

# Improving the Customer Experience of German Visitors to the Openluchtmuseum.

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## Thesis Report

Student: Nikola Danjus 321800



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Deventer, 2016–2017

First examiner: Tatiana Alekseeva

Second examiner: Marion Holtkamp

# Preface

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The following report is a Bachelor thesis written in cooperation with The Openluchtmuseum, Arnhem for the final exam at the Saxion University of Applied Sciences. The report will give advice to the museum on how to improve the customer experience of German visitors.

I would like to thank the Openluchtmuseum for allowing me to work with them on this project. Unfortunately, during the process of writing this report my client contact Mrs. Jojaneke Van Der Voort got very ill and I would still like to thank her for all her support during the beginning stage of this project and hope that she will be well enough to work on the implementation of the advice. Furthermore, I would like to thank Mrs. Pien Rommens and Mrs. Monique Paes for giving me all the information I needed as well as feedback on my work.

In addition, I would like to thank all the members of the brainstorming session that helped me come up with ideas and the staff members at the reception who always made me feel welcome.

From the University I would like to thank Mr. Bas Jansen for supporting me with his knowledge of customer experience and service design, as well as getting me in contact with the Openluchtmuseum and helping secure this project. Mrs. Tatiana Alekseeva also deserves my thanks for supporting me, giving me very helpful feedback and always making sure I still had balance in my life.

Finally, I would like to thank all of the families that visited the Museum with me and allowed me to pick their brains, without them this research would not have been possible.

I also need to thank my own family for the constant support and proof reading.

Deventer, 9<sup>th</sup> January 2017

Nikola Danjus

# Management Summary

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The Openluchtmuseum in Arnhem has been around for a hundred years sharing experience and promoting the cultural heritage of the Netherlands. The museum has primarily been sharing and promoting only with the Dutch market but has now grown enough in visitor numbers and revenue to focus on a new customer segment: German Visitors. Before starting to market to German visitors the Museum is interested in the current customer experience of German visitors in order to know how to improve their product for this new target market. Or in other words *“How can the Openluchtmuseum improve the customer experience of German Visitors?”*

In order to find out what needs improvement, in depth research was done into the current customer experience of German visitors by using research techniques such as observation and shadowing.

Seven German families with children between the ages of 4 and 12 were invited to visit the museum while being shadowed by the researcher. Field notes were written and later used to find the pain points within the customer journey and to draw up a customer journey map as well as create personas of a typical German Family. This information then answered the research question *“What touchpoints need to be changed in order to improve the customer experience of German visitors?”*.

It was found that there are three main pain points within the museum. The orientation both with the map and the pathways signs often brought annoyance and frustration to the visitors. The German visitors also felt like they were missing out on the interaction available in the park due to language barriers. Finally, lack of information pertaining to break times of craft personnel and presentation timings caused disappointment to be felt by the families.

Three solutions were chosen to solve each of the three pain point areas; an application for orientation and information, the encouragement of German visitors to approach staff members while speaking German, and the addition of signs with information of presentations and break times for the crafts. An implementation plan as well as financial implications can be found in chapter 3 of this report.

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# 1. Introduction

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This report is a bachelor thesis for the Saxion University of Applied Science in corporation with the Nederlandse Openluchtmuseum in Arnhem. It is the final report which follows the Thesis Proposal report written previously and will give the final advice on the management issue.

The report will now reiterate the background information of the client, the reason for the project, the management problem, the objective, the management question and the advice questions. This is done to remind the reader and to allow for the addition of details.

The client is the Nederlandse Openlucht Museum in Arnhem, The Netherlands. The museum has been open since 1918 and conserves and displays Dutch traditions. Every year about half a million visitors enter the museum to experience the stories told between old fashioned buildings, windmills and the beautiful natural surroundings spread across 44 hectors. They have 290 regular employees, 148 ftes and 400 volunteers.

The mission of the museum is to “share experiences” and their goal is to promote an interest in the history of their country and to regain respect for their cultural heritage. The museum is in the process of changing their positioning making it less of a traditional museum, where customers just look, and more of a ‘theme park’ where customers experience a full day of interactive activities, while still gaining information.

As the museum has reached a suitable size and revenue, the new director has decided that it is time to share these experiences and appreciation of Dutch culture with a larger audience by starting a marketing campaign for German visitors as well as Dutch. Before they start with this they want to know how or if they need to change anything within their park in order to improve the experience of German visitors. Without knowing what is attractive or unattractive to the German visitors it is hard to meet or exceed their expectations or make a comprehensive marketing plan. Marketing in Germany as well would greatly improve the size of their potential visitors and giving actual visitors a good customer experience would help increase word of mouth marketing and repeat visitors.

So “*The objective of the project is to give advice to the Openluchtmuseum about how they can improve the customer experience of German Guests*” This makes the management question “*How can the Openluchtmuseum improve the customer experience of German Visitors?*” Which will be answered in the final advice. In the final advice some sub-questions will also be answered that approach some of the practical aspects of the final solution.

### Advice questions

*Can the solution tie in with the museums Goals and Mission?*

*What will be the benefits of the improvement?*

*How will the Openluchtmuseum implement the improvement?*

*What are the financial implications of the improvement?*

*To what extent is the solution feasible?*

The service design concept was chosen to be used for this project during a meeting with the client. This approach is the reason for the research design and the advice options. The service design concept was chosen because it focuses on what the customer wants and finding solution to the problems uncovered by qualitative research (Lazier, n.d.). The approach of this concept includes the stages of gathering qualitative information (Prepare) then forming conclusions (Understand) the next step is to gather a large amount of solutions (Create) and then to find the ones that work best (Develop) (New Zealand government, 2015). This concept is further explained in the research section of this report.

Along with the above advice questions and the management question the advice part of this report will introduce several solutions (Create) to the problems found in the results section (Prepare). A brainstorming session with experts will create these solutions. The solutions will then be assessed, by the researcher, using criteria such as usability and feasibility, in other words reaching the Develop stage mentioned above. After the final solution, which may be comprised of several smaller adjustments is chosen an implementation plan will be devised along with the financial implications both of the costs and the benefits of the solution. The solution will be based on touchpoints that were isolated as pain points to German visitors. Touchpoints being any interaction between the Customer and the company and pain points being a less than positive interaction. Touchpoints will be explained further in the research section.

All of this will give a concrete plan to the Openluchtmuseum on how they can improve the customer experience of German guests.

The results section will supply the overview of both the negative and positive touch points of the museum and how the German customers experienced them. This is the input needed for the advice to be coherent. *"The objective of this research is to gain insight into the customer experience of German visitors of the Openluchtmuseum in order to give advice on changes to the product offered by the museum."*

Furthermore, in order to make the research more concrete certain questions need to be answered in order to gather key information. These questions are compromised of the main research question and sub questions as seen below.

*“What touchpoints need to be changed in order to improve the customer experience of German visitors?”*

1. Which touchpoints negatively affect the German customer experience?
2. Where are the cultural or language problems with German visitors and at which touchpoints are these?
3. What do German visitors expect when visiting the museum?
4. What do German customers feel the museum is missing?

The above questions use the concept of touchpoints several times as these are where customer experience is measured. Rawson, Duncan and Jones (2013) tell us how important it is to know where the pain points are. Question 2 is also focused on pain points but on those specific to German visitors when regarding language or culture mainly in the interactive touchpoints. Meyer and Schwager (2007) also mention the importance of expectations which is dealt with in question 3. Furthermore, Meyer and Schwager (2007) also mention the importance of visitors feeling something is missing which will be the focus of question 4. All of the questions will be answered during the shadowing both by interpretation and key open questions. In addition, desk research and the other methods will be used for more details on some of the questions.

This report will continue by explaining the core concept of ‘Customer experience’ and outlining the way the data will be analysed by showing an operationalization. Next the other factors used in the analysis of the data are motivated and shown. The research methods will be discussed and motivated after which the results will be outlined and analysed. A conclusion of the results will be drawn up which will answer the research questions and reliability and validity will be discussed. Solutions based on the results will be discussed during a brainstorming session between experts which will then be analysed using criteria in order to find the best ones. The advice will then be concluded and the advice questions answered as well as the management question. Furthermore, an implementation plan will be drawn up and financial implications will be discussed. Finally, there is an afterword and a reflection on the project.



## 2. Research

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Now that the client and reason for the report have been outlined it is time to move on to a clear description of the research that was completed in order to give advice.

Firstly the reader is reminded of the research objectives and questions. *"The objective of this research is to gain insight into the customer experience of German visitors of the Openluchtmuseum in order to give advice on changes to the product offered by the museum."*

In order to fulfil this objective the research results need to be correctly organised which is done by using research questions. The main research question is *"What touchpoints need to be changed in order to improve the customer experience of German visitors?"* and is divided into four sub questions:

1. Which touchpoints negatively affect the German customer experience?
2. Where are the cultural or language problems with German visitors and at which touchpoints are these?
3. What do German visitors expect when visiting the museum?
4. What do German customers feel the museum is missing?

### 2.1 Research Design

Now it is important to define the research design. This project can be described as applied research as it includes problems solving in a practical situation (Verhoeven, 2015, p. 29). It can further be defined as Qualitative research as it is conducted in the field and observations, interviews and researcher's perception of subjects are used to collect the data (Verhoeven, 2015, p. 135). The research was completed using a case study at the Openluchtmuseum and its touchpoints were of key importance (Verhoeven, 2015, p. 151). It can be seen as a single case study as all research was completed within the same environment and instead of wanting to find contrast between the different families only the similarities were used (Verhoeven, 2015). Due to the three different methods of data collection there is also some triangulation that gives a bigger picture (Verhoeven, 2015, p. 157).

A reminder of the core concept, customer experience, and what it comprises of, as well as how to analyse it, is given using a literature review which will also explain the service design concept.

"... an experience occurs when a customer has any sensation or knowledge acquisition resulting from some level of interaction with different elements of a context created by the service provider" (Gupta and Vajic, 2000, p.34 as Cited in Palmer, 2010, p.197). This makes customer experience a holistic concept as everything from advertising to ordering food is incorporated (Meyer and Schwager, 2007). Not only the actors, or staff, create an experience but also the physical artifacts (Teixeira et al, 2012 p. 364).

Furthermore, customer experience occurs due to multisensory, imaginary and emotive features which cause an emotional reaction in customers (Caru and Cova, 2007, p. 1106). These reactions can be broken down into dimensions: Sensorial (sight, hearing touch etc), Emotional (moods, feelings), Cognitive (thinking, conscious process), Pragmatic (practical acts), Lifestyle (values, beliefs), Relational (social context, relationships) (Gentile, Spiller, and Noci, 2007, p. 397).

As customer experience is hard to measure these dimensions can be used to quantify whether the experience was good or bad. In order to make them more easily understood instead of the single

words the following questions will be used: What did the visitor smell/see/touch? What did the visitor feel? , What did the visitor do? , What the visitors think? , and Who is the visitor/family interacting with? The lifestyle component was deemed unimportant and not mentioned.

These questions were asked when the visitors came in contact with touchpoints. Meyer and Schwager (2007) point out that not all touchpoints are of the same importance, if the core offering of the company is service the service touchpoints are more important. In the case of the museum the interactive touchpoints are the most important because the museum is trying to change their positioning away from a traditional museum.

Although, multisensory stimulation is a key factor active participation and a narrative or story help the creation of memories and successful experience (Caru and Cova, 2007, p.1108). Caru and Cova (2007, p. 1108) define 3 most important facets the company needs to inspire experiences: décor, design and staging. The museum should provide raw materials, but allow the customers to create their own experiences. . Only the touchpoints can influence which activities will create experiences (Teixeira et al, 2012, p. 364). Richardson (2010) agrees and explains that although touchpoints can be numerous and diverse they can also be identified and crafted as they are under the control of the company.

Meyer and Schwager (2007) also mention the importance of knowing what the expectations of visitors are and to be aware that these can be formed by previous encounters or encounters with competitors. Furthermore, they say it is important to know all the touchpoints which do not meet these expectations or where the visitor feels something is missing. Rawson, Duncan and Jones (2013) agree with this by saying it is an important aspect to research what the customers want and where the pain points are.

Arnould et al (2002, cited in Caru and Cova, 2007, p. 1105) divided customer experience into 4 stages: Preconsumption (planning, imagining), Purchasing (choosing, paying, and service), Core consumption (feelings, emotions) and the Remembered consumption (memories, nostalgia). **It can be concluded that** in this case for the Openluchtmuseum the Core consumption and Remembered consumption stages would be the most important, as the Core consumption is the most important to the visitor's experience. In addition, the Remembered consumption stage is important because the touchpoints or pain points remembered after the trip are the ones the museum should focus on or improve. Furthermore, this is also the stage in which the consumers could share their experiences with others and set up expectations for future potential visitors.

The Customer Journey Map is a tool used to research customer experience, it visualises all the steps a visitor takes when engaging with a company (Richardson, 2010).

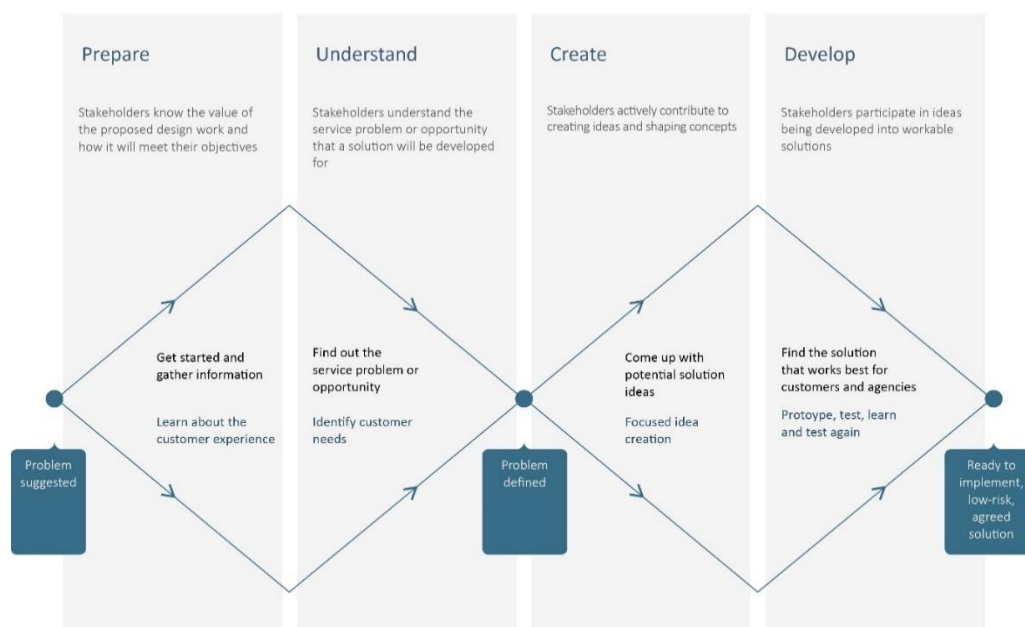
Servicedesigntool.org explains this by saying "*The customer journey map is an oriented graph that describes the journey of a user by representing the different touchpoints that characterize his interaction with the service.*" (Service Design Tools, n.d.). This makes the tool useful for both this project and others, because it gives a holistic view of the customer journey in a graphic presentation, where pain point are more easily seen. Richardson (2010) goes on to say that the best way of gathering this information is done by in depth research, such as interviews and observations, as these are the best ways of understanding the journey your customers go through. Stickdorn and Zehr (2009, p.8) agree with this and say that to gain the best insight into customers' qualitative research techniques such as; shadowing, mapping, interview and observation techniques should be used.

This literature review leads to an operationalization of the core concept as can be seen in appendix I.

This shows the core concept of ‘customer experience touchpoints’ being first condensed into the 4 stages of customer experience mentioned by Arnould et al (2002, cited in Caru and Cova, 2007, p. 1105). The next step are the dimensions of customer experience mentioned by Gentile, Spiller and Noci (2009, p.397). These are used because although experience is hard to measure dimensions allow the researcher to outline the customer experience with some criteria.

