ServiceDigiCulture
Handbook for the Trainers

ServiceDigiCulture Handbook for the Trainers

Project Title

Digital and Sustainable Service Innovation for the Cultural and Creative Sectors

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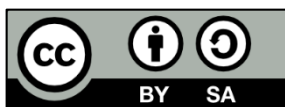
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https://www.servicedigiculture.eu/

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This handbook is for trainers and other people supporting those in cultural and creative sectors in using the ServiceDigiCulture service innovation and service design materials and toolkit to innovate and rethink their services in trainer-led training.

Contents

Introduction

This handbook is for people and organisations who may be involved in providing support, mentoring, facilitation, organising training and workshops in service innovation and service design for cultural and creative sectors, such as trainers, cultural actors, promoters and enhancers, such as municipalities and cultural organisations and associations, service design and design professionals, enterprise organisations and developers.

This handbook offers an overview and highlights ways materials can be used with learners for innovating and developing services. Materials can be incorporated into other training education, used as development materials for the self, for example, trainers working with organisations and businesses in cultural and creative sectors. If you are supporting the self-employed at any stage in the process from initial ideas to growing organisations or businesses or, supporting the running of a cultural or creative organisations, individuals or business, the ideas signposted in this handbook can help your learners think creatively about customers, the offer and identity.

This handbook is an easily accessible guide to information, tools and techniques of use to cultural and creative sector supporters wishing to support business development through better service design.

This handbook offers:

- An overview about the ServiceDigiCulture training and training structure.
- Information how to use ServiceDigiCulture training and its resources.
- Information about the online training platform and its features, and where information can be found on the website directing.
- Information how to support people, businesses and organisations in cultural and creative sectors to learn how to innovate services using service design.
- Tips on delivering service design training: tips and insights and learning from past training.
- Examples and experiences of people who have used ServiceDigiCulture training.
- Links to useful materials, such as digital platforms for co-creation and collaboration during service innovation process.

Check out the website. https://www.servicedigiculture.eu/. It directs you to resources on the training website and offers additional resources. This is where you can find information pertaining to all our materials.

Key definitions and vocabulary used in training

This part of the handbook presents key definitions and vocabulary that will be used throughout the ServiceDigiCulture training covering such as:

- Service innovation
- Service design
- User-orientation
- Service Blueprint
- The customer journey

Service Innovation

Service innovation is about creating fully new or improved or updated services or parts of services, for example a service process or infrastructure, that creates added value to users and that be adapted by many users. Service innovations can also be created as part of or complementary to products.

Service Design

Service design is applying design methods for service development to create user-oriented, feasible, viable and desirable services. It focuses on the user experience and needs, and functionality of a service, and making them desirable by customers and organisations. Service design also helps saving resources without compromising on the quality of the service, but instead, improving it.ServiceDigiCulture uses service design as the method to innovate services because it is human-centered, contains cultural and creative aspects, and allows testing and experiencing services during the development phase.

In the following video you will be presented with an overview of service innovation and service design and their benefits: [ServiceDigiCulture](#)

User orientation

The user is at the centre of a design process, therefore also at the centre of the service design and innovation process. Everything in the process is based on discovering the real needs, expectations and experiences of the user.

Service Blueprint

Service blueprint is one of the core tools used in service design. It describes visually the service from the customer's and organisation's point of view from the beginning to the end of the service detailing all its steps. It details all the actions and steps that are visible to customers and those that are not, support activities, elements to use, such as website, and it can also visualise the user experiences during each step of the service.

This way it creates an overview of how the customer perspective and company perspectives meet, comparing the user journey and the company's/organisation's tasks in the service blueprint, and information what should be improved, added, changed or kept as such creating an understanding about what to take into consideration when creating and delivering a service, including resources and technical applications. In addition, one might also find opportunities for service innovation while analysing the overview of the user journey and service blueprint.

The customer journey

The customer journey is another basic tool used in service design. It is a visual presentation of the steps that a customer takes in their journey through an organisation detailing the whole process from pre-entry to exit. It can help explore touchpoints (points when the customer interacts with the company) when the customer engages with processes or employees, stages or actions, highlighting what works well and what requires re-design.

Training resources

ServiceDigiCulture training is more than just the training process and the toolkit. In this section you can find various resources to support learning of the subjects and to plan teaching and training activities.

The ServiceDigiCulture resources form of:

1. **ServiceDigiCulture online platform for the training and toolkit**
   You can find all the training materials and the service design toolkit used in the training here. It also includes information about service innovation and design, examples of service innovation, exercises towards a design mindset, places for self-reflection, and hands-on exercises to guide through the service innovation process.

2. **The handbook for trainers (this handbook)**
   On how to use training and the toolkit to organise and support raining for individuals, businesses and organisations in cultural and creative sectors.

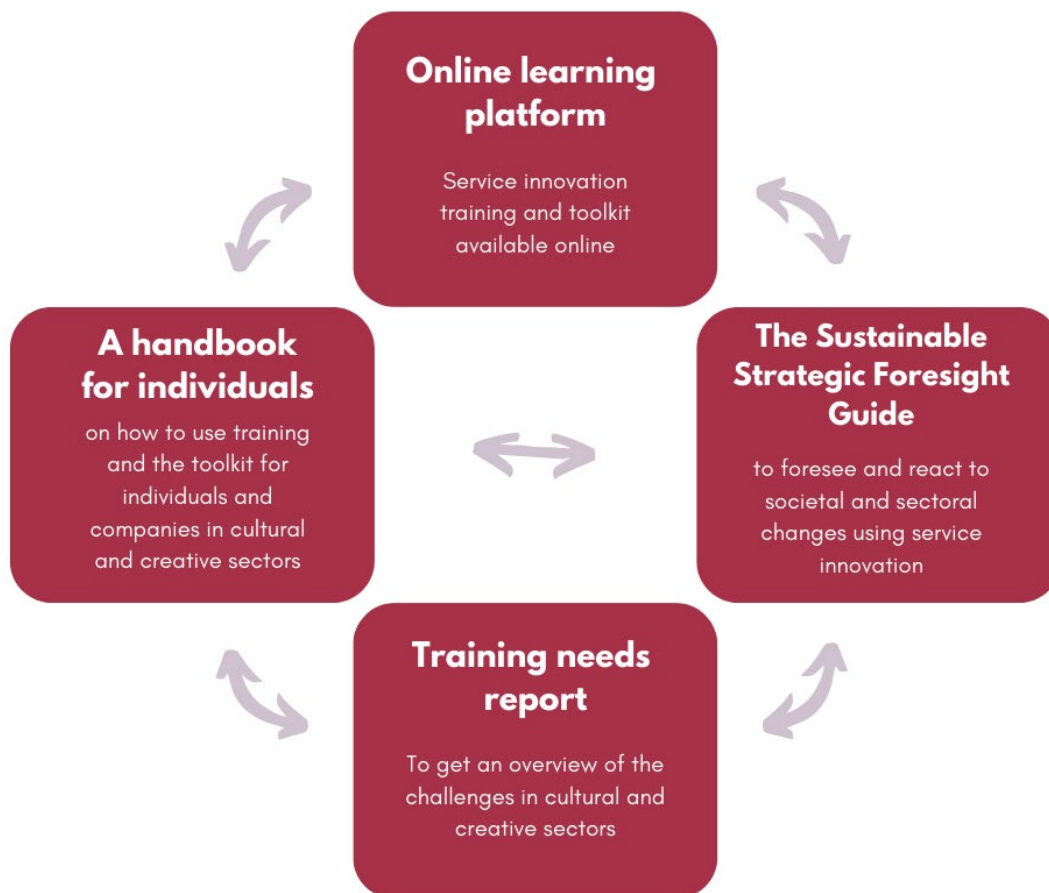3. **The handbook for using the ServiceDigiCulture training**
   The handbook for people working and wishing to work in cultural and creative sectors to support them to use the ServiceDigiCulture service innovation materials and toolkit to innovate and rethink their services to suggest to the learners and support training. It can be used independently at any time or in trainer-led training.

4. **The sustainable strategic foresight guide**
   This guide will help people working and wishing to work in cultural and creative sectors to understand, prepare and react to the changes in society and the sector using service innovation, and enable purposeful service innovation linked to strategy, sustainability, and foresight. It also makes a good addition to training and its topic may become a self-standing training course.

5. **The Service Competency Framework and Report**
   This report gives interesting information and an overview of the challenges in cultural and creative sectors, but also about their readiness using service innovation and service design. This may provide ideas to you for planning training and when thinking about need for organising training.

Online learning platform

Service innovation training and toolkit available online

A handbook for individuals

on how to use training and the toolkit for individuals and companies in cultural and creative sectors

The Sustainable Strategic Foresight Guide

to foresee and react to societal and sectoral changes using service innovation

Training needs report

To get an overview of the challenges in cultural and creative sectors

You can find all these resources on the ServiceDigiCulture website: https://www.servicedigiculture.eu/

You can also use the following PDF presentation on service design during the training: https://www.servicedigiculture.eu/_files/ugd/8e7260_d4a17335db5e4319ade0aeb5ad30eead.pdf?index=true

The structure of ServiceDigiCulture training

ServiceCulture training is available online at:

https://www.servicedigiculture.eu/toolkit-and-training

This section provides the training in a suggested structure to go through starting from the introduction and definitions of service innovation and training and advancing to examples of service innovation, warm-up exercises on design thinking mindset, the CREATE service design model, and toolkit to use in training for service innovation, and practical exercises for service design.

