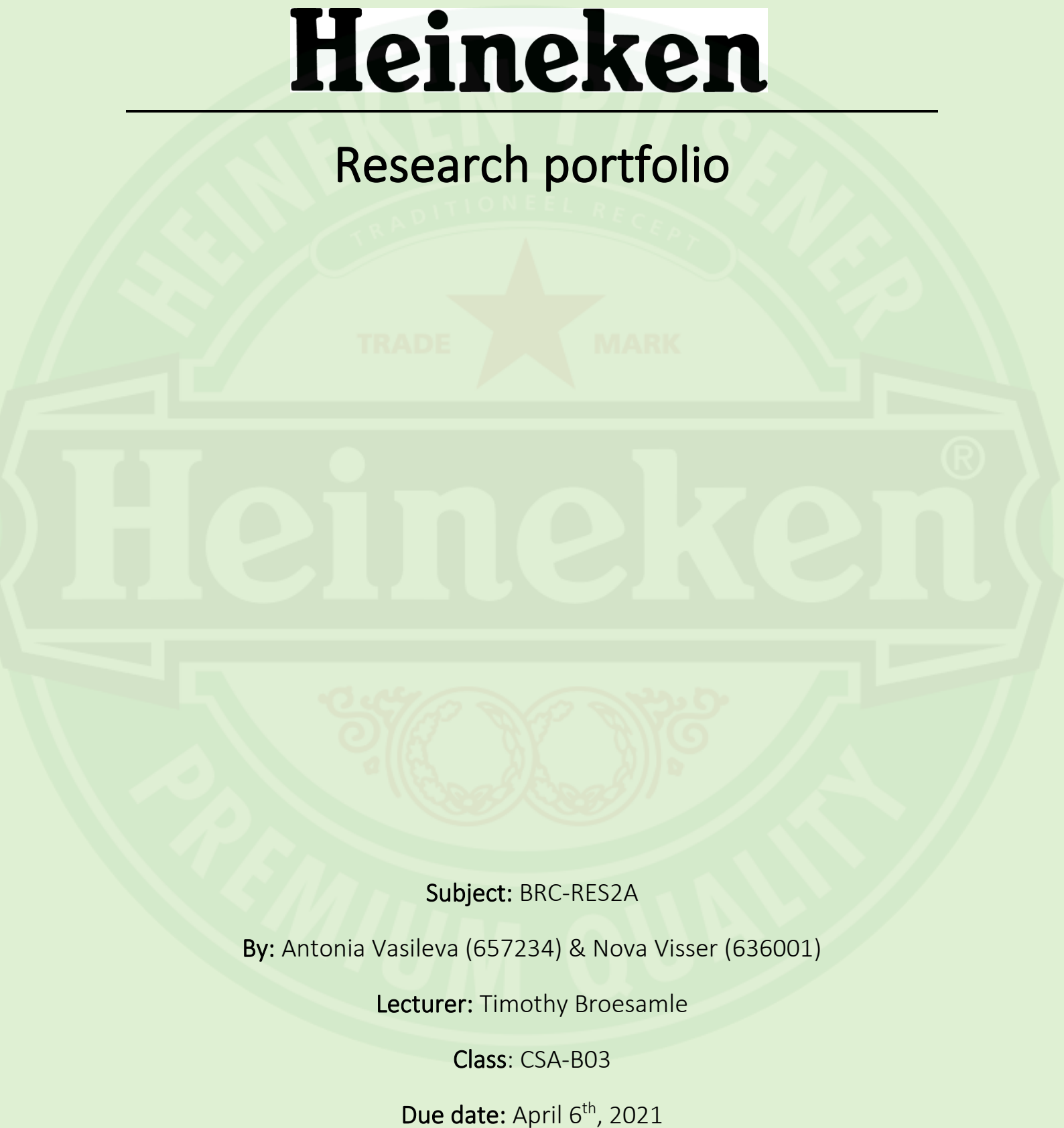


# Heineken

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## Research portfolio



**Subject:** BRC-RES2A

**By:** Antonia Vasileva (657234) & Nova Visser (636001)

**Lecturer:** Timothy Broesamle

**Class:** CSA-B03

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## APPENDIX 1

### OPERATIONALIZATION TABLE

#### BRAND IMAGE

**Definition:**

Brand image is described as:

(1)

- ‘The perceptions that consumer hold about brands.’ (Driesener & Romaniuk, 2006)

Source: Driesener, C., & Romaniuk, J. (2006). Comparing methods of brand image measurement. *International Journal of Market Research* Vol.18, 681.

(2)

- ‘Reasoned or emotional perceptions consumer attach to specific brands.’
- ‘The consumer’s mental picture of the offering’, and it comprises ‘symbolic meanings that consumers associate with the specific attributes of the products or service.’ (Cretu & Brodie, 2007)

Source: Cretu, A. E., & Brodie, R. J. (2007). The influence of brand image and company reputation where manufactureres market to small firms: A customer value perspective. *Industrial Market Management*, 232.

(3)

- ‘Consumer perceptions of a brand as reflected by the brand associations held in consumers’ memory.’ (Chandon, 2003)

Source: Chandon, P. (2003). Note on Measuring Brand Awareness, Brand Image, Brand Equity and Brand Value. *INSEAD*, 3-6.

Dimensions	Indicators
Brand associations (Chandon, 2003)	- Aakar’s brand personality list (describes status) (Chandon, 2003)
	- ‘Start from scratch by eliciting brand associations’ (Chandon, 2003): *Association techniques *Picture-response technique *Cartoon tests *Role playing *Third-person technique - ZMET technique (Soni & Jamaiyar, 2017)
‘Symbolic meanings that consumers associate with the specific attributes of the product/service offered.’ (Cretu & Brodie, 2007)	- Laddering method (Chandon, 2003)
	- A Likert rating technique (scaling) (Driesener & Romaniuk, 2006)

<p>'Brand image is largely product category specific.' &amp; 'Perceived product quality might also drive brand image perceptions once the product has been tried.' (Cretu &amp; Brodie, 2007)</p>	- A ranking technique (scaling) (Driesener & Romaniuk, 2006)
	- A pick-any technique (sorting) (Driesener & Romaniuk, 2006)

**Explanation:**

1) **Jennifer Aakar's personality test:** it consists of a set of adjectives which describe a brand's personality (similarly to the describing an individual's personality). There are 5 aspects of brand personality and a couple of adjectives which measure each of the aspects

**Aspects - adjectives:**

**Sincerity** – down to earth, honest, wholesome, cheerful

**Excitement** – daring, spirited, imaginative, up to date

**Competence** – reliable, intelligent, successful

**Sophistication** – upper class, charming

**Ruggedness** – outdoorsy, tough

Example:

Overall, I think that Nike is down to earth

Disagree 1 2 3 4 5 6 7 Agree

*If we decide that these aspects are not relevant for a brand, we may use other associations or even consumers' own words to express a certain association with the brand.*

*Respondents may be helped to state their own motivations, beliefs, attitudes, or feelings regarding an issue.*

*In that case we can use: Projective techniques (consumers are faced with an incomplete stimulus- a sentence, and should complete it):*

2) **Association techniques:** A stimulus is presented to the respondents and they should type the first thing that they can think of. Thus, various attributes can be obtained.

Example:

**Brand:**

- When you think of Nike, what comes to mind? What does Nike mean to you?

**Product attributes:**

- What does the air pocket evoke for you?

**User:**

- What is the typical use of Nike? (ask for demographics a lifestyle)

**Usage imagery:**

- When would you use Nike? (ask for occasions and moods)

**Brand personality:**

- If Nike were a person, what would its personality be like?

**Feelings and experiences:**

- If I say Nike, what kind of feelings does it evoke?

3) **Construction techniques:** Leads to less structured response- a story, dialogue, or a description.

- **Picture response techniques:** Respondents tell stories of the pictures shown.

- **Cartoon tests:** respondents should tell what one cartoon character may answer to another.

4) **Expressive techniques:** After viewing verbal/visual situation, consumers express the feelings or attitudes of other people to the specific case.

- **Role playing:** Respondents play the role/ imagine the behavior of someone else.

- **Third-person techniques:** Not expressing personal beliefs, but respondents should relate to the beliefs of a 3<sup>rd</sup> person in a particular situation. Person can be fully imaginary.

Example: 'Imagine that a Martian visits a Nike store, what would he tell his friends when he goes back home?'

5) **Laddering method:** Consumers should clarify what significance (benefit) the product (product attribute) offer them/gives them, and then what intrinsic value these benefits provide.

6) **ZMET (Zaltman Metaphor Elicitation Techniques):** This technique shows the 'conscious as well as unconscious thoughts through metaphors of figurative expressions collected by people'. It can help us get access to 'the hidden-knowledge to get to know about all the emotions that people don't know in their conscious mind' (Soni & Jamaiyar, 2017)

7) **A Likert rating technique:** '5 or 7- point scale (from strongly agree to strongly disagree)- assesses how much a person feels the brand is associated with a certain attribute' (Driesener & Romaniuk, 2006)

8) **A ranking technique:** Compare with competitors: Brand which is 1<sup>st</sup> is strongest/most associated with a certain attribute. (Driesener & Romaniuk, 2006)

9) **A pick-any technique:** 'People are asked which brands, if any, they associate with each attribute. Names of brand can be provided or recalled from memory' (Driesener & Romaniuk, 2006)

## BRAND AWARENESS

### **Definition**

Brand awareness is described as:

'Brand awareness refers to whether consumers can recall or recognize a brand, or simply whether or not consumers know about the brand.' (Keller, 2008)

Source: Keller, K. L. (2008). *Strategic branding management: building, measuring, and managing brand equity*. Upper Saddle River, New Jersey: Prentice Hall.