In addition this project and its research will be completed using the service design concept. The service design concept is suitable for this management problem because it focusses on what the customer wants. As Teixeira et al (2012) describe it “Service design acknowledges the importance of experiences following the holistic approach. Service design focuses on service elements such as physical, environmental, people (customer and employees) and service delivery to help customers co-create their desired experiences.” (p. 373).

It starts with the information from the field research and builds advice on the emotions and feelings, instead of starting out with a solution that may not be what the customers want. Furthermore, this concept is focused on finding a solution to a problem. There is a research mode and then a solution mode where several solutions are found. This type of research design does not only focus on finding information but concrete solutions (Lazier, n.d.).



**Image 1: Service Design Approach (New Zealand Government, 2015)**

The picture above shows the service design path that this research follows. Firstly all the information is gathered during the field research (Prepare). All of the field notes were then analysed in order to understand where the ‘pain points’ were and what caused the customer experience to be negatively affected (understand). These problems and problem areas were defined, and using a brainstorming session several potential solutions were found (Create). These were then looked at using criteria such as; feasibility (both financial and in general), functionality, do they match the companies m/v/g, and to what extent they would solve the problem in terms of the original management question. This then gave a final solution for the client and was given as the advice as well as being used to complete an implementation plan (Develop).

The customer journey map is a tool often used to visualize the 'customer experience' in regards to the touchpoints and the customer's reactions (Service Design Tools, n.d.). An example of one can be seen below and will be used in the final analysis of the Data.

## 2.2 Research Methods

Three different research methods were chosen to acquire different results. **These research methods were chosen because they are the best ways of gathering in depth insights into customer experience (Stickdorn and Zehrer, 2009, p.397). Verhoeven (2015) also explains that these are the methods used during qualitative research.**

The first was the fly on the wall research method. This is where the visitor is observed from a distance without their knowledge. Five key touchpoints were chosen where the researcher observed visitors while they reacted more naturally to their surroundings.

The second research method were short interviews completed in the entrance hall of the museum during key arrival and departure times. Interview guides were used (Appendix II) and questions about their experience, expectations and final experience were asked.

Unfortunately, neither of these research methods worked very well. The fly on the wall research did not lead to correct results because of the size of the museum. The park is so large and visitors are few and far between. Furthermore, the small number of German visitors meant that it would take a long time before a German visitor was sighted at a key touchpoint. For the short interviews a few were completed but again it was difficult to approach German visitors and they often did not want to waste their time. Some information was gathered but visitors did not often mention pain points and did not give a lot of details.

The third and most important research method was shadowing. In this the 7 families of the research sample were invited to the park and their entire journey, as well as their behaviour and emotions were recorded. The researcher asked frequent questions and encouraged the visitors to keep up a running commentary of their thoughts and emotions. At the completion of the visit a debriefing was also done in order to complete a Customer Journey Map and give additional feedback. This research method was the most useful of all and yielded very detailed information which later flowed into the creation of the Personas and the Customer Journey Map, as well as answering the research questions.

The final step was the Customer Experience audit. The researcher contacted the families again after 2 weeks, or as close as possible, in order to see what each family remembered. They were asked to go through their customer journey again while this was recorded. This method gave the most information on what stuck in the visitors' minds and if the previous pain points were still remembered. One of the families refused to answer the call and so no customer experience audit could be done for this family.

An example of field notes and customer experience audit can be found in appendix III.

Desk research as well as internal documents were also used to support the field research as well as to help with the final advice.

## 2.3 Sampling

The client and researcher agreed that 7 families would be the minimum to get comprehensive data and the maximum possible in the time frame. Furthermore, because a specific target group of German families living in Germany and close to Arnhem (Nordrhein Westfalen) with children between 4 and 12 was asked for and there was no access to a data base therefore self-selection was used. The offer to take part was posted on Facebook and sent to people within the network of the researcher. This makes the sampling Self-selection sampling as the researcher needed people that met the criteria given by the client, and invited the eligible participants through advertisements (Verhoeven, 2015 p. 185). Furthermore, some snowball sampling occurred when families that had already participated asked their friends to participate as well (Verhoeven, 2015, p.186). Due to accessibility issues and snowball sampling four of the families ended up coming from the same city. Overview of each family can be found in Appendix IV.

## 2.4 Approach of Data Analysis

These results will be analysed by first using the 4 stages of customer experience specified by Arnould et al (2002, cited in Caru and Cova, 2007, p. 1105) and then broken down into touchpoints.

The 6 specific touchpoints below were found during the research to be the most influential on the customer experience and are also easily divided into the 4 stages of consumption. As there are over 99 attractions and they are all quite similar they were lumped together and their only distinction is whether an aspect of interaction is involved as of course this would have a different effect on the experience. The particular touchpoints were chosen because during the research they came up with the most reactions and insights.

### **Touchpoints**

Website

Orientation

Attractions with interaction

Attractions without

Train

F&B

The website is the first touchpoint that the customers come upon if they so choose and it sets up the expectations. The Orientations touchpoint is any contact with signage or the map during the visit. Attractions with interaction are any attractions which have interactive activities be this with the staff, physical objects or multimedia. This includes the stores where service is necessary. Attractions without interaction are those which have no interactive qualities and often only contain information signs. The train touchpoint speaks for itself as well as F&B.

Underneath each of these touchpoints the customer experience will be explained using the dimensions mentioned before. What did the visitors smell/see/touch/hear? What did the visitors do? What did the visitors feel? What did the visitors think? And who did the visitors interact with? The lifestyle component as explained before was not looked at in detail. The Information was analysed using coding. First documents were made with each stage and each touchpoint, then each of the field notes for each family was read through and the pieces belonging to the different stages and touchpoints were taken (and marked in yellow) and added to the correct stage and touchpoint. After this the

information was also sorted into the dimensions. An example of the coding can be found in appendix V.

## 2.5 Results

Below the analysed data is outlined in the form of results. Firstly, all of the touchpoints are assessed using the dimensions of customer experience. Then the results of the short interviews are described and finally the data is visualized into a Customer Journey Map and Personas. The family overview in Appendix IV also shows how the different families tended to answer.

### 2.5.1 Pre-consumption

#### Website

Not many People visited the website previous to the visit but the ones that did felt the website was very informative and the pictures and video are very well done. On the other hand, there were comments about the video making everything seem more exciting and raised their expectations to something they did not in the end experience. Furthermore, the insight from the research was that the Dutch website had a lot more information available than the German version. For example a plan of the park and the particular attractions is not available in German. Also, one family mentioned that on a tablet the website does not allow a language change.

During The Pre-consumption stage it is also important what kind of expectations the visitors have. The expectation that was mentioned the most was that the parents wanted their children to have fun on their day out. The families expected a lot of activities for children but also interesting aspects for the adults. They expected to see old houses, animals, crafts and people dressed in period clothing. It was expected that a lot would be outside and that the whole day could be spent in the museum.

### 2.5.2 Purchasing

Of course the families participating in the research did not pay for their trip. However, they were shown the prices and asked what they thought about them.

All of the families did say that the prices were more expensive than in Germany, especially for the children as they start paying very young. In addition, the lack of a family card made the prices seem even more expensive. Also, the parking was regarded as too expensive and the lack of wheelchair discount was noted. One family mentioned that they thought the price was too expensive for the amount of activities for children. On the other hand, some families thought the prices were fine for a park as large as the Openluchtmuseum.

### 2.5.3 Core consumption

#### Orientation

##### ***What did the visitors smell/see/touch/hear?***

The difficulty with understanding the map meant that the senses were focused on the map instead of on the family's surroundings.

##### ***What did the visitors think?***

The attractions on the map should be listed using the alphabet or themed groups, which would allow visitors to choose their path according to their interests. The families wished they did not have to

use the map so much. The families also spent a lot of time wondering about and trying to answer question because they could not find the information signs.

*"It would be good to have numbers outside the buildings for better orientation"*

#### **What did the visitors do?**

A lot of time was spent looking at and discussing the map, taking away from the experience. The families often got confused by the map and walked the wrong way to their destination. As well as walking past information signs without even noticing.

*"Should we go in here? What is in here there is no sign, can we find it on the map?"*

#### **What did the visitors feel?**

The parents felt confused with the map and were frustrated at the difficulty and that they were so dependent on it and felt so disorientated. Although, some of the older children felt important looking at the map and it made their experience more enjoyable. Families felt disappointed when they arrived at usually interactive attractions and found that the staff was on lunch break, wishing the information was on the map, or they knew when to come back.

*"I have no sense of where we are or where we should go."*

#### **Who did the visitors interact with?**

Arguments about the orientation often occurred between family members.

#### **Attractions with interaction**

##### **What did the visitors smell/see/touch/hear?**

Nature but also physical objects and people to allow for playing and interaction are seen. Laughing, excited shouting and calling are heard. The smells are often those of nature but in specific cases of poffertjes and smoke. In the Oil Mill the projected horse can be seen and the sound of its hooves can be heard. Also the smell of the oil is present. In the Laundry the eyes are drawn to the plungers and the smell of laundry detergent enters the nostrils, while the splashing of the water is heard. In the Bee House it smelt of honey and the children connected the bees with honey properly for the first time. They could also hear the buzzing and see inside the beehive. In the Sweet Store the large selection of candy is a sight to behold and the smell is very sweet. In the Hospital the puppets are almost life like, there are sounds of children crying and the antiseptic smell completes the whole picture.

*"It smells like honey."*

##### **What did the visitors think?**

The parents think that it is good the children have places to power out their energy and be physical. Information about break times and special presentations should be given. The parents think the square with bikes in front of the Poffertjes Stand is a great idea because they can enjoy refreshments while still watching their children play. At the Boat parents often have safety concerns and would like something to wash their hands with.

*"Oh this is great for him."*

*"It is really great here for the kids, I am very happy how interactive it is."*

*"The park is beautiful but they really need more for kids to be active and interested especially after such a long trip."*

*"The translation is missing I don't really understand much".*

**What did the visitors do?**

At these attractions the families play, interact, and take pictures. The parents often have to stand at the playground or sit on the floor as there are not enough seats. The square with bikes often even has entertainment value for the adults as they also try out all the bikes. However smaller children have trouble using them. Children really enjoy the action on the Boat. Places where the interaction is not accessible to them the families walk through quite quickly.

*"Oh look at those bikes you should do that too. "*

**What did the visitors feel?**

The children have a lot of fun and feel entertained and engaged. The parents are glad their children are having fun and have a little time to relax. Disappointed and annoyed at missing out interaction just due to lack of information. The Boat brings about a lot of excitement. Smaller children disappointed by not being able to ride the bikes. Disappointed that they are missing out on the verbal and multimedia interaction. In the Oil Mill there is always great surprise when seeing the projected horse and in the Laundry the children's eyes widen in excitement as they view the large plungers. Parents feel welcome by the staff members in the stores because they do their best to speak German with them. The biggest disappointment and feeling of not knowing what is going on comes in the Molukse Barak and the Cheese Factory.

*"This is so much fun can we keep playing?"*

*"Oh sadly we do not understand."*

*"I am very sad I don't understand what she is saying."*

*"Everything here is in Dutch it is a little disappointing."*

**Who did the visitors interact with?**

At the Kindererf and Playground the children often interact with other children but also with their siblings and parents. Then of course if accessible to them they interact with the staff members as well.

**Attractions without**

Some of these are actually meant to be interactive but either because there are often no staff members or these do not talk in German, or the explanation signs or games are also not in German the attraction is not interactive for German visitors.

**What did the visitors smell/see/touch/hear?**

Attractions such as being allowed to look underneath the train inspire the visitors. The sound, sight and smell of the animals creates the right atmosphere, however within most of the other buildings the only sense being stimulated is sight.

*"There is now a lot of repetition, all seems the same and not interested anymore, I wish there were more dressed up people."*

**What did the visitors think?**



Families mention that there could be a lot more interaction if there was more focus on the staff. Especially for the children they think the museum needs more activities and interaction. One family felt they were missing out on the technical developments.

*"It is too much museum I want to play and touch more."*

*"There was nothing really interesting or surprising about this church just like every other one, should show more what the church meant back then or more pictures of people going etc."*

#### **What did the visitors do?**

The families move quite quickly through buildings without interaction and start to lose interest. They also actively seek out the information in German and read the signs. Due to some other attractions being interactive the children spend a lot of time in the other attractions trying to touch everything and testing if things move and are often disappointed. Families also often missed the information signs and spent a lot of time looking for them.

*"I would like more information, at least to know what year it was from and what the social standing of the people who lived here was, that is what they had in Cloppenburg (other open air museum)."*

#### **What did the visitors feel?**

Many of the families felt there should be more activities or information on the Windmills. In attractions such as the Brewery families are upset by missing out on interaction because all videos and voice overs are only offered in Dutch or with subtitles which the children cannot read. After several attractions without interaction the families start feeling restless and bored especially when they encounter buildings such as the Cheese Factory where no information in German is on offer.

*"It is sad the mill is not working."*

#### **Who did the visitors interact with?**

There was often only interaction between the families although there was some sharing of experiences.

### **Train**

#### **What did the visitors smell/see/touch/hear?**

The sight of the old trains and the sound of their bells add to the atmosphere of the museum and make the feeling of time travel more tangible. Inside the smell of the old leather enhances this feeling. However the conductors only talk in Dutch when giving their explanations.

*"What is the man saying?"*

#### **What did the visitors think?**

The train is hailed as being a great idea by all the families. It allows for a better overview and is a highlight for the children. Also, the train adds to the ambiance, helps create the feeling of time travel and is great for bad weather or tired children.

#### **What did the visitors do?**

The train is either taken at the beginning to get an overview or at the end when the children are tired. Furthermore, people are often asking themselves when the train is coming and whether it goes around and how long that takes, the information signs are only in Dutch. On board the train is also often a time for pictures and studying the map.

*"Does it just go around?"*

***What did the visitors feel?***

Excitement and astonishment is a feeling felt by both adults and children. Both old and young cannot wait to get on the train and love looking inside at the old interior and watch the train staff do their jobs.

*"Can we go on the train?"*

***Who did the visitors interact with?***

There is often very friendly interaction (even in German) with the train staff as well as other passengers.

**F&B*****What did the visitors smell/see/touch/hear?***

The food was always well presented and smelled lovely and the families were happy that the waitresses and waiters spoke good English even if they did not speak German. One family mentioned that the atmosphere was ruined in the Poffertjes Restaurant due to the paper plates.

*"Good that she speaks English well."*

***What did the visitors think?***

The parents think that both restaurants are good because the children have a place to play while the parents rest. However, this only works with older children as plants are mostly blocking the view. Some of the families missed a healthy option and wanted more information about allergies. Some families felt they were missing more food and drinks options throughout the park, more like kiosks.

***What did the visitors do?***

The families more often than not pick the Hanekamp or the Poffertjes Stand depending on when they get hungry. At the Poffertjes Stand the children often watch them being made or play on the square. The families often had the problem of having to wait for a table because everything was full.

***What did the visitors feel?***

Some annoyance comes from the fact that the Poffertjes Stand has no English/German menus, that napkins and cutlery are often forgotten or not enough given, or that drinks are forgotten. One family waited for 45 minutes for their food and felt extremely frustrated. Furthermore, standing in line often brought on annoyance and impatience too.

***Who did the visitors interact with?***

The interaction with the families and the wait staff went very well.

## 2.5.4 Remembered consumption

This information comes from the customer experience audits that were completed around 2 weeks after the family visited the museum. The family members were each asked to tell the researcher everything they remember whether it be positive or negative.

**Orientation**

Felt like they missed out on attractions they might have found interesting because the orientation was so difficult.

**Attractions with interaction**

Families felt that more water or the iconic Amsterdam buildings were missing and also more traditional crafts. Most remembered the Oil Mill although they also remembered that they missed out on the presentation. The Bee House for the one family that saw it open was a huge highlight

because of the good interaction with the staff member there and because of the amazing view of the bees. The Kindererf was also always remembered for the great physical action for the children. Some families mentioned that they would have liked to see more things like the Screw Pump around the park. The Playground was also always a highlight among the children. On the other hand the moments of missing interaction due to break times was also a common memory.