This creates a learning path that aims to develop service innovation and service design skills and knowledge gradually. It is a suggested sequence that can be adapted in training, for example, based on the level of experience of service innovation and service design, or the nature of the target group.

Each exercise and service design tool has the time and resources indicated, and also advice on whether to do it alone or with others and how to do it outside organised training. The learning path relates to the suggested sequence to use to become familiar with the useful concepts that will help to apply service design to activities.

You can find the structure of the suggested path on the next page.

Introduction to the training — 1.

Part 1
Introducing the training and the learning platform

Part 1 b
Creating a mind map of self and own skills

Learning about service innovation and service design — 2.

Orientation to the service innovation and service design mentality

Part 2
Information about service innovation and service design and how do they work

Part 3
Warm-up exercises on different areas of service design

Part 4
Practical examples of service innovation

Part 4 b - Self reflection

Part 5
Quick playful ideation exercises

Part 6
CREATE service design process model and toolkit

Part 7 - Self reflection

CREATE service design process model and toolkit — 3.

Practical exercises of service design — 4.

Part 8
Case studies

Part 9
Guided service journey and blueprint exercises

Part 10
Hands-on exercises on a specific selected problem

The CREATE Service Design Process Model and the Toolkit

ServiceDigiCulture uses a service design process model and toolkit called CREATE that has been especially tailored to the needs of the cultural and creative sectors. It offers six phases, as shown in the image below, each having a set of tools to work with.

The design process is a development process and therefore it is a sequential process where one starts from the first phase, cruising the problem area, and then moves on the following phases. The service design process is also itinerary, which means that one can return to a previous phase or phases when needed. More about how to use the CREATE model and the toolkit in the section "How to use the ServiceDigiCulture training and toolkit."

The CREATE model phases are described below and the tools for each of its phases are provided. The same phases and tools are available on the training
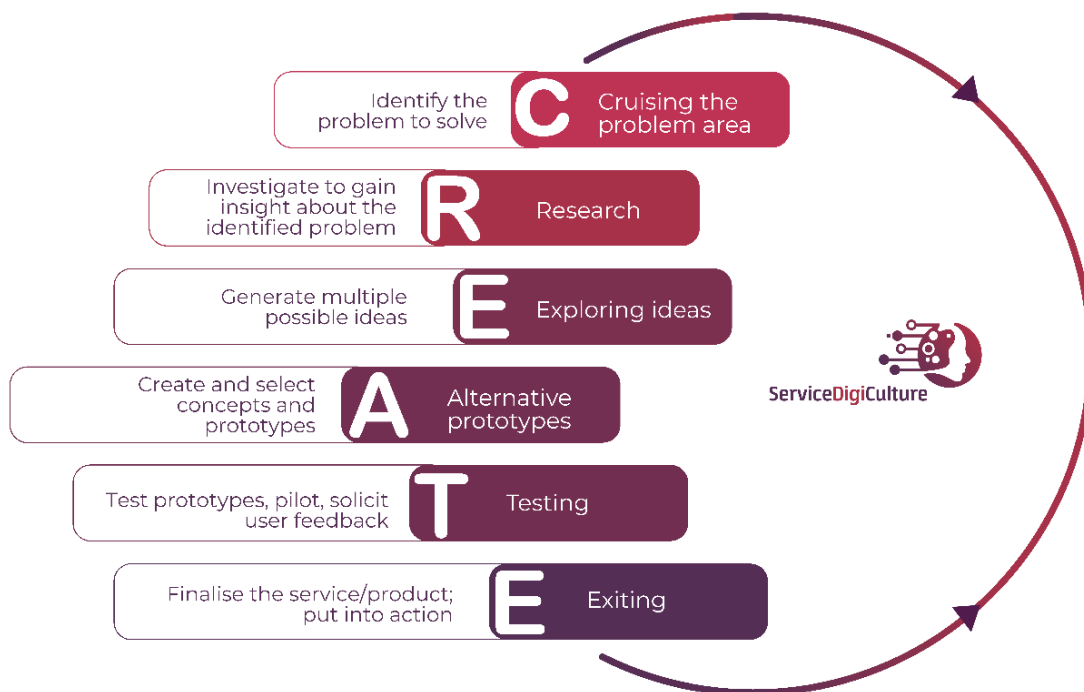
The 6 phases of the CREATE service design process model

C= Cruising the problem area

The aim of this phase is to 'identify the real problem', the root problem, that often hides behind the 'blurriness' of the problem phenomenon and more obvious problems. This establishes the starting point of the development project, the current state with all its challenges, as this helps in planning the direction for problem identification.

Read more about this phase and access the tools of this phase at:
https://www.servicedigiculture.eu/service-design-model-phase-1

Tools of this phase

Intent statement Set the intention, the goal, for the work	**Service Safari** Experience the service first-hand	**Customer journey map** A visual map of the customer's journey	**Opportunity mind map** A visual overview diagram of opportunities
Media-trend and desk research Studying the existing challenge area	**Collecting and analysing customer feedback** Listening to existing customers and analysing this feedback.	**Design brief** A design brief presents a snapshot overview of vital aspects of a project.	

Cruising phase videos:

[Cruising Customer Journey Map](#)

For a downloadable template and instructions how to use it see:
https://www.servicedigiculture.eu/toolkit-customer-journey

[Analysing Customer Feedback](#)

R=Research

The main aim of this phase is to investigate the identified problem and gain insight about it. Once the root problem has been defined, gaining a better understanding about it will help identify the right tools for dealing with it in order to find a solution. Research also means establishing a connection with the customers and finding more about their needs. In this sense, research provides an opportunity to identify customer desires in order to make services more user-friendly, sustainable, and meaningful.

Read more about this phase and access the tools of this phase at:
https://www.servicedigiculture.eu/service-design-model-phase-2

Tools of this phase

Empathy Interviews

Interview to get a better understanding and insight of an identified problem.

6 questions

6 questions for gaining a comprehensive view of the issue.

Preliminary service blueprint

A visual model of the service for research.

Empathy map

A map to gain insight into customers' emotional and cognitive perceptions.

Image interview

Interviewing with images to stimulate more spontaneous responses.

Probing

A self-documentation method used for observation and reflection.

Stakeholder map

A map of all stakeholders, and their importance and relations.

Observation

Obtaining user experience information through observation.

Research phase videos:

Research Empathy Interviews

Research observation

E=Exploring ideas

The third phase of the CREATE model is about exploring ideas and ideation. In this phase, the outcomes of the Research are taken and ideas are generated for the identified problem. Idea generation is built on the research material. This also guides the selection of the most suitable ideation tools. This is a phase where plenty of ideas are generated. It is important to remember that there are no right or wrong ideas. Exploring plenty of ideas creates more possibilities to find functional, user-oriented and viable ideas.

Read more about this phase and access the tools of this phase at:
https://www.servicedigiculture.eu/service-design-model-phase-3

Tools of this phase

Bodystorming	**Inspiration board**	**Brainstorming**	**Analogies**
An active and exploratory way to generate ideas.	An inspiration board for ideating solutions.	A group ideation tool.	Drawing parallels with analogies for ideas.
Persona	**Co-creation workshop**	**Morphological analysis**	**Must have, Should have, Could have, Won't have**
A fictional description of a typical customer.	Creating ideas together with customers and stakeholders.	An ideation matrix of service aspects.	The must, should, could and won't haves of a service.
SCAMPER	**Crowdsourcing**	**Competition diagram**	**Mind map**
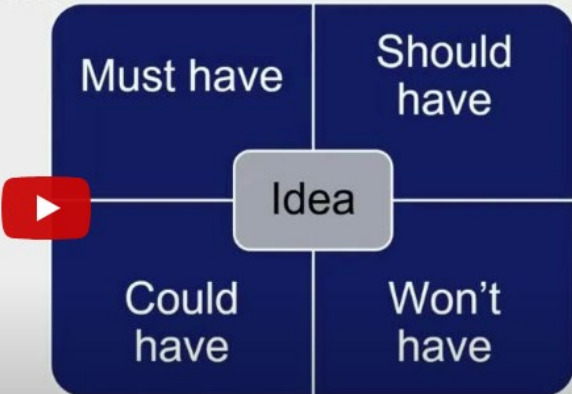
Exploring phase video:

[Must Have, Should Have, Could Have E Exploring](#)

A=Alternative prototypes

The aim of this phase is to create different concepts and prototypes of the selected ideas and give them a visual and tangible form to be tested at the next phase. First a limited number of ideas, usually 3-5, are selected and developed into concepts, short visual presentations of the idea that include some text. Prototypes are rough presentations of a service that are created from a selected concept for testing and development purposes.

Read more about this phase and access the tools of this phase at: https://www.servicedigiculture.eu/service-design-model-phase-4

Tools of this phase

Concept visualisation
Transferring concepts into easy-to-understand visual form.

Roleplay
Prototyping different services through roleplay.

Service blueprint prototype
A detailed evaluation of the service and its aspects.

Affinity diagram
A visual tool for sorting and selecting ideas.

Low-fidelity prototype
Quick, simple, cheap and low-technology prototypes.

Rapid experiments
Used to generate and iterate quick and easy prototypes.

Dot voting
Voting and selecting ideas with stickers.

