Does the business thinking approach end the era of ‘traditional museums’ or does it set the museum free?

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Trainer
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Does the business thinking approach end the era of ‘traditional museums’ or does it set the museum free?

9.30  Welcome to Copenhagen!
   General introduction to the Association of Danish Museums (ODM) and our Learning Principles.

10.00  How can hardcore financial results balance with more intangible results from museum initiatives in order to demonstrate the performance of a museum as a cultural institution?

11.30  Lunch (RizRaz)

12.30  How far can we drive stakeholder engagement in museum development and daily work?

14.00  To what extend does Project Management fit the needs of Project Thinking in museums?

15.30  Is Process Thinking a barrier or a catalysis for creativity and innovation in museums?

17.00  Farewell reception
Association of Danish Museums (ODM)

Our members
- 175 Danish museums (cultural history, art museums, natural history) or similar institutions (conservation centres, visitor centres)
- 98,97% (!) of all national and nationally recognized museums ...
- No personal members
- 2 “legs”: Political influence and training

The universe

Knowledge transfer
- Course
- Training
- Continuing education
- Workshop
- Masterclass
- Consultancy service

Learning principles
- Museum practice
- Involving
- Real time - relevant
- Variation
- Impact

Knowledge providers
- Develop home
- Buy external

Develop activity
1. Collect ideas
2. Assess professionalism
3. Assess sustainability
4. Identify trainers
5. Develop content
6. Marketing
7. Handle signups
8. Decide to continue
9. Adjust content
10. Book facilities and services
11. Arrange practical issues
12. Welcome letter
13. Book catering
14. Confirm participants
15. Prepare materials
16. Prepare facilities
17. Prepare catering
18. Welcome to participants
19. Transfer knowledge
20. Evaluate
21. Complete finances
22. Complete content

Prepare activity

Conduct activity

Results
- Knowledge, that improves performance of individuals and their organisations
- Provide activities to all major categories of employees: Collection, Registration, Preservation, Research, Dissemination, Organisation and Leadership
- Deliver on suitable professional and pedagogical level (Learning principles)
- Financial sustainable
Understanding the needs of our members

Transformation
- From organisations to individuals
- From “knowing” to “finding out”
- 1. Content, 2. Finances

Focus areas
- Develop customer database
- Identify right persons
- Segmentation of target group
- Understand needs
- Meeting members

Topics like
- Working environment
- Social responsibility
- Project Portfolio Management
- Professionalising the board of directors
- Change of focus from objects to audience
- Balancing expectations and results
- Professional leadership
- Business orientation of shops
- Digital, 3D …

The Power station

Scalability
From personal to shared knowledge

Prototype
“make it as if it is real”

Best Practice
Embedded in processes

Planning horizon
From short term (end year) to long term (18 months) planning

Needs | Develop activity | Prepare activity | Conduct activity | Results
--- | --- | --- | --- | ---
8. Decide to continue | 16. Prepare facilities |
The Power station – Knowledge transfer

Knowledge transfer
- Course
- Training
- Continuing education
- Workshop
- Masterclass
- Consultancy service

Fit the purpose
Other learning opportunities
- Self managing Professional Networks
- Web-based (e.g. fora, LinkedIn)
- Toolkit
Inspiration – Learning - Solution

The Power station – Learning principles

Learning principles
- Relate to practice
- Involving – use own experiences, professionalism and situation
- Real time problems and solutions
- Variation – keep momentum
- Impact learning - lead to results

Theory or “skills and action”
Quality assurance of trainers
The Power station – Knowledge providers

Knowledge providers
- Develop home
- Buy external

Must understand museums
Challenge with Learning principles

Competencies

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Loose Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close</td>
<td>Develop</td>
</tr>
<tr>
<td>Few</td>
<td>Many</td>
</tr>
</tbody>
</table>

The past and future

2014  Enhancing focus on members needs and expectations and improving internal workflows
2015  Implementation of new organisation
2016-17 Positive comparisons with similar Training and Continuing Education units in other sectors
2017-18 Expanding services, e.g. HR tasks for museums
        Expanding markets, e.g. Libraries, Churches, Attractions
        Expansion across borders, e.g. Nordic or International
        ... or simply enjoying the cooperation with dedicated museum professionals 😊
About me...

