take a second look at these posters, this time altogether. (INTERVIEWER LAYS THE POSTERS OUT SO THAT THE RESPONDENT CAN SEE	

(COMPARATIVE QUESTIONS–cont.)

	CODE
ALL OF THEM.) Of these two (three, four) posters, which do you like the best?	
1._____ poster 1	
2._____ poster 2	
3._____ poster 3	
4._____ poster 4	
9._____ DK	_____
10-a. Why? _____	
_____	_____
11. Which of these posters do you like the *least*?	
1._____ poster 1	
2._____ poster 2	
3._____ poster 3	
4._____ poster 4	
9._____ DK	_____
11-a. Why? _____	
_____	_____

THESE QUESTIONS ARE FOLLOWED BY:

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

H. Comments on Design Three

1. The suggestion for typing the core questions on two sheets of paper is equally applicable to Design Three as to Design One for radio spots (see "Comments regarding Design One," Chapter Three).

2. As with Design One, it is equally important to *rotate* the order in which the posters are presented to different respondents, to eliminate any influence that the order might have on people's preferences. Thus, if there were three posters to be shown to thirty people, the interviewer could use the following order of presentation.

First ten respondents: A, B, C
Second ten respondents: B, C, A
Third ten respondents: C, A, B.

3. Because of the rotation, it is important to be easily able to identify and differentiate each poster. It is recommended that each poster actually have a letter (A, B, C, etc.) or a short identification ("pill," "pregnant woman," "clinic," etc.) written on the back of the poster being tested. This same letter or identification is then written on the questionnaire at the beginning of each set of core questions in the space provided.

4. In pretesting posters, it is possible to show more than two posters to a given respondent since the messages are usually simple and the respondent can constantly refer back to them while answering the questions. However, no more than four posters should be shown to a respondent. If there are more than four to be pretested, they can be divided up and tested in groups of four or less. (Example: six posters could be divided into two sets of three each; each set would then be tested among a predetermined number of people, say twenty-five). The analysis, however, will be based on the data collected on all the posters (see "Comments regarding Design One," Chapter Three, point 3).

II
Design Four: Posters

A. Variables to be measured
Attraction, comprehension, acceptability.

B. Type of exposure to communication
Naturalistic.

C. Recommended sample size
Twenty-five to fifty respondents.

D. Pretest instrument
Individual interview.

E. Estimated length of each interview
Ten minutes.

F. Description

Design Four is useful for testing alternative versions of a given poster message under realistic conditions. It is designed to be carried out in a setting where people are likely to be seated in one room for a period of time, then asked to move to another area (e.g., in a clinic waiting area, a government office, or other public place). Design Four is best suited to the pretesting of posters to be used in this same setting, though results can be cautiously generalized to other situations.

The procedure for Design Four is as follows: The two, three, or four alternative versions of a given message (poster) are displayed on a wall in the waiting area so that a person who sees one would be equally likely to see the others at the same time. Thus, as the people come into the room to wait, they are likely to see them, though no special effort is made to call attention to them.

Some time after the clients or patients arrive, they are called from the waiting area to another location. In a clinic, this may be the nurse's desk or an examining room. In a public agency, it may be to a small office or separate desk. In the normal course of events, these people will be asked to respond to a series of questions (e.g., regarding their medical history, reason for visiting the agency, etc.). At the end of the normal line of questions, the staff member recording this information is instructed to collect some additional data that appear in the questionnaire below. He begins this line of questioning by asking, "By the way, did you happen to notice any posters in the waiting area?" and continues with the other questions. These data are then analyzed as described in Chapter Nine.

If all those present are characteristic of the intended target audience, then all can be interviewed until the desired number of respondents is obtained. If, on the other hand, only some of those present are actually the target group, then only those should be included in the pretest, even if others are exposed to the posters while waiting.

G. The Questionnaire

THE INTERVIEWER ASKS THE ROUTINE QUESTIONS NOT RELATED TO THE PRETEST, THEN GOES ON TO THE FOLLOWING:

PRELIMINARY QUESTIONS

	CODE
Case Number _____	_____
1. Did you happen to notice any posters in the waiting room where you were?	
1. _____ yes	
2. _____ no	
9. _____ DK	_____

IF NO, OR DON'T REMEMBER, THANK THE RESPONDENT AND INSTRUCT HIM WHERE TO GO NEXT. IF YES, CONTINUE WITH 2. (*NOTE:* THESE "INELIGIBLE" RESPONDENTS DO NOT COUNT AS PART OF THE TOTAL SAMPLE; HOWEVER, AN ACCURATE COUNT SHOULD BE KEPT OF THE NUMBER OF PEOPLE WHO ANSWER "NO" OR "DON'T KNOW." See point 3 under "Comments on Design Four").

CORE QUESTIONS

	CODE
2. What was the general topic (subject) of the posters? (PROBE: What were the posters about?)	
_____	_____
3. Can you remember what any of the posters said? (What were the words on any of these posters?)	
a. _____	
b. _____	_____
THE INTERVIEWER SHOULD ENCOURAGE THE RESPONDENT TO REMEMBER AS MANY AS POSSIBLE. IF THE RESPONDENT RECALLS ONE OR TWO, THE INTERVIEWER SHOULD *PROBE*: Do you remember what the others said?	
_____	
_____	_____
4. Do you remember what kind of pictures or drawings were on these posters? Please tell me as many as you remember.	
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
PROBE: Do you remember any of the other pictures or drawings in these posters?	
_____	_____

(CORE QUESTIONS–cont.)

	CODE
5. Was there anything on any of the posters that you feel might bother or offend the people who come here?	
1. _____yes	
2. _____no	
9. _____DK, don't remember	_____
5-a. IF YES: What? _____	_____

COMPARATIVE QUESTIONS

	CODE
6. IF THE RESPONDENT MENTIONS MORE THAN ONE POSTER, ASK: Of the posters you have mentioned, which did you like the best?	
1. _____poster on _____(brief description)	
2. _____poster on _____(brief description)	
3. _____poster on _____(brief description)	
4. _____poster on _____(brief description)	
9. _____DK, indifferent, liked them all	_____
6-a. Why? _____	
_____	_____

THESE QUESTIONS ARE FOLLOWED BY:

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

H. Comments on Design Four

1. If possible, this pretest should be carried out in two different settings. For example, a poster directed to pregnant women could be tested in two different prenatal clinics, though both should be chosen as characteristic of the target population on socioeconomic and other key variables.

2. *Who* conducts the interviewing will depend on the circumstances. For instance, if the organization producing the posters has its own clinics, then the personnel (nurses, paraprofessional assistants, etc.) in charge of the patients can be asked to collaborate and subsequently can be instructed how to incorporate these questions into the normal line of questioning.

If, on the other hand, the organization producing the posters obtains permission to test them in the clinic or offices of any other organization, then the procedure may be modified slightly. That is, the person who deals with the clientele (nurse, paraprofessional, clerk, etc.) may explain at the beginning or end of his own talk with the patient or client that "Mr. or Mrs. __(name)__ of _____(name of organization)_____ would like to talk with you for a minute or two about some posters, if you don't mind. After that, we will continue with _____ _____."

3. The total number of respondents refers to those persons who can remember seeing at least one of the posters. However, the total number of people to answer question 1 ("Did you happen to notice any posters in the waiting room where you were?") should be recorded, to give some idea of the percentage of people who take note of any poster. This gives an idea of what percentage of the people exposed to the posters under similar conditions might receive the message in the future.

Chapter Five

PRETESTING PAMPHLETS

Pretesting pamphlets follows the basic model presented for radio spots and posters, yet it differs in one key respect. Whereas radio spots and posters are both designed to impart a relatively simple message in a short timespan, the purpose of pamphlets is often to give more detailed information than can easily be handled in spots or posters. For example, a thirty-second radio spot may be useful to inform or remind the audience that contraceptive methods are available at the local health center, but a pamphlet may be needed to describe each method by name, to indicate how it is used, to signal possible side effects, and so forth.

As such, the radio spot or poster can be considered as a single "communication stimulus," whereas a pamphlet is actually made up of a number of separate parts: the title, the cover design, the art work, and the text for each "subtopic" (for example, for each contraceptive method). Unquestionably, these all go together to create the total effect; yet each of the separate parts can be tested individually as well. In fact, it is preferable to test these component parts rather than the overall pamphlet; this way, any unsatisfactory elements can be improved upon, yet the whole pamphlet does not necessarily need to be revised.

One *could* attempt to pretest pamphlets as a whole, rather than break them down into parts. However, the following example indicates the drawback of this approach. Suppose that one wanted to test three alternative versions of a pamphlet on family planning in a naturalistic setting; this could be done by leaving them on the display rack in the waiting room of a family planning clinic. The idea would be to allow women to select one of the pamphlets and subsequently to interview them regarding its contents. However, such a pre-

test would be testing little more than the cover, since the subjects have nothing else to go on in making their selection.

Suppose that, of the fifty subjects included, thirty selected pamphlet A, twenty selected pamphlet B, and no one selected pamphlet C; the pretester would have no feedback on the text for pamphlet C. It may be that pamphlet C had the worst cover but the best text, yet there would be no way to demonstrate this with the pretest data.

Instead, it is recommended that the communicator begin by making a single version of a pamphlet that includes the information he feels is desirable to include. Then, based on this original version, he can develop alternative versions of those parts of the booklet that are intended to draw attention: the title, the color, the cover design, and the illustrations. As to the written text, it *is* possible to create different versions and compare them through pretesting. But it is recommended instead that the communicator put his best efforts into creating a single version of text and pretesting it for comprehension, acceptability, and self-involvement. Based on the pretest results, he can then revise the pamphlet to include the most attractive visual elements in each instance, and he can make the necessary modifications in the written text.

As the reader may have surmised, this type of pretesting lends itself best to the arranged setting—one in which the interview is based on an almost page-by-page perusal of the pamphlet. While naturalistic settings are useful for testing cover design and overall visual appeal (attraction), they are less likely to provide reliable information with regard to the contents (comprehension in particular). What one can do—as is done in Design Six below—is combine the positive features of the naturalistic setting to measure attraction with a carefully structured interview including a second, arranged exposure to the pamphlet, which allows for a more reliable measurement of comprehension and acceptability. As in the case with the radio spots, the naturalistic design is somewhat more time-consuming (and thus more expensive) than only an arranged setting. However, the naturalistic setting would seem to combine the best of both approaches.

I
Design Five: Pamphlets

A. Variables to be measured

Attraction, comprehension, acceptability, self-involvement.

B. Type of exposure to communication

Arranged.

C. Recommended sample

Twenty-five to fifty respondents.

D. Pretest instrument

Individual interviews.

E. Estimated length of each interview

Twenty to twenty-five minutes.

F. Description

The purpose of this test is to determine what alternative versions of the cover, illustrations, and text are most effective in drawing attention to and communicating the desired messages. The interviewer approaches the subject in his home (see Chapter Eight for details on selecting homes), explains that his organization is in the process of designing a pamphlet and would like the person's opinions on it, obtains the person's cooperation, and begins the interview. The first part tests the visual elements for their relative attractiveness. The interviewer shows the respondent two or three versions of (1) the cover design, (2) colors of paper for the cover, (3) the title, and (4) some or all of the illustrations to be included. For each element the respondent selects the one he likes the best. The second part measures comprehension of selected sentences (the most difficult ones) to determine if the ideas are understood. This is followed by the basic questions (used in the designs above) on the pamphlet, the sociodemographic data about the respondent, and the program-related information.

In areas where persons have little education, many respondents might claim they don't read very well or "someone else would give better answers." If the person can read, every attempt should be made to encourage the selected respondent to complete the pretest. The completion, after all, will give a more accurate picture of whether or not the pamphlet will be useful for the target population. However, it is recommended that in areas with low rates of literacy some illiterate individuals be included in the sample (from 10 to 20 percent) by having them respond to questions 1, 2, 3, and 4 on the cover design, color preference, title, and drawings. This will provide feedback as to what messages are being communicated by the pictures alone to those people who cannot read the test.

G. The questionnaire

THE INTERVIEWER EXPLAINS THE PURPOSE OF THE INTERVIEW, OBTAINS THE RESPONDENT'S COOPERATION, AND BEGINS.

CORE QUESTIONS

	CODE
Case Number_____	

(CORE QUESTIONS—cont.)

	CODE
1. _____ (Our organization) is planning to make a pamphlet on_____ (topic) for the people who live around here, but we haven't decided which cover would be the best to use. Here are three designs that we are considering. (THE INTERVIEWER SHOWS THE RESPONDENT THE THREE DESIGNS.) Of the three, which do you like the best?	
1. _____A 2. _____B 3. _____C 9. _____DK	_____
1-a. Why do you like this one the best? _____ _____	_____
2. We also have not decided on a color, but we are considering these. (INTERVIEWER SHOWS RESPONDENT THREE DIFFERENT COLORS PASTED ON A POSTERBOARD OR OTHER THICK PAPER.) Of these three, which do you like the best?	
1. _____color A 2. _____color B 3. _____color C 9. _____DK, indifferent	_____
3. The pamphlet is about_____(subject), but we have not decided on the title yet. These are the three we are considering:	
1. _____title a 2. _____title b 3. _____title c 9. _____DK	_____
Of these titles, which do you like best? (CIRCLE THE SELECTED ANSWER.)	
IF MORE THAN ONE VERSION OF THE ILLUSTRATIONS ARE TO BE PRETESTED, ASK:	

(CORE QUESTIONS–cont.)

	CODE
4. Here I have some of the drawings (pictures) which we may use in this booklet on_____(topic).	
4-a. (SET OF PICTURES) In your opinion, what is shown in these pictures? _____ _____	____

NOTE: IF RESPONDENT ANSWERS CORRECTLY, INTERVIEWER SAYS "THAT IS RIGHT, THESE PICTURES SHOW_____ (subject matter)." THEN HE ASKS 4-b.

IF RESPONDENT ANSWERS INCORRECTLY OR DOESN'T KNOW, THEN THE INTERVIEWER RECORDS THIS ON THE INTERVIEW AND SAYS, "ACTUALLY, WHAT THESE PICTURES ARE TRYING TO SHOW IS _____(subject)." HE THEN PROCEEDS TO ASK 4-b.

4-b. (SET NUMBER 1) Of the two (three), which do you think shows this the best? 1. ____Number 1 2. ____Number 2 3. ____Number 3 9. ____DK, all the same	____
4-c. (INTERVIEWER SHOWS RESPONDENT THE SECOND SET OF DRAWINGS) What in your opinion is shown in these pictures? _____ _____	____
4-d. (SET NUMBER TWO) Of the two (three), which do you think shows this the best? 1. ____Number 1 2. ____Number 2 3. ____Number 3 9. ____DK, all the same	____

(CORE QUESTIONS—cont.)

	CODE
4-e, 4-f, etc. QUESTIONS 4-a AND 4-b ARE REPEATED FOR EACH *SET* OF PICTURES.	
NOTE: IF THERE IS ONLY ONE VERSION OF EACH PICTURE, THEN THE PRETESTER SHOULD ASK IN REGARD TO EACH:	
4. Here are some of the drawings which we may use in this booklet on_____(topic). Please tell me what this looks like to you.	
1. _____	____
2. _____	____
3. _____	____
etc. _____	____
5. Now I would like to show you an unfinished copy of the booklet and ask your opinion about it. (INTERVIEWER GIVES RESPONDENT A COPY OF THE PAMPHLET.) As you can see, it contains some of the same pictures you have just looked at. Also, you will notice that in several places, the words are underlined in red. I'd like you to take a few minutes now to look over the booklet, and to read all the parts that are underlined in red. Please take your time, since I have some things to read over, too.	
WHEN RESPONDENT IS READY, THE INTERVIEWER SAYS:	
5-a. I'd like to go over each of the sentences underlined in red, and have you tell me *in your own words* what the idea is. The first one is here on page_____. In your own words, what is the idea?	
_____	
_____	
_____	____

(CORE QUESTIONS—cont.)

	CODE
IF RESPONDENT READS TEXT WORD-FOR-WORD, PROBE: What does that mean to you?	
5-b. The second set of words underlined in red is on page _____. Again, in your own words, what are they trying to say?	
_____	
_____	
_____	_____
5-c, 5-d, etc. THIS LINE OF QUESTIONING IS REPEATED FOR EACH SET OF UNDERLINED WORDS.	
6. Now that you have had a chance to glance over the booklet as a whole, what would you say this booklet is asking people to do?	
_____	
_____	
_____	_____
7. Did you find anything in the pamphlet which you don't find to be true?	
1. _____yes	
2. _____no	
9. _____DK	_____
7-a. IF YES, What? _____	_____
8. Did you notice anything in the pamphlet which might bother you or offend people who live in _____ (name of community)?	
1. _____yes	
2. _____no	
9. _____DK	_____
8a. IF YES, What? _____	_____

(CORE QUESTIONS–cont.)

	CODE
9. (IF THERE ARE PEOPLE IN THE PICTURE) Do the people you see in these drawings remind you of your friends, or are these people different from your friends?	
1. _____like respondent's friends 2. _____different from respondent's friends 9. _____DK	_____
9-a. IF "DIFFERENT," In what way are they different?	
_____	_____
10. Is there anything about the pamphlet that you particularly liked?	
1. _____yes 2. _____no 9. _____DK	_____
10-a. IF YES, What? _____	
_____	_____
11. Is there anything about the pamphlet that you didn't like?	
1. _____yes 2. _____no 9. _____DK	_____
11-a. IF YES, What? _____	
_____	_____
12. In your opinion, what could be done to make this a better pamphlet?	
_____	_____

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

THE INTERVIEWER CONCLUDES BY SAYING: THANK YOU VERY MUCH FOR YOUR COOPERATION. IT HAS BEEN VERY USEFUL.

