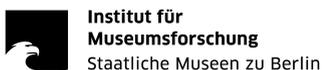


Report

Digital Stakeholder Forum Berlin
10th November 2020

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1. Introduction

MOI! Museums of Impact is a three-year EU project dedicated to developing a self-evaluation framework for museums. The framework is meant to be used by museums as a tool to evaluate their practices and organisation - with the impact on society in mind. Using the tool will help museums take a transversal look at their activities, engage in internal discussions on the aims and goals of their work, share views and set development targets. The self-evaluation framework developed by the Finnish Heritage Agency serves as a starting point in this project.

MOI! is a European cooperation project co-funded by the Creative Europe Programme. The project activities are joined by 11 partners from Europe and will continue until the end of November 2022. This project is coordinated by the Finnish Heritage Agency (FI) and partners with the following organisations: BAM! Strategie Culturali (IT); Directorate of Archaeological Museums, Exhibitions and Educational Programmes (DAMEEP) of the Hellenic Ministry of Culture and Sports (GR); Deutscher Museumsbund/NEMO Network of Museum Organisations (DE); Museum of Cycladic Art (GR); Estonian National Museum (EE); Finnish Museums Association (FI); European Museum Academy (NL); Museum Council of Iceland (IS); Institute for Museum Research of the Staatliche Museen zu Berlin - Preußischer Kulturbesitz (DE); MUSIS Steirischer Museumsverband (AT).

The Stakeholder Forum is a means to engage with as many stakeholders as possible in the German museum landscape and, more generally, with stakeholders who belong to the cultural sector in the broader sense or are related with museums beyond that. The Stakeholder Forum in Berlin had three main goals. First, to introduce the German museum landscape to the MOI! Project and the self-evaluation framework. Second, to engage the participants in a discussion about the self-evaluation framework. And finally to document the outcomes of the Stakeholder Forum so they could be analysed and used to integrate the perspective of the German museum landscape into the development of the MOI! self-evaluation model. An additional challenge emerged when it came to the translation of the initial idea of an analogue Stakeholder Forum into a digital format.

Originally, the Stakeholder Forum Berlin was planned as a live event on the 1st of April 2020. The development of the global health crisis related to COVID-19 led to a subsequent lockdown in Berlin and the event was postponed to November. The situation with the pandemic did not develop as hoped. Therefore, one month before the event the decision was made to host the Stakeholder Forum as a digital format on the 10th of November 2020, in order to comply with local regulations and for the safety of the participants.

The purpose of this report is foremost to present the outcomes of the Stakeholder Forum Berlin. The event was approached with the following questions: what is the input and what are the needs of the German museum landscape regarding the MOI! self-evaluation model? And how can this help to develop a self-evaluation model for European museums? In the following chapters, the event setup of the Stakeholder Forum Berlin is described; the methodology of how the data has been collected, analysed and interpreted is outlined; the results are concisely presented with an interim conclusion for each area, bringing the results of the different areas in a brief discussion together; the findings are set in the context of the overall goals of the MOI! project.

2. Event Setup

Registration

The MOI! Stakeholder Forum Berlin took place on 10th November 2020 via the video conferencing tool Webex-Meetings. The registration for the event was opened one month before the event and was handled via Eventbrite. During registration, the following mandatory data was collected: first name, last name, email address, number of tickets ordered, gender, consent to the video recording of the virtual main room and willingness to participate in an English-speaking discussion group. Additional voluntary information included title or suffix, occupation, a related institution or organisation and further information such as a website or blog. The data collected was treated confidentially and was only used in anonymised form for the purposes of this report. While the official registration deadline was announced to be on 5th November 2020 (five days before the actual event), unofficial registrations were still possible after that date. This proved to be helpful, as almost 20 people registered for the event after November 5th. Nevertheless, planning ahead was possible because reliable registration numbers were already available.

Dissemination

The event was promoted through various communication channels. A Facebook event has been created. Announcements were published on the Facebook and Twitter channel of the Institute for Museum Research (IfM) on 15th, 29th and 30th October as well as on 4th November. Furthermore, posts were made on the official Facebook channel of the MOI! project. Through personal contacts to a Berlin university, it was also possible to share the event on official Facebook and Instagram channels run by Museology and Museum Management students. An invitation was also published via the nationwide mailing list "Museumsthemen" and through the network of scientific trainees in the museum field of Berlin/Brandenburg.

The Network of European Museums Associations (NEMO) shared the Stakeholder Forum Berlin through its newsletter, as did the national museum association (DMB). At the meeting of the German museum associations which took place at IfM in August 2020, the event had already been announced. This was followed up by a circular email to the regional museum associations in Oktober with an invitation to participate and spread the invitation. About a week before the event the representatives of the museum associations were contacted again personally and reminded kindly about the circular email and the event.

Aim & Purpose

The intention of the open Stakeholder Forum Berlin was to discuss and identify trends, signals, needs and demands within society that have an impact on museum work and its objectives together with practitioners in the museum sector and other stakeholders. Therefore six questions were developed to be discussed by the participants in the course of the event. These questions had a funnelling function. They were designed to stimulate the thoughts and opinions of the participants openly and to increasingly specify and concretise

them. The first set of three questions was related to the identification of relevant themes and trends in society and the role of museums in relation to these:

- What issues or trends in society have an impact on how museums should work?
- Identify topics or themes that museums should address to have impact on society
- What do these themes mean for museum work: challenges and opportunities?

The second set of three questions focussed on the concept of developmental self-evaluation and the identification of benefits, risks and uncertainties associated with it from the participants' point of view:

- What are the essential benefits of Developmental Self-Evaluation for the museums?
- In what areas of your work do you see Self-Evaluation as a practical tool?
- What kind of risks and uncertainties do you see in Self-Evaluations?

Logistical Setup

The idea was to give the participants the opportunity to discuss the questions in-depth and to channel and document their answers. This required dividing the participants into working groups and providing a moderator for each of these smaller groups. The moderators were recruited from the project team and the project partners as they had to be familiar with the topic of developmental self-evaluation and with the main ideas of the MOI! project in order to be able to moderate the discussion with regard to the aims of the project.

In order to document the participants' contributions, it was initially considered not only to record the event in the virtual main room but also the discussions in the smaller working groups with the help of a video recording software. However, this was discarded not only for technical reasons as this was not easily possible within the selected video conferencing software. It also would have required the written consent of each individual participant, which was considered unfeasible not only because of the time available but also because of the high organisational and legal effort that would have been required. The participants' comments in the working groups therefore had to be recorded in analogue form.

Prior to the event, all registered participants were divided into five groups. There were three German-speaking and two English-speaking groups in total. The English-speaking groups were set up to give the project partners an opportunity to join the forum and its discussions. Each group was assigned a moderator and two observers. The latter noted what the participants said during the working sessions and what other information and reactions of non-content-related nature they were able to gather. Also, before the start of the event, observers and moderators were briefed concerning their roles and given so-called observer cards and moderator cards, explaining the exact scope of their tasks.

Technical Setup

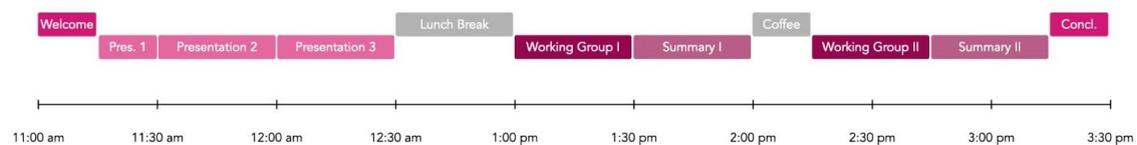
Webex-Meetings was chosen as the video conferencing software for the Stakeholder Forum Berlin. It is used by the Staatliche Museen zu Berlin (SMB) for official events and allows the host to assign participants to smaller groups, so-called breakout groups.

2. Event Setup

Five days before the event, moderators and observers were given the opportunity to try out their technical setups and clarify any questions they might have. On the day of the event, the room was opened an hour before the official start, to provide the last opportunity for the speakers, moderators and observers to check their technical setup. During the event, one person was exclusively responsible for the technical support of all participants via the back-end. This included adding participants without registration to the ongoing event, assigning participants to the working groups, uploading content (e.g. presentation slides) and assigning presentation rights to the speakers. When possible this staff member was supported by another colleague. This way bottlenecks and organisationally stressful moments could be managed successfully.

Event Schedule

Fig. 1 Timeline of the event



The event was scheduled from 11:00 a.m. to 3:30 p.m. and consisted of three major parts separated by one longer break at noon and one shorter break in the afternoon. After a short welcoming speech, three presentations on different topics were given to the participants before the first break. This included an introduction to the existing self-evaluation framework of the Finnish Heritage Agency and its functioning, an introduction to the concept and values of developmental self-evaluation and a presentation under the topic of “Museums of the future”.

After the following lunch break, the participants were divided into working groups (breakout sessions) for the first time to discuss the first set of three given questions. This was followed by the facilitators of each group presenting their summary statements before the participants were led into the second break.

After this shorter break, the same working groups met again and the sequence of workshop discussions and presentation of summary statements was repeated once again. This time the second set of three given questions was the subject of the discussion. The event closed with the opportunity for the participants to openly comment on the results they had just heard. A short closing statement was added by the hosts Patricia Rahemipour and Kathrin Grotz from IfM.

Communication & Feedback

During the event, all participants were invited to use the chat function of Webex-Meetings to ask questions or leave comments. Furthermore, an additional digital post-it wall provided by the communication service Flinga.fi was available on a separate webpage. This was intended to create a clear visual presentation of the situational feedback given by the participants.

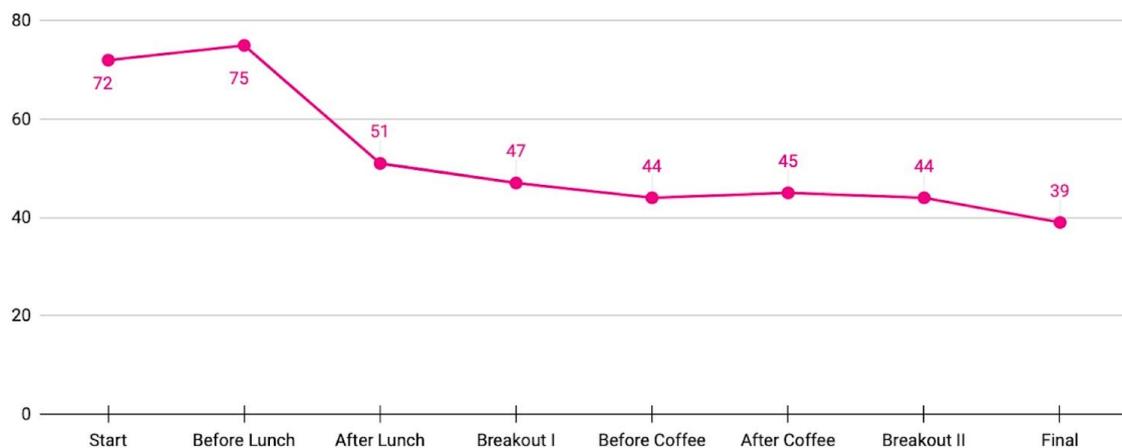
Comments and questions from the participants were regularly transferred from the chat to the Flinga board by the technical support, as this made the moderation between the three presentations in the first part of the event easier for the hosts.

