

Designing the future of digital skills in Greater Lincolnshire

Greater Lincolnshire LEP
Workshop summary



Design Council's purpose is to make life better by design. We are an independent charity and the government's advisor on design. Our vision is a world where the role and value of design is recognised as a fundamental creator of value, enabling happier, healthier and safer lives for all. Through the power of design, we make better places, better products, better processes and better performance.

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Context

Greater Lincolnshire is in the process of developing their Local Industrial Strategy, setting out how, as a region, it will maximise its contribution to UK productivity, and build on its distinctive strengths to economically position the area for the future.

Emerging opportunities have been considered through a range of local lenses, such as dispersed rural and coastal geography, population characteristics, nature and scale of businesses, in order to draw out focus areas that are distinctive to Greater Lincolnshire and which make a specific contribution to the UK economy.

The development of the 'Greater Lincolnshire Triangle' illustrates the intersections between: Foundational Industries, Emerging (or potential) specialisms, and Challenges (market opportunities), and has supported the identification of several points where design could support turning the priorities into interventions. These included, but were not limited to:

1. visitor economy and culture, inclusion, service innovation and design
2. food manufacturing, automation and export
3. and a cross cutting challenge to move local thinking and priorities from the low skilled demands of today to the skills needed for the future.

This last point was selected as the focus of a one-day design-led innovation workshop delivered by Design Council to explore how design thinking can help to tackle challenges and think innovatively about the future of digital skills in the region.

Methodology

Capitalising on the expertise and knowledge of the stakeholders in the room (representing local government, technology, finance, manufacturing and agri-food, training and skills provision, education and care sectors) Design Council Design Associates facilitated a structured process to explore three pre-defined challenges connected to the future of digital skills in Lincolnshire.

1. The job market is changing fast, and our region has people with no or very low digital skills that need to be supported to develop these skills
2. Employees of our [health and care] / [agri-food] industry might be displaced with the changing work landscape due to a lack of digital skills and the sector needs to find a way to address this
3. We need to ensure that there is sufficient [pipeline of local talent] / [talent being attracted from other parts of the country] with the right digital skills that Lincolnshire needs.

Bringing a multi-disciplinary and multi-organisational participant group together and collaboratively working through these design methods has the benefit of sharing insight and understanding that participants can take back into their own discipline and instils the value of being people-centred when designing products, services and solutions.

The focus of this one-day workshop was the discovery and definition phases of the Double Diamond, the design process depicted within Design Council's Framework for Innovation (see Appendix 2) to explore and define a vision for the future of digital skills. This process takes a step back from jumping to solutions, and instead focuses on ensuring the right challenges are being explored and solved. Capitalising on the expertise and knowledge of the participants, the groups creatively developed ideas and opportunities for innovation that will make a difference.

The first half of the workshop focussed on *exploring the challenge* and used a variety of design methods and approaches such as: problem statements and stakeholder lists to understand the challenges of digital skills through the eyes and emotions of a person who may have less access to them.

Three powerful vignettes at the beginning of the workshop brought to life the perceptions and aspirations of three key stakeholders:

- Martin Collinson: Collison Associates (Agri-Food specialist)
- Gail Dunn: Abbey Access & Katie Easey: Clip Learning
- John Ambrose: Complete Careers

The second half focussed on *framing opportunities* and using the expertise in the room to creatively generate ideas for innovation. These were then prioritised, and the top theme or idea in each group developed into a vision for the future.



Emerging Themes

A. Consolidated themes across all challenges

Design Council undertook a series of activities to review and analyse the outputs following the workshop. Below are cross-cutting themes and principles that were common to all groups and challenges. In all instances the raw workshop outputs were used to ensure any identified areas of opportunity are true to and fully supported by the work and ideas generated.

- | | |
|---|---|
| <ul style="list-style-type: none">- Fear – how might we be highly empathetic to overcome this- Focus on B-B-C- Opportunities for an ageing population – the longevity economy- Cross sector skills – how might we help people and employers make connections between skills and opportunities- Make sure the basics work – network, infrastructure- Not just an economic issue, it's a social issue as well- Collaboration and cross sector working: education, business, community, LA, LEP | <ul style="list-style-type: none">- Scope and vision – aspiration and role models- MVP of foundational digital skills (like reading)- See opportunity for progression and pathway over 'a career'- Attractiveness of Lincolnshire (sell benefits along with financials and regulation incentives to encourage investment/relocation)- The need for user research to understand the user point of view- Resilience/future proofing – educate leaders who don't know how the future looks. |
|---|---|

B. Emerging themes by challenge

The following is an analysis and summary of the key points made by each group, consolidated around the particular challenge area they were addressing¹.