Alternative Prototype phase videos:

General Alternative Prototypes (A)

General Alternative Prototypes (B)

[Role play from alternative prototypes](#)

[Service Blueprint from Alternative Prototypes](#)

T=Testing

Once the prototypes are ready, it is time to test them with users and stakeholders. Testing helps to find out how users experience services and products, and what users think of them, what are the flaws, what works, what needs to be improved or changed, are services user-oriented and intuitive, and what is complicated. The information obtained from testing is used for making corrections to the service or product prototype to finalise it. Sometimes it is necessary to organise more than one round of testing.

Read more about this phase and access the tools of this phase at:
https://www.servicedigiculture.eu/service-design-model-phase-5

Tools of this phase

Service Specifications

A detailed, specific, written overview of the service.

Evaluation matrix

A matrix to evaluate the quality of the prototypes for final selection.

Usability testing

Testing usability of a prototype.

Touchpoint analysis interviews

Obtaining and analysing customer feedback of touchpoints.

Evaluation workshop

Stakeholders evaluating prototypes.

Piloting

Pilot testing the final prototype before finalising it.

Value proposition canvas

Creating a value proposition.

Testing phase video:

[Piloting testing](#)

E

E=Exiting

At the final phase of the CREATE service design model, 'Exiting', the service is finalised to be launched to the markets for customers to use. This means meticulous and detailed planning of all its aspects, responsibilities, delivery (who delivers it, when and how), materials, equipment, resources, and follow-up activities. Such process is supported by an implementation roadmap. Preparing the product to markets may also include internal training for the service within an organisation.

Read more about this phase and access the tools of this phase at:
https://www.servicedigiculture.eu/service-design-model-phase-6

Tools of this phase

Implementation roadmap

A plan for implementing and finalising the service.

Vision statement

Stating aims and vision for the delivered service.

Feedback map

Visualising collected feedback for monitoring.

Touchpoint follow-up evaluation

Continuous follow-up of points of contacts between customer and service provider.
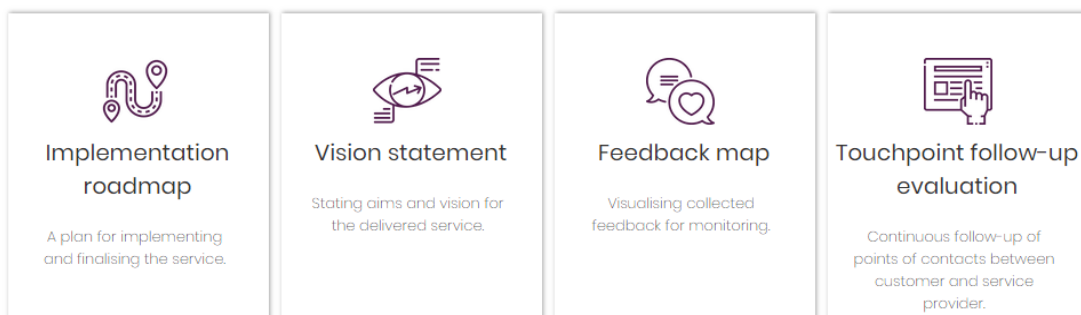
Exiting phase videos:

[Exiting E Action](#)

[Vision E Exiting 1](#)

[Exiting and Action Planning E](#)

How to support the ServiceDigiCulture training

This section provides information, examples and tips for delivering ServiceDigiCulture training. The training may be used by trainers or coaches supporting people, organisations and businesses in cultural and creative sectors as part of an existing programme or to supplement one to one support during advice or coaching sessions. Materials can be worked through at the learner's own pace independently or part of a programme. They can also be set as homework as part of any development work or reflective process.

Self-reflection is recommended to include in the learning process, to support learners in thinking of ways they can involve others or obtain feedback. They could use friends, peers, customers, students from local colleges or universities. Working individually, the learners can be encouraged to find creative ways to obtain feedback on their emerging ideas such as posting ideas on social media for feedback or test out ideas online. They could track developing ideas for their case through keeping a journal or reflective log.

ServiceDigiCulture training can be delivered in different formats, for example, as:
- A self-standing course
- Part of another training session
- Self-paced learning by the learners that may also include a mentoring package
- Dividing the training into different courses
- Using the information of the training need report to prepare decision makers.

The core elements for organising the training are:
- The nature of the learners, the aim of the training and where the training is organised define the duration and structure of the training, for instance, the number and frequency of the sessions. This is why the handbook does not suggest a standard duration for the training.

- Trainers can select what will be done face-to-face and what independently. For example, often the development work is done as groups work and theory studied independently.
- The sessions can be divided into theory and case workshop sessions.
- The learners with more design background might have it the easiest. You can scaffold the work so they engage with more complex ideas if they have prior knowledge and experience.
- Prepare the materials and the virtual platform, if used, in time. Materials can be based on the nature of the learners or the target groups they work in their cases. The last part of this handbook provides information of different virtual tools, the platform and materials that can be useful.
- Each case normally involves external people, stakeholders. This is good to take into consideration when planning the time, duration and frequency of the sessions.
- The training is practical and social, and requires working with uncertainty.
- Confidentiality issues and permissions: the cases the learners work on often involve confidentiality issues, permissions and may also include other legal issues.

Training delivery recommendations based on the structure of the training

The table below provides ideas and recommendations to support the training for different parts of the training path. You can find the different sections on the training platform: https://www.servicedigiculture.eu/toolkit-training

Phase of the training	Ideas and recommendations
Introduction to training	Make sure that each participant knows what the training is about. Mind map of the self: - Participants can share their mind maps and give feedback to each other - It is good to keep the initial mind map and possibly make more at the end of the training to see what has changed. - The mind map can be the starting point for one's own work.
What is service innovation and what is service design?	Discuss about service innovation and service design with the learners and try to demystify these concepts to them. Draw connections to real life. It is important that the participants understand what service innovation and service design are. Ensure that they understand what it may mean in their sector.
Warm-up exercises on different areas of service design	Select the exercises based on your learners and their background. You can also decide the appropriate exercises to perform upon observing the thinking gaps present. You can test participants' thinking patterns.

	These exercises can also be used as ice-breakers.
Examples of service design and service innovation	Discuss the examples with the learners and try to identify new ones. It is important that they understand how even a small innovation can make a big difference, and that not everything needs to be technological.
	You can also give this part as homework, and later discuss them at the session to quickly generate ideas for their organisations. Keep it light and happy!
Time for self-reflection: Have you done it?	It is likely that the learners have done something similar before. Making them reflect on this may create mental connections which may enhance their learning. Moreover, they will learn that service innovation and service design are simpler and closer to everyday activity than one might think.
Ideation exercises	The ability of generating ideas and generating them freely is fundamental in the service innovation and design process. However, people might face mental blockages during the process. Therefore, this part of the training focuses on practising idea generation.
Service design model and toolkit	It is good to make sure that the learners understand the service design process, its evolution and the iteration during the process. You can look at the example on the service design resource PDF: The PDF on Service Design.

	Tools: Each case has its own tools. Reflect with the learners which tools would suit their case. More information about the order of using the tools is available in the learner's handbook.
Time for self-reflection: Have you used it before?	The service design process and the tools are logical and similar to something the learners may already be doing automatically in their work life, or they may have learned to use the same tools but with different names. Creating the connection to what they may have already used aims to make it easier to memorise newer tools.
Practical exercises on service innovation: Case examples on service innovation	In this part, the learners start working on applying service innovation. The first introduction consists of the cases where design thinking tools have been used. You can discuss these cases and pick one (for example, something that you both agree on), and think of the required tools as well as their method and timing of use. This allows learners to grasp how to use the tools independently.
Practical exercises on service innovation: Guided user journey and service blueprint exercises	In this part the learners have the possibility to exercise user journey and service blueprint. Once again, you can select a case to analyse and deconstruct using user journey and service blueprint.
Practical exercises on service innovation: Innovating services in practice	This part is the practical task given to examine and work on a service innovation case. Make sure that the learners have understood each step of the process and feel comfortable proceeding and working on their case

Training delivery cases

The training delivery cases below provide ideas for planning the training:

Bulgaria
The face-to-face sessions were completed respectively as phase 1, 5 and 6 of the CREATE service design model. The online sessions were completed respectively as phase 2, 3 and 4 of the CREATE model; 12 participants.

The trainees participated *actively and systematically* in the process, which lasted 7 weeks. They found it very useful to structure (by the phases of the model) their innovative ideas.

Service innovation tools we used on
- phase 1: CUSTOMER JOURNEY MAP;
- phase 2: PRELIMINARY SERVICE BLUEPRINT;
- phase 3: INSPIRATION BOARD;
- phase 4: VOTING ON ALTERNATIVE PROTOTYPES;
- phase 5: Theatre performance with mixed artists and mixed audience (hearing and hearing impaired) along with an EVALUATION WORKSHOP and stakeholder involvement in prototype evaluation and
- phase 6: IMPLEMENTATION ROADMAP.

In teaching service innovation and service design, we used the developed *ServiceDigiCulture Toolkit and Training materials.* We used the developed templates available from the ServiceDigiCulture project site.

By applying design thinking (the CREATE service design model), an innovative service was successfully created: *A theatre performance with bilingual actors for a bilingual audience*.

The design thinking method is very well represented in the CREATE model with a focus on the cultural and creative sectors. It can be successfully adapted outside these sectors using the developed ServiceDigiCulture Toolkit and Training materials.

