

ual:

**Business model
design for the
creative and cultural
industries**

EEUK. 12.10.21



Introduction



Osterwalder and Pigneur (2010)

**How an
organisation
creates, delivers
and captures
value**












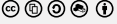
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Osterwalder and Pigneur (2010)


The Business Model Canvas

Designed for: _____ Designed by: _____ Date: _____ Version: _____

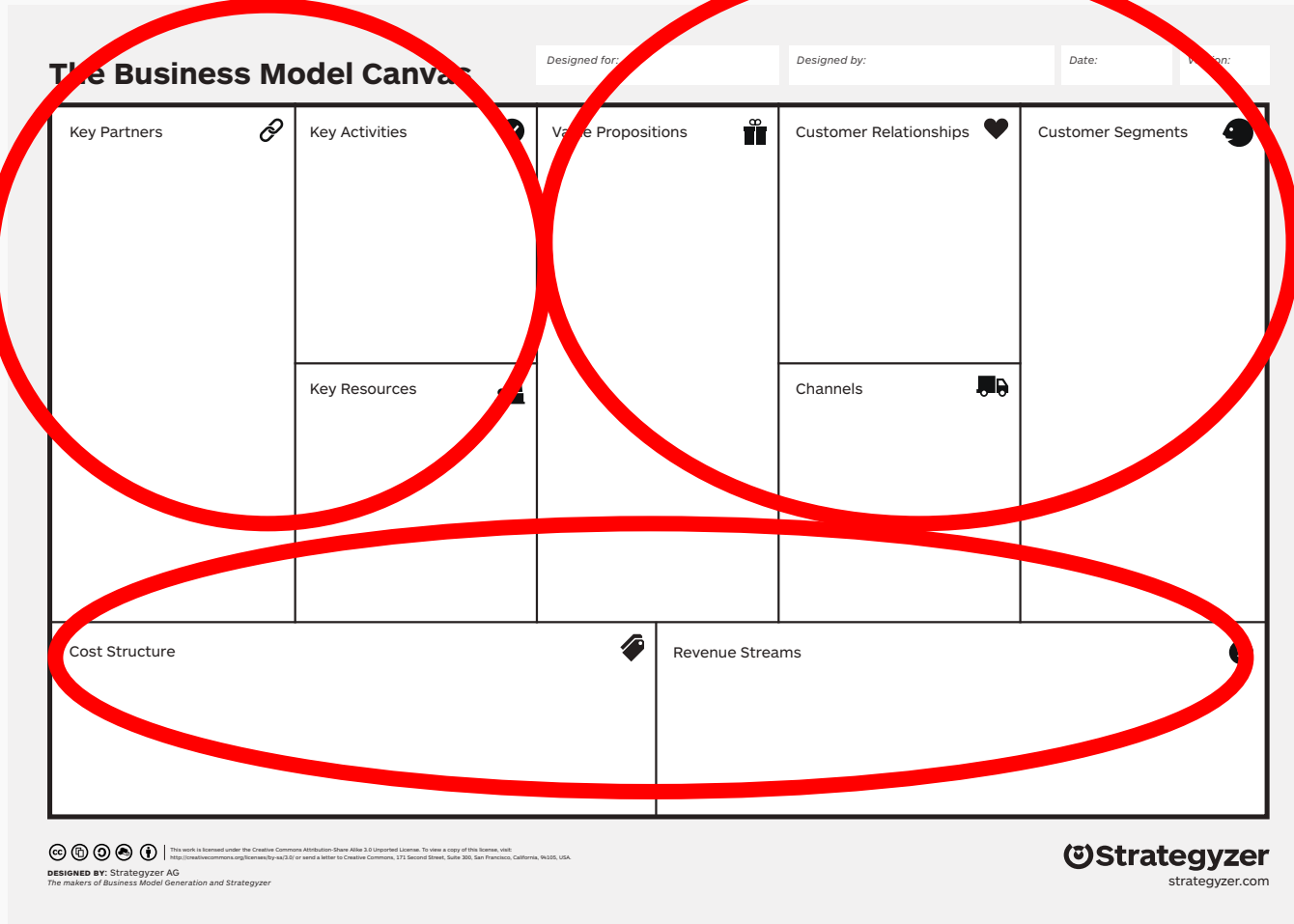
Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 
	Key Resources 		Channels 	
Cost Structure 			Revenue Streams 	

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DESIGNED BY: Strategyzer AG
The makers of Business Model Generation and Strategyzer

 **Strategyzer**
strategyzer.com

Campbell et al (2017)



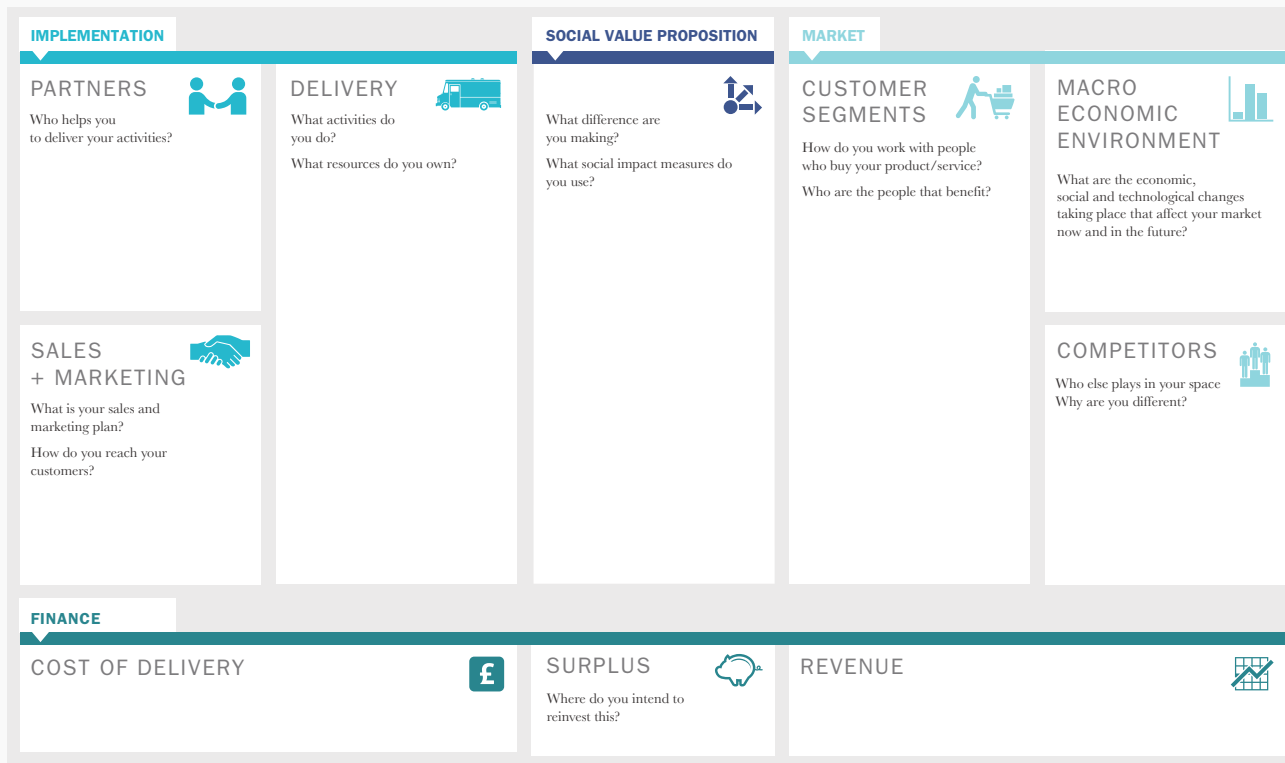
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Young Foundation (2013)

THE SOCIAL BUSINESS MODEL CANVAS



Social venture:

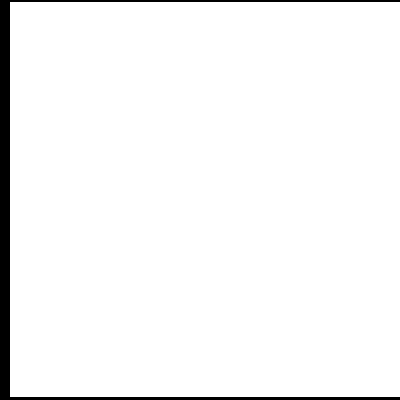


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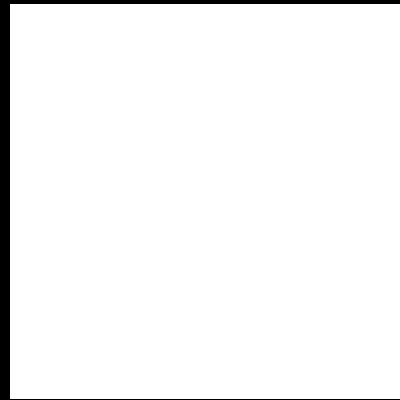
Inspired by The Business Model Canvas: www.businessmodelgeneration.com ©

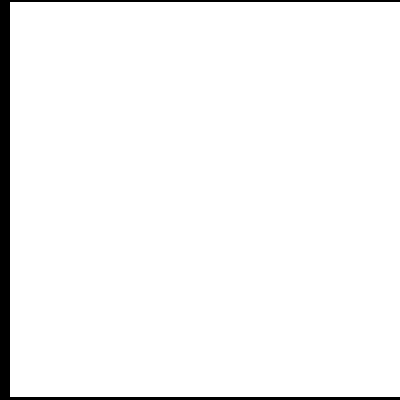
Rodriguez (2016)

WHY? OUR PURPOSE		BUSINESS MODEL CANVAS FOR ARTS AND CULTURAL ORGANISATIONS	
Purpose / Mission	Desired Impact and Legacy	Success Metrics	
FOR WHOM? OUR PEOPLE			
Audiences	Beneficiaries	Customers	Funders and Donors
WHAT? OUR WORK			
Needs / Wants	Value Proposition	Channels	
Value Chain and Key Activities		Cost Structure	
HOW? OUR REVENUE MODEL			
Income Streams Earned Income		Income Streams Contributed Income	
Mission-Related	Mission Non-Related	Monetary contributions	Non-monetary contributions

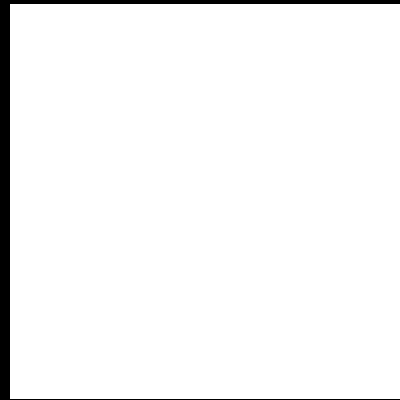


Pedagogy





The project





First workshop

**Visualising
business models
as a general
concept**



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First focus group

Testing initial
visualisation with
peers



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Iteration



ual:

Second workshop

Presenting next
iteration of
visualisation

Preparing
interviews



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Interviews and 'playback'

With graduate entrepreneurs



Penultimate visualisations

Business models of specific graduate entrepreneurs

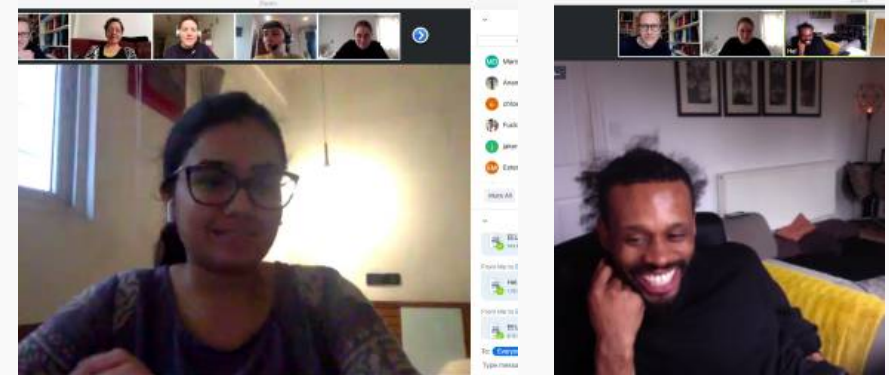
Personal knowledge & experience / Workshop format / Cultural insight / Insight into different aspects of creative tech outside of norm

Creative Technology Workshops	FUNCTIONS What do you do?	RESOURCES What do you need?	COMMUNICATION/DISTRIBUTION What are your platforms to reach customers?
	Workshops 2 hours to 5 days / Various creat or tech skills	Equipment, VR Headsets (to test) / Collaborations / Sponsorships with Tech companies / Equipment for brand exposure / Laptops	Networking - Building relationships with organizers who are indirectly the customers / Online portfolio / The Dots / Word of mouth
	TARGET CUSTOMERS Who are your customers?	CUSTOMER EXPERIENCE How do you communicate with customers?	INCOME What pays you?
	Any educational institutions / General public / Galleries / COOPERATE organizations / Community centers (high school) / Mental health services / Libraries (Future: Prison programs)	The Dots / Email / Call	Organizers / Universities / Galleries / Makers / Grant Funding
PARTNERS Who is helping you?	EXPENSES What are you paying?		
	Collaborations with organizers	Self-funding / Equipment cost	



Second focus group

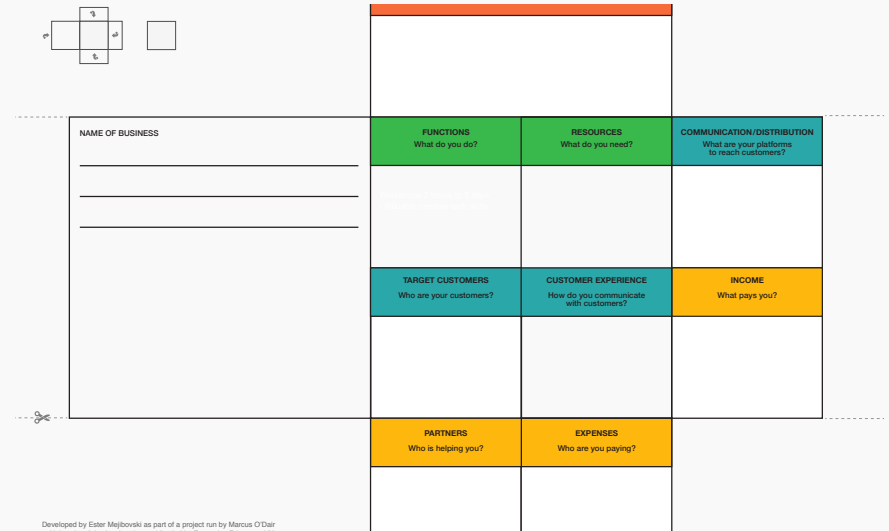
**Assessing
visualisations of
graduate
entrepreneur
business models**



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Final outputs

Blogs
Short films
Resources



Developed by Ester Mejlbovski as part of a project run by Marcus O'Dair at University of the West of Scotland, funded by Enterprise Scotland. 18



The diagram is by Ester Mejlbovski. See the original on page 18.



ZARF BUSINESS

Each piece will be made from paper and laser cut to approximately A4 size. The paper is to be used to lay images in a message style of communication giving visual learners equal opportunity to engage. An identically cut plastic sheet will be attached at one side and laid over the top of the papers. This will allow individuals to write words directly on the plastic using a washable marker.

Jake, BA Graphic Design student

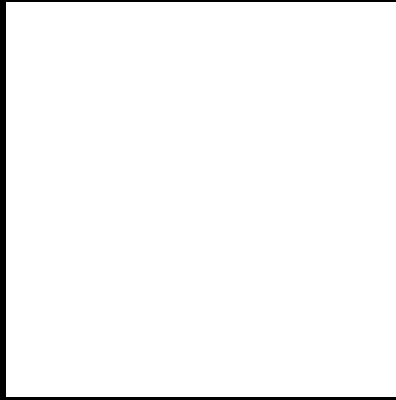
- “After testing with the group, we decided to not include a grid system with the cards as we felt there wasn’t necessarily a hierarchy with the information.
- The aim was to **create something interactive** and I felt that using a grid system would restrict the concept of moving the cards into groups.
- It allows the user to alter the positions to work for their own unique business model, encouraging more creative thinking through movement and organisation.”