A short survey was created using the website Surveyhero.com. This survey was addressed to all participants and participation was voluntary. The hyperlink and a QR code were displayed at the end of the event and posted in the chat. The link was also included in a follow-up email after the event. The main focus of the survey was to collect feedback to improve the format of the Stakeholder Forum in general. This feedback was intended to serve the project partners and to be used for the preparation of the future Stakeholder Forums. The opportunity was also used to collect contact information from interested participants (on a voluntary basis) in order to be able to contact them again in the future. In this way, the possibility for further evaluations, interviews, focus group meetings, extended surveys or simply for the distribution of information material was kept open. For a short overview of the results of the survey, see appendix IV.

Course of the event

Prior to the event, a total of 134 registrations were counted. On the day of the event, there were a total of 92 log-ins. These occurred at different times during the course of the event. Therefore the event had varying levels of traffic throughout its course. Although numbers dropped rapidly during the first lunch break, it can be seen positively that most of the participants that were left stayed on for both discussion groups. That implies that the data collected is quite consistent.

Fig. 2 Participants logged-in during the course of the event (n = 92)



3. Data gathering & analysis

a. Data gathering

Impulses given

The Stakeholder Forum Berlin started with a brief welcoming address by the director of the Institute for Museum Research, followed by a series of three impulses, firstly about the MOI! project, its European approach and its partners, secondly about the concept of developmental self-evaluation, which forms the theoretical backbone of the framework, and thirdly about the role of museums in the future as seen by an India based museum researcher and cultural activist. Thus, all participants entered the discussion with a common base of knowledge and inspiration concerning the project and its goals, the concept of developmental self-evaluation and the future of museums in society.

Questions asked

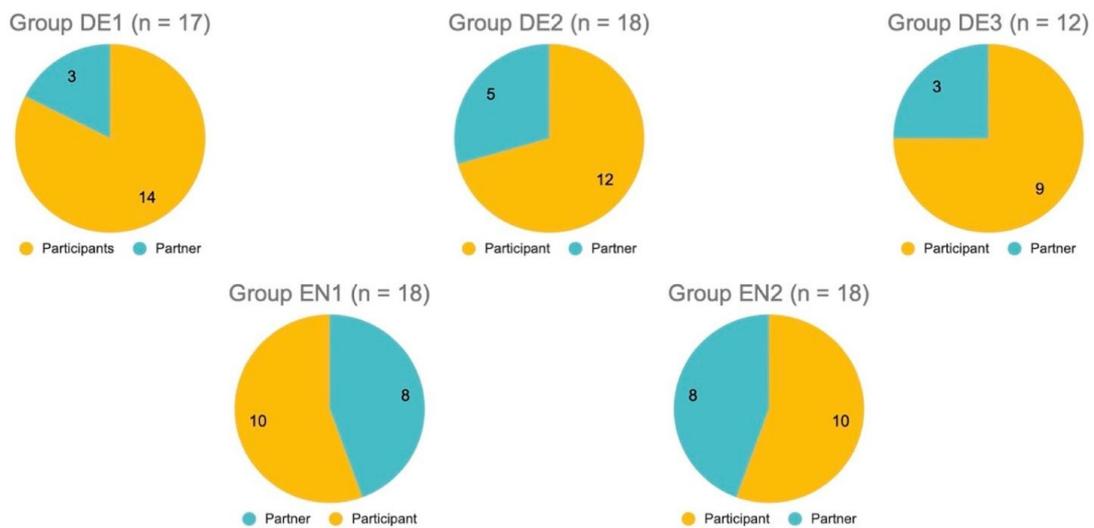
The goal of the forum was to gather as much information as possible concerning the perspectives, expectations and concerns of German stakeholders with regard to the future MOI! framework. It was tried to achieve this by facilitating a structured discussion in a controlled setting, where the results could be meticulously documented, analysed and grouped into thematic complexes.

As already mentioned, six questions (see Chapter 2, pp. 5) were discussed by the participants in small breakout groups during the Stakeholder Forum Berlin. These questions, suggested by the Finnish partners with their background on developing the Finnish model, had been discussed and found to be good by all partners in the preparatory phase of the Forum. The six questions were arranged in two sets of three to be discussed in two subsequent rounds of discussion groups. The first set was intended to *identify themes and topics that German museums identified as important for their future role in society*. The second set was designed to explore the *reactions to and the understanding of the concept and methods of self-developmental evaluation*, a concept which had been introduced to the discussants earlier in the workshop in form of the impulses described above.

Discussion groups & documentation methods

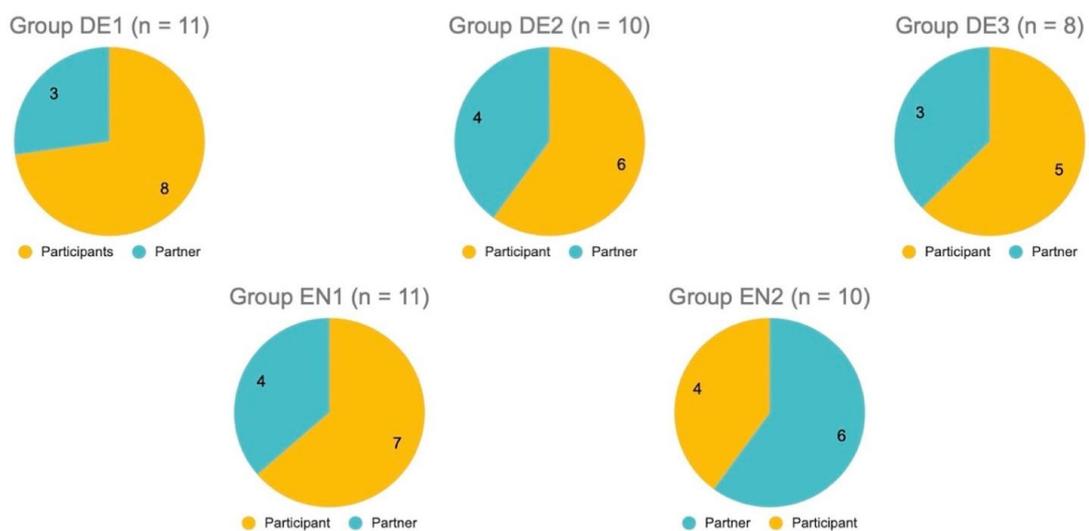
The forum participants were divided up into five smaller discussion groups (= three German-speaking & two English-speaking groups). Prior to the event, all five working groups had carefully been composed and pre-arranged, using the information available from registration data. Our goal as hosts of the Forum was to assemble as diverse groups as possible (mix of regions, museum types, occupation & hierarchy).

Fig. 3 Planned group composition



However, during the event, the distribution of participants proved to be less even than planned (both in attendance numbers and diversity), as actual attendance rates were lower than the registration data had suggested. A biasing effect on the data might therefore be suspected.

Fig. 4 Final group composition



One moderator was assigned to each group in order to facilitate two rounds of discussion. Thus, all working groups had to deal with both sets of questions. The recording of the discussion was done by two observers/recorders that joined each group without participating in the discussion and took written notes.

While one of these observers/recorders exclusively focused on transcribing *what* was said, the other observer/recorder additionally kept an eye on *the way it was said* (behavioural observation: unspoken things, subtexts, body language). As already mentioned, both moderators and observers/recorders had been briefed prior to the event, concerning their roles and the exact scope of their tasks.

b. Data analysis

Data collected

The data collected at the Forum was quite substantial. *Registration* had supplied us with basic data concerning the participants institutional affiliation. A *survey* was conducted at the end of the Forum, giving us additional information and feedback on the event itself and helped us understand whether the Forum was successful in creating better understanding and acceptance of the "alternative" evaluation scheme that will be used for the framework. The results of the survey can be taken from the respective appendix IV. The attendees of the Forum could also leave their *written comments* on a digital post-it wall as well as in the chat, and these comments were documented by the administrators in the course of the digital event. All this data was recorded meticulously in order to serve as background information as well as an enhancement for the analysis of our core data.

This *core data*, from which it was hoped to extract information for the further development of the framework consisted of: a total of 18 written up group protocols from our 9 observers/recorders as well as 10 (video)recorded summary statements of the group moderators which they presented in the plenary meetings after each round of discussions. Unfortunately, one observer of one group dropped out during the event due to technical connection problems and had difficulties rejoining the event. Being prepared for such eventualities was also a reason for assigning two observers per group, which showed its importance and usefulness here.

Data preparation and enrichment

All group protocols were read carefully by the authors of this report and broken down into their argumentative parts. These parts were transcribed into an excel sheet, and each one of these information bits was assigned a stable ID number. Altogether, 226 argumentative parts were identified and subsequently treated each one of them as a separate item: these items were then enriched with additional coded information concerning the discussion group in which it was expressed, the particular question that is referred to, the observers/recorders that protocolled it, the discussion group moderator as well as the participant who contributed the specific argument (for working purposes only - this personal information has been anonymized). This was necessary to differentiate the comments from participants and partners, whereas the latter was excluded from the analysis. Thus a master document was created that can constantly be enriched, interrelated and compared with the other data collected. Using excel features, the information bits can also be sorted and filtered according to different needs and questions.

Data analysis

Having done that, the next step was to identify meta themes and categories by using an inductive approach. The three authors (all of them were also participants and witnesses of the actual event) looked at the 200+ argumentative items. In an iterative process, they clustered the items in larger groups, until a rather clear set of topics/themes emerged (for details in terms of results with respect to the different sets of questions, see the next chapter). In the course of the process, "anchor statements" were also identified which in the eyes of the authors reflected best the overall idea of the topic/theme. The "six-eyes-principle" as well as the fact that it was possible to draw from an extensive body of additional information gathered during the event, helped tremendously to align the authors' views on the respective items while keeping the overall number of topics manageable.

Once the topics/themes were identified, the team went back to the original database and encoded each item by affiliation to a topic/theme. This gave the possibility to check whether the identified topics/theme were evenly distributed and helped to even more sharpen the categories previously identified. The following Chapter 4 presents the findings, followed by a discussion of the benefits and pitfalls of the approach in Chapter 5.

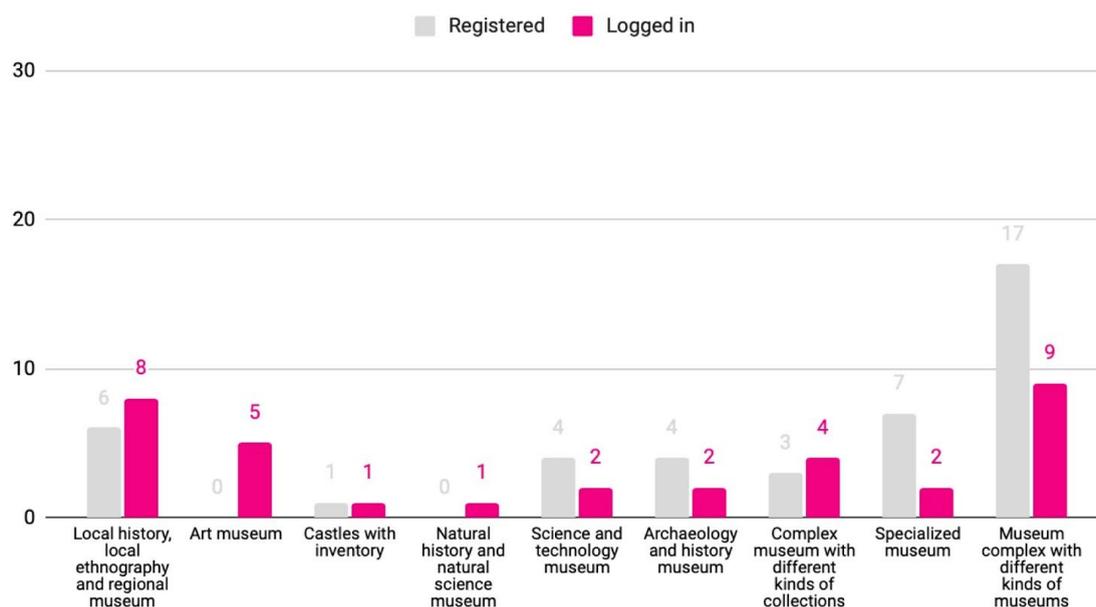
4. Results

Representativeness of the results

The Institute for Museum Research regularly conducts the General Statistical Survey of Museums in the Federal Republic of Germany. It uses a precise classification system of museum types. In order to enable a comparison between the participant structure of the Stakeholder Forum and the data available for the German museum landscape, the participants' data sets were enriched with the information they provided during registration and classified into the existing classification system of museum types.