### **Attractions without**

In general the families felt like there could have been a lot more contact with staff especially in traditional dress. But there are good memories of the natural surroundings. Also mentioned was that there should be more resting areas such as benches etc and also small play areas for the children. Felt that the memory of attractions without interaction just flow together and nothing sticks out anymore. For these attraction families also remember being bored and missing information in German. Furthermore, they expected more with the brewery, windmills and bakery.

### **Train**

The Train is always remembered as a highlight of the trip. The families remember the friendly interaction with the train staff and love the idea of making their day easier by using the train in the large park. For the children the train definitely leads to excitement.

### **F&B**

The F&B experience is not remembered a lot expect for saying that it is nice that the adults can eat while the children play. On the other hand it is also mentioned twice that they had to wait in line or received their food late.

## **2.5.5 Short interviews**

As mentioned before the short interview did not work out as well as planned, however, some information was gathered and will just be listed below the date it was collected below.

27<sup>th</sup> of August, 2016

- The families came from such places as Frankfurt, Düsseldorf, Rheine and Cologne.
- They thought the prices were more expensive than in German but especially for parking.
- The expectations included old buildings, staff in traditional clothing and learning about Dutch history.
- Most did not find any cultural or language problems, said they could get along with English.
- The feedback for the F&B was also positive.
- The playground, laundry and The Amsterdam buildings were mentioned as highlights.
- They heard from the museum through friends or were repeat visitors.
- All would recommend to their friends.

3<sup>rd</sup> of September, 2016

- The family came from a town near Dusseldorf.
- They were repeat visitors.
- They bought a season ticket and thought that price was fine.
- They enjoyed the Train and the Hospital the most.
- Did not find any cultural problems.

24<sup>th</sup> of September, 2016

- The family came from Linen.
- Were repeat visitors.
- They find the prices acceptable.
- Visit for the history and the activities.

2<sup>nd</sup> of October. 2016

- The couple came from Bremen.
- The price was too expensive when including parking.
- They heard about it through family.
- They thought the website was fine.
- Found a lot of places only in Dutch or the German translations were incorrect.
- They thought the service could be better in the F&B and there was no help for people with allergies.
- The Laundry stood out as an attraction.

## 2.6 Customer Journey map

*“The customer journey map is an oriented graph that describes the journey of a user by representing the different touchpoints that characterize his interaction with the service.”* (Service Design Tools, n.d.). Below a visualisation of a generalized customer journey is shown, as well as a description of the behaviour and emotions of the visitors at each touchpoint. The colours show to what extent the experience is positive, green, or negative, red. As well as Orange which is threatening to become negative and blue which is almost positive.

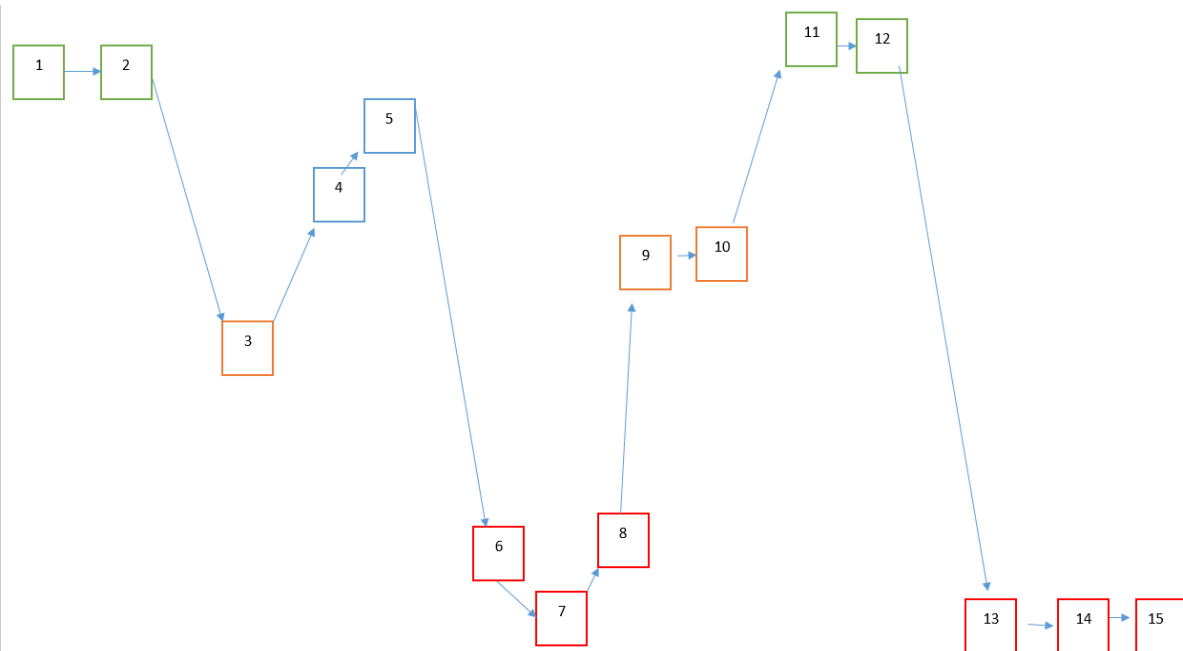


Image 2: Customer Journey map (Danjus, 2016)

- 1) **Website**– The website sets the expectations for the visitors, allows them to start looking forward to specific attractions. The visitors that did look at the website thought it was a good website, with lots of lovely images and really enjoyed the video. However, the researcher noticed that there was information on the Dutch site that was not present on the German site such as the park overview.
- 2) **Arrival**– The families were very positive about the parking and toilet facilities. Especially after a long trip with children it is good that the facilities are so close and clean and the parking so well set up. During the research the new entrance building had not been completed, yet, and so some families commented that they did not feel invited, but this is obviously no longer a problem.
- 3) **Orientation**– This is the point at which the family would have their first interaction with the map which they received at the entrance. The parents would have the first look at the map to plan the rest of the trip. This would often lead to a lot of confusion as they could not understand the different sites or what the red houses meant. Furthermore, if they were interested in a specific attraction they had to read through all 99 attractions, which are neither listed alphabetically nor by themes. The children would start to get impatient and just want to start and the parents would give up making sense of the map and just start walking in one direction, often this was towards Building 1.

- 4) **Attraction without Interaction**– Then the family would reach an attraction without interaction for example Buildings 1 and 2. Being the beginning of the day and the children still being excited to get out of the car, these attractions were still looked at in detail. However, not a lot of time was spent and the families moved on quickly. They often missed or could not find the information signs which made the parents quite frustrated because they could not answer their children's questions. This is often the point where the older children already get bored. The experience improves when the lady is spinning yarn in front of the buildings.
- 5) **Attraction with Interaction**– After this the family would naturally follow the path towards the Oil Mill. Childlike surprise and joy fills every visitor that sees the lifelike projection of the horse. The sound of the hooves and the smell of actually oil being milled also improves the experience. Comments were made by some families that the Oil Mill is not something often seen in open air museums and it is very special. On the other hand, the visitors feel left out of the interaction with the staff members due to the language barrier, and again feel they have a lack of information because they missed an explanatory sign. This often causes a little disappointment but it does not turn into frustration at this point.
- 6) **Attraction without interaction**– Moving on to other interactions without interaction now causes a drop in interest because the family expects more. The children start becoming impatient often wanting to play or touch things. Comments such as “it all looks the same” start appearing. Also, frustration about the lack of German (or any) information starts to show.
- 7) **Orientation**– At this point in the journey the families need to make decisions about which paths to take and what they want to see. This of course needs to be done using the map. More frustration crops up especially because of the dependency on the map, due to the low amount of information on the pathway signs. The parents want to use it less and enjoy the nature around them. They also feel disorientated do not know where in the park or where on the map they are and wish the signs on the pathways would tell them more about what attractions they could see before they take a path. Furthermore, this is the point where families miss out on interaction because staff members are on a lunch break which was not mentioned on the map and they do not know when to come back. All this disappointment, frustration and lack of orientation also often leads to arguments between the family members.
- 8) **Attraction with Interaction**– After having made a decision on what path to take they might reach an attraction such as the Molukse Barak where they see opportunities for interaction. Whether this be; with staff members during cooking presentations, with the interactive game, or with the videos. However, all of these opportunities are not accessible to them the cooking presentation is in Dutch, the game is not translated and the videos have subtitles that are too fast for the children. The feelings of frustration and disappointment continue especially because most find the topic very interesting. To add to the frustration not all signs are translated and the large timeline is also only in Dutch. Furthermore, some of the translated signs have incorrect grammar. The families move on quickly.
- 9) **F&B**– Being midday the families start thinking about eating lunch, for example at the Poffertjes Stand. The children are very excited about watching the Poffertjes being made, as well as being allowed to eat unhealthy food. All families agreed that the food was great albeit expensive. During the research some problems with the customer service was noticed such as missing napkins, not enough cutlery was brought or a coffee forgotten. This did not seem to bother families too much as they only mentioned that they thought the paper plates lessened the good atmosphere and were not sustainable. The parents and children very much enjoyed

the square with bikes in front of the restaurant because it gave the children an opportunity to play and the parents could still watch while resting. At the Poffertjes Stand and the Cafeteria there were no English menus provided and none of the restaurants including the Hanekamp could deal with allergies. Moreover, one family at the Hanekamp waited almost an hour for their food. The restaurants being very full and waiting in line was also a common occurrence.

- 10) **Attraction with Interaction**– After resting for lunch the family would move on and enter an attraction with interaction for example the Laundry. The children were always very excited about the giant plungers and the parents also thought it was interesting. However, again the explanations from the ladies were only given in Dutch and the videos only have subtitles. Families with older children walked through quickly while the younger children were happy watching the plungers for ages. The energy restored at lunch often meant that the lack of interaction did not bother the families much.
- 11) **Train**– The parents are always very happy with the Train because of how often it comes and is good if the kids or they themselves are tired, they can still have fun going on the Train. The children (of all ages) are very excited about the Train and excitedly look out the window or watch the train drivers. The parents also often find the old trains very interesting and beautiful. There were also several very friendly interactions with the train staff in German, often they even changed language or said everything twice. This experience was always very positive and a highlight of the day.
- 12) **Attraction with Interaction**– The next attraction could often be the Kindererf, which also ended up as a highlight. As it offers physical interaction for the children there are no language barriers and the parents can choose to play as well and interaction and share experiences or they can rest on a bench. This is always a great opportunity for the children to power out their energy and they are often very engaged in the playing. In the small farm the touching of the animals is also great fun and the staff members here also often changed to German or English and made sure to interact with the children.
- 13) **Attraction without interaction** – Being towards the end of the day the interest of looking at things and reading signs becomes low. Again comments are made about everything starting to look the same and if there is interaction it is not accessible.
- 14) **Leaving**– At the end of the day the family walks out of the museum but their exit leaves no burning impression there is no peak to the end of their day. Instead the family is tired a little frustrated and is not looking forward to the long drive home.
- 15) **Remembered consumption**– Due to the lack of a peak at the end of their journey the families often have trouble remembering what they did on the trip. Their memories are very blurred and only the big highlights remain in the children's heads.

## 2.7 Persona

A persona is “a documented set of archetypal people who are involved with a product or service” (Saffer, 2010 Cited in Teixeira et al 2012, p. 363). The below persona is a generalized German family that would visit the museum, this is used to allow both the researcher and the members of the brainstorming session to view the pain points from the personas point of view and come up with solutions to help this generalized family instead of viewing the problem through their own eyes (Results from the Brainstorming session can be found in Appendix VII). Full persona can be found in appendix VI below only the demographic information is found.

Table 1: Personas (Danjus, 2016)

 <p>Image 3: Regina Weber (Stedman, 2012) 38 years old Works part time at a textile Company Husband and 2 children From Wuppertal Recreational: Bike riding, gardening, reading history novels. <i>“I want my kids to have fun”</i></p>	 <p>Image 4: Peter Weber (Goodluz, n.d.) 40 years old Works as an Engineer Wife and 2 children Originally from Münster now in Wuppertal Recreational: Bike riding, Hiking, Cars. <i>“I want to take my mind off work and engage with my kids”</i></p>
 <p>Image 5: Lisa Weber (Stedman, 2012) 4 years old Kindergarten Recreational: stuffed animals, legos, books were you can touch and make noise, started children's dance classes. <i>“I want to play”</i></p>	 <p>Image 6: Annika Weber (yeni.modi, n.d.) 10 years old School Recreational: video games, smart phone, roller blading, unicycle, gymnastics. <i>“I'm not excited by little kid things anymore”</i></p>



## 2.8 Conclusion

In conclusion the above results need to answer the research question and sub-questions, after which the reliability and validity will be discussed.

The main research question is *“What touchpoints need to be changed in order to improve the customer experience of German visitors?”*

This question can only be answered after the 4 sub-questions have been fully answered.

### 1. Which touchpoints negatively affect the German customer experience?

**Orientation**– The usability of the map and the orientation using pathways signs leaves much to be desired. The families particularly the adults are often confused and frustrated by the dependency on the map and the difficulty of understanding the routes as well as finding attractions they are interested in. Furthermore, they feel there is information missing in regards to the timings of presentations or breaks.

**Attractions without interaction**– These attractions often cause boredom and disappointment because the families expect more after they have seen some interaction. It is often commented that all of them start to look the same after a while. Most of all in these attractions the information signs are the most important but are often missed or not translated. Furthermore, many families commented that they miss a red line or a story combining the different buildings.

**Attractions with interaction**– Some of these attractions cause disappointment because the families can see the interaction with the staff members that is available but feel like it is not accessible to them.

**F&B**– Although the F&B opportunities do not often impact the families experience greatly, if this experience was improved it would give a large peak in the experience. The service standards in regards to forgetting drinks and not bringing enough cutlery as well as translated menus would be the key points, as well as being able to deal with allergies.

### 2. Where are the cultural or language problems with German visitors and at which touchpoints are these?

The cultural and language problems mainly consist of untranslated written information, only subtitled videos and communications with the staff members below is a list of the specific attractions:

- Attraction 3 The Oil Mill: German families cannot understand the presentation given in Dutch.
- Attractions 10 Molukse Barak: The timeline is not translated, interactive game only in Dutch and the videos are only subtitled. On some translated signs the German grammar is incorrect.
- Attractions 4 and 11: Can eat soup or drink coffee with staff members but if Dutch visitors are already there it is all in Dutch and the German families do not feel like they can join in.
- Poffertjes Restaurant: menus not translated.
- Attraction 39 Laundry: Again presentation by staff member in Dutch and video only with subtitles.
- Attraction 42 Pissier Deventer: Voice over only in Dutch.
- Attraction 51 Depot Arnhem: not all signs translated and video with subtitles.
- Attraction 52 Cheese Factory: no information in German at all.
- Attraction 78 Brewery: All videos and voice over only in Dutch or with subtitles.
- Attraction about World War 1: Game and interactive screen not in German or English.
- Attractions 82: Videos only subtitled no over information in German.

### 3. What do German visitors expect when visiting the museum?

When asked this question the visitors often replied they were not sure or did not expect anything, with some probing they then mentioned such things as old time crafts, a big park, old buildings and staff in traditional clothing. Two families also mentioned that they expect this park to have physically interactive activities. But most of all they expected their children to have a good day.

When viewing visitor's interaction and interpreting them with the information received in the debriefing and the customer experience audit, then the German families expected more crafts to be shown, more physical interaction, more staff in traditional clothing, more activities for the children, and more information in German.

### 4. What do German customers feel the museum is missing?

German customers feel the museum is missing more interaction especially physical and catering for children. As a matter of fact more activities for children in general. Many families also commented that they would love to learn more about how the windmills worked, see inside them and have activities with them. Moreover, more information and crafts showing technical developments in Dutch history were felt to be missing, as well as more crafts in general and more staff in traditional clothes, maybe playing music. On a more practical side the museum is missing more rain cover and options for food and drinks as well as a healthy F&B option. Finally, for the all over experience the museum is missing more information both in General and in German and better orientation. Both of these aspects made the families feel like there is not red line, like they could not see a story leading them through the park.