Jake, BA Graphic Design student

- “Using the UAL Colours combined with the typeface Helvetica we started to **experiment with the layout**.
- Firstly we made the executive decision to make the colours more visible as they are the primary distinction between the grouping of the components.
- Secondly we decided it is important to highlight what the business intends to do by italicizing the ‘You.’”

Jake, BA Graphic Design student

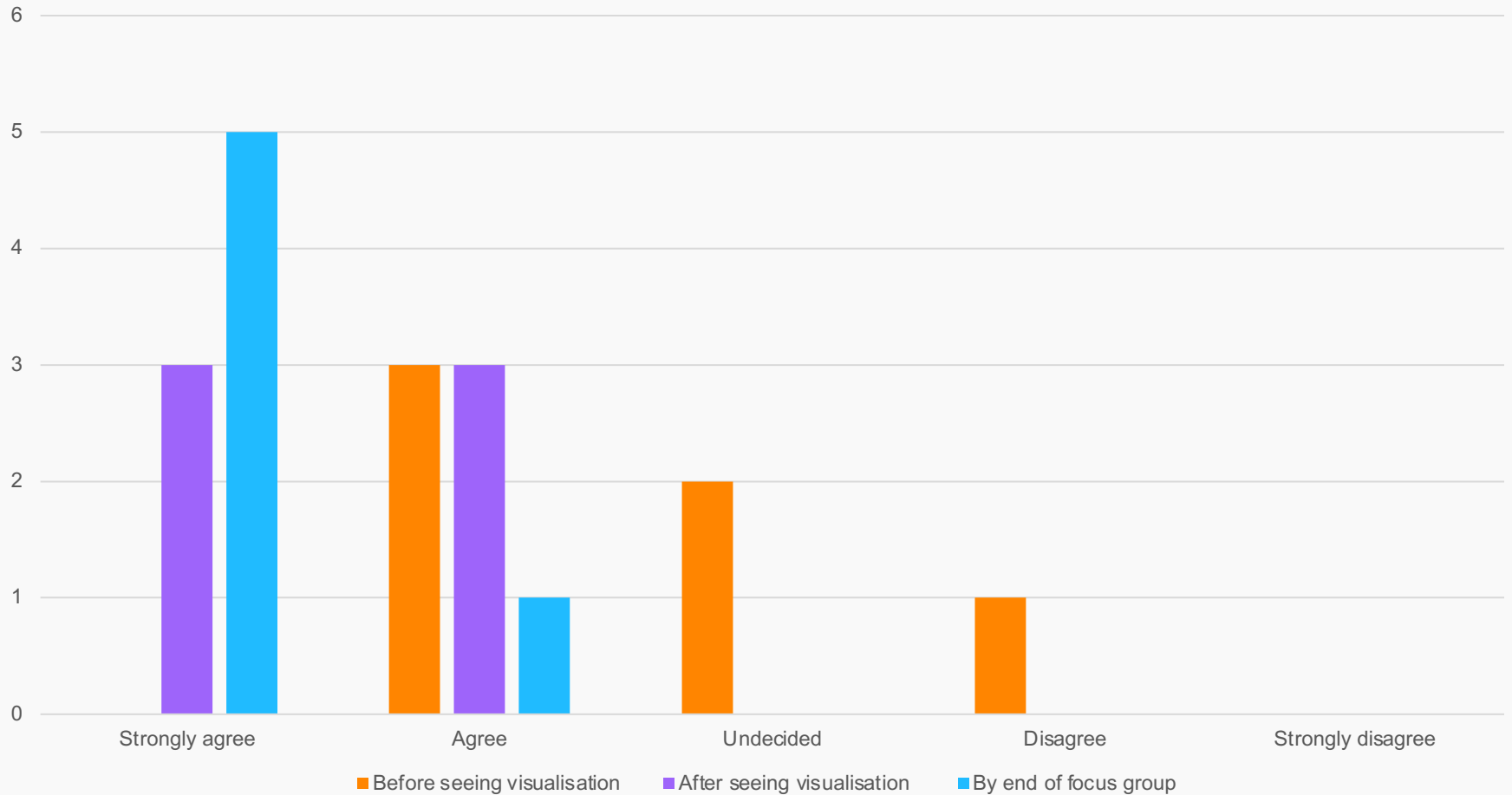
- “The puzzle can be assembled in any desired order to highlight the hierarchy of the business priorities.
- For some the priority may be *Target costumers*, for others *Partners*.
- The **order can be rearranged** according to the desired outcome.
- The colours are still there to differentiate between the different component groupings.”



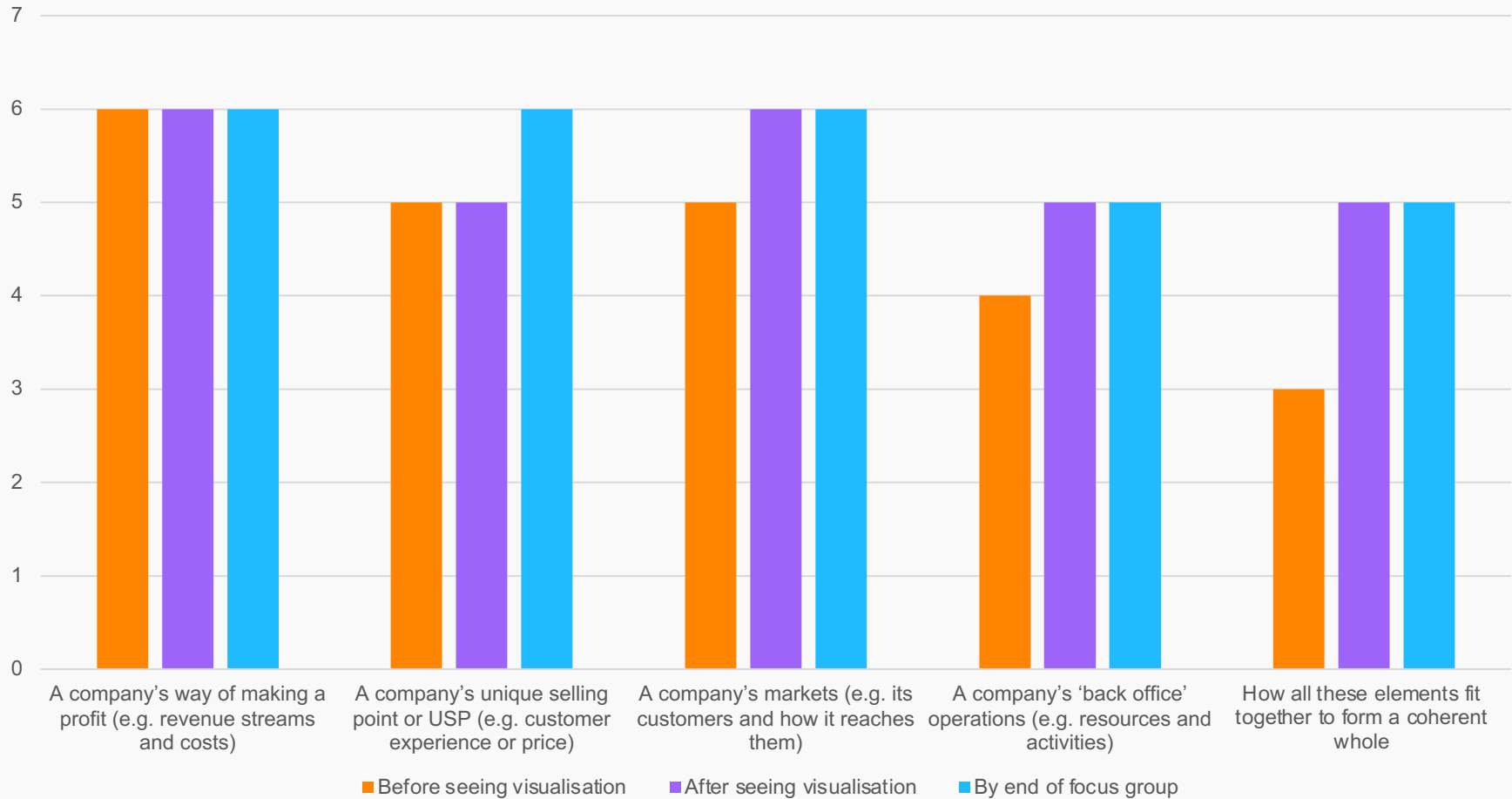
**Results: first focus group
participants**