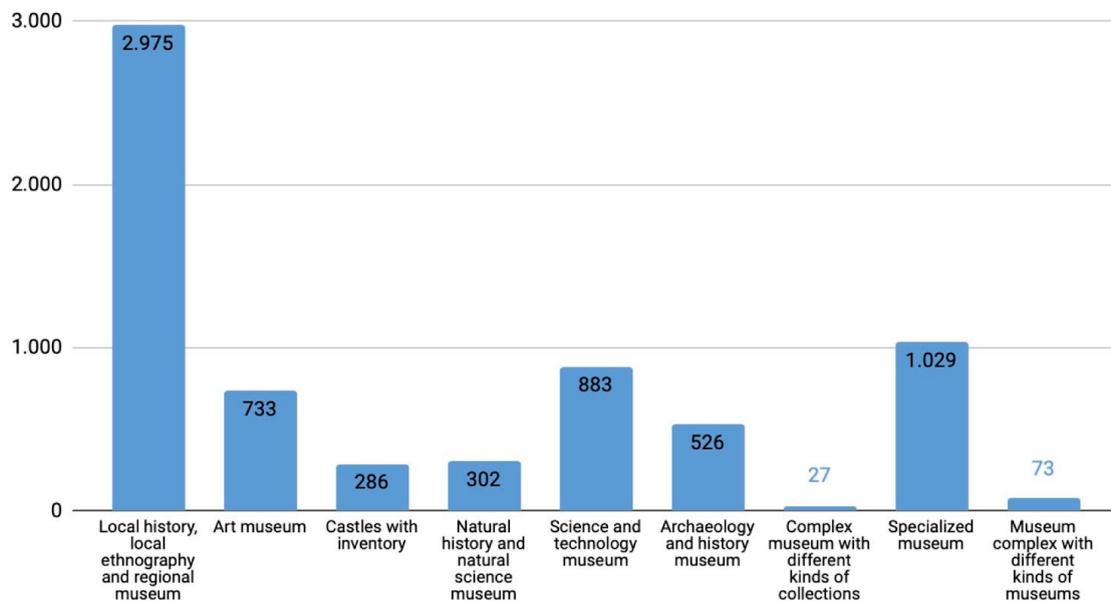
Based on the information requested during registration, the structure of the audience in regard to the participants' professional background can be roughly reconstructed. However, it should be noted that a large proportion of the people did not give any details about their profession or their affiliation to an institution. 41 out of 134 registered participants did not make any statement about their professional background.

Fig. 5 Participant structure at MOI! Stakeholder Forum Berlin (n = 134)



In order to investigate the representativeness of the collected results for the German museum landscape, the collected data could thus be compared with the most recent statistic.

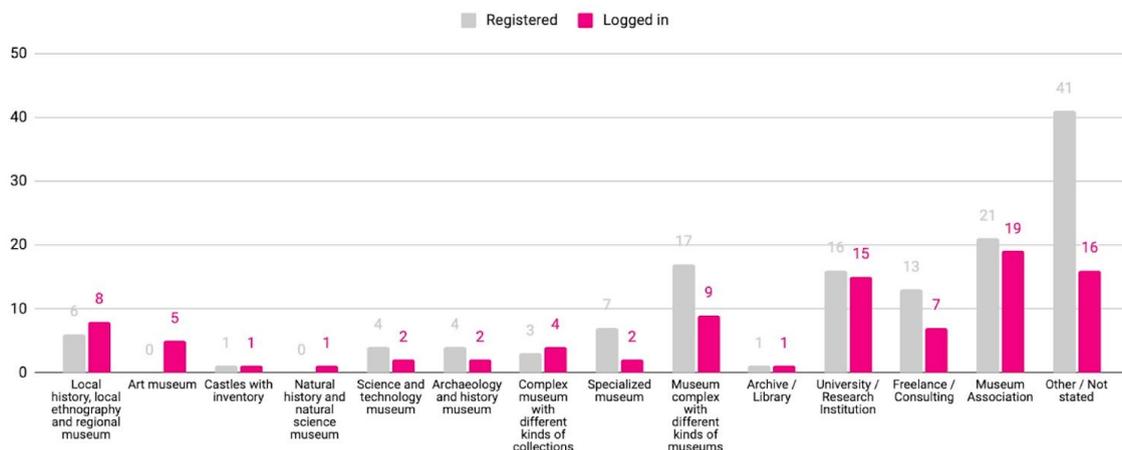
Fig. 6 Distribution of museums in Germany according to museum types (n = 6834)



Source: Annual Statistical Survey of Museums in Germany 2019, IfM 2021

It is evident that the participant structure of the Stakeholder Forum Berlin does not entirely correlate with the structure of the German museum landscape in general (statistics from 2019). The results collected can therefore not be considered representative. However, this does not diminish its value for the MOI! project and the development of the future self-evaluation framework. The lively and dedicated discussion among the participants resulted in a lot of important data that could be analysed qualitatively. We were also able to include the perspectives of other stakeholders of the museum landscape, such as employees of museum associations, archives and universities as well as freelance cultural professionals.

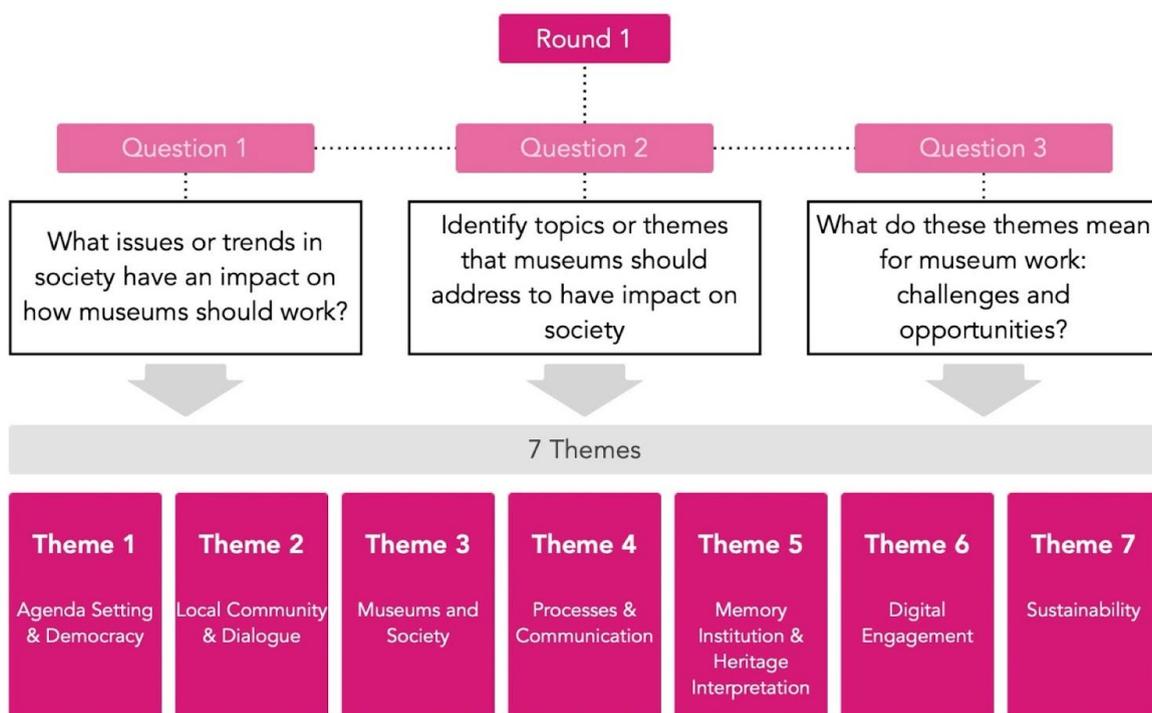
Fig. 7 Complete participant structure at MOI! Stakeholder Forum Berlin (n = 134)



a. What was discussed by the participants?

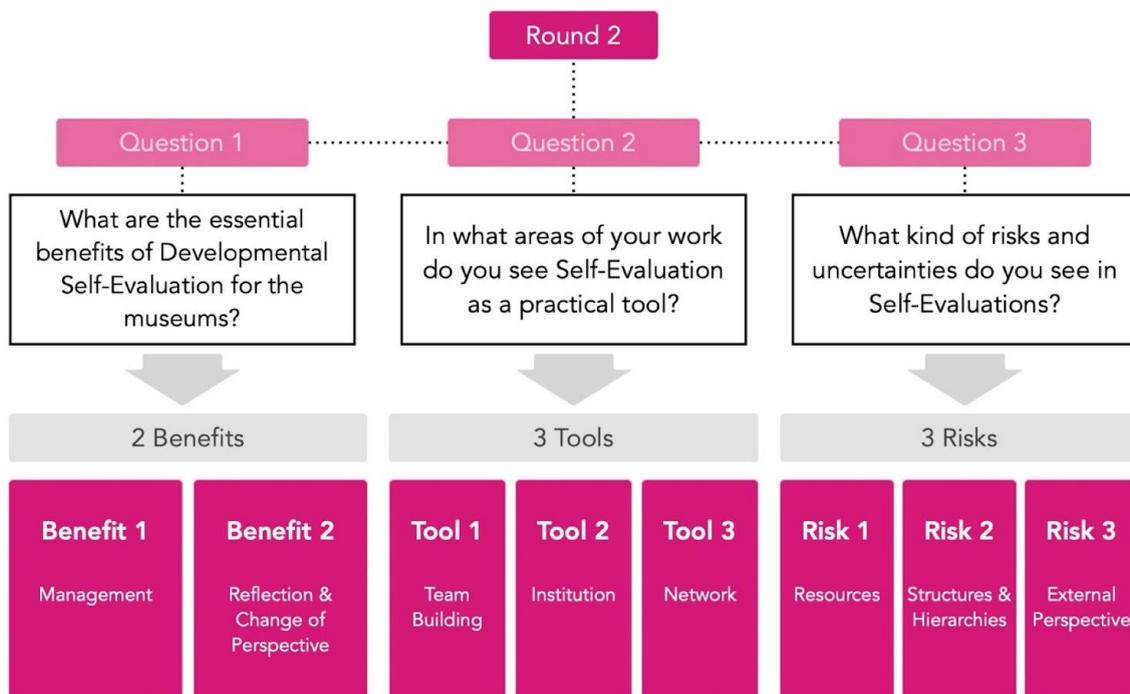
The stakeholder discussions had been organized in two rounds with a set of three questions each. For the first round, the answer to all three questions were considered as one dataset, therefore the findings were organized in the following : "Agenda Setting & Democracy", "Local Community & Dialogue", "Museums and Society", "Processes & Communication", "Memory Institution & Heritage Interpretation", "Digital Engagement" and "Sustainability".