<b>Dimensions</b>	<b>Indicators</b>
Brand recognition	<ul style="list-style-type: none"> <li>• Have you ever heard of brand X?</li> <li>• Have you ever seen brand X?</li> </ul>
Brand recall	<ul style="list-style-type: none"> <li>• Please name all the brand you can think of when mentioning X?</li> <li>• When you think of product X, what brand names come to mind?</li> </ul>
Top-of-mind awareness	<ul style="list-style-type: none"> <li>• What is the first brand that you can think of when mentioning X?</li> <li>• Do any other brands come to mind when thinking about brand X?</li> <li>• Do you consider any other brands when wanting to purchase product X?</li> <li>• Of all the brands offering similar products, which brand do you think is the best?</li> </ul>
Brand dominance	<ul style="list-style-type: none"> <li>• When mentioning X, is there only one brand on your mind?</li> <li>• When wanting to purchase product X, do you only recall one brand?</li> </ul>
Brand knowledge	<ul style="list-style-type: none"> <li>• Do you know what brand X stands for?</li> <li>• Do you know the meaning behind brand X?</li> <li>• Can you name any products of brand X?</li> </ul>
Brand opinion	<ul style="list-style-type: none"> <li>• On a scale of 1 to 10 how much would you recommend brand X to others?</li> <li>• What was your prior experience with brand X?</li> </ul>

## Explanation:

- **Brand recognition:**

'Brand recognition is when the customer can recognise the brand and differentiate it from other brands when he comes into contact with it. In simple terms, brand recognition is the ability of a customer to recognise a brand from its distinctive logo, tagline or an audio cue.' (Gupta, 2020)

- **Brand recall:**

'As a type of brand awareness, brand recall refers to your ability to have such a significant impact on your audience, that they automatically think of you when they're looking for something in your industry.' (Harvey, 2018)

- **Top-of-mind awareness:**

'The concept of Top of the Mind Awareness can be defined as the first and foremost brand that comes in the minds of the customers when prompted about the certain category of products in the market.' (Bhasin, 2019)

- **Brand dominance:**

'This occurs when the audience can only provide the name of a single brand.' (Magpayo, 2010)

- **Brand Knowledge:**

'brand knowledge refers to a consumer's understanding and recall of a brand and its products. Brand knowledge is typically concerned with the consumer's ability to remember, say, or associate a brand with the correct: Brand story, brand value, brand partnerships, and products.' (Team, sd)

- **Brand perception:**

'Brand perceptions are shaped by the sum of all experiences customers have with your brand. In short, people buy when they believe in the value of what they are getting and their focus is drawn away, through critical factors like perceived quality, from the plethora of options available in the market to the one or two products that 'feel like them.' (Wren, 2020)

### **When put into a questionnaire:**

We will convert the indicators for brand image and brand awareness into questions for our survey.

We will first start out by looking if they can recall the brand when beer is mentioned (unaided recall test), followed by a question about how much beer they consume to constate if the respondents' beer consumption will affect the results.

After this we want to know if they can associate Heineken with the color 'green' (the representative color). Note that the brand Heineken hasn't yet been mentioned so far in order to not create a bias.

Next question will be an aided recall test, where we show the logo, and we want to know if they can recognize it. This will be followed by a question where they have to identify the slogan of Heineken. It will be multiple choice with other beer brand slogans as other options. This way we can see what slogans are maybe more familiar to them. Seeing if the respondents are able to recognize the logo and the slogan will help us in giving recommendations at the end of the research.

We will also ask a question related to brand association. We want to be able to see if the respondents have a positive, negative or neutral association with the Heineken brand and use it for our conclusion. The next question will be about where they have come in contact with the brand before. Again, this could help us later on in the research when conducting conclusions.

The following question will ask the respondents why they purchase the Heineken brand (and if they do or don't), which will make use of the laddering method (attribute-benefit-value). Next, a question which uses a Likert rating technique by asking the respondents about one of the brand's core values. Followed by a question about why they drink Heineken beer, which uses the laddering method again.

We will finish off the survey with 2 more likert rating technique questions, where we will be asking them about sustainability and Heineken and if they would recommend Heineken beer to others.

We will end with some demographic questions to get a good image of the respondents that took part in the survey. (e.g., age, gender, origin...)

We are also going to ask them to leave their email addresses if they want, because we are going to give away a mug with the Heineken logo to a lucky winner at the end of the research.

## APPENDIX 2

### SAMPLING STRATEGY

Main Research question:

Is there a difference between international students and domestic students in their knowledge of the Heineken beer brand as defined by brand image and brand awareness?

Define target population:

Domestic students enrolled in higher education in the Netherlands  
&  
International students enrolled in higher education in the Netherlands

Estimate of target population size:

#### Domestic students

A statistic from 2018 states that there were almost 300.000 students in higher education in the Netherlands (Statista Research Department, 2020). Another source states that, around the same time, around 12% of students in the Netherlands were international (CBS, 2019). We putted these sources together to get **220.000 students** as the estimate of the target group size.

#### International students

**85 955 students** (Nuffic, 2019) – referring to international students in HBO/WO in 2018-2019

Source for population estimation (APA Format):

#### Domestic students

CBS. (2019). *The Netherlands on the European View 2019*. Retrieved from longreads.cbs.com: <https://longreads.cbs.nl/european-scale-2019/international-students/>

Statista Research Department. (2020, March 4). *Number of university students in the Netherlands 2013-2018*. Retrieved from statista.com: <https://www.statista.com/statistics/782018/number-of-university-students-in-the-netherlands/>

#### International students

Nuffic. (2019, March `19). *News*. Retrieved from Nuffic: <https://www.nuffic.nl/nieuws/nuffic-publiceert-nieuwe-cijfers-internationale-studenten>

Minimum sample size:

Domestic students:

**Calculate your sample size**

Population Size ⓘ	Confidence Level (%) ⓘ	Margin of Error (%) ⓘ
<input type="text" value="220000"/>	<input type="text" value="90"/>	<input type="text" value="10"/>

Sample size

**69**

International students:

**Sample size: 69**

This means 69 or more measurements/surveys are needed to have a confidence level of 90% that the real value is within  $\pm 10\%$  of the measured/surveyed value.

Confidence Level: ⓘ	<input type="text" value="90%"/>	
Margin of Error: ⓘ	<input type="text" value="10%"/>	
Population Proportion: ⓘ	<input type="text" value="50%"/>	Use 50% if not sure
Population Size: ⓘ	<input type="text" value="85955"/>	Leave blank if unlimited population size.

All students:

**Sample size: 69**

This means 69 or more measurements/surveys are needed to have a confidence level of 90% that the real value is within  $\pm 10\%$  of the measured/surveyed value.

Confidence Level: ⓘ	<input type="text" value="90%"/>	
Margin of Error: ⓘ	<input type="text" value="10%"/>	
Population Proportion: ⓘ	<input type="text" value="50%"/>	Use 50% if not sure
Population Size: ⓘ	<input type="text" value="300000"/>	Leave blank if unlimited population size.

Calculator used to calculate minimum sample size:

Domestic students:

<https://www.surveymonkey.com/mp/sample-size-calculator/>

International students:

<https://www.calculator.net/sample-size-calculator.html?type=1&cl=90&ci=10&pp=50&ps=85955&x=104&y=24>

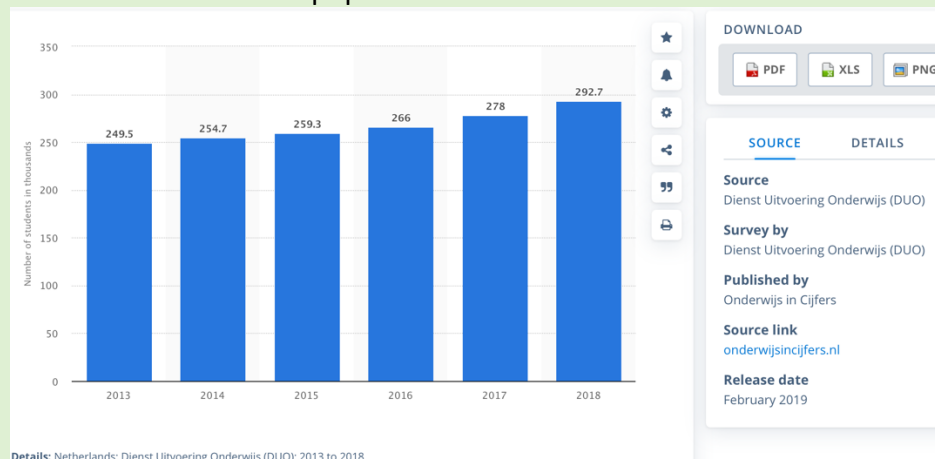
All students:

<https://www.calculator.net/sample-size-calculator.html?type=1&cl=90&ci=10&pp=50&ps=300000&x=53&y=27>

## Assumptions used in sample size:

### Estimated population size:

We've made an estimation based on the data we gathered from this source by looking at a graphic that was shown with the growth of the students over a few years. We thereby conducted our current population size.



Details: Netherlands; Dienst Uitvoering Onderwijs (DUO); 2013 to 2018

This graphic shows the number of students in the Netherlands from 2013 to 2018, which is seen to be growing annually. In 2018, a little under 300.000 students were enrolled in higher education in the Netherlands. We assume that the growth of the number of students is mostly the result of an increased internationalization of higher education. In the last decade, the number of international students in the Netherlands more than doubled (2008: around 40.000 / 2018: around 86.000). (Statista Research Department, 2020). Since there was no data to be found of the total number of students in the Netherlands in 2021, we rounded up our estimation to 300.000 students.

### Confidence level:

We used a confidence level of 90% because the only accessible source for the number of domestic students in The Netherlands is almost 3 years old (from 2018) and the source for the number of international students in The Netherlands is from 2 years ago (from March 2019). There is no recent data to be found.

We, however, felt that the confidence level shouldn't be 95% (usual) but 90% because, together with the population size estimation, there are also some sampling errors that can occur.

### Margin of error:

Margin of error: **9.93%**

This means, in this case, there is a 90% chance that the real value is within  $\pm 9.93\%$  of the measured/surveyed value.

Confidence Level: ?	<input type="text" value="90%"/>
Sample Size: ?	<input type="text" value="69"/>
Population Proportion: ?	<input type="text" value="50%"/>
Population Size: ?	<input type="text" value="300000"/> Leave blank if unlimited population size.

(We rounded up our margin of error to 10% for easier usage)

---

Sampling strategy:

**Convenience Sampling**

Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study. Facebook polls or questions can be mentioned as a popular example for convenience sampling. (Dudovskiy, Convenience sampling, 2013)

**Snowball Sampling (exponential non-discriminative)**

This sampling method (also known as chain-referral sampling) is a non-probability sampling method that involves primary data sources nominating another potential primary data source to be used in the research. In other words, snowball sampling method is based on referrals from initial subjects to generate additional subjects. Therefore, when applying this sampling method members of the sample group are recruited via chain referral. (Dudovskiy, Snowball sampling, 2015)

Sampling strategy type (probabilistic or non-probabilistic):

**Non-probability Sampling**

In non-probability sampling (also known as non-random sampling) not all members of the population have a chance of participating in the study. This is contrary to probability sampling, where each member of the population has a known, non-zero chance of being selected to participate in the study.

Necessity for non-probability sampling can be explained in a way that for some studies it is not feasible to draw a random probability-based sample of the population due to time and/or cost considerations. In these cases, sample group members have to be selected on the basis of accessibility or personal judgment of the researcher. Therefore, the majority of non-probability sampling techniques include an element of subjective judgement. (Dudovskiy, Non-probability sampling, 2016)

To ensure an as reliable as possible outcome, however, we decided to use more than just 1 non-probabilistic strategy for our sampling.

Explanation of how the strategy is/was implemented:

**Convenience:** We will send the questionnaire on social media channels that are linked to our university, like group chats (class chat) or Facebook pages (expats in Arnhem – international community).

**Snowball:** We will send the questionnaire directly to friends, family, acquaintances who are able to share it further towards people who are eligible to participate in the survey. These could be fellow students from other (international) universities, who can further share the questionnaire.