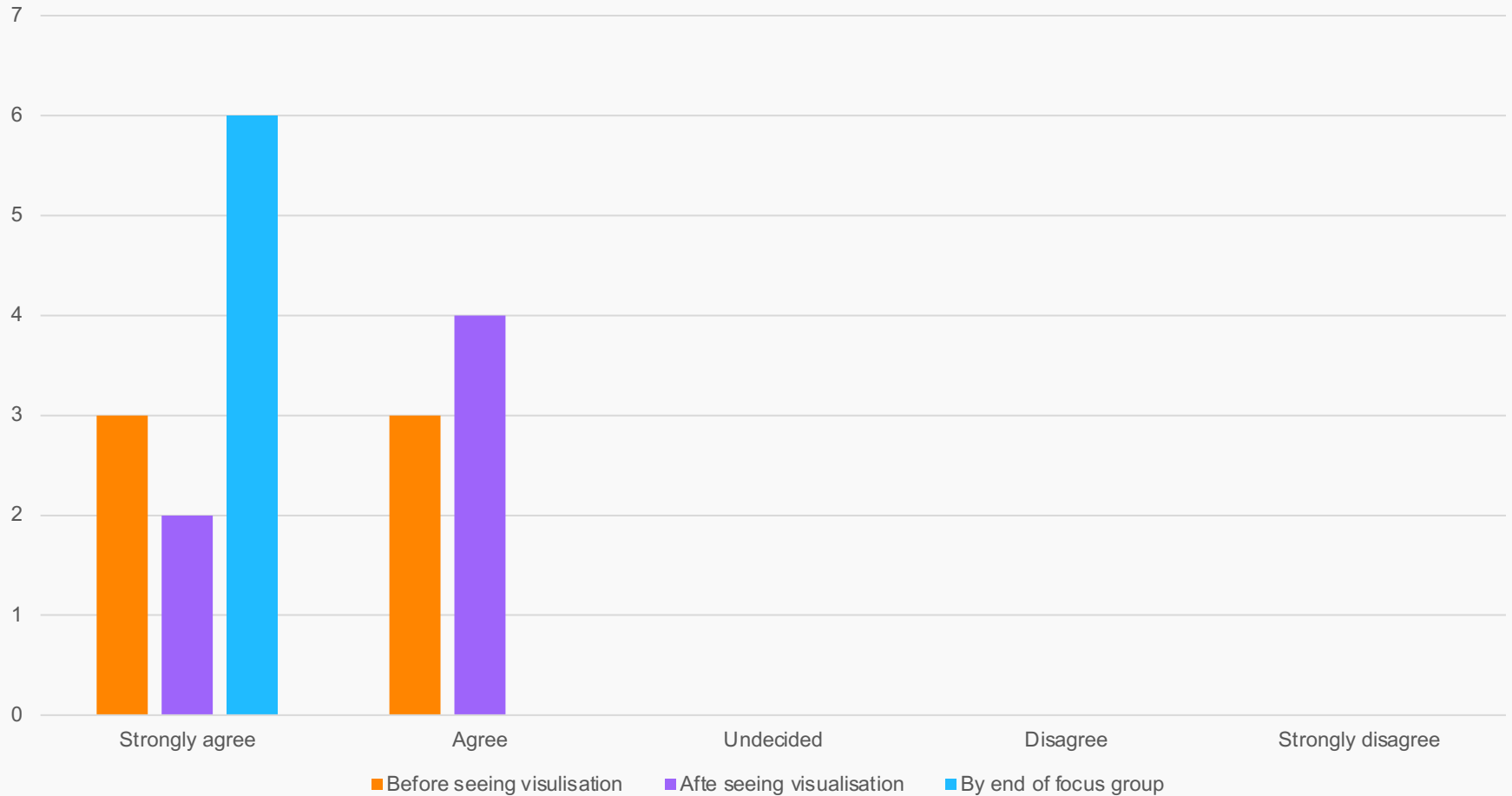
I understand what a business model is



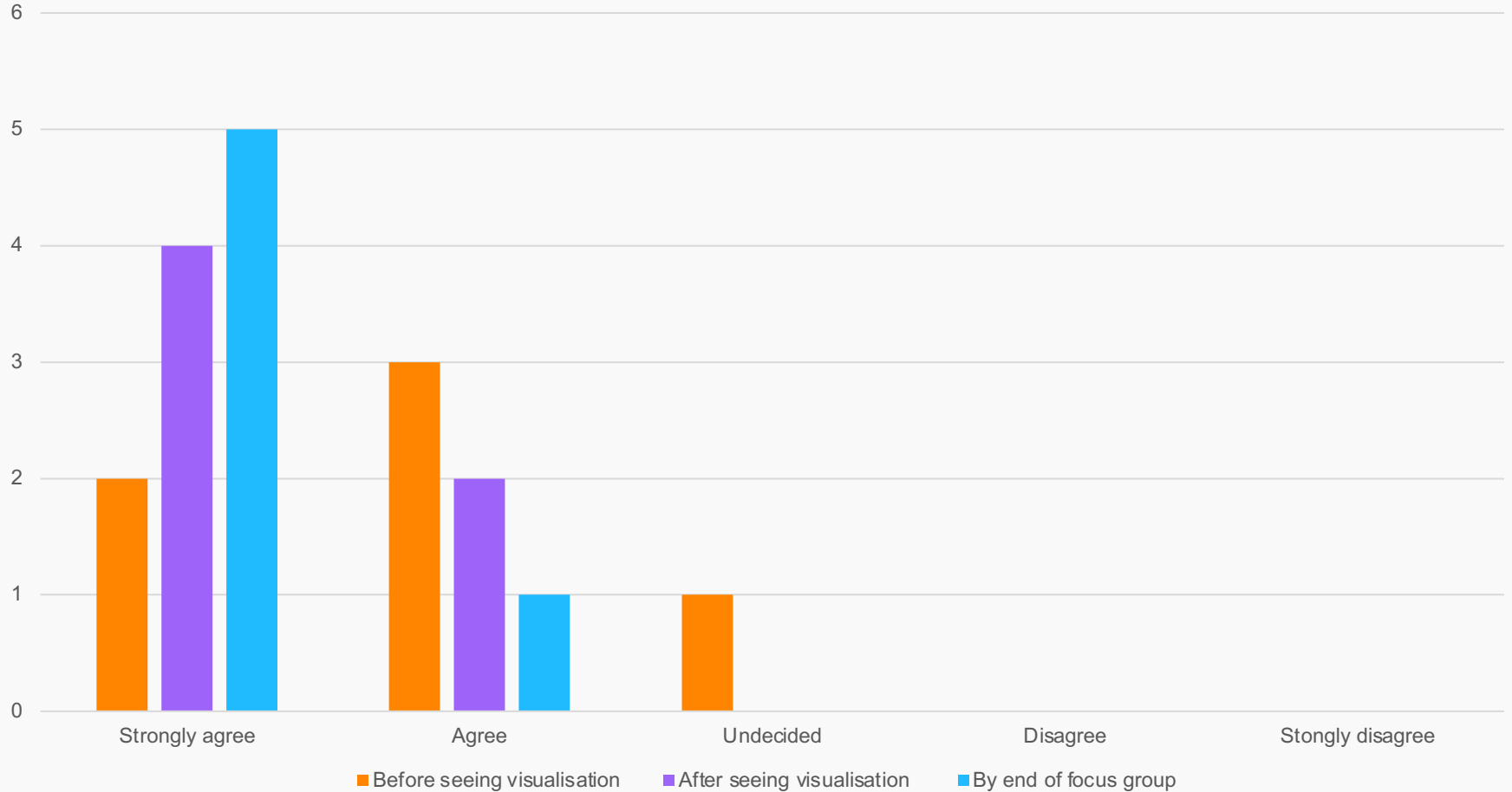
A business model shows...