Fig. 8 Graphical overview of the processes and results of the first breakout session.



For the second round the answers to each of the three questions were considered as a separate and coherent dataset. Therefore, for the first question the findings were grouped into the following two topics: "Management" and "Reflection & Change of Perspective". For the second question, the findings were allocated to the following three topics: "Team Building", "Institution" and "Network". Finally, the answers to the third question the findings were organized in the following three topics: "Resources", "Structures & Hierarchies" and "External Perspective".

Fig. 9 Graphical overview of the processes and results of the second breakout session.



Results of Breakout Session 1 (Questions 1-3)

Within this first breakout session three questions were discussed by the participants: *What issues or trends in society have an impact on how museums should work?*, *Identify topics or themes that museums should address to have impact on society* and *What do these themes mean for museum work: challenges and opportunities?* The results of the qualitative analysis of the first round of discussions were organized as follows:

Theme 1 - Agenda Setting & Democracy

Making a society and building democracy. - [SB022]

Participants think that museums are invited to play a certain role in society. For them museums have the ability to support democratic processes and raise awareness of social changes already taking place (e.g.: crisis of representation).

Though museums need the support from authorities and politics, they are able to shape the future by taking on an active position. This, according to the participants, can for example result in the change of an existing educational system by museums taking a new position in it.

Theme 2 - Local Community & Dialogue

Become involved with the local community and help create identity. - [RH005]

Due to changes of representation and identities, according to the participants, museums should be strongly rooted in the community. Museums must always take local conditions into account and let local contexts reach out into the exhibitions.

In order to establish a culture of museum-use by generations to come, museums should specifically reach out to young people, but on the other hand involve older people as well.

However, in order to work not just *for* but *with* the community, according to the participants, a dialogue between the museum and its communities must be established and voices from the communities must be recognized. Nevertheless, it is urged that museums should first become aware of their own competences and topics before they interact with the respective communities.

Yet central questions remain unanswered such as: How can museums become more dialogical? And how can an institution reach out to the various local communities in its own city, especially under difficult conditions such as a pandemic? One approach to a solution is seen in the use of digital tools to increase community engagement. (→ see [Theme 6 - Digital Engagement](#))

Theme 3 - Museums and Society

Are museums a bit distant or silent for some parts of the society? - [SB008]

Museums, some participants are sure, should take more responsibility and play a new role in society. As important centres of knowledge, they should be connected more strongly to the people than before and take an active role in shaping a better future.

Museums could function as facilitator of debates and changemakers. They can work to find solutions for problems the society is confronted with. Since museums are in the service of society, according to some participants, there should be an increased controlling and benchmarking to show what museums can do and what they achieve at the moment. According to some, museums should embrace megatrends (e.g. globalisation or migration). Topics must be relevant to today's society, as not everyone wants to dwell in the past.

For some, museums should serve as a contact zone and establish a relationship between museum identity and social discourse. They should recognize changes and shifts in the society and help people to orientate themselves. This includes situations such as the current pandemic with its social and economic challenges.

The desire for self-determination and participation of the people is clearly visible for the participants. The topic of participation and the question of whether museums have distanced themselves from some groups in society are important aspects for the participants.

The gap between the visitor structure of museums and society, which in reality is much more diverse, is becoming more and more apparent to some participants. To counteract this, museums should focus more on visitor research and anti-racist curating. In addition to the topic of representation, the aspect of neutrality as a key advantage of museum work and the public's trust in them is also discussed. The importance of museums as non-commercial meeting places for the society is also emphasized.

Themes 2 and 3 are strongly connected with each other. Both deal with aspects of establishing dialogue, helping create and shape identity as well as the relationship between museums and their social stakeholders. However, the two themes differ significantly in terms of the ways in which these dialogues should take place and the role the museum plays in them. Whereas the comments summarized in Theme 2 are primarily about communicating in the form of one or more separate dialogues with two parties (the museum and the respective community), Theme 3 is much more about the idea of a polyphonic marketplace, a hub or a contact zone for the debate on socially relevant issues in which the museum assumes a mediating position. Questions of trust, authenticity and neutrality, of course, are of utmost importance in both thematic groupings.

Theme 4 - Processes & Communication

A strategy paper alone is not sufficient, the impact is created only through its implementation. - [SB051]

According to the participants, the key to improving museum work is not to increase the number of employees. New forms of collaborative work should be established, for example, to better cooperate with private companies or to be able to react faster to events in the outside world. The practice of working in projects rather than in a long term perspective concerning personnel and resources should be critically scrutinized from the participants' perspective, especially with regard to its sustainability.

Museums can play an important role in terms of social diversity. Participants see it as the responsibility of museums to actively oppose structural and institutional racism, particularly by ensuring that the staff truly reflects the diversity of the society. The aim is to change the institution from within, through trainings, seminars and change management. However, these processes require time and patience. All members and levels of staff must be engaged and committed. Transparent and consistent internal communication is therefore of utmost importance to the participants.

The museum should become a 'learning institution': One's own mission statement must be reviewed regularly, one's own social position be rebalanced constantly and everything must be questioned again and again. Self-evaluation and evaluation processes are therefore an important element, but the question arises as to what ends the results will serve. For one's own development or as evidence for sponsors and donors?

Many participants agree that even the best strategy papers do not guarantee an impact. Their thoughtful implementation as well as the dialogue with employees, donors and a consideration of other indicators besides quantitative ones are important for a successful development.

Theme 5 - Memory Institution & Heritage Interpretation

Being relevant to the public, the society and to coming generations. - [SB005]

From the participants' perspective, museums are able to communicate between past, present and future. It is important for them to look into the museums' own past and into the history of museum collections. The question of whose story museums are telling is deeply connected with the questions about the origins of objects and how they became part of a collection in the first place. It is noted that while collections are of central importance to museum work, they should not dictate the overall agenda of it. It should not be all about the objects for the sake of themselves, but rather about social issues and trends that can then be connected with the collection.

As collective memory institutions, museums should still be relevant not only for the public of today, but also for generations to come. Rethinking the social impact of museums must therefore not remain in the present but also include a look at the past history of their engagement as well as at the needs of future communities.

Theme 6 - Digital Engagement

How do museums respond to the dynamic communicative behaviour of the people? - [KG009]

The trend to actively use the Internet in order to share and exchange opinions and thoughts is not yet well embraced by museums. Here, the participants see an opportunity to become more dialogical. (→ see [Theme 2 - Local Community & Dialogue](#)) For them, it is about reacting to the dynamic communication habits of people and adding more dynamics to the traditionally rather static formats of museum work.

However, a certain static quality is also seen as a specific strength of museums, if this implies describing specific matters and presenting substantial contents. The question arises of how this competence can be transferred successfully to the digital world? By some participants, Apps and Augmented Reality are seen as promising solutions to react to new habits of media use and lead museums in a new direction. However, sustainable digital services should not only address existing audiences, but also serve to attract new visitors.

Theme 7 - Sustainability

Museums are not only part of the solution, they are also part of the problem. - [RH039]

Museums can educate, spark interest and raise awareness on issues such as the environmental crisis and renewable energies. They can provide tools and solutions as well as create networks for exchanging knowledge and ideas (e.g. Museums for Future).

However, as several participants mention, museums are not only part of the solution, but they are also part of the problem. This includes the production of waste (e.g.: when designing and building exhibitions) and CO₂ (e.g.: through the use of energy inefficient buildings or technology). Museums should be aware of this responsibility and therefore act in an exemplary and transparent manner by being sustainable in all of their actions.

Perspective and Attitude matters

The above-mentioned seven themes show which topics have been important and relevant for the participants of the MOI! Stakeholder Forum Berlin with respect to the (future) role of museums. However, this compilation of statements can only be interpreted if we keep in mind the different perspectives and attitudes of the statement contributors. Thus, we always have to look at the way participants define the relationship between the museum as an institution and the themes we identified.

When do, in their perspective, museums play only a passive role, aiming to depict, present or reflect general themes and trends in society? And which statements do, on the other hand, consider museums as active players and agenda setters, incorporate and ultimately embody these themes in their own institution? Another perspectival duality is concerning the argumentative manner topics are addressed: do statements dwell on general testimonies and/or lead from general to specific, or do they dwell on specific facets of museum work in order to illustrate and better understand general trends? Concerning the perspective on specificities, these can be both in line with tasks and organizational of museums as well as give indications on cross-sectional topics that have implications for different areas of museum work.

As many aspects of museum work are deeply interwoven with each other, there is no theme that has been considered by the participants and their statements exclusively in one or the other way - either wholly passive or active, general or specific, task-centered or cross sectional. As a consequence, when we proceed with the development of the framework, we have to always go back to the specific statements in order to widen the view for the dimension of perspectives and attitudes. Furthermore, we strongly recommend cultivating an iterative and perspective centered approach not only with respect to the specific findings of the Berlin Stakeholder Forum, but also concerning the development.

Our results represent the current needs and thoughts of the German museum landscape respectively those of the participants of the Stakeholder Forum Berlin at the time of the year 2020. However, as we know, the public perception and negotiation of cultural matters is constantly and sometimes rapidly changing. It is therefore particularly necessary that the future self-evaluation framework is designed in a way that current needs can always be included and considered. This means that it should be possible to take changes in focus into account, for example through a generic modular design, through sufficient open questions or a constant adaptation of the framework.

Results of Breakout Session 2 (Questions 4-6)

The second round of working in smaller breakout groups also produced a variety of statements. These again were first transcribed and then coded in an inductive procedure to allow them to be analysed qualitatively.

Since the three questions dealt with significantly different subjects, the results of the three questions were not analyzed as one corpus as in round one, but examined separately for each question.

For question 4 (*What are the essential benefits of Developmental Self-Evaluation for the museums?*) this results in two main themes, for question 5 (*In what areas of your work do you see Self-Evaluation as a practical tool?*) and question 6 (*What kind of risks and uncertainties do you see in Self-Evaluations?*) there are three main themes each to which the statements of the participants can be attributed.

Benefits of Developmental Self-Evaluation

Benefit is that not numbers, but processes are being considered. - [KG039]

Concerning the question asking about the benefits of self-evaluation for museums, two thematic blocks could be identified in the feedback. The first block contains everything related to management and the second block is related to self-reflection processes in the institution and the ability to change the perspective.

Benefit 1 - Management

Self-evaluation is one of the core aspects of management in any institution, therefore the benefits for museums are seen as steering the own development, that one agrees on overall goals (e.g. in larger institutions or across departments) and that the focus is on processes rather than numbers. Another hands-on benefit is, that if documents are processed properly, you don't need to start all over again the next time.

In the opinion of some participants, there is a chance through this inreach process/tool to bring a more holistic approach into the way museums work. This includes the internal working processes and how museums interact with their environment. As museums find themselves in a more complex, faster changing and unsecure world, developmental self-evaluation creates a frame for museums to steer, distribute resources and move museums forward under those ever changing circumstances and contexts.

Developmental self-evaluation is also connected by the participants to concepts: continuous assessment, process loops, Design Thinking and agile project management.

Benefit 2 - Reflection & Change of Perspective

From the participants perspective another essential benefit of developmental self-evaluation is that it provides a tool which drives the museums to reflect on their own actions. Especially concerning recurring processes, which tend to develop "blind spots" over time, this method is seen as important to question and scrutinize these on a regular basis. It is seen as a chance to step aside from the haste of daily work, recognize processes and ask the right questions whether this is effective and efficient. Another statement fitting here is describing "blind spots" in an even broader sense as organizational blindness.