H. Comments on Design Five

Design Five differs from the previous designs in that it tests the separate aspects of the pamphlet rather than the pamphlet as an entire communication stimulus. Also, in the previous designs one respondent was questioned about several different items (spots or posters). This is also true for pretesting the visual elements in Design Five. However, because the pamphlet usually contains more information than spots or posters, it is necessary to go into more detail to be certain that all parts will be understood. It would be impractical to make a given respondent repeat this exercise for two or more pamphlets, since fatigue and disinterest would set in, thus invalidating the results. For this reason, the respondent is asked to go over the text of just one version of the pamphlet.

If the pretester did want a comparative pretest on the text itself as well as on the visual elements, this could be done easily enough. Half the respondents would be presented with one version, the other half with another, and then the results could be compared as to comprehension. However, it is recommended that a single version of the text be tested and modified as necessary.

The interview for Design Five will take longer to carry out than that for previous designs. The communication itself (the pamphlet) contains more information, and it is important to determine that it will be understood. However, pamphlets are often more *durable* than other media; that is, they remain in circulation a longer time and are often reused. Thus, the extra time and effort required for pretesting pamphlets is well worth it in the long run.

In some cases the pamphlet may contain very little writing if it is designed for a largely illiterate audience. It is still just as important to test this type of material to determine what messages are being communicated to those who see the pamphlet. In this case, the pretester could use certain questions from Design Five and disregard the others. For pretesting pictorial material among illiterate groups, one could select the following items: 1, 1-a, 2, 4 (repeated for *each* picture in the pamphlet or folder) *or* 4-a, and 4-b if there are alternative designs for each idea (repeated for each set of designs); 8, 9, 10, 11, and 12 as well as the sociodemographic and program-related items.

II
Design Six: Pamphlets

A. Variables to be measured

Attraction, comprehension, acceptability, self-involvement.

B. Type of exposure to communication

Arranged, but unobtrusive in measuring relative attractiveness.

C. Recommended sample

Approximately twenty-five respondents from each of two test settings that are characteristic of the target population.

D. Pretest instrument

Self-administered comprehension exercise and questionnaire on the pamphlet.

E. Estimated length of time to complete the exercise and questionnaire

Twenty-five to thirty minutes.

F. Description

Design Six is an elaboration on Design Five, with three special characteristics: (1) it tests the relative attractiveness of the visual element in an "unobtrusive" manner (subjects do not realize that their choices are being recorded); (2) it requires a setting in which people will be gathered at one time (rather than being interviewed individually in their homes) and are willing to participate in the pretest; and (3) it is intended for a literate audience that can perform a test which requires writing (the latter may be difficult for people who have had little formal schooling, even if they can read).

For Design Six it is practical to produce and pretest alternate versions for only two of the three "attraction" elements: the cover design, the color, or the title. If it were decided that color was the least important, the pretest should focus on cover design and title. Two versions of each should be created, and these should be combined to make four separate test covers (all of the same color). For example, for an instructional pamphlet on nutrition for low income urban areas, one might have the following test covers (Figure 5-1):

The pretester would first have 100 rough copies of this booklet made up. This can be made by preparing the two cover illustrations and the two titles, as well as typing the rest of the pamphlet on a regular typewriter. Then, these are reproduced on office equipment such as photocopy machines or Gestetner. This does not give a polished product, but all versions are equally rough, so that this does not bias the results in favor of any particular one.

Illustrated by Salvador Avalos

Figure 5-1. FOUR "DIFFERENT" COVERS TO BE PRETESTED

The setting for this pretest depends upon the intended target audience as well as logistics. Ideally, it should be carried out among a group of "characteristic" people who are gathered in one location and who would not consider it an imposition on their time to participate in this test. Thus, possible settings might be a Mother's Club, an adult education class, a prenatal course, or even the nutrition classes often given at health centers in conjunction with food distribution (assuming the majority of participants are literate).

The person usually in charge of the group will begin by explaining that there is to be a special activity that day, which the participants should find enjoyable. Then he turns the session over to the pretester, who introduces himself and explains that his organization is in the process of designing a new pamphlet to be used for this type of nutrition class. First, however, his organization wants to be sure that the pamphlet is written clearly and to find ways of making it better. At this point he asks the help of the group in pointing out anything

about the pamphlet which might be vague or confusing to people like themselves. Once the group consents, he asks them all to come up and select one copy of a pamphlet from his display rack. If some respondents claim that they cannot read, he asks them to select a pamphlet anyway, for someone else who can.

Before this pretest session, the pretester will have arranged the pamphlets on a portable display rack in the following manner. There should be four sets of pamphlets, one for each test cover (although the inside text is the same on each), with an equal number in each set (at least as many as there are respondents in each set, so that theoretically every person could select pamphlet A if that were the preference). Thus, the display rack would look like the illustration in Figure 5-2 (the letters A, B, C, and D refer to the different designs in Figure 5-1).

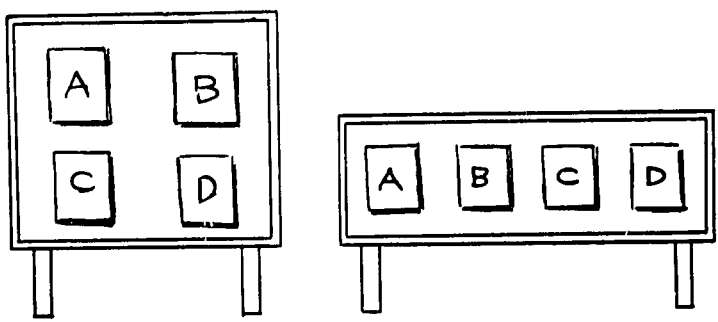


Figure 5-2. POSSIBLE DISTRIBUTION OF THE FOLDERS ON A DISPLAY RACK

Once all subjects have a copy of the pamphlet, the pretester explains that he is going to give every person a red pencil, and they should underline or circle anything that (1) they do not like, (2) they do not agree with, or (3) they do not think is clear. He emphasizes that they should be frank about their opinions and take their time in completing the exercise.

When the participants finish the red pencil exercise, the pretester explains that the final part of the exercise is a short questionnaire, which each person should fill out, again as candidly as possible (reminding them that no names are used). After distributing the questionnaires, the pretester reads over each item and answers any questions. (An assistant should be on hand to aid in answering individual questions.) When everyone has completed the questionnaire, the pretester collects them and thanks the group for cooperating. Finally, he collects the pamphlets left on the display rack and leaves.

This whole procedure should be repeated a second time, ideally with a different type of audience to make the results more generalizable. Also, a second test is important because it allows a rotation of the order of pamphlets on the display rack, thus controlling for the unquestionable bias that can otherwise be introduced into the experiment. (People are more likely to choose what is most convenient, which for right-handed people will often be the copy closest to the right.) Thus, in the second round of this pretest, the pamphlets should be placed as shown in Figure 5-3 (assuming the same letters apply to the display).

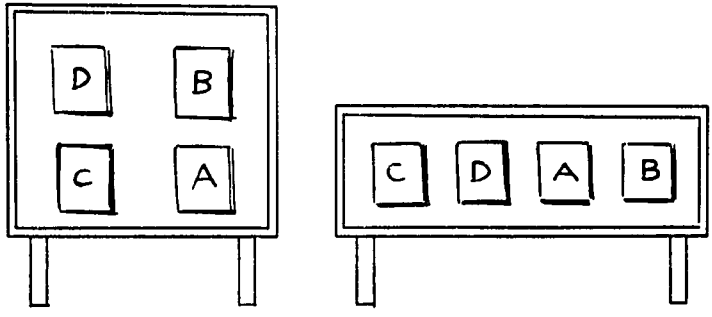


Figure 5-3. POSSIBLE ROTATION OF FOLDERS FOR SECOND ROUND OF PRETESTING

It is then necessary to count how many of each type of pamphlet are left to determine which were most often selected from the rack. (For this reason it is important to start with the same number of pamphlets in each of the four sets.) Suppose, for example, that there were twenty-five copies of each type on the rack when the pretest began, and that afterwards there were the following numbers.

TEST COVER	NUMBER OF ORIGINAL PAMPHLETS	NUMBER OF PAMPHLETS REMAINING	TOTAL OF EACH COVER SELECTED
A	25	20	5
B	25	15	10
C	25	23	2
D	25	18	7

From this one would conclude that test cover B was the most attractive since it was most frequently selected.

The position of each cover is rotated after the first half of the pretest, so that those on the right are on the left; those on the top are on the bottom; and/or those on the inside are on the outside. If a roughly equal number of people are obtained for both rounds of the pretest, then this rotation will control for any bias due to position. The pretester must be sure that not only are the pamphlets rotated for the second group, but also that the number of each is the same for all four test covers. The second round of the pretest follows the same procedure as the first, and then the results are combined at the end of both tests for purposes of analysis.

G. The Questionnaire

(TO BE FILLED OUT BY THE RESPONDENTS AFTER THEY HAVE COMPLETED THE RED PENCIL COMPREHENSION EXERCISE. THEY MAY REFER BACK TO THEIR PAMPHLETS IN COMPLETING THE FOLLOWING.)

	CODE
Case Number:_____	
1. On the back cover of your pamphlet, there is a letter, either A, B, C, or D. Please write it in the space_____.	_____
2. Now that you have read the pamphlet, what do you think it is asking people to do? _____ _____ _____	_____
3. Did you find anything in the pamphlet which you don't believe to be true? 1. _____yes 2. _____no 9. _____DK	_____
3-a 3-a. IF YES, What is not true? _____ _____	_____

(CORE QUESTIONS—cont.)

	CODE
4. Is there anything in the pamphlet which might bother or offend people who live here in_____ (name of the community)?	
1. _____yes	
2. _____no	
9. _____DK	____
4-a. IF YES, What?	
_____	
_____	____
5. (IF THERE ARE PEOPLE IN THE DRAWINGS IN THE PAMPHLET) Do the people you see in these drawings remind you of your friends, or are these people different from your friends?	
1. _____like the respondent's friends	
2. _____different from respondent's friends	
9. _____DK	____
5-a. IF DIFFERENT, In what way are they different?	
_____	
_____	____
6. Is there anything about the pamphlet that you particularly liked?	
1. _____yes	
2. _____no	
9. _____DK	____
6-a. IF YES, What?	
_____	
_____	____

(CORE QUESTIONS–cont.)

	CODE
7. Is there anything about the pamphlet that you didn't like? 1. _____yes 2. _____no 9. _____DK	_____
7-a. IF YES, What? _____ _____	_____
8. In your opinion, what could be done to make this a better pamphlet? _____ _____	_____

THE ABOVE QUESTIONS ARE FOLLOWED BY:

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

THANK YOU VERY MUCH FOR YOUR COOPERATION.
IT HAS BEEN VERY USEFUL.

Chapter Six

PRETESTING TELEVISION SPOT ANNOUNCEMENTS

Television spots are similar to radio spots in that both are designed to convey a short message to thousands of people via the broadcast media. Television spots are similar to posters in that much of their impact will depend on *visual* appeal.

Many of the principles of pretesting radio spots and posters, therefore, should apply in pretesting TV spots; they differ on one very important factor—the cost involved in producing a "testable" spot. Whereas a radio spot can be taped on a small tape recorder and a poster designed in rough form at relatively little cost, the expense of producing a TV spot, even in preliminary form, is often so exorbitant that pretesting different versions to select the best is often ruled out as being impractical. However, there are techniques available that can be used by organizations that do not have a large budget.

The value of pretesting television spots is well illustrated by the experience of the Asociación Pro-Bienestar de la Familia (APROFAM) in Guatemala. One of three TV spots to be produced involved the importance of providing family life education to adolescents, so that they might avoid the tragedy of unwanted pregnancy and its consequences. The original script and storyboard, illustrated in Figure 6-1, called for a young girl in the early months of pregnancy wandering aimlessly through the streets of Guatemala City; the narration emphasized the tragedy of this situation and the importance of public support for a newly formed organization for the protection of minors. The last line indicated that APROFAM was there to lend support to this new organization.

However, the message received by the target audience was quite different from that intended by APROFAM. Approximately one in five respondents

Every day, more and more young women become pregnant.

This is sad because many are unmarried adolescents.

Where will they go? What will they be able to do?

Figure 6-1. TELEVISION SPOT ANNOUNCEMENT STORYBOARD, APROFAM, GUATEMALA (Translated from the Spanish)

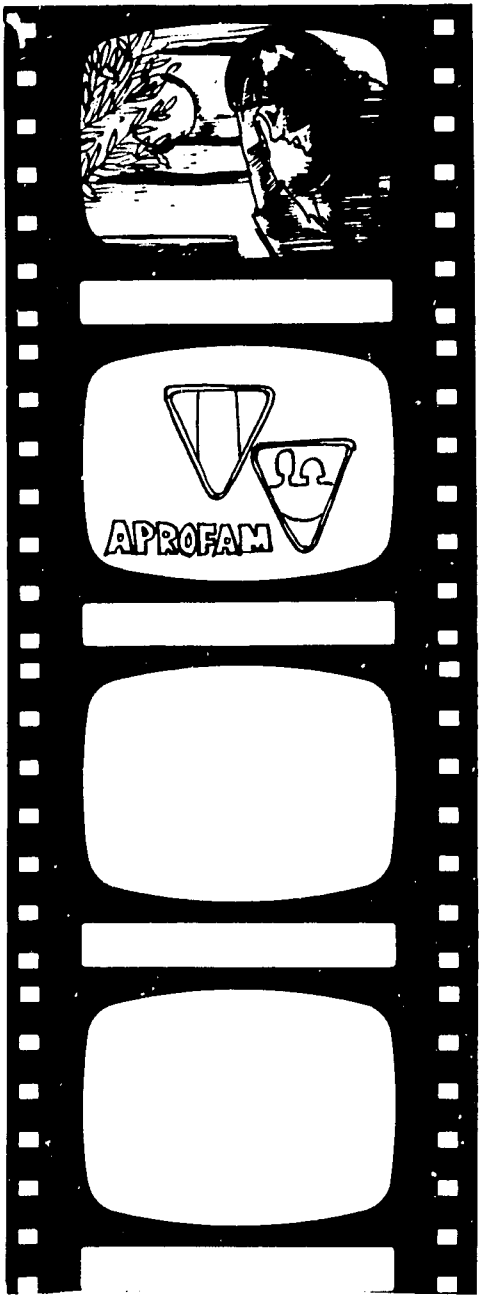
Some run away. Others are thrown out of their homes by their own parents.

Why does this situation happen? The chief reason for this suffering is the lack of family life education.

Now there are governmental and private agencies that are concerned and want to remedy this lack of guidance.

These agencies have formed the National Council on the Family, whose principal objective is to protect adolescents.

Figure 6-1. TELEVISION SPOT ANNOUNCEMENT STORYBOARD, APROFAM, GUATEMALA–Continued



The National Council on the Family understands that the best way to prevent these problems is to give sufficient information about family life to young people, their teachers, and their families.

This has been a message from APROFAM, collaborating with the National Council on the Family.

Figure 6-1. TELEVISION SPOT ANNOUNCEMENT STORYBOARD, APROFAM, GUATEMALA–Continued

understood the message of this spot to be that young girls sometimes get pregnant, that this is a tragic situation, and that APROFAM will "help them out of this problem" (i.e., give abortions). In a country where family planning is still a controversial issue, it would have been very damaging for a family planning organization to give the impression that they do abortions (which are illegal). Even though this misunderstanding occurred in less than half the cases, it certainly revealed a problem with the communication.

Based on the pretest results, the script for the spot was totally rewritten to give far greater emphasis to the issue of family life education and its importance. In fact, new visuals were included to show young people participating in sex education classes given by APROFAM. In this way, it was clarified that APROFAM's "help to young people" was in orientation and education, not the resolution of unwanted pregnancy.

In this chapter, four approaches to pretesting TV spots are described. In fact, three of the four differ *not* in the interview itself, but rather in the way in which the spots are presented to the respondents. Thus, each of the alternatives is explained below, but only one set of questions is given for the second, third, and fourth approach (see Design Eight since it can be used with any of these alternatives). These different approaches are based on spots presented in the following formats:

Titles and/or descriptions. Design Seven is based on the research of Haskins[1] that shows that pretesting titles and/or descriptions can be as effective in measuring preferences as presenting the actual communication in rough or polished form. Thus, instead of producing two television spots on a given topic and testing them on selected members of the target audience, one simply writes up a short description of the two (or three) spots and uses these as the "communication stimulus." This method has been tested in the United States on a variety of media and has been shown to predict accurately what the response would be if the communication were actually produced. Also, it has been validated for printed material in a study done by Stevenson in the Philippines, Venezuela, and Argentina.[2]

Storyboard with a taped message. While the technique above has been proven effective in pretesting materials, many communicators may prefer to show the respondents part or all of the intended spot. Of the three techniques for accomplishing this, the most economical is the storyboard with a taped message. A storyboard is a visual presentation (usually done by a professional artist that shows the series of images to be filmed for the TV spot (as is shown in Figure 6-1). Although it does not show every image (but rather the most important ones), it does visually communicate the message to the respondent. The text for the TV spot is written alongside the pictures; it can also be tape recorded using the voice of a competent narrator, and if possible, musical background and/or appropriate sound effects.

At the time of the interview, the pretester first does the necessary introduction and explanations. After obtaining the respondent's collaboration, he

explains the task in detail using a "practice storyboard" (*not* on the relevant topic). He explains that he has several sets of pictures to show the respondent, each one with a taped message; that these are going to be made into television spot announcements later on. He asks the respondent to look at the pictures, starting at the top and moving down each page as he plays the message on the tape recorder. He then goes through the entire procedure using the practice storyboard and tape, giving the respondent all the help he needs to understand the task.