Actual sample size:

**112 respondents**, where 58 were domestic students and 54 were international students.

Possible errors that occur from the sampling:

**General convenience sampling errors:** (Stephanie, 2015)

- An inability to generalize the results of the survey to the population as a whole.
- The possibility of under- or over-representation of the population.
- Biased results, due to the reasons why some people choose to take part, and some do not.
- 

**General snowball sampling errors:** (Explorable, 2009)

- We have little control over the sampling method. The subjects that we can obtain rely mainly on the previous subjects that were observed.
- Representativeness of the sample is not guaranteed. We have no idea of the true distribution of the population and of the sample.
- Sampling bias is also a fear when using this sampling technique. Initial subjects tend to nominate people that they know well. Because of this, it is highly possible that the subjects share the same traits and characteristics, thus, it is possible that the sample that we will obtain is only a small subgroup of the entire population.

**Possible errors that can occur from our sampling:**

- Due to the insecurity about the exact number of international students enrolled in a higher education in the Netherlands, there might be under-coverage error (as some members of the target population might not be included in the sample frame)
- Because we use non-probabilistic method, the sample may not represent well enough the population. Therefore, it might not lead to accurate and rigorous results.
- Due to the convenient dissemination of questionnaire, the outcomes may be biased.
- Due to the dissemination of the Survey only in English (even to domestic Netherlands students, who might not feel comfortable to fill a survey in English), there are small chances of non-response error

## APPENDIX 3

### QUESTION FORMULATION TABLE

#### BRAND IMAGE

Indicator	Question	Answer Set	Data Type
Demographical/other Qs:	In the Netherlands you are:	International student Domestic (native) student	Nominal
	What's your age?	<u>Dropdown Q:</u> 16-20 21-25 26-30 31-36	Nominal
	What is your gender?	Open question	
	I drink beer:	-Never -Seldom -Sometimes -Often -Always -I don't drink anymore I haven't drunk yet	



		<ul style="list-style-type: none"> <li>• Because it is popular.</li> <li>• I buy it for my parents/relatives only.</li> <li>• It is the only type of beer sold nearby.</li> <li>• Other (specify):</li> <li>• I don't buy this brand.</li> </ul>	Nominal
	5. Drinking Heineken beer:	<ul style="list-style-type: none"> <li>• Is the way I connect with my friends/colleagues/loved ones</li> <li>• Helps me fight anxiety</li> <li>• Helps me overcome depression</li> <li>• Gives me a spirit of adventure</li> <li>• Enables me to easily make friends</li> <li>• None of the above is true for me</li> <li>• I have not tried this beer brand yet</li> </ul>	
A Likert rating technique	How likely is it that you would recommend Heineken beer to a friend/colleague/family member?	Linear scale 0- Unknown brand 1- Not at all likely 7- Very likely	Ordinal
A Likert rating technique	Protection of the planet and ending poverty is one ambition of the Heineken brand. How much do you relate sustainability to Heineken?	Linear scale 0- Unknown brand 1- Not at all likely 7- Very likely	Ordinal

BRAND AWARENESS

Indicator	Question	Answer Set	Data Type
Recognizing the brand	Have you ever heard of this Dutch beer brand? -> show the Heineken logo on the question	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	Nominal
Recalling the brand	When mentioning the color 'green', what beer brands come to mind?	Open question / Possible answers: <ul style="list-style-type: none"> <li>• Heineken</li> <li>• Grolsch</li> <li>• Beck's</li> <li>• Peroni</li> <li>• Tuborg</li> </ul>	Nominal
Top-of-mind awareness	What brands do you consider when wanting to purchase beer?	Open question / Possible answers: <ul style="list-style-type: none"> <li>• Snow</li> <li>• Bud Light</li> <li>• Budweiser</li> <li>• Skull</li> <li>• Heineken</li> </ul>	Nominal
Brand dominance	When mentioning beer, is there only one brand on your mind?	<ul style="list-style-type: none"> <li>• No</li> <li>• Yes, if so which? ____</li> </ul>	Nominal
Knowledge about the brand	Which of the following is a slogan of Heineken?	<ul style="list-style-type: none"> <li>• "Craftsmanship is mastery"</li> <li>• "Highly personal"</li> <li>• "Beer?"</li> <li>• "So."</li> <li>• "This is the man; this is his beer"</li> <li>• "Probably the best beer in the world"</li> </ul>	Nominal
Opinions about the brand	React to the following statement: "I would recommend Heineken beer to others."	1 = totally disagree 2 = disagree 3 = somewhat disagree 4 = somewhat agree 5 = agree 6 = totally agree	Ordinal

APPENDIX 4

CODE BOOK

Question	SPSS Abbreviation	Open/Nominal/Ordinal/Scale	Answer	Code
1. What brand do you consider when thinking about beer? - Please state only the first that comes to your mind	BrandConsideration  Others_BrandConsideration	Nominal  Nominal: open	Possible answers: Heineken Hertog Jan Grolsch Desperados Corona Others Carlsberg	1 2 3 4 5 6 7
2. Statement: "I drink beer"	BeerConsumption	Ordinal	Never Seldom Sometimes Often Always I don't drink anymore I haven't drunk yet	1 2 3 4 5 6 7
3. When mentioning color 'green', which beer brand comes to your mind?	MentioningGreen	Nominal	Heineken Grolsch Karlsberg Beck's Brand Tuborg This color does not evoke any beer brand association to me	1 2 3 4 5 6 7
4. Have you ever heard of this Dutch beer brand? - Provide photo of the logo	LogoRecognition	Nominal	Yes No	1 2
5. Which of the following is a slogan of Heineken?	SloganRecognition	Nominal	"Craftsmanship is mastery" "Highly personal" "Beer?" "So." "This is the man; this is his beer" "Probably the best beer in the world"	1 2 3 4 5 6

<p>6. "I associate Heineken with..."</p> <p>Courage Open-mindedness Exploration Confidence Assertiveness Positivity Happiness Excitement Creativity Humor Neutral Negative</p> <p>'I don't have an attitude towards Heineken' 'I have a negative attitude towards Heineken'</p>	<p>AssociateCourage AssociateOpen-mindedness AssociateExploration AssociateConfidence AssociateAssertiveness AssociatePositivity AssociateHappiness AssociateExcitement AssociateCreativity AssociateHumor Associate_Neutral Associate_Negative</p>	Nominal	No/Yes	0/1
<p>7. So far, I have come in contact with the Heineken brand:</p> <p>At a sport event. Via music festival/event. While watching a movie. When partying. On a holiday. Through media advertisements. I have not heard of this brand before.</p>	<p>ContactSportEvent ContactMusicFestEvent ContactMovie ContactParty ContactHoliday ContactAd ContactNo</p> <p>Others_Contact</p>	Nominal	No/Yes	0/1

<p>8. I purchase Heinken beer, because..."</p> <p>I like its taste. It is cheaper than other beers. Its packaging grabs my attention the most when I'm about to choose a beer. Because it is popular. It is the only type of beer sold nearby. I buy it for my parents/relatives only. I don't buy this brand. Other...</p>	<p>PurchaseTaste PurchaseCheap PurchasePackaging</p> <p>PurchasePopular PurchaseNearby</p> <p>PurchaseForOthers</p> <p>PurchaseNo Others_Purchase</p>	<p>Nominal</p> <p>Nominal: open</p>	<p>No/Yes</p>	<p>0/1</p>
<p>9. One of the Heineken values is responsible consumption of alcohol. Do you think the brand gives off this perception?</p>	<p>ResponsibleConsumer</p>	<p>Ordinal</p>	<p>I am not familiar with this brand</p>	<p>0</p>
		<p>Ordinal</p>	<p>Scale agree/disagree (1-5)</p>	<p>1-5</p>
<p>10. (Drinking Heineken beer)</p> <p>Is the way I connect with my friends/colleagues/loved ones Helps me fight anxiety Helps me overcome depression Gives me a spirit of adventure Enables me to easily make friends None of the above is true for me I have not tried this beer brand yet</p>	<p>DrinkingConnect</p> <p>DrinkingAnxiety DrinkingDepression DrinkingAdventure DrinkingFriends</p> <p>DrinkingNone</p> <p>DrinkingNotTried</p>	<p>Nominal</p>	<p>No/Yes</p>	<p>0/1</p>

Protection of the planet and ending poverty is one ambition of the Heineken brand. How much do you relate sustainability to Heineken?	Sustainability	Ordinal	0= Unknown brand	0
		Ordinal	Scale Not at all likely- Very likely (1-7)	1-7
12. How likely is it that you would recommend Heineken beer to a friend/colleague/family member?	Recommendation	Ordinal	0= Unknown brand	0
		Ordinal	Scale Not at all likely- Very likely (1-7)	1-7
13. In the Netherlands you are:	OriginStudent	Nominal	Domestic student	0
			International student	1
14. What is your age?	AgeStudent	Ordinal	16-20	1
			21-25	2
			26-30	3
			31-36	4
15. What is your gender?	GenderStudent	Nominal: open	Male Female Prefer not to say	1 2 3
Email address	EmailStudent	Nominal: open		

**Link to Google Forms:**

<https://docs.google.com/forms/d/1qed8o7wtruFu2RfMF9htw5mQ9geBXC7brNJrckOQuOM/edit>