Inova ran training pilots from February 2023 to March 2023, four sessions in total.

Three were online and one in person. Participants had some knowledge of business development, but the service design concept seemed quite new and offered an interesting slant and level of detail. We spent considerable time discussing the basic concepts and mindset of service design and innovation.

Engagement and use of tools and techniques

Learners found it most useful when we were able to discuss the challenges and opportunities their businesses were facing. We used a jam board to have a visual representation as we worked on mapping ideas and interrogating what was emerging. Useful exercises from the toolkit were the persona exercise. It helped owners really think about the motivations behind customer engagements and also led them to think about where new customers could be found by linking to their values, interests, passions and emotions.

The training was successful, and evaluations were positive. Although it can be quite difficult to grasp the theory, learners were able to apply it to their businesses and come up with insights and action plans.

Finland

VAMK piloted ServiceDigiCulture with 11 people. Their starting level knowledge of service design and service innovation was slightly higher than average, which created an interesting starting point for training. All learners had some understanding what these were, some of them being designers, which also attracted them to take part in the training. Therefore, less time was needed to describe the basic concept and mindset of service design and innovation although we were able to discuss and clarify any potential misunderstandings of these concepts.
In addition, warm-up exercises were also done together.

The training sessions focused more on the "theory" and mentoring, leaving time for the participants to work on their cases outside the training sessions.

All participants were working on their own businesses and needed to carry research in the field, for example, to interview customers. During the sessions each step of the CREATE phase and their tools were discussed together. The training structure was in line with previous service design training VAMK's unit Western Finland Design Centre Muova has provided for other sectors a blended approach of theory and practice.

The difference is that here the participants brought their own cases to ServiceDigiCulture training involving general public and stakeholders into the development process, while often in training workshops, groups work on a given or selected learning case to learn the method.
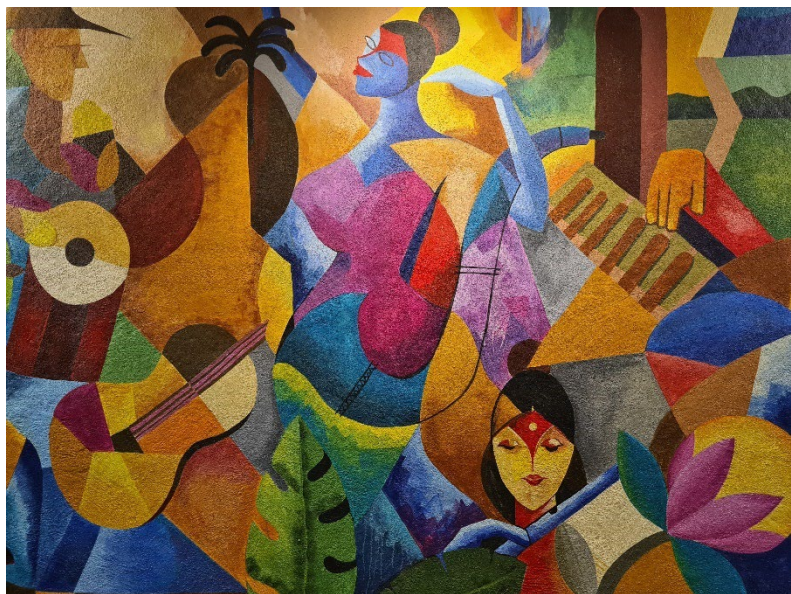
Despite the core structure and lots of discussions, some tools were possible to trial in a lighter way to create deeper understanding of them.

Österbottens hantverk rf (Loftet) in Finland organised a small study circle in March 2023 with one facilitator and three participants (two outside and one from the organisation). The ServiceDigiCulture website with its toolkit was mainly used as training material, and the participants mostly studied independently. Four F2F workshop sessions of two hours each were held.
The first three sessions were held once a week. The fourth and final session was held after a two-week break.

As facilitator of the study circle, I gave some guidelines about what to read and dig into within the website before and between every session.
Before the first workshop session, they read about Service Innovation and Service Design.

They were also encouraged to independently explore the website with its tools, and to begin thinking about what kind of case they wanted to develop and work on. In our first session a short introduction to Service Innovation and Service design was presented. We discussed the video together.

Questions, findings and feedback were discussed in every workshop session, and some group exercise were carried out with the participants using their own cases. Every workshop ended with a short view of the next step to take in the CREATE process.

The structure of the sessions was very easy:
- opening round with reflection of previous attendance and about current issues
- discussions and short presentations
- testing of tools (mainly tools for the CREATE-process)
- guidelines for next time
- closing round

The participants found the sessions very important and helpful to their own cases and understanding. It was also easier to explore and study independently, when they had some guidelines regarding the next steps, along with the assurance of meeting again soon. They looked forward to our sessions, and especially to do some group work together and test different tools.
The most important feature was to come together, share thoughts, questions and findings. It was also good to have a facilitator leading every session and giving support and guidelines for further work.

Thoughts

- It mainly went well, especially after everybody had found a case to work with, and the time to dig into the material on the website with all its material and tools.
- A training period of four weeks felt like a minimum for the process. Weekly sessions were good for the up-keep of the process. A total of five sessions (one scheduled per week) would have been ideal, but it ultimately depends on the cases and issues the participants wanted to work with.
- It was good to have a facilitator to lead the work of the group between and during the sessions.

Lessons which emerged seemed to be that:

1) Owners often make assumptions about the customers' needs and requirements without testing them out. There were many missed opportunities to gain valuable feedback on services.

2) Customers seemed to be treated as a homogenous mass, whereas discussion identified potential different needs and communication channels.

3) Customer feelings, their accounts of their experiences had not been taken into account in designing services.

4) When diversifying, owners tended to come up with ideas without then testing them for viability, user appeal or design specification, missing opportunities to tailor their offers more attuned to customer needs.

5) Owners often had irritations and frustrations with clients which could be explored using a service design lens.

6) Processes were not always ideal for all customers.

7) It was possible to have multiple levels of customers with different needs e.g. children consumers of service and goods, but adults with purchasing power and this complexity could be acknowledged when designing services if the customer was the starting point.

8) Discussion about identity were useful starting points enabling participants to explore the current business and use imagination to think about future direction and possible opportunities.

In later sessions we used participant businesses as cases and worked through the customer journey through the business to investigate opportunities and to reflect on customer engagement, experience and motivations, sometimes realising we did not know enough about customer experiences and more research needed to be undertaken using the tools provided by the project.

Tips for delivering training

Tips for organising sessions and training

1. What comes to trainer-led training, introduction to service design and service innovation should last longer than one session. The theory can be also read online, but practising the mindset is another thing and it is often the Achilles heel of what comes to Design Thinking and service design training in general.
If the mindset is not learnt, the heart of the method is left out, and people may end up using the method wrong or partially, either way its benefit will be lost. This is the area the participants need most support. Sometimes more time for exploring concepts and developing the right mindset is needed.

2. Keep it simple, practical and at the level of the learners. They usually represent other than design sectors and therefore are unfamiliar with design jargon. Also, those with a design background, although natives of the design thinking and service design mindset, may need some time for a new application method of design and terminology.

3. When planning training and training sessions, it is good to know the starting levels of the learners and if they have any background information or experience in service innovation and service design.

4. We recommend customising the training for each delivery and target group keeping in mind the needs of the learners and the aim of training, including the intended depth of learning.

Tips for delivering training

1. Focus on the process as much as content.

2. Invite learners to use problems and challenges from their own lives and businesses for content and apply concepts to personal situations.

3. Examples of service innovation can open minds A LOT!

4. Bring it close to the participants and link it to what they are already doing.

5. The project-based work approach and working with the unknown and uncertainty of the cultural and creative sectors might be beneficial for learning service design and service innovation.

6. It is recommended delivering theory and practice at separate sessions, unless delivering full days, keeping them separate gives time to reflect and work on the cases.

7. Leave space for experimenting, playing and laughter.

8. Adapt the sessions based on the energy levels of the learners.

9. Bring in visual and playful elements.

10. For all learners who wish to use the materials after an initial session and then work on their business ideas it is important to get across the concept descriptions, particularly the difference between service design and service innovation. In the first session spend some time on this. A useful approach is to frame the ideas around the question: 'what is the customer goal?' and give some examples discussing them in detail. The examples can be from general businesses and then be more specific with examples from cultural and creative sectors. Highlight the differences; when we think in detail about these issues often we realise the customer has more intangible, unexpressed needs in mind and a successful business will work hard to uncover detailed expectations.

11. Make concrete links between the challenges faced by businesses and the types of tools that would be appropriate at different stages. Suggest useful tools for different issues as they arise.

12. Find starting points to ensure all can participate no matter what type of business or stage of business development. A good starting point might be the customer journey to understand how a customer moves through all the different touchpoints in a business. Bring in wider touchpoints, not just the personal interactions. Extend the range to incorporate staff and suppliers as all views can be valid in making the experience more useful, accessible to the customer or client. Map this is some way. Use the customer journey template. Be conscious that some businesses may have linear paths, some may be more non-linear, perhaps circular or iterative with stepping out and return points, be prepared to discuss in great detail.
Start with a business customer journey map that all can relate to such as a coffee shop or everyday transaction. Then build on examples to start to encourage learners to examine arts, cultural and creative businesses.

Tips for working on the cases

1. Encourage self-direction and personal responsibility for taking decisions.

2. Encourage a climate of experimentation and testing. If small changes are made it can be possible to review, adapt or undo them in the spirit of service design.

