



**ACTIVITY WORKSHEETS  
AND HANDOUTS**

**UNIT 2**  
**CUSTOMERS**

**Topic:** Museum Visit

**Title:** Evaluating Customer Service

**Steps in the Activity:**

1. Arrange a visit to a local museum and provide each student with the following handout which includes a form on which to record their impressions of the museum's customer service and also follow-up activities involving analysing their findings.

**HANDOUT**

During your visit to the ....., select THREE members of staff at different locations to answer these TWO questions:

1. Where can I buy a souvenir?
2. What special events are there on today?

Evaluate the quality of customer service they gave you. Use the grids on the next page.

Follow-up activities:

- a) Prepare a graph to illustrate the outcome of your evaluation.
- b) From your findings, how would you rate the quality of service provided by the three members of staff you questioned?

You are a consultant employed by the museum to advise on customer service standards. Produce a report for the **Customer Services Manager** on your findings — include any suggestions on how specific aspects of customer service could be improved at the .....

**Staff Member 1**Location:  
.....

	Excellent				Poor
Clarity of Speech	1	2	3	4	5
Accuracy of information	1	2	3	4	5
Body Language	1	2	3	4	5
Overall Helpfulness	1	2	3	4	5

**Staff Member 2**Location:  
.....

	Excellent				Poor
Clarity of Speech	1	2	3	4	5
Accuracy of information	1	2	3	4	5
Body Language	1	2	3	4	5
Overall Helpfulness	1	2	3	4	5

**Staff Member 3**Location:  
.....

	Excellent				Poor
Clarity of Speech	1	2	3	4	5
Accuracy of information	1	2	3	4	5
Body Language	1	2	3	4	5
Overall Helpfulness	1	2	3	4	5

**Topic:** Use of Audio Visual Technology in Museums

**Title:** Museum Visit AV Technology

**Time Needed:** Several hours depending on location of museum and the distance from the school.

**Steps in the Activity :**

1. Pass out the handout to the students prior to visiting the museum and answer any questions they might have about this assignment.

**HANDOUT**

**Design & Technology**

1. Describe and explain how the use of audio-visual technology helps to create a positive first impression on entering the museum.
2. Choose any TWO exhibits from TWO different galleries, and explain how the use of technology has helped create an exciting and interesting scenario for visitors.
3. List and describe examples of how the museum has utilised design and technology to help and encourage the visitor to become actively involved with the gallery exhibits

**Museum Operation and Interpretation**

Describe examples of ways in which the museum uses a range of interpretative techniques to enhance the visitor experience:

Interpretation	Description
Signposting	
Touch Screen	
Sight & Sound	
Leaflets / Guide Books	

Captions	
Actors	

### Health, Safety & Security

During your visit to the museum, observe examples of the ways in which the museum ensures the health, safety and securing of its visitors and staff. Use the following table to record your findings:

Examples	Location	Description
Emergency Escapes/Exits		
Fire Safety		
Emergency Communication		
Visitor Enquiries		
Theft/damage to exhibits		

**Customer Service**

1. Comment on ways in which the museum has adapted to meet the needs of a range of different customer types.
2. Devise a “Mystery Shopper” Questionnaire that could be used to assess the quality and effectiveness of customer service being provided by the museum
3. Suggest other ways that the museum could monitor its quality and levels of service, so that standards could be maintained
4. First Impressions Count—comment on the Reception (front of house) area of the museum using the following sheet:

Feature	Comment
General appearance	
Cleanliness	
Signage	
Information/helpdesk	
Provision of additional services	
Ticketing information	
Staff appearance	

5. The Museum Shop:

Comment on:

- a) the range of goods available
- b) cost of goods available
- c) make a list of 10 articles costing less than \$1— who do you think these articles are aimed at?

**Title:** Promotion at the ..... Museum

**Steps in the Activity:**

1. Prepare copies of the handout for students and review it prior to the visit to ensure they understand the activity.

**HANDOUT**

Suggest what you think would be the **BEST** way for the .....Museum to promote itself to the following types of visitors. Give **TWO** reasons for your choice.