So the main research question "*What touchpoints need to be changed in order to improve the customer experience of German visitors?*" is answered by saying that the main pain points are with Orientation, in the lack of information on the pathways signs and the usability of the map. Moreover, German visitors miss out on interaction due to language barriers and feel there is not enough physical interaction. Finally, the information in the park, and on the website, is not always the same for German and Dutch visitors. More detailed examples were given in the answer to sub-question 1. This means that in the service design concept the understanding stage has been reached as the 'problem' is defined and the customers' needs are known.

Now that the research questions have been answered it is time to see whether or not the objective of the research was reached. As a reminder "*The objective of this research is to gain insight into the customer experience of German visitors of the Openluchtmuseum in order to give advice on changes to the product offered by the museum.*" In depth research was done into the experience via the observations which already give a lot of information to the client. However, this information was also analysed using a Customer Journey Map to visualize the experience and Personas to show a typical family. All of this information can now be used to give the final advice on what needs to be changed or adapted and how. Before this can be discussed the validity and reliability of the research is argued below.

## 2.9 Validity and Reliability

Now the validity and reliability of the conducted research will be discussed. This will show how precise and reliable the research is.

### 2.9.1 Validity

The validity is "...how credible the research is, whether it is a true reflection of reality." (Verhoeven, 2015, p. 190). The validity will be broken down into construct, internal and external.

#### *Construct validity*

The construct validity refers to the research design. The research design started out with a literature review in which all sources were assessed using the AAOCC criteria. The literature review then further allowed for an operationalization of the core concept which created the basis for both the interview guides and the aspects the researcher paid attention to during shadowing. The literature review and the theory it contained also generated the research methods that were used. After the first observation the field notes were shown to the consultant Mr. Bas Jansen and changes were made to make the field notes more in depth. Looking at all these aspects the construct validity can be seen as high.

#### *Internal validity*

The validity may have been lowered as the visitors knew they were being observed and may have adapted their words and actions to seem more socially desirable or in this case been overly critical. The validity was improved by repeating the observatory research seven times with different families which increase the probability of the results being representative. Although the researcher kept in mind the same questions every trip was different and also after the first family some observation methods were adjusted. Furthermore, during the customer experience audit after two weeks all families were asked to do the same thing but not all fully understood the task and the result ended up being very different, while still giving insight into the remembered consumption. There was also a drop out of one family who would not contact the researcher for the customer experience audit. There was difficulty with the validity in general as an abstract concept such as experience is hard to measure, however using literature research the concept was broken down into measurable concepts and questions that could be answered. Furthermore, the researcher herself may have affected the validity by not always being purely a shadow and affecting the visitors. On the other hand, the research can be seen as unbiased as the researcher is not from the museum but from a third party. **The internal validity can be seen as at medium level.**

#### *External Validity*

External validity focuses "...on the scope of the content...the generalizability to other situations." (Verhoeven, 2015). The internal validity influences the external validity which means that it can be seen as also at medium level. Although again 7 people may not be completely representative of the population and each family brought a different perspective on the larger issues there was correlation, which allows a generalizations to be made. Threats to the external validity are the intangibility and subjectivity of the core concept and its dimensions, as well as the presence of the researcher and their influence. All things considered the external validity can still be seen as being medium level.

### 2.9.2 Reliability

Reliable research means “...it must be possible to replicate the research at another time...” (Verhoeven, 2015, p. 198). Although seven families is a very small sample it is all that could be done with such detail in the limited time, as most of the information correlated it can still be seen as representative. There was no retest as each observation was another family and only one researcher was involved. The observation was only standardized to some extent there were several questions the researcher made sure to ask every time but as each visit was a different day, a different family and a different journey through the park more standardization would have been difficult. Furthermore, although the abstract concept of experience and the emotions and reactions of the visitors were up to interpretation the results were recognised by staff members of the museum, **during the brainstorming session**, and so proven to be correct. Originally the reliability was to be improved by triangulation but as mentioned before this did not work out as planned. On the other hand the general experience of the customers was rechecked after two weeks using the customer experience audit.

### 3. Advisory part

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Now that the research questions have been answered and the reliability and validity discussed it is time to come to the final advice. As a reminder “*The objective of the project is to give advice to the Openluchtmuseum about how they can improve the customer experience of German Guests.*” In this chapter this final advice will be given along with a plan of implementation for the future. This final advice will be given as an answer to the management question “*How can the Openluchtmuseum improve the customer experience of German Visitors?*” this question will be answered coherently by being broken down and answering each of the below advice questions.

#### Advice questions

*Can the solution tie in with the museums Goals and Mission?*

*What will be the benefits of the improvement?*

*How will the Openluchtmuseum implement the improvement?*

*What are the financial implications of the improvement?*

*To what extent is the solution feasible?*

Before these questions can be answered a solution, or several small ones, needs to be found for improving the customer experience. Several solutions were brought up during the before mentioned brainstorming session held with: a service design expert, a representative of the families, a marketer, several other staff members within the museum and the researcher. The brainstorming session was started off by the researcher giving a short presentation on the results of the research (appendix VII), which helped focus the brainstorm on the insights already gained from the field research. Then the attendees and researcher had 10 minutes of time to write down all their ideas, which were then discussed without judgement and given to the researcher to record. Due to the fact that the results of the field research and the personas were given to the attendees before starting, the mind-set was changed from seeing the everyday problems of operations to instead looking at the issues at hand with a new set of eyes. Furthermore, the added discussion from the researcher, the service design expert and the representative of the families, who were all external, brought a fresh view and new ideas. An overview of the brainstorming session can be found in appendix VII. Although, the solutions were found during the brainstorming sessions the researcher was an active participant. Furthermore, the researcher alone used criteria they deemed as important to come up with the final solution.

The solutions have not yet been looked at with feasibility in mind and can be found below:

- Quest game aimed at German children
- More information on website in German to allow families to prepare their visit
- Separate maps for different interest or age groups (also depending on children or not)
  - Or 3 routes depending on interests on pathway signs in different colours.
  - Colour code areas on map with sign posts for easier orientation
  - Entirely separate children's map
- Mobile device application– with push for break times and times of presentation, include audio tour or information pop ups using GPS, have map digitally.
- Use more pictograms on pathways signs
- German language workshops for the employees so they feel more confident.

- Inform first time visitors they should take the train first to allow for an overview of the park.
- Include timings on break signs
- Translate all signs into German as well as menus.
- Make sure that the end of journey has a peak by giving a gift for the car ride
- More interactive computer games
- Tags/stickers on staff members to show which languages they can speak
  - Encourage visitors to speak to staff by telling them on map or at entrance that most speak English or German and would be happy to change language.
- Use cartoons to tell the story instead of long information signs
- More craft presentations
  - Physical interactive tasks that do not require staff members in between attractions with interaction (Could be as simple as a sand pit, or toy trains. Just something to touch or play with)
- Information sign at entrance with the timings for presentations
- Offer English or German tours every 2 hours.
- An avatar or mascot which tells a story through the museum (can also tie in with application)

In the service design concept the stage of creation is now reached as many potential solutions have been found. The next stage is now the development stage which will funnel the ideas until only the ones that best fit the company and the problem are found. As this is a long list the solutions will first be divided into the pain points they are in reference to and given one \* for simple solution two \*\* for a solution that requires more time and/or implementation and three \*\*\* for a very elaborate solution.

Table 2: Solutions from Brainstorming session (Danjus, 2015)

Orientation	Interaction	Information
<ul style="list-style-type: none"> <li>• Separate maps for different interest or age groups (also depending on children or not)               <ul style="list-style-type: none"> <li>◦ Or 3 routes depending on interests on pathway signs in different colours. **</li> <li>◦ Colour code areas on map with sign posts for easier orientation **</li> <li>◦ Entirely separate children's map **</li> </ul> </li> <li>• <b>Mobile device application– with push for break times and times of presentation, Include audio tour or information pop ups using GPS, Have map digitally. ***</b></li> <li>• Use more pictograms on pathways signs **</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quest game aimed at German children. ***</b></li> <li>• German language workshops for the employees so they feel more confident. **</li> <li>• Make sure that the end of journey has a peak by giving a gift for the car ride. ***</li> <li>• <b>More interactive computer games. ***</b></li> <li>• Tags/stickers on staff members to show which languages they can speak *               <ul style="list-style-type: none"> <li>◦ Encourage visitors to speak to staff by telling them on map or at entrance that most speak English or German and would be happy to change language. *</li> </ul> </li> <li>• <b>More craft presentations ***</b> <ul style="list-style-type: none"> <li>◦ <b>Physical interactive tasks that do not require staff members in between attractions with interaction (could be as simple as a sand pit, or toy trains. Just something to touch or play with) ***</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>More information on website in German to allow families to prepare their visit. **</b></li> <li>• <b>Mobile device application– with push for break times and times of presentation. ***</b></li> <li>• <b>Include timings on break signs. *</b></li> <li>• <b>Information sign at entrance with the timings for presentations. *</b></li> <li>• <b>Translate all signs into German as well as menus. ***</b></li> <li>• Offer English or German tours every 2 hours. ***</li> <li>• An avatar or mascot which tells a story through the museum (can also tie in with application). ***</li> <li>• Use cartoons to tell the story instead of long information signs. ***</li> </ul>

Before the assessment criteria can be applied the list needs to be shortened. In order to fully impact the customer experience of German guests it is important to have at least one solution for each of the three areas causing negative impact.

During the brainstorming session the client mentioned improvements are already being made to the map and the pathway signs in June so these solutions will be left out. This leaves the orientations aspect with the solution: the application.

For the interaction aspect the children's quest game would solve the problem of more interaction for children. The language workshops would be a relatively simple solution to the language barriers felt during staff and visitor interaction. The museum is also already planning workshops via e-learning and so these will not be focused on. The idea of giving some sort of present for the car ride home which would help the peak at the end of the journey, although a good one, did not come up as one of the main issues of the research and so will not be considered further. Adding more computer screens with games would help the interaction and is relatively easy to adapt to a particular language. Putting sticker on staff members to show which languages they speak would destroy the authentic clothing and so will not be discussed further although the idea of encouraging guests to speak in German and approach staff members will go on to be viewed with criteria. Adding more crafts and physical activities/interactions would really boost the customer experience and will move on to the next stage.

When looking at the information column above, adding more information to the German website of the museum is a relatively simple solution and could also help solve orientation problems. The application is mentioned again as it could help both with the orientation and information pain points. Including the timings of breaks and presentations are both simple solutions that would greatly improve the experience. Making sure all information signs and activities are translated as well as menus is a key improvement. Offering tours in English or German every 2 hours would solve the orientation and interaction pain points, on the other hand, when asked about tours the families said they would prefer to visits the museum freely and so this solution will not be looked at further. Both the avatar telling a story and the information being told by cartoons would both be good additions to the museum, however, they would take a large amount of effort and do not aim at the biggest problems.

So the final solutions are:

- The application: for orientation and information
- The quest game for children
- More computer games
- Encourage visitors to speak German with staff
- Adding more craft activities
- Adding more physical activities
- Adding more information to the German Website
- Have break timings of signs and presentation timings at entrance
- Translate all information.

These solutions now need to be looked at using assessment criteria in order to find just one (or three simple ones) which meets the criteria and can be seen as the final solution to improve the customer experience of German visitors. For this purpose a grid was set up with the assessment criteria that will be used and a grading system to allow for an easier overview of which solution would suit best.

Table 3: Grading based on Criteria. (Danjus, 2015)

Criteria	To what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5

The first criteria is logically to what extent the solution solves the pain points. The second criteria comes from talking to the client, it is important the solution ties in with the museum mission, vision and goals and does not destroy the atmosphere of the park and its reason for existing. The feasibility in terms of time was also put forth by the client. A preferred time scale for the implementation has been set by the client by being operational in March of 2018 which is a little more than a year from receiving this report. Feasibility in terms of finance is also something to be considered. Below there is a financial overview of how much a rise in German visitors would increase the revenue, this means that this increase in revenue will be used as the budget for any solutions. Furthermore, all financial criteria were compared using approximate numbers given by the client from experience.

### The application: for orientation and information

*Solves pain point*– Using an application for orientation and sending out information would quickly solve the pain points of the map, pathway signs, lack of orientation and give the customer access to all information in their chosen language. Furthermore, push notifications could be used to give information about presentations and break times. **Unlike many of the other ideas the application also brings innovation to the museum as it is a totally new concept.**

*Ties in with the museums m/v/g*– On the other hand, the application would mean having a mobile device in front of you at all times. It would mean looking more at the screen and the surroundings and could in turn stop the interaction and sharing of experiences between the family members. Moreover, the need for Wi-Fi in the entire park and a constant looking at the phone may lead to reading work emails or playing games. Also, the need for charging points would take away from the authentic atmosphere.

*Feasibility in terms of implementation (time)* – Before creating the app the museum would need to find a company that creates applications and continue the process in coordination. Furthermore, the museum would have to give the company all the information it wants translated and the map, this would then take about a year to turn into an application. During this phase the museum would also have to talk to the application stores for the different mobile devices and start marketing the app. After the map is completed it would still take a while to work out all the kinks. In addition, the museum would have to finish setting up the Wi-Fi all over the park. Altogether this could take over two years but not more than three.

*Feasibility in terms of Finance*– Working together with ‘My Tours’ a company that specialises in these types of applications the prices would be 1795 EUR setup +1345 EUR. This would fit into the budget of € 46,111 very well. These prices were received by the ‘My Tours’ in 2015 for another project and may have changed and of course the Museum is free to choose another company, these prices are just to give an idea.



Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>14</b>

### The quest Game for children– Interaction

*Solves pain point*– This solution only solves the pain point of interaction and also only for the children.

*Ties in with the museums m/v/g*– The quest game would help children interact and experience the museum in a much more entertaining way. They would be sharing the experience with the other children and learning about Dutch history in a much more specific way.

*Feasibility in terms of implementation (time)*– As there are already such games for Dutch children they would just need to be translated and German speaking staff members found. This could very easily be completed in the set time frame if not earlier. The only thing that might take more time is the marketing.

*Feasibility in terms of Finance*– The Museum estimates that creating a new game would cost 40,000€ which is still within the budget but on the upper end.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>13</b>

### More computer games– Interaction

*Solves pain point*– Adding more computer games into the museum would increase the interaction and they are once implemented an easy way to make sure German visitors also have interaction they can understand.

*Ties in with the museums m/v/g*– The computer games share the experiences of Dutch history in an entertaining way and allow for a story to be told in any Language.

*Feasibility in terms of implementation (time)* – Designing the games, ordering the machines and inserting them should take around a year and translating into several languages could take up to another. This means it might fit just into the time frame.

*Feasibility in terms of Finance*– The cost per screen (estimated upon the costs within the new exhibition) is 5,000€ to make an impact at least 3 screens should be added making the cost 15,000€ which is still very much within the budget, although unknown costs may arise with installation and such which is ok as 31,111€ is left of the budget after purchasing the screens.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>15</b>

### Encourage visitors to speak German with staff– Interaction

*Solves pain point*– This is a rather simple solution to increasing the interaction between staff and visitors without needing much implementation.

*Ties in with the museums m/v/g*– As it increases the interaction and the sharing of experiences it follows the museums mission, vision and goals. It allows the visitors to be told the story as well in their language.

*Feasibility in terms of implementation (time)* – To apply this solution all that is needed is a note on the map and encouragement from the staff at the entrance.

*Feasibility in terms of Finance*– As the map is already being reprinted this would not cost anything and could just be added.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>19</b>

### Adding more craft activities–Interaction

*Solves pain point*– This adds more interactive attractions as well as showing more of the Dutch history. It allows for more peaks in the customer experience journey.