Challenge One: The job market is changing fast, and our region has people with no or very low digital skills that need to be supported to develop these skills

Why this is an issue	How might it be addressed
<ul style="list-style-type: none">- Stop increasing gap between haves and have nots – inclusivity- Be clear on our regional competitive advantage (and weaknesses)- Make attractive to companies to <u>come</u> and <u>stay</u>- Challenge assumption everyone can all use I.T.- Vital irrespective of job market changes – it's a 'wider societal issue'- Digital skills need to be a foundational skill- Keeping people in work / mismatch to job vacancies- Confidence- Poor education – unclear policy – not prioritised- Skills migration: Brain Drain. Higher percentage of people - lack of digital skills- Broadband and mobile. Infrastructure: connectivity, networks, effectiveness- Limited computer access – cost- Pace of change... difficult to keep pace = skills- Fear of equipment, privacy, exposure- Education system analogue and lack of change- Difficult to anticipate what digital skills will be needed: job/ market requests, digital skills are broad.	<ul style="list-style-type: none">- Public Sector trained – up and well-resourced e.g. job centre- Education and training at all levels- Talk about the benefits, not just technology- Learning by doing: analogue and digital skills- Improved connectivity and access (get basics right)- Reduce fear through practical advice- Digital Mentors- Best-in-class digital showcase- Inspire all, not just young people- Consider different format by age- Raise awareness of what basic digital skills are- Envision and talk about jobs of the future- Enable/ upskill/ resource teachers properly- Shared definition of digital skills for both provider/ trainer and citizens- Issue everyone with a device.

¹ The detail of each prioritised idea can be found in Appendix 1. The following are consolidated summaries of the key ideas coming from each group.

Prioritised ideas

Revisit/optional

- Engaging nationally (learning from others)
- (Financial) incentives for employees and businesses to relocate to Lincolnshire.

Strategic

- Inspiring engagement with digital earning and careers through face to face interactions
- Providing equipment to individuals to enable learning
- Providing the best infrastructure
- Creating fantasy learning
- Creating innovative learning spaces with different teaching methods that are accessible and low cost.

Quick wins

- Partner with new organisations to generate additional funding and opportunities
- Transferring knowledge between industry and education and centres of Excellence
- Generate digital curriculum and extra-curricular learning
- Identifying financial incentives
- Utilising/ expanding upon exciting platforms through digital channels and gaming.

High ROI

- Find new ways of bringing learning to people: take it to them and Inter-generational
- Publicise and promote digital: storytelling about people and digital and Lincolnshire as a place/ heroes
- Sharing knowledge and experience: expert speakers and mentors
- Create amazing accessible learning courses that are flexible and interactive
- Understanding the problem/the need: research: desk and design research.

Challenge two: Employees of our [health and care] / [agri-food] industry might be displaced with the changing work landscape due to a lack of digital skills and the sector needs to find a way to address this

Why this is an issue

Health and Care

- Perception of sector
- Low wages for menial work
- Demand outstrips supply
- Risk: digitised experience that lacks human interaction
- Much bigger challenge in H&C than digital skills: funding, demographic change
- Ageing population: both in workforce and in patients
- Lack of progression.

Agri-Food

- Sector is changing and needs different skills... to respond to automation
- No one job is for life. Nature of work is changing – lack of progression
- Hope – lack of progression
- Global economy: competitiveness, migration
- Flow on social impact on the Lincolnshire population
- National cost base is growing (living wage)
- Demographics are changing- we are getting older
- Increased unemployment and its social impact.

How might it be addressed

Health and care

- Make sure the basics work
- Shift perception of the value of care... cultural change
- Transport, infrastructure improvements to make care happen more easily
- Transport services need to align with the needs of the population
- Create digital support networks
- Research
- Develop digital skills while doing something else (creating time)
- Protect time to upskill those who need it.

Agri- Food

- Research why people can't access tech
- Training, upskilling apprenticeships
- Raise aspirations in key stage one
- Be mindful of sensitivities and fear and training empathetically
- Demonstrating in context for inspiration and information
- Change the perception of the industry. Rebrand etc
- Make sure salaries and packages are competitive
- Perception global supply chain.