# SPSS VARIABLE VIEW + SCREENSHOTS

NEWEST SPSS version-completed1.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	Timestamp	String	26	0		None	None	26	Left	Nominal	Input
2	BrandConsi...	Numeric	1	0	What beer bran...	{1, Heineke...	None	11	Right	Nominal	Input
3	Other_Bran...	String	25	0		None	None	25	Center	Nominal	Input
4	BeerConsu...	Numeric	1	0	How often do st...	{1, Never}...	None	9	Right	Ordinal	Input
5	Mentioning...	Numeric	1	0	Which beer bra...	{1, Heineke...	None	50	Right	Nominal	Input
6	LogoRecog...	Numeric	1	0	Logo Recognition	{1, yes}...	None	6	Right	Nominal	Input
7	SloganReco...	Numeric	1	0	Slogo Recogniti...	{1, Craftsma...	None	37	Right	Nominal	Input
8	AssociateC...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Left	Nominal	Input
9	AssociateO...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Left	Nominal	Input
10	AssociateE...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Left	Nominal	Input
11	AssociateC...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Left	Nominal	Input
12	AssociateA...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Right	Nominal	Input
13	AssociateP...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Right	Nominal	Input
14	AssociateH...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Right	Nominal	Input
15	AssociateE...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Right	Nominal	Input
16	AssociateCr...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Right	Nominal	Input
17	AssociateH...	Numeric	1	0	Associate Hein...	{0, no}...	None	12	Right	Nominal	Input
18	Associate_...	Numeric	1	0	I don't have an ...	{0, no}...	None	12	Right	Nominal	Input
19	Associate_...	Numeric	1	0	I have a negativ...	{0, no}...	None	12	Right	Nominal	Input
20	ContactSpo...	String	12	0	Contact at a sp...	{0, no}...	None	12	Right	Nominal	Input
21	ContactMus...	String	12	0	Contact via mu...	{0, no}...	None	12	Right	Nominal	Input
22	ContactMovie	String	12	0	Contact while w...	{0, no}...	None	12	Right	Nominal	Input
23	ContactParty	String	12	0	Contact when p...	{0, no}...	None	12	Right	Nominal	Input
24	ContactHoli...	String	12	0	Contact on a h...	{0, no}...	None	12	Right	Nominal	Input
25	ContactAd	String	12	0	Contact throug...	{0, no}...	None	12	Right	Nominal	Input
26	ContactNo	String	12	0	Haven't heard of...	{0, no}...	None	12	Right	Nominal	Input
27	Other_Cont...	String	32	0		None	None	32	Center	Nominal	Input
28	PurchaseTa...	Numeric	1	0	Purchase beca...	{0, no}...	None	12	Right	Nominal	Input
29	PurchaseCh...	Numeric	1	0	Purchase beca...	{0, no}...	None	12	Right	Nominal	Input
30	PurchasePac...	Numeric	12	0	Purchase beca...	{0, no}...	None	12	Right	Nominal	Input
31	PurchasePop...	Numeric	1	0	Purchase beca...	{0, no}...	None	12	Right	Nominal	Input
32	PurchaseNearby	Numeric	1	0	Purchase beca...	{0, no}...	None	12	Right	Nominal	Input
33	PurchaseForO...	Numeric	1	0	Purchase for pa...	{0, no}...	None	12	Right	Nominal	Input
34	PurchaseNo	Numeric	12	0	Don't buy this b...	{0, no}...	None	12	Right	Nominal	Input
35	Others_Purch...	String	52	0		None	None	50	Center	Nominal	Input
36	ResponsibleC...	Numeric	1	0	Assocaiton Hei...	{0, I am not ...	None	33	Right	Ordinal	Input
37	DrinkingConnect	Numeric	1	0	Drinking Heinek...	{0, no}...	None	12	Right	Nominal	Input
38	DrinkingAnxiety	Numeric	1	0	Drinking Heinek...	{0, no}...	None	12	Right	Nominal	Input
39	DrinkingDepre...	Numeric	1	0	Drinking Heinek...	{0, no}...	None	12	Right	Nominal	Input
40	DrinkingAdven...	Numeric	1	0	Drinking Heinek...	{0, no}...	None	12	Right	Nominal	Input
41	DrinkingFriends	Numeric	1	0	Drinking Heinek...	{0, no}...	None	12	Right	Nominal	Input
42	DrinkingNone	Numeric	1	0	None of the me...	{0, no}...	None	12	Right	Nominal	Input
43	DrinkingNotTried	Numeric	1	0	Have not tried t...	{0, no}...	None	12	Right	Nominal	Input
44	Sustainability	Numeric	1	0	Associate Hein...	{0, Unknow...	None	12	Right	Ordinal	Input
45	Recommenation	Numeric	1	0	Would recomm...	{0, Unknow...	None	12	Right	Nominal	Input
46	OriginStudent	Numeric	1	0	Origin of the st...	{0, Domesti...	None	25	Right	Nominal	Input
47	AgeStudent	Numeric	5	0	Age of the stud...	{1, 16-20}...	None	5	Right	Ordinal	Input
48	GenderStudent	Numeric	17	0	Gender of the s...	{1, Male}...	None	17	Right	Nominal	Input
49	Emailaddress	String	28	0	Email address:	None	None	28	Left	Nominal	Input

## BRAND AWARENESS

### **Question 2: How often do students drink beer?**

If we want to know if there is a difference in the beer consumption of domestic students and international students, we have to put them side to side in a table and compare the numbers, as done so below:

		Origin of the students	
		Domestic student Count	International student Count
How often do students drink beer?	Never	4	10
	Seldom	7	11
	Sometimes	22	22
	Often	17	8
	Always	7	3
	I don't drink anymore	0	0
	I haven't drunk yet	0	0

Here we can see that domestic students had the highest count for 1. Sometimes (22) and 2. Often (17). International students scored highest for 1. Sometimes (22) and 2. Seldom (11). We can also see that domestic students were (next to 'sometimes') more likely to answer 'often' and 'always', while international students (next to 'sometimes') answered more 'seldom and 'never'. With the help of this table we can state, that based on the answers of the respondents of this survey question, domestic students consume more beer than international students.

### **Question 3: When mentioning colour 'green', what beer brand comes to mind?**

Green is considered as the representative colour of Heineken. We wanted to see if both domestic students and international students would associate this colour with the specific beer brand.

		Origin of the students	
		Domestic student Count	International student Count
Which beer brand comes to mind when mentioning color 'green'?	Heineken	47	35
	Grolsch	10	7
	Carlsberg	0	3
	Beck's	0	4
	Brand	1	1
	Tuborg	0	3
	This colour does not evoke any beer brand association to me	0	1

When looking at the table we can immediately see that both domestic and international students considered Heineken most when the colour 'green' would be mentioned. However, we do see a slight difference:

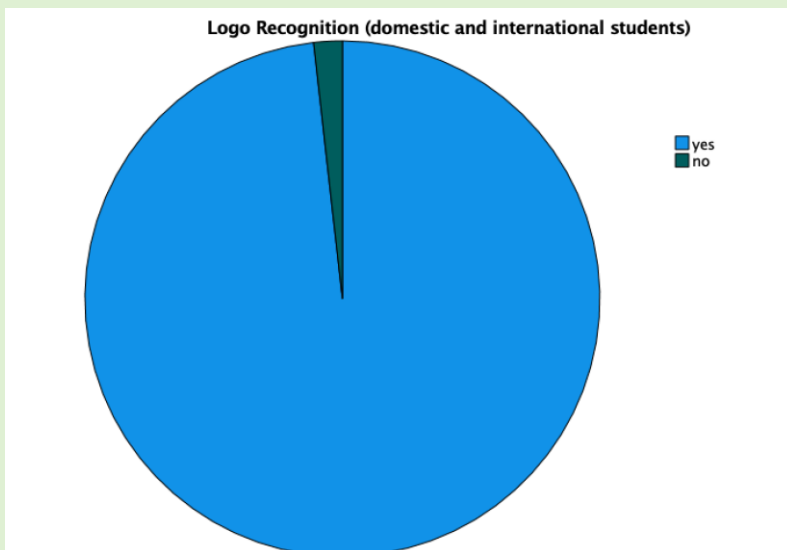
- Roughly 81% of domestic students considered Heineken when 'green' would be mentioned and 19% (17% Grolsch / 2% Brand) chose another option.
- Roughly 65% of international students considered Heineken when 'green' would be mentioned and 35% (13% Grolsch / 5,6% Carlsberg / 7,4% Beck's / 1,7% Brand / 5,6% Tulborg / 1,7% no association) chose another option.

So, we can also state that domestic students associate the colour 'green' with Heineken slightly more than international students.

**Question 4: Can you recognize the Heineken logo?**

We asked both domestic and international students if they were able to recognize the logo of Heineken by showing them a picture of the logo.

		Origin of the students	
		Domestic student Count	International student Count
Logo Recognition	yes	58	52
	no	0	2



In the diagram above we can see that almost everyone (110 out of 112) answered the question with 'yes', so 110 respondents could recognize the logo. 2 respondents answered with 'no'. The table above shows that both domestic and international students (except 2 international students) were able to recognize the logo of Heineken.

**Question 5: Which of the following is a slogan of Heineken?**

recognizing the slogan of a brand is part of brand awareness. Specifically, brand recognition. In our survey, we wanted to see if the respondents were able to recognize the slogan and recall the Heineken brand (aided recall test).

		Origin of the students	
		Domestic student Count	International student Count
Slogo Recognition	Craftsmanship is mastery	20	15
	Highly personal	8	2
	Beer?	17	11
	So.	2	3
	This is the man; this is his beer	4	9
	Probably the best beer in the world	7	14

The official slogan of Heineken is ‘Beer?’ and we can see in the table above that for both domestic and international students ‘craftsmanship is mastery’ was the most chosen answer. For domestic students ‘Beer?’ came in 2<sup>nd</sup> as most chosen answer, but for international students ‘Beer?’, ranked 3<sup>rd</sup> and ‘probably the best beer in the world’ ranked 2<sup>nd</sup>. Recognizing the slogan of a brand is part of brand awareness and we can state, based on analysing the results, that both domestic and international students were not all able to recognize the slogan. Because this was a multiple-choice question and not an open question, we have to take into consideration that some respondents might not have known the slogan and took a wild guess but still selected the correct answer. While taking this into consideration we can still say that both domestic and international students struggled with recognizing the official slogan of Heineken.

		Origin of the students	
		Domestic student Count	International student Count
Slogo Recognition	Craftsmanship is mastery	20	15
	Highly personal	8	2
	Beer?	17	11
	So.	2	3
	This is the man; this is his beer	4	9
	Probably the best beer in the world	7	14

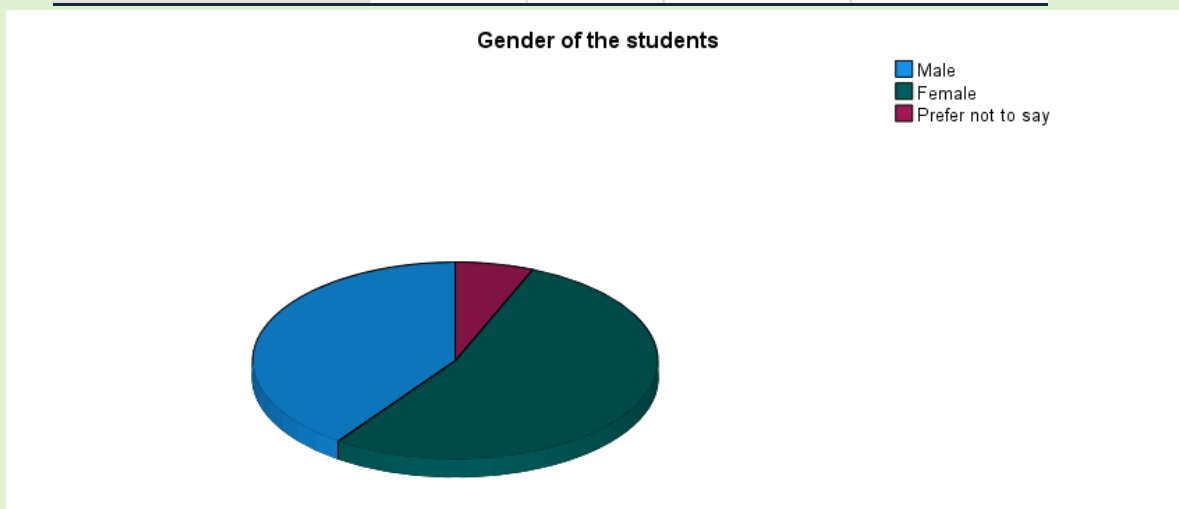
		Origin of the students	
		Domestic student Count	International student Count
Logo Recognition	yes	58	52
	no	0	2

Seeing these 2 tables next to each other, we can state that for both domestic and international students there is no relation in being able to recognize the logo and the ability to recognize the official slogan.