3. Working on cases virtually may be less productive and creative, and the project might have suffered from it, than face-to-face. If delivered as blended learning, we recommend doing theory online and a workshop face-to-face.

4. Discussing the cases with other participants can also be highly fruitful and useful.

5. If participants do not have businesses ask those with business to act as a case study where all can contribute to having input, suggestions, testing ideas.

6. At the beginning, ensure the people undertaking training have enough time (i.e. more than 1 month) for their project.

7. Keep people interested throughout all phases of the process and establish good communication with them.

Supporting independent learners

If learners wish to work on their own using the website and tools, it can be useful to generate a list of questions to get them thinking about service design in their business. Questions engage the brain in finding solutions and in exploring concepts.

There is scope to keep ideas open and to be explorative through questioning. You could start by forming questions around the 'Who am I?' map to explore their identity and how it relates to the business before exploring the business or potential business idea in detail.

The Who am I-*Mind Map of Me* exercise can be found in this part of the website:
https://www.servicedigiculture.eu/toolkit-training

Ask questions linked to the *Mind Map of Me* that can lead into a conversation about service design.

- What are the key strengths and interests you use or want to use in your business?
- When you look at the overall identity you have expressed on your mind map, what do you currently express and articulate through your business?
- Are there any skills or opportunities you could make more of?
- What more could you bring to your business?
- How does what you can bring relate to the current needs of customers?

How people have used ServiceDigiCulture training

In this section, you will find examples and experiences of people from different cultural and creative sectors who have used ServiceDigiCulture materials. These might give you ideas and support on how you can use the materials with the learners.

Please note: some names may have been changed to protect identities.

Actress, Bulgaria
Sector: theatre

I am an actress representing the non-hearing community. I am part of a professional performance group that usually performs in front of a mixed audience (hearing and non-hearing). A challenge in my work is to get the message of the play across so that all people in the audience can be equally involved in the experience. It is not always possible to have a sign interpreter during the play, so we had to figure out ways to communicate more efficiently with the audience.

How I used ServiceDigiCulture and what is my experience of it

During the ServiceDigiCulture training we learned to turn to our customers (in our case the audience) for feedback and ideas to help us improve the experience from the performances we make. We had the chance to work together, brainstorm ideas and create several prototypes. It was really nice that we tried out our idea for distributing a plot summary during a real performance with a real audience. The feedback after that was valuable and motivated us, the actors, to look for ways to further develop our idea.

My takeaways

I was thinking about possible ways to turn the innovation we introduced into something sustainable. Having the summary of the play printed out into handouts was ok but I was thinking whether we could make it better. There were some difficulties reading the text in the dark hall during the performance. Then I thought that it would be much easier and sustainable to generate a QR code so that people could access the information through their mobile phones. In this way digitalization could help us reduce paper waste while providing a better experience for our non-hearing audience.

Sign interpreter, Bulgaria
Sector: theatre

I am a sign interpreter and I work with a professional performance group consisting of hearing and non-hearing actors. I act as a bridge between the world of the deaf and the others.

The challenge I faced during the ServiceDigiCulture training was related to conveying properly all the concepts that have to do with service design and service innovation. There was a lot of terminology and tools that were challenging to interpret in sign language. Yet I found that many of them could be useful for my work.

How I used ServiceDigiCulture and what is my experience of it

I relied on the fact that service design and service innovation offer very visual tools. Visualization is very important for specific disadvantaged groups. It helps them understand concepts and the ideas behind certain tools.

Being able to draw and illustrate connections between processes and ideas was really helpful for me to get the message across. And those were the aspects that the non-hearing actors enjoyed the most.

My takeaways

I did learn that every challenge can be turned into an opportunity to learn something new. I had to be creative in ways I have not been before. It was not always easy but at the end it worked. It would be interesting to see a project on the topics of service design and service innovation that is specifically developed for disadvantaged groups. I would like to see all the concepts and tools "translated" into simple words.

Actor, Bulgaria
Sector: theatre

I am an actor with impaired hearing and I am a part of a theatre performance group. I was involved in the ServiceDigiCulture training together with my colleagues. We worked together on a case that aimed to improve the experience of our mixed audience, and especially the experience of the non-hearing community.

How I used ServiceDigiCulture and what is my experience of it

The truth is that the ServiceDigiCulture training was challenging at times, especially in terms of language. Some concepts and terms were difficult to understand but visualization helped a lot. The project website offered good illustrations and we often referred to it during our work.

My takeaways

I really liked the Implementation Roadmap that we did during our last session. This is the tool that really gave me hope and that I loved taking with me. It is really useful for drafting a strategy and visualizing the steps you need to take in order to make it a real plan in action. It helped me see opportunities. We were using similar planning before as well but not in that structured format. I learned how useful it is to visualize the steps ahead as it helps you achieve your goals.
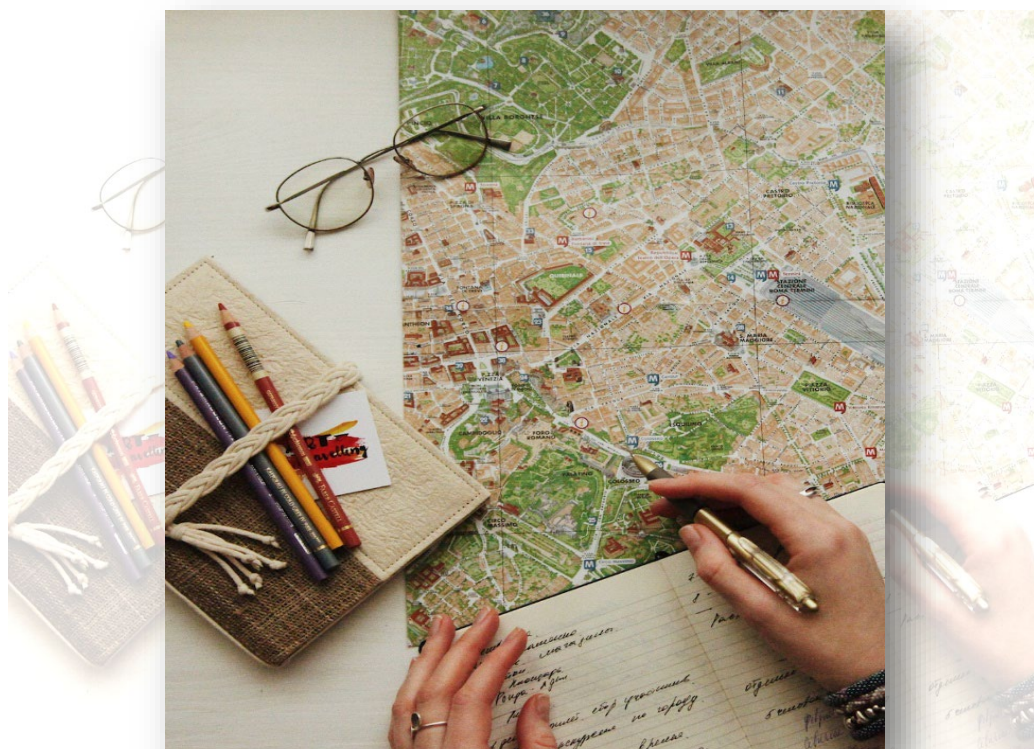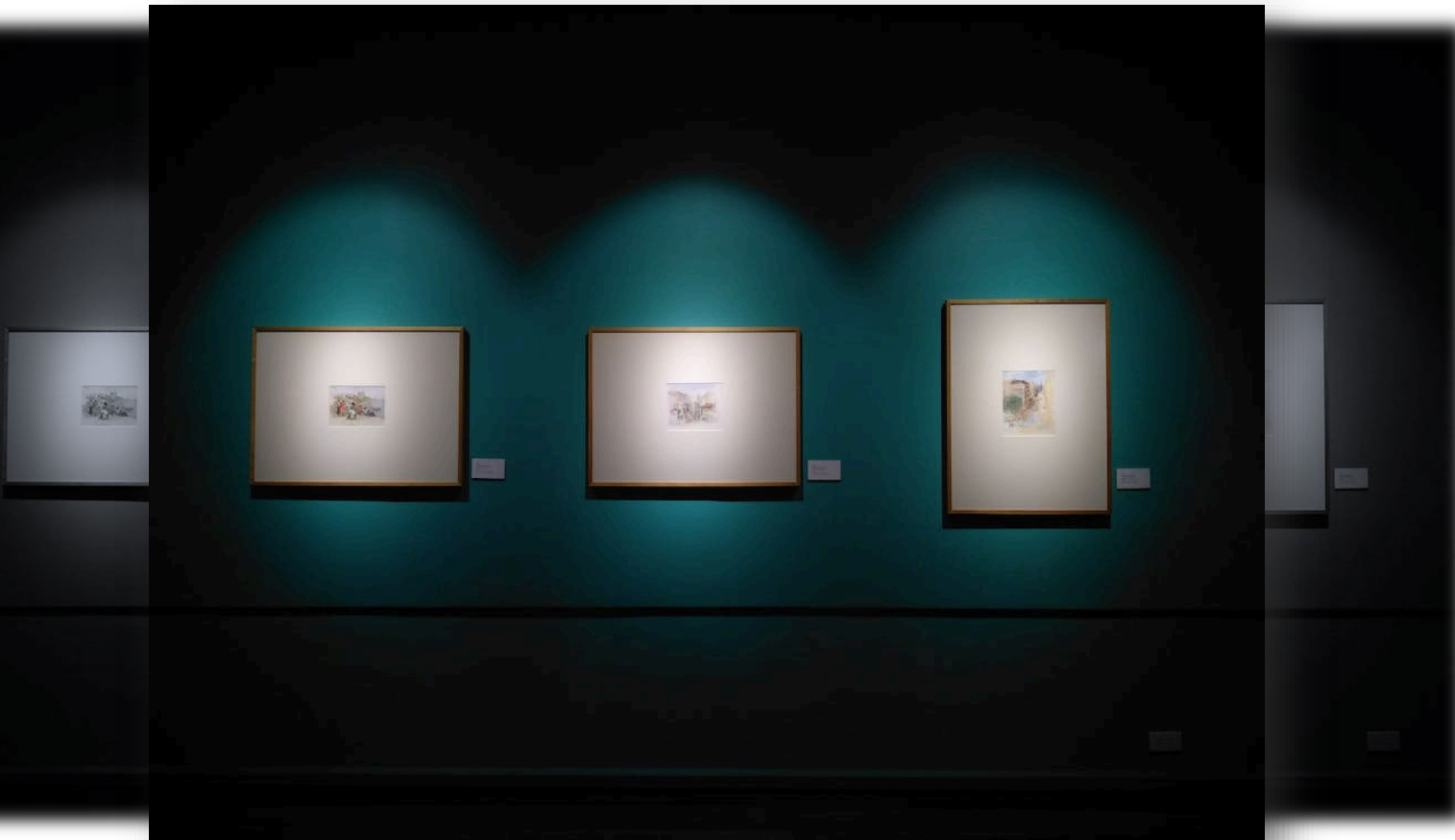
Sector: museum