*Ties in with the museums m/v/g*– This solution does tie in with the museums mission, vision and goals as it tells the story of the Dutch history in an interactive way that allows for a better experience and more times to share experiences.

*Feasibility in terms of implementation (time)* – Developing more craft presentations and implementing them within the museum would mean the building or renovation of buildings and the addition of capable staff. It is highly unlikely this could be completed in the time frame.

*Feasibility in terms of Finance*– The costs for this solution would lie in paying more staff members and building or renovating. Staff members who present crafts are paid 25€ an hour which in a year of operation would be approximately 45,275€ (this number is based on open days in the year winter and summer season and the opening hours). Renovating a building to allow for crafts would cost 300,000€ or adding a new one 1 million€ this is well outside of the budget.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>11</b>

### Adding more physical activities– Interaction

*Solves pain point*– Adding physical interaction would add a peak for the experience by improving interaction and being physical there is no language barrier.

*Ties in with the museums m/v/g*– Physical activities create deeper memories and more vibrant experiences. Also the lives of the people of the past become more tangible.

*Feasibility in terms of implementation (time)* – These physical activities would need to be designed and built into the museum, which could be completed in the set time period. Especially because no staff members need to be found or trained and they do not need to be fitted into the museum but can be added in open areas.

*Feasibility in terms of Finance*– if the renovation of a building would cost 300,000€ it could be estimated that building small physical activities into open spaces such as the Screw Pump this would cost approximately 30,000€ which is within the Budget as well, as unlike attractions that need staff members or technology this solution could continue improving experience for several years without needing much maintenance.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>18</b>

### Adding more information to the German Website– Information

*Solves pain point*– This solution could improve the information for German visitors as they could prepare their visit and read important information beforehand.

*Ties in with the museums m/v/g*– Does not work with or ignore the mission, vision and goals just allows for a better experience.

*Feasibility in terms of implementation (time)* – The information only needs to be translated and added to the website which could be done in less than a year.

*Feasibility in terms of Finance*– Adapting the website for German visitors would cost 10,000€ which is within the budget.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>16</b>

#### Have break timings signs and presentation timings at entrance– Information

*Solves pain point*– This would be a relatively easy solution to some disappointment felt by the lack of information and the missing of presentations and craft shows.

*Ties in with the museums m/v/g*– Giving this information ties in with the museum mission vision and goals because the stories and experiences they want to share can only be shared if the visitors know when they can see them.

*Feasibility in terms of implementation (time)*– As this just means adding information to existing signs it could be completed in a matter of weeks.

*Feasibility in terms of Finance*– This solution would not be very expensive as it would just need money to cover printing and laminating.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>17</b>

#### Translate all information– Information

*Solves pain point*– Having all information properly translated will drastically change the experience for German visitors in a positive way.

*Ties in with the museums m/v/g*– Again this solution allows the museum to showcase the proud Dutch history and to share their stories with their neighbours in a way they will understand.

*Feasibility in terms of implementation (time)*– Translating all the videos, computer games, voice overs and written information may take more than the time frame.

*Feasibility in terms of Finance*– This would be a considerable investment including: salary for someone to put in the time, any additional electronic equipment or systems and new posters and information signs. The museum approximates the costs at 50,000 just over the Budget.

Criteria	Too what extent are the criteria met?
Solves one (or more) of the pain points	1 2 3 4 5
Ties in with the museums m/v/g	1 2 3 4 5
Feasibility in terms of implementation (time)	1 2 3 4 5
Feasibility in terms of Finance	1 2 3 4 5
<b>Total</b>	<b>14</b>

To make the biggest impact on the customer experience the highest marked solutions for each orientation, interaction and information were chosen as the final solutions. Which make the final solutions the application, the inclusion break times on signs and presentation timings at the entrance and the encouragement of visitors to speak German with staff members. These also match well as they are two rather simple solutions and one more time consuming which balance each other out. **Which means the final stage of the service design concept has been reached. All that is left is prototyping and testing which will be shown in the implementation plan.**

It is also worth mentioning the addition of more physical activities such as; screw pumps, small playgrounds, sandboxes or history related activities such as wells that work. As well as the addition of information to the German website as both of these also scored well and could be added in future.

### 3.1 Implementation Plan

So the situation at the moment or the IST situation is causing problems in the customer experience in the orientation within the park due to lack of information on pathway signs and the usability of the map. Furthermore, the information is not always translated into German and the website has less information on its German page. At interactive attractions Germans often miss out due to a language barrier and feel more physical interaction especially for the children is missing.

Now that the final solutions have been chosen the SOLL situation can be described. The usability of the map is already being solved by the museum but another solution to improve the orientation within the museum is using an application. The navigation will be simplified as well as orientation in regards to the visitor's position on the map. Information about the whereabouts of an attraction and information concerning it would be more easily accessible and decrease the presence of the before mentioned pain points with orientation in the park.

To improve the interactive experience the visitors will be encourage to speak to all staff members in German and informed that most will be able to speak to them. This is a simple solution to improving the interaction between staff and visitors and lessening the feeling of being left out.

The information in the park will no longer be a pain point when the visitors will be informed of the break times of craft shows to allow them to come back and also be told what presentations are available to them at what time and in which buildings.

This report has now answered all the research questions and has come up with the solutions to improve the customer experience of German visitors. The final step of the advice is to draw up an implementation plan for the Openluchtmuseum.

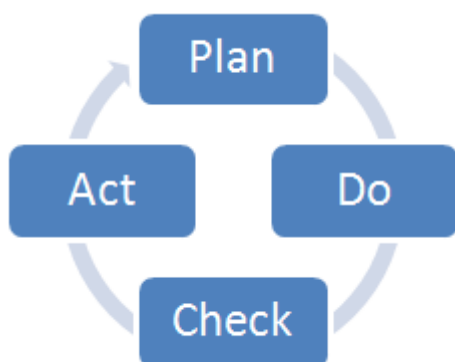


Image 7: PDCA cycle (Rouse, 2015)

The PDCA method (Image above) is used to show how the museum will continue with the implementation of the solutions at the beginning and up until three years.

### **Plan Phase**

The planning phase is needed in order to execute the implementation plan in the smoothest way possible. Below the first steps for each solution are outlined as well as general steps.

The application:

- The management of the Openluchtmuseum should sit down and discuss what they would like to include in the app and how they would like it to work.
- The next step is to contact the 'My Tours' team (or equivalent) and find out what is possible or getting more ideas, at this point the 'My Tours' team would also inform the museum of what information they need in order to continue with the process.
- At this point the museum would have the most amount of work because they would have to sort out all the information they want the app to have, in the languages they want to include, give the 'My Tours' team their map as well as a geographical map.
- The Openluchtmuseum should also plan how they will market the application once it is functional.
- Furthermore, the addition of Wi-Fi to key areas of the park would need to be planned.
- The next stage would take a while as the team would have to program all the information.

Adding break information to signs and presentation timings at the entrance:

- For the implementation of this solution it is important to have a list of all the presentations or other attractions that rely on staff and the times they occur or not.

Encourage visitors to speak German with staff:

- Before the reprinting of the maps a small note should be added somewhere to pass on this information.
- It should be discussed whether this information should also be added to the website when it is being renewed.
- Staff members at reception should be briefed about informing visitors as they enter the museum.

General: As the German visitor numbers are not known it is hard to measure the impact of the higher customer satisfaction so it would be a good idea for the museum to do some research into the amount of German visitors they have in the IST situation, to allow for a comparison with the SOLL.

### **Do Phase**

After the planning it is time to take action and implement the solutions within the operations of the museum. Which can also be seen as the prototyping done in the development stage of the service design concept.

The application:

- Once a prototype of the application has been completed and any problems discussed the Openluchtmuseum would have to contact the app stores for the different providers about allowing this app to be added.
- Furthermore, the marketing for the application should start in order to raise awareness.
- Also, the museum would have to install Wi-Fi within the park.
- Finally the application can then be used by visitors to improve their experience.
- Of course the do phase for the application will come a lot later than those of the other solutions, however, as those solution are quickly implemented some improvement to the customer experience would have already been made and the application would be added at a later date.

Adding break information to signs and presentation timings at the entrance:

- The list that was previously created should now be used to make signs that can be installed easily at the entrance and at each of the presentation buildings.
- Then these signs should be installed.

Encourage visitors to speak German with staff:

- Staff members at reception should start to give the information to guests as soon as they are briefed.
- There is no other extra action as new maps are already being printed and put into rotation.

### Check Phase

After the implementation the museum needs to make sure that the solutions are working and still being implemented correctly. **This is the test and learn stage in the service designs concept.**

The application:

- The Wi-Fi connection should be checked daily.
- The function of the application should be checked monthly.
- Discussion on updates with 'my Tours' should be had after half a year of operation.

Adding break information to signs and presentation timings at the entrance:

- The staff at reception and at the presentations should make sure they are hanging signs with the correct information every day.
- Changes due to seasonality need to be kept in mind.

Encourage visitors to speak German with staff:

- Feedback from staff about the improvement of interaction should be asked for after 3 months after implementation.

General: Feedback from visitors in person and online should be taken into consideration and used to continue improving the new solutions. The German visitor numbers should be researched again after 1 year and after 2 years in order to compare results.

## Act Phase

If the check phase found any difficulties the act phase is when these would be smoothed out. Furthermore, in the act phase actions for the next years will be outlined. **Here it is mentioned that the test and learn stages need to be repeated on a regular basis.**

The application:

- If anything came up in the check phase these issues should be solved.
- The application will be updated every year by 'My Tours'
- If during the research in visitor's numbers or the feedback from visitors the museum notice a negative trend it would be useful to do customer experience research to decide on whether or not to continue with the application.

Adding break information to signs and presentation timings at the entrance:

- The signs should be renewed every 2 years to make sure they look good and are readable.

Encourage visitors to speak German with staff:

- If the feedback from staff is negative then it may be an option to improve the interaction with one of the other solutions with high marks.

General: Repeating research into the customer experience after 3 years would give insight into the need for more solutions.

## 3.2 Financial Implications

Now that the final solutions for each of the pain points have been decided upon and the implementation plan given, the next step is to look at the financial implications.

As mentioned in the introduction the estimated percentage of German visitors is 1% which out of half a million would then be 5000 German visitors a year. These numbers are not very accurate and before moving on the museum may want to do further research into this.

The client wants to have 3 times as many visitors by 2018 (summer season) so 15,000. In 2014 the museum made € 1,537,033 just from fully paid adult and child tickets (information from internal data). Of this 1 % is €15,370 and in 2018 this would be € 46,111 received from German visitors. The solutions should not go over this number because then the solution would be using up the museum's other profit. Spending within the museum is not calculated as the previously mentioned F&B pain points should also be watched and so the profit from within the park should go back into investing for better service.

The table below shows the costs of the solutions and the improvements they will make. The improvements are in this case creating an increase of 3 times as many German customers and so mention the profit against the costs of the solution.



	Costs	Improvement
The Application	1,795€ (setup) + 1,345€ (per year)	Orientation and information
The Signs	29 € (every 2 years)	Information
Encouragement of visitors	0	Interaction
	€ 3,169 ( in the first year)	€ 46,111

Table 4: Financial Implications (Danjus, 2016)

As mentioned before the prices for the 'My Tours' application are from 2015 in personal contact with the team. These could have changed and there other options out there, 'My Tours' was just used to give the museum an idea and they can look at this option at <https://www.mytoursapp.com/>.

The prices for the printing and laminating for the signs are given from a website called [drukwer.printer.nl](http://drukwer.printer.nl) however, the museum has their own printers and may also have their own laminator making the costs sink.

The encouragement of the visitors to speak German with the staff does not cost anything at all, the staff at reception are already being paid and the maps are already being reprinted. The prices may only change if the museum decides to also add this information to the website.

As can be seen the solutions leave a lot of space in the 'budget' to allow the museum to implement more of the solutions that got high marks as well as investing in more research. Continuing to improve the customer journey has been proven to give faster revenue growth, higher customer satisfaction than competitors, and competitive advantages (Rawson, Duncan, and Jones, 2013, p. 4).

In conclusion it is important to make sure the objective has been reached and to answer the management question as well as the advice questions to give a comprehensive view of the final solution.

*"The objective of the project is to give advice to the Openluchtmuseum about how they can improve the customer experience of German Guests"*

The project objective was reached by using in depth research which answered the research objective and questions. The final advice was given in the form of the implementation plan above and the analysed solutions which came from the brain storming session. These solutions implemented in the correct way will improve the customer experience of German guests by solving the pain points discovered.

*"How can the Openluchtmuseum improve the customer experience of German Visitors?"*

The final answer to the management question above is the museum needs to implement: the application, the information signs and the encouragement of visitors to speak German to staff. These three solutions are aimed at the three main pain points discovered and will so raise the customer experience of German visitors.

### Advice questions

*Can the solution tie in with the museums Goals and Mission?*

*"Mission of the Open Air Museum:*

*To share experiences*

*To tell true stories*

*About everyday life in the Netherlands*

*To a broad range of visitors,*

*Whether native or new to the Netherlands,*

*With the help of authentic objects*

*And to encourage visitors to share their*

*Own experiences with us – and with each other*

*Goal of the Open Air Museum*

*To promote:*

*Interest in the history of everyday life in the Netherlands,*

*Respect for our cultural heritage,*

*Understanding of our own cultural identity and that of others."* (Nederlandse Openluchtmuseum, n.d.)

**The Application:** The application would allow for a better sharing of knowledge in languages for a 'broad range of visitors' it may also help in the telling of stories. On the other hand, the need for holding a mobile device in your hand and needing WI-FI and a charging cable may destroy the atmosphere and the authenticity of the experience. As well as becoming a barrier between the family members themselves.

**Encourage visitors to speak German with staff:** This solution increases the likelihood that visitors and staff will interact, which in turn increases the sharing of experiences. Furthermore, this contact will allow for a better understanding of the stories being told in the museum and encourage an interest in the Dutch culture when it is accessible in their language.

**Have break timings of signs and presentation timings at entrance:** Giving this information to visitors will support the telling of the stories and the sharing of experiences by making sure visitors know where to go when in order to see the full experience on offer.

*What will be the benefits of the improvement?*

**The Application:** This solution improves both the orientation and the information pain points found during the research. The usability of the app will improve the search for particular attractions and allow for better access to information. As well as the museum being able to make use of push notifications to inform visitors or other key information.

**Encourage visitors to speak German with staff:** Informing the German visitors that they can communicate with staff members within the park in German will improve the pain point of interaction. At the moment the lack of communication of German visitors with staff members is a major reason for a drop in customer experience and this simple solution could improve the interaction.

**Have break timings on signs and presentation timings at entrance:** Again this is a relatively easy solution this time to the pain point felt by lack of information. The disappointment felt by missing craft presentations due to break times or walking past presentations that were already happening without knowing when they started had a major impact on the customer experience.

*How will the Openluchtmuseum implement the improvement?*

**The Application:** Working together with either 'My Tours' or another company the museum will create an application with all the information and orientation of the museum. This will then need to be marketed and added to the app stores for the different providers. After which the application should be made available to visitors and updated yearly.

**Encourage visitors to speak German with staff:** When the new maps are printed the information should be included as well as staff at reception informing visitors when they walk into the museum.

**Have break timings on signs and presentation timings at entrance:** All the timings should be printed and laminated and placed on the correct attraction or at the entrance to inform visitors.

*What are the financial implications of the improvement?*

**The Application:** The setup of the application will cost €1,795 and €1,345 is for yearly updates.

**Encourage visitors to speak German with staff:** This solution will not cost anything unless added to the website.

**Have break timings signs and presentation timings at entrance:** Printing and laminating of the signs could cost around €29 every two years.

All three of the improvements raise the customer experience and so impact the amount of German visitors. This means that their impact is also positive as it adds to the museum's profit.

*To what extent is the solution feasible?*

**The Application:** Although the solution is a little out of the time frame wanted by the museum it could still bring a huge improvement while staying inside the 'budget'.