VISITOR TYPE	PROMOTION	REASON
School Groups		1  2
Visitors to ..... from other parts of your country		1  2
University Students		1  2
Business (Corporate) Users		1  2

**Topic; Marketing****Title: Target marketing at the ..... Museum****Steps in the Activity:**

1. Pass out copies of the handout to students prior to the visit and review the terms used to ensure they understand the assignment.

“Target marketing:” a term used to describe the process by which an organization determines a specific group that they want to market their product or service to. For example, a target market for very large teddy bears is children aged 3 to 7. A target market for hockey skates is boys who like to skate and play hockey. Elderly women are not a target market for teddy bears or hockey skates.

“Market research:” a term used to describe the process whereby the researcher investigates some or all of the elements associated with marketing a product or service. These elements would include, for example, the various types of customers who would be interested in the product or service, the number of potential customers, the variety of services or products, the ways in which actual and potential customers can learn about the product or service, the reactions of potential and actual customers to the service or product, the ways in which the product or service can be made available or distributed to people, etc. Market research involves collecting data and analysing it so that decisions can be made about how to design, distribute, promote, price and sell the particular product or service being researched. Data can be collected through on-site observation, questionnaires, interviews, review of sales, etc.

**HANDOUT**

During your visit to the ....., observe the range of visitor/customer types that you see

1. Identify TWO suitable target markets for the .....

i) .....

ii) .....

2. Explain why you chose the two target markets above:

i) .....

.....

ii) .....



3. Suggest TWO market research methods the ..... could use to identify the needs of its guests:

i) .....

ii) .....

4. Give ONE reason why you chose each of the market research methods above:

i) .....

.....

ii) .....

.....



**Topic:** Museum Visit Visitor Research

**Title:** Visitor Research

**Steps in the Activity:**

1. Prepare copies of the handout for students and review the assignment in advance.

**HANDOUT**

The ..... Museum has many different types of visitors.

Although each visitor is an individual, to help with planning programs and resources the Museum thinks about visitors in general categories. This helps the museum plan a program of events and produce resources.

Evaluate the Museum's provision for each audience category by filling in the table.

Give the provision a rating on a scale of one to six (one = very poor, six = excellent).

	Children under 5	Teenagers	Students	Adults	Families	Tourists
Shop						
Cafe						
Signage						
Gallery text						
Interactive Exhibits						
Events activities						

**Title: The Marketing Mix at the ..... Museum**

**Steps in the Activity:**

1. Review the handout with the students and discuss the four elements of the marketing mix to ensure they know what the assignment is about.

**HANDOUT**

1. Look at the table below

Marketers say that there are four key elements in marketing anything: the product or service, the price, the way the product or service is promoted, and how it is distributed or made available to customers.

THE MARKETING MIX

<p>PRODUCT: What is the museum offering to its customers? How many categories of products or services are offered?</p> <p>Is the museum product an “experience”, or is it “education” or is it “replicas” and “art reproductions”—or all of these?</p>	
<p>PRICE: How are the products or services priced? Are there different prices for different types of customers? What are these prices?</p>	

<p>PROMOTION: How does the museum make sure that people know about it? How do people find about its products and services?</p>	
<p>DISTRIBUTION</p> <p>How do people get access to the museum's products and services? Do you have to go to the museum or are there catalogues for some products? Or both?</p>	

Describe how you think the Marketing Mix is used at the XX Museum. Complete the table above, for each element of the Marketing Mix.

**Topic:** Museum Visit Communications

**Title:** Communicating information to Museum Visitors

**Steps in the Activity:**

1. Distribute the handout to students prior to the visit.

**HANDOUT**

On your visit to the Museum list **THREE** examples of the following ways in which the Museum communicates information to its visitors:

<b>Ways of communicating to Guests</b>	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
SPOKEN INFORMATION			
WRITTEN INFORMATION			
SIGNPOSTED INFORMATION			
<b>Types of information</b>			
INFORMATION ABOUT TIMES OF OPENING AND SPECIAL EVENTS			
PRICE INFORMATION			

**Topic:** Travel & Tourism Employment

**Title:** Employment Opportunities at the Museum

**Steps in the Activity:**

1. Pass out handout to the students prior to the visit.

### HANDOUT

#### Types of jobs

On your visit to the Museum, produce a list of types of jobs that you can see staff doing around the museum:

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Make a list of jobs that staff might be doing behind the scenes:

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**Choose ONE job you can see a member of staff doing in the museum. Observe the member of staff carrying out his/her job closely for a few minutes.**

1. Make a note of the main responsibilities and activities involved in the job:

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2. From what you have observed, what are the special qualities and qualifications that this member of staff might need to carry out his/her job effectively?