I work as a curator in a small municipal museum. There are several museum units, and it is important to reach out to different audiences and provide services to the local community.

The challenge/case I chose was to attract new and challenging client groups to the museum. Often museum content alone does not appeal to or interest all citizens. Men and young adults in particular are, according to research and my experience, a challenging group to attract to museums.

How I used ServiceDigiCulture and what is my experience of it

The training was an interesting entity and made me think about my basic work through service design. I have used service design a lot in my work, even though I have not recognised it as such before.

The tools were especially useful for me in terms of opening up my thinking. I learned how to structure my own work and service using different tools. I also found new ideas for my own challenge, which I will try to test in my work.

My takeaways

The toolkit was very user-friendly and I shared it with my team. Even if you don't use the tools from start to finish, they are an easy way to help you reframe your own thinking about what our services and approaches are.

The service design training was a meaningful experience for me and I intend to use the tools I learned in my work. Especially when new services are being envisioned, it is good to spread and apply the ideas outlined to different structuring models.

Handicraft, self-employed female, Finland

Sector: Design and manufacture of knitwear and woven goods

I am a Mechanical Engineer and have a Master's degree in Economics. I am currently studying for a specialised vocational qualification in craftsmanship, graduating as a Master Craftsman in 2024 (at the age of 73).

Our case was to rethink Kvarken Shop's business and to find new perspectives to it. We came up with a couple of new ideas through service design. Our first idea was to assemble packages of different products for sale in different price ranges. We would offer them for sale at the same time as tourists buy their trips.

When they arrive, they would be able to pick up the products they have already paid for from the Kvarken Shop. The second idea was to organise and design desired courses in jewellery, felting, ceramics and knitting for a fee.

How I used ServiceDigiCulture and what is my experience of it

Together we conducted a customer satisfaction survey and collected all the feedback from the guestbook. This provided such positive information that in many respects we can continue in the same way. However, this did not include the tools for customer and stakeholder co-creation. I made a Mind Map section from the perspective of the group (Kvarken Shop) to clarify the invisible services of the organisation, based on the A Service Blue Print idea.

The idea was to make the concept of service design sit at the heart of the way the whole group works. The brainstorming session was held on 26 January for the upcoming summer activities. Personally, I will not be participating in the Kvarken Shop sales this summer, as I will be focusing on my craft project, which is researching the movement of crafts with immigrants to Minnesota America in the 1920s and their preservation there as handicrafts and/or continuing to be crafted to the present day.

My takeaways

I would have had a better result if I had focused more on my own business, designing crafts and using role play, agile experimentation models, elevator pitches and prototyping. In the future, I would assemble a trusted group in the same field to brainstorm and evaluate my service design concept.

The training helped me to see " beyond " my approach, i.e. the customer's perspective. I plan to use both in my business and to deepen my craft studies in the future. I am grateful for the new perspective the training gave me, which opened my eyes to see that things do not happen by chance, but are the result of a lot of work within service design.

Craftswoman sole entrepreneur, Finland
Sector: Sole proprietor, start-up, craft sector

I have spent most of my working life in the healthcare sector (39 years). I am also a craft instructor by training and have attended two-year KOKEVA craft training. I have been crafting since a young age.

Today I have a start-up company which will start operations at the beginning of May 2023. I have been thinking a lot about the business form; sole trader/small business owner, but I haven't made a final decision yet.

I was unfamiliar with ServiceDigiCulture when I started my training. My case was about how I will present and market my products. I started with a very "simple" thing: designing product labels for the yarns, which was actually product branding.

How I used ServiceDigiCulture and what is my experience of it

I was given a lot of tools for different situations and now feel more confident to face different problems and challenges.

I was very happy with the training. It is very open and fun and can be adapted to many different situations. However, it does require thoughtful input.

My takeaways

I was really able to unleash my creativity freely, of which the Inspiration board tool is a great example. It can be constantly updated, and I use it whenever I need to figure out how to move forward.

I know and can now let go of my limits (internal ones). Sometimes I had to go back and rethink the "problem". I found it very important to be able to go into myself and reflect on my "core" feelings. I will definitely use the tools in the future. I find the ServiceDigiCulture training a good way to keep the "threads" in my hands.

Cultural centre, family DYI, Poland
Sector: Local Cultural Centre

We, in our local cultural centre, organized sewing workshops for women and their children. We were thinking about how to improve the service in order to engage the whole family instead of the mothers, and most of all their daughters.

How I used ServiceDigiCulture and what is my experience of it

After seeing the materials from the ServiceDigiCulture project during the pilot, it became clear to me what needs to be done. I conducted a customer needs survey using the tools I learned during the pilot. I used an interview. Based on this, my colleagues and I came to the conclusion that it would be best to organize a family DIY workshop.

The pilot training allowed me to understand how to design services taking into account the real needs of customers. Of course, the local cultural centre is to create new forms of activity for residents, but this does not prevent the use of tools from the project to invent activities in such a way that residents will willingly participate in them, because they will respond to their needs and interests.

Cultural centre, children's needs, Poland

Sector: Local Cultural Centre

Nowadays, it doesn't matter if the service is paid or free. From the perspective of a local cultural centre, it is difficult to propose such activities, especially for children, so that they come to the centre after fulfilling their school duties.

How I used ServiceDigiCulture and what is my experience of it

The pilot training of the ServiceDigiCulture made us realize that we have been using the service design method for years, but we had no idea about it until now. The project not only opened our eyes, but also taught us how to structurally, one could say, strategically approach designing new activities, especially for children who are very picky. We can now plan our activities better, and above all, use ready-made tools to plan what to do step by step**.**

My takeaways

For us in the centre, it was particularly difficult to diagnose needs. we didn't really know how to go about it. How to reach out to the local community to find out what activities residents will be attending. This was especially the case with children whom we have to reach through parents or school. Thanks to the tools from the Research phase, we can now more easily reach our future customers. We also have some ideas for modifying the tools to better suit our needs.

Artist, sole entrepreneur, recycling arts, Poland

Sector: Art

I am currently delighted with things made of recycled materials. I give a second life to old t-shirts, bags, furniture. But the big problem is that I can't sell these things. I thought I was just not cut out for commercial activities.

How I used ServiceDigiCulture and what is my experience of it

I came to the training with great fear that I would really understand what it was all about. And I understood. It dawned on me that I could sell my products online. I will create a website project that my friends, IT specialists, will help me develop.

My takeaways

I liked the tools to visualise the process I'm going to carry out. I have an artistic nature; I need visualisation to understand. I never thought it was so possible in planning your own business.

Artist, sole entrepreneur, Karla, England
Sector: Art

I have quite an established business but I'm always looking for ways to develop it, earn more and offer more to my clients. During the training I looked at the whole process and decision points- my decisions and the client decisions.

How I used ServiceDigiCulture and what is my experience of it

The service blueprint was useful to give me more certainty especially with pricing and the number of allowable changes to be made to drawings. Sometimes extra work is involved, not always paid for. Examining all these different expectations made me think about changes. I loved the training and I put a lot of things into practice. I've done a drawing here showing my ideas and thinking:

My takeaways

The engagement with other people was so useful. They asked questions I hadn't thought of and some who were further developed in business gave me confidence to review pricing and even develop some more ideas for sustainable business ideas, making more from one design, extending services, thinking of design opportunities and new income streams.

Artist (prospect) Helen, England

Sector: Female apprentice, considering a career in the arts

I'm an apprentice and I'm not sure what type of business I want to work in ultimately. I've got experience of administration and some creative work. The challenge for me was to understand some of the issues creative businesses face. I had not realised the number and breadth of creative and arts businesses and to meet owners online and to understand the different ways people can make a living from this variety of ideas was inspiring.