**Encourage visitors to speak German with staff:** It is easily implemented in a short time period and does not cost the museum any extra money.

**Have break timings on signs and presentation timings at entrance:** This is a very easy way to improve a major pain point. It can be easily implemented, almost instantly and the costs are extremely low.

To sum up the objective of the project was reached, the management question has been answered and all three solutions positively answered the advice questions. This project has now given The Openluchtmuseum a clear overview of where their pain points (Rawson, Duncan and Jones, 2013). They can now adapt them as they are something they control (Richardson, 2010) which allows the museum to influence the customer's experience as they interact with the touchpoints (Teixeira et al, 2012), creating better experiences. The museum now possesses a visualization of these pain points and the personas of a typical German family which allows them to continue adapting their touchpoints to their new target markets' needs and wants.

As mentioned before the museum should look into doing research on how many German visitors they actually receive in order to be able to see improvements. Furthermore, it would be a good idea to repeat this kind of customer experience research after the solutions have all been operational for three years. Finally, as there is still budget left over and there were several other useful solutions thought of during the brain storming session the museum could always think of continuing with the improvements at a later date.

Finally, in regards to the new marketing plan the museum is in the process of creating, it was mentioned by several families that they would enjoy coming to the museum for special occasion. These could include special market days or days specifically focused on the crafts.

## 4. Afterword and Reflection

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I saw this project uploaded on the [oursaxionworld.nl](https://oursaxionworld.nl) and immediately new that it was perfect for me because I had started taken and interest in service design after taking the living technology course in my HBS semester. I straight away contacted Mr. Bas Jansen who was in charge of the project and he then sent my letter of motivation to the Openluchtmuseum. After about a week I was accepted and very glad to have a project. When I found out I would have to do most of my research in the summer holidays before even handing in my research proposal, I was stressed by this situation especially because I was not living in The Netherlands at the time and would have to do a lot of travelling. Furthermore, I was still working on trying to pass some other exams.

Next I was told that the visitors all had to be from the Nordrhein Westfalen region of Germany were I did not know many people. However, I did manage to find 7 families willing to participate even if this meant changing my time planning. This also allowed me to extend my personal network and I hope I will be able to stay in contact with at least some of them. At the beginning I still felt unsure I was completing the shadowing technique correctly and often did not write down enough information or enough quotes. After receiving some feedback on this I started feeling more in my element and was very proud when Mrs. Jojaneke Van Der Voort from the museum told me my information would be very useful.

When it came to writing my proposal I realized I would have trouble matching up my field research with the theory as I had not planned my observation using the theory, this meant I was reverse engineering my project trying to make things fit and explain my decisions. I was very proud of myself when I passed my proposal with a 7.

After this things got difficult for me, I became very stressed and worried I could not write my thesis well. I was working with the service design concept in the form of a research report for the first time and was trying to match up doing what my client wanted with what I had to do in order to pass.

At this point I started slipping with my time management and getting sick a lot which did not help my motivation or my stress levels. The final blow came when I heard the unfortunate news that my current contact person at the museum was no longer going to be available due to illness. Although, not a big problem as the museum showed me that they would still make time for me I started to panic and feel overwhelmed. I took one day at a time and slowly made progress on the report. This is the time were I probably should have had more meetings with my examiner to keep me on track.

Then I started planning the brain storming session which caused me more stress but gave me a time limit which gave me the push I needed. At the brain storming session I received very positive feedback which I had also been getting from my examiner and Mr. Bas Jansen who was consulting. All this positive feedback helped me focus and quelled my fears slightly.

Now that I have completed this project I must say it has been one of my hardest at university and I am extremely proud of what I have achieved not only of the quality of work but of the fact that I did not give up and I managed to complete it in the given time frame.

*Things I have learned:*

- Do not make mountains out of molehills, small roadblocks do not mean throw your hands up in the air and say "Why me?" These things happen in life. Rationalize the size of the problem take a deep breath and come up with a solution.
- I do not need other people to rely on, I should rely on myself first.
- On the other hand, ask for help. If I need help there are several people who would be willing to give me what I need.
- Work at my own pace. I have never been a person with a lot of energy I need to manage it well.

*What does my project mean for the industry?*

This project gives an insight into German visitors and could be useful to other Dutch attractions. It also gives a new view on how to look at a company's product. Looking at the customer journey and the contact with the company through the customer's eyes, not focusing on only the quality of the product or the price of the product but the entire experience on offer to the customer. In the case of this project it would particularly interesting for companies working with clients of different nationalities.

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New Zealand Government. (2015, May 7). *Service design approach diagram* [Diagram]. Retrieved 30<sup>th</sup> of October 2016 from <https://webtoolkit.govt.nz/guidance/service-design/approach/>

### Image 9: Customer Journey map

Created by Author (2016), Visualization of Customer Journey map, Visualization

### Image 10: Regina Weber

Stedman, M. (2012, November 15). *Lorraine Keane launches Gifts of Change* [Photograph]. Retrieved on the 29<sup>th</sup> of November 2016 from <https://www.flickr.com/photos/trocaire/8198823371/in/photolist-s1koUm-6zskC3-8vP6oR-5Cb5KC-aDUU4m-jC5NWo-x4dwPw-8Gkni8-tfjNcx-EMWXnp-6swjEx-7q5uCZ-5E1txJ-duv7rF-EMKEf1-hGS8PV-bu5z2w-drUhhD-jsXRT1-duv7xD-6rSTeX-4dMMW2-78jC4r-duv7tF-eX8U3G-dqPYR4-bu5AoU-7yC2TY-jeJXT1-8zGNkp-9Pa4Tu-7aFDQm-fn7Bdz-hv4vCW-jzi1ZT-7aXKZP-7Kh8fk-bGZqBF-4n44ZJ-7nZZog-dsMmo1-akFyuu-7QD4x-67w3BG-4nbL9u-aEh6sf-96p5Xg-dDqmFU-8dEbQC-dpKBkR>

### Image 11: Peter Weber

Goodluz. (n.d.). *Photo of Handsome 40-year-old man* [Photograph]. Retrieved 29<sup>th</sup> of November 2016



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**Image 12: Lisa Weber**

Stedman, M. (2012, November 15). *Lorraine Keane launches Gifts of Change* [Photograph]. Retrieved on the 29<sup>th</sup> of November 2016 from

<https://www.flickr.com/photos/trocaire/8198823371/in/photolist-s1koUm-6zskC3-8vP6oR-5Cb5KC-aDUU4m-jC5NWo-x4dwPw-8Gkni8-tfjNcx-EMWXnp-6swjEx-7q5u CZ-5E1txJ-duc7rF-EMKEf1-hGS8PV-bu5z2w-drUhhD-jsXRT1-duc7xD-6rSTeX-4dMMW2-78jC4r-duc7tF-eX8U3G-dqPYR4-bu5AoU-7yC2TY-jeJXT1-8zGNkp-9Pa4Tu-7aFDQm-fN7Bdz-hv4vCW-jzi1ZT-7aXKZP-7Kh8fk-bGZqBF-4n44ZJ-7nZZog-dsMmo1-akFyuu-7QD4x-67w3BG-4nbL9u-aEh6sf-96p5Xg-dDqmfU-8dEbQC-dpKBkR>

**Image 13: Annika Weber**

Yeni.modi. [Photograph]. Retrieved on the 29<sup>th</sup> of November 20016 from <http://eyeni.mobi/sekil-yukle/?q=10+year+olds&page=2>

**Image 14: PDCA cycle**

Rouse, M. (2015, April). *PDCA circle* [Image]. Retrieved on the 20<sup>th</sup> of November from <http://whatis.techtarget.com/definition/PDCA-plan-do-check-act>

**Table 1: Personas**

Created by Author (2016), Table showing personas, Table

**Table 2: Solutions from Brainstorming session (Danjus, 2015)**

Created by Author (2016), Solutions from Brainstorming session, Table

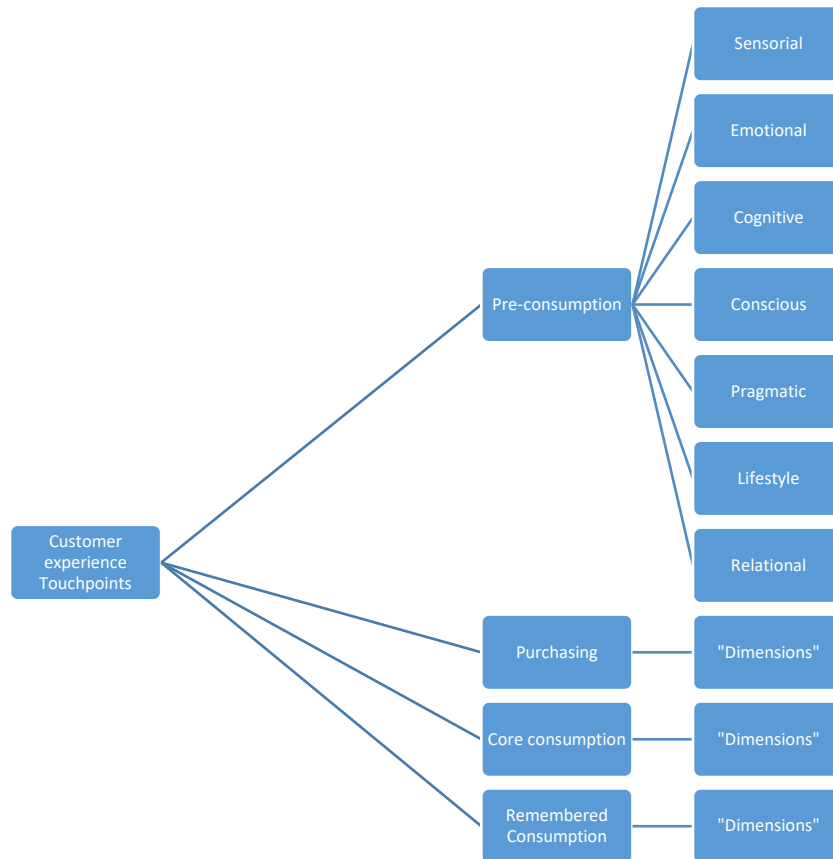
**Table 3: Grading based on Criteria. (Danjus, 2015)**

Created by Author (2016), Grading based on Criteria, Table

**Table 5: Financial Implications (Danjus, 2016)**

Created by Author (2016), Financial Implications, Table

## Appendix I: Operationalization of core concept



## Appendix II: Interview guides

Wo kommen sie her?	
Wie haben sie von dem museum gehört?	
Hat ihnen die webseite gefallen?	
Wie fanden sie die anfahrt? (strecke, länge)	
Was halten sie von denn eintritts preisen?	
Was ist der grund für ihren besuch? Höllandische geschichte oder nur einen ausflug mit der familie.	
Was sind ihre erwartungen? (erlebnis museum ?)	
Sind sie am canon interessiert?	

Wo kommen sie her?	
Was halten sie von den eintritts preisen?	
Was waren vorher ihre erwartungen?	
Und in wiefern haben diese gestimmt?	
Gibt es sprachliche oder culturelle problem?	
Wenn ja wo?	
Wo haben sie gegessen?	
Hat es ihnen gefallen?	
Welche plätze/austellungen haben ihnen am meisten gefallen/zugesagt? Und warum?	
Hat ihnen irgentwas gefehlt?	
Sind sie am canon interessiert?	
Würden sie dass museum weiter empfehlen?	

## Appendix III: Example Field notes and Customer Experience Audit.

FIELD NOTES- TRAVAGLIANTE 02.10.2016

### Phone call before

- been there before 10 years ago
- not much expectations sure that it will be a good day
- yes freiluft is in the open and more educational ( interesting but no action and unterhaltung)
- Erlebnis active action more to do not so boring for children.
- excited think it will be a good day

### Arrival

- 11:00 – 15:38
- The signs on the highway were very good
- All seem very relaxed
- “let’s see if they tell us where to go or if we can just walk ourselves”
- The daughter is very interested in the drehergerl and her brother shares her enthusiasm and walks around to see how it works, their mother then explains to them how the process works.
- The mother mentions that 12 years ago she did a tour in English and it was very hard for her to understand everything and she would love to have one in German.
- Everybody goes to the bathroom and the boy wants to get a train coin but does not have enough money so he goes to the register to ask for change.
- The mother studies the map and says it is very unclear and misunderstand the 2 different sides and the red line.
- The father comes back from the bathrooms “they are very clean and everything is filled up but I nearly fell over the cleaning supplies”.
- They discuss how they will walk and decide to walk the red route first and then go where they want afterwards, they also already discuss where to eat. Both children have tea with them and drink it before moving on. But this makes the parents a little impatient and they just want to get inside the park.

### Actual Park

- Mother is worried that they are not allowed to drink and eat their own food. The daughter is collecting nuts from the floor and wants to keep doing it but her mum says she can do it later for now they want to see the museum.
- They slowly walk towards building 2 and comment on the lady spinning in front they discuss what they are looking at but quickly move into building 1.
- In building 1 everyone spreads out and looks at what they can see with interest and the children ask a lot of questions. The mother tries to explain everything and the father

comments "it looks like the trip we took last week". The children continue to point things out and asks questions and their mother discusses things with them while the father looks at the separate room as well.

- They move on to building 3 and after reading the sign the father says "this is a mill there should be a horse" everybody looks for the horse. The mother and daughter look at the different tools and discuss things the daughter asking questions the mother trying to explain. The father looks at what the men are doing but it is only being explained in Dutch and he quickly grows bored. "Oh sadly we do not understand" says the mother and they quickly move on.
- "What do we have here house number 4 is a farmers house" the father says reading the map. The son sees the well and says "oh look there is a mill can we still get water" and when noticing it does not move he disappointedly says "oh man why not". The father intently reads the sign outside while the mother and children head inside. Inside there is an old lady in traditional dress telling stories and crocheting, the mother says "I am very sad I don't understand what she is saying" but they all still watch the scene in front of them. They walk around a bit and look at different things and the daughter gets upset at the hanging rabbits. The father had been waiting outside because he was eating a sandwich and now came in while the others look at the goats.
- "Mummy I'm bored everything is boring" the daughter says. The father tries to cheer her up by explaining some things he read on signs. (he is upset when some of the signs are only in Dutch really enjoys reading all the information)
- At building 6 the boy start saying he really wants to climb in it and the daughter asks "are there any rollercoasters" and " I want to collect the nuts" both seem a little impatient and want to be active.
- They head towards the bee house and again the father reads the signs and explains what the garden is for etc. They go into the honey exhibit and look around but don't seem very captivated. The son is busy opening all the containers and trying to figure out what they are for, lack of information is annoying the father. The bee house itself is not open and they do not go in.
- "I have no sense of where we are or where we should go" says the mother. They head towards building 12 and the daughter lags behind seeming bored. The son calls out everything he sees and seems a little more interested than his sister. They walk through building 12 and have a friendly exchange with people eating soup there tell them it smells good. (But still does not seem accessible to them because they are only speaking Dutch). The family looks at everything in details and the parents take turn explaining things to the children. "Is that sausage real" the daughter looks at the stored food in detail. The mother reads the tops of the sign and tells the children that this would have been a rich farmer. The father reads the signs in more details.
- After exciting the mother walks quickly towards the pig pen seeming very excited. "I like it that there are always animal in between" she says. They head into the shed but find that it is empty and go back to the pigs and spend a long time laughing at a pig peeing. The father keeps walking and studies the map.
- "Should we go in there? Is it open?" the mother says and they walk into building 15. "Not sure what this is supposed to be, no signs and I can't place it on the map" says the father disappointed. They say it doesn't fit somehow and they are definitely missing information. They quickly move through the rest of the building the father tries to read signs but they are

in Dutch and he moves on quickly. The father finally sees a sign “why is it only on one side what if you come in on the other like we did I could have used this information”.