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**Topic:** Customer Service

**Title:** Customer Care

**Time Needed:** Each 2 minute role play will take about 15 minutes to prepare. 2 to 3 role plays can be performed in a 45 minute class

**Materials:** Props can add to the enjoyment of this activity. For example, maps, hotel brochures, a language dictionary, dishes and silverware can add to the realism of sketches below.

- Steps in the Activity:**
1. Following are several typical scenarios where the interaction between a customer –the tourist or business traveler – and the company employee can result in good customer service or bad. Assign scenarios to groups of students and give them a few minutes to think about the situation. Then ask them to role play the scenarios for their classmates.
    - a. An American tourist looking for directions to the nearest local park at the reception desk of a centrally located hotel in your city.
    - b. A Moscow car hire operator giving instructions and directions to a French man who cannot speak Russian.
    - c. A family booking into a 4-star hotel and, on arrival, being told by management that the advertised indoor swimming pool has not been built.
    - d. A physically handicapped person phoning a local tourist facility to see whether it is practical and worthwhile trying to plan a visit there.
    - e. A guide in a museum/historical castle witnessing a group of tourists tampering with items of historical value despite notices asking people not to touch.

**Steps in the Activity:**

- f. A noisy group of people complaining to the manager and the waiter about a meal they just had in the restaurant.
  - g. A travel agent explaining to customer why his pre-booked holiday had to be cancelled while trying at the same time to convince him that an alternate package is equally worthwhile.
2. At the end of the role plays, students should discuss how they felt in the situation and how they think the other side felt. Then ask the students to discuss factors that affected the interaction. They should note the following kinds of factors:
- Whether or not the service person listened sympathetically
  - Whether body language affected the interaction's success or failure
  - Whether the service provider knew what he or she was talking about
  - Whether the customer was prepared to listen
  - Whether the service provider was interested in solving the problem

**Comments:**

In summarizing the activity, some of the things students may cite as key elements are the willingness to really listen to what the other party is saying and that the manner in which a message is given can affect the reaction; even bad news, if nicely given, can be acceptable to a customer.

**Topic:** Understanding Customers

**Title:** What Is a Customer?

**Time Needed:** 3 – 45 minute classes and homework time

- Steps in the Activity:**
1. a. A successful travel agent needs to know his/her client's likes and dislikes. List the 10 things that you would want to know about someone in order to provide them with a travel package they would enjoy. How could you learn this information?
  - b. In small groups brainstorm potential interview questions. Select 8 to 10 that are most appropriate.
  - c. Develop specific interview questions to outline the desired information.
  - d. Using groups of 3 (client, interviewer and silent observer) prepare and present an interview.
  - e. Using a telephone call or a visit, arrange to spend 1 hour with a registered travel agent to gain practical experience in interview skills. Report (oral or written) back to the class.

**Topic:** Travel agents, types of organized travel, communication skills

**Title:** Travel Agency Game

**Time Needed:** 1 hour plus evaluation time

**Materials:** Travel information, brochures, desk and chairs

**Space:** Arrange the travel agents “desk” with three chairs positioned so that the rest of the class can see and hear what is said

**Preparation:** Students should be familiar with what a travel agency does, so if needed, organize a field trip to a travel agency and assign different observation tasks or interview questions to the students so they can understand the different ways of selling to different customers. Prepare assignment sheets for the student ‘travel agents’ outlining several tour or travel options they could plan in detail using the information you have collected. Prepare assignment sheets for the student ‘customers’ including age, hobbies, personality type (easy going, friendly, shy, bad mannered, aggressive, worried, difficult to deal with, etc).