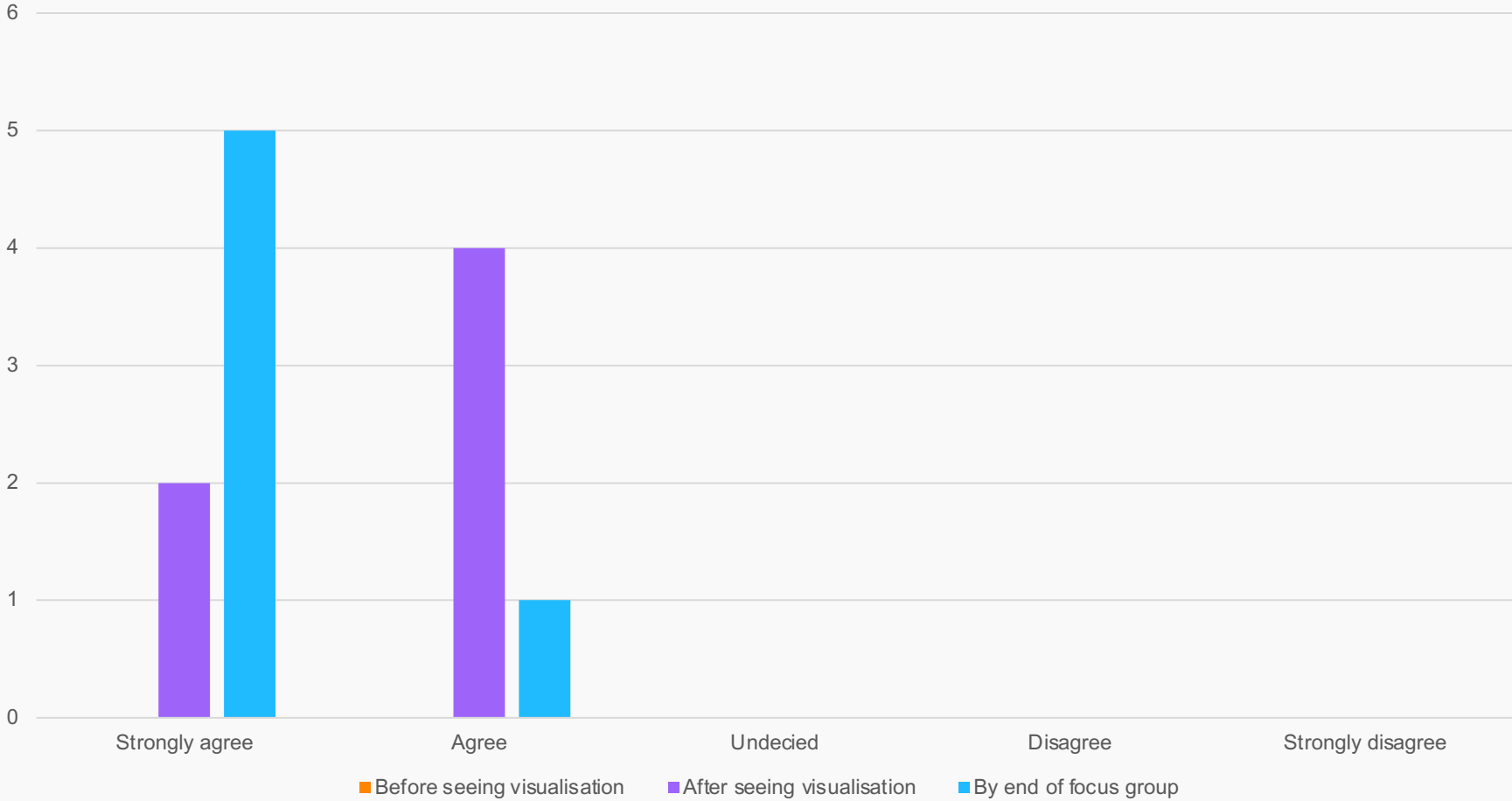
Business models are relevant to the CCIs