I had covered some ideas about service improvement in previous courses, but the service design concepts were new to me.

How I used ServiceDigiCulture and what is my experience of it

I learned a lot from listening to business owners applying the tools and concepts to their businesses.

We were exposed to things I hadn't thought about before, the feel and experience of moving through the business interactions, the emotional connection to the business, the behind-the-scenes concepts that make a difference that we don't always think about. It was enjoyable when they discussed their real scenarios.

My takeaways

I think the main point I took away was: find ways to get feedback all the time, ask questions, observe what's going on, uncover the hidden thoughts of your customers-we don't have enough feedback and views.

Photography enthusiast (prospect) Mike, England

Sector: Photography enthusiast considering self-employment

I have had a number of businesses and I am pleased to be able   to indulge my hobby of photography.

I got interested in old style photography, not digital film, but going back to taking photos on film and developing film manually. I'm interested in old cameras and all forms of photography and want to share my skills with others. I'm not sure I'd say it was a challenge exactly- my ideas were fairly new, so I wasn't really sure if it was a business idea or anything I could sell as such. Mainly I wasn't sure where like-minded people were (those interested in photography) or how I could reach them.

How I used ServiceDigiCulture and what is my experience of it

Working with peers it was useful talking through ideas and the persona exercise was good to think through where people might be located through their existing hobbies and interests, looking at their values, connections, current likely interests. It gave me some ideas how to connect with people who might have similar interests to me.

My takeaways

The look and feel of the business are as important as what you are 'selling'. I started thinking about the header for my page, representing the hobby through photos, old artefacts, even the type face design was important to communicate a feel and retro perspective... all ways to connect with people.
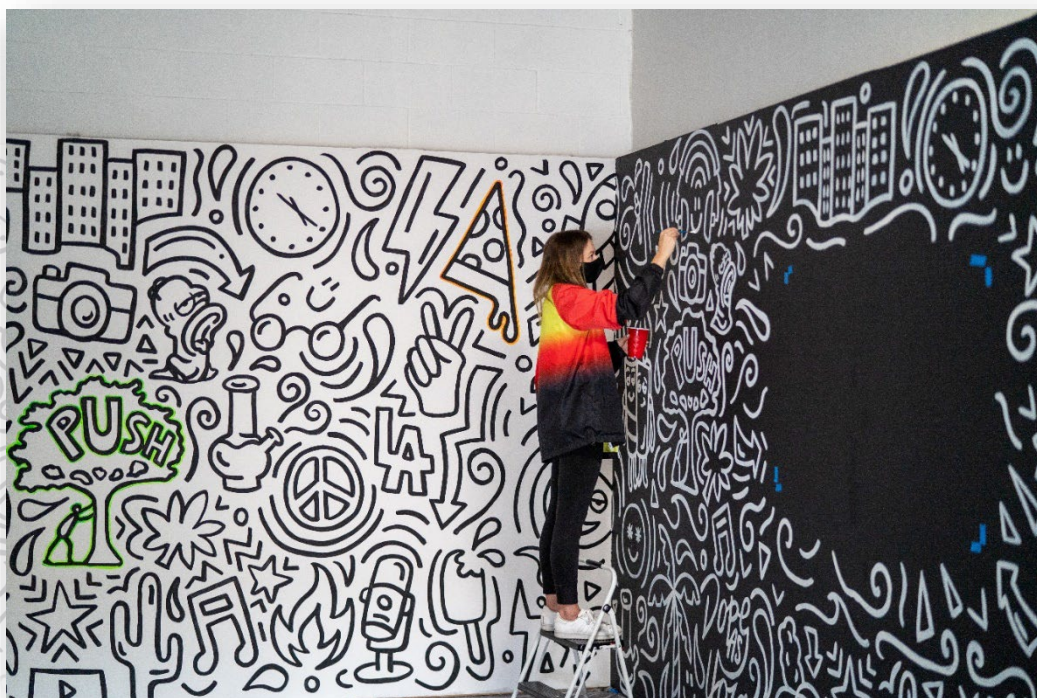
Useful Resources and Tools

E-learning platforms in support of the service design process

There are several e-platforms that could support the service design process. They could be used for independent learning and for collaboration. The examples that follow illustrate the features of some of the most popular e-platforms that can be used by individuals and organisations active in the cultural and creative sectors.

Miro

Miro is one valuable platform that can be accessed here: https://miro.com/. Below is presented a step-by-step guidance to help you encourage individuals and businesses/organisations from the cultural and creative sectors use it efficiently and make the most out of its functionalities:

1. First, encourage them to spend some time **exploring the features and functionalities** of Miro. This will help them gain a better insight and understanding how to use it for independent learning and collaboration.

2. **Then advise them to create a board** in Miro to organise their thoughts and ideas. Point out that they can use templates or create their own structure. They can add text, images, and other media to help them organise their thoughts.

3. Ask them to use Miro for **note-taking**. It is possible to use this e-platform to take notes while learning or conducting research. This will help them organise their thoughts and ideas.

4. **Encourage them to invite others to their board and collaborate** with them in real time. This is particularly useful when working on a project with others.

5. Point out that they could exploit Miro's potential to **brainstorm ideas and concepts**. To this purpose they can use the built-in templates or create their own brainstorming process.

6. Encourage them to use Miro to **map out the service design process**. This can help them identify areas where they need to focus your attention and resources.

7. Suggest that they use Miro to **create prototypes** of their service design ideas. This will help them visualize their concepts and test them out before actually implementing them.

8. Ask them to use Miro to **gather feedback** from others on their service design ideas. This can help them refine their concepts and make improvements.

Overall, when working with individuals and businesses/organisations from the cultural and creative sectors point out that Miro can be a very useful tool for the purposes of independent learning and collaboration in the service design process. By using it effectively, they can organise their thoughts, collaborate with others, and bring their service design ideas to life.

Vimeo

When working with individuals and businesses/organisations from the cultural and creative sectors make sure to raise their awareness of the available web platforms that could help them to generate income. For example, Vimeo (https://vimeo.com/) is a video hosting platform that can be used to monetize creative content. The platform offers several features that can support their working process:

- Individuals and businesses/organisations from the cultural and creative sectors can **sell access to videos**: Vimeo allows users to sell access to their videos, either as a one-time purchase or through a subscription model. Point out that cultural and creative organisations can use this feature to monetize their content and generate a steady stream of income.

- Individuals and businesses/organisations from the cultural and creative sectors can **offer on-demand video rentals**: Vimeo also allows users to offer on-demand video rentals. This feature can be particularly useful for cultural and creative organisations that have produced for example documentaries or other types of content that people may be interested in renting.

- Individuals and businesses/organisations from the cultural and creative sectors can use Vimeo for **crowdfunding**: Vimeo has a built-in crowdfunding feature called Vimeo Funding. This feature allows

organisations to launch crowdfunding campaigns and receive support from their audience.

- Individuals and businesses/organisations from the cultural and creative sectors can **host virtual events**: Vimeo also offers live streaming and video conferencing tools, which can be used by organisations operating in the cultural and creative sectors to host virtual events. These events can be monetized through ticket sales or sponsorships.

- Individuals and businesses/organisations from the cultural and creative sectors can **use Vimeo On Demand**: Vimeo On Demand is a platform within Vimeo that allows creators to self-distribute and monetize their work. Businesses from the cultural and creative sectors can use this feature to sell their content directly to their audience without having to go through a distributor.

Patreon

Another platform that could support the organisations from the cultural and creative sectors is Patreon: https://www.patreon.com/. Patreon is a platform that allows creators to generate income from their work by receiving ongoing support from their audience. It offers several features that, if used properly, could boost the growth of a business. Below is a non-exhaustive list of features that could help individuals and businesses/organisations from the cultural and creative sectors start:

- Individuals and businesses/organisations from the cultural and creative sectors can **offer exclusive content**: they can offer exclusive content to their supporters on Patreon, such as behind-the-scenes looks at their creative process, early access to new work, or special merchandise. This content can be made available to supporters at different levels of contribution.

- Individuals and businesses/organisations from the cultural and creative sectors can **create a membership program**: they can create a membership program on Patreon, where supporters receive exclusive benefits for a monthly fee. For example, supporters could receive discounts on merchandise or access to exclusive events.

- Individuals and businesses/organisations from the cultural and creative sectors **can offer personalised experiences**: they can offer personalised

experiences to their supporters on Patreon, such as personalised shoutouts, customised artwork, or one-on-one consultations. These experiences can be offered at different levels of contribution.

- Individuals and businesses/organisations from the cultural and creative sectors **can host Q&A sessions**: they can host Q&A sessions for their supporters on Patreon, where they can answer questions about their work or provide insights into their creative process. These sessions can be held on a regular basis to engage with supporters and provide value.

- Individuals and businesses/organisations from the cultural and creative sectors **can launch crowdfunding campaigns**: they can use Patreon to launch crowdfunding campaigns for specific projects or initiatives. Supporters can contribute to the campaign and receive rewards based on their level of contribution.

When working with individuals and businesses/organisations from the cultural and creative sectors point out that by using these features, they can leverage Patreon to generate income and build a community of supporters around their work.