Prioritised ideas

Revisit/optional

Health and Care

- Changing perceptions: campaigning to change perceptions
- Collective responsibility: inspired by best practice

Agri Food

- Create finance options for individuals to learn agri-food digital skills
- Engage wider community in agri-food: raise wider awareness of agri-food sector and make it accessible.

Quick wins

Health and Care

- Innovation in the sector: providing sector appropriate training in different ways (method, channel, topic) with digital focus where appropriate
- Understanding the current state (place-based opportunity and work, cond. mapping)

Agri Food

- Use interactive games to make agri-food fun: develop digital adoption case studies, business case best practice. Collaborations e.g. with underwriters in agri-tech.

Strategic

Health and Care

- Prioritise investment in infrastructure
- Attract and incentivise workforce
- Promote and attract potential employees

Agri Food

- Create innovative finance options for digital skills for business
- Create finance options for individuals to learn agri-food digital skills
- Promote digital careers in agri-food: glamorise and promote industry to attract team talent.

High ROI

Health and Care

- Careers education and advice: path, future opportunities, bring a career to life; sharing experience: cross sector to raise profile of health and care

Agri Food

- Support digital careers in agri-food: Business provide mechanism for learning.

Challenge Three: We need to ensure that there is sufficient [pipeline of local talent] / [talent being attracted from other parts of the country] with the right digital skills that Lincolnshire needs

Why this is an issue

Local talent

- To even out regional economic disparity between the east and west
- Future proofing local businesses
- Demographic change and ageing workforce. Treat as opportunity
- Social integration and mobility
- Helps businesses to compete better on national and global stage
- Progression and pathways. To retain skill v job
- Digital skills will help us be more innovative
- Productivity. How might digital skills make the region more productive?

Attract other talent

- Find competitive edge and get on people's radar
- Small business needs to grow but needs access to the right talent
- Demographic change- gaps in job market
- What makes us competitive & attractive – leading to inward investment- attracts talent – supply chain
- Ship is sailing and we want to be on it
- What's the quick win? 'pop up academy'
- Why are people leaving? Brain Drain

How might it be addressed

Local talent

- Research to define 'local' and 'needs' and then targeted interventions
- Proactive interventions on a county/ regional level
- Unpack a longer-term view of pipeline and where it comes from
- Stronger together - capitalise on stronger areas to support weaker areas
- Building entrepreneurial activity to build business and cultivate local talent
- Changing nature of work for employers ...'do people need to be in Lincolnshire... or in the office'.

Attract other talent

- Recruitment techniques for filling vacancies
- Financial incentives to attract talent
- Tech awards/ celebration
- Create hubs and zones for digital
- Ambassadors and role models
- Reinvent perception of attractiveness of Lincolnshire
- Promotion of Lincolnshire as a place

Prioritised Ideas

Revisit/optional

Local talent

- Creating Lincolnshire as international centre of excellence
- Raise awareness of the successes of increased use of digital

Attract other talent

- Attract other people of businesses to Lincolnshire via famous people or influencers
- Create/ promote Lincolnshire through events. National interest
- Execute a Lincolnshire lifestyle campaign.

Quick wins

Local talent

- Ensure communication channels are two way and effective between employers and employee

Attract other talent

- Telling Lincolnshire tech story.

Strategic

Local talent

- Influencers and advocates to effect change
- To improve infrastructure. To facilitate better connectivity: physical and digital infrastructure, improvement, access (cost) and opportunity
- Encouraging shared ownership and language between all relevant stakeholders: All stakeholders aligned and working towards a shared goal

Attract other talent

- Work together
- Lobbying for ambition and resource: Get to MPs to make the case for Lincs
- Develop a tech environment
- Developing a Lincolnshire brand that people are proud of with business who want to relocate. Flagship businesses.

High ROI

Local talent

- Promoting and ensuring social value: social is just as important as economic: Make Lincolnshire a place where people want to live and work and understand citizens' aspirations
- Understanding your target audience to properly understand the needs to be clear about what you want to achieve

Attract other talent

- Shout loud about Lincolnshire.

Identifying opportunities for innovation: action planning

To progress the discussion from emerging themes to ideas that can be progressed, Design Council held an action planning session with Clare Hughes and James Baty from Greater Lincolnshire LEP. This session focussed on the opportunities identified in the High ROI quadrants of the benefits matrices developed in the workshops. A number of options for prototyping and testing have also been included.