It is mentioned that the reflection processes stimulated by this method helps to look into the role of museums in communities and the future of museums. In doing so, self-evaluation helps the museums to bring and shape purpose and meaning to the institution.

To understand visitors and non-visitors, as well understanding how people work together, a change of perspective is a very useful tool for reflection. Or with other words: Understanding by putting oneself in the shoes of others. In this context the question was raised, whether self-evaluation is an exclusive internal process or engages also in a dialogue with external groups.

Developmental Self-Evaluation as a practical Tool

Creating a better work environment for everyone. - [SB035]

The feedback from the second question, regarding self-evaluation as a practical tool, was grouped into three thematic blocks, covering the micro level of team building, the level of the institution itself, as well as a broader application on the level of networks.

Tool 1 - Team Building

Participants think that this tool can facilitate the team building process and through this building a better work environment for everybody in the museums. An environment in which ideas can be exchanged easily is crucial to unfold the full potential of an institution. It is also regarded as very important that the whole staff is included in the self-evaluation process. Furthermore it was mentioned that museum staff is by nature not chaos-affine and this tool could help to engage more in creative ways.

Tool 2 - Institution

This tool is understood as an Inreach-tool which can trigger a bottom-up process in order to help the organisation reflect on their own structure. On one hand the tool's potential is seen as reaching inwards to identify internal deficits and on the other hand it can be used to reach outwards to discover external needs from stakeholders.

One participant suggested that for the practical use of this framework, it would be good if the self-evaluation tool was offered in a modular way. Although this is already the plan, the statement goes even into more detail, aiming at the idea that this modularity should be staggered by task and depth. It was also seen as convenient that the results from self-evaluation can be used in the dialogue with agencies / financing bodies.

Tool 3 - Network

In the case that this framework helps to create a more open internal discussion culture, participants also see a benefit for building a more open dialogue between different museums, thus strengthening the networks of the museum. Self evaluation is seen as particularly helpful especially for recurring processes, which tend to become difficult to maintain a critical perspective over time. A phenomenon which is described as organizational blindness. It is seen as important to question and scrutinize those processes on a regular basis. This may lead to incorporating step by step external people (e.g. critical friends) into this self-reflecting process. The tool could also be used to exchange hard learned experiences, which are not fit to share with the public, in a network of museum users, for example facing drastical processes of change (e.g. COVID-19).

Risks & Uncertainties of Developmental Self-Evaluation

It depends on the management's willingness to undertake a self evaluation and that all hierarchical levels and structures are included. - [RH067]

The third question asked where participants saw risks and uncertainties in self evaluation. In our analysis, we clustered the feedback in three thematic blocks. There is feedback concerning the resources as well as the structures and hierarchies in the museum and there are concerns about missing external perspectives.

Risk 1 - Resources

Concerns referring to basic resources are that the self-evaluation consumes too much time and that there are not enough people for doing it - a pressing issue especially for smaller museums. The understanding is that this process should be a permanent extension to the institution's activities.

The openness needed for self-evaluation strongly depends on the management culture in the museums, as well management's willingness to undertake a self-evaluation to start with and that all hierarchical levels and structures are included.

Beside those comments, a fundamental question was raised by one participant: Do the working methods in museums meet the necessary qualities required for the beneficial use of a self-evaluation framework, such as teamwork, critical thinking, self-reflection and the ability to see longer or more complex processes?

Risk 2 - Structures & Hierarchies

Especially in bigger museums, strict hierarchical structures can be found. Sometimes they have been growing over a century into top down, rigid and bureaucratic behemoths. From participants' experience, evaluation can be quite top down, the tone is important (e.g. in voluntarily run museums) and staff might react sensitive to changes.

Participants raised also the question of who initiates this self-evaluation process, the museum management or people from the outside. Who will be included in the self-evaluation: only the management or the whole staff?

Risk 3 - External Perspective

For self-evaluation, participants see a missing external perspective as one of the biggest risks and uncertainties. According to the participants, a combination of internal evaluation and external evaluation or view is necessary to really see the problems. Museums need to recognize that they do not have all the needed expertise among their staff. Without the external perspective risks are seen in not recognizing "blind spots" and the trustworthiness of the results of self-evaluation.

When self-evaluation is done properly, it is seen as a bottom up process. One participant in particular questioned if the MOI! tool works at all if it lacks an external perspective and also sees that a bottom up process needs to be enforced from the outside.

Concerning an external perspective and/or combining external evaluation with this tool, several ideas were discussed: peer review, scientific advisory council and supportive non profits like friends of the museums.

How do today's Participants become future Users?

The above mentioned two, respective three themes identified for each of the three questions give an insight into the needs and concerns of the German museum landscape with regard to the MOI! self-evaluation framework as a tool. A tool to help museums define their purpose as an institution and create a better working environment.

The participants see the benefits of self-evaluation in enhancing management, initiating self-reflection processes and providing guidance which enables museums to change the perspective. It is recommended to highlight or address those positive aspects in the further development of the framework, so users can embrace the framework better in the future.

It is also seen as important to address specific concerns. Firstly, a focus should lay on simplicity and usability of the framework. Additionally, a modular approach is seen as feasible, to provide museums the possibility to choose aspects of their particular interests or needs. This would also reduce the impact on available resources. Further it is suggested to describe in the purpose and aim of the framework, that in the beginning, resources need to be invested in order to benefit from freeing up resources in the long run.

The participants see self-evaluation as a practical tool in three thematic blocks. Which translates also to three different levels of museum processes, the micro level in a team for example strengthening team building, the institutional level and a broader level regarding the museums in their networks. We suggest keeping those three levels in mind during the development of the framework, adding or enhancing those characteristics would help to enhance the framework scalability and applicability as a practical tool.

The concerns of the participants could be clustered into three main concerns. Do the museums have enough resources to use this framework and - more important - to integrate it permanently into their processes? Do the structures and hierarchies allow for such a tool to be used as intended and to really impact the institution? Further, participants question, whether and how an evaluation in museums can succeed without an external perspective?

We strongly encourage to address those concerns in the purpose of the framework. Clearly describing that one main purpose is to free up resources in the museum. The aim is to change structures and hierarchies which block or hinder the implementation of tools like the MOI! self-evaluation framework or hinder the flow and exchange of ideas and information. To address the concerns of a missing external perspective, the purpose of the self-evaluation framework needs to make clear the difference between developmental evaluation with its aims to provide an internal perspective as agent of change and an external evaluation to benchmark the museum and award a seal of quality, for example.

b. What was understood by the moderators?

The moderators of each group presented a brief summary of the discussion in the plenary session following each breakout session. The summaries of the moderators have been transcribed, analysed and coded under the categories and themes developed in this report. In doing so it was possible to create an insight into moderators summaries and understanding.

This step is not seen as an additional analysis of the Stakeholder Forum, rather the information obtained was used for cross-checking if the coded statements presented here map the content of the discussion in the groups correctly or if an aspect was missed out.

The results of the moderator summaries are fairly similar to the findings of the analysis of the participants discussion. For two reasons the decision was taken to not present and interpret the results of the moderators summaries any further here. Firstly, no further insight could be gathered, because the dataset the participants discussed was the same. Secondly, the sole focus of this report should lay on the findings concerning the stakeholders.

c. How did the participants engage in the discussion?

Besides documenting and analysing what the participants discussed in the two breakout sessions, a second approach was tested to grasp the input of the german museum landscape in an additional dimension. The idea was that further insights could be gathered by looking at how participants engaged in the discussion. For this purpose a second observer with the task to observe behavioural aspects was present in each of the five discussion groups. Only in two groups, observers were able to document in some form how participants engaged in the discussion. This is related mainly to two observations, which become clear in the retrospect of the event.

First of all, during the digital event it was often difficult to see and sometimes to hear the participants clearly, for example due to the quality of the videofeed, the fact that the cameras of the participants were switched off or the observer was only able to see the current speaker of the discussion group in a bigger frame. The second challenge for these behavioural observers was the double role they were being charged with, documenting not only "what", but also "how" something was said.

Secondly, applying the method of behavioral observation in a digital setting would have required a precise and comparable experimental set-up. With regard to the variety of consumer hardware in use among the participants of the Stakeholder Forum this was not applicable in the course of this event. Observed behavior like switching off the videofeed could be interpreted in several ways: the participants were not engaged in the discussion or they needed to work simultaneously or they simply had to switch off the videofeed for bandwidth issues.

In conjunction with this finding, it was decided that the data set collected in regard to how the participants engaged in the discussion, was neither substantial nor representative enough to be analysed and interpreted in a meaningful way.

5. Conclusion

Critical self-reflection

Translating the planned digital Stakeholder Forum Berlin into a digital format was an additional challenge, especially when it came to documenting the outcome for later analysis. Also, as this event had a “trailblazer function”, a further important goal was to gain insight in how to run such a digital event and provide “lessons learned” for the following stakeholder events in the project.

Three aspects of the event which have the potential for improvement were identified and will be presented briefly. The decision to change to a digital format one month before the event resulted in a relatively short advertisement period, which in turns had an effect on the ability to attract participants. To gain more attendance, a two month advertisement period is therefore suggested.

Another field of possible improvement is the level of how the participants could engage in the event and the following discussion. One tool that was provided to increase the engagement digitally, was a Flinga.fi post-it wall. However, the tool was not embraced by the participants as expected. The use of a digital whiteboard or polls for example to facilitate the discussion groups could provide a more haptical and collaborative way of engagement for the participants. It would also have increased the collected dataset. But it should also be kept in mind, that the additional use of new functions and tools during an ongoing online event might overstrain individual participants and make them uncomfortable.

As described earlier, the analyzed data suggests that some participants did not completely understand the full extent of the MOI! self-evaluation framework, its aims and how it works, even though an impulse had been provided at the beginning of the event. This is reflected also in the feedback of the follow-up online survey and is seen as a major problem which needs improvement. At the time of the event, a draft version of the self-evaluation framework was not yet available in German translation. For upcoming stakeholder events it is therefore strongly recommended that a draft version of the self-evaluation framework is available in the local language. Additionally, introduction materials in the form of documents or videos are also seen as possible solutions. In these formats, the purpose and aim of the MOI! self-evaluation framework should be refined and molded into a sophisticated message, based on the findings of this report.

Over the course of the Stakeholder Forum, enough data could be collected to fulfil the main goal which was to provide an insight into the perspective of the German museum landscape on the MOI! self-evaluation framework. The dataset consists of over 200 participants' comments. Nevertheless this dataset is not representative for the whole spectrum of the German museum landscape.

The analogue, written documentation of the discussion in each group provided a good set of data. Although the documented content itself matches between the two observers in each group, the level of detail is different. Each observer was provided with an observer card which gave basic instructions only, as more detailed instruction was feared to deepen the structural bias in the documentation. Working with trained observers might provide an improvement here.

The documentation of the participants' comments in the breakout sessions yielded a substantial dataset, which could be analysed and interpreted to obtain an insight into the German museum landscape perspective on the MOI! self-evaluation framework. The analysis of the moderators' summaries yielded no additional insight, but provided a cross-check to the other findings.