**Activity Steps:**

1. Divide the class into small groups of 3 or 4 students and assign one person in each group to play the travel agent role. The others are ‘customers.’ Give each ‘travel agent’ real life travel information and ads for organized tours, but the ‘customers’ should not know about this information. Assign roles to the student ‘customers,’ but the ‘travel agents’ should not know what roles the customers have.
2. Ask the groups to role play; the aim of the game is to reach agreement about a possible travel (not necessarily an actual sale).

Limit the time for the role play (10 minutes is enough); this way there can be more turns.

**Follow-up:** Follow up: At the end of the agents’ “shift” the activity should be evaluated by the participants: what went well, what went wrong, what should be done differently next time? Who liked what? Who hated what? What was easy and what was difficult? How could the ‘agents’ handle different kinds of people?



**Theme:** Customer Service/Customer Care

**Title:** First Impressions

**Time Needed:** 45 minute class

**Preparation Needed:** Handout for the students with the information below

**Activity Steps:**

1. Ask the students to read the handout and grade the clerk's skills
2. Put a grid on the board or a flip chart and collect the scores from the students
3. Discuss the criteria they used that led them to give high marks or low marks to a particular clerk.

**Follow-up:** Ask the students to apply the same criteria to the next time they are shopping or eating or at a place where they are a customer.

## HANDOUT

Read through the following situations and imagine your own reaction to the different travel clerks. Allocate marks out of 10 for each of the clerk's skills in "Customer Care". Which person would you prefer to deal with?

1. Katerina was on the telephone and all her colleagues were busy, but she smiled politely, interrupted her call and invited you to take a seat. She told you she would not be long.
2. David and Susan were busy discussing a customer's complaint when you entered their agency and you started looking at some of the travel brochures.
3. Natalia created a really good first impression with her friendly greeting, but her answers to your questions were a bit vague and unclear.
4. Robert was a bit unfriendly and cool with you, but he was able to find out the answers to your questions quickly and efficiently.
5. Margaret was using the computer when you came in. She invited you to sit down and answered your questions competently while at the same time finishing entering another customer's reservation on the computer screen.
6. Alexey apologized because you had been kept waiting. Despite the fact that he was obviously very busy, he smiled pleasantly and gave you his undivided attention, making you feel important while giving you information.

Name of hotel: \_\_\_\_\_

Location: \_\_\_\_\_

Number of employees: \_\_\_\_\_

Percentage of customers who are tourists: \_\_\_\_\_ who are business travelers: \_\_\_\_\_

What are the three busiest months? \_\_\_\_\_

What are the three slowest months? \_\_\_\_\_

The top five countries, not including this country, where customers come from:

- 1.
- 2.
- 3.
- 4.
- 5.

How do customers learn about the hotel? \_\_\_\_\_

Is the Internet important for your hotel? \_\_\_\_\_

Average length of stay: \_\_\_\_\_

How do you assess customer satisfaction (if they have customer comment cards, ask for a copy.)

\_\_\_\_\_

\_\_\_\_\_

What are three things that make your hotel unique?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Is the hotel rated by any rating group? If so, what is the hotel's rating?

If it is not rated, how would you describe the hotel in terms of cost and facilities?

**HANDOUT: Survey of Travelers**

**Here are some suggested questions. Add your own to this list.**

What is your home country and city?

What is your age? (You might wish to ask this in groups—under 18, 19-30, 31-40, 41-55, 56-64, over 65)

Are you traveling alone or with family or friends?

What is the purpose of your visit?

Are you with a tour group, with friends or family, or by yourself?

How and why did you decide to visit this city?

What form of transportation did you use to get here? To this country?

Where are you staying?

What made you choose that place?

How long are you staying in our city?

What activities and sites have been or will be visited? (Have a checklist of the key ones in your area.)

Which restaurants have you visited or plan to visit?

What other services have been used? (Have a list such as car or other vehicle rental or tour guide.)

What services or help or information do you wish you had on your visit here?

Would you come back? Why? Why not?

Would you tell a friend to come visit here? Why? Why not?

What three things do you like best here?

What three things do you like the least?