\[ \sum_{i=1}^{n} |a_i| \leq \left( \sum_{i=1}^{n} |a_i|^p \right)^{1/p} \cdot \left( \sum_{i=1}^{n} |b_i|^q \right)^{1/q} = \left( \int_{0}^{1} |f(x)|^p \, dx \right)^{1/p} \cdot \left( \int_{0}^{1} |g(x)|^q \, dx \right)^{1/q}. \]

=> Love simple models

Holistic thinking
Development of Management Systems and models for specific sectors

Measure success!
Target setting, balancing expectations, scorecards ...

Drive improvements
(Lead)assessor +50 self-assessments since 1997 incl. European Excellence Award

How can hardcore financial results balance with more intangible results from museum initiatives in order to demonstrate the performance of a museum as a cultural institution?

When are you successful?
Change focus – change culture

<table>
<thead>
<tr>
<th>Customers</th>
<th>Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>Resources</td>
</tr>
</tbody>
</table>

Targets in all 4 areas must be achieved before it’s a success

SUSTAINABILITY

Where does the money come from?

- State/Government
- Local government
- Funds
- Companies, donator/sponsor/partner
- Persons – donation
- Visitors (locals/tourists)
- Networks, clubs, local society
- Crowdfunding

To attract and maintain resources you need to have something interesting to offer ... else dress up and get married!
How far can we drive stakeholder engagement in museum development and daily work?

Working with our customers

<table>
<thead>
<tr>
<th>Before:</th>
<th>Now:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We know best”</td>
<td>“We must understand our customers”</td>
</tr>
<tr>
<td>Resources =&gt; Activities</td>
<td>Relevance =&gt; Financial sustainability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Object course</th>
<th>Conservation course</th>
<th>Management course</th>
<th>Content\Form</th>
<th>Course</th>
<th>Workshop</th>
<th>Consultant</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tailoring content AND format to meet customer expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find resources
Use resources
Work with your customers

1. Measure satisfaction
2. Analyze needs and expectations
3. Engage customers directly in service development

Services and customer segments development

<table>
<thead>
<tr>
<th>Services</th>
<th>Existing</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market - Customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing</td>
<td></td>
<td></td>
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<tr>
<td>New</td>
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</tbody>
</table>

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Challenge traditions – exercise

A museum has many great resources
• Buildings
• Artefacts and Collections
• Knowledge, Competences, Skills
• Brand
• ...

They are often used very limited. We develop services according to what we think could be relevant to the stakeholders – not based upon what they really need.

No limits  24/7/365

Use Partnerships to nudge visitors

Hotel  Car Rental  Restaurant

Remember who you are – in everything you do!

• Don’t sell thimbles made in China!
  • Please sell something, which is relevant to the museum

• Don’t become a Tivoli!
To what extend does Project Management fit the needs of Project Thinking in museums?

Project nature

It must have
• Clear objectives and goals (deliverables/quality)
• Dedicated resources
• Clear timeframe

Describe idea  Plan project  Execute  End

“Contract”
1 page

When you say “Yes” to become Project Manager without knowing allocated time, resources or goals (ambitions) – this is when you realize, that you’re f.....!
Is Process Thinking a barrier or a catalysis for creativity and innovation in museums?

Nature of work and evaluation

Find resources
Save resources

FIND MONEY!
MAKE EVENT - FAST
EVALUATE

Evaluations are often executed because we must do it according to a contract – not because we really want to improve the way we work in the future ... Drop it if you don’t use it!
 Processes

Develop exhibition process

- Share the great way of working in simple processes. Change the process description whenever a better solution is found.
- Keep it on a relevant level of details.
- Great stuff for new staff.

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Linking projects and processes

Develop exhibition process

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**Conclusion**

- If a traditional museum reaches out for the local society, co-develop with its audience, and understands that nothing is for free the answer is: Business thinking approaches can set the museum free!
- If a traditional museum looks at the people outside the museum as intruders, is longing for the good old times, always knows better and consider itself as the only true guard of national heritage and culture: Business Thinking approach will kill the museum (but don’t worry – you won’t notice...)