Research methods that may be drawn from include:

Be the User Go on service safaris and walk-a-mile immersions to experience products and services as others do	Journey Mapping Mapping and visualising a person's journey and experience over time, through different 'touch-points'	Observation Be a fly-on-the-wall to watch what people do and how people behave
Journaling Brief users to keep written and/or photographic records of their experiences, over time	Interviewing (in and out of context) Gathering information through a face-to-face conversation in and/or out of a person's own environment	Alternative Worlds Looking for inspiration from organisations, products and services where similar problems may already have been solved

Challenge One: The job market is changing fast, and our region has people with no or very low digital skills that need to be supported to develop these skills		
Opportunity	Options for further design research	Prototyping options
Find new ways of bringing learning to people: Take it to them and inter-generational	Journey mapping: to see 'customer journey' Alternative worlds: look at other services that take services to people e.g. Amazon, Deliveroo Observation: spend time in locations that the people you want to reach are Journaling: see what different interfaces have with services	Prototype Education delivery service Digital skills night
Publicise and promote digital: Storytelling about people and digital and Lincs as a place/ heroes	Interview: a leader of another location who has experienced a turnaround in comms Alternative worlds: how do others sell the need (to have a digital skill) e.g. Barclays digital eagles Interview in context: someone who has developed their digital skills. What inspired them? Who are they inspired by? Journey map: the experience of someone who has developed digital skills Interviewing: in and out, understanding local head of business/digital Interviews: story from Lincolnshire of good B2B uptake. What are the barriers that are broken down?	A success storybook
Sharing knowledge and experience: Expert speakers and mentors	Be the user: what would I want from experts Interview: HR managers – where do they get training from? Interview: Who do people with low digital skills want to hear from and where do they want to hear from them Journaling: Build simple case of digital interaction in daily context	Role play: selling a guest speaker slot
Create amazing accessible learning courses that are flexible and Interactive	Alternative worlds: Get inspiration from other companies providing flexible and interactive learning experiences i.e.: peloton. Alternative worlds: look at component learning e.g. Duolingo Interviewing: what do people want in order to support the design of a course Alternative worlds: how does coding and programming work as a learning tool in children's toys Journaling: school teacher interacting with basic coding with children Be the user: understand what is accessible	Blueprint a training course and test and iterate

Challenge Two: Employees of our [health and care] / [agri-food] industry might be displaced with the changing work landscape due to a lack of digital skills and the sector needs to find a way to address this		
Opportunity	Options for further design research	Prototyping options
Sharing experience: Cross sector to raise profile of health and care	Alternative worlds: Babylon GP Alternative worlds: Formula 1 Alternative worlds: healthcare leaders to learn from Interview: health and care leaders - what are the key digital skills that they think they will need Interview: thought leaders on what they think the key future skills/jobs will be Interview: new medical schools about careers Be the user: where do I go now to get help (for training) Interview: bank manager – how would they respond to a loan application to fund training Alternative worlds: look at partnerships that drive social change (Barcelona and UNICEF) Journey mapping: funding available for training and how you access it Interview: head of CSR at Dyson Interview: local college, what could they do to help Journaling: Ask health and care worker to describe the tasks they do in a day	Service blueprint of a future speculative career path Role playing: requesting social investor to participate (Dyson)
Support digital careers in agri-food: Business provide mech for learning. Training lifelong	Alternative worlds: making the case to business leaders Journaling: Ask agri-food worker to describe the tasks they do in a day Interview: CIPD best practice secondment examples Interview: agri-food leaders, if they were to do this, what incentives would they need Interview: some MDs in food sector about secondments Interviews: potential users, where could they go to learn Alternative worlds: in what other industries does life-long learning really work Alternative worlds: where has it gone wrong (displacement of locks and miners) Alternative worlds: Amble Design Council case study	Mock up secondment exchange site: opportunities and resources