Once the interviewer feels the respondent understands the procedure, he begins the pretest interview (Design Eight). If there are two or three TV spots to be pretested, the core questions from the pretest are repeated for each spot; also, a comparative question is asked at the end, to determine which of the two or three spots the respondent liked best. (This is similar to testing several radio spots, as described in Chapter Three.)

This storyboard technique has two advantages: it is relatively economical, and the storyboards and tape recorders are portable, allowing for pretesting on an individual basis in the person's home. However, it has one chief disadvantage: it does not have the visual fluidity (movement) of the actual TV spot it intends to represent. Thus, some organizations may prefer to select from the two other options, below.

Sound-slide show. Once the storyboards have been prepared, it is possible to photograph inexpensively each picture and have these made into slides. As with the storyboard technique above, the narration is recorded on tape, with musical background and sound effects if possible. The slides and tape are then combined into a sound-slide show that can be shown to respondents. Two or more spots can be tested in this manner. This technique has an advantage of being relatively low-cost, while providing a sense of movement and rhythm to the TV spot. The sound-slide show more nearly resembles the intended spot, and the experience of watching this type of message is more realistic.

However, there is one drawback to this technique: the equipment needed to show it is not as portable as the storyboards with a tape recording. Unless special light weight equipment is available (and can be safely carried from house-to-house with no danger of theft), it is necessary to conduct the pretest in a fixed location. In this case respondents are invited one-by-one to see the spots and to answer the pretest questions. It is important to make sure that

(a) the respondent is seeing the spots *for the first time* (i.e., has not been present for earlier showings);
(b) he or she has not discussed the spots with other people at the given location; and
(c) the respondents in this location (for example, a clinic or waiting room) are characteristic of the target audience for the spots.

Video tape spots. Organizations that own or have access to video tape equipment may prefer to test spots using this medium. In this case, office workers or the actors themselves (if not too expensive) run through the scenes called for in the spot(s). Later, the narration is combined with the visual sequence to form the spot(s) to be used in the pretest.

This technique offers the advantage of most closely resembling a real TV spot announcement, with movement and sound. Thus, it can be considered the most realistic of the options described above. Also, if the video equipment and technicians to operate it are readily available, then it can be done at relatively low costs. The disadvantages to this technique include the following. First, if office workers are used instead of the actors themselves, the product can be very amateurish and thus distract attention from the message itself. Second, if the staff does not have experience in using the video equipment, great amounts of time can be expended just in obtaining spots of sufficient quality to use in the pretests. Third, if the spot requires scenes from various locations, especially different parts of the country, then video taping of these locations would become costly and time-consuming.

There is no single, best alternative among these three techniques that can be used for Design Eight. The choice will depend on available resources, personnel, and time, as well as the circumstances under which the pretest will be conducted. However, whichever alternative is selected, it will provide far better information for the Communication staff than would no field testing at all.

In summary, the pretester may choose between the *interest in titles* method (Design Seven) or one of the three *presentation of text* methods (Design Eight).

I

Design Seven: Television Spot Announcements (Titles)

A. Variables to be measured

Attraction (interest).

B. Type of exposure to communication

Arranged.

C. Recommended sample

Twenty-five to fifty respondents (must be literate).

D. Pretest instrument

Individual interview.

E. Estimated length of each interview

Ten to fifteen minutes.

F. Description

This design is particularly useful for an organization that has a general topic in mind, but a variety of *different* messages that could be included in a TV spot. Since all may be important but only a few can be produced, it is desirable to focus on those messages that will be of greatest interest to the television viewers.

Design Seven attempts to evaluate television spots on the basis of short verbal descriptions of the spot, rather than the actual spots themselves. It is intended to measure interest in the spot (similar to attraction), but does not provide information on comprehension, acceptability, or self-involvement. Also, it differs from the previous designs in that the "core questions" on the communications have been replaced by an "interest rating scale." The interest rating scale is a graphic thermometer scale—a vertical column ranging from zero at the bottom to 100 at the top, marked by numerals at ten degree intervals (see Figure 6-2).

The interviews can be conducted in the respondents' homes or at a public place, as long as the interview can be carried out in private. The inter-

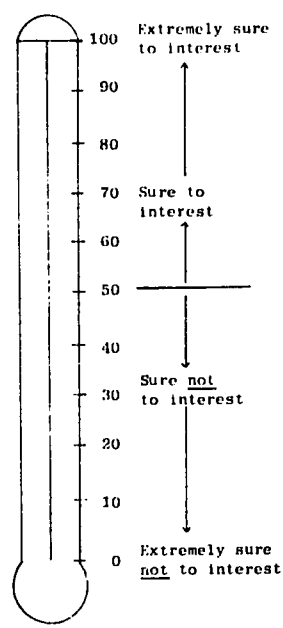


Figure 6-2. THERMOMETER "INTEREST RATING SCALE"
(Modified from Haskins, 1960, p. 555)

Instructions: Below is a list of television spots about the drug "Oralyte" (which is for babies with diarrhea). You will probably find some to be more interesting than others. The idea is to follow along as the pretester reads each title, one at a time, and then to indicate how interested you would be in seeing this spot. "0" means that you are definitely not interested, whereas "100" means you are very definitely interested in seeing the spots. You may select any number between 0 and 100 to indicate how interested you are. Please write this number in the space beside the spot once you have decided.

Spot #1: A mother from a distant village travels two days to save her baby's life, but she arrives too late. The baby could have been saved by "Oralyte." _____

Spot #2: Village women gather around the community washing area. One woman recounts her baby's problem; another suggests she give "Oralyte." _____

Spot #3: A doctor walks through the children's ward of a city hospital, and explains that many babies could have avoided being hospitalized if they had received "Oralyte." _____

Spot #4: A nurse at a rural health center explains to a woman with a sick baby that she should give it "Oralyte" as soon as possible. _____

Thermometer "Interest Rating Scale"

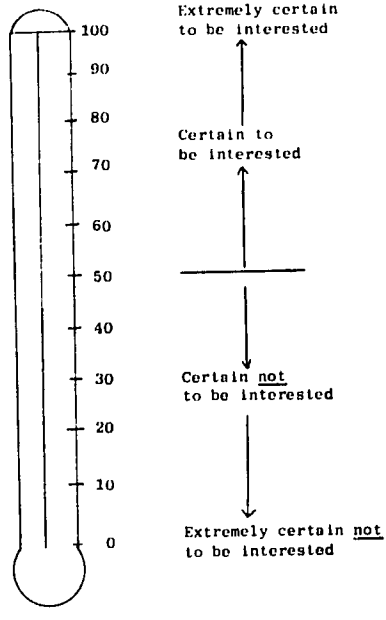


Figure 6-3. EXAMPLE AND PRACTICE SHEET FOR THE "INTEREST RATING SCALE" (Modified from Haskins, 1960, p. 555)

viewer explains that his organization is planning to produce some spots for TV but has not made any final decisions as to which ones to produce. Thus, he is interested in getting the respondent's reaction to several possibilities. He explains the "interest rating scale" to the respondent (described below in the introduction to the interview) and shows him an example that includes the thermometer scale and some practice titles. The interviewer should go over these practice titles with the respondent until he is sure he understands the task. (For an example of a practice sheet, see Figure 6-3.) At that point, the interviewer can begin the actual pretest.

G. The Questionnaire

THE INTERVIEWER OBTAINS THE RESPONDENT'S COOPERATION AND BEGINS BY EXPLAINING THE PROCEDURE.

Interviewer: As I mentioned, our organization is trying to decide which of several TV spots to produce, that is, which ones would be most interesting to people who watch television. We would like you to help us in the following way. As you can see on this practice sheet, there is a picture of a thermometer, with 0 at the bottom and 100 at the top. This is to help in "rating" the different spots. On the same page are short descriptions of possible TV spots. Some are probably more interesting than others. I would like you to read the first title carefully, then rate it from 0 to 100. "0" means that you are sure you would not be interested in seeing the given spot; "100" means that you are absolutely certain you would want to see the spot; "50" means you are not sure whether or not you would want to see the spot. When you decide which number on the scale best describes how interested you would be in the spot, write it in the blank space beside the description.

(AT THIS POINT THE INTERVIEWER AND RESPONDENT GO OVER THE PRACTICE SHEET TOGETHER.)

I will read each description aloud, then you can take as much time as you want in recording your answer before we go on to the next description. Please feel free to be entirely frank and honest about your answers. Do you have any questions before we begin?_____

_____

THE INTERVIEWER ANSWERS QUESTIONS, THEN BEGINS BY READING THE FIRST DESCRIPTION, GIVING THE RESPONDENT TIME TO

WRITE DOWN HIS ANSWER, READING THE SECOND, ETC., UNTIL ALL HAVE BEEN READ. HE THEN ASKS:

> Is there anything else about (topic) on which you would like to have more information in a TV spot? If so, what?_____
>
> _____

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

THE INTERVIEWER THANKS THE RESPONDENT FOR HIS COOPERATION.

H. Comments on Design Seven

The interview for Design Seven can either be self-administered (the respondents simply read the instructions and fill in the questionnaire themselves) or administered by an interviewer. Since this technique will be unfamiliar to most people, it is recommended that the interviewer administer the questionnaire, since he will know if the respondent has misunderstood the instructions and can correct for this before going on with the interview. For example, if the respondent only answers "0" or "100" to the first few descriptions, it is likely he misunderstood that he can answer *any* number between 0 and 100. Even so, Design Seven *must be conducted among respondents who have had some education and are literate.*

II

Design Eight: Television Spot Announcements (Presentation)

A. Variables to be measured

Attraction, comprehension, acceptability, self-involvement.

B. Type of exposure to communication

Arranged.

C. Recommended sample

Twenty-five to fifty respondents.

D. Pretest instrument

Individual interview.

E. Estimated length of each interview

Fifteen to twenty minutes.

F. Description

As explained above, Design Eight can be carried out using spots in one of three forms: storyboard with taped message, sound-slide show, or video tape. If the storyboard is used, then it is recommended that a "practice" spot be presented to the respondent before the pretest to familiarize him with the procedure. For the other two alternatives, a simple introduction and explanation of the task will suffice.

Once this is accomplished, the pretest can begin. As in Design One, the interviewer presents the first "spot" to the respondent and asks him the set of core questions on it; he then presents a second spot and repeats the questioning. The interviewer then shows both spots a second time and asks the "comparative question(s)." Finally, the interviewer concludes with the background items and program-related questions.

G. The Questionnaire

CORE QUESTIONS

	CODE
Case Number_____	
TV Spot (identification):_____	
1. Please tell me in your own words what the spot said. (PROBE: What was the message of the spot?)	
_____	
_____	_____
2. Did you feel that the spot was asking you to do something in particular?	
1._____yes	
2._____no	
9._____DK	_____

(CORE QUESTIONS–cont.)

	CODE
2-a. IF YES, What?	
_____	____
3. Did the spot say anything you don't believe to be true?	
1.____yes	
2.____no	
9.____DK	____
3-a. What was not true?	
_____	____
4. Did the spot say anything that might bother or offend people who live in (name of community)?	
1.____yes	
2.____no	
9.____DK	____
4-a. IF YES: What?_____	
_____	____
5. Do you think this spot is intended for someone like yourself, or is it for other people?	
1.____self	
2.____other people	
9.____DK	____
5-a. IF "OTHER PEOPLE": Why do you think it is for other people?	
_____	
_____	____
6. Was there anything about the spot that you particularly liked?	
1.____yes	
2.____no	
9.____DK	____

(CORE QUESTIONS–cont.)

	CODE
6-a. IF YES: What?_____	
_____	____
7. Was there anything about the spot that you particularly disliked?	
1.____yes 2.____no 9.____DK	____
7-a. IF YES: What?_____	
_____	____
8. What could be done to make this a better spot?	
_____	
_____	____

COMPARATIVE QUESTIONS

9. You have just heard the two TV spots again. Of the two, which did you like best?	
1.____title 1 2.____title 2 9.____DK, indifferent, liked them both	____
10. Why did you like this spot better than the other? (VERBATIM)	
_____	
_____	____

SOCIODEMOGRAPHIC QUESTIONS–SEE DESIGN ONE

PROGRAM-RELATED QUESTIONS–SEE DESIGN ONE

THE INTERVIEWER THANKS THE RESPONDENT FOR HIS COOPERATION.

H. Comments on Design Eight

1. As with Design One, it is important to change the order in which the different spots are presented to the respondents, lest their preferences be biased by the order of presentation. The rotation scheme discussed in connection with Design One is also appropriate for Designs Seven and Eight.

2. If the target audience for the spots is largely illiterate, it is recommended that the spots be tested using a sound-slide show or video tape. Design Seven (using the "interest rating scale") and Design Eight using the storyboard technique require more abstract and creative thinking than do the sound-slide or video tape techniques, and may be difficult to use with less educated respondents. However, in many developing countries, those who have television are likely to be educated middle-to-upper class. As such, messages on TV would be intended for this audience and all of the alternative techniques would be acceptable for pretesting among this group.

3. If more than two TV spots are to be pretested, the reader is encouraged to reread "Comments on Design One," in Chapter Three, since most of the same principles apply for the radio and TV pretests.

Chapter Seven

PRETESTING MOVIES

Movies are rarely pretested, for understandable reasons. The costs involved in scripting, directing, filming, processing, and editing are extremely high to begin with, and *modifying* movies based on pretest results would be a further expense that few would be willing to incur. Producing two alternative versions of a movie with the intent of discarding one would be an even greater financial burden. Many readers may in fact wonder why this monograph includes a separate chapter on pretesting movies, given the financial resources which would be required to do so. Others may question the rationale for including a chapter on movies, when few social development organizations have sufficient funds to produce them.

Indeed, the first design for pretesting movies (Design Nine) is directed toward communicators who do *not* produce their own films, but rather are presented with films produced by other sources. In this case, the task is not to modify communications to be appropriate for the target group, but instead: (1) to determine if a given movie is appropriate for the audience, *or* (2) to decide which of several ready-made films would most effectively convey the desired messages. (This type of pretesting is similar to the "final product testing" mentioned in Chapter Two.) Too often a film is made in one location, with the expectation that it will be appropriate elsewhere. Yet rarely is this expectation put to an empirical test.

The second design in this chapter is intended as a pretest at the concept stage (see Chapter Two) for communicators who intend to produce a movie. (This same design could be modified and used to pretest television and radio programs as well.) Readers will undoubtedly notice the contrast between this and the previous designs. Whereas the others attempt to get short answers to specific questions, Design Ten uses more in-depth interviewing. While this type

of information does not easily convert into numbers in tables, it provides the communicator with valuable insight into the subject he is undertaking.

I
Design Nine: Movies

A. Variables to be tested

Attraction, comprehension, acceptability, self-involvement.

B. Type of exposure to communication

Arranged (although respondent may not expect to be questioned after seeing the movie).

C. Recommended sample

Ten to twenty-five respondents from each test setting used (number of test settings is determined by number of films to be tested; usually not more than two).

D. Pretest instrument

Group discussion following film.

E. Estimated length of group discussion

Twenty to sixty minutes.

F. Description

This pretest is designed to test the appropriateness of a given film for the target audience. The first step is to invite a number of individuals characteristic of the target audience to view some films in a central location, such as a community meeting house, health center, or church. They should be told the general topic of the films, but not the specific details. Once the individuals arrive, the pretester introduces himself, welcomes the audience, and plays the (test) movie. After the movie, he explains to the group that he is trying to decide whether this movie should be shown to other groups of people like themselves, and that he would like to get their reactions to it. He also explains that in return for their cooperation, he plans to show another short movie at the end, this time an entertaining one that they will enjoy. (This is to discourage people from leaving at that point and is a "thank you" for their cooperation.) He also explains that it is extremely important for people to say what they really think, even if they don't agree with things that other people have said. The pretester then asks the questions below, and tapes the session so that he can listen to the responses again later. At the end of the group discussion, he thanks the audience and then plays a second, purely entertaining film, as promised.

G. The questionnaire

AFTER THE PRETESTER HAS SHOWN THE MOVIE, HE SPEAKS TO THE GROUP AS A WHOLE.

Pretester: Thank you for watching this film. One of the reasons that I wanted to show it to you today is to get your reactions to it—to see what parts you liked and what parts you didn't like. To begin with, I'd like to ask:

1. Was there any part of the film that you especially liked?

_____

(PRETESTER SOLICITS ANSWERS FROM AS MANY PEOPLE AS POSSIBLE. WHEN NO ONE ELSE WANTS TO ANSWER, HE GOES ON TO THE NEXT QUESTION.)

2. Was there anything about the film that you didn't like?

_____

3. What do you think was the message of the film? (What do you think the film was trying to tell you?)

_____

4. What do you think was the main reason this film was made?

   1. To entertain people? _____
   2. To inform them about something? _____
   3. To persuade them to do something? _____

5. Do you think this movie was intended for people like yourselves or was it for other people?

_____

   5-a. IF "OTHER PEOPLE," Why do you think it is for other people?

_____

6. Was there anything in the film that would bother or offend people who live around here?

_____

6-a. IF "YES," What? _____

7. Was there anything in the film that you don't believe is true?

_____

7-a. IF "YES," What? _____

8. In general, do you think this film should be shown to other groups around here like yourselves, or would it be better to find other films instead?

_____

8-a. IF "OTHER FILMS," Why? _____

H. Comments on Design Nine

The main problem with Design Nine is that it is difficult to get candid answers to the questions, because respondents may tend to follow the lead of one person. Thus, the pretester must give the impression that (1) he wants people to say whatever they feel about the film (it is not *his* movie) and (2) he welcomes different viewpoints. This in no way eliminates the bias inherent in "group interviewing," but it will tend to reduce it.