The behavioural observation which aimed to gain additional insight by analysing how participants engaged in the discussion, did not provide enough data. It was concluded that this method was not well suited for a digital format. This approach was not pursued further in the course of analysing and interpreting the collected data. Furthermore, the question arises whether additional follow-up interviews are necessary to successfully interpret the observed behaviour, if enough data could be gathered in a digital or on-site event.

Main results

The analysis and interpretation of the documented discussion in the first breakout session yielded seven themes showcasing which topics have been important and relevant for the participants of the MOI! Stakeholder Forum Berlin with museum's role in society in mind. The identified themes are: "Agenda Setting & Democracy", "Local Community & Dialogue", "Museums and Society", "Processes & Communication", "Memory Institution & Heritage Interpretation", "Digital Engagement" and "Sustainability".

In the second breakout session, three questions yielded three separate sets of themes, because each question dealt with a significantly different topic. Those sets of themes are, first "Management" and "Reflection & Changing Perspective". Secondly, "Team Building", "Institution" and "Network". Thirdly, "Resources", "Structures & Hierarchies" and "External perspective".

The following three suggestions are strongly recommended for the further development of the MOI! self-evaluation framework. First, a modular design was suggested by the participants. Analysis shows that the modular design should be combined with the possibility to engage with each module in different depths. This can be done at three different levels: micro-level processes, institutional processes and local/national/international settings. Keeping those three levels and the modularity in mind could enhance the frameworks' scalability and applicability as a practical tool. This would provide museums with a chance to engage with the framework according to their resources available.

Secondly, the framework should be as reactive as possible to an exhilarating and ever-changing world. This means that it should be possible to take changes into account, for example through a generic modular design, through sufficiently open questions or a constant adaptation of the framework.

Finally, a substantial number of participants voiced concerns about the lack of an external perspective. Looking at those findings in more detail, it becomes clear that the purpose and aim of the self-evaluation framework needs to be more clearly communicated. It is a tool that helps to sharpen or reshape the purpose and meaning of the own institution and to set milestones and strategic objectives rather than being a tool to assess the museum with external attributes, to benchmark or to acquire a seal of quality that can be presented to the public.

The results give a good insight into the participants' position and current thinking, but do not represent the full spectrum of the German museum landscape, therefore the results are not representative. Nevertheless, the Stakeholder Forum Berlin was successful in introducing the MOI! self-evaluation framework to 92 participants and engage them further as multipliers in the following discussions. Also, the challenge of translating the former Stakeholder Forum into a digital format as well as documenting and presenting a comprehensive perspective of the German museum landscape on the MOI! self-evaluation framework was successfully mastered.

6. Appendix

I. Coded list with anonymized comments from participants

This is the Public Version of the report, for data protection reasons the Appendix I and II has been excluded from this version. In the case this Appendix are from particular interest to you(e.g. research), please contact the Institute for Museum Research under the following contact:

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II. Duplicates comments from participants (anonymised)

see above

III. Coded list with anonymized comments from moderators

ID. No.	Comment Moderator	Group	Moderator	Question	New Coding	Relation to participant Coding	Coding Finnish Framework (2016)
XX001	Example Comment	DE1	M1	1.2 TM 1		T1	
SB111	Nicht nur in der Ausstellung ist das Abbilden von Trends und Themen wichtig	DE1	M1	1.1		T5	M4
SB112	Diversität nicht nur darstellen sondern auch durch die Auswahl der Mitarbeiter*innen repräsentieren	DE1	M1	1.1		T4	M4
SB113	Inwiefern können Museen überhaupt vorbildlich sein, wenn sie z.B. Aspekte der Diversität gar nicht abbilden	DE1	M1	1.1		T4	M6
SB114	Museen können gar nicht neutral sein! Das heißt sie müssen im ständigen Austausch mit der Gesellschaft sein, Trends aufspüren und in Anspruch nehmen.	DE1	M1	1.2		T2	M6
SB115	Wenn Museen Megatrends nicht selbst verinnerlichen und verkörpern ist es am Ende nur eine 'Darstellung'	DE1	M1	1.1		T5	M6
SB116	Museen als Kompetenzzentren müssten sich einen verstärkten Leistungscontrolling unterziehen (Dokumentation der Leistung + Benchmarking)	DE1	M1	1.3		T4	M6
SB117	Struktur der Museen (ähnlich divers wie die Gesellschaft) ist zu berücksichtigen (andere Einzugsbereiche, andere Aufgaben, andere Verpflichtungen)	DE1	M1	1.3		T3	M5
SB118	Lokale Bezogenheit mit Identitätsbildung verknüpfen	DE1	M1	1.3		T2	M2
SB119	Museen haben als informelle und nicht-kommerzielle Bildungsorte die Aufgabe "authentisch" zu sein → Diskussionspunkt: Museen wir nicht genau davon, als öffentlich finanzierte Einrichtung etwas zurücktreten und uns fragen, was die Gesellschaft interessiert?	DE1	M1	1.3		T3	M5
SB120	Nachhaltige Arbeit im Museum sollte als Trend von allen Häusern aufgegriffen werden	DE1	M1	1.3		T5	M3
SB121	Das größte Thema ist Teilhabe (ein gesellschaftliches Thema)	DE2	M2	1.1		T7	M4
SB122	Museen können Besucher*innen als Creators (Mitwirkende) aktivieren	DE2	M2	1.2		T2	M5
SB124	Unterstützung demokratischer Prozesse	DE2	M2	1.1		T1	M6
SB125	Vertrauen, welches uns als Institution entgegen kommt, sollte genutzt werden	DE2	M2	1.2		T3	M2
SB126	Antirassistisches Kuratieren	DE2	M2	1.2		T3	M4
SB127	Nur von innen heraus kann eine Veränderung stattfinden (→ Institution muss sich auf allen Ebenen weiterbilden und die Angebote ändern, damit sich Gruppen, die sich bisher ausgeschlossen fühlen, mitgenommen wissen)	DE2	M2	1.3		T4	M4
SB128	"Themen" (Inhalte) und "Trends" (Verhaltensweisen) muss man differenzieren	DE2	M2	1.0		-	M1
SB129	Digitale Präsenz erschließt bisher keine neuen Besucherschaften, sondern die, die bisher auch schon angesprochen wurden	DE2	M2	1.3		T6	M5
SB130	Framework muss Prozesse genau betrachten und neu denken, um die Dinge nicht genau wie vorher zu machen!	DE2	M2	1.0		-	M1
SB131	Hintergrundprozesse (Dokumentation, Sammlungsmanagement) werden durch Digitalisierung verschoben und damit verbundene Workloads entscheidend beeinflusst → Museen hier schlecht vorbereitet	DE2	M2	1.1		T4	M3
SB132	Museen sind nicht nur für jetzt, diesen Moment und die jetzigen Communities da, sondern Gedächtnisinstitutionen und auf hunderte von Jahren angelegt (→ wie kann Impact auf nachfolgende Generationen definiert werden?)	DE2	M2	1.3		T5	M6
SB133	Diversifizierung der Gesellschaft auf die es zu reagieren gilt. Digitalität/Digitalisierung der Gesellschaft	DE3	M3	1.1		T3	M4
SB134	Museen erreichen die Gesellschaft in ihrer Diversität noch nicht in der Form wie wir es wollen und wie es auch von uns (Museen) durch die Gesellschaft erwartet wird (GAP)	DE3	M3	1.3		T3	M2
SB135	Im Hinblick auf Digitalität/Digitalisierung der Gesellschaft passiert schon sehr viel	DE3	M3	1.1		T6	M4

ID. No.	Comment Moderator	Group	Moderator	Question	New Coding	Relation to participant Coding	Coding Finnish Framework (2016)
XX001	Example Comment	DE1	M1	1.2 TM 1	T1		
SB136	Digitalisierung ist ein Werkzeug - zwar auch ein Trend im Hintergrund - aber eher ein Werkzeug, um auf gewisse Trends reagieren zu können.	DE3	M3	1.1	T6		M4
SB137	Wir brauchen interne New Work Prozesse - Auch eher eine Reaktion auf einen Trend, der von Außen kommt (Flexibilität in Prozessen und Kommunikation → Dabei vor allem Willen zur Flexibilität wichtig)	DE3	M3	1.1	T4		M4
SB138	Verstärkter Fokus auf lokale und regionale Communities wird gefordert - Regionalität ist durch Fokus auf Tourismus (Blockbuster-Ausstellungen) in den Hintergrund geraten.	DE3	M3	1.3	T2		M2
SB139	Zunehmender Gesellschaftlicher Wunsch nach Selbstbestimmtheit/Eigenverantwortlichkeit führt dazu, dass von den Museen noch mehr Chancen zur Teilhabe gefordert wird (→ Differenzierung zwischen Audience & Community wichtig)	DE3	M3	1.2	T2 / T3		M2
SB140	Verstärktes dialogisches Handeln (auch im Hinblick auf Communities)	DE3	M3	1.2	T2		M2
SB141	Sich im Community Building engagieren	DE3	M3	1.2	T2		M2
SB142	Das Wissen um die Community ist die Basis. Besucherforschung in den Vordergrund stellen, aber nicht als zeitlich definierter Prozess, sondern Besucherforschung in einen prozessualen Loop einführen, der Besucherbetrachtung kontinuierlich macht.	DE3	M3	1.2	T2 / T4		M2
SB143	Prozessorientierung in der Vordergrund rücken (und nicht Ergebnisorientierung)	DE3	M3	1.2	T4		M1
SB144	Leitbilder können eine Möglichkeit sein, innerhalb des Team Motivationen zu erforschen und nach außen tragen zu können.	DE3	M3	1.2	T4		M1
SB145	Ressourcen Spielräume können geschaffen werden, indem man sich aus dieser Schleife des reinen Abarbeitens von Projekt zu Projekte raus nimmt.	DE3	M3	1.3	T4		M1
SB146	how the museum can interact more in dialogue with different communities.	EN1	M4	1.1	T2		M2
SB147	Issues that are important for museum they arise from the community.	EN1	M4	1.1	T2		M1
SB148	new roles of museums and the museum as a change maker, the active role in society and how to make the intercultural dialogue be part of the wider discussion.	EN1	M4	1.2	T3		M1
SB149	The community-oriented museum is an important type of museum.	EN1	M4	1.3	T2		M1
SB150	whom to address the evaluation and that is a big question we need more time for in the upcoming discussions.	EN1	M4	1.0	T4		M1
SB151	themes/topics that have the most importance for the communities are the most important one for the museums (e.g. Black Life Matters).	EN1	M4	1.1	T2		M4
SB152	It is important that the museum finds its situation in the society and a way to establish a dialogue with communities.	EN1	M4	1.2	T3		M5
SB153	Finding these topics makes museums modern and relevant to the communities.	EN1	M4	1.2	T2		M2
SB154	Museums can also issue topics that underline the understanding of the history and the timescale.	EN1	M4	1.2	T5		M6
SB155	We observe museums become more and more active in society	EN2	M5	1.2	T3		M6
SB156	Museums move from being just silent witnesses of the education system to be in the middle of the social debate right now.	EN2	M5	1.3	T1		M5
SB157	different position that implies a different kind of approach	EN2	M5	1.1	T1		M1
SB158	Museums are facilitators for many kinds of public debate	EN2	M5	1.3	T3		M6
SB159	Museums are not only facilitators but they are in many cases advocating for this global fight for the climate.	EN2	M5	1.3	T7		M5
SB160	museums, as we all know being the treasury of our past, are trying to communicate this in our society to make our citizens better understand what will be the future	EN2	M5	1.3	T5		M6