BRAND IMAGE

**Question: 15. What is your gender?**

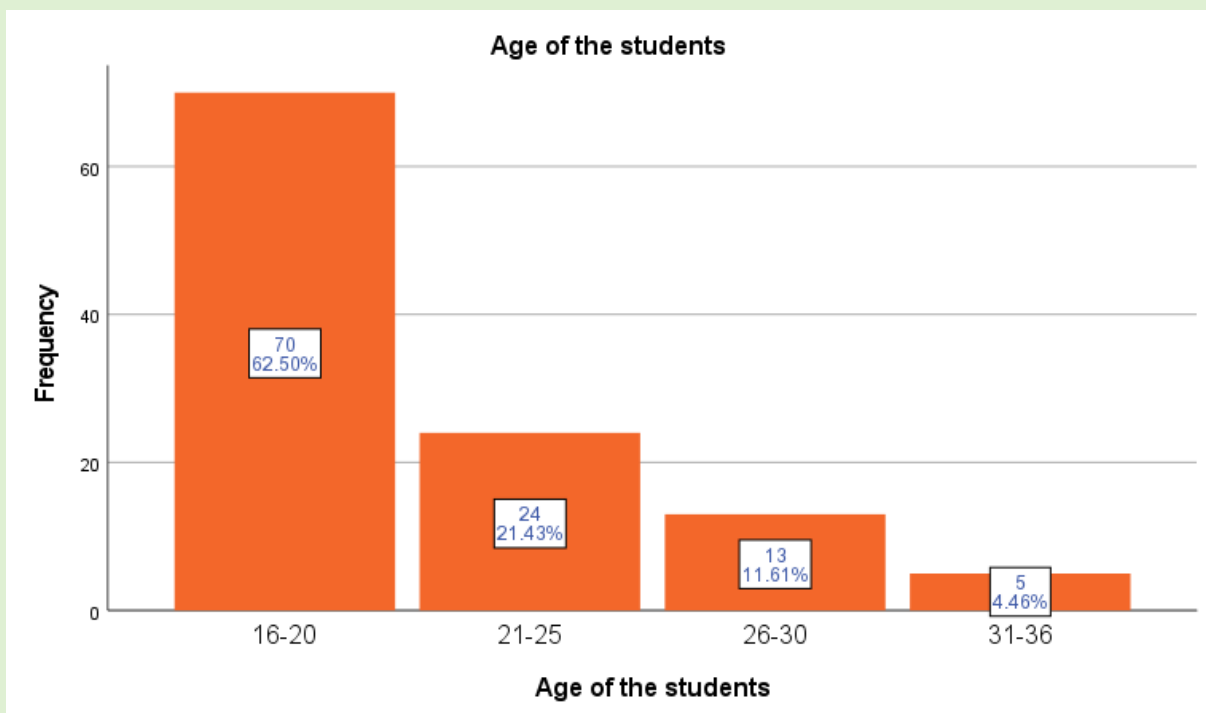
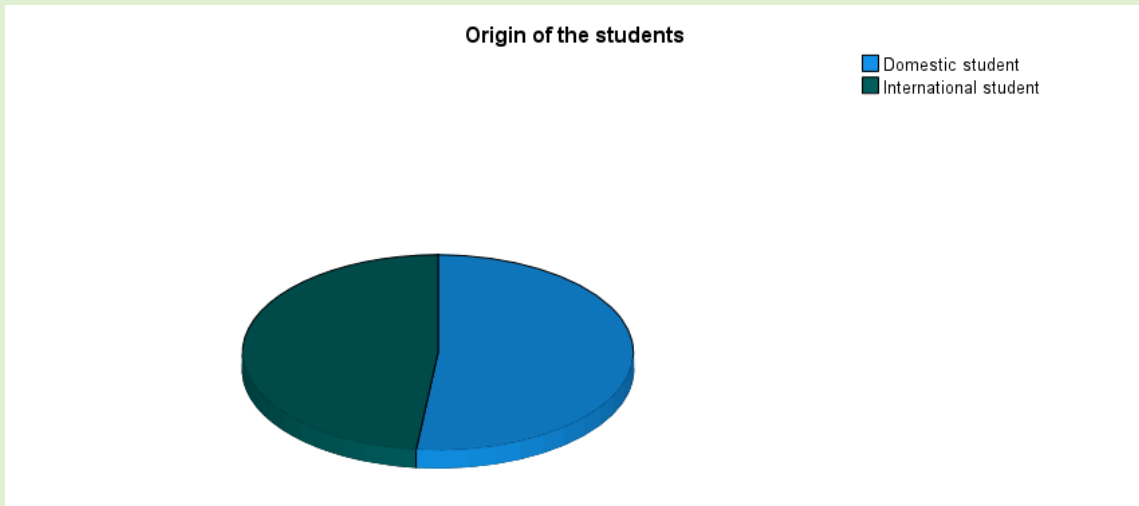
		Gender of the students			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Male	45	40.2	40.2	40.2
	Female	60	53.6	53.6	93.8
	Prefer not to say	7	6.3	6.3	100.0
Total		112	100.0	100.0	



- The sample contained a total of 112 students. Of those students, 45 were male and 60 were female.

**Question: 13. In the Netherlands you are...?**

Age of the students * Origin of the students Crosstabulation				
Count		Origin of the students		Total
		Domestic student	International student	
Age of the students	16-20	39	31	70
	21-25	13	11	24
	26-30	4	9	13
	31-36	2	3	5
Total		58	54	112



- There were approximately equal numbers of domestic and international students that took part into our research. All in all, 58 were domestic and 54 were international students.

**Questions: 14. What is your age?**

- Students within 16 to 20 years comprised the largest group. Students aged 31-36 were the smallest group.
- There were most cases within the age of 16 to 24 (70students). Those within 21-25 were 24, and therefore, they outnumbered the lower category (within 26-30) with 11 students.
- Of the whole sample, only 5 were between 31 and 36 years old.

		Age of the students * Origin of the students Crosstabulation			
		Origin of the students		Total	
		Domestic student	International student		
Age of the students	16-20	Count	39	31	70
		% within Age of the students	55.7%	44.3%	100.0%
		% within Origin of the students	67.2%	57.4%	62.5%
		% of Total	34.8%	27.7%	62.5%
	21-25	Count	13	11	24
		% within Age of the students	54.2%	45.8%	100.0%
		% within Origin of the students	22.4%	20.4%	21.4%
		% of Total	11.6%	9.8%	21.4%
	26-30	Count	4	9	13
		% within Age of the students	30.8%	69.2%	100.0%
		% within Origin of the students	6.9%	16.7%	11.6%
		% of Total	3.6%	8.0%	11.6%
31-36	Count	2	3	5	
	% within Age of the students	40.0%	60.0%	100.0%	
	% within Origin of the students	3.4%	5.6%	4.5%	
	% of Total	1.8%	2.7%	4.5%	
Total	Count	58	54	112	
	% within Age of the students	51.8%	48.2%	100.0%	
	% within Origin of the students	100.0%	100.0%	100.0%	
	% of Total	51.8%	48.2%	100.0%	

- The proportion of domestic students who are between 16-20 years old is the highest (67.2%, or 39), followed by the proportion of international students within this year range (44.3%, or 31).
- Within the next year range – 21-25y – domestic students make up 22.4% or 13 of the sample, while international students make up 20.4%, or 11 of the sample.
- Apparently, there were far less responses given by older than these students (26-30). 6.9% or 4 of them are domestic and 16.7% or 9 are international ones.
- There were about equal numbers of domestic and international students within 31-36 years. Domestic were 2 or 40%, while international were 3 or 60%.

**Age of the students \* Origin of the students \* Gender of the students  
Crosstabulation**

Count

Gender of the students				Origin of the students		Total
				Domestic student	International student	
Male	Age of the students	the	16-20	14	6	20
			21-25	9	6	15
			26-30	4	5	9
			31-36	1	0	1
			Total	28	17	45
Female	Age of the students	the	16-20	23	23	46
			21-25	3	4	7
			26-30	0	4	4
			31-36	0	3	3
			Total	26	34	60
Prefer not to say	Age of the students	the	16-20	2	2	4
			21-25	1	1	2
			31-36	1	0	1
			Total	4	3	7
Total	Age of the students	the	16-20	39	31	70
			21-25	13	11	24
			26-30	4	9	13
			31-36	2	3	5
			Total	58	54	112

- Overall, there were 45 males, 60 females and 7 people who prefer not to reveal their gender.
- Out of 45 males, who filled in the survey, 28 were domestic and 17 were international students in the Netherlands. This trend (i.e. more domestic students than international) is also specifically valid in the most frequent age range- 16-20y.
- Out of 60 females, 26 were domestic and 34 were international students. Here, however, for the range 16-20, there is an equal number of representatives of the sex.

**Brand Association - How many are the positive attitudes?**

**Question: 6. I associate Heineken with...?**

Case Summary						
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
\$PositiveAssociation <sup>a</sup>	89	79.5%	23	20.5%	112	100.0%

a. Dichotomy group tabulated at value 1.

SelectedPositiveAttitude					
		Frequency	Valid	Cumulative	
			Percent	Percent	Percent
Valid	.00	27	24.1	24.1	24.1
	1.00	39	34.8	34.8	58.9
	2.00	17	15.2	15.2	74.1
	3.00	13	11.6	11.6	85.7
	4.00	8	7.1	7.1	92.9
	5.00	4	3.6	3.6	96.4
	6.00	1	.9	.9	97.3
	7.00	1	.9	.9	98.2
	8.00	2	1.8	1.8	100.0
	Total	112	100.0	100.0	

Statistics		
SelectedPositiveAttitude		
N	Valid	112
	Missing	0
Mean		1.7232
Median		1.0000
Mode		1.00
Minimum		.00
Maximum		8.00

\*The numbers of the second column= the number of associated positive attitudes

- The most frequent number of positive attitudes expressed is 1 (given by 39 students, or 34.8 % of the sample), followed by 2 positive associations (given by 17 students- 15.2 % of the sample) and 3 positive associations (shared by 13 students- 11.6 % of the sample).
- We observe that out of 112 students, 27 or 24.1% of the sample didn't have any positive association with Heineken beer brand, while 2 or 1,8% have all possible positive brand association with Heineken.
- Less than 8 students, out of 112, expressed more than 5 positive associations, out of 8 proposed options in total.