This design can be easily modified to test more than one film on a given topic. The films should each be shown to two audiences of at least ten to fifteen people each, and the same questions should be asked of all groups. Even though it will not be possible to analyze the results in a statistical manner, such data do give an overall idea of which of several films is best liked and best understood. This technique can be extremely useful if, for example, a communicator has two films, one with technically better material but more difficult vocabulary, the other easier to understand but less complete. He would prefer to use the first film as part of his ongoing program *if and only if* it will be readily understood by the target audience. Pretesting can be used to find out whether this is the case.

II
Design Ten: Movies

A. Variable to be measured

Attraction (interest) in concepts; also existing knowledge, attitudes, and practice on the topic.

B. Type of exposure to communication or concept
Prearranged.

C. Recommended sample
Twenty-five to fifty respondents.

D. Pretest instrument
Individual interview.

E. Estimated length of interview
Fifteen to thirty minutes.

F. Description

Design Ten is intended to pretest ideas rather than actual communications in rough or polished form. It is a useful tool for individuals who intend to produce a movie (or other type of program) on some aspect of social development, especially in terms of the *content* to be covered. Assuming that there are no other recent data on the given topic collected from the target group, the communicator may wish to determine how much this group already knows about the topic and what they would like to know more about, so that the movie can meet the interest and needs of these people. In other words, communicators may want to take advantage of data collection at this stage to obtain (1) diagnostic data on the study population in regard to the key topic and (2) data on responses to alternative concepts that the communicator is considering.

In this situation the communicator usually has some idea of what he feels the audience should know about the key topic, as well as how he might present the material. However, he may also want to determine how the audience feels about the topic, what obstacles they perceive in adopting the innovation, and what information *they* would like on the topic. Such information does not fall under the classification of pretesting; rather, it is diagnostic research on the target audience. However, this diagnostic research can be combined with the concept testing in a further effort to improve the final communication.

Since the questionnaire in this instance will depend entirely on the key topic, the "questionnaire" presented below is an outline of the *types* of questions to be included. The first part is devoted to diagnostic questions, and the second part to concept testing.

G. The questionnaire

INTRODUCTION. THE PRETESTER EXPLAINS THAT HE IS MAKING A MOVIE ABOUT _____ (TOPIC), AND THAT HE WOULD LIKE TO HAVE THE IDEAS AND OPINIONS OF PEOPLE IN

THIS AREA (CITY OR VILLAGE) BEFORE PRODUCING THE MOVIE. IF THE RESPONDENT AGREES TO COOPERATE HE CONTINUES WITH THE FOLLOWING SERIES OF QUESTIONS.

ATTITUDE QUESTIONS ON _____ (TOPIC)

---

1. In general, do you think it is a good idea or a bad idea that_____ (object of communication–for example, that women should have prenatal examinations)?

   _____

   1-a. Why? _____

2. What is it that is particularly good (or particularly bad) about _____ _____(object of communication)?

   _____

KNOWLEDGE QUESTIONS ON _____ (TOPIC)

NOTE: THESE QUESTIONS SHOULD BE BASED ON WHAT THE COMMUNICATOR FEELS IT IS IMPORTANT FOR THE AUDIENCE TO KNOW, TO MEASURE TO WHAT EXTENT THEY HAVE THIS INFORMATION.

1. What does the term "_____" ("prenatal care," "family planning," "crop rotation," etc.) mean to you?

   _____

2. Is there any type of program in this city (village) to assist people who want to know more about _____(topic)?

   _____

   2-a. IF "NO," Is there any type of program in another city or town nearby that people here could use if they wanted to?

   _____

3. Where is this program (clinic, cooperative, etc.)?

_____

4. When can one go to get this assistance?

_____

5. How much do they charge to use this service? _____

6. Are there any special requirements for using this service, or can anyone use it?

_____

6-a. IF "SPECIAL REQUIREMENTS," What are the special requirements?

_____

KNOWLEDGE QUESTIONS ON THE INNOVATION OR PRODUCT ITSELF

QUESTIONS REGARDING RUMORS OR BELIEFS

NOTE: SINCE THE COMMUNICATOR PROBABLY KNOWS OF CERTAIN RUMORS OR BELIEFS CONCERNING THE TOPIC, HE SHOULD ASK SPECIFICALLY IF THE RESPONDENT BELIEVES EACH, AND THEN ASK QUESTION 1.

1. What other things have you heard people say about _____ (topic)? (PROBE: What other rumors have you heard about _____ _____?)

_____

QUESTIONS REGARDING PRACTICE AND OBSTACLES TO PRACTICE

---

1. Are you practicing/have you practiced _____ (the advocated practice)?

   1. Never practiced _____
   2. Used to practice _____
   3. Am practicing _____

   1-a. IF "NEVER PRACTICED," Why not?

   _____

   1-b. IF "USED TO PRACTICE," Why did you decide to stop?

   _____

2. In your opinion, why is it that more people here in _____ (name of community) don't _____ (practice the behavior)?

   _____

3. What could be done to make it easier for people around here to _____ _____(practice the behavior)?

   _____

QUESTIONS ON DESIRE FOR MORE INFORMATION

---

1. Would you want to know more about _____ (topic), or do you feel you know enough already?

   _____

   1-a. IF "WANTS TO KNOW MORE," What, in particular, would you like to know more about? (PROBE: What questions do you still have about _____(topic)?)

   _____

TESTS OF CONCEPTS

NOTE: AT THIS POINT THE COMMUNICATOR EXPLAINS THAT HE IS CONSIDERING SEVERAL DIFFERENT IDEAS FOR HIS MOVIE OR PROGRAM. THESE MAY BE DIFFERENT STORY LINES, DIFFERENT CONCEPTS, OR DIFFERENT SLOGANS. SINCE THIS IS A COMPARATIVE TEST, THE COMMUNICATOR MAY WANT TO WRITE THESE OUT ON LARGE CARDS OR EVEN SKETCH OUT A FEW ILLUSTRATIONS IN STORYBOARD FORM, SO THAT THE RESPONDENTS CAN KEEP THE ALTERNATIVES IN MIND AS HE DISCUSSES THEM. IF, FOR EXAMPLE, THE SUBJECT OF THE FILM WAS PRENATAL CARE, ONE MIGHT WANT TO TEST THE FOLLOWING ELEMENTS.

Storyline

1. Version One.
   Many years ago, before there were any health centers, women had no one to turn to during pregnancy. They could only hope and pray that everything would go all right. Today things are changing, and any woman can get health care before her baby is born. Pregnant women should begin their prenatal visits at a certain date...It will give the baby a better chance in life.

2. Version Two
   Two friends find out that they are pregnant at about the same time. One decides to go for prenatal visits, but the other says it's too much trouble. At the time of delivery, the second develops some (avoidable) complication. Although things turn out all right, she vows that next time she will go for the prenatal visits, as her friend had.

Concepts

1. Version One
   Prenatal care is important for the health of the mother.

2. Version Two
   Prenatal care is important for the health of the baby.

3. Version Three
   Women can feel more confident about their pregnancies if they have prenatal visits.

Slogans

1. Version One
   For a healthier baby later, visit the prenatal clinic now.

2. Version Two
   Care for your baby from the start. Visit the prenatal clinic now.

H. Comments on Design Ten

This design can be used either as a structured interview or as a guide to less-structured conversation among members of the target audience. In the first case, the pretester (communicator) will want to put these items in the questionnaire format used in previous designs. However, communicators themselves may find it helpful simply to go into the field with these questions in mind and get informal feedback from a number of different people. While this technique is less systematic, it is also less costly and time consuming, and it may give the communicator a more direct feel for the audience reaction to this topic.

In presenting alternative versions of storylines, concepts, or slogans, the pretester will want to rotate the order in which he presents his ideas, so that order will not bias the responses he gets. See the comments on Design One, Chapter Three.

Chapter Eight

CONDUCTING THE PRETEST

It is one thing to be intellectually committed to the idea of pretesting; it is another actually to be in the field collecting data. The current chapter is designed to facilitate the latter by outlining the steps entailed in getting the pretest into the field. In summary, these include:

1. determining the sample to be used
2. selecting and training the interviewer(s)
3. pretesting, modifying (if necessary), and duplicating the questionnaire
4. obtaining the support of local authorities
5. conducting the interviews in the field.

In addition, a special section is included on the *resources necessary* for pretesting—time, money, and personnel.

I
Determining the Sample

One of the key considerations in any research project is *whom to study.* This question takes on tremendous importance, because the results of the research can be considered invalid or in some cases almost worthless if the selection of respondents is not done carefully.

Ideally one would like to obtain the reaction of a *representative sample of the target population* for the communication being tested. However, obtaining a representative ("random") sample of the population *in the strict statistical sense of the word* is generally an expensive and time-consuming process. To do this, it is necessary to number or list every member of the population

and then randomly select a certain number from the total; the difficulty lies in obtaining or preparing the original list from which to select. It is not hard to imagine the work that would be involved in pretesting a set of communications on a truly representative sample of a nation with 10 million people, or even 1 million people.

Rather, pretesters are usually satisfied with obtaining information from groups of people whom they consider "typical" of the target population, without attempting to achieve a random sample at the national level. While it is necessary to recognize certain limitations to this approach (discussed below), it is the only financially feasible option for most programs.

For most social development programs it will be necessary to conduct the pretest in one or more "typical" communities, rather than attempt to obtain data from all over the country. While the results from a single community cannot be said to "generalize" to the entire country (that is, not everyone all over the nation would necessarily answer the same way), they nonetheless represent feedback from members of the target population, which is the purpose of the pretest.

Thus, the first step is to determine who is *the intended audience for the communication(s).* This should be established in terms of age, sex, educational level, urban/rural place of residence, or other program-related variables. Once this is known, the pretester can select one or two (or more) communities in which a large portion of the population is expected to have the specified characteristics. Moreover, the pretester must establish certain criteria for including someone in the sample, depending on the intended target audience. For example, the pretest sample for communications on a prenatal program in rural areas might be restricted to women aged 16 to 39, who are married or living in consensual union. It is assumed in this case that the communities to be used would be in rural areas.

The number of communities to be included will depend on the resources available for pretesting and the heterogeneity (diversity) of the target population. While it is better to pretest in just one community than not to pretest at all, *it is preferable to select at least two different locations for the pretest, if possible.*

If the intended audience is made up of *distinct subgroups* (urban and rural, upper class and lower class, Spanish-speaking and Indian, etc.), then one should attempt to select the two locations so that they represent the two distinct populations. For example, half the respondents might be selected from a lower-class neighborhood of the capital city, and the other half from a "rural" area 30 kilometers away. Although the latter are not truly isolated, they are more characteristic of the rural population than are the city dwellers. Or for social class differences, one could interview in two different neighborhoods of the same city. *The objective is to obtain diversity* (when the target audience is diverse) while keeping the pretesting costs as low as possible.

If the intended audience is extremely heterogeneous (for example, all adults in a nation with three or four major ethnic groups) and the subpopulations are expected to differ greatly in their responses, then it is possible to increase the sample size and pretest in more than two locations. On the other hand, if the intended audience is *not* very diverse (example: women of reproductive age in the marginal areas of the capital city), then the pretester can select two distinct but convenient (possibly adjacent) neighborhoods for the pretest.

Once these sites are selected and the criteria for inclusion determined, the question still remains: Who to interview? There are four methods of selecting the respondents ("drawing the sample") that are appropriate for the designs listed here. They are described below, in order, from ***most to least difficult.***

Random sample at the local level

Although a nationwide random sample is beyond the financial resources of most programs, it is possible and desirable to use random sampling on a smaller scale.

For example, suppose a pretester wished to test a radio message designed for illiterate or less-educated women, ages 20 to 39, in rural areas of the country, who speak the primary language of the country. Being pressed for time and money, he may decide to sample in two communities where almost all the women would fit his description of the target population. (This choice of sites is purely *judgmental,* based on some type of prior knowledge or judgment.) However, once he has selected the sites, he may choose to select a *random sample* of respondents. To do this, he would have to list every household in each village, assign it a number, and then randomly select the desired number of households. (This random selection can be done by using a random number table. Or it would be possible to list every household on a separate piece of paper, put them into a large jar, mix them up thoroughly, and then draw out the desired number of households.)

While this method of sampling is presented as one option, it probably requires more work than is necessary, especially since the results are still only "generalizable" to the community level. Rather, the pretester may prefer to use a variation of systematic sampling or quota sampling.

Systematic sampling at the local level

A variation on the above method of random sampling is "systematic sampling." This refers to selecting one respondent from every "X" number of houses (where X does not change). To continue with the above example, suppose the pretester had selected the two sampling sites "typical" of the target population. Also, suppose he wanted to interview 50 women in each site, and he learns that there are 500 to 600 houses in each village. He assumes that most houses will have at least one woman that fits the age criterion. Thus, he

decided to interview every tenth house (500 ÷ 50 = 10). While this method is not as rigorous as a random sample would be, nonetheless:

1. it makes the selection process objective, thus eliminating the bias introduced by having the interviewer select whomever he wants (such people tend to be more articulate, better educated, more interested, and more cooperative than the "average" person);
2. it avoids the problem of interviewing people in adjacent houses, which can bias the findings if a neighbor (to be interviewed later) is present during the interview.

A variation on this is simply to interview at every fifth or tenth house, assuming there are enough houses to fill the sample size.

Quota sampling

A third approach to the sampling problem is to use quota sampling, whereby the pretester identifies certain variables expected to affect the results and then samples a given number of respondents from different categories on those variables. Commonly used variables include age, sex, religion, race, socioeconomic level, and program-related variables. Usually it is impractical to sample on more than two or three such variables, so the pretester must select the most important ones. For example, suppose age, sex, and race were considered most important. The pretester might then require that his sample contain:

Age	*Whites*		*Blacks*	
	Male	*Female*	*Male*	*Female*
20-29. . .	6	6	6	6
30-39. . .	6	6	6	6

While this method *assures* an even distribution of subjects on key variables, it has one major drawback that was avoided in the previous two methods. That is, the interviewer is still free to select the individuals he chooses within the set categories. As such, there will be a tendency to select the more cooperative, outgoing individuals, and to select them from a more limited geographical area (i.e., all from the same neighborhood). Thus, unless great importance is placed on this *assured distribution of respondents on key characteristics*, the first two methods are more likely to give a more accurate representation of the population being studied.

Accidental sampling

This type of sampling has also been called "convenience sampling," since the respondents are usually selected for their accessibility and thus their convenience for the researcher. Usually this type of sampling involves the use of

some already established group, such as a classroom of students or a clinic waiting room full of people. It could also include selecting people who happen to be at a given location and are willing to participate, such as is the case with "street-corner interviews." In short, accidental sampling refers to the process of selecting respondents who (1) are readily accessible to the researcher and (2) appear to fit the description of the target population.

If the pretester is interested in getting responses from a cross-section of the population, then he would do better to use one of the sampling methods described above. However, for several of the designs in this manual, accidental sampling is appropriate in that the pretest requires a group of people to be present. (One might randomly select individuals and invite them to a group session, but the response would probably be poor.) Specifically, accidental sampling is recommended for Designs Four (posters), Six (pamphlets), and Nine (movies).

While convenience sampling does have its limitations, it should be mentioned that even some of the large market research agencies use it because of the reduced costs and seemingly valid results that it yields.

In summary, to determine who should be included in the pretest, the pretester in most situations will:

(a) establish the target audience for the communication (with the help of the communicator)
(b) identify at least two communities or sites that are "typical" of the intended target audience
(c) decide on the size of the sample
(d) determine which sampling procedure will be most appropriate to the circumstances: random, systematic, quota, or accidental
(e) train and supervise the interviewer(s) to follow the sampling procedure.

How large should the sample be?

This is often one of the first questions a pretester asks. However, there is no set answer. Since strict random sampling is usually not employed for pretesting, the statistical formulas for calculating sample size are not applicable. Commercial advertising firms generally use samples of 50 to 200 people for a given communication, though this figure sometimes goes higher. Social development programs usually have smaller pretesting budgets, and thus the samples are likely to be smaller. Two general rules should be kept in mind:

1. The larger the sample size, the more confidence one has in the results.
2. It is better to have some feedback—even from a small sample—than no feedback at all.

There is no set method for determining sample size; however, it is recommended that.

1. if the intended audience is fairly homogeneous, a total of 25 to 50 respondents should be selected (if possible, from two different locations for greater generalizability).
2. if the intended audience is very heterogeneous (diverse), then 15 to 25 respondents from each major subgroup (or at least the two largest subgroups) should be interviewed, if possible.

It should be emphasized that these numbers are arbitrary. They are based on the experience of social development programs in Latin America, where it was found that this number could be completed and analyzed in a relatively short period of time. *However, even a sample of 10 or 15 carefully selected individuals from a single community is far better than no pretest at all.*

II
Selecting and Training the Interviewers

Selecting the interviewers

If the pretesting project is small, the pretester may do the interviewing himself. In other cases, he may hire one or more persons to carry out the pretests. In this case, one should look for individuals who:

(a) are similar (or slightly higher) in socioeconomic status to the people they will be interviewing
(b) are of the same sex and race as the people to be interviewed (this is preferable but not essential)
(c) are able to communicate easily with other people; interviewers should be friendly yet direct
(d) are flexible in terms of hours and assignments (fieldwork is often more interesting than office work, yet it is also more trying and requires adaptability to new and unexpected situations)
(e) are able to fill in the pretest questionnaires accurately. Thus, at the time of the job interview, it is recommended that the applicants go through a short written exercise to determine whether they are able to record accurately the words of another person.

Often it will be possible to carry out the pretesting using members of the office staff as interviewers. This is useful in keeping costs down, and in having a prior assessment of their abilities. Whether new interviewers are hired or office workers are used, the training procedure is similar.