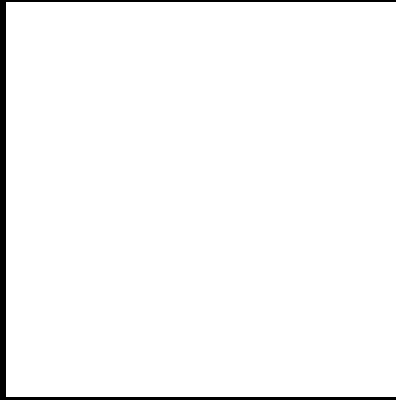


Business models are relevant to me as a creative practitioner



This visualisation has increased my understanding of business models

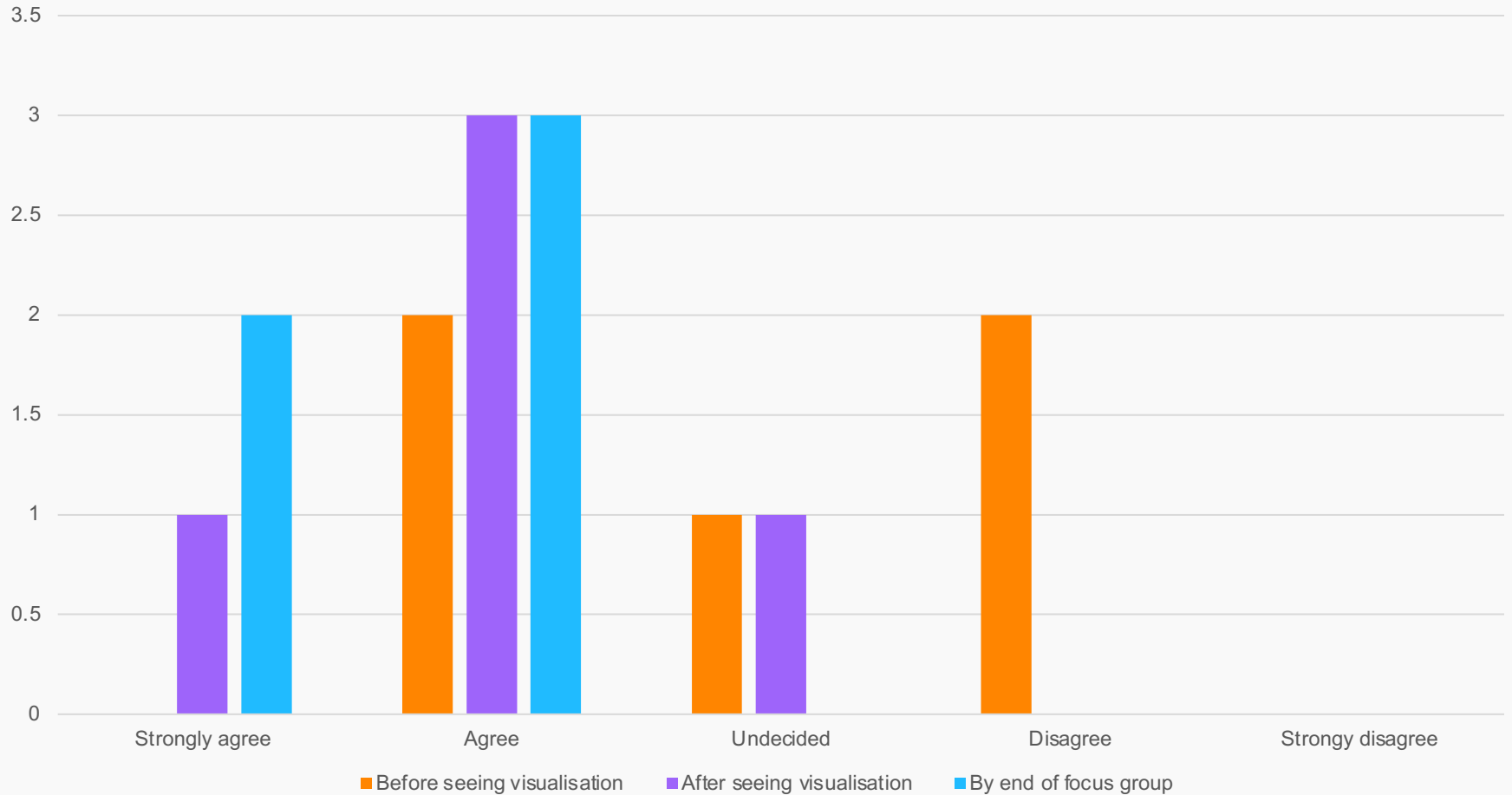




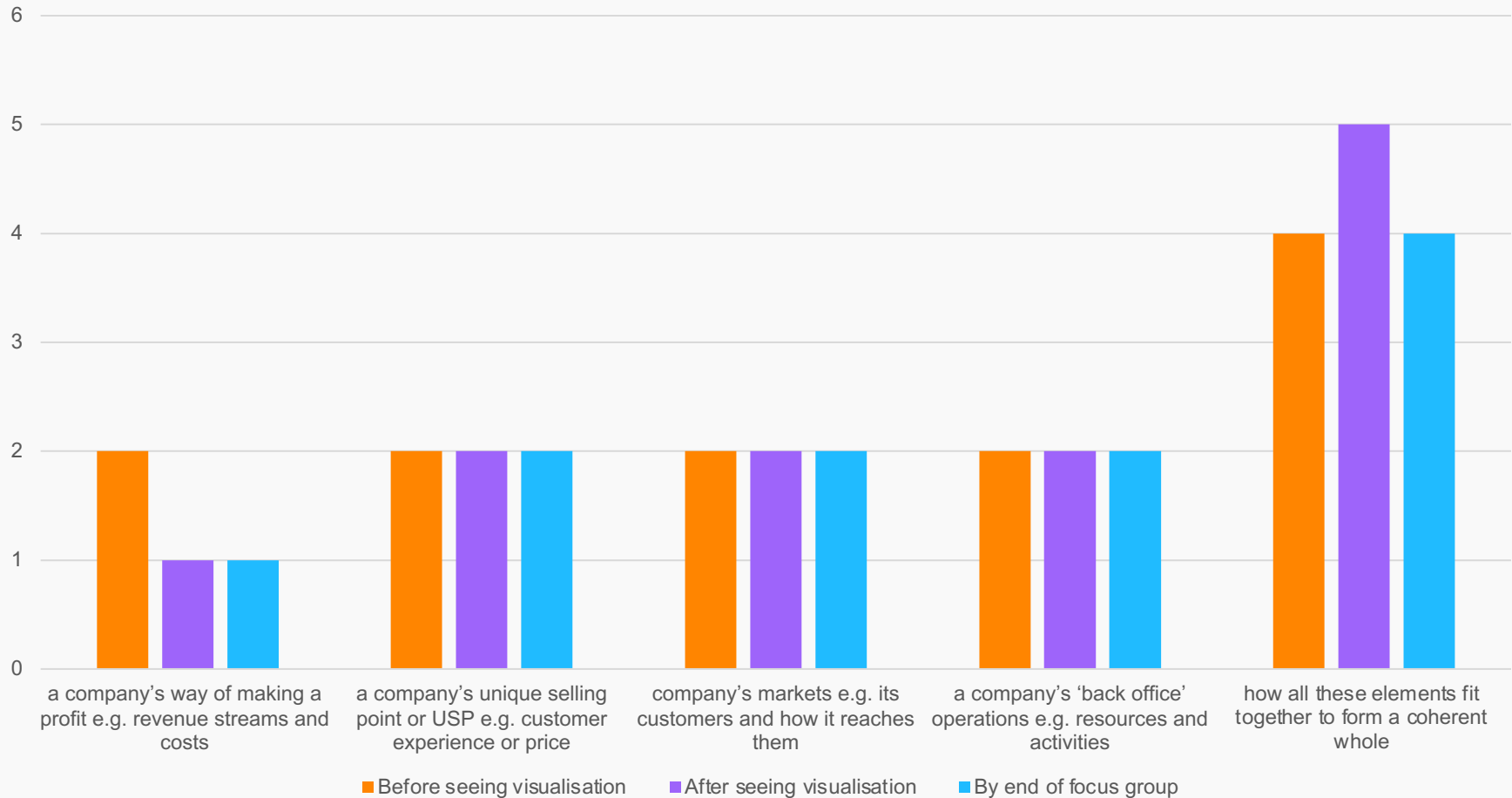
**Results: second focus group
participants**