A Day in the Life of a Waiter





## Press Release

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### Americans willing to spend most on travel while Dutch are number one travelers

**International survey by the GfK Association reveals travel/vacation behavior in 16 countries**

**New York, June 22, 2010: According to a global GfK Association study, sixty percent of respondents will take a vacation this year. The study further reveals that citizens of the Netherlands travel for the longest periods of time and, correspondingly, spend more money. The travel behavior of Americans more or less corresponds to that of the average world citizen. However, Americans are willing to spend more money than any other country and they visit friends and relatives while the majority of other respondents vacation to relax.**

Respondents included 16,364 citizens in 16 countries who were asked travel-related questions. Almost 40% of all respondents stated that they are not traveling in their leisure time this year. This figure increases to 42% in Europe and falls to 38% in Germany. Swedes (87%), Dutch (85%) and Belgians (77%) are most likely to travel while the likelihood for Americans to travel corresponds with the worldwide average (32% of Americans and 39% of travelers worldwide are forgoing a vacation this year). Bulgarians travel the least and 70% will spend their vacation at home.

In almost all countries, young people are most likely to travel in their leisure time. Germany is the only country in which there is no discrepancy in age. "The Trend Sensor of the GfK Association shows us that older German citizens are in a better financial situation compared to other countries. They like to take advantage of this by traveling, provided that their health is good," explains Dr. Raimund Wildner, Managing Director of the GfK Association.





### How much do vacationers spend per year on their travels?

Over a third of respondents will be spending a maximum of \$1236.20 (EUR 1000)<sup>1</sup> per person per year on vacations in 2010, and 21% of this group will be spending up to \$618.10 (EUR 500). Around one in ten will be investing between \$1236.20 (EUR 1000) and \$2472.40 (EUR 2000). This figure more than doubles in Sweden, and approximately 20% of the Dutch and Belgians are also prepared to pay between \$1236.20 and \$2472.40 for a vacation break. On average across all the countries, 9% will be spending more than \$2472.40. Among the British this percentage rises to as much as 16%, followed by the Dutch and Swedes (13% and 11% respectively). The U.S. remains around the average of all countries in terms of expenditure: 33% will be paying up to \$1236.20 per person per year on their vacations and 15% between \$1235.20 and \$2472.40. Overwhelmingly, 18%, of Americans are willing to spend more than \$2472.40 per year.

How much money are you planning to spend this year on vacations per person?					
	Nothing – staying at home	up to 618 dollars	620 to 1,236 dollars	1,237 to 2,472 dollars	More than 2,472 dollars
<b>All countries</b>	<b>39%</b>	<b>21%</b>	<b>15%</b>	<b>12%</b>	<b>9%</b>
<b>Western Europe</b>	<b>37%</b>	<b>20%</b>	<b>18%</b>	<b>13%</b>	<b>7%</b>
Belgium	23%	20%	22%	19%	9%
Germany	38%	15%	22%	15%	4%
France	38%	26%	17%	10%	3%
UK	29%	19%	18%	16%	16%
Italy	40%	26%	18%	8%	4%
Netherlands	15%	19%	23%	22%	13%
Portugal	66%	11%	6%	6%	1%
Sweden	13%	20%	26%	27%	11%
Spain	47%	17%	13%	8%	4%
<b>Central/Eastern Europe</b>	<b>61%</b>	<b>24%</b>	<b>6%</b>	<b>3%</b>	<b>0%</b>
Bulgaria	71%	19%	2%	0%	0%
Poland	62%	27%	6%	2%	0%
Romania	70%	16%	7%	2%	0%
Czech Republic	30%	37%	13%	7%	0%
Turkey	51%	34%	8%	2%	0%
Hungary	65%	22%	3%	1%	0%
<b>Europe overall</b>	<b>42%</b>	<b>21%</b>	<b>16%</b>	<b>11%</b>	<b>6%</b>
<b>USA</b>	<b>32%</b>	<b>18%</b>	<b>15%</b>	<b>15%</b>	<b>18%</b>

Source: "Vacation" survey, GfK Association / WSJE, spring 2010, n= 16.364

<sup>1</sup> June 17<sup>th</sup>, 2010 Conversion Rate: 1 euro = 1.2362 US dollars





#### For how long do people go on vacation each year?

Almost 30% of respondents go on vacation for two weeks every year, about the same percentage take a week off, while 13% go on vacation for less than seven days. One in five respondents travels for three or four weeks each year: the Dutch, British and Belgians are particularly well represented in this group. In the Netherlands, 17% of citizens take a vacation for five weeks or longer (all countries: 7%), which – taking into account expenditure – makes the Dutch the number one travelers.