Training the interviewers

While the training may vary from situation to situation, depending in part on the previous experience of the interviewers, one approach to training would include the following:

(a) explain to the interviewers the reason for and importance of pretesting communications
(b) describe and/or show them the communications to be pretested
(c) explain the study design to be used (i.e., the procedure they will use in conducting the pretest)
(d) instruct them in the sampling procedure to be used (this is extremely important, and the interviewers should know how to select the respondents correctly before going into the field)
(e) discuss with the interviewers the introduction they should make to obtain the respondent's cooperation.

The trainee should be made aware of the following interviewing techniques:

(a) The interviewer should ask every question on the questionnaire exactly as it is written, without changing any words.
(b) The interviewer should remain neutral throughout and never give his/her opinion.
(c) If the respondent does not understand a question, the interviewer should repeat it using different words. *but should in no way suggest an answer.*
(d) The interviewer should record all the respondent's answers without indicating if they are "right" or "wrong." Rather, the interviewer should stress that he is interested in knowing the respondent's attitude or opinion on each question, whatever it may be. Each response should be recorded using the actual words of the respondent.
(e) If the respondent answers "don't know" or "don't remember," the interviewer should *probe* before accepting this as the final answer. He/she should repeat the question and try to elicit a concrete response. Many times the respondent says "don't know" without giving the question much thought or to avoid saying what he really feels. The interviewer should accept "don't know" only when it is clear the respondent does not have a better answer.
(f) Many times a potential respondent will claim not to be very smart, and that it would be better to interview someone else. However, if this person fits the study criteria, he or she should be interviewed, *not* someone else. The interviewer should explain that his or her opinion is as important as anyone else's.

An interviewer should be aware of the importance of being appreciative of the respondent's time and effort. This is especially true when concluding the interview. The respondent should be made to feel that his contribution was useful and appreciated.

The importance of appearance and dress should be stressed. The type of dress that is appropriate for an interviewer depends on the people to be interviewed. The interviewers should be "well dressed" (suits for men, nice dresses

for women) *only if the respondents are also likely to be dressed in this fashion.* Otherwise, the interviewers should dress in simple, "neutral" clothes that will not be a source of distraction during the interview or call attention to the status difference between the interviewer and the respondent. In all cases, the interviewer should wear comfortable shoes.

During the training, all of the logistics should be covered, including:

(a) dates of the pretest
(b) hours
(c) transportation
(d) salary arrangements (if these have not been previously established).

This training can usually be accomplished in four to eight hours, although more time may be necessary if the interviewers are inexperienced. As the last step of the training, the interviewers should participate in a pretest of the questionnaire, as follows.

III
Pretesting the Questionnaire

Although this step can be omitted if the questionnaire has been used before and if the interviewers are experienced, it is recommended for first attempts at pretesting.

The term "pretesting the questionnaire" is confusing, in that "pretesting" has a slightly different meaning in this context. That is, it refers to the procedure of administering the questionnaire to a few people *before* beginning the actual pretest of communication, for two reasons:

1. If any of the questions are not readily understood, they can be modified before the actual pretesting.
2. It gives the interviewers experience with the questionnaire and an opportunity to make their errors *before* the actual pretest begins. Any mistakes can then be corrected without affecting the pretest itself.

In most cases it will be possible to train the interviewers during the morning, then take them out for this field exercise in the afternoon. The site for pretest of the questionnaire should *not* be the same as the site for the actual pretest of the communications. Rather, it should be as accessible as possible to the office while still being somewhat typical of the target population. Each interviewer should carry out two or three interviews; afterwards, the person in charge should review the questionnaires and indicate anything that has not been done correctly.

If this field exercise reveals certain items that are *not* readily understood by respondents, these should be reworded. Once a final version of the questionnaire is established, it should be typed up with all the appropriate indications for coding (see the next chapter) and duplicated. It is advisable to have a few copies more than the sample size actually calls for, just in case.

IV
Obtaining the Support of Local Authorities

Although the situation may differ from one location to the next, it is often helpful to inform the local authorities in the locations where one intends to pretest about the nature of this research: the purpose of the pretesting, the organization sponsoring it, the area in which the pretesting will be done, the number of interviews to be conducted, and the approximate time the entire procedure will take (usually not longer than two days). It is generally unnecessary to go into detail about the questionnaire and sampling. Rather, an overall description provides the local authorities with enough information to understand what will be happening.

While this may not be necessary in all situations, it can be helpful to have the support of the local authorities in case any problems or questions should arise.

V
Conducting the Pretest

Once the preparatory steps are taken, one is ready to begin the actual fieldwork. At this point the supervisor of the interviewers should make all logistic arrangements (transportation, materials, necessary permission, etc.), review the pretest questionnaires as they come in, and correct any mistakes that the interviewers may be making. If he *is* the interviewer, he should conduct the predetermined number of interviews.

VI
Resources Necessary for Pretesting: Time, Money, and Personnel

By now, most readers are asking: How long will all this take? And how much will it cost? Indeed, the fact that this manual goes into considerable detail on each point may make the procedure of pretesting seem quite complex. Actually, most readers will probably be surprised to learn that after the first or second round of pretesting, the procedure is fairly routine and can be completed in a relatively short amount of time at relatively low expense.

Time

Most organizations do not have a lot of free time on their hands. Thus, the pretests must be carried out in relatively little time, with results available shortly thereafter. Indeed, *the pretests presented here are designed to be completed in one to two weeks from the time the fieldwork begins to the time the*

final results are available. This estimate does not include the hiring and training of the interviewers, or the pretesting of the questionnaire, since these activities usually only have to be done for the first round of pretesting—which will generally require a few days more anyway until the pretester and interviewers are accustomed to their tasks. This estimate of 10 working days is based on the following assumption:

	Summary of time required for each step
1. An interviewer can conduct ten interviews during an eight-hour working day.	———
2. Even with some unanticipated problems, it will be possible in three days to complete: (a) a minimum of 25 interviews using one interviewer, or (b) a total of 50 interviews using two interviewers, or (c) a total of 75 interviews using three interviewers, etc.	3 days
3. It will take slightly less time to code and record this amount of information on the tabulation sheets (described in the next chapter). That is, it would be possible to complete the coding and recording in two and a half days, assuming: (a) one person completes ten interviews a day (b) two people complete a total of 20 interviews a day (c) three people complete a total of 30 interviews a day, etc. *Thus, in a single 5½-day week, one can expect to complete the interviewing, coding, and recording of information.*	2.5 days
4. Once the data are recorded on the tabulation sheets, it is necessary to convert these numbers to percentages. This should take one person one day at most, using a hand calculator.	1 day
5. Once these percentages are available, the pretester begins his analysis. After the first round or two of pretesting,	

	Summary of time required for each step
the pretester will be able to examine these tables, draw his conclusions, and organize these in a report in a two-day period.	2 days
6. One final day is allowed for the typing of a short report.	1 day
Total time from the beginning of the field work to the completion of the final report:	9.5 working days

In fairness to those who plan to undertake a pretest, it should be stressed that these estimates are based on what one can expect *once one is familiar with the procedure.* Most likely, the first attempt or two will require more time. However, these are realistic estimates for what one can expect, once the pretesting machinery is in motion. Also, it should be pointed out that *it is assumed more personnel will be available if the sample size is to be increased to 50 or above.* If this is not the case, one can calculate how many extra days will be required to obtain a larger sample size when only one interviewer/coder/recorder is available.

Nonetheless, the purpose of the above estimates, which will vary somewhat from location to location, is to demonstrate that pretesting does not have to be a long, drawn-out procedure. On the contrary, *pretesting is a relatively simple type of research that is useful if it can be done in a relatively short period of time: approximately ten working days.*

Money

It is impossible to estimate the costs of pretesting in different locations, since these depend on local salary scales, the costs of goods, available transportation, and so forth. Nonetheless, the following is a list of anticipated expenses in pretesting, which can be used to calculate what the local costs would be.

1. *Salaries*
   (a) pretester (usually a full-time employee of the organization who will receive no extra pay for pretesting)
   (b) interviewers (may already be paid employees; if not, they should be hired by the day, calculating that each will complete an average of ten interviews per day; also one day of training per interviewer)
   (c) coders/recorders (in most cases available office personnel can be used; if not, the interviewers may be kept on as coders and data-recorders, to be paid by the day, with the expectation that each will complete ten interviews a day)

(d) secretary (in most cases, already an employee of the organization who will not require additional pay to type up the questionnaires and final report).

2. *Supplies*
   (a) paper, staples, stencils, etc., for the questionnaires
   (b) pencils and clipboards for each interviewer.
3. *Cost of preparing the communications to be tested*
   These costs usually correspond to funds budgeted for the Communications Department. However, the pretester should consult with the Communication Staff (if they are not one and the same) to discuss how the communications are to be prepared and what will be feasible within the Communication budget.
4. *Other costs**
   (a) transportation for each interviewer to the pretesting site (each day)
   (b) per diem expenses if it is necessary to spend the night in the location, or noontime meal expenses during the fieldwork.

VII
Summary

Chapter Eight reviews a number of considerations in actually implementing a pretest. The major points covered include the following.

Determining the sample. The respondents should be "typical" of the intended audience, although they will not be "representative" in the straight statistical sense of the word. The respondents can be selected according to one of four sampling techniques: random (at the local level), systematic, quota, or accidental (convenience). The size of the sample will depend on available resources. However, it is recommended that 25 to 50 people be interviewed (if possible, from two different locations for greater generalizability) for the designs in this manual.

Selecting and training the interviewers. If one hires an interviewer for pretesting, preference should be given to individuals who are similar or slightly higher in socioeconomic status than the respondents, of the same sex and race as respondents, open, friendly, flexible, and capable of recording information accurately.

The interviewer(s) should receive a short training course of four to eight hours before beginning the interviewing. During this session the person in

*In some countries it may be difficult to receive reimbursement for transportation and/or per diem expenses, even if small. In this case the pretester should select locations that are (a) accessible by bus or other inexpensive public transportation, (b) near to his home base so per diem is not necessary, and (c) still as characteristic as possible of the intended target audience.

charge of pretesting should explain the task, instruct them as to how it must be carried out, review principles of good interviewing, discuss logistical details, and answer any questions the interviewers might have. As part of the training, the interviewer(s) should conduct practice interviews in the field.

Pretesting the questionnaire. The field practice not only allows the interviewer to become more familiar with the procedures and questions, but it also indicates whether the questions in the questionnaire are readily understood. If not, they should be modified before the actual pretest.

Obtaining the support of local authorities. While this tends to facilitate the fieldwork, each pretester can decide for himself the desirability of obtaining the support of the local authorities before starting the fieldwork. This decision will depend on local circumstances.

Resources necessary for pretesting. The pretests in this manual are almost all designed to be completed in one to two weeks from the time the fieldwork begins until the final report is ready. Even if a larger number of respondents are included, this time table can be achieved by using an additional interviewer and/or coder. The main point is that pretesting can be done on a low budget with limited time and personnel.

Chapter Nine

ANALYZING THE PRETEST FINDINGS

Having completed the actual field work for the pretest, many researchers will breathe a sigh of relief and indulge in a self-congratulatory pat on the back—both well-deserved. Yet the job at this stage is only half done, and its successful completion depends on carefully coding, analyzing, and presenting the final results. The current chapter is intended as an aid in this process. It should be stressed that *it is included as a guide or reference once the data are actually collected.*

Those who have read through all the designs in this manual will have noticed the similarities between the questionnaires for the different media. Indeed, the designs can be classified as follows:

	Designs in this Category
(1) A "basic questionnaire," which attempts to obtain direct answers regarding attraction, comprehension, acceptability, and self-involvement for a given set of communications	1, 3, 8
(2) The basic questionnaire *in combination with* other questions or measures	2, 4, 5, 6, 9
(3) Pretesting strategies that do not use this basic questionnaire	7, 10

Sections I through VI of this chapter refer specifically to the basic questionnaire and will be of particular interest to those using the designs based entirely (Designs One, Three, and Eight) or partially (Designs Two, Four, Five, and Nine) on it. However, much of the information is of a general nature that will refer to all designs herein (e.g., coding). In addition, at the end of this chapter, there is a section VII that indicates appropriate ways of analyzing the additional elements in Designs Two, Four, Five, Six, and Nine, as well as all of Designs Seven and Ten.

Readers with little previous research experience may find this chapter useful in clarifying doubts as to how to proceed. Others who are familiar with coding and hand-tabulation of results may wish to begin with section V, "Presentation of Findings (Percentages)" which includes "dummy" tables appropriate for pretest data. Finally, those who are using a design other than One, Three, or Eight are referred to the specific comments on these designs in section VII.

Analysis based on percentages

For those who have experience in social research, the way to go about analyzing the designs presented in this manual may be obvious. Indeed, *the analysis consists primarily of obtaining percentages for each separate question and comparing the percentages for a given variable when two or more messages are tested simultaneously*. These questions include:

When only one communication is tested:

1. Do people like it?
2. Do people understand it (including specific comprehension questions for the particular message)?
3. Is it acceptable (nonoffensive) by local standards?
4. Do people identify with the message?
5. What can be done to improve it?

When more than one version is tested:

1. Which is the most likely to attract attention?
2. Which is best understood?
3. Which is most acceptable by local standards (least likely to offend or annoy people)?
4. Which are people most likely to feel is directed to them?
5. What can be done to improve further the one version that is considered to be best?

Both of these sets of questions can be answered using simple percentage data. In section III below, the method for obtaining the necessary percentages is described in detail. When only one communication is being tested, the standard for what is an *acceptable* percentage is somewhat arbitrary. As a general rule, *the communicator should modify or discard a communication if it scores less than 50 percent on any of the major variables (attraction, comprehension, acceptability, and self-involvement).*

After doing several pretests in the field, the pretester may find that there is a strong *positive* bias in his results: that most people do not want to mention anything negative. In this case, the very fact that 40 percent or even 30 percent will give negative responses signals trouble for the message; as such, the pretester may feel that the *acceptable percentage* of positive response should be higher, such as 60 percent or even 70 percent. *Any* standard that is set will be arbitrary, though it is better to have a standard for all pretests (even if it is modified after several field experiences) than to use some subjective criterion.

When two or more communications are being tested, the percentages are obtained in the same manner and then compared. Though this method is explained in more detail below, the idea is that the percentages are listed for each version and each variable, as in Table 9-1.

Table 9-1. EXAMPLE OF COMPARISON OF THE FOUR VARIABLES IN THREE VERSIONS OF A COMMUNICATION

Variable	Version A	Version B	Version C
Attractive.....	90%	85%	80%
Understandable.....	85	75	40
Acceptable.....	90	80	70
Self-involving.....	70	65	65

In the above case, version A is the best alternative, since it scores highest on each variable. Sections V and VI below explain how to decide which is potentially the most effective if one version scores highest on one variable, whereas the second version is highest on another.

The cross-tabulation analysis

Those with limited research experience may want to content themselves with answering the questions given above. Indeed, these represent the backbone of the pretest. However, those who have done pretesting and/or other types of social research involving cross-tabulation before may wish to ask another question: Is this communication going to be more effective among one subgroup of the population than another? For example, a radio spot might be well understood in one region of the country, but poorly understood in another. Or a given poster might be entirely acceptable to the men in the audience, but in some way offend the women it is designed to reach. To take a third example, a poster on family life activities for teenagers might prove to have greater appeal among an older audience than among the teenagers for whom it was intended. In each instance, the communicator would

have reason for reconsidering the design and modifying it, since the communication was shown not to be effective for an important subgroup of the population.

This type of information can be obtained from cross-tabulations of the dependent variable (e.g., attraction, comprehension, acceptability) by the independent or explanatory variable (generally a sociodemographic variable such as region of residence, sex, age, ethnic group, education, marital status, and so forth). The following example illustrates the additional information which can be acquired from cross-tabulations over and above the information from percentages.

Suppose that the pretest yielded the results in Table 9-2, stated in percentages.

Table 9-2 suggests that the spot is attractive, understandable, and self-involving, yet there is some problem with acceptability. At this point, the pretester may want to know to whom it is unacceptable. He can test out a

Table 9-2. EXAMPLE OF PRETEST RESULTS

Respondent's Reaction	Yes	No
Liked the spot	90%	10%
Understood the spot	85	15
Felt message was "for himself"	85	15
Found the spot acceptable	50	50

Table 9-3. EXAMPLE OF THE BREAKDOWN OF A COMMUNICATION ACCEPTABILITY BY SOCIODEMOGRAPHIC VARIABLES

1. Acceptability (by sex)	Percent of males	Percent of females
Total	100	100
Acceptable	50	45
Not acceptable	50	55

2. Acceptability (by age)	Percent of younger	Percent of older
Total	100	100
Acceptable	45	55
Not acceptable	55	45

3. Acceptability (by ethnic group)	Percent of black	Percent of white
Total	100	100
Acceptable	25	60
Not acceptable	75	40

series of hunches, based on the sociodemographic variables mentioned above. For example, he might break down the data as was done in Table 9-3.

In analyzing the figures in Table 9-3, one should keep in mind that *overall*, 50 percent found the spot acceptable. Thus, in the case of sex and age (when there is relatively little variation from 50 percent for any of the subgroups), one can conclude that age and sex are not that important. On the other hand, there are substantial differences by ethnic group; acceptance drops to 25 percent among the blacks, whereas it is higher for the whites. Apparently the message contains some elements particularly unacceptable to the black respondents. At this point, a closer inspection of the open-ended questions will give some clue as to the troublesome aspect.

The method for obtaining these data is described below. While computer tabulation of the results is easier, it is also possible to obtain them by hand-tabulation.

The cross-tabulation analysis does require more effort at the analysis stage, and thus should be considered by those who can afford the extra hours and have had experience with analyzing cross-tabulated data. However, the type of data yielded unquestionably gives a better picture of how the communication will be received among various "subpopulations"—with no extra work at the data collection stage.