**\$PositiveAssociation\*OriginStudent Crosstabulation**

				Origin of the students		
				Domestic student	International student	Total
Positive Association towards Heineken <sup>a</sup>	Associate with courage	Heineken	Count	9	2	11
			% within OriginStudent	20.0%	4.5%	
			% of Total	10.1%	2.2%	12.4%
	Associate with open-mindedness	Heineken	Count	10	6	16
			% within OriginStudent	22.2%	13.6%	
			% of Total	11.2%	6.7%	18.0%
	Associate with exploration	Heineken	Count	8	7	15
			% within OriginStudent	17.8%	15.9%	
			% of Total	9.0%	7.9%	16.9%
	Associate with confidence	Heineken	Count	<b>15</b>	<b>11</b>	26
			% within OriginStudent	33.3%	25.0%	
			% of Total	16.9%	12.4%	29.2%
Associate with assertiveness	Heineken	Count	<b>2</b>	3	5	
		% within OriginStudent	4.4%	6.8%		
		% of Total	2.2%	3.4%	5.6%	
Associate with positivity	Heineken	Count	<b>15</b>	8	23	
		% within OriginStudent	33.3%	18.2%		
		% of Total	16.9%	9.0%	25.8%	
Associate with happiness	Heineken	Count	<b>17</b>	<b>13</b>	30	
		% within OriginStudent	37.8%	29.5%		
		% of Total	19.1%	14.6%	33.7%	
Associate with excitement	Heineken	Count	<b>20</b>	<b>17</b>	37	
		% within OriginStudent	44.4%	38.6%		
		% of Total	22.5%	19.1%	41.6%	
Associate with creativity	Heineken	Count	9	<b>0</b>	9	
		% within OriginStudent	20.0%	0.0%		
		% of Total	10.1%	0.0%	10.1%	
Associate with humor	Heineken	Count	10	11	21	
		% within OriginStudent	22.2%	25.0%		
		% of Total	11.2%	12.4%	23.6%	

Association Heineken responsible consumption	with beer	Count	9	5	14
		% within OriginStudent	20.0%	11.4%	
		% of Total	10.1%	5.6%	15.7%
Total		Count	45	44	89
		% of Total	50.6%	49.4%	100.0%

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**What are the most frequently expressed positive associations with the Heineken brand?**

**Question: 6. I associate Heineken with...?**

Within both domestic and international students Heineken was associated the most with:

- 1) Excitement (37 students, or 41.6 % of the sample)
  - 2) Happiness (30 students, or 33.7 % of the sample)
  - 3) Confidence (26, students, or 29.2% of the sample)
- > Association with positivity is noticed at the same level as with confidence within domestic students.

Within both domestic and international students Heineken was least associated with:

- 1) Creativity (9 students, or 10.1% of the sample)
  - 2) Assertiveness (5students, or 5.6% of the sample)
- > Association with creativity lacked among international students.

**Observation of lack of attitudes towards Heineken among students.**

**Question: 6. I associate Heineken with...?**

**I don't have an attitude towards Heineken \* Origin of the students \* Gender of the students Crosstabulation**

Count		Origin of the students		Total
		Domestic student	International student	
Gender of the students				
Male	I don't have an attitude towards Heineken	27	15	42
	no yes	1	2	3
Total		28	17	45

Female	I don't have an attitude towards Heineken	no	25	31	56
		yes	1	3	4
	Total		26	34	60
Prefer not to say	I don't have an attitude towards Heineken	no	4	1	5
		yes	0	2	2
	Total		4	3	7
Total	I don't have an attitude towards Heineken	no	56	47	103
		yes	2	7	9
	Total		58	54	112

- Out of 112 students, 9 students (or 8% of the sample) don't have an outlook on the brand, while 11 (or 9.8% of the sample) have negative perception of Heineken.
- The international students that don't have an attitude towards Heineken (7) are more than the domestic students who don't hold an attitude towards the brand (2). This implies that Heineken beer brand awareness is higher amongst Dutch students and not sufficient among internationals. Therefore, brand awareness campaign within international student in the Netherlands may be a suitable initiative to tackle this finding. This could also mean that Heineken need to put additional efforts into triggering and fostering positive attitudes within the latter group.
- There is no difference between the gender in terms of number of people without a Heineken association.

**Observation of negative attitudes towards Heineken among students.**

**Question: 6. I associate Heineken with...**

**I have a negative attitude towards Heineken \* Origin of the students \* Gender of the students Crosstabulation**

Count

Gender of the students		Origin of the students		Total	
		Domestic student	International student		
Male	I have a negative attitude towards Heineken	no	22	15	37
		yes	6	2	8
	Total		28	17	45
Female	I have a negative attitude towards Heineken	no	24	34	58
		yes	2	0	2
	Total		26	34	60
Prefer not to say	I have a negative attitude towards Heineken	no	3	3	6
		yes	1	0	1
	Total		4	3	7
Total	I have a negative attitude towards Heineken	no	49	52	101
		yes	9	2	11
	Total		58	54	112

- The domestic students that hold negative attitude towards Heineken (9) are more than the international students who hold a negative attitude towards the brand (2). This implies that domestic students' reasoned or emotional perceptions of the Heineken brand, which are indicators of Heineken brand image, are probably unfavourable and need to be worked upon in order to be changed within this group.
- The trend is, among both international and domestic students, that more males have a negative attitude than females. (6>2 ; 2>0)
- When comparing brand image and brand awareness of Heineken, we can state that the brand has to pay attention and enhance slightly different aspects in its communication with the groups.

**Brand perception:**

**Question: 8. I purchase Heineken because...?**

**Question: 10. Drinking Heineken beer...?**

Case Summary						
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
\$WhyChooseHeineken*OriginStudent	68	60.7%	44	39.3%	112	100.0%

\$WhyChooseHeineken*OriginStudent Crosstabulation					
		Origin of the students			
		Domestic student	International student	Total	
Mental picture of Heineken <sup>a</sup>	Purchase because of its taste	Count	11	17	28
	Purchase because it's cheap	Count	2	10	12
	Purchase because of its attention-grabbing packaging	Count	3	6	9
	Purchase because it's popular	Count	9	12	21
	Purchase because it's sold nearby	Count	2	3	5
	Purchase for parents/relatives only	Count	5	2	7
	Drinking Heineken to feel spirit of adventure	Count	8	7	15
	Drinking Heineken to easily make friends	Count	14	4	18
	Drinking Heineken to connect with friends/colleagues/loved ones	Count	16	21	37
	Drinking Heineken to overcome depression	Count	2	1	3
Drinking Heineken to fight anxiety	Count	2	1	3	
<b>Total</b>	<b>Count</b>		30	38	68

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

- These results, which showcase the brand image among the target groups, confirm the outcomes of the previous statistics. That is, Heineken brand image is slightly more positive among international students than domestic ones.
- However, within both groups the most popular reason for choosing Heineken beer brand is making connections with friends, colleagues or loved ones. This is indicated by 16 ,out of 30 domestic students, and by 21, out of 28 international students.
- While the second reason for purchasing Heineken is its taste, according to international students (17 students out of 38), for domestic students it is because the beer brand enables them making friends domestic (14 students, out of 30).
- The third reason for purchasing the brand appears to be its taste for the internationals (11 out of 30), while for domestic it is the brand popularity (12 out of 38).
- The table signifies that Heineken accessibility among both groups is equal.
- While its product specifications like taste, price, and appearance appeal more to international students, the less intangible aspects such as making connections with others and overcoming unfavourable feelings are the reason behind domestic students' preference for Heineken.
- The discovery for the differences between the groups in terms of Heineken offering (e.g. price) could designate that Heineken has to deal with more competitive brands in the Netherlands, than in other countries.

**Question: 9. One of the Heineken values is responsible consumption of alcohol. Do you think the brand gives off this perception?**

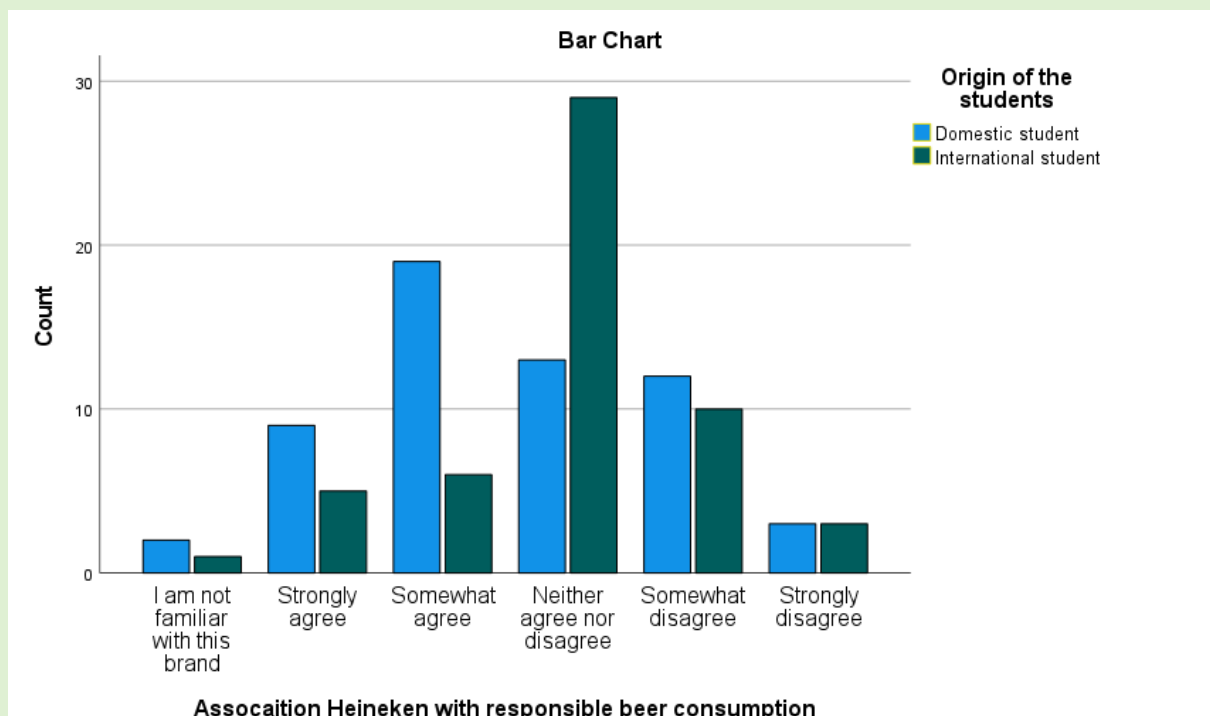
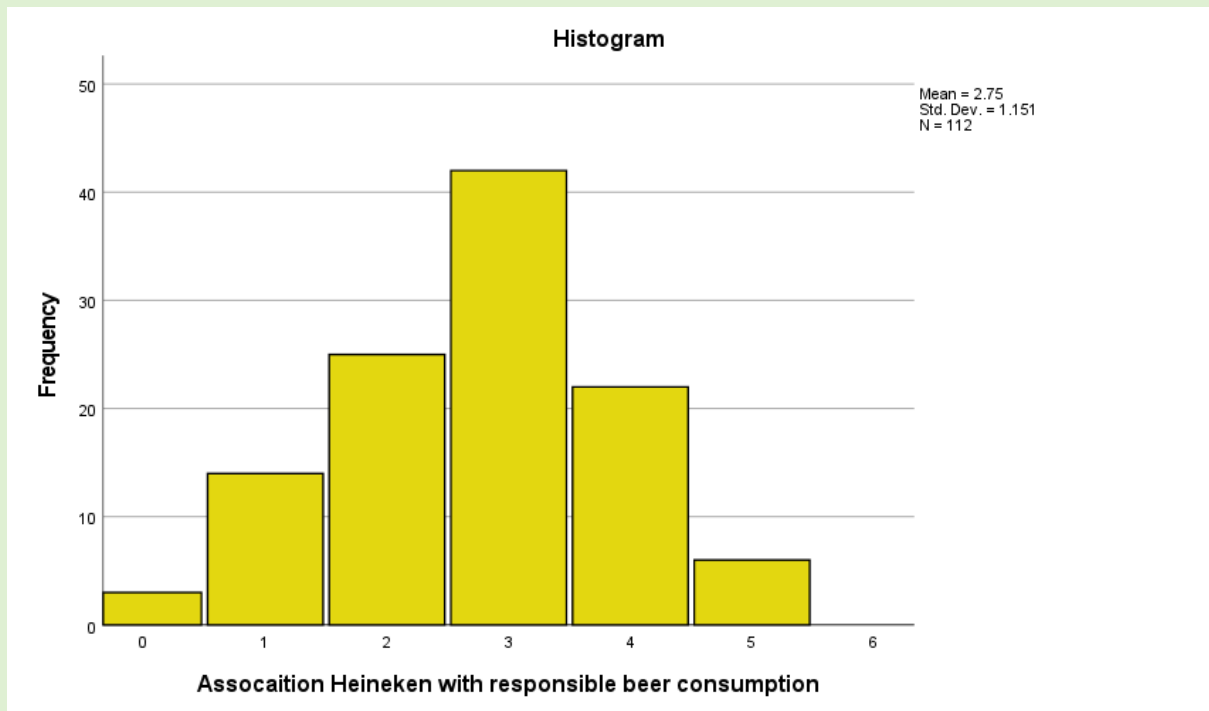
Statistics		
Assocaition Heineken with responsible beer consumption		
N	Valid	112
	Missing	0
Mean		2.75
Median		3.00
Mode		3
Std. Deviation		1.151
Variance		1.324
Skewness		-.217
Std. Error of Skewness		.228
Kurtosis		-.272