Challenge Three: We need to ensure that there is sufficient [pipeline of local talent] / [talent being attracted from other parts of the country] with the right digital skills that Lincolnshire needs		
Opportunity	Options for further design research	Prototyping options
Shout loud about Lincolnshire	Interview: other people outside Lincolnshire Interview: people in Lincs, what are they hearing/not hearing about Lincolnshire Alternative worlds: Places and counties that do this well Journaling: people who have great digital skills in Lincoln (capture the benefits to their day to day life) Interview: Foreign undergrads about their experiences Journey map: Lincolnshire campaign, I saw it but what's next? Journey map: the experience of moving to Lincolnshire to show the ease of it Interview: two stalwarts in and out of Lincolnshire	Role play
Promoting and ensuring social value: social is just as important as economic: make Lincolnshire a place where people want to live and work and understand citizens' aspirations	Journaling: what are the people with no digital skills missing out on now Journaling: What's good/works well around here Interview extreme users: what do they want/aspire to? Interview: LAD leaders – what would they/the citizens like to do Be the user: Get around Lincoln without the tech Alternative worlds: Unintended consequences...immigration Be the user: who doesn't know what they don't know.	Storyboard: local talent x Lincolnshire aspirational nirvana

Cross-cutting themes related to all challenges		
Opportunity	Options for further design research	Prototyping options
Fear	<p>Interview: head teachers about training and fear and older head teachers who know less about tech</p> <p>Journaling: understand the interaction and what is the fear of</p> <p>Interview: different age groups about fears</p> <p>Alternative worlds: look at opportunity – confidence</p> <p>Journey mapping: a person who is an extreme digital user</p> <p>Interview: a fruit picker – how /where do they find a job if they have no digital access</p>	Storyboard/blueprint a turnaround story
Understanding your target audience properly to understand the needs to be clear about what you want to achieve	<p>Understanding the problem through secondary desk research and design research</p> <p>What needs to happen to find these people – triangulation of existing Lincolnshire data</p> <p>Who where and how can you get to them</p>	
Define digital skills	<p>Expert interviews with local and national bodies</p> <p>How do you take national and bring it to life for Lincoln?</p>	<p>What are the digital skills in Lincoln?</p> <p>Gamify the discussions. Get business leaders to put them in order of importance</p> <p>Test and prototype with leaders</p>

Appendix One: Emerging themes and ideas for innovation

Group One

Finding new ways to bring learning to people	Children to teach older people; open facilities they have for the community in evening; take it to the pub; market town “digital learning” labs; bring homework for parents; video games, sponsor a bus tech
Publicise and promote digital	Raise aspirations (celebrate and raise awareness of success to drive further); provide forum to give children a voice; write stories; stories of tech entrepreneurs like heroes; appeal to decision makers and employers – what she could do if connected
Inspiring engagement with digital earning and careers	Open days with students; better career opportunities; pathways; add digital industry linked activity to learning; engage in offering transfer jobs; talk at schools; mentor for children in rural primary
Providing equipment to individuals to enable learning	Digital education methods; co-design innovation; tech bus; offer loan equipment; know what skills are essential now and have value in the future; digital ‘box’ for all school starters; IT infrastructure to a high standard; digital education methods
Engaging nationally (learning from others)	National/ international networks; relocation packages for teachers; look beyond Lincolnshire- bring back learning; intrinsic value and access to that; bring a large company to the country
Partner with new organisations to generate additional funding an opportunity	Bank or corporate sponsored learning; sponsor IT equipment; better funding for schools (equipment); fund local organisations; tax credits for digital education; fund improve connectivity countryside
Transferring knowledge between industry and education	Industry insight and input on curriculum learning; teacher industry placement; make sure there are digital opportunities teachers understand; school/ university student engagement; visit tech employers and see industry in action; teach new teacher trainees (PGCE); create Lincs digital council with tech CEO; go on industry visits UK and beyond; collaborate with other businesses to help generate centre of excellence; encourage digital business to work with non-digital businesses
Generate a digital curriculum	Engage in curriculum development; standardise teaching methods and curriculum; organise/ run extra-curricular activities; champion and embed as lay learning

Group Two

Create amazing accessible learning courses	Idiot proof courses; interactive online education 'easy to use games'; in work place training online courses; flexible learning; seasonal bite-sized; support in the apprenticeship programme
Utilising/ expanding upon exciting learning platforms	Make it fun; develop a digital strategy; YouTube; smart phones; CBBC Progs; Xbox, PS, Snap Chat; social media campaign; gamification
Creating innovative learning spaces	Young people as digital mentors; internet cafes with digital friendly staff; surf 'n' pint; mobile centres; make it cheap- so they can access without parental expense; make it fun; offer free space- who uses computers after office hours; offer free space for events; business clubs; hologram teacher; access for all centre with support
Identifying financial incentives	Money; link to benefits (i.e. sell on eBay = £); show employers benefits; do incentives with local business; case studies of success; rewards; link benefits to people
Providing the best infrastructure	Accessible learning- through connectivity and resource; new forms of access to devices (ECG Signals, roller mice, new types of keypad); Better 4G, internet in rural areas; improve resource availability and connectivity
Creating fantasy learning	Digitise my town; VR Body Suit; digital amateur points league; make it fun; Minecraft church; digital factory; digital cat/dog holograms; virtual invention gaming worlds
Sharing knowledge and experience	Visit workplaces; employers go and talk at school; work experience; local employer led workshops; offer mentors/ guest speakers to highlight skills gap; offer digital experts to deliver workshops for non-employees
Sharing knowledge and experience	Skills matrix, map skills in local area –for mentoring and support; ask them- and keep asking; identification of skills shortages- now and potential; determine level, interest and destination focus; support them to self-assess organisational digital model/ framework; identify skills gap; survey; shop workshops and bitesize groups to get info