II
Coding the Data

In order to get percentages or cross-tabulations, it is first necessary to put the findings into some manageable form. *This is true not only for computer analysis but also for hand-tabulation of the data.*

The coding task will be much easier if the pretester *precodes* the questionnaire. This includes the following.

1. *Numbering all possible responses to closed-ended questions, including "don't know."* A closed-ended question is one in which there is a set number of possible responses, which the pretester knows ahead of time.

2. *Leaving a space (a short line) in the right hand margin beside every question in the questionnaire.* This space is for the "code" (the number that corresponds to a given answer) to be entered later on.

Example:

CODE

Was there anything about the spot that you particularly liked?

1. _____yes
2. _____no
9. _____don't know _____

Readers will notice that the spaces for codes have already been included in the questionnaires in this manual. When the questionnaire is precoded in this fashion, the coding of closed-ended questions is virtually complete when the interviewer circles or checks the appropriate number on the questionnaire. The only thing left to do is to write the code in the space for this purpose in the right-hand margin. These same codes will be used in tabulating the data.

The procedure for coding the open-ended questions*—those that do not have a set number of specific answers—is more time-consuming, though it is not difficult. The following are step-by-step instructions on how it is done.

Steps for coding open-ended questions

1. The coder (who may be the supervisor, or an interviewer) begins by writing each of the open-ended questions at the top of a separate page. This allows space to list all the different answers to that question.

2. However, instead of listing every answer that is given, the coder wants *to combine similar-type responses* to have a smaller number of categories in the final analysis. For example, one might get the following responses to the question: "What is it that you particularly liked about the radio spot?"

Typical responses

(a) The music
(b) The man's voice
(c) I liked everything
(d) The man who talked
(e) The music was lively
(f) It was all good
(g) I don't remember exactly
(h) The song at the beginning
(i) The narrator
(j) The way the man spoke

While these ten responses are worded differently, they can be combined into just three categories:

(1) the music (includes a, e, h)
(2) the narrator (includes b, d, i, j)
(3) nonspecific response (includes c, f, g).

3. The coder takes the first questionnaire and begins by recording each response to each of the open-ended questions on the appropriate sheet. Each will be code number "1" since each is the first to be listed under the question. At the same time, the coder enters the number in the space left on the questionnaire for the code.

*For examples of open-ended questions, see Design One items 1, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 9, 11, and 15.

4. The coder takes the second questionnaire and begins the same process. If the response to a given question is not already on the page (i.e., the same as code "1"), then the coder enters this response as code "2" on the list; also, he enters a "2" as the code on the questionnaire. If, on the other hand, the second questionnaire has the same responses as the first, the coder uses the code that is already there; and he enters the "1" in the space for the code on the questionnaire.

5. The coder repeats this procedure for every open-ended item on every questionnaire for the pretest. If the response (or something similar) is already on the list for a given question, then he enters the code beside the appropriate item on the questionnaire. If it is not already on the list, he adds it to the list and enters the new code number on the questionnaire. All answers should be categorized, including "don't know" and "no data" (if it is left blank). These sheets, completed, are a *codebook* for the pretest.

6. *Special note on coding comprehension items:* For those questions that test whether the respondent understood the message of the communication and [illegible], it "advocates," it is helpful to devise a special coding scheme that will aid in the analysis. That is, rather than list all the *different* answers given to the question, one instead classifies them as correct, partially correct, or incorrect based on predetermined criteria.

For example, suppose that the following radio spot was being tested:

RADIO SPOT -NARRATOR: "Everyone knows that it is necessary to take good care of a baby once he's born. But it's best to start having check-ups even *before* he's born. If you are pregnant now, visit the health center in your area and join the prenatal program."

The pretester defines the criteria for classifying responses and then instructs the coder as to these classifications. For example:

Understands message

(a) "Correct": Respondent mentions the importance of prenatal care and/or availability at local clinics.

(b) "Partially correct": Respondent mentions health center but does not specify prenatal care.

(c) "Incorrect": Respondent mentions something other than (a) or (b) or he does not know.

Understands what the message solicits

(a) "Correct": Respondent says that pregnant women should visit the health center.

(b) "Incorrect": Respondent says something other than (a).

In coding the responses the pretester checks each answer against his criteria. He then assigns it the code that corresponds to "correctness," not to the words the person actually said. For example, if the pretester obtained the following responses on the comprehension question, he would assign them codes as indicated below.

"In your own words, what did the message say?"

(codes: 1 = correct, 2 = partially correct, 3 = incorrect)

Sample Responses	*Code*
"Go to the Health Center"	2
"People should have prenatal checks"	1
"Pregnant women should go to the Health Center"	1
"Something about babies"	3
"Take small children to the Health Center"	3

In summary, even if there were 100 respondents who gave a wide range of responses, it would still be possible to classify them into these categories for comprehension.

At this point the coder should recheck all questionnaires to make sure that:

1. the closed-ended questions are checked, circled, or in some way marked
2. the open-ended questions have all been assigned codes (including the "don't know" and blank/"no data" answers).

Once this is complete, the process of hand tabulating the results can begin.

III
Hand-tabulating Results

The person in charge of tabulating (the tabulator) has at his disposal the original precoded questionnaires and the lists of codes for the open-ended questions (the codebook). Based on these, he wants to make up a tabulation sheet on which to record the responses from all questionnaires. This should be done on one large sheet, or a series of smaller sheets. Every item from the questionnaire with all possible codes should be listed, such that the tabulator will be able to find the correct item and check it off. See Table 9-4 for a sample tabulation sheet for Design One. The advantage of using a single large sheet is that one can review the data at a glance. The disadvantage is that it tends to be slightly more cumbersome. Separate sheets, by comparison, may be easier to handle and they may suggest tables to be included in the final report.

Table 9.4 TABULATION SHEET FOR DESIGN ONE

Item number	Questions and codes	Column for recording data	Number per category	Percent in each category
1.	What the spot said:			
	1. (R. understood the spot well).....			
	2. (R. understood partially).....			
	3. (R. didn't understand or DK).....			
2.	Did spot ask you to do something?			
	1. Yes.....			
	2. No.....			
	9. Don't know.....			
2-a.*	What was spot asking you to do?			
	1. (correct answer).....			
	2. (incorrect answer).....			
	3. Not applicable (R. answered 2 or 3 to the question above).....			
	9. Don't know.....			
3.	Did spot say anything untrue?			
	1. Yes.....			
	2. No.....			
	9. Don't know.....			
3-a.	What was not true?			
	1. _____...			
	2. _____...			
	3. _____...			
	4. _____...			
	5. _____...			
	6. _____...			
	7. _____...			
	8. _____...			
	9. _____...			
	Etc.			
	88. Not applicable (R. answered 2 or 3 to item above).....			
	99. Don't know.....			
4.	Spot might offend or annoy?			
	1. Yes.....			
	2. No.....			
	9. Don't know.....			
4-a.	What might offend or annoy?			
	1. _____...			
	2. _____...			
	3. _____...			
	4. _____...			
	5. _____...			
	6. _____...			
	7. _____...			
	8. _____...			
	Etc.			
	88. Not applicable.....			
	99. Don't know.....			

Table 9-4. TABULATION SHEET FOR DESIGN ONE—Continued

Item number	Questions and codes	Column for recording data	Number per category	Percent in each category
5.	Spot seems intended for:			
	1. Self.....			
	2. Other people.....			
	9. Don't know.....			
5-a.	Why is it for "other people?"			
	1. _____...			
	2. _____...			
	3. _____...			
	4. _____...			
	5. _____...			
	6. _____...			
	7. _____...			
	8. _____...			
	Etc.			
	88. Not applicable (answered 1 or 9 above)....			
	99. Don't know.....			
6.	Was there anything you particularly liked?			
	1. Yes.....			
	2. No.....			
	9. Don't know.....			
6-a.	What did you like?			
	1. _____...			
	2. _____...			
	3. _____...			
	4. _____...			
	5. _____...			
	6. _____...			
	7. _____...			
	8. _____...			
	9. _____...			
	Etc.			
	88. Not applicable.....			
	99. Don't know.....			
7.	Was there anything you didn't like?			
	1. Yes.....			
	2. No.....			
	9. Don't know.....			
7-a.	What didn't you like?			
	1. _____...			
	2. _____...			
	3. _____...			
	4. _____...			
	5. _____...			
	6. _____...			
	7. _____...			
	8. _____...			
	9. _____...			
	Etc.			
	88. Not applicable.....			
	99. Don't know.....			

Table 9-4. TABULATION SHEET FOR DESIGN ONE–Continued

Item number	Questions and codes	Column for recording data	Number per category	Percent in each category
8.	Rates this spot to be: 1. Excellent..... 2. Good..... 3. Fair..... 4. Poor..... 9. Don't know.....			
9.	What could be done to make this a better spot? 1. _____... 2. _____... 3. _____... 4. _____... 5. _____... 6. _____... 7. _____... 8. _____... 9. Don't know.....			
10.†	Respondent prefers spot entitled: 1. (title)..... 2. (title).....			
11.	Why did you like this one best? Reason if (title number one) 1. _____... 2. _____... 3. _____... 4. _____... Reason if (title number two) 5. _____... 6. _____... 7. _____... 8. _____...			
12.	Age Less than 20..... 20-29..... 30-39..... 40-49..... 50-59..... 60-69..... 70 plus..... (note: category will depend on interests of the program)			
13.	Respondent knows how to read 1. Yes..... 2. No.....			
14.	Years of schooling completed 1. 0..... 2. 1-3 (primary)..... 3. 4-6 (primary)..... 4. 1-2 (secondary)..... 5. 3-4 (secondary)..... 6. More than secondary.....			

Table 9-4. TABULATION SHEET FOR DESIGN ONE—Continued

Item number	Questions and codes	Column for recording data	Number per category	Percent in each category
15.	Current occupation (note: group similar occupations into one category)			
	1. _____...			
	2. _____...			
	3. _____...			
	4. _____...			
	5. _____...			
	6. _____...			
	7. _____...			
	8. _____...			
	9. _____...			
	10. _____...			
	11. Unemployed.....			
16.	Marital status			
	1. Single.....			
	2. Married.....			
	3. Consensual union.....			
	4. Divorced.....			
	5. Separated.....			
	6. Widowed.....			
17.	Do you have children?			
	1. Yes.....			
	2. No.....			
17-a.	Number of boys			
	1.....			
	2.....			
	3.....			
	4.....			
	Etc.			
	Number of girls			
	1.....			
	2.....			
	3.....			
	Etc.			
18.	Race			
	1. _____...			
	2. _____...			
	3. _____...			
19.	Sex			
	1. Male.....			
	2. Female.....			
20.	(Program-related questions)			

*On each of the follow-up questions (labelled as "a" such as "2-a"), the pretester may prefer to omit the percentage calculations for each category and instead simply list the numbers per category.

†It is important to write in the short titles rather than simply calling them spot 1 and 2. This avoids confusion which could easily result from the rotation of spots during the pretest.

The tabulator begins with the first questionnaire and records the responses by making a mark beside the appropriate code for each item listed on the tabulation sheet. Generally, there will only be one mark per question per respondent. This procedure is repeated for every questionnaire. At the end of this procedure, the total number of marks per item should be the same as the total number of respondents in the study. This indicates that the response for every respondent has been recorded, with no omissions or duplications.

Table 9-5. EXAMPLE OF HAND-TABULATION: RESPONSES TO THE QUESTION "WHAT IN PARTICULAR DID YOU LIKE ABOUT THE SPOT?"

Response	Initial recording	Number	Percent of Total
Total.....	50	50	100.0
1. Music.....	𝍸 𝍸 IIII	14	28.0
2. Narrator.....	𝍸 IIII	9	18.0
3. Children's voices....	𝍸	5	10.0
4. That it was informative.....	𝍸 III	8	16.0
5. The people seemed happy.....	IIII	4	8.0
6. Don't know, don't remember.....	𝍸 𝍸	10	20.0

Note: If the Total line is not equal to the sample size, there is an error in tabulation.

After all the responses are noted in rough form, they should be counted and entered into the tabulation form, both as numbers and as percentages of the total. An example of this is shown in Table 9-5.

The percentages in the far right column of Table 9-5 will serve as the basis for most of the analysis of the findings.

IV
Obtaining Cross-Tabulations by Hand

If the pretester has decided to use cross-tabulation analysis, either by computer or by hand, it will be necessary to obtain a number of tables. *If* the sample size is large (over 100) and/or *if* he wants to run a large number of

cross-tabulations, the procedure will be much easier by computer. However, the pretester may not have access to a computer or experience in this area, in which case the cross-tabulation can be obtained by hand.

Selecting variables to be included

Because this is a time-consuming effort, the pretester should be very cautious in selecting what variables are to be included in the cross-tabulations. The pretester may start by examining the percentage results obtained above. If the percentage of respondents who find the communication to be attractive, understandable, acceptable, and self-involving is very high (at least 75 percent) or the percentage is low (less than 40 percent), then the pretester has a fairly clear-cut idea whether the communication is acceptable overall or whether it needs modification. However, if the percentages for any of these variables are in the middle-range of approximately 40 to 70 percent, then the pretester may want to investigate further, using cross-tabulations. This, then, is the way to select appropriate dependent variables (those to be *explained*).

As for the independent variables (in this case, the sociodemographic variables used to *explain* variation in responses on the dependent variable), these should be selected according to two criteria:

(a) What variables are *suspected* (hypothesized) of making a difference? There is no sense in testing a variable that almost certainly has nothing to do with the outcome of the pretest.

(b) If the variable *does* prove to influence how a communication is received, can this information be incorporated into the communications program?

In the three examples given with the explanation of cross-tabulation analysis earlier in this chapter, the results gave the communicator a clear-cut idea of the nature of the problem, so that he could modify the messages accordingly. By contrast, consider the testing of *comprehension of messages by educational achievement.* In almost all instances, one *expects* people with more education to be better able to comprehend the messages. If the communication is so complicated that half the target audience does not understand it, then it should be modified. Yet the fact that the better educated score higher on comprehension is *not* necessarily a reason to send the communicator back to the drawing board, if indeed the pretest was carried out among members of the target population. In summary, a variable should be tested *only if* the expected results would be useful in modifying the communication.

Recording the data for cross-tabulation

Once the pretester has decided on one or more cross-tabulations that he wants, he should check to see if the same independent variable (e.g., sex, age, race, etc.) is used in more than one tabulation. If so, he may want to record all information to be used in connection with a given independent variable at one time. From here, one proceeds as follows:

Finds Message Attractive	Sex of Respondent: Male	Sex of Respondent: Female
Yes		
No		

Figure 9-1. EXAMPLE OF DUMMY TABLES FOR ATTRACTIVENESS AND ACCEPTABILITY

Finds Message Acceptable	Sex of Respondent: Male	Sex of Respondent: Female
Yes		
No		

Figure 9-1. EXAMPLE OF DUMMY TABLES FOR ATTRACTIVENESS AND ACCEPTABILITY–Continued

1. *Begin with the independent variable for the first tabulation* (e.g., sex). Separate the questionnaires into two piles that correspond to the two categories, male and female.

2. *Check to see which dependent variables are to be cross-tabulated with sex.* Suppose, for example, both attractiveness and acceptability of the message are to be included. The pretester makes out "dummy tables" (tables that show the categories to be included but do not yet contain any numbers) for each. These should be large—one per page (see Figure 9-1).

3. The pretester begins with the first questionnaire from the "males" pile, and records the information from it in the appropriate box. While this can be done simply by making a mark, as suggested above for the percentages, it is recommended that he actually writes the *case number* of the respondent in small letters. This way, if there are nay discrepancies at the end, he is able to check back without redoing the entire set of questionnaires.

4. Once he has completed the males, he proceeds with the females, recording the information in the same way. At the end, he will a have rough cross-tabulation, which looks like Figure 9-2.

	Males	Females
Yes	001, 002, 008, 009, 010, 011, 012, 021, 022, 025, 029, 031, 032, 033, 034, 043, 044, 045, 046, 049, 066, 067, 068, 079, 080, 086, 087	003, 014, 015, 016, 017, 018, 024 035, 036, 047, 048, 053, 054, 055, 056, 057, 058, 069, 070, 071, 072, 073, 083, 084, 092, 094, 096, 098
No	006, 007, 013, 027, 028, 030, 040, 041, 042, 050, 051, 052, 063, 064, 065, 067, 073, 090, 091, 093, 095, 096, 099, 100	004, 005, 019, 020 025, 026, 037, 038 039, 059, 060, 061, 062, 074, 075, 076, 081, 082, 083 088, 089

Figure 9-2. EXAMPLE OF HAND-TABULATION USING THE CASE NUMBERS OF RESPONDENTS

5. At this point the pretester counts up the number of cases in each cell (box) and enters this information in a clean table (Figure 9-3).

6. To answer the question, "Does this communication appeal to one sex more than the other?" one proceeds as follows:

(a) Count up the total number of people in each category (of the independent variable). In the example, there are fifty-one men and forty-nine women. Enter this information below the bottom line of the table, under the appropriate column heading. These numbers are the *column totals.*

		Males	Females
Respondent Finds Message to be Attractive	Yes	27	28
	No	24	21

Figure 9-3. EXAMPLE OF A CLEAN TABLE AFTER HAND-TABULATION

		Males	Females
Attractive	Yes	27 (52.9%)	28 (57.1%)
	No	24 (47.1%)	21 (49.9%)
		51 (100%)	49 (100%)

Note: The percentages will add up to 100% by column but not by row.

Figure 9-4. EXAMPLE OF A CLEAN TABLE AFTER HAND-TABULATION, WITH PERCENTAGES

(b) To calculate the *column percentages*, divide each of the numbers in a given column by the column total. Then enter these percentages in the appropriate boxes below the numbers already there (see Figure 9-4).