- The children get very excited about the big pond and spend a while playing there and they don't want to leave even when the parents tell them to hurry up. The mother sees the tram go by and says “oh that's nice I really want to go on that, let's take the train around once, does it go around? When is the next rain coming?”
- The kids see the boat and run towards it. The mother comments “kids like things like this more than just the looking”. “Where are the poffitjes” the mother asks “I think over there” the father answers “ok well you kids go across and we'll eat poffetjes afterwards.” The mother is very worried about the children getting wet and then being cold. (She sees some bikes riding on the other side of the water and says “oh that would be a lovely idea renting bikes at the front and then riding around” The kids go into the boat and the parents walk around (are not sure they are allowed through the gates). They wait on the other side and the children seem to be having fun, the father reads signs nearby.
- The father looks into the scheepswerft 35 and then they all head towards the poffetjes. “What are those weird bikes” asks the son and both children look at the for a while. The father says “oh that smells yummy”
- At the poffetjes restaurant there is not German/English menu and the family has difficulty understanding it. The daughter asks what poffetjes are. The family wait a long time for service to come did not even notice there was table service. Finally a waitress arrives and they order in English “Good that she speaks English well” says the father. The father studies the map a little more and then looks at his glass because it seems to be dirty. (Asked if miss healthy food they say on days like this it doesn't matter). “Would be good to have serviettes on the table” the mum says as she watches her children get sauce everywhere. They look at the prices of the poffetjes and say “very expensive” especially when added to entrance prices, would expect 3.50. But the children say “very yummy”. The family also comments on how the paper plates are not sustainable and ruin the atmosphere. After the food is done the children run outside to play with the bikes and the mother walks to the cash register to pay. As the adults walk outside as well the father stops to watch the poffetjes being made.
- The children are playing on the bikes but both need a little help from their mother. The children have a lot of fun and it seems good for them to be active, the daughter does not seem bored anymore. The mother says “ I like this square it is very good for the children”
- The father goes into the sweet store and buy something no problem order the lady switches to German straight away.
- The mother walks into the bakery and says “it looks really sweet” but also comments on how expensive it is.
- “Should we keep going” the mothers ask seeming anxious to continue. The adults continue walking but the children don't want to leave. They walk into the wäscherei 39 and look at everything. “Look the is where the horse would have been “ the mother points out. They also discuss how good it smells. The father reads the signs and the mother explains different things to her children. There is a lady explaining to another group but again only in Dutch. The children and mother walk into the back and see the video the son really wants to watch it and seems interested. The daughter seems to have difficulty following as she cannot read the subtitles fast enough. “This is not that interesting” the father says and waits outside. The daughter gets bored too but the son wants to keep walking, however, the mother also does

not seem that interested and says “come on let’s go”. The children walk the long way out and look at some other things while the parents wait outside.

- As they continue walking they come by the spinner near the windmill and they run towards it and have fun spinning on it. They then continue walking towards the entrance with the thought of taking the train. As they walk they all seem in a good mood laughing joking children running in between. “it would be good to have numbers outside the buildings for better orientation” The mother says. The boy sees the bridge 25 and runs towards it because he wants to go over. Both children have fun being on the bridge but the parents want them to go into building 23 with them.
- Inside building 23 there is a button to press and this excites the son but nothing happens and the sign is only in Dutch. (the light was already on but he did not know this) He seems a little disappointed.
- The father takes a long time to look at all the details but the children spot the screw well and start playing with it while their mother looks at building 19. “There is now a lot of repetition, all seems the same and not interested anymore, I wish there were more dressed up people.” The mother says when she only looked into building 19 for very short while.
- The children want to keep playing but the parents want to keep walking and the mother spots a rope factory 20 but again she walks in and out again because there is not presentation just ropes. The children have in the meantime moved on to playing with the chickens. After they keep walking the daughter says “what is supposed to be interesting here? I want to do something fun” then she spots some ducks and frightens them with her brother.
- The family then goes into building 15. But again do not seem interested and as they come out they look for a tram stop.
- They enjoy being on the train point out things etc but the daughter asks “what is the man saying?” but her parents don’t know either. They all look at the map and try to figure out where they are and where they have been. “Does it just go around” is another question from the mother. As they sit and have finished looking at the map the whole family seems a little subdued. The mother comments “It is a little sad that nothing has changed in 12 years”. The son gets impatient with the train as it waits at stop A for such a long time. They all look at the map together again and discuss when they will get out.
- They get out at the kindererf and mum thinks it is a good idea “Let us see what is happening here” “Oh you can milk cows”. The kids run towards the cows and both start playing. Pumping the water milking the cows “oh look you can wash clothes”. The children keep playing while the parents walk around a little bit and the mother points out the animals. The boy is having a lot of fun at the pump and wants to keep playing. After a while they all go into the farm and the lady there speaks English with them. They start feeding carrots to the baby animals and they spend a while inside seeming to enjoy it. The daughter has a huge smile on her face when she discovers the rabbits. The mother says “Oh I am very glad they have a place to wash hands for the children after”. The mother reads sign outside about the activities she feels there is not really enough going on for it to be called an activity. After they are done and have washed their hand the son goes to the clothes dryer but the parents want to keep going.
- The children are very excited about the labyrinth and run through. The father goes around while the mother goes straight through the labyrinth to head for the tower and look for her kids. “The park is beautiful but they really need more for kids to be active and interested especially after such a long trip” the mother says. The children then head for the playground and have fun, their mother even joins them on the big swing while the father sits on a bench.

They do not spend a long time at the playground because the mother says "that is not why we are here we want to see the whole park"

- They walk towards the school 61 and the father reads the signs again and makes joke about them wanting to stay in the school. The girl sees the oil pump and says "is that a rollercoaster" disappointed when not.
- They walk towards building 59 and the father says "looks the same as all the others"
- In front of building 58 the son jumps on the yellow play thing and has fun jumping around then his sister joins. They see a lady who is making soup and wonder whether they are allowed to join. The lady calls them over and talks to them in English with some German. The children both try the soup and the mother seems happy about this while the father seems a little bored. They take their time to eat it and after they are done they go into the cabin 58 aswell.
- Afterwards they head into building 55 and the mother says "oh I like this" and they look at all the farming tools. "I am bored" is all the daughter says.
- When they exit they see the cheese factory "oh look should we go in there?" they enter and find no German information. The son really wants to buy cheese for his parents and does. The go upstairs and the children play but get very annoyed that they have no idea what anything says and do not understand the games. "Everything here is in Dutch it is a little disappointing" the mother comments. The kids start to lose interest and the father is already standing at the exit.
- After exiting the rain starts again and they decide they have seen enough and head towards the exit.

### Debriefing

- They mention that if the museum wants to earn being called an Erlebnis museum then there have to be more activities and more interaction in every house. More people doing things etc.
- There were a lot of places that only had signs or movies in Dutch.
- The family mentions how they went to an old town and castle in Lütjenburg where they had been a week previously and they said there were a lot more people dressed up and even musicians and such.
- Prices are not accessible for everyone.

-

### After some time:

- Went to Hagen last weekend, a little smaller, just one path you can go which means you see everything. At entrance there is a sign that says exactly where there are presentations or staff members on signs and at what times. Style the same but a lot cheaper as well as food inside. Have boller wagen for the children to rent. More mit mach things for the children.
- Doesn't have the same memories as in the other park because the communication was not good. Remembers sweet store because he took them home but did not understand the other things because no one talked to him in German.
- Mother talked to friends from Arnhem also said that nothing has changed in 10 years and it is old and cannot be called an experience park but prefer to go to the zoo because they changed their park to have the experience and they continue to have special event.



Positive

Child: loved the train  
Mother: remembers more about the train staff they were great.

Mother: also remembers the lady spinning could just go up and watch

Mother: remebers bee house  
Child: as well and remembers the honey and loved the sound of the bees in the house.

Child: remembers the Mühle

Child: Cows and Chickens

Child: Loved the carriage

Child: fondly remembers Ducks and Sheep.

Child: Remembers playing hide and seek.

Father: Still remembers the oil mill and how they were showing evreything even though it was in Dutch still

Father: remembers beautiful town by the water. lovely set up and atmosphere

Mother: the kindererf was great to egt interest back great for the kids

Father: big memroy because it was great show old fashioned things to kids.

Father: open farm that could be built with wood but he didn't know about it didn't have info on map

Father: screw pump was very interactive and great for the kids, shows the life style. Would have liked to see more.

Negative

Father: entrance and shop seem temporary bad impresion but knows its will be fixed.

Father: maps on square confusing

Mother: says by the time she was at the cheese factory she doesn't remember much becuase she was tired.

Father says she lost interest because he couldn't understand any signs

Father: had to stand in line at the hanekamp, need more finger food by the playground.

## Appendix IV: Overview of Families

### Lumpe 20,07,2016

Peter Lumpe

Bärbel Lumpe

Alexandra Lumpe 7 years

Katharina Lumpe 10 years

This Family was very positive about the entire experience they really enjoyed their trip and did not much mind the language barriers. They made more comments about the information signs and how some exhibitions were boring for the children. The youngest child enjoyed everything while the older was sometimes bored

### Daniels 03,09,2016

Sandra Daniels

Regina Daniels (Grandmother)

Dean Daniels (10)

Sean Daniels (6)

Lia Daniels (4)

This family was mostly negative about the experience. They felt there was nothing to do for their children and the day was not very exciting. The youngest enjoyed the day whereas the younger boys wanted more action.

### Eros 17,09,2016

Nikolas Harms (3)

Rainer Harms

Adrienn Eros

This family was very positive and really enjoyed their day. As they work in the Netherlands they are used to the language barrier and it did not bother them. Although, they did miss the interaction. They were commenting more on the orientation aspects.

### Hinnen 24,09,2016

Benno Hinnen (4)

Jannes Hinnen (11)

Jadranka Hinnen

Thomas Hinnen

This family found the language barrier a big problem and also felt like they were missing out on interaction. The orientation difficulties were also mentioned a lot. They were also disappointed a lot by missing break signs and missing the interaction.

**Sickinger 24,09,2016**

Henri Sickinger (4)

Ute Sickinger

Robin Carpenter

This family answered the same as the one above.

**Travagliante 02,10,2016**

Maria-Grazia Travagliante

Michael Külpmann

Giada Giordanella (7)

Giovanni Giordanella (12)

This family also had some things to say about the lack of interaction due to the language barrier. The youngest daughter complained a lot about there not being enough to do. The son also mentioned he would have liked more to play with. This was also the family that had recently visited and open air museum in German and was comparing the differences. They missed more staff in traditional

**Grunewald 22,10,2016**

Christoph Grunewald

Dorottya Grunewald

Benedikt Grunewald (13)

Johanna Grunewald (12)

Maria Grunewald (6)

This family was very interested in all the information surrounding the attractions. The older daughter was very bored during the trip. The other children were more excited by everything. This family also commented on interaction and orientation.

## Appendix V: Example of Coding

FIELD NOTES– TRAVAGLIANTE 02.10.2016

### Phone call before

- been there before 10 years ago
- not much expectations sure that it will be a good day
- yes freiluft is in the open and more educational ( interesting but no action and unterhaltung)
- Erlebnis active action more to do not so boring for children.
- excited think it will be a good day

### Arrival

- 11:00 – 15:38
- The signs on the highway were very good
- All seem very relaxed
- “let’s see if they tell us where to go or if we can just walk ourselves”
- The daughter is very interested in the drehorgel and her brother shares her enthusiasm and walks around to see how it works, their mother then explains to them how the process works.
- The mother mentions that 12 years ago she did a tour in English and it was very hard for her to understand everything and she would love to have one in German.
- Everybody goes to the bathroom and the boy wants to get a train coin but does not have enough money so he goes to the register to ask for change.
- The mother studies the map and says it is very unclear and misunderstand the 2 different sides and the red line.
- The father comes back from the bathrooms “they are very clean and everything is filled up but I nearly fell over the cleaning supplies”.
- They discuss how they will walk and decide to walk the red route first and then go where they want afterwards, they also already discuss where to eat. Both children have tea with them and drink it before moving on. But this makes the parents a little impatient and they just want to get inside the park.

### Actual Park

- Mother is worried that they are not allowed to drink and eat their own food. The daughter is collecting nuts from the floor and wants to keep doing it but her mum says she can do it later for now they want to see the museum.
- They slowly walk towards building 2 and comment on the lady spinning in front they discuss what they are looking at but quickly move into building 1.
- In building 1 everyone spreads out and looks at what they can see with interest and the children ask a lot of questions. The mother tries to explain everything and the father comments “it looks like the trip we took last week”. The children continue to point things out

and asks questions and their mother discusses things with them while the father looks at the separate room as well.

- They move on to building 3 and after reading the sign the father says "this is a mill there should be a horse" everybody looks for the horse. The mother and daughter look at the different tools and discuss things the daughter asking questions the mother trying to explain. The father looks at what the men are doing but it is only being explained in Dutch and he quickly grows bored. "Oh sadly we do not understand" says the mother and they quickly move on.
- "What do we have here house number 4 is a farmers house" the father says reading the map. The son sees the well and says "oh look there is a mill can we still get water" and when noticing it does not move he disappointedly says "oh man why not". The father intently reads the sign outside while the mother and children head inside. Inside there is an old lady in traditional dress telling stories and crocheting, the mother says "I am very sad I don't understand what she is saying" but they all still watch the scene in front of them. They walk around a bit and look at different things and the daughter gets upset at the hanging rabbits. The father had been waiting outside because he was eating a sandwich and now came in while the others look at the goats.
- "Mummy I'm bored everything is boring" the daughter says. The father tries to cheer her up by explaining some things he read on signs. (he is upset when some of the signs are only in Dutch really enjoys reading all the information)
- At building 6 the boy start saying he really wants to climb in it and the daughter asks "are there any rollercoasters" and "I want to collect the nuts" both seem a little impatient and want to be active.
- They head towards the bee house and again the father reads the signs and explains what the garden is for etc. They go into the honey exhibit and look around but don't seem very captivated. The son is busy opening all the containers and trying to figure out what they are for, lack of information is annoying the father. The bee house itself is not open and they do not go in.
- "I have no sense of where we are or where we should go" says the mother. They head towards building 12 and the daughter lags behind seeming bored. The son calls out everything he sees and seems a little more interested than his sister. They walk through building 12 and have a friendly exchange with people eating soup there tell them it smells good. (But still does not seem accessible to them because they are only speaking Dutch). The family looks at everything in details and the parents take turn explaining things to the children. "Is that sausage real" the daughter looks at the stored food in detail. The mother reads the tops of the sign and tells the children that this would have been a rich farmer. The father reads the signs in more details.
- After exciting the mother walks quickly towards the pig pen seeming very excited. "I like it that there are always animal in between" she says. They head into the shed but find that it is empty and go back to the pigs and spend a long time laughing at a pig peeing. The father keeps walking and studies the map.
- "Should we go in there? Is it open?" the mother says and they walk into building 15. "Not sure what this is supposed to be, no signs and I can't place it on the map" says the father disappointed. They say it doesn't fit somehow and they are definitely missing information. They quickly move through the rest of the building the father tries to read signs but they are