ID. No.	Comment Moderator	Group	Moderator	Question	New Coding	Relation to participant Coding	Coding Finnish Framework (2016)
XX001	Example Comment	DE1	M1	1.2 TM 1		T1	
RH068	Selbstevaluation ist immer eine Innensicht, die von außen ergänzt werden muss! → Das kann dann sowohl Wirkung nach Innen und nach außen ermöglichen	DE1	M1	2.3 / 2.1		Q3E / Q1R	M1
RH069	Große / Kleine Museen → Möglichkeiten und Grenzen im Bezug auf Selbstevaluation	DE1	M1	2.3		Q3R	M3
RH070	Könnte man die Außenperspektive durch Beiräte ergänzen? → Strukturen der Häuser erlauben das aber nicht immer	DE1	M1	2.3		Q3E / Q3S	M4
RH071	Prozesshafte Gestaltung und großer Anteil von Selbstreflexion positiv (Tool)	DE2	M2	2.2		Q2I	M1
RH072	Für konkrete Bewertung der Einsatzmöglichkeit sind mehr Informationen nötig	DE2	M2	technical feedback SHF		-	-
RH073	Frage: Reicht Selbstreflexion aus? Man muss mit Partnern, Stakeholdern und Besucher sprechen und deren Perspektive einholen!	DE2	M2	2.3		Q3E	M2
RH074	Zwei Prozesse Interne/Externe Perspektive nötig (Empirische Daten sind das Rückgrat)	DE2	M2	2.3		Q3E	M4
RH075	Nicht Top-Down sonder Bottom-Up	DE2	M2	2.2		Q2I	M4
RH076	Auch wenn es ein internes Instrument ist, kann das Tool vielleicht dazu beitragen, gegenüber den Trägern eines Museums zu argumentieren? → Bedarfe offenlegen und mit Argumenten hinterlegen, um sie dann mit empirischen Daten füttern zu können (Bedarfe für Input offenlegen, um bestimmten Impact zu erreichen)	DE2	M2	2.1		Q1M	M1
RH077	Alumni Plattform einrichten (Institutionen, die das Tool genutzt haben und deren Ergebnisse), um Argumente für andere zu liefern.	DE2	M2	2.2		Q2N	M2
RH078	Tool, um in den Köpfen einer chaos-aversen Belegschaft kleine Veränderungen anzustoßen (→ Empathie in der Belegschaft fördern)	DE2	M2	2.2		Q2T	M4
RH079	Selbst-Evaluierung = Interne Evaluierung	DE3	M3	2.2		Q2I	M4
RH080	Selbst-Evaluierung lässt sich überall einsetzen und wir als Element des Projektmanagements gesehen, das dauerhaft zu implementieren ist.	DE3	M3	2.1		Q1M	M1
RH081	Selbst-Evaluierung stellt einen methodischen Rahmen für die gesicherte Verknüpfung von Evaluierung und Entwicklung dar	DE3	M3	2.1		Q1M	M1
RH082	Selbst-Evaluierung kann sich auf drei verschiedene Arten zeigen: 1. völlig selbstgesteuert / 2. extern begleitet / 3. aus der Peer-Gruppe begleitet	DE3	M3	2.0		-	M4
RH083	Es kann/sollte nicht auf die externe Perspektive verzichtet werden - um blinde Flecken zu vermeiden	DE3	M3	2.3		Q3E	M4
RH084	Externe und Selbst-Evaluierung = sowohl als auch. Niemand entweder oder!	DE3	M3	2.3		Q3E	M4
RH085	Offenheit des Ausgangs einer Selbst-Evaluierung ist stark abhängig von der Führungskultur einer Einrichtung	DE3	M3	2.3		Q3S	M4
RH086	"Erwünschte Ergebnisse" → Regeln für Selbst-Evaluierung nötig	DE3	M3	2.3		Q3R / Q3S	M1
RH087	We unfortunately had a very bad connection in our group so we couldn't speak as freely as we wanted	EN 1	M4	technical feedback SHF		-	-
RH088	I will start with the risks and uncertainties and come to the benefits more further.	EN 1	M4	-		-	-
RH089	One important risk is that with the small museums - if there are only a few workers - it can be very challenging to make this self-evaluation maybe it can be helpful to have some outside facilitators.	EN 1	M4	2.3		Q3R	M3
RH090	In regard to voluntary workers we have to be very careful how we set the tone of the evaluation questions.	EN 1	M4	2.3		Q3S	M2
RH091	There can be some risks and uncertainties concerning who we share the results of the evaluation with.	EN 1	M4	2.3		Q3E / Q3S	M1

ID. No.	Comment Moderator	Group	Moderator	Question	New Coding	Relation to participant Coding	Coding Finnish Framework (2016)
XX001	Example Comment	DE1	M1	1.2	TM 1	T1	
RH092	There can be some risks concerning decision makers and the wider understanding of the museum's work - But in the same way these risks can also be challenges.	EN 1	M4	2.3		Q3E	M1
RH093	There can be some lack of knowledge.	EN 1	M4	2.3		Q3R	M4
RH094	Leaders vs. Staff: Who has the voice. Is there enough trust and freedom to speak and self-evaluate freely?	EN 1	M4	2.3		Q3S	M4
RH095	It's a very strong tool for inner processes (educational and teambuilding).	EN 1	M4	2.2		Q2T	M4
RH096	Raise inner understanding between the "Silos" in the museum work and between working communities	EN 1	M4	2.2		Q2T / Q2N	M4
RH097	It is also tool for strategic planning - but then it has to be shared with a large number of staff members and stakeholders	EN 1	M4	2.2		Q2T / Q2I	M1
RH098	Self-evaluation can raise unaware abilities in the museum workers also	EN 1	M4	2.2		Q2T	M4
RH099	Brings museum work and daily work into the point of view. This can be a tool to bring the insights of your work to the audience/visitors/non-visitors. This can open the discussion if the museum is connected enough to the local communities.	EN 1	M4	2.1		Q1R	M2
RH100	Can be a tool for a wider understanding of the system thinking - to understand inner and outer layers of museum work.	EN 1	M4	2.1		Q1R	M1
RH101	We started with some kind of axioma, that you can't control what you can't measure.	EN2	M5	2.1		Q1M	M1
RH102	So first of all we have to measure in order to be very well informed.	EN2	M5	2.1		Q1M	M3
RH103	It was mentioned the fact that the self-evaluation (-observation?) process is specific not to the owned state museums but to the public institutions and to the institutions that have something to declare in front of the public and that assume a public mission.	EN2	M5	2.1		Q1M	M1
RH104	It was mentioned also that our mission is to develop public trust. And this is very important! We can not have self evaluation methods just for the sake of being in fashion with some trends. In the end what we are trying to obtain is the public trust - the trust that the public has in us.	EN2	M5	2.2		Q2I	M5
RH105	Of course this self-evaluation is only a tool and sometimes we have to be aware that this tool has a certain goal. So we don't have to organize a self-evaluation process just for the sake of it. We have to keep in our mind the big picture which is the fact that we are serving the public.	EN2	M5	2.3		Q3E / Q3S	M5

IV. Survey results



Open Stakeholder Forum Berlin
10th November 2020

Analysis and Feedback II

24th November 2020

Robert Hoffmann, Steffen Backhaus













Institut für
Museumsforschung
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Lessons Learned

138 Registrations





- Registration Eventbrite
- Webex Meeting with breakout sessions
- Surveyhero



- Open the event 1 hour before - opportunity last minute check
- 5 groups + 1 Moderator + 2 Observers
- 1 to 2 people running the backend



- Registration opens 1 month before the Event
- Advertisement Social Media, Lists, ICOM, DMB and direct contacts
- Registration officially open until the 5th, but internally open until 10th



- Short survey after the Event
- Gathering Feedback on the event and keep the contact open for future ideas



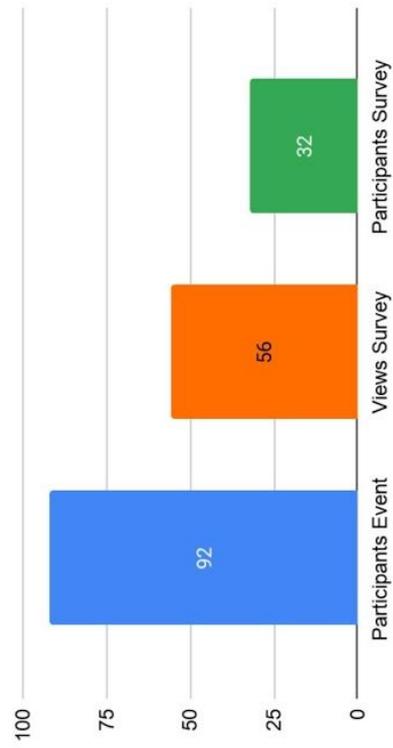
- Observer and moderator cards describing the roles
- Technical test for speakers, moderators and observers



- Observer and moderator cards describing the roles
- Technical test for speakers, moderators and observers

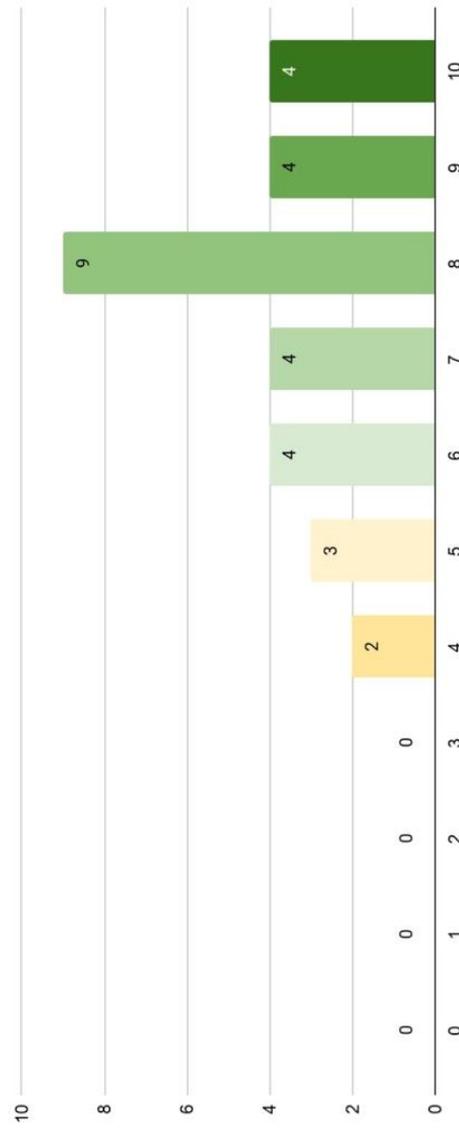


Participation rate Event & Survey (n = 92)