7. How does one interpret the above table? The above data show that 57.1 percent of the women find the communication attractive, compared to 52.9 percent of the men. While there is a difference, it is not very large. From this, one would conclude that this communication is not particularly more attractive to one sex than to the other.

8. Researchers with experience using the chi-square test of significance are urged to apply it. This will determine whether the differences encountered are statistically significant.

9. *Comments and warning on using cross-tabulations in analyzing pretest results:*

(a) As in the above example, it is *not* necessary to have the same number of people in each category of the independent variable (e.g., males: 51, females: 49).

(b) However, there should be at least 10 respondents in each cell if the results are to be valid. (If a cross-tabulation does not yield at least 10 cases per cell, then the results should be analyzed extremely cautiously.)

(c) If chi-square is used, the researcher should be reminded that it is easier to obtain significant differences as the size of the sample increases. With a sample of 200, one might get a statistically significant difference between men and women when the percentages suggest there is really not much difference in practical terms. Thus, with large samples, the researcher may want to interpret both the chi-squares and the percentage differences before drawing conclusions.

V
Presentation of Findings (Percentages)

Once the pretester has recorded all data on the tabulation sheets and calculated the percentages (frequencies) for each item, he should group his findings under subheadings that will be helpful to those using the results. For the designs herein, those subheadings will include:

1. Findings regarding the messages
   a. Attraction, interest
   b. Comprehension
   c. Acceptability
   d. Self-involvement
   e. Persuasion
2. Findings among subgroups (if cross-tabs are used)

3. Profile of the study population
   a. Age
   b. Education
   c. Etc.

The classification in Table 9-6 indicates the appropriate categories for the questions used in the designs.

In presenting the pretesting results, the most important consideration is to make the findings as clear as possible for those who will read the report.

Table 9-6. A CLASSIFICATION OF THE QUESTIONS FROM EACH DESIGN AND THE "COMPONENT OF EFFECTIVENESS" WHICH EACH IS INTENDED TO MEASURE

"Components of effectiveness"	Design 1	2	3	4	5	6	7	8	9	10[a]
Attraction										
General responses...	6, 6-a 8	6, 6-a 8	6 8		1, 1-a 2, 3 4-a to 4-c, 10 10-a	6, 6-a	All items	6, 6-a	1 2	
Based on comparative question....	10 11		10 11	6, 6-a				9 10		
Comprehension										
General idea of message..	1	1	1-a 1-b	2 3 4	4 5			1	3 4, 4-a	
What it asks audience to do.....	2, 2-a	2, 2-a	2 or 2-a		6	2		2, 2a		
Acceptability...	3, 3-a 4, 4-a 7, 7-a	3, 3-a 4, 4-a 7, 7-a	3, 3-a 4, 4-a 7, 7-a	5	7 8 11	3, 3-a 4, 4-a 7, 7-a		3, 3-a 4, 4-a 7, 7-a	6 7	
Self-Involvement.....	5, 5-a	5, 5-a	5, 5-a		9, 9-a	5, 5-a		5, 5-a	5, 5-a	
Other (including recommendations.	9	9	9	1	12	1 8		8	8	

(a)Design ten will vary depending on questions used by the pretester.

For this reason, all the questions (variables) related to a given component should be presented together in the final tables and report. For example, as Table 9-6 indicates, in Design One, the questions that measure "comprehension" of the message in general correspond to question 1, whereas under-

standing what the message wants one to do is measured by 2 and 2-a. The questions used to measure attraction are 6, 6-a, 8, and 10. These should be listed together under the subtitle "attraction," as shown in Table 9-7. When only one version is being tested, the pretester can list the number of responses and the percentages for each answer (code) to each question. In effect, *one is simply rearranging the questions listed in Table 9-4, adding subtitles for clarity, and eliminating the column for recording data (with the marks) from the original questionnaires.*

If more than one version is tested then it is useful to present the data by "component of effectiveness" *in a comparative form.* However, since there is more information for the reader to absorb, it may be desirable to modify the format in two ways.

Table 9-7. EXAMPLE OF TABLE TO PRESENT RESULTS FOR DESIGN ONE WHEN ONLY ONE VERSION IS TESTED

Components of effectiveness	Questions used to measure components	No. of responses for each code	Percent of total response
Attraction	Was there anything about the spot that you particularly liked?		
	1. Yes.....	20	67
	2. No.....	9	30
	9. DK.....	1	3
	IF YES, What? (Example:)		
	1. Narrator.....	10	(a) —
	2. Music.....	5	—
	3. Baby's laugh.....	3	—
	4. "Everything," vague response..	2	—
	8. NOT APPLICABLE (ANSWERED "NO" OR "DK" ABOVE).....	10	—
	9. DK.....	0	—
	In comparison to other spots on the radio these days, would you rate this spot to be:		
	1. Excellent.....	15	50
	2. Good.....	10	33
	3. Fair.....	3	10
	4. Poor.....	2	7
	9. DK.....	0	0
Comprehension	Etc.		

(a) For open-ended questions, it is acceptable simply to list the number of responses for each answer (from largest to smallest) rather than to calculate percentages.

1. For "closed-ended questions" (such as "yes-don't know-no"), one presents the findings for just *one* of the categories rather than listing *all* the possible codes. This can be considered a *summary table.* For example, if 10 of 30

people (or 33 percent) can repeat the message of the spot announcement in their own words, this finding is presented in the table as follows:

Percent that understood the message . . . 33

From this it is understood that 67 percent *were not* able to repeat the message, which is the test for comprehension. This method of summarizing the data makes it simpler to compare the percentages for different versions of a message on a given dimension.

If more than three messages are being tested, then this summary table can be prepared as described in the next section.

2. As for "open-ended" questions (those which do not have a pre-determined number of responses and allow the respondent to answer whatever he believes), one presents the findings in a *separate* table following the summary table for the closed-ended questions. This second table can include much more detail and helps to explain the percentages in the summary table (for example, if 15 percent say the spot would offend people in their community, then the second table lists *all* the different reasons why).

Examples of the layout for the summary table and the explanatory material are presented in Tables 9-8 and 9-9.

Presenting the findings for more than three messages. In some cases the pretester will have a single idea and will be testing out two or three versions of the same idea. In this case, the form of presenting the results shown in Table 9-9 is appropriate.

In other cases the pretester will have a *larger* number of spots on a general topic and will want to know which are the best ones to use. Thus, he would like to compare *all* his spots on the different components of effectiveness. While he can and should examine the percentages obtained for each spot on each variable, it is also helpful to create a *summary score.* This score allows one to rank the spots according to their potential effectiveness and thus to discard those that are less likely to have an impact on the target audience.

The summary score is based on comprehension, attraction, acceptability, and self-involvement. Once one has obtained percentages for each question, as shown in Table 9-8, one then makes a new table based on some of these same percentages (see Table 9-10). This new table should include percentages for the *key questions* in the pretest.

The pretest begins with the first spot and records the percentages calculated for Table 9-8 in the corresponding spaces in Table 9-10. The percentages for the first spot will appear in the first column. To calculate the *summary score* for spot 1, the pretester finds the *mean* (average) of all the percentages for spot 1. Thus, the summary score represents a combination of the responses on *all* the components of effectiveness for a given spot. This procedure is then repeated for each spot and a summary score obtained for all the spots tested.

These summary scores suggest how effective each of the spots would be in an actual campaign. That is, the spot with the highest score would be expected

to have the greatest impact, whereas the spot with the lowest score would be least likely to have an impact.

The pretester should realize that this is a very "crude" (approximate) measure, given the small nonrepresentative samples on which it is based. Nonetheless, it can be a very helpful measure for a pretester who must summarize the findings from many questionnaires, each of which has a number of questions regarding several spots.

Table 9-8. EXAMPLE OF SUMMARY TABLE OF RESULTS FOR DESIGN ONE WHEN MORE THAN ONE VERSION IS TESTED

(Percent of Respondents)

Components of effectiveness	Version		Best version on each variable
	Title #1	Title #2	
A. Attraction (Interest)			
1. Liked something in particular.....	90	80	1
2. Rated the spot "excellent".....	75	85	2
3. Like this spot better than the other.....	40	60	2
B. Comprehension			
1. Correctly understood message.....	90	85	1
2. Correctly understood what the message advocates.....	80	90	2
C. Acceptability			
1. Do not find anything untrue.....	80	80	1,2
2. Do not find anything they dislike about the message.....	90	90	1,2
3. Do not find anything bothersome or offensive.....	90	95	2
D. Self-involvement			
1. Feel the message is directed to them...	75	85	2

Table 9-9. EXAMPLE OF SUPPORTING INFORMATION FOR THE SUMMARY TABLE IN TABLE 9-4 (FOR DESIGN ONE)

Components of effectiveness	Title #1	Title #2
A. Attraction		
1. What in particular did you like about this spot?.....	1. Reason (no. of mentions)	1. Reason (no. of mentions)
	2. Reason (no. of mentions)	2. Reason (no. of mentions)
	3. Reason (no. of mentions)	3. Reason (no. of mentions)
2. Reasons for liking this spot best.....	1. Reason (no. of mentions)	1. Reason (no. of mentions)
	2. Reason (no. of mentions)	2. Reason (no. of mentions)
	3. Reason (no. of mentions)	3. Reason (no. of mentions)
B. Acceptability		
1. What was untrue?.....	1. Reason (no. of mentions)	1. Reason (no. of mentions)
	2. Reason (no. of mentions)	2. Reason (no. of mentions)
	3. Reason (no. of mentions)	3. Reason (no. of mentions)
2. What might be bothersome or offensive?...	1. Reason (no. of mentions)	1. Reason (no. of mentions)
	2. Reason (no. of mentions)	2. Reason (no. of mentions)
	3. Reason (no. of mentions)	3. Reason (no. of mentions)
3. What did respondents dislike?.....	1. Reason (no. of mentions)	1. Reason (no. of mentions)
	2. Reason (no. of mentions)	2. Reason (no. of mentions)
	3. Reason (no. of mentions)	3. Reason (no. of mentions)
C. Self-Involvement		
1. Why is the message for others?.....	1. Reason (no. of mentions)	1. Reason (no. of mentions)
	2. Reason (no. of mentions)	2. Reason (no. of mentions)
	3. Reason (no. of mentions)	3. Reason (no. of mentions)

Note: For each question the answer most often given should be presented first, followed by the second most common answer, and so forth.

Table 9-10. EXAMPLE OF THE SUMMARY SCORE WHICH RANKS THREE OR MORE MESSAGES AS TO POTENTIAL EFFECTS

(Percent of Respondents)

Indicators of potential impact	Spot number							
	1	2	3	4	5	6	7	8
Understand the message.....								
Understand what it is asking them to do.....								
Accept the message.....								
Believe the spot is intended for them.....								
Like this spot best[a].....								
Summary score (the average of all percentages for a given spot).....								

[a] As compared to one or two other spots presented during the pretest; see text for explanation.

As one gains more familiarity with pretesting techniques, it is possible to omit Table 9-8 altogether and instead present three basic tables in the final report:

1. the table with percentages for the key questions and the summary score for each spot (see Table 9-10);
2. the table with detailed responses to the *open-ended* questions, which help to *explain* the percentages (see Table 9-5);
3. the table "Profile of the Respondents" (see Table 9-11).

VII
Additional Analysis: Designs Two, Four, Five, Six, Seven, Nine, Ten

As mentioned at the beginning of this chapter, only Designs One, Three, and Eight represent the "basic questionnaire" and as such can be analyzed entirely according to the procedures outlined in section I through VI, above.

As for Designs Two, Four, Five, Six, and Nine, the above procedures apply *in part,* since these designs all include part of the basic questionnaire. Also, the analysis of Designs Seven and Ten is described since these designs differ substantially from the basic questionnaire.

A. Design Two (for radio spots)

Design Two differs from the others presented in this manual in that different spots are "compared" by comparing the responses of those who heard one versus those who heard the other. In most of the designs in the manual, a given respondent is exposed to and answers questions on both versions. *The single most important piece of information from Design Two is the number and percentage of all people contacted in each community who claim to have heard the radio spot on the key topic (and can repeat the general idea of it) within the past week or two* (question D on the questionnaire). This serves as a comparative measure to indicate which of the two messages drew more attention among the target audience. To obtain this percentage, one counts the number of respondents that answer "yes" to question D and divides this number by the total number of persons contacted in community one. The same procedure is repeated for the questionnaires from community two. These two percentages are then compared to determine which spot is more effective in reaching the audience. (*Note:* The sample size for each community in Design Two refers to the number who claim to have heard the spot on the key topic. It will almost always be necessary to interview more people than indicated by the sample size in order to get a specific number who have heard the spot. This larger number is the "number of people contacted.")

It is also of interest to report the number and percentage *of all people contacted* who listen to the radio station used in the test (see questions B and C). All the information for Design Two should be reported separately for community one versus community two, since the purpose of this pretest is to compare the two.

The rest of the analysis corresponds closely to the guidelines described in sections I to VI of this chapter. The only difference is that the data from community one corresponds to spot one and data from community two to spot two (in contrast to most of the designs where respondents from both communities are exposed to two or more messages). To complete this analysis, the pretester records all the data collected from community one, using the format shown in Table 9-4. He then repeats the process for all the data from community two. With information on both spots (from the two communities), he then prepares a table that shows the main findings in comparative form, such as illustrated in Table 9-8. (*Note:* These percentages are based on the total number who claim to have heard the spot, *not* on the total number of people contacted.) Finally, he completes Table 9-9, which helps to explain the percentages in Table 9-8. If there is some doubt as to which version of the spot is more effective, he may wish to calculate a summary score for both, as shown in Table 9-10. And finally, he will want to prepare the "profile of respondents" (Table 9-11).

B. Design Four (for posters)

Design Four yields *less* information than the other poster pretest (Design

Table 9-11. EXAMPLE OF THE TABLE FOR THE "PROFILE OF THE RESPONDENTS"

I. Sociodemographic information
(percentages are based on a total of _____respondents)

A. Age:

Less than 20:	____ %
20-29 years:	____ %
30-39 years:	____ %
40-49 years:	____ %
50-59 years:	____ %
60 and over:	____ %

B. Literacy

Can read:	____ %
Cannot read:	____ %

C. Last grade of school completed:

0:	____ %
1-3 primary:	____ %
4-6 primary:	____ %
1-3 secondary:	____ %
4-6 secondary:	____ %
Further education after secondary school:	____ %

D. Current occupation
(categorize responses):

_____:	____ %
_____:	____ %
_____:	____ %
_____:	____ %
_____:	____ %
etc.	

E. Marital status:

Single:	____ %
Married:	____ %
Consensual union:	____ %
Divorced:	____ %
Separated:	____ %
Widowed:	____ %

F. Number of children:

0:	____ %
1-2:	____ %
3-4:	____ %
5-6:	____ %
7-8:	____ %
9 or more:	____ %

G. Race:

Category number 1:	____ %
Category number 2:	____ %
Other:	____ %

H. Sex:

Male:	____ %
Female:	____ %

Table 9-11. EXAMPLE OF THE TABLE FOR THE "PROFILE OF THE RESPONDENTS"–Continued

II. Program-related information (using a family planning example)

A. Has ever attended a family planning clinic?

Yes:	____ %
No:	____ %

B. Has ever heard a radio spot on family planning?

Yes:	____ %
No:	____ %

C. Is currently using a reliable contraceptive method?

Yes:	____ %
No:	____ %

Three), but some people will consider it preferable because of the naturalistic conditions for the pretest. Rather than having a complete set of information on both (or all) posters, one gets a measure of which poster left the strongest impression when presented under realistic circumstances.

Those using Design Four will want to record the answers to each question in a format similar to that shown in Table 9-7. The report of the findings should include:

(a) an indication of what percentage of the target audience can be expected to notice even the best poster, once it is in use (based on the percentages for question 1)
(b) general comprehension of the message or topic (based on question 2)
(c) a description of which poster or elements of posters left the greatest impression on the target audience (to determine this, the responses to questions 3 and 4 should be classified as referring to a specific poster; the poster that receives the most mentions can be said to have left the greatest impression)
(d) a warning regarding any negative elements about a specific poster (based on question 5)
(e) a second measure of the potentially most effective poster (the poster that is most often mentioned, in response to question 6)
(f) the profile of respondents (see Table 9-11).

Note: The key to analyzing successfully the findings for this design is in correctly linking the respondents' answers to questions 3 to 6 with the *appropriate version of the poster.)*

C. Design Five (for pamphlets)

The analysis of Design Five consists of five sections:

(1) preferences in terms of cover design, color of paper, and title
(2) comprehension of the illustrations (and preferences for illustrations if alternatives are presented)
(3) comprehension of selected phrases of the text
(4) attraction, comprehension, acceptability, and self-involvement, which correspond to the basic questionnaire
(5) profile of respondents.

Thus, the analysis and final report can be divided into these five sections. Information corresponding to each can be presented in the following form.

1. *Preferences for visual elements.* The pretester lists the number of people (and the percentage of all respondents) who select each of the possible alternatives; first for cover design, then for color, then for title. These should be listed in the order of most-often to least-often selected. Example:

Design	*Number of Respondents*	*Percent of Total*
B	15	50
C	10	33
A	5	17
Total	30	100

Reasons given for preferring cover B:

1. _____
2. _____
3. _____

2. *Comprehension of the illustrations (and preferences for alternatives).* For this section of the report, the pretester should prepare a single table that lists all the illustrations shown to the respondents. If only one design is shown for each idea or concept (question 4), then the table would be like Table 9-12. If more than one version of a drawing is shown to the respondent (see questions 4-a, 4-b, etc.), then the information would be presented in a table similar to this (see Table 9-13). The purpose of these tables is to identify any illustrations that are not easy to understand, and (if alternatives are presented for each idea or concept) to determine which of the alternatives is liked best. Basic conclusions drawn from these tables should be reported in the text of the report.