Group Three

Prioritise investment in infrastructure	Better transport links (public transport); better connectivity; place-based opportunity mapping; working conditions mapping
Innovation in the sector	Promote future changes- automation; knowledge of new tech and local companies; create innovative ways of providing care; student-based projects focussing on care challenges; link care locations digitally – community of knowledge; link NHS digital innovations to care industries
Providing sector appropriate training	Employer informed curriculum; improve care-based courses; providing digital skills to staff through employers; more short upskill courses; cluster based educational opportunities, care specific digital skills training courses; values-based education- value family
Attract and incentivise workforce	Vehicle hire; entry bursary money; free laptop/ tablet/ phones; free 4G WIFI for care workers; flexible working hours; free driving lessons, cheap insurance; wellbeing focus; vocational and time-based provision fitting working patterns
Promote and attract potential employers	Seen as good career; promote care as profession; career prospects and increase pay, not just entry; collaborative campaign to fit PSHE (careers/ SMSC agenda); promote care as options for early retirees; target gaps- returning parents to workforce, long term sick, sector leavers
Careers education and advice	More work experience; promote progression routes in care careers; careers advice; local career path opportunities; careers education focused on challenging 'myths'; talk up a career in care; care careers day- talks, speakers, day in a life
Collective responsibility	Befriending and volunteering; learn from other countries re. valuing our elderly (not sure how)
Sharing experience	Ambassadors visit schools and colleges; use care champions/ ambassadors; collaborative events- school career events to access parents/families; interaction with social groups (i.e. WI Scouts); school roadshows- link businesses/ providers ???- talent pipeline, schools visiting care homes
Changing perceptions	Positive promotion of the industry; value care sector; hearts and minds campaign; value led employee media programme; good news campaigns; social media- posts, short videos; ad campaign; national care day

Group Four

Create innovative finance options for digital skills for business	Incentives for innovation technologies; rewards; offer wider benefits; feature on advertising; financial advice for new starters; can design and promote industry- disrupting tech and processes; use advertising budget/ facilities to promote loans/ advice and hence sector
Use interactive games to make Agri-food fun	Make it a game; virtual farming in a fantasy world; long-term contest prizes; toys/ entertainment that promote agri- BBC Farm Tech; educate adults on how digital can be used; make a drone film of farm visit; make it interactive; tech challenge like Ed Tech Farm Tech; school 'AG' project to visualize company tech
Create finance options for individuals to learn Agri-food digital skills	Sponsor a student; look at employee benefit package; incentivise lifelong learning; career development loans
Develop digital adoption of case studies	Educate underwriting team in AgriTech; become to discriminate useful tech i.e. train underwriters and advisors; business case writing help; bank business team- best case example; teach and show examples of business plans, utilising digital skills; case study promotion of AgriTech adoption; has 'insider knowledge' which companies can use; change perception (parents); UK bank key tech teams – share knowledge
Publicise and promote digital careers in Agri-food	Glamorise' the industry (big name involved); highlight range of interesting careers; case studies to embrace learning; can use personal profile (celebrity) to raise profile of Agri-food; sell career in Agri-food/bio-economy banking
Support digital careers in Agri-food	Work and learn and keep doing it; offer support for community learning; support career breaks secondments; exchange staff with Dyson business; allow employees time out to upskill; may see this as a life changing opportunity and promote
Engage wider community in Agri-food	Open up the factory; regional bankers planting seeds; company to adopt a school kid; farmer food factory; bank on the farm