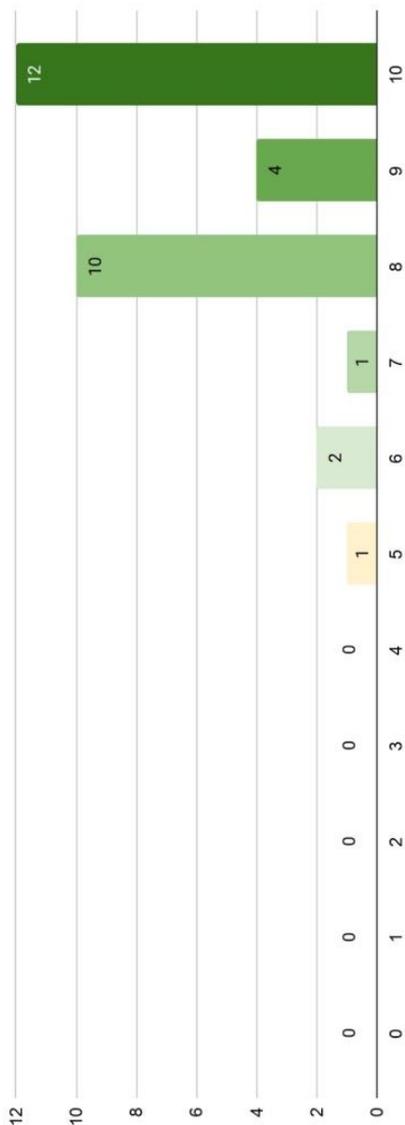


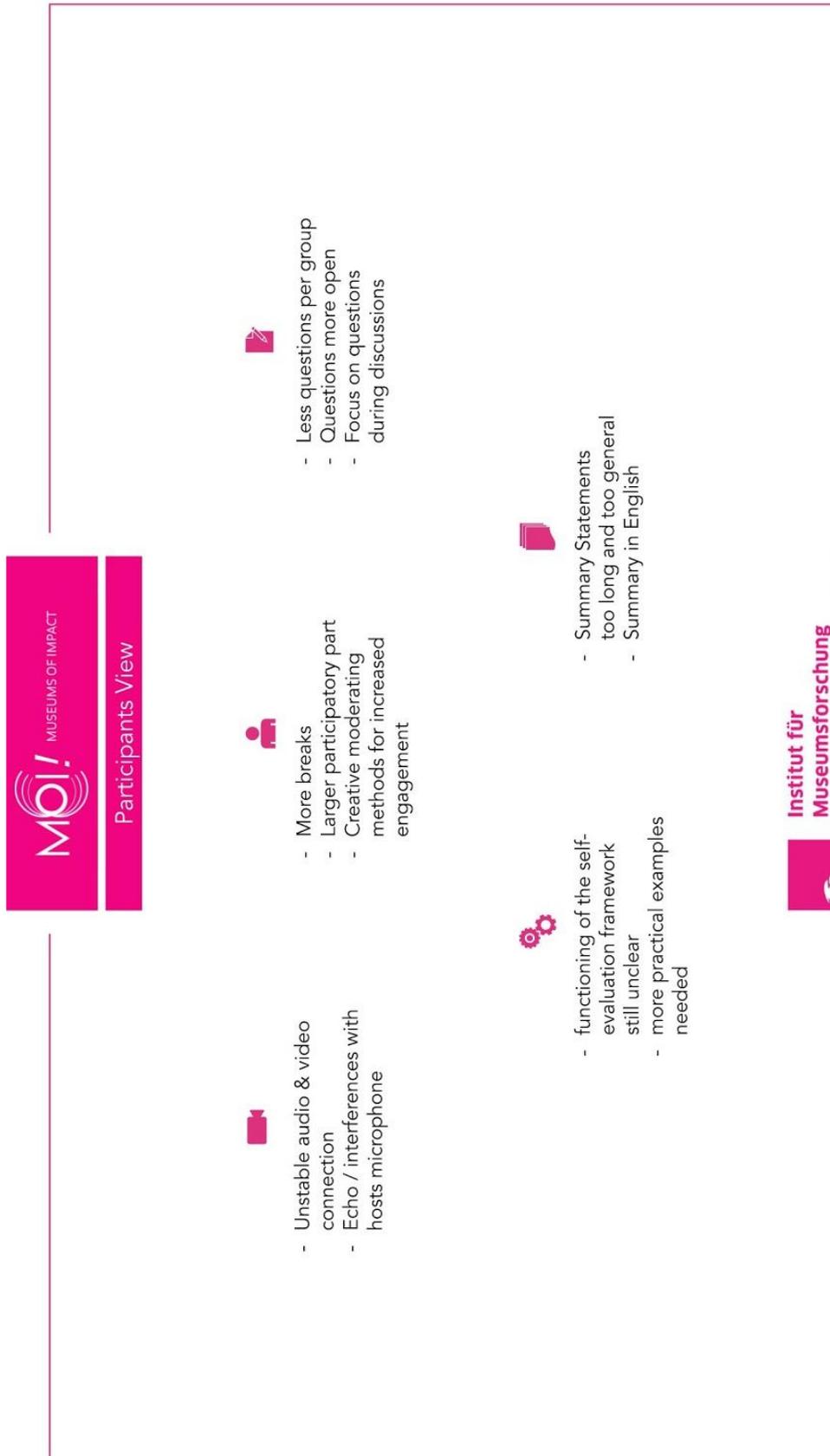
Overall satisfaction with the event (n = 32)





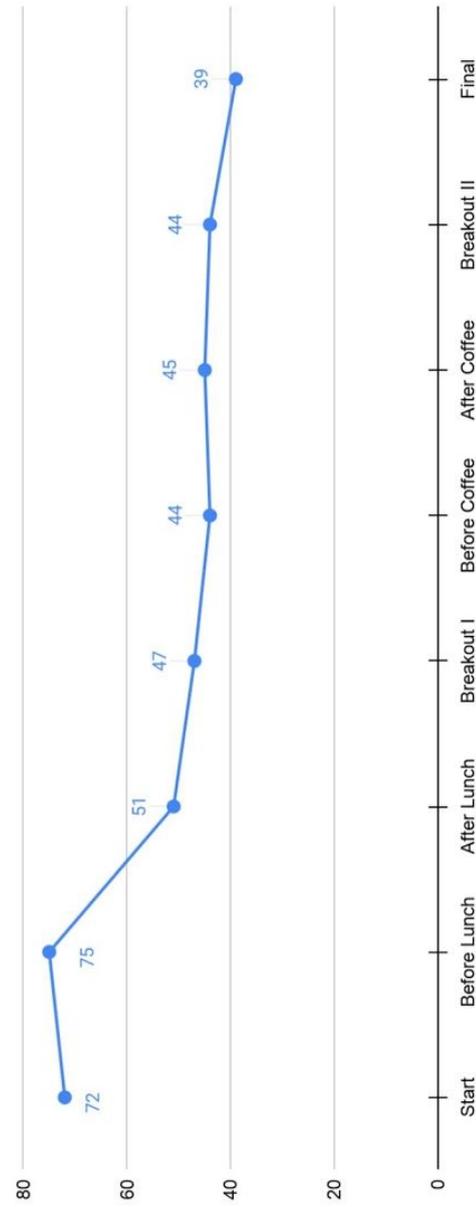
Relevance of the Self-evaluation framework for increasing Impact towards communities
(n = 32)

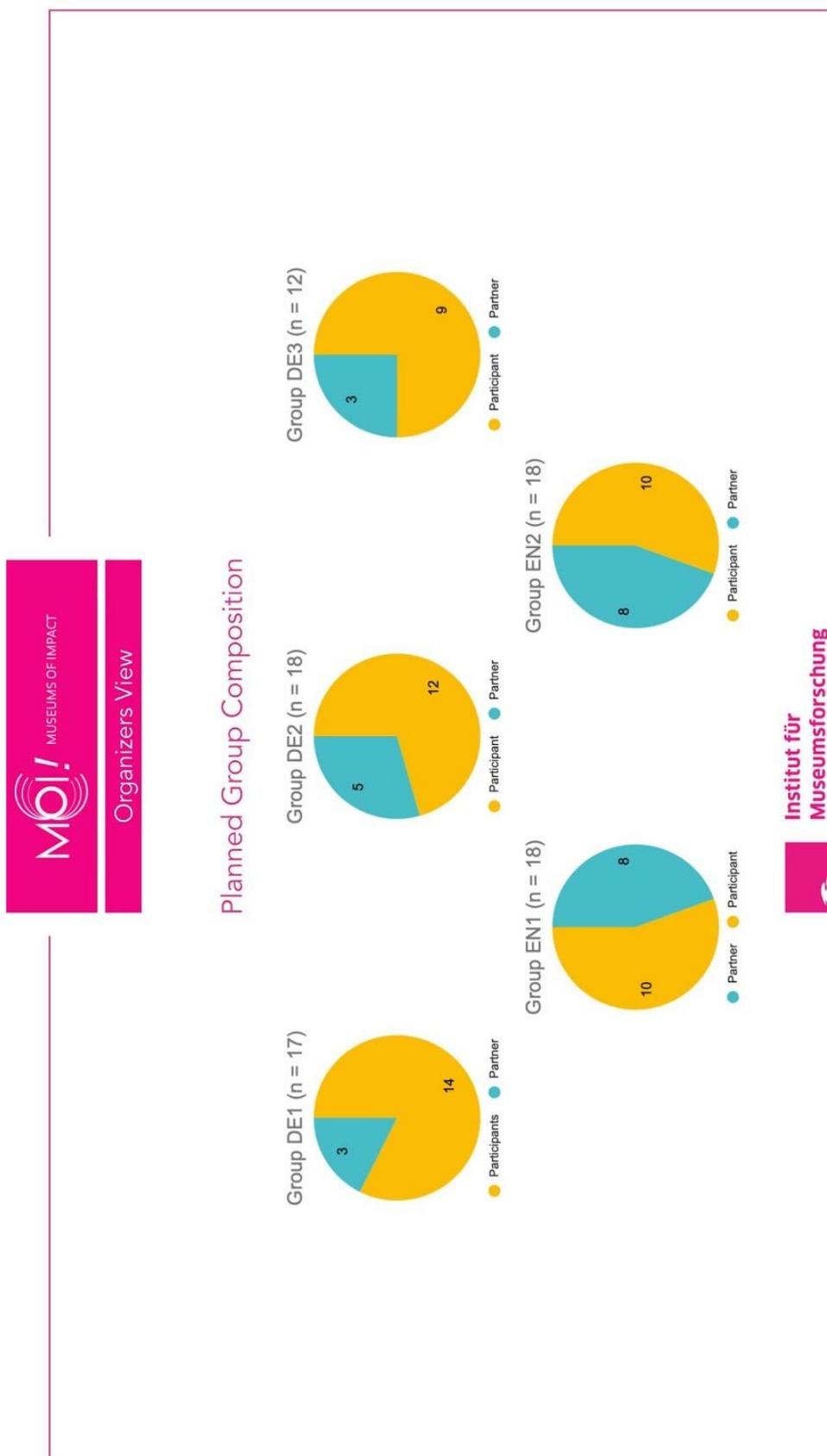






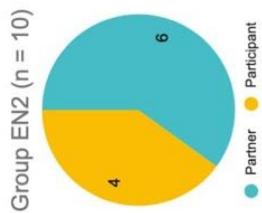
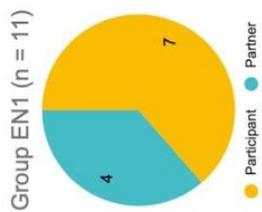
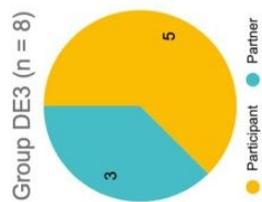
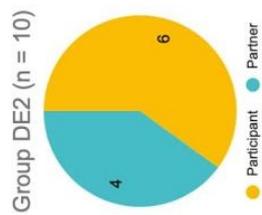
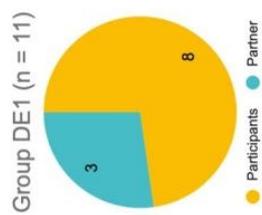
Participants logged-in (n = 92)







Actual Group Composition



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Would use / recommend the self-evaluation framework (n = 32)