Among Americans, about the same percentage travel one week and two weeks every year (27% and 26% respectively), 17% travel for three or four weeks, and 8% travel for longer than five weeks per annum.

#### What is the preferred travel destination?

Of all respondents, two thirds prefer to stay in their own country. This proportion falls to about 50% in Europe. People from the Southern European countries are particularly keen on staying in their home country: almost 70% of Portuguese, Spanish, and Italian citizens and 60% of the French enjoy spending their time off at home. Most Brazilians (90%) also do not travel abroad, and this percentage increases to 95% among Turkish people. In the U.S., 80% of citizens spend their vacation on home turf. A very small percentage of Americans travel abroad compared to other countries (17%), with the most popular vacation spot being South and Central America at 5%.

#### What are the most popular vacation pursuits?

When asked what they prefer to do on their vacation (respondents named a maximum of two activities), 37% said that they want to relax by reading a book, simply resting or playing games. Relaxation is particularly high on the list of priorities among Europeans (58%), but not for Americans. Just 10% of Americans appreciate “dolce far niente” (pleasant idleness), preferring to visit friends and relatives when on vacation (25%), enjoy playing sports (16%) or have fun in bars, clubs and discos (15%). The American’s preferred vacation pursuit, visiting friends and relatives, is the European’s fourth most popular activity (17%). However, Europeans enjoy going to bars, clubs and discos (16%) about the same amount as Americans (15%).

Discovery of new countries and cultures and visiting friends and family both come second in the rankings of all respondent’s favorite vacation activities (22%). Furthermore, almost half of Belgian and Dutch respondents prefer sightseeing. Turks (43%) and Czechs (37%) particularly enjoy playing sports on vacation, while doing sports is favored by 19% of respondents worldwide. However, only 8% of all respondents prefer to explore foreign cuisine.

## GfK Association

### The survey

For the international "vacation" survey, which was commissioned by The Wall Street Journal Europe and financially subsidized by the GfK Association, GfK Custom Research surveyed a total of 16,364 people over the age of 15 in 16 countries in the spring of 2010. The survey investigated whether world citizens go on vacation, and if so, for how long, what activities they prefer (respondents named a maximum of two activities), where they go and how much they are spending on vacations this year per person.

### The Wall Street Journal Europe ([www.wsje.com](http://www.wsje.com))

Founded in 1983, The Wall Street Journal Europe forms part of the world's leading business publication franchise, which includes The Wall Street Journal, The Wall Street Journal Asia and The Wall Street Journal Online at [WSJ.com](http://WSJ.com), the leading provider of business and financial news and analysis on the web with more than one million subscribers and 23 million visitors per month. Together, these publications have a total circulation of nearly 2.9 million, reaching the world's top business and political leaders. The Wall Street Journal Europe draws on the Dow Jones network of nearly 1,900 business and financial news staff, the largest network in the world, including more than 400 in Europe, the Middle East and Africa. Its website, [Europe.wsj.com](http://Europe.wsj.com), offers relevant, reliable breaking news and analysis, opinion, market data and multimedia features tailored for a European audience by a London-based editorial team. The [WSJ.com](http://WSJ.com) Mobile Reader for Europe also delivers content to BlackBerry® smartphones as well as iPhone and iPod touch devices

### The GfK Association

The GfK Association was established in 1934 as a non-profit organization for the promotion of market research. Its membership consists of approximately 600 companies and individuals. The purpose of the Association is to develop innovative research methods in close cooperation with academic institutions, to promote the training and further education of market researchers, to observe the structures and developments in society, the economy and politics that play a key role in private consumption, and to research their effects on consumers. Survey results are made available to the membership. The GfK Association is a shareholder in GfK SE. Further information: [www.gfk-association.com](http://www.gfk-association.com).

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