Group Five

Creating Lincolnshire as international centre of excellence	Lincolnshire international expo
Encouraging shared ownership and language between all relevant stakeholders	Shared ownership; employer expectation; ensure key stakeholders are connected to the district; connect with all stakeholders; Education- students/ teachers/ communities need to understand their role; support education sector to understand; champion the use of; agreed 'language' that is accessible; transition programmes (engage); schools/ teachers need to understand
To be clear about what you want to achieve	Contribute to local strategy (industrial); define need and support for strategy; implement local industrial strategy (inc digital skills); connect to national strategy; understand the potential impact
Promoting and ensuring social value	Economic and social value contract; cultural and social capital; citizen aspirations for Lincolnshire
Raise awareness of and the successes of increase use of digital skills	Social media awareness; market out selves; celebrate our successes; campaign to realise awareness of benefits (link to emp and skills board); student facing campaign to challenge perceptions- differentiated by level; TV campaign; future proofing campaign to challenge thinking
Understanding your target audience to properly understand the needs	Focus on professions, not just industry; know what Lincs offers and possibilities/audit of locality; know drivers
To improve infrastructure to facilitate better connectivity	Raise concerns- change policy funding; infrastructure investment; secure funding; better funding for schools; free broadband for all; promote working remotely; better roads; better broadband connectivity; 5G; mandate high speed broadband 100%
Ensure communication channels are two way and effective	Communicate aims and successes; share concerns/ barriers/ obstacles; employee forum; baseline study of industrial 'definitions'; give them a voice

Group Six

Execute a Lincolnshire lifestyle campaign	Digital national marketing; vlog about working in Lincolnshire; Boris documentary about life in Lincs; understand what rest of country expects re. quality of life; sue Lincs in branding and adverts; commission a programme; Top Gear; national TV campaign; national brand partnerships; Lincolnshire on tour; Lincolnshire 'goggles' advertising; billboards; get funding for TV; sign some influencers up; TV appearances mentioning Lincolnshire; The Archers Lincolnshire
Incentivise tech businesses	Incentives for using new technologies; digital rewards scheme like VW; free business rates; free broadband- new business; give away a digital ???; ING Bikes/ digi bikes/ Boris bikes; offer regional grant for rural digi tech; sponsor a graduate; sharing knowledge on best practices
Developing a Lincolnshire brand that people we are proud of	Agree key points to sell; billboards; develop a strong brand e.g. Lincs potatoes in M&S; 'sell' tech careers in Lincolnshire; INSTAGRAM influencers (younger people); road shows; use Lincs produce in embassies and trade events; Piper crisp 'digi packs'; use location as a key part of recruitment; showcase a disruptive tech/initiative- e.g. Automated organic produce;
Attract other people or business to Lincs via famous people or influencers	Sheridan smith- famous Lincs person inside Lincolnshire; celebrities living in the area; celeb chef events using Lincs produce
Lobbying for ambition and resource	Use Matt Warman MP Boston and Digital/Tech; get his brother here; support lobbying groups; think tanks- provide economy; commit to funding Lincolnshire infrastructure; local MPs/ chancellor; local MPs- big red bus; invite PM sausages; relocate treasury to Lincolnshire
Work together	Work together; digital business groups; exploit partnership projects
Shout loud about Lincolnshire Tech	Apply for national awards; Lincolnshire based tech businesses documentaries; Lincolnshire Google YouTube; national promo of tech awards; dragons' den for Lincs; support to attend big industry events
Develop a tech environment	Digital parks- trendy; Lincs as a pilot for new tech; get brand ambassadors on our side i.e. Vodafone; spearhead energy smart grids; pilot ideas in Lincs; select Lincolnshire for big developments;
Create/ promote Lincolnshire through events- national interest	Hold events in Lincs and London and regions; food festival; art installation- digital; pop-up Lincs shops; Lincolnshire events around country
Telling Lincolnshire story	Social media daily updates; potatoes to microchips