Std. Error of Kurtosis	.453
Range	5
Minimum	0
Maximum	5

Case Processing Summary							
		Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Assocaition	Heineken with responsible beer consumption * Origin of the students	112	100.0%	0	0.0%	112	100.0%

Assocaition Heineken with responsible beer consumption * Origin of the students Crosstabulation						
Count			Origin of the students			Total
			Domestic student	International student		
Assocaition	Heineken	with I am not familiar with this		2	1	3
responsible	beer	brand				
consumption		Strongly agree		9	5	14
		Somewhat agree		19	6	25
		Neither agree nor disagree		13	29	42
		Somewhat disagree		12	10	22
		Strongly disagree		3	3	6
Total				58	54	112

- The mode shows that the most frequent answer is 'neither agree nor disagree'.
- Nevertheless, there is a slight difference between international and domestic students in their perception of Heineken fostering responsible beer consumption. While most of the domestic students (19, out of 58) 'somewhat agree' with that statement, most of the international ones (29, out of 54) 'neither agree nor disagree' with it.
- The fact that there are more answers within the options 'somewhat agree' and 'somewhat disagree' given by the domestic students than by the international ones, indicates that the brand image within the domestic group is likely to be higher than the latter group.



## APPENDIX 5

### HYPOTHESIS ANALYSIS (BRAND IMAGE)

#### Research question:

Is there a difference between international students and domestic students in their knowledge of the Heineken beer brand as defined by brand image and brand awareness?

#### Sub-questions:

Is there a difference between international students and domestic students in their perception of the Heineken brand?

Is there a difference between international students and domestic students in their awareness of the Heineken brand?

#### **The hypotheses based on the research questions:**

**Ho:** There will be no significant difference in the likelihood of international students' (enrolled in higher education in the Netherlands) endorsement of Heineken beer brand compared to the likelihood of domestic (Dutch) students' (enrolled in higher education in the Netherlands) endorsement of Heineken beer brand.

**Ha:** There will be no significant difference in the likelihood of international students' (enrolled in higher education in the Netherlands) endorsement of Heineken beer brand compared to the likelihood of domestic (Dutch) students' (enrolled in higher education in the Netherlands) endorsement of Heineken beer brand.

#### **The alternative and null hypothesis:**

Ho: Mean recommendation of Heineken by international students is equal to the mean recommendation of domestic students.

Ha: Mean recommendation of Heineken by international students is not equal to the mean recommendation of Heineken by domestic students.

#### **What test are we using?:**

For this hypothesis we use independent samples t-test.

**1. Which questionnaire question are using for data to test (give the question number and question)?**

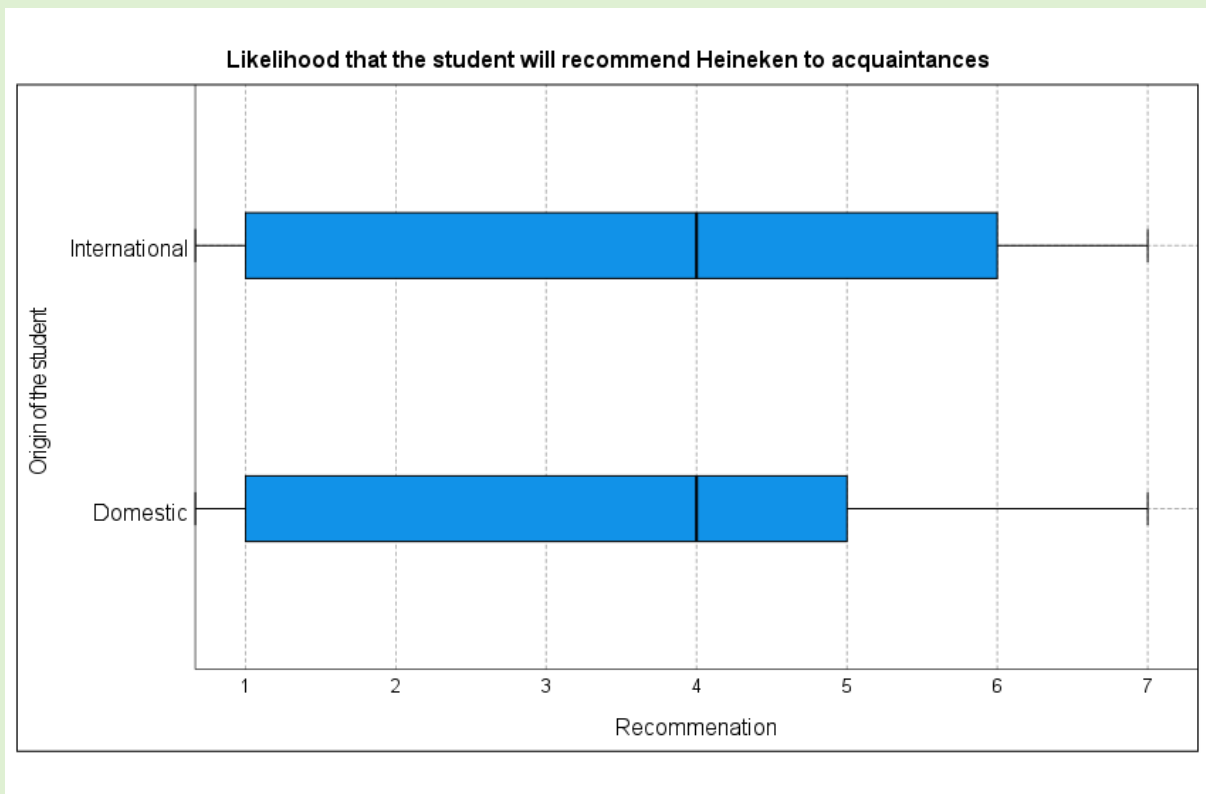
34. How likely is it that you would recommend Heineken beer to a friend/colleague/family member?

**a. Explain why you have chosen to use this question**

We use this question because one of the dimensions of brand image, namely brand perception, can be measured with it. This dimension is assessed well by using Likert rating technique and this question is an example for this method. The variable used in the question is ordinal which is aligned with the type of variables needed for t-test to be run.

We can assess how positive or negative is the Heineken hold by the 2 groups we explore is and if there is difference in the overall brand perception hold by the two groups.

**2. Provide a bar-graph or box-plot of the results of that particular question.**



1) In terms of spread for these distributions:

- The range, which show us the difference between the largest and smallest numbers in the dataset, is 7 for both international and domestic students.

- The Interquartile range (IQR), which is the difference between quartile 3 and quartile 1, is 5 for the International students and 4 for the domestic students.
- ➔ This means that within the 50 % of the results, the data is more widely spread for International students than it is for domestic ones. The short length of the plot within quartile 2 and quartile 3 implies that there is not much variability, but the data gathered from the domestic students is rather concentrated and clustered. Therefore, we can conclude that the opinion of the domestic students hold for Heineken is more concentrated in the values 4-5 for their satisfaction with the brand, as well as consistent and stable than the opinion of the international students regarding the brand.  
The difference between the range and the IQR for international students is 2, while the one for domestic students is 3.

- 2) In terms of centers for these distributions:  
The median for both international and domestic students is 4.
- 3) In terms of shapes for these distributions:  
The shape of distribution for domestic students is skewed right.
- 4) There are not any outliers.

#### **The SPSS results from the t-test:**

##### **Interpreting the results of the Levene's test, equal variance assumed or not?**

Levene's test indicates that the variances are equal across the two groups, because the p-value (.489) is larger than alpha (0.05)

We can conclude that the variance in the recommendation by domestic students is not significantly different than that of the international students. Thus, we will assume equal variance and look at the first row of the 'Independents Samples Test' table.

## a. Can we reject the null hypothesis?

### T-Test

#### Group Statistics

	Origin of the students	N	Mean	Std. Deviation	Std. Error Mean
Would recommend Heineken to a friend/colleague/family member	Domestic student	58	3.29	2.152	.283
	International student	54	3.57	2.392	.325

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					90% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Would recommend Heineken to a friend/colleague/family member	Equal variances assumed	.481	.489	-.654	110	.514	-.281	.429	-.993	.431
	Equal variances not assumed			-.652	106.664	.516	-.281	.431	-.996	.434

#### Independent Samples Effect Sizes

		Standardizer <sup>a</sup>	Point Estimate	90% Confidence Interval	
				Lower	Upper
Would recommend Heineken to a friend/colleague/family member	Cohen's d	2.271	-.124	-.435	.188
	Hedges' correction	2.286	-.123	-.432	.187
	Glass's delta	2.392	-.117	-.429	.195

a. The denominator used in estimating the effect sizes.  
 Cohen's d uses the pooled standard deviation.  
 Hedges' correction uses the pooled standard deviation, plus a correction factor.  
 Glass's delta uses the sample standard deviation of the control group.

Since our confidence level is 90%, we choose  $\alpha = 0.1$   
 $p\text{-value} = .514$

The computed test statistic =  $-.654$ ,  
 The negative t-value indicates that the mean recommendation by domestic students is not significantly greater than the mean recommendation by international students.

The degree of difference = 110  
 The difference between the sample means =  $-.281$   
 The standard error difference =  $.429$

- There was not a significant difference in the mean recommendation between domestic and international students enrolled in higher education in the Netherlands.