3. *Comprehension of selected phrases in the text.* This information can be reported in a table similar to Table 9-12. The pretester should draw attention

Table 9-12. EXAMPLE OF TABLE FOR REPORTING COMPREHENSION OF ILLUSTRATIONS, DESIGN FIVE

Example: possible illustrations for a prenatal care folder	Number correct responses	Number incorrect responses	Percent correct comprehension	Listing of incorrect answers
1. Pregnant woman at home...	30	0	100	. . .
2. Pregnant woman taking vitamin.....	20	10	67	Woman eating dinner (5 mentions) Woman drinking water (3 mentions) Don't know (2 mentions)
3. Pregnant woman receiving injection.....	25	5	83	Woman with friend (3 mentions) Don't know (2 mentions)

Table 9-13. EXAMPLE OF TABLE FOR REPORTING COMPREHENSION OF AND PREFERENCE FOR ILLUSTRATIONS, DESIGN FIVE

Illustration	Comprehension[a]			Preferences		
	Number correct responses	Number incorrect responses	Percent of correct responses	Number prefer A	Number prefer B	Overall preferred version
1. Pregnant woman at home.....	30	0	100	20	10	A
2. Pregnant woman taking medicine.....	20	10	67	15	15	A, B
3. Pregnant woman receiving injection	25	5	83	5	25	B

[a] Comprehension is based on identifying the idea from either of the illustrations.

Note: For this second table it is best to omit the listing of incorrect answers, and rather to include these in a separate listing or in the text of the report.

in his report to those phrases for which "percentage correct comprehension" is lower than others (see Table 9-14).

4. *Attraction, comprehension, acceptability, and self-involvement.* The final questions in Design Five correspond to the "basic questionnaire." The data should be handled as described in sections I to VI, above, according to the format for *a single version of a communication.* Data can be initially tabulated in the form shown in Table 9-4 and then presented in the final report according to the format illustrated in Table 9-7. The pretester should provide a verbal description of the main findings and conclusions as well.

5. *Profile of the respondents* (see Table 9-11).

Table 9-14. EXAMPLE OF TABLE FOR REPORTING COMPREHENSION OF SELECTED PHRASES, DESIGN FIVE

Phrase	Number correct responses	Number incorrect responses	Percent of correct responses	Listing of incorrect responses
1._____...				
2._____...				
3._____...				
Etc.....				

D. Design Six (for pamphlets)

The analysis for Design Six can also be divided into sections:

(1) preference for cover design
(2) comprehension and acceptability of the contents
(3) additional feedback on attraction, comprehension, acceptability, and self-improvement
(4) profile of the respondents.

1. *Preference for cover design.* The format for determining preferences for cover design is described in detail in Chapter Five, under Design Six, (6) Description. The pretester should present the data just as is done in Chapter Five (with column headings of "test cover," "number of pamphlets before pretest," "number of pamphlets after pretest," and "total of each cover selected"). The text of the report should mention which cover design was most often selected and thus most effective.

2. *Comprehension and acceptability of contents.* This section corresponds to the "red pencil exercise." The pretester should analyze these results by:

(a) listing every phrase or sentence underlined in any of the questionnaires
(b) noting how many times each is underlined
(c) (for *presentation in the final report*) re-ordering all the phrases or sen-

tences that were underlined in order of most-often to least-often underlined, and specifying the number of times each was underlined. The text of the report should mention briefly that these are the sentences or phrases that should be reviewed for possible rewording or modification.

3. *Additional feedback on attraction, comprehension, acceptability, and self-involvement.* The section can be handled in the manner described for Design Five, above.

4. *Profile of the respondents* (see Table 9-11).

E. Design Seven (television spot announcements)

This design is perhaps the easiest of all the designs in this manual to analyze. The pretester simply calculates the mean (average) rating for each of the titles being tested, and compares these ratings to determine which are most popular. For example, suppose there were only four titles and five respondents (this small sample is used to simplify the arithmetic on this example). One could identify the potentially most interesting title(s) using Table 9-15. A profile of the respondents (Table 9-11) should also be included.

Table 9-15. EXAMPLE OF THE FORMAT FOR ANALYZING DESIGN SEVEN

Title	Ratings given by the five respondents	Average rating	Order of preference
1.....	100,90,80,70,60	80	2
2.....	95,85,75,65,55	75	3
3.....	100,100,90,80,100	94	1
4.....	50,40,30,20,10	30	4

F. Design Nine (movies)

Unless the pretester has special training in the techniques of analyzing tapes for group pretesting sessions, it is recommended that he carry out a *qualitative* rather than a *quantitative* analysis. That is, even if he knows how many people were present at the session, he should *not* try to express his findings in numbers (such as 10 or 20 or 50 percent).

Instead the pretester should listen to his tapes of the session *several times.* He also should transcribe the information from the tapes to written form, starting a new page for each new question he puts to the group. These transcriptions will contain much repetition and some irrelevant detail. Thus, for the final report, the pretester will want to summarize the general consensus of the group on each item, as well as mention any specific comments or ideas that may be important. In addition to the section *based solely* on responses from the respondents, the pretester may also want to include a section of his own observations and recommendations based on the pretesting experience.

G. Design Ten (movies)

The analysis of Design Ten will differ greatly, according to the questions used and the level of experience that the researcher has with data analysis. In any event, the analysis will consist of two parts--diagnostic data and preferences for specific ideas--as follows.

1. *Diagnostic data.* At the very least, one will want to report each question included and the frequencies obtained (number of people who gave each answer and the percentage of the total that this represents). The pretester may wish to present this in the format illustrated in Table 9-7. In this case, items on a related topic should be grouped together for greater clarity. Also, the text should discuss the main findings or trends revealed by the tables.

If possible, the researcher will also want to do cross-tabulations to obtain a better understanding of the trends shown by the frequency data above. For example, if he knows that 50 percent are favorable toward a certain innovation, then he may want to find out what sub-groups are more favorable: men or women, urban or rural people, young or older people, Roman Catholics or people of other religions.

Other, more sophisticated techniques could also be used to analyze these findings, such as multiple regression, analysis of variance, factor analysis, and so forth. However, these techniques presuppose some training in statistics and thus will not be discussed further.

2. *Preference for specific ideas.* Design Ten is structured to allow the pretester to test his ideas with members of the target audience in the early stages of production. The method of analysis is simple; whether it is a story-line, a concept, a slogan, or all three that one is pretesting, the results can be reported in the following format:

Ideas for_____(storyline, concept, slogan):

Version	*Number of respondents to select it*	*Percent of Total*
Total	30	100
A	20	20/30 = 67
B	10	10/30 = 33

From this table it is evident that version A is more attractive or interesting than version B. The pretester will also want to include a profile of the respondents (Table 9-11) to indicate what type of respondents were used in the pretests.

VIII
Reporting the Findings

At this point the pretester will have a good idea of his findings. Yet his efforts may be in vain if these are not communicated in a manner that is readily understood by those responsible for designing the communications. This should take two forms: a concise, written report, followed by a group discussion of the findings.

The written report and conclusions should be based entirely on the tables. As such, the findings do not reflect the personal feelings or biases of the pretester but rather the actual responses obtained in the field. Once the tables are completed, the pretester should attempt to summarize verbally the most important *findings and conclusions* to be drawn from them in the text of the report. However, it is *not* necessary or desirable simply to repeat the same information in words that can be easily grasped in the tables. When writing the report, it is especially important for the pretester to remember that his fellow workers probably have *less* knowledge and skill at reading tables and drawing conclusions than he does. Thus, he should try to be as clear as possible and emphasize the main findings rather than getting bogged down by the minor details.

The written report could include the following:

1. Introduction (not more than one page)
   (a) Reason for pretest
   (b) Number and type of communications tested
   (c) Area in which the pretest was conducted; dates
   (d) Number of persons included (and any criteria used in selecting them, such as age, sex, etc.)
   (e) Other pertinent information
2. Presentation of tables (including the "Profile of the Respondents")
3. Main findings in tables (in verbal form)
4. Conclusions to be drawn from the findings.

This short, written report should then be submitted to the communications staff responsible for the actual design and production of messages. They should have a day or two to study the report, after which it is essential for the pretester(s) and the communicator(s) to discuss the findings jointly. If not, it may be more difficult to extract the full benefit from the pretest. Also, at this point the director of the organization may serve a useful role in coordinating the activities of the two groups and assuring that the organization's investment in pretesting will be fully exploited. The following chapter suggests how this can be accomplished.

IX
Summary

This chapter is intended as an aid to those readers who have limited experience in coding, tabulating, and analyzing data for social research. To this end, it provides detailed information regarding:

1. questions to be answered by the pretest (and the use of percentage data and cross-tabulations in this process)
2. coding of the data (with special details on coding open-ended questions and the "comprehension" items) and hand-tabulating of the results
3. a system for obtaining cross-tabulations by hand
4. presentation of the findings and preparation of a final report.

This chapter also suggests a plan of analysis for each of the designs in this manual, including the format of tables to be created and the types of information to be included in the final report. For those designs that are modifications of a "basic questionnaire" used throughout this manual (Designs One, Three, Eight), the suggested plan of analysis is described in sections V and VI of this chapter. Additional information on the analysis of Designs Two, Four, Five, Six, Seven, Nine, and Ten is provided in Section VII.

Chapter Ten

USING PRETEST RESULTS TO IMPROVE COMMUNICATIONS PROGRAMS

Once the data are collected, analyzed, and reported, the final step is to incorporate the findings in the communication program. This requires close collaboration between those who carried out the pretest and those who are responsible for the communications campaign. While the written report of the findings will serve as an objective base for assessing the different communications, it is also desirable for those who did the pretesting to discuss the results with those responsible for the communications program, in order to:

(a) answer any questions about the report
(b) discuss the recommendations of the report in light of the conditions that the communications staff faces
(c) identify additional questions to include in future pretesting work.

To make this meeting as productive as possible, the group should focus on the following issues. The pretester may wish to begin the meeting with a short summary of these points.

A. Which communication is potentially most effective?

Since most pretests will be carried out to compare two or more versions of a given idea, the communicator will be most interested in learning which of the versions is potentially most effective in communicating his message. Ideally, a single communication will score highest on all four components of effectiveness tested in most of the designs of this manual: attraction, comprehension, acceptability, and self-involvement. In this case the pretester may wish to reiterate his recommendation that this version be used (possibly with modification, discussed below).

More often, when several versions are tested, the results will be "mixed" as discussed in the previous chapter. That is, one version scores highest on one

variable, whereas another scores highest on a second variable. In this case, the pretester can recommend one of two alternatives.

1. The first alternative is to decide which component of effectiveness (attraction, comprehension, acceptability, or self-involvement) is most important for the particular circumstances, and to *use the communication that scores highest on this component.* If, for example, the communicator is most concerned about relatively uneducated people being able simply to *understand* his message, then he will select that version of the communication which ranks highest on comprehension. If, on the other hand, he is dealing with a sensitive topic that could set off some widespread backlash, he may select the version judged to be most *acceptable.* To take a third example, if one must diffuse one's message in stiff competition with other communications, then the *attractiveness* of the communication may be given top priority (assuming that comprehension is acceptably high).

2. The second alternative is to select the communication that has the highest *summary score.* If this is done, the percentages for *each* variable for *each* spot should at least be discussed, so that one does not neglect important considerations that may be unclear from the summary score.

Once the "best" communication is identified (or if only one version of an idea was tested), the following question should be addressed.

B. Is the "best" (or only) version good enough?

Results of a pretest usually lead to one of three conclusions:

1. The communication can and should be used in its current form without modifications.
2. The communication should be modified before it is used.
3. The communication should be discarded in favor of a new idea altogether.

By the time a communication has reached the production stage (even in preliminary form), most communicators will be reluctant to discard their ideas entirely. In most cases this will be neither necessary nor desirable (since this would represent a financial loss to the organization). However, if the results of the pretest show that even the best of several versions scores low on several or all the components of effectiveness, then it is the pretester's responsibility to bring the evidence to light. At the same time, the pretester should be ready to suggest a more appropriate approach to the topic, as reflected by the pretesting findings.

In most cases, however, the results will suggest the other courses of action:

(a) modifying the communication (even the "best") before using it or

(b) producing the communication in final form, just as it is.

Whereas many communicators would naturally prefer to go ahead with production, the conscientious communicator will first try to establish from the

pretest results if there are ways in which even good communications could be made better. The following section suggests how this can be done.

C. What can be done to improve the communication further (even if it is selected as the best of several)?

The pretester will be able to provide two sources of information to answer this question; first, a comparison of the percentages on each of the components of effectiveness will suggest if the communication is weak in any of these areas. For example, if 85 percent or more of the respondents find the communication attractive, comprehensible, and acceptable, but only 55 percent feel it is directed to them, then it may be desirable to consider how the message could be made more personalized.

In a related vein, the pretester also has "open-ended responses" to the key questions that suggest *why* the respondents did not find the messages attractive, acceptable, or self-involving. These data are particularly important to the communicator who needs this information in order to be able to modify the message. In each case, it is important for the pretester to specify accurately how many people gave each explanation.

If the majority (over half) of the respondents give a certain explanation, this carries a great deal of importance. However, the pretester should be aware of possible problems in a communication, even if less than half of the respondents give a particular response. For example, in a pretest of TV spots in Guatemala, approximately 20 percent of the respondents understood from one spot announcement that the local family planning clinic gives abortions (which is not true). Although one in five is *not* a majority, it certainly indicated the need to modify this spot. However, if only one or two out of 50 respondents (2-4 percent) had understood the spot in this way, then the finding would not have been given much importance. For this reason, it is important for the pretester to *specify* how many respondents (or what percentage of respondents) give each response.

It is entirely possible that the pretest results will show that one version is unquestionably superior to another and, moreover, that it is entirely acceptable in its current form. In this case the pretester has only to provide the communicator with the objective findings and his congratulations.

Finally, whatever the overall results of the pretest, there will usually be certain aspects of the communications that the respondents said they liked. These, too, should be passed along to the communicators so that they can be taken into account in future efforts.

Whereas the research results are very helpful for orienting a communications program, they must usually be considered in light of certain realities that the program is facing. Most communicators are under pressure to get materials produced by certain deadlines and within certain budget limitations. Thus, a meeting of this sort will allow the communicators to express these con-

cerns to the pretester(s) as well as to the Director or other authoritative figure within the organization who serves as coordinator (or arbitrator) at this session.

If an organization is so limited for funds that not even small modifications can be considered, then pretesting becomes a futile exercise that might as well be discontinued. Generally speaking, however, pretesting will have been undertaken with the explicit purpose of identifying necessary or desirable modifications prior to final production. In this case, the meeting should be used to discuss these modifications with all parties involved, such that a consensus of opinion is reached that is acceptable:

(a) to the communicator–from the creative standpoint
(b) to the pretester–based on the pretest findings
(c) to the administrator–in light of time and budgetary considerations.

As mentioned in the first chapter, pretesting cannot guarantee results. It will not predict how many people will attend a clinic, get a shot, or buy a product. Nonetheless, pretesting does represent part of a systematic communication process in which one tries to maximize one's chance of success by measuring *potential* audience reaction. It is hoped that the current manual will enable more people involved in communications for social development to make use of pretesting, which should in turn result in better communication for social development throughout the world.

D. Summary

If the full benefits of pretesting are to be realized, it is important that the pretesting process include one final step: a joint meeting between the pretester(s), the communicator(s) or designer(s) of the messages, and if possible, the director of the organization. The pretester should already have circulated his written report and all key individuals should have access to it. Thus, the purpose of the final meeting is to discuss any questions about the report and consider the findings and recommendations of the report in light of existing realities (deadlines, financial limitations, availability of personnel).

The pretester should be ready to report to the group on three key issues:

(a) Which communication is potentially most effective (when several versions have been tested)?
(b) Is the best (or only) version good enough?
(c) What can be done to improve further the communication (even if it is selected as the best of several)?

Such a meeting not only allows the pretester to explain fully his findings, but also provides an opportunity for the communicator(s) and director to respond to these. Ideally, the group will arrive at a consensus on the changes that should be made in light of the results, and will work out the details for making these changes. In other circumstances, the communicators may question or reject some of the findings. In this case the meeting allows an open forum for discussing these differences and arriving at some type of compro-

mise (it is in this situation where the presence of the director may be valuable). Finally, the meeting allows the communicator(s) and director to offer suggestions about future pretesting and procedures to be followed.

Pretesting requires time and effort. If the data are analyzed but never reported (even verbally), the investment is lost. If the final report is written but stored away on a bookshelf, the investment is also lost. Only when the lines of communication remain open and cooperation exists between pretester and communicator (or between the communicator who conducts the pretest and the one who designs the message) can the full value of pretesting be realized. The potential benefit of pretesting is great, and it is the responsibility of the individuals involved to take full advantage of this process.

NOTES

Chapter 1

[1] For a listing of ten such measures, see Joel N. Axelrod, "Attitude Measures that Predict Purchase," *Journal of Advertising Research* 8 (1968): 3-17.

Chapter 2

[1] Igbal Qureshi with D. Lawrence Kincaid, *Product Testing and Evaluation. A Professional Development Module,* Module 12 (Honolulu, Hawaii: East-West Communication Institute, East-West Center, undated), pp. 12-3.

[2] Jack B. Haskins, "Pretesting Interest in Messages," *Journal of Advertising Research* 15 (1975): 31-5.

Chapter 6

[1] Jack B. Haskins, "Pretesting Interest in Messages," *Journal of Advertising Research* 15 (1975): 31-5.

[2] Robert L. Stevenson, "Cross-Cultural Validation of a Readership Prediction Technique," *Journalism Quarterly* 50 (1973): 690-6.