Crowdfunding as an opportunity for financial support

In general small businesses or sole entrepreneurs operating in the cultural and creative sectors can benefit from crowdfunding as a way of supporting their activities financially. Crowdfunding is a method of raising funds from a large number of people, typically through online platforms. There are many crowdfunding platforms available, but make sure to raise their awareness on some of the most popular ones that are listed below:

- **Kickstarter** (https://www.kickstarter.com/): Kickstarter is one of the largest crowdfunding platforms, known for helping fund creative projects such as films, games, and art installations. It operates on an all-or-nothing funding model, meaning that a project must meet its funding goal before any money is released.

- **Indiegogo** (https://www.indiegogo.com/): Indiegogo is another popular crowdfunding platform that offers flexible funding options. Projects can choose to receive funding even if they do not meet their funding goal, but they will pay a higher fee to Indiegogo for doing so.

- **GoFundMe** (https://www.gofundme.com/): GoFundMe is a popular crowdfunding platform for personal causes, such as medical expenses or disaster relief. It allows individuals and organisations to raise money for a variety of causes and offers flexible funding options.

- **Patreon** (https://www.patreon.com): Patreon is a membership-based crowdfunding platform that allows creators to receive ongoing support from their audience. Supporters can contribute a monthly amount to access exclusive content and benefits.

- **Seedrs** (https://www.seedrs.com/): Seedrs is a crowdfunding platform that focuses on equity crowdfunding, allowing individuals to invest in startups and small businesses in exchange for equity.

- **Crowdfunder** (https://www.crowdfunder.co.uk/): Crowdfunder is a UK-based crowdfunding platform that offers rewards-based and equity-based crowdfunding for businesses and social enterprises.

- **Fundable** (https://www.fundable.com/): Fundable is a crowdfunding platform that focuses on helping start-ups and small businesses raise money. It offers rewards-based and equity-based crowdfunding options.

These are just a few of the many crowdfunding platforms available, and each has its own unique features and requirements. When working with individuals and businesses/organisations from the cultural and creative sectors make sure they understand it is important to research and compare different platforms to find the one that best suits their specific needs.

Emphasize that whatever crowdfunding platform they may choose to support their activities, they should exploit their functionalities as they have a lot to offer.

For example:

- **They can launch a crowdfunding campaign for a specific project**: businesses/organisations and sole entrepreneurs can use crowdfunding platforms to raise money for specific projects, such as producing a film or publishing a book. They can offer rewards to their backers, such as exclusive merchandise or early access to the finalised product.

- **They can host a fundraising event**: businesses/organisations and sole entrepreneurs can host a fundraising event and use crowdfunding to collect donations from people who are unable to attend in person. They can promote the event on social media and offer perks to people who donate, such as access to exclusive creative content or merchandise.

- **They can use crowdfunding as a pre-order system**: businesses/organisations and sole entrepreneurs can use crowdfunding as a way to pre-sell their products, such as a new album or art book. They can offer discounts or exclusive perks to people who contribute to the campaign, creating a sense of exclusivity and ownership.

- **They can launch a recurring crowdfunding campaign**: businesses/organisations and sole entrepreneurs can use platforms like Patreon or Kickstarter to launch recurring crowdfunding campaigns, where people can contribute on a monthly basis to support ongoing projects. This can provide a steady stream of income for organisations and help them financially sustain their work over the long term.

- **They can use crowdfunding to cover operating costs**: businesses/organisations and sole entrepreneurs can use crowdfunding to cover their operating costs, such as rent, utilities, and salaries. They can offer perks to people who donate, such as access to exclusive content or behind-the-scenes updates.

WordPress as a tool to support the activities in the cultural and creative sectors

Yet another tool that could be helpful to the activities of organisations active in the cultural and creative sectors is WordPress. It has a lot to offer and has many advantages. For example, WordPress is designed to be user-friendly and easy to use, even for beginners.

Its intuitive interface makes it easy to create and manage content without needing extensive technical knowledge. It offers a wide range of themes and plugins that allow businesses/organisations and sole entrepreneurs to customise the appearance and functionality of their website to their specific needs.

They can add features like social media integration, contact forms, and e-commerce. This can help them increase the visibility of their services.

Moreover, WordPress is optimised for search engines, making it easy for their website to rank well in search engine results pages. Another advantage is that WordPress is scalable meaning it can be used for sites of all sizes, from small personal blogs to large enterprise websites. So, if they are a sole entrepreneur WordPress might be just the right tool to help them grow.

Last but not least WordPress is an open-source software, which means it is free to use and customise. While it may be needed to pay for hosting and premium themes/plugins, WordPress is still a cost-effective way to build and manage a website. In case individuals and businesses/organisations from the cultural and creative sectors do not feel confident using WordPress you can encourage them to start by learning the basics. Advise them to invest some time in exploring how it works.

Bring their attention to the fact that there are many free tutorials available online to help them set up and manage a WordPress website.

For example:

- **WordPress.org**: the official WordPress website has a comprehensive documentation section with tutorials and guides on everything from getting started to advanced topics like plugin development. They can also browse the support forums for answers to common questions and issues.

- **WPBeginner** (https://www.wpbeginner.com/): WPBeginner is a popular website that offers free WordPress tutorials, tips, and tricks for beginners. They cover a range of topics, from installing WordPress to optimising your site for search engines.

- **YouTube**: YouTube is a great resource for free WordPress tutorials. There are many channels dedicated to teaching WordPress, including WP Crafter, WPBeginner, and WPCrafter.com WordPress For Non-Techies.

- **Udemy** (https://www.udemy.com/): Udemy is a popular online learning platform that offers free and paid courses on WordPress. They have courses for beginners as well as more advanced users, and cover topics like theme development, plugin development, and SEO.

- **LinkedIn Learning**: LinkedIn Learning (formerly Lynda.com) offers a range of courses on WordPress, including courses for beginners, developers, and designers. You can try LinkedIn Learning for free for a month before committing to a subscription.

Once individuals and businesses/organisations from the cultural and creative sectors get to know WordPress they can utilise it for the purposes of their business.

Below you may find some ideas to help them:

- **They can sell products with the help of WordPress**: businesses/organisations and sole entrepreneurs can use WordPress to set up an online store and sell products such as books, artwork, or merchandise. They can use a plugin like WooCommerce to handle transactions and manage inventory.

- **They can offer their services**: businesses/organisations and sole entrepreneurs can use WordPress to promote and offer their services, such as consulting, graphic design, or event planning.

They can use a plugin like Gravity Forms to create a custom contact form for potential clients to get in touch.

- **They can accept donations**: businesses/organisations can use WordPress to accept donations from their supporters. They can use a plugin like GiveWP to create custom donation forms and manage recurring donations.

- **They can publish and monetize content**: businesses/organisations and sole entrepreneurs can use WordPress to publish and monetize their content, such as blog posts, podcasts, music or videos. They can use a plugin like AdSense to display ads on their site and earn revenue from clicks.

- **They can offer memberships**: businesses/organisations and sole entrepreneurs can use WordPress to offer memberships to their supporters, providing exclusive access to content, events, or other benefits. They can use a plugin like MemberPress to manage membership levels and access to content.

Qualitrics.com

https://www.qualtrics.com/free-account

Website where you can create an account and produce easy to use questionnaires for customer feedback. Surveys can be designed to work on PCs, phones tablets. Great for getting quick customer feedback. Free account allows use of designed templates and reports generate for you on outcomes.

DALLE-E2

https://openai.com/product/dall-e-2

Use DALLE E2 open ai to generate free to use, original, stock free images in a range of styles. You give text based input and images are generated from scratch, free to download and use and you will not infringing copyright. Great for websites, posters, flyers, leaflets.

Digitalisation resources

Culture 24: https://www.culture24.org.uk/

Cultural Enterprises Academy:
https://culturalenterprises.org.uk/academy/courses/

Sign up for their newsletter.

Digital Culture Network: https://digitalculturenetwork.org.uk/

European Digital Innovation Hubs: https://digital-strategy.ec.europa.eu/en/activities/edihs

Ferrovial, a digital hub: https://www.ferrovial.com/en-gb/innovation/digital-hub/

Mapping Creative Hubs in England:
https://creativeconomy.britishcouncil.org/media/resources/Mapping_Creative_Hubs_In_England_.pdf

The Space: https://www.thespace.org/

StageTEXT: https://www.stagetext.org/

About ServiceDigiCulture

The ServiceDigiCulture toolkit, training, handbooks and foresight guide have been developed within a European Commission Erasmus+ Programme funded project called Digital and Sustainable Service Innovation for the Cultural and Creative Sector.

The project aimed to tackle challenges created by COVID-19 and future crises by developing the skills of unemployed, employed and self-employed people and micro and small organisations in the cultural and creative sectors to foresee and react to changes, using service innovation and service design. The project therefore also aimed to help them maintain and enter the labour market and enhances their ability to employ themselves and others.
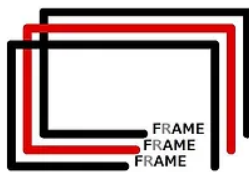
The skill areas of ServiceDigiCulture focus on innovating and reinventing services, making services of products to be delivered to customers in the new post COVID-19 society, harnessing digitalisation, and strategic foresight to tackle any future challenges and changes.
Read more about the training and project at

https://www.servicedigiculture.eu/

We would like to thank the European Commission for the support and the opportunity to develop the ServiceDigiCulture training, toolkit and other resources. We would also like to thank all parties who have contributed to the development of the training and helping us to improve it by sharing their experiences and opinions.

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