Since the p-value is bigger than alpha, we cannot reject the null hypothesis and we assume that the mean recommendation of Heineken by international students is equal to the mean recommendation of domestic students enrolled in higher education in the Netherlands

**Conclusion of the analysis in terms of the research question:**

The analysis implicates that our null hypothesis is probably correct. Therefore, we can assume that there is no significant difference in the overall brand perception of Heineken beer brand hold by international and by domestic students. And, consequently, Heineken brand image perceived by the two groups is assumed to be relatively similar.

This, in turn, means that in order to increase its positive brand image, Heineken have to target both groups with the same amount of effort and depth of consideration.

## APPENDIX 6

### HYPOTHESIS ANALYSIS (BRAND AWARENESS)

#### Research question:

Is there a difference between international students and domestic students in their knowledge of the Heineken beer brand as defined by brand image and brand awareness?

#### Sub-questions:

Is there a difference between international students and domestic students in their awareness of the Heineken brand?

#### **The hypothesis based on research question:**

Is there a relationship in being able to recognize the Heineken logo and being either a domestic student or an international student enrolled in higher education in the Netherlands?

- There is no relationship in being able to recognize the Heineken logo and being either an international student or a domestic student. If you know the value of one variable, it does not help you predict the value of the other variable.
- There is a relationship in being able to recognize the Heineken logo and being an international student or a domestic student. Knowing the value of one variable does help you predict the value of the other variable.

#### **The alternative and null hypothesis:**

**HO:** The ability to recognize the Heineken logo is independent of being an international student or a domestic student enrolled in higher education in the Netherlands.

**HA:** The ability to recognize the Heineken logo is not independent of being an international student or a domestic student enrolled in higher education in the Netherlands.

#### **What test are we using?**

statistical test used: chi-square test of independence

#### **Which questionnaire question are we using?**

Questionnaire question number 4:

Have you ever heard of this Dutch beer brand? -> *show the Heineken logo on the question*

**Why we chose to use this question:**

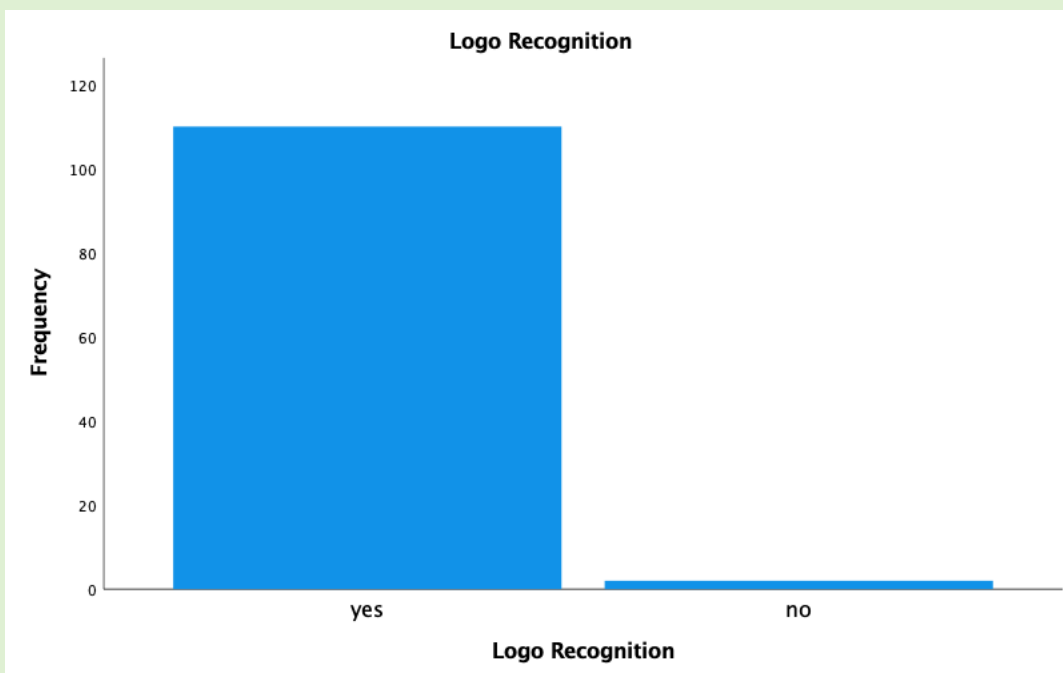
By measuring logo recognition, we can also measure brand recognition, which is a dimension of brand awareness. The question is assessed by using aided awareness (showing the logo on the question). The variable used in this question is nominal, which is needed for doing a chi-square test (2 categorical variables).

Variable types: a) domestic students/ international student = nominal

b) recognize Heineken logo: yes/ no = nominal

**Providing a bar-graph (+table) of this particular question:**

Down below we have provided a bar-graph that shows the answers to the question in the survey where the respondents were asked if they could recognize the logo of Heineken.



		Origin of the students	
		Domestic student Count	International student Count
Logo Recognition	yes	58	52
	no	0	2

**What we learned from the bar-graph & table:**

We learned that 110 respondents recognized the brand and 2 did not. These 2 were international students. Further than that, we see no difference in the ability to recognize the Heineken logo between domestic and international students.

**The SPSS results from the chi-square test:**

**Logo Recognition \* Origin of the students Crosstabulation**

		Origin of the students			
		Domestic student	International student	Total	
Logo Recognition	yes	Count	58	52	110
		Expected Count	57.0	53.0	110.0
	no	Count	0	2	2
		Expected Count	1.0	1.0	2.0
Total		Count	58	54	112
		Expected Count	58.0	54.0	112.0

**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.187 <sup>a</sup>	1	.139		
Continuity Correction <sup>b</sup>	.585	1	.444		
Likelihood Ratio	2.957	1	.085		
Fisher's Exact Test				.230	.230
Linear-by-Linear Association	2.168	1	.141		
N of Valid Cases	112				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .96.

b. Computed only for a 2x2 table

**Symmetric Measures**

		Value	Approximate Significance
Nominal by Nominal	Phi	.140	.139
	Cramer's V	.140	.139
N of Valid Cases		112	

**Can we reject the null hypothesis?:**

We can see that the expected count of both variables is almost the same as the actual count. This is what we see when the variables are independent and don't have a significant relationship with each other.

We can confirm this by looking at the chi-square value of 2.187, which gives us a p-value of .139

The p-value here is  $>.05$  so we can state that there is no association between the variables and that they are both independent from one another.

We will accept the null hypothesis that there is no relationship in being able to recognize the Heineken brand and being an international or domestic student enrolled in higher education in the Netherlands.

**Conclusion of the analysis in terms of the research question:**

This analysis implicates that our null hypothesis is correct. Therefore, we can say that there is no significant relationship between the overall brand awareness and the origin of the students (domestic/international). The brand awareness amongst both groups seems to be very similar.

# HEINEKEN RESEARCH

IN THE NETHERLANDS

THE RESEARCH QUESTION: IS THERE A DIFFERENCE BETWEEN INTERNATIONAL STUDENTS AND DOMESTIC STUDENTS IN THEIR KNOWLEDGE OF THE HEINEKEN BEER BRAND AS DEFINED BY BRAND IMAGE AND BRAND AWARENESS?

## THE PROCESS



In order to answer the research question, we had put together a questionnaire and spread it amongst the students. After getting the results, it was time to start analyzing in SPSS and these are the results we got...

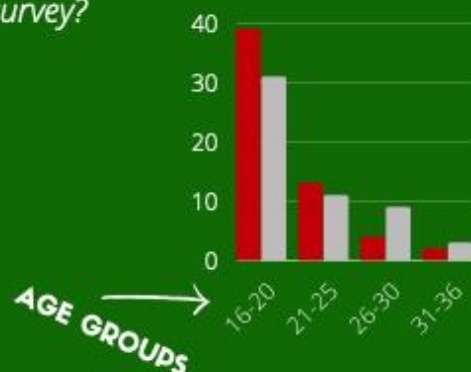


## RESULTS

### DEMOGRAPHICS:

Who took part in our survey?

58 DOMESTIC STUDENTS  
54 INTERNATIONAL STUDENTS



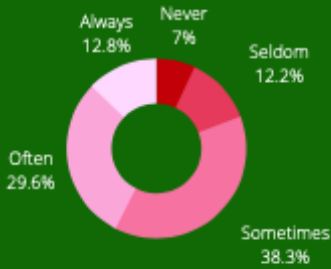
# brand AWARENESS



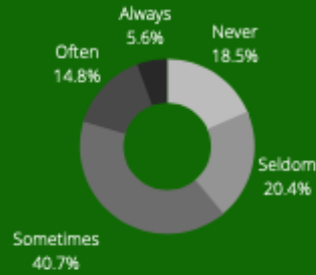
# brand IMAGE

## BEER CONSUMPTION

### DOMESTIC STUDENTS



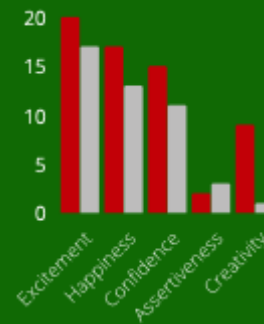
### INTERNATIONAL STUDENTS



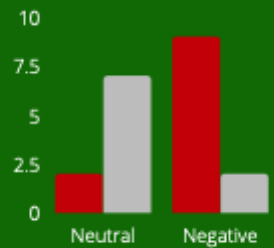
We can see that domestic student consume **SLIGHTLY MORE** beer than international students

## HEINEKEN ASSOCIATIONS

### MOST AND LEAST POSITIVE →



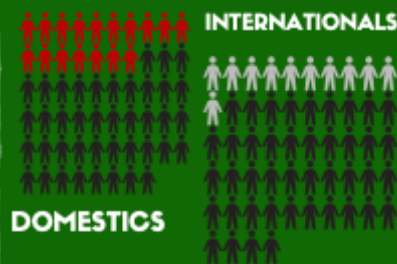
### NEUTRAL AND NEGATIVE →



Both domestic and international students had the same association with the color **GREEN** and Heineken



110 out of 112 students were able to recognize the Heineken logo That's 98,2%!



Domestics: 17 out of 58  
Internationals: 11 out of 54

Both parties had difficulties with recognizing 'BEER?' as the official slogan of Heineken

## HEINEKEN PERCEPTIONS



## HEINEKEN RECOMMENDATION



# CONCLUSION

HEINEKEN BRAND IMAGE: SIMILAR AMONG BOTH GROUPS  
RECOMMENDATIONS:

- TARGET BOTH GROUPS WITH SAME AMOUNT OF EFFORT AND DEPTH OF CONSIDERATION
- INCORPORATE EXCITEMENT, HAPPINESS AND CONFIDENCE IN MARKETING CAMPAIGNS

HEINEKEN BRAND AWARENESS: RECOGNIZABLE LOGO, UNFAMILIAR SLOGAN  
RECOMMENDATIONS:

- CREATE A UNIVERSAL, GOOD AND RECOGNIZABLE SLOGAN
- ADVERTISING WITH THE LOGO TO CREATE MORE AWARENESS

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