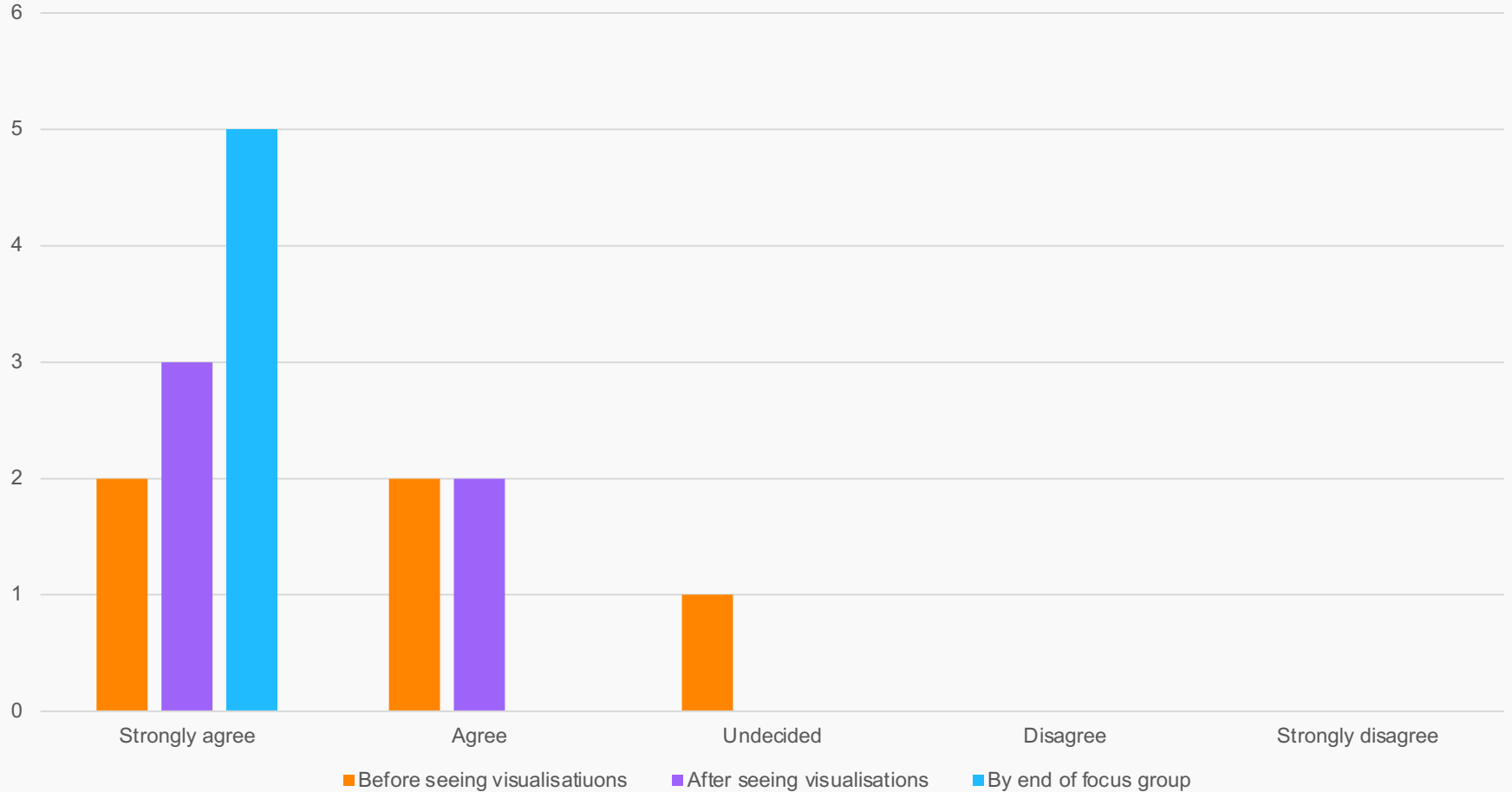
I understand what a business model is



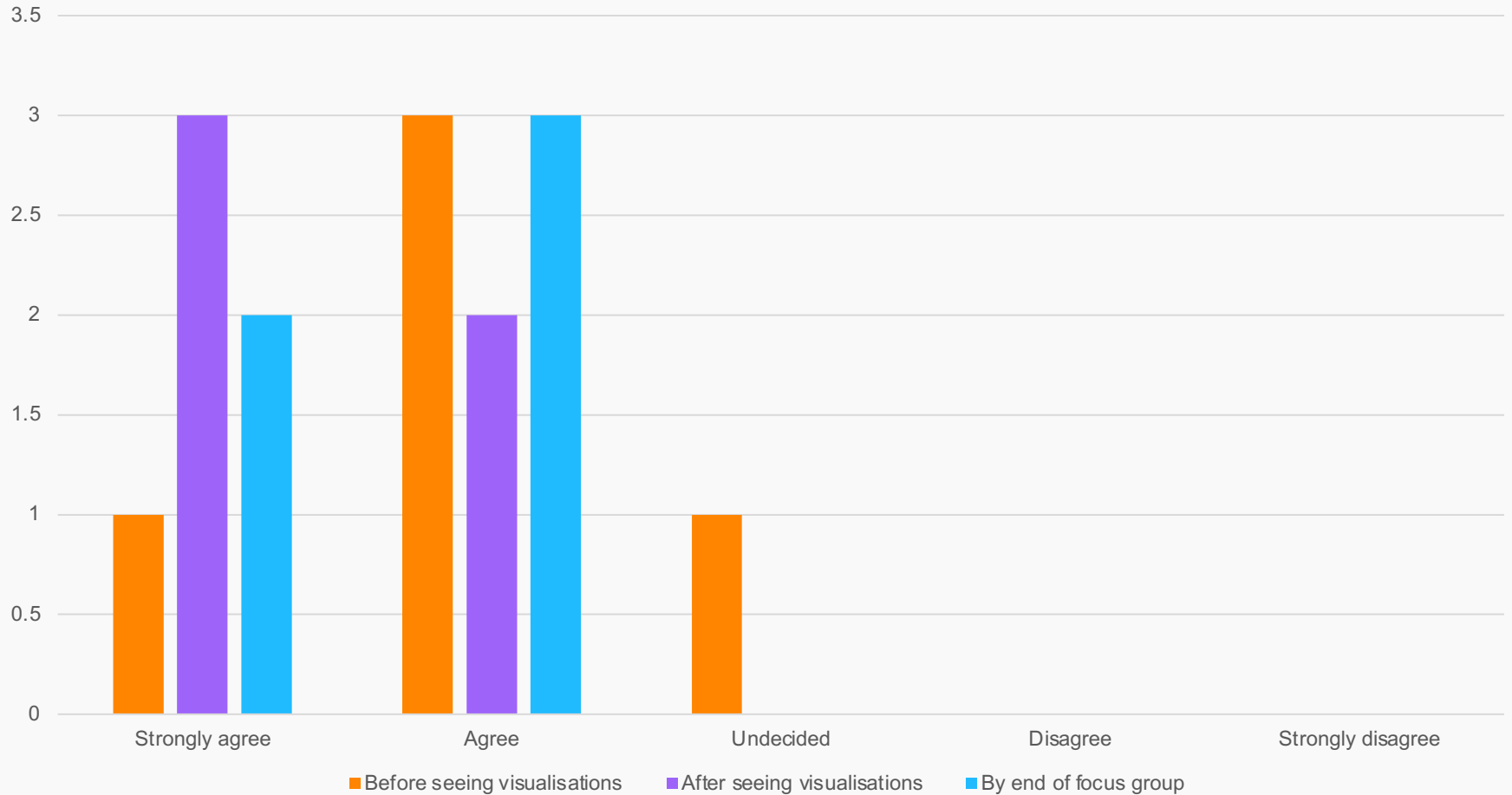
A business model shows:



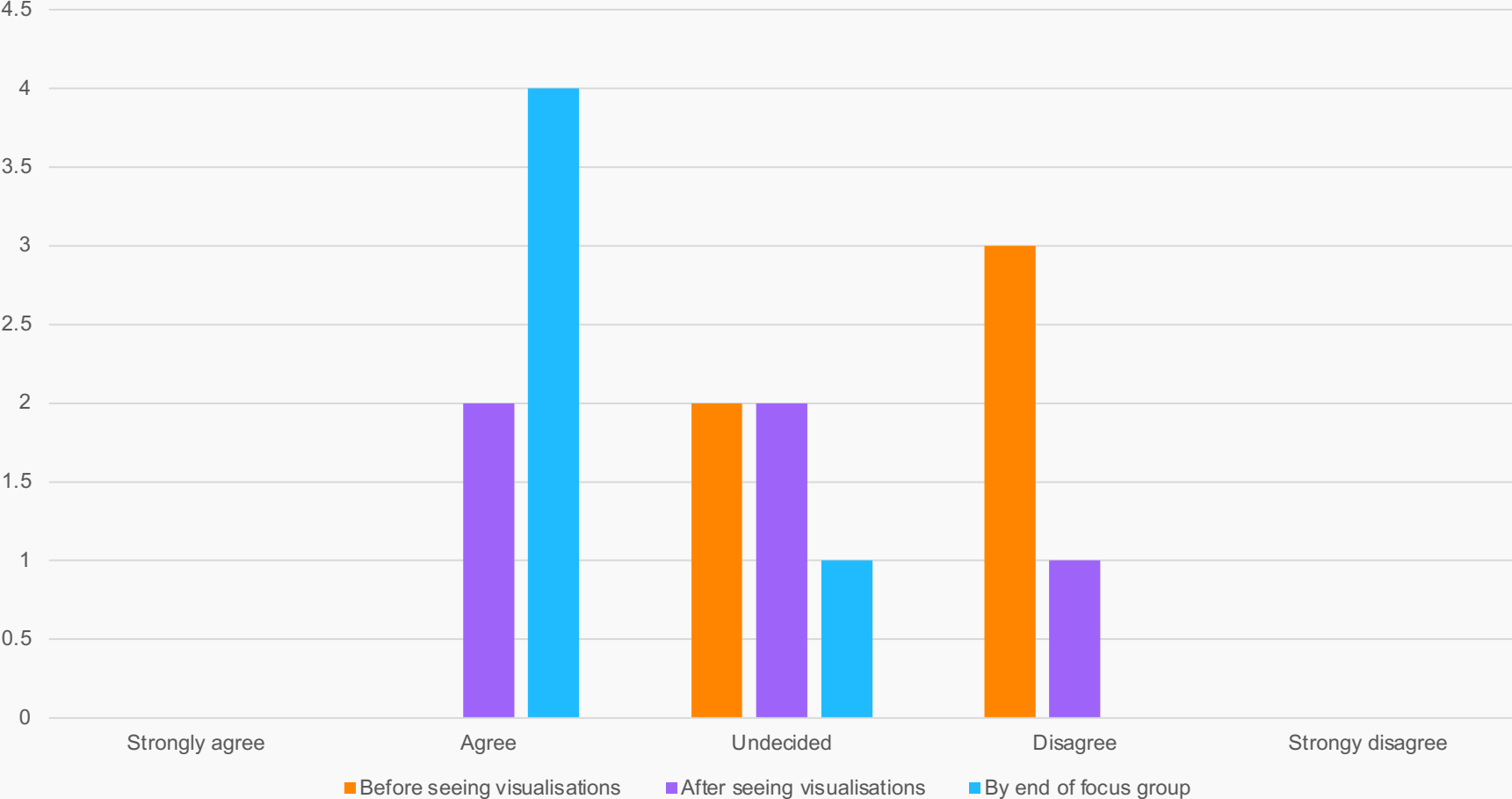
Business models are relevant to CCIs



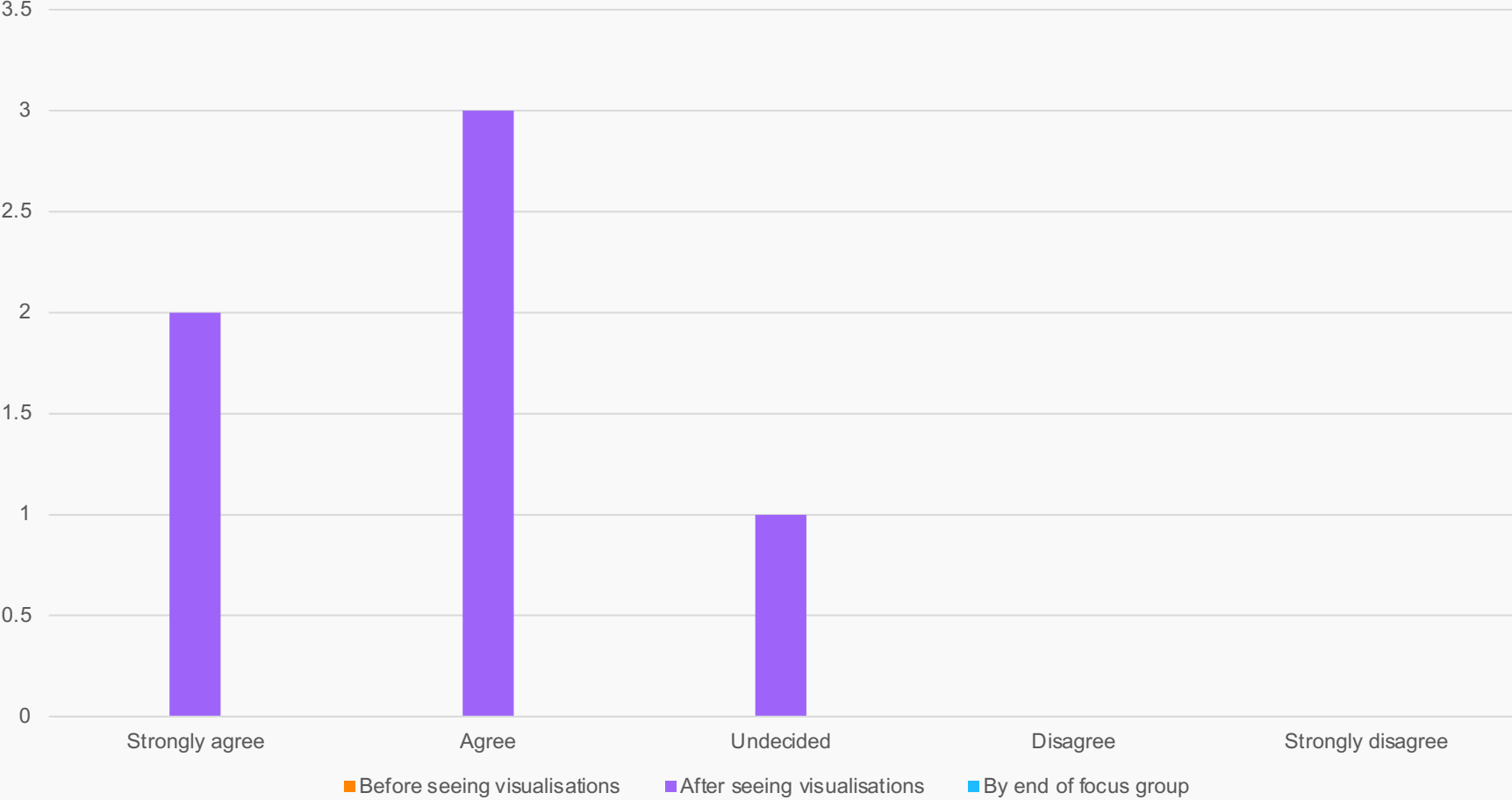
Business models are relevant to me as a creative practitioner



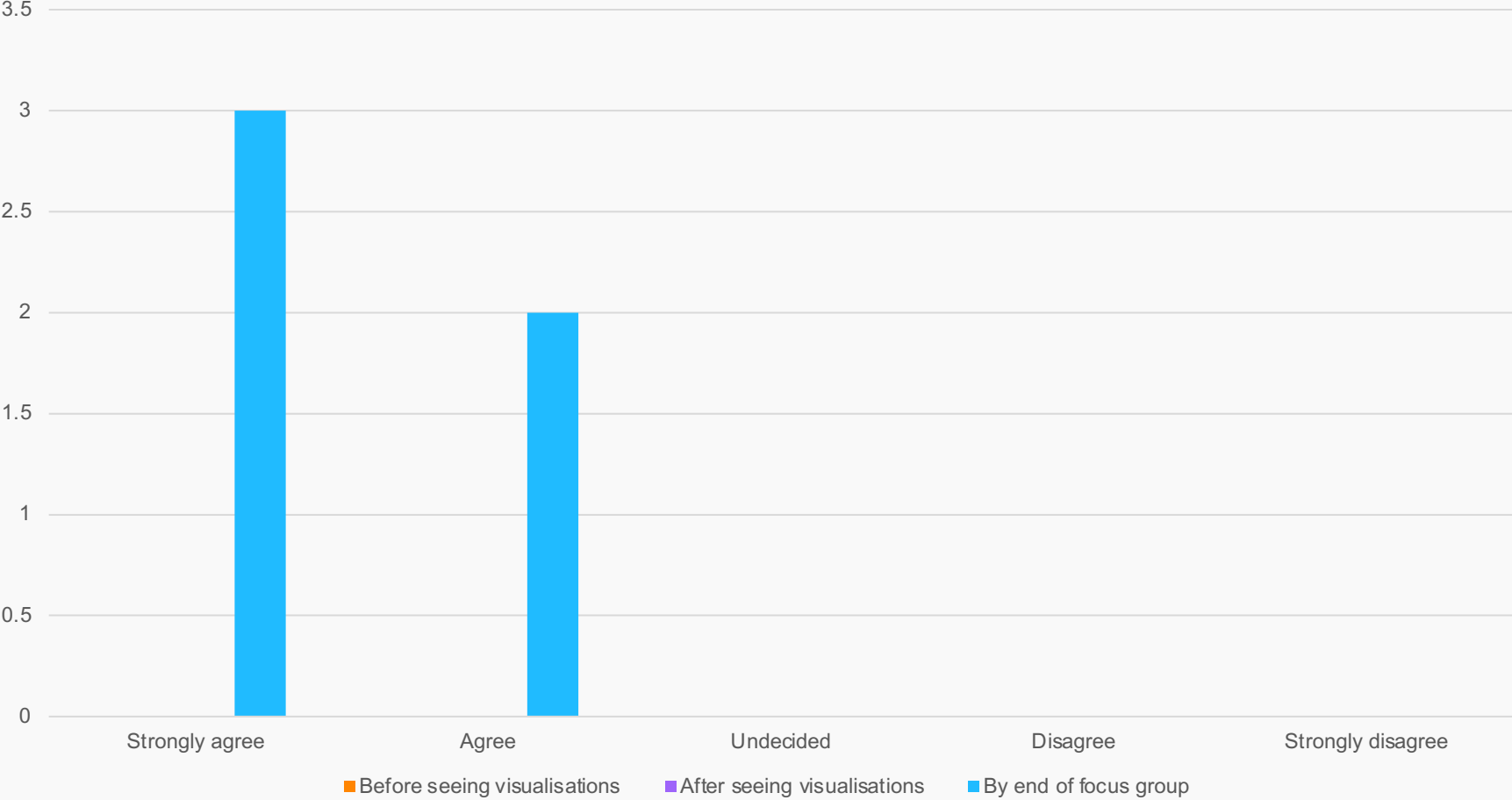
I can articulate the business model of a specific organisation within the CCIs

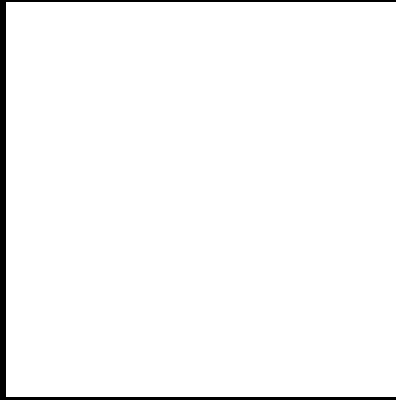


The visualisation has increased my understanding of business models



This workshop has increased my understanding of business models





Results: reflections from business model designers



Esther (design student 1)

- “When we started the project I didn’t exactly know what a business model was.”
- “All the previous business models we looked at were hard to understand and [used] complicated terminology which was difficult to understand as an art student as I have never been confronted with this type of terminology before”

Jake (design student 2)

- “Before the project, I had some basic knowledge of business models but was unsure of what they looked like and how they could be used.”
- Overall, the experience of designing something to be used as a tool for future students/businesses was rewarding and exciting, especially as it made me think more about my own experience of being a designer... [and] my own business model for future projects or my own branding.”

Helaku (design student 3)

- “The power in this project is the fact that the designers of the resource are also creatives and can empathise with the obstacles creatives face when entering the corporate world. This parallel has played a major role in informing our design decisions when creating the learning resource.”
- “After being shown the old resource used to teach business models we immediately could see that the resource was not effective in clearly assisting the learning process. The original resource was unanimously identified as too corporate for [art and design] students to relate to.”

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