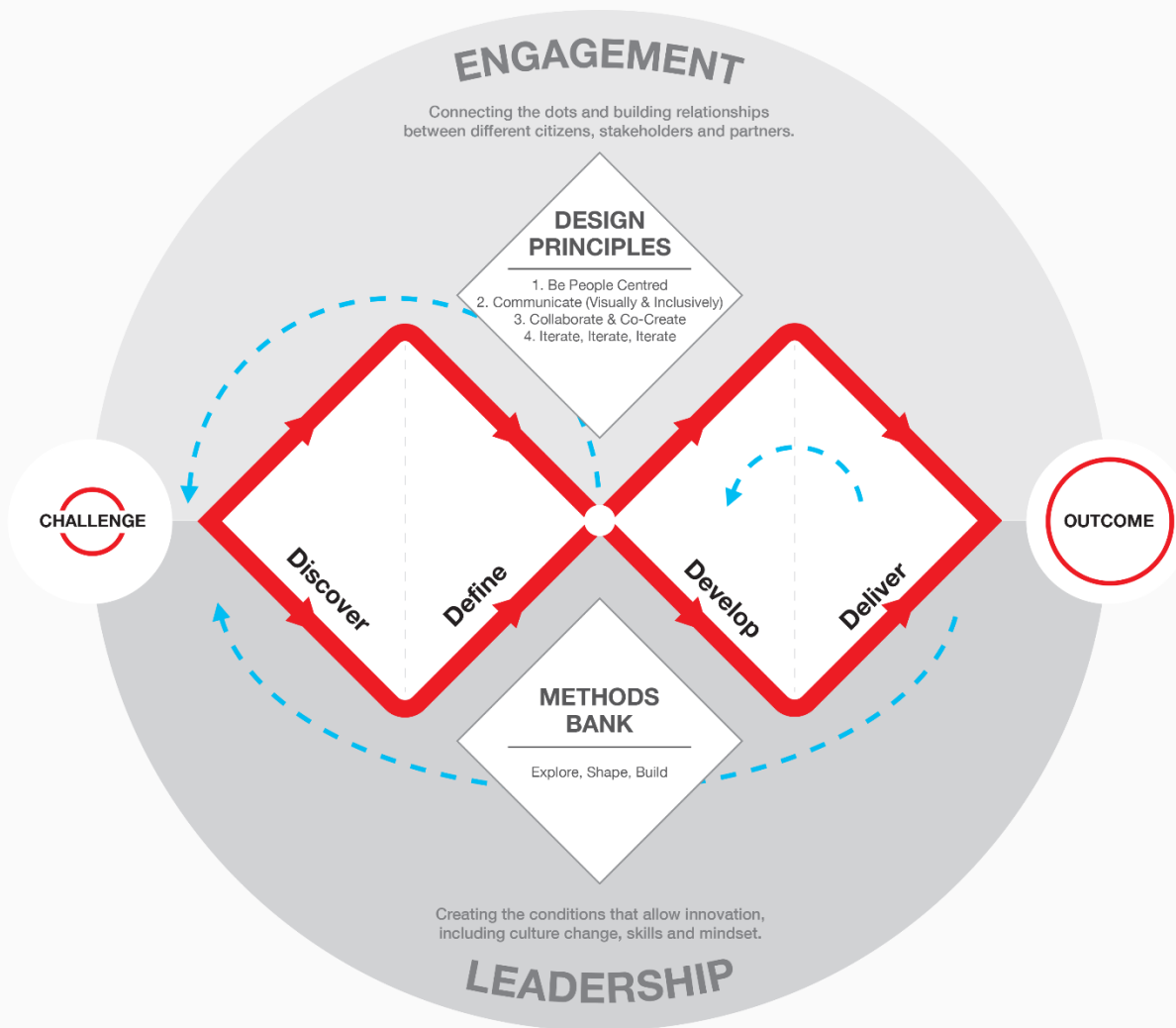
Appendix Two: Framework for Innovation

Strategic design skills are a fundamental requirement for leaders today and in the future, as the needs of organisations become increasingly complex, and the challenges they are tackling require a more integrated response from design. The Framework for Innovation is Design Council's proven methodology, that promotes multi-disciplinary collaborative working and enables organisations to identify clear strategic objectives and define new opportunities for innovation.

Design Council's Framework for Innovation methodology is the culmination of more than 20 years of delivering design transformation programmes for organisations in the private, public and social sectors. It provides a structured, proven methodology by which organisations can collaboratively use design to discover and define challenges and develop and deliver solutions. Design Council has supported over 5000 businesses in the UK, most of the country's Universities and hundreds of public-sector organisations to use this consistent approach, providing organisations with design tools and processes that enable them to respond to their major strategic challenges and opportunities.

Design Council has a range of programmes and services that can help organisations use the Framework for Innovation to:

- build their skills and capabilities to use design strategically
- use design to address a strategic challenge and deliver service transformation



Appendix Three: Acknowledgements

Thank you to the following people who contributed their time and expertise to participate in the workshop.

Participant	Organisation
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