- in Dutch and he moves on quickly. The father finally sees a sign "why is it only on one side what if you come in on the other like we did I could have used this information".
- The children get very excited about the big pond and spend a while playing there and they don't want to leave even when the parents tell them to hurry up. The mother sees the tram go by and says "oh that's nice I really want to go on that, let's take the train around once, does it go around? When is the next rain coming?"
  - The kids see the boat and run towards it. The mother comments "kids like things like this more than just the looking". "Where are the poffitjes" the mother asks "I think over there" the father answers "ok well you kids go across and we'll eat poffetjes afterwards." The mother is very worried about the children getting wet and then being cold. (She sees some bikes riding on the other side of the water and says "oh that would be a lovely idea renting bikes at the front and then riding around" The kids go into the boat and the parents walk around (are not sure they are allowed through the gates). They wait on the other side and the children seem to be having fun, the father reads signs nearby.
  - The father looks into the scheepswerft 35 and then they all head towards the poffetjes. "What are those weird bikes" asks the son and both children look at the for a while. The father says "oh that smells yummy"
  - At the poffetjes restaurant there is no German/English menu and the family has difficulty understanding it. The daughter asks what poffetjes are. The family wait a long time for service to come did not even notice there was table service. Finally a waitress arrives and they order in English "Good that she speaks English well" says the father. The father studies the map a little more and then looks at his glass because it seems to be dirty. (Asked if miss healthy food they say on days like this it doesn't matter). "Would be good to have serviettes on the table" the mum says as she watches her children get sauce everywhere. They look at the prices of the poffetjes and say "very expensive" especially when added to entrance prices, would expect 3.50. But the children say "very yummy". The family also comments on how the paper plates are not sustainable and ruin the atmosphere. After the food is done the children run outside to play with the bikes and the mother walks to the cash register to pay. As the adults walk outside as well the father stops to watch the poffetjes being made.
  - The children are playing on the bikes but both need a little help from their mother. The children have a lot of fun and it seems good for them to be active, the daughter does not seem bored anymore. The mother says "I like this square it is very good for the children"
  - The father goes into the sweet store and buy something no problem order the lady switches to German straight away.
  - The mother walks into the bakery and says "it looks really sweet" but also comments on how expensive it is.
  - "Should we keep going" the mothers ask seeming anxious to continue. The adults continue walking but the children don't want to leave. They walk into the wäscherei 39 and look at everything. "Look the is where the horse would have been " the mother points out. They also discuss how good it smells. The father reads the signs and the mother explains different things to her children. There is a lady explaining to another group but again only in Dutch. The children and mother walk into the back and see the video the son really wants to watch it and seems interested. The daughter seems to have difficulty following as she cannot read the subtitles fast enough. "This is not that interesting" the father says and waits outside. The daughter gets bored too but the son wants to keep walking, however, the mother also does

- not seem that interested and says "come on let's go". The children walk the long way out and look at some other things while the parents wait outside.
- As they continue walking they come by the spinner near the windmill and they run towards it and have fun spinning on it. They then continue walking towards the entrance with the thought of taking the train. As they walk they all seem in a good mood laughing joking children running in between. "it would be good to have numbers outside the buildings for better orientation" The mother says. The boy sees the bridge 25 and runs towards it because he wants to go over. Both children have fun being on the bridge but the parents want them to go into building 23 with them.
  - Inside building 23 there is a button to press and this excites the son but nothing happens and the sign is only in Dutch. (the light was already on but he did not know this) He seems a little disappointed.
  - The father takes a long time to look at all the details but the children spot the screw well and start playing with it while their mother looks at building 19. "There is now a lot of repetition, all seems the same and not interested anymore, I wish there were more dressed up people." The mother says when she only looked into building 19 for very short while.
  - The children want to keep playing but the parents want to keep walking and the mother spots a rope factory 20 but again she walks in and out again because there is not presentation just ropes. The children have in the meantime moved on to playing with the chickens. After they keep walking the daughter says "what is supposed to be interesting here? I want to do something fun" then she spots some ducks and frightens them with her brother.
  - The family then goes into building 15. But again do not seem interested and as they come out they look for a tram stop.
  - They enjoy being on the train point out things etc but the daughter asks "what is the man saying?" but her parents don't know either. They all look at the map and try to figure out where they are and where they have been. "Does it just go around" is another question from the mother. As they sit and have finished looking at the map the whole family seems a little subdued. The mother comments "It is a little sad that nothing has changed in 12 years". The son gets impatient with the train as it waits at stop A for such a long time. They all look at the map together again and discuss when they will get out.
  - They get out at the kindererf and mum thinks it is a good idea "Let us see what is happening here" "Oh you can milk cows". The kids run towards the cows and both start playing. Pumping the water milking the cows "oh look you can wash clothes". The children keep playing while the parents walk around a little bit and the mother points out the animals. The boy is having a lot of fun at the pump and wants to keep playing. After a while they all go into the farm and the lady there speaks English with them. They start feeding carrots to the baby animals and they spend a while inside seeming to enjoy it. The daughter has a huge smile on her face when she discovers the rabbits. The mother says "Oh I am very glad they have a place to wash hands for the children after". The mother reads sign outside about the activities she feels there is not really enough going on for it to be called an activity. After they are done and have washed their hand the son goes to the clothes dryer but the parents want to keep going.
  - The children are very excited about the labyrinth and run through. The father goes around while the mother goes straight through the labyrinth to head for the tower and look for her kids. "The park is beautiful but they really need more for kids to be active and interested especially after such a long trip" the mother says. The children then head for the playground and have fun, their mother even joins them on the big swing while the father sits on a bench.

They do not spend a long time at the playground because the mother says "that is not why we are here we want to see the while park"

- They walk towards the school 61 and the father reads the signs again and makes joke about them wanting to stay in the school. The girl sees the oil pump and says "is that a rollercoaster" disappointed when not.
- They walk towards building 59 and the father says "looks the same as all the others"
- In front of building 58 the son jumps on the yellow play thing and has fun jumping around then his sister joins. They see a lady who is making soup and wonder whether they are allowed to join. The lady calls them over and talks to them in English with some German. The children both try the soup and the mother seems happy about this while the father seems a little bored. They take their time to eat it and after they are done they go into the cabin 58 aswell.
- Afterwards they head into building 55 and the mother says "oh I like this" and they look at all the farming tools. "I am bored" is all the daughter says.
- When they exit they see the cheese factory "oh look should we go in there?" they enter and find no German information. The son really wants to buy cheese for his parents and does. The go upstairs and the children play but get very annoyed that they have no idea what anything says and do not understand the games. "Everything here is in Dutch it is a little disappointing" the mother comments. The kids start to lose interest and the father is already standing at the exit.
- After exiting the rain starts again and they decide they have seen enough and head towards the exit.

### Debriefing

- They mention that if the museum wants to earn being called and Erlebnis museum then there have to be more activities and more interaction in every house. More people doing things etc.
- There were a lot of places that only had signs or movies in Dutch.
- The family mentions how they went to an old town and castle in Lütjenburg where they had been a week previously and they said there were a lot more people dressed up and even musicians and such.
- Prices are not accessible for everyone.

-

### After some time:

- Went to Hagen last weekend, a little smaller, just one path you can go which means you see everything. At entrance there is a sign that says exactly where there are presentations or staff members on signs and at what times. Style the same but a lot cheaper as well as food inside. Have boller wagen for the children to rent. More mit mach things for the children.
- Doesn't have the same memories as in the other park because the communication was not good. Remembers sweet store because he took them home but did not understand the other things because no one talked to him in German.
- Mother talked to friends from Arnhem also said that nothing has changed in 10 years and it is old and cannot be called an experience park but prefer to go to the zoo because they changed their park to have the experience and they continue to have special event.



Core consumption

Train

SEE&SMELL

While on the train the adults remarked how beautiful the park was and how the nature

Think

They walked towards the train stop and where very much looking forward to riding the train and thought it was a great idea. lumpe

The mother was annoyed that she didn't know when the train was leaving and how long it would take to get to the next stop etc.

The grandmother remarked that she thought the signs were not clear enough. The mother had gone over to the train timetable and complained that it was all in Dutch although made a comment "luckily Dutch is very similar to German". Daniels

"Does it just go around" is another question from the mother.

Father says "the train is a super attraction, it is not very common".

Do

Once seated everybody discussed how old the train is and watched with fascination what the driver was doing. On the train the children suddenly became very still and fascinated and kept saying things like "oh cool look" and "such pretty windmills". The father says "so let us just start walking" but the son sees the train and runs straight towards it (mother says he is normally too shy to go by himself so that really shows excitement). . The family decide to take the train once around the whole park because the son is enjoying himself so much. The father spends time taking picture of his family. The oldest is still studying the map and the mother tries to translate what is being said. Then she sees the tram and says "can we go on the train" the parents say they will later. During the train ride everybody seems relaxed they all just look out the window and point things out every once in a while.

Feel

When the train arrived they all looked at it in astonishment and the children could not wait to get on. Youngest is very excited about the tram

With

There was also interaction with the other guests when the little girl started talking to them and it created a very positive atmosphere. When getting of the train the conductor told the family that they could not have food on the train "it is not permitted to have food on the train" he immediately spoke German as soon as he realized the family spoke German and the exchange was quite friendly. They get on the train and all have a friendly interaction with the staff there. The train staff switch to German when they hear the family and a friendly interaction occurs.

## Appendix VI: Full Persona

Mother–Regina Weber

38 years old

Works part time at a textile Company

Husband and 2 children

From Wuppertal

Recreationally: Bike riding, gardening, reading history novels.

*“Sometimes I don’t want to be in control”*

### **Likes**

Taking trips with her family

Learning new things

Eating healthy

### **Dislikes**

Big crowds

Lack of orientation

Not being able to answer her children's questions

### **Wants**

Her children to have fun

Her children to learn new things

But also wants her and her husband to be interested

To share and make new experiences

To not have to worry or complete difficult tasks

Good service (especially at F&B)

### **Needs**

A break from having to entertain her kids herself

Her children to be entertained

Good facilities (F&B, Toilets etc)

Father– Peter Weber

40 years old

Works as an Engineer

Wife and 2 children

From Originally from Münster now in Wuppertal

Recreationally: Bike riding, Hiking, Cars.

*"I want to take my mind off work and engage with my kids"*

### **Likes**

Machinery

Seeing things in action

Learning new things

Being able to teach his kids to be grateful for

what they have and show them how he grew up

### **Dislikes**

When his children complain because they are bored

Not knowing what is going on

### **Wants**

To be entertained

Experience new things

His children to have fun

### **Needs**

Facilities (toilets, F&B)

interaction

Child- Lisa Weber

4 years old

Kindergarten

Recreationally: stuffed animals, legos, books where you can touch and make noise, started children's dance classes.

*"I want to play"*

### **Likes**

Animals

Trains/boats

Playgrounds

Interactive games

### **Dislikes**

Being bored

**Wants**

To play

To be able to touch and move things

**Needs**

Facilities (F&B, toilets etc)

Opportunities to be active

Child– Annika Weber

10 years old

School

Recreationally: video games, smart phone, roller blading, unicycle, gymnastics.

*"I'm not excited by little kid things anymore"*

**Likes**

Theme parks

Video games

multimedia

**Dislikes**

Being bored

Just looking

Not understanding things

**Wants**

To interact

Be entertained

**Needs**

Facilities (F&B, toilets etc)

Interactive (especially with multimedia)

# Appendix VII: Brainstorming session presentation and results

**Brainstorming Session**  
5 December 2016

1

## Agenda

- ▶ Personas of the German families
- ▶ Customer Journey Map
- ▶ Overview of results focusing on pain points
- ▶ Questions
- ▶ Brainstorming

2

## Mother-Regina Weber

- ▶ **Likes**
  - ▶ Taking trips with her family
  - ▶ Learning new things
  - ▶ Learning history
- ▶ **Dislikes**
  - ▶ Big crowds
  - ▶ Lack of orientation
  - ▶ Not being able to answer her children's questions
- ▶ **Wants**
  - ▶ Her children to have fun
  - ▶ Her children to learn new things
  - ▶ Not also wanting her and her husband to be interested
  - ▶ To share and make new experiences
  - ▶ To not have to worry or complete difficult tasks
  - ▶ Good service (especially at F&B)
- ▶ **Needs**
  - ▶ A break from having to entertain her kids herself
  - ▶ Her children to be entertained
  - ▶ Good facilities (F&B, toilets etc)



38 years old  
Works part time at a Textile Company  
husband and 2 children  
from Regensburg  
Recreationally: Bike riding, gardening, reading history  
novels  
"I want my kids to have fun"

3

## Father- Peter Weber

- ▶ **Likes**
  - ▶ Machinery
  - ▶ Seeing things in action
  - ▶ Learning new things
  - ▶ Being able to teach his kids to be grateful for what they have and show them how to grow up
- ▶ **Dislikes**
  - ▶ When his children complain because they are bored
  - ▶ Not knowing what to go to
- ▶ **Wants**
  - ▶ To be entertained
  - ▶ Experience new things
  - ▶ His children to have fun
- ▶ **Needs**
  - ▶ Facilities (toilets, F&B)
  - ▶ Interaction



48 years old  
Works as an Engineer  
with 2 children  
From originally from Marxzell now in Regensburg  
Recreationally: Bike riding, fishing, golf  
"I want to take my mind off work and engage with my kids"

4

## Child- Lisa Weber

- ▶ **Likes**
  - ▶ Animals
  - ▶ Nature/beach
  - ▶ Playgrounds
  - ▶ Interactive games
- ▶ **Dislikes**
  - ▶ Being bored
- ▶ **Wants**
  - ▶ To play
  - ▶ To be able to touch and move things
- ▶ **Needs**
  - ▶ Facilities (F&B, toilets etc)
  - ▶ Opportunities to be active



4 years old  
Kindergarten  
Recreationally: stuffed animals, legos, books where you can touch and make noise, started children's dance classes  
"I want to play"

5

## Child- Annika Weber

- ▶ **Likes**
  - ▶ Video games
  - ▶ Video games
  - ▶ Multitasking
- ▶ **Dislikes**
  - ▶ Being bored
  - ▶ Just looking
  - ▶ Not understanding things
- ▶ **Wants**
  - ▶ To interact
  - ▶ To be entertained
- ▶ **Needs**
  - ▶ Facilities (F&B, toilets etc)
  - ▶ Interactive (especially with multimedia)



10 years old  
School  
Recreationally: video games, smart phone, roller skating, computer, animation  
"I'm not excited by little kid things anymore"

6

## Customer Journey map

7

## Overview of Pain points

- ▶ Map ( both usability and lack of information) and orientation (signage)
- ▶ Missing out on interaction
- ▶ Information or multimedia not in English or German

8

## Questions?

9

## Brainstorming

- ▶ Solution does not have to solve all 3 pain points at once
- ▶ Do not worry about feasibility yet
- ▶ No judging!
- ▶ 5 minutes for everyone to write down some first ideas...

10

## Results of the Brainstorming session.

### Attendees:

- The researcher
- A service Design expert
- A family representative
- A marketer (from the Museum)
- Reception staff
- Staff in charge of interactive attractions
- Tour guide

The Brainstorming session started out with the researcher giving an overview of the results via power point (as seen above). Then there was a short discussion on whether or not the staff of the museum had also noticed these problems and the family representative added some more personal information. This discussion confirmed the pain points as the museum had realized them before and also added the information that the museum would already be updating their maps and pathway signs before the next summer season.

The next step was for everyone to jot down their ideas including the researchers themselves. Then every person in the room mentioned their ideas one after the other until it was the researcher's turn. Some ideas were discussed that had been tried by the museum previously but did not work, these were not written down. Some ideas were repeated but only written down once. The family representative and the service design expert came up with several ideas the museum staff found very interesting. All the ideas (that had not failed before) were recorded by the researcher. These can be found below:

- Quest game aimed at German children
- More information on website in German to allow families to prepare their visit
- Separate maps for different interest or age groups (also

- depending on children or not)
  - Or 3 routes depending on interests on pathway signs in different colours.
  - Colour code areas on map with sign posts for easier orientation
  - Entirely separate children's map
- Mobile device

- application– with push for break times and times of presentation, include audio tour or information pop ups using GPS, have map digitally.
- Use more pictograms on pathways signs
- German language workshops for the employees so they feel more confident.
- Inform first time visitors they should take the train first to allow for an overview of the park.
- Include timings on break signs
- Translate all signs into German as well as menus.
- Make sure that the end of journey has a peak by giving a gift for the car ride
- More interactive computer games
- Tags/stickers on staff members to show which languages they can speak
  - Encourage visitors to speak to staff by telling them on map or at entrance that most speak English or German and would be happy to change language.
- Use cartoons to tell the story instead of long information signs
- More craft presentations
  - Physical interactive tasks that do not require staff members in between attractions with interaction (Could be as simple as a sand pit, or toy trains. Just something to touch or play with)
- Information sign at entrance with the timings for presentations
- Offer English or German tours every 2 hours.
- An avatar or mascot which tells a story through the museum (can also tie in with application)